Teaching Evaluations (at Eckerd College)

(see [http://home.eckerd.edu/~zhaoj/teach/eval.pdf](http://home.eckerd.edu/~zhaoj/teach/eval.pdf) for original evaluation forms)

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<th>Level of difficulty</th>
<th>Total hours per week</th>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td>2.21</td>
<td>2.25</td>
<td>1.91</td>
</tr>
<tr>
<td></td>
<td>Quality of course</td>
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<td>2.33</td>
<td>2.39</td>
<td>2.03</td>
</tr>
<tr>
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<td>3.88</td>
<td>3.84</td>
<td>3.58</td>
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<td>2.50</td>
<td>2.36</td>
<td>2.58</td>
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<tr>
<td><strong>2003 Fall</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precalculus</td>
<td>Effectiveness of faculty</td>
<td>2.88</td>
<td>2.25</td>
<td>1.91</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>Quality of course</td>
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<td>only one</td>
<td>2.39</td>
<td>2.03</td>
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<tr>
<td></td>
<td>Level of difficulty</td>
<td>3.65</td>
<td>section</td>
<td>3.84</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>Total hours per week</td>
<td>2.11</td>
<td>2.36</td>
<td>2.58</td>
<td>2.55</td>
</tr>
</tbody>
</table>
Appendix A. Samples of Students’ Feedbacks

1. *From a mentee*: Very friendly and open to conversation. Takes into consideration what I want to do after graduation and not just my major. Very polite and asked about my classes, sports, and family. Seems to be curious and intrigued. He does very well to my taste. Isn’t always on my back about things but does show concern when I am struggling. He’s a nice guy and a good mentor all around.

2. *From a mentee*: As a mentor, Professor Zhao has assisted me in every way that I have requested. I have had absolutely no problems or concerns with him as my mentor. He’s been really beneficial with helping me to decide which classes to take.

3. *From a student’s email to our Dean of Faculty at Eckerd College*: (for more feedbacks please see [http://home.eckerd.edu/~zhaoj/teach/suppLetter.htm](http://home.eckerd.edu/~zhaoj/teach/suppLetter.htm))

   I am writing on behalf of Dr. Zhao, whom I believe deserves tenure. Dr. Zhao was my professor for two semesters of Real Analysis and I am currently in his Abstract Algebra class. I have had other classes with Dr. …, and of the math faculty I have found Dr. Zhao to be the most approachable for help. While I was in his Real Analysis class I was amazed by Dr. Zhao’s level of commitment to teaching. I can remember numerous instances when I would visit his office for help long after his scheduled office hours and he was always happy to assist me. During second semester of Real Analysis he set up a weekly extra help session in his office which was immensely helpful. Near the end of the year I actually stayed in his office working until 2 am and he was happy to help the entire time. I’ve never had a professor who was as willing to put in so much extra effort to help me learn. I tutor mathematics for the department three nights a week, and so I am familiar with Dr. Zhao’s assignments in many of his lower level classes, and I must say that he is very demanding teacher. However, the problems he chooses are similar to the problems one encounters in higher level math classes; for instance, in his Calculus section he regularly assigns the questions that require proofs rather than the more common computational problems. I feel that the students who bring Dr. Zhao’s questions to me are forced to think about aspects of mathematics which I did not get much experience with in the Calculus class I took at St. Petersburg College. I feel that this gives them a more thorough understanding of the subject than I received from the more computationally oriented class I took. …
Question: Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain…

1. This course was very challenging and I feel as though I understand so much more now.
2. This is an incredibly difficult course. It definitely stretched my thinking.
3. Yes, very difficult but made me change my way of thinking about math.
4. Yes, I learned a lot and expanded my mathematical ability.

Question: What aspects of this course contributed most to your leaning?

1. Calculus tutoring and extra help with Dr. Zhao. One on one time really helped me grasp the materials that I was struggling with.
2. Doing the homework problems.
4. The calc tutors and Dr Zhao’s help.
5. The quotient rule song.

Question: What aspects of this course, if any, inhibited your leaning?

1. It was simply difficulty.
2. It was difficult to understand some of the concepts.

Question: What suggestion do you have for improving the course?

