

**2217B - Fall 2021 - LA - CMATHSTAT - ASUO Survey**  
**2217B (2021)**

**Arizona State University**  
**UC**

|                             |  |                              |                  |
|-----------------------------|--|------------------------------|------------------|
| <b>Course:</b>              | MAT 210 77777 - Brief Calculus: -  | <b>Department:</b>           | CMATHSTAT        |
| <b>Responsible Faculty:</b> | Brian England  | <b>Responses / Expected:</b> | 22 / 72 (30.56%) |
| <b>Overall Mean:</b>        | <b>4.6</b> How often access course (22 responses)<br><b>4.0</b> Cum GPA (21 responses)<br><b>3.5</b> Expected Grade (22 responses)<br><b>3.2</b> 5-Point SA>SD w/Neutral H-L (153 responses)<br><b>2.9</b> Grading (44 responses)<br><b>2.9</b> 5-Point w/ Neutral H-L (285 responses)<br><b>2.8</b> Excellent to Poor (110 responses)<br><b>2.4</b> Class Standing (Fr,So,Jr,Sr,Grad) (22 responses)<br><b>1.2</b> Reason for course L-H (22 responses) |                              |                  |

| CMATHSTAT Course Questions<br>General Course Questions |  | MAT 210 - 77777 |            |            |            |            |        |      |      |      |         |
|--|--|-----------------|------------|------------|------------|------------|--------|------|------|------|---------|
|  |  | Responses (%)   |            |            |            |            | Course |      |      |      |         |
|  |  | SA              | A          | N          | D          | SD         | N      | Mean | Med. | Mode | Std Dev |
| <b>Q1</b>  | Assignments and/or examinations promote learning | 4<br>18.2%      | 6<br>27.3% | 3<br>13.6% | 4<br>18.2% | 5<br>22.7% | 22     | 3.0  | 3    | 4    | 1.45    |
| <b>Q2</b>  | Class sessions are well planned                  | 2<br>9.1%       | 9<br>40.9% | 1<br>4.5%  | 2<br>9.1%  | 8<br>36.4% | 22     | 2.8  | 3.5  | 4    | 1.51    |
| <b>Q3</b>  | The pace and level of the course are appropriate | 1<br>4.5%       | 4<br>18.2% | 3<br>13.6% | 5<br>22.7% | 9<br>40.9% | 22     | 2.2  | 2    | 1    | 1.28    |
| <b>Q4</b>  | The course engages my interest                   | 2<br>9.1%       | 5<br>22.7% | 4<br>18.2% | 4<br>18.2% | 7<br>31.8% | 22     | 2.6  | 2.5  | 1    | 1.37    |
| <b>Q5</b>  | I learned something that I consider valuable     | 4<br>18.2%      | 4<br>18.2% | 6<br>27.3% | 3<br>13.6% | 5<br>22.7% | 22     | 3.0  | 3    | 3    | 1.40    |

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1

| CMATHSTAT Course Questions<br>General Course Questions |   | MAT 210 - 77777 |            |            |            |            |        |      |      |      |         |
|--|---|-----------------|------------|------------|------------|------------|--------|------|------|------|---------|
|  |   | Responses (%)   |            |            |            |            | Course |      |      |      |         |
|  |   | A               | B          | C          | D          | E          | N      | Mean | Med. | Mode | Std Dev |
| <b>Q6</b>  | Using A-E as grades, what is your overall rating of the course? | 3<br>13.6%      | 6<br>27.3% | 3<br>13.6% | 4<br>18.2% | 6<br>27.3% | 22     | 2.8  | 3    | 1,4  | 1.43    |

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [E] E=1

| CMATHSTAT Online - Course Tool Questions<br>ASU Online and iCourse |   | MAT 210 - 77777 |           |           |           |             |        |      |      |      |         |
|--|---|-----------------|-----------|-----------|-----------|-------------|--------|------|------|------|---------|
|  |   | Responses (%)   |           |           |           |             | Course |      |      |      |         |
|  |   | OAW             | TAW       | TTA       | FTA       | FOM         | N      | Mean | Med. | Mode | Std Dev |
| <b>Q7</b>  | On average, how often did you access your course? | 0               | 1<br>4.5% | 2<br>9.1% | 1<br>4.5% | 18<br>81.8% | 22     | 4.6  | 5    | 5    | .83     |

