Course:	MAT 275 40421 - Modern Differential Equations	**Department:**	CMATHSTAT
Responsible Faculty:	Brian England	**Responses / Expected:**	8 / 18 (44.44%)

Overall Mean:
3.4 Cum GPA   (7 responses)
3.4 Expected Grade   (8 responses)
3.0 5-Point w/ Neutral H-L   (104 responses)
2.6 Class Standing (Fr,So,Jr,Sr,Grad)   (8 responses)
2.6 Grading   (16 responses)
1.0 Reason for course L-H   (8 responses)

CMATHSTAT Course Questions
General Course Questions

	MAT 275 - 40421									
	Responses (%)					**Course**			
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1 Assignments and/or examinations promote learning	1 12.5%	4 50%	2 25%	1 12.5%	0	8	**3.6**	4	4	.86
Q2 Class sessions are well planned	0	4 50%	2 25%	2 25%	0	8	**3.3**	3.5	4	.83
Q3 The pace and level of the course are appropriate	0	4 50%	2 25%	2 25%	0	8	**3.3**	3.5	4	.83
Q4 The course engages my interest	2 25%	1 12.5%	1 12.5%	2 25%	2 25%	8	**2.9**	2.5	1,2,5	1.54
Q5 I learned something that I consider valuable	3 37.5%	0	4 50%	0	1 12.5%	8	**3.5**	3	3	1.32

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 - 40421									
	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?	1 12.5%	1 12.5%	5 62.5%	0	1 12.5%	8	**3.1**	3	3	1.05

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

CMATHSTAT Student Demographic Questions
Academic General

	MAT 275 - 40421									
	Responses (%)					**Course**			
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q7 What is your current class standing?	1 12.5%	1 12.5%	6 75%	0	0	8	**2.6**	3	3	.70

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

CMATHSTAT Student Demographic Questions
Academic General

	MAT 275 - 40421								
	Responses (%)				**Course**			
	MR	**RFC**	**GS**	**EGI**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q8 What requirement does this course meet for you?	8 100%	0	0	0	8	**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 - 40421									
	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?	1 12.5%	2 25%	4 50%	1 12.5%	0	8	**3.4**	3	3	.86

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

CMATHSTAT Student Demographic Questions	MAT 275 - 40421									
Academic General	Responses (%)					Course				
	3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10 What is your current ASU GPA?	0	4 57.1%	2 28.6%	1 14.3%	0	7	3.4	4	4	.73

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	Brian England									
Course Related Faculty Questions	Responses (%)					Individual				
	SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q11 The instructor's presentations are clear and understandable	1 12.5%	0	1 12.5%	6 75%	0	8	2.5	2	2	1
Q12 The Instructor makes clear what is expected of me in this course	1 12.5%	4 50%	1 12.5%	2 25%	0	8	3.5	4	4	1
Q13 I have confidence in the instructor's knowledge of the subject	5 62.5%	0	3 37.5%	0	0	8	4.3	5	5	.97
Q14 The instructor is helpful if the class has difficulty with the material	0	1 12.5%	1 12.5%	3 37.5%	3 37.5%	8	2.0	2	1,2	1
Q15 I feel welcome seeking help from the instructor	1 12.5%	1 12.5%	0	2 25%	4 50%	8	2.1	1.5	1	1.45
Q16 The instructor promotes effective class discussion	0	0	2 25%	4 50%	2 25%	8	2.0	2	2	.71
Q17 The instructor conveys enthusiasm about the course	1 12.5%	3 37.5%	3 37.5%	1 12.5%	0	8	3.5	3.5	3,4	.87
Q18 The instructor's responses to written work are helpful	1 12.5%	1 12.5%	2 25%	1 12.5%	3 37.5%	8	2.5	2.5	1	1.41

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

CMATHSTAT Faculty Questions	Brian England									
Course Related Faculty Questions	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?	1 12.5%	0	1 12.5%	3 37.5%	3 37.5%	8	2.1	2	1,2	1.27

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:	62.50% (5 of 8)

1	the promptness of a summer course
2	The topics we learn in this class are incredibly useful and I can see myself using them for the rest of my life. Honestly, just like every math class I take, the topics I learned in this course seem quite useful and interesting.
3	I liked the connections to calculus and physics.
4	I like how it applies to my other courses and is helpful towards what I'm learning for engineering.
5	I learned a lot about algebra and calc which is foundational for my major.