1. Students just need to take the time to go in and ask for extra help.
2. Slow down. Review. Easier HW.
3. More class time.
The purpose of this evaluation is to provide your Mentor, in a completely anonymous manner, an indication of how s/he is performing. The Mentors at Eckerd rely on your honest appraisal of their mentoring abilities to help them increase their effectiveness in mentoring you and future associates. They thank you for your input!

**PART II: PERSONAL INFORMATION**

Your mentor's name: **Jiang Jiang Zhao**

How long has this professor been your mentor? **3 semesters**

How frequently have you interacted with your mentor for mentoring purposes, including phone, e-mail, or personal contacts? (please bubble in only one answer)

- Daily
- Weekly
- Monthly
- Once per semester

Your current year in school (please bubble in only one answer):

- Freshman
- Sophomore
- Junior
- Senior

Your current major: **Undeclared**

**PART III: EVALUATIONS**

Please describe the way in which your mentor fulfills the following characteristics by filling in the bubble below the appropriate response ("Excellent", "Good", etc.). If you have no opinion or do not find this applicable, please fill in the bubble under "No Opinion."

<table>
<thead>
<tr>
<th>AVAILABILITY</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>MEDIOCRE</th>
<th>POOR</th>
<th>NO OPINION</th>
</tr>
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<tbody>
<tr>
<td>Available during stated office hours</td>
<td></td>
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</tr>
<tr>
<td>Responds to your e-mails and/or phone messages in a timely fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

**ACADEMIC ADVISING**

Knowledge about the General Education requirements (i.e., perspectives courses, graduation requirements, writing portfolios, College Program Series, language requirements, etc...)

Knowledge about the requirements needed for your major

Effectiveness in guiding you to appropriate educational opportunities (i.e., International Education, CALA, co-curricular activities, ASPEC Mentors, etc...)

Provides advice in planning your course schedules

Comments: **Professor Zhao has really been helpful in aiding me in course registration decisions.**
### COMMUNICATION
- Listens carefully to your concerns [ ] [ ] [ ] [ ] [ ] [ ]
- Takes a helpful attitude towards your interests, work and goals [ ] [ ] [ ] [ ] [ ] [ ]
- Provides feedback in a constructive, useful manner [ ] [ ] [ ] [ ] [ ] [ ]

*Comments*

### CAREER PLANNING
- Provides advice in planning your courses relative to your career goals [ ] [ ] [ ] [ ] [ ] [ ]
- Willing to help with job, graduate school, and scholarship applications and/or preparing letters of recommendation [ ] [ ] [ ] [ ] [ ] [ ]

*Comments*

### PERSONAL WELL-BEING
- Effectiveness in guiding you to appropriate College resources (ie, Health Center, Counseling Center, Career Services, Campus Ministry, etc ...) [ ] [ ] [ ] [ ] [ ] [ ]
- Shows concern for your personal well-being [ ] [ ] [ ] [ ] [ ] [ ]

*Comments*

---

**Overall, how effective has your Mentor been to you? (Please bubble in only one answer).**

- [ ] [ ] [ ] [ ] [ ]
  - Excellent  Good  Average  Mediocre  Poor  No Opinion

**Would you recommend this Mentor to future students?**

- [ ] [ ]
  - Yes  No

**What could your Mentor do to improve his/her effectiveness as a Mentor for you?**

As a mentor, Professor Zhao has assisted me in every way that I have requested. I have had absolutely no problems or concerns with him as my mentor. He’s been really beneficial with helping me to decide which classes to take.

**What advice would you give to other students so they could get the most out of Eckerd’s Mentoring Program?**

I would recommend students take advantage of their mentors, and seek class/career advice from them at least once a semester.

*Thank you for your feedback and time!*
The purpose of this evaluation is to provide your Mentor, in a completely anonymous manner, an indication of how s/he is performing. The Mentors at Eckerd rely on your honest appraisal of their mentoring abilities to help them increase their effectiveness in mentoring you and future associates. They thank you for your input!

