

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 19622									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	10 38.5%	11 42.3%	2 7.7%	3 11.5%	0	26	4.1	4	4	.96

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 40.7%	11 40.7%	2 7.4%	1 3.7%	2 7.4%	27	4.0	4	4,5	1.14
Q12	The Instructor makes clear what is expected of me in this course	19 70.4%	7 25.9%	1 3.7%	0	0	27	4.7	5	5	.54
Q13	I have confidence in the instructor's knowledge of the subject	19 70.4%	7 25.9%	1 3.7%	0	0	27	4.7	5	5	.54
Q14	The instructor is helpful if the class has difficulty with the material	17 63%	7 25.9%	1 3.7%	1 3.7%	1 3.7%	27	4.4	5	5	.99
Q15	I feel welcome seeking help from the instructor	16 59.3%	5 18.5%	4 14.8%	1 3.7%	1 3.7%	27	4.3	5	5	1.07
Q16	The instructor promotes effective class discussion	9 33.3%	10 37%	6 22.2%	1 3.7%	1 3.7%	27	3.9	4	4	1.02
Q17	The instructor conveys enthusiasm about the course	18 66.7%	7 25.9%	2 7.4%	0	0	27	4.6	5	5	.62
Q18	The instructor's responses to written work are helpful	12 44.4%	9 33.3%	4 14.8%	1 3.7%	1 3.7%	27	4.1	4	5	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?	14 53.8%	9 34.6%	2 7.7%	0	1 3.8%	26	4.3	5	5	.92















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: 55.56% (15 of 27)	
1	the professor was invested in us
2	not too difficult
3	learned a lot
4	it builds on material from the pervious calculus class
5	interesting
6	This class was very challenging and the second time taking. I liked how Professor England is very structured and organized when it came to lectures and outside of class assignments.







7	The teacher, Mr. Brian England, is great! He explains things really well, makes concepts applicable to "real life" (i.e. engineering applications of calc 3 concepts), and works hard to make sure we as students succeed. This course has been challenging, as it should be, and has promoted my own personal development through critical thinking, spatial reasoning, and other important skills.	
8	The lectures were well-structured, the grading system was fair, the professor was professional and the longer time slot paired with the numerous sample problems done in class was an effective method of instruction.	
9	The exams were super easy and the physical homework Brian assigned helped greatly in preparing for the exams.	
10	The course taught many interesting topics that are applicable in my other classes.	
11	The course was fine, the instructor was not.	
12	The Physics applications.	
13	It was fairly graded.	
14	I could see the application of what we learned in the real world.	
15	England applies topics to real life engineering concepts.	

Question: What did you dislike about the course? Do you have any suggestions to improve the course?		
Response Rate: 62.96% (17 of 27)		
1	the word problems	
2	good class, no excuse	
3	a lot of information	
4	Webwork questions are way too hard and intensivefor the material we cover.	
5	Very poorly screened WebWork assignments. Often involved absurd, borderline impossible calculations or incomprehensible problem phrasing.	
6	Too much homework. Adding a second homework component felt like a waste of time. I rarely felt I gained anything from the written homework, along with the fact that the necessity of such specific formatting for the written homework made it difficult.	
7	The workload was extremely demanding due to both physical and webwork problems every week. A lot of the homework problems felt repetitive, and as a result felt like busy work. I would appreciate getting more tactical with the amount of homework required.	
8	The last exam (exam 3) covered too much material that was generally unrelated, unlike the first two that were well put together.	
9	<p>The course is too easy. Every test was "easy peasy lemon squeezy" to put it in my instructor's words. I finished every test in less than half the time allotted, except for the one time our instructor added extra questions to make the test more lengthy and challenging. Calculus is supposed to be a "weed-out" class. The semester is almost over, and right now, over 70% of the class is on track for an A. This should not happen! ASU has totally "watered down" their program, made it so easy that you could learn nothing and still pass, and does not care at all whether the students learn or not. They don't want anyone to fail, so they make it easy. It's terrible. I feel like my education is not of much value, and if I weren't getting almost all my tuition paid for by scholarships, I don't think I would attend ASU because it wouldn't be worth my money.</p> <p>PLEASE, ASU SOMSS, increase the difficulty of your tests! Students should not be able to pass the class by cheating on homework and plugging in formulas on a very simple and easy test! And yet this is the reality of every math class at ASU! They should have to work hard for their grade! They should have to think critically! They should have to actually learn to pass the class! And this problem is not just with calculus 3, it was the same way in my calculus 2 class last fall, and I have heard it is the case with every math class at ASU!</p>	
10	The course was too fast, there were too many things trying to get taught in one class session and the ideas were all briefly touched and not reviewed. If we wanted to actually learn something we would have to go to review sessions, office hours or the tutoring center.	
11	The clicker attendance system was rife with error, but this was not the professor's fault. Maybe a different method of attendance-taking would suffice, but I liked that showing up was part of our grade.	
12	Stick to the material set by the syllabus, do not include problems that are beyond the scope of the class if you are unwilling to elaborate on those problems and do multiple examples.	
13	Please dont make us do 10 to 15 extra questions (written hw), and make a few of them super tough.	
14	Lots of homework, often too much to handle with work from other classes.	
15	It's not very applicable to my major. I would like to see computer science applications to better understand the concepts.	
16	Inappropriate amount of homework when compared to previous courses offered by the math department.	

