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## Report Comments

Both normative means scores and frequency distributions are presented for each of the items included in the SEEQ.

### Means Reports:

*Instructor Mean.* This is the mean rating computed from the distribution of responses for the instructor in the course section.

*Section Mean.* For sections with more than one instructor, this gives the mean of the instructor means for this section. This entry provides additional information only for sections with more than one instructor, and then only for questions at the instructor level.

*Course Mean.* This is the mean of the instructor means for all sections of a course. If there is only one section of the course, the course mean equals the section mean.

*Organization Mean.* This is the mean of the instructor means for a given department/reporting org.

*Level Mean.* This is the mean of the instructor means for courses at a given level, i.e., 100, 200, 300, 400, and 500 or above.

*UMBC Mean.* This is the mean of the instructor means for all UMBC course sections evaluated.

*Question Block Overall Mean.* This is the mean of all questions in the specific block, e.g. "Learning"

### Frequency Distribution Reports:

Responses to each item are reported on a five-point scale, with a response of "1" being a low (negative) rating, and a response of "5" being a high (positive) rating. "NA" gives the number of students who reported that the question was not applicable. The number of students not responding to an item is calculated by subtracting the frequency of responses (including NA) for that item from the total number of students responding to the survey (this number is found at the top of this sheet).

## MEANS REPORTS

### I. LEARNING

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
1. I have found the course intellectually challenging and stimulating.	4.8	4.8	4.5	4.3	4.4	4.3
2. I have learned something which I consider valuable.	4.6	4.6	4.3	4.2	4.5	4.4
3. My interest in the subject has increased as a consequence of this course.	4.6	4.6	4.0	3.7	4.2	4.1
4. I have learned and understood the subject materials of this course.	4.2	4.2	4.2	4.1	4.4	4.3
Learning Overall	4.5	4.5	4.3	4.1	4.4	4.3

### II. ENTHUSIASM

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
5. The instructor was enthusiastic about teaching the course.	4.7	4.7	4.6	4.3	4.6	4.5
6. The instructor was dynamic and energetic in conducting the course.	4.6	4.6	4.4	4.1	4.5	4.4
7. The instructor enhanced presentations with the use of humor.	4.3	4.3	4.3	3.9	4.4	4.2
8. The instructor's style of presentation held <i>my</i> interest during class.	4.6	4.6	4.2	3.8	4.2	4.1
Enthusiasm Overall	4.5	4.5	4.4	4.0	4.4	4.3

### III. ORGANIZATION

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
9. The instructor's explanations were clear.	4.6	4.6	4.4	4.0	4.4	4.3
10. Course materials were well prepared and carefully explained.	4.3	4.3	4.4	4.1	4.4	4.3
11. Proposed objectives agreed with those actually taught so I knew where the course was going.	4.6	4.6	4.5	4.2	4.4	4.4
12. The instructor gave lectures that facilitated taking notes.	4.9	4.9	4.5	4.3	4.3	4.2
Organization Overall	4.6	4.6	4.4	4.2	4.4	4.3

#### IV. GROUP INTERACTION

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
13. Students were encouraged to participate in class discussions.	4.4	4.4	4.2	4.0	4.5	4.4
14. Students were invited to share their ideas and knowledge.	4.5	4.5	4.3	4.0	4.5	4.4
15. Students were encouraged to ask questions and were given meaningful answers.	4.8	4.8	4.4	4.2	4.5	4.5
16. Students were encouraged to express their own ideas and/or question the instructor.	4.6	4.6	4.4	4.1	4.5	4.4
Group Interaction Overall	4.6	4.6	4.3	4.1	4.5	4.4

#### V. INDIVIDUAL RAPPORT

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
17. The instructor was friendly towards individual students.	4.8	4.8	4.5	4.3	4.6	4.5
18. The instructor made students feel welcome in seeking help/advice in or outside of class.	4.8	4.8	4.4	4.3	4.5	4.4
19. The instructor had a genuine interest in individual students.	4.7	4.7	4.3	4.1	4.4	4.3
20. The instructor was adequately accessible to students during office hours or after class.	4.7	4.7	4.4	4.3	4.4	4.4
Individual Rapport Overall	4.7	4.7	4.4	4.2	4.5	4.4

