## 2151C - Spring 2015 - LA - CMATHSTAT - GENERAL Survey 2151C (2015)

Course:	MAT 267 25615 - Calculus for Engineers III	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	22 / 55 (40%)
Overall Mean:	<ul> <li>4.3 Cum GPA (18 responses)</li> <li>4.0 Expected Grade (22 responses)</li> <li>3.9 5-Point w/ Neutral H-L (286 responses)</li> <li>3.9 Grading (44 responses)</li> <li>1.8 Class Standing (Fr,So,Jr,Sr,Grad) (22 responses)</li> <li>1.2 Reason for course L-H (22 responses)</li> </ul>		

					M	AT 267 - 2	25615	;				
Ge	neral Course Questions		Re	sponses (%	%)		Course					
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev	
Q1	Assignments and/or examinations promote learning	10 45.5%	9 40.9%	1 4.5%	1 4.5%	1 4.5%	22	4.2	4	5	1.03	
Q2	Class sessions are well planned	3 13.6%	12 54.5%	5 22.7%	1 4.5%	1 4.5%	22	3.7	4	4	.92	
Q3	The pace and level of the course are appropriate	3 13.6%	9 40.9%	5 22.7%	3 13.6%	2 9.1%	22	3.4	4	4	1.15	
Q4	The course engages my interest	7 31.8%	11 50%	2 9.1%	1 4.5%	1 4.5%	22	4.0	4	4	1	
Q5	I learned something that I consider valuable	11 50%	9 40.9%	1 4.5%	0	1 4.5%	22	4.3	4.5	5	.92	

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

		MAT 267 - 25615											
Ge	eral Course Questions	Responses (%)					Course						
		A	В	С	D	E	N	Mean	Med.	Mode	Std Dev		
Q6	Using A-E as grades, what is your overall rating of the course?	6 27.3%	9 40.9%	5 22.7%	0	2 9.1%	22	3.8	4	4	1.13		

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

	MATHSTAT Student Demographic Questions cademic General	MAT 267 - 25615											
Academic General		Responses (%)						Course					
		F	S	J	s	G	N	Mean	Med.	Mode	Std Dev		
Q7 What is your current clas	s standing?	7 31.8%	13 59.1%	2 9.1%	0	0	22	1.8	2	2	.60		

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

				MA	Т 267 -	25615				
MATHSTAT Student Demographic Questions cademic General	Responses (%)					Course				
	MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev	
Q8 What requirement does this course meet for you?	20 90.9%	0	1 4.5%	1 4.5%	22	1.2	1	1	.73	

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

	MAT 267 - 25615												
Academic General	Responses (%)						Course						
	Α	В	С	D/E	0	N	Mean	Med.	Mode	Std Dev			
Q9 What grade do you expect to earn for this course?	7 31.8%	9 40.9%	4 18.2%	2 9.1%	0	22	4.0	4	4	.93			

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

	MAT 267 - 25615											
Academic General	Responses (%)						Course					
	3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev		
Q10 What is your current ASU GPA?	7 38.9%	10 55.6%	0	1 5.6%	0	18	4.3	4	4	.73		

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

					В	rian Eng	land						
CMA	se Related Faculty Questions		Responses (%) Individ								lual		
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev		
Q11	The instructor's presentations are clear and understandable	4 18.2%	7 31.8%	7 31.8%	2 9.1%	2 9.1%	22	3.4	3.5	3,4	1.15		
Q12	The Instructor makes clear what is expected of me in this course	9 40.9%	6 27.3%	4 18.2%	3 13.6%	0	22	4.0	4	5	1.07		
Q13	I have confidence in the instructor's knowledge of the subject	15 68.2%	5 22.7%	2 9.1%	0	0	22	4.6	5	5	.65		
Q14	The instructor is helpful if the class has difficulty with the material	8 36.4%	5 22.7%	5 22.7%	2 9.1%	2 9.1%	22	3.7	4	5	1.29		
Q15	I feel welcome seeking help from the instructor	11 50%	5 22.7%	3 13.6%	1 4.5%	2 9.1%	22	4.0	4.5	5	1.28		
Q16	The instructor promotes effective class discussion	7 31.8%	8 36.4%	4 18.2%	1 4.5%	2 9.1%	22	3.8	4	4	1.20		
Q17	The instructor conveys enthusiasm about the course	13 59.1%	5 22.7%	1 4.5%	1 4.5%	2 9.1%	22	4.2	5	5	1.27		
Q18	The instructor's responses to written work are helpful	6 27.3%	6 27.3%	7 31.8%	2 9.1%	1 4.5%	22	3.6	4	3	1.11		

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

		Brian England											
CM	urse Related Faculty Questions		Responses (%)					Individual					
		A	В	С	D	E	N	Mean	Med.	Mode	Std Dev		
Q19	Using A-E as grades, what is your overall rating of the instructor?	7 31.8%	10 45.5%	3 13.6%	1 4.5%	1 4.5%	22	4.0	4	4	1.02		

