



Course and Instructor Evaluation Summary Department of Mathematics

Longo, Brian Mitchell
MATH 10C - Calculus III (C)
Fall Quarter 2015

Number of Students Enrolled: 190
Number of Evaluations Submitted: 94

1. Your class level is

44 (47.8%): freshman
25 (27.2%): sophomore
19 (20.7%): junior
4 (4.3%): senior
0 (0.0%): graduate
0 (0.0%): extension
2: [No Response]

2. Your reason for taking this class is

55 (62.5%): major
0 (0.0%): minor
33 (37.5%): gen. ed.
0 (0.0%): elective
0 (0.0%): interest
6: [No Response]

3. What grade do you expect in this class?

47 (51.6%): A
32 (35.2%): B
12 (13.2%): C
0 (0.0%): D
0 (0.0%): F
0 (0.0%): P
0 (0.0%): NP
3: [No Response]

INSTRUCTOR Brian Longo

4. Instructor displays a proficient command of the material.

56 (60.9%): strongly agree
32 (34.8%): agree
3 (3.3%): neither agree nor disagree
0 (0.0%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

5. Instructor is well prepared for classes.

54 (58.7%): strongly agree
35 (38.0%): agree
2 (2.2%): neither agree nor disagree
0 (0.0%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

6. Instructor's speech is clear and audible.

51 (55.4%): strongly agree
31 (33.7%): agree
7 (7.6%): neither agree nor disagree
3 (3.3%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

7. Instructor explains the course material well.

50 (54.3%): strongly agree
32 (34.8%): agree
7 (7.6%): neither agree nor disagree
2 (2.2%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

8. Lectures hold your attention.

41 (44.6%): strongly agree
35 (38.0%): agree
10 (10.9%): neither agree nor disagree
5 (5.4%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

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

61 (66.3%): strongly agree
27 (29.3%): agree
3 (3.3%): neither agree nor disagree
0 (0.0%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

10. Instructor shows concern for students' learning.

45 (48.9%): strongly agree
38 (41.3%): agree
8 (8.7%): neither agree nor disagree
0 (0.0%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

11. Instructor promotes appropriate questions/discussion.

43 (46.7%): strongly agree
35 (38.0%): agree
12 (13.0%): neither agree nor disagree
2 (2.2%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

12. Instructor is accessible outside of class.

38 (41.3%): strongly agree
35 (38.0%): agree
16 (17.4%): neither agree nor disagree
1 (1.1%): disagree
0 (0.0%): strongly disagree
2 (2.2%): not applicable
2: [No Response]

13. Instructor starts and finishes class on time.

52 (57.1%): strongly agree
36 (39.6%): agree
3 (3.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

14. Instructor is effective in promoting academic integrity.

52 (56.5%): strongly agree
35 (38.0%): agree
5 (5.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

COURSE MATERIAL MATH 10C

15. The course material is intellectually stimulating.

27 (29.7%): strongly agree
42 (46.2%): agree
18 (19.8%): neither agree nor disagree
4 (4.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

16. Assignments promote learning.

42 (46.2%): strongly agree
41 (45.1%): agree
5 (5.5%): neither agree nor disagree
3 (3.3%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

17. Required reading is useful.

15 (16.5%): strongly agree
22 (24.2%): agree
26 (28.6%): neither agree nor disagree
5 (5.5%): disagree
2 (2.2%): strongly disagree
21 (23.1%): not applicable
3: [No Response]

18. This course is difficult relative to others.

18 (19.8%): strongly agree
37 (40.7%): agree
24 (26.4%): neither agree nor disagree
10 (11.0%): disagree
1 (1.1%): strongly disagree
1 (1.1%): not applicable
3: [No Response]

19. Exams are representative of the course material.

48 (52.7%): strongly agree
39 (42.9%): agree
3 (3.3%): neither agree nor disagree
0 (0.0%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

38 (41.3%): strongly agree
45 (48.9%): agree
7 (7.6%): neither agree nor disagree
1 (1.1%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

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

1 (1.1%): 0-1
26 (28.6%): 2-3
32 (35.2%): 4-5
16 (17.6%): 6-7
8 (8.8%): 8-9
2 (2.2%): 10-11
3 (3.3%): 12-13
2 (2.2%): 14-15
0 (0.0%): 16-17
0 (0.0%): 18-19
1 (1.1%): 20 or more
3: [No Response]

