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## Student Feedback Survey Summary Report, Academic Term 2152 (SP15)

Instructor: Roy, Souvik  
Course: MATH-3319-001-DIFF EQUATIONS/LINEAR ALGEBRA  
Course ID: 2152-22619

Number of students enrolled: 58  
Number of surveys submitted: 32  
Response rate: 55.2%  
(cf. university-wide mean response rates: Fall 2014 = 44%; Spring 2015 = 52%)

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### REPORT LAYOUT AND CONTENT

This report contains four sections:

**Overall Indicator:** An instructor index (a weighted average of the survey's five key items about the instructor).

**Survey Results:** Summary data for each of the survey's multiple choice items.  
To interpret the figures, refer to the legend near the top of the next page.

**Profile:** The average rating for each scaled item presented in an alternative format.

**Comments Report:** Responses to each open-ended item, unedited.

### REPORT ARCHIVING

Faculty members must download their SFS summary reports a secure location so that they are readily accessible for future use, e.g., as part of one's annual review.

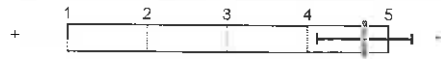
Within the next several weeks, each chair/dean will receive a departmental/school compilation for review and filing within the unit.

*Questions about this Student Feedback Survey summary report may be addressed to  
Maria Martinez-Cosio, Assistant Vice Provost for Faculty Development (mcosio@uta.edu).*

Souvik Roy  
MATH-3319-001-DIFF EQUATIONS/LINEAR ALGEBRA (2152-22619) -- Semester: 2152 (SP15)  
No. of responses = 32



## Overall Indicators

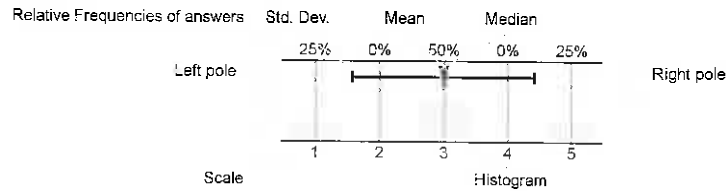
Instructor Index: Items 1.1 through 1.5 ( $\alpha = 0.83$ )

av.=4.7  
dev.=0.6

## Survey Results

## Legend

Question text



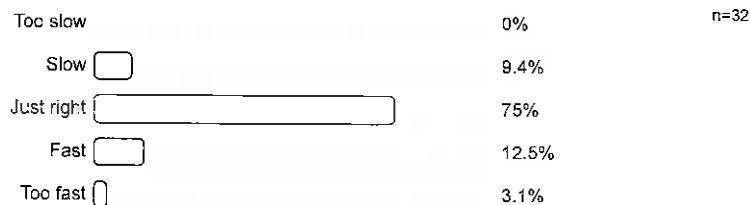
n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.

**1. Core Survey Items.** For each of the following five items, mandated by The University of Texas System, indicate your level of agreement. *(Please note the relative placement of the options on the response scale.)*

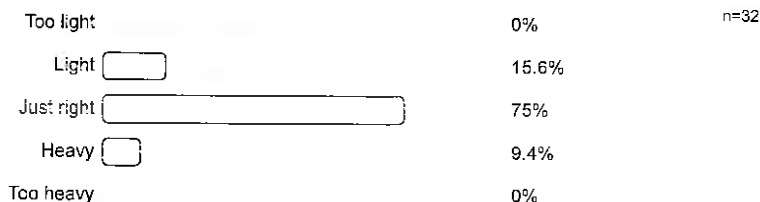
1.1) The instructor clearly defined and explained the course objectives and expectations.	1 Strongly Disagree	<div> <div>0%</div> <div>0%</div> <div>9.4%</div> <div>15.6%</div> <div>75%</div> </div>	5 Strongly Agree	n=32 av.=4.7 md=5 dev.=0.7
1.2) The instructor was prepared for each instructional activity.	1 Strongly Disagree	<div> <div>0%</div> <div>3.1%</div> <div>0%</div> <div>12.5%</div> <div>84.4%</div> </div>	5 Strongly Agree	n=32 av.=4.8 md=5 dev.=0.6
1.3) The instructor communicated information effectively.	1 Strongly Disagree	<div> <div>0%</div> <div>0%</div> <div>9.4%</div> <div>15.6%</div> <div>75%</div> </div>	5 Strongly Agree	n=32 av.=4.7 md=5 dev.=0.7
1.4) The instructor encouraged me to take an active role in my own learning.	1 Strongly Disagree	<div> <div>0%</div> <div>0%</div> <div>3.1%</div> <div>25%</div> <div>71.9%</div> </div>	5 Strongly Agree	n=32 av.=4.7 md=5 dev.=0.5
1.5) The instructor was available to students either electronically or in person.	1 Strongly Disagree	<div> <div>0%</div> <div>0%</div> <div>3.1%</div> <div>18.8%</div> <div>78.1%</div> </div>	5 Strongly Agree	n=32 av.=4.8 md=5 dev.=0.5

## 3 Pace and workload.

3.1) Rate the pace of the course.



