

**2177C - Fall 2017 - LA - CMATHSTAT - GENERAL Survey**  
**2177C (2017)**

**Arizona State University**  
**UC**

<b>Course:</b>	MAT 267 77568 - Calculus for Engineers III	<b>Department:</b>	CMATHSTAT
<b>Responsible Faculty:</b>	Brian England	<b>Responses / Expected:</b>	33 / 74 (44.59%)
<b>Overall Mean:</b>	<b>4.3</b> Cum GPA (29 responses) <b>4.2</b> Expected Grade (33 responses) <b>4.0</b> Grading (65 responses) <b>3.9</b> 5-Point w/ Neutral H-L (428 responses) <b>1.7</b> Class Standing (Fr,So,Jr,Sr,Grad) (33 responses) <b>1.1</b> Reason for course L-H (33 responses)		

CMATHSTAT Course Questions General Course Questions		MAT 267 - 77568									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
<b>Q1</b>	Assignments and/or examinations promote learning	13 39.4%	16 48.5%	1 3%	2 6.1%	1 3%	<b>33</b>	<b>4.2</b>	4	4	.96
<b>Q2</b>	Class sessions are well planned	7 21.2%	15 45.5%	4 12.1%	5 15.2%	2 6.1%	<b>33</b>	<b>3.6</b>	4	4	1.15
<b>Q3</b>	The pace and level of the course are appropriate	7 21.2%	14 42.4%	6 18.2%	3 9.1%	3 9.1%	<b>33</b>	<b>3.6</b>	4	4	1.18
<b>Q4</b>	The course engages my interest	13 39.4%	10 30.3%	4 12.1%	3 9.1%	3 9.1%	<b>33</b>	<b>3.8</b>	4	5	1.29
<b>Q5</b>	I learned something that I consider valuable	12 37.5%	14 43.8%	4 12.5%	1 3.1%	1 3.1%	<b>32</b>	<b>4.1</b>	4	4	.95

**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 - 77568									
		Responses (%)					Course				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
<b>Q6</b>	Using A-E as grades, what is your overall rating of the course?	13 39.4%	9 27.3%	9 27.3%	0	2 6.1%	<b>33</b>	<b>3.9</b>	4	5	1.10

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

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 77568									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
<b>Q7</b>	What is your current class standing?	13 39.4%	18 54.5%	2 6.1%	0	0	<b>33</b>	<b>1.7</b>	2	2	.59

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

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 77568								
		Responses (%)					Course			
		MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q8	What requirement does this course meet for you?	31 93.9%	1 3%	1 3%	0	33	1.1	1	1	.38

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 - 77568									
		Responses (%)					Course				
		A	B	C	D/E	O	N	Mean	Med.	Mode	Std Dev
<b>Q9</b>	What grade do you expect to earn for this course?	16 48.5%	8 24.2%	7 21.2%	2 6.1%	0	<b>33</b>	<b>4.2</b>	4	5	.96

**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 - 77568									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	13 44.8%	11 37.9%	5 17.2%	0	0	29	4.3	4	5	.74

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	12 36.4%	7 21.2%	6 18.2%	4 12.1%	4 12.1%	33	3.6	4	5	1.39
Q12	The Instructor makes clear what is expected of me in this course	19 57.6%	7 21.2%	3 9.1%	2 6.1%	2 6.1%	33	4.2	5	5	1.19
Q13	I have confidence in the instructor's knowledge of the subject	20 60.6%	10 30.3%	1 3%	1 3%	1 3%	33	4.4	5	5	.92
Q14	The instructor is helpful if the class has difficulty with the material	12 36.4%	8 24.2%	5 15.2%	6 18.2%	2 6.1%	33	3.7	4	5	1.29
Q15	I feel welcome seeking help from the instructor	11 33.3%	11 33.3%	3 9.1%	5 15.2%	3 9.1%	33	3.7	4	4,5	1.32
Q16	The instructor promotes effective class discussion	12 36.4%	7 21.2%	7 21.2%	5 15.2%	2 6.1%	33	3.7	4	5	1.27
Q17	The instructor conveys enthusiasm about the course	20 60.6%	8 24.2%	3 9.1%	1 3%	1 3%	33	4.4	5	5	.98
Q18	The instructor's responses to written work are helpful	12 36.4%	8 24.2%	8 24.2%	2 6.1%	3 9.1%	33	3.7	4	5	1.26


















