



Term: Fall 2017  
 Enrollment: 48  
 Eligible to Respond: 48  
 Response Count: 20  
 Response Rate: 41.67%

Class ID: [MATH2417.010.17F](#)  
 Title: Calculus I  
 School: School of Natural Sciences and Mathematics  
 Instructor: [Nathan Williams](#)

### Course Experience for math2417.010.17f - Calculus I

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics		
	The course objectives were clearly defined.														M
						%	-	4%	4%	39%	52%	100%	$\mu$	4.39	
						#	-	1	1	9	12	23	$\sigma$	0.78	
													N	23	
The course was well organized.						%	-	-	-	52%	48%	100%	M	<b>4.46</b>	
						#	-	-	-	12	11	23	$\mu$	4.48	
													$\sigma$	0.51	
													N	23	
Overall, the course was excellent.						%	-	-	13%	43%	43%	100%	M	<b>4.35</b>	
						#	-	-	3	10	10	23	$\mu$	4.30	
													$\sigma$	0.70	
													N	23	

### Instructor Nathan Williams (math2417.010.17f)

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics	
	The instructor was well prepared in the subject area.						%	-	-	-	26%	74%	100%	M
						#	-	-	-	6	17	23	$\mu$	4.74
													$\sigma$	0.45
													N	23
The instructor communicated information effectively.						%	-	4%	-	48%	48%	100%	M	<b>4.45</b>
						#	-	1	-	11	11	23	$\mu$	4.39
													$\sigma$	0.72
													N	23
The instructor seemed genuinely interested in teaching.						%	-	-	4%	4%	91%	100%	M	<b>4.95</b>
						#	-	-	1	1	21	23	$\mu$	4.87
													$\sigma$	0.46
													N	23
The instructor provided timely feedback.						%	-	4%	-	17%	78%	100%	M	<b>4.86</b>
						#	-	1	-	4	18	23	$\mu$	4.70
													$\sigma$	0.70
													N	23
The instructor was accessible outside of class.						%	-	-	4%	35%	61%	100%	M	<b>4.68</b>
						#	-	-	1	8	14	23	$\mu$	4.57
													$\sigma$	0.59
													N	23

The instructor evaluated students fairly.													<table border="1"> <tr><td>M</td><td><b>4.78</b></td></tr> <tr><td>μ</td><td>4.61</td></tr> <tr><td>σ</td><td>0.72</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.78</b>	μ	4.61	σ	0.72	N	23
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μ	4.61																					
σ	0.72																					
N	23																					
%	-	4%	-	26%	70%	100%	#	-	1	-	6	16	23									

Overall, this instructor was excellent.													<table border="1"> <tr><td>M</td><td><b>4.78</b></td></tr> <tr><td>μ</td><td>4.57</td></tr> <tr><td>σ</td><td>0.79</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.78</b>	μ	4.57	σ	0.79	N	23
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### Student Experience for math2417.010.17f - Calculus I

Evaluation Scale is <a href="#">5 Level Likert Item</a>	SD	D	N	A	SA	%/#	SD	D	N	A	SA	TOT	Summary Statistics
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I was free to ask questions and express my opinions and ideas.													<table border="1"> <tr><td>M</td><td><b>4.78</b></td></tr> <tr><td>μ</td><td>4.61</td></tr> <tr><td>σ</td><td>0.72</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.78</b>	μ	4.61	σ	0.72	N	23
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σ	0.72																					
N	23																					
%	-	4%	-	26%	70%	100%	#	-	1	-	6	16	23									

My performance was evaluated fairly.													<table border="1"> <tr><td>M</td><td><b>4.62</b></td></tr> <tr><td>μ</td><td>4.52</td></tr> <tr><td>σ</td><td>0.59</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.62</b>	μ	4.52	σ	0.59	N	23
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σ	0.59																					
N	23																					
%	-	-	4%	39%	57%	100%	#	-	-	1	9	13	23									

