Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20D - Intro/Differential Equations (A)
Summer Session II 2015

Number of Students Enrolled: 101
Number of Evaluations Submitted: 39

1. Your class level is

4 (11.8%): freshman
22 (64.7%): sophomore
7 (20.6%): junior
1 (2.9%): senior
0 (0.0%): graduate
0 (0.0%): extension
5: [No Response]

2. Your reason for taking this class is

29 (85.3%): major
1 (2.9%): minor
3 (8.8%): gen. ed.
1 (2.9%): elective
0 (0.0%): interest
5: [No Response]

3. What grade do you expect in this class?

26 (76.5%): A
5 (14.7%): B
2 (5.9%): C
0 (0.0%): D
0 (0.0%): F
1 (2.9%): P
0 (0.0%): NP
5: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

28 (80.0%): strongly agree
6 (17.1%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

5. Instructor is well prepared for classes.

28 (80.0%): strongly agree
6 (17.1%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

6. Instructor’s speech is clear and audible.

27 (77.1%): strongly agree
6 (17.1%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
1 (2.9%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

7. Instructor explains the course material well.

28 (80.0%): strongly agree
6 (17.1%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

8. Lectures hold your attention.

23 (65.7%): strongly agree
10 (28.6%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]
9. Instructor’s lecture style facilitates note-taking.

27 (77.1%): strongly agree
5 (14.3%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (2.9%): not applicable
4: [No Response]

10. Instructor shows concern for students' learning.

23 (65.7%): strongly agree
10 (28.6%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

11. Instructor promotes appropriate questions/discussion.

24 (68.6%): strongly agree
7 (20.0%): agree
4 (11.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

12. Instructor is accessible outside of class.

22 (62.9%): strongly agree
7 (20.0%): agree
4 (11.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (5.7%): not applicable
4: [No Response]

13. Instructor starts and finishes class on time.

26 (74.3%): strongly agree
7 (20.0%): agree
2 (5.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]
14. Instructor is effective in promoting academic integrity.

24 (68.6%): strongly agree
7 (20.0%): agree
3 (8.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (2.9%): not applicable
4: [No Response]

COURSE MATERIAL MATH 20D

15. The course material is intellectually stimulating.

22 (62.9%): strongly agree
9 (25.7%): agree
3 (8.6%): neither agree nor disagree
1 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]


23 (65.7%): strongly agree
9 (25.7%): agree
3 (8.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

17. Required reading is useful.

13 (37.1%): strongly agree
9 (25.7%): agree
5 (14.3%): neither agree nor disagree
3 (8.6%): disagree
0 (0.0%): strongly disagree
5 (14.3%): not applicable
4: [No Response]

18. This course is difficult relative to others.

8 (22.9%): strongly agree
16 (45.7%): agree
8 (22.9%): neither agree nor disagree
2 (5.7%): disagree
0 (0.0%): strongly disagree
1 (2.9%): not applicable
4: [No Response]
19. Exams are representative of the course material.

21 (60.0%): strongly agree
10 (28.6%): agree
4 (11.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
4: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

19 (55.9%): strongly agree
12 (35.3%): agree
2 (5.9%): neither agree nor disagree
0 (0.0%): disagree
1 (2.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

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

0 (0.0%): 0-1
3 (8.6%): 2-3
9 (25.7%): 4-5
4 (11.4%): 6-7
6 (17.1%): 8-9
4 (11.4%): 10-11
3 (8.6%): 12-13
1 (2.9%): 14-15
2 (5.7%): 16-17
2 (5.7%): 18-19
1 (2.9%): 20 or more
4: [No Response]

22. How often do you attend this course?

1 (2.9%): Very Rarely
3 (8.6%): Some of the Time
31 (88.6%): Most of the Time
4: [No Response]

23. Do you recommend this course overall?

34 (97.1%): Yes
1 (2.9%): No
4: [No Response]

24. Do you recommend this professor overall?

35 (100.0%): Yes
0 (0.0%): No
4: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- best math professor. His lecture notes is very clear. and he only test what he taught in class
- Explains the course material well and presents many relevant examples.
- good
- Good. Very clear. Could not ask for more.
- Great professor!
- He's very nice and clearly knows the material well, though makes a few mathematical errors sometimes. I suppose my major critique of him is that I believe he relies on his pre-written notes too much to write everything on the board. Maybe this is so because he's a newer teacher and is still getting used to lecturing. To me, he would display more of a mastery of the material and class (and show more confidence) if he didn't look at the notes so much. I'm sure that's very hard to do though, and I don't blame him at all! Great teacher, I recommend him and would take him again.
- I strongly recommend taking Professor Oliver's class. The overall quality of his class is very good.
- Professor Oliver always showed up on time and went through the lectures in at a rapid pace that held my attention and was generally easy to understand.
- Professor Oliver is an excellent lecturer because he clearly explains difficult topics well, though he goes a bit fast sometimes (it might be because it's a summer course).
- Really good lectures.
- Really great professor. Knows what he is teaching. Makes it easy to understand the material.
- Teaches with clarity and enthusiasm. Very knowledgeable about the material. And even lets us out early on some days. Without skipping important material of course.
- Thank you for reviving my hope in college math professors! I've enjoyed how you are able to connect topics from Math 20A, B, C, and F with topics in D. Your passion for teaching definitely shows when you teach.
- This professor takes the time to make sure his students understand the course material.

26. Course MATH 20D:

- A lot of integrating and just very grungy problems. Takes a lot of time, though I don't think that hard, just annoying.
- Clear.
- Difficult, but not impossible with a good professor.
- good
- Hard class.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• I enjoyed this course even at the accelerated pace of the summer session.
• I like the flow of the course.
• I really enjoyed Math 20D; probably my favorite from the entire 20 series.
• The difficulty of this class is acceptable. As long as you treat the lectures and homework assignments seriously, you will be fine.
• This course is just an extension of math 20C. It isn't that bad in my opinion.
• This course uses topics covered from math 20B and 20C.

27. Exams/Quizzes/Papers:
• Exam questions relate to homework questions and what is covered in class.
• Exams have problems similar to the homework. So if you do the Wiley and the practice problems you should be fine.
• Fair.
• good
• Midterm represented material learning in class and tested in homework well.
• Not hard. If you went to lecture, do homework and go over notes before exams
• The exams look very similar to review sessions and homework problems.
• They are very fair.
• We have only taken one midterm so far which I would say completely represented what we went over in class and the problems on homework
• We've only had a midterm that wasn't too bad so far, but I'm getting ready for him to murder us all on the final.

28. Reading [title(s) and comments]:
• Chapters from the book help with the homework problems if certain specific homework questions are not covered in class.
• Good textbook. Expensive online code.
• Good to read.
• Haven't really needed to read the book.
• I almost never opened the book, except to sometimes look for clarification on difficult homework problems
• The text helps you walk through the steps of completing a problem.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 120A - Elements of Complex Analysis (A)
Summer Session I 2015

Number of Students Enrolled: 55
Number of Evaluations Submitted: 13

1. Your class level is

0 (0.0%): freshman
2 (16.7%): sophomore
4 (33.3%): junior
6 (50.0%): senior
0 (0.0%): graduate
0 (0.0%): extension
1: [No Response]

2. Your reason for taking this class is

8 (66.7%): major
0 (0.0%): minor
1 (8.3%): gen. ed.
3 (25.0%): elective
0 (0.0%): interest
1: [No Response]

3. What grade do you expect in this class?

3 (25.0%): A
7 (58.3%): B
2 (16.7%): C
0 (0.0%): D
0 (0.0%): F
0 (0.0%): P
0 (0.0%): NP
1: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

6 (54.5%): strongly agree
5 (45.5%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

5. Instructor is well prepared for classes.

7 (63.6%): strongly agree
4 (36.4%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

6. Instructor's speech is clear and audible.

5 (45.5%): strongly agree
6 (54.5%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

7. Instructor explains the course material well.

5 (45.5%): strongly agree
5 (45.5%): agree
1 (9.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

8. Lectures hold your attention.

4 (36.4%): strongly agree
5 (45.5%): agree
1 (9.1%): neither agree nor disagree
1 (9.1%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]
9. Instructor’s lecture style facilitates note-taking.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>54.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>36.4%</td>
<td>agree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>1</td>
<td>9.1%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

10. Instructor shows concern for students' learning.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>54.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>36.4%</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>9.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

11. Instructor promotes appropriate questions/discussion.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>45.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>18.2%</td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>36.4%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

12. Instructor is accessible outside of class.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>54.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>18.2%</td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>18.2%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>9.1%</td>
<td>not applicable</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

13. Instructor starts and finishes class on time.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>63.6%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>36.4%</td>
<td>agree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
14. Instructor is effective in promoting academic integrity.

6 (54.5%): strongly agree
3 (27.3%): agree
2 (18.2%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

COURSE MATERIAL MATH 120A

15. The course material is intellectually stimulating.

4 (36.4%): strongly agree
5 (45.5%): agree
1 (9.1%): neither agree nor disagree
1 (9.1%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]


5 (45.5%): strongly agree
6 (54.5%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

17. Required reading is useful.

5 (45.5%): strongly agree
4 (36.4%): agree
1 (9.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (9.1%): not applicable
2: [No Response]

18. This course is difficult relative to others.

2 (18.2%): strongly agree
6 (54.5%): agree
3 (27.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]
19. Exams are representative of the course material.

5 (45.5%): strongly agree
5 (45.5%): agree
1 (9.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
2: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

5 (50.0%): strongly agree
4 (40.0%): agree
1 (10.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

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

0 (0.0%): 0-1
0 (0.0%): 2-3
1 (9.1%): 4-5
4 (36.4%): 6-7
1 (9.1%): 8-9
2 (18.2%): 10-11
2 (18.2%): 12-13
0 (0.0%): 14-15
0 (0.0%): 16-17
1 (9.1%): 18-19
0 (0.0%): 20 or more
2: [No Response]

22. How often do you attend this course?

0 (0.0%): Very Rarely
1 (9.1%): Some of the Time
10 (90.9%): Most of the Time
2: [No Response]

23. Do you recommend this course overall?

11 (91.7%): Yes
1 (8.3%): No
1: [No Response]

24. Do you recommend this professor overall?

11 (91.7%): Yes
1 (8.3%): No
1: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Good professor, go through everything very clear.
- good teacher, very clearly
- I like his enthusiasm and energy during class.
- Speaks clearly and has a good teaching style. Does a great job of presenting the material in a way that facilitate note taking.
- Summer is incredibly fast paced. I have no idea how Professor Oliver can lecture at such a fast pace and still be understandable. Props.

26. Course MATH 120A:

- After taking this class, I think I would like to further my education in complex analysis.
- Felt like there wasn't much application of the material to the real world. The material felt very theoretical.
- good class
- Interesting and informative. Would recommend to my peers. Only complaint is that the material felt rushed.
- interesting but after the mid-term the material is getting extremely hard

27. Exams/Quizzes/Papers:

- Exams are hard. Practice exams might be helpful.
- Fair and accurate for the material.
- fair enough
- Fair.
- midterm is difficult

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

- Can be confusing but overall presents the material in a direct and organized way.
- is very confusing,
- many homework and sometimes no important points
- The book was pretty good. I have an online copy, but relied mostly on my lecture notes for difficult concepts.
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.
Course and Instructor Evaluation Summary  
Department of Mathematics  

Oliver, Jesus R  
MATH 20E - Vector Calculus (A)  
Spring Quarter 2015  

Number of Students Enrolled: 334  
Number of Evaluations Submitted: 140

1. Your class level is

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>56 (41.5%)</td>
</tr>
<tr>
<td>sophomore</td>
<td>54 (40.0%)</td>
</tr>
<tr>
<td>junior</td>
<td>21 (15.6%)</td>
</tr>
<tr>
<td>senior</td>
<td>4 (3.0%)</td>
</tr>
<tr>
<td>graduate</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>extension</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>124 (93.9%)</td>
</tr>
<tr>
<td>minor</td>
<td>2 (1.5%)</td>
</tr>
<tr>
<td>gen. ed.</td>
<td>5 (3.8%)</td>
</tr>
<tr>
<td>elective</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>interest</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>8</td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>74 (55.2%)</td>
</tr>
<tr>
<td>B</td>
<td>52 (38.8%)</td>
</tr>
<tr>
<td>C</td>
<td>8 (6.0%)</td>
</tr>
<tr>
<td>D</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>F</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>P</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>NP</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

87 (65.4%): strongly agree  
43 (32.3%): agree  
3 (2.3%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
7: [No Response]

5. Instructor is well prepared for classes.

94 (70.7%): strongly agree  
36 (27.1%): agree  
3 (2.3%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
7: [No Response]

6. Instructor’s speech is clear and audible.

91 (68.4%): strongly agree  
40 (30.1%): agree  
2 (1.5%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
7: [No Response]

7. Instructor explains the course material well.

83 (62.9%): strongly agree  
41 (31.1%): agree  
6 (4.5%): neither agree nor disagree  
2 (1.5%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
8: [No Response]

8. Lectures hold your attention.

72 (54.1%): strongly agree  
50 (37.6%): agree  
9 (6.8%): neither agree nor disagree  
2 (1.5%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
7: [No Response]
9. Instructor’s lecture style facilitates note-taking.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.7%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>30.1%</td>
<td>agree</td>
</tr>
<tr>
<td>2.3%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

10. Instructor shows concern for students' learning.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.9%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>31.6%</td>
<td>agree</td>
</tr>
<tr>
<td>4.5%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

11. Instructor promotes appropriate questions/discussion.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.8%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>37.1%</td>
<td>agree</td>
</tr>
<tr>
<td>5.3%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0.8%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>8</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

12. Instructor is accessible outside of class.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>32.6%</td>
<td>agree</td>
</tr>
<tr>
<td>6.8%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0.8%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>8</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

13. Instructor starts and finishes class on time.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.9%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>34.8%</td>
<td>agree</td>
</tr>
<tr>
<td>1.5%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0.8%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>8</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
14. Instructor is effective in promoting academic integrity.

71 (54.6%): strongly agree
52 (40.0%): agree
5 (3.8%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
1 (0.8%): not applicable
10: [No Response]

COURSE MATERIAL MATH 20E

15. The course material is intellectually stimulating.

60 (45.5%): strongly agree
53 (40.2%): agree
15 (11.4%): neither agree nor disagree
4 (3.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
8: [No Response]


61 (46.6%): strongly agree
60 (45.8%): agree
8 (6.1%): neither agree nor disagree
1 (0.8%): disagree
1 (0.8%): strongly disagree
0 (0.0%): not applicable
9: [No Response]

17. Required reading is useful.

47 (35.6%): strongly agree
38 (28.8%): agree
19 (14.4%): neither agree nor disagree
11 (8.3%): disagree
2 (1.5%): strongly disagree
15 (11.4%): not applicable
8: [No Response]

18. This course is difficult relative to others.

47 (35.6%): strongly agree
62 (47.0%): agree
16 (12.1%): neither agree nor disagree
7 (5.3%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
8: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
19. Exams are representative of the course material.

67 (50.8%): strongly agree
55 (41.7%): agree
9 (6.8%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
8: [No Response]

**GENERAL QUESTIONS**

20. I learned a great deal from this course.

50 (40.0%): strongly agree
57 (45.6%): agree
13 (10.4%): neither agree nor disagree
5 (4.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
15: [No Response]

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

0 (0.0%): 0-1
8 (6.0%): 2-3
39 (29.3%): 4-5
36 (27.1%): 6-7
22 (16.5%): 8-9
13 (9.8%): 10-11
10 (7.5%): 12-13
0 (0.0%): 14-15
4 (3.0%): 16-17
0 (0.0%): 18-19
1 (0.8%): 20 or more
7: [No Response]

22. How often do you attend this course?

4 (3.0%): Very Rarely
20 (15.2%): Some of the Time
108 (81.8%): Most of the Time
8: [No Response]

23. Do you recommend this course overall?

125 (91.2%): Yes
12 (8.8%): No
3: [No Response]

24. Do you recommend this professor overall?

136 (99.3%): Yes
1 (0.7%): No
3: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
25. Instructor Jesus Oliver:

- best math instructor ever. tests are a little too hard, though. i'm worried about the finals. midterms give a false sense of security because finals are somehow way harder.

- Best math professor I've had at UCSD. His tests are fair, the homework he assigns are helpful for the exams, and he's very passionate about the subject

- Best Math teacher I've had.

- Best professor I have had in the 20 series. Explanations are really clear even with a difficult concept

- Dr. Oliver is a very nice teacher and shows that he cares for his students. His lectures are clear; however, it would be best if he slowed down in order to have students digest the material.

- exam is too hard

- Excellent professor. Maybe lectures a little bit fast, but explains everything incredibly well.

- Excellent professor. Not only gives the theoretical background of the material, but provides examples on how to solve problems, which proved crucial in my understanding of the material. He went a little fast, but because of this he managed to cover all the ground with some time for examples.

- good lecturer

- Good teacher

- Great math professor. Take him. You will not regret it.

- Great professor and cares about student learning.

- Great professor overall. The textbook for MATH 20E was difficult to learn from, but professor Oliver explained the material extremely well in lecture and provided great examples in class that were very helpful for understanding the material. Going to lecture was extremely necessary because professor Oliver made the course material understandable during lecture and without his teaching it would have been difficult to solely learn from the textbook.

- Great professor!

- Great Professor, really knows his stuff

- Great teacher, even better person. Really cares about his students and makes sure they understand what he is lecturing about. Also, for Math 20E he knows it is a class that is mainly taken by engineers so he related a lot of the stuff he taught to engineering problems. Very good professor.

- Has greatly improved since last year

- He gives good clear examples in class and explains concepts well.

- He is a very good professor.

- He is clear and explains things in terms of how we will likely apply them to our major/profession which makes learning them seem much less tedious.
• He is one of the best professor I've ever seen. His lecture is efficient and the lecture notes are clearly. Exams are based on the lecture and practice exam. Love Oliver!!!!

• He is one of the most talented and kind professors at UCSD. I appreciate his organized method of lecturing and his methodology behind teaching math. I wish I had more classes in the math series to take so I could have Professor Oliver again. Also he remembered me from his 20D lecture during lecture, which is really saying something when the auditorium has 300 students each quarter. Again, hats off to this awesome teacher.

• He is the best!

• He is very knowledgeable, and explains the underlying concepts of the class well.

• He knows how to teach and he makes sure everyone understands the topic. He is very nice.

• He will try his best to answer the question.

• He's a great professor. I have had him before for my other math courses, and it's refreshing to have a math professor who is excellent at his job.

• He's awesome. end of story!

• His lectures seem to run at a slightly faster pace than Dr. Bowers or Dr. Eggers for example, but I like this pace! It allows more material and examples to be covered during lectures so I leave feeling like I've learned more. I appreciate that he takes the time to connect course material to real world applications. Thanks for a good year!

• I absolutely love professor Oliver, he knows his stuff and knows how to teach it, there's no fuss just good educating. Along with Eggers, Oliver is one of the best math professors.

• I had him last quarter too and his lectures are easy to follow and promote note taking easily. I like how he does examples, but the HW is harder than what he gives in lecture

• In spite of the mistakes he makes commonly and moving at a fast pace, he makes sure that everyone understands what's being taught.

• Jesus is one of the best math teacher I ever had. His lectures is audible and clear. He also organized the material so that the material best align with each other, rather than learning a chapter with no use until several chapters later.

• Just an amazing teacher. Keep doing you.

• Knows his stuff and is very caring of his students

• Midterms are little hard

• Nice guy, knows his material, approachable.

• One of the best professors I've had at UCSD. He's always prepared and he teaches everything so well students don't even need to read the text. I've taken classes that have been taught by Professor Oliver for two semesters and he's still one of my favorite professors. His lectures are clear, he asks the class if we understand, and he's always willing to help.

• Overall, good and helpful.

• Prof Oliver is great. He does an amazing job of really getting students ready for exams and makes understanding difficult material a little easier. The exams are a great representation of what he teaches.
• Professor Oliver is a great Math professor. Sometimes goes a little to fast during lecture that im just writing the entire class with no time to reflect on what we are learning. His lectures are very clear but could make his in-class examples more representative with the homework. Too much homework is assigned each week.

• Professor Oliver is amazing! He made the material very interesting and made the concepts easy to grasp. I really liked how he defines theorems and then provide relevant examples right after. If you ever see this professor, you are an amazing teacher! Thank you so much for allowing me to enjoy math for both 20D & 20E.

• Professor Oliver is good, he explains problems and materials clearly and completely HIS notes are complete

• Professor Oliver is really clear in lecturing and he lets us know exactly what he expects from us. He writes a little bit fast but I got used to it as this is the second time I have him as my instructor, last time was 20D. Very straightforward. Not trying to trick you because he want to make sure you get the fundamentals.

• Professor Oliver really cares about his students. He always asks if there are questions periodically throughout the lecture. He does make mistakes sometimes, which is understandable because we all make mistakes. I love how he doesn't get upset whenever students correct him, instead he is happy that we can catch these tiny mistakes. Another big thing is that he writes very big on the chalkboard. That is a HUGE plus.

• Professor Oliver really understands 20E. I like how he seems to respond to feedback from students. I feel it was very important that he showed applications of the 20E material to future courses/calculations. I do wish we did more difficult examples in class though. I feel like we do 2+2 in class and then do our homework and it asks for Einstein's Equation.

• Really well prepared and finish every single lecture material right on time. Very professional. Took his 20D during Fall 2014 too.

• Second quarter with him, very much like him as a professor.

• The best math prof I had at UCSD

• THE BEST MATH TEACHER AT UCSD. He makes the class very enjoyable.

• The book he teaches out of is TERRIBLY difficult with the homework problems. Most of them contain conceptual material that can be simple, is occasionally more difficult, but ALL of the conceptual problems lead to integrals that are so challenging, they absolutely take away from the courses focus.

• The instructor is great and explains all material very clearly and thoroughly. I have learned a great amount from this course. The professor relates topics to each other and gives real world examples of why were learning which gives motivation to learn it as it maybe useful in my career. The professor also makes exams very fair but keeps it at level to challenge the students to learn the material outside of class as well.

• The way you taught the course was very effective. However, the homework in this class was nearly impossible for me. I use the back of the book, but it does not help at all. The answers are wrong almost 1/3rd of the time. Each problem also requires a lot of time. and I do not know if its just me. but I can never finish the homework anymore after homework 2. Things just out of control really fast, and I do go to my TA's office hours or sit in multiple discussions, but some of the problems are just really hard.

• This is my last math course and Jesus Oliver is definitely the best math professor I've had at UCSD. I really appreciate how in lecture he will show the general theory behind a concept in a
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Good, a little bit complicated
• hard but doable.
• Hard but interesting course.
• hard class, good professor.
• Hard class. Most challenging out of the 20 series
• hard, but you will learn.
• Hard.
• Homework was difficult compared to examples in class and took a while to figure out but it did help with understanding the material.
• I don't like vectors in general
• I felt my foundations for the course took too long to develop and many topics were kept a puzzle to solve. Upon seeing connections and explanations, I felt frustrated that a foundational concept or trick wasn't emphasized. Also, I felt the order of topics taught could have been arranged a little more clearly.... divergence and curl I think would have been beneficial to mention midway through the quarter instead of left for the last 1/4.
• I think Math 20E is the hardest course in 20 series, Math 20C is the fundament of it, so I think it is necessary to learn 20C well.
• If you gotta take it.
• Intellectually stimulating course. It can be a bit challenging but it has probably been my favorite Math 20 class in the series.
• Interesting, not as hard as I thought it would be.
• It is difficult but not too difficult, and is very applicable to other disciplines.
• It is not hard.
• It's okay. It could be worse.
• It's the revenge of 20C. It is easier though because you cover less material.
• Math is math, every course is the same.
• Most difficult course in the 20 series but not that bad.
• ok
• One of the more challenging courses
• One of the most challenging Math classes because topics revolve around 3 dimensions, which are harder to understand.
• Really really difficult.
• Somewhat difficult. However, calculus is my favorite type of math, as opposed to stats or linear algebra for example, so I enjoyed this class.
• The course is a bit difficult, but not impossible.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
The course is difficult and requires a lot of work.

The course is fine and relatively easy until about two-thirds in, at which point the material becomes incredibly difficult and hard to follow. The textbook used, Marsden, is also terrible, making the material even harder to penetrate.

The first half of the course was very similar to Math 20C, but then it got significantly harder during the second half. Some of the material is very closely related so you need to be able to differentiate what is what. I think that is what is the hardest thing to do in math 20E: applying all the equations correctly and being able to clearly picture the problem in your head.

This class has many useful applications in physics and engineering, which is the reason I believe it is intriguing and useful.

This class is just a hard math class.

This course has been very interesting and I hope to be useful in my career as an engineer. Although it is a difficult topic to learn I enjoyed taking this class and hope to be able to use the information I learned later in my life.

Very challenging course

Very interesting material

Very tough in some places. Once you have to parametrize a surface things become much more difficult.

When people said 20E is the hardest of the 20 series, they are right. It is indeed the hardest in my opinion. However, it is still very interesting as I love math.

27. Exams/Quizzes/Papers:

1st midterm easy, second hard

2 midterms, no quizzes, and weekly hw assignments. A bit too much hw problems, yet pretty helpful.

Although the exams can be difficult sometimes. The material is fair and is relatively close to the difficulty of the homework.

Both were representative of the class material.

Challenging

Difficult but not too bad

exam is too hard

Exams are fair

Exams are very related to the material covered in class and the assigned homework. It is fair and if you study what you’re told to, than the exams will go very smoothly.

Exams are very straight forward and representative of the course and lecture material.

Exams are, in general, fair and correlate with what is taught in class.

Exams reflect homework assignments and what we talk about in class.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
test our mathematical literacy, whereas six questions of lesser difficulty would be a more fair assessment of our skill in this class.

- Very easy since it simplifies the course material well.
- Very fair Exams
- very reasonable
- Very reasonable. It tests exactly what we learn in class and practice on the homework.
- Well written exams

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

- challenging
- Extra problems are helpful, examples in the book are not very helpful
- from the small part I have read it is adequate.
- good good
- Homework is a must in this class. If you don't do the homework and/or practice problems then the exams will be very difficult and challenging as there's a lot of similar looking material and you can easily mix/confuse different topics.
- Homework is harder than the midterms
- Honestly the book helps explain stuff also, read it before tests alongside my notes and do well.
- I disliked the book. It uses really advanced notation.
- I found the lecture notes much better than the book, but the homework problems enhanced the material needed to know, which makes it better as a studying tool.
- Marsden- filled with errors and typos, Marsden will never let you sleep as you struggle to find answers to questions which are actually impossible to solve or to match your answers to theirs, which is also impossible since they are just plain wrong. The examples done in the chapters are surprisingly clear and straightforward, but they do nothing to prepare you for the disaster that is the homework set. The arbitrarily complex symbolization used is also confusing, but after the first few weeks it becomes bearable. If you thought Rogawski was bad, Marsden will make you weep and cry for its return.
- Meh.
- N/P
- Not much
- Not the best for reference.
- Not very clear. Additionally, I feel that some of the homework problems are unnecessarily long and difficult not because of 20E concepts, but just because they use a couple trig identities or something else that makes the integral time consuming to evaluate.
- ok
- Reading the book is a good idea *hint hint*

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Reading the book isn't completely necessary, but is necessary for a higher understanding for homework and the material.

• Reading the chapter before a lecture is very useful.

• reading?

• semi-useful

• So glad I didn't buy.

• Some parts of readings are not covered during the section and they are not required.

• Textbook has too many minor errors and answers. Professor explains concepts better in 5 min than 5 pages of the book. :)

• textbook is kind of bad

• the book is definitely a good resources. We do very simple examples in class, so the book helps with the more difficult problems (kind of).

• The book is good

• The book is terrible. Please consider teaching out of a different one.

• The book was average for the most part. The beginning of the book I found more helpful, towards the end, not so much. Only issue was the more than rare occurrence of incorrect answers.

• The textbook examples help

• The textbook helps sometimes with additional readings along with identities and formulas

• The vector calc book is useful to look at when solving homework problems.

• Useful supplement to lecture notes.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10C - Calculus III (B)
Spring Quarter 2015

Number of Students Enrolled: 179
Number of Evaluations Submitted: 69

1. Your class level is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>43 (65.2%)</td>
<td></td>
</tr>
<tr>
<td>sophomore</td>
<td>12 (18.2%)</td>
<td></td>
</tr>
<tr>
<td>junior</td>
<td>10 (15.2%)</td>
<td></td>
</tr>
<tr>
<td>senior</td>
<td>1 (1.5%)</td>
<td></td>
</tr>
<tr>
<td>graduate</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>extension</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>[No Response]</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>47 (72.3%)</td>
<td></td>
</tr>
<tr>
<td>minor</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>gen. ed.</td>
<td>16 (24.6%)</td>
<td></td>
</tr>
<tr>
<td>elective</td>
<td>1 (1.5%)</td>
<td></td>
</tr>
<tr>
<td>interest</td>
<td>1 (1.5%)</td>
<td></td>
</tr>
<tr>
<td>[No Response]</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35 (53.8%)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>25 (38.5%)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>3 (4.6%)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>2 (3.1%)</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>[No Response]</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

48 (71.6%): strongly agree
15 (22.4%): agree
2 (3.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

5. Instructor is well prepared for classes.

46 (68.7%): strongly agree
17 (25.4%): agree
2 (3.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

6. Instructor's speech is clear and audible.

41 (61.2%): strongly agree
17 (25.4%): agree
5 (7.5%): neither agree nor disagree
2 (3.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

7. Instructor explains the course material well.

40 (59.7%): strongly agree
18 (26.9%): agree
5 (7.5%): neither agree nor disagree
2 (3.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

8. Lectures hold your attention.

29 (43.3%): strongly agree
29 (43.3%): agree
6 (9.0%): neither agree nor disagree
1 (1.5%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]
9. Instructor’s lecture style facilitates note-taking.

46 (68.7%): strongly agree
15 (22.4%): agree
4 (6.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

10. Instructor shows concern for students’ learning.

41 (62.1%): strongly agree
18 (27.3%): agree
5 (7.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
3: [No Response]

11. Instructor promotes appropriate questions/discussion.

41 (61.2%): strongly agree
17 (25.4%): agree
5 (7.5%): neither agree nor disagree
1 (1.5%): disagree
0 (0.0%): strongly disagree
3 (4.5%): not applicable
2: [No Response]

12. Instructor is accessible outside of class.

28 (41.8%): strongly agree
17 (25.4%): agree
14 (20.9%): neither agree nor disagree
2 (3.0%): disagree
0 (0.0%): strongly disagree
6 (9.0%): not applicable
2: [No Response]

13. Instructor starts and finishes class on time.

43 (64.2%): strongly agree
20 (29.9%): agree
2 (3.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]
14. Instructor is effective in promoting academic integrity.

38 (56.7%): strongly agree
22 (32.8%): agree
5 (7.5%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.0%): not applicable
2: [No Response]

COURSE MATERIAL MATH 10C

15. The course material is intellectually stimulating.

25 (37.9%): strongly agree
28 (42.1%): agree
11 (16.7%): neither agree nor disagree
1 (1.5%): disagree
0 (0.0%): strongly disagree
1 (1.5%): not applicable
3: [No Response]


34 (51.5%): strongly agree
26 (39.4%): agree
5 (7.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (1.5%): not applicable
3: [No Response]

17. Required reading is useful.

17 (25.8%): strongly agree
16 (24.2%): agree
17 (25.8%): neither agree nor disagree
3 (4.5%): disagree
1 (1.5%): strongly disagree
12 (18.2%): not applicable
3: [No Response]

18. This course is difficult relative to others.

12 (18.5%): strongly agree
21 (32.3%): agree
12 (18.5%): neither agree nor disagree
17 (26.2%): disagree
2 (3.1%): strongly disagree
1 (1.5%): not applicable
4: [No Response]
19. Exams are representative of the course material.

40 (60.6%): strongly agree
22 (33.3%): agree
3 (4.5%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (1.5%): not applicable
3: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

20 (32.8%): strongly agree
24 (39.3%): agree
9 (14.8%): neither agree nor disagree
4 (6.6%): disagree
2 (3.3%): strongly disagree
2 (3.3%): not applicable
8: [No Response]

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

5 (7.7%): 0-1
23 (35.4%): 2-3
23 (35.4%): 4-5
6 (9.2%): 6-7
4 (6.2%): 8-9
2 (3.1%): 10-11
1 (1.5%): 12-13
1 (1.5%): 14-15
0 (0.0%): 16-17
0 (0.0%): 18-19
0 (0.0%): 20 or more
4: [No Response]

22. How often do you attend this course?

7 (10.4%): Very Rarely
9 (13.4%): Some of the Time
51 (76.1%): Most of the Time
2: [No Response]

23. Do you recommend this course overall?

64 (94.1%): Yes
4 (5.9%): No
1: [No Response]

24. Do you recommend this professor overall?

65 (95.6%): Yes
3 (4.4%): No
1: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- A very professional man. Always promotes questions and seems genuinely interested in making sure the students learn.
- Always checking to see if students have questions, very open to explaining the same thing in different ways to help different students understand the concepts.
- awesome teacher, very fair and straightforward
- Awesome! great instructor. beautiful reviewing and breakdowns
- Best 10 series professor I've ever had. He brings a lot of great energy to the classroom and always makes sure that the class is on the same page before he move on.
- Excellent professor. Wish he had better students to teach.
- Explains the course very well and goes at a very nice pace.
- Explains the material really well. Lectures can be too fast paced at times but still a great lecturer overall!
- Good
- Good teacher. Friendly and wants to make sure you understand him all the way through the lecture
- Great professor! Gave great examples and was very clear on the course matter as well as how to solve the problems/examples.
- He explains the material really well and gives plenty of examples. I've had other professors whose lectures are so fast-paced I can't follow along, but Oliver's pace is very reasonable, he doesn't skip any steps when he's solving examples, and he always encourages questions from students.
- He has the cutest accent. And his teaching method isn't terrible.
- He is a great professor and he explains the material very well.
- He is good at explaining things and writing out all of the steps.
- He is wonderful professor. He gives very good notes in class and he is also very approachable.
- He's the best! Gives the best notes! And made math enjoyable.
- I loved him. He takes the best best best notes. Really knows the material. Truly prepares you for his tests. Love his teaching style. He is also very enthusiastic. It seems like he loves what he does.
- is very good at explaining the content clearly.
- Knows the course material very well, and is able to explain it in a concise manner.
- My favorite calculus professor by far. Thank you for your time.
- Nice professor

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Prof Oliver is excellent!!! Great lectures, explains concepts clearly and definitely cares about his students.

• Prof.Oliver is the greatest math professor I have had here at my time at UCSD. He is clear and he does not complicate the topics. He knows how to lecture.

• Professor Oliver explains the material in a way that is easy to understand and that makes complicated ideas more simple. I think he's a great calc teacher.

• Professor Oliver has a very good understanding of the material. However, he kind of speaks really fast.

• Professor Oliver is amazing! He explains concepts so well and his examples are so clear and understandable! I leave class understanding most of the material, if not all. I enjoy calculus and I know that going to lecture will completely make the material so much easier to understand. I just wish he taught physics....

• Professor Oliver is an excellent instructor!! I feel that he genuinely cares about his students' thorough understanding of the material. His lectures are always clear, concise, and easy to understand. Professor Oliver is very approachable and helpful in resolving any questions regarding the course material.

• Professor Oliver is great. His lectures are easy to follow and it is really easy to learn the course material.

• Professor Oliver teaches the concept and then shows us how to do the problems. This gives me a better understanding of the problems when I solve them.

• Professor speaks a little too quickly sometimes. Handwriting can be a little messy at times. It is unfair that homework is 15% for our class, but is 20% for professor egger's class. Homework is a grade booster which means those in Professor Egger's class will have an advantage over our class.

• Really cool professor! Amazing lecturer makes the concepts very easy to understand.

• The professor is very sweet and respectful. He is truly passionate about the subject and is able to convey information easily and concisely.

• Very elaborate and explains the course material very well.

• Very good at explaining material and holding the class's attention. Really enjoyed.

• Very good professor, clearly knows what he's talking about and explains clearly.

26. Course MATH 10C:

• A little difficult to grasp initially but doing several problems and looking at diagrams carefully allows one to see what is going on.

• Better than 10A and B.

• Boring

• Boring but is a pre requisite for my major

• difficult if you do not study enough
• difficult.
• Hard to understand and follow the actual application of the problems but it's easy to solve the problems
• I though this course was very easy to understand and I think it had a lot to do with the way professor Oliver taught it.
• is a relatively easy class.
• Is the most irrelevant math class. It doesn't necessarily teach much about theoretically understanding any of the appliances.
• It is doable and something that I never learned in high school.
• It is hard if you don't have a good professor.
• It was a little bit complicated at the beginning when we first have to understand the three-dimensional material, but then it became really easy. I was surprised, actually, since I had so much difficulty with 10A and 10B. Math 10C was surprisingly easy, but it does require a good amount of work and time.
• It's calculus. I don't have much to say. It's required for my major.
• Math 10C is really helpful material! I feel like I can use a lot of this in my future career. Especially because Prof Oliver has real world examples in different professions.
• Math in three dimensional is generally annoying.
• Not as difficult as I thought it would be. A continuation of MATH10B.
• Not too difficult, especially compared MATH 10B
• Seemed easiest out of the 10 series to me, I was surprised at this.
• Super simple if you have a good 10A foundation.
• The course has some difficult topics but also some very simple ones.
• The course is intellectually stimulating and provides an adequate amount of background knowledge.
• The material was somewhat difficult. It is easy to memorize the steps, but knowing what you're finding and why you are finding it is hard.
• The work is a bit challenging (math was never my strong suit) but a bit of studying every day makes all the difference.
• This was the best math course because all of the material from 10A and 10B were applied, making the concepts easier to understand.
• Though Math 10C contains a lot of new material involving vectors and multivariable functions, it is an enjoyable and interesting course.
• tough
• typical calculus class for ucsd, pretty easy
• Very easy course

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
27. Exams/Quizzes/Papers:

- 2 midterms that were very representative of the material. One final (if you do not pass, you won't pass the class... so hopefully it is fair). And the homework on wiley plus, which was also pretty simple.
- are easier than the homework
- Average math tests, fair but difficult
- Exams are difficult, and each midterm only had a few questions.
- Exams are exactly like the problems he goes over in class. No trick questions!
- Exams are reasonable.
- Exams properly represented course material.
- Exams were fair!
- Goood
- His quizzes are very representative of course material
- I didn't do too well on the first midterm exam, but did very well on the second one. Having the write page of notes really helps.
- I do not do very well on the exams but I am very surprised at the high averages because in my other math classes the averages were very low.
- If you understand all the homework you'll be fine for the exam.
- Not too difficult, the average tends to be high so the curve is not really applicable; as a result, you have to take advantage of the lower difficulty of the tests or you'll fall behind.
- pretty hard and not enough time to take them
- Professor Oliver's exams are very straightforward. If you have attended lecture, taken good notes, and completed all of the online and book homework problems, the exams should be relatively simple.
- represent course material covered in class :)
- Somewhat hard
- The exams always reflected what we were learning in lecture.
- The exams are fair and only cover what we discuss in class.
- The exams are fair. The recommended problems and old exams helped prepare me for the exam.
- The exams are okay. They are average.
- The exams very pretty good. The questions were representative of the material we covered. I thought they were easy, but I did study a lot.
- The exams were fair.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.