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?	18 56.3%	3 9.4%	6 18.8%	4 12.5%	1 3.1%	32	4.0	5	5	1.24














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:	69.70% (23 of 33)














1	the exam reviews.	
2	none	
3	Very challenging, but you will do well if you do all the work.	
4	There was nothing that stood out especially.	
5	The professor was good about teaching the conceptual side rather than only teaching the steps needed to know how to solve the problems.	
6	The course showed that I can balance and get everything done for the class.	















7	The course covered interesting concepts.	
8	Teaching style	
9	Overall, it was really interesting and fun area of math to learn about.	
10	It built upon the topics/techniques used in lower level calc classes.	
11	Interesting, challenging, good professor	
12	I think the course is well-structured and exams match the course material closely.	
13	I liked the environment of the classroom and the material we covered.	
14	I liked the concepts that were presented.	
15	I liked learning the calc. Took the class without credit in HS, so it was easy	
16	I liked learning the material and being able to understand it and being able to apply it elsewhere	
17	I like the pace of the class, it didn't feel too fast or too slow to me	
18	I like the curriculum and the order. The tests appropriately test basics rather than complicated applications. The online videos are extremely helpful.	
19	I like math	
20	I like how much outside resources there are like the tutoring center	
21	I enjoyed the pacing of the course as it was very manageable and it allowed for the professor to teach everything necessary for us to succeed in a timely manner. In addition, the course was very interesting as it was an extension of calculus into 3D, and it helped give me a new perspective as I had to learn how to visualize math in three dimensions.	
22	Expanding on knowledge from previous courses made a lot of sense and felt useful	
23	Engineering applications	









<b>Question:</b> What did you dislike about the course? Do you have any suggestions to improve the course?		
<b>Response Rate:</b>	69.70% (23 of 33)	
1	the other 90% of the course was given like we were graduate level students, which we are not.	
2	the instructor, suggestion to improve the course would be to get a different instructor	
3	none	
4	There too many hw assignments.	
5	The work load is hard to manage, but I don't think that can be improved because a lot of practice is needed for this course.	
6	The homework assignments lack relevant examples and it is extremely difficult to get good grades on the homework. For example, in CSE 120, the homework questions are based off of similar questions in the book with detailed explanations. Something like that would help me understand the concept, the expected answer and process, and learn from the homeworks. The course review material lacks explanations, rendering it useless. I wish there was a greater focus on conceptual understand than just mathematical processes.	
7	The harsh grading on the physical homework without explanation.	
8	That the written homework and Webwork were so much to do all the time, especially with all my other classes.	
9	Sometimes, I felt rushed like there was too much content to cover in a short time	
10	Physical homework as a lot more difficult that included problems that were not tested on or gone over during the lecture. On top of that, it was considered a separate grade based on accuracy which tanked the homework grade as the problems were significantly difficult and were not explained in class.	

11	Pacing sometimes was off, it seemed like a guarantee that each assignment would be pushed back.	
12	Nothing	
13	N/A	
14	Moved too fast, related A LOT of things in class to physics and expected a general knowledge of physics for some homework/test questions although physics is not a pre/corequisite (I personally ave never taken physics), much harder than calc 2	
15	It was a little fast pace and can be difficult to understand at times.	
16	I just wish there were more time for my particular session because we lost several lectures and were behind for Exam 2.	
17	I feel like if I had taken differential equations prior or at the same time as this course, that it would have helped me with the material. However, it is not in my major schedule until next semester.	
18	I do not like the instructor, he talks too much about his biased world views which are sometimes very inappropriate	
19	I disliked how some of the WebWork questions only allowed a limited number of attempts to answer them correctly before points would be deducted. In some cases, it was understandable; however, for material we did not explicitly cover in class (like matching quadratic surfaces and vector fields in 3D with their graphs), it seemed a bit unfair. In addition, the WebWork problems could sometimes be unclear in their wording on what they want the student to do.	
20	I disliked the amount of homework and the difficulty of it. Most of the stuff on the homework wasn't even on the test.	
21	I didn't like the amount of homework but I understand it's a good thing. There was a point where the physical homework was due before the online homework and I didn't like that.	
22	Go through the thought process when doing examples	
23	Could cover more material	

