



CMATHSTAT Student Demographic Questions Academic General		MAT 211 - 10523									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	17 56.7%	12 40%	1 3.3%	0	0	30	4.5	5	5	.56

Responses: [3] 3.5+=5 [3] 3.0-3.49=4 [2] 2.50-2.99=3 [2] 2.0-2.49=2 [B2] Below 2.0=1

CMATHSTAT Faculty Questions Course Related Faculty Questions		Brian England									
		Responses (%)					Individual				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q11	The instructor's presentations are clear and understandable	9 27.3%	8 24.2%	9 27.3%	2 6.1%	5 15.2%	33	3.4	4	3,5	1.35
Q12	The Instructor makes clear what is expected of me in this course	10 31.3%	12 37.5%	9 28.1%	0	1 3.1%	32	3.9	4	4	.93
Q13	I have confidence in the instructor's knowledge of the subject	14 42.4%	14 42.4%	2 6.1%	3 9.1%	0	33	4.2	4	4,5	.90
Q14	The instructor is helpful if the class has difficulty with the material	10 30.3%	10 30.3%	8 24.2%	2 6.1%	3 9.1%	33	3.7	4	4,5	1.22
Q15	I feel welcome seeking help from the instructor	13 39.4%	9 27.3%	6 18.2%	3 9.1%	2 6.1%	33	3.8	4	5	1.21
Q16	The instructor promotes effective class discussion	11 33.3%	10 30.3%	6 18.2%	3 9.1%	3 9.1%	33	3.7	4	5	1.27
Q17	The instructor conveys enthusiasm about the course	13 39.4%	11 33.3%	7 21.2%	0	2 6.1%	33	4.0	4	5	1.07
Q18	The instructor's responses to written work are helpful	10 30.3%	11 33.3%	8 24.2%	1 3%	3 9.1%	33	3.7	4	4	1.19




















Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1









CMATHSTAT Faculty Questions Course Related Faculty Questions		Brian England									
		Responses (%)					Individual				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
Q19	Using A-E as grades, what is your overall rating of the instructor?	13 39.4%	10 30.3%	6 18.2%	2 6.1%	2 6.1%	33	3.9	4	5	1.16


















Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [E] E=1











Question:	What did you like about the course?
Response Rate:	73.53% (25 of 34)
















1	nothing in particular	
2	lots of opportunity to bring up ur grade i.e. physical homework	
3	homework, it's useful and make me easy to understand what teacher said	
4	Write every class to illustrate his point	
5	Very fair grading in terms of homework and webassigins.	
6	This professor is very nice	












7	The teacher gave us the extra practice except the online homework.	
8	The professor was very understanding and willing to answer questions we had on the homeworks. He was also very easy to listen and made the course more bearable.	
9	The professor was extremely nice and very helpful. He also made the class fun, which is huge for a math class. He also taught the material very well and cared for his students. Also knew the material very well in the course .	
10	The material	
11	The instructor utilized the white board often which helped explain many of the concepts we covered in class. Additionally, the pace of the class great and allowed the class to tackle the topics in a timely fashion.	
12	The instructor is nice and tries to keep the content interesting.	
13	The amount of time we were given for every homework	
14	Sometime I think our professor didn't teach very clearly.	
15	Nothing.	
16	Nothing in paticular	
17	My professor is outgoing and funny	
18	Instructor was very student oriented.	
19	I'm someone that hates Math, but this class gave me the opportunity to do well if I put effort into it. I liked the physical homework aspect because it gave me a good grade booster and also gave me something to study from for exams.	
20	I think some of the material, namely the probability section, is actually relevant to me as a business major.	
21	I liked the teacher and how we had a lesson plan everyday, then review on Friday. We had all the opportunities to study and review over the week, making the class very possible to get a good grade.	
22	I liked the way the system of homework worked with online and physical.	
23	I like that written work is required. It really allows the course to properly evaluate the students knowledge along the course as the written work can be analyzed. Although there were a few times when the grader made mistakes on grading my homework.	
24	I like that he reminds us what class we learned a certain topic in (Algebra 2, brief calc, precalc, etc); it helps trigger my memory.	
25	Easy	