**PART I: Information**

Your mentor's name: *Professor Zhang, Zha*

How long has this professor been your mentor? *Since the beginning of freshman year*

How frequently have you interacted with your mentor for mentoring purposes, including phone, e-mail, and personal contacts? (please bubble in only one answer)

- [ ] Daily
- [ ] Weekly
- [ ] Monthly
- [ ] Once per semester

Your current year in school (please bubble in only one answer):

- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior

Your current major: *Was political science, but I am going to change it to political science*

**PART II: Evaluative Information**

Please describe the way in which your mentor fulfills the following characteristics by filling in the bubble below the appropriate response ("Excellent", "Good", etc.). If you have no opinion or do not find this applicable, please fill in the bubble under "No Opinion."

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<thead>
<tr>
<th></th>
<th>Excellent</th>
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### AVAILABILITY

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<th>Poor</th>
<th>No Opinion</th>
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<tr>
<td>Responds to your e-mails and/or phone messages in a timely fashion</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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</table>

**Comments**

*Professor Zhang is always available, right.*

### ACADEMIC ADVISING

<table>
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<th>Academic Advising</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Mediocre</th>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Knowledge about the requirements needed for your major</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Effectiveness in guiding you to appropriate educational opportunities (ie, International Education, CALA, co-curricular activities, ASPEC Mentors, etc ...)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Provides advice in planning your course schedules</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Comments**
**COMMUNICATION**
- Listens carefully to your concerns
- Takes a helpful attitude towards your interests, work and goals
- Provides feedback in a constructive, useful manner

**CAREER PLANNING**
- Provides advice in planning your courses relative to your career goals
- Willing to help with job, graduate school, and scholarship applications, and/or preparing letters of recommendation

**PERSONAL WELL-BEING**
- Effectiveness in guiding you to appropriate College resources (e.g., Health Center, Counseling Center, Career Services, Campus Ministry, etc...)
- Shows concern for your personal well-being

**Part III: Evaluation Questions**

Overall, how effective has your Mentor been to you? (Please bubble in only one answer).

Would you recommend this Mentor to future students?  
Yes  No

What could your Mentor do to improve his/her effectiveness as a Mentor for you?

What advice would you give to other students so they could get the most out of Eckerd's Mentoring Program?

*Thank you for your feedback and time!*  © Eckerd College 2001
The purpose of this evaluation is to provide your Mentor, in a completely anonymous manner, an indication of how s/he is performing. The Mentors at Eckerd rely on your honest appraisal of their mentoring abilities to help them increase their effectiveness in mentoring you and future associates. They thank you for your input!

**Your mentor's name:** Dr. Zhao

**How long has this professor been your mentor?** Since 2005

**How frequently have you interacted with your mentor for mentoring purposes, including phone, e-mail, and personal contacts?** (please bubble in only one answer)

- Daily
- Weekly
- Monthly
- Once per semester

**Your current year in school (please bubble in only one answer):**
- Freshman
- Sophomore
- Junior
- Senior

**Your current major:** Undecided, 2/13 Biology

Please describe the way in which your mentor fulfills the following characteristics by filling in the bubble before the appropriate response ("Excellent", "Good", etc.). If you have no opinion or do not find this applicable, please fill in the bubble under "No Opinion."

### Availability

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<th>EXCELLENT</th>
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<th>AVERAGE</th>
<th>MEDIOCRE</th>
<th>POOR</th>
<th>NO OPINION</th>
</tr>
</thead>
</table>
- Available during stated office hours
- Responds to your e-mails and/or phone messages in a timely fashion

**Comments:** Always present at scheduled meetings and office hours!

### Academic Advising

- Knowledge about the General Education requirements (i.e., perspectives courses, graduation requirements, writing portfolios, College Program Series, language requirements, etc.)
- Knowledge about the requirements needed for your major

**Effectiveness in guiding you to appropriate educational opportunities (i.e., International Education, CALA, co-curricular activities, ASPEC Mentors, etc.)**

**Provides advice in planning your course schedules**

**Comments:** Even though I am not majoring in his field he still guides me and looks up requirements for my intended major.
**COMMUNICATION**

- Listens carefully to your concerns
- Takes a helpful attitude towards your interests, work and goals
- Provides feedback in a constructive, useful manner

**Comments**

Very friendly and open to conversation.

