**STUDENTS…I NEED YOUR INPUT!!**

***Please*** answer the following questions honestly so that I can improve my performance as a math professor. <><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><>

1. What barriers in your life keep you from excelling at math? (Circle **ALL** that apply.)

Test anxiety: 19 (= 53%)

Don’t study enough – Overcommitted schedule: 13 (= 36%)

Don’t study enough – Lazy: 9 (= 25%)

Bad math background: 5 (= 14%)

Math Phobia: 5 (= 14%)

Missed too many classes already: 2 (= 6%)

Other(s): left a gap between math classes/too long since I took a math course: 2 (= 6%)

need to review more of the prerequisite material: 1 (= 3%)

know shortcuts but not the foundations or basics: 1 (= 3%)

not enough time: 1 (= 3%)

too much homework: 1 (= 3%)

do the problems too fast: 1 (= 3%)

have problems with concentration & focus: 1 (= 3%)

1. What can ***you*** do differently to help you do better at math?

Do more practice: 13 (= 36%)

Study more/have more time to study – I have a 4 year old: 9 (= 25%)

Seek help/ask questions/find resources to improve my skills/find support from classmates, the professor, tutoring/go to tutors/visit STEM more: 7 (= 19%)

Do my homework/do my homework before class then review one night before the test/pay attention more to the homework: 4 (= 11%)

Spend more time at school practicing math: 1 (= 3%)

Study more & be less lazy: 1 (= 3%)

Apply myself in class & at home: 1 (= 3%)

Read the book more: 1 (= 3%)

Pay more attention in class: 1 (= 3%)

Make sure I attend each class so I won’t have to play catch up: 1 (= 3%)

Cut my work hours: 1 (= 3%)

Have better time management/set a fixed time 1 – 2 hours/day to review class: 3 (= 1%)

Take math separately from other study-intensive courses: 1 (= 3%)

Leave no gaps between math courses: 1 (= 3%)

Sleep well before tests: 1 (= 3%)

Slow down on tests: 1 (= 3%)

Reduce anxiety (tests especially): 1 (= 3%)

Nothing: 1 (= 3%)

1. What can ***I*** do differently to help you do better at math?

Slow down/slow down sometimes – don’t assume that because we came from math 100 that we know it. Not every teacher takes the time to make sure we are really ready for calculus: 15 (= 42%)

Nothing/you give good lessons/cannot think of anything. I think you are a great professor. I like the fact that we review homework – it is very helpful/keep doing the great job you are doing: 9 (= 25%)

Give reviews for tests: 3 (= 8%)

Make homework mandatory/collect homework (even if you don’t check it) – this will force us to do it diligently: 2 (= 6%)

Explain more: 2 (= 6%)

Solve more problems: 2 (= 6%)

Don’t “assume” ever: 2 (= 6%)

Encourage students to study more: 1 (= 3%)

Give less tests: 1 (= 3%)

Give easier tests: 1 (= 3%)

Speed up the class: 1 (= 3%)

Reinforce what we’ve learned by examples: 1 (= 3%)

Be more patient: 1 (= 3%)

Give one-on-one classes: 1 (= 3%)

Cover less material in class: 1 (= 3%)

Assess students for those topics in math they know/don’t know: 1 (= 3%)

(continued on reverse side 🡪)

Please indicate your confidence level regarding your ability to perform the following MTH 127 content skills by placing an X in the correct column for each row:

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill / Math Topic** | **I *know* how to do this.** | **I *have some idea* how to do this but *need more practice*.** | **I *do not know* how to do this.** |
| Evaluate polynomial functions.  Ex: Given  find | Perception: 34 = 94%  Actual: 17 = 47% | Perception: 1 = 3%  Actual: 15 = 42% | Perception: 0 = 0%  Actual: 4 = 11% |
| Evaluate piecewise functions.  Ex: Given  find | Perception: 18 = 50%  Actual: 23 = 64% | Perception: 14 = 39%  Actual: 5 = 14% | Perception: 1 = 3%  Actual: 8 = 22% |
| Graph piecewise functions.  Ex: Graph | Perception: 16 = 44%  Actual: 10 = 34% | Perception: 15 = 42%  Actual: 9 = 31% | Perception: 4 = 11%  Actual: 10 = 34% |
| Solve quadratic equations.  Ex: Solve | Perception: 29 = 81%  Actual: 22 = 71% | Perception: 5 = 14%  Actual: 5 = 16% | Perception: 1 = 3%  Actual: 4 = 13% |
| Solve compound interest problems.  Ex: Determine the amount of money in an account if $10,000 is invested in an account with a 4% interest rate that is compounded monthly for 3 years. | Perception: 16 = 44%  Actual: 24 = 67% | Perception: 17 = 47%  Actual: 9 = 25% | Perception: 2 = 6%  Actual: 3 = 8% |