Rutgers University Student Instructional Rating
Fall 2022

Echeverria Echeverria, Mariano - ME498
Multivariable Calculus - 01:640:251:12, 13, 14
Survey Form: *Standard SIRS

Enrollment: 80
Responses Received: 31

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	0	10	21	31	**4.68**	4.33	4.24	4.23
The instructor Mariano Echeverria Echeverria responded effectively to student comments and questions.	0	0	2	5	23	31	**4.70**	4.22	4.19	4.15
The instructor Mariano Echeverria Echeverria generated interest in the course material.	0	0	1	14	16	31	**4.48**	4.05	4.03	4.04
The instructor Mariano Echeverria Echeverria had a positive attitude toward assisting all students in understanding course material.	0	0	0	3	28	31	**4.90**	4.26	4.27	4.27
The instructor Mariano Echeverria Echeverria assigned grades fairly.	0	1	1	5	23	31	**4.67**	4.14	4.15	4.15
The instructional methods of Mariano Echeverria Echeverria encouraged student learning.	0	1	0	8	21	30	**4.63**	4.09	4.07	4.03

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	1	0	6	24	31	**4.71**	4.18	4.13	4.06

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	0	9	21	30	**4.70**	4.22	4.17	3.98
I had a strong prior interest in the subject matter and wanted to take this course.	1	1	6	12	11	31	**4.00**	3.72	3.69	3.35

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	1	3	10	16	31	**4.26**	3.95	3.98	3.81

What do you like best about this course?

These comments are intended for all instructors.

Comments
Professor Mariano's and Robert's ways of teaching suited my learning style and I was able to understand the material easily. The workload wasn't overwhelming and enforced the current chapters we were learning.
I like the overall content of the course and I like the teaching methods of the course. The combination of teaching methods, and extra resources such as videos, have allowed me to easily comprehend this more advanced material.
I like the recitations.
The things I liked best about the course is that it was material that I felt was connected to my major, as well as challenging, so I felt very accomplished when I would be able to solve a problem correctly. I also felt there was a lot of resources available to us if we wanted something else.
I like the lectures as the instructor makes the class engaging and fun. He seems very passionate about the class.
Professor
I liked my instructors, that's about it
Both the lectures and recitations were clear about what they were teaching and did not waver or go into tangents, and both the Professor Echeverria and Robert showed great interest in the topic, making it hard to find myself bored or distracted.
Classwork grades and assignments helped practice a lot.
My instructors were great. Couldn't have asked for better.
The subject is interesting and the teachers want you to learn
Professor Echeverria and Robert were the BEST, will answer any question without making you feel stupid and made class fun
The visual examples of vectors among other topics he does during class. I understand more when I can see it in 3D instead of a drawing on a chalkboard.

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

These comments are intended for all instructors.

