



Individual Report Fall 2023 for MATH 3300 100 - Calculus III (Todd Young)

Project Title: **Course Evaluation Fall 2023**

Course Audience: **39**

Responses Received: **14**

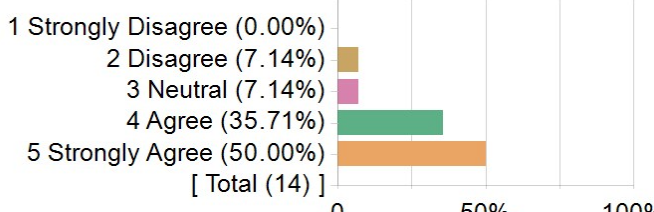
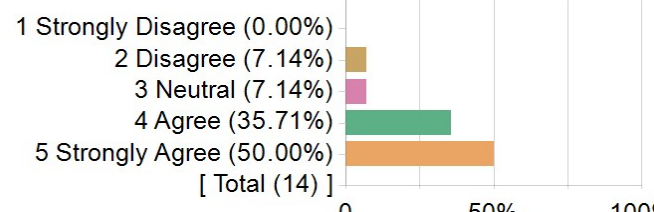
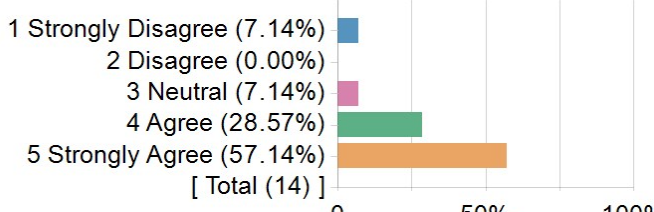
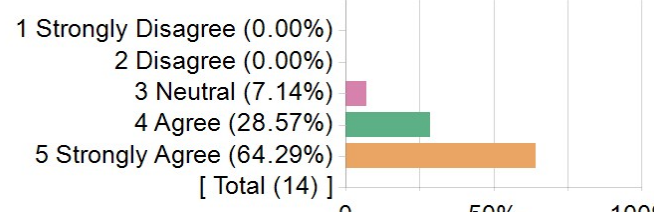
Response Ratio: **35.90%**

Prepared by: **Joseph Scowden**

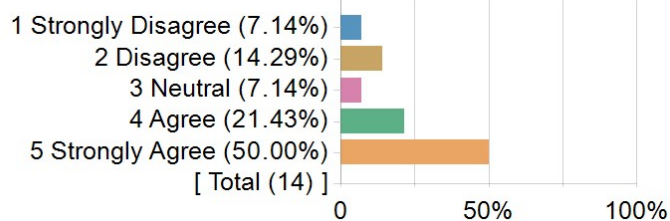
Creation Date: **Wednesday, December 20, 2023**

Instructor Evaluation: Todd Young

Competency Statistics	Value
Mean	4.32
Median	5.00
Mode	5
Standard Deviation	0.98
Standard Error (base on SD)	0.10
Population Standard Deviation	0.98
Standard Error (base on PSD)	0.10

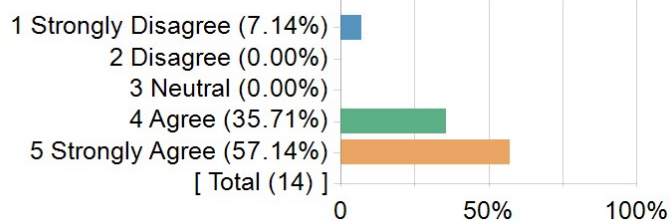
1. Instructor created an environment that was conducive to learning.	2. Instructor gave clear explanations.																																
 <p>1 Strongly Disagree (0.00%) 2 Disagree (7.14%) 3 Neutral (7.14%) 4 Agree (35.71%) 5 Strongly Agree (50.00%) [Total (14)]</p>	 <p>1 Strongly Disagree (0.00%) 2 Disagree (7.14%) 3 Neutral (7.14%) 4 Agree (35.71%) 5 Strongly Agree (50.00%) [Total (14)]</p>																																
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3. Instructor used helpful examples and illustrations.	4. Instructor consistently followed grading criteria.																																
 <p>1 Strongly Disagree (7.14%) 2 Disagree (0.00%) 3 Neutral (7.14%) 4 Agree (28.57%) 5 Strongly Agree (57.14%) [Total (14)]</p>	 <p>1 Strongly Disagree (0.00%) 2 Disagree (0.00%) 3 Neutral (7.14%) 4 Agree (28.57%) 5 Strongly Agree (64.29%) [Total (14)]</p>																																
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5. Instructor provided useful feedback.



