Course:	MAT 275 76398 - Modern Differential Equations	**Department:**	CMATHSTAT
Responsible Faculty:	Brian England	**Responses / Expected:**	23 / 64 (35.94%)

Overall Mean:

4.2 Grading   (46 responses)
4.0 Cum GPA   (21 responses)
4.0 5-Point w/ Neutral H-L   (298 responses)
3.5 Expected Grade   (23 responses)
2.3 Class Standing (Fr,So,Jr,Sr,Grad)   (23 responses)
1.0 Reason for course L-H   (23 responses)

CMATHSTAT Course Questions
General Course Questions

	MAT 275 - 76398									
	Responses (%)					**Course**				
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1 Assignments and/or examinations promote learning	5 21.7%	15 65.2%	2 8.7%	1 4.3%	0	23	**4.0**	4	4	.69
Q2 Class sessions are well planned	3 13.6%	11 50%	5 22.7%	3 13.6%	0	22	**3.6**	4	4	.88
Q3 The pace and level of the course are appropriate	5 21.7%	8 34.8%	3 13%	6 26.1%	1 4.3%	23	**3.4**	4	4	1.21
Q4 The course engages my interest	5 21.7%	10 43.5%	5 21.7%	3 13%	0	23	**3.7**	4	4	.94
Q5 I learned something that I consider valuable	8 34.8%	13 56.5%	1 4.3%	1 4.3%	0	23	**4.2**	4	4	.72

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 275 - 76398									
	Responses (%)					**Course**				
	A	**B**	**C**	**D**	**E**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q6 Using A-E as grades, what is your overall rating of the course?	10 43.5%	9 39.1%	3 13%	1 4.3%	0	23	**4.2**	4	5	.83

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

CMATHSTAT Student Demographic Questions
Academic General

	MAT 275 - 76398									
	Responses (%)					**Course**				
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q7 What is your current class standing?	1 4.3%	14 60.9%	7 30.4%	1 4.3%	0	23	**2.3**	2	2	.63

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

CMATHSTAT Student Demographic Questions
Academic General

	MAT 275 - 76398								
	Responses (%)				**Course**				
	MR	**RFC**	**GS**	**EGI**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q8 What requirement does this course meet for you?	23 100%	0	0	0	23	**1.0**	1	1	0

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 275 - 76398									
	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?	7 30.4%	4 17.4%	7 30.4%	4 17.4%	1 4.3%	23	**3.5**	3	3,5	1.21

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 275 - 76398									
	Responses (%)					Course				
	3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10 What is your current ASU GPA?	8 38.1%	8 38.1%	3 14.3%	2 9.5%	0	21	4.0	4	4,5	.95

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	7 30.4%	12 52.2%	2 8.7%	1 4.3%	1 4.3%	23	4.0	4	4	.98
Q12 The Instructor makes clear what is expected of me in this course	11 47.8%	11 47.8%	0	1 4.3%	0	23	4.4	4	4,5	.71
Q13 I have confidence in the instructor's knowledge of the subject	17 73.9%	6 26.1%	0	0	0	23	4.7	5	5	.44
Q14 The instructor is helpful if the class has difficulty with the material	9 39.1%	6 26.1%	6 26.1%	1 4.3%	1 4.3%	23	3.9	4	5	1.10
Q15 I feel welcome seeking help from the instructor	7 30.4%	9 39.1%	2 8.7%	4 17.4%	1 4.3%	23	3.7	4	4	1.19
Q16 The instructor promotes effective class discussion	5 21.7%	7 30.4%	7 30.4%	3 13%	1 4.3%	23	3.5	4	3,4	1.10
Q17 The instructor conveys enthusiasm about the course	13 56.5%	8 34.8%	2 8.7%	0	0	23	4.5	5	5	.65
Q18 The instructor's responses to written work are helpful	8 34.8%	8 34.8%	5 21.7%	2 8.7%	0	23	4.0	4	4,5	.95

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?	11 47.8%	9 39.1%	0	3 13%	0	23	4.2	4	5	.98

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:	86.96% (20 of 23)

1	The speaches and lectures overall of prof. England
2	The applied math is useful for engineering student like me
3	Professor was fair with grading and pushing homework deadlines. The laboratory part was useless and terrible.
4	Prof. England clearly cares very much about the performance and well-being of his students.
5	It's a very informative course that has a lot of great application work. It serves as the fundamentals for most math and engineering classes above it.
6	Interesting subject material

7	I really appreciated being allowed so much opportunistic to ask question and for help through piazza, office hours, website, in class or after class question.	🔍
8	I liked the course material presented	🔍
9	I liked the teacher's idea for teaching; his philosophy.	🔍
10	I liked the time frame for HW	🔍
11	I liked how the topics are all closely related and whenever you go into a new topic, information from the previous section is used in solving the new problem. The structure, in this regard, is very organized and well thought out.	🔍
12	I liked how simplified and concise the concepts were, and how they all seemed to tie together (though I realize that might be a result of Linear Algebra largely coming down to solving systems that may or may not be set equal to zero).	🔍
13	I liked doing the homework online	🔍
14	I liked Brian England's method of relating the content to actual field applications.	🔍
15	I like that it was made applicable to the engineering field.	🔍
16	I like how Brian England goes the extra mile to explain where what we are learning in class is applicable and has enthusiasm about it. He genuinely cares about his students and is a fair grader as well.	🔍
17	I like having a lot of in class examples and having a website the has example problems.	🔍
18	I enjoyed the classroom and the companionship of the MATLAB assignments.	🔍
19	His online website really helped me understand most of the topics he taught.	🔍
20	Good explanations of material and well linked to the needs of engineering students.	🔍

Question:	What did you dislike about the course? Do you have any suggestions to improve the course?
Response Rate:	82.61% (19 of 23)

1	one idea I had for improvement was to implement simpler homework problems to help with solidifying an understanding of the theorems before going on to harder and more in depth problems. for example say 20 easy problems are required and 10-15/20 harder problems would be required for the homework. for me personally, while I'm in class I've noticed I'm mainly just taking notes without being able to absorb much of what the content means and I refer back to them and try to understand them when doing the homework. In turn, its been a bit difficult to figure out what theorem is needed where when doing the homework. In short, I would have liked it better if was formatted in a way where the homework and the studying are in one process rather than having to study, then be able to get the homework done. One more thing, For notes, I feel like it would also be nice to have the steps as per what to do for each kind problem written out such as 1... 2... 3... and so forth	🔍
2	not super well organized or well paced	🔍
3	The pacing was inconsistent and the syllabus was not clear about what would be on exams topics wise.	🔍
4	The only thing that I would improve in the course is the necessity of linear algebra knowledge prior to taking this course. Considering that one of the solution methods to differential equations is the use of linear algebra and eigenvalues and eigenvectors, I think that linear algebra should at least be a corequisite in order to get the fullest understanding, and free up space for other solution methods to differential equations.	🔍
5	The laboratory section was not helpful at all. The TA's should teach you how to do the labs, instead they just leave you to it and assume you know how to do them. The grading was very harsh on the labs. The labs material did not correspond to the material in lecture. The labs were due the same night as the exams, and were not pushed back. The level of difficulty of the labs were far too high for this course.	🔍
6	The course felt rushed at times and slow in others. Better lesson preparation would improve the course.	🔍
7	The course pace is somewhat really fast. I hope there will be more review sessions.	🔍
8	Sometimes we started fairly late, and it started early enough Homework also was a bit esoteric, I would have liked for a more regular schedule to be set in place so I was not caught off-guard when Dr. Jones asked for homework to be turned in.	🔍
9	Since there is so much material, occasionally I had a hard time keeping up on the board. I would write material down, but not comprehend it. That is why I really appreciated the website.	🔍

10	N/A	
11	Me, personally, I wasn't a fan of how lectures were performed. He would start writing stuff down and I would copy it Without knowing what I just wrote. However, that's probably just me.	🔍
12	I'm not an engineering student and because of that at times I feel like we go beyond the level necessary for the course. There should just be a mat275 for engineers.	🔍
13	I disliked the examples that were given during lecture. I recommend not relying on your website to learn the material, precise examples during the lecture would be better. Use the website as a back up not a go too.	🔍
14	I didn't really dislike anything about the course besides the amount of work the MATLAB lab portion was.	🔍
15	I did not like pace of this course and the fact that we covered different material than the other diff eq classes	🔍
16	I did not like the set up the the homework - it did not correlate the the book, or any book for that matter, and would often be available for weeks. I did not find it conducing to have the class structured that way as it often did not follow the schedule on the syllabus. I wish there was a TA or review sessions that followed for the 3 exams setup for the course. In general, it felt very disorganized and felt I was lacking support as I did not have these resources as well as the instructor infroming the class to not com to ofice hours if they were looking for a tutor or someone to help you - simply the tutoring center is vqilbld..	🔍
17	I did not enjoy the speed that material was covered	🔍
18	I did not feel comfortable asking where certain numbers came from in the middle of practicing questions in class.	🔍
19	He was going fast through the subjects and also he speaks fast	🔍

Faculty:	**Brian England**
Question:	**What did you like about the instructor or the method of instruction?**
Response Rate:	78.26% **(18** of **23)**

1	Very knowledgeable and able to teach why subject material is important in future courses/careers. Very generous grader and overall great teacher.	🔍
2	The instructor was really good, however I wasn't a fan on how he carried out lectures.	🔍
3	I liked that the instructor teaches through exampels	🔍
4	I liked the fact that is was consistently not just cut and dry math and the professor tired to explain the applications of the math. The England university was a great resource apart form the fact it's not done yet. I think that Professor England is an exceptionally fair person. Which can work to your advantage or disadvantage depending on your objective ability to demonstrate understanding.	🔍
5	I liked professor England's attitude throughout the course. He knows the material really well and knows when the course material will be applied in our future jobs. He cares a lot about his students as well, spending extra time, if needed, to cover unclear topics as well to ensure that all students understand the given topics. The exams are all very fair and demonstrate the topics that were covered in the lectures before. I also like that he uses the whiteboard as opposed to PowerPoint because this gives a more personal feel to the class lectures instead of just reading off of the slides. The integration of the website he made is really helpful because it provides clear explanations and has practice problems for when you want to learn while you're at home.	🔍
6	I liked how knowlegdable the instructor was with the material	🔍
7	I like how he made it applicable to our future careers.	🔍
8	I like how much time is dedicated as office hours and appreciate piazza.	🔍
9	I did not like anything about this	🔍
10	He was upfront and lets you know what's expected. He's a fair grader.	🔍
11	He knows very well what he is teaching and won't make ypu doubt of his knowledges	🔍
12	He is very approachable and is always taking time out for his students to ask for help.	🔍
13	He is humorous, which helps keep the class more motivated. His teaching method is clear and somewhat straightforward.	🔍
14	He explores topics beyond the scope of the immediate applications to help us further understand the topic as a whole.	🔍
15	He does lots of good instruction and makes clear examples.	🔍
16	Goes out of his way to help students to have a better understanding of the course materials.	🔍

| 17 | Dr. Jones is clearly very knowledgeable and enjoys being a professor, which goes a lot further than I realized prior to this class. Barring technical difficulties involving us starting class on time, he is a nearly flawless professor. | 🔍 |
| 18 | Covers all the material that will be presented on exams. | 🔍 |

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:	**69.57**% (**16** of **23**)

1	maybe go a little slower on lectures	🔍
2	The only thing I disliked about the course was that sometimes class would go really slow because of things like opening Matlab to demonstrate why something happens in class. My only suggestion is that the class eliminates this downtime in transitions, but the rest of the class has me engaged and interested.	🔍
3	The homework webwork was out of order and was not as helpful for learning as the math classes I've taken in the past. In fact, the webwork felt like a huge time waster that took time away from the better practice problems which were on The England University, the online example exams, and Paul's Math Notes. The WebWork was mostly a chore. It was not helpful. Although I understand entirely that Professor England doesn't have very much time to teach the class, he moves extremely fast when working examples. He skips steps, and doesn't explain the process. Although I understand that all of the students should have retained 100% of what they learned in previous classes, the fact is that they didn't. I think that it's reasonable for Professor England to want to get to new content and not dwell on previous knowledge, but I think that when he comes to one of the situations when he tells the class, "you should already know this," instead of making that remark, he should offer some advice and solutions to relearning the material. Instead of, "if you don't know all your integrals, I don't know how you passed calc2" it would be more helpful for him to say, "if you're shaky on your integrals, I recommend looking at the integrals table on Paul's Math Notes and making flash cards for memorizing them" Overall though, I think that Brian England is an amazing professor and I haven't had any professor like him before.	🔍
4	Starting things late, which may or may not be because we were locked out of the classroom.	🔍
5	Sometimes we would get too caught up in other discussions and it felt like we didn't cover the material was in depth	🔍
6	Sometimes he can get off task before class starts and the class starts late.	🔍
7	Sometimes the examples move to quickly or rely heavily on math that could be at least fore the first example review because sometimes steps are skipped and that can add to confusion when it is simply and algebra or matrix operation that I need to see once to jog my memory.	🔍
8	Sometimes not well organized. Sometimes made mistakes or made up problems that did not work out and therefore wasted time. Sometimes got off on tangents having nothing to do about the course.	🔍
9	Skipped over some processes of solving a problem because he expected the students to know how he got that end result.	🔍
10	Please make lecture notes easier to understand. The pace of notes is too fast and very hard to follow. Also, please stop assuming the students already know the material because we are in this class to learn not refresh ourselves	🔍
11	N/A	🔍
12	I think the course pace is a little bit fast; if we have more time, we can learn much deeper and understand from the core of the course. Also, I hope there would be practice tests before the exam day.	🔍
13	I disliked the fact that when a mistake was made it wasn't corrected it just left alone and the process was correct. With incorrect numbers, the process is hard to understand	🔍
14	I did not like how condescending the professor could be towards the class, and I feel that the professor does not need to spend time in class creating code for a graph in matlab, I feel that he should have the code prepared before class	🔍
15	He's very smart and it shows when he's teaching because he'll say words that I don't understand and bring up topics from other courses that I've already forgotten	🔍
16	Exam questions sometimes have little twists that weren't expected. A practice exam would have been helpful for each exam since the webwork questions aren't similar to the professors questions.	🔍