Individual Report Fall 2024 for MATH 3600 100 - Applied Numerical Methods (Todd Young)

Project Title: **Course Evaluation Fall 2024**

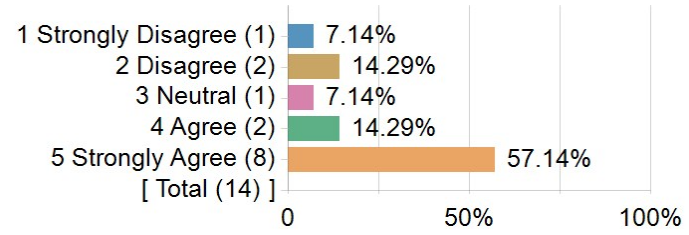
Course Audience: **35**
Responses Received: **14**
Response Ratio: **40.0%**

Prepared by: **Joseph Scowden**
Creation Date: **Sunday, December 22, 2024**

Instructor Evaluation: Todd Young

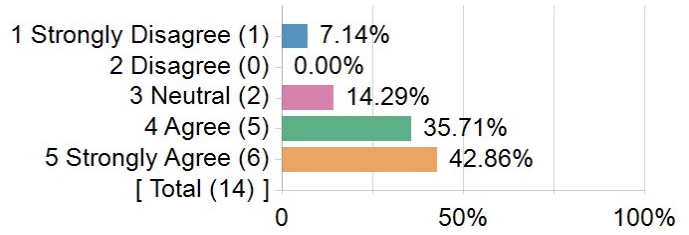
Competency Statistics	Value
Mean	4.10
Median	5.00
Mode	5
Standard Deviation	1.24
Standard Error (base on SD)	0.13
Population Standard Deviation	1.23
Standard Error (base on PSD)	0.12

1. Instructor created an environment that was conducive to learning.



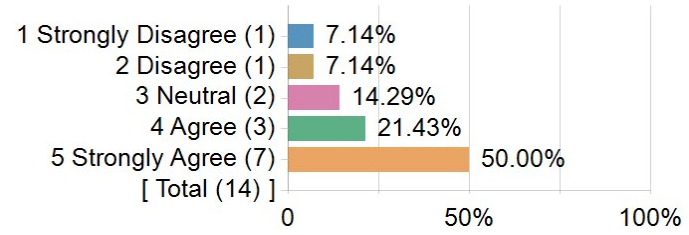
Statistics	Value
Response Count	14
Mean	4.00
Median	5.00
Mode	5
Standard Deviation	1.41
Population Standard Deviation	1.36
Standard Error (base on SD)	0.38
Standard Error (base on PSD)	0.36

2. Instructor gave clear explanations.



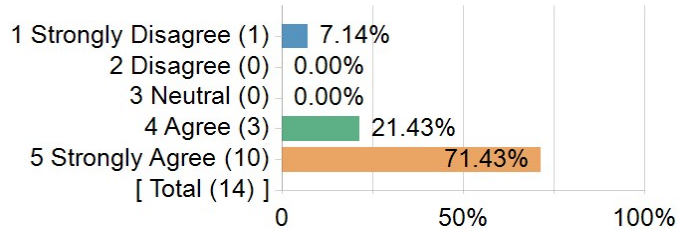
Statistics	Value
Response Count	14
Mean	4.07
Median	4.00
Mode	5
Standard Deviation	1.14
Population Standard Deviation	1.10
Standard Error (base on SD)	0.30
Standard Error (base on PSD)	0.29

3. Instructor used helpful examples and illustrations.



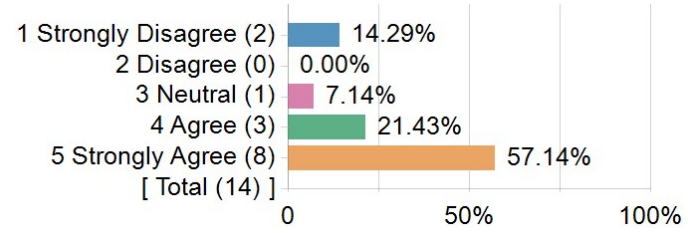
Statistics	Value
Response Count	14
Mean	4.00
Median	4.50
Mode	5
Standard Deviation	1.30
Population Standard Deviation	1.25
Standard Error (base on SD)	0.35
Standard Error (base on PSD)	0.34