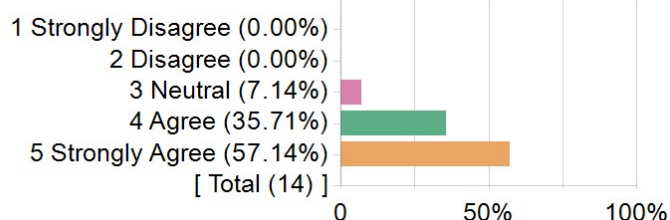
Statistics	Value
Mean	3.93
Median	4.50
Mode	5
Standard Deviation	1.38
Population Standard Deviation	1.33
Standard Error (base on SD)	0.37
Standard Error (base on PSD)	0.36

6. Instructor provided timely feedback.



Statistics	Value
Mean	4.36
Median	5.00
Mode	5
Standard Deviation	1.08
Population Standard Deviation	1.04
Standard Error (base on SD)	0.29
Standard Error (base on PSD)	0.28

7. Instructor was available for assistance outside of class.

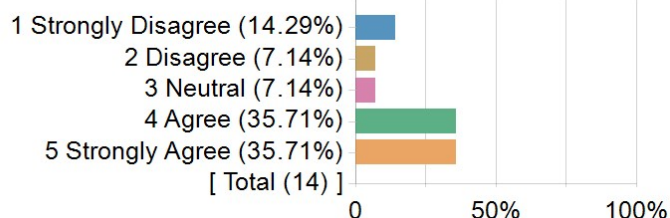


Statistics	Value
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.65
Population Standard Deviation	0.63
Standard Error (base on SD)	0.17
Standard Error (base on PSD)	0.17

Course Evaluation:

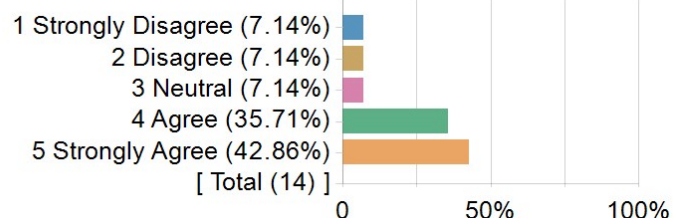
Competency Statistics	Value
Mean	4.26
Median	5.00
Mode	5
Standard Deviation	1.06
Standard Error (base on SD)	0.13
Population Standard Deviation	1.05
Standard Error (base on PSD)	0.13

1. Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



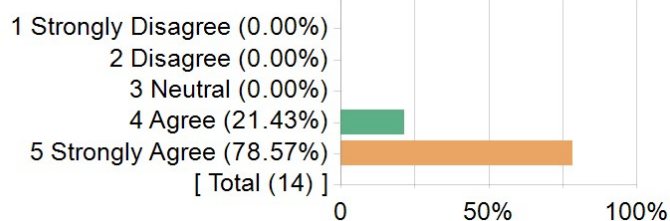
Statistics	Value
Mean	3.71
Median	4.00
Mode	4, 5
Standard Deviation	1.44
Population Standard Deviation	1.39
Standard Error (base on SD)	0.38
Standard Error (base on PSD)	0.37

2. In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



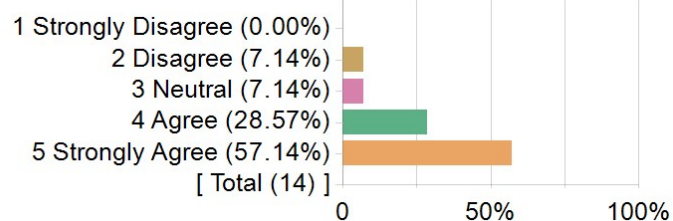
Statistics	Value
Mean	4.00
Median	4.00
Mode	5
Standard Deviation	1.24
Population Standard Deviation	1.20
Standard Error (base on SD)	0.33
Standard Error (base on PSD)	0.32

3. This course challenged me intellectually.



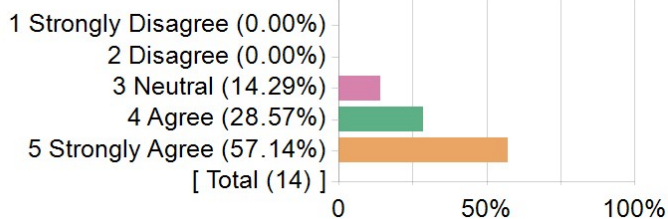
Statistics	Value
Mean	4.79
Median	5.00
Mode	5
Standard Deviation	0.43
Population Standard Deviation	0.41
Standard Error (base on SD)	0.11
Standard Error (base on PSD)	0.11

4. Course grading criteria were communicated clearly.



Statistics	Value
Mean	4.36
Median	5.00
Mode	5
Standard Deviation	0.93
Population Standard Deviation	0.89
Standard Error (base on SD)	0.25
Standard Error (base on PSD)	0.24