Responses: [OAW] Once a week=1 [TAW] Twice a week=2 [TTA] Three times a week=3 [FTA] Four times a week=4 [FOM] Five or more=5

| CMATHSTAT Online - Course Tool Questions<br>ASU Online and iCourse |  | MAT 210 - 77777 |            |            |            |            |        |      |      |      |         |
|--|--|-----------------|------------|------------|------------|------------|--------|------|------|------|---------|
|  |  | Responses (%)   |            |            |            |            | Course |      |      |      |         |
|  |  | E               | VG         | G          | F          | P          | N      | Mean | Med. | Mode | Std Dev |
| <b>Q8</b>  | How would you rate the overall quality of your experience with the technology used in this course (videos, uploading files, etc.)?   | 4<br>18.2%      | 3<br>13.6% | 7<br>31.8% | 3<br>13.6% | 5<br>22.7% | 22     | 2.9  | 3    | 3    | 1.38    |
| <b>Q9</b>  | How would you rate the ease of navigation?   | 5<br>22.7%      | 5<br>22.7% | 7<br>31.8% | 3<br>13.6% | 2<br>9.1%  | 22     | 3.4  | 3    | 3    | 1.23    |
| <b>Q10</b>   | How would you rate the accessibility of the instructor?  | 4<br>18.2%      | 1<br>4.5%  | 5<br>22.7% | 7<br>31.8% | 5<br>22.7% | 22     | 2.6  | 2    | 2    | 1.37    |
| <b>Q11</b>   | How would you rate the timeliness of the instructor's response to questions, assignments, and tests?   | 2<br>9.1%       | 2<br>9.1%  | 8<br>36.4% | 3<br>13.6% | 7<br>31.8% | 22     | 2.5  | 3    | 3    | 1.27    |
| <b>Q12</b>   | How would you rate the degree to which communication components of the course (chat, discussion board, email, announcements, etc.) added to the interaction between students and the instructor? | 3<br>13.6%      | 2<br>9.1%  | 5<br>22.7% | 7<br>31.8% | 5<br>22.7% | 22     | 2.6  | 2    | 2    | 1.30    |

Responses: [E] Excellent=5 [VG] Very Good=4 [G] Good=3 [F] Fair=2 [P] Poor=1

| CMATHSTAT Student Demographic Questions<br>Academic General |                                      | MAT 210 - 77777 |            |            |            |   |        |      |      |      |         |
|---|--------------------------------------|-----------------|------------|------------|------------|---|--------|------|------|------|---------|
|   |                                      | Responses (%)   |            |            |            |   | Course |      |      |      |         |
|   |                                      | F               | S          | J          | S          | G | N      | Mean | Med. | Mode | Std Dev |
| Q13   | What is your current class standing? | 6<br>27.3%      | 5<br>22.7% | 8<br>36.4% | 3<br>13.6% | 0 | 22     | 2.4  | 2.5  | 3    | 1.02    |

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5

| CMATHSTAT Student Demographic Questions<br>Academic General |   | MAT 210 - 77777 |     |           |     |        |      |      |      |         |
|---|---|-----------------|-----|-----------|-----|--------|------|------|------|---------|
|   |   | Responses (%)   |     |           |     | Course |      |      |      |         |
|   |   | MR              | RFC | GS        | EGI | N      | Mean | Med. | Mode | Std Dev |
| Q14   | What requirement does this course meet for you? | 20<br>90.9%     | 0   | 2<br>9.1% | 0   | 22     | 1.2  | 1    | 1    | .57     |

Responses: [MR] Major Requirement=1 [RFC] Related Field Course=2 [GS] General Studies=3 [EGI] Elective (General Interest)=4

| CMATHSTAT Student Demographic Questions<br>Academic General |   | MAT 210 - 77777 |            |            |           |           |        |      |      |      |         |
|---|---|-----------------|------------|------------|-----------|-----------|--------|------|------|------|---------|
|   |   | Responses (%)   |            |            |           |           | Course |      |      |      |         |
|   |   | A               | B          | C          | D/E       | O         | N      | Mean | Med. | Mode | Std Dev |
| Q15   | What grade do you expect to earn for this course? | 5<br>22.7%      | 8<br>36.4% | 5<br>22.7% | 2<br>9.1% | 2<br>9.1% | 22     | 3.5  | 4    | 4    | 1.20    |

