

University of Tennessee at Martin
2025 Fall Evaluations

Course: MATH451: MATH451_001_FA2025-MATH 451-001
Instructor: Shalmali Bandyopadhyay *
Response Rate: 6/6 (100.00 %)

1 - 1. The instructor's explanation of course requirements																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Very Effective		(5)	1	16.67%												
Effective		(4)	0	0.00%												
Moderately Effective		(3)	3	50.00%												
Somewhat Effective		(2)	1	16.67%												
Ineffective		(1)	1	16.67%												
Not Applicable		(0)	0	0.00%												
					0	25	50	100	Question		UT Martin		College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
6/6 (100.00%)	2.83	1.33	3.00	13844	4.44	0.91	5.00	3275	4.31	1.00	5.00	1419	4.39	0.97	5.00	

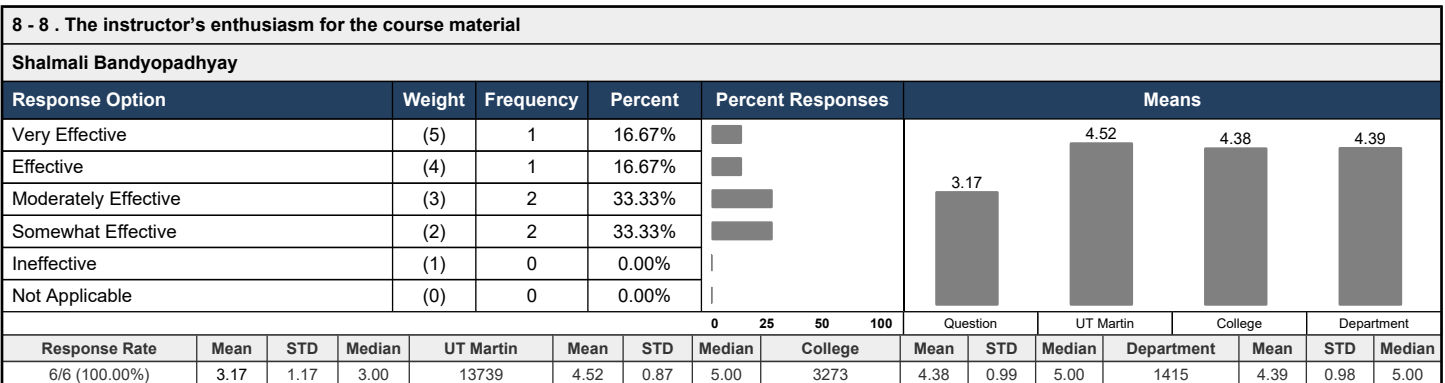
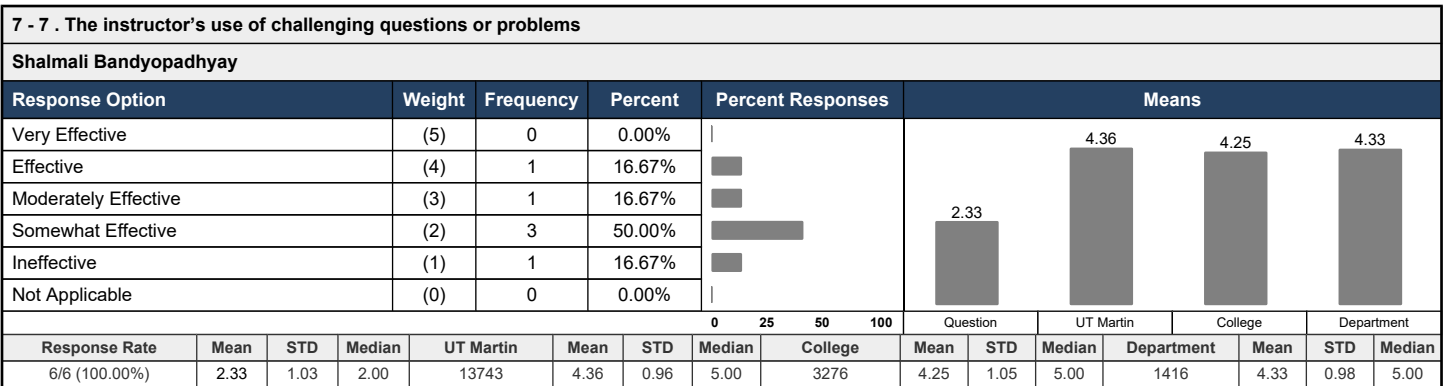
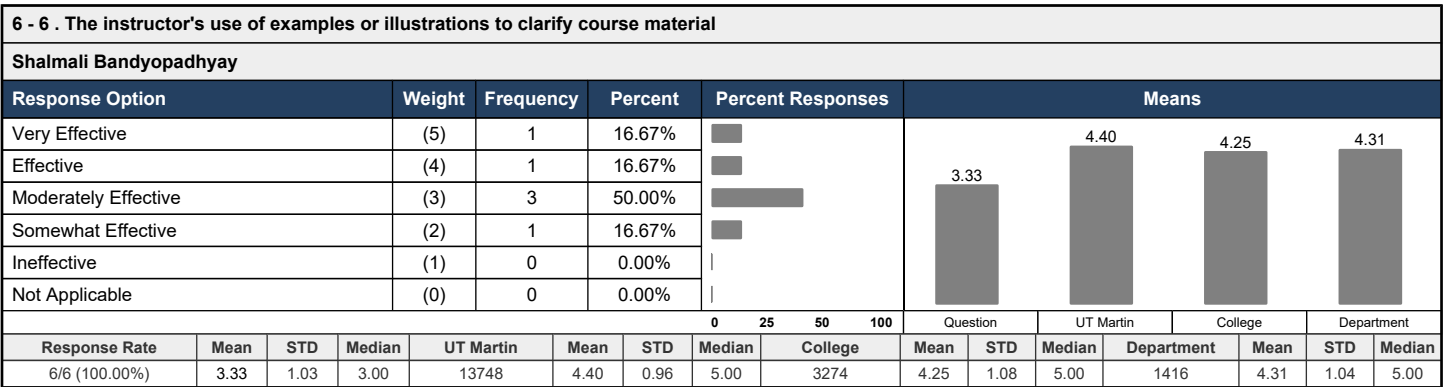
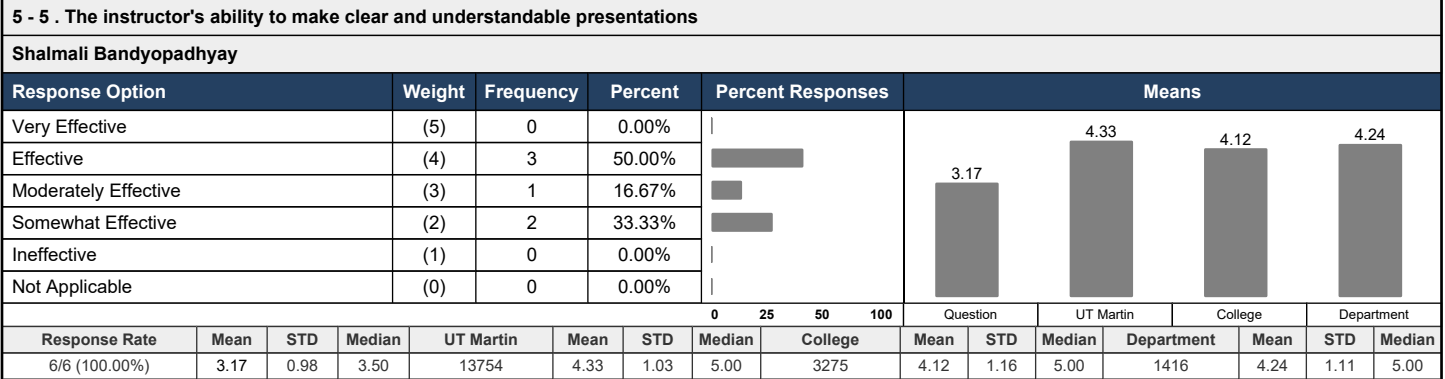
2 - 2. The instructor's preparation for each class period																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Very Effective		(5)	0	0.00%												
Effective		(4)	3	50.00%												
Moderately Effective		(3)	2	33.33%												
Somewhat Effective		(2)	1	16.67%												
Ineffective		(1)	0	0.00%												
Not Applicable		(0)	0	0.00%												
					0	25	50	100	Question		UT Martin		College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
6/6 (100.00%)	3.33	0.82	3.50	13805	4.50	0.86	5.00	3280	4.41	0.93	5.00	1418	4.47	0.88	5.00	