5. Course objectives were met.

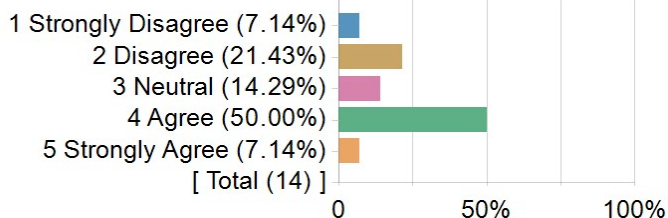


Statistics	Value
Mean	4.43
Median	5.00
Mode	5
Standard Deviation	0.76
Population Standard Deviation	0.73
Standard Error (base on SD)	0.20
Standard Error (base on PSD)	0.19

Additional Questions

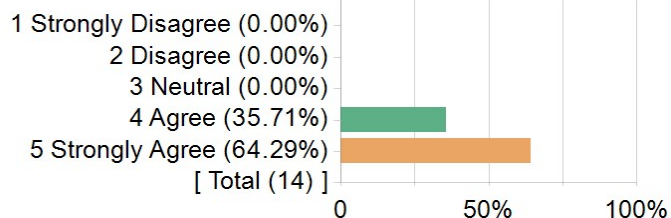
Competency Statistics	Value
Mean	4.04
Median	4.00
Mode	5
Standard Deviation	1.11
Standard Error (base on SD)	0.13
Population Standard Deviation	1.10
Standard Error (base on PSD)	0.13

1. Instructor encouraged participation.



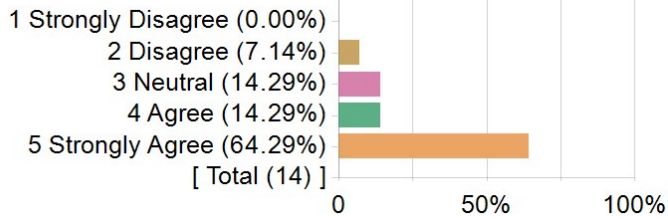
Statistics	Value
Mean	3.29
Median	4.00
Mode	4
Standard Deviation	1.14
Population Standard Deviation	1.10
Standard Error (base on SD)	0.30
Standard Error (base on PSD)	0.29

2. Instructor was respectful to students.



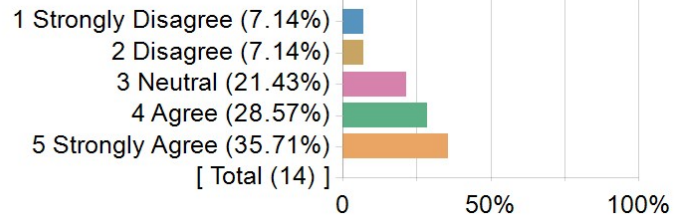
Statistics	Value
Mean	4.64
Median	5.00
Mode	5
Standard Deviation	0.50
Population Standard Deviation	0.48
Standard Error (base on SD)	0.13
Standard Error (base on PSD)	0.13

3. Examinations were a good test of my knowledge.



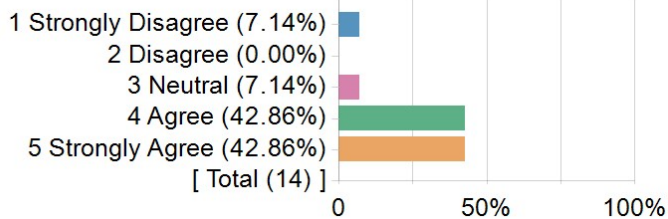
Statistics	Value
Mean	4.36
Median	5.00
Mode	5
Standard Deviation	1.01
Population Standard Deviation	0.97
Standard Error (base on SD)	0.27
Standard Error (base on PSD)	0.26

4. Overall, considering its content, design and structure, this course was excellent.



Statistics	Value
Mean	3.79
Median	4.00
Mode	5
Standard Deviation	1.25
Population Standard Deviation	1.21
Standard Error (base on SD)	0.33
Standard Error (base on PSD)	0.32

5. Instructor was an effective teacher.



Statistics	Value
Mean	4.14
Median	4.00
Mode	4, 5
Standard Deviation	1.10
Population Standard Deviation	1.06
Standard Error (base on SD)	0.29
Standard Error (base on PSD)	0.28

What do you consider to be the greatest STRENGTH of the INSTRUCTOR?