Responses: [A] A=5 [B] B=4 [C] C=3 [D/E] D/E=2 [O] Other=1

| CMATHSTAT Student Demographic Questions<br>Academic General |                               | MAT 210 - 77777 |             |          |   |    |        |      |      |      |         |
|---|-------------------------------|-----------------|-------------|----------|---|----|--------|------|------|------|---------|
|   |                               | Responses (%)   |             |          |   |    | Course |      |      |      |         |
|   |                               | 3               | 3           | 2        | 2 | B2 | N      | Mean | Med. | Mode | Std Dev |
| Q16   | What is your current ASU GPA? | 4<br>19%        | 13<br>61.9% | 4<br>19% | 0 | 0  | 21     | 4.0  | 4    | 4    | .62     |

Responses: [3] 3.5+=5 [3] 3.0-3.49=4 [2] 2.50-2.99=3 [2] 2.0-2.49=2 [B2] Below 2.0=1

| ASU Online Program<br>Online Content and Instruction |  | MAT 210 - 77777 |            |            |           |            |        |      |      |      |         |
|--|--|-----------------|------------|------------|-----------|------------|--------|------|------|------|---------|
|  |  | Responses (%)   |            |            |           |            | Course |      |      |      |         |
|  |  | SA              | A          | N          | D         | SD         | N      | Mean | Med. | Mode | Std Dev |
| Q17  | The course was easy to navigate.   | 10<br>45.5%     | 6<br>27.3% | 4<br>18.2% | 0         | 2<br>9.1%  | 22     | 4.0  | 4    | 5    | 1.21    |
| Q18  | The course presentations contributed to my learning.   | 5<br>22.7%      | 3<br>13.6% | 4<br>18.2% | 2<br>9.1% | 8<br>36.4% | 22     | 2.8  | 3    | 1    | 1.59    |
| Q19  | The course criteria for success on graded work was clear and specific.                                     | 9<br>40.9%      | 5<br>22.7% | 4<br>18.2% | 1<br>4.5% | 3<br>13.6% | 22     | 3.7  | 4    | 5    | 1.39    |
| Q20  | The course learning activities adequately prepared me for graded work.                                     | 6<br>27.3%      | 6<br>27.3% | 4<br>18.2% | 1<br>4.5% | 5<br>22.7% | 22     | 3.3  | 4    | 4,5  | 1.49    |
| Q21  | The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.). | 7<br>31.8%      | 2<br>9.1%  | 5<br>22.7% | 1<br>4.5% | 7<br>31.8% | 22     | 3.0  | 3    | 1,5  | 1.64    |
| Q22  | The instructor responded to inquiries within 24 hours.   | 5<br>22.7%      | 3<br>13.6% | 8<br>36.4% | 1<br>4.5% | 5<br>22.7% | 22     | 3.1  | 3    | 3    | 1.41    |
| Q23  | The instructor provided meaningful feedback on graded work.  | 1<br>4.8%       | 2<br>9.5%  | 7<br>33.3% | 2<br>9.5% | 9<br>42.9% | 21     | 2.2  | 2    | 1    | 1.23    |

