

**Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200),  
Spring Qtr 2012**

Responses: 134/236 (56.78%)

**A. Please comment on the following areas and be as specific as possible:**

1. What are the instructor's teaching strengths?

- -gives lots of examples -promptly uploads notes to course website (clear) -gives fairly good explanations of course material -very enthusiastic about course
- Accessible, willing to help.
- Being considerate of students and posting notes online. Use examples well and explaining them.
- Being really thorough with concepts and having lots of examples in lecture.
- Caring
- Clarity, very informative and helpful
- Clear, Makes complex material simple, reviews materials, very accessible, fair
- Clear. Concise. Does lots of practice problems. Genuinely cares about teaching well.
- Clear. Organized. Patient. Can professor pantano teach all of my courses?
- clear demonstrations, answers questions
- Clear examples
- Concise conceptual explanations
- Detailed, showed examples
- Does many examples and provides a good understanding of the subject.
- Doing problems.
- Dr. Pantano is extremely enthusiastic about math and teaches it very well. She emphasizes how important it is for us to understand the concepts as well as to know how to solve the problems. Her tests are fair and before every exam she hosts a review session for us. She is a great professor.
- Dr. Pantano was definitely one of the most approachable professors I've taken this entire year. She seems really devoted towards making the students know that she is open to questions and making sure that they are absorbing all of the information needed for examination. I love the fact that she lectures and immediately after, proceeds to doing multiple practice problems that are similar to what would appear on midterms and the final.
- Enthusiastic about teaching, wants students to understand material and do well, fair learning environment
- Explaining the new concepts.
- Explains thing thoroughly
- Explain the material clearly. Post the notes on the website so I can review that after class if I miss something. Review session before exam is really helpful.
- explanation
- Extremely clear lectures, the only professor I have had that genuinely cares about the well-being and performance of her students. Very surprised that she takes the time to lead her own review sessions.
- gives a lot example problems, nice person, gives review sessions
- gives good examples during class.
- Gives great notes

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- Goes deep into explanation. Open for questions very approachable and nice when I see her in office hours
- Goes over every chapter in a way that I can really understand it.
- Good
- Good explanation
- Good Notes
- Good teacher
- Great at teaching, interested in the subject
- Great notes, works out problems in detail in a manner that is easily understood.
- Great teacher, goes through everything thoroughly
- Great way to present the problem solving behind each topic.
- has many examples, posts many examples even after lecture, explains everything in detail
- Her notes are easy to understand.
- I couldn't see any strengths.
- I like the way that you lecture - writing down notes on the overhead as we write at the same time. Also, I like that you use different colored pens/markers - it makes it a lot easier to see what is going on.
- Knowledgeable about theory.
- knows how to explain the material very well
- knows material
- Knows material. Good at explaining.
- knows material well
- knows the material good notes
- Lectures are clear and fairly concise, and cover most of the parts of the section.
- lots of examples
- Loud, energetic, influence, helpful
- none
- not a good teacher
- notes were clear and posted, good job explaining the concepts
- open and willing to help
- Organized notes
- Posting all lecture notes + extra comments online for students to reference.
- Posting lecture notes up online. Uses algebraic examples before going into a more specific example, thus allowing for greater understanding.
- Posts her lecture notes online so if you miss a day due to complications, you can just study her notes online.
- Pretty clear and extremely nice. I like that she uploads the notes and holds her own review session.
- Professor Pantano is an excellent professor. She is very clear in her lectures as well as very thorough. She provides many great resources for her students that she created on her own time. She clearly makes every effort to help her students succeed in her class. She is very friendly and creates an environment that allows the students to remain engaged with the material.

