



Individual Report Fall 2025 for MATH 5400 100 - Advanced Differential Equations (Todd Young)

Project Title: **Course Evaluation Fall 2025**

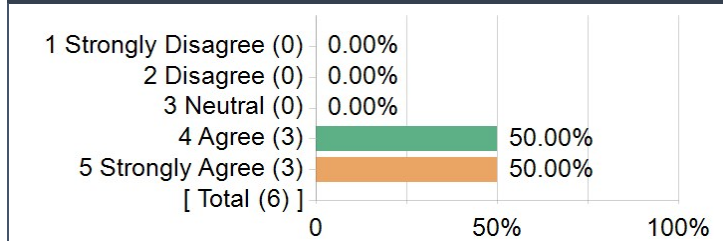
Course Audience: **10**
Responses Received: **6**
Response Ratio: **60.0 %**

Prepared by: **Joseph Scowden**
Creation Date: **Thursday, January 29, 2026**

Instructor Evaluation: Todd Young

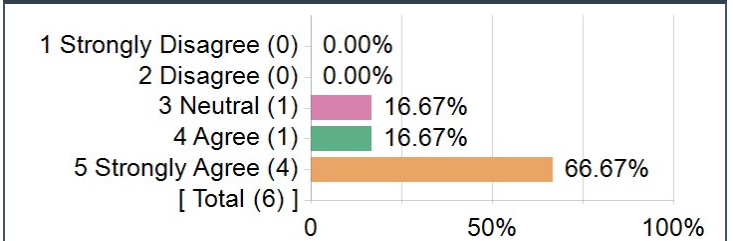
Competency Statistics	Value
Mean	4.69
Median	5.00
Mode	5
Standard Deviation	0.60
Standard Error (based on SD)	0.09
Population Standard Deviation	0.60
Standard Error (based on PSD)	0.09

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



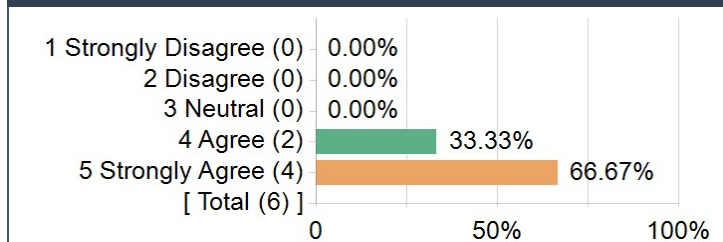
Statistics	Value
Response Count	6
Mean	4.50
Median	4.50
Mode	4, 5
Standard Deviation	0.55
Population Standard Deviation	0.50
Standard Error (based on SD)	0.22
Standard Error (based on PSD)	0.20

2. Instructor gave clear explanations.



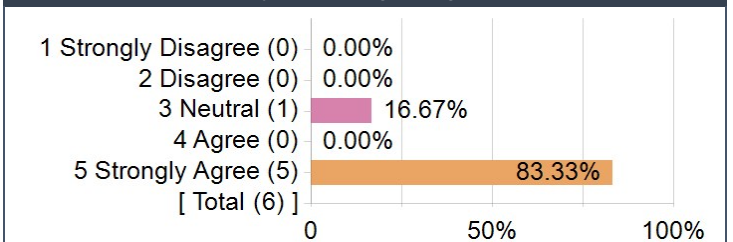
Statistics	Value
Response Count	6
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.84
Population Standard Deviation	0.76
Standard Error (based on SD)	0.34
Standard Error (based on PSD)	0.31

3. Instructor used helpful examples and illustrations.



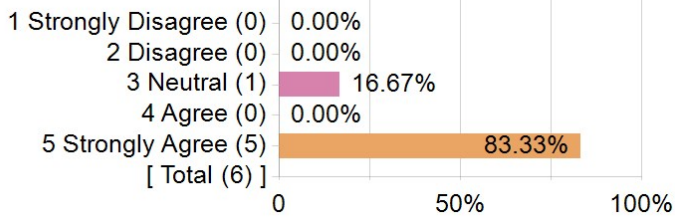
Statistics	Value
Response Count	6
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.52
Population Standard Deviation	0.47
Standard Error (based on SD)	0.21
Standard Error (based on PSD)	0.19