4. Instructor consistently followed grading criteria.



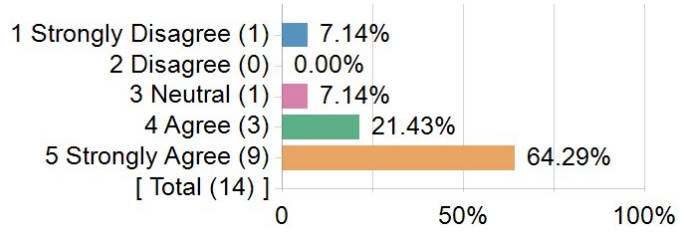
Statistics	Value
Response Count	14
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	1.09
Population Standard Deviation	1.05
Standard Error (base on SD)	0.29
Standard Error (base on PSD)	0.28

5. Instructor provided useful feedback.



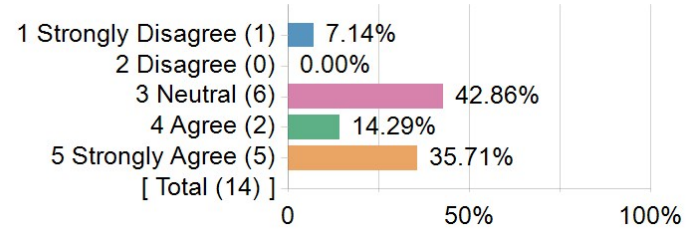
Statistics	Value
Response Count	14
Mean	4.07
Median	5.00
Mode	5
Standard Deviation	1.44
Population Standard Deviation	1.39
Standard Error (base on SD)	0.38
Standard Error (base on PSD)	0.37

6. Instructor provided timely feedback.



Statistics	Value
Response Count	14
Mean	4.36
Median	5.00
Mode	5
Standard Deviation	1.15
Population Standard Deviation	1.11
Standard Error (base on SD)	0.31
Standard Error (base on PSD)	0.30

7. Instructor was available for assistance outside of class.

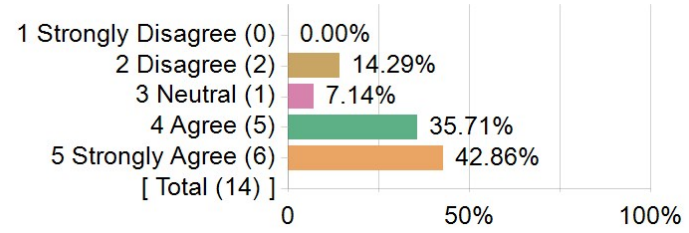


Statistics	Value
Response Count	14
Mean	3.71
Median	3.50
Mode	3
Standard Deviation	1.20
Population Standard Deviation	1.16
Standard Error (base on SD)	0.32
Standard Error (base on PSD)	0.31

Course Evaluation:

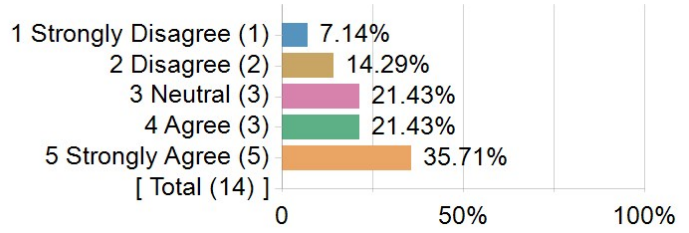
Competency Statistics	Value
Mean	4.14
Median	4.00
Mode	5
Standard Deviation	1.07
Standard Error (base on SD)	0.13
Population Standard Deviation	1.06
Standard Error (base on PSD)	0.13

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



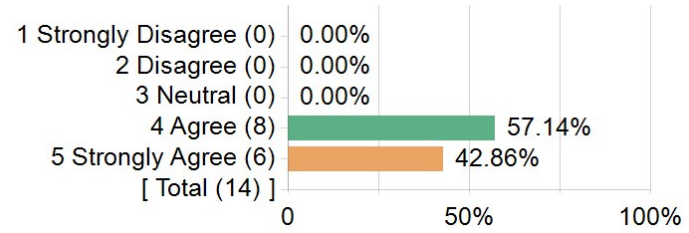
Statistics	Value
Response Count	14
Mean	4.07
Median	4.00
Mode	5
Standard Deviation	1.07
Population Standard Deviation	1.03
Standard Error (base on SD)	0.29
Standard Error (base on PSD)	0.28