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- Professor Pantano is passionate about math and enjoys teaching the subject. She is approachable and is open to questions. Her diagrams are understandable and she uses different colors to emphasize her points. She is helpful during office hours. She assigned an extra credit opportunity which was very beneficial. She takes full advantage of teaching technology, Elmo device and power points, which I really like. I like how she encourages the class to answer her questions, and I also like it when she asks the class to increase their energy. Midterm material was fair. She is a friendly professor.
- Professor Pantano is very good at keeping a positive attitude and encouraging the students to work towards improvement. I have truly enjoyed having her.
- provide clearly lectures.
- really clear and detail
- She's very good at making the concepts very clear to students.
- She can motivate you to do your best.
- She cares about her students, posts notes online, and holds review sessions. She has good notes and explanations
- She cares about her students and makes sure that everyone understands the material before moving on in lecture.
- she does alot of problem in class
- She does a pretty good job of covering everything that is going to be on the quizzes and tests and stays on top of her work for the most part.
- She does good examples on the board.
- She explains clearly.
- She goes through the procedures and proofs etc on a projector. She performs the equations in front of us so we are introduced to the functions and procedures as they develop (well, for those of us who did not read before lecture). I tended to catch up on reading AFTER lecture, but found that most of what I read, Professor Pantano covered in enough depth during lecture.
- She has an awesome accent and goes very in depth into the topic, step-by-step. She provides TONS of resources and shows that she wants us to succeed. She is the most devoted math teacher I've ever had!
- she helps us work out examples
- She is able to teach the concepts well and encourages her students to try their best in the class, emphasizing her strength in being motivational.
- she is able to teach well and effectively
- She is accessible and open to questions. She works very hard to remind us how to do well on tests and tries hard to make sure we study for the course
- She is a kind and compassionate person who clearly enjoys math and is extremely enthusiastic about the subject.
- She is always excited to come to class and likes to go into great detail with proofs.
- She is one of the most sincere professor at UCI. She makes the students feel very close and approachable.
- She is very enthusiastic in her career. She really puts an effort into making sure the students understand the material and do not fall behind. I am also appreciative that Prof. Pantano updated the website frequently and would email us with any announcements which never left me confused on what to expect in her class.
- She is very good at explaining. I like how she is understanding of student struggles. Also, I like that she posts the lecture notes.
- She is very helpful in office hours

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- She is very patient and tries to get the students to understand all the material.
- She knows her material very very good. She is able to explain anything
- She knows the material very well and explains thoroughly.
- She knows the material well.
- She presents concepts in a clear manner and goes over lots of examples to make sure all the students fully understand it before moving on. Very accomodable.
- she provides examples online and has review sessions before tests.
- She THOROUGHLY teaches each math section with examples, definitions and meanings behind each topic. She provides lots of office hours for students and is friendly to approach. Grading is fair.
- Shows great examples and discuss the material very well during lecture Also provides a lot of review and office hours to help students
- Shows passion. Especially after students failed the second midterm. She sent an e-mail pep-talk. Almost NO other professor does that. Clearly loves what she does and cares about the student and education.
- Teaches and explains very well.
- The instructor encourages students to work hard as well as create a fair learning environment for others. Also, the instructor shows she cares for her students academic performance in the class.
- The Professor goes over many examples.
- The teacher gives good explanations on the subject, and makes many sources of information available.
- This instructor is well-prepared for her lectures and explains in detail about each problem in her lecture.
- Very clear and friendly
- Very clear and helpful.
- Very clear and to the point. She teaches the difficult content very well.
- Very clear lectures. Post relavent information online. Fair grading and course policies.
- very detailed lectures and lots of examples, added on with the putting up the notes online makes it a very resourceful class
- Very detailed when teaching, cover a lot of concepts and notes are very thorough
- Very enthusiastic in lecture and thoroughly explains material. Overall, great professor.
- Very knowledgeable on subject
- Very smart, very helpful and very available. She answers questions when asked.
- Well organized and very approachable. I had no hesitation to go to her office hours for help.
- 27 blank answer(s).

### 2. How can this instructor improve as a teacher?

- -slow down lecturing speed a little bit; give students a little more time to process information as they write -sometimes lecture feels rushed
- -Spend less time going over rigorous proofs(we have the book for that) and more time with examples and geometric interpretation of what we're doing so we can gain more insight and know the meaning behind what we're doing with the numbers. -Make midterms that are fair and made to test a students' understanding of the material rather than a test of speed.
- accent

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- Attempt recording podcasts, so as to allow people to fully review over a lecture.
- At the beginning of the quarter the instructor was moving way too fast through the material that it was difficult to digest but towards the end the instructor did a good job in covering all the chapters effectively.
- because this is not a math major restricted class less emphasis on the conceptual questions
- better grading system
- Do harder examples that will actually appear in the exams.
- During lectures, often times she moves too fast when writing down notes, not taking into consideration that students are trying to copy down the work as well.
- everything
- explaining “theory” more in depth during the lecture
- Explain the concepts rather than just jump into them.
- Focus on less material and not give so many examples in variable form.
- Get the class to wake up a little better
- give harder examples to prepare for exams, go into more detail
- Go at a slower pace
- Go more in depth, and include more examples.
- go slow during lecture, too fast pace for some students
- Great teacher already
- I really enjoyed Professor Pantano’s lecture and how she went about it. I have no complaints for her.
- I understand that the material for this class, but I felt like it was very fast-paced.
- Keep on doing what you have been doing!
- Learn how to simplify concepts for students.
- Less speeding through lectures
- Make tests shorter. Sometimes are too long and not enough time to complete. She should maybe take the test before telling it to us ?
- Making concepts more easier.
- Maybe can go a little slower during lecture, its hard to write some things down because she moves too fast.
- Maybe give more time for the HW. It seems like a lot of problems are assigned for the amount of time given. Same idea goes for the Midterm tests.
- Maybe going over more examples in lecture.
- Maybe slow down a little bit, the course is very fast paced, and was hard to keep up with at times.
- More examples.
- more theory explanation and step by step reasoning
- Move through review material faster
- My only suggestion would be for her to slow down a bit on her lectures. Other than that, she is great!
- N/A
- Needs to not go so fast in lectures, otherwise a good teacher
- no
- None