I discussed ideas from this course with others outside the classroom.													<table border="1"> <tr><td>M</td><td><b>4.62</b></td></tr> <tr><td>μ</td><td>4.17</td></tr> <tr><td>σ</td><td>1.11</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.62</b>	μ	4.17	σ	1.11	N	23
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N	23																					
%	-	13%	13%	17%	57%	100%	#	-	3	3	4	13	23									

This course has been (or will be) of value to me.													<table border="1"> <tr><td>M</td><td><b>4.73</b></td></tr> <tr><td>μ</td><td>4.52</td></tr> <tr><td>σ</td><td>0.79</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.73</b>	μ	4.52	σ	0.79	N	23
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%	-	4%	4%	26%	65%	100%	#	-	1	1	6	15	23									

This course inspired me to learn more.													<table border="1"> <tr><td>M</td><td><b>4.54</b></td></tr> <tr><td>μ</td><td>4.22</td></tr> <tr><td>σ</td><td>0.95</td></tr> <tr><td>N</td><td>23</td></tr> </table>		M	<b>4.54</b>	μ	4.22	σ	0.95	N	23
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### Comments - Access to comments is restricted. You have permission to view comments

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|--|---|
| <p>What aspects of this course should remain the same?</p> | <ol style="list-style-type: none"> <li>1. Just about everything. Maybe go over more problems.</li> <li>2. Professor Williams was amazing</li> <li>3. Material was fair and relatively easy to follow.</li> <li>4. I thought that our class went pretty well. I enjoyed how much influence was put on the why rather than the how. That information will be much more valuable going into the future.</li> <li>5. Nathan Williams was a great teacher and will serve many Calc 1 students well if he stays teaching this course.</li> <li>6. The heavy use of example problems to explain the new concepts we're learning, and the extra problems we did at the beginning of class for fun. Also, I like that we proved a lot of the concepts we were learning, time allowing.</li> <li>7. I believe that the excitement to teach the material should stay the same.</li> <li>8. The way the my problem section allowed us to work out problems on the board instead of some people I know that had to sit and watch the ta do them</li> <li>9. I greatly enjoyed the mentioning of real world applications to the concepts that we learn in class. As a student, I have heard time and time again phrases such as, "When will we ever use this?" So, it was both</li> </ol> |
|--|---|

beneficial and interesting to hear a response to these all too often unanswered questions. I also appreciate the openness to repeating information or going back to information if a student was having trouble keeping up or did not follow the logic of a certain step. Lastly, the class possessed an overall encouraging atmosphere that made a difficult subject for me personally more approachable.

10. The course is effective when paired with participation in problem sections; this course should remain a lecture-styled teaching method due to the presence of hands-on problem sections already existing. The material covered is also of value and should remain relatively the same.
11. having the problem section, going over various types of problems that could appear on the test
12. I really enjoyed the style of teaching allowing many questions and giving well thought answers that provided new ways to look at the problem.
13. I like the way we do problems where we are first given examples and then given problems to attempt.
14. Generally well structured; good instructor
15. The way the material is taught should remain the same.
16. I hope that the instructor continues to explain the concepts thoroughly and in great detail as it helps students understand the material much better. I also liked starting up the class by warming up with a logic puzzle as it grabbed the attention of the students.
17. Only two days a week lectures are great. Only MATH 2413 calc. I the lectures were MonwedFri? Seems annoying.
18. Nathan is an excellent instructor who knows and cover his material real well. So well, that he would at times move a little too fast, but to his credit would back-tracked and slow the lessons down for everyone's benefit. Also, he would constantly ask if we "understand" and we could stop him at anytime to ask questions. Overall he has a good personality and is very approachable. If I have resist this course I would want Nathan as my instructor.

What aspects of this course need improvement?