#### VI. BREADTH

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
21. The instructor contrasted the implications of various theories.	4.8	4.8	4.3	4.0	4.3	4.3
22. The instructor presented the background or origin of ideas/concepts developed in class.	5.0	5.0	4.3	4.0	4.4	4.3
23. The instructor presented points of view other than his/her own when appropriate.	5.0	5.0	4.3	4.0	4.4	4.3
24. The instructor adequately discussed current developments in the field.	4.7	4.7	4.2	3.9	4.4	4.3
Breadth Overall	4.9	4.9	4.3	4.0	4.4	4.3

## VII. EXAMINATIONS

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
25. Feedback on examinations/graded materials was valuable.	4.6	4.6	4.4	4.0	4.2	4.1
26. Methods of evaluating student work were fair and appropriate.	4.8	4.8	4.4	4.2	4.4	4.3
27. Examinations/graded materials tested course content as emphasized by the instructor.	4.4	4.4	4.5	4.3	4.4	4.4
Examinations Overall	4.6	4.6	4.4	4.2	4.3	4.3

## VIII. ASSIGNMENTS

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
28. Required readings/texts were valuable.	4.6	4.6	4.4	4.0	4.3	4.2
29. Readings, homework, laboratories contributed to appreciation and understanding of subject.	4.9	4.9	4.5	4.2	4.4	4.3
Assignments Overall	4.8	4.8	4.5	4.1	4.3	4.3

## IX. COURSE EVALUATION

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
30. Compared with other courses I have had at UMBC, I would say this course is:	4.6	4.6	4.2	4.0	4.3	4.2

## X. INSTRUCTOR EVALUATION

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
31. Compared with other instructors I have had at UMBC, I would say this instructor is:	4.6	4.6	4.4	4.1	4.4	4.3

## XI. OVERALL RATING OF INSTRUCTOR

Question	Instructor	Sect (5266)	Course (MATH 221)	Org (Math & Stat)	Level (2)	UMBC
	Mean	Mean	Mean	Mean	Mean	Mean
32. As an overall rating, I would say the instructor is:	4.7	4.7	4.4	4.2	4.5	4.3

## FREQUENCY PERCENTAGE REPORTS

### I. LEARNING (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
1. I have found the course intellectually challenging and stimulating.	9	0.0%	0.0%	0.0%	22.2%	77.8%
2. I have learned something which I consider valuable.	9	0.0%	0.0%	22.2%	0.0%	77.8%
3. My interest in the subject has increased as a consequence of this course.	9	0.0%	11.1%	0.0%	11.1%	77.8%
4. I have learned and understood the subject materials of this course.	9	0.0%	11.1%	0.0%	44.4%	44.4%

### II. ENTHUSIASM (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
5. The instructor was enthusiastic about teaching the course.	9	0.0%	0.0%	11.1%	11.1%	77.8%
6. The instructor was dynamic and energetic in conducting the course.	9	0.0%	11.1%	0.0%	11.1%	77.8%
7. The instructor enhanced presentations with the use of humor.	9	0.0%	11.1%	0.0%	33.3%	55.6%
8. The instructor's style of presentation held <i>my</i> interest during class.	9	11.1%	0.0%	0.0%	0.0%	88.9%

### III. ORGANIZATION (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
9. The instructor's explanations were clear.	9	0.0%	0.0%	11.1%	22.2%	66.7%
10. Course materials were well prepared and carefully explained.	9	0.0%	11.1%	11.1%	11.1%	66.7%
11. Proposed objectives agreed with those actually taught so I knew where the course was going.	9	0.0%	11.1%	0.0%	11.1%	77.8%
12. The instructor gave lectures that facilitated taking notes.	8	0.0%	0.0%	0.0%	12.5%	87.5%

#### IV. GROUP INTERACTION (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
13. Students were encouraged to participate in class discussions.	7	0.0%	0.0%	14.3%	28.6%	57.1%
14. Students were invited to share their ideas and knowledge.	8	0.0%	0.0%	12.5%	25.0%	62.5%
15. Students were encouraged to ask questions and were given meaningful answers.	9	0.0%	0.0%	0.0%	22.2%	77.8%
16. Students were encouraged to express their own ideas and/or question the instructor.	9	0.0%	11.1%	0.0%	11.1%	77.8%

