<table>
<thead>
<tr>
<th>Course</th>
<th>Call #</th>
<th>Sec</th>
<th>Meets</th>
<th>Open Seats</th>
<th>Reserved Seats</th>
<th>Number Enrolled/Capacity</th>
<th>Number Enrolled/Capacity Waitlisted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 31L - LABORATORY CALCULUS I</td>
<td>1144</td>
<td>01</td>
<td>M Tu W Th F 08:45 AM - 10:45 AM</td>
<td>12 / 20</td>
<td>0 / 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 32 - INTRODUCTORY CALCULUS II</td>
<td>1145</td>
<td>01</td>
<td>M Tu W Th F 11:00 AM - 12:15 PM</td>
<td>19 / 20</td>
<td>0 / 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 103 - INTERMEDIATE CALCULUS</td>
<td>1146</td>
<td>01</td>
<td>M Tu W Th F 12:30 PM - 01:45 PM</td>
<td>15 / 20</td>
<td>0 / 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 104 - LINEAR ALGEBRA &amp; APPLICATIONS</td>
<td>1147</td>
<td>01</td>
<td>M Tu W Th F 02:00 PM - 03:15 PM</td>
<td>11 / 20</td>
<td>0 / 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 111 - APPLIED MATH ANALYSIS I</td>
<td>1283</td>
<td>01</td>
<td>M Tu W Th F 02:00 PM - 03:15 PM</td>
<td>13 / 35</td>
<td>0 / 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MATH 298 - SPECIAL READINGS</td>
<td>TBA</td>
<td></td>
<td></td>
<td>3 / 3</td>
<td>0 / 0</td>
<td>0</td>
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</tbody>
</table>

**Overall appraisal of the instructor:** 5 out of 5

There were 6 students in this course. All were present on the day this course was evaluated. Please scroll the pages to see the evaluations.
The purposes of this survey include the following: 1) to provide your term with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist a committee's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments as faculty particularly value these.

### Overall Appraisal:

Reflect your overall appraisal of the course/taught using the following code:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

#### Comments (e.g., strong and weak points of course and instructor):

This was the best math instructor/course I have taken here at Duke. The teacher was clear and helpful with any questions. He was also willing to spend as much extra time needed outside of class to help students. He tested on what we had learned and progressed the class from one subject in the text to the next one smoothly. He followed the book which makes it so much easier to understand.

### Course Characteristics:

On the next form, characterize the course using the following code:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Very High</td>
</tr>
</tbody>
</table>

#### Comments (e.g., amount and type of thinking you did, usefulness of readings and assignments):

Thinking about applications of the information learned in this course, assignments, and readings was very useful in learning and understanding material.
Course Dynamics:

On the next item, characterize this course/instructor using the following scale:

1 = Very Low   2 = Low   3 = Moderate   4 = High   5 = Very High

6. Instructor was enthusiastic about the course. (Int. 3)   1  2  3  4  5
7. Instructor was enthusiastic about the course. (Int. 2)   1  2  3  4  5
8. Participation in class discussion was encouraged.   1  2  3  4  5
9. Feedback on examinations/papers/performances was valuable.   1  2  3  4  5
10. Methods of evaluating student work were fair and appropriate.   1  2  3  4  5

Comments: (e.g., clarity and organization of course, student/instructor interaction)

The teacher would meet after every quiz and exam with each student to go over any missed problems so they would know it in the future. He was very clear and followed the book so that one could understand the somewhat hard language in the text. He was very organized for every class.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)

Understanding DES will stay with me after this class because the teacher made sure that everyone knew how to do every problem assigned before we proceeded. He made everything easy to understand. There is no new appreciation of previous knowledge, just appreciation that I finally had a good math teacher at Duke.

Additional Comments/Suggestions:
Trinity College  Student Course Evaluation Form

K.S. Vithodra

Instructor Name

Course Number: 283

Marking Instructions:
* The key is 3 points or less in black ink only.
* Do not use pens with ink that will bleed through the paper.

Correct Mark: 3

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how the course helped you progress with the learning objectives of the Duke curricular. Please respond to each item using the indicated code. Please make one of the space provided for comments, if you particularly value these.