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



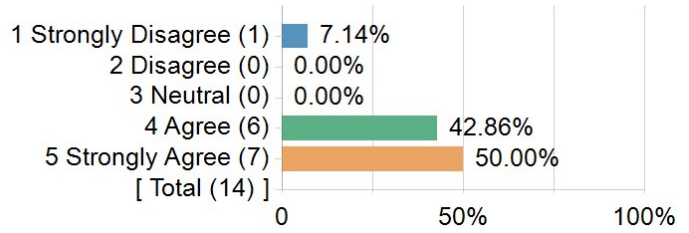
Statistics	Value
Response Count	14
Mean	3.64
Median	4.00
Mode	5
Standard Deviation	1.34
Population Standard Deviation	1.29
Standard Error (base on SD)	0.36
Standard Error (base on PSD)	0.34

3. This course challenged me intellectually.

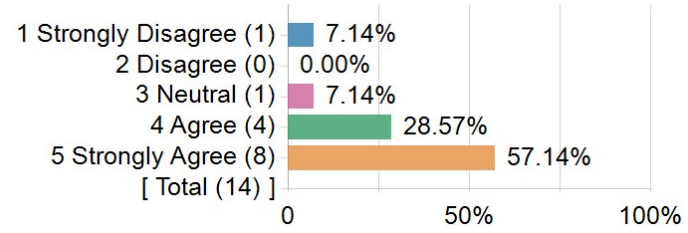


Statistics	Value
Response Count	14
Mean	4.43
Median	4.00
Mode	4
Standard Deviation	0.51
Population Standard Deviation	0.49
Standard Error (base on SD)	0.14
Standard Error (base on PSD)	0.13

4. Course grading criteria were communicated clearly.

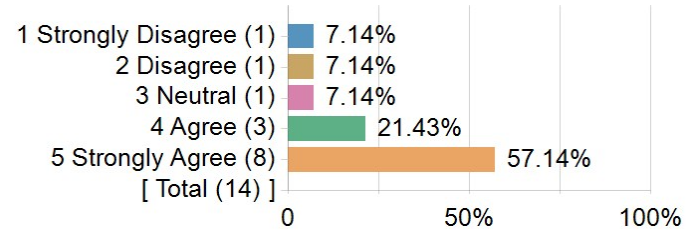


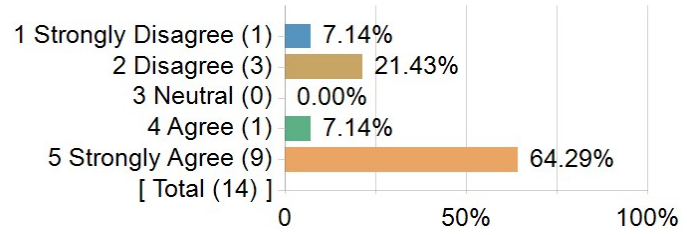
Statistics	Value
Response Count	14
Mean	4.29
Median	4.50
Mode	5
Standard Deviation	1.07
Population Standard Deviation	1.03
Standard Error (base on SD)	0.29
Standard Error (base on PSD)	0.28

5. Course objectives were met.	
	
Statistics	Value
Response Count	14
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.14
Population Standard Deviation	1.10
Standard Error (base on SD)	0.30
Standard Error (base on PSD)	0.29

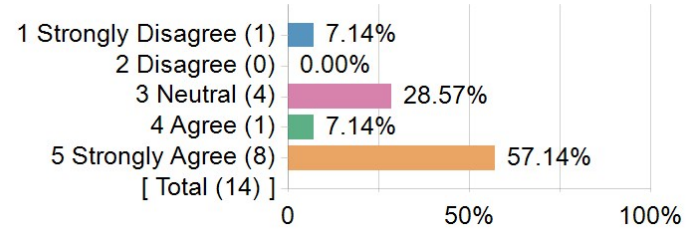
Additional Questions

Competency Statistics	Value
Mean	4.04
Median	5.00
Mode	5
Standard Deviation	1.27
Standard Error (base on SD)	0.15
Population Standard Deviation	1.26
Standard Error (base on PSD)	0.15

1. Instructor encouraged participation.	
	
Statistics	Value
Response Count	14
Mean	4.14
Median	5.00
Mode	5
Standard Deviation	1.29
Population Standard Deviation	1.25
Standard Error (base on SD)	0.35
Standard Error (base on PSD)	0.33

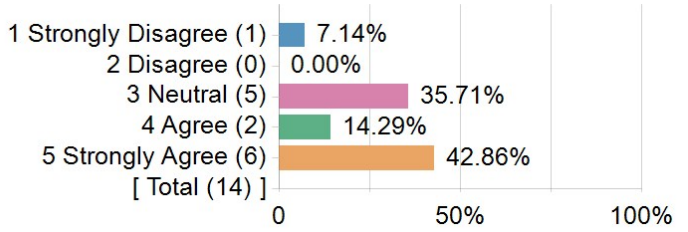
2. Instructor was respectful to students.	
	
