Course:	MAT 265 20520 - Calculus for Engineers I	**Department:**	CMATHSTAT
Responsible Faculty:	Brian England	**Responses / Expected:**	22 / 67 (32.84%)

Overall Mean:
- **4.0** Cum GPA (21 responses)
- **3.9** Expected Grade (21 responses)
- **3.8** 5-Point SA>SD w/Neutral H-L (152 responses)
- **3.6** 5-Point w/ Neutral H-L (285 responses)
- **3.5** How often access course (22 responses)
- **3.4** Grading (44 responses)
- **3.4** Excellent to Poor (110 responses)
- **2.3** Class Standing (Fr,So,Jr,Sr,Grad) (21 responses)
- **1.2** Reason for course L-H (21 responses)

CMATHSTAT Course Questions
General Course Questions

		MAT 265 - 20520								
		Responses (%)					**Course**			
		SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1	Assignments and/or examinations promote learning	7 31.8%	8 36.4%	5 22.7%	0	2 9.1%	**22**	**3.8**	4	4	1.15
Q2	Class sessions are well planned	4 18.2%	9 40.9%	6 27.3%	2 9.1%	1 4.5%	**22**	**3.6**	4	4	1.03
Q3	The pace and level of the course are appropriate	6 27.3%	9 40.9%	5 22.7%	2 9.1%	0	**22**	**3.9**	4	4	.92
Q4	The course engages my interest	4 18.2%	10 45.5%	6 27.3%	1 4.5%	1 4.5%	**22**	**3.7**	4	4	.97
Q5	I learned something that I consider valuable	10 45.5%	9 40.9%	3 13.6%	0	0	**22**	**4.3**	4	5	.70

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

CMATHSTAT Course Questions
General Course Questions

		MAT 265 - 20520								
		Responses (%)					**Course**			
		A	**B**	**C**	**D**	**E**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q6	Using A-E as grades, what is your overall rating of the course?	6 27.3%	5 22.7%	6 27.3%	2 9.1%	3 13.6%	**22**	**3.4**	3.5	3,5	1.34

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

CMATHSTAT Online - Course Tool Questions
ASU Online and iCourse

		MAT 265 - 20520								
		Responses (%)					**Course**			
		OAW	**TAW**	**TTA**	**FTA**	**FOM**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q7	On average, how often did you access your course?	0	4 18.2%	7 31.8%	6 27.3%	5 22.7%	**22**	**3.5**	3.5	3	1.03

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
ASU Online and iCourse

		MAT 265 - 20520								
		Responses (%)					**Course**			
		E	**VG**	**G**	**F**	**P**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q8	How would you rate the overall quality of your experience with the technology used in this course (videos, uploading files, etc.)?	7 31.8%	5 22.7%	5 22.7%	3 13.6%	2 9.1%	**22**	**3.5**	4	5	1.30
Q9	How would you rate the ease of navigation?	7 31.8%	6 27.3%	6 27.3%	2 9.1%	1 4.5%	**22**	**3.7**	4	5	1.14
Q10	How would you rate the accessibility of the instructor?	4 18.2%	6 27.3%	3 13.6%	7 31.8%	2 9.1%	**22**	**3.1**	3	2	1.29
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	5 22.7%	5 22.7%	6 27.3%	3 13.6%	3 13.6%	**22**	**3.3**	3	3	1.32
Q12	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?	5 22.7%	5 22.7%	5 22.7%	4 18.2%	3 13.6%	**22**	**3.2**	3	3,4,5	1.35

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

CMATHSTAT Student Demographic Questions Academic General	MAT 265 - 20520									
	Responses (%)					Course				
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	Med.	Mode	Std Dev
Q13 What is your current class standing?	5 23.8%	8 38.1%	6 28.6%	1 4.8%	1 4.8%	21	2.3	2	2	1.03