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1




| CMATHSTAT Faculty Questions<br>Course Related Faculty Questions |   | Brian England |             |            |            |            |            |      |      |      |         |
|---|---|---------------|-------------|------------|------------|------------|------------|------|------|------|---------|
|   |   | Responses (%) |             |            |            |            | Individual |      |      |      |         |
|   |   | SA            | A           | N          | D          | SD         | N          | Mean | Med. | Mode | Std Dev |
| Q24   | The instructor's presentations are clear and understandable             | 4<br>18.2%    | 6<br>27.3%  | 5<br>22.7% | 2<br>9.1%  | 5<br>22.7% | 22         | 3.1  | 3    | 4    | 1.41    |
| Q25   | The Instructor makes clear what is expected of me in this course        | 5<br>22.7%    | 10<br>45.5% | 6<br>27.3% | 0          | 1<br>4.5%  | 22         | 3.8  | 4    | 4    | .94     |
| Q26   | I have confidence in the instructor's knowledge of the subject          | 9<br>40.9%    | 4<br>18.2%  | 4<br>18.2% | 1<br>4.5%  | 4<br>18.2% | 22         | 3.6  | 4    | 5    | 1.50    |
| Q27   | The instructor is helpful if the class has difficulty with the material | 3<br>13.6%    | 3<br>13.6%  | 7<br>31.8% | 2<br>9.1%  | 7<br>31.8% | 22         | 2.7  | 3    | 1,3  | 1.39    |
| Q28   | I feel welcome seeking help from the instructor                         | 2<br>9.1%     | 4<br>18.2%  | 7<br>31.8% | 3<br>13.6% | 6<br>27.3% | 22         | 2.7  | 3    | 3    | 1.29    |
| Q29   | The instructor promotes effective class discussion                      | 2<br>9.1%     | 5<br>22.7%  | 5<br>22.7% | 3<br>13.6% | 7<br>31.8% | 22         | 2.6  | 3    | 1    | 1.37    |
| Q30   | The instructor conveys enthusiasm about the course                      | 3<br>13.6%    | 3<br>13.6%  | 6<br>27.3% | 3<br>13.6% | 7<br>31.8% | 22         | 2.6  | 3    | 1    | 1.40    |
| Q31   | The instructor's responses to written work are helpful                  | 2<br>9.5%     | 3<br>14.3%  | 7<br>33.3% | 3<br>14.3% | 6<br>28.6% | 21         | 2.6  | 3    | 3    | 1.29    |











Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1










| CMATHSTAT Faculty Questions<br>Course Related Faculty Questions |   | Brian England |           |            |            |            |            |      |      |      |         |
|---|---|---------------|-----------|------------|------------|------------|------------|------|------|------|---------|
|   |   | Responses (%) |           |            |            |            | Individual |      |      |      |         |
|   |   | A             | B         | C          | D          | E          | N          | Mean | Med. | Mode | Std Dev |
| Q32   | Using A-E as grades, what is your overall rating of the instructor? | 6<br>27.3%    | 2<br>9.1% | 4<br>18.2% | 6<br>27.3% | 4<br>18.2% | 22         | 3.0  | 3    | 2,5  | 1.48    |













Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [E] E=1

|   |  |
|---|--|
| Question: What did you like about the course? |  |
| Response Rate: 77.27% (17 of 22)              |  |
| 1   | the lectures were great. I really appreciated the way concepts from the last section were referenced and recapped not expecting them to all have been memorized right away. the repetition helped. pausing after more complicated sentences to allow comprehension before moving on also helped.       |
| 2   | There is very little to nothing that I liked about the course. I have nothing against calculus as a subject, and in fact found completing formulas and equations to be near cathartic, however we were never taught the material, therefore it was difficult for me to comprehend after a given point. |
| 3   | The use of Pearson as a resource, because that is how I learned almost all the content by reading through the online book, using examples, and the help me solve it.   |
| 4   | The course itself. I am a fan of math and find math interesting. I do have a positive bias for math classes.   |
| 5   | Pearson Access is pretty good  |

















|    |   |   |
|----|---|---|
| 6  | Nothing   |   |
| 7  | Nothing.  |  |
| 8  | Nothing.  |  |
| 9  | N/A   |  |
| 10 | N/A   |  |
| 11 | I liked that I understand the content better  |  |
| 12 | I liked having several chances to score higher on a quiz in order to achieve a higher grade.  |  |
| 13 | I enjoyed how the professor put up lectures and notes for each section. I really enjoyed the software Pearsons. my last math course used aleks and Pearsons was 100% better and way less stressful. The option to have them walk through each question with you made online learning for math so much better and it was much easier to learn that way.  |  |
| 14 | I enjoy math. I loved my algebra course (got an A+). I am a numbers person, and I do appreciate the fundamentals, and just have a general liking for the algebra portions.  |  |
| 15 | After a rollercoaster of weeks, I am happy to say that I feel better at end of it now. I certainly learned a lot and received a higher grade then expected, but I can say I passed. A bright spot for me would be that I learned that "math is a puzzle, and I needed to find out how the pieces went" as I learned how to look at problem and just figure how the answer was supposed to look. |  |
| 16 | Absolutely nothing  |  |
| 17 | Absolutely nothing. The professor did not help much and responds unprofessionally to questions. There's no mercy for kids who need extensions and the syllabus is designed so that the professor can earn money while doing absolutely nothing.   |  |