#### V. INDIVIDUAL RAPPORT (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
17. The instructor was friendly towards individual students.	8	0.0%	0.0%	12.5%	0.0%	87.5%
18. The instructor made students feel welcome in seeking help/advice in or outside of class.	9	0.0%	0.0%	11.1%	0.0%	88.9%
19. The instructor had a genuine interest in individual students.	9	0.0%	0.0%	11.1%	11.1%	77.8%
20. The instructor was adequately accessible to students during office hours or after class.	9	0.0%	0.0%	11.1%	11.1%	77.8%

#### VI. BREADTH (%)

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
21. The instructor contrasted the implications of various theories.	8	0.0%	0.0%	0.0%	25.0%	75.0%
22. The instructor presented the background or origin of ideas/concepts developed in class.	7	0.0%	0.0%	0.0%	0.0%	100.0%
23. The instructor presented points of view other than his/her own when appropriate.	7	0.0%	0.0%	0.0%	0.0%	100.0%
24. The instructor adequately discussed current developments in the field.	7	0.0%	0.0%	14.3%	0.0%	85.7%

**VII. EXAMINATIONS (%)**

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
25. Feedback on examinations/graded materials was valuable.	9	0.0%	0.0%	22.2%	0.0%	77.8%
26. Methods of evaluating student work were fair and appropriate.	9	0.0%	0.0%	0.0%	22.2%	77.8%
27. Examinations/graded materials tested course content as emphasized by the instructor.	9	0.0%	11.1%	0.0%	22.2%	66.7%

**VIII. ASSIGNMENTS (%)**

	# Responses	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
28. Required readings/texts were valuable.	8	0.0%	0.0%	0.0%	37.5%	62.5%
29. Readings, homework, laboratories contributed to appreciation and understanding of subject.	9	0.0%	0.0%	0.0%	11.1%	88.9%

**IX. COURSE EVALUATION (%)**

	# Responses	% Very Poor	% Poor	% Average	% Good	% Very Good
30. Compared with other courses I have had at UMBC, I would say this course is:	9	0.0%	0.0%	11.1%	22.2%	66.7%

**X. INSTRUCTOR EVALUATION (%)**

	# Responses	% Very Poor	% Poor	% Average	% Good	% Very Good
31. Compared with other instructors I have had at UMBC, I would say this instructor is:	9	0.0%	0.0%	11.1%	22.2%	66.7%

**XI. OVERALL RATING OF INSTRUCTOR (%)**

	# Responses	% Very Poor	% Poor	% Average	% Good	% Very Good
32. As an overall rating, I would say the instructor is:	9	0.0%	0.0%	11.1%	11.1%	77.8%



# Instructor Feedback Form Report - MATH 221 02 Introduction To Linear Algebra, Daniel Reynolds

Project Title: **Fall 2025 Student Course Evaluation**

Courses Audience: **57**  
Responses Received: **9**  
Response Ratio: **16%**

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## Report Comments

Results of the open-ended Direct Instructor Feedback Form (DIFF's) are included below. These can only be viewed by the instructor teaching the course. Please download and save a copy for your records. DIFF's are only available in BLUE and are removed by the end of the next Fall or Spring semester's evaluation period. For example:

- Spring, prior Fall and Winter semester DIFF's will be removed.
- Fall, prior Spring and Summer semester DIFF's will be removed.

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Creation Date: **Monday, December 15, 2025**

## Student Responses

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

**1. What was the best part of the course and why?**

- ◊ [No Response]

**2. What changes would you recommend in the course and why?**

- ◊ None. I thought the way class was implemented was amazing.

**3. What classroom approaches or actions make this instructor an effective teacher?**

- ◊ The lecture content is already typed on Blackboard, so I can devote my time during class to listening instead of taking notes and can take notes after class on areas I didn't quite understand.

**4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**

- ◊ The chalkboard was small, so sometimes, when talking through an example problem, he would have to erase the first half of his work and write over it, though there was nothing he could do to solve it other than be given a bigger chalkboard.

**5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**

- ◊ I enjoyed working through the MATLAB assignments, and on exams/quizzes, I would sometimes think back to them, so they were valuable in mastering the course material.

