



Spring 2017 Course Evaluation Results

Dear TODD YOUNG:

This report contains evaluations from the courses you taught during the fall semester of the academic year 2017-2018. The overall indicator is listed first. It consists of the following scales:

- Instructor Evaluation
- Course Evaluation

The overall indicator is followed by the individual average values of the scales mentioned above.

The second portion of the analysis contains the average values of all individual questions listed.

If you have any questions, please feel free to contact me directly.

Thank you,
Molly deLaval
Department Administrator, Mathematics
740.593.1253

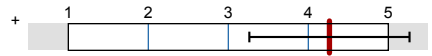


Overall indicators

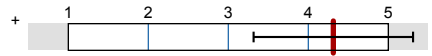
Global Index

2. Instructor Evaluation

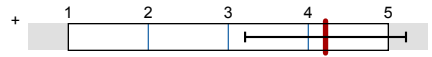
3. Course Evaluation



av.=4.26
dev.=1



av.=4.31
dev.=1

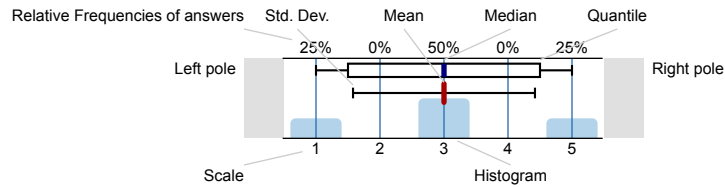


av.=4.22
dev.=1.01

Survey Results

Legend

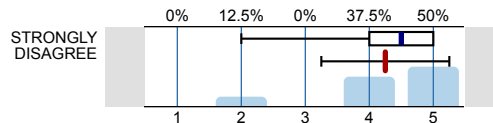
Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

2. Instructor Evaluation

2.1) Instructor created an environment that was conducive to learning.

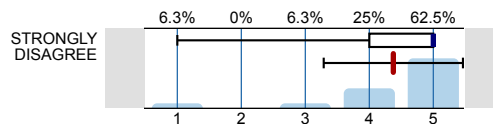


STRONGLY DISAGREE

STRONGLY AGREE

n=16
av.=4.25
md=4.5
dev.=1

2.2) Instructor gave clear explanations.

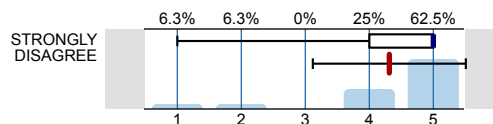


STRONGLY DISAGREE

STRONGLY AGREE

n=16
av.=4.38
md=5
dev.=1.09

2.3) Instructor used helpful examples and illustrations.

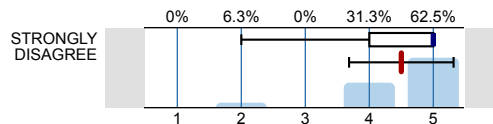


STRONGLY DISAGREE

STRONGLY AGREE

n=16
av.=4.31
md=5
dev.=1.2

2.4) Instructor consistently followed grading criteria.

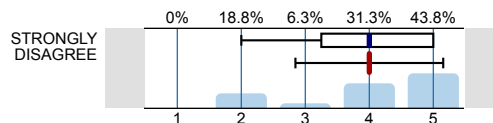


STRONGLY DISAGREE

STRONGLY AGREE

n=16
av.=4.5
md=5
dev.=0.82

2.5) Instructor provided useful feedback.

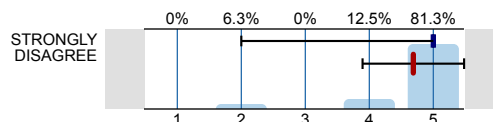


STRONGLY DISAGREE

STRONGLY AGREE

n=16
av.=4
md=4
dev.=1.15

2.6) Instructor provided timely feedback.

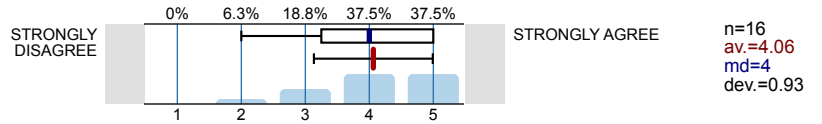


STRONGLY DISAGREE

STRONGLY AGREE

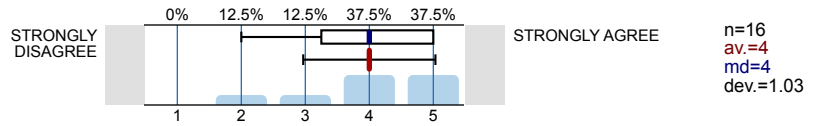
n=16
av.=4.69
md=5
dev.=0.79

2.7) Instructor made herself or himself available for assistance outside of class.