| Question: What did you dislike about the course? Do you have any suggestions to improve the course? |  |   |
|---|--|---|
| Response Rate: 86.36% (19 of 22)  |  |   |
| 1   | the work load for this course seems way beyond a 200 level course. just the hours required make it hard to really absorb the material before moving on to the next and I'd routinely confuse the current chapter with the last one. more time to repeat concepts and do the optional exercises or tutoring could really help the class "stick"   |   |
| 2   | Where should I start? The professor himself was rather unpleasant— he made it difficult to reach out to him, despite his email back to me hoping to combat “the shy student who might not want to reach out in unsubstantiated / irrational fear of looking like they don't know anything”. Compared to my other course this semester, whose lecture videos were averaging at about 50 minutes, Brian England had only on average 10 minute videos to explain at most two or three problems per section, with practically no supplemental or additional assignments. There were no homeworks or any resources to learn outside of Pearson, where all he had set up for us were quizzes that were punishing to the student should they be failed. It's a rigorous course, yes, but it wasn't at all accommodated to my disability, and therefore I was heavily at a disadvantage— though I was told I'd be at *a higher advantage* should I ask him questions about the materials via office hours. Not that I know how to improve upon this short of uprooting the entire way he “teaches”, and perhaps being a little more hands on with the students, or engaging, or even a tad concerned about how they're doing in his class. He sure didn't care that I came to him with concerns of failing his course.   |  |
| 3   | Unbelievable pace  |  |
| 4   | There's too much homework. I spend 3-4 days waking up at 6 in the morning and finishing this class' homework at 3 in the afternoon, it's ridiculous and getting a C on either the midterm or final exam can make you fail the class entirely even if you have great quiz or homework grades. My suggestion is to put the rating of professors next to their name so that students can know if the money, time, and effort they're spending on that professor is worth it or just a fluke.  |  |
| 5   | There is nothing I disliked about the course. It was challenging yet I was excited to learn each time I logged in. Although, math is my least favorite course.   |  |
| 6   | The professor. This class felt like being dropped in the middle of the ocean and being expected to swim to shore. For contrast, in my algebra course Professor Brownstein posted videos going over examples of some of the more difficult problems so we understood the math and reasoning behind it. He scheduled zooms for students to ask questions, and then posted recordings of those zooms in case you weren't able to make them. Prof Brownstein's responses to our questions were relatively quick and he always tried to make sure he explained things in layman's terms, making it easy for us to understand if we were stuck. In this class with Professor England, it is the polar opposite. Any question asked is met with a passive aggressive answer. For example the homework site, Pearson, was down during the night on a Friday and Saturday. I have 2 year old twins and a full-time job and this downtime was when I would be getting the majority of my work done. I asked if it might be possible to extend the due date a little just due to the website being down and explained it was down during a crucial time for me. His response stated he was "confused on how the times posted present any true conflict." There are a lot of new formulas to learn and barely any instruction provided in their uses. Honestly, Khan Academy and Youtube were my main teachers. I spent hours upon hours TEACHING MYSELF calculus. The announcement updates were basically just telling us our grades were uploaded. I mean honestly, I taught myself this class and there were so many times where I was ripping my hair out and crying because I was so frustrated. I would have felt a lot better about this class if my professor would have been my teacher rather than myself and youtube. Honestly, this has been depressing. |  |
| 7   | The professor is rude and is non-existent.   |  |
| 8   | The instructor videos do not line up with the assignments given. Sometimes, the instructor videos only confused me because I needed more information to complete the assignments. I understand that this is a self taught class, but videos that are about the bulk of the class content would be helpful.   |  |
| 9   | The grading scale is way too harsh. I earned an A on 9 out of 12 quizzes/exams and have a low B in the course. That makes no sense. The workload is also unreasonable. It's nearly impossible to finish the work in time to be able to unlock the quizzes. Students should be able to take the quizzes and exams regardless of the Pearson material and the Pearson material should count for credit. How is it that we're spending all these hours on homework that we don't get credit for yet that's the only way to unlock the quiz? Just an overall awful way to run a class.   |  |
| 10  | The content wasn't spread out enough, the content was difficult to comprehend and the only way to get extra explanation was to google different ways to be able to understand, the time I wasted googling how to complete a question was a waste of my time and of all the money I spent taking this course.   |  |