4. Instructor consistently followed grading criteria.



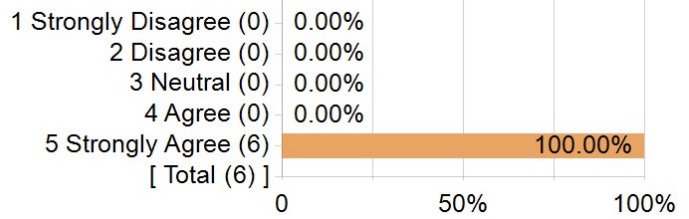
Statistics	Value
Response Count	6
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.82
Population Standard Deviation	0.75
Standard Error (based on SD)	0.33
Standard Error (based on PSD)	0.30

5. Instructor provided useful feedback.



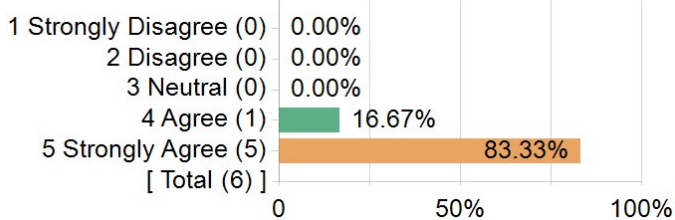
Statistics	Value
Response Count	6
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.82
Population Standard Deviation	0.75
Standard Error (based on SD)	0.33
Standard Error (based on PSD)	0.30

6. Instructor provided timely feedback.



Statistics	Value
Response Count	6
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	0.00
Population Standard Deviation	0.00
Standard Error (based on SD)	0.00
Standard Error (based on PSD)	0.00

7. Instructor was available for assistance outside of class.

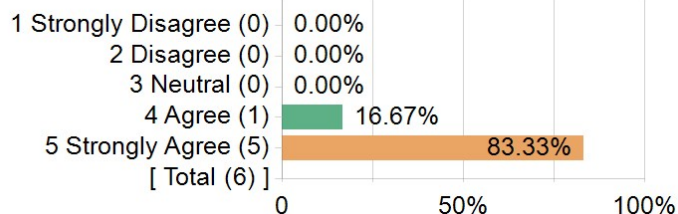


Statistics	Value
Response Count	6
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	0.41
Population Standard Deviation	0.37
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.15

Course Evaluation:

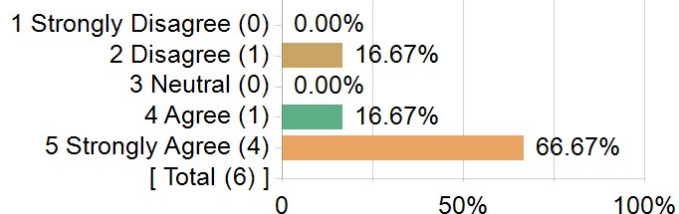
Competency Statistics	Value
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.71
Standard Error (based on SD)	0.13
Population Standard Deviation	0.70
Standard Error (based on PSD)	0.13

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



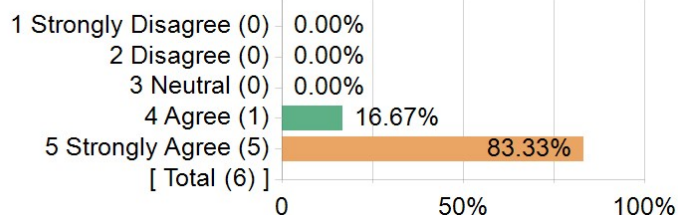
Statistics	Value
Response Count	6
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	0.41
Population Standard Deviation	0.37
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.15

