

Arizona State University  
UC

| CMATHSTAT Student Demographic Questions<br>Academic General |   | MAT 267 - 72572 |           |             |           |   |        |      |      |      |         |
|---|---|-----------------|-----------|-------------|-----------|---|--------|------|------|------|---------|
|   |   | 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? | 16<br>36.4%     | 11<br>25% | 15<br>34.1% | 2<br>4.5% | 0 | 44     | 3.9  | 4    | 5    | .94     |

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

| CMATHSTAT Student Demographic Questions<br>Academic General |                               | MAT 267 - 72572 |             |            |           |    |        |      |      |      |         |
|---|-------------------------------|-----------------|-------------|------------|-----------|----|--------|------|------|------|---------|
|   |                               | Responses (%)   |             |            |           |    | Course |      |      |      |         |
|   |                               | 3               | 3           | 2          | 2         | B2 | N      | Mean | Med. | Mode | Std Dev |
| Q10   | What is your current ASU GPA? | 14<br>35.9%     | 14<br>35.9% | 9<br>23.1% | 2<br>5.1% | 0  | 39     | 4.0  | 4    | 4,5  | .89     |

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<br>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             | 18<br>40.9%   | 19<br>43.2% | 4<br>9.1%   | 2<br>4.5%  | 1<br>2.3% | 44         | 4.2  | 4    | 4    | .93     |
| Q12   | The Instructor makes clear what is expected of me in this course        | 22<br>50%     | 21<br>47.7% | 1<br>2.3%   | 0          | 0         | 44         | 4.5  | 4.5  | 5    | .54     |
| Q13   | I have confidence in the instructor's knowledge of the subject          | 31<br>70.5%   | 11<br>25%   | 1<br>2.3%   | 1<br>2.3%  | 0         | 44         | 4.6  | 5    | 5    | .64     |
| Q14   | The instructor is helpful if the class has difficulty with the material | 23<br>52.3%   | 14<br>31.8% | 5<br>11.4%  | 0          | 2<br>4.5% | 44         | 4.3  | 5    | 5    | .99     |
| Q15   | I feel welcome seeking help from the instructor                         | 17<br>38.6%   | 13<br>29.5% | 7<br>15.9%  | 4<br>9.1%  | 3<br>6.8% | 44         | 3.8  | 4    | 5    | 1.22    |
| Q16   | The instructor promotes effective class discussion                      | 15<br>34.9%   | 10<br>23.3% | 11<br>25.6% | 5<br>11.6% | 2<br>4.7% | 43         | 3.7  | 4    | 5    | 1.19    |
| Q17   | The instructor conveys enthusiasm about the course                      | 24<br>54.5%   | 15<br>34.1% | 5<br>11.4%  | 0          | 0         | 44         | 4.4  | 5    | 5    | .69     |
| Q18   | The instructor's responses to written work are helpful                  | 15<br>34.1%   | 18<br>40.9% | 8<br>18.2%  | 0          | 3<br>6.8% | 44         | 4.0  | 4    | 4    | 1.07    |







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























| CMATHSTAT Faculty Questions<br>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? | 25<br>56.8%   | 12<br>27.3% | 5<br>11.4% | 2<br>4.5% | 0 | 44         | 4.4  | 5    | 5    | .86     |





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: 61.36% (27 of 44)              |  |
| 1   | the fairness of the instructor   |
| 2   | early in the morning, fits my schedule   |
| 3   | What I liked about the course was how the instructor really enjoyed the material. For me, if the instructor is having the fun with the material he is teaching, I am enjoying the class and am learning. |
| 4   | Webwork problems   |
| 5   | This course was probably my most favorite class thus far. The material was the most intriguing and the professor was the most engaging.  |
| 6   | There were plenty of practice exams and online lecture videos  |

|    |   |   |
|----|---|---|
| 7  | The teacher and content   |     |
| 8  | The review days.  |    |
| 9  | The professor make student to be mentally strong when it comes to solving or taking exam  |    |
| 10 | The professor boost the written and the online webwork  |    |
| 11 | The instructor's communication and attitude.  |    |
| 12 | The course was interesting and sometimes applicable to other classes I was taking at the time.  |    |
| 13 | The course introduced a lot of new material that can help in other subjects in the future. Dr. England gave us good information to online resources that ASU provides for the students.     |    |
| 14 | The application of the material.  |    |
| 15 | Teacher is fair with grading, and actually cared about students genuinely learning.   |    |
| 16 | Some of the concepts were very interesting, and I learned a lot about things that I didn't think could be expressed by math.  |    |
| 17 | Professor England is amazing and knows the material extremely well. The physical homework he provided was good practice.  |    |
| 18 | Pretty much everything.   |    |
| 19 | Learning more about Calculus and future applications.   |    |
| 20 | It was mentally stimulating. I loved the online videos to supplement the course work. The lectures were interesting. I like how we had time to ask questions before class if we came early. |    |
| 21 | It was an interesting course because it makes you think very analytically   |    |
| 22 | It gave me an understanding on how to work through a problem and understand lots of simple things that I thought were just a given.   |  |
| 23 | I liked the applications to the real world the professor highlighted and the use of MATLAB to help with understanding.  |  |
| 24 | I like how challenging it was   |  |
| 25 | How it was all related to engineering   |  |
| 26 | He is really programmed and has a schedule and also his announcements are really nice, he also cares about you.   |  |
| 27 | Calculus is overall relevant to everything I am doing and will be doing. Professor England has a real strong enthusiasm that makes it easy and interesting to follow along.                 |  |






