3 - 3. The instructor's use of class time																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Very Effective		(5)	1	16.67%												
Effective		(4)	1	16.67%												
Moderately Effective		(3)	1	16.67%												
Somewhat Effective		(2)	3	50.00%												
Ineffective		(1)	0	0.00%												
Not Applicable		(0)	0	0.00%												
					0	25	50	100	Question		UT Martin		College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
6/6 (100.00%)	3.00	1.26	2.50	13773	4.48	0.90	5.00	3280	4.44	0.93	5.00	1419	4.57	0.79	5.00	

4 - 4. The instructor's way of summarizing or emphasizing important points in class																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses	Means										
Very Effective		(5)	0	0.00%												
Effective		(4)	1	16.67%												
Moderately Effective		(3)	2	33.33%												
Somewhat Effective		(2)	3	50.00%												
Ineffective		(1)	0	0.00%												
Not Applicable		(0)	0	0.00%												
					0	25	50	100	Question		UT Martin		College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
6/6 (100.00%)	2.67	0.82	2.50	13762	4.34	1.01	5.00	3274	4.16	1.13	5.00	1414	4.28	1.07	5.00	

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9 - 9 . The instructor's helpfulness and responsiveness to students

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means																
Very Effective	(5)	1	16.67%			3.33	4.45	4.32	4.44	Question			UT Martin			College			Department		
Effective	(4)	2	33.33%							Mean	STD	Median	Department	Mean	STD	Median					
Moderately Effective	(3)	2	33.33%							3.33	1.37	3.50	1416	4.44	0.99	5.00					
Somewhat Effective	(2)	0	0.00%																		
Ineffective	(1)	1	16.67%																		
Not Applicable	(0)	0	0.00%																		
					0	25	50	100													
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median						
6/6 (100.00%)	3.33	1.37	3.50	13746	4.45	0.97	5.00	3273	4.32	1.08	5.00	1416	4.44	0.99	5.00						

10 - 10 . The instructor's respect for students

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means																
Very Effective	(5)	2	33.33%			3.33	4.60	4.51	4.58	Question			UT Martin			College			Department		
Effective	(4)	1	16.67%							Mean	STD	Median	Department	Mean	STD	Median					
Moderately Effective	(3)	1	16.67%							3.33	1.63	3.50	1413	4.58	0.83	5.00					
Somewhat Effective	(2)	1	16.67%																		
Ineffective	(1)	1	16.67%																		
Not Applicable	(0)	0	0.00%																		
					0	25	50	100													
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median						
6/6 (100.00%)	3.33	1.63	3.50	13752	4.60	0.82	5.00	3273	4.51	0.91	5.00	1413	4.58	0.83	5.00						

11 - 11 . The availability of extra help for this class

Response Option	Weight	Frequency	Percent	Percent Responses	Means																
Very Effective	(5)	1	16.67%			3.50	4.35	4.25	4.41	Question			UT Martin			College			Department		
Effective	(4)	2	33.33%							Mean	STD	Median	Department	Mean	STD	Median					
Moderately Effective	(3)	0	0.00%							3.50	1.73	4.00	1414	4.41	0.97	5.00					
Somewhat Effective	(2)	0	0.00%																		
Ineffective	(1)	1	16.67%																		
Not Applicable	(0)	2	33.33%																		
					0	25	50	100													
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median						
6/6 (100.00%)	3.50	1.73	4.00	13324	4.35	1.00	5.00	3231	4.25	1.09	5.00	1414	4.41	0.97	5.00						