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

CMATHSTAT Student Demographic Questions Academic General	MAT 265 - 20520									
	Responses (%)					Course				
	MR	**RFC**	**GS**	**EGI**		**N**	**Mean**	Med.	Mode	Std Dev
Q14 What requirement does this course meet for you?	18 85.7%	2 9.5%	1 4.8%	0		21	1.2	1	1	.50

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

CMATHSTAT Student Demographic Questions Academic General	MAT 265 - 20520									
	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?	7 33.3%	7 33.3%	5 23.8%	1 4.8%	1 4.8%	21	3.9	4	4,5	1.08

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

CMATHSTAT Student Demographic Questions Academic General	MAT 265 - 20520									
	Responses (%)					Course				
	3	**3**	**2**	**2**	**B2**	**N**	**Mean**	Med.	Mode	Std Dev
Q16 What is your current ASU GPA?	9 42.9%	5 23.8%	6 28.6%	0	1 4.8%	21	4.0	4	5	1.07

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 Online Content and Instruction	MAT 265 - 20520									
	Responses (%)					Course				
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q17 The course was easy to navigate.	11 50%	7 31.8%	4 18.2%	0	0	22	4.3	4.5	5	.76
Q18 The course presentations contributed to my learning.	9 42.9%	6 28.6%	2 9.5%	2 9.5%	2 9.5%	21	3.9	4	5	1.32
Q19 The course criteria for success on graded work was clear and specific.	8 36.4%	7 31.8%	2 9.1%	3 13.6%	2 9.1%	22	3.7	4	5	1.32
Q20 The course learning activities adequately prepared me for graded work.	7 33.3%	6 28.6%	4 19%	3 14.3%	1 4.8%	21	3.7	4	5	1.20
Q21 The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	5 22.7%	8 36.4%	4 18.2%	4 18.2%	1 4.5%	22	3.5	4	4	1.16
Q22 The instructor responded to inquiries within 24 hours.	7 31.8%	9 40.9%	5 22.7%	0	1 4.5%	22	4.0	4	4	.98
Q23 The instructor provided meaningful feedback on graded work.	4 18.2%	5 22.7%	6 27.3%	4 18.2%	3 13.6%	22	3.1	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 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 18.2%	5 22.7%	4 18.2%	8 36.4%	1 4.5%	22	3.1	3	2	1.22
Q25 The Instructor makes clear what is expected of me in this course	5 22.7%	11 50%	4 18.2%	2 9.1%	0	22	3.9	4	4	.87
Q26 I have confidence in the instructor's knowledge of the subject	8 36.4%	9 40.9%	4 18.2%	0	1 4.5%	22	4.0	4	4	.98
Q27 The instructor is helpful if the class has difficulty with the material	5 22.7%	5 22.7%	8 36.4%	4 18.2%	0	22	3.5	3	3	1.03
Q28 I feel welcome seeking help from the instructor	6 28.6%	3 14.3%	5 23.8%	5 23.8%	2 9.5%	21	3.3	3	5	1.35
Q29 The instructor promotes effective class discussion	4 18.2%	6 27.3%	7 31.8%	3 13.6%	2 9.1%	22	3.3	3	3	1.18
Q30 The instructor conveys enthusiasm about the course	5 22.7%	6 27.3%	7 31.8%	4 18.2%	0	22	3.5	3.5	3	1.03
Q31 The instructor's responses to written work are helpful	4 18.2%	5 22.7%	9 40.9%	3 13.6%	1 4.5%	22	3.4	3	3	1.07

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

CMATHSTAT Faculty Questions 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 27.3%	5 22.7%	5 22.7%	3 13.6%	3 13.6%	22	3.4	3.5	5	1.37

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:	81.82% (**18** of **22**)

1	homework helps learn the material better
2	The video lectures explain concepts thoroughly and include many helpful example problems.
3	The slower pace of the course relative to the A and B sessions was perfect.
4	The fact that the old lecture videos are still available for use
5	Pace of the C session course is appropriate for the volume of material

