



THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM THE UNIVERSITY OF TENNESSEE			
Mathematics 152	Sec # 46867 (CLAS)	Benjamin A. Levy	
Math for Life Sciences II (CLAS)	Fall 2013	Form D	# of Students: 15



Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	4 (27%)	9 (60%)	0 (0%)	1 (7%)	1 (7%)	0 (0%)	3.93
2. Course content	3 (21%)	8 (57%)	2 (14%)	1 (7%)	0 (0%)	0 (0%)	3.93
3. Instructor's contribution to the course	11 (73%)	2 (13%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	4.47
4. Instructor's effectiveness in teaching material	10 (67%)	3 (20%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	4.40
5. Course organization	5 (33%)	6 (40%)	2 (13%)	2 (13%)	0 (0%)	0 (0%)	3.93
6. Sequential presentation of concepts	8 (53%)	4 (27%)	1 (7%)	2 (13%)	0 (0%)	0 (0%)	4.20
7. Explanations by instructor	9 (60%)	3 (20%)	2 (13%)	0 (0%)	1 (7%)	0 (0%)	4.27
8. Ability to present alternative explanations	11 (73%)	2 (13%)	1 (7%)	0 (0%)	1 (7%)	0 (0%)	4.47
9. Use of examples and illustrations	8 (53%)	4 (27%)	2 (13%)	1 (7%)	0 (0%)	0 (0%)	4.27
10. Quality of questions/problems raised by instructor	6 (40%)	6 (40%)	2 (13%)	0 (0%)	1 (7%)	0 (0%)	4.07
11. Assignments' contribution to students' understanding	6 (40%)	5 (33%)	3 (20%)	0 (0%)	1 (7%)	0 (0%)	4.00
12. Instructor's enthusiasm	8 (53%)	4 (27%)	1 (7%)	1 (7%)	0 (0%)	1 (7%)	4.07
13. Ability to deal with students' difficulties	7 (47%)	5 (33%)	2 (13%)	0 (0%)	1 (7%)	0 (0%)	4.13
14. Answers to students' questions	8 (53%)	4 (27%)	2 (13%)	1 (7%)	0 (0%)	0 (0%)	4.27
15. Availability of extra help when needed	10 (67%)	2 (13%)	2 (13%)	1 (7%)	0 (0%)	0 (0%)	4.40
16. Use of class time	10 (67%)	3 (20%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	4.40
17. Interest in whether students learned	10 (67%)	4 (27%)	0 (0%)	0 (0%)	1 (7%)	0 (0%)	4.47
18. Amount you learned in the course	4 (27%)	7 (47%)	2 (13%)	1 (7%)	1 (7%)	0 (0%)	3.80
19. Relevance and usefulness of course content	5 (33%)	6 (40%)	2 (13%)	1 (7%)	1 (7%)	0 (0%)	3.87
20. Evaluative and grading techniques	9 (60%)	3 (20%)	1 (7%)	1 (7%)	0 (0%)	1 (7%)	4.13
21. Reasonableness of assigned work	8 (57%)	1 (7%)	2 (14%)	2 (14%)	1 (7%)	0 (0%)	3.93
22. Clarity of students' responsibilities/requirements	9 (60%)	4 (27%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)	4.33

Relative to other colleges courses you have taken	Much Higher	Average				Much Lower
23. Do you expect your grade in this course to be:	0 (0%)	8 (50%)	4 (30%)	2 (10%)	1 (10%)	0 (0%)
24. The intellectual challenge presented was:	0 (0%)	7 (50%)	5 (30%)	1 (10%)	1 (10%)	1 (10%)
25. The amount of effort your put into this course was:	0 (0%)	9 (60%)	2 (10%)	2 (10%)	1 (10%)	0 (0%)
26. The amount of effort to succeed in this course was:	0 (0%)	9 (60%)	4 (30%)	0 (0%)	2 (10%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	2 (10%)	8 (50%)	2 (10%)	2 (10%)	0 (0%)	1 (10%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	1 (7%)
3-4	1 (7%)
5-6	10 (71%)
7-8	1 (7%)
9-10	1 (7%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	1 (7%)
3-4	6 (43%)
5-6	7 (50%)
7-8	0 (0%)
9-10	0 (0%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade

A	9 (60%)
B+	3 (20%)
B	1 (7%)
C+	0 (0%)
C	1 (7%)
D	1 (7%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

32. Class Composition

Fresh	0 (0%)
Soph	8 (53%)
Junior	5 (33%)
Senior	2 (13%)
Grad	0 (0%)
Other	0 (0%)

31. Course Was

In major	7 (47%)
In minor	0 (0%)
Dist. Req.	7 (47%)
Elective	0 (0%)
Other	1 (7%)

33. Wanted to take course

Yes	10 (67%)
No	0 (0%)
Neutral	5 (33%)

Student Responses to Open Ended Questions

Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- Yes, the questions made you think about how things related to one another for real world problem.
- Yes. It opened my eyes to the science of mathematics and stripped away the intimidating and daunting veil it wore. Now I've learned that math is pretty simple stuff if you know the fundamentals.
- Towards the end.
- It was more of a review for me since I took AP Calc. But since it was a college class, it had more complex applications I had to think about.
- Yes it was. It stretched my thinking by applying elements of calculus to biological processes.
- Yes, it enabled me to apply mathematical process to science.
- Math is not really interesting to me in the first place. However, he did make some good connections to the real world.
- Most of the concepts, other than Matlab and codes, I had already seen in math classes before I came to UT. Once Ben went over the material it was easy for me to remember and understand. It didn't really stretch my thinking, other than in Matlab because that's always difficult to master.

Question #2: What aspects of this class contributed most to your learning?

- Class time was very helpful. Writing the notes as they were explained really helped with clarification.
- Homeworks
- Step-by-step workings of problems in-class. This is MASSIVELY beneficial to me.
- Instructor was very good. Daily Homework ensured that we actually practiced the material, I'd say this was the most important aspect and should be required in all math classes.
- Ben's explanations were very clear, so if I were to learn this material for the first time, I would still learn it well cause he explain it as if were first learning it.
- Instructor went over material very well and was always very clear on what to expect and how to study. Problems gone over in class were always very detailed and always put on blackboard. Easy access to all notes and assignments through blackboard made this class way more manageable.
- Any of the aspects which pertained to human biological processes.
- The homework was helpful even if I did not enjoy it.
- Going over the homework and really making sure I understood it.
- Explanations of equations and how/when to use them. Ben was very clear in his direction of how to use the concepts we were learning and even went about teaching us in more than one way so that if you didn't understand it from one perspective you might from the other. That was very helpful. I also liked the sheets he handed out for integrals and differentiation. I was a good study tool and I used it a lot for homework.

Question #3: What aspects of this class detracted from your learning?

- Nothing
- Nothing, really. You did a good job and helped me become greatly more confident in my math abilities.
- None
- I understand that MATLAB is important, but I didn't feel it helped me a lot in the class.
- No aspect of this class detracted from my learning.
- N/A
- Sometimes I didn't understand the homework as I was doing it so I thought that was counterproductive to my learning at times.

Question #4: What suggestions do you have for improving the class?

- Having a rough schedule would have been helpful, but overall the class was very helpful. It also related to my other classes and helped me in them.
- Study guides, answer to book problems
- Since you hand-write the notes, maybe work on your handwriting a bit. It's legible, but it could certainly be clearer.
- None, it was fine.
- The class needs a better book. The questions at the end of each chapter are good, but the book's explanations are not so good.
- Projects in this class to me seemed relatively useless. Matlab, while demonstrating real life scenarios, is something most people in the class have no idea how to use and may not be useful to many of the pre-med students.
- He did an excellent job.
- Maybe making a study guide, even though you listed practice problems for us. That is about the only thing I would say add.
- He has done an excellent job thus far with adjusting things as needed. Also, he was very fair with a lot of things. I think lists of what to look for or what to do with certain concepts are very helpful.