12 - 12 . The instructor's willingness to listen to student questions and opinions

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means																
Very Effective	(5)	2	33.33%			3.83	4.55	4.43	4.52	Question			UT Martin			College			Department		
Effective	(4)	2	33.33%							Mean	STD	Median	Department	Mean	STD	Median					
Moderately Effective	(3)	1	16.67%							3.83	1.17	4.00	1412	4.52	0.90	5.00					
Somewhat Effective	(2)	1	16.67%																		
Ineffective	(1)	0	0.00%																		
Not Applicable	(0)	0	0.00%																		
					0	25	50	100													
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median						
6/6 (100.00%)	3.83	1.17	4.00	13736	4.55	0.85	5.00	3265	4.43	0.96	5.00	1412	4.52	0.90	5.00						

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13 - 13 . The information given to students about how they would be graded

Response Option	Weight	Frequency	Percent	Percent Responses	Means												
Very Effective	(5)	0	0.00%		4.46												
Effective	(4)	1	16.67%	█	4.38												
Moderately Effective	(3)	1	16.67%	█	4.50												
Somewhat Effective	(2)	2	33.33%	█	2.17												
Ineffective	(1)	2	33.33%	█													
Not Applicable	(0)	0	0.00%														
					0	25	50	100	Question	UT Martin			College			Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	2.17	1.17	2.00	13337	4.46	0.91	5.00	3226	4.38	0.96	5.00	1414	4.50	0.87	5.00		

14 - 14 . The clarity of exam questions

Response Option	Weight	Frequency	Percent	Percent Responses	Means												
Very Effective	(5)	0	0.00%		4.32												
Effective	(4)	0	0.00%		4.17												
Moderately Effective	(3)	0	0.00%		4.41												
Somewhat Effective	(2)	0	0.00%														
Ineffective	(1)	2	33.33%	█	1.00												
Not Applicable	(0)	4	66.67%	█													
					0	25	50	100	Question	UT Martin			College			Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	1.00	0.00	1.00	13331	4.32	1.01	5.00	3236	4.17	1.11	5.00	1417	4.41	0.94	5.00		

15 - 15 . The exam's coverage of important aspects of the course

Response Option	Weight	Frequency	Percent	Percent Responses	Means												
Very Effective	(5)	0	0.00%		4.45												
Effective	(4)	0	0.00%		4.34												
Moderately Effective	(3)	1	16.67%	█	4.48												
Somewhat Effective	(2)	1	16.67%	█	2.00												
Ineffective	(1)	1	16.67%	█													
Not Applicable	(0)	3	50.00%	█													
					0	25	50	100	Question	UT Martin			College			Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	2.00	1.00	2.00	13324	4.45	0.90	5.00	3232	4.34	0.96	5.00	1413	4.48	0.86	5.00		

16 - 16 . The instructor's comments on assignments and exams

Response Option	Weight	Frequency	Percent	Percent Responses	Means												
Very Effective	(5)	0	0.00%		4.31												
Effective	(4)	1	16.67%	█	4.12												
Moderately Effective	(3)	0	0.00%		4.27												
Somewhat Effective	(2)	2	33.33%	█	2.00												
Ineffective	(1)	2	33.33%	█													
Not Applicable	(0)	1	16.67%	█													
					0	25	50	100	Question	UT Martin			College			Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	2.00	1.22	2.00	13317	4.31	1.05	5.00	3227	4.12	1.16	5.00	1412	4.27	1.06	5.00		

