

Course Response

Course Evaluation - University Fall 2017

MATH-4700-1

Mark Holmes

FOUNDATIONS OF APPLIED MATH

Professor

Of 55 students enrolled, 25 responded. Response rate = 45%

Course (Institute)	Number Responding/(%age of Respondents)							Avg.	Med.	s.d.
	1	2	3	4	5	N/A	Omit			
The course readings and assignments (including projects, reports, homework) are effective in helping students learn.	0 (0%)	0 (0%)	0 (0%)	5 (21%)	19 (79%)	0	1	4.79	4.87	0.42
The pace of the class is appropriate.	0 (0%)	0 (0%)	0 (0%)	6 (25%)	18 (75%)	0	1	4.75	4.83	0.44
The course helped me learn to apply course material in order to improve thinking, problem solving and decision-making.	0 (0%)	0 (0%)	1 (4%)	4 (17%)	19 (79%)	0	1	4.75	4.87	0.53
The course deepened my understanding of principles and problem solving techniques that are important for my major.	0 (0%)	0 (0%)	2 (8%)	2 (8%)	20 (83%)	0	1	4.75	4.90	0.61
Examinations, presentations, and reviews fairly assessed knowledge of subject material.	0 (0%)	0 (0%)	1 (4%)	4 (17%)	18 (78%)	0	2	4.74	4.86	0.54
This course is significantly more challenging than other Rensselaer courses I have taken.	1 (4%)	1 (4%)	8 (33%)	5 (21%)	9 (38%)	0	1	3.83	3.90	1.13
The course stimulated my interest in the subject.	0 (0%)	2 (8%)	2 (8%)	4 (17%)	16 (67%)	0	1	4.42	4.75	0.97
The course encouraged my taking an active role in my learning.	0 (0%)	0 (0%)	1 (4%)	5 (21%)	18 (75%)	0	1	4.71	4.83	0.55
I have acquired the subject knowledge and skills set forth in the syllabus.	0 (0%)	0 (0%)	2 (9%)	6 (26%)	15 (65%)	0	2	4.56	4.73	0.66
Key	1 = Strongly Disagree		2 = Disagree		3 = Neutral		4 = Agree		5 = Strongly Agree	

Instructor	Number Responding/(%age of Respondents)							Avg.	Med.	s.d.
	1	2	3	4	5	N/A	Omit			
Overall, is excellent.	0 (0%)	0 (0%)	0 (0%)	2 (8%)	22 (92%)	0	1	4.92	4.96	0.28
Is very knowledgeable of the course domain.	0 (0%)	0 (0%)	0 (0%)	1 (4%)	23 (96%)	0	1	4.96	4.98	0.20
Is aware of the student's level of understanding and course difficulties.	1 (4%)	0 (0%)	1 (4%)	1 (4%)	21 (88%)	0	1	4.71	4.93	0.91
Is fair in evaluating student performance.	0 (0%)	0 (0%)	0 (0%)	2 (8%)	22 (92%)	0	1	4.92	4.96	0.28
Is well prepared for class meetings.	0 (0%)	0 (0%)	0 (0%)	2 (8%)	22 (92%)	0	1	4.92	4.96	0.28
Makes effective use of class time.	0 (0%)	0 (0%)	0 (0%)	3 (12%)	21 (88%)	0	1	4.88	4.93	0.34
Provides adequate feedback.	0 (0%)	0 (0%)	1 (4%)	4 (17%)	19 (79%)	0	1	4.75	4.87	0.53
Is clear and understandable.	0 (0%)	0 (0%)	1 (4%)	1 (4%)	22 (92%)	0	1	4.88	4.96	0.45
Is accessible during office hours.	0 (0%)	0 (0%)	0 (0%)	2 (9%)	20 (91%)	2	1	4.91	4.95	0.29
Key	1 = Strongly Disagree		2 = Disagree		3 = Neutral		4 = Agree		5 = Strongly Agree	

