



Course and Instructor Evaluation Summary Department of Mathematics

Zeng, Ji
MATH 10B - Calculus II (D)
Winter Quarter 2023

Number of Students Enrolled: 120
Number of Evaluations Submitted: 93

PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

48 (51.6%): Freshman
39 (41.9%): Sophomore
4 (4.3%): Junior
2 (2.2%): Senior
0 (0.0%): Graduate
0 (0.0%): Extension
0 (0.0%): Visitor

2. Your reason for taking this class is

61 (68.5%): Major
0 (0.0%): Minor
27 (30.3%): Gen. Ed.
1 (1.1%): Elective
0 (0.0%): Interest
4: [No Response]

3. What grade do you expect in this class?

37 (41.6%): A
23 (25.8%): B
25 (28.1%): C
2 (2.2%): D
0 (0.0%): F
2 (2.2%): P
0 (0.0%): NP
4: [No Response]

GENERAL QUESTIONS

4. I learned a great deal from this course.

1 (1.1%):	Strongly Disagree
5 (5.7%):	Disagree
15 (17.0%):	Neither Agree nor Disagree
51 (58.0%):	Agree
16 (18.2%):	Strongly Agree
0 (0.0%):	Not Applicable
5:	[No Response]

5. How many hours a week do you spend studying outside of class on average?

0 (0.0%):	0-1
20 (22.5%):	2-3
35 (39.3%):	4-5
15 (16.9%):	6-7
11 (12.4%):	8-9
5 (5.6%):	10-11
1 (1.1%):	12-13
1 (1.1%):	14-15
1 (1.1%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more
4:	[No Response]

6. How often do you attend this course?

16 (18.4%):	Very Rarely
28 (32.2%):	Some of the Time
43 (49.4%):	Most of the Time
6:	[No Response]

COURSE MATERIAL MATH 10B

7. The course material is intellectually stimulating.

2 (2.2%):	Strongly Disagree
5 (5.6%):	Disagree
17 (19.1%):	Neither Agree nor Disagree
46 (51.7%):	Agree
19 (21.3%):	Strongly Agree
0 (0.0%):	Not Applicable
4:	[No Response]

8. Assignments promote learning.

1 (1.1%):	Strongly Disagree
3 (3.4%):	Disagree
7 (7.9%):	Neither Agree nor Disagree
51 (57.3%):	Agree
27 (30.3%):	Strongly Agree
0 (0.0%):	Not Applicable
4:	[No Response]

9. Required reading is useful.

2 (2.2%):	Strongly Disagree
12 (13.5%):	Disagree
29 (32.6%):	Neither Agree nor Disagree
15 (16.9%):	Agree
6 (6.7%):	Strongly Agree
25 (28.1%):	Not Applicable
4:	[No Response]

10. This course is difficult relative to others.

1 (1.1%):	Strongly Disagree
15 (17.0%):	Disagree
18 (20.5%):	Neither Agree nor Disagree
34 (38.6%):	Agree
20 (22.7%):	Strongly Agree
0 (0.0%):	Not Applicable
5:	[No Response]

11. Exams are representative of the course material.

0 (0.0%):	Strongly Disagree
5 (5.6%):	Disagree
6 (6.7%):	Neither Agree nor Disagree
42 (47.2%):	Agree
36 (40.4%):	Strongly Agree
0 (0.0%):	Not Applicable
4:	[No Response]

12. Do you recommend this course overall?

75 (84.3%):	Yes
14 (15.7%):	No
4:	[No Response]

13. Course MATH 10B:

- Hard
- Although it might be difficult if you don't have a strong calculus background, this course is helpful for math courses later on.
- the free textbook is great, also the homework system is ok
- Course is difficult but lecture videos are posted online if you need to go back and rejig your memory. Attendance is also not mandatory.
- I feel that the material in Math 10B is significantly harder to grasp compared to the material in Math 10A. I still appreciate that all the professors for this course coordinate their lectures and exams.
- I wish there was a way to make up the homework if I joined the class late.