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

	Question:	What did you like about the course?	
R	esponse Rate:	50.00% (11 of 22)	
1	exams cont	ained homework problems	Q
2	Well organiz	red Calculus 3 material	Q
3	The materia	I was useful and interesting. I really did learn a lot about multivariable calculus	Q
4	The immen	se application to engineering courses	Q
5	It was incre chapters the fields, etc	dibly interesting to dive into some of the concepts and see how they related to things we were studying in other classes. I especially appreciated the at had physical application since it made it much easier to visualize what was going on. An example of this was when we talked about gradients, flux, vector	Q
6	It made all o	of my other courses seem much better than they really are.	Q

7	lt has many together all	applications in the field of engineering. The material is mind-expanding, in the sense that it teaches a new way to solve problems. The course also tied previous math subjects.	Q
8	I really enjoy and relevant our degrees	red when we actually got into calculus topics (partial derivatives, double and triple integrals, line integrals, etc). I found the topics challenging, fun at times, to my physics and engineering classes. Professor England routinely pointed out places where we would need to use these topics as we progressed toward in the respective engineering disciplines, which I thought helped make it seem more relevant and beneficial.	Q
9	I liked the m all managed	ath in this course! Professor England was pretty cool. It is very obvious he knows the math very well. Sometimes I would find myself lost a little bit but it to clear up. I feel that the grading system was pretty fair as well.	Q
10	I liked the a	oplications to physics that were learned in this class.	Q
11	Ghh		Q
	Question:	What did you dislike about the course? Do you have any suggestions to improve the course?	
Re	sponse Rate:	50.00% (11 of 22)	
1	no study gui	des needs more study guides	Q
2	Webwork pr	oblems are too difficult when compared to textbook. Maybe base the Webwork problems more on what's taught in class.	Q
3	The class fe time followi as if he cou wrote the ex examples qu through a pr problem.	Il behind two weeks into the course, and as a result the professor spent weeks catching up. He taught at an accelerated rate and I personally had a difficult ing along the lectures. There was even a point in multiple lectures where he would avoid answering questions in detail so that the class can catch up. I feel d have taught the class in a much more structured way. He did not make it clear as to which sections we were learning. If he wrote down each section and samples problems that we will go over in class before teaching us the material, I feel as if it would have been much more beneficial. Instead, he did endless aickly in which many of the students could not follow along and wrote down as many as possible within the class time instead of thoroughly working oblem. He would explain much of the problem instead of clearly writing every aspect of the problem down and sometimes he would not even finish a	Q
4	Sometimes to apply the	there were some chapters or assignments that didn't seem to have any real-life application. It's a calc class for engineers. My suggestion is to find a way concepts we learn in the class to the real world and things we'll be doing as engineers.	Q
5	Obviously A worse than scheduling. every stude	SU is known for its horrendous math department, so having a terribly organized and ill-staffed math course was to be expected. However, this was even I could have ever anticipated. As for the material, being already challenging, was made near impossible to understand by the lack of time and awful lesson Pair that with a professor like Brian England and you have yourself 75 suicidal ASU students- not literally (as far as I know)- This man managed to upset In the class, whether that be by belittling, sarcasm, or downright rudeness.	Q
6	None.		Q
7	Material wa	s run through very quickly	Q
8	l would have course was helped.	benefitted from an approach to three-dimensional drawing that included MATLAB or similar software programs. I found the biggest struggle with this simply visualizing or drawing the functions to determine the bounds of integration. I feel that a more thorough understanding/use of MATLAB may have	Q
9	I found mys	elf doing a lot of outside research to prepare for exams and assignments.	Q
10	Honestly, I k crutch by so there are an	ind of disliked the departure from the multiple choice tests. I also did not really like the lack of calculator. I understand that the calculator is used as a me but i simply use it to double check my answers and deal with the silly arithmetic I don't want to do. However, with these things being said I don't think y areas that need improvement.	Q
11	Ghdf		Q
			1
	Faculty:	Brian England	
Per	Question:		
Re	sponse Rate:	08.18% (15 01 22)	
1	very knowle	dgeable	R
2	Very knowle	dgeable about the subject matter, and would give us examples as related to engineering applications	Q
3	The way he	related real life mechanical and aerospace problems with calc 3 techniques	Q

3 The way he related real life mechanical and aerospace problems with calc 3 techniques

The thing that impressed me the most about Professor England was his vast knowledge of calculus and physics, particularly in regard to engineering. Also, he really cared about his students' success, and he gave every person multiple opportunities to succeed. He attempted to get to know every person's strengths and weaknesses 4 to help them succeed. Professor England answered questions before and after class everyday, held an enormous amount of office hours, and answered questions Q online. After exams, he would go through each exam individually with a student to show them where they lost points and why. I have an enormous amount of faith in his competency as an instructor, and I really appreciated the extra effort and time he put into the course to help us succeed.

