Rutgers University Student Instructional Rating
Fall 2019

Echeverria Echeverria, Mariano - ME498
Diff Eqs/engr&phys - 01:640:244:09, 10, 11
Survey Form: *Standard SIRS

Enrollment: 49
Responses Received: 29

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
The instructor Mariano Echeverria Echeverria was prepared for class and presented the material in an organized manner.	0	0	1	9	19	29	**4.62**	4.46	4.30	4.35
The instructor Mariano Echeverria Echeverria responded effectively to student comments and questions.	0	1	1	5	21	28	**4.64**	4.27	4.11	4.23
The instructor Mariano Echeverria Echeverria generated interest in the course material.	0	1	3	2	23	29	**4.62**	4.06	3.95	4.07
The instructor Mariano Echeverria Echeverria had a positive attitude toward assisting all students in understanding course material.	0	0	0	2	26	28	**4.93**	4.43	4.24	4.35
The instructor Mariano Echeverria Echeverria assigned grades fairly.	0	1	1	3	24	29	**4.72**	4.28	4.09	4.21
The instructional methods of Mariano Echeverria Echeverria encouraged student learning.	0	1	2	6	20	29	**4.55**	4.14	3.96	4.06

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the teaching effectiveness of the instructor Mariano Echeverria Echeverria as:	1	1	0	5	22	29	**4.59**	4.21	3.99	4.07

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
I learned a great deal in this course.	0	0	1	10	17	28	**4.57**	4.22	4.11	4.06
I had a strong prior interest in the subject matter and wanted to take this course.	1	0	6	12	9	28	**4.00**	3.65	3.77	3.53

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the overall quality of the course as:	0	0	3	8	17	28	**4.50**	4.02	3.84	3.87

What do you like best about this course?

These comments are intended for all instructors.

Comments
Professor used a lot of examples that related to physics
We were not expected to remember how to do everything from previous math/calc classes that we've already proved we're capable of doing by passing the class
I enjoyed the material.
The online notes are really helpful and much appreciated.
Professor and TA generated a lot of interest in the subject
The applications of differential equations to all engineering topics
I enjoyed the logic and problem solving involved in solving differential equations.
The professor is the best.
Professors
Professors made the course easy to understand.
I liked how everything in this course kept building on top of each other.
small class sizes (lecture and recitation)

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
not much
I would get rid of Maple because they don't teach you anything and are not worth the time needed to put into them.
Bring back homeworks – it makes it easier to learn throughout the semester with online practice problems. New textbook – the textbook does not explain things well. Less Maple. Make linear algebra a prereq/coreq. This would be better for students as they would learn more material better (possibly just make people take 250 and 252 instead of only 244). Also would help with online resources (like youtube lectures) being structured differently (along with the textbook).
Nothing
Require students to take Linear Algebra for this course
The Maple Labs should be revised. Either talk more about them in the class or change them to more correspond to what we were learning.
Nothing
MAPLE labs were completely useless and I felt as though they never extended my learning. Often times the seed files would be coded wrong making it difficult to find out how to even start the project. The vast majority of time spent on these labs is figuring out the coding and how to fix what is wrong in the prompt. About ten percent of time being spent on labs is actually math related and not just coding.
more grades (homework/classwork)

In what ways, if any, has this course or the instructor Mariano Echeverria Echeverria encouraged your intellectual growth and progress?

These comments are unique to the instructor Mariano Echeverria Echeverria.