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- None!
- None.
- No need
- No odd numbers on homework, for the most part, is ridiculous. I have no idea if what I'm doing it right on the homework because theres no way to check and there's added time where I have to commit on the odd problems as well just to see if I did homework right in the first place
- NOT GO SOOOO FAST!
- Nothing
- Nothing. Having more odd number problems on the homework would help us learn, as the student would actually know if they are doing the problems correctly without having to go to office hours.
- Nothing that comes to mind.
- Not much to improve on, it is just whether te student can understand it or not.
- please extend the time for students to ask questions.
- Professor Pantano needs to slow down when she lectures. She goes through the material very fast, and it is difficult to catch up with all her notes. She transitions from paper to paper much too fast, and it is difficult to copy down all the notes during class. She needs to upload more of her notes to the EEE website. She said she stopped uploading notes because she noticed that fewer students were showing up to class. However, this is unfair for the students who are in the class and are struggling to keep up with writing down and understanding all the notes. She should take more time to answer questions. She hardly ever looks up when she is lecturing to see if the class has questions. Believe me, this class is hard so plenty of the students have questions.
- Reducing the difficulty of her midterms, given the limited amount of time.
- She can make her midterms and tests smaller in problems and teach some of the concepts of problems in class rather than just have us learn it through our own examples.
- She does not go over to much with how to solve for problems while teaching in class. A lot of the time, she leaves the class in confusion. She does not always do the best job of explaining herself.
- She goes rather quickly and writes really quickly so students do not get enough time to write information down.
- She is good enough.
- she is one of the best professor i have met, so just keep doing what she is doing
- She is really good and she should go a bit slower but she is good overall.
- she is the best
- She is the best math teacher I've had at this university. I don't really know how she can improve.
- She moves at a fast pace, but that is because the quarter system does not allow us to spend too much time on each section.
- She moves so FAST! I had trouble keeping up with her in class. She could slow down a little bit.
- She needs to go slower and take into consideration that students have to not only copy her notes but also has to learn the concept at the same time, meaning that we copy slower than usual.

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- She needs to slow down! She writes to fast, and doesn't wait for the concept to sink. Test are ridiculously hard. Questions can be unclear, and tests are too long. She is a very hard grader and needs to curve much more generously, or be more lenient. This class was very discouraging. I used to love math, and now I'm worried about even passing.
- She needs to slow down her lectures. They are so fast that sometimes she covers so much, it is difficult to keep up with notes. Also, at times she spent time on subjects that were easy to comprehend and then blow through subjects that were almost incomprehensible. For example, last week of class, the professor spent one and a half days on triple integrals, which are practically the same as double, and spent a half a day on cylindrical integration and spherical integration.
- She needs to slow down more when she explains the material because she goes too fast and its hard to keep up.
- she talks too fast and writes too fast
- Should could maybe assign homework problems with more accessible answers. It isn't very constructive to do homework when you cant see the answers.
- Should slow down during a lecture, many times goes a bit too fast when writing and talking. Many times it is hard to listen because I'm trying to write the notes as fast as I can. Should use the board more instead of a projector for lectures.
- SLOW DOWN!!! writes and talks way too fast!
- Slow down, or keep pages up on the overhead longer for slower writers (maybe use two over-heads?)
- slow down a bit with switching pages, two overheads would work well
- Slow down and use more examples during class.
- slow down at key times. material taught too quickly at times
- Slow down in lecture.
- Slow down in lecture a bit. I understand there is a lot to cover, but it is nearly impossible for me to write down everything and comprehend what she is teaching me.
- Slow down the pace of the lectures. I had trouble understanding the material because I was too focused on copying down all the notes.
- slow down when writing notes and explaining clearer step by step
- Slower, hard to follow sometimes because she goes really fast.
- slower, make more sense, be nicer
- Some of her explanations are not very clear or it seems like there could be a clearer way to explain things. Steps on how to approach a problem are unclear.
- Sometimes examples are worked out really fast, and I am unable to finish writing down the example.
- Sometimes it's a little difficult to follow the notes she uploads to the class website.
- sometimes it is unclear what the definition is and some of the equation that we need to know. it was also difficult to follow along while taking notes and she would move on before i got a chance to copy the notes down
- Spend more time.
- Take notes a slight bit slower so students can understand.
- Takes more time into detail, rather than just setting up lots of problems.
- Talk to the TAs to find out what things aren't obvious. That's mainly what makes the TAs better at teaching. They aren't quite as familiar with the material and so can realize what things to point out or explain.