| Question:      |   | What did you dislike about the course? Do you have any suggestions to improve the course? |   |
|----------------|---|---|---|
| Response Rate: |   | 63.64% (28 of 44)   |   |
| 1              | very much have to self-teach  |   |  |
| 2              | the online homework was too much.   |   |  |
| 3              | the course was fine, i had no issues  |   |  |
| 4              | not to talk as much during exams  |   |  |
| 5              | more review better online reviews   |   |  |
| 6              | Webwork is a really frustrating application to use while learning. This does not provide any feedback on if you are doing the process correctly. There needs to be some feedback on where we are going wrong when practicing the material. Provide sample solutions for problems so we can follow step by step of what is going. Practicing the steps incorrectly waste time and frustrate students and ruin the experience to master the material effectively. |   |  |

|    |  |   |
|----|--|---|
| 7  | This course should be restructured so that the skills and methods learned build upon one another. Coordinate systems should be taught first followed by derivation and then integration as this is how the previous levels were organized and this provides the best opportunity for mastery. Webwork should be done away with as a viable homework application. This program is ineffective and does not provide the appropriate feedback for working through homework problems. The vast amount of material covered in this class should be given every day and not just 3 times per week. |    |
| 8  | There didn't seem to be enough review. I just learned, learned, learned, and then was tested.  |    |
| 9  | The organization of the lessons did not make sense at times.   |    |
| 10 | The need to take calc III.   |    |
| 11 | The exams online did not always reflect the current semester's exam  |    |
| 12 | The course can include matlab assignments (e.g, plotting vector fields)  |    |
| 13 | The course material could've been presented in a more engaging matter, but as it is a math subject, it is relatively difficult to do so.   |    |
| 14 | The amount of work and time I had to put into the class. The amount of homework was just tiring and it made the topics not enjoyable .   |    |
| 15 | The Webwork was very discouraging for me. I felt like I was just trying to get the answer instead of understanding the subject.  |    |
| 16 | Some times we would start late or get distracted and I wouldn't know how to do a problem or two on the homework because it wasn't thoroughly covered. ( I used the videos online). I prefer a few multiple choice just so that there are more problems on the exam. It allows for more problems to be put on the test so each problem is worth a little less and if you don't remember how to do one problem your grade doesn't go down a letter and a half.   |    |
| 17 | Not a lot of the examples he gave in class were similar to the homework given out. The physical homework was also a little confusing as to understanding what the point was. Whether it was a bid to get kids to actually attend class (which failed) or what, but it was more of an inconvenience than it was either helpful or useful.   |    |
| 18 | My dislike about is that professor make us to do a lot of work. The professor take of the class time to talk about issue that is not related to the course and also take some time of the class doing exam time.   |    |
| 19 | It was pretty fast paced (though not unmanageable) and the material took time to visualize and understand  |   |
| 20 | It moves way too fast. Not enough time to refresh on past things   |  |
| 21 | I took calculus 1 and 2 online and with those courses there were instructional videos that went with them created by Professor Abraham. They helped me a ton and being able to go back and re-watch the videos because I might have missed something was incredibly beneficial to my learning. Having these videos available to non-online students would be a smart move on ASU's part.   |  |
| 22 | I mainly did not like the touchiness in regards to inputting answers in WebWork.   |  |
| 23 | I found it very challenging at most times, but that will always be a factor that can't really be improved. The only thing that I can think of is to stress the tutoring centers if people seem to be struggling.   |  |
| 24 | I feel like we spent a long time understanding something to find out the next lecture that there is a really simple way to do the problem.   |  |
| 25 | I disliked the amount of examples worked and would rather have spent more working on the theory and proofs.  |  |
| 26 | I dislike webwork.   |  |
| 27 | I believe that this course was done well enough that there would be no need to improve in a drastic matter.  |  |
| 28 | Being ahead of my friends curriculum wise minimized the people I could ask for help.   |  |

|                |  |  |   |
|----------------|--|--|---|
| Faculty:       |  | Brian England  |   |
| Question:      |  | What did you like about the instructor or the method of instruction? |   |
| Response Rate: |  | 65.91% (29 of 44)  |   |
| 1              | professor is clear and enthusiastic about his work |  |  |
| 2              | hes funny  |  |  |
| 3              | he was funny and relatable                         |  |  |
| 4              | he explains things in multiple ways                |  |  |