- The tests are a representation of Wiley Plus and his examples. Make sure you attend class
- Very concise and highlights the material we have learned.
- very fair
- Very fair exams. No surprises. Really like that we are allowed one page of notes

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

- Attending lecture is really helpful for understanding concepts that are not thoroughly explained in the textbook.
- homework is helpful
- I didn't use the book at all, everything was gone over in class.
- I never opened the textbook, but he gives you practice problems from the book to aid you in studying.
- Never needed the book
- no reading
- No reading was required; however, going through the textbook was optional.
- No readings for this class.
- No required reading
- Reading is not too bad.
- The reading is not necessary, but very helpful.
- there is no reading required for this class
- There was no reading.
- There were no required readings for this course.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20C - Calculus&Analyt Geom/Sci&Engnr (B)
Winter Quarter 2015

Number of Students Enrolled: 271
Number of Evaluations Submitted: 134

1. Your class level is

101 (78.3%): freshman
15 (11.6%): sophomore
10 (7.8%): junior
3 (2.3%): senior
0 (0.0%): graduate
0 (0.0%): extension
5: [No Response]

2. Your reason for taking this class is

96 (76.2%): major
0 (0.0%): minor
27 (21.4%): gen. ed.
2 (1.6%): elective
1 (0.8%): interest
8: [No Response]

3. What grade do you expect in this class?

67 (53.2%): A
45 (35.7%): B
12 (9.5%): C
0 (0.0%): D
0 (0.0%): F
2 (1.6%): P
0 (0.0%): NP
8: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

80 (62.0%): strongly agree
43 (33.3%): agree
4 (3.1%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
1 (0.8%): not applicable
5: [No Response]

5. Instructor is well prepared for classes.

84 (65.1%): strongly agree
39 (30.2%): agree
4 (3.1%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
1 (0.8%): not applicable
5: [No Response]

6. Instructor’s speech is clear and audible.

68 (52.7%): strongly agree
52 (40.3%): agree
7 (5.4%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
1 (0.8%): not applicable
5: [No Response]

7. Instructor explains the course material well.

69 (53.9%): strongly agree
46 (35.9%): agree
11 (8.6%): neither agree nor disagree
2 (1.6%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

8. Lectures hold your attention.

63 (48.8%): strongly agree
48 (37.2%): agree
14 (10.9%): neither agree nor disagree
4 (3.1%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
9. Instructor’s lecture style facilitates note-taking.

83 (64.8%): strongly agree
38 (29.7%): agree
6 (4.7%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

10. Instructor shows concern for students’ learning.

68 (52.7%): strongly agree
51 (39.5%): agree
8 (6.2%): neither agree nor disagree
2 (1.6%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

11. Instructor promotes appropriate questions/discussion.

70 (54.3%): strongly agree
42 (32.6%): agree
13 (10.1%): neither agree nor disagree
3 (2.3%): disagree
1 (0.8%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

12. Instructor is accessible outside of class.

61 (47.3%): strongly agree
45 (34.9%): agree
13 (10.1%): neither agree nor disagree
2 (1.6%): disagree
0 (0.0%): strongly disagree
8 (6.2%): not applicable
5: [No Response]

13. Instructor starts and finishes class on time.

82 (63.6%): strongly agree
42 (32.6%): agree
4 (3.1%): neither agree nor disagree
1 (0.8%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 (53.5%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>45 (34.9%)</td>
<td>agree</td>
</tr>
<tr>
<td>11 (8.5%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2 (1.6%)</td>
<td>disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2 (1.6%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

COURSE MATERIAL MATH 20C

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 (49.6%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>48 (37.2%)</td>
<td>agree</td>
</tr>
<tr>
<td>14 (10.9%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2 (1.6%)</td>
<td>disagree</td>
</tr>
<tr>
<td>1 (0.8%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 (52.7%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>53 (41.1%)</td>
<td>agree</td>
</tr>
<tr>
<td>6 (4.7%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2 (1.6%)</td>
<td>disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 (32.0%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>34 (26.6%)</td>
<td>agree</td>
</tr>
<tr>
<td>26 (20.3%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>6 (4.7%)</td>
<td>disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>21 (16.4%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>6:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 (20.2%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>43 (33.3%)</td>
<td>agree</td>
</tr>
<tr>
<td>42 (32.6%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>15 (11.6%)</td>
<td>disagree</td>
</tr>
<tr>
<td>1 (0.8%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2 (1.6%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
19. Exams are representative of the course material.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>51.6%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>52</td>
<td>40.6%</td>
<td>agree</td>
</tr>
<tr>
<td>8</td>
<td>6.3%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2</td>
<td>1.6%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

GENERAL QUESTIONS

20. I learned a great deal from this course.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>43.7%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>53</td>
<td>44.5%</td>
<td>agree</td>
</tr>
<tr>
<td>12</td>
<td>10.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2</td>
<td>1.7%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.9%</td>
<td>0-1</td>
</tr>
<tr>
<td>12</td>
<td>9.4%</td>
<td>2-3</td>
</tr>
<tr>
<td>43</td>
<td>33.9%</td>
<td>4-5</td>
</tr>
<tr>
<td>25</td>
<td>19.7%</td>
<td>6-7</td>
</tr>
<tr>
<td>19</td>
<td>15.0%</td>
<td>8-9</td>
</tr>
<tr>
<td>13</td>
<td>10.2%</td>
<td>10-11</td>
</tr>
<tr>
<td>5</td>
<td>3.9%</td>
<td>12-13</td>
</tr>
<tr>
<td>4</td>
<td>3.1%</td>
<td>14-15</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>16-17</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>18-19</td>
</tr>
<tr>
<td>1</td>
<td>0.8%</td>
<td>20 or more</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

22. How often do you attend this course?

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4.7%</td>
<td>Very Rarely</td>
</tr>
<tr>
<td>16</td>
<td>12.6%</td>
<td>Some of the Time</td>
</tr>
<tr>
<td>105</td>
<td>82.7%</td>
<td>Most of the Time</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

23. Do you recommend this course overall?

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
<td>96.1%</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>3.9%</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

24. Do you recommend this professor overall?

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
<td>96.1%</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>3.9%</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Adheres to book for lectures but adds a few helpful pointers.
- Although only taken two quarters of math so far, Professor Oliver is by far the better teacher.
- Best math professor I have ever had. He presents material so clearly and simply that he makes you forget that math is supposed to be hard. Super nice guy too, very approachable and always eager to answer questions.
- Clear and concise. Lectures are fast with a ton of information but it is easy to follow.
- cool guy
- Does a great job connecting lessons and using examples to ensure understanding.
- Explains material very very well. Clear and Concise. Gives lots of examples.
- Fantastic teacher, very clear explanations and really provides students with a true understanding of the material
- Fine professor. Jesus is the homie.
- Great at explaining the concepts and helping students to understand the materials graphically
- great command of material
- Great dude
- great instructor
- Great instructor.
- great lecturer, very clear and demonstrates a commanding knowledge of multi variable calculus
- Great professor that uses examples that help to understand the material. His style of teaching helps make notes that flow well and are easy to follow. Exams can be difficult concept wise, as the homework tends to be find the answer to a problem. If professor Oliver were to have more resources available on the website that deal with concepts, I feel i would have had a better understanding of them.
- Great professor, great at explaining the material, answers all questions asked during class. Would definitely recommend
- Great professor, love his style of teaching. Pauses for long seconds to answer questions which is really nice of him.
- Great professor, teaches well and is very patient
- Great professor, very well prepared. Just wish he would put his notes online. I like to take notes without worrying about writing every single thing down, so in difficult parts I can absorb more without worrying that I won't be able to refer back to it.
- Great professor. He is a very clear speaker with concise lectures. Explains everything very well, complete with definitions, examples, pictures, etc. I would definitely recommend taking Professor Oliver. The lectures are so thorough the reading is hardly necessary.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Great professor. He was very organized and his lectures followed a very helpful setup of concepts, proofs, then examples. He explained the material very well and the concepts were easier to understand with his examples and drawings on the board. Overall I really appreciated how focused and structured his lectures were which greatly helped.

Great, sharp professor.

Has an accent but still clear, better than using book to learn for sure

He can be difficult to understand at times because of his accent, however he is a great professor. His lectures are easy to follow and he provides great examples for the exams.

He goes really fast but really glad he provides examples when he teaches.

He goes through material WAY too quickly. Rather than spending time on problems to make sure they are clear, he rushes to do as many as he can. It isn't bad teaching but it could be much more effective if he taught things slightly slower. There are absolutely no breaks to put down your pencil and let the material soak in, you just try to copy everything down and keep up with him.

He has an accent, which can take some time in the beginning to get used to. He knows the material well and is always willing to stay after class to clarify any questions.

He is a great professor. He teaches really well and makes sure he explains in many way so that he covers different learning styles.

He is a great teacher.

He is a really good instructor, I like the way he teaches and frequently checks if students have questions during lecture.

He is a relatively good explainer but his handwriting can be hard to read

He is straight-forward but efficient and helps make topics understandable. I learn a lot from the lectures and homework.

He is very enthusiastic and makes note taking easy to learn.

He is very organized and knows exactly what he is teaching. Often engaging. He writes everything on the board and does examples for each concept, that often show up on tests, which is extremely helpful. Great professor!

He is very thorough with his explanations, really easy to understand. I would have liked to hear more about how the material covered in class applies to real world situations.

He was a good professor. He would speed up at times but he knows his stuff and draws a lot of pictures to emphasize his point.

He was very effective in explaining the material and using valid examples that would be on his exams.

He's been the best teacher I've had all quarter. He's clear when he speaks and teaches the material very well. The problems he provides in class are similar to the ones on the homework and the tests.

He's a really good professor. He made sure the class really understood the material before going on, and made really fair tests.
• His lecture is the most well prepared and helpful I've seen across all classes. His explanations made it that I never needed to go back to the book.

• His lecturing style is very straightforward and easy to follow. He always gives students a chance to ask questions before he moves onto the next topic, and gives a clear answer to the questions that students ask. He makes sure to do examples that will be helpful to us for our homework. Professor Oliver's midterm reviews in lectures are really useful in preparing for the midterms.

• I felt he could have explained some of the methods to solve the problems or the examples he puts on reflects the homework much better. But there were many times where the example would be too general and it would be hard to try and solve a homework problem that would twist the problem and would be hard to see how the problem should be solved.

• It is not clear with the material at times, unavailable to students, very quick at explaining material.

• Jesus is a fair grader and an interesting lecturer.

• Jesus Oliver is a great professor because he explains the material really well through the examples he shows. I also like how he laughs and thanks the students who correct him when he makes mistakes.

• Oliver has a slight accent but does not take away from his lectures, which are clear - though he tends to rush the last examples in class.

• Oliver is a very fair teacher. Love that he curves. Most math teachers don't curve at all. One of the best math teachers I've had so far... Besides Bowers.

• Oliver is my favorite professor yet. Highly recommended.

• Only complaint is that Oliver speaks and writes very, very quickly. Sometimes it is difficult to keep up when taking notes, and if you're distracted for only a second you become completely lost. But he also takes the time to answer questions thoroughly, so it is not a very big issue.

• Pretty good.

• Professor Jesus is one of the best math teachers I've ever met: he explains the materials so well and whose lecture style makes people pay attention.

• Professor Oliver explained concepts clearly and gave good examples in class. His lectures were very organized and were good for taking notes. He explained the concepts behind the math problems and showed proofs before giving examples.

• Professor Oliver is a great lecturer. Even though he has a slight accent, it's super easy to understand him. I like that he writes everything on the board, and everything is very clear and succinct. I like the way that he formats his lectures. I know a couple of my friends say he goes really fast, but as long as you pay attention, then I'm sure you can write everything down.

• Professor Oliver is a great lecturer. He's easy to understand and he is very fair. His notes reflect the homework and the problems on the exams. His handwriting is kind of hard to understand, but it doesn't affect your ability to take notes. He really knows what he is teaching and makes sure to answer any questions a student may have.

• Professor Oliver is by far the best mathematics professor I've had! He is very clear and his style of teaching keeps me engaged. Somehow, he was able to make me understand math so much easier and better. He made sure all students understood everything before he moves on. Great professor!!!

• Professor Oliver is clearly knowledgeable about the 20C curriculum and did a good job fitting the large amount of material into one quarter. He encouraged his students to ask questions and was
helpful during his office hours. He was also very good at communicating information to his
students regarding test times and locations, changes to office hours, etc.

- Professor Oliver knows what he is talking about and is also a funny guy. Would be happy to
  learn from him again. His accent is great. Writes everything on the board so that you don't miss
  a thing, makes sure no one has any questions and is a great teacher.

- Professor Oliver lectures clearly and provides easily understandable examples to illustrate his
  current topic.

- Professor Oliver was very organized and thorough. He always gave clear definitions and
descriptions before telling us equations and concepts. He also drew out many of the graphs and
gave us the geometric meanings of what we were learning, which was very useful in helping us
visualize and understand the problems we had to solve. His lectures were clear and
straightforward, and he always stops for questions.

- Professor Oliver's strengths are in his mastery of his material. He is thorough in his teaching and
writes out every step of the problem for us to follow. The only down side to this is that he moves
a bit fast on occasion and leaves the student fairly lost until they are able to recuperate their
thoughts at the end of the problem--while he starts new concepts. He has improved on giving
students the time to digest the information recently so, however. Professor Oliver tends to dwell
a large amount of time on the proofs of all of the theorems. While (some of) these proofs are
necessary to build the foundations of our thought process, they are not particularly exciting.

- Really liked the instructor's style of teaching. Incredibly clear and strong at teaching compared
to others in the math department.

- Seven out of seven Jesus professor straight from heaven

  In all seriousness, I've never actually met such a great professor. His teaching style is great and
easy to adapt to, perfect for everyone

- sometimes seems to be bothered when people ask questions

- Speaks clearly, teaches material concisely, and explains concepts that are easy to understand
  (good wording). Just don't go so fast please :P 10/10 would sign up for lectures again

- The notes he puts on the bored are extremely helpful and his explanations are very clear and
easy to understand

- This is tough. On one hand, he takes his job VERY seriously and tries his best to teach. On the
other hand, his homework assignments are way too demanding. I was fortunate to be able to
use tutors and find some extra homework solutions on the internet, but if I didn't have these
resources, I would have had a very hard time getting through the homework. I wish I could
neither recommend or dismiss the professor, and don't think he is "bad".

- Very animated. He is knowledgeable and excited about the topic.

- Very clear lectures; explains everything well and includes graphs and diagrams to make sure we
understand the concepts.

- Very clear prof. Great examples in class.

- Very direct and great at answering questions. Little to no language barrier. Overall entertaining
and great at communicating the material. I absolutely loved his class.

- Very helpful during lectures, However there aren't any midterm review questions like the other
  math professors.
• Very helpful, extremely engaging and fast-paced lectures but pauses to take questions and answer them fully
• very knowledgeable and well-prepared
• Writing and explaining examples on the board at a slower pace could potentially improve his lectures, but besides that, he is a very knowledgeable professor and is extremely punctual. The visuals created on Mathematica were very helpful visually and interesting to analyze during class.

26. Course MATH 20C:
• 20C requires some decent work, but it is definitely manageable.
• 3D material is difficult because previous math courses have only been in 2D.
• As expected.
• Challenging, but manageable
• Concepts are difficult to understand, but computation is generally simple.
• Course material was difficult, but at least was connected.
• Definitely interesting and easier than Math 20B
• Depends on the grade, but a somewhat less forgiving course.
• Difficult but doable.
• difficult in the sense that it's a different kind of math from what i encountered before
• Dislike math
• Doable
• First midterm rekt me.
  Jesus came through for the second one.
• Good class, challenging but not impossible, and interesting.
• Good course
• Good for learning, need to pay attention
• hard
• Has difficulty spikes where a chapter will be very easy and the next will be extremely difficult.
• I actually like MATH 20C because I believe it was easier than MATH 20B, which I barely passed. I also like this course because I understood it more and it is actually a fun course.
• I felt like it was a jump from 20B, as in the material at the end of 20B and the material at the beginning of 20C was nothing alike. However, I did enjoy math 20C.
• I found 20C very challenging in comparison to 20B
• I found the material to be interesting at times, but that stems from my love for math. I thought that this was an enjoyable math class.
I hate vectors.
I really like the course, although it is time consuming.
important course, should be required
Interesting
Interesting course that goes into theory and basic application of calculus concepts.
interestingly difficult
Introduces concepts that are otherwise unknown to people, overall a decent course to understand more concepts and methods in mathematics
It was okay. Not extremely hard but not easy either. Homework sometimes was too much as the problems were sometimes much harder than examples in class
Kind of difficult at times.
Made easy thanks to Jesus. Jesus saves.
Manageable if consistently study.
Math 20C is a bit challenging, especially towards the end but it's doable.
Math 20C is a good class for visual learners because it involves much more conceptual ideas and understanding. The algebra needed to solve the problems is simple for the most part.
Math 20C was difficult, as it took a lot of time and practice with problems to fully comprehend the material. Missing a class would be tough, as the podcasts were only audio recordings. When I started to work with TA's and allocate time for the homework, I began to do better in the course overall.
Much easier than 20B.
Much easier than Math 20C. I found it to be much more relevant to my major (engineering.)
Necessary
Overall, good math
Random stuff somewhat. Very abstract
Relatively easy math course in that it is more conceptual rather than numerical. At first is can be confusing, but it starts getting easier over time.
Stood course, however the material is covered very quickly due to the nature of the quarter system
The class is fairly easy. As long as you go to class and do all the homework, you will ace it.
The course is not too hard, especially if you have prior knowledge of vectors. MUST stay on top of the reading and homework so that the exams are easy.
The course is relatively difficult, but with a good teacher it is okay.
The course is relatively easy compared to 20B. The material is easy to understand.
The material isn't too bad but getting into 3D can be difficult to imagine when explaining everything on 2D surfaces.

This course hard but not that difficult if you have a great professor, study and do the assigned homework.

This course is engaging and fun. I feel like it's easier than Math 20A and 20B, because it simply uses concepts covered in those two classes.

This course is focused on introducing the third dimension of calculus and challenges students to work with more than one variable at a time. Students are challenged in learning to distinguish one variable perform graphic analysis in the third dimension. While setting the foundations for the capacity to perform complex calculations, Professor Oliver has done a very good job at preparing us, the students, to succeed in high levels of math.

This is a somewhat challenging course. Some of the material is very easy while some is very challenging.

This is pretty difficult at first if you do not know about vectors but then it gets easier as you begin to understand it.

Tough class after 20B since it is a huge change in material, tough learning curve for first half of class, but if you study hard it is not impossible.

Tough material, takes time to grasp

Vectors, 3-D planes

Very interesting class, makes me want to change from a biology to a math major

27. Exams/Quizzes/Papers:

4-5 questions on the chapters we covered prior to that exam. He usually does review sessions the lecture before the exam which are very helpful.

appropriate tests

challenging

Challenging but not impossible.

Challenging but partial credit given makes it fair.

Challenging to prepare for.

challenging to the point where one is satisfied

Definitely fair exams.

Exams and homework were fairly representative of what we learned. However, grading of homework is not representative of the actual work done and effort put in.

Exams are clearly tied in with material, not hard but not easy either

Exams are curved if class didn't do well, get a page of notes. TBD.

Exams are extremely fair. The professor always makes sure to give pre-exam reviews which are super helpful and concise.
• Exams are fair
• Exams are fair, I just wish there were more questions so if you miss one it didn’t completely ruin your grade.
• Exams are reasonable and as long as you do the hw they are perfectly doable
• Exams are reasonable and not too difficult.
• Exams are straight forward. No tricks. If you have done all the homework, you should be fine.
• Exams are very fair
• Exams aren’t too bad although there was one question on the first exam that we didn’t cover in lecture only in section because there was only one homework problem on it. It was not intuitive at all and not fair to put on the exam in comparison to the many other questions that could have been asked.
• Exams reflect the homework and the examples Professor Oliver does in class. He allows for a cheat sheet which makes exams fairly easy.
• Exams were easy if you did the assigned homework and went to lecture.
• Exams were fair in relation to the material we covered
• Fair
• Fair.
• Good, no surprises, just know what you’re suppose to know.
• His tests are straightforward and well reflect the course material
• Hw is fairly graded. Midterms are, for the most part, fair. Grading is fair.
• Material on the exams is always covered in class beforehand and solving questions always requires understanding of the material without being needlessly complicated or difficult.
• Meh.
• not too bad, if you do the homework, you’ll do fine
• Perfect!
• quizzes are as they are expected they are challenging but not over the top.
• Similar to HW
• The exams (2 midterms 1 final) represent what we learned in class. There isn't anything given that is totally out of place.
• The exams are always about what was covered in lecture. There were never any surprises.
• The exams are based on everything done in class. The tests are a bit harder than those found in MATH 20C.
• The exams are doable if you study and do the homework.
• The exams are related to the class materials. If you attend lecture, take notes and do your homework, then all the problems on the exams should be familiar.
• The exams are representative of what we go over in class
• The exams are short free response tests.
• The exams were manageable, however the time factor was an issue. Redoing a problem would be detrimental to the test, as it would take limited time away from the other questions. Being able to solve problems quickly and efficiently became the main difficulty for the Exams.
• The first midterm did not reflect examples he would do in class. It waa much harder than the types of problems he showed us how to do just like some hard homework problems
• The first midterm was completely unexpected in material and how the questions would be asked, but the second midterm was easier since I knew what to expect.
• The homework and review during lecture was good preparation of the midterm. The midterms were equal in difficulty as the problems we did during class and on the homework.
• The midterms are really difficult because no practice problems are given, nor specific topics to study. A review is given the class prior to the exam, but the 4 problems demonstrated in the review do not correspond to the 4 on the midterm.
• The midterms were very fair
• The midterms were very straightforward and not difficult at all.
• There are exams for this class: 2 midterms and 1 final. For the exams, we can use a cheat sheet, which to me is really helpful and makes me more confident during the exams. Some of the problems on the exams were difficult because I didn't know how to attack it or how to start the problem, but other than that, the exam is fair because most of the problems are similar to the examples shown in class.
• They accurately represent what we are supposed to be learning.
• two midterms, one final, bad to fair evaluations of material
• very fair exams
• Very fair, the midterms correlated to the homework assignments we had.
• Very fair, true to course materials
• Very fair; no surprises, very similar to homework problems and examples done in lecture.
• very representative
• very representative of course material
• Very straightforward. If you attend class regularly and do the homework, you are set for the tests.
• Well written

28. Reading [title(s) and comments]:
• Didn't read book
• good
• He writes on the chalkboard and his handwriting is large, uniform and very neat.
• Homework problems a lot, but helpful
• I find the book not useful for learning math. you need to practice problems.
• Nah.
• Needed to do course
• No reading necessary. His lectures are beautiful enough.
• No reading necessary. Lectures sufficient.
• No required reading. Nor is it necessary to ace the class.
• None?
• Not having any of the answers to the homework questions was a little difficult.
• not helpful
• Reading depends on whether or not you understand the material the book is there as a reference but you do need it to do the homework.
• Reading is helpful when it comes to completing some of the homework problems; however, mostly what is taught in lecture is enough to complete the homework and do well on the exams.
• Reading is supplemental to the lecture, which is more helpful.
• Reading textbook is not necessary all the time because lecture is fairly comprehensive, but sometimes helps to clarify.
• reading the book isn't really necessary but can be useful
• Readings will come along handy with lecture notes
• Textbook very useful for class.
• the book is hard to follow sometimes, but the professor was good at explaining the concepts, so it was not much of a hindrance.
• The book is helpful if you really didn't understand the lecture because it has some examples. However, TAs and the professor are more helpful, as the book can also be confusing with its wording. Mainly only used the book for homework.
• The book isn't very useful. It is required for homework though, so it is needed.
• The book might be a little confusing, but it has really good example problems that one can practice on.
• The only required book was the textbook and obviously that was helpful.
• The reading is relevant to the lectures.
• The reading is useful so that you will not get lost or confused in the lecture.
• The textbook is confusing and hard to read.
• There are no required readings; there is only a textbook we need to have in order to complete our homework and maybe to study from.
• There wasn't really reading for the course, since it was a math class.
• This class requires a lot of free time
• very important to read sections before homework

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20D - Intro/Differential Equations (A)
Winter Quarter 2015

Number of Students Enrolled: 356
Number of Evaluations Submitted: 175

1. Your class level is

91 (53.8%): freshman
54 (32.0%): sophomore
21 (12.4%): junior
3 (1.8%): senior
0 (0.0%): graduate
0 (0.0%): extension
6: [No Response]

2. Your reason for taking this class is

150 (90.4%): major
1 (0.6%): minor
11 (6.6%): gen. ed.
2 (1.2%): elective
2 (1.2%): interest
9: [No Response]

3. What grade do you expect in this class?

100 (60.2%): A
54 (32.5%): B
11 (6.6%): C
1 (0.6%): D
0 (0.0%): F
0 (0.0%): P
0 (0.0%): NP
9: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

129 (78.2%): strongly agree
31 (18.8%): agree
3 (1.8%): neither agree nor disagree
0 (0.0%): disagree
1 (0.6%): strongly disagree
1 (0.6%): not applicable
10: [No Response]

5. Instructor is well prepared for classes.

130 (78.8%): strongly agree
31 (18.8%): agree
2 (1.2%): neither agree nor disagree
0 (0.0%): disagree
1 (0.6%): strongly disagree
1 (0.6%): not applicable
10: [No Response]

6. Instructor's speech is clear and audible.

114 (69.1%): strongly agree
46 (27.9%): agree
3 (1.8%): neither agree nor disagree
0 (0.0%): disagree
1 (0.6%): strongly disagree
1 (0.6%): not applicable
10: [No Response]

7. Instructor explains the course material well.

109 (66.1%): strongly agree
45 (27.3%): agree
7 (4.2%): neither agree nor disagree
3 (1.8%): disagree
1 (0.6%): strongly disagree
0 (0.0%): not applicable
10: [No Response]

8. Lectures hold your attention.

97 (58.8%): strongly agree
50 (30.3%): agree
14 (8.5%): neither agree nor disagree
4 (2.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
10: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
9. Instructor’s lecture style facilitates note-taking.

125 (76.2%): strongly agree
30 (18.3%): agree
7 (4.3%): neither agree nor disagree
2 (1.2%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
11: [No Response]

10. Instructor shows concern for students’ learning.

102 (61.8%): strongly agree
48 (29.1%): agree
12 (7.3%): neither agree nor disagree
1 (0.6%): disagree
0 (0.0%): strongly disagree
2 (1.2%): not applicable
10: [No Response]

11. Instructor promotes appropriate questions/discussion.

99 (60.0%): strongly agree
45 (27.3%): agree
16 (9.7%): neither agree nor disagree
3 (1.8%): disagree
0 (0.0%): strongly disagree
2 (1.2%): not applicable
10: [No Response]

12. Instructor is accessible outside of class.

90 (54.5%): strongly agree
40 (24.2%): agree
17 (10.3%): neither agree nor disagree
0 (0.0%): disagree
1 (0.6%): strongly disagree
17 (10.3%): not applicable
10: [No Response]

13. Instructor starts and finishes class on time.

117 (70.9%): strongly agree
42 (25.5%): agree
4 (2.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (1.2%): not applicable
10: [No Response]
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>106 (64.2%)</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>46 (27.9%)</td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>10 (6.1%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (0.6%)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>2 (1.2%)</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

**COURSE MATERIAL MATH 20D**

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>87 (52.7%)</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>64 (38.8%)</td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>13 (7.9%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (0.6%)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>104 (63.0%)</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>56 (33.9%)</td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>5 (3.0%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>60 (36.4%)</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>35 (21.2%)</td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>26 (15.8%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>11 (6.7%)</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2 (1.2%)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>31 (18.8%)</td>
<td></td>
</tr>
<tr>
<td>[No Response]</td>
<td>10</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51 (30.9%)</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>66 (40.0%)</td>
<td></td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>35 (21.2%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>10 (6.1%)</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3 (1.8%)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
<td>[No Response]</td>
</tr>
<tr>
<td>[No Response]</td>
<td>10</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
19. Exams are representative of the course material.

87 (53.0%): strongly agree
68 (41.5%): agree
8 (4.9%): neither agree nor disagree
1 (0.6%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
11: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

82 (50.9%): strongly agree
62 (38.5%): agree
10 (6.2%): neither agree nor disagree
6 (3.7%): disagree
0 (0.0%): strongly disagree
1 (0.6%): not applicable
14: [No Response]

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

2 (1.2%): 0-1
18 (11.0%): 2-3
54 (33.1%): 4-5
35 (21.5%): 6-7
24 (14.7%): 8-9
12 (7.4%): 10-11
12 (7.4%): 12-13
2 (1.2%): 14-15
2 (1.2%): 16-17
1 (0.6%): 18-19
1 (0.6%): 20 or more
12: [No Response]

22. How often do you attend this course?

5 (3.0%): Very Rarely
14 (8.4%): Some of the Time
147 (88.6%): Most of the Time
9: [No Response]

23. Do you recommend this course overall?

164 (97.0%): Yes
5 (3.0%): No
6: [No Response]

24. Do you recommend this professor overall?

164 (97.0%): Yes
5 (3.0%): No
6: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- A very good teacher to make sure to teach everything, but goes at a pretty fast pace. I wish he could do more examples, but its understandable considering the amount of material he has to cover.
- Amazing instructor who cares for his students and cares that they truly understand the material.
- Amazing professor and great lecturer. Well worth it
- An amazing professor. Facilitates math with multiple examples and a very organized lecture plan that allows note taking and understatement of the material. Very much enjoyed that he answered questions on confusion whenever they were asked.
- Another one of the best professors I’ve had here. Teaches well. Speaks fast but he needs too. Answers questions effectively.
- Audible and always talking about the things he's writing which is great. And always asks if we have questions pretty often.
- Best Math professor so far here
- Clear and helpful in his lectures
- Clear and understandable lectures and very helpful in office hours.
- Does a great job of making sure students understand the course material. He effectively conveys the course material with a teaching style that is clear and engaging.
- Dr. Oliver definitely teaches math well. He writes everything down on the board and it is easy to take notes during class. He explains everything clearly. The only complaint is that 50 minutes goes by fast and sometimes he has to rush to finish problems at the end of class. For the most part, though, Dr. Oliver does go through problems step-by-step and it is easy to follow along.
- Explain things step by step, really helpful
- explains the material very clearly, usually answers questions on piazza quickly and clearly
- Extremely great teacher. Concerned with teaching both the theories and application of math concepts. Uses class time to the fullest.
- good
- Good instructor.
- good.
- Great
- Great command of material, great lecturer and learned a great deal. I enjoyed listening to Dr. Oliver’s work and how DE extends into other fields.
- Great instructor
- Great instructor. Lectures offer clarity and assignments are useful.
• great lecturer

• Great professor! He truly knows his material and the form in which he presents it makes it easy to learn. I would take his class again.

• Great Professor. One of the clearest Math professors I have had at UCSD so far.

• Great speaker, speaks clearly and fluidly.

• He can explain all the stuffs well.

• He explains the material clearly and makes them easy to understand.

• He is a good professor overall, just his handwriting need to be improved a little bit. It took me some time to get used to his handwriting.

• He is a great professor and knows the material very well. I had him for 20B for fall 13’ and I thought he was a good professor, however compared to winter 15’ he has vastly improved since then.

• He is a very good professor who cares about his student's learning. He makes sure that student have enough time to write down their notes and makes sure his student's have a reasonable understanding of the material.

• He is always very clear and writes neatly. He does his best in explaining the material, but the material is difficult to grasp sometimes. He is always available and very helpful. He answers questions after class and is happy to take questions during lecture as well. I enjoyed taking his class despite the early time.

• He is clear and knows his stuff well. he is willing to help whenever you go to office hours

• He is enthusiastic but not too enthusiastic for 8 in the morning. He is easy to understand and teaches the material well enough that even though it is difficult it can be learned effectively.

• He is really the best math professor I have ever had. As a person who is really bad at math, I could finally understand everything that he taught. He writes and explains everything out clearly (though as each lecture progressed on, his handwriting becomes slightly messier as compared to the beginning of the lecture). He really, really is a good professor. Thank you so much for helping me learn so much :)

• He knows is very knowledgeable of the material and pauses many times throughout lecture to see if anyone has questions, overall he is a good instructor

• He knows the material very well but I believe he is too serious. Pretty good professor but he spends too much time on proofs.

• He's a great instructor who is capable of explaining the topics well..

• He's organized, but sometimes does not provide enough to be able to do hw

• he’s so good at teaching that everyone does well on the midterms, so he ends up making harder midterms and finals that no one can pass.. eventually his own aptitude at teaching leads him to fail his own students.

• Highly motivated about his close. Really good professor.

• I am writing this during finals week. I have not seen him since week 2, but for the first two weeks I did attend his morning class, I found him to be a good professor. I stopped going because the course was easy enough to succeed in without his divine teachings, and also
because morning classes at 8am are garbage. If there is a fucking apocalypse at 8am, I'd miss that too. Other than that, he has good command over the subject and I do believe that he is a great professor. The tests were beautifully written, and the problems were very fair. He always leaves opportunities to ask and answer questions. Compared to a certain Math20F professor (Mckernan), Jesus Oliver is the Jesus of Math 20D.

- I had Oliver for math 20B, and he was horrible. Very unclear and his lectures were all over the place and he made a lot of mistakes on problems. However, in the past year he has gotten his stuff together and while teaching Math 20D this quarter, he spoke clearly and made the material pretty easily understood. I went from thinking that he was a horrible teacher to him being one of the better math professors I have had at UCSD!

- I love Professor Oliver! He teaches very well, first explaining the proofs behind theorems and then going in depth with many examples. He always ensures that he is on schedule with teaching us the material, but still goes at a good pace.

- Instructor seems knowledgable about the topic he is teaching. He is also helpful when he uses piazza to answer students’ questions.

- Jesus Oliver is a great professor; however, I’m just not the biggest fan of his fast pace.

- Jesus Oliver is great when it comes to lectures; he is very good at explaining the concept and then providing examples. However, the homework tends to be significantly more challenging to the point where it isn't always possible to apply what we learned in class, leading to quite a bit of disillusionment.

- Love love Prof Jesus Oliver! He is the best!! Missing his lecture will make me sad because he is so gooooolaaa! Very clear instructions and explanation. Knows exactly what he is talking about, and is very willing to answer questions and such. His note is very well organized too, easy to follow through the lecture, and helpful for reviewing afterwards. 100% recommended!

- Makes some decent jokes sometimes. Clear examples, good use of lecture time.

- Nice instructor

- Nice prof.

- One of the best math professor in UCSD.

- One of the best Math professors I’ve had at UCSD

- One of the best two profs in UCSD! The other one is Adam Bowers. haha~

- Prof. Oliver is a great professor who knows is subject well. He knows how students feel about certain topics, and takes steps to help students understand.

- Professor Jesus Oliver is an outstanding professor. He goes over the material very well, and provides detailed examples that help you when doing the homework.

- Professor Oliver explains most of the stuff clearly, but he goes too fast sometimes.

- Professor Oliver is a fantastic professor. His lectures are clear and well prepared helping me to always understand the material. There is no excess in his class, he teaches what is needed to know and how to use it in a variety of ways.

- Professor Oliver is great, however his lectures are very fast pace and moves through the material too quickly. Also sometimes his handwriting is hard to read.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Professor Oliver is not good at explaining mathematical concepts and logic. Fortunately, he is pretty good at explaining examples. Plus his English is very good.

• Professor Oliver is one of the best math professors i've had. He's always crystal clear and answers all questions thoroughly.

• Professor Oliver is one of the best professors I've ever had. He was so enthusiastic about teaching, and it really showed in how well he did. He was excellent at explaining topics and concepts, and I really liked how he first gave us the theoretical aspect of a concept before going into examples, which helped us understand the true meaning of it. Going to lecture was very helpful, and it always held my attention. I really enjoyed this class, and even though I love math already, I think it was made so much better by Professor Oliver.

• Professor Oliver is very good about answering students' questions and covers course material in-depth.

• Professor Oliver is very knowledgeable about his class and he explains the concepts very clearly for the most part.

• Professor Oliver is very knowledgeable about Math and clearly covers the course's material. His lectures hold my attention and he rarely make mistakes and is quick to clarify and answer any questions

• Professor Oliver really understands the material and explains it well. I wish he could have done more examples instead of explaining how certain things are derived. The examples he went through in class were too simple and made homework/exams a lot more difficult because I had to learn the harder examples on my own.

• Professor Oliver teaches the material clearly and effectively. He clearly shows a concern for students' learning. Any misunderstanding that I have he clarifies at the end of lecture. Professor Oliver is an overall excellent professor.

• Such an amazing professor. Explains everything thoroughly and does his best to make sure you understand the concepts. He does many exercises in class that really prepare you.

• The best, super interesting and super chilled out. Minimal mistakes during lectures, which is hard in 20D, have seen a few other professors lecture and they had a lot more mistakes.

• The homework is not representative of what is learned in lecture. This is likely due to the fact that Oliver does not write the actual homework, rather students have to pay for an online pass to do homework from Wiley Plus. Please just take some time and actually write a problem set using relevant examples from class.

• The lecture is very clear. Highly recommended!

• The professor'a pace in the lecture is too fast, leaving us no time to think. It's hard to understand the material in his lecture.

• This is one of the best professors I have had at UCSD. I was easily able to understand all of his methods, and also the optional proofs that he went through. He covers a lot of material in lecture but paces himself and makes sure that everyone is keeping up. Very helpful!

• Tough to understand.

• Very awesome professor, well prepared, helpful notes and I learnt a lot

• Very clear and helpful professor. He was prepared every lecture, explained each question thoroughly, and laid out the concepts before going through each example.
• Very clear and methodical when teaching. Classes are void of superfluous information. Open to questions. Taking notes in class helps on both homework and exams. Professor Oliver is of the best math teachers I've had.

• Very clear and straightforward. Makes the material easy to understand.

• Very engaged and energetic especially considering the 8am lecture time. Speaks with inflection and makes his passion for his teaching clear. Always willing to clarify topics if necessary and all around a nice professor

• Very fair, good lecture, straightforward

• Very fast lecturer, but I love the notes because everything is written out, explained and clear.

• Very friendly and teaches the class very thoroughly and clearly.

• Very good lecturer, explained the material well.

• Very good teacher, teaches everything needed to do well on the tests.

• Very helpful lectures and clear explanations. Mostly him talking the whole time, though.

• Very informative and knows all the material.

• Very nice and super clear in class. I love that he explains all the concepts with example to fully covey the lesson

• Very nice professor with an angelic voice
  Thoroughly explains the material and gives lots of examples
  Always ends on time and usually earlier

• Very organized.

• Wish he wrote bigger and a little bit nicer.

26. Course MATH 20D:

• 20D was by far the worst quarter of math, I did not find it enjoyable at all, hated every minute of it.

• A difficult math course but Professor Oliver makes it bearable.

• a good course

• A very difficult course to understand but easy once fully understood.

• Although the class was at 8 in the morning, the Professor has an energetic vibe to keep you awake and making it entertaining.

• Boring course

• Challenging course, but rewarding to learn

• Cool

• Course was challenging and full of content. However, it was a bit disappointing that we were required to learn how to use MATLAB on our own without any formal classes to teach it.
- differential equations are useful, but would not recommend the course to humanities or art majors

- Differential equations are very interesting to learn about, in my opinion. There is a large variety of them and I've learned a lot about them.

- differential equations is harder than most 20D classes.

- Difficulty course, long problems

- Difficult, but I think its because of how absolutely terrible the textbook is to introduce differential equations. Going to lecture was necessary to learn the material.

- Doable

- Equations are very important for this class

- essay

- Fair course.

- good

- hard

- HARD HARD course. I am taking 20D E and F and by far I find 20D the most difficult. 20F should be a prerequisite.