22. How often do you attend this course?

1 (1.1%): Very Rarely
7 (7.6%): Some of the Time
84 (91.3%): Most of the Time
2: [No Response]

23. Do you recommend this course overall?

85 (92.4%): Yes
7 (7.6%): No
2: [No Response]

24. Do you recommend this professor overall?

90 (97.8%): Yes
2 (2.2%): No
2: [No Response]

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Brian Longo:

- A good instructor. Both funny and serious.
- Brian explained the concepts and examples very well. I enjoyed his lectures because I felt like I understood the material. He was very straightforward on what he expected on his exams. He related to his students and kept his lectures interesting. I would take another math class from him!
- Brian is a funny guy. He teaches really well
- Brian is a good professor because he goes over a lot of examples in lecture and makes things easier by explaining things using steps and makes things easier.
- Brian is a really good professor, he's great at explaining the course material. But most of his explanations are only good for students who have a very solid base in calculus, but I don't really see that as a problem for myself.
- Brian is an amazing instructor! The way he teaches the material is effective and interesting. He is good at writing everything out so that when you look back at your notes they are easy to understand. He is funny and very engaging and I would highly recommend him
- Brian is one of the chilliest instructors I've had so far. He understands the material and translates it to his students very well. He's very approachable and is funny in his own unique, awkward way. I've always struggled in math but the way Brian teaches, it makes the subject less hell-like.
- Drops off speech at the end of the sentence and talks very quickly and mumbles, making it difficult to understand him sometimes. However, he explains the material in a very clear way by using examples to illustrate the steps.
- Excellent instructor. Down to earth, likes to take the easy approach and isn't afraid to make fun of math for being hard.
- Explains content clearly and uses good examples to teach students the concepts. Could speak a little louder and draw the diagrams a little bigger. But overall, a good instructor. Also, review sessions were useful.
- extremely helpful during office hours. his in class lecture notes are very clear and the examples are very representative of the tests. overall an excellent teacher
- Funny and can easily get along with the class, which allows the class to stay alert and pay attention. He speaks clearly and writes neatly.
- Good professor, good examples
- Great guy, relates well to the class without losing focus on the material to be learned.
- Has literally no idea how to teach. Doesn't explain well. Doesn't present notes in a comprehensible way. Doesn't communicate which parts of the notes are important, just spouts info with no indication of what is exam material and what is just there for our curiosity.
- He is a good professor but the lectures can be confusing and sometimes it can be hard to read his hand writing.

- He is very experienced and dedicated to teaching concepts to his students. Lectures are never dry--entertaining at some times. Highly recommended.
- He taught in a way that allowed me to easily follow his lessons and was helpful in answering questions and reviewing before an exam.
- Instructor Longo is very helpful and he teaches math very well. He makes it very easy and knows how to explain very thoroughly. He is one of the best math professors at UCSD. He talks clearly.
- Knows what he's doing. Lectures are helpful.
- Nice teacher, approachable.
- Professor Longo is a very knowledgeable professor who explains the necessary points of the course in a concise understandable way. I also felt that his office hours were extremely helpful.
- Professor Longo was a great instructor. He taught the content clearly and precisely. He answered questions clearly and thoroughly.
- Recommend highly
- Seems like a cool guy, good jokes, smart
- Thoroughly covers the material in lectures and clarifies any questions students have. Goes into detail regarding how to complete a problem; he does not skip over any steps.
- uses a microphone so the whole class can hear him. gives many opportunity for questions, and acknowledge the relativity/importance of the questions then explains. clear at explaining the material at the same time making it a light atmosphere, often times making little jokes.
- Very helpful and knowledgeable on the course material; keeps class engaged with slight humor
- Very Relatable
- Very relatable because of his age
- Brian explains the material well. I like how he writes clearly on the board with colored chalk which can be really helpful when graphs are involved. Math 10C has difficult topics but Brian explains them well. He is very understanding about the student's perspective about math and tries his best to make it more understandable for us.
- Brian is a great guy, very easy to talk to. His expectations are a bit high.
- Brian is likeable and young, which makes his lectures somewhat interesting; because of math, we can't really lose focus so attention is pretty focused all throughout the lecture. However, because he's young he jumps around a lot and that makes it somewhat difficult to understand him sometimes. But he does make time for you even though he's extremely busy or something.
- Brian Longo was a very informative and intelligent professor that showed great concern for the students level of understanding his material. He always asked for questions after each section covered which displayed his concern. Overall he was a very clear and understandable professor!
- good
- Great all around professor
- Great instructor, really cares for his students learning the material.