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



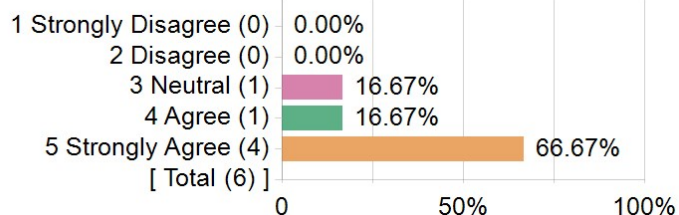
Statistics	Value
Response Count	6
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.21
Population Standard Deviation	1.11
Standard Error (based on SD)	0.49
Standard Error (based on PSD)	0.45

3. This course challenged me intellectually.



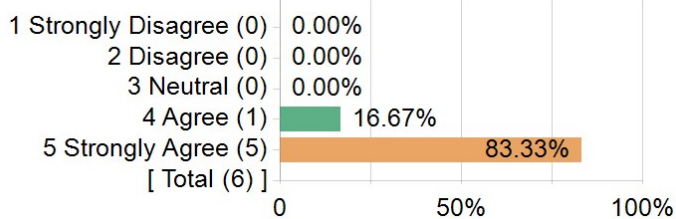
Statistics	Value
Response Count	6
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	0.41
Population Standard Deviation	0.37
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.15

4. Course grading criteria were communicated clearly.



Statistics	Value
Response Count	6
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.84
Population Standard Deviation	0.76
Standard Error (based on SD)	0.34
Standard Error (based on PSD)	0.31

5. Course objectives were met.

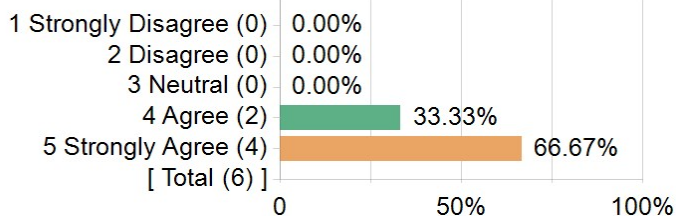


Statistics	Value
Response Count	6
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	0.41
Population Standard Deviation	0.37
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.15

Additional Questions

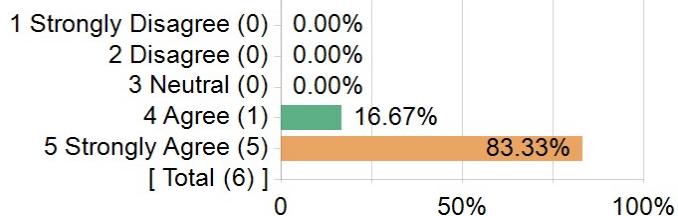
Competency Statistics	Value
Mean	4.53
Median	5.00
Mode	5
Standard Deviation	0.86
Standard Error (based on SD)	0.16
Population Standard Deviation	0.85
Standard Error (based on PSD)	0.15

1. Instructor encouraged participation.



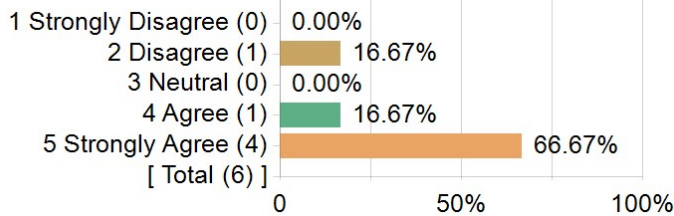
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Response Count	6
Mean	4.67
Median	5.00
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Standard Deviation	0.52
Population Standard Deviation	0.47
Standard Error (based on SD)	0.21
Standard Error (based on PSD)	0.19

2. Instructor was respectful to students.



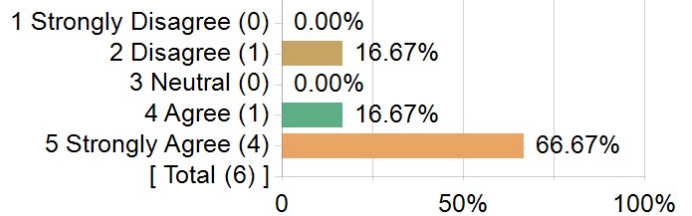
Statistics	Value
Response Count	6
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	0.41
Population Standard Deviation	0.37
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.15