- Hard, but do-able.

- I am interested in differential equation problem.

- I enjoyed Math 20D.

- I think this course is difficult, but it isn't unfair.

- important class

- interesting class overall for math

- Interesting course.

- Interesting math class, a good one

- Intro to differential equations, learned about ordinary first order, second order differential equations, along with applications of differential equations and how to solve differential equations.

- It is okay generally.

- It is the most difficult math course I have taken. The work load is more consistent with upper division classes from my experience.

- It's fun. It reminds me a lot of second semester calculus

- Math 20D is a difficult course and sometimes, I would feel overwhelmed. Thanks to my TA and Professor Oliver's instructions, I think I got a good enough grasp of the material.

- MATH 20D is a good, informative class. It is frustrating because the difficulty level isn't even
throughout: it starts out quite easy and then gets incredibly difficult in the end, when there is less time to cover material.

• Math 20D is easy if the materials in lectures are understood.
• Math 20d was challenging but interesting class
• Math is one of my favorite subjects as it is, so I went into this class expecting to enjoy it, and I was proven right. It had a lot of concepts to cover, and it was almost entirely new material, but I still really liked it. It wasn't too hard for me, and I think it really helped me.
• Need great algebra skill. The course itself is pretty easy.
• Nice class about differential equations.
• No comment.
• Not a very difficult course, personally easier than 20F
• Not that great of a course.
• Not too hard.
• Overall a pretty difficult course but not unmanageable.
• Practice the problems.
• Pretty difficult. I think more application to real world probs would be interesting.
• reading the book examples is especially helpful in order to pass
• Really interesting. It truly is cummulative.
• some challenging topics to grasp, but besides that is pretty straight forward.
• Super useful
• The concepts can be confusing at times and can take a while to fully understand through practice problems.
• The course itself isn't hard compared to the ones before it in my opinion and with a little guidance even someone who is completely lost can easily learn it.
• The course material is not very difficult, but I would prefer not paying more than $100 to do homework, I feel it's not worth it, especially since my last math class used Webwork which is free.
• The course material isn't very difficult to understand.
• The first half of the course is fairly easy however it increases with difficulty.
• The first half of the course isn't that hard, but the second half is pretty challenging.....
• The topic of the class is very applicable, and therefore essential, to many fields of science. Although many topics seem confusing at first, most are not terribly difficult to understand after putting some time into it. Many topics, however, build upon one another. Furthermore, because this is an 8AM class, lectures are sometimes missed. It is understandable that math lectures use the chalkboard; however, this complicates catching up because podcasts only feature audio.
• This class is surprisingly simple. Apparently, the book is good enough to ditch 90% of class
lectures and self study. Matlabs are fucking garbage and I hate them. It's 'kind of nice' to know
how to do stuff on the computer that you can already do by hand, but Matlabs were very time
-consuming and I hated every second of it. Fuck Matlabs. I opted to get a 50% on the first two
Matlabs, and ditched the last two Matlabs entirely because the pain wasn't worth it. Matlabs are
worth 5% of the grade, and the Matlab final is worth another 5%. There was also weekly
homework was helpful in learning the material but I wish it wasn't worth points. I disliked how I
had to spend more money to be able to do the homework online, which was mandatory.

• This course is interesting as it combines differential equations with MATLAB as part of the
course, which came as a surprise upon my enrollment in the course. However it is very helpful
and I feel that I am taking away a lot of good knowledge from this course.

• This course is not that difficult. If you read the book, there will be no problem

• This course is very useful for other science and engineering courses. I have already been using
what I have learned in my other classes.

• This is a hard class in general so be careful who you take it with.

• Very intellectually stimulating course if the student desires to learn. This course can also be just
a technical class in which the student acts as a calculator, but with this the course is more
difficult and confusing. Recommended for the mathematically-inclined.

• Very interesting class, proofs are fun and applications are very useful too!

• Very interesting class.

• Very intriguing course.

27. Exams/Quizzes/Papers:

• A little hard

• again, he's so good at teaching that everyone does well on the midterms, so he ends up making
harder midterms and finals that no one can pass..

• At the time of writing this, I have not yet taken the MATLAB quiz.
The midterms are, for the most part, fair. The only issue was an instance on the first midterm
where a question required integration by partial fractions. Although this is a 20B topic, it was
not explicitly noted as a required component of the class. Furthermore, there was an instance of
review of partial fraction integration later in the quarter.

• Average math tests, 4 question midterms

• Conceptually they are okay, but the numbers are VERY hard to deal with. Making exams hard to
finish

• Doable, a lot of information

• Doing the homework and going to lecture are all you need to pass exams and understand
material.

• easy but some are tricky

• Exam problems similar to practice problems given on website

• Exams are decent.
• Exams are difficult but he curves.
• Exams are fair
• Exams are fair, as long as you make good study notes to use on the exam and do some problems to practice, everything should be fine.
• Exams are fair.
• Exams are fairly easy while still covering all of the material we learned in class. Doesn't quite match up with the homework, but that is a plus. MATLAB assignments seem sort of pointless, but are enjoyable and simple.
• Exams are fairly representative of coursework, are all free-response questions and you can get partial credit so show your work
• Exams are not very difficult.
• Exams are pretty representative of the class material, however on the first exam, there was material that had not been reviewed since math 20B, which I thought was a little bit unfair because I didn't remember how to do it and I had no idea that that material could be on the test.
• Exams are really straightforward; either you know the material or you don't.
• Exams are representative but always one tricky problem.
• Exams are representative of course material. Personally, I felt rushed on the second midterm because there was a lot of computations; it was more tedious than difficult and tiny computational errors (though the concept was correct) lead to many points being docked off. Being allowed cheat sheets is nice and, for this course, seems necessary.
• Exams are representative, but I have heard the final is not representative of the assignments.
• Exams are tricky. Even when studying I get tricked.
• Exams are very reflective of what is covered in lectures.
• Exams are well representative of the course materials, and not very hard.
• Exams covered material that was taught in lecture.
• Exams not overly difficult, and allowed one page of notes.
• Exams strongly reflect concepts learned in class.
• Exams varied in difficulty. The first one was easy, and the second one left the majority of the class unable to finish. The second quiz was curved though so no foul to Professor Oliver.
• Exams very fair and representative of course content, extremely fair curving.
• Exams were fairly difficult but not impossible. Studying surely helps. His practice and hw problems are very helpful review material.
• Exams were representative of the assigned homework and class lectures
• Exams, at least the midterms, are definitely fair. Homework is based on the material in class and the MatLab assignments which both take some time and thinking but are definitely doable.
• Fair

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Fair, representative of knowledge
• Fair, representative of the material we covered.
• hard
• His exams are quite hard. You need to practice a lot to finish get all the questions right on time.
• His exams, were representative of the problem sets he posted, but a lot harder to me. Luckily, the second midterm had to be curved, there were no quizzes but the Wiley Plus homework was pretty difficult.
• I was never able to finish an exam in 50 minutes, so that was very frustrating. I'm very glad more time is allotted for the final. I liked that the homework was submitted online from the textbook website. The Piazza discussion board was also very useful.
• If you go to lecture and do your homework, the exams are a piece of cake.
• Midterm exams had questions that were pretty much expected and were difficult, but not to the extent that it seemed impossible to complete. Hopefully the final exam will be of a similar difficulty level of the previous midterms so that I know what to expect.
• Midterms are easier than Final
• Midterms are straightforward and covers relevant topics learned. Nothing meant to "trick" students.
• Midterms represent the course material pretty well (except for that partial fractions problem on the first midterm, that really threw me off)
• Midterms were very fair and representative of the material we had done in class. Nothing impossible.
• not very hard if you understand your materials and finish homework
• Pretty difficult if you don't study everything, has medium difficulty midterms that have problems that cover most concepts so you do have to learn everything thoroughly. Usually finish with only 5 minutes left.
• Pretty Easy, Jesus prepares us for them
• Reflective of course material, though the partial fraction in the first midterm got me. Didn't mention anything about partial fractions in the course before that midterm. It was my fault because I had forgotten my PFD and there was a hint in the question.
• relatively straightforward
• Representative of course material.
• Representative of learning material
• Represents the material well, very fair.
• Simple
• Some test problems seemed a bit lengthy for a 50 minute time span.
• Straightforward
• Take notes in lectures and do extra homeworks before exams and you will be fine.
• The exams and quizzes are pretty difficult. The midterms and final reviews are not really useful as they are not representative of the material that will be on exams. He curves however if the whole class does bad so that good.

• The exams are pretty hard. Simply doing the homework is not enough.

• The exams are straightforward, no tricks. They are still difficult and test your knowledge of the material. They are very useful in seeing how good your understanding of the subject is.

• The exams aren’t difficult if you study the material, go over the notes, and do the suggested problems.

• The first exam was easy as long as I could study and do all of my homework on time. However, I studied a great deal for the second exam and still did terribly because the intermediate steps (usually integrating and taking derivatives) were way too complicated. Some integrals did not simplify easily and some derivatives were way too long for the amount of time we were given. This stumped me on the problems because usually these intermediate steps were only the beginning steps of the problem, and I was unable to finish most of the exam questions. I feel like I was being tested on integrating and taking long derivatives, not on how to actually solve the differential equations.

• The midterms have been difficult but fair. Time has been a constraint but not an issue if you know the material.

• The midterms were very good at covering material we had gone over in lecture previously. Sometimes there were concepts that were included that were from previous math courses, but they were often things that we should have known by that point anyway. The homework was very good at going over what was talked about in lecture, and it was always extremely helpful in grasping the concepts better than I would have without it.

• The two midterms are reasonable.

• There are no quizzes, there are no papers. There are two midterms, a final, and a Matlab "Final". The two midterms are very fair, and beautifully written. I have good aspirations for the final. The Matlab Final is a fucking joke. I did not have to do a single Matlab assignment to be able to get a 100% on the Matlab quiz. I spent five minutes to finish it, another five minutes sitting there and contemplating the mistakes I have made in my life, and the next five double checking because it seemed too stupidly easy.

• There are two midterms overall, and both are fairly easy, as the professor does a review the lecture prior to an exam.

• They can be difficult but doable

• time is not enough for midterm since the material is hard and cost a lot of time to solve problem

• Very Fair. Once again, I wish we had more time to take them. I would give up a few hours on Sundays to take a test.

• Very representative of material that is taught

• Very tough.

• Well representative of his review session.

• Wish we had more time in doing the problems because some of them were time consuming to do.
28. Reading [title(s) and comments]:

- Book is sometimes hard to follow
- Book is terrible to learn from but recommendable for doing practice problems
- Book is useless.
- Book not necessary, but helps alot
- Did no reading.
- Differential Equations (Wiley Plus): didn't need it.
- Don't bother getting book, try to find Wiley code to buy on Amazon for 50 instead of 100-200 dollar book.
- Don't really need to do readings.
- Dont need to read.
- Elementary Differential Equations good
- Elementary Differential Equations by Boyce: I did not like the textbook since it didn't explain the topics very well and probably ended up confusing me even more. Mostly relied on lecture notes and online resources (Paul's Online Math Notes are pretty helpful) for studying. If this helps, I really liked the Stewart book I used in AP calculus and the Rogawski used in 20C.
- good
- I don't think reading helps a lot.
- I guess it would help
- I hardly read the online textbook, but whenever I am stuck in learning the material, the textbook is an adequate resource.
- I like the homework website, and it helped explain solutions to homework problems most of the time. The textbook itself is really confusing to read; I only missed one day of lecture due to illness and I greatly regretted it!
- I rarely used the textbook, but when I did it was often very confusing. I didn't really need it for this course, to be honest.
- Lecture is good enough to get you by without reading.
- Little reading done. Just attend the lectures and you will understand the concepts well.
- No comment.
- no reading
- No reading really needed, professor goes everything necessary in class
- none required, book is helpful at times
- Not applicable
not exactly the book, but I dislike wiley plus for homework and prefer turning in actual paper with the answers AND work on it. Otherwise the book is adequate at teaching the material but not more than that.

not helpful.

Not necessary but helpful.

Reading is not really required, but homework is mandatory for success.

Reading is not super important

Readings help, but his lecture is so well that sometimes I feel like I don't even need the book.

textbook

Textbook is horrible at explaining new concepts.

Textbook is not the best but helpful to some extent.

textbook is not very clear so I would suggest actually showing up to lecture if you can

Textbook is terrible.

The book goes a long way on the homework because he doesn't have time to explain how to do all the problems in class.

The book is good. The teacher is great. The TA I had was next level useless.

The book is helpful as a study tool for extra problem sets.

The book should be more clear with more examples.

The differential equation book fourth edition I believe is one of the worst books I have ever used. The books notation is very different from what the instructor used. I mostly studied off of the lecture notes as I'm sure everybody else in the class did.

The math 20D required textbook is not so great compared to the one for the math 20A-C series it's not very explanatory with how they describe what they are doing the authors just expect you to know what they are doing in their examples, and the way they explain concepts is very vague and not straightforward, have to go to prof to explain what they mean.

The reading is literally useless, I don't think I've ever touched much of the book since its hard to read and decipher. The only time I've used it is during the online homework assignments to give me hints on how to solve the problems.

The textbook could be so much better.

The textbook is convenient for looking at parallel problems to the online homework (they are numbered the same way). The frustrating part is that the homework is often very difficult when compared to the sample problems, and don't always explain the complex thinking required to solve it, but just basic ideas.

The textbook is fairly standard- I have no comments or complaints about the textbook.

There is little reading required. But it helps if you need to.

Yes

You don't need to read the book; just do the suggested problems.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20D - Intro/Differential Equations (C)
Fall Quarter 2014

Number of Students Enrolled: 196
Number of Evaluations Submitted: 83

1. Your class level is

6 (7.9%): freshman
52 (68.4%): sophomore
14 (18.4%): junior
4 (5.3%): senior
0 (0.0%): graduate
0 (0.0%): extension
7: [No Response]

2. Your reason for taking this class is

65 (87.8%): major
1 (1.4%): minor
3 (4.1%): gen. ed.
1 (1.4%): elective
4 (5.4%): interest
9: [No Response]

3. What grade do you expect in this class?

53 (70.7%): A
20 (26.7%): B
2 (2.7%): C
0 (0.0%): D
0 (0.0%): F
0 (0.0%): P
0 (0.0%): NP
8: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>66.2%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>25</td>
<td>32.5%</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>1.3%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

5. Instructor is well prepared for classes.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>70.1%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>22</td>
<td>28.6%</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>1.3%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

6. Instructor's speech is clear and audible.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>54.5%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>31</td>
<td>40.3%</td>
<td>agree</td>
</tr>
<tr>
<td>3</td>
<td>3.9%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>1</td>
<td>1.3%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

7. Instructor explains the course material well.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>48.1%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>36</td>
<td>46.8%</td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>5.2%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

8. Lectures hold your attention.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>40.3%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>36</td>
<td>46.8%</td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>5.2%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>6</td>
<td>7.8%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
9. Instructor’s lecture style facilitates note-taking.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46 (59.7%)</td>
</tr>
<tr>
<td>Agree</td>
<td>30 (39.0%)</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6:</td>
</tr>
</tbody>
</table>

10. Instructor shows concern for students' learning.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>33 (43.4%)</td>
</tr>
<tr>
<td>Agree</td>
<td>39 (51.3%)</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>3 (3.9%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>7:</td>
</tr>
</tbody>
</table>

11. Instructor promotes appropriate questions/discussion.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>33 (42.9%)</td>
</tr>
<tr>
<td>Agree</td>
<td>37 (48.1%)</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>5 (6.5%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (2.6%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6:</td>
</tr>
</tbody>
</table>

12. Instructor is accessible outside of class.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27 (35.1%)</td>
</tr>
<tr>
<td>Agree</td>
<td>33 (42.9%)</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>14 (18.2%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>3 (3.9%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6:</td>
</tr>
</tbody>
</table>

13. Instructor starts and finishes class on time.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>45 (58.4%)</td>
</tr>
<tr>
<td>Agree</td>
<td>30 (39.0%)</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>2 (2.6%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6:</td>
</tr>
</tbody>
</table>
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 (47.4%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>32 (42.1%)</td>
<td>agree</td>
</tr>
<tr>
<td>6 (7.9%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2 (2.6%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

**COURSE MATERIAL MATH 20D**

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 (40.3%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>37 (48.1%)</td>
<td>agree</td>
</tr>
<tr>
<td>6 (7.8%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2 (2.6%)</td>
<td>disagree</td>
</tr>
<tr>
<td>1 (1.3%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 (40.3%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>41 (53.2%)</td>
<td>agree</td>
</tr>
<tr>
<td>5 (6.5%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 (24.7%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>28 (36.4%)</td>
<td>agree</td>
</tr>
<tr>
<td>10 (13.0%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>7 (9.1%)</td>
<td>disagree</td>
</tr>
<tr>
<td>3 (3.9%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>10 (13.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 (20.8%)</td>
<td>strongly agree</td>
</tr>
<tr>
<td>32 (41.6%)</td>
<td>agree</td>
</tr>
<tr>
<td>21 (27.3%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>5 (6.5%)</td>
<td>disagree</td>
</tr>
<tr>
<td>3 (3.9%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>6</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
19. Exams are representative of the course material.

39 (50.6%): strongly agree
34 (44.2%): agree
4 (5.2%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

**GENERAL QUESTIONS**

20. I learned a great deal from this course.

30 (40.5%): strongly agree
36 (48.6%): agree
7 (9.5%): neither agree nor disagree
1 (1.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
9: [No Response]

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

1 (1.3%): 0-1
9 (11.7%): 2-3
28 (36.4%): 4-5
18 (23.4%): 6-7
12 (15.6%): 8-9
4 (5.2%): 10-11
2 (2.6%): 12-13
1 (1.3%): 14-15
1 (1.3%): 16-17
0 (0.0%): 18-19
1 (1.3%): 20 or more
6: [No Response]

22. How often do you attend this course?

2 (2.6%): Very Rarely
6 (7.8%): Some of the Time
69 (89.6%): Most of the Time
6: [No Response]

23. Do you recommend this course overall?

74 (93.7%): Yes
5 (6.3%): No
4: [No Response]

24. Do you recommend this professor overall?

78 (98.7%): Yes
1 (1.3%): No
4: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Cool teacher that responds well to student questions.
- Excellent professor, clear and concise. Despite the accent, articulation is beautiful. Exams are representative of the material covered in class. Much more of "application" than theory-- which suites me well (engineering major). Very glad to have had him as a professor.
- Extremely well prepared and patient, he really knows how to teach.
- Gives clear examples that help in addition to the book.
- good
- Good guy. Talks and writes quickly, but he gets through a lot of examples which is very nice.
- Good instructor. Concerned with students' understanding.
- Good lecturer better than the other ones this quarter at least
- Great instructor. Wish he would spend more time doing examples about certain topics.
- Great professor who takes the time to go through the material efficiently.
- Great teacher. He is nice, funny, and can turn a sometimes boring subject into an interesting one. The only problem I have comes at the very beginning of class. This is my first quarter at this college and I have come to realize that the students here are a bunch of disrespectful children that care little for those around them. And that fact mixed with Prof. Oliver's soft voice leads to the first few minutes of class being wasted since I cant hear him over the obnoxious teenagers I'm surrounded by. This is easily overcome by a teacher who is able to command the respect of his students by telling them at a minimum to shut up. If Prof. Oliver started each class with a large increase in his volume more can be accomplished.
- great!
- He has a very clear mind. A very talented instructor.
- He is a great professor, and he teaches well
- He is a great professor. The lecture is excellent and I learned a lot.
- He is clear for the most part, writes down all the steps. Is happy to answer questions
- He is generally a nice guy. He gives well-organized notes on the board, and his lectures are pretty straightforward and very easy to follow.
- He's good if you're good at math.
- I appreciate how Professor Oliver writes everything down on the board.
- I had this professor for 20B and he teaches this class A LOT better than he did math 20B.
- Nice professor. Is not afraid to admit mistakes during class and has somehow turned the hunt for mistakes into something of a game. The way he presents the material makes it easy to understand and easy to follow, which is desperately needed in many parts of math.
Oliver is a great teacher. He will teach you the course material, and he does a good job of it. If you don't understand something, he'll explain it for you.

Oliver is a math great teacher!

One of my favorite math professors ever. Very clear and easy to understand the material, and a good balance between derivations and sample problems. Only complaint is sometimes when people asked questions, he seemed to either gloss over the explanation or not quite understand what the student was asking, but that may just be because it was during lecture.

Overall, he is a good and clear professor. There were times where he did seem to go fast, but later on he slowed down and took the time to answer questions from students. He is also willing to stay after class for clarification.

Professor is well-prepared for class. Explains material in a clear, concise manner. Does a great job of making sure his students understand the material.

Professor Oliver is a great professor that clearly understands the class material. He is understanding and answers questions very well, and he does not get frustrated when students ask "dumb" questions. I was able to follow him very easily, and he made the class material very clear.

Professor Oliver is my favorite math professor I have had at UCSD so far. He clearly presents material in a way that is easy for students to grasp but still challenges them at the same time.

Professor Oliver is the best math professor that I have had since entering UCSD. His lectures are extremely helpful and he goes through all of the concepts thoroughly. His lecture style is very easy to follow and every new concept is defined and examples are provided. I would definitely recommend him to anyone taking the course due to his obvious great understanding of the topic and his ability to convey his knowledge to his students. He is very helpful when asked questions and provides extremely helpful notes (if you attend class regularly).

Professor Oliver is very patient and clear when explaining the material and especially answering questions. Plus he has a great accent, lol.

Professor Oliver was a good instructor. He did make a couple of small mistakes during lecture, but nothing major. I would recommend him to anyone needing to take Math 20D.

Professor teaches at a fast pace, however he does a good job of teaching the material to the class.

Professor teaches very straightforward

super prof. nice and clear

The professor always has his notes for the section that we go over in lecture that day--he has clear writing and explains the concepts pretty well. He does a lot of example problems which are ultimately what helps me learn the material and do the homework.

The professor is a funny guy and his passion to teach can be seen each time in lecture

Very energetic and good examples.

Very friendly and enthusiastic about course material. Speaks very clearly.

Very good professor. I had him several quarters ago for 20B, and he has improved dramatically. He is now one of my favorite professors. Explains things clearly, and gives fair tests.
• Very nice professor

26. Course MATH 20D:

• A bit more challenging than the other courses in the Math 20 sequence--it's all just solving differential equations, which can be tricky because there are so many ways to go about solving them. Pretty fun course in my opinion

• Conceptually challenging, but the actual maths involved is easy.

• Course is very time-consuming but is manageable.

• Difficult conceptually, attending class is worthwhile.

• Easy math course.

• Easy to understand for the most part, though some sections require a lot of thinking and perseverance.

• Fun

• good

• Good class!

• Good course

• Helpful discussion sections help clarify what wasn't understood in lectures.

• Inspired me to consider a second major in math.

• Interesting course. Professor makes it easier for us

• Interesting stuff.

• it is hard class but intersting.

• It's a fine course. First couple weeks are interesting, then the rest of the material seems to be filler to make it a full quarter long. Not incredibly difficult though, so that's nice

• Math 20D is definitely one of my more challenging classes, but I was able to understand it more through Professor Oliver's lectures.

• Not the easiest class of the 20 series. Online homework sucks

• not too hard, not too easy. Just stay on top of your work and you should be fine.

• Ok

• Probably the hardest math class in the 20 series

• Second half is difficult.

• Straight up differential equations. Different ways of solving them, different types of equations. Not much else to say. Definitely an easy class if you know what you're doing.

• The class is very well structured overall. The exams and matlab and hw are due in timely manners.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
The course is overall very uninteresting and dry. It's a lot of tedious algebra and calculus work without many interesting concepts. If I weren't required to take this class, I wouldn't take it.

The matlab part seemed really irrelevant

There was a lot of material presented, and hopefully the information learned will be useful in other classes.

This course is well set up and the material taught each week seemed appropriate based on previous lessons.

This is a horrible course.

This is a relatively difficult course but I believe it has more to do with your prior knowledge from other math classes. Professor Oliver was very good at explaining the material so I understand it pretty well. It can become time consuming when homework and matlab are due in the same week but it is no way overbearing. It is easily manageable with a hectic schedule.

This was at times challenging, but overall it is the easy course for me this quarter.

Useful course, too many formulas.

You probably have to take it.

27. Exams/Quizzes/Papers:

A little hard.

Doable and can be done well if homework is done.

Exams are fair.

Exams are representative of what the professor goes over in class and assigns for homework. The sheet of notes that is allowed during exams is helpful, especially if you write down the example problems that he did in lecture

Exams are straightforward and test students' knowledge of material presented in lecture.

Exams cover the material discussed in class and the homework. They are challenging if you don't do the homework or practice the problems on your own.

Exams in this class are much easier than the homework. The exams are not difficult, but are very effective in testing our knowledge of the material, rather than problem solving skills. The homework was absurdly difficult at times, and extremely frustrating at others. Small errors would make the entire problem wrong, and there were essentially no hints. Technically there were hints, but they were useless. Overall, I feel that my homework grade is mostly detached from my knowledge of the material.

Fair

Fair and useful.

fair exams

fair game.

Fair tests. No complaints
Fun

good

MATLAB quiz, MATLAB assignments, two midterms and one final. Didn't curve any of the midterms.

Not that easy but not that hard

Questions are fair

Rather simple but summarizes what you needed to know.

Really good

really good midterms. they represent the material well

Reasonable.

Tests were more than fair.

The exams are extremely reflective of the homework and material gone over in class. If you have a good grasp on the homework than the exams should not be difficult.

The exams are mainly based homework problems. Fair.

The exams are only 4 questions, and they are very similar to homework or book questions. If you understand the course material, you'll do well. If you can't get one of the questions, that's a 75% right there. But you should be able to get the questions if you understand the material.

The exams were very representative of the lecture.

Two midterms and 1 Final. All exams are fair, but more difficult than the homework problems.

Very fair

Very fair.

Very straightforward. No tricks

You get a cheat sheet, and the tests are only 4 questions long.

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

Book was unnecessary for the class since Oliver taught the material well during class.

Differential Equations (Boyce, Diprima) -- I only used the link to the online text from WileyPLUS, but it wasn't very helpful. Very few example problems in the sections, and even those were a bit hard to follow.

Exceptionally expensive given the online HW system.

Fair.

good

Good textbook.

good!
• I never really used the book, but you need to buy it so you can answer the homework questions online. Why? I don't know.

• no reading is required but, reading textbook is helpful

• Not as helpful as lecture.

• Not really necessary

• The book can be hard to understand without a grasp of abstract concepts.

• The book is essentially useless compared to Oliver's lectures, but can be a reference material during homework. It gives many examples with answers, but does not say how to find the answers, making it somewhat useless.

• The book is very difficult to understand and does not explain things clearly. The steps the book shows do not explain much and the presentation is cluttered.

• The book isn't really something to read

• The book isn't very helpful or clear when explaining the material, so going to lectures is definitely better. However, I wish I knew ahead of time that the wileyplus subscription came with a copy of the book, so I didn't end up buying it beforehand.

• The book was clear and easy to follow on most topics.

• The book was confusing. Only ever used it for the practice problems

• There is no reading in the course.

• Very minimal reading in this class

• Wiley is simply too expensive to be a requirement. Consider another online program, one that is possibly cheaper and or better. The wiley homework system is difficult to use, and most importantly, not worth the price.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20D - Intro/Differential Equations (D)
Fall Quarter 2014

Number of Students Enrolled: 191
Number of Evaluations Submitted: 72

1. Your class level is

3 (4.3%): freshman
54 (77.1%): sophomore
11 (15.7%): junior
2 (2.9%): senior
0 (0.0%): graduate
0 (0.0%): extension
2: [No Response]

2. Your reason for taking this class is

65 (94.2%): major
2 (2.9%): minor
2 (2.9%): gen. ed.
0 (0.0%): elective
0 (0.0%): interest
3: [No Response]

3. What grade do you expect in this class?

49 (70.0%): A
17 (24.3%): B
2 (2.9%): C
1 (1.4%): D
0 (0.0%): F
0 (0.0%): P
1 (1.4%): NP
2: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

   50 (72.5%): strongly agree
   16 (23.2%): agree
   1 (1.4%): neither agree nor disagree
   1 (1.4%): disagree
   1 (1.4%): strongly disagree
   0 (0.0%): not applicable
   3: [No Response]

5. Instructor is well prepared for classes.

   52 (75.4%): strongly agree
   13 (18.8%): agree
   2 (2.9%): neither agree nor disagree
   2 (2.9%): disagree
   0 (0.0%): strongly disagree
   0 (0.0%): not applicable
   3: [No Response]

6. Instructor's speech is clear and audible.

   48 (69.6%): strongly agree
   19 (27.5%): agree
   0 (0.0%): neither agree nor disagree
   1 (1.4%): disagree
   1 (1.4%): strongly disagree
   0 (0.0%): not applicable
   3: [No Response]

7. Instructor explains the course material well.

   44 (63.8%): strongly agree
   20 (29.0%): agree
   1 (1.4%): neither agree nor disagree
   3 (4.3%): disagree
   1 (1.4%): strongly disagree
   0 (0.0%): not applicable
   3: [No Response]

8. Lectures hold your attention.

   39 (56.5%): strongly agree
   18 (26.1%): agree
   8 (11.6%): neither agree nor disagree
   2 (2.9%): disagree
   2 (2.9%): strongly disagree
   0 (0.0%): not applicable
   3: [No Response]
9. Instructor’s lecture style facilitates note-taking.

48 (69.6%): strongly agree
16 (23.2%): agree
3 (4.3%): neither agree nor disagree
1 (1.4%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

10. Instructor shows concern for students' learning.

41 (59.4%): strongly agree
22 (31.9%): agree
5 (7.2%): neither agree nor disagree
0 (0.0%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

11. Instructor promotes appropriate questions/discussion.

39 (56.5%): strongly agree
21 (30.4%): agree
5 (7.2%): neither agree nor disagree
2 (2.9%): disagree
1 (1.4%): strongly disagree
1 (1.4%): not applicable
3: [No Response]

12. Instructor is accessible outside of class.

34 (49.3%): strongly agree
22 (31.9%): agree
7 (10.1%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
6 (8.7%): not applicable
3: [No Response]

13. Instructor starts and finishes class on time.

43 (62.3%): strongly agree
21 (30.4%): agree
3 (4.3%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37 (53.6%)</td>
</tr>
<tr>
<td>Agree</td>
<td>23 (33.3%)</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>9 (13.0%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE MATERIAL MATH 20D

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>32 (46.4%)</td>
</tr>
<tr>
<td>Agree</td>
<td>31 (44.9%)</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>4 (5.8%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (2.9%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>3</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>43 (62.3%)</td>
</tr>
<tr>
<td>Agree</td>
<td>23 (33.3%)</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>1 (1.4%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 (1.4%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (1.4%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10 (14.7%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>4</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25 (36.8%)</td>
</tr>
<tr>
<td>Agree</td>
<td>19 (27.9%)</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>11 (16.2%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (2.9%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (1.5%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10 (14.7%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>4</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19 (27.5%)</td>
</tr>
<tr>
<td>Agree</td>
<td>28 (40.6%)</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>18 (26.1%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 (5.8%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>3</td>
</tr>
</tbody>
</table>
19. Exams are representative of the course material.

46 (66.7%): strongly agree
21 (30.4%): agree
1 (1.4%): neither agree nor disagree
1 (1.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

33 (50.0%): strongly agree
26 (39.4%): agree
2 (3.0%): neither agree nor disagree
2 (3.0%): disagree
3 (4.5%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

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

1 (1.4%): 0-1
13 (18.8%): 2-3
15 (21.7%): 4-5
18 (26.1%): 6-7
6 (8.7%): 8-9
7 (10.1%): 10-11
4 (5.8%): 12-13
3 (4.3%): 14-15
1 (1.4%): 16-17
0 (0.0%): 18-19
1 (1.4%): 20 or more
3: [No Response]

22. How often do you attend this course?

3 (4.4%): Very Rarely
5 (7.4%): Some of the Time
60 (88.2%): Most of the Time
4: [No Response]

23. Do you recommend this course overall?

63 (87.5%): Yes
9 (12.5%): No

24. Do you recommend this professor overall?

66 (91.7%): Yes
6 (8.3%): No

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- A good professor who teaches the material very well. He explains theorems and shows multiple examples.
- After I failed MATH 20D the first time, Professor Oliver was really able to explain the material more clearly. He made time and checked in a reasonable amount of times for questions. He also applied the material to scenarios outside of our math class, which helped me get a more thorough understanding of the material.
- Amazing professor. Probably the best math professor I’ve had.
- Best math professor I’ve ever had. Cares very much about students learning, and is very effective at teaching concepts that are not at first easy to grasp.
- Clearly audible and goes over material at a comfortable pace. Provides plenty of well-explained examples about the course topics. Probably the best math professor I’ve had so far.
- excellent professor
- excellent teacher. super organized and easy to take notes off of. excellent time management. shows proofs of concepts and does example questions + explanations. fantastic.
- Explains concepts well, speaks in a loud and clear voice. Thoroughly covers example problems and clarifies when necessary.
- great teacher
- He explained everything very clearly, and I was always able to follow his lectures. Would recommend.
- He is chill and very easy to access.
- he is good and passionate to his lecture
- He's great at explaining material and easy to learn from!
- He's usually pretty clear and explains the concepts well. Sometimes his handwriting is a bit messy.
- I really liked the way Professor Oliver organized the class. His lectures were really helpful and the notes he prepared for the class were always useful to look back to while studying for an exam or doing the assigned homework problems.
- I took prof. Oliver for math 20b in the fall of 2013, and he has improved so much! He really teaches the material, and doesn't just give us formulas.
- Knows the material
- Lectures are not as helpful as other classes.
- Love the way he taught the class and ran the lectures. Would discuss important proofs and theorems which seemed unclear at first but after the first example you would catch on. It was helpful to see it done this way as you could see the proof and then see it put to use in an example. It was very easy to follow along with what he was doing and even if it wasn't, he was very good at answering questions and clearing it up.
• One of the best maths professors I've had at UCSD. He explains complex concepts very clearly and carefully. Seems very understanding and approachable.

• Overall, Professor Oliver is an excellent teacher. He explains everything you need to know for the homework in lecture, along with enough examples that you really figure out how use whatever theorem or formula is needed for that section. Then, his exams are quite representative of the homework. I also like that he assigns not only online homework, but also written homework. The main problem with the way he teaches the class is that he tries to cover too much material, meaning that he ends up going way too quickly over everything, and that he usually ends class like a minute late, which doesn't seem like a big deal until it happens every day and you have a class all the way across campus 10 minutes later. If he just covered slightly less material, this wouldn't be such a problem. Also, I think it's completely ridiculous to make the online homework due on Friday instead of Sunday. It's not like there's anyone who has to grade it over the weekend

• Professor Oliver is a fantastic professor. He explains the material very well and he always takes time to answer questions. You can tell that he really cares about the students' understanding of the course material.

• Professor Oliver is an excellent instructor. He is very punctual; class begins and ends exactly when the time is assigned and he does not waste any time. It is clear he is very well prepared. The notes are very clear and organized (equations are numbered to refer back to, sections are labeled, etc). It is also very clear that he cares about the students' learning. He frequently asks if we are all caught up and understand and clearly answers questions. He promotes participation as well. He also goes the extra mile to ensure that his students know how to complete each step of the process of solving differential equations by taking a moment to review a lesson from a past course that will help us.

• Professor Oliver is one of the best professors I have had so far at UCSD. His lectures are structured extremely efficiently wherein he begins with a 'motivation' example and then goes on to explain the concept followed by more examples. He always asks for questions and writes literally everything on the board. His notes are extremely helpful and in my opinion an able substitute for the textbook, thus I never skipped class. And he does it all with a smile. Brilliant professor.

• Professor Oliver is one of the best professors I've had thus far. He is straightforward and clear in his lectures, and he answers questions in class very efficiently. He has a great structure to his class, and I think this is why a lot of students still attend his lecture, unlike most math classes that I've been in where students hardly attend lectures anymore.

• Professor Oliver promotes learning very well in his lectures. He reviews some concepts that many students have forgotten, for instance partial fraction decomposition, which really helps students focus on learning the new material rather than look back at old material. Furthermore, he makes the abstract concepts relatively straight-forward and doable.

• Professor Oliver was always well prepared and had great organization. The usual lecture set up was very helpful (starting motivation/theory then examples) for note taking and understanding the material.

• Super clear and efficient! Impressive lecturer.

• This guy is super awesome. He teaches the class really well, and he also has a really goofy lovable aspect to him.

• Very clear in lectures. Takes questions and poses important questions if none are asked. After very few lectures did I leave confused. The material is presented in such a way that after the lecture and homework, one has a firm grasp on the material.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Very good at explaining

• Very good professor, actually he's the best math prof I've had at UCSD so far. His lectures clearly and efficiently explain the material, and why certain theorem work etc. but he also does lots of example problems to give students practical experience with how to solve the kinda of problems he will be in the homework or on tests. I also really appreciated how he would explain exactly what he was doing and why. He never just skimmed over some steps hoping we'd figure it out, he was always very clear with what he did at each step and would reexplain things learned in past courses when necessary.

• Very good teacher. By far the best math teacher I've had at UCSD. Although he just came out of graduate school, he's better than nearly all the other math teachers that teach here. Highly Recommend.

• very helpful and clear one of the best math professor I know

• very nice lectures. probably best math teacher ive had. a lot of absract stuff in lecture, though, that i didn't find helpful on the hw and dont know why we did it. feel like that took away from time we could have had doing more examples

26. Course MATH 20D:

• A necessary course as it opens up a lot of concepts applicable in various fields, well structured. Does require work.

• Class is kinda hard

• Differential equations with some MATLAB

• Differential Equations. Uses a lot of formulas. Relatively easy in comparison to other classes in the Math 20 series.

• Difficult course

• For a course entitled differential equations, it involved surprisingly little differentiation and integration. Still topics that students are expected to know, but they only find themselves in about half of the course topics.

• Fun class, favorite math class because of Professor Oliver.

• Great course.

• I loved the course, but I love anything that involves math, really.

• interesting course

• Interesting subject

• Love this math class one of the most interesting ones. I don't know if it's because the math is interesting or the professor is so good.

• Material is very interesting, however, probably too difficult to try to take if you don't need the class. In my experience, it was not as hard as everyone made it out to be.

• MATH 20D is a challenging course. There are a lot of topics to cover and information to retain. I did not really understand the purpose of the MATLAB assignments. It was not very difficult, but tedious and very time consuming that resulted in a very short and simple quiz. I do not believe
it helped my understanding of the course at all. I appreciate how the homework was on WileyPlus. WileyPlus is convenient with the resources that link to the textbook and all assignments are presented clearly.

- The course is extremely hard
- The course itself is interesting.
- The first half makes sense. The second half took a lot more work.
- This class is hard. The difficulty level starts of easy and all of a sudden spikes up and becomes extremely difficult.
- This class teaches you two things: 1) how computers solve differential equations, and 2) why you really really really want to use a computer to solve differential equations. Overall, I think it's a waste of time.
- This course is fairly easy to grasp, given a great professor who can explain not only the background theories but also example problems.
- Useful and mandatory knowledge for Physics applications and math-based science in general.

