



Rutgers University Student Instructional Rating
Fall 2021

Echeverria Echeverria, Mariano - ME498

Multivariable Calculus - 01:640:251:04, 06, 07

Survey Form: *Standard SIRS

Enrollment: 86

Responses Received: 38

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	3	8	27	38	4.63	4.23	4.16	4.16
The instructor Mariano Echeverria Echeverria responded effectively to student comments and questions.	0	0	2	7	29	38	4.71	4.19	4.14	4.13
The instructor Mariano Echeverria Echeverria generated interest in the course material.	0	0	3	9	26	38	4.61	3.94	3.95	3.95
The instructor Mariano Echeverria Echeverria had a positive attitude toward assisting all students in understanding course material.	0	0	2	5	31	38	4.76	4.27	4.26	4.24
The instructor Mariano Echeverria Echeverria assigned grades fairly.	0	0	3	8	27	38	4.63	4.19	4.18	4.11
The instructional methods of Mariano Echeverria Echeverria encouraged student learning.	0	0	2	10	26	38	4.63	3.97	3.95	3.95

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:	0	0	3	6	29	38	4.68	4.03	3.96	3.94

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.	1	1	2	15	17	36	4.28	4.12	4.09	3.84
I had a strong prior interest in the subject matter and wanted to take this course.	1	3	15	7	10	37	3.61	3.67	3.68	3.31

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	1	4	7	14	12	38	3.84	3.67	3.93	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	4	13	21	38	4.45	4.00	4.08	4.07
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	2	4	3	13	15	37	3.95	3.85	4.00	3.90

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:	1	2	5	16	13	37	4.03	3.71	3.84	3.63

What do you like best about this course?

These comments are intended for all instructors.

Comments
Professor was very understanding of his students and truly wants his students to succeed, which motivated me to do well in his class. As someone who did not look forward to taking this class at all, my thoughts about this class is positive.
The teaching was great! Tarik did a great job in recitation and was very thorough in recitations. Prof. Echeverria was amazing as well. He did the perfect blend of lecturing and example problems, tying them into one another and maximizing student engagement and learning. One of the better professors I ever had.
Professor Echeverria was the best thing out of multivariable calculus.
The Professor was really nice and supported my improvement.
I really enjoyed the visual aspect of this course. This course has greatly increased my understanding of 3-D graphs, which has been of interest to me for a while now. The multitude of online tools and resources, along with many drawings in lectures, facilitated the learning curve from 2-D to 3-D graphing.
The online aspect was helpful. I always felt at ease during lectures, taking notes at my own pace, knowing they would be posted online.
The professor was excellent at teaching, and engaging with the class.
The recitations and the professor.
The HW
Learning calculus that could be applied in my future career.
Lectures, the Professor. The videos you could find sometimes on canvas were nice.
I liked the clear structure of each lecture
The professor's methods of teaching!
I like that this course allowed there to be work uploaded in the exams.

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

These comments are intended for all instructors.

Comments
If I were to teach this class differently, I would keep the difficulty of the exams, and the rest of the coursework fairly on the same level. I did notice that the first short exam seemed to be at a higher difficulty level than what I was expecting, but I believe the students' voices were heard and listened to, as the rest of the exams seemed fair.
Class was structured great. No complaints.
Honestly there isn't much criticism I can give I thought the teaching strategy was good, maybe more students paying attention but that depends on the students themselves not the instructor.
I would have made the MyLab and Mastering homework due dates visible on Canvas. All of my other courses displayed homework due dates on canvas, so it was a bit tedious having to open MyLab to check when the homeworks were due.
The exam must be written by the professor NOT the math department. The quizzes were made by the instructor, and so should the exams because the professor knows what he taught to the class and what they should be tested on. Students pay tuition for the professor to teach, write exams, and grade (with or without the TA). The exams were written poorly. Although I passed every single quiz, I failed all the exams because students were given questions never seen before on homework or quizzes. When comparing the old exams from other professors versus today, the questions are difficult and not straightforward.
A lot of the homework questions go over things that are not required to know on the exam. So remove these questions because they are not needed.
Nothing
The teaching was good as it was.
I would start off by making exams open notes. In calc 1 and 2, which were both online, much like this course, the exams were open notes. I feel like given the difficulty of this course, such an idea should be viewed openly, as we are required to know a great deal of information, a lot of which just doesn't fit onto a two-sided piece of paper. Another change I would make is adjusting the homework. At times, doing the homework felt mentally draining, as it could become very tedious and extremely time consuming. I felt less motivated to do the homework upon seeing how sometimes different the exams could be, and the quizzes covered so much content on the homework that I felt a great deal of pressure when taking them. Also, please post recitation slides on canvas. I want to make another mention that the conceptual questions weren't always very helpful in getting me to understand things.
N/A
Assign less busy work. (Mylab homeworks) Practice is vital, but the courses students pair this class with are equally if not more demanding, especially when the professors are out of touch or asynchronous, allowing classes that are easier to understand to fall in priority.
I would make the practice exams more relevant and similar to exams. Exams at times are not fair and can be better.