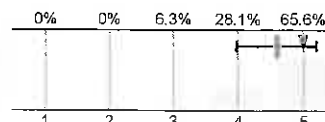
3.2) Rate the workload required for the course.



4. Reflecting on what you learned in this course. Indicate your level of agreement with the following statements. Again, note the relative position of each option on the response scale.

4.1) I acquired **knowledge** that will be useful in my future.

1 Strongly Disagree

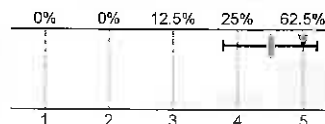


5 Strongly Agree

n=32  
av.=4.3  
md=5  
dev.=0.6

4.2) I acquired **skills** that will be useful in my future.

1 Strongly Disagree

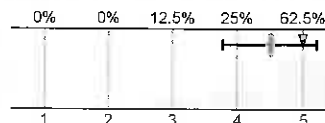


5 Strongly Agree

n=32  
av.=4.5  
md=5  
dev.=0.7

4.3) I can apply course concepts in new contexts.

1 Strongly Disagree

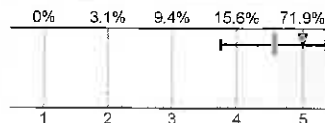


5 Strongly Agree

n=32  
av.=4.5  
md=5  
dev.=0.7

4.4) I have become a better thinker / problem solver.

1 Strongly Disagree



5 Strongly Agree

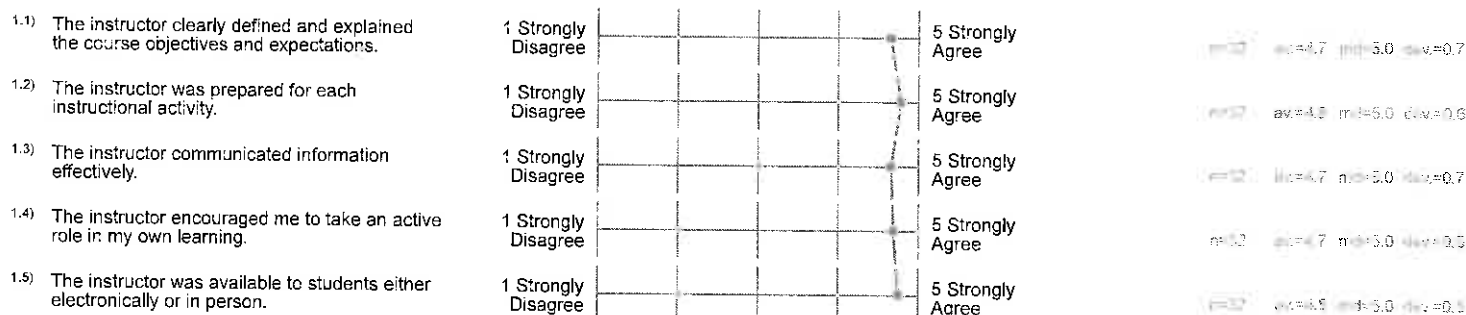
n=32  
av.=4.6  
md=5  
dev.=0.8

# Profile

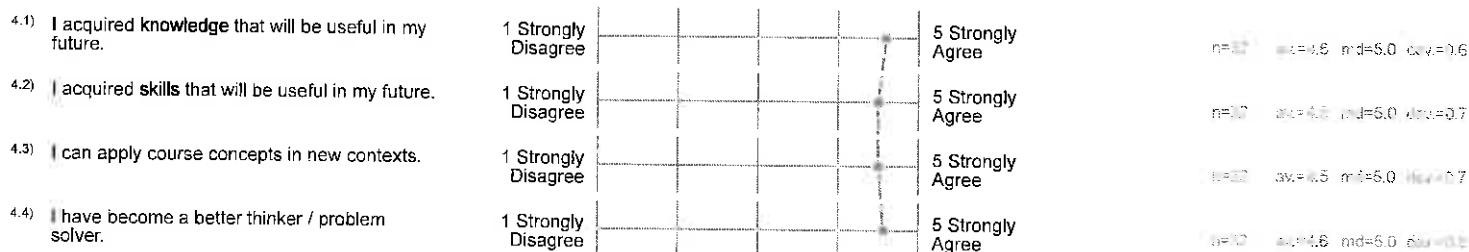
Subunit: MATH  
 Name of the instructor: Souvik Roy  
 Name of the course: MATH-3319-001-DIFF EQUATIONS/LINEAR ALGEBRA  
 (Name of the survey)

Values used in the profile line: Mean

**1. Core Survey Items.** For each of the following five items, mandated by The University of Texas System, indicate your level of agreement. (Please note the relative placement of the options on the response scale.)