27. Exams/Quizzes/Papers:

- Exams are challenging as most math exams are. There are many steps to solving each problem which leaves plenty of room for error. Fortunately, the questions in exams were clearly explained in the course.
- Exams are straightforoward. do the practice problems and you'll be good.
- Exams are very straightforward. No tricks. Challenging, but not impossible. If you consistently understand and can do the homework and practice problem sets, you should be fine on the exams.
- Exams do represent what the professor expects the students to know. Some homework assignments are more difficult than the exam material, but this promotes fully understanding concepts and helps prepare for the exams.
- Exams very representative of what we learned in lecture
- Exams were difficult but fair.
- Exams were fair, but I think exams could be better given a little more time than just 50 minutes.
- Exams were very fair, and very representative of the course material.
- Fair and representative of what is taught in class. He prepares his students effectively to do well on them.
- Fairly straightforward.
- Not too complicated. Midterm exams felt like a survey of my grasp of the past few weeks' knowledge. If I knew the material, the questions themselves were not computationally difficult. If I did not know the material, I was washed.
- Professor Oliver's midterms were extremely fair and similar in level of difficulty to homework problems and problems gone over in class.
• reflective of the problems done in class.
• Relevant to course material, assignments and lecture. The TA's are just a little stingy and harsh with partial credit when it comes to grading.
• Represents lectures and homework material very well
• The exams were difficult.
• The exams were straightforward and definitely doable if you did the homework and went to lecture.
• The tests are very straightforward
• They were all very fair.
• very easy

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

• Did not use often, but when I did, it made me regret missing lecture.
• easy read
• I only referred to the textbook through WileyPlus, which was extremely helpful. The physical book was hardly ever touched. Unfortunately, I believe you need to purchase the book in order to obtain a code for the site.
• It's better than most math textbooks I've seen, although there are some instances where it has the wrong answer at the back of the book. The lecture is definitely much more helpful than the textbook, though.
• Lecture was more helpful than the reading material.
• Reading is not really necessary. He covers the material well enough that the reading is not necessary, however it does help in some of the harder sections.
• sucks. confusing. skips steps. difficult to follow.
• Textbook is very helpful, would recommend using again
• The book is alright, it helps sometimes but can be rather confusing.
• The reading did not help me in this class.
• The reading was actually pretty helpful in connecting concepts. I don't often read my textbooks, but I liked to use this one on occasion if I wanted more clarification.
• The readings are hard
• The textbook is relatively useless if students attend to each of Professor Oliver's lectures. It's only useful when doing more problems to practice.

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.
### Course and Instructor Evaluation Summary

**Department of Mathematics**

Oliver, Jesus R  
MATH 3C - Precalculus (A)  
Summer Session II 2014

**Number of Students Enrolled:** 19  
**Number of Evaluations Submitted:** 9

1. Your class level is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>sophomore</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>junior</td>
<td>4 (44.4%)</td>
</tr>
<tr>
<td>senior</td>
<td>4 (44.4%)</td>
</tr>
<tr>
<td>graduate</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>extension</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>minor</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>gen. ed.</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>elective</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>interest</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>1:</td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>B</td>
<td>5 (55.6%)</td>
</tr>
<tr>
<td>C</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>D</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>F</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>P</td>
<td>2 (22.2%)</td>
</tr>
<tr>
<td>NP</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

---

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

4 (44.4%): strongly agree
5 (55.6%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

5. Instructor is well prepared for classes.

7 (77.8%): strongly agree
2 (22.2%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

6. Instructor’s speech is clear and audible.

5 (55.6%): strongly agree
4 (44.4%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

7. Instructor explains the course material well.

6 (66.7%): strongly agree
2 (22.2%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

8. Lectures hold your attention.

5 (55.6%): strongly agree
1 (11.1%): agree
3 (33.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

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

8 (88.9%): strongly agree
1 (11.1%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
10. Instructor shows concern for students' learning.

8 (88.9%): strongly agree  
1 (11.1%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  

11. Instructor promotes appropriate questions/discussion.

5 (55.6%): strongly agree  
4 (44.4%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  

12. Instructor is accessible outside of class.

6 (66.7%): strongly agree  
2 (22.2%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
1 (11.1%): not applicable  

13. Instructor starts and finishes class on time.

8 (88.9%): strongly agree  
1 (11.1%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  

14. Instructor is effective in promoting academic integrity.

6 (66.7%): strongly agree  
3 (33.3%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
COURSE MATERIAL MATH 3C

15. The course material is intellectually stimulating.

4 (44.4%): strongly agree
5 (55.6%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable


7 (77.8%): strongly agree
1 (11.1%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

17. Required reading is useful.

5 (55.6%): strongly agree
2 (22.2%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (22.2%): not applicable

18. This course is difficult relative to others.

2 (22.2%): strongly agree
2 (22.2%): agree
2 (22.2%): neither agree nor disagree
2 (22.2%): disagree
0 (0.0%): strongly disagree
1 (11.1%): not applicable

19. Exams are representative of the course material.

6 (66.7%): strongly agree
2 (22.2%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
GENERAL QUESTIONS

20. I learned a great deal from this course.

6 (66.7%): strongly agree
2 (22.2%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

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

0 (0.0%): 0-1
1 (11.1%): 2-3
3 (33.3%): 4-5
2 (22.2%): 6-7
0 (0.0%): 8-9
0 (0.0%): 10-11
0 (0.0%): 12-13
0 (0.0%): 14-15
1 (11.1%): 16-17
0 (0.0%): 18-19
2 (22.2%): 20 or more

22. How often do you attend this course?

0 (0.0%): Very Rarely
0 (0.0%): Some of the Time
9 (100.0%): Most of the Time

23. Do you recommend this course overall?

9 (100.0%): Yes
0 (0.0%): No

24. Do you recommend this professor overall?

9 (100.0%): Yes
0 (0.0%): No

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

• Explains concepts clearly

• Great instructor! I have never actually wanted to sit down and learn anything math related until his class. I feel very prepared for the next class. I greatly appreciate Professor Oliver extending his office hours after he noticed just how much material we would be covering this short summer session. His office hours are super beneficial and he is willing to explain in great detail how to do the work. I love the fact that he writes down every thing important instead of just saying it.

• He is a very good profesor who cares about the student to understand the material.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• He's a great instructor, you actually learn in his class and he's very helpful and great at explaining.

• Oh. My. Gosh. Professor Oliver is the GREATEST math teacher EVER!!!! Math is seriously not an easy subject for me, and he is so incredibly approachable, understanding, and extremely helpful! He increased his OH’s to help more students, and let me tell you those OH’s really REALLY make a huge difference. Going is extremely helpful! Professor Oliver always made sure to take his time in explaining problems to me, ensuring that I was able to keep up and follow along. He goes above and beyond to help myself and the other students understand the course material, not only engaging us in the course material but also encouraging us every step of the way. He never once made me feel like I was asking silly or redundant questions. I seriously recommend Professor Jesus Oliver as a teacher for any math class; he is very enthusiastic about the course material [and that helps the students get excited about the subject matter] and he really cares about the students and their success! If you take his class be sure to go to his office hours, they’re so worth it and they’re so SO very helpful! I cannot adequately express how much I appreciate all that he has done for all the students and all the help he provides! I am so glad to have had Professor Oliver as a math instructor, he helped rebuild my confidence in myself that I can and will succeed in all the math classes I take and that success is never impossible!

26. Course MATH 3C:

• Good review course

• This class helped me to get prepare for the next following courses.

• This is a very necessary math class, if you are not confident in your math abilities or you are having a difficult time in class... be sure to take advantage of all the office hours, tutoring services, and TA sections and office hours! It makes a world of a difference! X)

• This was the first math class I have taken since 2008 or 2009 I think, and with around five hours of studying after class per day I understand the material. I am glad the first week of the course was a general review to get me back into the swing of things, because I have not dealt with a lot of the material. I really hope MATH 10A builds directly off what I have been taught in this class, if so I’m ready.

27. Exams/Quizzes/Papers:

• Exams reflect the homework directly, as well as the suggest review problems. I do wish we had more than 50 minutes to complete the tests, but I understand the constraints a 5 week course has.

• Fair

• The exams in Professor Oliver's Math 3C course are VERY reasonable! He is not out to trick the students! Pay attention in class, do your homework, and study, study, STUDY!!! If you need additional help go to his OHs because it really does make a huge difference!

• The Exams where fair. He took the questions from the homework and study guides.

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

• Book can be a tad confusing at times when showing the work for a problem, but that is easily explained by the professor or the TA.
• Book is unremarkable

• I Read all the chapters that were required and is better to read before the material in order to have a better understanding.

• Reading each chapter before lecture does help but is not necessary. What will really help you is if you make sure to do extra problems on top of any recommended or assigned work. That way you'll really get the concepts down X)

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10A - Calculus I (A)
Summer Session I 2014

Number of Students Enrolled: 45
Number of Evaluations Submitted: 13

1. Your class level is

2 (15.4%): freshman
3 (23.1%): sophomore
3 (23.1%): junior
5 (38.5%): senior
0 (0.0%): graduate
0 (0.0%): extension

2. Your reason for taking this class is

8 (61.5%): major
0 (0.0%): minor
4 (30.8%): gen. ed.
1 (7.7%): elective
0 (0.0%): interest

3. What grade do you expect in this class?

3 (23.1%): A
7 (53.8%): B
1 (7.7%): C
0 (0.0%): D
0 (0.0%): F
2 (15.4%): P
0 (0.0%): NP
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

5. Instructor is well prepared for classes.

6 (46.2%): strongly agree
5 (38.5%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

6. Instructor’s speech is clear and audible.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

7. Instructor explains the course material well.

4 (30.8%): strongly agree
6 (46.2%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

8. Lectures hold your attention.

3 (23.1%): strongly agree
4 (30.8%): agree
4 (30.8%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

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

7 (53.8%): strongly agree
4 (30.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
10. Instructor shows concern for students' learning.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

11. Instructor promotes appropriate questions/discussion.

3 (23.1%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

12. Instructor is accessible outside of class.

3 (23.1%): strongly agree
4 (30.8%): agree
4 (30.8%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

13. Instructor starts and finishes class on time.

3 (23.1%): strongly agree
8 (61.5%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

14. Instructor is effective in promoting academic integrity.

3 (23.1%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
COURSE MATERIAL MATH 10A

15. The course material is intellectually stimulating.

2 (15.4%): strongly agree
3 (23.1%): agree
6 (46.2%): neither agree nor disagree
1 (7.7%): disagree
1 (7.7%): strongly disagree
0 (0.0%): not applicable


4 (30.8%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

17. Required reading is useful.

2 (15.4%): strongly agree
5 (38.5%): agree
5 (38.5%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

18. This course is difficult relative to others.

6 (46.2%): strongly agree
3 (23.1%): agree
2 (15.4%): neither agree nor disagree
2 (15.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

19. Exams are representative of the course material.

5 (38.5%): strongly agree
6 (46.2%): agree
1 (7.7%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
GENERAL QUESTIONS

20. I learned a great deal from this course.

3 (23.1%): strongly agree
7 (53.8%): agree
3 (23.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

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

1 (8.3%): 0-1
0 (0.0%): 2-3
3 (25.0%): 4-5
4 (33.3%): 6-7
2 (16.7%): 8-9
0 (0.0%): 10-11
0 (0.0%): 12-13
1 (8.3%): 14-15
0 (0.0%): 16-17
0 (0.0%): 18-19
1 (8.3%): 20 or more
1: [No Response]

22. How often do you attend this course?

1 (7.7%): Very Rarely
1 (7.7%): Some of the Time
11 (84.6%): Most of the Time

23. Do you recommend this course overall?

9 (69.2%): Yes
4 (30.8%): No

24. Do you recommend this professor overall?

13 (100.0%): Yes
0 (0.0%): No

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

• Great Prof and great teaching style. He gives good examples and gives us time to understand the concepts clearly.

• He is a great professor and he definitely makes sure his students get all of the material.

• I think he is a good professor. The work load in the summer is crazy hard.

• I'm sure he's a fair guy, I just can't learn math in a high paced environment in a class room. I have to learn it at my own pace with the book
• Professor Oliver is a great teacher, I have always been really bad at math, and I now feel confident in my math skills while taking his course. He breaks the problems down and breaks the themes down in a way that is understandable to someone who isn't very strong in math. I HIGHLY recommend taking him.

• Very clear and shows proficient knowledge of the material. Explains clearly in a way for students to understand. I learned more with this professor than with any other math instructor so far.

• Wonderful teacher who knew the material. Explains everything in detail with multiple examples.

26. Course MATH 10A:

• Calculus should not be a requirement to graduate. I will not use it at all in my career or life.

• Good start with relearning pre-calculus to dive head on into calculus. Doable.

• I've taken this course before and I failed it, but this time around the material seemed easier to understand.

• It's a great introduction to Math because it allows you to relearn material and it allows the students to become solid with all of the material.

• This is class that one should take during the school year. I am personally struggling because it is so fast. It was the class extremely stressful. A

27. Exams/Quizzes/Papers:

• Sucked/Sucked/NA

• Exams were a little difficult but not so hard that it was impossible to solve.

• I like the exam style of this class that doesn't involve calculators, I like this style because I spend more time studying extra problems to get used to doing the problem and understanding why the rules are the way they are. I think this style of exams are good for learning math.

• Representative of the coursework. Cheat sheets useful and exams helpful.

• There test are hard because you basically learn the material the one day and the next you a re supposed to completely understand it and do amazing on the midterm. My brain does not work like that so I think the second midterm was really hard.

• They are fair

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

• I didn't do much reading, except for the concepts that I didn't understand completely from the lecture.

• Mainly used for homework but the lectures mainly taught me the material.

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.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10A - Calculus I (B)
Winter Quarter 2014

Number of Students Enrolled: 173
Number of Evaluations Submitted: 109

1. Your class level is

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>78 (75.0%)</td>
</tr>
<tr>
<td>sophomore</td>
<td>7 (6.7%)</td>
</tr>
<tr>
<td>junior</td>
<td>11 (10.6%)</td>
</tr>
<tr>
<td>senior</td>
<td>7 (6.7%)</td>
</tr>
<tr>
<td>graduate</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>extension</td>
<td>1 (1.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>5:</td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>61 (59.2%)</td>
</tr>
<tr>
<td>minor</td>
<td>4 (3.9%)</td>
</tr>
<tr>
<td>gen. ed.</td>
<td>37 (35.9%)</td>
</tr>
<tr>
<td>elective</td>
<td>1 (1.0%)</td>
</tr>
<tr>
<td>interest</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6:</td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40 (38.5%)</td>
</tr>
<tr>
<td>B</td>
<td>41 (39.4%)</td>
</tr>
<tr>
<td>C</td>
<td>15 (14.4%)</td>
</tr>
<tr>
<td>D</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>F</td>
<td>1 (1.0%)</td>
</tr>
<tr>
<td>P</td>
<td>5 (4.8%)</td>
</tr>
<tr>
<td>NP</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>5:</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

55 (52.9%): strongly agree
38 (36.5%): agree
6 (5.8%): neither agree nor disagree
3 (2.9%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

5. Instructor is well prepared for classes.

58 (56.3%): strongly agree
35 (34.0%): agree
7 (6.8%): neither agree nor disagree
1 (1.0%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor’s speech is clear and audible.

48 (46.2%): strongly agree
40 (38.5%): agree
10 (9.6%): neither agree nor disagree
5 (4.8%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

7. Instructor explains the course material well.

42 (40.8%): strongly agree
42 (40.8%): agree
13 (12.6%): neither agree nor disagree
4 (3.9%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

8. Lectures hold your attention.

37 (35.6%): strongly agree
43 (41.3%): agree
15 (14.4%): neither agree nor disagree
8 (7.7%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
9. Instructor’s lecture style facilitates note-taking.

55 (52.9%): strongly agree
38 (36.5%): agree
10 (9.6%): neither agree nor disagree
0 (0.0%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

10. Instructor shows concern for students’ learning.

54 (52.4%): strongly agree
40 (38.8%): agree
7 (6.8%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

11. Instructor promotes appropriate questions/discussion.

49 (47.1%): strongly agree
38 (36.5%): agree
14 (13.5%): neither agree nor disagree
0 (0.0%): disagree
2 (1.9%): strongly disagree
1 (1.0%): not applicable
5: [No Response]

12. Instructor is accessible outside of class.

45 (43.7%): strongly agree
40 (38.8%): agree
14 (13.6%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
2 (1.9%): not applicable
6: [No Response]

13. Instructor starts and finishes class on time.

51 (49.0%): strongly agree
44 (42.3%): agree
7 (6.7%): neither agree nor disagree
0 (0.0%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
14. Instructor is effective in promoting academic integrity.

50 (48.1%): strongly agree
46 (44.2%): agree
6 (5.8%): neither agree nor disagree
0 (0.0%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

COURSE MATERIAL MATH 10A

15. The course material is intellectually stimulating.

27 (26.2%): strongly agree
44 (42.7%): agree
19 (18.4%): neither agree nor disagree
5 (4.9%): disagree
6 (5.8%): strongly disagree
2 (1.9%): not applicable
6: [No Response]


40 (38.8%): strongly agree
49 (47.6%): agree
10 (9.7%): neither agree nor disagree
0 (0.0%): disagree
4 (3.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

17. Required reading is useful.

23 (22.3%): strongly agree
29 (28.2%): agree
30 (29.1%): neither agree nor disagree
3 (2.9%): disagree
2 (1.9%): strongly disagree
16 (15.5%): not applicable
6: [No Response]

18. This course is difficult relative to others.

19 (18.4%): strongly agree
36 (35.0%): agree
30 (29.1%): neither agree nor disagree
12 (11.7%): disagree
6 (5.8%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
19. Exams are representative of the course material.

39 (38.2%): strongly agree
43 (42.2%): agree
11 (10.8%): neither agree nor disagree
4 (3.9%): disagree
5 (4.9%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

25 (25.3%): strongly agree
40 (40.4%): agree
25 (25.3%): neither agree nor disagree
6 (6.1%): disagree
1 (1.0%): strongly disagree
2 (2.0%): not applicable
10: [No Response]

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

4 (3.9%): 0-1
27 (26.2%): 2-3
37 (35.9%): 4-5
16 (15.5%): 6-7
9 (8.7%): 8-9
5 (4.9%): 10-11
3 (2.9%): 12-13
1 (1.0%): 14-15
0 (0.0%): 16-17
1 (1.0%): 18-19
0 (0.0%): 20 or more
6: [No Response]

22. How often do you attend this course?

5 (4.9%): Very Rarely
13 (12.6%): Some of the Time
85 (82.5%): Most of the Time
6: [No Response]

23. Do you recommend this course overall?

97 (92.4%): Yes
8 (7.6%): No
4: [No Response]

24. Do you recommend this professor overall?

94 (89.5%): Yes
11 (10.5%): No
4: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Very kind
- Hard to follow lectures
- Messy handwriting
- Tries his best to facilitate note taking
- Reasonable

- A good professor that takes the time to write everything out and explain things repeatedly so that the students get good notes.

- Always explains everything thoroughly. Extremely nice and understanding. Clear and well planned lectures.

- Awesome professor that gives the best curves!

- Best math teacher i have ever had. Explains everything and makes sure students understand the material.

- Dr. Oliver is very nice and easy to approach. Explains concepts well and is very knowledgeable of Calculus.

- English may not be his first language, but you can still understand him

- Excellent instructor! Matches perfectly with the way I learn. I wish he was teaching the rest of the 10 series. He keeps us engaged by asking relevant questions. Explains well and gives plenty of examples. Definitely forms his classes around what the students need, asks for questions before and after each class. Takes the time to answer questions during class.

- Explanations are very helpful; handwriting on some things could be improved but it is pretty legible overall.

- Good

- Good lecturer. Speaks coherently and clearly.

- Good professor, HUGE curves on exams

- Good teacher, however should coordinate with TAs better on exams for grading purposes.

Great Great Professor!

- Great instructor - I like the way he explains the material, and how he starts with an icebreaker.

- Great prof. Can go a little fast through the lectures, but otherwise very good.

- Great professor. Love his humor and his teaching. He explains very well and always asks his students when they seem puzzled. He answers questions in a way so that we understand it.

- great teacher!

- Great Teacher. I don't really enjoy math, but he breaks it down clearly and walks you through each step. Comes very prepared and always has enough examples in class.

- Great, and helpful teacher. Most of the material was explained thoroughly and not in a confusing manner. Teacher was also very positive and made it fun in lecture.
• hard to understand sometimes and goes through material quickly

• He has an accent so it took me a while to adjust but his overall teaching skills are good and he is a funny man so it made the class a little more bearable.

• He is a great person overall. Very nice, friendly, and cares about the students. I just don't think he's too confident on the material and he isn't great at explaining it. He makes things more complicated than they should be.

• He is a great professor! I will miss him dearly. I hope I have him for my future math classes. He is also a really nice guy and cares about the students.

• He is a great teacher. He made sure everyone understood the material and could apply it. His grading is very fair and his teaching style is very clear. The only comment I have about his teaching is the fact that he used the chalkboard which was hard to see at times. I think he would save time and energy if he used overhead slides or a projector to write down the notes.

• He is a kind professor. He takes the time to answer your questions. As the quarter progressed, I was able to understand his teaching style better.

• He is a very humorous guy who makes sure he gets what needs to be done, done. Sometimes, I feel like he moves too fast but that's because he only has 50 minutes for his lectures. He is a very nice professor who always ensures the class understands before he moves on.

• He is a very nice professor and grades generously, but he focuses too much on the theories and "where things come from". He should teach to the test.

• He is very knowledgable and friendly. Gives off a warm vibe to the class and is very approachable. He is very helpful and encourages asking questions to make everything as clear as possible. I have really enjoyed being in his class and would highly recommend. Great professor.

• He is very nice and passionate about this course. He has the best intentions for his students and is always so helpful.

• He is very sincere and he tries his best to teach us. I appreciate his efforts but I wish he did more examples rather than telling us where the formula's come from etc...

• He shows passion for the course material that he teaches. He is welcoming to questions that are thrown his way.

• He was very clear and related to students well. Much better than my previous calculus teachers (not at UCSD).

• HE's a great teacher and really knows his stuff. I learned a lot through his style of teaching and highly recommed people to take his course. He even adds humor to the class which is often absent.

• He's very well-humored and I really like how he periodically asks if there are any questions before moving on. He maintains a comfortable atmosphere in the lecture hall with his light personality. I also like how he podcasts his lectures. I hope he teaches 20A.

• I love him, he is very knowledgeable, easy to understand, and the perfect pace.

• I think Professor Oliver does a good job of showing the steps to each problem and he makes clear how he has gotten the solution to each problem. I do think that some example problems done in class could be a bit more difficult in order to have a reference on how to do both easy and more challenging problems, but overall, I think he does a good job of teaching the section
through examples and specifically stating the important formulas in the section and how to use them.

- I think Professor Oliver is a really great professor and made the material for this class easy and comprehensive! The only thing that i think could be worked on is the way that he taught chain rule. All of the z's confused me.

- Incredible lecturer. Clear, concise, meticulous, motivated, approachable and invested in teaching. A student couldn't possibly ask for more.

- Jesus gives a very comprehensive lecture, however sometimes with so many examples it can become tedious.

- Jesus is very passionate about this class. He is an excellent professor.

- Jesus Oliver is a great professor. He is very invested in our learning and that makes the class much more enjoyable.

- Knows material, funny

- Knows what he's talking about. Always accepts questions in class. Helps with any confusions.

- New to teaching this class but did a pretty good job at it, I would definitely want him for future math classes. Sometimes he is difficult to understand but is always willing to elaborate and go out of his way in and out of lecture in order to help all his students. he's also kind of funny.

- Oliver goes into depth with the concepts and sections. Is very concerned with students understanding of the concept and is very generous when it comes to grading. Wants students to pass his class, and will go above and beyond to fulfill this.

- One of the best teachers I have had so far at UCSD. Very kind and witty, while teaching very well.

- Professor Jesus Oliver taught the class well and did his best to make sure that the students understood each section he covered. He spoke clearly and concisely, focusing on exactly what was important in each section.

- Professor Oliver has been a fantastic instructor! It is obvious that he is passionate about teaching and seeing his students succeed. He provides challenging material with ease and always answers questions thoroughly.

- Professor Oliver is great, especially if you aren't a "math person". He definitely is very focused on making things very clear and engaging.

- Professor Oliver is very engaging and always makes sure that if there are any questions students feel comfortable enough to ask.

- Professor Oliver is very engaging which makes his lectures interesting. He went at a good pace the whole quarter and was very attentive to student's needs.

- Professor Oliver was a great teacher, I would recommend him to people. Some of his tests were difficult, but the curve was generous.

- slight accent, but very friendly and happy to answer questions

- So cute and smart

- Sometimes Professor Oliver makes mistakes in the problems or examples that he works out, but he shows a lot of work (very thorough).
• Sometimes your writing is illegible.

• Teaches math simply and effectively, glad to have him for a professor

• The best math teacher I’ve ever had. I have never had such an easy time following math. It’s not that it’s an easy course or that he’s an easy professor, its that he is a great teacher. He is so thorough and easy to follow and willing to help. He does not make students feel dumb like most math teachers. He promotes learning and teaches the class instead of just showing off his math skills which is much appreciated. I am so happy I got his class because it made fulfilling this requirement easy. I would recommend him to anyone and he should teach every math class!

• The professor was pretty nervous during the very first lecture. However, later on in the course, he lectures very well and is very considerate when it comes to making sure students understand. I love how he always makes sure every single one of us understands before moving on. He would never assume that students understand and he is also willing to repeat when students missed something.

• Very clear and approachable professor. Although, he goes over examples in class, but assigns homework problems that aren't similar to what we learned in class. As good as he is, there is a lot of self teaching in this class and that can get tough with such confusing material. The tests are pretty disproportionate to what we learned in class as well. We can study around 8-10 sections per exam, and he will test on about 2 or 3 sections, which is pretty unfair. The curve is nice, which is helpful when the tests are pretty bad.

• very good professor, cares about students

• Very understanding. Teaches at a good pace. Funny commentary.

26. Course MATH 10A:

• - Interesting/ good review for next math courses

• An alright course. No complaints.

• Content was pretty difficult for the easiest of the series, but it's for general ed so nothing you can do about it.

• Covers the general basis of calculus. Is not very difficult and is easy to understand,

• difficult, but im taking the course pass/no pass, so it is not high on my list of priorities

• fair

• good

• Great course. Enjoyed it greatly. Challenging enough but also very understandable thanks to Professor Oliver.

• hard

• hard and fast, especially if you've never taken calculus before

• helpful

• I don't like math so it isn't a course I enjoy.

• I enjoyed the way the class was set up, the examples were extremely helpful, homework was good (except the even problems or problems I had no access to getting the solution too. )
I feel that Professor Oliver is very passionate about what he's doing but I feel like that book makes calculus more confusing than it needs to be. For example, the product rule can easily be explained as $uv' + u'v$ instead of $(x)g(x)' + f(x)g(x)$.

I have quite enjoyed this course! Calculus used to be one of my least favorite subjects, but my time in this course with Professor Oliver has changed my outlook on Calculus entirely!

I think it is difficult but not impossible.

If this is your first exposure to calculus, there will be a little struggle but it is not impossible.

Interesting math class.

It is fairly easy if a student took calculus in high school. It's like review.

It is not a difficult course if you have taken AP calculus in high school.

It's a really simple course.

Its slow paced and not too difficult as long as you do the homework

Math 10A can be hard at times but is not impossible.

Math 10A is an interesting class because math has always been a little bit of a struggle but this course has given a small amount of hope that I am not as bad at math as I thought I was. Hopefully I can keep understanding the subject throughout 10 series.

Math 10A is difficult if you have not taken Calculus before, it requires lots of studying and understanding derivatives.

Math is hard and this course focuses makes it hard to know what to expect.

Math is not really fun at least not for me but the teacher makes it understandable

Math isn't my favorite subject, but I feel that I learned a lot and can apply the material.

N/A. I only have to take it for a GE. I wouldn't take it otherwise.

Not a bad class. Easy if you stay on too of everything

Not challenging I'm just bad at math.

Overall, the course was not too challenging except for the last couple of sections where the concepts and rules get pretty challenging to grasp.

The class is manageable. The homework promotes learning and thinking and it helpful for the overall grade.

The class is pretty easy if you've taken calculus in high school already.

The course is basic and needed for bio majors.

The course itself is a good introduction to basic calculus.

The course itself is very comprehensive and easy to follow.

The course, in general, is fairly easy to understand.

The course is great overall and necessary.

The material isn't that bad and it's manageable.
- This class in a 10 week course is doable but with a lot of diligence and self teaching. It goes pretty quickly and if you are confused on one thing it puts you far, far behind. Not an enjoyable class because you do not have time to really examine the information. The rules/formulas are thrown at you and you are expected to grasp with immediately and implement them on completely different styles of homework and exam questions. It should move at a slightly slower pace, because most of it doesn't stick.

- This course is really hard if you cannot spend more time on it than an average class. I really wish there was a better/easier way to get help for timid students. I went to the Calc Lab and office hours a few times, but shied away because they seemed so busy. I also wished there was more homework and maybe even quizzes so the exams wouldn't weigh so heavily on our grades.
  I wish I had more time to get used to this class.

- This lecture hall was terrible for note taking. The board can only be seen clearly from the center seats in the lecture hall, and the lights above the board actually make the chalk writing more blurry. I don't understand why we still have chalk boards in this age of advanced technology. I would think at a "top rate" university such as this, our math department could better serve their students.

- Typical calculs course. Difficult but I have no complaints about the material
  - Very basic which is good.
  - Very difficult for me.
  - What is this. Math for dummies? Really too easy.

27. Exams/Quizzes/Papers:

- Reasonable/ representative of course material
- Challenging but fair tests
- Difficult. 4 questions total.
- Exams can be tough. He sometimes adds things he wont mention for reviews and he tends to make the exams harder than examples he will give, but overall his questions are most of the time pretty fair.
- exams were a bit challenging.
- Exams were on point.
- fair
- Fair and easy. Review sessions are offered and assist students to study for exams. Practice problems are also posted and very applicable to exam.
- Fair, Difficult, but mostly fair.
- Felt well prepared for exams. Exams are very similar to the homework and practice problems. Professor Oliver is very fair and kind for tests.
- good
- Got lower grades than what I expected but they were fair. Most of the materials were from his lectures.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Great exams, very representative of what we learned in class and of the homework. Clear and straight forward.

• Harder than what we review for with the TA's.

• Hardly challenging.

• I wish there had been 1 exam per chapter to break up the information more. Exam 2 was extremely hard and there was a question the professor said he would not ask but then put it on the test, which didn't make sense. For so much information, 4 questions/exam is a little ridiculous. I wish there had been 3 midterms and a final. I wish the tests were more well rounded and encompassed more of what I studied rather than focusing on a couple of sections. Practice exams would have helped immensely.

• Like I said above the tests were doable, but with the curve it made them fair.

• midterm #2 is hard

• Not too hard, very representative of what is being taught.

• representative of course material but difficult

• representative of the homework.

• Some of the questions on the exam weren't what I would expect to be on the exam because they weren't really emphasized on in the homework or in the examples given in lecture. I think the exams would be better if the questions reflected what our homework problems were like.

• Sometimes the exam is not what was reflective of the review problems or study guide making it much more difficult.

• Study and you'll be fine

• TAs not thorough with what is expected in terms of grading exams

• Tests are representative of the course. Found 2nd midterm to be VERY difficult. Appreciate that tests are curved.

• Tests did not completely reflect on the things we have been learning. Difficult graders.

• The exams are simple enough.

• The exams are fair and not extremely hard if you ice the material the teacher gives you access to.

• The exams are ok, the curve really helps

• The exams are reasonable and gives the student the ability to show what they know.

• The exams are reflections of the homework. If the homework is done and lectures are attended, a student has no excuse to get a C or below on the course.

• The exams are relatively easy because the professor informs students exactly what he is going to test us on.

• The exams are representative of the material learned in the course, and the practice problems given to study really helped before the exams.

• The exams are representative of what he teaches in class. the second midterm was harder than the first but that's expected since the material got harder too.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
The Exams are set to correlate what we are learning about in class.

The exams were fair. If you studied you would do well. I appreciate that there were no trick questions or anything that we should have reviewed but the professor didn't cover in class type of question. They were straight-forward and that is how math should be.

The exams were harder than the homework assignments.

The exams were representative of the course material. I feel like the graders were way stricter than the teacher would have been.

The exams were tricky. I don't think they should only be 4 questions because if one entire question is missed that drops a students' grade by a lot. The exams were strictly based on the course material though.

The midterms are true to what is taught in class and truly tests if the student has thoroughly mastered the skills taught.

The midterms were very representative of what we had been doing in class and i always felt really prepared for them!

The tests are curved so there is a high chance of performing well because they are not too difficult. Plus the teacher goes over what will be covered on the test so studying for them is not too hard. Cheat cheats are also allowed so the tests are not too bad if the student is well prepared.

The tests are so much harder than anything we did in class or in the homework.

The two midterms were fair and mostly reflected the homework and practice review problems assigned to us. It might of helped if I read the textbook as well, but it's written pretty unclear.

There should be periodic quizzes, not just two midterms and a final, because if you happen to have a single bad day or two, there is no hope for a passing grade.

They are representative of the lectures.

They're basic and don't involve any calculators. It's extra easy because he allows a full page for the cheat sheet.

Two midterms and a final exam. The midterms are not too difficult.

Very fair. No tricks.

very hard. not same as book questions

Very reasonable.

We are not prepared well enough for the midterms/

Wish there was a study guide.

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

- Calculus: Single & Multivariable, sixth edition, by Deborah Hughes-Hallett

good
• The questions
• Professor
• This me
• There
• The harder
• of
• The confusion.

The textbook often due to the confusing wording and example problems not always being helpful for understanding the homework.

I didn't like the textbook because the examples shown in the textbook are often much easier than the homework problems. The textbook does not do a good job of showing examples of the material in the section that would help us with the homework.

I don't read the book for much insightful information because it is a difficult book to follow.

I felt the homework wasn't representative of what we learnt in class, problems that emerged in the homework, especially the last couple of questions in the weekly homework never came out in the exam, the exam problems mirrored those of lecture, but not always of the homework.

Never read the book but the instructor does a good job at explaining the material.

No reading, just homework and it's not excessive but helpful.

no readings required

Oliver covers a lot of material and goes into depth, book reading is not very necessary. Problems are not too difficult.

Reading is not required but can be useful when you don't understand the material.

Reading is not required for this course. N/A

Reading was necessary for homework and good to have.

Textbook sometimes was necessary to reinforce concepts and understand assignments.

The book can be a bit confusing at times but attending discussion is the key to help with this confusion. Attending office hours is also very helpful.

The book can be used as reinforcement

The book gives bad and few examples.

The book is absolutely horrible. It confuses me more and the examples are really unclear. Most of the tutors in the calc lab have said it is terrible and makes the information look so much harder than it actually is.

The book is terrible, but his lecture notes suffice.

The homework is representative of the classwork and what is on the test.

The readings are helpful, especially if you read the chapter before the lecture.

There is not a lot of readings.

This class made me appreciate math a bit more because it was the one subject that did not have me staying up late trying to understand the concepts or finish the homework. Lectures covered everything, the homework could be done and the tests were fair. I couldn't have asked for a better math class.

Very mathy
- We do not do readings only homework problems.
- You need the textbook for sure.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10C - Calculus III (B)
Fall Quarter 2013

Number of Students Enrolled: 274
Number of Evaluations Submitted: 146

1. Your class level is

42 (30.2%): freshman
41 (29.5%): sophomore
45 (32.4%): junior
11 (7.9%): senior
0 (0.0%): graduate
0 (0.0%): extension
7: [No Response]

2. Your reason for taking this class is

92 (66.2%): major
3 (2.2%): minor
41 (29.5%): gen. ed.
1 (0.7%): elective
2 (1.4%): interest
7: [No Response]

3. What grade do you expect in this class?

76 (55.9%): A
45 (33.1%): B
13 (9.6%): C
0 (0.0%): D
0 (0.0%): F
2 (1.5%): P
0 (0.0%): NP
10: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

   32 (23.0%): strongly agree
   66 (47.5%): agree
   23 (16.5%): neither agree nor disagree
   12 (8.6%): disagree
   6 (4.3%): strongly disagree
   0 (0.0%): not applicable
   7: [No Response]

5. Instructor is well prepared for classes.

   33 (23.7%): strongly agree
   70 (50.4%): agree
   25 (18.0%): neither agree nor disagree
   7 (5.0%): disagree
   3 (2.2%): strongly disagree
   1 (0.7%): not applicable
   7: [No Response]

6. Instructor’s speech is clear and audible.

   18 (12.9%): strongly agree
   56 (40.3%): agree
   38 (27.3%): neither agree nor disagree
   17 (12.2%): disagree
   9 (6.5%): strongly disagree
   1 (0.7%): not applicable
   7: [No Response]

7. Instructor explains the course material well.

   14 (10.1%): strongly agree
   49 (35.3%): agree
   36 (25.9%): neither agree nor disagree
   25 (18.0%): disagree
   14 (10.1%): strongly disagree
   1 (0.7%): not applicable
   7: [No Response]

8. Lectures hold your attention.

   14 (10.1%): strongly agree
   41 (29.5%): agree
   43 (30.9%): neither agree nor disagree
   24 (17.3%): disagree
   16 (11.5%): strongly disagree
   1 (0.7%): not applicable
   7: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
9. Instructor’s lecture style facilitates note-taking.

46 (33.3%): strongly agree
49 (35.5%): agree
28 (20.3%): neither agree nor disagree
8 (5.8%): disagree
6 (4.3%): strongly disagree
1 (0.7%): not applicable
8: [No Response]

10. Instructor shows concern for students' learning.

26 (18.7%): strongly agree
57 (41.0%): agree
34 (24.5%): neither agree nor disagree
10 (7.2%): disagree
10 (7.2%): strongly disagree
2 (1.4%): not applicable
7: [No Response]

11. Instructor promotes appropriate questions/discussion.

18 (13.0%): strongly agree
52 (37.7%): agree
45 (32.6%): neither agree nor disagree
12 (8.7%): disagree
8 (5.8%): strongly disagree
3 (2.2%): not applicable
8: [No Response]

12. Instructor is accessible outside of class.

21 (15.2%): strongly agree
61 (44.2%): agree
44 (31.9%): neither agree nor disagree
1 (0.7%): disagree
1 (0.7%): strongly disagree
10 (7.2%): not applicable
8: [No Response]

13. Instructor starts and finishes class on time.

46 (33.1%): strongly agree
62 (44.6%): agree
23 (16.5%): neither agree nor disagree
6 (4.3%): disagree
1 (0.7%): strongly disagree
1 (0.7%): not applicable
7: [No Response]
14. Instructor is effective in promoting academic integrity.

38 (27.3%): strongly agree
65 (46.8%): agree
28 (20.1%): neither agree nor disagree
4 (2.9%): disagree
1 (0.7%): strongly disagree
3 (2.2%): not applicable
7: [No Response]

COURSE MATERIAL MATH 10C

15. The course material is intellectually stimulating.

19 (13.7%): strongly agree
54 (38.8%): agree
41 (29.5%): neither agree nor disagree
20 (14.4%): disagree
4 (2.9%): strongly disagree
1 (0.7%): not applicable
7: [No Response]


39 (28.1%): strongly agree
67 (48.2%): agree
21 (15.1%): neither agree nor disagree
9 (6.5%): disagree
3 (2.2%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

17. Required reading is useful.

22 (15.8%): strongly agree
48 (34.5%): agree
35 (25.2%): neither agree nor disagree
12 (8.6%): disagree
2 (1.4%): strongly disagree
20 (14.4%): not applicable
7: [No Response]

18. This course is difficult relative to others.

20 (14.4%): strongly agree
53 (38.1%): agree
40 (28.8%): neither agree nor disagree
21 (15.1%): disagree
5 (3.6%): strongly disagree
0 (0.0%): not applicable
7: [No Response]
19. Exams are representative of the course material.