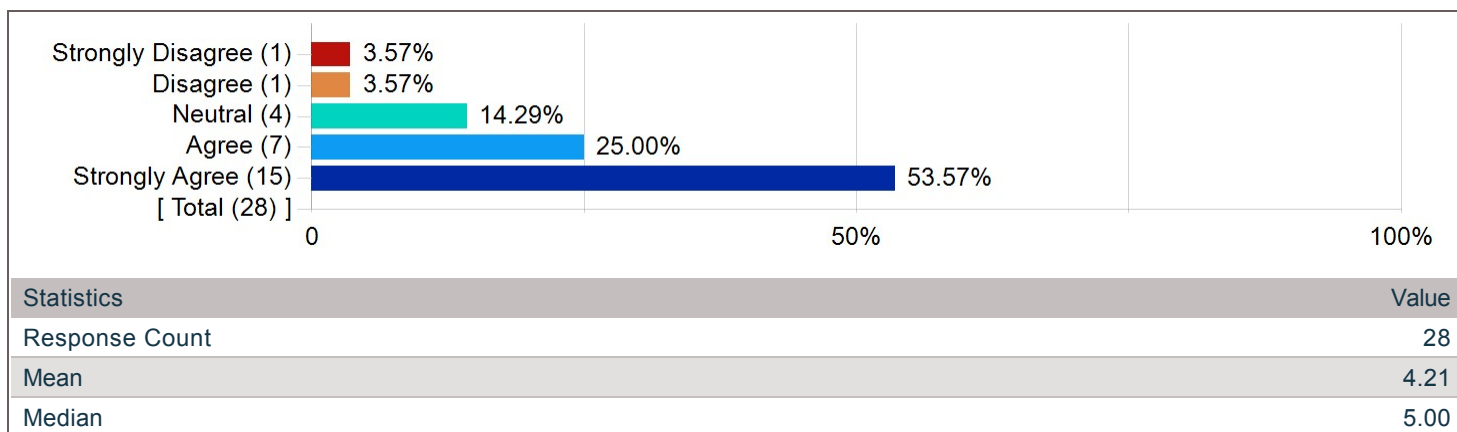| Comments |
|---|
| Professor Echeverria was particularly good at teaching the material in a cross–disciplinary way. He had many interesting connections which helped make me develop more understanding for the material, rather than just problem solving skills. |
| The professor was very reasonable and was more worried about you learning the material than nitpicking at little things that may hurt your grade. |
| He used to give videos as extra credit which encouraged me to learn more about this course and he teaches really good. I was glad to have him as a professor |
| It was interesting to see the connection between what we would learn and either the videos or topics covered in analytical physics. Made understanding calculus super easy by thoroughly explaining all the topics. |
| Best professor I've had at Rutgers to date. You were always enthusiastic and seemed happy to teach the course. Thank you so much for all the work you put into this course. |
| Answering all my questions |
| Professor Echeverria provided us with a wealth of resources and bonus material which I've made use of in my own personal time. |
| Probably one of the best professors I had at Rutgers so far.
The amount of effort and preparation that he puts into this class is amazing |
| I thought Professor Echeverria was a phenomenal professor. He always provided videos that related the math that we were doing to the real world. He showed a lot of enthusiasm for the material he was teaching. He was always available which was very useful and he was very fair in grading. |
| He has introduced me to the next level of mathematics and incorporated physics as a reference (references help me understand, even if indirect). |
| Presented material in an easy–to–understand way with clear writing on the board. As well as clearing up any problems. |

Other comments or suggestions:

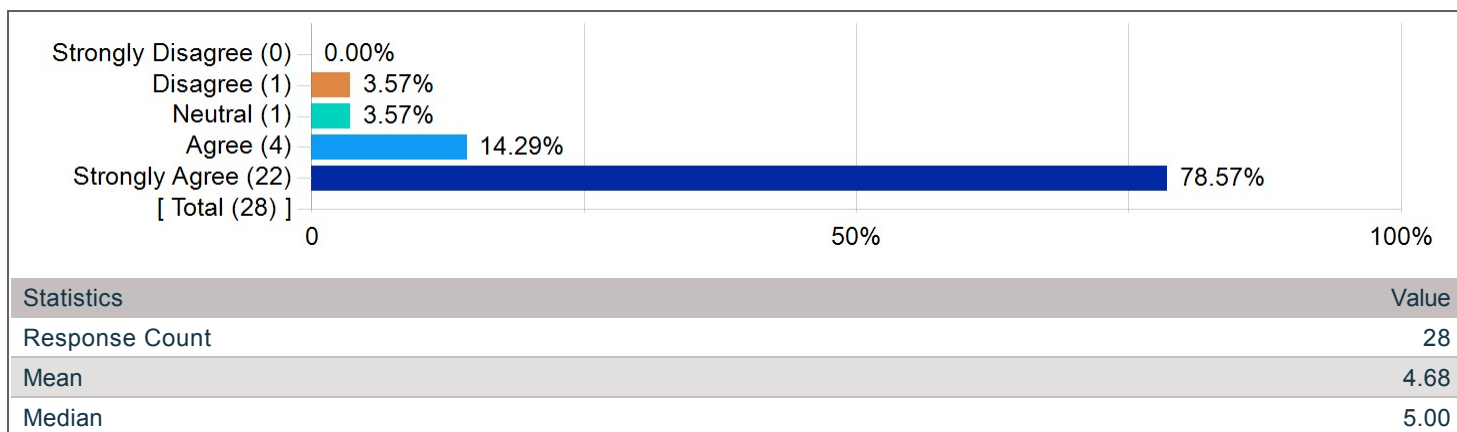These comments are intended for all instructors.