Comments
He provided useful examples.
The instructor is very intelligent and knows what he is talking about. The instructor did examples and illustrations in class which helped us understand the topic. The test were challenging, but in a good way. We got through all the material that was supposed to be covered. Dr. Young also has a good sense of humor.
He was passionate about the material and very knowledgeable which made him an excellent teacher who knew what examples to give for a better understanding.
Ability to go thorough examples while explaining his thought process
Dr. Young is excellent at managing the scope of the course. When a topic involves complicated exceptions, Dr. Young makes sure to address them, but keeps their nuance from inhibiting the core idea being taught.
He is incredibly approachable and friendly. Extremely knowledgeable about the content.
Dr. Young's greatest strength in my opinion was his knowledge of the coursework and the fact that he answered everyone's questions without making them feel stupid for asking them. Similarly, I felt as if he was very fair in grading and upfront about what we needed to work on as a whole class.
He is wicked smart and knows everything about everything. also went over things when asked.
He was fantastic. Clearly explained everything to everyone and encouraged us to ask questions.
Dr. Young is very thorough in his explanations, and he always has well prepared plans for how to get through each class's material. He also has deep knowledge on how topics within the class relate to other fields like physics and engineering which can help to show the importance of different concepts and their applications.
Answering questions.

What do you consider to be the greatest WEAKNESS of the INSTRUCTOR? Suggestions for improvement?

Comments
There were no practice exams, which is not terrible, but would have been nice. The instructor wrote pretty fast and did a lot of algebra and geometric thinking in his head, but it is Calculus 3, it is to be somewhat expected.
There was not a clear date on exams until the week before. I have traditionally relied on a set date to guide studying.
Dr. Young has some difficulty incorporating student participation into his lesson plans. He will often times misunderstand questions or deflect them, and many class lectures concluded without a word from the class. Dr. Young might consider a greater emphasis on conceptual understanding as opposed to pragmatism, teaching "what" instead of "how."
He doesn't really do much in the way of class participation. He just wrote definitions, derivations, methods, and examples on the board for 55 minutes. He would occasionally ask a question to the class, but they were often speculative or theoretical, and didn't seem to have much bearing on the course.
He could explain abstract concepts a little better, but did not do bad overall getting the information across.
He moved real fast. wrote on the board too fast and then stood in front of it.
Standing in front of the board while lecturing, moving too quickly, not assigning homework for credit
The only thing I could think of would be to do more actual examples in class. This can be difficult with the amount of content required to get through though.
I think that some midterm questions written require too much work that is just crunching numbers rather than focusing on understanding the material at hand. They are still often good questions, but some require only very basic concepts yet take a ton of time to complete, which I don't think always reflects the importance of specific concepts.
Unawareness of people not able to see the board. Please consider changing classrooms, I don't like the desks and the board is very hard to see. I miss half the class when I sit to the side because I can't read the board.

What do you consider to be the greatest STRENGTH of the COURSE (texts, content, etc.)?

Comments
The course provided material that will help us students in our future courses and future lives. The course covered a lot of material that is good in physics, engineering, and applied math. The material in this course makes other courses seem not that bad, for example, electromagnetics and materials.
Honestly, the instructor and his explanations were the greatest strength in understanding and enjoying the material.
Good textbook problems
The course's textbook is extremely detailed and rigorous, making independent study viable, both for review and for catching up to speed.
I would say the strength of this course was the online textbook and digital graphing materials shown to us.
the homework.
Pretty good texts.
The text is a very good supplement to in class instruction, and the practice problems at the end of each chapter are very helpful for checking understanding of certain topics.
Good textbook.

What do you consider to be the greatest WEAKNESS of the COURSE? Suggestions for improvement?

Comments
I would suggest introducing 3D space problems in beginning calculus courses because it was very difficult to understand complex 3D problems without any prior background knowledge of 3D space.
There was a lot of topics covered in this course, which made it difficult to study for exams. While this course is very important, it can be uninteresting at times (cylinders and quadratic surfaces).
This was the first math course I have taken in a college setting. Adapting to college life on a course as academically challenging as Calc 3 was stressful to say the least. I am not sure how the class could be made more adaptable for students still adapting to college life. I made it though, and the struggle is part of the experience.
Many of the textbook's practice problems are cumbersome, off-topic, and occasionally unsolvable within the scope of the course. This was also reflected in the difficult exams, with mean scores consistently below 75%.
The homework format, in my incredibly subjective opinion, was abysmal. There were about 40+ (wide estimate) lengthy problems due per week, and none of them were graded. So naturally, most of the class didn't do them. I would have greatly appreciated a few graded problems that highlighted the important concepts of the class.
The online textbook did not work some of the time and I had to find a pdf after a while of trying to get it to work.
NO EXPLANATIONS ON THE HOMEWORK KILLS ME. I do not know how I get a question wrong it just says it is wrong. the HW is not for a grade so putting the explanations on there to help me know the processes would have been incredibly helpful and would have raised my grade by 10% easily.
Homework didn't really match test questions.
The final chapter is placed slightly frustratingly as it covers line integrals where vector-based math is very important, yet that is the very first topic covered in the course, so some related topics are spaced very far apart. This problem isn't major though as it can be solved with some dedicated review.
Expensive textbook that doesn't need to be bought from the university. Make it an option and not a requirement.