**CAREER PLANNING**

- Provides advice in planning your courses relative to your career goals
- Willing to help with job, graduate school, and scholarship applications and/or preparing letters of recommendation

**Comments**

Takes into consideration what I want to do after graduation and not just my major.

**PERSONAL WELL-BEING**

- Effectiveness in guiding you to appropriate College resources (i.e., Health Center, Counseling Center, Career Services, Campus Ministry, etc.)
- Shows concern for your personal well-being

**Comments**

Very polite and asked about my classes, sport, and family often to be interested.

**Rating**: 8

Overall, how effective has your Mentor been to you? (Please bubble in only one answer).

- Excellent
- Good
- Average
- Mediocre
- Poor
- No Opinion

Would you recommend this Mentor to future students?

- Yes
- No

**What could your Mentor do to improve his/her effectiveness as a Mentor for you?**

He does very well by my tastes, doesn't always ask about things but does show concern when I do bring things up like a future in good Mentor all around wouldn't change a thing.

**What advice would you give to other students so they could get the most out of Eckerd's Mentoring Program?**

To use your mentor, Dr. Zhao has always been available to me and I was very curious about something he didn't know he would look it up for me or even research it.

Thank you for your feedback and time!
### Student Ratings of Course/Instructor

<table>
<thead>
<tr>
<th>Course ID Number</th>
<th>Name of Instructor</th>
<th>Course Number</th>
<th>Term</th>
<th>Course Title</th>
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<tr>
<td>7301</td>
<td>Zhao, Jianqiang</td>
<td>MA 131M 001</td>
<td>200720</td>
<td>Calculus I (LEC)</td>
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**MARKING INSTRUCTIONS**
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

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</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[X] [X]</td>
</tr>
</tbody>
</table>

On each of the items below, mark the appropriate bubble corresponding to your response. If you have no opinion or the item is not applicable, mark the last column. Do not begin completing this evaluation form until the instructor has left the room. Thank you.

1. Clarity in explaining the course objectives
2. Clarity in describing the work expected of me
3. Skill in encouraging me to express myself in class (for example, ask questions, participate in discussions)
4. Effectiveness in using visual aids to augment course presentation (for example, slides, overheads, films, presentation software)
5. Effectiveness in organizing and presenting information in an understandable manner
6. Effectiveness in answering questions
7. Effectiveness in designing examinations and other materials to evaluate my knowledge of the subject
8. Effectiveness in designing other materials to evaluate my knowledge of the subject (for example, written assignments, interviews, journals, and oral presentations)
9. Value of texts and/or other learning materials for this course
10. Helpfulness in responding when students do not understand materials
11. Willingness to explore various points of view within the context of the course subject
12. Effectiveness in handling routine details (for example, pace of course, arranging consultations, and timely return of student's work)
13. Relates to me in a manner that contributes to my learning
14. Challenges my intellect and ability
15. Effectiveness in aiding my exploration of values within the context of the course subject
16. Availability for consultation about my class work
17. Overall performance of the faculty member compared with others whom I have had at EC
18. All things considered, how do you rate this course?
19. For my preparation and ability, the level of difficulty of this course was:
   - [ ] Very elementary
   - [ ] Somewhat elementary
   - [ ] About right
   - [X] Somewhat difficult
   - [ ] Very difficult

20. On average, how much total time did you spend each week on this course (including time in class, lab and studio and working on-line, reading, studying notes, writing papers, other assignments, and other out-of-class work)?
   - [ ] 3-5 hours
   - [ ] 6-8 hours
   - [X] 8-11 hours
   - [ ] 12-14 hours
   - [ ] 15 hours or more
Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain:

This course was good, but some material is difficult to understand in such a limited time.

What aspects of this course contributed most to your learning?

The quotient rule song.

What aspects of this course, if any, inhibited your learning?

Time length and some chapters of the book.

What suggestions do you have for improving the course?

