

Arizona State University
UC

CMATHSTAT Student Demographic Questions Academic General		MAT 267 - 72193									
		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?	11 25%	14 31.8%	18 40.9%	1 2.3%	0	44	3.8	4	3	.84

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 - 72193									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	11 29.7%	21 56.8%	4 10.8%	1 2.7%	0	37	4.1	4	4	.70

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	18 40.9%	11 25%	8 18.2%	2 4.5%	5 11.4%	44	3.8	4	5	1.32
Q12	The Instructor makes clear what is expected of me in this course	29 65.9%	8 18.2%	2 4.5%	2 4.5%	3 6.8%	44	4.3	5	5	1.18
Q13	I have confidence in the instructor's knowledge of the subject	34 77.3%	7 15.9%	1 2.3%	2 4.5%	0	44	4.7	5	5	.74
Q14	The instructor is helpful if the class has difficulty with the material	14 31.8%	14 31.8%	8 18.2%	4 9.1%	4 9.1%	44	3.7	4	4,5	1.26
Q15	I feel welcome seeking help from the instructor	19 43.2%	11 25%	5 11.4%	4 9.1%	5 11.4%	44	3.8	4	5	1.37
Q16	The instructor promotes effective class discussion	9 20.5%	14 31.8%	13 29.5%	4 9.1%	4 9.1%	44	3.5	4	4	1.18
Q17	The instructor conveys enthusiasm about the course	27 62.8%	7 16.3%	6 14%	1 2.3%	2 4.7%	43	4.3	5	5	1.09
Q18	The instructor's responses to written work are helpful	16 36.4%	14 31.8%	9 20.5%	2 4.5%	3 6.8%	44	3.9	4	5	1.16


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?	22 50%	11 25%	4 9.1%	4 9.1%	3 6.8%	44	4.0	4.5	5	1.25

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:	72.73% (32 of 44)										
1	nothing										
2	n/a										
3	dont have to show up as long as you have good grades										
4	attendance was not mandatory										
5	Working in multiple dimensions was interesting.										
6	This class was well-structured and fun to attend. The course material had engineering application, and felt like the concepts could be used in a real life problem.										

7	The teacher	
8	The professor is easy to understand	
9	The material strongly relates to real world applications.	
10	The instructors relation of course material to real world applications was interesting.	
11	The instructor was one of the best math professors that I've had at ASU, he is truly passionate about Calculus and I enjoyed every second of his class.	
12	The instructor had a very good pace that kept me engaged and his personality really added to my enjoyment of the class. The website was/is also a very good resource.	
13	The course will clearly be helpful in the future as my major is in physics.	
14	The course was well thought out and each topic easily tied into the last and the following. Although I would say calculus isnt my biggest strong suit, i still enjoyed it	
15	The Instructor was absolutely amazing. I didn't do so well in some areas but I still loved the class because of his personality.	
16	Professor was awesome	
17	Professor was down to earth. Different from previous professors I've had so far in a good way. He has a good understanding of what he is teaching.	
18	Mr. England knows his stuff and gives real-life engineering applications to subjects covered in the course.	
19	Material is relevant and interesting. Professor knows the content and how to relate the material to the students.	
20	Learning about triple integrals and surface integrals helped me better understand other classes I am taking.	
21	Learning about the application of integrals gave me more appreciation for engineering.	
22	It's challenging and I can see the applications of it.	
23	It was just math nothing else	
24	It was a fun course even though I struggle with mathematics I really liked the concepts in it. I had an awesome professor that thought me well and I really appreciate it! England goes out of his way to help the students as much as possible and does an amazing job at explaining that the material is and how we are going to use it in our future classes.	
25	I liked the subject matter Partial Credit on exams	
26	I liked the overall teaching method and I thought the homework assignments were helpful.	
27	I liked the way Mr. England taught. He kept the class interesting, and I really enjoyed going to his class everyday.	
28	I like that the course challenges me to think through the problems in a logical way.	
29	I like calculus	
30	I enjoyed the expansion of concepts of the material touched upon in Calc I and II. Another aspect of the course I enjoyed was expansion into the third dimension and how there are so many different applications and forms of integrals that you can evaluate to receive the solution you desire. Lastly, the many extended ways that you can manipulate vectors was another peak of interest.	
31	Descent pace, material expected to learn wasn't outrageous at all. It was very fair.	
32	Calculus as a whole is an interesting and useful subject in engineering and mathematics. Calculus III is no exception to this rule.	