- Great professor who is easy to talk to. Easily approachable so asking questions about math is easy and comfortable. He has a great passion for math and you can tell by the way he explains problems and talks about math. Very helpful in office hours and give you advice on what to look for in problems you are solving as well as what to expect.
- Great professor! Best one I have had in math so far. Not only does he speak english, he also teaches in an easy to understand manner. 10/10 would recommend to friend.
- Great professor. Gets straight to the lecture and the lesson no useless information. He is very considerate and helpful to students. Very cool and easy to relate to and funny in lecture. He keeps you very engaged and interested with his humor and fun approach to the class.
- He is a very relaxed and casual instructor who is easy to approach. He is willing to offer assistance on homework or concepts that are difficult to understand as long as you approach him.
- He is great
- He is lighthearted and makes his students feel very comfortable. I really enjoy having him as a professor.
- He is so nice and funny during lecture which helps hold my attention in this class since the actual material is boring to me. He is a very good teacher.
- He is very intelligent and knows his material very well. He sometimes slurs his speech, though.
- He makes the class entertaining and tries to stimulate the class to pay attention. Some materials are dull but he makes it easier to learn it.
- He tends to go fast (but its a short class time period so thats understandable). You just really have to pay attention and take good notes. He's funny and a very likable person.
- He understands the concepts really well and knows how to make those often difficult to understand ones understandable, even when the textbook does not.
- He's really easy to talk to. He tries to explain clearly how to do problems. He's clear during lectures but is still helpful during his office hours.
- I like the way Brian teaches, however, I think he needs to be more audible and not mumble into the microphone. Also, I think he should be less monotonous. Overall, Brian could potentially be a great professor.
- Prof. Longo is an amazing teacher for this course. He knows what he's talking about and knows how to explain it to the rest of the class so that they can understand it.
- Professor Longo does not do well is explaining the concepts but he has a great knowledge of the material. He can be confusing at times.
- Professor Longo explains the material very well and offers numerous office hours to help students who have questions remaining after lecture. He is always prepared for class and writes his notes ahead of time just to be safe. If one of his students asks a question, he will continue to explain until he is sure that the student understands.
- The Instructor is very engaging and interesting. Every once in a while he makes a joke that keeps the audience engaged. At the beginning of the year, I didnt like him as much because the material wasn't interesting. But as the year went by, things got more interesting.
- Very concerned and caring of students learning. Explains idea clearly and effectively to make sure every student understands, and is available outside of class.

- Very entertaining. Keeps the class engaged. Really knows the material well and knows how to teach it to others. Very positive and willing to answer questions. Would definitely recommend.
- Very good professor.
- Very good.

26. Course MATH 10C:

- Although the class is still calculus, it is clearly easier than 20C. Of course, being good at math always helps.
- Decently hard
- Difficult. Need to put in time to study.
- Do-able depending on your professor.
- Even though it is the third Calculus, nothing is not doable
- good
- Hardest of the 10 series
- Having always been bad at math, this course is pretty hard. Learning the techniques is not the issue when it comes to passing the class, the hardest part of it is applying those techniques.
- I love calculus, multivariable is extremely interesting. Since i find calculus interesting, math comes easy to me, personally. But I definitely see plenty of students struggling in the class and scoring fairly low on some of the tests.
- I thought the course was helpful in my progression towards my major
- Interesting
- It is a difficult course overall and requires prior calculus knowledge (from previous courses). Practice problems and homework assignments are the best way to become familiar with the concepts of the course.
- It's pointless for non-hard science majors (like most of the ppl taking it) but this university is obsessed with, in those initial stages of love with, and has fetish for making everyone take math classes that have nothing to do with their area of study.
- Math 10 C just has hard material because its different from Math 10 A and B because of the introduction of different variables. It's doable, just study and do the homework.
- Math 10C was academically stimulating and difficult at times, but never impossible.
- Not enjoyable if you don't like math
- Not recommended if you don't have to take it
- Overall not difficult. The material is stimulating but that is partly because of the professor and partly because I like math.
- Practice the problems.
- Really hard in the beginning, take a break in the middle, and then gets fairly hard at the end.

