

Course Response
MATH-6620-1
PERTURBATION METHODS

Course Evaluation - University spring 2012
Mark Holmes

Of 24 students enrolled, 19 responded. Response rate = 79%

Overall

	Number Responding/(%age of Respondents)							Avg.	Med.	s.d.
	1	2	3	4	5	N/A	Omit			
Overall, this course was excellent.	0 (0%)	0 (0%)	0 (0%)	3 (16%)	16 (84%)	0	0	4.84	4.91	0.38
Overall, this instructor was excellent.	0 (0%)	0 (0%)	0 (0%)	2 (11%)	17 (89%)	0	0	4.90	4.94	0.32
Key	1 = Strongly Disagree		2 = Disagree		3 = Neutral		4 = Agree		5 = Strongly Agree	

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%)	1 (5%)	2 (11%)	16 (84%)	0	0	4.79	4.91	0.54
The pace of the class is appropriate.	0 (0%)	0 (0%)	0 (0%)	3 (16%)	16 (84%)	0	0	4.84	4.91	0.38
The course helped me learn to apply course material in order to improve thinking, problem solving and decision-making.	0 (0%)	0 (0%)	0 (0%)	3 (16%)	16 (84%)	0	0	4.84	4.91	0.38
The course deepened my understanding of principles and problem solving techniques that are important for my major.	0 (0%)	0 (0%)	0 (0%)	3 (16%)	16 (84%)	0	0	4.84	4.91	0.38
Examinations, presentations, and reviews fairly assessed knowledge of subject material.	0 (0%)	0 (0%)	2 (12%)	3 (19%)	11 (69%)	3	0	4.56	4.77	0.73
This course is significantly more challenging than other Rensselaer courses I have taken.	0 (0%)	1 (5%)	1 (5%)	6 (32%)	11 (58%)	0	0	4.42	4.64	0.84
The course stimulated my interest in the subject.	0 (0%)	0 (0%)	0 (0%)	4 (21%)	15 (79%)	0	0	4.79	4.87	0.42
The course encouraged my taking an active role in my learning.	0 (0%)	0 (0%)	0 (0%)	10 (53%)	9 (47%)	0	0	4.47	4.45	0.51
I have acquired the subject knowledge and skills set forth in the syllabus.	0 (0%)	0 (0%)	0 (0%)	8 (42%)	11 (58%)	0	0	4.58	4.64	0.51
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			
The instructor is very knowledgeable of the course domain.	0 (0%)	0 (0%)	0 (0%)	1 (5%)	18 (95%)	0	0	4.95	4.97	0.23
The instructor is aware of the student's level of understanding and course difficulties.	0 (0%)	0 (0%)	1 (5%)	5 (26%)	13 (68%)	0	0	4.63	4.77	0.60
The instructor is fair in evaluating student performance.	0 (0%)	0 (0%)	0 (0%)	6 (33%)	12 (67%)	1	0	4.67	4.75	0.48
The instructor is well prepared for class meetings.	0 (0%)	0 (0%)	0 (0%)	4 (21%)	15 (79%)	0	0	4.79	4.87	0.42
The instructor makes effective use of class time.	0 (0%)	0 (0%)	0 (0%)	6 (32%)	13 (68%)	0	0	4.68	4.77	0.48
The instructor provides adequate feedback.	0 (0%)	0 (0%)	2 (11%)	6 (33%)	10 (56%)	1	0	4.44	4.60	0.70
The instructor is clear and understandable.	0 (0%)	0 (0%)	0 (0%)	5 (26%)	14 (74%)	0	0	4.74	4.82	0.45
The instructor is accessible during office hours.	0 (0%)	0 (0%)	1 (6%)	5 (28%)	12 (67%)	1	0	4.61	4.75	0.61
Key	1 = Strongly Disagree		2 = Disagree		3 = Neutral		4 = Agree		5 = Strongly Agree	

General Information

	Number Responding/(%age of Respondents)									
	A	B	C	D	F	P	NC	S	U	Omit
What grade do you expect to obtain?	12 (67%)	5 (28%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1
	Yes	No	Omit							

Was this class required for your major?	5 (28%)	13 (72%)	1
	Yes	No	Omit
Was this class a graduation requirement?	6 (33%)	12 (67%)	1

Additional Feedback

Additional Feedback	#	Responses
	1	Professor Holmes is an engaging and extremely knowledgeable instructor. From the student's point of view, however, the homework assignments often had "other stuff" get in the way of applying what we learned in class: the course should either have more prerequisites (as we often had to solve all kinds of ODEs and PDEs as sub-problems in the homework), or the homework should have more contrived problems (not the best option), or the homework should be more of a step-by-step process than "find an expansion of this equation" (eg, what intermediate steps should we get? is there any way to confirm we are on the right track?). Too often a student has no clue whether the problem has been done correctly, as there are so many places to get stuck (many of which are not strictly related to the course material itself, which is a bummer for the students interested in the problems themselves).
	2	I think my only issue with the course was the similarity between the in class lecture and the textbook. Some variation between the two would be helpful.
	3	Great course and instructor. Sometimes the pace of the class was a bit fast and the instructor seemed to get ahead of what was covered in the class.
	4	I thought the professor is a subject matter expert in the field and has an uncanny ability to explain difficult material in such a way that is useful and effective for a student looking at the material for the first time. I do not have much more to add. The only thing that I thought would make the class more effective is to have a hard copy of the book, which maybe available in the future.
	5	In the textbook, (which was written by the instructor,) there were gaps in the solutions to some of the solved problems. Namely, the reasoning behind some of the balances were left out and the solutions to many of the differential equations were presented without derivation. While it would waste a lot of space to present the full solution, the author could have stated which method he was using. For example, he could say "Using the method of characteristics, we find that the solution is..."
	6	The instructor is awesome!