|    |  |   |
|----|--|---|
| 11 | Pearson education and nearly useless lecture videos. Pearson does a horrible job teaching the material. The textbook provided by Pearson is somehow even worse. ALEKS at least does a better job of teaching the material. The instructional videos provided in the modals helped a little bit, but were poorly produced, too fast paced, and often had no relation to the chapter homework. I would like higher resolution (1080p or better) and the option for full screen (the small box sized video player made the text in the videos blurry). I would prefer if Brian England himself made this videos and posted them to YouTube or to a place we could comment and clarify questions about the homework.   |  |
| 12 | No comment   |  |
| 13 | N/A  |  |
| 14 | It was VERY fast-paced in terms of how much you need to complete in pearson to unlock the next section, which added up to more hours than this course is supposed to take (I would spend a minimum of 4-5 hours a day, EVERY DAY) and still struggling with some areas. The mini-lectures for each section from the instructor helped a little but almost never linked directly to the types of problem we had to do in Pearson.   |  |
| 15 | I don't think that it promotes learning to not allow formulas on exams.  |  |
| 16 | I did not like the passive aggression in the emails/announcements that were sent out to all the students. While I was not a student who asked about getting an "extension," I do feel it was unnecessary to call them out in an announcement. Other students have seen more instances of this than I have in their private emails with the professor. Additionally, some of the students feel as if their accommodations were overlooked. Although extensions were not provided, it seems they got no answers to their inquiries at all.   |  |
| 17 | Honestly, if you replaced my teacher with an automated response AI it would make zero difference in this class. Pearson was my teacher for this class, not Brian England. I would like to see more actual Teacher-Class teaching than being given the material and left to my own devices to teach myself.   |  |
| 18 | As many students will probably describe, the amount of coursework was the thing I disliked the most about the course. Given that this is detailed early on, I had to learn to adjust to the amount of work. I had to limit my hours of work just to complete this class (and not because of my other two courses), and that required me to reach into some savings to pay for expenses. At the end of the day. Another note, I learned how to skip the practice problems, given the total, and just answer the quiz's and learn that way, not sure if that is recommended in this class but it seemed to work for me.  |  |
| 19 | As a student who adores math, this course was extremely disappointing.<br><br>This was the most rigid online class I have taken so far at ASU. As a full-time student who also works full time, the requirement to log in to this class daily for attendance was extremely hard for me to accomplish, and often times actually made me do worse in the course.<br><br>Also, the professor did not provide nearly sufficient information to the students to be able to succeed in each chapter. The only learning materials the professor provided were short lecture videos that barely touched on the subjects we needed to know. Similarly, the only help we received for homework assignments, which were through Pearson, was extremely minimal and usually didn't even explain the steps for the problems because it assumes you know them already. As such, students were required to teach themselves the topics through the internet.<br><br>This course felt like a big waste of money. I am paying ASU to teach me, not to make me teach myself. |  |









|   |  |   |
|---|--|---|
| <b>Question:</b> What did you like the most about the course? |  |   |
| <b>Response Rate:</b>   | 54.55% (12 of 22)  |   |
| 1   | the lectures introduced, reintroduced, and connected new concepts well and were paced well for comprehension                   |  |
| 2   | nothing  |  |
| 3   | The multiple attempts at tests.  |  |
| 4   | The algebra portions. Because my algebra teacher was a good teacher and I felt confident in my abilities with that.            |  |
| 5   | Not much, unfortunately. My professor made it a very unpleasant experience.  |  |
| 6   | N/a  |  |
| 7   | N/A  |  |
| 8   | Made my other courses look easy.   |  |
| 9   | It taught me how to visually process information and find an answer as if it was a puzzle that I was trying to piece together. |  |
| 10  | I liked how fast it went by and how it was separated. each chapter connected with the next and they were laid out nice         |  |
| 11  | I enjoy the subject of math.   |  |
| 12  | Absolutely nothing.  |  |