Q

Q

5 The teacher was very blunt and to the point while also remaining respectful. The lectures sometimes did not line up with what was shown on the homework.

Mr England is excited about engineering and seems to enjoy teaching. 6

7	I really liked that he took the time to explain what the applications were for the concepts we were learning.	Q
8	I like the professor. He seems like a very neat guy. I also liked the attempts to relate the course to real world applications; however, most of the time when this happened I ended up more confused than I already was. So, if this relation can be done with a clear path in mind I think it would be very effective!	Q
9	I found it entertaining, as I didn't think professors like this existed, even in all of the horror stories of ASU's math department. Watching England teach was like watching an angry 7 year old with ADD gloat about his intelligence whilst occasionally murmuring math equations in what sounded like a foreign language and looked like hieroglyphics.	Q
10	I appreciate how personable he is	Q
11	His teaching methods were straight forward. He was very good at explaining problems in many different ways, to accommodate different styles of learning.	Q
12	He is very clear with his lectures, is very open to questions, and strongly encourages students to come to his office hours for help/questions.	Q
13	Gffg	Q
14	England was clearly very knowledgeable and enthusiastic. I like knowing that my teacher knows the subject he or she is teaching. Sometimes I wonder about some of my professors and whether they should be teaching at all. I didn't worry about that with England. I also liked how he went to great lengths to tell the students how the things we were learning could be given physical application. England was also extremely willing to help the students if they'd come to his office. I've never had a professor who had as many office hours as England did. I also really appreciated how he was willing to help students he knew were working hard in the class. He wasn out to get anyone, and that was nice.	ı't <b>Q</b>
15	Amazing instructor. My ending grade in the class was awful, but that was from my own doing. And I hope it doesn't reflect on him because he did everything he could to help me succeed.	• <b>Q</b>
	Faculty: Brian England	
_	Question: what did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?	
Re	Donse Rate: 54.55% (12 of 22)	
1	needs to consider that not everyone taking the course is a physics major, exam study guides would be great, the homework problems are very broad and are time consuming to review	Q
2	While the show, referred to as MAT 267, would be entertaining as a comedy sketch, it was not conducive to learning and being tested on actual material. I attended every class and took notes on everything that was said or written on the board, yet looking back on my notes I would become more confused. While going in for office hours, asking questions in class, or sending an email should be an option, I made the mistake of trying it and never will again. In the attempt at office hours, was made to feel like I was interrupting him, followed by questioning of if I even attend class. Just to be clear, office hours are for asking things from class you had trouble on, and not future material you have not yet even covered, right? He seemed to believe that if I attended the class I should understand it perfectly. On our 3rd exam, over half of the class was still trying to finish the test, and when the grades came out over half the class had failed the test. Still, he did not see a reason to curve the test. His reasoning: "If you drop all the scores below a 50, the average is a 72". This is interesting, as a good portion of the class scored below a 50, due to his own edits on the exam. The fact that even after dropping those scores, the average is still that low really speaks for him as a professors just start dropping scores below a 90 and taking the average, they are going to look like they actually know how to teach.	ie Q
3	The first few weeks were super rushed and disjointed. I understand that we were behind and needed to catch up, but rushing through the material made it incredibly hard to understand what was going on. Also, since England is so dang smart sometimes it seemed that he was leaving the class in the dust as he blew through examples and concepts. It would be helpful if he was able to stay focused and stay on schedule so he didn't have to rush to catch up. I think that would pretty much fix any issues.	( <b>Q</b>
4	Sometime he rushes through material which makes it harder to do well on exams.	Q
5	My only real suggestion is to slow down a bit. Sometimes things felt rushed and I think that was due in large part to the few days we missed at the beginning of the semester. So, I suppose this is slightly unnecessary feedback.	Q
6	I think myself and the class as a whole could have benefitted from a more structured review session before exams.	Q
7	His teaching method could be improved. I don't feel as if his class was the most structured that it could have been. He could have made it more clear as to what section and what examples we are going to do each day the students come into class. Instead he would say every so often what section the examples are coming fron and the amount of examples would vary from different classes. He would not finish out problems and would explain in words each problem rather than write down ever part of the problem in an orderly and structured manner. If he was more structured, I feel as if the class would have been easier to follow. Because of the lack of structure, the class even feel behind after two weeks of school.	n ry Q
Q	He talks way too fast and rushes through the content. I would like to see him go slow a bit and make sure everyone's understanding the course and also attempt to do	
Ů	some webwork problems in class.	

 10
 Gffh
 Q

 11
 Explains material, and runs through chapters fairly quickly.
 Q

 12
 At times the lessons were quite hazy, leaving more questions than answers.
 Q