17	I think the only thing I didn't like was the required attendance and clickers for it. It was kind of waste of time to take attendance when we could have spent that time on more questions and examples, but understand that is it required by the school.	
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Faculty:		Brian England
Question:		What did you like about the instructor or the method of instruction?
Response Rate:		51.85% (14 of 27)
1	very knowledgeable and a great teacher	
2	he does many examples that are useful when doing homework and studying for the tests. also very helpful and unlike most teachers it feels like he wants you to pass and does everything possible to pass you	
3	good	
4	Very hands on.	
5	The only positive thing that can be said is that he understand the material.	
6	The instructor clearly cares about his students and often went above and beyond to offer things like review sessions.	
7	Mr. England is one of the best teachers I have had at ASU. He truly cares about student success, is able to explain difficult calculus concepts with ease (and in a way that makes sense), and also teaches the applications of what we're learning in physics and engineering. He also takes cheating seriously, and won't let you use calculators on exams to reduce cheating. This is a good thing. You don't need a calculator in calculus 3!	
8	Made good use of regularly scheduled physical homework assignments to complement course material. Most of my comprehension of the material was solidified through these assignments.	
9	I like how he brings up a concept and heavily enforces visual aids and visualizing the problem because it fits very well in my learning style.	
10	He's a normal guy, and knows his stuff. He makes it clear what needs to be done to get a good grade. He genuinely wants people to get good grades.	
11	He knows my name! He listens to the class! He's very approachable and personable. He is easily one of the best math professors I've ever had (and that's a big statement!) He makes me feel comfortable in a way that only one other professor has.	
12	He had a lot of knowledge about how the course material related to the field I am studying. He also had impeccable wit.	
13	He goes over the exams after we take them and gives us the solutions to make corrections. Also the extra homework helped for tests.	
14	As a retaken class, I was hoping this course would provide me with a better understanding of the subject than I had received from my former professor, and Professor England exceeded my expectations on every level. Where my previous professor had fallen short, Professor England delivered: sample problems being written out and talked through during the lecture, formulas and theorems being presented before problems were discussed, to-the-point explanations of all topics, a fair grading system, plus extremely helpful 3D computer-generated visual aids. The homework was thorough, and leaving this semester, I feel like I have truly learned Calculus III.	

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:	51.85% (14 of 27)	
1	sometimes got off track	
2	i disliked how we was teaching us the material so fast, in terms of the way he speaks. As an international student, even with English being a strong language for me, he was still super fast and expressed the material too quickly in my opinion.	
3	great guy	
4	Way too fast and almost every day there would be an example where we would be working on it for 5-10 minutes to get to the end and realize something was done wrong, then just move on without fixing it.	
5	This wasn't the professor's fault either, but the display technology in the classroom (WXLRA118) was sometimes finnickly. It took up class time.	
6	<p>The instructor continually went beyond the scope of the class to engage in tangents that were not beneficial to the class. Physical homework that was added on top of the base course requirements was not properly covered in class and multiple tutors over the scope of the semester had difficulty answering those questions.</p> <p>The instructor was not helpful in either class or in his office hours. Visits to those office hours would involve little to no help and any attempt to ask questions in class was usually met with derision. The instructor regularly put down students, sometimes in good manner, other times not so much, but in either case it was incredibly unprofessional and crude. Students who would normally have felt comfortable going to office hours to ask questions did not do so after his in-class comments.</p> <p>I, personally, had issues throughout the semester that I felt necessitated some help from the instructor, but my attempt to get help for my issue was stopped by the instructor's indifference and outright annoyance. I feel that this instructor was more of an obstacle to learning than a facilitator and I would not recommend this instructor to anyone.</p>	
7	The attendance was frustrating .	

8	Professor England is a great instructor and I feel the university rules on attendance and exams really hold back his potential of teaching.	
9	Often got off track during lectures, which made them challenging to follow along with. As a student, it is nice to hear about real-world applications of the material, but only if it remains apparent what is relevant to the course and what is not.	
10	No calculators on exam seems unfair when other people taking similar exams with other professors can use their calculators.	
11	My only complaint about the instructor is that he occasionally makes comments about smoking/alcohol, which I think is inappropriate.	
12	I honestly didn't learn very much in the lectures. It was really fast instruction, and I just had to teach myself out of the textbook. The "copying down" didn't prove to help me remember what he had taught. There was a ton of homework in that class, which, yes, made me learn the material, but there was TOO MUCH. Webwork and physical homework - fine. But at least cut down the webwork problems. Other classes of the same subject had, for example, problems 1, 4, 9, and 12 from one section, and we had problems 1-15.	
13	He occasionally made comments that seemed dismissive or students. However, he makes a full disclosure in the first week that he is a very sarcastic human and does not mean harm by any of this; further, that any students who might be offended are encouraged to switch to a different instructor. I personally prefer softer professors, but at the end of the day he is not a bad guy and think this is just a personality trait.	
14	Certain topics, such as the Fundamental Theorem of Calculus for Line Integrals, felt like they were rushed through, without really being given time to understand the process for solving problems involving the topic.	