**STUDENTS…I NEED YOUR INPUT AGAIN!!**

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

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1. How do you think you will do on this test (Test #2) compared to Test #1?

Better: 11 (= 42%) About the same: 7 (= 27%) Worse: 8 (= 31%)

2. If you think you will do **better**, why? (Circle all that are applicable. Leave it blank if necessary.)

Studying more: 9 (= 82%) Have the book now: 0 (= 0%) Doing more homework: 5 (= 45%)

Not as nervous – kind of know what to expect: 4 = ( 36%) Not missing as many classes: 1 (= 9%)

Received helpful tutoring (If so, where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_): 1 “Tech Support” – STEM? (= 9%)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: 0 (= 0%)

3. If you think you will do **worse** on this test, why? (Circle all that are applicable. Leave it blank

if necessary.)

Harder math topics on Test 2: 5 (= 63%) Missing too many classes: 0 (= 0%)

Not doing enough homework: 2 (= 25%)

Not studying enough – Lazy: 2 (= 25%) Not studying enough – Overcommitted schedule: 3 (= 38%)

Bad math background catching up with me: 1 (= 13%)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: 1 “Teacher’s too fast” (= 13%)

**ADDITIONAL HELPFUL COMMENTS CAN BE WRITTEN BELOW ☺**

3 – Go slower, explain more./You are going too fast. Write step by step. Please slow down./Please slow down.

2 – Can we get a mini study guide with some problems like 10 with an answer sheet. I think it will help a lot of us since the book sucks./We need a better book.

1 – Some concepts are very hard to grasp.

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:

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| **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.** |
| Determine limits.  Ex: Find . | Perception: 15 = 58%  Actual: 25 = 81% | Perception: 8 = 31%  Actual: 6 = 19% | Perception: 3 = 12%  Actual: 0 = 0% |
| Determine first and second derivatives.  Ex: Find given that . | Perception: 14 = 54%  Actual: 13 = 42% | Perception: 11 = 42%  Actual: 17 = 55% | Perception: 1 = 4%  Actual: 1 = 3% |
| Determine whether a function is continuous and/or differentiable at a specified value for *x*.  Ex: Is  continuous and/or differentiable at | Perception: 8 = 31%  Actual: 18 = 58% | Perception: 15 = 58%  Actual: 8 = 26% | Perception: 3 = 12%  Actual: 5 = 16% |
| Solve rate-of-change problems.  Ex: Determine the velocity and acceleration after 2 seconds if the position function is  feet. | Perception: 15 = 58%  Actual: 16 = 52% | Perception: 6 = 23%  Actual: 11 = 35% | Perception: 5 = 19%  Actual: 4 = 13% |
| Graph a function with given properties where information is given about its first and second derivatives.  Ex: Sketch a graph of  given that. | Perception: 9 = 35%  Actual: 21 = 68% | Perception: 14 = 54%  Actual: 8 = 26% | Perception: 3 = 12%  Actual: 2 = 6% |
| Use the definition of a derivative to compute a derivative.  Ex: Find the derivative of  by using the definition of the derivation – that is, use. | Perception: 10 = 38%  Actual: 12 = 52% | Perception: 8 = 31%  Actual: 4 = 17% | Perception: 8 = 31%  Actual: 7 = 30% |