Faculty: Brian England		
Question: What did you like about the instructor or the method of instruction?		
Response Rate:	75.76% (25 of 33)	
1	nothing	
2	he was able to keep the class's attention which was about the only decent thing he was able to do	
3	Very good at connecting the math to real-world applications and what we would use most often in future courses. Very good at teaching the concepts and theory rather than just the math needed to solve the problems.	
4	The way he engages with the students.	
5	The physical homework was helpful in preparing me for exams.	
6	The instructor was very humorous and he did a good job of presenting the materials.	
7	The in class examples were excellent and helped on the homework.	
8	Lots of examples and work.	
9	I like the order in which he presents material. Additionally, he connects what we are learning to applications. He grades fairly and explains the grading on tests extremely clearly. I wish he always graded our homework so that we would get proper feedback rather than just points off. He clearly explains homework and test expectations. I liked his connections to Matlab. I wish there were assignments to force students to learn Matlab besides the minimal modules provided in FSE 100. I appreciate his extending the due date for the homework but it is inherently, at no fault of the instructor, unfair to extend the deadline because now we won't see the solutions before the final. Instead, he should just accept late homework for a penalty.	
10	I like how he taught using examples	
11	I enjoyed how the professor would work through example problems on the board as he was teaching the lesson. In addition, the professor made himself very accessible for the students not only through his office hours, but also online via Piazza. In addition, the professor was more than willing to meet students at other times if their schedules conflicted with his office hours. The professor is very passionate about math and it makes the course more enjoyable and easier to understand.	
12	I did like how it made it a good environment for learning, and promoted effective self-learning as well.	

13	His vast knowledge about the all topics within Calc III	
14	Hes very friendly, students feel very comfortable asking him questions and participating.	
15	He's very enthusiastic about the subject and he interacts with the class (or the front two rows)	
16	He went through all of the material and would always help if someone was confused.	
17	He knows math, but talks too much about stuff that is not math (eg: himself)	
18	He knew the material very well.	
19	He is very engaging with the class and answers questions effectively.	
20	He is knowledgeable, despite making small mistakes in problems frequently.	
21	He is always fair in any problem the class was facing and worked hard to make sure he did things to benefit us.	
22	He clearly understands the material very well, when he has it prepared	
23	Gave various ways to learn the material and was always very honest	
24	Consistent breakdown of points. Always knew what was wrong and how.	
25	Clear and understandable and would help if asked.	

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:		69.70% (23 of 33)	
1	spends too much time every day talking to us like he's writing a blog post		
2	nothing		
3	White board notes were sometimes in an odd position (awkward positioning of notes)		
4	Towards the end of the semester a bit more explanation of why things works the way they do would have been helpful.		
5	The lectures were not as clear as they could have been. There were not enough examples given of each concept, and when examples were given they were often rushed through or incorrect. Also, course policies about assignment expectations and extra credit were changed, making it difficult to know what was expected of us.		
6	That sometimes it made it seem like we were given "easy" problems, when it seemed much harder than he thought.		
7	Sometimes, the notes on the board gets slightly messy and hard to follow sometimes		
8	Sometimes I feel like certain lectures do not cover as much as they could, like we might spend too much time on something more simple.		
9	Sometimes the professor would go off-topic for what I thought to be too long. It was nice having the breaks in lecture, but sometimes the breaks would trail off and we wouldn't have much time to finish what was needed to be covered. I would say the professor just needs to watch the time more closely to avoid this problem.		
10	Nothing hes chill		
11	Nothing against him, but I like powerpoints. He's still great		
12	No suggestions.		
13	Moves too fast, goes on tangents, writes all over the board and is sloppy, I can't tell what is important/I should write down and what is a tangent/him trying to prove a point, he is unapproachable and I would feel uncomfortable going to his office hours because he is rude and treats most questions as dumb questions		
14	Maybe be a little clearer in explanation in the theory part of the lesson. Maybe give some simple examples so the class gets the basics and then put in some more difficult, webwork examples. This way the class gets a complete understanding of what's going on.		

