

University of Tennessee at Martin

2024 Fall Evaluations

Course: MATH251: MATH251_001_FA2024-MATH 251-001
Instructor: Shalmali Bandyopadhyay *
Response Rate: 26/26 (100.00 %)

1 - 1. The instructor's explanation of course requirements																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Very Effective		(5)	6	24.00%					3.68		4.41		4.32		4.35	
Effective		(4)	10	40.00%												
Moderately Effective		(3)	5	20.00%												
Somewhat Effective		(2)	3	12.00%												
Ineffective		(1)	1	4.00%												
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
25/26 (96.15%)		3.68	1.11	4.00	12157	4.41	0.97	5.00	2604	4.32	1.02	5.00	1039	4.35	1.03	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)	9	34.62%					3.88		4.49		4.40		4.42	
Effective		(4)	9	34.62%												
Moderately Effective		(3)	4	15.38%												
Somewhat Effective		(2)	4	15.38%												
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
26/26 (100.00%)		3.88	1.07	4.00	12573	4.49	0.88	5.00	2685	4.40	0.94	5.00	1064	4.42	0.95	5.00

3 - 3. The instructor's use of class time																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Very Effective		(5)	14	53.85%					4.27		4.46		4.44		4.48	
Effective		(4)	6	23.08%												
Moderately Effective		(3)	5	19.23%												
Somewhat Effective		(2)	1	3.85%												
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
26/26 (100.00%)		4.27	0.92	5.00	12573	4.46	0.94	5.00	2686	4.44	0.94	5.00	1067	4.48	0.91	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)	5	19.23%					3.31		4.32		4.17		4.23	
Effective		(4)	8	30.77%												
Moderately Effective		(3)	5	19.23%												
Somewhat Effective		(2)	6	23.08%												
Ineffective		(1)	2	7.69%												
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
26/26 (100.00%)		3.31	1.26	3.50	12545	4.32	1.06	5.00	2679	4.17	1.15	5.00	1067	4.23	1.15	5.00

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2024 Fall Evaluations

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5 - 5 . The instructor's ability to make clear and understandable presentations

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means										
Very Effective	(5)	4	15.38%												
Effective	(4)	5	19.23%			Mean	STD	Median	Department	Mean	STD	Median			
Moderately Effective	(3)	8	30.77%			3.08			1068	4.17	1.20	5.00			
Somewhat Effective	(2)	5	19.23%			4.30									
Ineffective	(1)	3	11.54%			4.12	1.18	5.00							
Not Applicable	(0)	1	3.85%			4.17									
				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
26/26 (100.00%)	3.08	1.26	3.00	12565	4.30	1.08	5.00	2686	4.12	1.18	5.00	1068	4.17	1.20	5.00

6 - 6 . The instructor's use of examples or illustrations to clarify course material

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means										
Very Effective	(5)	5	19.23%												
Effective	(4)	6	23.08%			Mean	STD	Median	Department	Mean	STD	Median			
Moderately Effective	(3)	9	34.62%			3.23			1065	4.22	1.15	5.00			
Somewhat Effective	(2)	2	7.69%			4.38									
Ineffective	(1)	4	15.38%			4.23	1.11	5.00							
Not Applicable	(0)	0	0.00%			4.22									
				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
26/26 (100.00%)	3.23	1.31	3.00	12573	4.38	1.01	5.00	2684	4.23	1.11	5.00	1065	4.22	1.15	5.00

7 - 7 . The instructor's use of challenging questions or problems

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means										
Very Effective	(5)	10	38.46%												
Effective	(4)	7	26.92%			Mean	STD	Median	Department	Mean	STD	Median			
Moderately Effective	(3)	3	11.54%			3.73			1064	4.30	1.06	5.00			
Somewhat Effective	(2)	4	15.38%			4.33									
Ineffective	(1)	2	7.69%			4.24	1.08	5.00							
Not Applicable	(0)	0	0.00%			4.30									
				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
26/26 (100.00%)	3.73	1.34	4.00	12553	4.33	1.02	5.00	2681	4.24	1.08	5.00	1064	4.30	1.06	5.00