53 (38.1%): strongly agree  
51 (36.7%): agree  
20 (14.4%): neither agree nor disagree  
9 (6.5%): disagree  
6 (4.3%): strongly disagree  
0 (0.0%): not applicable  
7: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

22 (16.2%): strongly agree  
59 (43.4%): agree  
26 (19.1%): neither agree nor disagree  
21 (15.4%): disagree  
6 (4.4%): strongly disagree  
2 (1.5%): not applicable  
10: [No Response]

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

5 (3.7%): 0-1  
24 (17.6%): 2-3  
48 (35.3%): 4-5  
28 (20.6%): 6-7  
10 (7.4%): 8-9  
9 (6.6%): 10-11  
2 (1.5%): 12-13  
5 (3.7%): 14-15  
2 (1.5%): 16-17  
0 (0.0%): 18-19  
3 (2.2%): 20 or more  
10: [No Response]

22. How often do you attend this course?

13 (9.4%): Very Rarely  
24 (17.3%): Some of the Time  
102 (73.4%): Most of the Time  
7: [No Response]

23. Do you recommend this course overall?

118 (84.3%): Yes  
22 (15.7%): No  
6: [No Response]

24. Do you recommend this professor overall?

79 (56.4%): Yes  
61 (43.6%): No  
6: [No Response]
25. Instructor Jesus Oliver:

- Although has good command of the material, knows his material, finds it difficult to properly convey it to students in a way that they understand. Although sometimes prompted to explain further, should know that many people in the class do not have a strong background in mathematics or they would be taking the twenty series - thus, his examples must be more detailed.

- At first, he was really nervous at the start of the quarter. Once he got comfortable he was able to clearly explain the material. I preferred his teaching style close to the end of the quarter.

- At first, I thought he was just an alright professor, but after we had a substitute one day, I realized that Jesus is awesome! He goes over concepts a lot which can be a little boring and I don't think that really helps me learn the material overall, but he always does examples. I wish he did MORE examples, but we are usually given just enough to figure out the homework. Good prof.

- Available outside of class and makes content easy to understand, however I felt as though he was limited by the 50 minute time limit and was not able to cover all the points he wanted to at each lesson. Good professor overall.

- enthusiastic. well prepared. talks a little fast sometimes and his handwriting can be hard to read

- Explain material well.

- Explained everything too quickly, hard to grasp concepts
  Did not explain thoroughly, very superficial
  Wrote out every single word on the board; make more use of abbreviations

- Fairly good professor. You can tell he's new to teaching but he genuinely cares about the students and he gets better with every lecture in terms of delivery of the material.

- Good at teaching and provides all steps to a problem. Helpful and writes everything he thinks of on the board. Considerate of the students. Occasionally makes mistakes on the board.

- Good Professor, definitely lacks experience. Not very audible.

- Hard to understand him sometimes but if there's a question about what he says it is always cleared up. He fills the entire class with writing on the board, which is fine but not very interactive as a student and sometimes hard to follow because you're writing but not processing your notes

- Hard to understand, fast pace impossible to understand his writing and cannot keep up with the notes.

- He is a good guy, really good at math.

- He is a good professor but sometimes his explanation of concepts isn't really clear.

- He is a great professor, I would just work on answering student's questions better.

- he is an average math professor didnt really make it interesting or kept my attention i really had to try and stay awake.

- he is fine.
• He is not doing a great job in explaining the course materials. His teaching style is most likely about writing the textbook on the board instead of using his own words to explain the concepts to students. I feel he is not passionate in teaching but just doing his job.

• He offers explanations but doesn't simplify them in terms that would make it easier for students to comprehend.

• He prepares well for the lectures.

• He shows that he understands the material well, but cannot project that to the students. Really conceptual so it doesn't help with the homework or the exams.

• He tries his best to teach the lesson and it really works.

• He writes more notes than an english professor

• He' a little fast in his teaching, but he's clear and know what's he teaching. He always finishes his lectures right on time.

• He's good. makes some mistakes but is better than a lot of the professors i've had

• He's new, but still a great professor. He doesn't really explain his material during lecture. The notes he writes on the board are SO SO SO helpful. Also, homework helps me learn the material solid. Professor Oliver also provides great studying material for the midterms and the final.

• He's very nice professor. His hand writing is poor. You cannot read what he writes on the board. Instead of trying to focus and learn material, you are trying to see what he is writing on the board.

• His accent was never a problem for me. His writing was fairly small, but I also never sat in the front of the lecture hall.

• his words on board are hard to see.

• I found his lectures extremely confusing during the first half of the quarter but after the first midterm his lectures became more concise and organized making it much easier to take relevant notes and study.

• I learned very much from him because he was willing to teach students every single details

• I like his style of teaching. He is good for note taking

• I like how he puts his effort to this class. He is very clear to what he speaks in the class. At first, people may misunderstand about the professor, but if you are serious to study, you will really like this professor. I definitely recommend Jesus Oliver as a good Math professor.

• I like how he teaches - very organized and concise!

• I Professor Oliver, but i have had to seek quite a bit of help from other resources. I understand it is his first year teaching at UCSD and because of that I believe he did a great job, but i did not find his lectures very useful for the most part.

• I understand that you're a new teacher , but this was honestly the worst and most confusing math class iv'e ever taken, whether that be here or another academic institution. None of the lectures truly helped me learn anything, the homework despite having a great TA only proved to further lower my grade and confuse my understanding further. And the practice problems for the midterms did a terrible job of illustrating how the actual midterm course material would be.
• I wish the professor solved more problems in class. Also I felt I was too busy taking notes and couldn't follow along.

• I wished that the lectures were not as dry as they were this quarter. I feel as though if you were to put more energy into the lectures, they would be much better as people would want to go to lectures and pay attention. I also found that the notes could be better as well. I feel as though some of the things you write on the board can be just said, rather than written. In my opinion, if you write less on the board, you would be able to cover a whole lot more examples. In addition, I feel as though if you can just try to spice up the examples and to go off your own notes rather than following the book, that we as students can learn the material better. I feel that you can be a good professor but the dryness of the lectures and the systematic way of following the book is something that won't encourage students to come to the lectures. Everyone wants to hear what you have to say rather than what the book says, and that is why there is such a low attendance rate for the lectures because people don't feel that they are getting more than just the book when they attend the lectures.

• Instructor writes a lot of stuff on the board but doesn't really explain or teach it. Leaves at the end of class trying to catch up and review the book in order for me to try to understand.

• Is new to teaching and you can tell, teaches to the board most of the day and because of this I was able to tell what days were laundry days due to pant changes.

• It was the first year that professor Oliver was teaching so his lectures were sort of disorganized in the first few lectures. But he improved a lot as the course went on and the last couple of classes were actually helpful. His writing is a little messy and he makes a few mistakes in lectures, that could be avoided. However, the tests are super easy and straight from the book so, it's good if you are not a math major.

• It's not that I don't like him... it's just that his lectures come exactly from the book. He even uses the examples the book uses to explain the material. What is the point of going to class then if we can just read the information from the book. This is his first time teaching so maybe he doesn't know exactly what to lecture on without the book but he should make an effort to prepare a lecture that doesn't come from the book no wonder barley anyone goes to class because there is no point. This makes the class boring.

• Jesus is a nice guy, but as a professor I would not recommend him. He does not abbreviate anything at all when writing on the board! He writes out every word and thought that comes to his head so the board is dominated by words rather than numbers and symbols. This made lecture painfully boring and lead to less examples to teach the material. When he wrote so much unnecessary words on the board I felt like he was trying to take up time in his short 50min lecture.

• Jesus was a savior. I learned a lot from his many teachings. He covered many complex problems yet managed to explain them to us in a way that we understood them.

• Just started teaching this year, but is pretty decent for a first time professor. He tends to speed up at parts that are most important, such as details on how to solve different problems, but he has improved over the quarter. Also, he tends to stand in front of material that he had written before while writing new material, making it hard to copy down notes while listening to what he's saying.

• Kind. Willingly answers questions and tries to help students. He gives a lot of details given in the book that are not always necessary. He writes almost everything he says on the board.

• Make mistakes while teaching math concepts. Never look up to see if students have questions. Lectures are exactly the same and just as vague as the math textbook. Should do more specific examples for each math concept.
• making everything very clear and easy to understand
• may be don't just copy all the materials on the board!

New to teaching at UCSD. A little difficult to understand, and notes are sometimes difficult to follow because of poor handwriting and steps skipped during problem solving.

Nice guy. Lectures are good. Writes everything on the board for the benefit of the students, he could be going much faster, but he explains everything to make sure everyone is on the same page.

obviously knows the material however i would recommend that he should stop writing on board and talking at the same time as it is hard to follow the lectures because you have to choose between wriiting notes or listening

Oliver is a good professor, but I don't think he handles questions very well. It was as if he interpreted the student's question as contesting whether he did the problem *correctly* or not instead of *HOW* did he do the problem. For example, if a student asked, "how did you get that answer?" he would look at it for a while, maybe mumble some calculations to himself, and say "just trust me it's right" instead of explaining the *process* which left a lot of students confused. We just wanted to know the steps you took! We trust that it's accurate.

Overall he was a good professor, however sometimes his notes on the board was hard to read.

Overall needs work on lecture notes

poor in explanation of math concepts; more regurgitation of textbook than teaching

Prof. Oliver definitely cares about his students and makes himself accessible for anyone in need. But his teaching style is very erratic and often confusing. It is of no surprise that many students choose not to attend the lectures. His accent may contribute to difficulty understanding his lectures, but at the same time his notes are difficult to follow as well.

Professor Oliver concentrates more on the theoretical concepts and proofs than the steps to solving the practice problems. When the students come to lecture, they expect the professor to explain to them the steps to solving the practice problems for the homework assignments each week, not to reiterate the theorems already stated in the book. I give him an A+ for effort though.

Professor Oliver explains the concepts very well and makes sure that we have very clear notes. However, sometimes he writes out everything that he says, which may not be very necessary, and it gets tiring to write so much notes.

Professor Oliver is a great professor, who, although difficult to understand at times, is great at explaining complex and difficult topics.

Professor Oliver is an alright teacher. He is not an amazing math teacher because his lecture is very dry and not easy to follow in my opinion. His style of teaching is that he assumes that a lot of his students know the basic steps so he does not need to display them on the board. On the other hand his notes and practice questions are relatively easy to follow and are beneficial for the test. Professor Oliver doesn't explain in detail what is happening in the concept we are learning and that would have been helpful in the class if there was more explanation and not skipping of steps.

Professor Oliver is kind and attentive to his students as he takes time to answer questions. The only problem I have with him is that he wastes time writing out everything on the board when he could just use abbreviations. He basically teaches from the book, using the same examples and everything.
• Professor Oliver is very promising. He has shown great improvement over the course of the class. He answers any questions and works at a good pace. His tests are also very fair to what he has taught in class. I would highly recommend him!

• Professor Oliver is very smart and teaches in a style that is easy to grasp and helpful. However, he made mistakes on the board that wouldn't be caught until much later. I understand no one is perfect but it was bothersome at times. He is approachable and relatively kind.

• Sloppy handwriting and a bit confusing at times, but considering it's his first year teaching, he's a good professor. I can see his improvement as the quarter went on.

• Solid teacher. Sometimes skips a few steps in explaining concepts, and occasionally fails to adequately answer a student's question. However, overall nice guy, accessible, and covers all the bases.

• Sometimes he didn't seem to have strong command of the material or class, It was like he was just reading to us from our text book. However overall I understood the material so not a bad professor

• Spends majority of lecture going over one or two examples that are not representative of homework or exams. Talks into the board and mumbles so difficult to understand. Cannot read handwriting. Expects us to know much more than we do already. Goes over the same point over and over. Notes verbatim from the book so they don't elaborate on material.

• Students corrected him often in lecture. I understand it was his first time teaching this course.

• Teaches from the book only.

• Teaches from the book. If I wanted to hear a book talk for 50 minutes I would have bought the audio version online. So pathetic. The TA was so much more responsive

• The accent grows on you. The style of introducing concepts grows on you. I know exactly what to do for Home Work and Tests, so you must know what you are doing.

• The instructor knows his material but just have a difficult time trying to explain it to the students. He basically just rewrites his notes on the board. He does a fair job in teaching the materials to the students.

• The professor is good, but sometimes he is confusing. I imagine it is the first time he is lecturing, he can improve.

• Thick accent.

• This Math10C class is the first lecture class for Professor Oliver. I see potential in his ability for teaching, but at the moment it needs some work. It's VERY hard to follow this professor during lecture. Instead of putting a clear concise example on the board and explaining it in a way that makes it easy for students, he jots down every theorem in the book on the board, then rushes through examples. Taking all these notes (he writes very quickly) discourages actual learning because everyone is rushing to get all the notes on paper. To put into perspective, I've been to all three TA's review sessions and learned more during those classes then I ever did at lecture. Overall Professor Oliver is a great guy, but needs polishing with his lecture skills to become a great Professor.

• Very good lecturer. Explains the material very well.

• well prepared for every lecture
  but i hope professor can have more interaction with students during lecture rather than just keep writing thing on blackboard

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
26. Course MATH 10C:

- Class material wise is rather simple coming out of calculus BC. I don't have complaints about this.
- Easier than 10B
- Easier than 10B!
- Easier than 20c.
- easy class
- Eh, you go to lecture, you do the homework, you do the tests. nothing strenuous.
- Great course not too difficult, you just need to put time into study.
- Hard course especially the material in the beginning. Only very closely connected to what 10B and 10A teaches when introduced to the material in the second midterm.
- Hard material, especially since I self-studied most of it.
- Hard.
- harder than 10A but easier than 10B
- i love math so i'm biased...but i loved the course
- I was expecting this course to be a bit more challenging. Also I expected to learn more multivariable calculus. but overall this course was mostly a review from Calculus 2, Specially if you took it in a semester system college.
- Interesting class.
- Is a fairly difficult class; provided you put in the time and effort you will succeed. Generous amount of help available outside of class, such as mathlab and office hours.
- is good
- It is what it is...
- It's a required course so no comments
- Its a cool class and the info in interesting to learn
- Material was not particularly difficult, especially with prior understanding of 2 dimensional calculus and vectors, the transition to 3D was not hard.
- Math 10C is a difficult course if you don't have a strong grasp on previous Calculus concepts, but is definitely comprehensible if you did well in Calculus B/C or the previous courses of the 10 series.
- Math 10C is about vector geometry, partial derivatives, velocity and acceleration vectors, and optimization. If you have a relatively strong background in Calculus from high school, then the class should be straightforward.
- Math 10C is an alright class. To me more simple, mainly dealing with multi-variable, vectors, and three-dimensional space. The one thing that nerve racked me was the randomness of the
beginning of the class how it started and the snip of review we had to help with the rest of the quarter. The class goes by quickly and studying is required to get good grades on the exams.

- Math 10C is not too hard.
- Math10C is a challenging class, but when it starts to make sense everything begins to flow and increases understanding.
- much easier than Math 10B
- Not a challenging subject, it's straightforward.
- Not easy, not hard.
- Not hard if remember basics from previous courses. Also helps to do the homework before discussion as the TAs more often than not don't give you the answers for the homework problems.
- Not too difficult. Reading the book before lecture and doing the homework makes the course rather easy, and the curve helps you even more.
- Occasionally difficult, but doable.
- Overall a challenging and confusing course, one which i should have dropped immediately after the first lecture.
- overall a subject that i HATEhowever i found it tolerable with this proffesor
- Overall i feel it is a very basic course on multivariable calculus.
- Parts of the material were easy to understand and other parts I struggled with.
- relatively easy to understand calculus
- Requires basic knowledge obtained in MATH 10A and MATH 10B or AP Calculus AB.
- Some topics were hard to understand, but the professor and the TA helped to clarify the materials.
- The content of MATH 10C is suitable for all students who are not majoring in engineering or some higher science majors.
- The course and course materials are generally acceptable.
- The course is difficult but interesting.
- The course is interesting and I learned a lot of calculus.
- The course is only difficult if one doesn't do their homework. The course relatively doable.
- The course is relatively simple but some concepts are ambiguous.
- The course material was somewhat difficult but easier than Math 10B. The book actually made the material more confusing as I found myself often searching topics on YouTube or Google to get a better understanding. Overall, the course was good.
- the course overall is not too difficult once you understand the material
- The course provides adequate material for the time provided. It is intellectually stimulating but very understandable if students practice.
• The first half was pretty difficult, second half is a little more manageable.

• The material is probably doable but the professor makes it difficult.

• The only reason why I was able to do most of the homework and improve my test scores was because I took the OASIS Workshop

• This class is doable, however, the math department at UCSD makes many students fail. I hate the way Math is at UCSD.

• This class is takable.

• This course is fairly easy. Having taken AP Calculus BC in the 11th grade, I was worried that I would not be able to do well in this class since I had forgotten all of my integrals and derivatives. But I was pleasantly surprised when I found out that these are only a small part of the class, and that the main focus was on simple multivariable concepts that only used the simplest of derivatives.

• This course is not too hard and too easy.

• This course is very straightforward. If you have any questions, talking to a TA or the instructor is really HELPFUL.

• Very conceptual compared to Calculus I and II. Although I took Calculus I and II in high school so I'm not sure actually.

• Very easy!

27. Exams/Quizzes/Papers:

• all extremely fair

• Difficult midterm one, too advanced for what he actually taught in the class. Representative and much improved midterm 2.

• Difficult. Wish he would do more practice exams.

• easy as everything he covered in lecture

• Easy tests

• Easy.

• Exams and quizzes are very fair. If you study what he has taught and mentioned carefully in the class, you can do well in this class for sure.

• Exams and quizzes were fair and were indicative of the stuff we have learned in class. Not much to say but to keep the type of tests going since I feel that they show that I understand the material.

• Exams are based on information learned in class.

• Exams are difficult, but are similar to homework and review problems.

• Exams are doable if one does the homework well, and don't have complicated problems. Cheat sheets allowed.
Exams are fair and model questions given in the homework and for review. A sheet of notes is allowed because formulas aren't given.

Exams are fair, but I prefer many small questions to a few big ones.

Exams are fine and homework is really helpful

Exams are mainly the practice/review questions that Oliver gives us and just a few changes to numbers. But the concept is very similar. If you do the review problems and look over the notes you took you will be fine with the test. Only thing is that the test is very long for a 50 minute period so you will feel rush if you like to take more time on test which I do.

Exams are reflective of the homework done for class. There are no surprises and it's pretty fair. As long as people study for the exams, everything should go smoothly.

Exams are the major component for this class.

Exams are very reflective of content learned, with some midterms drawing questions looking similar to problems in the textbook.

Exams covered the material taught in class and the same material is on the homework. with the sheet we are allowed to make for the tests, they aren't particularly difficult.

Exams reflect course material and are fair. The point system is a bit odd, however, the curve makes up for it.

Exams were a little rushed. Most people had to stay the full 50 minutes for each exam and a lot of people complained about not finishing. I had trouble finishing the exams in the allotted time and i aced both 10A and 10B and i am used to finishing math tests a little early.

Exams were pretty hard

Exams were reasonable and not far fetched.

Exams were relatively hard but manageable.

Exams were very simple - correlating directly to class material.

extremelly fair representative of what we learned i class and assigned through HW

Extremely fair to what we are given in class. Homework is a good example of the test. The test also has one more difficult problem which is fair.

fair

Fair if attending lecture and completing the homework. He bases a lot of the problems on the test off of the homework and are similar in material and difficulty, but aren't the same exact problems as given in the homework( or just with the numbers altered).

fine as well.

First exam was way too long for the amount of time. Hardly anyone finished and I definitely didn't have any time to go back to anything. I still go an A on the first exam, but I had to study a lot for it. The second midterm was easier.

First exam wasn't representative of the class, second exam was better.

Four question with multiple parts for midterms.

hard, calls upon extremely old material

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Hard.

• His exams are fair. However, in terms of his first exam, he put 50% of the test on one single topic (PDF & CDF), which we have already covered 4-5 topics. This makes me feel so confused since he did not stress the importance of this topic and just spent 2-3 lectures on this topic. In his second exams, he evenly distributed the points in the different topics.

• His exams are nothing like the homework or review problems. I studied everything and even wrote them on my cheat sheet and the test problems are nothing like what he teaches!!!!

• I had a huge bone to pick regarding the first test. He made one problem that comprised a small portion of the course content worth half of the total points of the test. I felt it was very misrepresented of the course and unfair.

Also, having 3-5 TA's grade tests is absolutely ridiculous. Where one TA would give 7/10 points on a problem, another could give 3/10. It was very random and I felt it gave a massive rift in student grades.

• If you can ace the homework, you can ace the test.

• Not representative of homework or lecture material at all.

• Oliver literally shows you 50% of the test in review session.

• Overall exams are representative of course material.

• Professor Oliver's Exams were fair and reflected the same level of difficulty as the book.

• Representative of what we learn in class and do for homework.

• simple layout, yet challenging

• Since there are many sin and cos problems on the exams it would be nice if you did more examples similar to what we would see on the exams so that we are not completely lost.

• super easy exams.

• The exams are difficult to some degree. Never leave the problem empty because you can get points setting up the problem.

• The exams are hard if one does not go over the review and homework problems given by the professor.

• The exams are quite easy if you understand all of the homework. That said, doing the homework correctly will mean an A in the class.

• The exams were fair. Cheat sheets could make or break your grade.

• The exams were not necessarily hard, however i do not believe the instructor or my TA prepared me at all for the test, i feel as if the teacher included random problems on the exams for the strict reason of either confusing students or lowering the average. The practice problems that we're provided to students to study for the exams (ie the homework problems), in no way shape or form fully prepared students for the exam.

• the exams were quite difficult i had to study a lot

• The exams were somewhat difficult but not necessarily because of the material. I was able to work through all the recommended practice problems only to find a problem on the Exam that was not listed with the recommended practice problems. This is extremely frustrating considering there are over 50+ problems to choose from the recommended problems for the

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
exam, yet Professor Oliver chooses to include one on each exam that was not listed with the problems. This was easily the most frustrating part of the course considering missing one problem accounted for a large chunk of the exam grade.

- The exams were very fair and I felt like I was adequately prepared for them. The review problems that the professor showed us were especially helpful for the exam.
- The first midterm was extremely hard and the average was very low. The second one was not as bad.
- The first midterm was in my opinion way too long for 50 min. It was like 7 pages! The exams should not be that long because we don't have enough time in class. The second midterm was very reasonable it was not too long or short.
- The first midterm was too hard but the second one was not too bad.
- The homework are great to prepare for exams and to ensure our understanding of the material. The exams are good representations of the homework.
- The midterms are really easy if you put the time and effort to study and review the additional problems that the professor gives.
- The practice midterms and exercises in the book prepare you well for the real midterms and finals, but Professor Oliver will every so often give a complex or tricky question in the midterms.
- They are OK, are related to lectures.
- Unrepresentative of lecture material.
- Very easy~
- Very fair

28. Reading [title(s) and comments]:
- -
  - A little.
  - Although chapter readings are not mandatory, they are highly recommended to pass the midterms with an A.
  - Book was decent in explaining the concept and was to the point. I was glad to use it as a supplement to the lectures.
  - Calculus: Single variable and Multivariable
    The explanation of the textbook is clear.
  - Essential, professor doesn't really make lectures interesting so hard to pay attention.
  - Hard.
  - Homework is helpful
  - Hw was very helpful. I'm glad it was mandatory because I probably wouldn't have had the motivation to do it if it were optional like most math classes. It really truly helped my grade.
• I mainly study from the book which helps a lot with the exams as many of the problems are similar to those found in the homework.

• It's recommended to read the textbook before attending lecture, but it's not required. Personally, I found the lectures to be A LOT more helpful than simply reading the book and attending the lecture. The book's way of writing just serves to confuse the students.

• Just read the required textbook and no extra reading materials

• No required reading except for the textbook

• Not much reading unless you need better clarification on the homework problems which usually is needed due to the fact that sometimes Oliver's notes don't cover certain topics that are in the book.

• not that much hw to do.

• Proficient.

• Reading from the book can be a great help filling in the holes left by lecture.

• Reading included reading a math textbook, which is less effective than attending class or tutoring.

• Reading the book helps.

• reading the math book definitely helped i would have done much worse without it

• Single and multivariable calculus. The book is not that helpful in explanations of the material, however provides great examples of what is to be expected on the test.

• The book helped a lot.

• The book is good to refer to.

• The book is really helpful. I like the examples they use because the professor didn't have much examples. Good book, Calculus Single and Multivariable 5th Edition.

• The book, Calculus: Single and Multivariable, is easily the most difficult Calculus book I've used. The explanations are not clear and there are problems with no examples, requiring me to Google these problems in hopes of finding explanations from another book/YouTube/PDF.

• The math book is organized and the homework is appropriate

• the question problems are good but I rely solely on my professor and TA because the explanations don't make sense to me.

• The reading is not always that helpful unless one is reading and studying formulas from the book.

• There is little reading because all is taught in lecture.

• there's no reading?

• Useful.

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
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 20B - Calculus/Science & Engineering (E)
Fall Quarter 2013

Number of Students Enrolled: 192
Number of Evaluations Submitted: 101

1. Your class level is

91 (94.8%): freshman
3 (3.1%): sophomore
1 (1.0%): junior
0 (0.0%): senior
0 (0.0%): graduate
1 (1.0%): extension
5: [No Response]

2. Your reason for taking this class is

73 (76.8%): major
0 (0.0%): minor
21 (22.1%): gen. ed.
1 (1.1%): elective
0 (0.0%): interest
6: [No Response]

3. What grade do you expect in this class?

35 (36.5%): A
45 (46.9%): B
15 (15.6%): C
0 (0.0%): D
1 (1.0%): F
0 (0.0%): P
0 (0.0%): NP
5: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

22 (22.9%): strongly agree
48 (50.0%): agree
13 (13.5%): neither agree nor disagree
9 (9.4%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

5. Instructor is well prepared for classes.

18 (18.9%): strongly agree
54 (56.8%): agree
11 (11.6%): neither agree nor disagree
10 (10.5%): disagree
2 (2.1%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor's speech is clear and audible.

14 (14.6%): strongly agree
41 (42.7%): agree
24 (25.0%): neither agree nor disagree
12 (12.5%): disagree
5 (5.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

7. Instructor explains the course material well.

10 (10.4%): strongly agree
25 (26.0%): agree
26 (27.1%): neither agree nor disagree
24 (25.0%): disagree
11 (11.5%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

8. Lecturers hold your attention.

7 (7.4%): strongly agree
28 (29.5%): agree
31 (32.6%): neither agree nor disagree
20 (21.1%): disagree
9 (9.5%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

26 (27.1%): strongly agree
47 (49.0%): agree
13 (13.5%): neither agree nor disagree
6 (6.3%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

10. Instructor shows concern for students' learning.

11 (11.5%): strongly agree
42 (43.8%): agree
37 (38.5%): neither agree nor disagree
4 (4.2%): disagree
1 (1.0%): strongly disagree
1 (1.0%): not applicable
5: [No Response]

11. Instructor promotes appropriate questions/discussion.

13 (13.5%): strongly agree
41 (42.7%): agree
31 (32.3%): neither agree nor disagree
7 (7.3%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

12. Instructor is accessible outside of class.

15 (15.6%): strongly agree
46 (47.9%): agree
28 (29.2%): neither agree nor disagree
0 (0.0%): disagree
1 (1.0%): strongly disagree
6 (6.3%): not applicable
5: [No Response]

13. Instructor starts and finishes class on time.

22 (22.9%): strongly agree
59 (61.5%): agree
7 (7.3%): neither agree nor disagree
7 (7.3%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
14. Instructor is effective in promoting academic integrity.

24 (25.0%): strongly agree
56 (58.3%): agree
13 (13.5%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
1 (1.0%): not applicable
5: [No Response]

COURSE MATERIAL MATH 20B

15. The course material is intellectually stimulating.

21 (21.9%): strongly agree
47 (49.0%): agree
20 (20.8%): neither agree nor disagree
5 (5.2%): disagree
2 (2.1%): strongly disagree
1 (1.0%): not applicable
5: [No Response]


27 (28.4%): strongly agree
55 (57.9%): agree
7 (7.4%): neither agree nor disagree
5 (5.2%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

17. Required reading is useful.

14 (14.6%): strongly agree
22 (22.9%): agree
23 (24.0%): neither agree nor disagree
5 (5.2%): disagree
3 (3.1%): strongly disagree
29 (30.2%): not applicable
5: [No Response]

18. This course is difficult relative to others.

28 (29.2%): strongly agree
45 (46.9%): agree
17 (17.7%): neither agree nor disagree
2 (2.1%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
19. Exams are representative of the course material.

<table>
<thead>
<tr>
<th>25 (26.0%)</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 (57.3%)</td>
<td>agree</td>
</tr>
<tr>
<td>11 (11.5%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>4 (4.2%)</td>
<td>disagree</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

**GENERAL QUESTIONS**

20. I learned a great deal from this course.

<table>
<thead>
<tr>
<th>14 (15.1%)</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 (45.2%)</td>
<td>agree</td>
</tr>
<tr>
<td>23 (24.7%)</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>7 (7.5%)</td>
<td>disagree</td>
</tr>
<tr>
<td>7 (7.5%)</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>not applicable</td>
</tr>
<tr>
<td>8:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>0 (0.0%)</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 (18.8%)</td>
<td>2-3</td>
</tr>
<tr>
<td>28 (29.2%)</td>
<td>4-5</td>
</tr>
<tr>
<td>21 (21.9%)</td>
<td>6-7</td>
</tr>
<tr>
<td>19 (19.8%)</td>
<td>8-9</td>
</tr>
<tr>
<td>3 (3.1%)</td>
<td>10-11</td>
</tr>
<tr>
<td>2 (2.1%)</td>
<td>12-13</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td>14-15</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td>16-17</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>18-19</td>
</tr>
<tr>
<td>3 (3.1%)</td>
<td>20 or more</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

22. How often do you attend this course?

<table>
<thead>
<tr>
<th>5 (5.2%)</th>
<th>Very Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 (12.5%)</td>
<td>Some of the Time</td>
</tr>
<tr>
<td>79 (82.3%)</td>
<td>Most of the Time</td>
</tr>
<tr>
<td>5:</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

23. Do you recommend this course overall?

| 82 (85.4%) | Yes |
| 14 (14.6%) | No |
| 5:         | [No Response] |

24. Do you recommend this professor overall?

| 47 (49.0%) | Yes |
| 49 (51.0%) | No |
| 5:         | [No Response] |

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Didn't use a microphone, so once we moved to Ledden Auditorium it was difficult to hear him if you were more than 5 rows back.

- Easy to listen to during lectures, but sometimes a bit hard to follow when he gets really into the material. Please don't expect students to know certain concepts as we all come from different backgrounds and may or may not have learned certain materials before.

- Goes fast but explains topics very well. Stops to explain confusing concepts when asked.

- Goes fast, sometimes makes mistakes. Overall good

- Goes pretty quickly through the material but not to where it can't be understood. If you copy everything down and read over the notes and the book you'll understand. The first time through a section is tough though. I thought he was one of the students when we were walking in, pretty cool guy. TAs are good too. And he curves the tests so unless you are really bad you can pass.

- He definitely knows his calculus but the examples he uses in lecture have a tendency to be over complex. Rushes to solutions save time.

- He has a thick accent and talks very fast. He writes unnecessary things on the board which can be distracting from what is important. It is difficult to follow his logic and therefore it is necessary to learn everything from the book or from the calc lab tutors.

- He is a good professor. He speaks at a rate that is easy to understand and take notes off of. Some people have mentioned that he has an accent but personally I can understand everything he says. His knowledge of the course material is more than satisfactory.

- He is a nice guy but obviously pretty new at lecturing/teaching a course and should practice interacting with students more and promoting questions. He moves very fast through the material and often makes small mistakes that students have to correct him on.

- He is a nice professor and is approachable for one-on-one questions after class and his review sessions are helpful. He could be a little more clear in his lectures on how to apply the concepts and theorems in class to the homework assignment problems. A few more examples like that would be helpful.

- He is a very nice teacher, who's clear about the materials of the class. However, he teaches really really fast, and sometimes fail to acknowledge that some students haven't caught up.

- He is an ok professor

- He knows what he is doing but does not explain clearly and goes very fast during lectures so it is hard to pay attention while trying to catch up with his notes.

- He mumbles a lot during lectures. Doesn't really explain concepts in the simplest manner, in other words, makes things sound harder than what they really are. His tests are hard, mostly because he doesn't really prepare you for it. However, he is not the worse professor out there.

- He speaks pretty clearly, but he doesn't exactly explain the material very well. He moves very very very fast, so you have to keep up. He's good for a math professor. Math usually isn't too dependent on the professor though.
• He spends too much time writing literally everything he says. Ex: He will write down "This example is hard but interesting,...etc"
He makes too many mistakes and didn't really try to change that.

• He talks very fast and does not really explain the material. He writes everything on the board and pretty much talks to the board all class.

• He tends to face the board while talking and writing at a rapid pace. He also rushes explanations to questions. However, considering the class is only 50 minutes long for only x amount of weeks, it is a bit hard to go over the required material at a more manageable pace.

• He was very knowledgeable, but would sometimes skip steps in the notes which would confuse students who were not completely paying attention to what he was saying.

• He's a bit unclear at times. Lots and lots of mathematical proof with no real examples.

• He's a decent professor for his first time, though he needs to provide examples that aren't straight from the textbook. He also spend a lot of unnecessary time writing text explanations on the chalkboard, when concise numerical representations would help learning easier. As a professor who spends all of lecture on the chalkboard, he needs to improve his writing so it's legible from a distance.

• He's a good instructor, however he goes a little bit too fast.

• He's an easy-going instructor with curly hair.

• He's smart and knows what he's talking about.

• I believe he is a first year teacher. He basically writes words from the book, word for word, and then repeats them in lecture on the board. All he does is talk to the blackboard and then asks for questions after. Doesn't break the problems down into steps.

• I learned more from reading the book than I did from his lectures. He does not explain the material well and his lectures are too fast to be able to keep up well with them. You can tell he is a new professor.

• I think he is better than some of the other professors, but the course will still be difficult.

• I'm not sure if it was because the course content, but it would have been nice if some of the concepts were explained more in detail before moving on to example problems.

• Is ok

• It's his first year teaching so I'll give him a break, but all he did was write down what he had on his notes. He really didn't "teach" well since he was basically reading from a script. He also doesn't use the microphone. I always want to fall asleep in that class or not even go at all. His lectures really don't help.

• Jesus was hard to understand and to learn from. He messes up his examples a lot, and is always being corrected by students. However, he does care about his students.

• Lectures are mostly based on proofs when examples would probably be more helpful in most cases.

• Makes mistakes occasionally but genuinely concerned for the students' understanding. Clearly understandable and attention-holding.

• Mostly just writes down what he's prepared for class on the board while facing said board, though he does explain thoroughly what he intends to teach, it's still often difficult to

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
understand firsthand. He writes incredibly fast so it's hard to keep up writing while listening, but the class does get by quicker than others.

- Nice teacher and covers the material quickly.
- Nice, helpful during 1 on 1 office hours
  
  His lectures can be very confusing and not helpful
  
  overall a nice teacher
  willing to help and answer
  holds review by himself before the exams
  
  Overall, I felt the Prof. Oliver knew the material very well, and for the most part, was able to explain his lectures with clarity. However, sometimes he would make mistakes in his work, causing confusion amongst the students and resulting in less lecture time. I also wanted to shed light on Prof. Oliver's concerns for his students. For each of his tests, he would use his personal time to hold review sessions - which were extremely helpful in preparing for his tests.
  
  Pretty disorganized, makes mistakes when writing notes on the board and explaining examples which makes things extremely confusing. Not very energetic or attention-grabbing during lecture. TA's turned out to be much more helpful. Curve is pretty generous though.
  
  Prof. Oliver is a good teacher, however everyone always feels like they are still copying down material as he moves on to the next topic. He should give students a second to grasp the concept before moving on. Overall a good teacher though.
  
  Professor Jesus Oliver is a person that has a part in my success in Math 20B. he is always available to help me out during his office hours. i appreciate the time that he has taken to help me out and to clear up the questions i had during his class and homework. the one thing i do suggest is to keep his lecture a bit more organized. i noticed during some of his lectures that he would get himself lost within his notes. more organization will be helpful in understanding the material in lecture. Overall, if he keeps a reasonable pace in teaching the material, he will make the material more understandable to many of his students.
  
  Professor Oliver is a good teacher, and he has certainly grown as an instructor throughout the quarter. He relies less heavily on his pre-written notes now and faces away from the board to address the students and teach to them instead of the board.
  
  Professor Oliver is usually well prepared and ready to take on anyone's questions. His style of teaching promotes note-taking, as he outlines the essential points of each course on the chalkboard. Also, he allows students to point out his mistakes, and he is always eager to answer students' general questions about the material. Some downsides about him are that he tends to write a lot of paragraphs about the material that just take time to copy and that don't always clarify the material. Furthermore, he makes quite a few mistakes, but they are mostly understandable for the speed he teaches. Other than that, he is a good, concise teacher that makes use of every minute of the class, and he does well for being a younger teacher.
  
  Professor Oliver lectures and writes really fast, and it is sometimes hard to keep up. I often have to learn the material first before coming to class to understand what he is talking about. He explains the material and complicated "math talk" for simple concepts, so it is hard to understand what he is saying.
  
  Professor Oliver needs to slow down his pace a little. Most students take notes, and he is explaining things while we try to catch up on taking notes. I would recommend that he allows time to take notes before explaining material and allows more students to participate during lectures. Perhaps he can ask a few questions and try to engage the students in his lectures.
• quick tempo
• Seems new to teaching, mostly copies everything straight from the book and expects you to know the material as he is writing it on the board.
• Sometimes he does speak to the blackboard.
• Sometimes makes errors when lecturing and solving problems. Talks very fast and goes through topics quickly.
• Speaks to the wall. Reads notes. Doesn't explain problems, only proofs.
• Tends to continuously write on the board without really explaining much of what is on it, however if you do end up needing help he can help you one on one.
• Terrible at lecturing. I had to teach the whole course to myself.
• Very helpful during office hours. During lecture, confusing.
• Would not recommend

26. Course MATH 20B:

• A fairly difficult course, but overall it is do-able.
• Calculus could be tedious or not. The supplemental teaching material is odd, but sensible. Overall, it's an okay class.
• Challenging course. Completely different from highschool calculus.
• Concept is sometimes hard to grasp but manageable. Not sure what the point of the supplement is... It seems fairly poorly explained, not because of the instructor, necessarily, but the supplement itself wasn't very helpful.
• Course is hard in general. Lots of concepts to comprehend.
• Definitely take it if you need it
• Fairly challenging, covers a variety of topics.
• Hard!
• I like math.
• If you have taken AP Calc AB and BC before, i recommend it. If not, take it with a good professor.
• interesting course
• Interesting material, very little connection between topics at times
• Is a bit difficult
• It is a bit challenging. It's a lot to go over for only a quarter.
• It is an important course for engineering majors, but it is also a good class to take for people interested in calculus. The concepts can be difficult past the beginning chapters.
• It uses a lot of concepts we have learnt in high school, but applied in different ways. The application of what we know before is what makes this course difficult.

• It's a really hard course

• It's a very hard course indeed. However, it's important for engineering majors.

• It's hard. Unless you have a major that requires it don't take this. It's math what do you expect.

• It's not easy, but with a good teacher, it might not be so bad.