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
Mariano Echeverria is the best professor I have had the pleasure of having at Rutgers. His positive attitude and enthusiastic interest in calculus lectures could inspire and teach anyone. Although I am not known for doing well in math, this class constantly inspires me to keep pushing because it feels like there is actual purpose behind the equations.
Professor Echeverria has a great attitude when it comes to teaching his students and he made the difficult material fairly understandable. I would highly recommend other students to take his class as his teaching is a great factor as to why I am doing well in this course.
Hands down the best professor I've ever had when it comes to responding to any issue I had and also one of the best when it comes to both lecturing and having the additional content to access if I was struggling with a subject.
I strongly believe thanks to professor Echeverria I have come to understand the importance of certain material in calculus for my career. He was an excellent professor and excellent person, he went overboard with helping us be engaged and have fun while learning. I honestly thought this class would be significantly harder than it is.
Professor Echeverria's teaching style made the course material enjoyable to learn. Everything that could be visualized was drawn or graphed out, and he always has an alternative explanation if I or other students did not understand a specific point. These visual and conceptual understandings made lectures enjoyable and encouraged my intellectual growth and progress.
By using illustrative hands on examples, even though class was over Zoom I truly understood each and every subject taught in class.
It was my second time taking the class due to COVID and health issues. I did enjoy the class, and the professor is brilliant, with a great sense of humor. He is engaging with the class.
Professor Echeverria was enthusiastic and went into details about all topics.
Great Professor. Answers student's questions and is able to explain concepts in an excellent manner.
N/A
He's very kind and always willing to respond to questions
By providing us examples and walking us through how to do them
Incredibly understanding, attuned to how students learn, gives an abundance of resources, frames the material in a way I've never before experienced, and grades homework and assignments in a way that is more encouraging than punitive generating interest as well as motivation.
One of the best professors I've had in the mathematics department. He really cares for his students and understands. He makes the course enjoyable!

Other comments or suggestions:

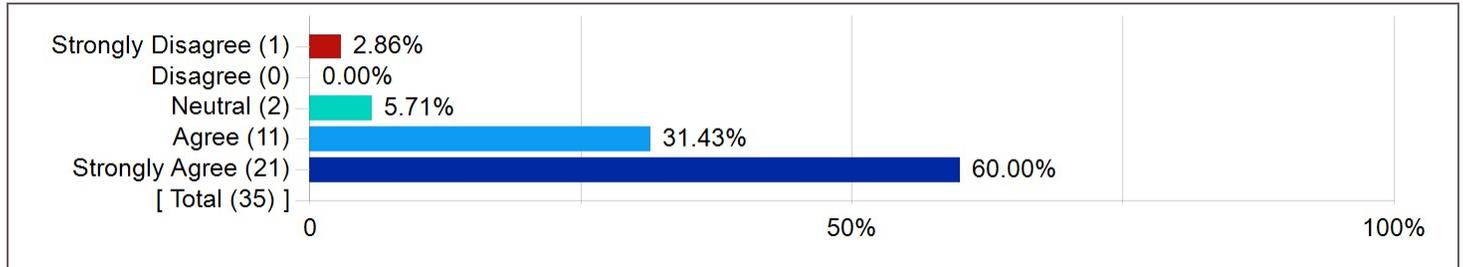
These comments are intended for all instructors.