Question:		What did you dislike about the course? Do you have any suggestions to improve the course?	
Response Rate:		61.36% (27 of 44)	
1	very fast pace.		

2	n/a	
3	its useless to go to class, i do better study by myself	
4	everything mainly his way of teaching.	
5	crappy teaching, thought i enjoyed math until i had this professor. Please be more organized, don't talk about your personal life, and actually give a crap about answering questions	
6	While test questions were very fair, various webwork questions were outrageous, if my teacher does them incorrect during class I don't think they I should be expected to fill them out at home. Additionally, teach the tutors in the tutoring center calc 3, unless you go when the math majors are there no one can really help you. This also suggests that most engineers don't use the knowledge learned in calc 3 if the engineering tutors in the center can't do that problems.	
7	Very fast talker	
8	Too much tedious calculation. The work load wasn't adjusted for this, so I spent a lot of time doing homework.	
9	The pace is way too fast. I could not follow along with any lectures, and the homework often seemed overwhelming. One of my friends took the calculus series (I to III) at a different university, and they distributed concepts across the different courses more evenly. For example, much of what we did at the start of this course was actually introduced near the end of Calculus II at the university my friend attends.	
10	The material, make it directly applicable and reformat the whole class really, but since thats not gonna happen no.	
11	The lectures sometimes felt disorganized and the problem extensions were sometimes harder to understand for students who weren't engineering majors.	
12	The last topic was difficult for me, so I wish we would have spent more days in the class learning about the topic. I also wish we would have gone a tiny bit slower so that we can get a deeper insight of the fundamentals we apply to specific problems.	
13	The fact I could not use a calculator	
14	Since we had to go through material quickly, sometimes steps/work in examples and problems were not written out. This made it hard for me to understand problems that were lengthy or had material I had not mastered yet since I didn't understand what to do in the step that was skipped. I would suggest putting all example problems done in class on the website and writing out every step in detail so that students can go back and understand where they got lost. This would also be beneficial for students who are trying to practice using website problems and get stuck on steps not shown that they don't understand.	
15	Nothing comes to mind. Professor England offers a plethora of tools to help students succeed in the course.	
16	No physical homework.	
17	In think the course is a little disorganized and needs some restructuring. Another thing that my peers and I thought of was that there seems to be a lot of material to cover in 1 course, I was told that some of professors did not get to finish teaching all the material.	
18	I hadn't used any coordinate system besides Cartesian before, so an intro into that would have been helpful. I also did not appreciate the lack of calculators allowed on tests. I understand the purpose and reasoning, but as someone who does has put in the practice and still struggles with basic concepts I didn't have time to finish the tests.	
19	I disliked how limited the opportunities were to earn points.	
20	I disliked the formatting of the tests. I am aware that the math department uses a test for all students to use, but it was irritating when I knew the theory behind a problem and because I messed up I would get a c on the test.	
21	I dislike that the lectures are sometimes too fast paced for me to write down my notes and understand what the process is at the same time. The notes are good, but I always focus on writing down all of the information instead of understanding what's happening.	
22	I didn't dislike anything, Mr. England made Calculus 3 very enjoyable.	
23	However the time taken explaining applications and the pace at which professor England taught left me lost during a good portion of the lectures. I feel like I needed a better understanding of the basic concept before jumping to real world problems.	
24	He goes way too fast and assumes prior knowledge at times.	
25	Difficult	
26	Can be fast paced and have a negative snow ball effect since the material builds upon itself.	
27	At times it's a bit much	

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	63.64% (28 of 44)