• Math 20B picks up right after the material from AP Calculus AB, with occasional references back to topics from the latter. This course is naturally taught at a fast pace, but it's no problem to those who are good at math or enjoy math. It starts off with a lot of integrals, and different methods of solving them are taught. Inevitably, trig applications fit in there, and there are some polar coordinate applications as well but with integral solutions. Limits also become important for "unsolvable" integrals. All in all, this course is not bad if you're good at math; if not, then it's easy to fall behind, especially with the fast pace.

• Math 20B turned out to be more difficult than what i first expected. When the quarter began, the material that was being taught was review for me from my high school math. however, as the quarter progressed, the material began to get harder and tougher. there were lectures that left me questioning everything about what i learned. i thought that this class was going to be hard to pass. it had me doubting my ability. however, with the help from the professor and going to the resources available, i am able to continue on the path in this class.

• Maybe I am not too good at math but this ended up being difficult for me.

• One of the few math series I didn't enjoy taking because it never really intrigued me. Not your typical math.

• Overall, a very hard class. It's doable if you study a lot. I would never want to take it again, though. It has nothing to do with my intended major.

• Overall, the course was very difficult compared to my previous math courses.

• Polar coordinates are hard. Just read the sections and attend the lectures and you should be fine.

• Pretty tough even with a background in math. You have to be skilled in math or willing to work hard to understand the material if you want to do well. Keep up with the fast pace and do your homework and you should do fine.

• Regardless of the professor, math 20B is difficult in general.

• Solid math course

• Some information is similar to the information learned in high school but is somewhat challenging.

• The course if fair and covers exactly what I expected it to cover.

• The course is challenging but interesting.

• The course is fairly hard and requires studying.

• The course is pretty easy if you do the math homework efficiently and accurately. It is pretty easy if you have a strong background of calculus.
• the course material begins with material already covered in the latter half of AP Calculus AB in high school, and halfway through the quarter the course jumps into new concepts without any room for transition.

• The course was harder than I had expected it to be

• The course's concepts are a bit hard but if you study they're okay.

• The material is very difficult and confusing. Calculus isn't my strongest subject, I am only taking this class because I need it to get a B.S. in Psychology, not because I am going into engineering or the sciences.

• This course is challenging but also not all that difficult. If you have the proper Calculus background, this course will be simple.

• This course seems easy in the beginning, but gets harder in the second part of the quarter.

• this is a challenging class that covers a lot in a little amount of time

• Though some is a repeat of Calculus I, it is still fairly difficult

• too hard to catch up

• Tough course. Even with good high school math foundation.

• Very difficult class, if you don't spend extra time on it, you'll fail.

27. Exams/Quizzes/Papers:

• Are easy if you do the hw well

• Each exam question stands to be a big part of your grade; in that, if you don't know the question or you approach it from a different angle and find that you are unable to solve it, you are basically doomed.

• easy (for me)

• Exams are a fair test of ones understanding of the subject. I would recommend students do all of the practice problems assigned to excel on his tests.

• exams are fair

• Exams are fair and representative of the material

• Exams are fairly challenging. Many of the midterm questions were brand new concepts.

• Exams are pretty straightforward. The only way to practice is to do the practice problems.

• Exams are reflective of the course material and definitely doable. If you go to lecture and do the work, you will receive a passing grade.

• Exams follow course material.

• Exams match the homework and lectures.

• Exams were somewhat tricky, but definitely manageable if you studied and prepared correctly. Study every topic he gives you thoroughly, so that you're ready for whatever he puts on the test.
Exams were very hard in comparison to homework, which was already difficult without the help of going to section

Fair

Fair.

Fair and representative of the class

Forces students to manipulate equations. Sometimes there seems to be less time given than there should be. Gives problems that he might have no gone over.

Go to the review sessions, write a good cheat sheet (the teacher allows for a page of notes on tests), and HOPE TO GOD YOU DO WELL.

hard to get a good grade

He focuses a large part of the exams on material from the review session he holds the night before, which I don't think is really fair. A larger portion of the exam material should come from the homework he assigned or review problems because those are the ones students have actually practiced on and are more familiar with.

In my experience, the exams - two midterms - were fair in applying the methods taught in the course, but were tricky in the variations from the homework problems and class examples. The professor likes to even out the problems, as in, if there's a more difficult or time-consuming problem, the other problems will be simpler to solve. Even though that may seem promising, it's important to know the fundamentals of even the simpler concepts because there's no way to know which ones will be on the test. The tests tend to take up exactly the fifty minutes given, but it's still important to pace each question and not waste a minute.

It felt like there wasn't enough time to complete the questions.

Midterms aren't difficult if you know the materials well. No quizzes.

Not too bad. Good prep is key.

Questions on the exam were all doable with the materials known.

Quizzes aren't bad, usually four problems with sub-parts, and only one of them is a particularly difficult while the others are very straight forward.

Represent the course material.

Representative of lectures and homework.

Second midterm was harder than the first. Exams are challenging but fair.

Study hard and take notes

Tests don't cover all of the material, only certain parts of the listed information to study.

The average was around 67% for both midterms, but the professor does curve it, so that's good. The exams themselves were a bit weird. Some questions were just tricky to wrap your head around and involved some nasty tricks.

The exams are difficult, but they will definitely be all covered by the professor in the review sessions before hand.

The exams are easy and reflective of the homework problems and review problems.
• The exams had material we just went over the week before, which was hard. They were graded a little harshly as well. But other than that, it did reflect other material we had gone over.

• The exams in this class have been tough. Both exams left me in doubt about my skills. However, both exams made me realize that I am able to achieve a lot more than what I have imagined. For these exams, I have to prepare ahead of time so that I can set my mind ready for what to expect. So far, I have been successful in my exams in this class, but it has not been easy. With all the preparation that I gave myself, I have been able to trump.

• The exams were good representations of what was learned in class.

• The exams were mostly reasonable

• The exams were okay.

• The exams were very difficult for me and no quizzes but he gives a generous curve.

• The midterm exams were difficult, but his review sessions did help to prepare for the exam, I just wish they were a little earlier than the night before.

• The review sessions do seem to help in the midterms. The exam questions can also be quite difficult, contributing to the generally very low averages. The biggest problem may be the time constraints, but it would also not be preferable to have to take the midterm at a separate time from the lecture.

• The tests are a lot harder than the homework.

• The tests are very fair and related to course material.

• They're not easy.

• Two midterms and one final.

• We don't have quizzes. The first exam was easy, but the second one was very hard.

• You get a cheat sheet so that makes it so everyone gets at least a passing grade except for the 5 people that just do not care. Not shiesty, straight-forward, if you studied you did well. DO YOUR HOMEWORK! It will bump your grade up a whole letter.

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

• Calculus: Early Transcendentals, Second Edition
  This is a good book and is clear and easy to understand.

• Didn't really read the text, though I should've.

• Early Transcendentals by Rogawski is not a good book if you want to learn the material. They often skip steps so I don't know how they get from one step to another in the examples. A big waste of money, in my opinion.

• Had to self-teach myself by reading the textbook.

• Hard to understand without reading the book

• Homework every week due every Friday by four pm

• I learned more from the book than from my professor, so they're helpful.
• it's a math class
• Math textbook pretty interesting.
• No assigned readings. Homework was long and tough, but pretty helpful in understanding concepts.
• No reading assigned.
• No readings were a part of this mathematics class
• No readings.
• None except the textbook which you kind of have to.
• None that are given but the math book helps a lot since you tend to be confused by the end of lecture.
• Not much reading besides hw
• Not much reading required, more practice
• Read the sections every so often.
• Reading book beforehand helps to understand what is taught in class.
• Reading helps if one doesn't understand in lecture.
• Reading the book helped, but it was not entirely sufficient
• reading the book is helpful
• Sometimes, when i read the textbook, it makes it worse for me than better. however, it never hurts to look at the book when it comes to refresh my memory. Overall, its not the best book in the world, but it is a reference that helps me prepare myself for the exams.
• Textbook is great help.
• the book is not the best
• The book is quite confusing...
• The reading comes from the textbook that has the homework problems. Most of the learning for this class comes from the professor and practicing the concepts through the homework. The required readings don't teach the concepts in depth; they supply the crucial formulas and provide examples and applications for the formulas. For this reason, they are useful in refreshing your memory while doing homework, or as a supplement to the notes, but not in grounding yourself in the concepts.
• The supplement to the course is irritating and does not explain the supplementary material well. The standard course materials are fine.
• The textbook and the supplement is confusing and not helpful.
• The textbook is well written but does not instruct students in solving the more challenging problems, but this is an issue with all math textbooks I have used.

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.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

51 (66.2%): strongly agree
25 (32.5%): agree
1 (1.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

5. Instructor is well prepared for classes.

54 (70.1%): strongly agree
22 (28.6%): agree
1 (1.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor’s speech is clear and audible.

42 (54.5%): strongly agree
31 (40.3%): agree
3 (3.9%): neither agree nor disagree
1 (1.3%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

7. Instructor explains the course material well.

37 (48.1%): strongly agree
36 (46.8%): agree
4 (5.2%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

8. Lectures hold your attention.

31 (40.3%): strongly agree
36 (46.8%): agree
4 (5.2%): neither agree nor disagree
6 (7.8%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]
9. Instructor’s lecture style facilitates note-taking.

46 (59.7%): strongly agree
30 (39.0%): agree
1 (1.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

10. Instructor shows concern for students’ learning.

33 (43.4%): strongly agree
39 (51.3%): agree
3 (3.9%): neither agree nor disagree
1 (1.3%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

11. Instructor promotes appropriate questions/discussion.

33 (42.9%): strongly agree
37 (48.1%): agree
5 (6.5%): neither agree nor disagree
2 (2.6%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

12. Instructor is accessible outside of class.

27 (35.1%): strongly agree
33 (42.9%): agree
14 (18.2%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
3 (3.9%): not applicable
6: [No Response]

13. Instructor starts and finishes class on time.

45 (58.4%): strongly agree
30 (39.0%): agree
2 (2.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]
14. Instructor is effective in promoting academic integrity.

36 (47.4%): strongly agree
32 (42.1%): agree
6 (7.9%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (2.6%): not applicable
7: [No Response]

COURSE MATERIAL MATH 20D

15. The course material is intellectually stimulating.

31 (40.3%): strongly agree
37 (48.1%): agree
6 (7.8%): neither agree nor disagree
2 (2.6%): disagree
1 (1.3%): strongly disagree
0 (0.0%): not applicable
6: [No Response]


31 (40.3%): strongly agree
41 (53.2%): agree
5 (6.5%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

17. Required reading is useful.

19 (24.7%): strongly agree
28 (36.4%): agree
10 (13.0%): neither agree nor disagree
7 (9.1%): disagree
3 (3.9%): strongly disagree
10 (13.0%): not applicable
6: [No Response]

18. This course is difficult relative to others.

16 (20.8%): strongly agree
32 (41.6%): agree
21 (27.3%): neither agree nor disagree
5 (6.5%): disagree
3 (3.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]
19. Exams are representative of the course material.

39 (50.6%): strongly agree
34 (44.2%): agree
4 (5.2%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

30 (40.5%): strongly agree
36 (48.6%): agree
7 (9.5%): neither agree nor disagree
1 (1.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
9: [No Response]

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

1 (1.3%): 0-1
9 (11.7%): 2-3
28 (36.4%): 4-5
18 (23.4%): 6-7
12 (15.6%): 8-9
4 (5.2%): 10-11
2 (2.6%): 12-13
1 (1.3%): 14-15
1 (1.3%): 16-17
0 (0.0%): 18-19
1 (1.3%): 20 or more
6: [No Response]

22. How often do you attend this course?

2 (2.6%): Very Rarely
6 (7.8%): Some of the Time
69 (89.6%): Most of the Time
6: [No Response]

23. Do you recommend this course overall?

74 (93.7%): Yes
5 (6.3%): No
4: [No Response]

24. Do you recommend this professor overall?

78 (98.7%): Yes
1 (1.3%): No
4: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Cool teacher that responds well to student questions.
- Excellent professor, clear and concise. Despite the accent, articulation is beautiful. Exams are representative of the material covered in class. Much more of "application" than theory-- which suits me well (engineering major). Very glad to have had him as a professor.
- Extremely well prepared and patient, he really knows how to teach.
- Gives clear examples that help in addition to the book.
- good
- Good guy. Talks and writes quickly, but he gets through a lot of examples which is very nice.
- Good instructor. Concerned with students' understanding.
- Good lecturer better than the other ones this quarter at least
- Great instructor. Wish he would spend more time doing examples about certain topics.
- Great professor who takes the time to go through the material efficiently.
- Great teacher. He is nice, funny, and can turn a sometimes boring subject into an interesting one. The only problem I have comes at the very beginning of class. This is my first quarter at this college and I have come to realize that the students here are a bunch of disrespectful children that care little for those around them. And that fact mixed with Prof. Oliver's soft voice leads to the first few minutes of class being wasted since I cant hear him over the obnoxious teenagers I'm surrounded by. This is easily overcome by a teacher who is able to command the respect of his students by telling them at a minimum to shut up. If Prof. Oliver started each class with a large increase in his volume more can be accomplished.
- great!
- He has a very clear mind. A very talented instructor.
- He is a great professor, and he teaches well
- He is a great professor. The lecture is excellent and I learned a lot.
- He is clear for the most part, writes down all the steps. Is happy to answer questions
- He is generally a nice guy. He gives well- organized notes on the board, and his lectures are pretty straightforward and very easy to follow.
- He's good if you're good at math.
- I appreciate how Professor Oliver writes everything down on the board.
- I had this professor for 20B and he teaches this class A LOT better than he did math 20B.
- Nice professor. Is not afraid to admit mistakes during class and has somehow turned the hunt for mistakes into something of a game. The way he presents the material makes it easy to understand and easy to follow, which is desperately needed in many parts of math.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.

- Oliver is a great teacher. He will teach you the course material, and he does a good job of it. If you don't understand something, he'll explain it for you.

- Oliver is a math great teacher!

- One of my favorite math professors ever. Very clear and easy to understand the material, and a good balance between derivations and sample problems. Only complaint is sometimes when people asked questions, he seemed to either gloss over the explanation or not quite understand what the student was asking, but that may just be because it was during lecture.

- Overall, he is a good and clear professor. There were times where he did seem to go fast, but later on he slowed down and took the time to answer questions from students. He is also willing to stay after class for clarification.

- Professor is well-prepared for class. Explains material in a clear, concise manner. Does a great job of making sure his students understand the material.

- Professor Oliver is a great professor that clearly understands the class material. He is understanding and answers questions very well, and he does not get frustrated when students ask "dumb" questions. I was able to follow him very easily, and he made the class material very clear.

- Professor Oliver is my favorite math professor I have had at UCSD so far. He clearly presents material in a way that is easy for students to grasp but still challenges them at the same time.

- Professor Oliver is the best math professor that I have had since entering UCSD. His lectures are extremely helpful and he goes through all of the concepts thoroughly. His lecture style is very easy to follow and every new concept is defined and examples are provided. I would definitely recommend him to anyone taking the course due to his obvious great understanding of the topic and his ability to convey his knowledge to his students. He is very helpful when asked questions and provides extremely helpful notes (if you attend class regularly).

- Professor Oliver is very patient and clear when explaining the material and especially answering questions. Plus he has a great accent, lol.

- Professor Oliver was a good instructor. He did make a couple of small mistakes during lecture, but nothing major. I would recommend him to anyone needing to take Math 20D.

- Professor teaches at a fast pace, however he does a good job of teaching the material to the class.

- Professor teaches very straightforward

- super prof. nice and clear

- The professor always has his notes for the section that we go over in lecture that day--he has clear writing and explains the concepts pretty well. He does a lot of example problems which are ultimately what helps me learn the material and do the homework.

- The professor is a funny guy and his passion to teach can be seen each time in lecture

- Very energetic and good examples.

- Very friendly and enthusiastic about course material. Speaks very clearly.

- Very good professor. I had him several quarters ago for 20B, and he has improved dramatically. He is now one of my favorite professors. Explains things clearly, and gives fair tests.
• Very nice professor

26. Course MATH 20D:

• A bit more challenging than the other courses in the Math 20 sequence--it's all just solving differential equations, which can be tricky because there are so many ways to go about solving them. Pretty fun course in my opinion
• Conceptually challenging, but the actual maths involved is easy.
• Course is very time-consuming but is manageable.
• Difficult conceptually, attending class is worthwhile.
• Easy math course.
• Easy to understand for the most part, though some sections require a lot of thinking and perseverance.
• Fun
• good
• Good class!
• Good course
• Helpful discussion sections help clarify what wasn't understood in lectures.
• Inspired me to consider a second major in math.
• Interesting course. Professor makes it easier for us
• Interesting stuff.
• it is hard class but intersting.
• It's a fine course. First couple weeks are interesting, then the rest of the material seems to be filler to make it a full quarter long. Not incredibly difficult though, so that's nice
• Math 20D is definitely one of my more challenging classes, but I was able to understand it more through Professor Oliver's lectures.
• Not the easiest class of the 20 series.. Online homework sucks
• not too hard, not too easy. Just stay on top of your work and you should be fine.
• Ok
• Probably the hardest math class in the 20 series
• Second half is difficult.
• Straight up differential equations. Different ways of solving them, different types of equations. Not much else to say. Definitely an easy class if you know what you're doing.
• The class is very well structured overall. The exams and matlabs and hw are due in timely manners.
• The course is overall very uninteresting and dry. It's a lot of tedious algebra and calculus work without many interesting concepts. If I weren't required to take this class, I wouldn't take it.

• The matlab part seemed really irrelevant

• There was a lot of material presented, and hopefully the information learned will be useful in other classes.

• This course is well set up and the material taught each week seemed appropriate based on previous lessons.

• This is a horrible course.

• This is a relatively difficult course but I believe it has more to do with your prior knowledge from other math classes. Professor Oliver was very good at explaining the material so I understand it pretty well. It can become time consuming when homework and matlab are due in the same week but it is no way overbearing. It is easily manageable with a hectic schedule.

• This was at times challenging, but overall it is the easy course for me this quarter.

• Useful course, too many formulas.

• You probably have to take it.

27. Exams/Quizzes/Papers:

• A little hard.

• Doable and can be done well if homework is done.

• Exams are fair.

• Exams are representative of what the professor goes over in class and assigns for homework. The sheet of notes that is allowed during exams is helpful, especially if you write down the example problems that he did in lecture

• Exams are straightforward and test students' knowledge of material presented in lecture.

• Exams cover the material discussed in class and the homework. They are challenging if you don't do the homework or practice the problems on your own.

• Exams in this class are much easier than the homework. The exams are not difficult, but are very effective in testing our knowledge of the material, rather than problem solving skills. The homework was absurdly difficult at times, and extremely frustrating at others. Small errors would make the entire problem wrong, and there were essentially no hints. Technically there were hints, but they were useless. Overall, I feel that my homework grade is mostly detached from my knowledge of the material.

• Fair

• Fair and useful.

• fair exams

• fair game.

• Fair tests. No complaints
• Fun
• good
• MATLAB quiz, MATLAB assignments, two midterms and one final. Didn't curve any of the midterms.
• Not that easy but not that hard
• Questions are fair
• Rather simple but summarizes what you needed to know.
• Really good
• really good midterms. they represent the material well
• Reasonable.
• Tests were more than fair.
• The exams are extremely reflective of the homework and material gone over in class. If you have a good grasp on the homework than the exams should not be difficult.
• The exams are mainly based homework problems. Fair.
• The exams are only 4 questions, and they are very similar to homework or book questions. If you understand the course material, you'll do well. If you can't get one of the questions, that's a 75% right there. But you should be able to get the questions if you understand the material.
• The exams were very representative of the lecture.
• Two midterms and 1 Final. All exams are fair, but more difficult than the homework problems.
• Very fair
• Very fair.
• Very straightforward. No tricks
• You get a cheat sheet, and the tests are only 4 questions long.

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

• Book was unnecessary for the class since Oliver taught the material well during class.
• Differential Equations (Boyce, Diprima) -- I only used the link to the online text from WileyPLUS, but it wasn't very helpful. Very few example problems in the sections, and even those were a bit hard to follow.
• Exceptionally expensive given the online HW system.
• Fair.
• good
• Good textbook.
• good!

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• I never really used the book, but you need to buy it so you can answer the homework questions online. Why? I don’t know.

• no reading is required but, reading textbook is helpful

• Not as helpful as lecture.

• Not really necessary

• The book can be hard to understand without a grasp of abstract concepts.

• The book is essentially useless compared to Oliver’s lectures, but can be a reference material during homework. It gives many examples with answers, but does not say how to find the answers, making it somewhat useless.

• The book is very difficult to understand and does not explain things clearly. The steps the book shows do not explain much and the presentation is cluttered.

• The book isn’t really something to read

• The book isn’t very helpful or clear when explaining the material, so going to lectures is definitely better. However, I wish I knew ahead of time that the wileyplus subscription came with a copy of the book, so I didn’t end up buying it beforehand.

• The book was clear and easy to follow on most topics.

• The book was confusing. Only ever used it for the practice problems

• There is no reading in the course.

• Very minimal reading in this class

• Wiley is simply too expensive to be a requirement. Consider another online program, one that is possibly cheaper and or better. The wiley homework system is difficult to use, and most importantly, not worth the price.

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.
Course and Instructor Evaluation Summary  
Department of Mathematics  

Oliver, Jesus R  
MATH 20D - Intro/Differential Equations (D)  
Fall Quarter 2014  

Number of Students Enrolled: 191  
Number of Evaluations Submitted: 72  

1. Your class level is  

3 (4.3%): freshman  
54 (77.1%): sophomore  
11 (15.7%):  
2 (2.9%):  
0 (0.0%):  
0 (0.0%):  
2: [No Response]  

2. Your reason for taking this class is  

65 (94.2%): major  
2 (2.9%): minor  
2 (2.9%): gen. ed.  
0 (0.0%): elective  
0 (0.0%): interest  
3: [No Response]  

3. What grade do you expect in this class?  

49 (70.0%): A  
17 (24.3%): B  
2 (2.9%): C  
1 (1.4%): D  
0 (0.0%): F  
0 (0.0%): P  
1 (1.4%): NP  
2: [No Response]  

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

50 (72.5%): strongly agree
16 (23.2%): agree
1 (1.4%): neither agree nor disagree
1 (1.4%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

5. Instructor is well prepared for classes.

52 (75.4%): strongly agree
13 (18.8%): agree
2 (2.9%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

6. Instructor's speech is clear and audible.

48 (69.6%): strongly agree
19 (27.5%): agree
0 (0.0%): neither agree nor disagree
1 (1.4%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

7. Instructor explains the course material well.

44 (63.8%): strongly agree
20 (29.0%): agree
1 (1.4%): neither agree nor disagree
3 (4.3%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

8. Lectures hold your attention.

39 (56.5%): strongly agree
18 (26.1%): agree
8 (11.6%): neither agree nor disagree
2 (2.9%): disagree
2 (2.9%): strongly disagree
0 (0.0%): not applicable
3: [No Response]
9. Instructor’s lecture style facilitates note-taking.

48 (69.6%): strongly agree
16 (23.2%): agree
3 (4.3%): neither agree nor disagree
1 (1.4%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

10. Instructor shows concern for students' learning.

41 (59.4%): strongly agree
22 (31.9%): agree
5 (7.2%): neither agree nor disagree
0 (0.0%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

11. Instructor promotes appropriate questions/discussion.

39 (56.5%): strongly agree
21 (30.4%): agree
5 (7.2%): neither agree nor disagree
2 (2.9%): disagree
1 (1.4%): strongly disagree
1 (1.4%): not applicable
3: [No Response]

12. Instructor is accessible outside of class.

34 (49.3%): strongly agree
22 (31.9%): agree
7 (10.1%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
6 (8.7%): [No Response]

13. Instructor starts and finishes class on time.

43 (62.3%): strongly agree
21 (30.4%): agree
3 (4.3%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]
14. Instructor is effective in promoting academic integrity.

37 (53.6%): strongly agree
23 (33.3%): agree
9 (13.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

COURSE MATERIAL MATH 20D

15. The course material is intellectually stimulating.

32 (46.4%): strongly agree
31 (44.9%): agree
4 (5.8%): neither agree nor disagree
2 (2.9%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]


43 (62.3%): strongly agree
23 (33.3%): agree
1 (1.4%): neither agree nor disagree
1 (1.4%): disagree
1 (1.4%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

17. Required reading is useful.

25 (36.8%): strongly agree
19 (27.9%): agree
11 (16.2%): neither agree nor disagree
2 (2.9%): disagree
1 (1.5%): strongly disagree
10 (14.7%): not applicable
4: [No Response]

18. This course is difficult relative to others.

19 (27.5%): strongly agree
28 (40.6%): agree
18 (26.1%): neither agree nor disagree
4 (5.8%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]
19. Exams are representative of the course material.

46 (66.7%): strongly agree
21 (30.4%): agree
1 (1.4%): neither agree nor disagree
1 (1.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
3: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

33 (50.0%): strongly agree
26 (39.4%): agree
2 (3.0%): neither agree nor disagree
2 (3.0%): disagree
3 (4.5%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

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

1 (1.4%): 0-1
13 (18.8%): 2-3
15 (21.7%): 4-5
18 (26.1%): 6-7
6 (8.7%): 8-9
7 (10.1%): 10-11
4 (5.8%): 12-13
3 (4.3%): 14-15
1 (1.4%): 16-17
0 (0.0%): 18-19
1 (1.4%): 20 or more
3: [No Response]

22. How often do you attend this course?

3 (4.4%): Very Rarely
5 (7.4%): Some of the Time
60 (88.2%): Most of the Time
4: [No Response]

23. Do you recommend this course overall?

63 (87.5%): Yes
9 (12.5%): No

24. Do you recommend this professor overall?

66 (91.7%): Yes
6 (8.3%): No

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- A good professor who teaches the material very well. He explains theorems and shows multiple examples.
- After I failed MATH 20D the first time, Professor Oliver was really able to explain the material more clearly. He made time and checked in a reasonable amount of times for questions. He also applied the material to scenarios outside of our math class, which helped me get a more thorough understanding of the material.
- Amazing professor. Probably the best math professor I’ve had.
- Best math professor I’ve ever had. Cares very much about students learning, and is very effective at teaching concepts that are not at first easy to grasp.
- Clearly audible and goes over material at a comfortable pace. Provides plenty of well-explained examples about the course topics. Probably the best math professor I’ve had so far.
- Excellent professor
- Excellent teacher. Super organized and easy to take notes off of. Excellent time management. Shows proofs of concepts and does example questions + explanations. Fantastic.
- Explains concepts well, speaks in a loud and clear voice. Thoroughly covers example problems and clarifies when necessary.
- Great teacher
- He explained everything very clearly, and I was always able to follow his lectures. Would recommend.
- He is chill and very easy to access.
- He is good and passionate to his lecture
- He’s great at explaining material and easy to learn from!
- He’s usually pretty clear and explains the concepts well. Sometimes his handwriting is a bit messy.
- I really liked the way Professor Oliver organized the class. His lectures were really helpful and the notes he prepared for the class were always useful to look back to while studying for an exam or doing the assigned homework problems.
- I took prof. Oliver for math 20b in the fall of 2013, and he has improved so much! He really teaches the material, and doesn’t just give us formulas.
- Knows the material
- Lectures are not as helpful as other classes.
- Love the way he taught the class and ran the lectures. Would discuss important proofs and theorems which seemed unclear at first but after the first example you would catch on. It was helpful to see it done this way as you could see the proof and then see it put to use in an example. It was very easy to follow along with what he was doing and even if it wasn’t, he was very good at answering questions and clearing it up.
One of the best maths professors I've had at UCSD. He explains complex concepts very clearly and carefully. Seems very understanding and approachable.

Overall, Professor Oliver is an excellent teacher. He explains everything you need to know for the homework in lecture, along with enough examples that you really figure out how use whatever theorem or formula is needed for that section. Then, his exams are quite representative of the homework. I also like that he assigns not only online homework, but also written homework. The main problem with the way he teaches the class is that he tries to cover too much material, meaning that he ends up going way too quickly over everything, and that he usually ends class like a minute late, which doesn't seem like a big deal until it happens every day and you have a class all the way across campus 10 minutes later. If he just covered slightly less material, this wouldn't be such a problem. Also, I think it's completely ridiculous to make the online homework due on Friday instead of Sunday. It's not like there's anyone who has to grade it over the weekend

Professor Oliver is a fantastic professor. He explains the material very well and he always takes time to answer questions. You can tell that he really cares about the students' understanding of the course material.

Professor Oliver is an excellent instructor. He is very punctual; class begins and ends exactly when the time is assigned and he does not waste any time. It is clear he is very well prepared. The notes are very clear and organized (equations are numbered to refer back to, sections are labeled, etc). It is also very clear that he cares about the students' learning. He frequently asks if we are all caught up and understand and clearly answers questions. He promotes participation as well. He also goes the extra mile to ensure that his students know how to complete each step of the process of solving differential equations by taking a moment to review a lesson from a past course that will help us.

Professor Oliver is one of the best professors I have had so far at UCSD. His lectures are structured extremely efficiently wherein he begins with a 'motivation' example and then goes on to explain the concept followed by more examples. He always asks for questions and writes literally everything on the board. His notes are extremely helpful and in my opinion an able substitute for the textbook, thus I never skipped class. And he does it all with a smile. Brilliant professor.

Professor Oliver is one of the best professors I've had thus far. He is straightforward and clear in his lectures, and he answers questions in class very efficiently. He has a great structure to his class, and I think this is why a lot of students still attend his lecture, unlike most math classes that I've been in where students hardly attend lectures anymore.

Professor Oliver promotes learning very well in his lectures. He reviews some concepts that many students have forgotten, for instance partial fraction decomposition, which really helps students focus on learning the new material rather than look back at old material. Furthermore, he makes the abstract concepts relatively straight-forward and doable.

Professor Oliver was always well prepared and had great organization. The usual lecture set up was very helpful (starting motivation/theory then examples) for note taking and understanding the material.

Super clear and efficient! Impressive lecturer.

This guy is super awesome. He teaches the class really well, and he also has a really goofy lovable aspect to him.

Very clear in lectures. Takes questions and poses important questions if none are asked. After very few lectures did I leave confused. The material is presented in such a way that after the lecture and homework, one has a firm grasp on the material.
• Very good at explaining

• Very good professor, actually he's the best math prof I've had at UCSD so far. His lectures clearly and efficiently explain the material, and why certain theorem work etc. but he also does lots of example problems to give students practical experience with how to solve the kinda of problems ha will be in the homework or on tests. I also really appreciated how he would explain exactly what he was doing and why. He never just skimmed over some steps hoping we'd figure it out, he was always very clear with what he did at each step and would reexplain things learned in past courses when necessary.

• Very good teacher. By far the best math teacher I've had at UCSD. Although he just came out of graduate school, he's better than nearly all the other math teachers that teach here. Highly Highly Recommend.

• very helpful and clear
  one of the best math professor I know

• very nice lectures. probably best math teacher ive had. a lot of abstract stuff in lecture, though, that i didn't find helpful on the hw and dont know why we did it. feel like that took away from time we could have had doing more examples

26. Course MATH 20D:

• A necessary course as it opens up a lot of concepts applicable in various fields, well structured. Does require work.

• Class is kinda hard

• Differential equations with some MATLAB

• Differential Equations. Uses a lot of formulas. Relatively easy in comparison to other classes in the Math 20 series.

• Difficult course

• For a course entitled differential equations, it involved surprisingly little differentiation and integration. Still topics that students are expected to know, but they only find themselves in about half of the course topics.

• Fun class, favorite math class because of Professor Oliver.

• Great course.

• I loved the course, but I love anything that involves math, really.

• interesting course

• Interesting subject

• Love this math class one of the most interesting ones. I don't know if it's because the math is interesting or the professor is so good.

• Material is very interesting, however, probably too difficult to try to take if you don't need the class. In my experience, it was not as hard as everyone made it out to be.

• MATH 20D is a challenging course. There are a lot of topics to cover and information to retain. I did not really understand the purpose of the MATLAB assignments. It was not very difficult, but tedious and very time consuming that resulted in a very short and simple quiz. I do not believe
it helped my understanding of the course at all. I appreciate how the homework was on WileyPlus. WileyPlus is convenient with the resources that link to the textbook and all assignments are presented clearly.

- The course is extremely hard
- The course itself is interesting.
- The first half makes sense. The second half took a lot more work.
- This class is hard. The difficulty level starts of easy and all of a sudden spikes up and becomes extremely difficult.
- This class teaches you two things: 1) how computers solve differential equations, and 2) why you really really really want to use a computer to solve differential equations. Overall, I think it's a waste of time.
- This course is fairly easy to grasp, given a great professor who can explain not only the background theories but also example problems.
- Useful and mandatory knowledge for Physics applications and math-based science in general.

27. Exams/Quizzes/Papers:

- Exams are challenging as most math exams are. There are many steps to solving each problem which leaves plenty of room for error. Fortunately, the questions in exams were clearly explained in the course.
- Exams are straightforward. Do the practice problems and you'll be good.
- Exams are very straightforward. No tricks. Challenging, but not impossible. If you consistently understand and can do the homework and practice problem sets, you should be fine on the exams.
- Exams do represent what the professor expects the students to know. Some homework assignments are more difficult than the exam material, but this promotes fully understanding concepts and helps prepare for the exams.
- Exams very representative of what we learned in lecture
- Exams were difficult but fair.
- Exams were fair, but I think exams could be better given a little more time than just 50 minutes.
- Exams were very fair, and very representative of the course material.
- Fair and representative of what is taught in class. He prepares his students effectively to do well on them.
- Fairly straightforward.
- Not too complicated. Midterm exams felt like a survey of my grasp of the past few weeks' knowledge. If I knew the material, the questions themselves were not computationally difficult. If I did not know the material, I was washed.
- Professor Oliver's midterms were extremely fair and similar in level of difficulty to homework problems and problems gone over in class.
• reflective of the problems done in class.
• Relevant to course material, assignments and lecture. The TA's are just a little stingy and harsh with partial credit when it comes to grading.
• Represents lectures and homework material very well
• The exams were difficult.
• The exams were straightforward and definitely doable if you did the homework and went to lecture.
• The tests are very straightforward
• They were all very fair.
• very easy

28. Reading [title(s) and comments]:
• Did not use often, but when I did, it made me regret missing lecture.
• easy read
• I only referred to the textbook through WileyPlus, which was extremely helpful. The physical book was hardly ever touched. Unfortunately, I believe you need to purchase the book in order to obtain a code for the site.
• It's better than most math textbooks I've seen, although there are some instances where it has the wrong answer at the back of the book. The lecture is definitely much more helpful than the textbook, though.
• Lecture was more helpful than the reading material.
• Reading is not really necessary. He covers the material well enough that the reading is not necessary, however it does help in some of the harder sections.
• sucks. confusing. skips steps. difficult to follow.
• Textbook is very helpful, would recommend using again
• The book is alright, it helps sometimes but can be rather confusing.
• The reading did not help me in this class.
• The reading was actually pretty helpful in connecting concepts. I don't often read my textbooks, but I liked to use this one on occasion if I wanted more clarification.
• The readings are hard
• The textbook is relatively useless if students attend to each of Professor Oliver's lectures. It's only useful when doing more problems to practice.

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
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 3C - Precalculus (A)
Summer Session II 2014

Number of Students Enrolled: 19
Number of Evaluations Submitted: 9

1. Your class level is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>sophomore</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>junior</td>
<td>4 (44.4%)</td>
</tr>
<tr>
<td>senior</td>
<td>4 (44.4%)</td>
</tr>
<tr>
<td>graduate</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>extension</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>major</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>minor</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>gen. ed.</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>elective</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>interest</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>1:</td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>B</td>
<td>5 (55.6%)</td>
</tr>
<tr>
<td>C</td>
<td>1 (11.1%)</td>
</tr>
<tr>
<td>D</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>F</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>P</td>
<td>2 (22.2%)</td>
</tr>
<tr>
<td>NP</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

4 (44.4%): strongly agree
5 (55.6%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

5. Instructor is well prepared for classes.

7 (77.8%): strongly agree
2 (22.2%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

6. Instructor's speech is clear and audible.

5 (55.6%): strongly agree
4 (44.4%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

7. Instructor explains the course material well.

6 (66.7%): strongly agree
2 (22.2%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

8. Lectures hold your attention.

5 (55.6%): strongly agree
1 (11.1%): agree
3 (33.3%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable


8 (88.9%): strongly agree
1 (11.1%): agree
0 (0.0%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
10. Instructor shows concern for students' learning.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>neither agree nor disagree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>(88.9%)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

11. Instructor promotes appropriate questions/discussion.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>neither agree nor disagree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(55.6%)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Instructor is accessible outside of class.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>neither agree nor disagree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>(66.7%)</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

13. Instructor starts and finishes class on time.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>neither agree nor disagree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>(88.9%)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>neither agree nor disagree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>(66.7%)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## COURSE MATERIAL MATH 3C

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>44.4%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>5</td>
<td>55.6%</td>
<td>agree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>77.8%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>1</td>
<td>11.1%</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>11.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>55.6%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>agree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.2%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>11.1%</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

19. Exams are representative of the course material.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>66.7%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>22.2%</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>11.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>not applicable</td>
</tr>
</tbody>
</table>
GENERAL QUESTIONS

20. I learned a great deal from this course.

6 (66.7%): strongly agree
2 (22.2%): agree
1 (11.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

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

0 (0.0%): 0-1
1 (11.1%): 2-3
3 (33.3%): 4-5
2 (22.2%): 6-7
0 (0.0%): 8-9
0 (0.0%): 10-11
0 (0.0%): 12-13
0 (0.0%): 14-15
1 (11.1%): 16-17
0 (0.0%): 18-19
2 (22.2%): 20 or more

22. How often do you attend this course?

0 (0.0%): Very Rarely
0 (0.0%): Some of the Time
9 (100.0%): Most of the Time

23. Do you recommend this course overall?

9 (100.0%): Yes
0 (0.0%): No

24. Do you recommend this professor overall?

9 (100.0%): Yes
0 (0.0%): No

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Explains concepts clearly
- Great instructor! I have never actually wanted to sit down and learn anything math related until his class. I feel very prepared for the next class. I greatly appreciate Professor Oliver extending his office hours after he noticed just how much material we would be covering this short summer session. His office hours are super beneficial and he is willing to explain in great detail how to do the work. I love the fact that he writes down every thing important instead of just saying it.
- He is a very good profesor who cares about the student to understand the material.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• He's a great instructor, you actually learn in his class and he's very helpful and great at explaining.

• Oh. My. Gosh. Professor Oliver is the GREATEST math teacher EVER!!!! Math is seriously not an easy subject for me, and he is so incredibly approachable, understanding, and extremely helpful! He increased his OH’s to help more students, and let me tell you those OH’s really REALLY make a huge difference. Going is extremely helpful! Professor Oliver always made sure to take his time in explaining problems to me, ensuring that I was able to keep up and follow along. He goes above and beyond to help himself and the other students understand the course material, not only engaging us in the course material but also encouraging us every step of the way. He never once made me feel like I was asking silly or redundant questions. I seriously recommend Professor Jesus Oliver as a teacher for any math class; he is very enthusiastic about the course material [and that helps the students get excited about the subject matter] and he really cares about the students and their success! If you take his class be sure to go to his office hours, they're so worth it and they're so SO very helpful! I cannot adequately express how much I appreciate all that he has done for all the students and all the help he provides! I am so glad to have had Professor Oliver as a math instructor, he helped rebuild my confidence in myself that I can and will succeed in all the math classes I take and that success is never impossible!

26. Course MATH 3C:

• Good review course

• This class helped me to get prepare for the next following courses.