Comments
Prof. Echeverria was simply amazing.
If the math departments wants the students to understand how to apply calculus, and ask how to work questions backwards on the exams, teach us this in class, and don't surprise students on the exam. It is why a curve is needed. The goal should be to help students succeed, not make them fail.
Make the homework reflect what the exams are going to look like.
No
I think it was fine except for the fact that it was online. I feel like a class like this it's hard to engage in a virtual environment and it's easy to fall behind.
This has been arguably the toughest class I am taking this semester and has been very taxing on me.
It was a bit hard to keep track of homework due to it not showing up on canvas. It would help a lot if it was on canvas so that every assignment was in one place
N/A

Questions added for: *Standard SIRS

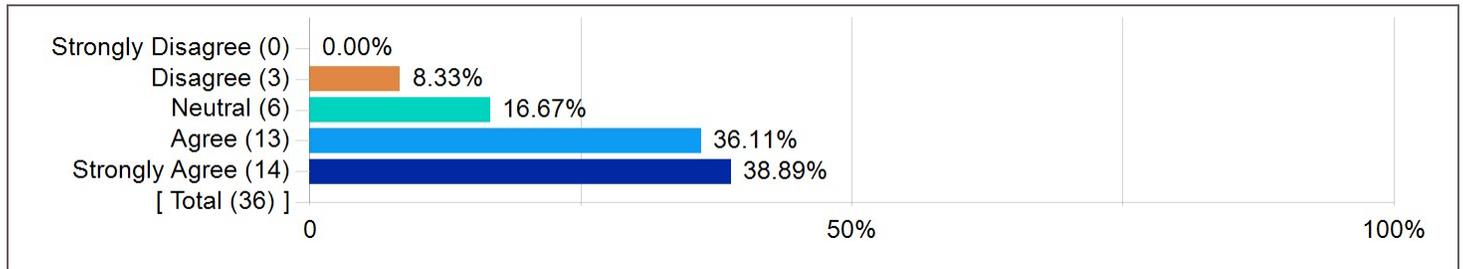
Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.



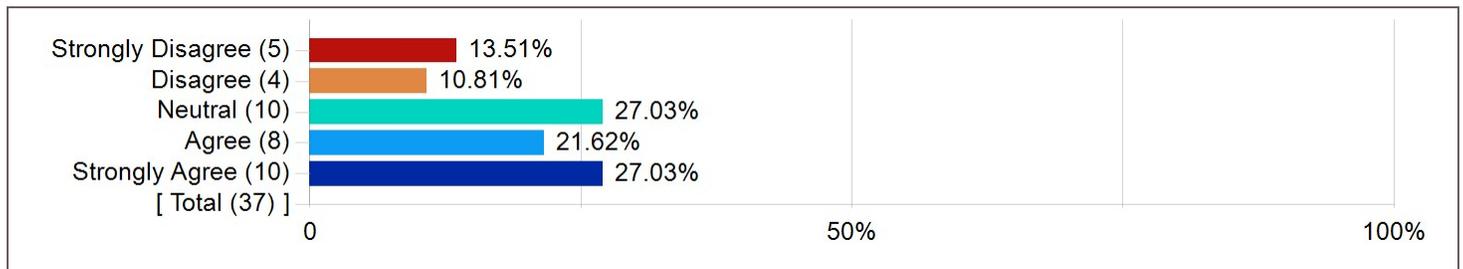
Section	Course	Level	Dept
4.46	3.93	3.96	3.90

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.



Section	Course	Level	Dept
4.06	3.79	3.74	3.80

I was glad to take this course in an online format; for me it is the preferred format for this course.



Section	Course	Level	Dept
3.38	2.98	3.18	3.27