Comments
I failed this course last semester due to a variety of reasons but my professor at the time only focused on "how" to solve problems and the formulas and the grading was quite strict. Taking the class this time around, the emphasis was more on "why" and the grading was really nice which I appreciated for both my GPA and my actual knowledge of the material.
N/A
I think the TA and professor should communicate a little bit better and try and use the same variables when teaching the topics. When only learning the topic a day before and then going to a recitation where there are slight differences can confuse a lot of people when learning new material

Questions Chosen by Instructor

I would recommend this course to other students.

Strongly Disagree (1) — 3.57%
Disagree (1) — 3.57%
Neutral (4) — 14.29%
Agree (7) — 25.00%
Strongly Agree (15) — 53.57%
[Total (28)]

Statistics	Value
Response Count	28
Mean	4.21
Median	5.00

I would recommend this professor Mariano Echeverria Echeverria

Strongly Disagree (0) — 0.00%
Disagree (1) — 3.57%
Neutral (1) — 3.57%
Agree (4) — 14.29%
Strongly Agree (22) — 78.57%
[Total (28)]

Statistics	Value
Response Count	28
Mean	4.68
Median	5.00

My experience in this course has encouraged me to continue taking courses in this subject.

Strongly Disagree (1) — 3.70%
Disagree (1) — 3.70%
Neutral (7) — 25.93%
Agree (6) — 22.22%
Strongly Agree (12) — 44.44%
[Total (27)]

Statistics	Value
Response Count	27
Mean	4.00
Median	4.00
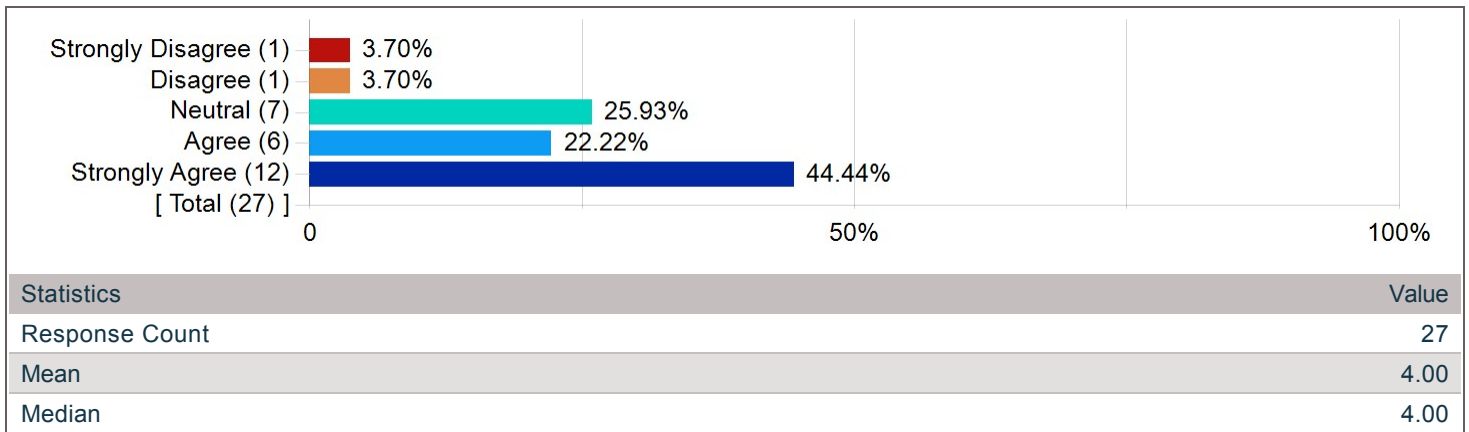
The course was intellectually stimulating.