Question:	What did you dislike about the course? Do you have any suggestions to improve the course?
Response Rate:	75.00% (6 of 8)

| 1 | There was a lot of content that was cut from the course and the professor indicated that some of these topics, like reduction of order, would be useful for future classes. I would've preferred to keep this content in the course, because the course topics are important and relevant even if they are difficult. |

2	The summer session was very fast paced and we didn't get much leniency towards that fact.	🔍
3	The material feels very irrelevant and not important. On top of this, the professor takes it very seriously and makes exams extremely difficult.	🔍
4	The material seems fine just the instructor of my specific section needs advising.	🔍
5	I wish that things were explained further for people who don't know much physics.	🔍
6	I feel like the homework did not reflect what was on the exams. I struggled to learn what I needed to even though I attended every class, got tutoring, did the homework and reached out to the professor for help.	🔍

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	62.50% (5 of 8)

1	The professor does a lot of problems that he comes up with on the fly rather than choosing prearranged questions. This makes the tools and techniques we learn for solving differential equations seem much more valuable. Rather than it feeling like we can only apply topics to a few specifically chosen problems, it instead feels like the topics we learn can be applied to random problems we might have. In addition, the instructor is very up front about the real world uses of the topics learned in the course. The professor also teaches the course quite well and gives time for a lot of practice problems, while still teaching the topics thoroughly. I think this class might be first class where the professor cuts straight to the important topics, while still providing reasoning for how we got there and I really appreciate it.	🔍
2	Knows what he is talking about	🔍
3	I liked little of what he did. He seemed to know lots of physics.	🔍
4	He showed is the easiest ways to solve problems rather than letting us work through proofs. He was an interesting personality which made conversations interesting.	🔍
5	England is definitely wanting to be a 'cool' teacher	🔍

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:	87.50% (7 of 8)

1	This instructor takes the subject serious and wants students to earn the right to pass this class. Reviews and homework were not sufficient to prepare for exams, which is why the class did poorly on them I believe. A suggestion for improvement would be to have tests reflect homework and class examples that simply show the principles of what is being tested rather than relying on complicated rules and procedures that can be found in pre requisite classes.	🔍
2	There have been a few times where the professor justifies something (such as no Laplace transform tables on the tests), by showing that he has memorized all of the needed Laplace transforms. This seems like a poor standard to judge the students by because it is expected that the professor would have years or even decades more practice than the students. While I am fine with the decision, I would've preferred a more logical reason behind it. The professor also has a tendency to go off on tangents from the lecture. These can sometimes be interesting, but sometimes they don't seem to pertain to class at all.	🔍
3	The instructor used difficult problems for the exams compared to the homework problems, which had a moderate amount of difficulty. The problems he covered in class were very repetitive which left minimal practice for a lot of the material. He provided no assistance for the labs in the class.	🔍
4	Seems like he is a teacher so he can have fun solving problems instead of instruct	🔍
5	I felt like I was criticized for asking questions. I felt almost unwelcome because of my knowledge gaps. I felt like instead of helping us he wanted us to struggle, and he didn't provide help. I also felt like he made the exams harder than what was on the review and added stuff we didn't know to make it more challenging. When we would get our exams back instead of receiving feedback he would just put "NO" if the work wasn't right. This was not helpful for my learning.	🔍
6	England spends more time belittling students who ask questions consistently. I have seen this man have pent up anger borderline getting in a girls face when she needed more clarification about his method of solving. I spent more time sifting through my first 3 weeks worth of notes trying to comprehend which section belonged to which examples due to his lack of presenting the incoming information appropriately. England spends more time blaming prior math teachers of respective students for their gaps in arithmetic, then insulting the students intelligence. Rather than upholding his duty as an instructor of higher education England feeds his personal self image by making everyone in the class feel less than adequate in comparison to him. It is believed across the class that England is still facing hurt due to the loss of his beloved wife. He takes out these pent up feelings on students. He is not fully capable to be affective or effective in the workplace of Academia.	🔍
7	A lot to say. Not everyone has as much knowledge as he does. I think he should understand that we are beginners. When it comes to the application problems, it's super hard to keep up with what he's doing. He should explain more and be more clear about it. When we are tackling certain topics and types of problems for the first time, he should at least do the first few problems clearly and SLOWLY. Yes, it's understandable that we should be able to do them at a good pace, however, that will only happen if we get a clear introduction to the problems and how to approach them. He goes too fast and does too much math in his mind. At least for the new topics, he should write steps down. Once a student has a good base for something, he or she then can do the more complicated problems on WebWork, which I was unable to do due to his hasty teaching. Another thing about him is that he has very strong opinions about things and makes others feel bad. He said that if we are getting a C in our class, we shouldn't be engineers. I believe this is false. Not everyone gets things right away. They need good professors. So he should not be blaming students because it makes them feel bad. Some people are meant to be engineers, just take a little longer than others. Sometimes it's good to fail a class because maybe you were just meant to take it a second time and grasp the information better. He also is quick to give rude replies. If someone has asked a question and maybe he already mentioned it or it's a 'dumb question', he should answer nicely. Not just call someone out or make them feel bad. I would recommend to others to not take him.	🔍