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17 - 17 . The helpfulness of assignments in understanding course material																	
Response Option		Weight	Frequency	Percent	Percent Responses	Means											
Very Effective		(5)	1	16.67%													
Effective		(4)	1	16.67%													
Moderately Effective		(3)	0	0.00%													
Somewhat Effective		(2)	1	16.67%													
Ineffective		(1)	2	33.33%													
Not Applicable		(0)	1	16.67%													
					0	25	50	100	Question		UT Martin			College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	2.60	1.82	2.00	13308	4.32	1.03	5.00	3228	4.17	1.14	5.00	1413	4.37	1.00	5.00		

18 - 18. Rate the quality of instruction in this course as it contributed to your learning																	
Response Option		Weight	Frequency	Percent	Percent Responses	Means											
Very Effective		(5)	0	0.00%													
Effective		(4)	1	16.67%													
Moderately Effective		(3)	2	33.33%													
Somewhat Effective		(2)	0	0.00%													
Ineffective		(1)	3	50.00%													
					0	25	50	100	Question		UT Martin			College		Department	
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
6/6 (100.00%)	2.17	1.33	2.00	13315	4.38	0.99	5.00	3229	4.24	1.08	5.00	1411	4.36	1.02	5.00		

19 - 19. What did you like most about this course?	
Response Rate	6/6 (100%)
<ul style="list-style-type: none"> I liked the emphasis on doing projects, and not on doing tedious assignments or exams. I feel as though it contributed to applicable knowledge of the subject, and allowed us to balance learning the material and reinforcing that knowledge. The example presentations also helped tremendously. I love that we did not have any exams and that she was always open to our needs and was very flexible. I enjoyed the flexibility the class had, and the amount of input the students could give when determining how the course flowed. For example, after midterms, we switched to doing a project every two weeks, rather than every week. This helped the students be not as overwhelmed with the course, and allowed the students to spend more time on other material. I liked how the projects eventually went to every other week. This gave us a little more time to dive into the material and learn it so that we could do our projects. I also liked that we were given sample projects. This was very helpful in knowing what Dr. Shamali expected us to have in our projects. Getting the project worksheet was also very helpful because we had a way to work out the project exactly like she wanted us to and showed us to and gave us an example to follow along. I enjoyed having projects rather than homework and tests in the class. The projects became better when it was every other week as it gave us more time to learn the material, ask questions, and gave time for us to receive the sample projects. The examples helped really know what our professor wanted exactly when it came to presentation time. The part of this course that I liked the most was that we had an input on when our projects would be presented and how many we would present. For example, in the beginning of the course, we were told that we would be presenting every week on Fridays. After week two, we were able to come to an agreement that this was too demanding with other coursework and the professor agreed to cut back and do every other week for projects but to cover more material in them. This gave me a feeling that I had input in my education and that I was being understood that my well-being was being respected. 	

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20 - 20. What did you like least about this course?

Response Rate 6/6 (100%)