- Some topics I struggled a lot with and wish I had more time to understand (like 3-D graphing and cross sections, antiderivatives, etc.) but other than that, the concepts aren't hard to grasp.
- Straightforward class. If you do the homework and go to class, you should be golden.
- The beginning of the course was relatively simple to understand. Towards the end, however, optimization problems are very difficult and a pain to understand, even with Brian's instruction. It makes me hate math so much.
- The course is not too difficult. The concepts are easy to understand and there should be no problem after taking Math 10A and 10B.
- The course is overall fairly easy.
- This class deals with multivariable calculus, which actually isn't that much different from single variable calculus algebraically. Conceptually however this class is a bit challenging because imagining things in 3 dimensions can be a headache sometimes.
- This course is different from any other calculus courses available here. The multivariable aspect makes the material more confusing at first, but with practice it becomes easier to understand.
- Very easy class as long as you pay attention in lectures and study atleast 2 hours a week
- 10C is easy if you have a strong math background and you remember everything about earlier calculus.
- Course is not too difficult as long as the time is put in.
- Fairly easy, but has its challenges.
- i came in thinking calc is going to really difficult for me, but overall i enjoy this class the most.
- I just want to pass.
- It is a relatively easy math class.
- It is difficult but not too difficult.
- Manageable.
- Math 10C has some hard chapters but overall if you put in the time, it shouldn't be too hard.
- Math 10C integrated concepts from both Calculus I and Calculus II and were able to be utilized in a more advanced setting regardless of where a student learned Calc I and Calc II.
- Math 10C was not an easy course, but Brian Longo went through it in depth and explained topics thoroughly which made it a lot easier.
- No too sfrenuous
- Not a particularly easy course, but still quite interesting, but will only take it as GE and not for interest.
- Not that difficult of a course, but there are some sections that were more difficult to understand and thus, the class is harder as it goes on.
- Simple.
- The class is manageable for those who do not have a knack in math.

- The content is hard but manageable, takes a lot of practice to perfect.
- The course is interesting and like with all math classes, some topics are more interesting than others.
- The course allows for a smooth transition from earlier calculus levels, even for those who haven't taken a math course in over a year.
- The course displays all of what multi-variable calculus should be like.
- The course is very interesting. It focuses a lot on concepts from Math 10A. I wished it would have applied concepts from Math 10B besides just the Riemann Sum.
- The course material was different than I had expected. I thought it would focus more on integration and less on geometry or 3D graphs. Either way, I was able to understand the material.
- The material in the course seems really unnecessary to know to be honest. Multivariable calculus should only have to be taken by math and engineering majors.
- This course is an extension from high school calculus, and although it is new material, it is not hard to understand.

27. Exams/Quizzes/Papers:

- As long as you go to class, do the homework, and do extra practice problems, you should be prepared for the exams.
- As long as you go to lecture, exams are extremely easy.
- Don't bother looking at the practice exams posted, as they have almost no correlation with the exam material. He also provides terrible explanations in his answers sections for the practice exams, sometimes literally writing "I'll answer this better later" and leaving it at that well after the exam has passed.
- Easy if you truly understand the material. Brian gives every student a note sheet on every test and he really wants the students to do well. If there are some inconsistencies in a student's understanding on the course, the exams may be a bit hard.
- Exams are difficult but fair.
- Exams are not easy but if you keep up with the homework, you should know what you are doing.
- Exams are purely based on the lecture and the practice exams
- Exams are very reflective of the material that he goes over in lecture.
- Exams were mainly based off of the lecture notes. There was nothing overly-challenging about the exams/nothing he didn't teach us. As long as one studies well before the exam, there should be no difficulty in passing.
- Exams were short and precise. They were straightforward and were a great representation of the content that we learned.
- Fair game. and good grading system which helps a student's best interests.
- Good

