2237C - Fall 2023 - LA - CMATHSTAT - GENERAL Survey 2237C (2023)

Course:	MAT 267 71602 - Calculus for Engineers III	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	38 / 74 (51.35%)
Overall Mean:	 4.4 Cum GPA (36 responses) 3.9 Expected Grade (38 responses) 3.6 5-Point w/ Neutral H-L (494 responses) 3.6 Grading (76 responses) 1.6 Class Standing (Fr,So,Jr,Sr,Grad) (38 responses) 1.2 Reason for course L-H (38 responses) 		

	MATHSTAT Course Questions				M	AT 267 - 7	1602					
Ge	neral Course Questions	Responses (%)					Course					
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev	
Q1	Assignments and/or examinations promote learning	12 31.6%	14 36.8%	6 15.8%	3 7.9%	3 7.9%	38	3.8	4	4	1.20	
Q2	Class sessions are well planned	14 36.8%	12 31.6%	3 7.9%	5 13.2%	4 10.5%	38	3.7	4	5	1.36	
Q3	The pace and level of the course are appropriate	8 21.1%	18 47.4%	5 13.2%	4 10.5%	3 7.9%	38	3.6	4	4	1.16	
Q4	The course engages my interest	7 18.4%	14 36.8%	9 23.7%	5 13.2%	3 7.9%	38	3.4	4	4	1.16	
Q5	I learned something that I consider valuable	14 36.8%	14 36.8%	6 15.8%	1 2.6%	3 7.9%	38	3.9	4	4,5	1.16	

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 - 71602										
Ge			Responses (%)					Course					
		Α	В	С	D	E	N	Mean	Med.	Mode	Std Dev		
Q6	Using A-E as grades, what is your overall rating of the course?	11 28.9%	12 31.6%	7 18.4%	4 10.5%	4 10.5%	38	3.6	4	4	1.29		

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

		MAT 267 - 71602											
CMAINSTAT Student Demographic Questions Academic General		Responses (%)					Course						
		F	S	J	s	G	N	Mean	Med.	Mode	Std Dev		
Q7	What is your current class standing?	19 50%	17 44.7%	2 5.3%	0	0	38	1.6	1.5	1	.59		

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

		MAT 267 - 71602										
CMATHSTAT Student Demographic Questions Academic General		Responses (%)				Course						
			RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev		
	Q8 What requirement does this course meet for you?	33 86.8%	2 5.3%	2 5.3%	1 2.6%	38	1.2	1	1	.67		

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

		MAT 267 - 71602											
	ademic General	Responses (%)					Course						
		A	В	С	D/E	0	N	Mean	Med.	Mode	Std Dev		
Q9	What grade do you expect to earn for this course?	11 28.9%	14 36.8%	10 26.3%	3 7.9%	0	38	3.9	4	4	.92		

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

		MAT 267 - 71602										
Academic General		Responses (%)					Course					
	3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev		
Q10 What is your current ASU GPA?	23 63.9%	7 19.4%	5 13.9%	1 2.8%	0	36	4.4	5	5	.83		

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

					B	rian Engl	and				
CMA	se Related Faculty Questions		Re	sponses	(%)				Individu	ıal	
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q11	The instructor's presentations are clear and understandable	9 23.7%	14 36.8%	5 13.2%	6 15.8%	4 10.5%	38	3.5	4	4	1.29
Q12	The Instructor makes clear what is expected of me in this course	15 39.5%	14 36.8%	5 13.2%	0	4 10.5%	38	3.9	4	5	1.21
Q13	I have confidence in the instructor's knowledge of the subject	20 52.6%	10 26.3%	5 13.2%	0	3 7.9%	38	4.2	5	5	1.16
Q14	The instructor is helpful if the class has difficulty with the material	10 26.3%	9 23.7%	8 21.1%	6 15.8%	5 13.2%	38	3.3	3.5	5	1.36
Q15	I feel welcome seeking help from the instructor	8 21.1%	6 15.8%	10 26.3%	5 13.2%	9 23.7%	38	3.0	3	3	1.44
Q16	The instructor promotes effective class discussion	8 21.1%	5 13.2%	9 23.7%	10 26.3%	6 15.8%	38	3.0	3	2	1.37
Q17	The instructor conveys enthusiasm about the course	11 28.9%	11 28.9%	6 15.8%	6 15.8%	4 10.5%	38	3.5	4	4,5	1.33
Q18	The instructor's responses to written work are helpful	11 28.9%	13 34.2%	8 21.1%	2 5.3%	4 10.5%	38	3.7	4	4	1.24