- teach slower
- Tests are a bit too long for given amount of time, teaches a bit too fast
- The exams, in my opinion, were a bit lengthy. So I think Prof. Pantano should consider shortening them because it isn't fair to the class if there is not enough time to finish the exam.
- The only improvement toward her lecture is to write clearer in her lectures
- The pace of the course seemed a little fast at times, making it difficult to take notes and also fully understand the concepts of the problems. More time could be spent in lecture or discussion discussing theory since I found that part of the course challenging.
- the possible of having more of a pause when speaking.
- The teacher should cover the material more thoroughly in order to allow the students gain a deeper understanding of the subject.
- The tests seem to be a bit too high a level for the students in general, often resulting in poor averages for the class.
- When rushed for time, she tends to go a little bit slow.
- your lectures go by really quickly...a bit too quickly. Slow down a bit so students can take in what you say.
- You write very fast and talk very fast. The combination of both leaves me constantly trying to catch up and copy what you have written on the projector and therefore I do not pay attention to what you are saying and then get easily confused and forget the material that I just learned.
- 37 blank answer(s).

### 3. Any other comments about this course?

- -tests were challenging -might want to reformat midterm II to better fit 50 min lecture testing period
- as expect a hard course but she was able to make it worth taking math 2D
- Dr. Pantano is the best. (-:
- Every time I go to her office hour, I am able to learn a lot.
- Examples are the best way for students to learn in this course. Also, I think the homework should be based on the odd problems in the textbook and not the even because it's hard for students to check whether they are doing the problems correctly is the answers aren't in the back of the book.
- good teacher tough course due to the massive amount of material. The class covers just under 270 pages of text in 10 weeks.
- Great class and teacher. Would take this teacher again for another math class.
- Great experience.
- Has a bit too much material shoved into one class
- Her second midterm was unreasonably long. I studied my butt off for that second midterm. I couldn't have prepared for it anymore than I had. The midterm itself was easy, but it was unfair in that it wasn't really a test for the teacher to gauge if a student truly understands the material. I felt like it was more like a test of speed. I knew the material, I just couldn't finish because I, as well as a good majority of the students in the class, don't have the ability to make computations as swiftly and effortlessly as her and her graduate students. I was hoping to get an A for the class, but that's out of the question. Hopefully she makes the final fair so that I can get at least a B. I've disgraced my family name (\* Asian)
- I actually enjoyed this course, especially since it was my second course with professor Pantano this school year.
- I have had her for two quarters and I would recommend her classes to upcoming students.



## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- I like that we get to meet for discussion twice a week - I feel that it really helps. I wish you would not assign so many even-numbered problems in the homework. I understand that the answers to those problems are in the back of the book, but I think it would be very easy for the TA to tell if the student actually worked the problem out or just made up a couple steps and then wrote down the answer from the back. I really like to check my work as I go along to make sure that I am doing everything correctly, but we can't do that with the even problems. Maybe the reasoning is that it forces us to do extra problems (the odd ones) so that we can check our work and make sure we are on the right track, but it is still very tedious having to do all the even problems as well.
- I love math...giggity.
- I really enjoyed Professor Pantano's teaching. She's very personable and seems to be passionate about math.
- I think some challenge problems for every chapter are needed during the quarter.
- It is a very difficult course compared to the other math 2d class.
- Its a hard course
- I was struggling a bit in the beginning, but I am getting a lot more confident. I would take a class with Pantano again.
- I wish homework was worth more. The effort it takes to finish all those problems should mean assignments are worth more than just 3 points.
- Im disappointed that the homework was only worth 3%. I feel like my grade would have really benefited if homework was worth the original 15%. The e-mail she sent out regarding our class performance in the class was very inspiring and motivating. Overall, she is one of the better professors at UCI and deserves her high rating on ratemyprofessors.com.
- Make homework worth more. It is a lot of effort for only 3% of the grade
- Math 2D is a challenging course and requires a lot of visualizing which requires plenty of practice.
- much harder than other 2D class.
- n/a
- N/A
- N/A
- No
- no
- no
- No.
- No.
- none
- None
- None
- none
- None.
- None.
- None.
- Overall a very kind lady
- overall very good class
- Professor goes through examples way too fast.