3. Examinations were a good test of my knowledge.



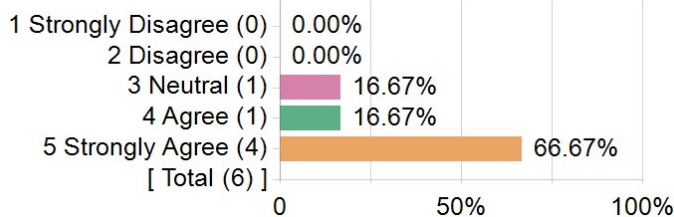
Statistics	Value
Response Count	6
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.21
Population Standard Deviation	1.11
Standard Error (based on SD)	0.49
Standard Error (based on PSD)	0.45

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



Statistics	Value
Response Count	6
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.21
Population Standard Deviation	1.11
Standard Error (based on SD)	0.49
Standard Error (based on PSD)	0.45

5. Instructor was an effective teacher.



Statistics	Value
Response Count	6
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.84
Population Standard Deviation	0.76
Standard Error (based on SD)	0.34
Standard Error (based on PSD)	0.31

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

Comments

The instructor's ability to explain abstract concepts in dynamical system was exceptional. His proof based knowledge was solid and has helped me to understand the applications of theories in Algebra and Analysis to complex system in real life.

Dr. Young is very punctual with grading, moreso than any instructor I know. Additionally, he is intelligent, confident, and well-spoken.

The instructor excelled at breaking down advanced differential equations into manageable steps. This clarity helped me follow the logic behind each method and understand when and why certain techniques apply.

His ability to explain the abstract sketch of a proof geometrically and intuitively, and his years of experience in the field

He is kind and allows you to ask questions in class.

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

Comments
NA
There were certain subjects that I wished he would have shown us more in-depth examples for instead of stating a theorem plainly from the book.
No weakness
None
He could be more clear on what proof questions to know for the exams.

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

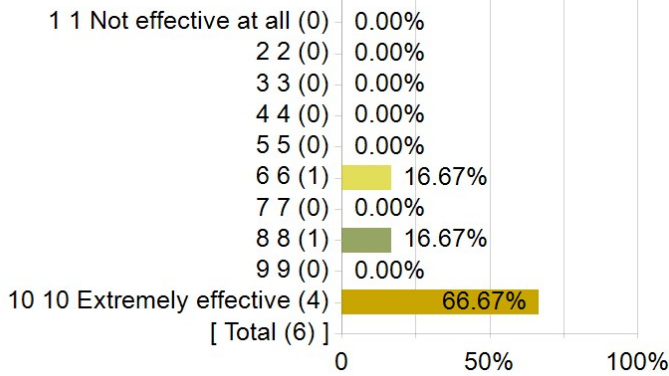
Comments
The course's greatest strength is its assignments, which have provided valuable opportunities to apply theoretical concepts to real-world problems, highlighting the importance of a strong theoretical foundation in tackling complex issues.
I think the textbook for this class was very instructive and the homework problems were appropriately challenging.
The greatest strength of the course was the strong, well-organized content. The topics were presented in a logical progression that made advanced ideas easier to understand and apply.
The assignments and lectures
This course was actually my favorite one this semester with respect to the material.

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

Comments
NA
There were some topics from the textbook that I would have liked to have seen explored in class (e.g. Lienard systems), but I understand that there are only so many days in a semester.
No weakness
The exams rely more on the speed at which a student can remember and solve a problem, which makes it difficult to capture their true understanding of the topics taught
The set up of the course gave me a lot of anxiety. Whenever I was given an all male group as the only female, they hardly ever contributed. I was really nice to them and they would mock me in the teams chat and still not contribute anything. It caused me a lot of anxiety because I put a lot of hours to those group homeworks as they are definitely not easy. Those male group members would never thank me for doing the work for them, and then they would talk bad about me amongst their buddies in class and before Dr. Young would come in, their buddies who I wouldn't even know or have as group members would talk down to me and give me lectures when it had nothing to do with them. This is a universal experience for women in mathematics and I know this too well.