**6. Other Comments.**

- ◊ [No Response]

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

**1. What was the best part of the course and why?**

◊ [No Response]

**2. What changes would you recommend in the course and why?**

◊ [No Response]

**3. What classroom approaches or actions make this instructor an effective teacher?**

◊ [No Response]

**4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**

◊ [No Response]

**5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**

◊ [No Response]

**6. Other Comments.**

◊ [No Response]

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

1. **What was the best part of the course and why?**
  - ◊ [No Response]
2. **What changes would you recommend in the course and why?**
  - ◊ [No Response]
3. **What classroom approaches or actions make this instructor an effective teacher?**
  - ◊ [No Response]
4. **Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**
  - ◊ [No Response]
5. **If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**
  - ◊ [No Response]
6. **Other Comments.**
  - ◊ [No Response]

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

**1. What was the best part of the course and why?**

- ◊ The way the explanation of the material was structured. By far this has been the best organized class I've ever taken.

**2. What changes would you recommend in the course and why?**

- ◊ None.

**3. What classroom approaches or actions make this instructor an effective teacher?**

- ◊ Paying attention to and giving time for students to actually write down what is being written on the board. There was always more than adequate time to mark down and process everything going on.

**4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**

- ◊ N/A

**5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**

- ◊ N/A

**6. Other Comments.**

- ◊ The best professor I've ever had bar none. Wish I had someone like him for every course.

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

**1. What was the best part of the course and why?**

◊ [No Response]

**2. What changes would you recommend in the course and why?**

◊ [No Response]

**3. What classroom approaches or actions make this instructor an effective teacher?**

◊ [No Response]

**4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**

◊ [No Response]

**5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**

◊ [No Response]

**6. Other Comments.**

◊ [No Response]

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

**1. What was the best part of the course and why?**

- ◊ I really liked your lectures. They were extremely well thought out and easy to understand and fast paced to keep me engaged.

**2. What changes would you recommend in the course and why?**

- ◊ I would like the mat lab assignments to be explained a bit more. I sometimes found myself guessing on what to do.

**3. What classroom approaches or actions make this instructor an effective teacher?**

- ◊ Fast paced organized lectures, great communication, very understanding and reasonable. Very personable.

**4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**

- ◊ No

**5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**

- ◊ Sometimes the mat labs were hard to understand and took lots of time to complete properly.

**6. Other Comments.**

- ◊ Thank you for such a wonderful experience in linear algebra! I never thought I would enjoy this class as much as I have.

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

1. **What was the best part of the course and why?**
  - ◊ Enthusiasm for the topic at hand
2. **What changes would you recommend in the course and why?**
  - ◊ A bit slower pace overall and less time spent on chapter one and more time spent on other chapters, especially chapter two.
3. **What classroom approaches or actions make this instructor an effective teacher?**
  - ◊ Extremely approachable and friendly, clearly explains concepts.
4. **Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**
  - ◊ More examples in class would be appreciated rather than definitions and theorems.
5. **If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**
  - ◊ A bit buggy at times but helps learning, MATLAB component for me who doesn't have much programming background is tough to jump in without a formal lecture or series of lectures on MATLAB.
6. **Other Comments.**
  - ◊ Good professor, approachable and encouraging. Would appreciate in class examples more that reflect test questions more.

## Student Responses (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

1. **What was the best part of the course and why?**
  - ◊ the way he explained concepts to class was fun and entertaining.
2. **What changes would you recommend in the course and why?**
  - ◊ [No Response]
3. **What classroom approaches or actions make this instructor an effective teacher?**
  - ◊ He would be open to questions and explain concepts that might be confusing.
4. **Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?**
  - ◊ [No Response]
5. **If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.**
  - ◊ [No Response]
6. **Other Comments.**
  - ◊ [No Response]

## Student Responses (continued)

Courses Name: MATH 221 02 Introduction To Linear Algebra

Instructors Name: Daniel Reynolds

### 1. What was the best part of the course and why?

- ◊ Dr. Reynolds was the best part of the course. He's genuinely caring and enthusiastic. I really liked the MATLAB assignments, especially the practical ones. Some of the exam questions were difficult and I know people are going to gripe about that, but I appreciated the fact that we were challenged and actually treated like adults. D.R. is a wonderful asset and great addition to the community.