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| <b>Question:</b> What did you like the least about the course? |  |
| <b>Response Rate:</b> 72.73% (16 of 22)                        |  |

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| 1  | the work load. both the total amount and the uneven workload week to week made it difficult to do extra exercises or tutoring to absorb the material.   |     |
| 2  | the entire course   |    |
| 3  | This was a very difficult concept and some extra assistance without having to email would have been appreciated. Maybe see what the top missed questions were on the quiz or test and post something regarding those or a step by step on how to complete them to be able to assist with my class.  |    |
| 4  | The professor, absolutely. There was little to no communication, brief updates, no clear use of inscribe was given (I was not told about inscribe until late October), the way myself and my fellow classmates were treated made me **severely** uncomfortable.   |    |
| 5  | The professor, and the impression that he gave that anyone who was struggling just wasn't trying hard enough. The soul crushing feeling of defeat.  |    |
| 6  | The professor.  |    |
| 7  | The course load, the amount of work is not healthy mentally and physically. seriously.  |    |
| 8  | Pearson itself is the worst.  |    |
| 9  | Nothing in particular just had a hard time with my schedule but not the course's fault  |    |
| 10 | N/A   |    |
| 11 | Lack of instruction for course material   |    |
| 12 | It took much more time and effort than I was expecting. Even what was laid out in the syllabus of time expectations was minuscule to what I actually needed to do. Because it would take such a long time to get the mastery point to unlock section quizzes, then if by chance I wanted to retake a quiz to get a better score I had to go back and redo whole sections adding HOURS on top. Which I why many of my quizzes remained lower than I would have liked (although passing). |    |
| 13 | I disliked how the professor barely helps. Everyone was teaching themselves calculus while the professor just sits there and does nothing. It was infuriating having to wake up at 6 in the morning just to finish this class's homework at 3 in the afternoon just before I need to go to work.  |    |
| 14 | I didn't like how much work there was but that is expected in a calculus class.   |    |
| 15 | Grading   |   |
| 16 | All of it. Math = toots   |  |

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| Faculty:       |   | Brian England   |
| Question:      |   | What did you like about the instructor or the method of instruction?                  |
| Response Rate: |   | 63.64% (14 of 22)   |
| 1              | n/a   |  |
| 2              | as noted in my previous notes the lectures were excellent helping me understand the material. I appreciated the feedback on inscribe problems as well.  |  |
| 3              | The way the Pearson software was built was what I liked. I had previously used Aleks (my preference for interface purposes), and now having used Pearson I can say that I liked it a lot.                                     |  |
| 4              | Nothing   |  |
| 5              | Nothing.  |  |
| 6              | Nothing.  |  |
| 7              | N/A   |  |
| 8              | Mostly how the website is set up on Pearson so I have to understand to move on  |  |
| 9              | Literally the only thing I liked was some of his sarcastic comments in the first day of the course about Pearson. It was all downhill from there.   |  |
| 10             | I really enjoyed how the course was set up and how easy it was to navigate. He always responded to emails very fast and also frequently set out emails explain when he will be inputting grades and other things of the sort. |  |
| 11             | I like that there are example videos of each module (for the most part).  |  |

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| 12 | I couldn't say.  |   |
| 13 | Clear, concise.  |  |
| 14 | Absolutely nothing enjoyable about the instructor or method of instruction. Overall it was the worst experience of my college life so far. |  |