Question:		What did you dislike about the course? Do you have any suggestions to improve the course?	
Response Rate:		73.53% (25 of 34)	
1	was kind of messy, not as organized		
2	lectures were at times confusing, teacher went at a pretty fast pace		
3	What I disliked about the course is not being given a study guide for the exams.		
4	Totally doesn't the professor example, learn everything by myself. Hope he can improved his way of teaching, i learned nothing after the class		
5	There is nothing that I disliked about this course.		
6	The professor is not very engaged with his classroom and has his own conversations		
7	The professor should talk more about the online homework.		
8	The notes seemed planned last minute.		

9	The lectures in class were sometimes rushed	
10	The concepts covered in the course are completely all over the place. It's one of the least cohesive math courses I've ever taken.	
11	Sometimes the lectures were hard to follow.	
12	Some students seat in the front of the class talking jokes all the time	
13	Nothing, he is a great professor, and a great person.	
14	No suggestions.	
15	Maybe use some sample questions paper to help us understand the lecture better.	
16	Maybe the professor can add more interesting thing in the course, it will be interesting.	
17	It was very challenging because all the topics are different than the last chapter. It is also hard because there can be multiple ways to do each problem and the teacher only lets us do it one single way.	
18	It was scattered in all different topics of math. There wasn't a clear path of learning	
19	I think the tests were very short so if I screwed a problem up I got a lot of points taken off. Also it is not the fault of the instructor but WebAssign is so not helpful for learning. I spend more time trying to figure out what format the system wants my answer in and getting deducted for technicalities that wouldn't occur with physical homework. Also on WebAssign the ability to actually get help is very limited and the content doesn't always correspond with the class material. If I hadn't been able to use ASU's tutoring centers I would have failed at all my WebAssign assignments.	
20	I had no issues with the course, but the way it was taught. This is a course where the execution of the lessons matter; the concepts can sometimes be difficult, but these are all topics that should have been discussed in high school or previous math courses.	
21	I didn't like that the written homework required a cover page. I think it a waste of paper.	
22	He could slow down his writing on the board a bit so people could copy down notes.	
23	EXAM, the choice question take too much point, 1 question for 8 make me hard to get A	
24	Better teacher	
25	Because the test isn't made by the teacher but by the math department, sometimes I felt some questions on the tests weren't emphasized as much by the teacher in our class when maybe it was in other classes.	

<b>Faculty:</b> Brian England		
<b>Question:</b> What did you like about the instructor or the method of instruction?		
<b>Response Rate:</b> 73.53% (25 of 34)		
1	not a lot of notes	
2	good paced	
3	extra homework not only including webssign	
4	do much practices	
5	Use writing instead of powerpoint	
6	This professor really likes education and is great at communicating with students. He really captures my interest and inspires me to excel at math. I am even now considering taking my learning of math beyond what is required for my major map.He makes a small mistake every now and then and it challenges us, mainly the students in the first two rows to be critically analyzing the problem to find it. This really engages the students who are on top of the course.	
7	This is my second semester taking Professor England because I enjoy him so much on a personal level. He is one of the most approachable, good humored and genuine professors I have had at ASU	
8	The instructor was consistently making sure that we all knew what was being covered by asking us if we had any questions. It was also clear that the instructor knew a great deal about the subject matter and they also had possessed a level of enthusiasm about the class.	
9	The instructor use the simple example to illustrate the concept, it is useful for students	
10	Not much.	