Strongly Disagree (0) — 0.00%
Disagree (0) — 0.00%
Neutral (2) — 7.14%
Agree (11) — 39.29%
Strongly Agree (15) — 53.57%
[Total (28)]

Statistics	Value
Response Count	28
Mean	4.46
Median	5.00
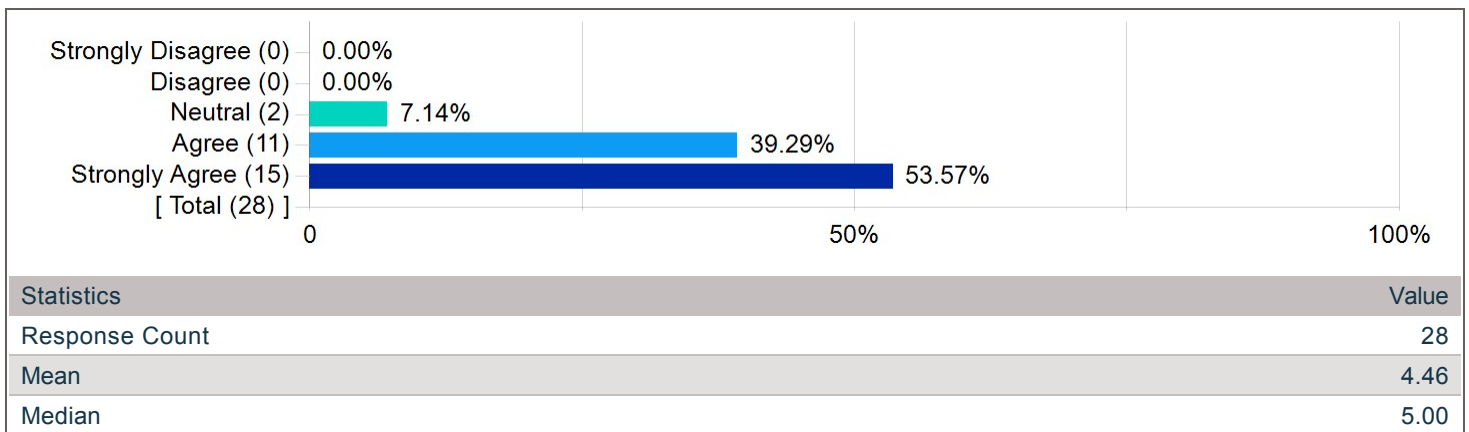
Assignments were interesting

Strongly Disagree (2) — 7.14%
Disagree (4) — 14.29%
Neutral (8) — 28.57%
Agree (8) — 28.57%
Strongly Agree (6) — 21.43%
[Total (28)]

Statistics	Value
Response Count	28
Mean	3.43
Median	3.50
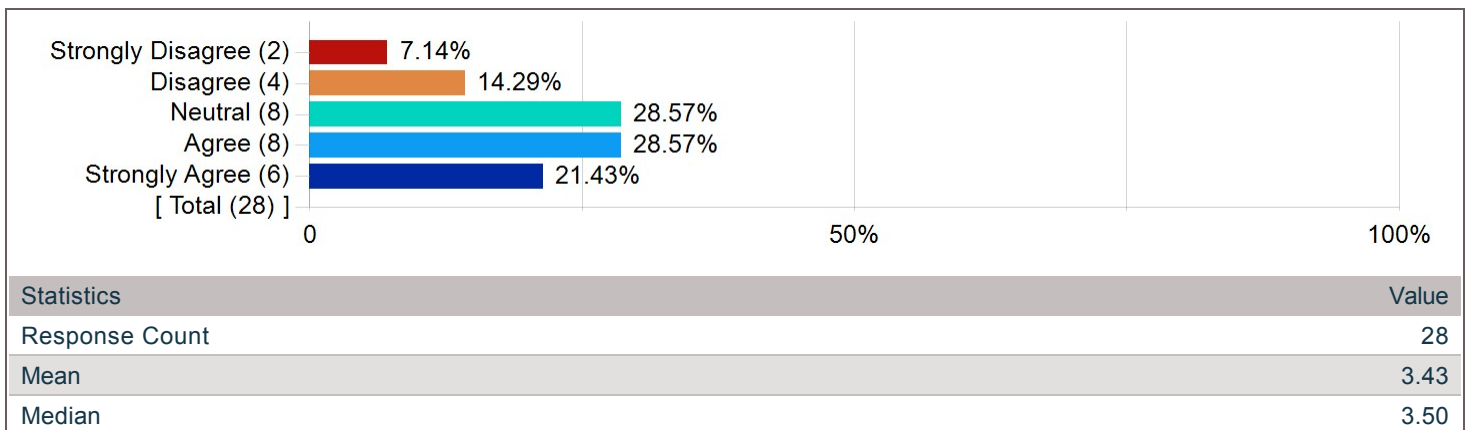
Assignments required a reasonable amount of time