Statistics	Value
Response Count	14
Mean	4.00
Median	5.00
Mode	5
Standard Deviation	1.52
Population Standard Deviation	1.46
Standard Error (base on SD)	0.41
Standard Error (base on PSD)	0.39

3. Examinations were a good test of my knowledge.



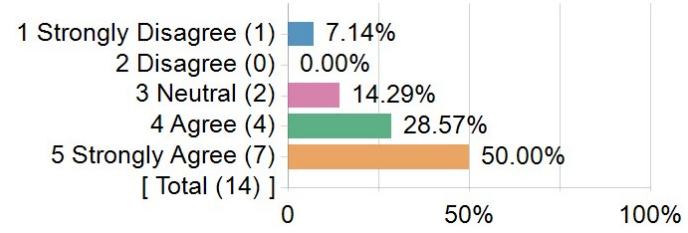
Statistics	Value
Response Count	14
Mean	4.07
Median	5.00
Mode	5
Standard Deviation	1.27
Population Standard Deviation	1.22
Standard Error (base on SD)	0.34
Standard Error (base on PSD)	0.33

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



Statistics	Value
Response Count	14
Mean	3.86
Median	4.00
Mode	5
Standard Deviation	1.23
Population Standard Deviation	1.19
Standard Error (base on SD)	0.33
Standard Error (base on PSD)	0.32

5. Instructor was an effective teacher.



Statistics	Value
Response Count	14
Mean	4.14
Median	4.50
Mode	5
Standard Deviation	1.17
Population Standard Deviation	1.12
Standard Error (base on SD)	0.31
Standard Error (base on PSD)	0.30

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

Comments
Dr Young is overall a great lecturer and very helpful and clear when explaining the coursework.
Dr. Young is very good at breaking down examples and explaining them in a way where all of the pieces fit together.
He knew the subject really well. He was also very nice with partial credit, if you had the right idea for a problem but not the best execution, you would get a good grade.
Passionate
Willingness to help his students.
I think the greatest strength of the instructor is that he takes the time to listen to students and actively try to help them with what they are confused on. He has never acted as if a question of mine was silly, and simply took the time to help me understand the topic better.
I genuinely saw no strengths in the professor.
working through the lecture material and then allowing the class to begin the homework during the last half of class time was great. we were able to take the material immediately and apply it to the homework, and were able to ask questions if needed
Dr. Young prepares very good concise lectures, mostly due to the fact that the book we work out of was written by him. The notes from the class material supplement his lectures very well and aid in the understanding of material outside of class as well.
Personally explain the information to you.
Dr. Young is spectacular at offering different explanations of subjects in order to cater to all of the students he has in his class. On top of this, I believe that Dr. Young is an expert at building courses and designing them to have a sensible and understandable flow of information. The large majority of lectures built off of the information given in past lectures in a way that new concepts seemed easier and more approachable, due to the background knowledge that students were expected to have from prior lessons in the course.
Extremely knowledgeable of content of course and could easily answer questions.
He clearly knows what he's talking about and is very open to helping you.

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

Comments
His greatest weakness is the handling of the homework and examinations. I often felt rushed to get everything done as homework and exams came often, maybe more time could be provided to let us sit with the knowledge we learnt.
N/A
He didn't necessarily expand upon his lecture documents that we had access to, he would kind of read off of them and write it on the chalkboard. Like some of the codes that we had to deal with were difficult to understand and I don't feel like he necessarily expanded on them as much as he should've.
Feedback tends to be negative and not helpful when incorrect on homework or an exam problem. I think the tone of feedback borders on the line of disrespectful at times which is not conducive to learning and improving. Needs to be more constructive and less intense/rude, this discouraged me from participating in the class as much afterwards because I felt disrespected and embarrassed. It is not a way to get students to improve. I also think he is a harsh grader considering the coding exams are being taken on paper. Simple mistakes that would be easy to fix when running in real world MATLAB situations are deducted too heavily
Does not give engaging lectures.
I wouldn't say this is a weakness, the only thing I can think of is that it was hard sometimes when his office hours were only MWF and he wasn't in building TTh. This is just because I would sometimes have questions on these days and I have a hard time getting things explained to me over email.
Todd Young was the single worst professor I have ever had. His responses outside of class were scarce and rude. He rarely responded to out of class emails and when he did he would respond with a single word answer. He does not care about the students he has and is super unhelpful. For example, on the weekend before the final, he went on a camping trip and was unresponsive to emails when his students needed him most, (He did this type of thing regularly taking personal time when we needed him.) His grading was extremely harsh and unfair. All semester he talked about how there would be a curve to the class if we worked hard. The curve ended up being negligible, something on the order of 2 percent. He once laughed at a student to their face when they asked if there was any opportunity to make their grade better in the course. All of this together proved him to be an unsuccessful and rude professor. A student once asked him if we could have a formula sheet for the exam, he called out to the class and told everyone to hear the question. He then said "That's an amazing question... NO!" in one of the rudest tones I had ever heard. On top of that he constantly made mistakes in grading and would take off points for extremely small errors. He would make all the class feel bad when grades would come out. He would literally tell us who the highest grade in the class was for the exam, labeling them as "the winner" he created a terribly competitive environment. At the end of the semester he said that "the physicists beat the engineers" because they had done better on the homework, and then gave away private academic information by telling us they were HTC. He also gave away private information on another occurrence when he asked a student out loud before an exam "if he wasn't in the ROTC why do you have ROTC permissions for exams." He is not only rude but extremely unprofessional. I hope I never have to come across him again and genuinely had a terrible time. I hope this review gets taken seriously and he is looked at under a microscope, this is not someone I want my tuition dollars to go to.
cant think of one
Sometimes comments on incorrect work can be confusing or vague, but Dr. Young is always able to elaborate on them and help to correct mistakes after work has been graded if you ask him, so it is really not a problem.
Examples on the board could have been clearer.
NONE
I don't think he has one.