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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- professor pantano moves so fast its hard to keep up
- Put more percentage towards homework
- Really great teacher! I wish I could understand it better after studying throughout the day.
- really hard and unreasonable
- Sample midterms would be helpful study aids.
- Since you talk so fast while going over a lot of important information, I think it will be very beneficial to have a podcast that will allow the students to go home after lecture, pull up the slides and listen to you explain things again but have the ability to pause or rewind as many times as they need to understand the information.
- talks too fast and too loud, lectures do not make sense
- The only problem I had was with the TA leading my discussion section. While it was clear that he knew well what we were doing, oftentimes he would assume that we were as comfortable with the material as he was and skip steps or not explain when he used an identity, and when I would ask for clarification on a step, he would claim that we “should know these identities!” I won’t argue with that, but still, some of us haven’t taken math 2B in over a quarter, and while we should take reviewing into our own hands, it would be very helpful if we could be assisted in our areas of weakness.
- The second midterm was impossible --
- This class is hard.
- This class is incredibly difficult. Average on the first test was a 61/90 which is a D. It’s hard to recover ones grade after not passing the midterms. There needs to be a generous curve or shared exams among teachers, because tests in my teacher’s class compared to others are much harder. Also, you need to get graders. If we had graders for the homework, those who actually try and maybe get nervous on tests might actually have a chance of passing.
- This course cover too much material that make most students have a hard time catch up.
- This course was hard, especially now with triple integrals. So I think that we could have spent a little more time on triple integrals to see more examples.
- This course was very difficult, but I can also say that in the end, I didn’t put in all the effort I could, because the professor truly wanted us to do good in the class and gave us all the tools necessary to do it.
- Tough class in that there is lots of material to understand.
- very difficult but manageable
- Very difficult to stay at lecturer’s pace. Often remove notes from projector quickly to move to next concept.
- 75 blank answer(s).

### B. Please choose the appropriate rating on the letter grade scale A to F:

'A' indicating an excellent and 'F' indicating a wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please select NA.

4. The course instructor shows enthusiasm for and is interested in the subject.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
76	28	15	7	2	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
1	0	1	1	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.73	4.00	0.46			

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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5. The course instructor stimulates your interest in the subject.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
46	23	24	17	11	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
3	3	1	2	1	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.40	3.70	0.69			

6. The course instructor meets stated objectives of the course.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
72	26	12	15	2	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	2	0	2	0	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.67	4.00	0.54			

7. The course instructor is accessible and responsive.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
85	19	14	6	4	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
1	0	0	2	0	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.74	4.00	0.50			

8. The course instructor creates an open and fair learning environment.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
74	23	11	12	4	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
2	4	0	2	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.63	4.00	0.60			

9. The course instructor encourages students to think in this course.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
74	27	11	6	6	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	3	0	2	0	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.68	4.00	0.56			

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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10. The course instructor's presentations and explanations of concepts were clear.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
55	24	19	16	5	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
5	2	2	3	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.47	3.70	0.67			

11. Assignments and exams covered important aspects of the course.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
60	27	18	15	4	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
2	1	2	2	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.57	3.70	0.60			

12. What overall grade would you give this instructor?

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
57	28	18	13	8	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
2	1	2	2	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.54	3.70	0.61			

13. What overall grade would you give this course?

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
38	35	14	22	9	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
6	4	1	2	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.39	3.70	0.64			

### C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NA</b>
11	50	50	9	0	11
Value: 4	Value: 3	Value: 2	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
2.53	3.00	0.76			

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

## UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2D LEC A (44200), Spring Qtr 2012

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1.

<b>A lot</b>	<b>Some</b>	<b>A little</b>	<b>None I could discern</b>
0	2	6	122

2. Examples:

- -She doesn't assign seats during midterms. -She is not that strict on time, meaning students are still able to work through the midterm when time was already up. -Perhaps she can scan a few midterms to make sure students don't change marked off answers in their exams.
- During the first midterm, I sat in the back where the chinese kids were sharing answers, but I think you caught them all
- I do not check to see if people are cheating.
- N/A
- None.
- people were still working on the midterm after time was called and they worked on it for about 3 extra minutes
- People will refer to online answers for homework assignments.
- 127 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

<b>Very</b>	<b>Adequately</b>	<b>Somewhat</b>	<b>Not at all</b>
58	45	27	1

17. How challenging was this course?

<b>Very</b>	<b>Adequately</b>	<b>Somewhat</b>	<b>Not at all</b>
83	47	0	2