Strongly Disagree (1)	3.57%
Disagree (0)	0.00%
Neutral (5)	17.86%
Agree (15)	53.57%
Strongly Agree (7)	25.00%
[Total (28)]	

Statistics	Value
Response Count	28
Mean	3.96
Median	4.00
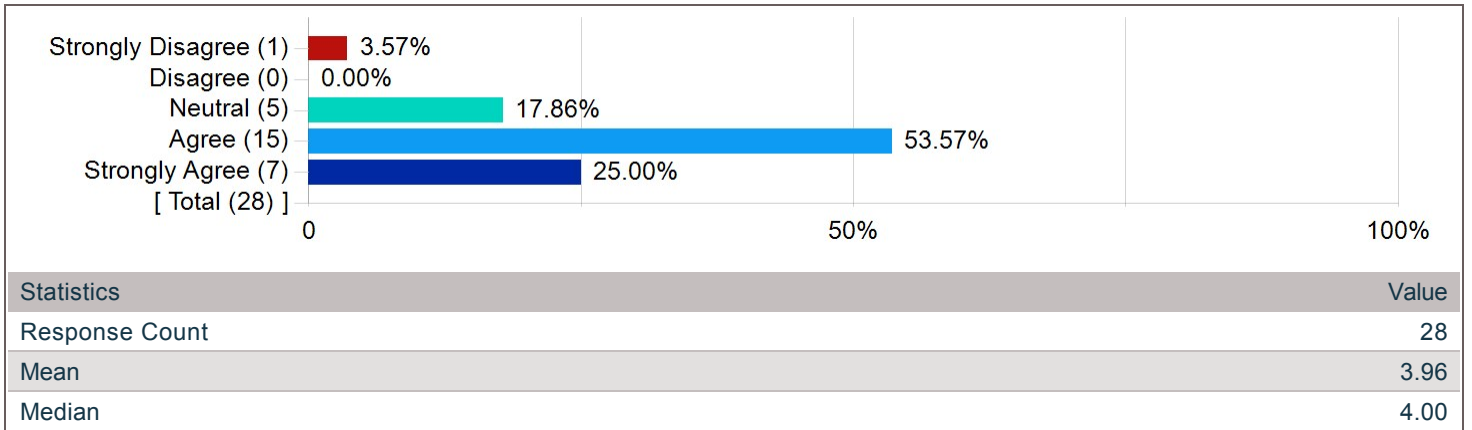
Assignments were relevant to what was presented

Strongly Disagree (0)	0.00%
Disagree (1)	3.57%
Neutral (6)	21.43%
Agree (9)	32.14%
Strongly Agree (12)	42.86%
[Total (28)]	