8 - 8 . The instructor's enthusiasm for the course material

Shalmali Bandyopadhyay

Response Option	Weight	Frequency	Percent	Percent Responses	Means										
Very Effective	(5)	12	46.15%												
Effective	(4)	7	26.92%			Mean	STD	Median	Department	Mean	STD	Median			
Moderately Effective	(3)	5	19.23%			4.08			1064	4.31	1.09	5.00			
Somewhat Effective	(2)	1	3.85%			4.51									
Ineffective	(1)	1	3.85%			4.40	1.00	5.00							
Not Applicable	(0)	0	0.00%			4.31									
				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
26/26 (100.00%)	4.08	1.09	4.00	12550	4.51	0.90	5.00	2675	4.40	1.00	5.00	1064	4.31	1.09	5.00

University of Tennessee at Martin
2024 Fall Evaluations

Course: MATH251: MATH251_001_FA2024-MATH 251-001
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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)	10	38.46%					4.08		4.42		4.34		4.34	
Effective		(4)	12	46.15%												
Moderately Effective		(3)	1	3.85%												
Somewhat Effective		(2)	2	7.69%												
Ineffective		(1)	1	3.85%												
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	
26/26 (100.00%)		4.08	1.06	4.00	12564		4.42	1.01	5.00	2681		4.34	1.08	5.00	1063	

10 - 10 . The instructor's respect for students																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Very Effective		(5)	11	42.31%					4.15		4.60		4.55		4.54	
Effective		(4)	11	42.31%												
Moderately Effective		(3)	1	3.85%												
Somewhat Effective		(2)	3	11.54%												
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	
26/26 (100.00%)		4.15	0.97	4.00	12566		4.60	0.83	5.00	2684		4.55	0.86	5.00	1066	

11 - 11 . The availability of extra help for this class																
Shalmali Bandyopadhyay																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Very Effective		(5)	11	42.31%					4.23		4.33		4.25		4.30	
Effective		(4)	12	46.15%												
Moderately Effective		(3)	1	3.85%												
Somewhat Effective		(2)	2	7.69%												
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	
26/26 (100.00%)		4.23	0.86	4.00	12425		4.33	1.05	5.00	2664		4.25	1.12	5.00	1065	

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)	11	42.31%					4.19		4.53		4.46		4.47	
Effective		(4)	12	46.15%												
Moderately Effective		(3)	0	0.00%												
Somewhat Effective		(2)	3	11.54%												
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	
26/26 (100.00%)		4.19	0.94	4.00	12557		4.53	0.89	5.00	2683		4.46	0.95	5.00	1065	

University of Tennessee at Martin
2024 Fall Evaluations

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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)	10	38.46%			4.12	4.45	4.39	4.44	0	25	50	100	Question	UT Martin	College	Department
Effective				(4)	12	46.15%														
Moderately Effective				(3)	2	7.69%														
Somewhat Effective				(2)	1	3.85%														
Ineffective				(1)	1	3.85%														
Not Applicable				(0)	0	0.00%														
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median					
26/26 (100.00%)	4.12	0.99	4.00	12418	4.45	0.94	5.00	2663	4.39	0.97	5.00	1064	4.44	0.94	5.00					