6	Nothing	🔍
7	No Comment	🔍
8	It was 14 weeks so I had time to learn topics that were taught poorly.	🔍
9	It got me closer to my major.	🔍
10	I love mathematics, I personally enjoy math.	🔍
11	I liked the C sessions traditional pacing. It allowed for better absorption of content while still working a full time job.	🔍
12	I liked the pace of the course as well as the use of webwork.	🔍
13	I liked that the due dates were the same each week.	🔍
14	I liked the helpfulness my peers had as far as if any of had a problem or needed help with a problem.	🔍
15	I got a base level of knowledge in Calculus to pave my major path.	🔍
16	I enjoyed learning about the material. The lectures focused on a lot of the theories behind the subject, which was something I valued over just learning how to solve a problem.	🔍
17	Example problem videos are short and on point. A greater resource for understanding and working the problems than some of the lecture videos	🔍
18	Certain instructors made concepts easier to digest, with Abramson, Inozemtseva, and Heckman being the ones that come to mind	🔍

Question:	What did you dislike about the course? Do you have any suggestions to improve the course?
Response Rate:	81.82% (**18** of **22**)

1	the videos. So this is my second round of taking this class. The professors are copy and pasting the same videos across the courses. Verbatim the same videos from my almost failed last semester. It would be nice to see actual ASU staff teaching this class. For every section in this course Youtube was my goto in order to understand and see examples of the content.	🔍
2	accents of the teachers are sometimes difficult to understand and some things on the homework are not in the included lecture videos so often times, I have to google to learn how to do something instead, or the lecture videos aren't very well laid out/organized	🔍
3	There was confusion over grades with their import into canvas being incorrectly done. Honorlock does not aid performance but rather hinders it as it can be a source of anxiety which is cognitively tasking. There was not much for practice resources just the book and homework.	🔍
4	There was no engagement. Announcements were copied and pasted from previous ones.	🔍
5	The videos are years old, and sometimes don't help at all with the homework. The course needs to ditch WebWork and find something that helps with learning. The professor notified us over halfway through the course that an "accidental" curve was being applied to our tests making all of us feel like we were doing a lot better in the class than we were. I understand mistakes happen but the professor and TA's need to pay better attention to those details, we pay thousands of dollars for this class things like that shouldn't happen.	🔍
6	The video lectures are not good. I spent more time watching organic chemistry teacher on youtube. The problem isn't the presenters understanding of the material - but 2 of the 3 lecturers have a hard time finding the English words. I commend the ability to speak multiple languages, but while delivering high-level, complex content like Calculus - it is nearly impossible to follow along with broken English and poor instructor "flow"	🔍
7	The test grade structure was horrible. I had my grade switched halfway through the session because the instructor screwed up and now i don't believe i will pass.	🔍
8	The professor's communication skills are lacking. While he claims to be magnanimous, he was leaving a curve on our grades and suddenly, took it away halfway through the semester.	🔍
9	The lecture videos. The woman that gives them has such a thick accent that it is terribly difficult to understand and follow what she is saying. Before I went to the old videos I watched the same video 4 times and only understood a little bit of it.	🔍
10	One HUGE issue I have with this course is that the weights for the exams were wrong for almost TWO MONTHS. I went into the second exam thinking I had a 108% in the class, which turned out to be a false sense of security. The professor had the exams weighted out of 70 points, then swapped it to 100 three days after the second exam, which was in April. I felt cheated and my grade dropped 18% just on that change... I get mistakes can happen, but how can something so important be wrong for so long? It's pure negligence and lack of attention to detail.	🔍
11	Oh where to begin. I'm not sure why we had a professor because I taught myself with the help of Inscribe. This course really reminded me of the SATs. You are given resources and told to prepare for the test. I learned more outside of the material given than I did with what I was given in Canvas. Not everyone is able to learn based on reading concepts, and actually need examples of how/why a problem works. There were examples, but more often than not, there wasn't for hw problems. It would have been nice to have some assignments or discussions, that further taught harder concepts. The amount of testing is insane. Taking two exams within 5 days of each other is rough. How about combining the last two exams? Or get rid of one? If it's that necessary to have to measure knowledge, throw in a quiz instead. Last, but not least, the timing on the test. If it's known that a test is harder or there is more calculations involved, why would there not be more time added to take the test?	🔍
12	Not all problems are covered by lecture videos and example problem videos. Need more example videos.	🔍