Statistics	Value
Response Count	28
Mean	4.14
Median	4.00
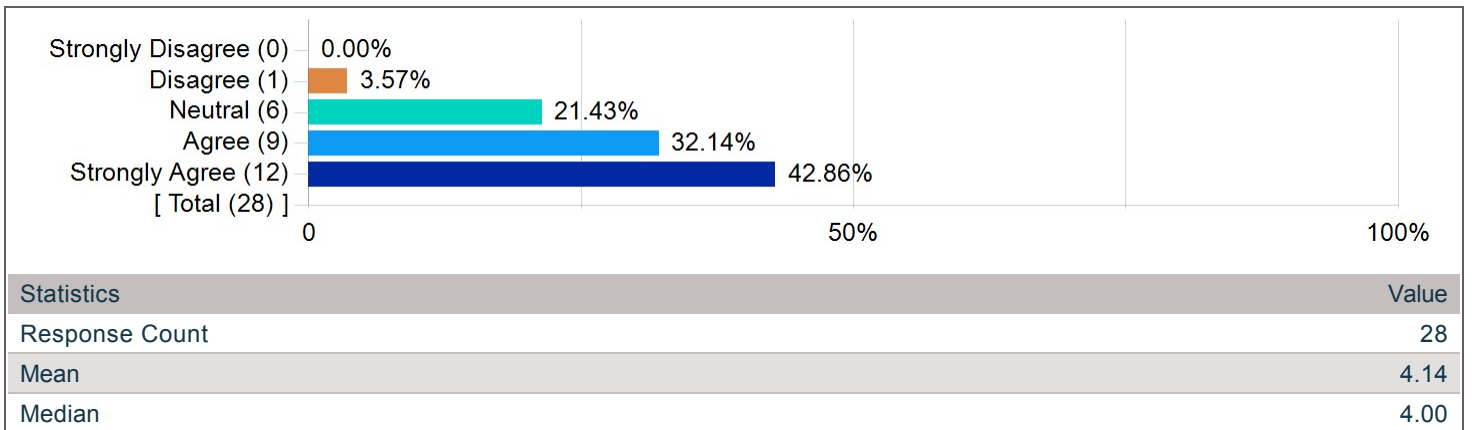
How often did you use the recommended texts?

Hardly Ever (3)	10.71%
Rarely (2)	7.14%
Occasionally (7)	25.00%
Frequently (10)	35.71%
Always (6)	21.43%
[Total (28)]	

Statistics	Value
Response Count	28
Mean	3.50
Median	4.00
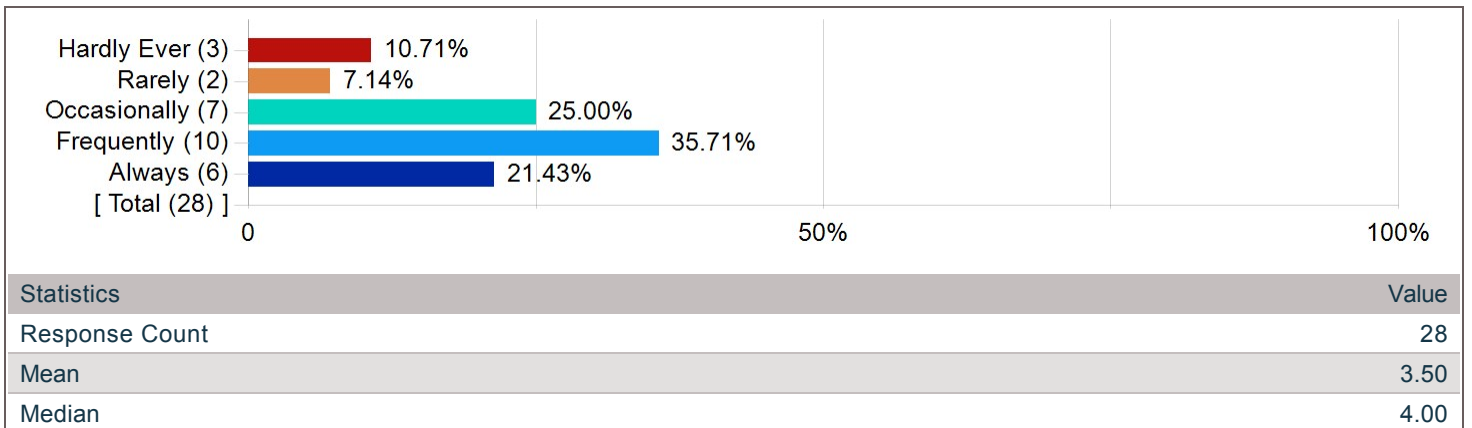
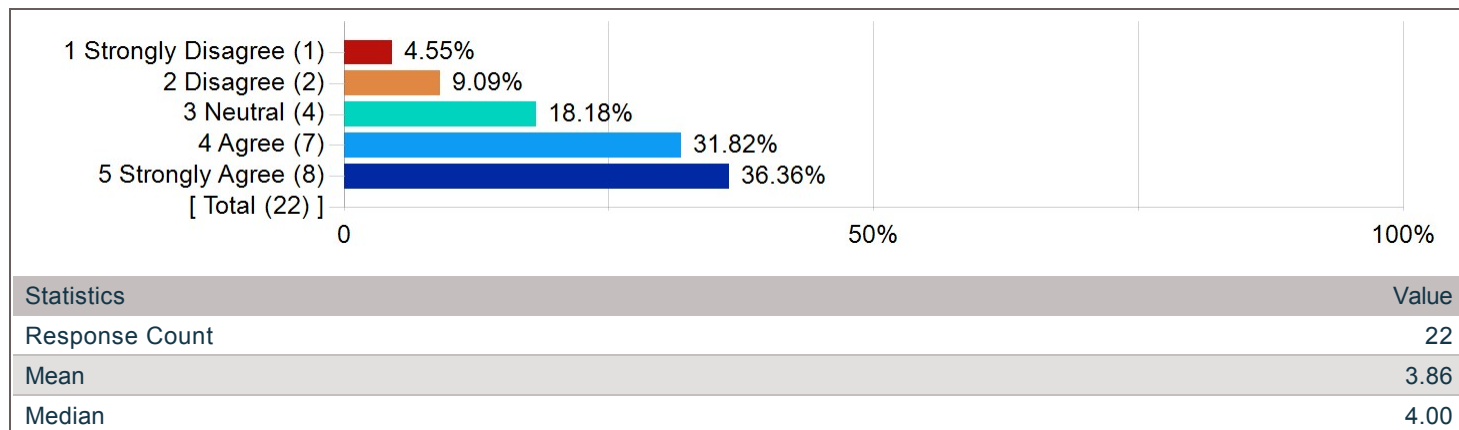**Course assignments (e.g. quizzes, tests, essay topics, or midterm exams) accurately reflected material taught.**