14 - 14 . The clarity of exam questions

Response Option				Weight	Frequency	Percent	Percent Responses	Means												
Very Effective				(5)	9	34.62%			4.04	4.29	4.15	4.33	0	25	50	100	Question	UT Martin	College	Department
Effective				(4)	12	46.15%														
Moderately Effective				(3)	2	7.69%														
Somewhat Effective				(2)	3	11.54%														
Ineffective				(1)	0	0.00%														
Not Applicable				(0)	0	0.00%														
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median					
26/26 (100.00%)	4.04	0.96	4.00	12419	4.29	1.07	5.00	2661	4.15	1.13	5.00	1061	4.33	1.03	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)	9	36.00%			4.08	4.42	4.33	4.44	0	25	50	100	Question	UT Martin	College	Department
Effective				(4)	10	40.00%														
Moderately Effective				(3)	5	20.00%														
Somewhat Effective				(2)	1	4.00%														
Ineffective				(1)	0	0.00%														
Not Applicable				(0)	0	0.00%														
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median					
25/26 (96.15%)	4.08	0.86	4.00	12407	4.42	0.96	5.00	2665	4.33	1.02	5.00	1065	4.44	0.95	5.00					

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

Response Option				Weight	Frequency	Percent	Percent Responses	Means												
Very Effective				(5)	7	26.92%			3.46	4.27	4.14	4.22	0	25	50	100	Question	UT Martin	College	Department
Effective				(4)	8	30.77%														
Moderately Effective				(3)	3	11.54%														
Somewhat Effective				(2)	6	23.08%														
Ineffective				(1)	2	7.69%														
Not Applicable				(0)	0	0.00%														
Response Rate	Mean	STD	Median	UT Martin	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median					
26/26 (100.00%)	3.46	1.33	4.00	12411	4.27	1.11	5.00	2666	4.14	1.16	5.00	1066	4.22	1.16	5.00					

University of Tennessee at Martin
2024 Fall Evaluations

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Response Rate: 26/26 (100.00 %)

17 - 17 . The helpfulness of assignments in understanding course material																		
Response Option				Weight	Frequency	Percent	Percent Responses			Means								
Very Effective				(5)	5	19.23%												
Effective				(4)	7	26.92%												
Moderately Effective				(3)	6	23.08%												
Somewhat Effective				(2)	5	19.23%												
Ineffective				(1)	3	11.54%												
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			
26/26 (100.00%)	3.23	1.31	3.00	12391	4.27	1.11	5.00	2662	4.13	1.19	5.00	1061	4.24	1.13	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)	5	19.23%												
Effective				(4)	11	42.31%												
Moderately Effective				(3)	6	23.08%												
Somewhat Effective				(2)	3	11.54%												
Ineffective				(1)	1	3.85%												
										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			
26/26 (100.00%)	3.62	1.06	4.00	12377	4.35	1.03	5.00	2659	4.24	1.10	5.00	1062	4.30	1.09	5.00			

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Response Rate: 26/26 (100.00 %)

19 - 19. What did you like most about this course?

Response Rate	24/26 (92.31%)
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- What I liked most was how compassionate and caring Dr. Shalmali was, there were plenty of students who were outwardly rude to her and she still made here best effort to support everyone in the class.
- I was able view videos that showed solutions to example problems related to the current topic the instructor was talking about.
- Her willingness to help everyone. She wanted to help everyone understand the material and learn.
- She offered help when asked for it.
- For a calculus course it was fairly laid back.
- The professor was very kind and understanding with students
- She helped us whenever needed and she understood completely that this is a complicated class.
- I really enjoyed the morning energy of starting class.
- I liked that Dr. Shalmali explained well the lecture courses. She was very prepared and cared about our grades and time management. She also cared that we showed up to class on time and everyday prepared and she would answer any questions, concerns, or comments we had during class. If we were struggling, we would be able to go during her office hours and she would help us. I also liked that she would love feedback from us to what could we do to improve in her class. She would also have extra homework problems for us to help us prepare for the exams and there would be videos posted of the notes on canvas that would help us as well.
- I liked the professor's willingness to change the way she did the homework, i.e. starting to do more out of the book homework assignments instead of giving one question homework tests that are worth 5 points.
- The assignments are not very difficult when is comes to the concept. The exams are very similar to the homework and workout examples presented in class.
- the explanation of the material
- There was plenty of help and resources made available by the instructor.
- I liked that the instructor gave second chances and was very understanding towards her students.
- I liked that I was able to learn the courses knowing I have help and that the class is a very stress free area.
- learning advanced math as I've always enjoyed a challenge.
- I liked coming to class made it enjoyable to come too.
- What I liked most about this course was the instructor's enthusiasm for the students to succeed. This made you want to do well. Also, I appreciated the instructors effort to connect with the students and make class fun.
- she gave a lot of ethusiasim and was very willing to help every student
- She ccan be lax if need be
- I liked her enthusiasm.
- Chapter 3
- I loved how comfortable it was in the class, I made friends in that class and got along great with the professor. She made coming to class a grade which did motivate me to come to class. And she was very communicative with the class and always asked for our opinion.
- It was a moderate level course with helpful instruction.