1	the class was a good mix of a brief introduction to each topic through the definition and specifics of a topic then right into examples that are similar to the ones we do for homework as well as the tests.	
2	n/a	
3	he did not make attendance mandatory	
4	dont care about presentation	
5	You definitely know your stuff. You have fun while you're teaching which I enjoy.	
6	The instructor was very fair in grading and expectations for the course and showed that he cares about our learning, not just our grades.	
7	The instructor is very committed to teaching his students, and he effectively captures their attention while doing so. He's very fair in his grading and setting up deadlines for homework. He is also very welcoming to students asking questions and benefiting their learning. Overall, he's a fantastic teacher that genuinely cares about his students	
8	Professor England was clear with his expectations and an overall very straight forward person. If you pay attention in class and do the homework you are guaranteed to not only pass but with an amazing grade. His lectures were to the point and engaging.	
9	Professor England really engages his students and makes me excited to learn calculus.	
10	Professor England taught in a concise manner and related each concept to related example problems. Always fun to attend lecture.	
11	Professor England is really down-to-earth and super approachable. He is a funny guy and makes the lectures about more than just Calculus, without any detriment to the content of the course. Attending his office hours is always productive and enjoyable.	
12	Professor England was very enthusiastic about the subject. He made it clear what he expected on exams, and posted detailed grade statistics. He created a social environment in the classroom.	
13	Mr. England definitely contains a love for mathematics and overall engineering, proven throughout his promotion the many applications for concepts students learn in the class, and his overall discussions about Calculus and engineering. At the hands of our benevolent instructor, I enjoyed the fruits of having access to plenty of extra learning material and extended notes that Mr. England's online classes usually receives. Mr. England was almost always available inside and outside of class in either piazza, office hours, or review sessions. Finally, I enjoyed Mr. Englands personality which added flavor and interest to learning and discussions. Thank you for not making the class a complete cakewalk and holding students accountable for their resulting grade in Calc III. Thank you too for your zeal and knowledge for the realm of mathematics and most anything engineering related. Best of luck with your website, studies, and teaching.	
14	Knew the material very well and conveyed it easily to the students.	
15	He's engaging and interesting	
16	He went over problems and made everyone feel comfortable.	
17	He was very clear about all the material he taught in class. As someone who struggles in mathematics he really goes out of his way to help you understand what the material is. The is the only professor I have had at ASU that goes out of his way and makes a whole website to help teach his students. On top of that he is very kind and understanding of all of his students. He could have not have done a better job and by far my favorite professor so far!	
18	He seemed enthusiastic to teach.	
19	He only did problems to our benefit as engineers	
20	He is very enthusiastic about the material and teaching. He wants everyone to do well and cares about his students. He is very clear about what is expected from us on exams.	
21	He is obviously very knowledgeable about the material.	
22	He is knowledgeable about the subject	
23	He gives lots of examples of how what we're learning applies to real-world situations	
24	Got straight to the point and used good tone of voice to keep the attention of students. Making eye contact back and fourth with the students also is something I like, rather than some professors who just do their work on the board without looking away from it.	
25	Expectations are very clear. Lectures were clear. There were no surprises as far as homework due dates, knowledge we would need to know, ect. Additionally, overall he is a good teacher, I would take a course from him again.	
26	Easy to understand	
27	Brian is always super enthusiastic about teaching and really tries to get everyone motivated to learn and do well. He also is a big fan of smoking meats which is always nice to hear about, kind of like a 5 minute recess from math. But once the math starts, he is fully devoted to explaining such concepts to students in ways that he believes is helpful. It is nice when a professor is confident in themselves, unlike Evan Milliken	
28	Best	