- I wasn't the biggest fan of weekly presentations, and felt as though bi-weekly was better.
- Presentations every week are a bit much but switching to one every two weeks was so much better.
- I did not like the changing of the course grades halfway through the semester. I was not a fan of changing from a final project to a final exam. This put a lot of unnecessary pressure on studying for a final, instead of what I thought was going to be a simple project like we had done all semester. I also was not a fan of some of the things we did in class. There were several days when we could have been doing things regarding the project we were working on, but instead, we covered more material that didn't necessarily help us on our upcoming project. While the material we covered was along the same topic as the project, it did not benefit me personally in any way.
- I thought she was tough on grading. Even in the most thought out, planned projects, you are going to forget to say something. She would take off lots of points for minor mistakes after she said it was okay and not to worry about it. I also did not like that she stood up in class the entire time and lectured. There were not any questions specifically for us to answer so that we could somewhat tie material together. She was very hard on our presentations when her own had mistakes and flaws in them as well. I am by no means saying anyone is perfect, but having a little grace would be nice.
- Tough grader even though everyone tried to get the presentations to be exact to her sample since she stated what graphs, charts, tables she wanted to show. Despite following her exact slides right down to every detail there would always be something wrong on anyone's presentation. Even when critiquing us she would reference her slides and then be shown that it wasn't in her presentation, she still counted off. Our professor consistently had mistakes or would get lost and seemingly not remember what was in her presentations, even when she said she just created the slides the other day. There would be incorrect wording, computations, and other minor details. So, my point is she could have been kinder when grading our presentations because everyone does make mistakes or miss some things. There was a lack of communication during the beginning of the first half of the semester. Something that is important to let your students know is that there will professors invited to also watch your presentations, that should not be a last minute talk. She'd often state what we be doing for the week then the next day, we could be doing something completely different. This class was inconsistent, there would be a few good days, then a lot of bad days. I really felt frustrated most days because of how things were taught and the inconsistency of how class would run.
- I did not like a few things about this course. Mainly, I didn't like how I never knew how badly a minor mistake was going to cost me points on the project. For example, every student in the class got a 20/20 on the first project. After the second, we received drastically different scores ranging from 11/15 to 16/15. When asked about the grades, we were told that we did much better than the first project and were improving but weren't given a reason for the low grades or the specific group that was given over a 100 on their excellence. It wasn't until around midterms that we were finally given an idea about how we were to present the material because we started getting example presentations from the professor. This was also around the time that we were told that we would be given a midterm, the week of midterms, and that it would actually not be used for a grade. Then we were told that our final project would no longer be a project and instead would be a comprehensive exam. I do understand that a professor reserves the right to make changes to the syllabus, but I feel like this change needed to be made early in the semester so the students don't miss half the opportunities for further instruction on the materials that will be on the exam.

21 - 21. What suggestions do you have for improving this course?

Response Rate 6/6 (100%)

- I think have a presentation every two weeks, with maybe an assignment to fill the gap, is the best way to approach the course.
- Keep presentation schedule at every two weeks
- I wish that the syllabus originally posted was stuck to, and if changes have to be made, that they be taken up with and discussed with the class before the change is made. This should be done in person, and not through email, so as to have the discussion as a class. I also would like to see that the workload is less. During the second half of the semester, the work was fine, and I think having projects every other week is a great way to cover what needs to be on each project, while also giving adequate time to complete it. I do think that sample projects, should they be used, should be given out much earlier than the week of the project. I understand that there is a constraint between getting all the material out and then showing how that material is used, but as I have previously stated, the material was not helpful regarding the project. Thank you.
- There are some things that can improve in this class. First, include more worksheets during the material. One time, we had an in-class worksheet over simplex method. This helped me understand simplex method tremendously. I also think that during lecture, showing how you went from one step to the next by writing on the board was very helpful. Make sure to go over important aspects in presentations more than once and emphasize those. Please tell the class what they are doing the day before, and stick to that. Flip flopping on what we are doing the next class creates lots of uncertainty and I do not like to not know what to expect next.
- Worksheets for every project so that people can learn the expectations of how projects/presentations should be earlier and then projects/presentations would improve and be a lot better sooner rather than towards the end of the semester. Pick the project number for the students so that there can be consistent routine for project selection. Worksheets also help with understanding the material like when we were learning stuff with row operations and optimization of functions. Also provide a small list or list the slide number from your presentation that we should have in our projects so that we can remember and reference when doing our projects. More consistency, maybe make a planned schedule or list the topics we will be going over week by week (or expected list of topics), can be sent out in announcement form or listed in canvas somewhere that can be changed or added to throughout the semester.
- A rubric for every single project that is filled out and given back to the student so they know exactly why they are missing points on that project. Continuing to listen to the students is a must. I really liked how we were heard about how stressful it was to present on days we had exams, and I know that things will happen and you can't prevent that for every class, but listening made us feel heard about our needs. Finally, don't make any major changes like changing the way the students will be graded on the entire course halfway through that course.

Mean of Means Calculations	Mean			
A - Course Organization and Planning	2.96			
B - Communication	3.00			
C - Faculty/Student Interactions	3.50			
D - Assignments, Exams, and Grading	1.95			