University of Tennessee at Martin

2024 Fall Evaluations

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Response Rate: 26/26 (100.00 %)

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

Response Rate	24/26 (92.31%)
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- What I liked least was seeing how poorly Dr. Shalmali was treated yet most of the students are still going to pass, even ones who really shouldn't.
- Sometimes the examples the instructor used for some topics made it hard for me to understand how to solve problems around said topic.
- Doesn't leave many comments on how we could improve.
- I didn't understand anything.
- I did not like how there was a graded, mandatory attendance policy.
- I personally struggle with only multiple choice math exams I don't feel they show your understanding of the material because sometimes you just mess up numbers rather than not know how to do the problems.
- She moved on too quickly so it was hard to follow into the next section since everything we learned had to be carried over to the next. Her examples in class were not like what she had on the exam. She did help us when needed but I feel like if I am paying for the classes I should have learned the material in class. Without having to teach myself with YouTube.
- N/A
- Absolutely nothing. I wish she would teach Calculus 2.
- The thing I liked least about the course was the professor's communication skills. It might just be me, but she doesn't explain the course material very well, or at least in a way that I can understand it. Chat GPT has carried me through this class completely. Another thing that I didn't like was the one question homework assignments. If you got the one question wrong, instead of using your error to learn, you would just miss out on 5 homework points, and by the time you got to class to ask her about it, the due date for the assignment would have already gone by.
- Although the assignments are not super difficult the course load is too much for having class 4 times a week. In the end you do not end up learning the material effectively nor have sufficient time to study because the amount of work she assigns is over board. The way students are addressed in class has not been the best this semester, the attitude presented to students asking questions is unprofessional in many instances, possibly a problem of not reading the room. Nonetheless, most of the class is taken to having examples presented although many of the examples are unfinished and left to the class to finish on their own. This does not help in understanding how to do the problems correctly especially when this is done with new material. As well as an over reliance on the online material she posts, because instead of using the class time Efficiently most of the resources you need are online, yet attendance is still a grade. Apart from the minor problems, the largest problem I have witnessed is her inconsistency with this course, one prominent example is when at the beginning of the year the homework was a quiz or two at the end of the week and some in-class assignments. However, when approached about adding better examples for practice without counting as a grade we were given more graded homework assignments which had completely missed the original point of what had been asked. In addition to her inconsistency, quite often she will assign quite a bit of homework over the weekend and not take it or ask for it the following class period, yet sometimes she will so we never know if the homework is actually going to affect our grade or not. There are a plethora of issues involving this class, but it is not a bad class nor is the teacher a bad person. I think she is inexperienced in teaching and needs more assistance in going forward if she wants to succeed in establishing a respectful and educational environment.
- the little time had for exams
- more indepth explanations of the material would have been appreciated, however i understand there was alot of material to cover.
- I least liked the amount of written homework I was assigned.
- It was hard to fully understand all the material in such a short amount of time.
- The sudden use of homework, during the beginning we had very little homework and everything was fine. Then just one week we started to get 15-20 questions daily and if you got behind is was nearly impossible to catch up. this wouldn't be a problem but since we weren't doing it from the start it was unusually much harder to adapt to it.
- I just did not understand the courses mostly. It was no easy at all and the exmaples where not as clear for test.
- What I liked least about this course was the instructor material she gave in class. In class we did basic examples but then on homework's we would be given more complicated examples that made it difficult to comprehend the material. Also, when we did the examples in class it mostly consisted of the instructor doing them herself so the students were stuck just trying to copy the material down instead of actually thinking about how to do the problem.
- some questions were a bit hard.
- How strict attendance is
- She doesn't explain things the best.
- There was a point around 2/3 of the way through the semester when the assignment types changed. This changes from quizzes on canvas and videos reviewing homework problems into homework sheets that we had to complete. Both were excellent methods, but changing halfway through the semester caused confusion among students. I would recommend picking one and sticking with it, but I understand the circumstances that caused the mid semester change.
- It being an 8 am was definitely the biggest struggle. And while we did start doing more example questions in class and had homework every night, I feel like we didn't see enough graph examples.
- The classroom was not as spacious as it needed to be.