More class time.
## Student Ratings of Course/Instructor

### Course Information
- **ID Number**: 7301
- **Name of Instructor**: Zhao, Jianqiang
- **Course Number**: MA131M 001
- **Term**: 200720
- **Course Title**: Calculus I (LEC)

### Marking Instructions
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

### Evaluation Criteria

1. **Clarity in explaining the course objectives**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

2. **Clarity in describing the work expected of me**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

3. **Skill in encouraging me to express myself in class (for example, ask questions, participate in discussions)**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

4. **Effectiveness in using visual aids to augment course presentation (for example, slides, overheads, films, presentation software)**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

5. **Effectiveness in organizing and presenting information in an understandable manner**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

6. **Effectiveness in answering questions**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

7. **Effectiveness in designing examinations and other materials to evaluate my knowledge of the subject**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

8. **Effectiveness in designing other materials to evaluate my knowledge of the subject (for example, written assignments, interviews, journals, and oral presentations)**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

9. **Value of texts and/or other learning materials for this course**
   - Excellent [ ]
   - Good [ ]
   - Adequate [ ]
   - Mediocre [ ]
   - Poor [ ]
   - No basis for response [ ]

10. **Helpfulness in responding when students do not understand materials**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

11. **Willingness to explore various points of view within the context of the course subject**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

12. **Effectiveness in handling routine details (for example, pace of course, arranging consultations, and timely return of student's work)**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

13. **Relates to me in a manner that contributes to my learning**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

14. **Challenges my intellect and ability**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

15. **Effectiveness in aiding my exploration of values within the context of the course subject**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

16. **Availability for consultation about my class work**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

17. **Overall performance of the faculty member compared with others whom I have had at EC**
    - Excellent [ ]
    - Good [ ]
    - Adequate [ ]
    - Mediocre [ ]
    - Poor [ ]
    - No basis for response [ ]

18. **All things considered, how do you rate this course?**
    - Very difficult [ ]
    - Somewhat difficult [ ]
    - About right [ ]
    - Somewhat easy [ ]
    - Very easy [ ]

19. **For my preparation and ability, the level of difficulty of this course was:**
    - Very difficult [ ]
    - Somewhat difficult [ ]
    - About right [ ]
    - Somewhat easy [ ]
    - Very easy [ ]

20. **On average, how much total time did you spend each week on this course (including time in class, lab and studio and working on-line, reading, studying notes, writing papers, other assignments, and other out-of-class work)?**
    - 3-5 hours [ ]
    - 6-8 hours [ ]
    - 9-11 hours [ ]
    - 12-14 hours [ ]
    - 15 hours or more [ ]
Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

This course was very challenging and I feel as though I understand so much more now.

What aspects of this course contributed most to your learning?

Calculus tutoring and extra help with Dr. Zhao. One on one time really helped me grasp the materials that I was struggling with.

What aspects of this course, if any, inhibited your learning?

It was simply difficult.

What suggestions do you have for improving the course?

No suggestions, students just need to take the time to go in and ask for extra help.
# Student Ratings of Course/Instructor

## MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

### CORRECT: ☑  INCORRECT: ☓

On each of the items below, mark the appropriate bubble corresponding to your response. If you have no opinion or the item is not applicable, mark the last column. Do not begin completing this evaluation form until the instructor has left the room. Thank you.

<table>
<thead>
<tr>
<th>Course ID Number</th>
<th>Name of Instructor</th>
</tr>
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   - 15 hours or more
Student Ratings of Course/Instructor

Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

This is an incredibly difficult course. It definitely stretched my thinking.

What aspects of this course contributed most to your learning?

Doing the homework problems.

What aspects of this course, if any, inhibited your learning?

It was difficult to understand some of the concepts.

What suggestions do you have for improving the course?
ECKERD COLLEGE

Student Ratings of Course/Instructor

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   - 9-11 hours
   - 12-14 hours
   - 15 hours or more

☐
Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

Yes, very difficult but made me change my way of thinking about math.

What aspects of this course contributed most to your learning?

book & quizzes

What aspects of this course, if any, inhibited your learning?

way too fast

What suggestions do you have for improving the course?

slow down
review
easier HW!!
# Student Ratings of Course/Instructor

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   - [ ] 9-11 hours
   - [ ] 12-14 hours
   - [ ] 15 hours or more
Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain:

Yes I learned a lot and expanded my mathematical ability.