- The course, itself, is difficult. Yet, if needed, it is a great course to take and I recommend to just keep track of the details of the course, as it all builds on top of each other.
- Overall great class; need to know derivatives very well to be successful in the class
- the information isn't horrible, it's a lot though so stay up to date with lectures, lectures are recorded which is nice.
- If you have to take the course for a requirement, I do recommend it because it is a well organized course made for students to pass if they put in effort.
- The course material is totally fine. I think I struggled a lot because of other classes in my schedule and the fact that the person teaching was not very effective.
- The course was well laid out for students. It is possible to pass if we are willing to focus and work hard. The most useful aspect was that lectures are posted on canvas which allows students to go back and study the content in detail.
- The grading scheme is absurd. There is only one midterm and a final, weighed equally, taking up a majority of your grade, so if the letter grade you get on your first test will probably be the average grade of that class.
- Extremely difficult after the midterm, felt rushed.
- MATH 10B is calculus ii. The focus in the class is mainly about antiderivatives and integrals. There's not so much graphing involved. There's a lot of algebra and trigonometry involved.
- If you do all the homework problems and go to discussion for more practice problems, you're pretty much set up to get an A.
- Run of the mill math class

14. Exams/Quizzes/Papers:

- The exam itself wasn't difficult but the partial credit criteria was way too specific.
- The exams are fair.
- The final had a few things that were not familiar to what we were taught but overall covered the course material well.
- exams are directly representative of the course material. they're straightforward and not meant to trick you.
- The exams are difficult but related to the content.
- Fair and generous
- I was honestly really unhappy that the midterm had so few questions on it. One question was missing from the midterm, and as a result missing the equivalent of two problems instantly dropped me to a C+ on the assessment. Sure, it's my fault that I was underprepared, but the fact that getting partial credit on two problems and missing one meant that I got a C+ seems a bit unfair. Moreover, the practice material for the midterm was not at all representative of the material on the exam. The exam was 40-50% u-sub problems, whereas the practice midterm only really had two u-sub problems. It failed to underscore the importance of studying the single topic that the bulk of the midterm focused on.
- The exams are pretty consistent with representing the course material.

- Hard
- lectures/quizzes/homework is evident in exams
- Exams are very reflective on what we do in class and there are no surprises.
- Exams have been fair. Practice problems are given prior to the exams which allow students to hone in their skills. The exams are hard but fair.
- The midterm was reflective of the material we learned in class, with about one question from each unit. I wish that grading was slightly more lenient in terms of giving out partial credit for showing work. The ungraded discussion section quizzes are provide very helpful practice questions.
- 1 midterm and 1 final, both short answers with multiple parts. the exam is pretty reflective of the practice exams and practice problems and the time given gives you enough time to finish. practice problems are really helpful!!
- Difficult
- Fair
- Exams are based off material learned throughout course.
- There is one midterm at week 5. The final is not cumulative so after the midterm all you have to focus on studying for is the new material, although it is a lot of new material to cover.

15. Reading [title(s) and comments]:

- No readings, so not applicable,
- The professor provides you with two pdf Calculus Textbooks and I found them extremely helpful in studying for my exams.
- the openstax textbook can be a bit confusing with their explanations, but they do provide problems and solutions
- I wouldn't say that the reading is necessary as lectures hold more importance.
- Openstax isn't the greatest but it is good reference
- there's the online textbook and online homework (not required) but the homework is helpful practice for the exams
- no assigned reading
- There are no papers required for reading but there is an online textbook with concepts and practice problems which students are recommended to take advantage of and use for studying.
- I only opened the Openstax textbook in order to find written homework questions. I didn't find that reading some of the sections before lecture was helpful to me, but its practice problems are similar to the questions I encounter on Edfinity.