• This is a very necessary math class, if you are not confident in your math abilities or you are having a difficult time in class... be sure to take advantage of all the office hours, tutoring services, and TA sections and office hours! It makes a world of a difference! X)

• This was the first math class I have taken since 2008 or 2009 I think, and with around five hours of studying after class per day I understand the material. I am glad the first week of the course was a general review to get me back into the swing of things, because I have not dealt with a lot of the material. I really hope MATH 10A builds directly off what I have been taught in this class, if so I'm ready.

27. Exams/Quizzes/Papers:

• Exams reflect the homework directly, as well as the suggest review problems. I do wish we had more than 50 minutes to complete the tests, but I understand the constraints a 5 week course has.

• Fair

• The exams in Professor Oliver's Math 3C course are VERY reasonable! He is not out to trick the students! Pay attention in class, do your homework, and study, study, study! STUDY!!! If you need additional help go to his OHs because it really does make a huge difference!

• The Exams where fair. He took the questions from the homework and study guides.

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

• Book can be a tad confusing at times when showing the work for a problem, but that is easily explained by the professor or the TA.
• Book is unremarkable

• I Read all the chapters that were required and is better to read before the material in order to have a better understanding.

• Reading each chapter before lecture does help but is not necessary. What will really help you is if you make sure to do extra problems on top of any recommended or assigned work. That way you'll really get the concepts down X)

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.
Course and Instructor Evaluation Summary  
Department of Mathematics

Oliver, Jesus R  
MATH 10A - Calculus I (A)  
Summer Session I 2014

Number of Students Enrolled: 45  
Number of Evaluations Submitted: 13

1. Your class level is

2 (15.4%): freshman  
3 (23.1%): sophomore  
3 (23.1%): junior  
5 (38.5%): senior  
0 (0.0%): graduate  
0 (0.0%): extension

2. Your reason for taking this class is

8 (61.5%): major  
0 (0.0%): minor  
4 (30.8%): gen. ed.  
1 (7.7%): elective  
0 (0.0%): interest

3. What grade do you expect in this class?

3 (23.1%): A  
7 (53.8%): B  
1 (7.7%): C  
0 (0.0%): D  
0 (0.0%): F  
2 (15.4%): P  
0 (0.0%): NP

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

5. Instructor is well prepared for classes.

6 (46.2%): strongly agree
5 (38.5%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

6. Instructor's speech is clear and audible.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

7. Instructor explains the course material well.

4 (30.8%): strongly agree
6 (46.2%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

8. Lectures hold your attention.

3 (23.1%): strongly agree
4 (30.8%): agree
4 (30.8%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable


7 (53.8%): strongly agree
4 (30.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
10. Instructor shows concern for students' learning.

4 (30.8%): strongly agree
7 (53.8%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

11. Instructor promotes appropriate questions/discussion.

3 (23.1%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

12. Instructor is accessible outside of class.

3 (23.1%): strongly agree
4 (30.8%): agree
4 (30.8%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

13. Instructor starts and finishes class on time.

3 (23.1%): strongly agree
8 (61.5%): agree
1 (7.7%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

14. Instructor is effective in promoting academic integrity.

3 (23.1%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable
COURSE MATERIAL MATH 10A

15. The course material is intellectually stimulating.

2 (15.4%): strongly agree
3 (23.1%): agree
6 (46.2%): neither agree nor disagree
1 (7.7%): disagree
1 (7.7%): strongly disagree
0 (0.0%): not applicable


4 (30.8%): strongly agree
7 (53.8%): agree
2 (15.4%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

17. Required reading is useful.

2 (15.4%): strongly agree
5 (38.5%): agree
5 (38.5%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (7.7%): not applicable

18. This course is difficult relative to others.

6 (46.2%): strongly agree
3 (23.1%): agree
2 (15.4%): neither agree nor disagree
2 (15.4%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

19. Exams are representative of the course material.

5 (38.5%): strongly agree
6 (46.2%): agree
1 (7.7%): neither agree nor disagree
1 (7.7%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable
GENERAL QUESTIONS

20. I learned a great deal from this course.

3 (23.1%): strongly agree
7 (53.8%): agree
3 (23.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
0 (0.0%): not applicable

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

1 (8.3%): 0-1
0 (0.0%): 2-3
3 (25.0%): 4-5
4 (33.3%): 6-7
2 (16.7%): 8-9
0 (0.0%): 10-11
0 (0.0%): 12-13
1 (8.3%): 14-15
0 (0.0%): 16-17
0 (0.0%): 18-19
1 (8.3%): 20 or more
1: [No Response]

22. How often do you attend this course?

1 (7.7%): Very Rarely
1 (7.7%): Some of the Time
11 (84.6%): Most of the Time

23. Do you recommend this course overall?

9 (69.2%): Yes
4 (30.8%): No

24. Do you recommend this professor overall?

13 (100.0%): Yes
0 (0.0%): No

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Great Prof and great teaching style. He gives good examples and gives us time to understand the concepts clearly.
- He is a great professor and he definitely makes sure his students get all of the material.
- I think he is a good professor. The work load in the summer is crazy hard.
- I'm sure he's a fair guy, I just can't learn math in a high paced environment in a class room. I have to learn it at my own pace with the book.
• Professor Oliver is a great teacher, I have always been really bad at math, and I now feel confident in my math skills while taking his course. He breaks the problems down and breaks the themes down in a way that is understandable to someone who isn't very strong in math. I HIGHLY recommend taking him.

• Very clear and shows proficient knowledge of the material. Explains clearly in a way for students to understand. I learned more with this professor than with any other math instructor so far.

• Wonderful teacher who knew the material. Explains everything in detail with multiple examples.

26. Course MATH 10A:

• Calculus should not be a requirement to graduate. I will not use it at all in my career or life.

• Good start with relearning pre-calculus to dive head on into calculus. Doable.

• I’ve taken this course before and I failed it, but this time around the material seemed easier to understand.

• It's a great introduction to Math because it allows you to relearn material and it allows the students to become solid with all of the material.

• This is class that one should take during the school year. I am personally struggling because it is so fast. It was the class extremely stressful. A

27. Exams/Quizzes/Papers:

• Sucked/Sucked/NA

• Exams were a little difficult but not so hard that it was impossible to solve.

• I like the exam style of this class that doesn't involve calculators, I like this style because I spend more time studying extra problems to get used to doing the problem and understanding why the rules are the way they are. I think this style of exams are good for learning math.

• Representative of the coursework. Cheat sheets useful and exams helpful.

• There test are hard because you basically learn the material the one day and the next you are supposed to completely understand it and do amazing on the midterm. My brain does not work like that so I think the second midterm was really hard.

• They are fair

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

• I didn't do much reading, except for the concepts that I didn't understand completely from the lecture.

• Mainly used for homework but the lectures mainly taught me the material.

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.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10A - Calculus I (B)
Winter Quarter 2014

Number of Students Enrolled: 173
Number of Evaluations Submitted: 109

1. Your class level is

78 (75.0%): freshman
7 (6.7%): sophomore
11 (10.6%): junior
7 (6.7%): senior
0 (0.0%): graduate
1 (1.0%): extension
5: [No Response]

2. Your reason for taking this class is

61 (59.2%): major
4 (3.9%): minor
37 (35.9%): gen. ed.
1 (1.0%): elective
0 (0.0%): interest
6: [No Response]

3. What grade do you expect in this class?

40 (38.5%): A
41 (39.4%): B
15 (14.4%): C
2 (1.9%): D
1 (1.0%): F
5 (4.8%): P
0 (0.0%): NP
5: [No Response]
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

55 (52.9%): strongly agree
38 (36.5%): agree
6 (5.8%): neither agree nor disagree
3 (2.9%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

5. Instructor is well prepared for classes.

58 (56.3%): strongly agree
35 (34.0%): agree
7 (6.8%): neither agree nor disagree
1 (1.0%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor's speech is clear and audible.

48 (46.2%): strongly agree
40 (38.5%): agree
10 (9.6%): neither agree nor disagree
5 (4.8%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

7. Instructor explains the course material well.

42 (40.8%): strongly agree
42 (40.8%): agree
13 (12.6%): neither agree nor disagree
4 (3.9%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

8. Lectures hold your attention.

37 (35.6%): strongly agree
43 (41.3%): agree
15 (14.4%): neither agree nor disagree
8 (7.7%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.

55 (52.9%): strongly agree
38 (36.5%): agree
10 (9.6%): neither agree nor disagree
0 (0.0%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

10. Instructor shows concern for students' learning.

54 (52.4%): strongly agree
40 (38.8%): agree
7 (6.8%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

11. Instructor promotes appropriate questions/discussion.

49 (47.1%): strongly agree
38 (36.5%): agree
14 (13.5%): neither agree nor disagree
0 (0.0%): disagree
2 (1.9%): strongly disagree
1 (1.0%): not applicable
5: [No Response]

12. Instructor is accessible outside of class.

45 (43.7%): strongly agree
40 (38.8%): agree
14 (13.6%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
2 (1.9%): not applicable
6: [No Response]

13. Instructor starts and finishes class on time.

51 (49.0%): strongly agree
44 (42.3%): agree
7 (6.7%): neither agree nor disagree
0 (0.0%): disagree
2 (1.9%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>50 (48.1%)</td>
</tr>
<tr>
<td>Agree</td>
<td>46 (44.2%)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6 (5.8%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>5</td>
</tr>
</tbody>
</table>

**COURSE MATERIAL MATH 10A**

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>27 (26.2%)</td>
</tr>
<tr>
<td>Agree</td>
<td>44 (42.7%)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>19 (18.4%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>5 (4.9%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6 (5.8%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>40 (38.8%)</td>
</tr>
<tr>
<td>Agree</td>
<td>49 (47.6%)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10 (9.7%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4 (3.9%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23 (22.3%)</td>
</tr>
<tr>
<td>Agree</td>
<td>29 (28.2%)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>30 (29.1%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (2.9%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>16 (15.5%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>19 (18.4%)</td>
</tr>
<tr>
<td>Agree</td>
<td>36 (35.0%)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>30 (29.1%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>12 (11.7%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6 (5.8%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>[No Response]</td>
<td>6</td>
</tr>
</tbody>
</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
19. Exams are representative of the course material.

39 (38.2%): strongly agree
43 (42.2%): agree
11 (10.8%): neither agree nor disagree
4 (3.9%): disagree
5 (4.9%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

25 (25.3%): strongly agree
40 (40.4%): agree
25 (25.3%): neither agree nor disagree
6 (6.1%): disagree
1 (1.0%): strongly disagree
2 (2.0%): not applicable
10: [No Response]

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

4 (3.9%): 0-1
27 (26.2%): 2-3
37 (35.9%): 4-5
16 (15.5%): 6-7
9 (8.7%): 8-9
5 (4.9%): 10-11
3 (2.9%): 12-13
1 (1.0%): 14-15
0 (0.0%): 16-17
1 (1.0%): 18-19
0 (0.0%): 20 or more
6: [No Response]

22. How often do you attend this course?

5 (4.9%): Very Rarely
13 (12.6%): Some of the Time
85 (82.5%): Most of the Time
6: [No Response]

23. Do you recommend this course overall?

97 (92.4%): Yes
8 (7.6%): No
4: [No Response]

24. Do you recommend this professor overall?

94 (89.5%): Yes
11 (10.5%): No
4: [No Response]
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Very kind
  - Hard to follow lectures
  - Messy handwriting
  - Tries his best to facilitate note taking
  - Reasonable

- A good professor that takes the time to write everything out and explain things repeatedly so that the students get good notes.

- Always explains everything thoroughly. Extremely nice and understanding. Clear and well planned lectures.

- Awesome professor that gives the best curves!

- Best math teacher i have ever had. Explains everything and makes sure students understand the material.

- Dr. Oliver is very nice and easy to approach. Explains concepts well and is very knowledgeable of Calculus.

- English may not be his first language, but you can still understand him

- Excellent instructor! Matches perfectly with the way I learn. I wish he was teaching the rest of the 10 series. He keeps us engaged by asking relevant questions. Explains well and gives plenty of examples. Definitely forms his classes around what the students need, asks for questions before and after each class. Takes the time to answer questions during class.

- Explanations are very helpful; handwriting on some things could be improved but it is pretty legible overall.

- good

- Good lecturer. Speaks coherently and clearly.

- good professor, HUGE curves on exams

- Good teacher, however should coordinate with TAs better on exams for grading purposes.

- Great Great Professor!

- Great instructor - I like the way he explains the material, and how he starts with an icebreaker.

- Great prof. Can go a little fast through the lectures, but otherwise very good.

- Great professor. Love his humor and his teaching. He explains very well and always asks his students when they seem puzzled. He answers questions in a way so that we understand it.

- great teacher!

- Great Teacher. I don't really enjoy math, but he breaks it down clearly and walks you through each step. Comes very prepared and always has enough examples in class.

- Great, and helpful teacher. Most of the material was explained throughly and not in a confusing manner. Teacher was also very positive and made it fun in lecture.
• hard to understand sometimes and goes through material quickly

• He has an accent so it took me a while to adjust but his overall teaching skills are good and he is a funny man so it made the class a little more bearable.

• He is a great person overall. Very nice, friendly, and cares about the students. I just don't think he's too confident on the material and he isn't great at explaining it. He makes things more complicated than they should be.

• He is a great professor! I will miss him dearly. I hope I have him for my future math classes. He is also a really nice guy and cares about the students.

• He is a great teacher. He made sure everyone understood the material and could apply it. His grading is very fair and his teaching style is very clear. The only comment I have about his teaching is the fact that he used the chalkboard which was hard to see at times. I think he would save time and energy if he used overhead slides or a projector to write down the notes.

• He is a kind professor. He takes the time to answer your questions. As the quarter progressed, I was able to understand his teaching style better.

• He is a very humorous guy who makes sure he gets what needs to be done, done. Sometimes, I feel like he moves too fast but that's because he only has 50 minutes for his lectures. He is a very nice professor who always ensures the class understands before he moves on.

• He is a very nice professor and grades generously, but he focuses too much on the theories and "where things come from". He should teach to the test.

• He is very knowledgable and friendly. Gives off a warm vibe to the class and is very approachable. He is very helpful and encourages asking questions to make everything as clear as possible. I have really enjoyed being in his class and would highly recommend. Great professor.

• He is very nice and passionate about this course. He has the best intentions for his students and is always so helpful.

• He is very sincere and he tries his best to teach us. I appreciate his efforts but I wish he did more examples rather than telling us where the formula's come from etc...

• He shows passion for the course material that he teaches. He is welcoming to questions that are thrown his way.

• He was very clear and related to students well. Much better than my previous calculus teachers (not at UCSD).

• He's a great teacher and really knows his stuff. I learned a lot through his style of teaching and highly recommend people to take his course. He even adds humor to the class which is often absent.

• He's very well-humored and I really like how he periodically asks if there are any questions before moving on. He maintains a comfortable atmosphere in the lecture hall with his light personality. I also like how he podcasts his lectures. I hope he teaches 20A.

• I love him, he is very knowledgeable, easy to understand, and the perfect pace.

• I think Professor Oliver does a good job of showing the steps to each problem and he makes clear how he has gotten the solution to each problem. I do think that some example problems done in class could be a bit more difficult in order to have a reference on how to do both easy and more challenging problems, but overall, I think he does a good job of teaching the section

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Sometimes your writing is illegible.

• Teaches math simply and effectively, glad to have him for a professor

• The beat math teacher I've ever had. I have never had such an easy time following math. It's not that its an easy course or that he's an easy professor, its that he is a great teacher. He is so thorough and easy to follow and willing to help. He does not make students feel dumb like most math teachers. He promotes learning and teaches the class instead of just showing off his math skills which is much appreciated. I am so happy I got his class because it made fulfilling this requirement easy. I would recommend him to anyone and he should teach every math class!

• The professor was pretty nervous during the very first lecture. However, later on in the course, he lectures very well and is very considerate when it comes to making sure students understand. I love how he always makes sure every single one of us understands before moving on. He would never assume that students understand and he is also willing to repeat when students missed something.

• Very clear and approachable professor. Although, he goes over examples in class, but assigns homework problems that aren't similar to what we learned in class. As good as he is, there is a lot of self teaching in this class and that can get tough with such confusing material. The tests are pretty disproportionate to what we learned in class as well. We can study around 8-10 sections per exam, and he will test on about 2 or 3 sections, which is pretty unfair. The curve is nice, which is helpful when the tests are pretty bad.

• very good professor, cares about students

• Very understanding. Teaches at a good pace. Funny commentary.

26. Course MATH 10A:

• - Interesting/ good review for next math courses

• An alright course. No complaints.

• Content was pretty difficult for the easiest of the series, but it's for general ed so nothing you can do about it.

• Covers the general basis of calculus. Is not very difficult and is easy to understand,

• difficult, but im taking the course pass/no pass, so it is not high on my list of priorities

• fair

• good

• Great course. Enjoyed it greatly. Challenging enough but also very understandable thanks to Professor Oliver.

• hard

• hard and fast, especially if you've never taken calculus before

• helpful

• I don't like math so it isn't a course I enjoy.

• I enjoyed the way the class was set up, the examples were extremely helpful, homework was good (except the even problems or problems I had no access to getting the solution too. )
• I feel that Professor Oliver is very passionate about what he's doing but I feel like that book makes calculus more confusing than it needs to be. For example, the product rule can easily be explained as uv' + u'v instead of f(x)g(x)' + f'(x)g(x).

• I have quite enjoyed this course! Calculus used to be one of my least favorite subjects, but my time in this course with Professor Oliver has changed my outlook on Calculus entirely!

• I think it is difficult but not impossible.

• If this is your first exposure to calculus, there will be a little struggle but it is not impossible.

• Interesting math class.

• It is fairly easy if a student took calculus in high school. It's like review.

• It is not a difficult course if you have taken AP calculus in high school.

• It's a really simple course.

• Its slow paced and not too difficult as long as you do the homework

• Math 10A can be hard at times but is not impossible.

• Math 10A is an interesting class because math has always been a little bit of a struggle but this course has given a small amount of hope that I am not as bad at math as I thought I was. Hopefully I can keep understanding the subject throughout 10 series.

• Math 10A is difficult if you have not taken Calculus before, it requires lots of studying and understanding derivatives.

• Math is hard and this course focuses makes it hard to know what to expect.

• Math is not really fun at least not for me but the teacher makes it understandable.

• Math isn't my favorite subject, but I feel that I learned a lot and can apply the material.

• N/A. I only have to take it for a GE. I wouldn't take it otherwise.

• Not a bad class. Easy if you stay on too of everything

• Not challenging I'm just bad at math.

• Overall, the course was not too challenging except for the last couple of sections where the concepts and rules get pretty challenging to grasp.

• The class is manageable. The homework promotes learning and thinking and it helpful for the overall grade.

• The class is pretty easy if you've taken calculus in high school already.

• The course is basic and needed for bio majors.

• The course itself is a good introduction to basic calculus.

• The course itself is very comprehensive and easy to follow.

• The course, in general, is fairly easy to understand.

• The course is great overall and necessary.

• The material isn't that bad and it's manageable

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
This class in a 10 week course is doable but with a lot of diligence and self teaching. It goes pretty quickly and if you are confused on one thing it puts you far, far behind. Not an enjoyable class because you do not have time to really examine the information. The rules/formulas are thrown at you and you are expected to grasp with immediately and implement them on completely different styles of homework and exam questions. It should move at a slightly slower pace, because most of it doesn't stick.

This course is really hard if you cannot spend more time on it than an average class. I really wish there was a better/easier way to get help for timid students. I went to the Calc Lab and office hours a few times, but shied away because they seemed so busy. I also wished there was more homework and maybe even quizzes so the exams wouldn't weigh so heavily on our grades.
I wish I had more time to get used to this class.

This lecture hall was terrible for note taking. The board can only be seen clearly from the center seats in the lecture hall, and the lights above the board actually make the chalk writing more blurry. I don't understand why we still have chalk boards in this age of advanced technology. I would think at a "top rate" university such as this, our math department could better serve their students.

Typical calculus course. Difficult but I have no complaints about the material

Very basic which is good.

Very difficult for me.

What is this. Math for dummies? Really too easy.

27. Exams/Quizzes/Papers:

- Reasonable/ representative of course material

Challenging but fair tests

Difficult. 4 questions total.

Exams can be tough. He sometimes adds things he wont mention for reviews and he tends to make the exams harder than examples he will give, but overall his questions are most of the time pretty fair.

Exams were a bit challenging.

Exams were on point.

fair

Fair and easy. Review sessions are offered and assist students to study for exams. Practice problems are also posted and very applicable to exam.

Fair, Difficult, but mostly fair.

Felt well prepared for exams. Exams are very similar to the homework and practice problems. Professor Oliver is very fair and kind for tests.

good

Got lower grades than what I expected but they were fair. Most of the materials were from his lectures.
• Great exams, very representative of what we learned in class and of the homework. Clear and straight forward.

• Harder than what we review for with the TA's.

• Hardly challenging.

• I wish there had been 1 exam per chapter to break up the information more. Exam 2 was extremely hard and there was a question the professor said he would not ask but then put it on the test, which didn't make sense. For so much information, 4 questions/exam is a little ridiculous. I wish there had been 3 midterms and a final. I wish the tests were more well rounded and encompassed more of what I studied rather than focusing on a couple of sections. Practice exams would have helped immensely.

• Like I said above the tests were doable, but with the curve it made them fair.

• midterm #2 is hard

• Not too hard, very representative of what is being taught.

• representative of course material but difficult

• representative of the homework.

• Some of the questions on the exam weren't what I would expect to be on the exam because they weren't really emphasized on in the homework or in the examples given in lecture. I think the exams would be better if the questions reflected what our homework problems were like.

• Sometimes the exam is not what was reflective of the review problems or study guide making it much more difficult.

• Study and you'll be fine

• TAs not thorough with what is expected in terms of grading exams

• Tests are representative of the course. Found 2nd midterm to be VERY difficult. Appreciate that tests are curved.

• Tests did not completely reflect on the things we have been learning. Difficult graders.

• The exams are simple enough.

• The exams are fair and not extremely hard if you ice the material the teacher gives you access to.

• The exams are ok, the curve really helps

• The exams are reasonable and gives the student the ability to show what they know.

• The exams are reflections of the homework. If the homework is done and lectures are attended, a student has no excuse to get a C or below on the course.

• The exams are relatively easy because the professor informs students exactly what he is going to test us on.

• The exams are representative of the material learned in the course, and the practice problems given to study really helped before the exams.

• The exams are representative of what he teaches in class. the second midterm was harder than the first but that's expected since the material got harder too.
• The Exams are set to correlate what we are learning about in class.

• The exams were fair. If you studied you would do well. I appreciate that there were no trick questions or anything that we should have reviewed but the professor didn't cover in class type of question. They were straight-forward and that is how math should be.

• The exams were harder than the homework assignments.

• The exams were representative of the course material. I feel like the graders were way stricter than the teacher would have been.

• The exams were tricky. I don't think they should only be 4 questions because if one entire question is missed that drops a students' grade by a lot. The exams were strictly based on the course material though.

• The midterms are true to what is taught in class and truly tests if the student has thoroughly mastered the skills taught.

• The midterms were very representative of what we had been doing in class and I always felt really prepared for them!

• The tests are curved so there is a high chance of performing well because they are not too difficult. Plus the teacher goes over what will be covered on the test so studying for them is not too hard. Cheat cheats are also allowed so the tests are not too bad if the student is well prepared.

• The tests are so much harder than anything we did in class or in the homework.

• The two midterms were fair and mostly reflected the homework and practice review problems assigned to us. It might of helped if I read the textbook as well, but it's written pretty unclear.

• There should be periodic quizzes, not just two midterms and a final, because if you happen to have a single bad day or two, there is no hope for a passing grade.

• They are representative of the lectures.

• They're basic and don't involve any calculators. It's extra easy because he allows a full page for the cheat sheet.

• Two midterms and a final exam. The midterms are not too difficult.

• Very fair. No tricks.

• very hard. not same as book questions

• Very reasonable.

• We are not prepared well enough for the midterms/

• Wish there was a study guide.

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

• -

• Calculus: Single & Multivariable, sixth edition, by Deborah Hughes-Hallett

• good

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• herpin and derpin

• Homework is helpful.

• I did not read Hughes-Hallett Calculus Single and Multivariable textbook often due to the confusing wording and example problems not always being helpful for understanding the homework.

• I didn't like the textbook because the examples shown in the textbook are often much easier than the homework problems. The textbook does not do a good job of showing examples of the material in the section that would help us with the homework.

• I don't read the book for much insightful information because it is a difficult book to follow.

• I felt the homework wasn't representative of what we learnt in class, problems that emerged in the homework, especially the last couple of questions in the weekly homework never came out in the exam, the exam problems mirrored those of lecture, but not always of the homework.

• Never read the book but the instructor does a good job at explaining the material.

• No reading, just homework and it's not excessive but helpful.

• no readings required

• Oliver covers a lot of material and goes into depth, book reading is not very necessary. Problems are not too difficult.

• Reading is not required but can be useful when you don't understand the material.

• Reading is not required for this course. N/A

• Reading was necessary for homework and good to have.

• Textbook sometimes was necessary to reinforce concepts and understand assignments.

• The book can be a bit confusing at times but attending discussion is the key to help with this confusion. Attending office hours is also very helpful.

• The book can be used as reinforcement

• The book gives bad and few examples.

• The book is absolutely horrible. It confuses me more and the examples are really unclear. Most of the tutors in the calc lab have said it is terrible and makes the information look so much harder than it actually is.

• The book is terrible, but his lecture notes suffice.

• The homework is representative of the classwork and what is on the test.

• The readings are helpful, especially if you read the chapter before the lecture.

• There is not a lot of readings.

• This class made me appreciate math a bit more because it was the one subject that did not have me staying up late trying to understand the concepts or finish the homework. Lectures covered everything, the homework could be done and the tests were fair. I couldn't have asked for a better math class.

• Very mathy

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• We do not do readings only homework problems.
• You need the textbook for sure.

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.
Course and Instructor Evaluation Summary
Department of Mathematics

Oliver, Jesus R
MATH 10C - Calculus III (B)
Fall Quarter 2013

Number of Students Enrolled: 274
Number of Evaluations Submitted: 146

1. Your class level is

42 (30.2%): freshman
41 (29.5%): sophomore
45 (32.4%): junior
11 (7.9%): senior
0 (0.0%): graduate
0 (0.0%): extension
7: [No Response]

2. Your reason for taking this class is

92 (66.2%): major
3 (2.2%): minor
41 (29.5%): gen. ed.
1 (0.7%): elective
2 (1.4%): interest
7: [No Response]

3. What grade do you expect in this class?

76 (55.9%): A
45 (33.1%): B
13 (9.6%): C
0 (0.0%): D
0 (0.0%): F
2 (1.5%): P
0 (0.0%): NP
10: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

32 (23.0%): strongly agree
66 (47.5%): agree
23 (16.5%): neither agree nor disagree
12 (8.6%): disagree
6 (4.3%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

5. Instructor is well prepared for classes.

33 (23.7%): strongly agree
70 (50.4%): agree
25 (18.0%): neither agree nor disagree
7 (5.0%): disagree
3 (2.2%): strongly disagree
1 (0.7%): not applicable
7: [No Response]

6. Instructor’s speech is clear and audible.

18 (12.9%): strongly agree
56 (40.3%): agree
38 (27.3%): neither agree nor disagree
17 (12.2%): disagree
9 (6.5%): strongly disagree
1 (0.7%): not applicable
7: [No Response]

7. Instructor explains the course material well.

14 (10.1%): strongly agree
49 (35.3%): agree
36 (25.9%): neither agree nor disagree
25 (18.0%): disagree
14 (10.1%): strongly disagree
1 (0.7%): not applicable
7: [No Response]

8. Lectures hold your attention.

14 (10.1%): strongly agree
41 (29.5%): agree
43 (30.9%): neither agree nor disagree
24 (17.3%): disagree
16 (11.5%): strongly disagree
1 (0.7%): not applicable
7: [No Response]
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.

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

46 (33.3%): strongly agree
49 (35.5%): agree
28 (20.3%): neither agree nor disagree
8 (5.8%): disagree
6 (4.3%): strongly disagree
1 (0.7%): not applicable
8: [No Response]

10. Instructor shows concern for students' learning.

26 (18.7%): strongly agree
57 (41.0%): agree
34 (24.5%): neither agree nor disagree
10 (7.2%): disagree
10 (7.2%): strongly disagree
2 (1.4%): not applicable
7: [No Response]

11. Instructor promotes appropriate questions/discussion.

18 (13.0%): strongly agree
52 (37.7%): agree
45 (32.6%): neither agree nor disagree
12 (8.7%): disagree
8 (5.8%): strongly disagree
3 (2.2%): not applicable
8: [No Response]

12. Instructor is accessible outside of class.

21 (15.2%): strongly agree
61 (44.2%): agree
44 (31.9%): neither agree nor disagree
1 (0.7%): disagree
1 (0.7%): strongly disagree
10 (7.2%): not applicable
8: [No Response]

13. Instructor starts and finishes class on time.

46 (33.1%): strongly agree
62 (44.6%): agree
23 (16.5%): neither agree nor disagree
6 (4.3%): disagree
1 (0.7%): strongly disagree
1 (0.7%): not applicable
7: [No Response]
14. Instructor is effective in promoting academic integrity.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.3%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>46.8%</td>
<td>agree</td>
</tr>
<tr>
<td>20.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>2.9%</td>
<td>disagree</td>
</tr>
<tr>
<td>0.7%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2.2%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

15. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.7%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>38.8%</td>
<td>agree</td>
</tr>
<tr>
<td>29.5%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>14.4%</td>
<td>disagree</td>
</tr>
<tr>
<td>2.9%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.7%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.1%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>48.2%</td>
<td>agree</td>
</tr>
<tr>
<td>15.1%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>6.5%</td>
<td>disagree</td>
</tr>
<tr>
<td>2.2%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

17. Required reading is useful.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.8%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>34.5%</td>
<td>agree</td>
</tr>
<tr>
<td>25.2%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>8.6%</td>
<td>disagree</td>
</tr>
<tr>
<td>1.4%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>14.4%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

18. This course is difficult relative to others.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.4%</td>
<td>strongly agree</td>
</tr>
<tr>
<td>38.1%</td>
<td>agree</td>
</tr>
<tr>
<td>28.8%</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>15.1%</td>
<td>disagree</td>
</tr>
<tr>
<td>3.6%</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0.0%</td>
<td>not applicable</td>
</tr>
<tr>
<td>7</td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
19. Exams are representative of the course material.

53 (38.1%): strongly agree
51 (36.7%): agree
20 (14.4%): neither agree nor disagree
9 (6.5%): disagree
6 (4.3%): strongly disagree
0 (0.0%): not applicable
7: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

22 (16.2%): strongly agree
59 (43.4%): agree
26 (19.1%): neither agree nor disagree
21 (15.4%): disagree
6 (4.4%): strongly disagree
2 (1.5%): not applicable
10: [No Response]

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

5 (3.7%): 0-1
24 (17.6%): 2-3
48 (35.3%): 4-5
28 (20.6%): 6-7
10 (7.4%): 8-9
9 (6.6%): 10-11
2 (1.5%): 12-13
5 (3.7%): 14-15
2 (1.5%): 16-17
0 (0.0%): 18-19
3 (2.2%): 20 or more
10: [No Response]

22. How often do you attend this course?

13 (9.4%): Very Rarely
24 (17.3%): Some of the Time
102 (73.4%): Most of the Time
7: [No Response]

23. Do you recommend this course overall?

118 (84.3%): Yes
22 (15.7%): No
6: [No Response]

24. Do you recommend this professor overall?

79 (56.4%): Yes
61 (43.6%): No
6: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
25. Instructor Jesus Oliver:

- Although has good command of the material, knows his material, finds it difficult to properly convey it to students in a way that they understand. Although sometimes prompted to explain further, should know that many people in the class do not have a strong background in mathematics or they would be taking the twenty series - thus, his examples must be more detailed.

- At first, he was really nervous at the start of the quarter. Once he got comfortable he was able to clearly explain the material. I preferred his teaching style close to the end of the quarter.

- At first, I thought he was just an alright professor, but after we had a substitute one day, I realized that Jesus is awesome! He goes over concepts a lot which can be a little boring and I don't think that really helps me learn the material overall, but he always does examples. I wish he did MORE examples, but we are usually given just enough to figure out the homework. Good prof.

- Available outside of class and makes content easy to understand, however I felt as though he was limited by the 50 minute time limit and was not able to cover all the points he wanted to at each lesson. Good professor overall.

- enthusiastic. well prepared. talks a little fast sometimes and his handwriting can be hard to read

- Explain material well.

- Explained everything too quickly, hard to grasp concepts
  Did not explain thoroughly, very superficial
  Wrote out every single word on the board; make more use of abbreviations

- Fairly good professor. You can tell he's new to teaching but he genuinely cares about the students and he gets better with every lecture in terms of delivery of the material.

- Good at teaching and provides all steps to a problem. Helpful and writes everything he thinks of on the board. Considerate of the students. Occasionally makes mistakes on the board.

- Good Professor, definitely lacks experience. Not very audible.

- Hard to understand him sometimes but if there's a question about what he says it is always cleared up. He fills the entire class with writing on the board, which is fine but not very interactive as a student and sometimes hard to follow because you're writing but not processing your notes

- Hard to understand, fast pace impossible to understand his writing and cannot keep up with the notes.

- He is a good guy, really good at math.

- He is a good professor but sometimes his explanation of concepts isn't really clear.

- He is a great professor, I would just work on answering student's questions better.

- he is an average math professor didn't really make it interesting or kept my attention i really had to try and stay awake.

- he is fine.
• He is not doing a great job in explaining the course materials. His teaching style is most likely about writing the textbook on the board instead of using his own words to explain the concepts to students. I feel he is not passionate in teaching but just doing his job.

• He offers explanations but doesn't simplify them in terms that would make it easier for students to comprehend.

• He prepares well for the lectures.

• He shows that he understands the material well, but cannot project that to the students. Really conceptual so it doesn't help with the homework or the exams.

• He tries his best to teach the lesson and it really works.

• He writes more notes than an english professor

• He’ a little fast in his teaching, but he's clear and know what's he teaching. He always finishes his lectures right on time.

• He's good. makes some mistakes but is better than a lot of the professors i've had

• He's new, but still a great professor. He doesn't really explain his material during lecture. The notes he writes on the board are SO SO SO helpful. Also, homework helps me learn the material solid. Professor Oliver also provides great studying material for the midterms and the final.

• He's very nice professor. His hand writing is poor. You cannot read what he writes on the board. Instead of trying to focus and learn material, you are trying to see what he is writing on the board.

• His accent was never a problem for me. His writing was fairly small, but I also never sat in the front of the lecture hall.

• his words on board are hard to see.

• I found his lectures extremely confusing during the first half of the quarter but after the first midterm his lectures became more concise and organized making it much easier to take relevant notes and study.

• I learned very much from him because he was willing to teach students every single details

• I like his style of teaching. He is good for note taking

• I like how he puts his effort to this class. He is very clear to what he speaks in the class. At first, people may misunderstand about the professor, but if you are serious to study, you will really like this professor. I definitely recommend Jesus Oliver as a good Math professor.

• I like how he teaches - very organized and concise!

• I Professor Oliver, but i have had to seek quite a bit of help from other resources. I understand it is his first year teaching at UCSD and because of that I believe he did a great job, but i did not find his lectures very useful for the most part.

• I understand that you're a new teacher , but this was honestly the worst and most confusing math class iv'e ever taken, whether that be here or another academic institution. None of the lectures truly helped me learn anything, the homework despite having a great TA only proved to further lower my grade and confuse my understanding further. And the practice problems for the midterms did a terrible job of illustrating how the actual midterm course material would be.
• I wish the professor solved more problems in class. Also I felt I was too busy taking notes and couldn't follow along.

• I wished that the lectures were not as dry as they were this quarter. I feel as though if you were to put more energy into the lectures, they would be much better as people would want to go to lectures and pay attention. I also found that the notes could be better as well. I feel as though some of the things you write on the board can be just said, rather than written. In my opinion, if you write less on the board, you would be able to cover a whole lot more examples. In addition, I feel as though if you can just try to spice up the examples and to go off your own notes rather than following the book, that we as students can learn the material better. I feel that you can be a good professor but the dryness of the lectures and the systematic way of following the book is something that won't encourage students to come to the lectures. Everyone wants to hear what you have to say rather than what the book says, and that is why there is such a low attendance rate for the lectures because people don't feel that they are getting more than just the book when they attend the lectures.

• Instructor writes a lot of stuff on the board but doesn't really explain or teach it. Leaves at the end of class trying to catch up and review the book in order for me to try to understand.

• Is new to teaching and you can tell, teaches to the board most of the day and because of this I was able to tell what days were laundry days due to pant changes.

• It was the first year that professor Oliver was teaching so his lectures were sort of disorganized in the first few lectures, but he improved a lot as the course went on and the the last couple of classes were actually helpful. His writing is a little messy and he makes a few mistakes in lectures, that could be avoided. However the tests are super easy and straight from the book so, it's good if you are not a math major.

• It's not that I don't like him.... it's just that his lectures come exactly from the book. He even uses the examples the book uses to explain the material. What is the point of going to class then if we can just read the information from the book. This is his first time teaching so maybe he doesn't know exactly what to lecture on without the book but he should make an effort to prepare a lecture that doesn't come from the book no wonder barley anyone goes to class because there is no point. This makes the class boring.

• Jesus is a nice guy, but as a professor I would not recommend him. He does not abbreviate anything at all when writing on the board! He writes out every word and thought that comes to his head so the board is dominated by words rather than numbers and symbols. This made lecture painfully boring and lead to less examples to teach the material. When he wrote so much unnecessary words on the board I felt like he was trying to take up time in his short 50min lecture.

• Jesus was a savior. I learned a lot from his many teachings. He covered many complex problems yet managed to explain them to us in a way that we understood them.

• Just started teaching this year, but is pretty decent for a first time professor. He tends to speed up at parts that are most important, such as details on how to solve different problems, but he has improved over the quarter. Also, he tends to stand in front of material that he had written before while writing new material, making it hard to copy down notes while listening to what he's saying.

• Kind. Willingly answers questions and tries to help students. He gives a lot of details given in the book that are not always necessary. He writes almost everything he says on the board.

• Make mistakes while teaching math concepts. Never look up to see if students have questions. Lectures are exactly the same and just as vague as the math textbook. Should do more specific examples for each math concept.
• making everything very clear and easy to understand

• may be don't just copy all the materials on the board!

• New to teaching at UCSD. A little difficult to understand, and notes are sometimes difficult to follow because of poor handwriting and steps skipped during problem solving.

• Nice guy. Lectures are good. Writes everything on the board for the benefit of the students, he could be going much faster, but he explains everything to make sure everyone is on the same page.

• obviously knows the material however i would recommend that he should stop writing on board and talking at the same time as it is hard to follow the lectures because you have to choose between witting notes or listening

• Oliver is a good professor, but I don't think he handles questions very well. It was as if he interpreted the student's question as contesting whether he did the problem *correctly* or not instead of *HOW* did he do the problem. For example, if a student asked, "how did you get that answer?" he would look at it for a while, maybe mumble some calculations to himself, and say "just trust me it's right" instead of explaining the *process* which left a lot of students confused. We just wanted to know the steps you took! We trust that it's accurate.

• Overall he was a good professor, however sometimes his notes on the board was hard to read.

