

2157C - Fall 2015 - LA - CMATHSTAT - GENERAL Survey
2157C (2015)

Arizona State University
UC

Course:	MAT 267 72765 - Calculus for Engineers III	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	33 / 54 (61.11%)
Overall Mean:	4.4 Cum GPA (28 responses) 4.1 Expected Grade (33 responses) 4.0 5-Point w/ Neutral H-L (428 responses) 3.9 Grading (66 responses) 1.8 Class Standing (Fr,So,Jr,Sr,Grad) (33 responses) 1.1 Reason for course L-H (33 responses)		

CMATHSTAT Course Questions General Course Questions		MAT 267 - 72765									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	9 27.3%	14 42.4%	8 24.2%	2 6.1%	0	33	3.9	4	4	.87
Q2	Class sessions are well planned	9 27.3%	14 42.4%	8 24.2%	2 6.1%	0	33	3.9	4	4	.87
Q3	The pace and level of the course are appropriate	7 21.2%	17 51.5%	5 15.2%	4 12.1%	0	33	3.8	4	4	.90
Q4	The course engages my interest	8 24.2%	17 51.5%	7 21.2%	1 3%	0	33	4.0	4	4	.76
Q5	I learned something that I consider valuable	18 56.3%	7 21.9%	6 18.8%	1 3.1%	0	32	4.3	5	5	.88

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

CMATHSTAT Course Questions General Course Questions		MAT 267 - 72765									
		Responses (%)					Course				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
Q6	Using A-E as grades, what is your overall rating of the course?	7 21.2%	17 51.5%	8 24.2%	1 3%	0	33	3.9	4	4	.75

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

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 72765									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q7	What is your current class standing?	11 33.3%	19 57.6%	3 9.1%	0	0	33	1.8	2	2	.60

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 72765								
		Responses (%)					Course			
		MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q8	What requirement does this course meet for you?	32 97%	0	0	1 3%	33	1.1	1	1	.51

Responses: [MR] Major Requirement=1 [RFC] Related Field Course=2 [GS] General Studies=3 [EGI] Elective (General Interst)=4

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 72765									
		Responses (%)					Course				
		A	B	C	D/E	O	N	Mean	Med.	Mode	Std Dev
Q9	What grade do you expect to earn for this course?	9 27.3%	18 54.5%	5 15.2%	1 3%	0	33	4.1	4	4	.74

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

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 72765									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	12 42.9%	14 50%	2 7.1%	0	0	28	4.4	4	4	.61

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	11 33.3%	12 36.4%	7 21.2%	2 6.1%	1 3%	33	3.9	4	4	1.03
Q12	The Instructor makes clear what is expected of me in this course	16 48.5%	12 36.4%	4 12.1%	0	1 3%	33	4.3	4	5	.90
Q13	I have confidence in the instructor's knowledge of the subject	21 63.6%	8 24.2%	4 12.1%	0	0	33	4.5	5	5	.70
Q14	The instructor is helpful if the class has difficulty with the material	15 45.5%	8 24.2%	5 15.2%	3 9.1%	2 6.1%	33	3.9	4	5	1.23
Q15	I feel welcome seeking help from the instructor	16 48.5%	9 27.3%	5 15.2%	1 3%	2 6.1%	33	4.1	4	5	1.14
Q16	The instructor promotes effective class discussion	5 15.2%	13 39.4%	10 30.3%	4 12.1%	1 3%	33	3.5	4	4	.99
Q17	The instructor conveys enthusiasm about the course	15 45.5%	11 33.3%	5 15.2%	2 6.1%	0	33	4.2	4	5	.90
Q18	The instructor's responses to written work are helpful	8 24.2%	11 33.3%	10 30.3%	3 9.1%	1 3%	33	3.7	4	4	1.03












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?	12 36.4%	13 39.4%	4 12.1%	3 9.1%	1 3%	33	4.0	4	4	1.06




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:	51.52% (17 of 33)





















1	i liked how it can relate to real life problems i liked how these methods are related to other subjects than just math!	
2	When we look at actual applications of the equations.	
3	Very interesting topics.	
4	Useful information when you know how to use it.	
5	The material was fun and interesting	
6	The material covered is very interesting, and office hours were very helpful.	

7	The instructor actually tied the subject matter to applications that we would likely see in our academic majors and career fields	
8	Nothing	
9	N/A	
10	Math to the max! Or the min. Depends on the problem, really. It was helpful to know concepts that govern multiple variable calculus. It was fun to learn and a great challenge.	
11	I thought it was kind of interesting. It was very hard, especially as a freshman and my first college math course.	
12	I liked how the lectures were tied to real world application	
13	I enjoyed the experience of learning the new material during the lectures. The theories are engaging and the professor keeps a good and lighthearted attitude, straying from the potential pitfalls such as a monotone professor that would put one to sleep.	
14	Homework was made manageable by adding 10% at the end of the course.	
15	Easy to understand teacher, and well planned tests and homework assignments.	
16	Brian was straight to the point	
17	All of the math concepts were really interesting, and Professor England made a great attempt at conceptualizing them for the class. Most of the time he would tackle a single problem in as many ways he could think of in order to connect concepts and show us how the learning would help us out.	