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

Response Rate 24/26 (92.31%)

- The only suggestion I can make is understanding that some people are failures is probably the best thing for them, trying your best to help someone who is not trying is just going to give them the ability to keep doing so, let them fail and do some self evaluation and hopefully come back better then they were before. Plus you worked to hard getting a PHD just to let some no-life unintellectual little kids get you down, you do a great job and keep it up.
- The instructor could try to explain the examples she uses a bit more so that way students are able to understand them a bit more easily.
- Sometimes she worries to much about hurting feelings and giving bad grades that she just moves on.
- Require precalc beforehand.
- Maybe no graded attendance which would allow students to not have to come to class if they aren't feeling well or if personal issues come up.
- I would have liked practice exam that we could have done on our own and reviewed the class period before so that we could make sure we have and understanding deeper.
- Give more time to explain things further in depth.
- N/A
- Having a bigger board in class. There was not enough space for the professor to write on the board.
- I think the material needs to be better explained, like in plainer way that is easier for most people to understand. Instead of emphasizing confusing jargon, it would make more sense to try to explain the material in a way that more students can understand.
- Work on inconsistencies with assignments and material. As well as using class time wisely to go over the material more in depth so as to stop relying so heavily on online "recommended" videos. If you want people to watch the online videos make them a small portion of the grade or lump it in with homework assignment grades, and if not, do not make assignments or in-class quizzes that are made with the video only in mind as regards to the in class material presented. Also, please pick one or the other when it comes to homework quizzes online and homework in person, and if you feel the need to continue in person homework then make the requests reasonable to an extent. I have heard countless remarks on the length and amount assigned the entire semester myself included. Remarking back to the respect that should be given to students, take care in responding to students because many of your methods of answering questions can be belittling, arrogant to an extent, and unclear to say the least. I hope you truly take these into account when evaluating your success this semester in learning the ropes of a teaching career, and I hope that you will stride forward with a changed mindset.
- give students extra time for their exams
- splitting the class across two semesters would help alot. Theres alot of material, so splitting it up would make it more digestible.
- I have no suggestions for improving the course.
- Just a little more explanation on material.
- make a decision at the beginning of the semester on how your going to do homework and don' change that.
- Just do your homework and you will be fine
- Do a larger variety of examples. The amount of examples was good but the difficulty did not vary much. Also, ask the students to fill out the examples more often. This lets you know where the students are struggling and what their comprehension is.
- go over example question that would be on quizzes and exams.
- ldk
- Explain everything better.
- Overall I think the course was great!
- The class itself is difficult however Professor Shalmali was very helpful in trying to help me understand the material. Only thing I would really say be changed about the class is that it should be taught in a bigger room in Latimer instead of humanities.
- I would suggest putting it in a spacious classroom so that everyone has a clearer sight of the board.

Mean of Means Calculations	Mean			
A - Course Organization and Planning	3.79			
B - Communication	3.53			
C - Faculty/Student Interactions	4.16			
D - Assignments, Exams, and Grading	3.79			