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

Comments
This course is very useful in actual applications and provides great material that can be used always.
After the instructor, the greatest strength of the course was definitely the textbook.
It was a good course to help me learn Matlab.
Homework assignments and exams. They covered the class content very well and were challenging but not excessive. The lecture materials online were organized very well, which helped during study.
I think the greatest strength of the course is honestly the setup. I appreciated slowly learning all of the commands and how they applied to the formulas I was doing by hand before just being thrown directly in to coding things. I liked having to do the formulas by hand and then code them rather than the other way around.
I enjoyed group homework to an extent.
shows many different things in matlab and what they are used for in the real world, very interesting to see different numerical methods
The online textbook really is great, as it provides lecture notes, illustrations, and relevant codes that can be used on exercises. The explanations in the book are very detailed and supplement information from the lectures very well. The end of each section also has a lengthy review that details the largest concepts from that chapter which is great for practice before exams.
Teaching you Matlab and all of its functions.
The exercises and lectures available online made studying extremely easy and straightforward, with the practice exams having exceptional questions that make exams easier to prepare for. A very effective system of lectures and very effective homework exercises/study resources that allow students to excel in the rather challenging course.
Great exam review materials.
Doing it in the computer lab was great and it really helped with the matlab parts of the course.

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

Comments
This course was dense. I don't think it is super hard, but the complexity of my understanding is not as deep as I would've liked due to the amount of information.
N/A
The lecture documents were kind of inconsistent, sometimes they were helpful and sometimes they weren't
It is very difficult to take a coding exam on paper, unless graded less harshly and more for overall understanding. Too many questions on the exam, not enough time for critical thinking. I believe challenging projects would have been a better indication of understanding
I think that the course could've gone more in depth about what each command does, when we got to some higher topics we were using commands that I didn't necessarily understand or remember going over.
No matter how much work you do in the course, it relied on the scores of 3 exams and a final. If you were to do bad on one exam you were just out of luck for the semester. Even though he assured a curve, it was extremely small and it was over for you if you did bad on ONE. Additionally, the syllabus only stated A– B– C– D– and F as the possible grades and then somehow people ended up with Cs and Bs.
i did not like that the midterms and final were on paper. throughout the class we worked exclusively online using matlab but the tests were on paper, and this was difficult to adjust for. i believe a paper test does not accurately show ones knowledge of matlab
Some of the exercises seem either way too difficult or very trivial. It is unreasonable to expect every lectures homework problems to be similarly challenging, but there were a couple of days that required much more time to complete than others, and some of the time consuming problems were just frustrating and didn't actually help my understanding of the material they were on.
The exams were on paper.
I believe that the only weakness I can imagine is that there is so much information given in the course. Moving from algebra to linear algebra to calculus to differential equations, sometimes it was exhausting to keep up with the class in terms of the topics discussed; however, Dr. Young made this slightly easier for me personally and those in my group by making the lectures relate to each other and build upon each other. There is only a certain amount of this that can be done within reason though. Nevertheless, despite this minor weakness, the class was a very good look into the application of different methods in an engineering perspective, using accurate approximations.
Having to do MATLAB code by hand on paper. I will never have to do that again.
Nothing.