### 2. What changes would you recommend in the course and why?

- ◊ Here's a winning strategy that my last math instructor adopted after listening to me sell it for a year ...
  - 1) Late homework should be allowed, but there should be a 10% penalty per day, for up to 5 days.
  - 2) Assign test reviews for extra credit... However, the extra credit is so minuscule that it doesn't impact the grade (like 3 points out of 1000). Students will just hear "extra credit" and do it. It also creates a psychological incentive because students can't complain about their exam scores if they failed to do the review.
  - 3) There should be more homework. My minimum standard is 5 easy warm-ups, 10 moderate or "normal" questions, and 2-3 challenge problems.

### 3. What classroom approaches or actions make this instructor an effective teacher?

- ◊ He genuinely cares about the subject and his students. He's not afraid to try new things. He has beliefs and convictions that he fights for. He's trustworthy and has excellent communication skills.

### 4. Were there any classroom approaches or actions that hinder this instructor from being an effective teacher? If so, what?

- ◊ I have an IQ of 125-135, but Dr. Reynolds is more intelligent than I am. That means he falls for the classic pitfalls of high intelligence: underestimating human stupidity, expecting people to remember things after hearing it once, forgetting that most people need more time to process information and need a reductive conclusion (although he did start doing lesson recaps before each lecture).

He was also hindered by the lack of support given to new faculty members by UMBC administration, which was unfair to both him and his students.

Otherwise, he did a great job.

### 5. If this course had an online component, please provide feedback to the instructor about what you feel was effective as well as suggestions for future improvements.

- ◊ [No Response]

### 6. Other Comments.

- ◊ You better do everything you can to keep that man employed here.

## Additional Psychology Questions

Courses Name: MATH 221 02 Introduction To Linear Algebra

Instructors Name: Daniel Reynolds

### 1. Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.

- ◊ [No Response]

### 2. What is one thing the professor and course do well in covering diversity?

- ◊ [No Response]

### 3. What is one suggestion you have for changes to improve the coverage of diversity?

- ◊ [No Response]



### Additional Psychology Questions (continued)

Courses Name: MATH 221 02 Introduction To Linear Algebra

Instructors Name: Daniel Reynolds

1. **Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.**
  - ◊ [No Response]
2. **What is one thing the professor and course do well in covering diversity?**
  - ◊ [No Response]
3. **What is one suggestion you have for changes to improve the coverage of diversity?**
  - ◊ [No Response]

### Additional Psychology Questions (continued)

Courses Name: MATH 221 02 Introduction To Linear Algebra

Instructors Name: Daniel Reynolds

1. **Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.**
  - ◊ [No Response]
2. **What is one thing the professor and course do well in covering diversity?**
  - ◊ [No Response]
3. **What is one suggestion you have for changes to improve the coverage of diversity?**
  - ◊ [No Response]

### Additional Psychology Questions (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

1. **Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.**
  - ◊ [No Response]
2. **What is one thing the professor and course do well in covering diversity?**
  - ◊ [No Response]
3. **What is one suggestion you have for changes to improve the coverage of diversity?**
  - ◊ [No Response]

### Additional Psychology Questions (continued)

Courses Name: MATH 221 02 Introduction To Linear Algebra

Instructors Name: Daniel Reynolds

1. **Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.**
  - ◊ [No Response]
2. **What is one thing the professor and course do well in covering diversity?**
  - ◊ [No Response]
3. **What is one suggestion you have for changes to improve the coverage of diversity?**
  - ◊ [No Response]

### Additional Psychology Questions (continued)

**Courses Name: MATH 221 02 Introduction To Linear Algebra**

**Instructors Name: Daniel Reynolds**

1. **Please describe the extent to which you feel supported and safe to explore social and identity issues (e.g., regarding gender, racial/ethnic, sexual orientation, religious, abilities/disabilities, body size) in class discussions and activities? Please explain your response to the extent you feel comfortable.**
  - ◊ [No Response]
2. **What is one thing the professor and course do well in covering diversity?**
  - ◊ [No Response]
3. **What is one suggestion you have for changes to improve the coverage of diversity?**
  - ◊ [No Response]

### Additional Psychology Questions (continued)

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### Additional Psychology Questions (continued)

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### Additional Psychology Questions (continued)

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