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: 61.36% (27 of 44)	
1	no mucho
2	lol
3	he only shows us how to solve the problem but never explain why.
4	Where do i start. Terrible instructor. I had to teach myself everything for this course because he did not help at all. Every time someone had a question, he would groan, and either dismiss it, or plainly be a jerk about it calling out the person for being dumb. He talks so much about his personal life, further wasting my time. I cant stand him, he is a pompous jerk and calls himself a "god" in class even though i'm pertyy sure i know 100+ people who are way smarter than him and are actually decent humans. I would not recommend him to anyone. Oh wait actually i would recommend they avoid him at all costs if they want to keep their dignity in class. I came to class every day as well, its not like i skipped class, i just did not learn anything. I learned more on "calc 3 for dummies" in 10 minutes than a week sitting in his class. He is sarcastic, sadistic, and just plainly mean. He thrives off of making people feel stupid, I don't want to ask him any questions in class because im afraid he will just say what he usually does which is "we already did this problem once 3 months ago and you want to do it again??" yeah of course i do because not everyone can just understand something if you say it once. This is the WORST experience i have ever had in ANY class here at ASU. I honestly have no idea why hes still working here.. and he said he wants to add on physics next year hah, why so he can spend even less time on his classes? that reminds me, whenever he hasent graded a test in a while he just blames it on the fact that his "linear algebra" took up so much time or how every one of his other classes is far more important than calc 3 when newflash he has 2 calc 3 classes and only one linear algebra class and one calc 2 class. also, my friend is in his linear algebra class right now and says that he says the exact opposite to them, that clac 3 is so much more important than linear algebra and that he spends all his time on calc 3 when that is NOT true. I dont even know what he does all day, he claims that he is sick like 80% of the time because of an ear infection or some other bullcrap. I hope, no, pray that i never have to endure his smug personality ever again because i will switch schools.
5	The only problem I encountered with Mr. England was with the speed at which the concepts were delivered. I understand that the course is usually one taken by engineers, but engineers need time to process new information, even if it is "simply" building on top of previous material. I think Mr. England sometimes forgets that he has been doing mathematics, engineering, and Calc III specifically, for years in comparison to students who are still fairly new to Calc III. In this haze, Mr. England can sometimes rush through concepts leaving the rest of the class either behind or with a half ass understanding. However, I acknowledge that its nearly impossible to bring everyone into the loop. Overall I guess I'd suggest remembering that most of your students are trying their best to grasp all of the material being pushed their way and to not get bored or discontent when students ask you for extended help on the material.
6	The instructor sometimes moved too quickly.
7	Spent all class proving the topic and not teaching us how to apply to the homework and test questions.
8	Sometimes Professor England would call problems easy that we have not done before or just because we had done a similar question inc lass before he would assume that everyone knew how to solve it and it was an easy question, but in reality it was not that easy sometimes. Of course if I had been teaching the content of the course for that long I would also wonder what was wrong with my students.
9	Sometimes you get off on tangents
10	Sometimes It was hard for me to keep up note taking at the pace of the class instruction.
11	Sometimes the class would turn into an unrelated discussion, but overall, the lectures were always very complete. No complaints.
12	Some lectures felt a little too fast, personally didn't understand some of the concepts by the time we started doing examples.
13	Professor England claims that he speaks as fast as he thinks, and in that case, his brain must go a mile a minute. I often times could not keep up with how quickly he presented material. However, when I could keep up (although this was rare), it was highly evident he knew the subject matter thoroughly. As the course is coming to a close, he will sometimes discuss plans for improving future classes that he will be teaching. Honestly, he's probably going to end up fixing any issues with the plans that he has already made.
14	Professor England was rude and disrespectful to his students. He never had a plan when it came to teaching the material. He didn't have any set problems to do, and his teaching didn't flow, it was more disjointed. He would make up a problem, and if he didn't like it, he would just stop doing it, or change it halfway through. He also wastes too much time in class, talking about his political views, philosophy, religion, what he did over the weekend. This time usually accumulated to about 20% of the total class time. Every topic to him was "simple", and sometimes he mocked the students for not sharing his opinion. This made it so some students were too scared to ask him for any help on the problems he's doing.
15	Prof. England was a great professor and there is not a lot I can offer in terms of constructive criticism. Sorry I wish I could but I loved the course and you should keep it the way you are currently teaching it!
16	Nothing
17	Nothing
18	Nothing.
19	Nothing to dislike or improve!
20	Most days about 10-15 minutes of time was wasted just from the professor talking about random topics. If a student would ask for a more clear example of a problem or a conceptual approach to the problem the professor would say that he could not help them with that.
21	I liked how he would mention that certain chapters we were taught were fairly easy lessons, but for the ones that were difficult for me I feel like I couldn't reach out to him because office hours were hard for me to attend.

22	I completely hated the fact we could not use calculators for exams. AT ALL	
23	I appreciate this instructor and admire his care for students, I wish I knew a lot less about his weekend habits and a bit more about calc 3. While some of his beginning openings to class were necessary, explaining all the activities that he partakes on the weekend is extremely unnecessary. I am not paying thousands of dollars to go to ASU to waste precious class time on this. Additionally, it is frustrating and very rude when the Professor refuses to call you by your actual name, even after correcting him on multiple occasions. Even though these are issues, I still enjoyed learning for this professor.	
24	He moves too fast through material. Some prepared 3-d models or something of surfaces and curves and volumes would be helpful for visualization.	
25	Goes to fast and talked about stuff that was not related to the class.	
26	Fast talker	
27	Class time is rarely used to full benefit, not nearly enough time working examples that relates to the homework. No time outside of class is offered for help with class material. Homework rarely reflects what is on the exam. Often expresses displeasure teaching the subject.	