What aspects of this course contributed most to your learning?

The Calc tutors and Dr Zhao’s help.

What aspects of this course, if any, inhibited your learning?

What suggestions do you have for improving the course?

New book.
### Student Ratings of Course/Instructor

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| Course Title       | Calculus I (LEC) |

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Student Ratings of Course/Instructor

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Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

Greatest

What aspects of this course contributed most to your learning?

Teacher

What aspects of this course, if any, inhibited your learning?

EVER

What suggestions do you have for improving the course?

!!!
### Student Ratings of Course/Instructor

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Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

I took calculus in high school and it was like a refresher course but I still learned a lot.

What aspects of this course contributed most to your learning?

The examples, tests, and homework were answered by the teacher.

What aspects of this course, if any, inhibited your learning?

The quiz and test problems were kinda hard.

What suggestions do you have for improving the course?

Make the quizzes and test a little easier.
# Student Ratings of Course/Instructor

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Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

I took Calc I in high school and this course didn't really include anything I haven't already learned before. However, after going over them again, I understand all the concepts a lot better now than in high school.

What aspects of this course contributed most to your learning?

Going over homework problems in class and giving students the for Q & A.

What aspects of this course, if any, inhibited your learning?

Most of the tests only had a small number of problems, and the problems would be extremely difficult. So I feel my test scores did not represent my full understanding of the material.

What suggestions do you have for improving the course?

Rewrite the tests. Instead of a few very hard problems, have several more basic problems, some intermediate, and maybe only one or two very advanced/involved problems.
Student Ratings of Course/Instructor

**ECKERD COLLEGE**

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**Course Title**

Discrete Mathematics

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   ( )
Student Ratings of Course/Instructor

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Was this course intellectually stimulating? Did it stretch your thinking? Why or why not?
Please explain...

What aspects of this course contributed most to your learning?

The take home exams helped me to learn the material better. As opposed to showing up for an in-class examination, I likely wouldn't have gotten much benefit from it.

What aspects of this course, if any, inhibited your learning?

What suggestions do you have for improving the course?
# Student Ratings of Course/Instructor

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Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

I felt as though this course stretched my thinking as it pertains to numbers. I never would have known that I could use numbers in such a way to help prove a statement within reason.

What aspects of this course contributed most to your learning?

The take home tests helped a great deal in my quest to learn the material. They helped me to better understand the areas that I was weakest in without time constraints.

What aspects of this course, if any, inhibited your learning?

What suggestions do you have for improving the course?

Try to come up with more hands on exercises that could help the students pick up rules and definitions more quickly.
## Student Ratings of Course/Instructor

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4. Effectiveness in using visual aids to augment course presentation (for example, slides, overheads, films, presentation software) [ ] [ ] [ ] [ ] [ ]
5. Effectiveness in organizing and presenting information in an understandable manner [ ] [ ] [ ] [ ] [ ]
6. Effectiveness in answering questions [ ] [ ] [ ] [ ] [ ]
7. Effectiveness in designing examinations and other materials to evaluate my knowledge of the subject [ ] [ ] [ ] [ ] [ ]
8. Effectiveness in designing other materials to evaluate my knowledge of the subject (for example, written assignments, interviews, journals, and oral presentations) [ ] [ ] [ ] [ ] [ ]
9. Value of texts and/or other learning materials for this course [ ] [ ] [ ] [ ] [ ]
10. Helpfulness in responding when students do not understand materials [ ] [ ] [ ] [ ] [ ]
11. Willingness to explore various points of view within the context of the course subject [ ] [ ] [ ] [ ] [ ]
12. Effectiveness in handling routine details (for example, pace of course, arranging consultations, and timely return of student's work) [ ] [ ] [ ] [ ] [ ]
13. Relates to me in a manner that contributes to my learning [ ] [ ] [ ] [ ] [ ]
14. Challenges my intellect and ability [ ] [ ] [ ] [ ] [ ]
15. Effectiveness in aiding my exploration of values within the context of the course subject [ ] [ ] [ ] [ ] [ ]
16. Availability for consultation about my class work [ ] [ ] [ ] [ ] [ ]
17. Overall performance of the faculty member compared with others whom I have had at EC [ ] [ ] [ ] [ ] [ ]
18. All things considered, how do you rate this course? [ ] [ ] [ ] [ ] [ ]
19. For my preparation and ability, the level of difficulty of this course was: [ ] Very elementary [ ] Somewhat elementary [ ] About right [ ] Somewhat difficult [ ] Very difficult
20. On average, how much total time did you spend each week on this course (including time in class, lab and studio and working on-line, reading, studying notes, writing papers, other assignments, and other out-of-class work)? [ ] 3-5 hours [ ] 6-8 hours [ ] 9-11 hours [ ] 12-14 hours [ ] 15 hours or more [ ]
Student Ratings of Course/Instructor