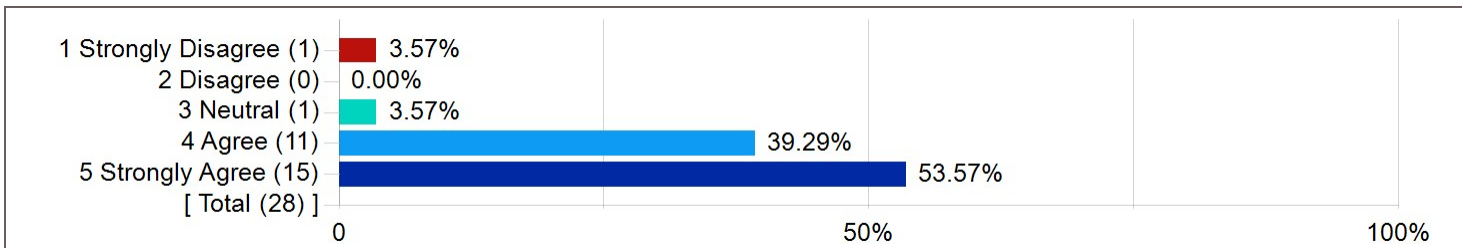| 1 Strongly Disagree (0) | 0.00% |
2 Disagree (1)	3.85%
3 Neutral (2)	7.69%
4 Agree (5)	19.23%
5 Strongly Agree (18)	69.23%
[Total (26)]	