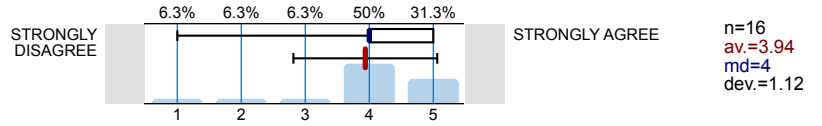


3. Course Evaluation

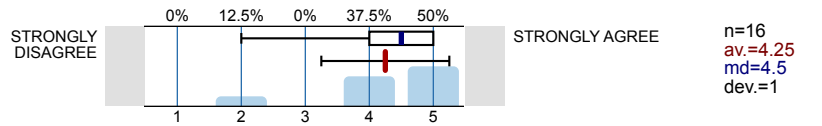
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



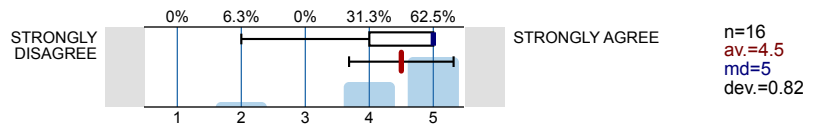
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



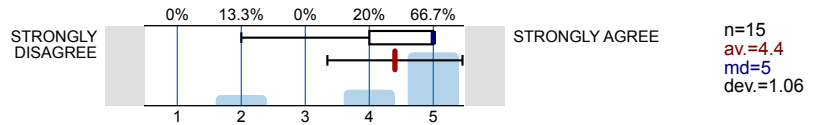
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

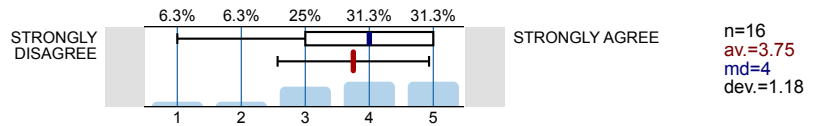


3.5) Course objectives were met.

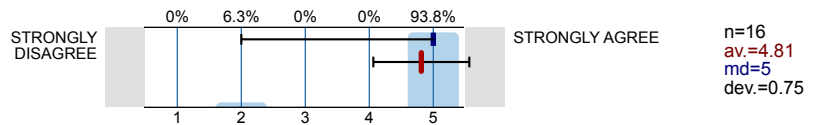


4. Additional Questions

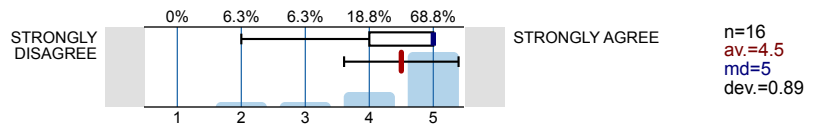
4.1) Instructor encouraged participation.



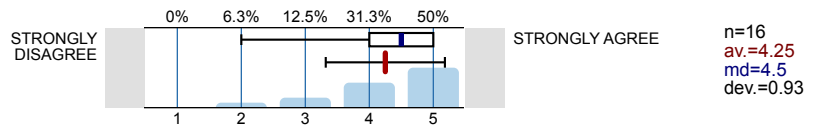
4.2) Instructor was respectful to students.



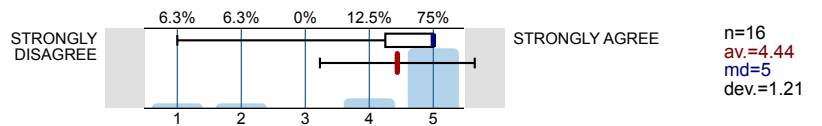
4.3) Examinations were a good test of my knowledge.



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



4.5) Instructor was an effective teacher.

