Instructor: Walton, Chelsea Marjorie
MATH 216 042

Responses from your Students**

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<th>4 A</th>
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Other Users of This Item*

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Written Comments

900 Comment on the quality of instruction in this course.

Student 1
NA

Student 2
NA

Student 3
n/a

Student 4
Chelsea was helpful. She was nice. But she used to give zero for late submission. Once I gave someone else to submit my assignment because I had to go somewhere and that stupid guy submitted it late. I would request her to take off some points from the late assignments instead of giving 0.

Student 5
NA

Student 6
Instructor: Walton, Chelsea Marjorie  

MATH 216 042  

Instructor was difficult to approach.

Student 7  
NA

Student 8  
NA

Student 9  
The quality of the instruction was excellent. The recitation portion of the math was an important aspect of the class. The actual math lab (doing lab assignments) was pointless to our understanding of the material.

Student 10  
she did an awesome job. Everything was explained very clear and she was very helpful in office hours. Also the examples given in discussion were very helpful to completing the hw.

Student 11  
I always followed the notes we had for review and studied them but mostly of the day it wasn't on the test or it appeared on the test in a completely different form. Some more structured review that followed the test outline that the teacher emailed out before the exams would have been extremely helpful.

Student 12  
Instruction was great and provided me with extra knowledge on solving the problems for assignments but I felt that the lab assignments were pointless and waste of time.

Student 13  
Recitation was extremely beneficial to my understanding of the material and going over homework related examples helped immensely. I was always disappointed when there was lab instead of recitation because I do not feel the labs did anything to help my understanding of the material and that they were extremely pointless. Needless to say, I hate the stupid labs.

Student 14  
NA

Student 15  
NA

Student 16  
NA

* The quartiles are calculated from Fall 2009 data. The university-wide quartiles are based on all UM classes in which an item was used. The school/college quartiles in this report are based on lower division classes with an enrollment of 16 to 74 students in Division of Natural Sciences in the College of LS&A.

** SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree, NA – Not Applicable.