Overall Appraisal:

Reflect your overall appraisal of the course and instructor using the following code:
1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Excellent

1. 1 2 3 4 5 The quality of the course.
2. 1 2 3 4 5 The quality of the instruction. (Inst.1)
3. 1 2 3 4 5 The quality of the instruction. (Inst.2)
4. 1 2 3 4 5 The quality of the instruction. (Inst.3)

Comments (e.g., strong and weak points of course and instructor):

"This was the best math course and best math professor I have had at Duke. It was not as difficult as the other math courses I have taken, but I felt like I have learned a lot in this course. In particular, I think my knowledge is a little bit deeper."

Course Characteristics:

Reflect your rating of the course characteristics using the following code:
1 = Very Low 2 = Low 3 = Moderate 4 = High 5 = Very High

1. 1 2 3 4 5 Amount of effort work
2. 1 2 3 4 5 Difficulty of subject matter.
3. 1 2 3 4 5 Intellectual stimulation.

Comments (e.g., amount and type of thinking you did, usefulness of readings and assignments):

"The amount of work was appropriate for the class. If we had more work, it would have been very helpful, and it would have forced me to reduce my effort on the main subjects and assignments.

This course has basically less stimulating than 105, but some of the extra effort Dr. V. made actually made it a little bit more thorough."
Course Dynamics:

6. 6 6 6 6 Instructor was enthusiastic about the course. (Inst.1)

7. 6 6 6 6 Instructor was accessible outside of class. (Inst.3)

8. 5 5 5 5 Participation in class discussion was encouraged.

9. 5 5 5 5 Course requirements-expectations were clear.

10. 5 5 5 5 Feedback on examinations/objects/performances was valuable.

11. 5 5 5 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course; student/teacher/interaction)

Dr. Variation was the most interesting professor. I saw one bad at most

We were on our last night, in met with most of us other class and was available
from the meeting. We also had our class about the course, occasionally

We were required to write a paper, which I didn't have any for in advance
when I would be having a test or a quiz.

Appraisal of Progress:

12. 5 5 5 5 5 Gaining factual knowledge.

13. 5 5 5 5 5 Understanding fundamental concepts and principles.

14. 5 5 5 5 5 Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.

15. 5 5 5 5 5 Learning to analyze ideas, arguments, and points of view.

16. 5 5 5 5 5 Developing skills in oral expression.

17. 5 5 5 5 5 Developing writing skills.

18. 5 5 5 5 5 Developing skills in written expression.

19. 5 5 5 5 5 Developing skills in research.

20. 5 5 5 5 5 Developing skills in analysis.

Comments: (e.g., specific knowledge, skills, etc. acquired; new appreciation of textbook on previous knowledge)

Learning in this mathematics seems to be important, and was part of
our problem assignments. We begin to see how to do it, but we are only
just about these classes. If we had more time, I would have liked to
learn more.

Additional Comments/Suggestions:

Mark Rebuffi® terms by NCS Pearson EM-02730-0494621 EB04 Printed in the U.S.A. Copyright © 2000 NCS Pearson, Inc. All rights reserved.
The purpose of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how the course helps you progress with the learning objectives of the Diet curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, to fully particularly value date.

Overall Appraisal: Reflect your overall appraisal of the course/ instructor using the following code: 1 = Very Poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent

1. ( ) ( ) ( ) ( ) ( ) The quality of this course.
2. ( ) ( ) ( ) ( ) ( ) The quality of the instruction (Inst. 1).
3. ( ) ( ) ( ) ( ) ( ) The quality of the instruction (Inst. 2).
4. ( ) ( ) ( ) ( ) ( ) The quality of the instruction (Inst. 3).
5. ( ) ( ) ( ) ( ) ( ) The quality of the instruction (Inst. 4).

Comments (e.g., strong and weak points of course and instructor):

This course, while it included a lot of work, was one of the best math courses I've had at Duke. Dr. Y is one of the most dedicated professors that I have encountered and he was determined to make sure every student understands. The only thing that prevented me from learning more was other students and that isn't his fault.

Course Characteristics: On the next items, characterize this course using the following code: 1 = Very Low; 2 = Low; 3 = Moderate; 4 = High; 5 = Very High

3. ( ) ( ) ( ) ( ) Amount of effort/work
4. ( ) ( ) ( ) ( ) Difficulty of the subject matter
5. ( ) ( ) ( ) ( ) Intellectual stimulation

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments).
Course Dynamics:

6. Instructor was enthusiastic about the course. (Instr. 1) 7. Instructor was accessible outside of class. (Instr. 2) 8. Participation in class discussion was encouraged. 9. Feedback on examinations/papers/performances was available.

