



Instructor with Comments Report

2018-04-04 - 2018-04-18 Report ID: MSR04734

Instructor: Hanquist, Kyle Matthew

AEROSP 532 001

	Responses from your Students**							Other Users of This Item*						
	5 SA	4 A	3 N	2 D	1 SD	NA	Your Median	University Wide			School/College			
								75% Above	50% Above	25% Above	75% Above	50% Above	25% Above	
4 I had a strong desire to take this course.	4	5	3	0	0	0	4.10	3.67	4.17	4.67		4.30	4.63	4.79
891 As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier).	1	2	7	2	0	0	3.07	2.83	3.12	3.46				
1631 This course advanced my understanding of the subject matter.	6	6	1	0	0	0	4.42	4.12	4.50	4.75				
1632 My interest in the subject has increased because of this course.	4	8	0	0	0	0	4.25	3.79	4.25	4.67				
1633 I knew what was expected of me in this course. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever).	4	6	2	0	0	0	4.17	4.02	4.40	4.71				
230 The instructor seemed well prepared for class meetings. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	9	2	1	0	0	0	4.83	4.52	4.81	4.93				
199 The instructor explained material clearly. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	2	8	1	1	0	0	4.00	4.30	4.70	4.88				
217 The instructor treated students with respect.	9	3	0	0	0	0	4.83	4.68	4.87	4.95				
1 Overall, this was an excellent course.	2	10	0	0	0	0	4.10	3.90	4.33	4.75	4.17	4.50	4.75	
2 Overall, the instructor was an excellent teacher.	5	5	1	0	1	0	4.30	4.38	4.75	4.92	4.40	4.71	4.88	
3 I learned a great deal from this course.	5	6	1	0	0	0	4.33	4.00	4.40	4.75	4.20	4.52	4.79	
15 I increased my ability to apply math and science knowledge to engineering problems.	6	5	0	1	0	0	4.50	4.00	4.25	4.59				
23 I increased my ability to formulate, and solve engineering problems.	4	6	1	1	0	0	4.17	4.00	4.25	4.55				
32 This course increased my desire to learn more about this subject in the future.	4	6	2	0	0	0	4.17	3.86	4.25	4.59				
35 I increased my ability to apply engineering tools and methods.	4	7	1	0	0	0	4.21	4.01	4.27	4.58				
125 I developed the ability to solve real problems in this field.	3	5	3	1	0	0	3.90	4.00	4.25	4.60				
140 I deepened my interest in the subject matter of this course.	5	6	1	0	0	0	4.33	3.99	4.31	4.67				
201 The instructor gave clear explanations.	3	8	0	0	1	0	4.13	4.25	4.67	4.86				
202 The instructor made good use of examples and illustrations.	3	5	4	0	0	0	3.90	4.31	4.67	4.85				
216 The instructor acknowledged all questions insofar as possible.	7	5	0	0	0	0	4.64	4.50	4.75	4.88				
229 The instructor used class time well.	8	3	1	0	0	0	4.75	4.29	4.69	4.88				
232 Work requirements and grading system were clear from the beginning.	7	5	0	0	0	0	4.64	4.00	4.40	4.67				
239 The amount of work required was appropriate for the credit received.	4	8	0	0	0	0	4.25	3.90	4.17	4.52				
370 I attended class regularly.	9	3	0	0	0	0	4.83	4.59	4.79	4.91				

Written Comments

900 Comment on the quality of instruction in this course.

Student 1

The course was overall, quite excellent. Despite the massive amount of material that is presented in one semester (four subjects in which I had entire courses on in my undergrad degree), Prof. Hanquist clearly and efficiently was able to find meaningful context and applications, and illuminated them through the lectures and exams. The textbook was rife with errors, and he took care to keep track with most all of them along the way. Additionally, he was flexible with deadlines as needed, was very organized, and was a great communicator on both Canvas and in class.



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Student 2

NA

Student 3

NA

Student 4

Instructor was basically an audio book reading of the textbook.

Student 5

I really enjoyed MGD and found the topics fascinating, but I found the lectures to stretch on a bit. Much of the lecture was spent deriving formulas, and not building intuition as to where all the puzzle pieces fit together. The examples are kind of helpful, but at the same time require so much "glossed over" calculation work that much of it is just being told the answer. And I think that was my major issue with the lectures, that we were just being told the answers.

I think a major improvement would have been if Dr. Hanquist helped us to develop intuition about WHY we were doing what we were doing. Just segmenting the derivation into digestible portions, stopping to consider what we've done and where we want to go next, and then moving on. Also a 5 minute break halfway through the class would have been very welcome.

Student 6

NA

Student 7

NA

Student 8

NA

Student 9

NA

Student 10

Overall it is a very good course. It would be better if we can cover some of the numerical techniques. Also it would be more helpful if more insight and personal understanding of the subject from the instructor are shared.

Student 11

NA

Student 12

NA

Student 13

Extremely interesting topic that I never knew would be so relevant to common engineering problems. Kyle really warmed to his position as time went on. He was always very patient with questions, delivered the material in a reasonably understandable fashion, and turned around graded work quickly and consistently. Sometimes he would even link material to pertinent engineering or scientific developments. Although Kyle did a good job, he was definitely bogged down by a frankly terrible textbook and the fact that the course is taught directly from it. Most of the book (at least the sections covered) consists of lengthy derivations and little explanation of the relevance of equations or explicit links to previous material. Worked examples are few and far between. The worst part of it all is how many egregious errors the textbook contains. I know the book is a first draft, but it seems like the book was slapped together and immediately published with zero editing. References in the text to equations or tables often reference the wrong figure, equations are sometimes blatantly incorrect, and typographical errors are numerous. I'm not sure if the editor or the authors are to blame, but it's a shame that a course would be built on such a shoddy book.

* The quartiles are calculated from Winter 2018 data. The university-wide quartiles are based on all UM classes in which an item was used. The school/college quartiles in this report are based on graduate level students in College of Engineering.



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Winter 2018 Final

13 students responded out of the total enrolled 21

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** SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD - Strongly Disagree, NA - Not Applicable.