|    |  |   |
|----|--|---|
| 5  | easy to understand, joked around with the class, attempted to learn students names who engaged in the class regularly. Interacted with the students overall instead of teaching to empty seats   |     |
| 6  | Very clear and easy to understand  |    |
| 7  | That he was knowledgeable to show us easier methods to get to an answer rather than let us struggle.   |    |
| 8  | Made lectures interesting and was a fair grader  |    |
| 9  | Just how he actually cares about the students learning. He was incredibly helpful if you wanted help and was very fair with grading. His system of, if you messed up in one small part of the problem but did everything thing else correct, you should get credit for most of the problem, was incredibly motivational to learning the topics you don't really understand, instead of just ignoring those topics because you won't get points for it.                           |    |
| 10 | It was engaging with the class   |    |
| 11 | I've taken this course before and I failed, unfortunately. My previous instructor was unclear and didn't encourage questions. His lectures were disorganized and hard to follow. Comparing that class and Brian England's class is like night and day. Brian's lectures were very well structured. His notes were extremely easy to follow and he made sure to explain everything clearly. I really enjoyed this class and haven't felt like I've enjoyed math since high school |    |
| 12 | I liked that the instructor spent time talking about the applications to the real world and engineering.   |    |
| 13 | I liked that he was always enthusiastic about the topic we were covering; it made the class seem not as early as it was.   |    |
| 14 | I liked the promptness at which we received our grades back, which allowed me to know exactly where I stood in the course.   |    |
| 15 | I liked how he related it to engineering and how we're going to need it later.   |    |
| 16 | I like how he is always on track with the lessons  |    |
| 17 | I like his straightforwardness.  |    |
| 18 | His love for mathematics and engineering   |    |
| 19 | His grading style is fair and he makes clear his expectations from his students.   |   |
| 20 | His enthusiasm he truly wants students to understand and succeed and he cares about it. His instruction was good going over the concepts and examples everything is clear.   |  |
| 21 | His ability to relate the required material to real world applications.  |  |
| 22 | He is someone who socialize himself with students.   |  |
| 23 | He is passionate about teaching and care about how we do in his course but he makes it challenging enough to stretch us a little.  |  |
| 24 | He is clear with his directions and expectations   |  |
| 25 | He is always talking about applications of the topics (e.g. fluid mechanics, electromagnetism)   |  |
| 26 | He gave good examples and taught us about what we could use the various formulas and law of Calculus in the many disciplines of engineering.   |  |
| 27 | He explained most of the course material.  |  |
| 28 | Clear and easy to understand.  |  |
| 29 | Again he makes everything simple, and I think he is the best math teacher in department. I have failed calc 3 last semestr but right now I have an A in the class, because he doesn't like to make everything complicated like the other professors.   |  |

|   |                             |
|---|-----------------------------|
| 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: 52.27% (23 of 44)  |                             |
| 1   | no late homework            |
| 2   | doesnt cover a lot in class |

|    |  |   |
|----|--|---|
|    |  |   |
| 3  | Too much homework  |    |
| 4  | The require us to do plenty homework doing the week. He really make you work over time.  |    |
| 5  | The lecture notes could be more thorough (include more details of the theory than examples)  |    |
| 6  | Sometimes the professor skips steps during the lecture   |    |
| 7  | Sometimes the instructor could get off topic. Although it was always interesting, it sometimes made doing homework the next night difficult.   |    |
| 8  | Nothing  |    |
| 9  | Nothing. I just wish the class was longer than 50 mins so we could do more in class examples.  |    |
| 10 | N/A  |    |
| 11 | N/A  |    |
| 12 | I'd rather submit my homework online and get a grade back online. I don't really go back over it once you hand it back... It takes too much class time to pass them back.  |    |
| 13 | I had no issues  |    |
| 14 | I don't have any suggestions.  |    |
| 15 | He's intimidating, makes you feel small.   |    |
| 16 | He is not extremely engaging as a professor, which makes students lose focus.  |   |
| 17 | He has a specific sense of humor that makes me feel like I will be judged or made fun of if I am not quite as knowledgeable, and those that need help, myself included, feel threatened or discouraged from asking for help because of this.   |  |
| 18 | He goes a little fast, but is always there to help if someone has a question.  |  |
| 19 | He did not explain everything we needed to know.<br>He was unreasonable when it came to the rules and the course.  |  |
| 20 | During lectures I felt sometime she rushed through a few topics and I found that I would struggle a little more than usual when I did homework or encountered a similar problem on a test.   |  |
| 21 | Do not chastise students for asking questions or going over difficult material. If attendance is supposed to be mandatory as according to the syllabus then enforce this standard, do not complain about students not showing up and then not act upon this fact. Spend more time covering the material as opposed to test review, material was often covered too quickly to allow for proper processing. Actually follow the standard provided instead of giving sympathy points or not properly explaining why points were deducted. |  |
| 22 | Do more examples. Plenty of times I found myself confused on homework because we didn't have sufficient practice in class.   |  |
| 23 | Didn't give a lot examples that were in the Hw. Did call out students in a manner that could seem degrading or embarrassing (usually in regard to test questions that should have been 'obvious')  |  |