Comments
Be a little more organized when writing notes on the board (although it is math and it can get messy sometimes with various equations). The class goes very fast but when I watch the zoom lectures from previous semesters it has a slower pace where I can actually follow along.
Nothing.
Something I would automatically do differently is the exams and grading in general. I believe that assigning 80% of the grade on 3 tests puts an excessive amount of pressure on those exams, and can be detrimental for the stress on the students, and for the students grades, given they may not perform very well on even one of those tests. Something I may have changed is even to slightly shift the grading scale, for instance adding more weight onto quizzes, seeing as the quizzes also test our knowledge on topics in a less stressful environment. Perhaps increasing quizzes from 10% of the overall to 20% and reducing the exams to 70% could make a significant difference in student performance by putting slightly less pressure on the midterm and final exams to truly show the more conceptual understandings of students.
I would make the exams a little easier.
I feel that the pacing of the course was very badly done. The hardest material of the course, chapter 16, which was about 8 sections, were rushed into 3,4 classes, and it being right before the final, which happens to be mostly chapter 16. This has left a lot of students confused about the material, even other knowledgeable students are confused and have difficulty explaining to other students. Since it is harder material, more time should be given to digest the material, so it is really overwhelming for most students. As well, I personally benefit from workshop style recitations, where students get to work together to solve problems. I felt the recitations were not as beneficial as it could have been if we were to work on harder problems together.
I wouldn't change anything.
I would move faster up until chapter 16 and then spend alot more time on chapter 16 and move slower. With finals approaching and time needed to study due to the complexity of chapter 16 increasing the work load is becoming intense and I feel this may negatively impact alot of students on this upcoming final.
Reduce the amount of content taught. As a student, I am struggling to retain the information we are learning because there is simply so much of it for such as short period of time.
If I were to teach this course, I would personally restructure the grading of the final. I would create a Midterm1 section, a Midterm 2 section, and a Final Section. If a student did better in a Midterm section than they did on the Midterm, I would change the Midterm grade to reflect that the student has a grasp on the topics at the end of the year. My personal belief is that if a student only has their lightbulb moment after both midterms and suddenly becomes a genius in the class, they should be retroactively rewarded in the fact that they gained an understanding of the topic, rather than being irredeemable and forced to retake the class due to a bad earlier understanding of the subject.
Not scale grades based on results, stop making it harder to achieve better grades.
I would give students access to the MyLab homework after it was due so they can go back to them and practice the problems if they wanted to.
I would go over conceptual stuff in lecture a little faster and move onto practice problems.

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
I was very engaged with the material and Professor Echeverria's expertise in mathematics allowed for topics to be more easily understood, in the way that some things were explained, such as using analogies and real–world examples such as applications of physics shows why this subsection of mathematics is important and what sort of subsets of knowledge can be derived from it.
He provides visual examples from geobra to help us understand many concepts from the course.
I did not do super well in calc 2, which was a bit discouraging. However, seeing how I have improved in this course has encouraged me to try my best even when it does not seem fruitful. Professor Echeverria is extremely approachable and takes his time to answer my questions. If I do not understand something he will try to explain it in another way. You can pretty much ask him about a problem or a concept, or even the course and he will have a good answer.
The professor used multiple ways of presenting the information in class, especially since the content dealt with a lot of 3D things that aren't easy to visualize. He always listened to the students and answered their questions to the best of his ability. He would bring objects from home to show things as well. He would also post a lot of resources online, his old notes and lecture videos, other textbook resources, other videos. He was very open to answering student questions and helping us.
Incredibly quick and responsive in regards to communication outside the class, posted alot of review material, and more resources than you could even go through
Overall, a great professor and a great person. I felt as if I was a priority when taking this course. Although I still found the course material extremely difficult, I would take this class with Echeverria again.
Professor Mariano Echeverria's class was the only one I was able to consistently stay caught up in notes. Professor Echeverria stayed slow enough for me to take in all of the information, while not losing pace and causing the class to fall behind. In lecture Professor Echeverria also answered everyone's questions to the best of his ability, staying concise when the questions weren't exactly related to the topic at hand, and going into great detail when the questions did.
Professor Echeverria has been consistently engaging throughout the semester. It helps to have a professor that can teach the material and answer students' questions confidently, because it gives the student confidence that the instructor knows what they are talking about and can clearly explain it.
Mariano is one of the best math professors I've had at Rutgers. He explained the material really well, answered all of the students' questions directly, and had helpful insights about what a typical exam problem might look like.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
None.
I really appreciate the professor for really thinking about the students and prioritising our feelings. He made a lot of exceptions to things, such as changing the date for the homework, or boosting our classwork grade, giving points back for midterms. A lot of professors don't do this.
The homework policy is extremely bad. Students are able to push back the homework with a simple email and it pushes it back for everyone. Its so bad until we are so off course with where we need to be in terms of assignments.
I feel like the first exam was quite difficult. The material on the exam seemed quite different from many problems that were covered in the practice exams.