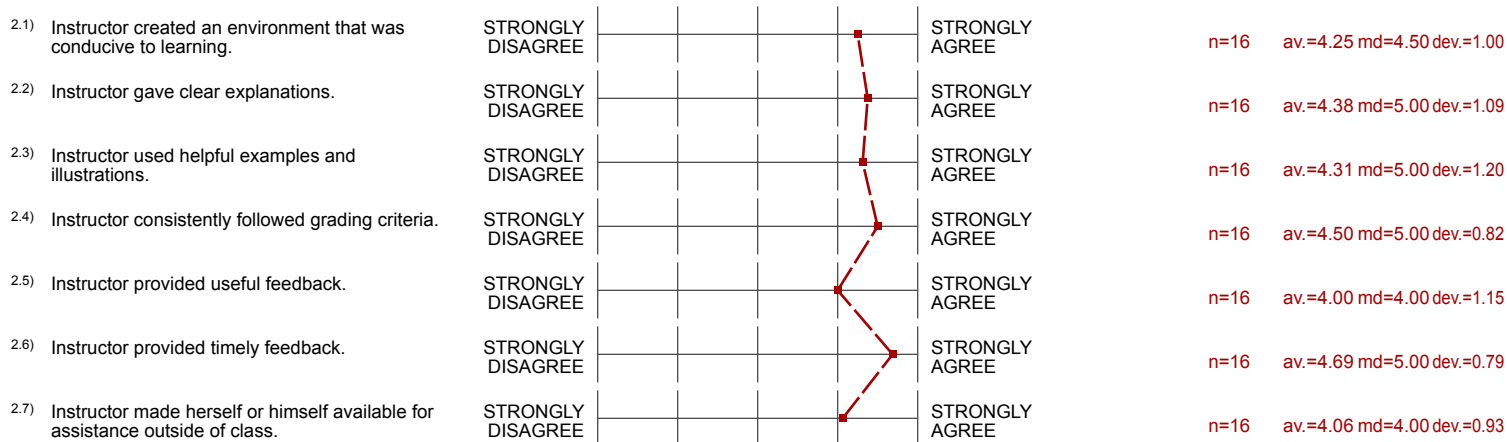


Profile

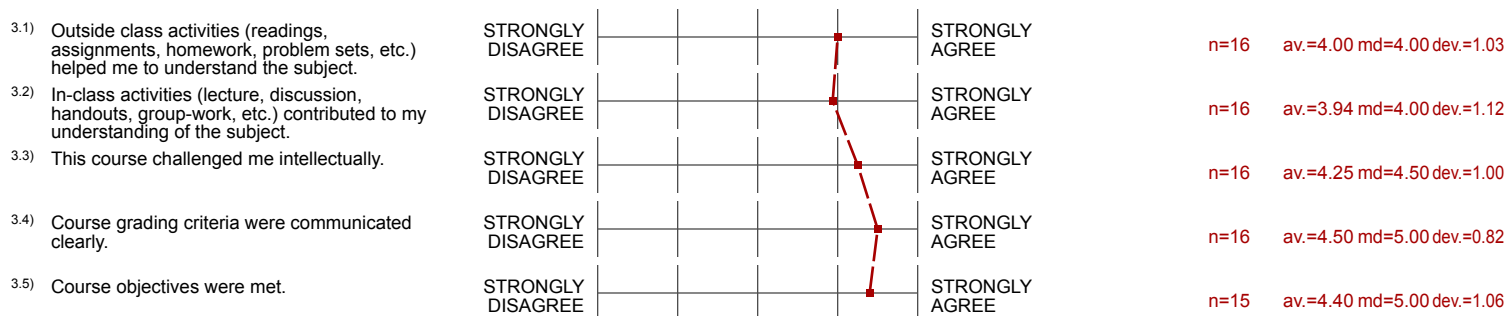
Subunit: **A&S-MATH**
 Name of the instructor: **TODD YOUNG**
 Name of the course: **Applied Numerical Methods (MATH3600101_2181_Regular)**
 (Name of the survey)