Question: What did you dislike about the course? Do you have any suggestions to improve the course?		
Response Rate:	48.48% (16 of 33)	
1	Written Homework	
2	The one thing that i did not like about the course was that we went at a very fast pace and had covered the material weeks before the test	
3	The notes given in class were not helpful in completing the homework.	
4	The lectures were a bit to short when it came to examples. More examples are needed in lecture in order to understand the material. Start off with a simple example, and begin to give more complex examples. Overall, not enough examples were given.	
5	The class moved pretty fast, I know a lot of the stuff was actually taught in calc two so this was like an extension but some of the later material I wish we could have spent more time on.	
6	Some material felt rushed and largely glossed over.	
7	Remove all the webwork problems that use Java applets they are being phased out because of security issues.	
8	N/a	
9	N/A	
10	Most of the problems, if not all were demonstrated on the board incorrectly. The moral of the class in Brian England's eyes was "Engineering is not about the correct answer, but the process." Ironically enough, I heard this quote countless times as a scapegoat to incorrect solutions. Also, he had favorites in the class and if one of his "non-favorites" asked a question, he made them feel really stupid. He always picked on a particular student that he did not like with rude comments when questions were asked. The class was VERY hard to follow because he skipped nearly 3 to 4 steps in between each problem (which probably correlates to his incorrect habit). I also learned more about themofluids and physics and aerodynamics as opposed to calculus. He would question teachers for not have teaching us stuff in other classes that most students are even able to take yet. As a computer science major, this class was almost too much of a waste of time. Nothing in this course will pertain to me or most other majors, unless a student were to fit into Brain Englands desired major of aeronautical engineering...	
11	It's tough. Not sure what could be done to improve it. There's not a lot of time to slow down and let things sink in.	
12	I would think to improve the course all that is needed is a bit more complex examples and more applications !	
13	I very much disliked the homework plans for this class. While physical or online homework are manageable, doing both of them together are not only time-consuming, but downright unhelpful. Between the two, I preferred the online homework because it was more direct and once solutions were worked through, the student would be given the direct answer if the theory implemented was or was not correct. The physical homework takes weeks of processing that not only leaves possible bad grades due to the fact that they will lie on test days, but will also not offer proper help as the grades and corrections in methods are not given back until much later. I would suggest homework to be exclusively online. This isn't a revolutionary prospect either, as all of the other classes I know of had exclusive Webwork homework rather than additional physical homework.	

14	I think some extra credit should be allowed in this course. Since tests are worth 50% of our grade in almost all of the Calc classes on campus, it is extremely detrimental to our if we somehow blow off just one exam. It is really hard to pick ourselves up no matter how hard we try in the course and how much effort we put into it. If there was some extra credit that could be obtained in not just this class but other Calc courses, it would allow for some cushion in our grade and boost our self confidence that passing a tough math course is doable.	
15	How much the teacher went off topic before class that carried in to class time.	
16	Exams don't necessarily measure how well you've studied the material..I wish the course was more reflective on the time invested and work accomplished vs..exam scores.	

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	60.61% (20 of 33)

1	The instructor was very knowledgeable about the subject matter and was able to apply subjects to our topic of study.	
2	Professor England's teaching strategies are very helpful in promoting learning of the subject. Rather than the idea of "getting through" the class and cramming down exactly what the book says, he takes time to explain the mechanisms behind concepts not properly elaborated on in the book. He also has the enthusiasm to keep the class awake during a 7:30AM class period.	
3	Professor England was extremely open to helping outside of class and was responsive to student issues.	
4	Nothing	
5	N/A	
6	Love the applications of problems most teachers don't bother to do that.	
7	Knowledgeable	
8	I've never been more tossed up about an instructor before. There were some days I REALLY thought he was a pompous, arrogant, asshole and then there were other days where I really liked him as a teacher. I really liked how he would diverse just a bit to explain the applications of the subject matter. You could really tell he knows his stuff and how what we're learning applies in real life. Sometimes his digressions would last a little too long though and we had to rush other parts of the lesson. I also really like how strict we was about the homework. I totally support not accepting homework unless it's at the start of class and I appreciate how he would tell people he doesn't answer personal emails because he wants us all to see how to get past a hard part (although he would talk about it a little too often in class every time somebody sent him an email). Overall though, I believe Mr. England is a very good teacher who really knows what he's teaching and I appreciate his style of teaching, even if I don't quite level with him on a personality level.	
9	I think he knows his stuff and puts his own time to help his students	
10	I liked Professor England's energy. This is a calc 3 class and we only had 50 minute lectures for it which I expected to be not helpful because of the time limit. (I had no other choice of the schedule that's why I chose 3 lectures each 50 mins). I was surprised how informative it was and I think that's all Prof. England, only an instructor with high energy and good presentation style could pull it off. In addition he is very helpful in his office hours and a good person to talk to. He has a good sense of humor so in class it's usually a good environment despite of it being on 07:30 am... In the end, I liked Prof. England very much and I would definitely take his classes again.	
11	How he uses lots of examples.	
12	His office hours are really helpful. I learned a lot by going to his office hours. He also cares about his students. He really wants us to learn. He provides many resources to be successful in this class.	
13	He was willing to answer questions regarding homework on the board before class started.	
14	He was always available for help outside of class. He has a ton of office hours and is always willing to extend them to help out students.	
15	He was a very knowledgeable and interesting teacher. I trust his sincerity in wanting to help us gain tools for engineering and help us succeed.	
16	He showed great interest in the subject which in turn made everyone else interested	
17	He knows the material.	
18	He is humorous, but often led to huge tangents.	
19	Easy to understand and talk to.	
20	Dr. England is a great teacher who genuinely cares that his students are learning what they need to in order to succeed in engineering. Teachers like that are easier to learn from.	