11	I liked that he taught in a way that made us feel involved with the problems and he asked us lots of questions.	
12	I liked how Mr. England genuinely wanted everyone to succeed. You can tell he doesn't like failing his students.	
13	I like how the instructor is humorous and easy-going. I also appreciate his determination to teach the class. Even though he broke his foot, he found a way to teach.	
14	I did not like anything about the method of instruction that this teacher has presented.	
15	His friendly manner and enthusiasm he has about what he teaches.	
16	He was fun and easy going but wanted us to learn	
17	He tries to keep it interesting and involves the students in the problems.	
18	He obviously was there to help if you needed him, and he always responded to questions in class. He taught the content well.	
19	He knew the subject well	
20	He is a great professor, he taught everything very clearly. HE is also a very good person. He was always available for help, and made the class fun.	
21	He curves grades	
22	Giving a lot of examples and solve some homework in class.	
23	Felt that the instructor was knowledgeable of the subject, unlike some I've had.	
24	Answered students' questions well.	
25	.	

Faculty:		Brian England	
Question:		What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?	
Response Rate:		64.71% (22 of 34)	
1	sometimes messy		
2	pace was too fast		
3	nothing		
4	not clear		
5	Unfortunately, much of the professor's lectures were disorganized and didn't teach to what we needed to know for the homework and tests. If he looked more closely at what we really need to know and showed clearer examples, we would have had a better understanding of the coursework.		
6	This teacher is very inappropriate in his class discussions. He attacks peoples beliefs and says that people are stupid if they disagree with him. He takes off points for small things like if he doesn't like your equal signs. He goes off on rants when he is doing lectures so people get confused. He will not let kids learn a different technique to doing the math assignments and takes off all points if you do not do it exactly the way he wants it to be done. He writes extremely sloppy which makes it confusing to understand the notes. He lets his biased opinions run this class and I just do not think this is right if you are an educator. He will take off points or mark a whole question wrong on a test by accident than say that it is your fault when you ask him to re examine the test. He is very difficult to work with and I would not recommend him to anyone.		
7	The lectures were sometimes rushed and confusing		
8	The instructor was helpful and their method of instruction was great considering that math can be tricky for students. Therefore I can not think of any criticisms or ways to improve the instruction.		
9	Sometimes the lectures are hard to follow.		
10	Sometimes an important step in a problem that he clearly understands that we may not have understood wasn't covered much in class.		
11	Sometime the lecture is not clearly		