INSTRUCTOR Ji Zeng

16. Instructor displays a proficient command of the material.

0 (0.0%):	Strongly Disagree
3 (3.4%):	Disagree
15 (17.0%):	Neither Agree nor Disagree
41 (46.6%):	Agree
27 (30.7%):	Strongly Agree
2 (2.3%):	Not Applicable
5:	[No Response]

17. Instructor is well prepared for classes.

0 (0.0%):	Strongly Disagree
5 (5.6%):	Disagree
18 (20.2%):	Neither Agree nor Disagree
37 (41.6%):	Agree
28 (31.5%):	Strongly Agree
1 (1.1%):	Not Applicable
4:	[No Response]

18. Instructor's speech is clear and audible.

4 (4.5%):	Strongly Disagree
18 (20.2%):	Disagree
22 (24.7%):	Neither Agree nor Disagree
27 (30.3%):	Agree
17 (19.1%):	Strongly Agree
1 (1.1%):	Not Applicable
4:	[No Response]

19. Instructor explains the course material well.

1 (1.1%):	Strongly Disagree
13 (14.6%):	Disagree
26 (29.2%):	Neither Agree nor Disagree
27 (30.3%):	Agree
21 (23.6%):	Strongly Agree
1 (1.1%):	Not Applicable
4:	[No Response]

20. Lectures hold your attention.

3 (3.4%):	Strongly Disagree
14 (15.7%):	Disagree
28 (31.5%):	Neither Agree nor Disagree
25 (28.1%):	Agree
18 (20.2%):	Strongly Agree
1 (1.1%):	Not Applicable
4:	[No Response]

21. Instructor's lecture style facilitates note-taking.

0 (0.0%):	Strongly Disagree
4 (4.5%):	Disagree
11 (12.4%):	Neither Agree nor Disagree
41 (46.1%):	Agree
32 (36.0%):	Strongly Agree
1 (1.1%):	Not Applicable
4:	[No Response]

22. Instructor shows concern for students' learning.

0 (0.0%):	Strongly Disagree
1 (1.1%):	Disagree
10 (11.2%):	Neither Agree nor Disagree
48 (53.9%):	Agree
28 (31.5%):	Strongly Agree
2 (2.2%):	Not Applicable
4:	[No Response]

23. Instructor promotes appropriate questions/discussion.

0 (0.0%):	Strongly Disagree
2 (2.2%):	Disagree
15 (16.9%):	Neither Agree nor Disagree
47 (52.8%):	Agree
23 (25.8%):	Strongly Agree
2 (2.2%):	Not Applicable
4:	[No Response]

24. Instructor is accessible outside of class.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
13 (14.8%):	Neither Agree nor Disagree
40 (45.5%):	Agree
28 (31.8%):	Strongly Agree
7 (8.0%):	Not Applicable
5:	[No Response]

25. Instructor starts and finishes class on time.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
9 (10.1%):	Neither Agree nor Disagree
40 (44.9%):	Agree
38 (42.7%):	Strongly Agree
2 (2.2%):	Not Applicable
4:	[No Response]

26. Instructor is effective in promoting academic integrity.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
11 (12.5%): Neither Agree nor Disagree
39 (44.3%): Agree
35 (39.8%): Strongly Agree
3 (3.4%): Not Applicable
5: [No Response]

27. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

0 (0.0%): Strongly Disagree
2 (2.3%): Disagree
13 (14.8%): Neither Agree nor Disagree
36 (40.9%): Agree
30 (34.1%): Strongly Agree
7 (8.0%): Not Applicable
5: [No Response]

28. Instructor Ji Zeng:

- A little bit hard to understand, but that is fine as he has an accent. Teaches the material well but goes a little fast for my liking.
- Look, the guy is an international grad student. I understand why he didn't teach very well, and I don't in the slightest believe that it was his fault. He had never taught a class before, and moreover english is not his first language, nor does he seem like he was particularly confident in himself when it came to teaching. These are all fully valid reasons why he failed to teach the class well. With that being said, the fact that I had to watch Laura Steven's lectures or YouTube videos in order to understand the material should show how I felt about his teaching. There were many times he gave us example problems of concepts he had yet to teach us. He's a nice guy, but I just don't think he was ready to teach a class yet. I definitely learned from him, but I would have understood much more with a different professor.
- He cares a lot about students and is always prepared for class. He is the nicest professor I have met.
- ;/
- He is very good at welcoming the space for questions and explains the course material very well. If you ask a question during lecture he will answer very thoroughly.
- First year teaching so he goes really fast; expects us to know the material
- Smart and passionate
- Although he is a new professor, he tries his best in teaching his students the lessons of each lecture. He is eager to help in any way during class. His hardworking and free personality makes him an approachable professor. He is a good professor overall.
- i watched the recordings of most lectures but explains well
- As this is his first quarter teaching, Professor Zeng was always enthusiastic and cheerful when explaining the course material. I appreciated that he gave students time to work on practice problems and then worked through the solutions with us. Additionally, he made time during

lecture to answer questions, which I found very helpful. The only small change is that I wish he wrote on the projector instead of the chalk board so that students could see more clearly.