Methods of evaluating student work were fair and appropriate.

Appraisal of Progress:

How much did this course contribute to your progress in the following learning objectives?

- 1. 2. 3. 4. 5.
- 6. 7. 8. 9. 10.
- 16. 17. 18. 19. 20.

- 1. 2. 3. 4. 5.
- 6. 7. 8. 9. 10.
- 16. 17. 18. 19. 20.

Comments (e.g., specific knowledge, skills, etc., acquired, new appreciation of textbook on previous knowledge):

[Blank sheet]

Additional Comments/Suggestions:

[Blank sheet]
The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to assist promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments. All boxes particularly valued.

Overall Appraisal:

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>K.S. Virbhadra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>1293</td>
</tr>
</tbody>
</table>

The quality of this course: 
- 1: Very Poor, 2: Poor, 3: Adequate, 4: Good, 5: Excellent

Comments: (e.g., strong and weak points of course and instructor)

I have never seen an instructor who is so eager to help the students learn the material. He does so by setting aside large amounts of time for answering their questions. He never complains and he often works around the students' schedules. I have never seen an instructor who is willing to give so much time.

He also provided additional instruction (when the students desired it) in additional topics outside of class (for example, Fourier Series). Finally, he gave us some of his papers that he published and sent us Astrophysics Introductions.

Course Characteristics:

- Amount of effort/work
- Difficulty of the subject matter
- Intellectual stimulation

Comments: (e.g., amount and type of thinking you did, usefulness of assignments)

I think that Math 311 is generally less interesting than Math 105 was (although that is probably because I prefer theory to applications, and this is Applied Math Analysis II). I do think the information that we learned will be very, very useful, however.
The course was organized well and the expectations were very clear. Since there were only six of us in the class, it was possible in us to literally walk through the material as a group, stopping the lecture as needed.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.


12. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Gaining factual knowledge
13. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Understanding fundamental concepts and principles
14. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem
15. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Learning to analyze ideas, arguments, and points of view
16. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Learning to synthesize and integrate knowledge
17. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Learning to conduct inquiry through methods of the field
18. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Learning to evaluate the merits of ideas and competing claims
19. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Developing skills in oral expression
20. [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] Developing writing skills

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of textbook on previous knowledge)

We are now comfortable with some limited types of differential equations. This is the first part of a two-semester course, and we are ready for the second part of it.

Additional Comments/Suggestions:
Trinity College  Student Course Evaluation Form

Instructor Name: [Name]

Course Number: [Course Number]

Term: [Term]

Student Year: [Year]

First Major: [Major]

Second Major: [Major]

Minor: [Minor]

This Course Fulfills a: [Requirement]

Out of Class Work Time: [Time]

Marking Instructions:
- Use No. 2 pencil or blue or black ink pen only.
- Do not remove any of the tests or notes from this form. If tests or notes are missing, indicate the fact on the form.
- Make no cross-outs on this form.
- Correct Mark:

Overall Appraisal:

Rate your overall appraisal of the course/instructor using the following code:

1. Very Poor
2. Poor
3. Adequate
4. Good
5. Excellent

1. The quality of the course:
2. The quality of the instruction (Inst. 1)
3. The quality of the instruction (Inst. 2)
4. The quality of the instruction (Inst. 3)
5. The quality of the instruction (Inst. 4)

Comments (e.g., strong and weak points of course and instructor):

Course Characteristics:

1. Amount of effort/work
2. Difficulty of the subject matter
3. Intellectual stimulation

Comments (e.g., amount and type of thinking you did, usefulness of readings and assignments):

Instructor's Signature: [Signature]

Date: [Date]

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.
Course Dynamics:

6. o o o o o Instructor was enthusiastic about the course. (Inst 1) 6 o o o o Instructor was enthusiastic about the course. (Inst 3)
7. o o o o o Instructor was accessible outside of class. (Inst 1) 7 o o o o Instructor was accessible outside of class. (Inst 5)
8. o o o o o Participation in class discussion was encouraged.
9. o o o o o Feedback on examinations/papers/performance was valuable.
10. o o o o o Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Appraisal of Progress:

12. o o o o o 08. Gaining factual knowledge.
13. o o o o o 09. Understanding fundamental concepts and principles.
14. o o o o o 10. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. o o o o o 11. Learning to analyze ideas, arguments, and points of view.
16. o o o o o 12. Learning to conduct inquiry through methods of the field.
17. o o o o o 13. Learning to evaluate the merits of ideas and competing claims.
18. o o o o o 14. Developing skills in oral expression.
19. o o o o o 15. Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)

Additional Comments/Suggestions:

"Had a great term w/ you. Thank you so much!"
Overall Appraisal:

The quality of the instruction (1) was very good with a high level of enthusiasm and engagement.