12	Nothing, he was a fantastic professor.	
13	Notes were hard to keep up with.	
14	No suggestions, he's the man.	
15	Maybe the professor need add more interesting picture in course, it will become interesting.	
16	I found that his notes were a bit hard to read. Everything seemed all over the place and was hard to follow.	
17	<p>I didn't like how he cancels office hours on a regular basis. It's understandable once in a while, but saying that he stayed longer than his office hours last time as reason to cancel the next office hours is not fair. He also goes off into multiple tangents in class. Tangents are welcome; it breaks from the monotony of the class, but it is detrimental if the tangents go on for an extended period of time—especially if it is irrelevant to the subject. Most of the time, the topics are introduced to us as if we were engineers. Yes, these are topics we have discussed in other math classes, but it might have been a long time since we encountered it so a thorough review is needed, and we won't always remember how to solve the problems. He states that any business major is simple based on the ease of the math course. He is an extremely bright man, but sometimes he has to understand that not everyone can understand math as well as he can and can keep up with how he thinks. The business courses are not just about math, and yes, they are simple because they are so, but that is precisely the reason why some students chose a business major—they do not do well in math—but would still be willing and accepting of mathematical challenges. It just doesn't help if it is assumed that we know concepts that we are vague on from the beginning. He does not allow corrections on the test even after it is graded. Even though the final is no longer cumulative, we were made to believe it was since the beginning of the semester until he e-mailed us about the change. Nonetheless, it doesn't aid in my learning if I cannot correct the mistakes I've made. Simply going over the exam and watching how to correctly solve the problem is not enough. Though that might be enough review for some students, I know I will not be able to remember the process unless I write it down and review it at a later time. Some parts of the second midterm also contains some chapters that will be on the final exam. He went over how to solve the second midterm; however, we had not received the exams back to know what we missed. Now, we have to try and remember what we think we got wrong on the exam, but what if we missed something that we thought we had correct? Now we won't know how to solve it because we weren't able to correct it. We were also halted from asking questions about the exams once we received them back because he had already gone over the exam and we needed to move on to the lecture. Office hours is now a possible chance to correct those mistakes, but since those are often changed, it is really difficult to fix the mistakes. Sometimes I find it difficult to ask him questions because he has a reason and an argument for why his actions were justified and mine aren't. For example, if I were to go to his office hours to ask about a question I had missed and didn't know how to solve from the second midterm (that he had already gone over), he would argue or ask why I didn't correct them when he was going over it, and the reasons would just keep going, making me feel not motivated to come to him for help. His attitude becomes a deterrent to my learning. He also doesn't penalize the international students for cheating on exams. The international students talk/whisper blatantly during exams, sometimes I can hear it, sometimes I can't, but the fact that they are looking and mouthing dialogue to each other should be penalized. In fact, there shouldn't be any talking, regardless of language, on an exam. He also assumes you are cheating if you don't show enough work (by his standards) on the test. He asks for a lot of work to be shown, which is okay, but showing work that could be omitted cuts time to answer other questions on the test. Another issue I had with the instructor is that he doesn't return homework in a timely manner. He assigns physical homework, which is helpful because it generates practice, but it really will not benefit anyone if the homework solutions are not posted or corrected in class and if they are not returned on time for the exam, so I can review it before the test. Sometimes, he is not clear about homework deadlines. For example, 7.6 on WebAssign was due on the day of the second exam at noon. We were not made aware of this. We were made aware that 7.4 and 7.5 would be due on Sunday instead, but nothing on 7.6, which even though was on the test, many students assumed the assignment would be due on the day and at midnight, like it always is. He also mentioned that the BAC tutoring center is not good, but those tutors are one of the most patient and helpful tutors I've worked with. E-mailing him questions on homework is also made complicated. He asks us to post the question on Piazza (discussion board we "use" for class questions) instead and he will answer it there. No one really uses Piazza in the class and the main reason we e-mail him directly is so we can get accurate help. Having students answer it still carries the possibility that they are wrong and would then result to a loss of your chances on WebAssign. It would have been easier to answer the question in email rather than go through Piazza; it's one less step to accomplish the same thing. His emails are also confusing in that he mass e-mails both of his classes (Calc III and MAT 211) in one mass email and uses the subject area to distinguish the classes, but the email might also contain a message for 211 students in the body. The professor's lectures were not helpful. We often didn't know what we were discussing because he never wrote the chapter name on the board before he started lecture, he draws arrows all over the board making his notes more scattered and confusing, he shows off his intelligence by answering a question he says should be done with a calculator by hand and effectively taking class time to show off, he also sometimes makes mistakes during the long process of answering said question and abandons the work saying "I did something wrong somewhere, but you get the concept." No, we do not understand the concept because the work he's showing is new to us and probably lost the class a fourth of the way through answering the problem. Now, we have to figure where he went wrong. It also seems like he doesn't have well-thought-out lesson plans, which makes it difficult because the numbers don't really make sense for the type of problem he's using and sometimes he makes up an impromptu question that even he doesn't know the correct answer to. Class time is also wasted on taking too many student questions in the beginning of class. It's okay to take a few questions, but continually taking questions to the point that there's only twenty minutes of class left to teach the new lecture is not helpful. Finally, he needs to manage class time better, actually trust his students to make corrections on the test without arguing for points back because they realize what they did wrong and accept the penalty given, pretend he's teaching this course to someone who isn't a math genius, and stop relating the 211 concepts to engineering because it just confuses the students even more, to improve this class. So far this has been the most challenging course because of the instructor, and it worries me that ASU might have similar professors that I could possibly be stuck with in the following years.</p>	
18	He was unclear in some areas because he assumed we knew the small steps in between.	
19	He only talks to the front row of his class. My suggestion is to actually get everyone's attention and not go too fast in the lecture	
20	He belittled anyone who didn't understand the material in class.	
21	Content wasn't very well organized	
22	Confusing points	