• Overall needs work on lecture notes

• poor in explanation of math concepts; more regurgitation of textbook than teaching

• Prof. Oliver definitely cares about his students and makes himself accessible for anyone in need. But his teaching style is very erratic and often confusing. It is of no surprise that many students choose not to attend the lectures. His accent may contribute to difficulty understanding his lectures, but at the same time his notes are difficult to follow as well.

• Professor Oliver concentrates more on the theoretical concepts and proofs than the steps to solving the practice problems. When the students come to lecture, they expect the professor to explain to them the steps to solving the practice problems for the homework assignments each week, not to reiterate the theorems already stated in the book. I give him an A+ for effort though.

• Professor Oliver explains the concepts very well and makes sure that we have very clear notes. However, sometimes he writes out everything that he says, which may not be very necessary, and it gets tiring to write so much notes.

• Professor Oliver is a great professor, who, although difficult to understand at times, is great at explaining complex and difficult topics.

• Professor Oliver is an alright teacher. He is not an amazing math teacher because his lecture is very dry and not easy to follow in my opinion. His style of teaching is that he assumes that a lot of his students know the basic steps so he does not need to display them on the board. On the other hand his notes and practice questions are relatively easy to follow and are beneficial for the test. Professor Oliver doesn't explain in detail what is happening in the concept we are learning and that would have been helpful in the class if there was more explanation and not skipping of steps.

• Professor Oliver is kind and attentive to his students as he takes time to answer questions. The only problem I have with him is that he wastes time writing out everything on the board when he could just use abbreviations. He basically teaches from the book, using the same examples and everything.
• Professor Oliver is very promising. He has shown great improvement over the course of the class. He answers any questions and works at a good pace. His tests are also very fair to what he has taught in class. I would highly recommend him!

• Professor Oliver is very smart and teaches in a style that is easy to grasp and helpful. However, he made mistakes on the board that wouldn't be caught until much later. I understand no one is perfect but it was bothersome at times. He is approachable and relatively kind.

• Sloppy handwriting and a bit confusing at times, but considering it's his first year teaching, he's a good professor. I can see his improvement as the quarter went on.

• Solid teacher. Sometimes skips a few steps in explaining concepts, and occasionally fails to adequately answer a student's question. However, overall nice guy, accessible, and covers all the bases.

• Sometimes he didn't seem to have strong command of the material or class, It was like he was just reading to us from our text book. However overall I understood the material so not a bad professor

• Spends majority of lecture going over one or two examples that are not representative of homework or exams. Talks into the board and mumbles so difficult to understand. Cannot read handwriting. Expects us to know much more than we do already. Goes over the same point over and over. Notes verbatim from the book so they don't elaborate on material.

• Students corrected him often in lecture. I understand it was his first time teaching this course.

• Teaches from the book only.

• Teaches from the book. If I wanted to hear a book talk for 50 minutes I would have bought the audio version online. So pathetic. The TA was so much more responsive

• The accent grows on you. The style of introducing concepts grows on you. I know exactly what to do for Home Work and Tests, so you must know what you are doing.

• The instructor knows his material but just have a difficult time trying to explain it to the students. He basically just rewrites his notes on the board. He does a fair job in teaching the materials to the students.

• The professor is good, but sometimes he is confusing. I imagine it is the first time he is lecturing, he can improve.

• Thick accent.

• This Math10C class is the first lecture class for Professor Oliver. I see potential in his ability for teaching, but at the moment it needs some work. It's VERY hard to follow this professor during lecture. Instead of putting a clear concise example on the board and explaining it in a way that makes it easy for students, he jots down every theorem in the book on the board, then rushes through examples. Taking all these notes (he writes very quickly) discourages actual learning because everyone is rushing to get all the notes on paper. To put into perspective, I’ve been to all three TA's review sessions and learned more during those classes than I ever did at lecture. Overall Professor Oliver is a great guy, but needs polishing with his lecture skills to become a great Professor.

• Very good lecturer. Explains the material very well.

• well prepared for every lecture
  but I hope professor can have more interaction with students during lecture rather than just keep writing thing on blackboard

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
26. Course MATH 10C:

- Class material wise is rather simple coming out of calculus BC. I don’t have complaints about this.
- Easier than 10B
- Easier than 10B!
- Easier than 20c.
- Easy class
- Eh, you go to lecture, you do the homework, you do the tests. nothing strenuous.
- Great course not too difficult, you just need to put time into study.
- Hard course especially the material in the beginning. Only very closely connected to what 10B and 10A teaches when introduced to the material in the second midterm.
- Hard material, especially since I self-studied most of it.
- Hard.
- Harder than 10A but easier than 10B
- I love math so I’m biased...but I loved the course
- I was expecting this course to be a bit more challenging. Also I expected to learn more multivariable calculus. but overall this course was mostly a review from Calculus 2, Specially if you took it in a semester system college.
- Interesting class.
- Is a fairly difficult class; provided you put in the time and effort you will succeed. Generous amount of help available outside of class, such as mathlab and office hours.
- Is good
- It is what it is...
- It’s a required course so no comments
- Its a cool class and the info in interesting to learn
- Material was not particularly difficult, especially with prior understanding of 2 dimensional calculus and vectors, the transition to 3D was not hard.
- Math 10C is a difficult course if you don’t have a strong grasp on previous Calculus concepts, but is definitely comprehensible if you did well in Calculus B/C or the previous courses of the 10 series.
- Math 10C is about vector geometry, partial derivatives, velocity and acceleration vectors, and optimization. If you have a relatively strong background in Calculus from high school, then the class should be straightforward.
- Math 10C is an alright class. To me more simple, mainly dealing with multi-variable, vectors, and three-dimensional space. The one thing that nerve racked me was the randomness of the
beginning of the class how it started and the snip of review we had to help with the rest of the quarter. The class goes by quickly and studying is required to get good grades on the exams.

- Math 10C is not too hard.
- Math10C is a challenging class, but when it starts to make sense everything begins to flow and increases understanding.
- much easier than Math 10B
- Not a challenging subject, it's straightforward.
- Not easy, not hard.
- Not hard if remember basics from previous courses. Also helps to do the homework before discussion as the TAs more often than not don't give you the answers for the homework problems.
- Not too difficult. Reading the book before lecture and doing the homework makes the course rather easy, and the curve helps you even more.
- Occasionally difficult, but doable.
- Overall a challenging and confusing course, one which i should have dropped immediately after the first lecture.
- overall a subject that i HATEhowever i found it tolerable with this proffesor
- Overall i feel it is a very basic course on multivariable calculus.
- Parts of the material were easy to understand and other parts I struggled with.
- relatively easy to understand calculus
- Requires basic knowledge obtained in MATH 10A and MATH 10B or AP Calculus AB.
- Some topics were hard to understand, but the professor and the TA helped to clarify the materials.
- The content of MATH 10C is suitable for all students who are not majoring in engineering or some higher science majors.
- The course and course materials are generally acceptable.
- The course is difficult but interesting.
- The course is interesting and I learned a lot of calculus.
- The course is only difficult if one doesn't do their homework. The course relatively doable.
- The course is relatively simple but some concepts are ambiguous.
- The course material was somewhat difficult but easier than Math 10B. The book actually made the material more confusing as I found myself often searching topics on YouTube or Google to get a better understanding. Overall, the course was good.
- the course overall is not too difficult once you understand the material
- The course provides adequate material for the time provided. It is intellectually stimulating but very understandable if students practice.
• The first half was pretty difficult, second half is a little more manageable.
• The material is probably doable but the professor makes it difficult.
• The only reason why I was able to do most of the homework and improve my test scores was because I took the OASIS Workshop
• This class is doable, however, the math department at UCSD makes many students fail. I hate the way Math is at UCSD.
• this class is takable.
• This course is fairly easy. Having taken AP Calculus BC in the 11th grade, I was worried that I would not be able to do well in this class since I had forgotten all of my integrals and derivatives. But I was pleasantly surprised when I found out that these are only a small part of the class, and that the main focus was on simple multivariable concepts that only used the simplest of derivatives.
• This course is not too hard and too easy.
• This course is very straightforward. If you have any questions, talking to a TA or the instructor is really HELPFUL.
• Very conceptual compared to Calculus I and II. Although I took Calculus I and II in high school so I'm not sure actually.
• Very easy!

27. Exams/Quizzes/Papers:
• all extremely fair
• Difficult midterm one, too advanced for what he actually taught in the class. Representative and much improved midterm 2.
• Difficult. Wish he would do more practice exams.
• easy as everything he covered in lecture
• Easy tests
• Easy.
• Exams and quizzes are very fair. If you study what he has taught and mentioned carefully in the class, you can do well in this class for sure.
• Exams and quizzes were fair and were indicative of the stuff we have learned in class. Not much to say but to keep the type of tests going since I feel that they show that I understand the material.
• Exams are based on information learned in class.
• Exams are difficult, but are similar to homework and review problems.
• Exams are doable if one does the homework well, and don't have complicated problems. Cheat sheets allowed.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Exams are fair and model questions given in the homework and for review. A sheet of notes is allowed because formulas aren't given.

• Exams are fair, but I prefer many small questions to a few big ones.

• Exams are fine and homework is really helpful

• Exams are mainly the practice/review questions that Oliver gives us and just a few changes to numbers. But the concept is very similar. If you do the review problems and look over the notes you took you will be fine with the test. Only thing is that the test is very long for a 50 minute period so you will feel rush if you like to take more time on test which I do.

• Exams are reflective of the homework done for class. There are no surprises and it's pretty fair. As long as people study for the exams, everything should go smoothly.

• Exams are the major component for this class.

• Exams are very reflective of content learned, with some midterms drawing questions looking similar to problems in the textbook.

• Exams covered the material taught in class and the same material is on the homework. with the sheet we are allowed to make for the tests, they aren't particularly difficult.

• Exams reflect course material and are fair. The point system is a bit odd, however, the curve makes up for it.

• Exams were a little rushed. Most people had to stay the full 50 minutes for each exam and a lot of people complained about not finishing. I had trouble finishing the exams in the allotted time and i aced both 10A and 10B and i am used to finishing math tests a little early.

• Exams were pretty hard

• Exams were reasonable and not far fetched.

• Exams were relatively hard but manageable.

• exams were very simple - correlating directly to class material.

• extremelly fair representative of what we learned i class and assigned through HW

• Extremely fair to what we are given in class. Homework is a good example of the test. The test also has one more difficult problem which is fair.

• fair

• Fair if attending lecture and completing the homework. He bases a lot of the problems on the test off of the homework and are similar in material and difficulty, but aren't the same exact problems as given in the homework( or just with the numbers altered).

• fine as well.

• First exam was way too long for the amount of time. Hardly anyone finished and I definitely didn't have any time to go back to anything. I still go an A on the first exam, but I had to study a lot for it. The second midterm was easier.

• First exam wasn't representative of the class, second exam was better.

• Four question with multiple parts for midterms.

• hard, calls upon extremely old material

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• Hard.

• His exams are fair. However, in terms of his first exam, he put 50% of the test on one single topic (PDF & CDF), which we have already covered 4-5 topics. This makes me feel so confused since he did not stress the importance of this topic and just spent 2-3 lectures on this topic. In his second exams, he evenly distributed the points in the different topics.

• His exams are nothing like the homework or review problems. I studied everything and even wrote them on my cheat sheet and the test problems are nothing like what he teaches!!!!

• I had a huge bone to pick regarding the first test. He made one problem that comprised a small portion of the course content worth half of the total points of the test. I felt it was very misrepresented of the course and unfair. Also, having 3-5 TA's grade tests is absolutely ridiculous. Where one TA would give 7/10 points on a problem, another could give 3/10. It was very random and I felt it gave a massive rift in student grades.

• If you can ace the homework, you can ace the test.

• Not representative of homework or lecture material at all.

• Oliver literally shows you 50% of the test in review session.

• Overall exams are representative of course material.

• Professor Oliver's Exams were fair and reflected the same level of difficulty as the book.

• Representative of what we learn in class and do for homework.

• Simple layout, yet challenging

• Since there are many sin and cos problems on the exams it would be nice if you did more examples similar to what we would see on the exams so that we are not completely lost.

• Super easy exams.

• The exams are difficult to some degree. Never leave the problem empty because you can get points setting up the problem.

• The exams are hard if one does not go over the review and homework problems given by the professor.

• The exams are quite easy if you understand all of the homework. That said, doing the homework correctly will mean an A in the class.

• The exams were fair. Cheat sheets could make or break your grade.

• The exams were not necessarily hard, however i do not believe the instructor or my TA prepared me at all for the test, i feel as if the teacher included random problems on the exams for the strict reason of either confusing students or lowering the average. The practice problems that we're provided to students to study for the exams (ie the homework problems), in no way shape or form fully prepared students for the exam.

• The exams were quite difficult i had to study a lot

• The exams were somewhat difficult but not necessarily because of the material. I was able to work through all the recommended practice problems only to find a problem on the Exam that was not listed with the recommended practice problems. This is extremely frustrating considering there are over 50+ problems to choose from the recommended problems for the
exam, yet Professor Oliver chooses to include one on each exam that was not listed with the problems. This was easily the most frustrating part of the course considering missing one problem accounted for a large chunk of the exam grade.

- The exams were very fair and I felt like I was adequately prepared for them. The review problems that the professor showed us were especially helpful for the exam.

- The first midterm was extremely hard and the average was very low. The second one was not as bad.

- The first midterm was in my opinion way too long for 50 min. It was like 7 pages! The exams should not be that long because we don't have enough time in class. The second midterm was very reasonable it was not too long or short.

- The first midterm was too hard but the second one was not too bad.

- The homework are great to prepare for exams and to ensure our understanding of the material. The exams are good representations of the homework.

- The midterms are really easy if you put the time and effort to study and review the additional problems that the professor gives.

- The practice midterms and exercises in the book prepare you well for the real midterms and finals, but Professor Oliver will every so often give a complex or tricky question in the midterms.

- They are OK, are related to lectures.

- Unrepresentative of lecture material.

- Very easy~

- Very fair

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

- -

- A little.

- Although chapter readings are not mandatory, they are highly recommended to pass the midterms with an A.

- Book was decent in explaining the concept and was to the point. I was glad to use it as a supplement to the lectures.

- Calculus: Single variable and Multivariable
  The explanation of the textbook is clear.

- Essential, professor doesn't really make lectures interesting so hard to pay attention.

- Hard.

- Homework is helpful

- Hw was very helpful. I'm glad it was mandatory because I probably wouldn't have had the motivation to do it if it were optional like most math classes. It really truly helped my grade.
I mainly study from the book which helps a lot with the exams as many of the problems are similar to those found in the homework.

It's recommended to read the textbook before attending lecture, but it's not required. Personally, I found the lectures to be A LOT more helpful than simply reading the book and attending the lecture. The book's way of writing just serves to confuse the students.

Just read the required textbook and no extra reading materials

No required reading except for the textbook

Not much reading unless you need better clarification on the homework problems which usually is needed due to the fact that sometimes Oliver's notes don't cover certain topics that are in the book.

not that much hw to do.

Proficient.

Reading from the book can be a great help filling in the holes left by lecture.

Reading included reading a math textbook, which is less effective than attending class or tutoring.

Reading the book helps.

reading the math book definitely helped i would have done much worse without it

Single and multivariable calculus. The book is not that helpful in explanations of the material, however provides great examples of what is to be expected on the test.

The book helped a lot.

The book is good to refer to.

The book is really helpful. I like the examples they use because the professor didn't have much examples. Good book, Calculus Single and Multivariable 5th Edition.

The book, Calculus: Single and Multivariable, is easily the most difficult Calculus book I've used. The explanations are not clear and there are problems with no examples, requiring me to Google these problems in hopes of finding explanations from another book/YouTube/PDF.

The math book is organized and the homework is appropriate

the question problems are good but I rely solely on my professor and TA because the explanations don't make sense to me.

The reading is not always that helpful unless one is reading and studying formulas from the book.

There is little reading because all is taught in lecture.

there's no reading?

Useful.

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
The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
### Course and Instructor Evaluation Summary

**Department of Mathematics**

Oliver, Jesus R  
MATH 20B - Calculus/Science & Engineering (E)  
Fall Quarter 2013

**Number of Students Enrolled:** 192  
**Number of Evaluations Submitted:** 101

1. Your class level is

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>94.8%</td>
<td>freshman</td>
</tr>
<tr>
<td>3</td>
<td>3.1%</td>
<td>sophomore</td>
</tr>
<tr>
<td>1</td>
<td>1.0%</td>
<td>junior</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>senior</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>graduate</td>
</tr>
<tr>
<td>1</td>
<td>1.0%</td>
<td>extension</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

2. Your reason for taking this class is

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>76.8%</td>
<td>major</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>minor</td>
</tr>
<tr>
<td>21</td>
<td>22.1%</td>
<td>gen. ed.</td>
</tr>
<tr>
<td>1</td>
<td>1.1%</td>
<td>elective</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>interest</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

3. What grade do you expect in this class?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>36.5%</td>
<td>A</td>
</tr>
<tr>
<td>45</td>
<td>46.9%</td>
<td>B</td>
</tr>
<tr>
<td>15</td>
<td>15.6%</td>
<td>C</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>1.0%</td>
<td>F</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>P</td>
</tr>
<tr>
<td>0</td>
<td>0.0%</td>
<td>NP</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
INSTRUCTOR Jesus Oliver

4. Instructor displays a proficient command of the material.

22 (22.9%): strongly agree
48 (50.0%): agree
13 (13.5%): neither agree nor disagree
9 (9.4%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

5. Instructor is well prepared for classes.

18 (18.9%): strongly agree
54 (56.8%): agree
11 (11.6%): neither agree nor disagree
10 (10.5%): disagree
2 (2.1%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor’s speech is clear and audible.

14 (14.6%): strongly agree
41 (42.7%): agree
24 (25.0%): neither agree nor disagree
12 (12.5%): disagree
5 (5.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

7. Instructor explains the course material well.

10 (10.4%): strongly agree
25 (26.0%): agree
26 (27.1%): neither agree nor disagree
24 (25.0%): disagree
11 (11.5%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

8. Lecturers hold your attention.

7 (7.4%): strongly agree
28 (29.5%): agree
31 (32.6%): neither agree nor disagree
20 (21.1%): disagree
9 (9.5%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
9. Instructor’s lecture style facilitates note-taking.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 (27.1%)</td>
<td></td>
<td>strongly agree</td>
</tr>
<tr>
<td>47 (49.0%)</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>13 (13.5%)</td>
<td></td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>6 (6.3%)</td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>4 (4.2%)</td>
<td></td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td></td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

10. Instructor shows concern for students' learning.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 (11.5%)</td>
<td></td>
<td>strongly agree</td>
</tr>
<tr>
<td>42 (43.8%)</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>37 (38.5%)</td>
<td></td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>4 (4.2%)</td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td></td>
<td>strongly disagree</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td></td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

11. Instructor promotes appropriate questions/discussion.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 (13.5%)</td>
<td></td>
<td>strongly agree</td>
</tr>
<tr>
<td>41 (42.7%)</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>31 (32.3%)</td>
<td></td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>7 (7.3%)</td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>4 (4.2%)</td>
<td></td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td></td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

12. Instructor is accessible outside of class.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 (15.6%)</td>
<td></td>
<td>strongly agree</td>
</tr>
<tr>
<td>46 (47.9%)</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>28 (29.2%)</td>
<td></td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td></td>
<td>strongly disagree</td>
</tr>
<tr>
<td>6 (6.3%)</td>
<td></td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>

13. Instructor starts and finishes class on time.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 (22.9%)</td>
<td></td>
<td>strongly agree</td>
</tr>
<tr>
<td>59 (61.5%)</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>7 (7.3%)</td>
<td></td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>7 (7.3%)</td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>1 (1.0%)</td>
<td></td>
<td>strongly disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td></td>
<td>not applicable</td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td>[No Response]</td>
</tr>
</tbody>
</table>
14. Instructor is effective in promoting academic integrity.

24 (25.0%): strongly agree
56 (58.3%): agree
13 (13.5%): neither agree nor disagree
1 (1.0%): disagree
1 (1.0%): strongly disagree
1 (1.0%): not applicable
5: [No Response]

COURSE MATERIAL MATH 20B

15. The course material is intellectually stimulating.

21 (21.9%): strongly agree
47 (49.0%): agree
20 (20.8%): neither agree nor disagree
5 (5.2%): disagree
2 (2.1%): strongly disagree
1 (1.0%): not applicable
5: [No Response]


27 (28.4%): strongly agree
55 (57.9%): agree
7 (7.4%): neither agree nor disagree
5 (5.3%): disagree
1 (1.1%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

17. Required reading is useful.

14 (14.6%): strongly agree
22 (22.9%): agree
23 (24.0%): neither agree nor disagree
5 (5.2%): disagree
3 (3.1%): strongly disagree
29 (30.2%): not applicable
5: [No Response]

18. This course is difficult relative to others.

28 (29.2%): strongly agree
45 (46.9%): agree
17 (17.7%): neither agree nor disagree
2 (2.1%): disagree
4 (4.2%): strongly disagree
0 (0.0%): not applicable
5: [No Response]
19. Exams are representative of the course material.

25 (26.0%): strongly agree
55 (57.3%): agree
11 (11.5%): neither agree nor disagree
4 (4.2%): disagree
1 (1.0%): strongly disagree
0 (0.0%): not applicable
5: [No Response]

**GENERAL QUESTIONS**

20. I learned a great deal from this course.

14 (15.1%): strongly agree
42 (45.2%): agree
23 (24.7%): neither agree nor disagree
7 (7.5%): disagree
7 (7.5%): strongly disagree
0 (0.0%): not applicable
8: [No Response]

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

0 (0.0%): 0-1
18 (18.8%): 2-3
28 (29.2%): 4-5
21 (21.9%): 6-7
19 (19.8%): 8-9
3 (3.1%): 10-11
2 (2.1%): 12-13
1 (1.0%): 14-15
1 (1.0%): 16-17
0 (0.0%): 18-19
3 (3.1%): 20 or more
5: [No Response]

22. How often do you attend this course?

5 (5.2%): Very Rarely
12 (12.5%): Some of the Time
79 (82.3%): Most of the Time
5: [No Response]

23. Do you recommend this course overall?

82 (85.4%): Yes
14 (14.6%): No
5: [No Response]

24. Do you recommend this professor overall?

47 (49.0%): Yes
49 (51.0%): No
5: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jesus Oliver:

- Didn't use a microphone, so once we moved to Ledden Auditorium it was difficult to hear him if you were more than 5 rows back.

- Easy to listen to during lectures, but sometimes a bit hard to follow when he gets really into the material. Please don't expect students to know certain concepts as we all come from different backgrounds and may or may not have learned certain materials before.

- Goes fast but explains topics very well. Stops to explain confusing concepts when asked.

- Goes fast, sometimes makes mistakes. Overall good.

- Goes pretty quickly through the material but not to where it can't be understood. If you copy everything down and read over the notes and the book you'll understand. The first time through a section is tough though. I thought he was one of the students when we were walking in, pretty cool guy. TAs are good too. And he curves the tests so unless you are really bad you can pass.

- He definitely knows his calculus but the examples he uses in lecture have a tendency to be over complex. Rushes to solutions save time.

- He has a thick accent and talks very fast. He writes unnecessary things on the board which can be distracting from what is important. It is difficult to follow his logic and therefore it is necessary to learn everything from the book or from the calc lab tutors.

- He is a good professor. He speaks at a rate that is easy to understand and take notes off of. Some people have mentioned that he has an accent but personally I can understand everything he says. His knowledge of the course material is more than satisfactory.

- He is a nice guy but obviously pretty new at lecturing/teaching a course and should practice interacting with students more and promoting questions. He moves very fast through the material and often makes small mistakes that students have to correct him on.

- He is a nice professor and is approachable for one-on-one questions after class and his review sessions are helpful. He could be a little more clear in his lectures on how to apply the concepts and theorems in class to the homework assignment problems. A few more examples like that would be helpful.

- He is a very nice teacher, who's clear about the materials of the class. However, he teaches really really fast, and sometimes fail to acknowledge that some students haven't caught up.

- He is an ok professor.

- He knows what he is doing but does not explain clearly and goes very fast during lectures so it is hard to pay attention while trying to catch up with his notes.

- He mumbles a lot during lectures. Doesn't really explain concepts in the simplest manner, in other words, makes things sound harder than what they really are. His tests are hard, mostly because he doesn't really prepare you for it. However, he is not the worse professor out there.

- He speaks pretty clearly, but he doesn't exactly explain the material very well. He moves very very very fast, so you have to keep up. He's good for a math professor. Math usually isn't too dependent on the professor though.
He spends too much time writing literally everything he says. Ex: He will write down "This example is hard but interesting,...etc"
He makes too many mistakes and didn't really try to change that.
He talks very fast and does not really explain the material. He writes everything on the board and pretty much talks to the board all class.
He tends to face the board while talking and writing at a rapid pace. He also rushes explanations to questions. However, considering the class is only 50 minutes long for only x amount of weeks, it is a bit hard to go over the required material at a more manageable pace.
He was very knowledgeable, but would sometimes skip steps in the notes which would confuse students who were not completely paying attention to what he was saying.
He's a bit unclear at times. Lots and lots of mathematical proof with no real examples.
He's a decent professor for his first time, though he needs to provide examples that aren't straight from the textbook. He also spend a lot of unnecessary time writing text explanations on the chalkboard, when concise numerical representations would help learning easier. As a professor who spends all of lecture on the chalkboard, he needs to improve his writing so it's legible from a distance.
He's a good instructor, however he goes a little bit too fast.
He's an easy-going instructor with curly hair.
He's smart and knows what he's talking about.
I believe he is a first year teacher. He basically writes words from the book, word for word, and then repeats them in lecture on the board. All he does is talk to the blackboard and then asks for questions after. Doesn't break the problems down into steps.
I learned more from reading the book than I did from his lectures. He does not explain the material well and his lectures are too fast to be able to keep up well with them. You can tell he is a new professor.
I think he is better than some of the other professors, but the course will still be difficult.
I'm not sure if it was because the course content, but it would have been nice if some of the concepts were explained more in detail before moving on to example problems.
Is ok
It's his first year teaching so I'll give him a break, but all he did was write down what he had on his notes. He really didn't "teach" well since he was basically reading from a script. He also doesn't use the microphone. I always want to fall asleep in that class or not even go at all. His lectures really don't help.
Jesus was hard to understand and to learn from. He messes up his examples a lot, and is always being corrected by students. However, he does care about his students.
Lectures are mostly based on proofs when examples would probably be more helpful in most cases.
Makes mistakes occasionally but genuinely concerned for the students' understanding. Clearly understandable and attention-holding.
Mostly just writes down what he's prepared for class on the board while facing said board, though he does explain thoroughly what he intends to teach, it's still often difficult to
understand firsthand. He writes incredibly fast so it's hard to keep up writing while listening, but the class does get by quicker than others.

- Nice teacher and covers the material quickly.
- Nice, helpful during 1 on 1 office hours

His lectures can be very confusing and not helpful

- overall a nice teacher
  willing to help and answer
  holds review by himself before the exams

- Overall, I felt the Prof. Oliver knew the material very well, and for the most part, was able to explain his lectures with clarity. However, sometimes he would make mistakes in his work, causing confusion amongst the students and resulting in less lecture time. I also wanted to shed light on Prof. Oliver's concerns for his students. For each of his tests, he would use his personal time to hold review sessions- which were extremely helpful in preparing for his tests.

- Pretty disorganized, makes mistakes when writing notes on the board and explaining examples which makes things extremely confusing. Not very energetic or attention-grabbing during lecture. TA's turned out to be much more helpful. Curve is pretty generous though.

- Prof. Oliver is a good teacher, however everyone always feels like they are still copying down material as he moves on to the next topic. He should give students a second to grasp the concept before moving on. Overall a good teacher though.

- Professor Jesus Oliver is a person that has a part in my success in Math 20B. He is always available to help me out during his office hours. I appreciate the time that he has taken to help me out and to clear up the questions I had during his class and homework. The one thing I do suggest is to keep his lecture a bit more organized. I noticed during some of his lectures that he would get himself lost within his notes. More organization will be helpful in understanding the material in lecture. Overall, if he keeps a reasonable pace in teaching the material, he will make the material more understandable to many of his students.

- Professor Oliver is a good teacher, and he has certainly grown as an instructor throughout the quarter. He relies less heavily on his pre-written notes now and faces away from the board to address the students and teach to them instead of the board.

- Professor Oliver is usually well prepared and ready to take on anyone's questions. His style of teaching promotes note-taking, as he outlines the essential points of each course on the chalkboard. Also, he allows students to point out his mistakes, and he is always eager to answer students' general questions about the material. Some downsides about him are that he tends to write a lot of paragraphs about the material that just take time to copy and that don't always clarify the material. Furthermore, he makes quite a few mistakes, but they are mostly understandable for the speed he teaches. Other than that, he is a good, concise teacher that makes use of every minute of the class, and he does well for being a younger teacher.

- Professor Oliver lectures and writes really fast, and it is sometimes hard to keep up. I often have to learn the material first before coming to class to understand what he is talking about. He explains the material and complicated "math talk" for simple concepts, so it is hard to understand what he is saying.

- Professor Oliver needs to slow down his pace a little. Most students take notes, and he is explaining things while we try to catch up on taking notes. I would recommend that he allows time to take notes before explaining material and allows more students to participate during lectures. Perhaps he can ask a few questions and try to engage the students in his lectures.
• quick tempo

• Seems new to teaching, mostly copies everything straight from the book and expects you to know the material as he is writing it on the board.

• Sometimes he does speak to the blackboard.

• Sometimes makes errors when lecturing and solving problems. Talks very fast and goes through topics quickly.

• Speaks to the wall. Reads notes. Doesn't explain problems, only proofs.

• Tends to continuously write on the board without really explaining much of what is on it, however if you do end up needing help he can help you one on one.

• Terrible at lecturing. I had to teach the whole course to myself.

• Very helpful during office hours. During lecture, confusing.

• Would not recommend

26. Course MATH 20B:

• A fairly difficult course, but overall it is do-able.

• Calculus could be tedious or not. The supplemental teaching material is odd, but sensible. Overall, it's an okay class.

• Challenging course. Completely different from highschool calculus.

• Concept is sometimes hard to grasp but manageable. Not sure what the point of the supplement is... It seems fairly poorly explained, not because of the instructor, necessarily, but the supplement itself wasn't very helpful.

• Course is hard in general. Lots of concepts to comprehend.

• Definitely take it if you need it

• Fairly challenging, covers a variety of topics.

• Hard!

• I like math.

• If you have taken AP Calc AB and BC before, i recommend it. If not, take it with a good professor.

• interesting course

• Interesting material, very little connection between topics at times

• Is a bit difficult

• It is a bit challenging. It's a lot to go over for only a quarter.

• It is an important course for engineering majors, but it is also a good class to take for people interested in calculus. The concepts can be difficult past the beginning chapters.
• It uses a lot of concepts we have learnt in high school, but applied in different ways. The application of what we know before is what makes this course difficult.

• It's a really hard course

• It's a very hard course indeed. However, it's important for engineering majors.

• It's hard. Unless you have a major that requires it don't take this. It's math what do you expect.

• It's not easy, but with a good teacher, it might not be so bad.

• Math 20B picks up right after the material from AP Calculus AB, with occasional references back to topics from the latter. This course is naturally taught at a fast pace, but it's no problem to those who are good at math or enjoy math. It starts off with a lot of integrals, and different methods of solving them are taught. Inevitably, trig applications fit in there, and there are some polar coordinate applications as well but with integral solutions. Limits also become important for "unsolvable" integrals. All in all, this course is not bad if you're good at math; if not, then it's easy to fall behind, especially with the fast pace.

• Math 20B turned out to be more difficult than what i first expected. When the quarter began, the material that was being taught was review for me from my high school math. however, as the quarter progressed, the material began to get harder and tougher. there were lectures that left me questioning everything about what i learned. i thought that this class was going to be hard to pass. it had me doubting my ability. however, with the help from the professor and going to the resources available, i am able to continue on the path in this class.

• Maybe I am not too good at math but this ended up being difficult for me.

• One of the few math series I didn't enjoy taking because it never really intrigued me. Not your typical math.

• Overall, a very hard class. It's doable if you study a lot. I would never want to take it again, though. It has nothing to do with my intended major.

• Overall, the course was very difficult compared to my previous math courses.

• Polar coordinates are hard. Just read the sections and attend the lectures and you should be fine.

• Pretty tough even with a background in math. You have to be skilled in math or willing to work hard to understand the material if you want to do well. Keep up with the fast pace and do your homework and you should do fine.

• Regardless of the professor, math 20B is difficult in general.

• Solid math course

• Some information is similar to the information learned in high school but is somewhat challenging.

• The course if fair and covers exactly what I expected it to cover.

• The course is challenging but interesting.

• The course is fairly hard and requires studying.

• The course is pretty easy if you do the math homework efficiently and accurately. It is pretty easy if you have a strong background of calculus.
• the course material begins with material already covered in the latter half of AP Calculus AB in high school, and halfway through the quarter the course jumps into new concepts without any room for transition.

• The course was harder than I had expected it to be

• The course's concepts are a bit hard but if you study they're okay.

• The material is very difficult and confusing. Calculus isn't my strongest subject, I am only taking this class because I need it to get a B.S. in Psychology, not because I am going into engineering or the sciences.

• This course is challenging but also not all that difficult. If you have the proper Calculus background, this course will be simple.

• This course seems easy in the beginning, but gets harder in the second part of the quarter.

• this is a challenging class that covers a lot in a little amount of time

• Though some is a repeat of Calculus I, it is still fairly difficult

• too hard to catch up

• Tough course. Even with good high school math foundation.

• Very difficult class, if you don't spend extra time on it, you'll fail.

27. Exams/Quizzes/Papers:

• Are easy if you do the hw well

• Each exam question stands to be a big part of your grade; in that, if you don't know the question or you approach it from a different angle and find that you are unable to solve it, you are basically doomed.

• easy (for me)

• Exams are a fair test of ones understanding of the subject. I would recommend students do all of the practice problems assigned to excel on his tests.

• exams are fair

• Exams are fair and representative of the material

• Exams are fairly challenging. Many of the midterm questions were brand new concepts.

• Exams are pretty straightforward. The only way to practice is to do the practice problems.

• Exams are reflective of the course material and definitely doable. If you go to lecture and do the work, you will receive a passing grade.

• Exams follow course material.

• Exams match the homework and lectures.

• Exams were somewhat tricky, but definitely manageable if you studied and prepared correctly. Study every topic he gives you thoroughly, so that you're ready for whatever he puts on the test.
• Exams were very hard in comparison to homework, which was already difficult without the help of going to section

• Fair

• Fair.

• Faisr and representative of the class

• Forces students to manipulate equations. Sometimes there seems to be less time given than there should be. Gives problems that he might have no gone over.

• Go to the review sessions, write a good cheat sheet (the teacher allows for a page of notes on tests), and HOPE TO GOD YOU DO WELL.

• hard to get a good grade

• He focuses a large part of the exams on material from the review session he holds the night before, which I don't think is really fair. A larger portion of the exam material should come from the homework he assigned or review problems because those are the ones students have actually practiced on and are more familiar with.

• In my experience, the exams - two midterms - were fair in applying the methods taught in the course, but were tricky in the variations from the homework problems and class examples. The professor likes to even out the problems, as in, if there's a more difficult or time-consuming problem, the other problems will be simpler to solve. Even though that may seem promising, it's important to know the fundamentals of even the simpler concepts because there's no way to know which ones will be on the test. The tests tend to take up exactly the fifty minutes given, but it's still important to pace each question and not waste a minute.

• It felt like there wasn't enough time to complete the questions.

• Midterms aren't difficult if you know the materials well. No quizzes.

• Not too bad. Good prep is key.

• Questions on the exam were all doable with the materials known.

• Quizzes aren't bad, usually four problems with sub-parts, and only one of them is a particularly difficult while the others are very straight forward.

• Represent the course material.

• Representative of lectures and homework.

• Second midterm was harder than the first. Exams are challenging but fair.

• Study hard and take notes

• Tests don't cover all of the material, only certain parts of the listed information to study.

• The average was around 67% for both midterms, but the professor does curve it, so that's good. The exams themselves were a bit weird. Some questions were just tricky to wrap your head around and involved some nasty tricks.

• The exams are difficult, but they will definitely be all covered by the professor in the review sessions before hand.

• The exams are easy and reflective of the homework problems and review problems.

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
• The exams had material we just went over the week before, which was hard. They were graded a little harshly as well. But other than that, it did reflect other material we had gone over.

• The exams in this class have been tough. Both exams left me in doubt about my skills. However, both exams made me realize that I am able to achieve a lot more than what I have imagined. For these exams, I have to prepare ahead of time so that I can set my mind ready for what to expect. So far I have been successful in my exams in this class, but it has not been easy. With all the preparation that I gave myself, I have been able to trump.

• The exams were good representations of what was learned in class.

• The exams were mostly reasonable

• The exams were okay.

• The exams were very difficult for me and no quizzes but he gives a generous curve.

• The midterm exams were difficult, but his review sessions did help to prepare for the exam, I just wish they were a little earlier than the night before.

• The review sessions do seem to help in the midterms. The exam questions can also be quite difficult, contributing to the generally very low averages. The biggest problem may be the time constraints, but it would also not be preferable to have to take the midterm at a separate time from the lecture.

• The tests are a lot harder than the homework.

• The tests are very fair and related to course material.

• They're not easy.

• Two midterms and one final.

• We don't have quizzes. The first exam was easy, but the second one was very hard.

• You get a cheat sheet so that makes it so everyone gets at least a passing grade except for the 5 people that just do not care. Not shiesty, straight-forward, if you studied you did well. DO YOUR HOMEWORK! It will bump your grade up a whole letter.

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

• Calculus: Early Transcendentals, Second Edition

  This is a good book and is clear and easy to understand.

• Didn't really read the text, though I should've.

• Early Transcendentals by Rogawski is not a good book if you want to learn the material. They often skip steps so I don't know how they get from one step to another in the examples. A big waste of money, in my opinion.

• Had to self teach myself by reading the textbook.

• hard to understand without reading the book

• Homework every week due every Friday by four pm

• I learned more from the book than from my professor, so they're helpful.
• it's a math class
• Math textbook pretty interesting.
• No assigned readings. Homework was long and tough, but pretty helpful in understanding concepts.
• No reading assigned.
• No readings were a part of this mathematics class
• No readings.
• None except the textbook which you kind of have to.
• None that are given but the math book helps a lot since you tend to be confused by the end of lecture.
• Not much reading besides hw
• Not much reading required, more practice
• Read the sections every so often.
• Reading book beforehand helps to understand what is taught in class.
• Reading helps if one doesn't understand in lecture.
• Reading the book helped, but it was not entirely sufficient
• reading the book is helpful
• Sometimes, when i read the textbook, it makes it worse for me than better. however, it never hurts to look at the book when it comes to refresh my memory. Overall, its not the best book in the world, but it is a reference that helps me prepare myself for the exams.
• Textbook is great help.
• the book is not the best
• The book is quite confusing...
• The reading comes from the textbook that has the homework problems. Most of the learning for this class comes from the professor and practicing the concepts through the homework. The required readings don't teach the concepts in depth; they supply the crucial formulas and provide examples and applications for the formulas. For this reason, they are useful in refreshing your memory while doing homework, or as a supplement to the notes, but not in grounding yourself in the concepts.
• The supplement to the course is irritating and does not explain the supplementary material well. The standard course materials are fine.
• The textbook and the supplement is confusing and not helpful.
• The textbook is well written but does not instruct students in solving the more challenging problems, but this is an issue with all math textbooks I have used.

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.