13	In the InScribe website used, I would get emails from students in other courses.	🔍
14	In Canvas, some lessons are out of order and not easy to catch so it's easy to do lessons out of order, which can be frustrating on lessons that require previous knowledge you haven't been exposed to. I recommend the order be revised.	🔍
15	I would have lived to see more office hour sessions with the instructor. In the past this has been helpful in clearing up small issues and helping us work through tough problems.	🔍
16	I wish the course had live lessons. There is little engagement with the instructor.	🔍
17	I felt like there was a few over explanations of material for example the lesson on implicit differentiation, was too long and over explained.	🔍
18	1) Professor England was not good. The perception I got of his teaching style was that he is very hands-off and laid back. - He let wrong grades sit in Canvas for months but the students didn't know they were wrong. Then he blamed that issue on someone else. - He is not responsive to emails when there are issues on test days. He is very clear that email is the appropriate method to contact him, and that test days he is available to help. It takes him 12 hours to respond on test days. - He entered wrong due dates in WebWork which made one of the exams open about 10-12 hours later than he told us it would. This can be particularly problematic for online students with the proctoring requirements. 2) WebWork is terrible. Do not let the professors use it. Use ALEKS instead. We were told by Professor England that WebWork is cheaper than other platforms and saves students money which is why he uses it. Except I now have to buy a $200 book that would normally be included in ALEKS. I would rather pay $85 for ALEKS access which has everything I need and gives me a better idea of where I am at with my progress. 3) Stop using Honorlock or any proctoring programs like it. It's way too intrusive and it doesn't work. These proctoring programs are a major invasion of privacy and a quick Google search shows how easily they can be defeated. There should be no requirement that I show you the inside of my home, hotel room, apartment, etc in order to take a test. Stop using this stuff. Find another way to test our abilities that don't require these things. Or, crazy thought, let us use notes. Asking an engineer to design a structure with no notes/resources is asking for there to be issues with that structure. If you want to prepare us for the real world, treat us like adults and let us use the resources that would be available in the real world.	🔍

Question:	**What did you like the most about the course?**
Response Rate:	**50.00**% (**11** of **22**)

1	not too many assignments in one week	🔍
2	i love math.	🔍
3	The pace of the course.	🔍
4	The navigation, the course videos and guidance of the material.	🔍
5	See previous	🔍
6	No Comment	🔍
7	Lots of practice on WebWork	🔍
8	Light workload.	🔍
9	I liked that it was offered in session c	🔍
10	I liked being able to start getting into the habits of college math classes.	🔍
11	Enjoyed the material.	🔍

Question:	**What did you like the least about the course?**
Response Rate:	**59.09**% (**13** of **22**)

1	unclear lectures, discussion post answers often vague and unhelpful, some of the review material has incorrect answers	🔍
2	the lack of original teachers posting recordings of in class discussion and understanding.	🔍
3	the instructor and his grading methods. I should have asked more questions and definitely not taking this instructors course. I am not coming back and due to him and have already enrolled in another college masters degree program.	🔍
4	WebWork questions went from 0 difficulty to 100 very quickly. A few more base level questions would help students understand before throwing the very complex questions out	🔍

5	WebWork and the old lecture videos.	🔍
6	There were no big problems I had with the course.	🔍
7	The thing I liked the least was not even really knowing who my instructor was as all announcements seemed to be copied and paste. Then there were issues regarding the grading that went unchecked till the beginning of April and effected all of or grades negatively	🔍
8	The test dates were off from the syllabus. There was also an issue with a test not being open for the stated test date.	🔍
9	Some over explanations in the material.	🔍
10	See previous	🔍
11	Not very engaging	🔍
12	In Canvas, some lessons are out of order and not easy to catch so it's easy to do lessons out of order, which can be frustrating on lessons that require previous knowledge you haven't been exposed to. I recommend the order be revised.	🔍
13	Falsely weighted grades.	🔍