15	I would suggest to take more time to make sure the notes are correct and cover everything in the chapter.	
16	I suggest that the professor reduces the number of WebWork problems, if possible. While they are helpful, they can be a bit excessive and redundant, especially with the physical homework. Plus, tests are more based on the problems on the physical homework rather than the WebWork problems, so it would be helpful to focus more on the physical homework than the WebWork. Nevertheless, this methodology did help me learn and be prepared for exams more so than by just doing the WebWork or physical homework alone as it covered a broader range of problems we could face.	
17	How we have a small amount of time so we rushed through things	
18	He writes like the wind and it's a little hard to keep up with	
19	He went on tangents all the time, talking about all the things wrong with the generation of young people in college right now generally. If he encounters an issue that most of us regularly encounter in homework, instead of actually working through it he will stop the example and move on.	
20	He taught slowly and this would cause us to fall behind. As such, we would finish the material two days before the exam and it would be difficult to prepare. Exam dates were not extended to adjust for falling behind.	
21	He often complains that we are always running behind and some ways to counteract that are having prewritten/typed notes that he projects onto the screen and doing real-time examples on paper projected onto the screen to avoid wasting time on writing on and erasing the board. Additionally, I don't like his method of teaching because he never ties in new material to what we learned in the past, leaving giant holes in my knowledge. Thus, in order to truly understand the concepts, I have to read the book and watch Khan Academy videos. Also, I wish his reviews were conceptual with concrete example rather than just going through the steps to answer the problems. It is not the steps that I cannot do, but when to apply what steps that is the confusion most of the time. Additionally, I wish he was more open to questions and welcoming but he makes you feel silly for "stupid" questions. Also, I wish he would connect everything continuously so that everything makes sense as a whole. He sometimes connects things, but not completely, and I remain confused for the rest of the class because I never understood the foundation of the topic. Also, I wish he never had any homework due on the day of the tests so that we could have answers and explanations to the problems before the test.	
22	Go step by step in problems and not telling us why he does what he does. Assumes we know every process.	
23	<p>England is the worst professor I've had so far in my college career. During his lectures, he taught the concept, did an example problem, but ended up doing most of the math in his head, making it exceptionally confusing. Most of this class was self-taught or learned from the asu math videos (which are absolutely wonderful). The first two exams were rather simple and similar to the practice exams so the majority of the class was able to do well. However, England made the third exam incredibly difficult, the class average being a 60, and England called that acceptable which I do not agree with. He won't curve the exam, which puts those who are struggling in a terrible position. I personally was sitting with a decent grade up until the third exam, and I am now worried if I will even be able to pass the class. It was the most ridiculous exam I've ever taken here at ASU.</p> <p>England also decided to reopen the homework at the end of the semester and offered extra credit to those with a 90% or above because of "their hard work they've put in this semester", which is completely illogical, who's to say a struggling student with less than a 90% homework grade isn't deserving of the extra credit? England also prides himself in his assigning of written homework, which he attributes to his high test scores. The written homework is incredibly difficult and the majority of the answers are available online; I believe he is delusional about the written homework being any help on the exams. When asked about some of the problems on the written homework, England couldn't even do the problems and didn't finish claiming he "didn't want to waste class time". Before taking the third exam, he bragged about how difficult of a grader he is, bragged about how he doesn't "need" a curve, and told us not to worry if we didn't do well and to just study for the final.</p> <p>He is a cocky, arrogant professor who chooses class favorites, lectures while facing the board, writes sloppy and illegible, and only cares for the students that do well instead of helping those who are struggling. I truly believe that he set this class up for failure.</p>	