Todd Young On a scale of 1-10, how effective are the teaching methods of this faculty member?

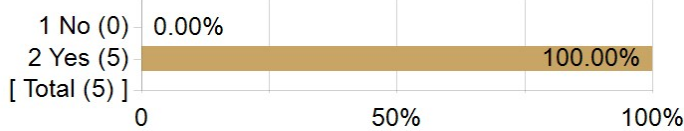
Todd Young On a scale of 1-10, how effective are the teaching methods of this faculty member?



Statistics	Value
Response Count	6
Mean	9.00
Median	10.00
Mode	10
Standard Deviation	1.67
Population Standard Deviation	1.53
Standard Error (based on SD)	0.68
Standard Error (based on PSD)	0.62

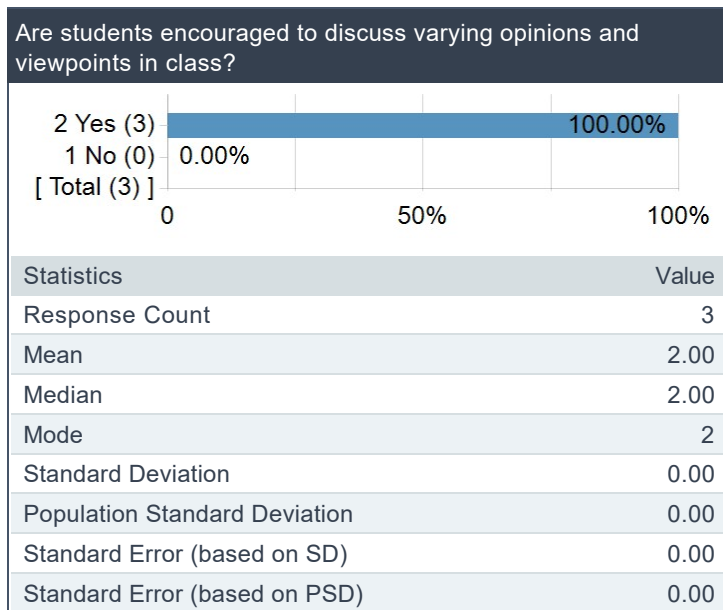
Todd Young Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?

Todd Young Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?



Statistics	Value
Response Count	5
Mean	2.00
Median	2.00
Mode	2
Standard Deviation	0.00
Population Standard Deviation	0.00
Standard Error (based on SD)	0.00
Standard Error (based on PSD)	0.00

Are students encouraged to discuss varying opinions and viewpoints in class?



Describe aspects of the course or instruction that contributed to your learning.

Comments
The course's focus on dynamical systems and real-world applications deepened my understanding of advanced differential equations. The assignments helped solidify my grasp of the material and its practical uses.
I think the group homework system worked well and was conducive to learning.
The clear explanations, organized lectures, and logical progression of topics all contributed to my learning. The instructor connected new concepts to previous material, which helped me build a deeper understanding.
I enjoyed the lectures!
He explains content really well and at a good pace. The textbook is really helpful.

Offer suggestions for how to improve the course.

Comments
NA
I wonder if it would be more beneficial to weight the class slightly more towards the homework as that is more representative of the type of problem solving that takes place in the workplace (i.e. working communally on a problem for days instead of solitary work over the course of an hour).
No Suggestion
I recommend using shorter exam questions that allow for more in-depth analysis
I understand the idea of group work is to simulate the real world where you don't work with your friends in your professional environment, but there should be some level of control over making sure one person is not plagued with a disproportional amount of work. The exams should also be a tiny bit longer because they were few questions and if you missed one, you sometimes got like 15% off. Also, I understand this is because we only get 55 minutes for exams, but I'm wondering if there is a way he can block out a longer period for exams.