Faculty:	**Brian England**
Question:	**What did you like about the instructor or the method of instruction?**
Response Rate:	**63.64**% (**14** of **22**)

1	nothing	🔍
2	no real interactions with him past the announcements so not able to put an answer here	🔍
3	The instructor seems optimistic about the course and material.	🔍
4	The instructor was responsive to student questions on InScribe.	🔍
5	The instructor never taught in the videos posted for lectures. Although most of the lectures were helpful, I usual sought additional guidance from a tutor or another Calculus lecture.	🔍
6	That there were at least announcements sent out	🔍
7	Syllabus was detailed, weekend announcements were nice	🔍
8	Nothing. Just to clarify, there were maybe less than a handful of interactions with the instructor. So I really have no opinion on this.	🔍
9	No Comment	🔍
10	N/A	🔍
11	Literally nothing.	🔍
12	I liked that there were recordings of each lesson available from the start of the course.	🔍
13	I appreciate that the instructor keeps exams open for two days to allow for different people's schedules.	🔍
14	I appreciate that the lecture videos are 720p; 540p has been too frequent in my lectures.	🔍

Faculty:	**Brian England**
Question:	**What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?**
Response Rate:	**68.18**% (**15** of **22**)

1	no real interactions with him past the announcements so not able to put an answer here- discussion post questions are answered by other instructors and videos are done by other instructors	🔍
2	copy and pasted from other professors content. I had Loy last year. this year I knew to just hit youtube and google	🔍

3	There is nothing specific that I didn't like in regards to the method of instruction.	🔍
4	The instructor made mistakes all over this course. Exams didn't open at the right time. Students were misled on the date of exams - the instructor changed the date on the syllabus the DAY OF AN EXAM. When asked why - because he "made a mistake" and now we are forced to take it on Easter Sunday? The syllabus stated for the duration of the semester that this exam was on Monday the 18th, but on Sunday the 17th the instructor changed the date on the syllabus and said "I always schedule tests on Sundays". This is unacceptable. The syllabus is contract between student and teacher and this teacher blatantly disregards that. Also - the instructor made another "mistake" on grades and misled students to believe their grade was over 15% higher than actual. This mistake was allowed to go on for MORE THAN HALF THE SEMESTER. It wasn't until after the drop deadline that the professor fixed this mistake....another unacceptable "mistake" from a poorly coordinated online course. These online courses don't require much interaction from the professor, but we ask to AT LEAST be given accurate information to work on our own - this teacher is working against us.	🔍
5	The instructor is completely ridged. I already have my Bachelors an this instructor was condescending, he has no clue how other institutions grade, or teach and to tell me so is a lie considering i have attended other institutions. He alone is the reason i have sought to get my masters degree at a different college.	🔍
6	Some instructors were difficult to follow in the lectures, so it would be nice if they were done by one instructor all the way through	🔍
7	See earlier response.	🔍
8	No Comment	🔍
9	N/A	🔍
10	Interact more with students! There are a few things that happened throughout the semester, that I feel could have been avoided if he wasn't lackluster about the course.	🔍
11	I didn't like that there were no formal reviews that the instructor did.	🔍
12	I didn't interact much with the instructor.	🔍
13	Holding office hours would be great.	🔍
14	Had hope that I was passing class due to curve. Curve then taken away. Understand that the error was introduced, and corrected, but due to its duration, felt intentional.	🔍
15	As mentioned earlier, grades were weighted wrong up until April. It's completely unacceptable. My grade dropped 18% because the instructor failed to realize exams were weighted incorrectly. This installed a false sense of security.	🔍