Overall Information	Number Responding/(%age of Respondents)									
	A	B	C	D	F	P	NC	S	U	Omit
What grade do you expect to obtain?	18 (75%)	4 (17%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	1
Was this class required for your major?	Yes	No	Omit							
	11 (46%)	13 (54%)	1							
Was this class a graduation requirement?	Yes	No	Omit							
	14 (61%)	9 (39%)	2							

	Number Responding/(%age of Respondents)									
	1	2	3	4	5	N/A	Omit	Avg.	Med.	s.d.
Overall, this course was excellent.	0 (0%)	0 (0%)	1 (4%)	3 (12%)	20 (83%)	0	1	4.79	4.90	0.51
Key	1 = Strongly Disagree		2 = Disagree		3 = Neutral		4 = Agree		5 = Strongly Agree	

Instructor-Added

	Number Responding/(%age of Respondents)		
	Professor	TA	Omit
Instructor Type	25 (100%)	0 (0%)	0

Additional Feedback

#	Responses
1	Professor Holmes is great. Really good class, maybe my favorite math class I've taken. If this feedback is on Holme's website and you are thinking about taking this class, I definitely recommend it. I think that Professor Holmes understands that teaching math is not about showing off how smart you are by doing it as tersely and with as little explanation as possible, but is about making it as accessible to students as possible, and his book reflects that because everything is explained adequately, there are ample examples to study, and the exercises at the end of the chapters are challenging and are really good for studying.
2	Fun course, should just combine this and 2400 into a 2 semester simultaneous modeling and techniques jamboree
3	Professor Holmes presents the material of FOAM in a practiced and steady manner which makes complicated, in-depth topics seem straightforward and intuitive. Professor Holmes' effective use of examples and the wide ranging applicability of FOAM make this course the best mathematics course I have followed at RPI.
4	Lectures were engaging and interesting. I was able to pay attention and learn topics by going to class. The book also explains concepts well. Homework was challenging and tests were fair. Favorite course and professor at RPI.
5	Very clear and direct when giving out information, yet still entertaining.
6	Throughout the course, I had a really hard time applying what I learned in lectures to homework. Homework problems, in my opinion, we're way more complex than lecture. I think it would be beneficial to do some homework problems in class because I was honestly clueless when it came to the homeworks. I read this class's textbook more than any of my other classes combined, and I still had a really hard time understanding what was going on. I did fairly well on the tests because I was able to go back and look at the solutions to the homework, so I think what this course is missing is examples in class.
7	Holmes is one of my favorite professors, he is knowledgeable and patient to answer all of the questions you have patiently. His exams and homework are pretty easy if you understand what he is talking clearly. He also explores a lot of materials which combined with the course material which are useful and interesting. I would like to take courses with him again.
8	This was my favorite course. The class was well organized and clearly taught. The homeworks were challenging, but they were fair in evaluating proof of concept. However difficult, the professor was available during office hours and after class to answer questions and provide guidance on a person to person level. The tests were fair and the textbook was directly related to the material. In addition, the application of these mathematical models were fascinating as they were representative of real life concepts. I would change nothing and actually reject any negative feedback for this course!
9	fun class
10	FAVORITE CLASS!
11	Holmes was very kind to me on my many trips to office hours. He would explain to me the parts of lesson that I did not fully get and through him I enjoyed a class that the material I was not quite fond of. Even though our tests are not accumulative, he would go over my test with me so I could further understand what I missed on the test. He was very good at finding a way for me to come to the correct conclusion. This is one of the more difficult math classes I have taken, but with his help it felt much easier than it could have been.
12	Mark Holmes is an amazing professor. If an inexperienced professor was teaching this course, the class would be failing but our averages have been excellent. The best feature of class is when he connected what we are learning to real-world papers and projects. I have two small qualms about the class: I felt the Michaelis-Menten in-class example didn't adequately prepare me for the homework or tests. Perhaps go over more details of the derivations in class; secondly, I think more examples should have been used in the chapter 5 discussion. Every homework problem felt like a new problem I had not encountered before.
13	Really good class