- He's a really good professor. I learned a lot in his class, and he explains his lectures really well. His handwriting is also really neat. I like how he uploads his notes on canvas.
- Very helpful for individual questions
- Professor Zeng is relatively new to teaching but he does his best in going over the course material by promoting questions and allowing time in class to solve problems on our own before he explains them.
- He is a kind teacher, but difficult to understand. I do enjoy attending his class, but it is hard to follow.
- Awesome! My favorite professor so far.
- Professor Zeng was great overall and created an environment where students were interested and felt welcomed to ask questions. His teaching style was great and the lectures were easy to follow, especially when we could go back and watch them online.

29. Do you recommend this professor overall?

68 (76.4%): Yes
21 (23.6%): No
4: [No Response]

CUSTOM QUESTIONS

30. The size of the lecture was appropriate for of the educational goals of the course.

1 (1.1%): Strongly Disagree
0 (0.0%): Disagree
9 (10.2%): Neither Agree nor Disagree
53 (60.2%): Agree
24 (27.3%): Strongly Agree
1 (1.1%): Not Applicable
5: [No Response]

31. The size of the discussion section was appropriate for of the educational goals of the course.

1 (1.1%): Strongly Disagree
3 (3.4%): Disagree
6 (6.7%): Neither Agree nor Disagree
51 (57.3%): Agree
27 (30.3%): Strongly Agree
1 (1.1%): Not Applicable
4: [No Response]

32. There were a sufficient number of lectures of this course offered to allow for flexibility in my schedule.

1 (1.1%): Strongly Disagree
2 (2.2%): Disagree
8 (9.0%): Neither Agree nor Disagree
45 (50.6%): Agree
31 (34.8%): Strongly Agree
2 (2.2%): Not Applicable
4: [No Response]

33. The instructor was responsive to my questions in (and outside of) class.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
10 (11.4%): Neither Agree nor Disagree
38 (43.2%): Agree
28 (31.8%): Strongly Agree
12 (13.6%): Not Applicable
5: [No Response]

34. The prerequisites for this class were good preparation for success (Please answer only if you completed the prerequisites AT UCSD).

0 (0.0%): Strongly Disagree
2 (2.3%): Disagree
7 (8.0%): Neither Agree nor Disagree
41 (47.1%): Agree
24 (27.6%): Strongly Agree
13 (14.9%): Not Applicable
6: [No Response]

Custom Question 5

35. Please provide examples of the ways the instructor did or did not create a learning environment that welcomed, challenged, and supported all students.

- Professor shows multiple examples of topic to promote understanding.
- professor answers questions and ensures students understand
- He was very welcoming because we could always ask questions in the middle of lecture. We had challenging problems we practiced in class and supported everyone.
- Amazing, very nice guy, he's just a mathematician, not a math teacher. He's more than capable of doing the math, and you can tell he's incredibly smart, but he just was not fully prepared to teach a class to a bunch of college freshman who would rather be anywhere else. It was hard to stay engaged, and often he failed to explain what he was doing or why. I think he needs more teaching experience before he actually starts teaching large lecture classes. Give it a couple years, and I am 100% confident he will be a great professor.
- I have no examples of the professor not creating a welcoming learning environment. He was welcoming to students and challenged them to do well.

- The professor would mainly go over examples rather than the majority time going over course concepts.
- Caring professor
- Professor Zeng was very supportive in terms of preparing us for our midterm and finals; he held extra office hours in order to accommodate all of our concerns.
- He always asks students if they have any questions in class or if there needs to be any clarification.
- He answered questions in a timely manner

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Mathematics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.