Statistics	Value
Response Count	26
Mean	4.54
Median	5.00
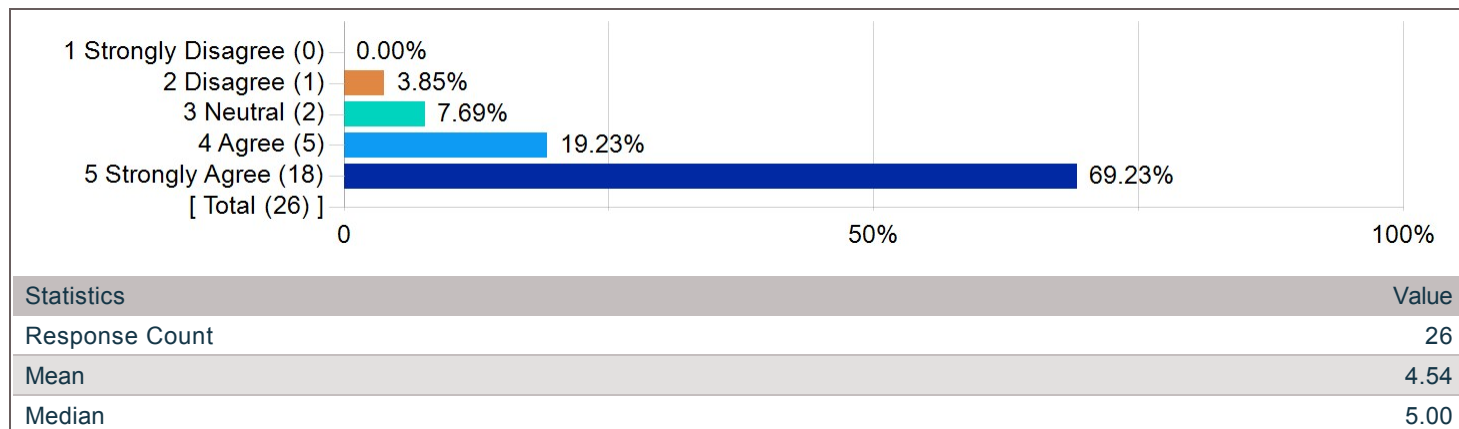
The textbook was easy to understand.

1 Strongly Disagree (2)	8.33%
2 Disagree (2)	8.33%
3 Neutral (8)	33.33%
4 Agree (7)	29.17%
5 Strongly Agree (5)	20.83%
[Total (24)]	

Statistics	Value
Response Count	24
Mean	3.46
Median	3.50
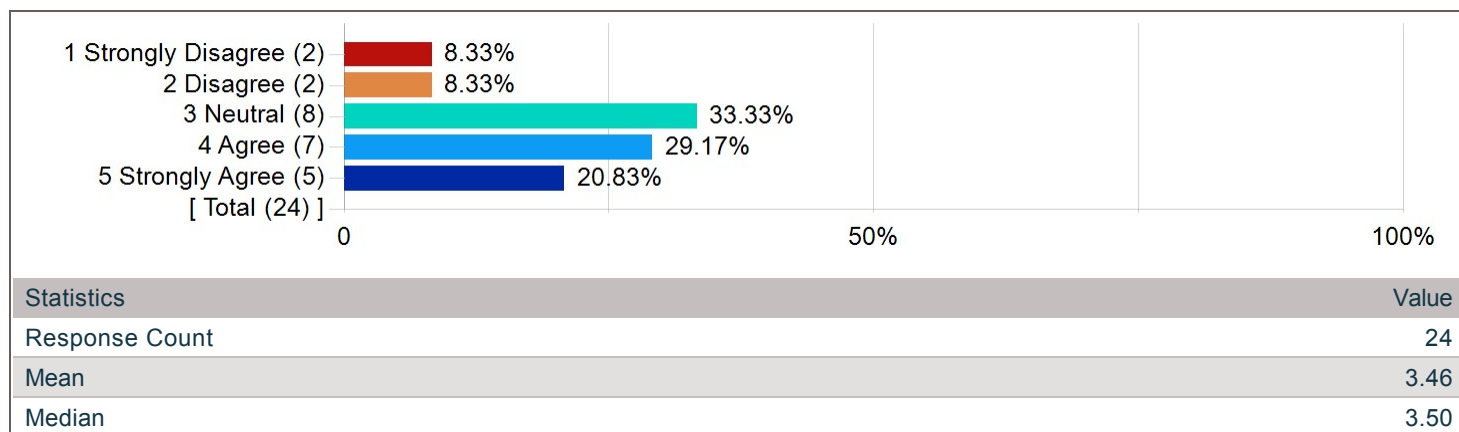
The assigned readings were easy to understand.

1 Strongly Disagree (1)	4.55%
2 Disagree (2)	9.09%
3 Neutral (4)	18.18%
4 Agree (7)	31.82%
5 Strongly Agree (8)	36.36%
[Total (22)]	

Statistics	Value
Response Count	22
Mean	3.86
Median	4.00

The workload for the course was appropriate.

Response	Percentage
1 Strongly Disagree (1)	3.57%
2 Disagree (0)	0.00%
3 Neutral (1)	3.57%
4 Agree (11)	39.29%
5 Strongly Agree (15)	53.57%
[Total (28)]	

Statistics	Value
Response Count	28
Mean	4.39
Median	5.00