Values used in the profile line: Mean

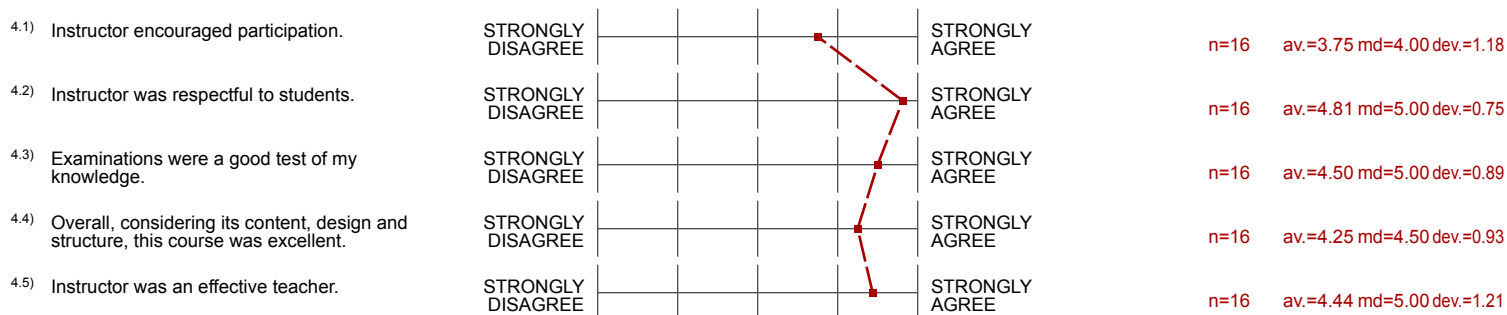
2. Instructor Evaluation



3. Course Evaluation



4. Additional Questions



Comments Report

5. Open Response

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

- Dr Young was great at explaining things, and he communicated what we needed to know for the exams very clearly. Having all of the course lectures online was also an incredible tool to have to look over and study, it made learning the material a lot easier and more efficient.
- Dr. Young is super easy to talk to and get help from as well as relate to.
- Dr. Young was very helpful and consistent throughout the semester. He was willing to stay after class and help you better understand the material and made clear what he expected of you as a student. I personally appreciated his routine of introducing new material.
- During office hours, Dr. Young was very helpful at explaining difficult concepts.
- Extremely intelligent with the material he presented.
- Going to his office hours is very helpful.
- Good at creating real world examples
- He explained the course material well
- His knowledge behind the subject and his ability to convey difficult subjects to the class with examples.
- His understanding of the material.
- The instructor is very kind and his excitement about the subject really shows and encourages me to work harder.
- The instructor understands the material very well so he can fully answer any questions.
- Very good at explaining things and doesnt read off power point slides like many of my previous math instructors. Also follows a well laid out plan of lectures

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

- Did not always engage the class. Did on occasion but a little more would be useful.
- Does not know how to communicate his thought to students. Could not teach well.
- Having us work in groups and having things due on Monday gives a lot of room to split the homework into parts and not learn every section.
- His lectures are conceptually difficult. He explains things very quickly and skips over basic information that we are supposed to know how to do. However, most of the class was confused
- His office hours are not that great.
- No complaints, everything was done really well
- Nothing really stands out.
- Some times it was boring.
- Sometimes his lectures could get monotonous, which didn't bother me personally but I could understand that it could be challenging for other students.
- The greatest weakness I feel is that sometimes he really gets into the material and the students don't really understand what is going on.
- The material tends to be monotonous at times.
- none

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

- The booklet provided makes it easy to follow along during class.
- Gained knowledge on Matlab
- Having all of the lecture materials online is extremely useful. I anticipate using these notes to help me actually analyze data in the workplace.
- Having the handmade books online really help with studying.
- I consider Dr. Young and his online text to be the strength of the course. Since he helped author the online text used, he had a really good grasp of the material and presented it well.
- Introduction to matlab
- Learning programming for math as a great tool to use in the future.
- The lectures are outlined
- The online lectures, reviews, and practice problems made a great atmosphere that made learning easy and straightforward. I wish I had more courses that did this.
- The text book was made well and easy to understand.
- not sure
- teaches some useful matlab tricks

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

- Class size and availability.
- HOMEWORKS
- I feel as though the class could be taught online and it would be just as effective.
- I haven't gone through the final yet, but as of now I kind of feel like it would be better if we had a fourth midterm over the final section, and a smaller final that focuses on the big points of the course. Maybe even like a final project instead of exam that applies a lot of the course into a large program could be cool. I don't know, perhaps I'll take the final and the format will make sense.
- I wish the exams could be done in some manner other than pencil and paper, i understand concerns with having the computers on, but think its counterintuitive to test MATLAB skills without being able to compile and test programs.
- It is a math course that turns into engineering taught by a math professor at the end which inst a forte to provide the best explained examples and teaches a totally different way to evaluate things like heat equations than thermo classes do. also this course should not be called a course that 'teaches' matlab despite it being used a decent ammount
- Some of the lectures were easy to get lost in and get by without paying too much attention. Could use some more class participation.
- Sometimes spend a long time on useless parts and short times on important parts
- Tested on matlab without being able to use the computer for matlab.
- The differential equations section needs more examples.
- The exams don't test the knowledge of applied numerical methods. Instead, it shows who is better at memorization. By doing this, the students spend 50% of their study time memorizing the equations instead of actually applying them to mathematical problems. As a result, we will have no idea how to apply this course to problems as actual engineers. Which doesn't make sense considering the formulas can be searched and found online easily, but the application of the formulas cannot.
- The greatest weakness of this course I feel is that the course covers a lot of ways to come to the same solution, I really would rather just know the most effective ones rather than thirty different ones with varying degrees of error.
- Too many subjected covered that are not connected.