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| <b>Faculty:</b> Brian England  |  |   |
| <b>Question:</b> What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction? |  |   |
| <b>Response Rate:</b> 77.27% (17 of 22)  |  |   |
| 1  | <p>Where should I start? The professor himself was rather unpleasant— he made it difficult to reach out to him, despite his email back to me hoping to combat “the shy student who might not want to reach out in unsubstantiated / irrational fear of looking like they don't know anything”. Compared to my other course this semester, whose lecture videos were averaging at about 50 minutes, Brian England had only on average 10 minute videos to explain at most two or three problems per section, with practically no supplemental or additional assignments. There were no homeworks or any resources to learn outside of Pearson, where all he had set up for us were quizzes that were punishing to the student should they be failed. It's a rigorous course, yes, but it wasn't at all accommodated to my disability, and therefore I was heavily at a disadvantage— though I was told I'd be at *a higher advantage* should I ask him questions about the materials via office hours. Not that I know how to improve upon this short of uprooting the entire way he “teaches”, and perhaps being a little more hands on with the students, or engaging, or even a tad concerned about how they're doing in his class. He sure didn't care that I came to him with concerns of failing his course.</p> <p>I want to emphasize, communication between myself and Brian England felt tense, belittling, and redundant. There was no way that I can say he “taught” me anything. I effectively self-taught myself the **entire curriculum**, and I did poorly at it. With absolutely no help from Professor England.</p> |    |
| 2  | Under the circumstances that students aren't even getting credit for all of the work they're doing in Pearson there should be a makeup allowance or an extra credit opportunity at the very least.   |    |
| 3  | This is a random suggestion, but I noticed that none of the lecture videos had a full screen option. While watching the lectures, I have to severely zoom my screen in to get a better visual.   |    |
| 4  | This class felt like a huge waste of tuition costs. I am paying ASU to teach me, not to make me teach myself.  |    |
| 5  | There was always a condescending attitude with his messages and announcements. I felt like I wasn't just being lectured down too, but also talked down too. Some e-mail conversations were shown to be by other students and it was more or less the same thing and feeling from them.   |    |
| 6  | There was no communication, nothing to note which questions the class had difficulty with and therefore explaining further. The only communication regarding the class throughout the whole 6 weeks was "I transferred your grades." It would have been nice to hear how others were doing or if there was a particular section that others were having difficulty with. My disability accommodations were never met which made it difficult for my success in this class.   |    |
| 7  | The videos presented the main concepts but overall the details and process did not always match what was being expected in Pearson, so much of what we had to complete to move forward in the study plan, was not presented in the lecture. Overall, I really taught myself much of the material so I knew how to properly write the answer expected of me to get it correct in Pearson.   |   |
| 8  | The professor responds to questions unprofessionally and sometimes with a hint of passive-aggressiveness. The professor does not interact with students out of his own discretion and lets a program do all the work with him while he can do nothing and just defend himself with an elaborately written syllabus if any students have problems. As I said before, please put the ratings of professors next to their names so that students can see if it's worth it to enroll in that class.  |  |
| 9  | The only thing I didn't like was when I had a question he didn't always understand what I meant but the inscribe discussions where people posted screenshots of the questions they were stuck on were better.  |  |
| 10   | The instructor was very rude and was practically non-existent during the session. I had to teach myself Calculus.  |  |
| 11   | Pace too fast within presentations.  |  |
| 12   | Not sure if it was an option , and my fault if it was, but I would really like to see a C session of this class. Many classmates shared frustrations about the length of the class (combined with the course load) and that made students extremely stressed, including myself. Many days I didn't sleep, and I can tell you my health also took a toll. Regardless of this, I am now officially done with this class and I can just be thankful of what I learned with this class and how it taught me how to improve as a student as well. Thank you Professor England.  |  |
| 13   | N/A  |  |
| 14   | I did not have any issues with the instructor.   |  |
| 15   | How precise the answers had to be even if it was still correct just in the wrong form  |  |
| 16   | He seemed completely uninterested in our success. One of the students created a chat where we could just ask each other questions because trying to post on Inscribe to get a quick response was pointless, not to mention basically degrading with Prof's passive aggressive borderline rude attitude. That student chat was literally the only thing that got me through this class, to have that support from other students. We would all try to pick each other up when it got to frustrating and it was so nice to be able to get a response that I didn't have to wait days for. We would let each other know tips and tricks with the TI-84 calculators, or try to help each other through the difficult problems, or just commiserate together. My suggestion for the Professor is this - make videos about the actual problems you are wanting us to solve, with explanations as to why you might solve it that way. Help us understand what formulas are used and why. Give a formula sheet that has the most used formulas with a quick description for what they are used for. Stop treating every student like they are not trying hard enough (especially a student that has gotten straight A's in my first year due to my dedication to my schooling). Stop treating students like we are the bane of your existence. I almost never fill these course evals out unless its for kudos, so I hope this goes somewhere because this class was an honest to god nightmare.   |  |
| 17   | He didn't teach this class. I taught myself with the assistance of Pearson.  |  |