**4. Reflecting on what you learned in this course.** Indicate your level of agreement with the following statements. Again, note the relative position of each option on the response scale.



## Comments Report

## 2 Narrative Feedback.

2.1) Which attributes of the course and/or the professor **helped** you learn the material?  
(When the course is next taught, what should be done in the same way?)

- Best teacher ever!
- Excellent at explaining problems for the course. Excellent at not moving on to new material until the class understands the previous material. Excellent at preparing you for test and quizzes
- Explained concepts well.
- Good examples
- He was a really good professor. He explained everything clearly and knew the material well. He was helpful and available for help.
- He was very helpful with preparing his students for quizzes and exams. And he made sure that his entire class understood even the most basic of topics.
- Helpfulness and availability
- I think Professor Roy is a great teacher. He's always willing to help you in class and during office hours. I usually couldn't make it to his regular office hours, but he was very willing to work around my school schedule. He understands that students are taking more than one classes, so he doesn't give his students a heavy workload. I like that he doesn't use example directly from the book, but he creates them from the top of his mind. His algorithm handouts are helpful. And I appreciate how he's a lenient grader (if he believes that you understand the material, then he won't grade so harshly). I would recommend him to other students.
- Mr. Roy did a Great job on teaching the very complicated material
- Mr. Roy would teach us the shortcuts on how to solve problems. This was my second time with this class, the first time we learned the hard way. I'm just glad I got the opportunity to learn both ways. Practice exams were given also way ahead of time to prepare for the real exams.
- Office hours and ability to adapt to the individuals problems relating to a specific subject.
- Our professor related our classroom lectures to real world situations which helped me understand the concepts better.
- Practice problems and examples
- The algorithm sheets sent out to us and the textbook were very helpful. Also, the quizzes did help to some degree.
- The lecture was really interesting and straight to the point. Dr. Spurlock was very approachable and his lectures are easy to follow. The lecture notes, when provided, was extremely helpful in doing the homework and studying for the test.
- The professor gives random examples in class that helped me understand the material from different angles.
- The professor made it easy to learn materials by showing step by step how to do the problem and then covering the proof for why it works. He really taught the material in a manner which made it easy to learn and comprehend.
- The professor was nice and he did understand that there were some topics that we were rusty on and he helped us understand all the information best he could.
- The professor was very encouraging and easy going. He took time to explain to students concepts that may have been unclear.
- The professor was very helpful in making sure the students understood the core parts of this class.
- The weekly quizzes helped a lot with staying on top of the information.
- Very helpful during office hours. He's teaching is very understandable. He's a very good teacher.
- his willingness

2.2) Which attributes of the course and/or the professor **did not help** you learn the material?  
(When the course is next taught, what might be revised?)

- All was good

- At first the pace was very quick, but then we went into more depth to understand the concepts.
- Due to the quizzes only being one question, if I was not sure of how to solve it I would get a zero. This hurt my grade greatly.
- Home work
- I felt going to the reviews was a must even though I only stayed to get the study material and didn't pay attention to the problems being worked out. The review helped narrow my focus when studying for the test, but I felt I was wasting time sitting through the review.
- I had trouble with having quizzes every Friday, I would stress all on Friday about the quiz rather than trying to learn the new material.
- N/A
- None
- None.
- Nothing
- The professor took too much time answering questions that by this time in a student's math career, they should know the answers themselves. This often held up the class making it impossible for anything else to be learned. This is an advanced math class and should be treated as such. This is not a remedial math course. Any student who does not feel comfortable with the material should not be taking this class and should be encouraged to drop the course and retake an earlier math course. A lack of understanding of basic math concepts and learning advanced mathematical techniques is a recipe for disaster in a person's professional career.

The differential equations portion of the course was not taught fully. The class was taught algorithms to solve the differential equations but not the theory or concepts behind the solutions. This leads to a lack of understanding of the concepts as well as misuse of the information.

- Wish the classroom was a little bigger because at times it was hard to see all the material written on the board
- his teaching style
- none