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

	CMATLICTAT Foculty Questions		Brian England										
CMATHSTAT Faculty Questions Course Related Faculty Questions		Responses (%)					Individual						
			В	с	D	E	N	Mean	Med.	Mode	Std Dev		
Q19	9 Using A-E as grades, what is your overall rating of the instructor?	15 39.5%	6 15.8%	7 18.4%	4 10.5%	6 15.8%	38	3.5	4	5	1.48		

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

	Question:	What di	d you like about the course?	
Re	sponse Rate:	78.95%	(30 of 38)	
1	nuetral abou	It the cou	ırse	Q
2	nothing			Q
3	exam review	/ and wor	rking through problems	Q
4	There aren't	many th	ings that contribute to the final grade making it easy to keep up with work.	Q
5	The videos i	nade by	other professors	Q
6	The time fit could see he	in my so ow the co	shedule well. I liked how he would list out the topics being discussed in lecture that day on the far side of the whiteboard, so at any moment you ontent provided that day fit into the larger picture of the lesson/chapter/unit.	Q

7	The subject	Q
8	The professor was outstanding, and always willing to give help. Clear explanation of ideas and concepts.	Q
9	The material was interesting and two of the three tests were similar to the practice tests so it was easy to study for them.	Q
10	The instructor teaches at a reasonable pace and gives multiple review days.	Q
11	The instructor was nice and adapted when we needed help	Q
12	The in person exams really helped me try and focus on the course to get good grades	Q
13	The applications of calculus when you consider multiple variables represents reality to a far greater degree of accuracy. Also, three dimensional graphs are far more intriguing than simply 2D planes.	Q
14	The applications of some of the topics was interesting, as several things could be applied to CSE.	Q
15	Somthing that enjoyed about this course was the homework sets that we needed to complete through Webwork. The students that were taking the class were friendly and helpful to study with.	Q
16	Nothing	Q
17	I loved how the course tied together three semesters of calculus and really expanded calculus into a fully usable tool for engineering.	Q
18	I liked the course was held in the morning.	Q
19	I liked that this course felt applicable to engineering, physics, and other useful courses for an engineer.	Q
20	I liked how the math was finally being added to some real world problems.	Q
21	I liked how quickly I would get a response back when I posted a question in the class inscribe community.	Q
22	I liked how the course was about vectors because I have not done much about them beforehand.	Q
23	I like the pace of the professor, but if we needed to slow down he will and go into more detail to help u explain.	Q
24	I like math but I could not find any degree of enjoyment in this class with this professor	Q
25	I like learning about the 3D and 4D dimensions. I found it interesting that for 4D dimensions we cannot represent them with a physical interpretation as the world we live in is only 3D, but by using a region in 3D we are able to find the volume and other values of the function.	Q
26	I enjoyed how much effort the professor put into teaching the class every day at 8.	Q
27	Homework was on webwork Professor is very knowledgeable	
	Professor wants us to succeed and provides resources, but leaves it up to use them	Q
28	Helped give an idea of the general mindset that future higher-level courses would have	Q
29	He grades fairly but is tough	Q
30	Good speed and amount of homework	Q
	Question: What did you dislike shout the source? Do you have any suggestions to improve the source?	
Res	ponse Rate: 76.32% (29 of 38)	
1	nothing	Q
2	how hard the test the portion and the correction was	Q
3	a lot of webwork was kinda hard to solve	Q

4	The teacher was not very understanding and moody. He obviously dislikes certain students and doesn't go in depth enough in his lectures to promote understanding of the material; I found myself having to self study most of the material because he didn't go over anything in class.	Q
5	The teachers attitude and ability to teach at a rate necessary for learning. The teacher is very hard to understand, reach in need of assistance, and very disrespectful/childish.	Q
6	The professor's content taught in class is quite different from the questions on exams.	Q
7	The multiple choice questions on the test were very punishing. You could loose a lot of credit by making one or two small mistakes. I preferred when my professor went to having tests all be free response.	Q
8	The material should be easy but the professor likes to waste time talking about his personal life. When he goes over assignments he tends to skip step and just saying that it was "easy" and "we all should know it".	Q
9	The course material is fine, but the professor didn't fully explain the fundamentals of the course, so it got confusing.	Q
10	The course lacked a clear transition from Calculus 2 to Calculus 3 in the beginning; creating this would improve the course.	Q
11	The already difficult concepts were made harder by the professor explaining them poorly and creating a bad environment to ask questions in.	Q
12	Stop using webwork and switch to using canvas quizzes for homework. Or remove homework final due dates from webwork.	Q
13	Sometimes wish that we did some more difficult examples in class to make understanding the homework a little easier	Q
14	Something that I did not enjoy about the course was the way in which the professor addressed the material, I conisder that his lectures were not complete and appropriate in order to cover the material of the class.	Q
15	Some of the topics were confusing because variables overlapped.	Q
16	Some of the topics are not ordered correctly or it seems like they could be arranged better. An example is section 13.5 which is curl and divergence. That section is seen after the topics of conservative fields and non non-conservatives have been already tested. However, with section 3.5 a person is able to find out whether a particular vector field is conservative or not.	Q
17	Nothing	Q
18	Nothing much comes to mind	Q
19	Not enough conceptually explained. Not enough teaching on why equations work.	Q
20	None, enjoyed very much	Q
21	Maybe go over more examples on the Webwork.	Q
22	It seemed fast with how difficult and how much is in the course	Q
23	I wish we had a bit more reasoning and visual experimentation with the earlier chapters. Specifically, exploring simple applications of the dot and cross product outside of calculus before bringing it into calculus. That and explaining what vectors transformed with these operations fundamentally represent.	Q
24	I liked how the content was structured and it was interesting for the most part. I would suggest more emphasis on topics such as stokes theorem and parametrization techniques such as the Jacobian.	Q

I have a lot to unpack here. If you do not want to read my whole explanation, here is a summary: Professor England's character does not promote learning or growth, and his conduct is egotistical, somewhat racist, and not something I believe ASU should support.

Professor England conducts himself in a manner, inside and outside lecture, that is not conducive to learning and is unnecessarily disciplinary in nature. Professor England creates a learning environment in lecture that frowns upon inquisition and operates with an expectation that you are already proficient in the content being taught. I have some previous experience with Calc 3, so while the depth of the content learned was greater than my knowledge, none of it was net new content. England taught with the idea that you had an advanced understanding in Calc 1 & 2, which is not unfair, but problems would arise when he takes large leaps when explaining steps to a problem that would leave me questioning how we would arrive to different steps in the problem currently being explained. Even though England advised this was his teaching style at the beginning of the semester, I still believe that it is beyond a reasonable expectation of what a student would be able to follow when learning new content. Moving onto exams: Exams consisted of content which did not strongly correlate to the work assigned to homework or class. Occasionally England would discuss a problem at the end of class that, in hindsight, was somewhat similar to exam questions. These problems were always brief and felt rushed. England would also reference hair-brain theory problems/applications to justify a rant that he went on that consumed a large portion of class itself, rather than presenting more complex yet relevant problems to the content being taught. England failed to mention is that he would deviate from the standard structure of other exams (8 MCQ and 4 FRQ) that was followed for the first two exams (as well as all other Calc 3 professors) and serve an exam consisting of 9 FRQs and 1 MCQ in 50 minutes. Unsurprisingly, this amount of exam content, consisting of triple integrals in various forms, was extremely challenging to complete in the 50 minute timeframe given. Upon a large majority of the class being unable to complete this in the given

Englands Character: It does not take long to realize he is very insecure, which becomes quite prevalent when he immediately resorts to put-downs and blame-shifting when presented with a question or someone inquires about his methods of solving a problem. These put-downs most commonly consist of him either questioning your previous calculus knowledge or intelligence thus pinning my previous professors or intellect as a scapegoat, leaving me no recourse or method of resolution to what was likely a simple problem requiring minimal explanation. This time is also where England likes to make off-hand comments if the person in question is not currently present. I want to preface that I am not easily offended nor am I sensitive to offensive statements, however some of the statements England makes are across the line of what I believe should be said by a professor in a teaching environment. I want to be clear I am not accusing England of being directly racist to anyone, but I feel that he does need to tone back some of the topics he references and needs be more politically correct. I do not feel that this specifically hindered my understanding of the content, but it did contribute to the negative environment he hosts in lecture.

England's Calc 3 Class Overall: I understand that Calc 3 is not a cake walk of a class, but England made minimal effort to promote his student's understanding of content, in my opinion directly contradicting "The ASU Difference" statement, being measured rather than who is excluded, but by who is included and how they succeed.

Q

Q

Q

Q

Q

27 I dislike three dimensional graphs because they are hard to understand.

28 I didn't really dislike anything.

25

29 Although, it was held in the morning, it did not go well with my schedule and how exams were compact on times and dates.

	Faculty:	Brian Fr	gland					
Ouestion:		What die	What did you like about the instructor or the method of instruction?					
Response Rate: 71.05% (27 of 38)								
1	speed of tea	aching an	d going through problems is good.	Q				
2	overall strai	ght forwa	ard and went through lots of problems	Q				
3	nothing			Q				
4	neutral			Q				
5	This profess	sor is ter	rible and I did not enjoy or agree with any single thing about his class.	Q				
6	The videos (posted or	n the canvas course was helpful.	Q				
7	The videos r	made fro	m other professors.	Q				
	Straightforward							
8	Kept things	simple a	nd realistic	Q				
9	Review days	and out	side resources	Q				
10	Nothing			Q				
11	Nothing.			Q				
12	Mr.England knowledge. Academy or	is clearly He also p 3D grapł	experienced in the mathematics field, which is useful since questions that branch off in more obscure and nuanced areas are well within his orovides a lot of resources for practice with Webwork, practice problems on his website, video lectures, and links to useful websites like Khan ning tools.	Q				
13	Mr. England succeed in t	is an aw the cours	esome instructor who I feel I connected with really well. He is funny and very knowledgeable of the material and makes it crystal clear how to e. One of my favorite instructors I have ever had.	Q				

14	4 Kept the atmosphere feeling very proffesional	
15	It made sense and he went through a lot of practice problems	Q
16	I liked that he color coded his work on the board.	Q
17	I liked that he was mostly always available to help students with confusion, he also was very easy to talk to as a person.	Q
18	I liked that the lectures tended to show the applications of Calculus 3 to other classes such as physics and to engineering in general. I liked that Professor England provided multiple online resources, encouraged the students to ask him questions, and tried to be fair when it came to grading.	Q
19	I like how honest and straight forward the instructor is.	Q
20	I like how the instructor is very easy to understand and how he is always about students learning. He also has a lot of knowledge about what he is teaching so it is easy to understand his lectures.	Q
21	I enjoyed how organized his classes were and how well he understood the subject.	Q
22	His online website resource was very helpful, also, he was always open to answering questions.	Q
23	He slows down when needed to help those who need it.	Q
24	He seems to know a lot about the topics he is explaining, and he gives a lot of examples of the applications that the material we are learning has or the ways in which i is used.	Q
25	He is knowledgeable about the subject and explains ways that the material in class can be applied to many engineering applications.	Q
26	He displayed his content in a very organized and logical method which helped me quickly and reference what specifically we were working on at any moment.	Q
27	Always kind and helpful, always promotes learning, and has time for homework help in and out of class.	Q
_		
	Provide any suggestions to improve instruction?	
Res	sponse Rate: 71.05% (27 of 38)	
		0
1	nothing	
2	his corrections, the test he sets	Q

3	While teaching the class, I would recomend to provide some previous theory that will be helpfull in order to comprehend the material. The instructor just worked out the
•	problem sets as if the student had the knowledge to approach the excercises.

Q

Q

Q

Q

Q

Q

Q

4	The professor would go on long tangents about personal issues and start an already short class 5 minutes late. His lectures were confusing and most of the time, he	
	ran out of time to teach all the material. Most of the time, I had to reteach myself a majority of the material because the way he taught it was so hard to understand.	

5 The instructor does not teach, he explains things as if he was a tutor (he goes through everything really fast and doesn't stop to explain the fundamentals).

6 The instructor writes very quickly and he goes too fast over the material. The fact that he does not allow to take pictures of the board makes it impossible to take notes. When doing exercises in class, rather than explaining them it feels like he is just thinking out loud to himself and it does not feel like an explanation but more like reading. Moreover, sometimes when you ask questions the way he answers them feels a little rude and as if he was trying to make you feel dumb.

The course structure I would say is poor but England makes due with the resources given to him. However, I do not feel that England fully understand how to teach the concepts with grace either. I understand the importance of teaching concepts that we will use later in the field. But England uses many classes that are only 50 minutes long to go on rants about either concepts that do not gravitate to the course work or personal life stories that are very uncomfortable. Additionally, I did not feel confident on any exams even though I did not only study, but attended all classes.

Some suggestions for improvement is to realize that the class is very short and fast pace, so there is no time to teach a lesson that will not be present in any work or exam. As well please leave personal issues outside of class. It makes a very uncomfortable environment.

8 The content is often rushed, and exams do not align with content presented in-class.

Professor England conducts himself in a manner, inside and outside lecture, that is not conducive to learning and is unnecessarily disciplinary in nature. Professor England creates a learning environment in lecture that frowns upon inquisition and operates with an expectation that you are already proficient in the content being taught. I have some previous experience with Calc 3, so while the depth of the content learned was greater than my knowledge, none of it was net new content. England taught with the idea that you had an advanced understanding in Calc 1 & 2, which is not unfair, but problems would arise when he takes large leaps when explaining

9 steps to a problem that would leave me questioning how we would arrive to different steps in the problem being explained. Even though England advised this was his teaching style at the beginning of the semester, I still believe that it is beyond a reasonable expectation of what a student would be able to follow when learning new content.

10 Occasionally glossed over details of concepts that he would personally deem too simple to spend much more time on, but things that I could see other students struggling somewhat on

11	Nothing	Q
12	None, 100% works	Q
13	Instructor talks too often about his personal life and things not related to the class or relevant content. Wastes time talking about problems at home. Makes inappropriate comments about women in general. Is arrogant and egotistical but calls it confidence.	Q
14	I wish the graphs he drew would be larger so that the differential elements and all relevant pieces can easily be discerned by all class seats. Another issue I experienced, although it did not occur often, was that I disliked it when he completed a step in a line of equations, but then evaluated and simplified sections by erasing and rewriting instead of simply adding another line underneath for clarity.	Q
15	I think that one of the issues for me this course was when one of the tests was switched to all free response and I think the instructor may have been a little to quick to listen to students to make the change.	Q
16	I have no suggestions for improvement nor did I particularly dislike anything about the method of instruction.	Q
17	I felt discouraged from asking questions for which we should already know the answer to.	Q
18	I do not dislike anything about the instructor because he does not do anything that is bad.	Q
19	I disliked the teaching style used for lectures. The approach felt random and broad, and it was hard to apply the lectures to the homework. The lectures would be better if the core of the lessons was broken down in full detail before diving into the problem types, and that all of the common problem types were shown and in fuller detail- not necessarily through WebWork. More engagement with the students while explaining the concepts would also improve the lecture, such as asking questions about how to proceed with example problems.	Q
20	I didn't really dislike anything.	Q
21	I did not like how much notes he would provide the class with. He would skip a lot of steps in class which leads to some confusion on tests and homework assignments.	Q
22	His attitude!!! AND his carelessness when it comes to his students learning the material or not!	Q
23	He seemed like he wasn't really open to meeting outside of class	Q
24	He likes to waste time on topics unrelated to math. He would also make the student feel small and discouraged students asking question in class due to it being "easy". I also had a personally experience where my exam was missed graded and when I confronted the professor about the matter, he insulted me, told me to go back to high school, said I was not good enough to be an engineer, as well as accusing me of cheating. The points lost in this exam was the difference of a grade C and B.	Q
25	He covered topics very quickly, so sometimes it was a little difficult to follow along in class.	Q
26	Handwriting/penmanship.	Q
27	A little bit brash	Q