1. Nothing. Dr. Williams is a super good professor.
2. Nothing at all it was a great class.
3. Some areas need to spend more time on and go slower in those areas.
4. I think that all of the professors need to sort of be on the same page. Sometimes I think that each professor was in a different point and that was interesting for study groups outside of class.
5. I enjoyed everything about the course.
6. At times the lectures were a little unorganized and hard to follow.
7. Practice exams
8. To allow two class days of review
9. While a problem section for focused practice has been provided, the class can often get rushed because there are many problems to finish. Therefore, I think that students should be encouraged or even called upon in lecture so as to give them a time for initial failure and improvement on a topic before the problem section.
10. One problem with the course is that there are only three exams, including the final exam. While it is very possible to succeed in the class and in the exams, it is quite difficult due to the large amount of material possibly covered in each exam, as well as having the exams weigh so heavily on your grade.
11. go through the material a little slower
12. I don't think that much should be changed at all, everything went very well.
13. The online homework should be lessened. The pace is a bit quick; there should be more review material.
14. Although the instructor explains the concepts well, I feel as though he goes off on tangents or explains things to in-depth to the point where it may cause some confusion among the students. Of course this is not such a big issue as this does not happen often and when it does, the instructor is fine with repeating some information to students who were not able to follow.
15. The staggered due dates between online and THQ assignments were annoying. Just make online quiz due Friday. Or implement some sort of late policy. Points off for every hour or day late.
16. Why were we taught Hospital's rule but we were not suppose to use it? I think that part should be scrapped. Also, too much work and not enough time to do serious studying. Could do with some better streamlining.

Additional comments:

1. Adding extra practice Web Assign optional assignments every week would be beneficial instead of waiting for before the tests to provide practice material.
2. I think that the course in general was a good experience, but I feel like having a final that is 60% over what

we have learned in the past two weeks is a bit much. I would rather it be more cumulative.

3. Having an online textbook was very useful and I referred to it often. The weekly homework and THQs were also well paced, and they felt like the right amount of work. I also used the Math Lab some, which was very helpful for conceptual learning concerning the THQs.
4. No further very coments
5. Thqs maybe could have a way to check those answers so youre not completely blind
6. The resources available for this course were generally very plentiful and helpful. However, I am not a fan of the textbook used for this course. I believe it lacks helpful examples and is not an effective tool for learning for the course. Additionally, the interface can be frustrating e.g. not being able to scroll easily.
7. thqs were sometimes extremely difficult and went far beyond the level we were tested on during exams.
8. I really enjoyed this course and would love to go through the same instructor and setup for next semester.
9. I would have liked it to be communicated better over which WebAssign textbook would have been best for us to purchase.
10. Ideally the syllabus would outline which problems should be done in the textbook
11. Textbook wasn't used nearly as much as it may seem necessary. It can get quite difficult; example problems should be highlighted, especially problems that may be on the tests.
12. Not much. The course and the professor are both good.
13. To anyone besides Prof. Williams reading this, give him a raise, or something. Nominated for Outstanding Teacher award. Phenomenal job for first semester.
14. Being constantly pressed for time as I work nights and do school during the days, my experience was not a bad one. Also, my problem-section instructor, Akash Roy was very instrumental in helping me. His knowledge and patience was exemplary.

**Class Grade Distribution (MATH2417.010.17F)**

	-	•	+	#	Grade Distribution for MATH2417.010.17F
<b>A</b>	9	1	5	15	31.25%
<b>B</b>	4	1	5	10	20.83%
<b>C</b>	7	3	4	14	29.16%
<b>D</b>	0	0	0	0	0%
<b>F</b>	-	8	-	8	16.67%
<b>W*</b>	-	0	-	1	2.08%
Letter Grade Count: 47					μ = 2.43 σ = 1.81 M = 2.67
					25% 50% 75% 100%

class  
**GPA** **2.43**

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**DF %** **17.02%**

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**WDF %** **18.75%**

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 Report PDF: [go.utdallas.edu/eval/math2417.010.17f/pdf](https://go.utdallas.edu/eval/math2417.010.17f/pdf)  
 Enrollment: 48  
 Cache: 2022-12-03 14:58:24

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