Only your instructor will see this page. These open-ended questions are designed to give qualitative and substantive information to your instructor about the course you have just taken. Please answer these questions to the best of your ability.

Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

Yes, very much. Thinking about solving the problems.

What aspects of this course contributed most to your learning?

The problem solving.

What aspects of this course, if any, inhibited your learning?

None.

What suggestions do you have for improving the course?

Not 5.
Student Ratings of Course/Instructor

Course ID Number: 6080
Name of Instructor: Zhao, Jianqiang
Course Number: MA234N 001
Term: 200920
Course Title: Differential Equations

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: [ ] INCORRECT: [ ] [ ] [ ] [ ]

On each of the items below, mark the appropriate bubble corresponding to your response. If you have no opinion or the item is not applicable, mark the last column. Do not begin completing this evaluation form until the instructor has left the room. Thank you.

1. Clarity in explaining the course objectives
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

2. Clarity in describing the work expected of me
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

3. Skill in encouraging me to express myself in class (for example, ask questions, participate in discussions)
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

4. Effectiveness in using visual aids to augment course presentation (for example, slides, overheads, films, presentation software)
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

5. Effectiveness in organizing and presenting information in an understandable manner
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

6. Effectiveness in answering questions
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

7. Effectiveness in designing examinations and other materials to evaluate my knowledge of the subject
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

8. Effectiveness in designing other materials to evaluate my knowledge of the subject (for example, written assignments, interviews, journals, and oral presentations)
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

9. Value of texts and/or other learning materials for this course
   - Excellent
   - Good
   - Adequate
   - Mediocre
   - Poor
   - No basis for response

10. Helpfulness in responding when students do not understand materials
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

11. Willingness to explore various points of view within the context of the course subject
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

12. Effectiveness in handling routine details (for example, pace of course, arranging consultations, and timely return of student's work)
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

13. Relates to me in a manner that contributes to my learning
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

14. Challenges my intellect and ability
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

15. Effectiveness in aiding my exploration of values within the context of the course subject
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

16. Availability for consultation about my class work
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

17. Overall performance of the faculty member compared with others whom I have had at EC
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

18. All things considered, how do you rate this course?
    - Very elementary
    - Somewhat elementary
    - About right
    - Somewhat difficult
    - Very difficult

19. For my preparation and ability, the level of difficulty of this course was:
    - Excellent
    - Good
    - Adequate
    - Mediocre
    - Poor
    - No basis for response

20. On average, how much total time did you spend each week on this course (including time in class, lab and studio and working on-line, reading, studying notes, writing papers, other assignments, and other out-of-class work?)
    - 3-5 hours
    - 6-8 hours
    - 9-11 hours
    - 12-14 hours
    - 15 hours or more
    - No basis for response


Was this course intellectually stimulating? Did it stretch your thinking? Why or why not? Please explain...

Yes, it was hard and I thought what he taught and now he taught told me how to do things, but left a little for me to figure out myself.

What aspects of this course contributed most to your learning?

The take home test and the quizzes. Refresher, and I thought taking the test home was very good, gave me more time to really learn the materials.

What aspects of this course, if any, inhibited your learning?

What suggestions do you have for improving the course?