The quality of the assignments (1) was very good with clear and well-defined tasks.

The quality of the lectures (1) was very good with clear and well-structured content.

The quality of the textbook (1) was very good with comprehensive coverage of the course material.

The overall quality of the course (1) was very good with a high level of satisfaction.

The instructor's teaching style (1) was very good with a clear and effective delivery.

The instructor's knowledge (1) was very good with a deep understanding of the course material.

The instructor's availability (1) was very good with timely responses to student inquiries.

The instructor's professionalism (1) was very good with a high level of respect and credibility.

The instructor's approachability (1) was very good with a positive and supportive attitude.

The instructor's fairness (1) was very good with consistent and fair evaluation criteria.

The instructor's compassion (1) was very good with a supportive and understanding approach.

The instructor's enthusiasm (1) was very good with a high level of energy and motivation.

The instructor's communication skills (1) were very good with clear and effective communication.

The instructor's feedback (1) was very good with constructive and informative comments.

The instructor's ability to facilitate group discussions (1) was very good with active participation and engagement.

The instructor's ability to adapt to student needs (1) was very good with effective and flexible teaching strategies.

The instructor's ability to challenge students (1) was very good with thought-provoking and stimulating content.

The instructor's ability to inspire students (1) was very good with a high level of motivation and engagement.

The instructor's ability to plan and organize (1) was very good with clear and effective lesson plans.

The instructor's ability to assess students (1) was very good with accurate and fair evaluations.

The instructor's ability to communicate with students (1) was very good with effective and clear communication.

The instructor's ability to collaborate with other instructors (1) was very good with a positive and supportive approach.

The instructor's ability to maintain a positive attitude (1) was very good with a high level of energy and motivation.

The instructor's ability to maintain a high level of discipline (1) was very good with clear and effective guidelines.

The instructor's ability to create a positive classroom environment (1) was very good with a high level of engagement and motivation.

The instructor's ability to manage time effectively (1) was very good with clear and effective time management.
### Course Dynamics:

On the next items, characterize the course/Instructor using the following code:
- 1 - Very Low
- 2 - Low
- 3 - Moderate
- 4 - High
- 5 - Very High

6. **Instructor was enthusiastic about the course**: (Inst. 1) 3 3 3 3 3 (Inst. 1) 3 3 3 3 3 (Inst. 3)
7. **Instructor was accessible outside of class**: (Inst. 1) 3 3 3 3 3 (Inst. 3) 3 3 3 3 3 (Inst. 4)
8. **Participation in class discussion was encouraged**: (Inst. 3) 3 3 3 3 3
9. **Course requirements/expectations were clear**: (Inst. 3) 3 3 3 3 3
10. **Feedback on examinations/papers/performance was valuable**: (Inst. 3) 3 3 3 3 3
11. **Methods of evaluating student work were fair and appropriate**: (Inst. 3) 3 3 3 3 3

**Comments (e.g., clarity and organization of course, student/Instructor interaction)**

Appraisal of Progress:

<table>
<thead>
<tr>
<th>How much did this course contribute to your progress on the following learning objectives?</th>
<th>1 - Not at All</th>
<th>2 - A Little</th>
<th>3 - Moderately</th>
<th>4 - Highly</th>
<th>5 - Very Highly</th>
<th>N/A - Not Applicable</th>
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<tbody>
<tr>
<td>13. Understanding fundamental concepts and principles.</td>
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<td>14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
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<td>15. Learning to analyze ideas, arguments, and points of view.</td>
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<td>17. Learning to conduct inquiry through methods of the field.</td>
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<td>18. Learning to evaluate the merits of ideas and competing claims.</td>
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<tr>
<td>19. Developing skills in oral expression.</td>
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<tr>
<td>20. Developing writing skills.</td>
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</tbody>
</table>

**Comments (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)**

Additional Comments/Suggestions: