

Arizona State University
UC

| CMATHSTAT Student Demographic Questions Academic General | | MAT 275 - 15187 | | | | | | | | | |
|---|---|-----------------|------------|-----------|-----------|---|--------|------|------|------|---------|
| | | 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? | 4 36.4% | 5 45.5% | 1 9.1% | 1 9.1% | 0 | 11 | 4.1 | 4 | 4 | .90 |

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

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|---|-------------------------------|-----------------|----------|---|---|----|--------|------|------|------|---------|
| | | Responses (%) | | | | | Course | | | | |
| | | 3 | 3 | 2 | 2 | B2 | N | Mean | Med. | Mode | Std Dev |
| Q10 | What is your current ASU GPA? | 8 80% | 2 20% | 0 | 0 | 0 | 10 | 4.8 | 5 | 5 | .40 |

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 | 2 18.2% | 2 18.2% | 0 | 6 54.5% | 1 9.1% | 11 | 2.8 | 2 | 2 | 1.34 |
| Q12 | The Instructor makes clear what is expected of me in this course | 2 18.2% | 5 45.5% | 0 | 3 27.3% | 1 9.1% | 11 | 3.4 | 4 | 4 | 1.30 |
| Q13 | I have confidence in the instructor's knowledge of the subject | 4 36.4% | 6 54.5% | 0 | 0 | 1 9.1% | 11 | 4.1 | 4 | 4 | 1.08 |
| Q14 | The instructor is helpful if the class has difficulty with the material | 1 9.1% | 2 18.2% | 3 27.3% | 2 18.2% | 3 27.3% | 11 | 2.6 | 3 | 1,3 | 1.30 |
| Q15 | I feel welcome seeking help from the instructor | 2 18.2% | 2 18.2% | 2 18.2% | 3 27.3% | 2 18.2% | 11 | 2.9 | 3 | 2 | 1.38 |
| Q16 | The instructor promotes effective class discussion | 2 18.2% | 3 27.3% | 1 9.1% | 1 9.1% | 4 36.4% | 11 | 2.8 | 3 | 1 | 1.59 |
| Q17 | The instructor conveys enthusiasm about the course | 3 27.3% | 4 36.4% | 1 9.1% | 2 18.2% | 1 9.1% | 11 | 3.5 | 4 | 4 | 1.30 |
| Q18 | The instructor's responses to written work are helpful | 3 27.3% | 4 36.4% | 2 18.2% | 1 9.1% | 1 9.1% | 11 | 3.6 | 4 | 4 | 1.23 |



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? | 3 27.3% | 1 9.1% | 4 36.4% | 1 9.1% | 2 18.2% | 11 | 3.2 | 3 | 3 | 1.40 |










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




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| Question: | What did you like about the course? |
| Response Rate: | 72.73% (8 of 11) |





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| 1 | The course is engaging with plenty of resources available |  |
| 2 | Instructor has a lot of resources, and access to course material. |  |
| 3 | I liked the overall material. I thought once I understood the content it was quite interesting. |  |
| 4 | I liked the recorded videos that were straight forward and focused on the topic. I also liked the review sessions, they were so helpful. |  |
| 5 | I liked the goal of our honors projects, that is I liked how it was meant to teach us something valuable in a subject we care about. |  |
| 6 | I liked how this can be applied to real-life things because as an engineer, seeing how math can be applied gets me excited. |  |

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| 7 | I like that, in addition to the Zoom lectures, we also had access to the numerous videos that the instructor had made. The England University website is also really helpful. |  |
| 8 | I enjoyed the content and the challenge it brought. |  |

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| Question: What did you dislike about the course? Do you have any suggestions to improve the course? | | |
| Response Rate: 63.64% (7 of 11) | | |
| 1 | n/a |  |
| 2 | The amount and types of homework problems did not prepare me for the exams. Some of the problems were useful, but many of them covered topics not covered in class or on the exam. |  |
| 3 | Pacing needs to be kept up so things aren't so crammed around test time. |  |
| 4 | Lectures were sometimes hard to follow. It would be helpful to divide the lecture into sections and clearly explain each sub topic/problem before starting the examples. |  |
| 5 | I disliked how the honors class was just doing an honors project I prefer learning extra topics and doing additional worksheets over doing the honors project that I would do for any class. I would suggest less off topic conversation at the beginning of class. |  |
| 6 | I disliked the way that the material was taught. It felt very out of order, and did not start off very well for me. To improve this, it is first important to gauge what students already know and remember, and going from there. |  |
| 7 | Homework can appear overwhelming at times |  |

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| Faculty: Brian England | | |
| Question: What did you like about the instructor or the method of instruction? | | |
| Response Rate: 81.82% (9 of 11) | | |
| 1 | You put in work to help students outside of class time. |  |
| 2 | The instructor displays passion for the subject and the teaching of the subject |  |
| 3 | Lately, I like how he has given plenty of examples during the lecture which helps especially for Webwork. Helpful when it comes to the honors paper. |  |
| 4 | Instructor's method of instructor was good. He know the information within the class very well, and has many resources for students to learn. He cares about his students and their success. |  |
| 5 | I thought that the instructor made the exams very straightforward and made sure that we understood what was to be expected to be on the exam. |  |
| 6 | I liked the review and amount of available resources for the math concepts. I also like piazza. |  |
| 7 | I liked the amount of examples done in class and the applications to MATLAB. Professor England shows that he cares about the subject and the content, and wants his students to learn. |  |
| 8 | I like how the professor used a lightboard. |  |
| 9 | I like how whenever I had a question to ask him after class, he would always respond with a well-thought-out explanation. |  |

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|--|---|---|
| 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: 63.64% (7 of 11) | | |
| 1 | There is a severe lack of Labeling when it comes to lectures. The problems are highlighted but I do have difficulty differentiating which is a separate problem, separate method, or procedure to do a problem. Another thing I don't like is that he gives a certain level of expectation for honors students, which I understand, but to not answer to a question when asked (especially a small question) is problematic. Part of being a good professor is to respond to repetitive questions or have some people who may help. I have heard worst experiences with him which does not affect my personal experience. I feel like my experience is better in this honors class rather than if I was in a regular class. Overall, my suggestions are improve labeling, send announcements for vital information even if discussed in class, and be kinder especially with responding to smaller questions even if it was a pre requisite to the class. |  |
| 2 | The instructor can sometimes assume students have prior knowledge that is not always the case which can result in some confusion |  |
| 3 | I disliked that the method of instruction wasn't very structured. The instructor just wrote examples on the board which made it really hard to follow along. I would have preferred to have a powerpoint or something to follow along with the lectures so that I could refer to it if I didn't understand something completely. The lectures were unorganized with what seemed like random problems being made up on the spot. Sometimes the instructor would choose random numbers for an example and get the answer wrong which would cause even more confusion. The pace was also very fast with expectations that we just knew material from previous classes. I understand that we should be able to retain material from pre-requisites, but the instructor seemed to shame us if we couldn't remember how to do something from previous classes. Finally, I believed that the instructor abused his power of the fact that we were an honors class. He seemed to hold us to a much higher standard even though the treatment of his honors students should not have been different from a regular class besides some sort of an honors assignment. This may be arguable, but even as a dedicated honors student, I was finding it hard to keep up with his standard of what he expected from his honors students. |  |

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| 4 | I disliked how it felt like we were always rushing the material. More time was spent on reviewing concepts that were already covered in class. Whenever a new concept was taught, the teaching of it was rushed. My suggestion would be better time management in class. I also disliked how it felt like the professor was unapproachable when it came to questions. He asks students for questions, but when someone does ask one, his response makes the students regret asking in the first place. |  |
| 5 | I disliked when the instructor used class time to express disappointment. I think the first time when going through a problem it would be helpful to explain what we do step per step. |  |
| 6 | England, I dislike how the course was taught and paced. Every time a new topic was taught, it was rushed through, and then when it was hard to understand and hardly anyone knew what to ask, people wouldn't ask questions because we quickly learned we would be slightly ridiculed and sent to find the answer to the basic question somewhere else. Everything I learned in this course I had to learn completely on my own because going to class confused me more. Most of all I think the most fundamental problem in this course is that you will think all of my complaints I am giving here are my fault as the student. Maybe it is my fault and I am just too dumb to understand this course and I am a bad student, but what I know is I have never had problems like these in any other course I have ever taken. I have put in as much time as I could in this class while juggling my other classes. As a teacher, I feel like you do care about teaching students, but that is undermined by your expectations of us to learn. Not everything will make sense to students the first time, especially when it is done quickly and tangents aren't distinguished from the content from the class. I appreciate your connections to higher-level content, but frequently they make learning a new topic for the first time impossible as they just confuse the topic being taught. I know that you think the reviews on rate my professor aren't relevant, but they tend to be correct. I have never seen anyone take a class where their teacher's rate my professor reviews didn't accurately set their expectations for the course. I wish you well in the future. |  |
| 7 | As this was an honors section, Professor England seemed to hold very high expectations for the students. It was very difficult to keep up, as I did not catch on as quickly as he assumed us "honors students" were. Being held to such a high expectation made the class more stressful for me. In addition, we were required to write and honors project research paper for the class, which I did not see was necessary since the students were already receiving honors credit for the course. It is evident that Professor England cares for his students and wants them to succeed, it is just difficult to see that at first. He does not take time in class if a student is lost or behind to explain a concept that we "should already know", but carries on with whatever problem he is working on. | |
| | It got very stressful towards the end of the semester to cram in the last few chapters, since we were way behind schedule, and to take two exams one week after the other. I suggest improving time scheduling and maybe having a flipped-classroom style so that students know which videos exactly to watch before class so that they can understand the examples being done in class. |  |