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: 54.55% (18 of 33)	
1	Very sarcastic. He very obviously didn't like one student and every time they would ask a question in class he would brush them off and say come to office hours. I felt we had more homework than was necessary, 3 webwork and a physical homework due almost every week is very time consuming when I have other classes with homework.
2	Towards the beginning of the course Professor England spent a lot of time complaining about how students were causing problems for him which was definitely a hassle, but then he ended up eating 10+ minutes out of each 50 minute class for a few weeks and I don't think that helped anything. It went away after a bit, probably when some of the problem students dropped, but I think he could have benefited more from limited in class complaints and more emails.
3	To improve would be to show harder examples !
4	Sometimes he is hard to understand, and does not explain stuff very well.
5	Sometimes quick reviews of simple concepts that we are supposed to know anyway can be helpful in solidifying the relationship between what we have learned in the past to what needs to be applied in this class. That didn't happen much here.
6	See above.
7	N/A
8	I thought the lectures were frequently not very clear. We got pretty far ahead, and I think if we had slowed down a little bit it might have been helpful. I think that students are afraid to ask questions during class, and I'm not entirely sure why, but I think that it would be helpful if that was encouraged.
9	I think i made this clear above. Suggestion: have him teach aerodynamics or some other advanced class in aeronautics.
10	I disliked the homework methods, particularly the physical homework addition. Upon looking at other friends' Calculus III classes, I came to learn that this was the only class with both online and physical homework. Furthermore, the physical homework turned into more of a "get it done" assignment rather than one that would aid my learning in the subject, actually detracting from my own time to study as it would always be due on Fridays regardless of the presence of Friday midterms, making it an unnecessarily stressful waste of time.
11	I didn't like that he really didn't have notes at the ready, he had his own teaching style and sometimes its hard to copy notes and pay attention to really understand the material.
12	His method was great however I would just suggest adding more examples to further understand the subject
13	His lectures needed more examples. He would usually only provide one example for a concept or two. Many more examples are needed in order to understand the material completely. I learn more with a lot of examples, therefore his lectures were not really helpful in me learning. He explains well, but he needs to explain much more examples in lectures. Also, the physical homework was sometimes very difficult to do.
14	He made us pay for TopUp(\$26) an app we didn't even barely use as intended, he is very confrontational, immature, gabby, extremely difficult to learn from and work with. The printing costs for physical homework questions, exam reviews, etc is a bit absurd for a math class when we already have paid for a book that has the problems. His expectations of students are firm and there's no room for questions. He thinks he knows everything and has no respect for any student who is there to learn. I would never take a course from this instructor again and recommend he isn't part of the education system at ASU.
15	He made assumptions about what the class knew going in and taught the class in a way that was helpful only for certain types of engineers.
16	Fifty minute class sessions don't work for Professor England. I feel I would've comprehended his lecture better if things didn't need to run at a sprint from start to finish of each class. He was devoted to answering questions outside of class time, but lecture didn't allow room for questions.
17	During notes in class, many of the time England would not complete problems, using excuses like "This is all Calc 2 material so you should be able to figure this out." Another thing that was bothersome was the amount of times he would talk during a test. During our first test, he made lots of unnecessary remarks that really threw us off guard during examination time. It definitely made me loose my focus. This has, fortunately, lessened for our other exams, but it would just be nice if he would be considerate of the test takers. Additionally, he continually brought up many physics and upper level engineering courses to compare the course content to. Though I wouldn't mind minimal comparisons, he would very often go off tangent from class to talk about applications in fluid dynamics, thermal dynamics, physics, etc. After talking with a lot of kids in my class, they also felt that this was unnecessary and quite pointless, as many of us are not required to study those topics in our major.
18	Doesn't double check the problems given on the written homework to see if they are to elongated or not.