- His exams are fair and reflective of his class content. Homework can be quite difficult at times and may go a little beyond what has been covered in lectures but they are great practices and questions to prepare for the midterms.
- I liked how exams were during regular lecture time so that it didn't take extra time out of the rest of my schedule. They were straightforward and very fair considering students were allowed to bring a sheet of notes.
- Straight forward but still hard.
- Tests are hard and easy to get make mistakes if you don't understand the material well
- The exams are all free response and are reflective of the course material.
- The exams are difficult, but good test of knowledge. However, too short of the time limit.
- The exams are not too difficult. The professor post practice exams online with problems that should prepare you for the test.
- The exams were based well on his lectures so it was easy to prepare for them. I did not really like the way the homework was graded because it was really easy to lose points which would lower my grade overall. The amount of points you would earn would depend on only five of the 25 or so questions assigned.
- The two midterms were quite easy to do, hopefully the final will be as easy!
- They reflect the homework and his lecture notes.
- Exams are exactly as expected with practice tests given beforehand. The tests are not too difficult if you understand the concepts and formulas.
- Exams are relatively hard, sometimes with a big question didn't see before. Time is not enough for his exams.
- Exams are representative of course material and are challenging but not impossible. Small mistakes can potentially be devastating, however, because the tests are so short.
- Exams are very easy. Do the homework and go to class and you'll get A's.
- Exams are very fair/representative of the course.
- Exams were representative or course material.
- Exams were strictly on topics the professor covered, there was no surprises.
- fair
- i feel that the study guides dont really help, but it does force me to review and be on top of studying. the exams are straight to the point, and do understand why i would get something wrong.
- I wish the answer keys for exams were posted.
- Longo make the quizzes like the homework, just do the homework and practice exams and you'll do good on the midterms. He gives different gradings styles, so if you mess up a midterm, its not too bad.
- Midterm 1 was good.
Midterm 2 was harder.

- Normal
- Not bad, just need to put in time and effort for studying
- Not bad.
- On par with the homework and examples done in class
- Reflective of lecture material
- Representative of homework
- Straight forward. No surprises
- The exams applied directly to what was covered in class. The exams were fair and not extremely hard.
- The exams are moderately difficult but I always feel prepared for them
- The exams are not that difficult if you understand the material well.
- The exams are simple and contain what was covered in class. I say that they are fair assessments of a person's knowledge of the subject.
- The exams are written fairly.
- The exams were very representative of the lectures.
- The midterms were a good overall representation of the sections that have been covered so far. The homework assignments are actually more difficult than the exams.
- The practice exams are reflective of real midterms which is extremely useful. I like how there is sometimes extra credit to help boost our grade.
- There are no papers required for this class, but it does consist of two midterms and a final. Exams are a great representation of the material covered in class and in the book as well, and the questions asked are a simple way of making sure the students understand the material (no trick questions or anything like that). Practice exams are the best way to prepare for the real deal.
- They are only worth 25 points so every little mistake can really hurt your grade. Other than that I like that we are allowed to use a sheet of notes because it helps me learn the material while writing my information down
- They reflect what is taught in the class.
- They were hard.
- Very representative.

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

- Didn't do any reading.
- Longo give practice problems from the book, but teaches from his all notes. Not much reading from the book, but it helps to read it if you don't understand the material.
- No reading required

- No reading was required before class, in my opinion.
- Only when I needed clarification on some concepts
- Reading is not required and is not essential, but it is recommended for students who have a difficult time grasping the concepts presented in lecture. The book is clear and concise, and will help explain the concepts in great depth if needed.
- Reading is very important because homework is in the textbook.
- Reading the book definitely helped with understanding homework problems.
- The math book is terrible. Absolutely no help at all.
- The math book is useful for most of the sections, but for others it is confusing and lacking examples.
- The professor doesn't really tell us to read the book but the reading of the book helps when you read before class what you will learn.
- The textbook definitely adds more information than the lectures but can be difficult to understand. Going to lectures is often more helpful than reading the textbook, even when the information given in both is the same.
- There is no reading required. Reading the textbook may help elaborate on a problem but everything is taught in the class.
- There is not much reading, but you should read over notes.
- All of my hard science peers can attest that the textbook is terrible at explaining the material.
- Didn't read
- Didn't really have readings for math
- Good
- no readings
- No readings just homework every week.
- No readings.
- Reading of the textbook is optional. However, I never had the need to read deeply into the textbook thanks to the lectures.
- Short.
- The book does a good job of briefly summarizing the content AFTER you've learned it from the instructor himself.
- The Multivariable Math textbook can be a pain to read because some explanations can be unclear. But overall, it is tolerable and useful for the course.
- The reading isn't very helpful I mostly just study the notes that I take from class
- The textbook explains the chapters well.
- The textbook was a helpful tool. It highlighted all of the important information.

- There is no mandatory reading.

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.