Course:	MAT 265 85472 - Calculus for Engineers I
Department:	CMATHSTAT
Responsible Faculty:	Brian England
Responses / Expected:	30 / 107 (28.04%)

Overall Mean:

4.7 How often access course   (30 responses)
4.1 Cum GPA   (26 responses)
4.0 5-Point SA>SD w/Neutral H-L   (210 responses)
4.0 Excellent to Poor   (150 responses)
3.8 5-Point w/ Neutral H-L   (387 responses)
3.7 Grading   (60 responses)
3.4 Expected Grade   (30 responses)
2.3 Class Standing (Fr,So,Jr,Sr,Grad)   (30 responses)
1.2 Reason for course L-H   (30 responses)

CMATHSTAT Course Questions
General Course Questions

		MAT 265 - 85472								
		Responses (%)					**Course**			
		SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1	Assignments and/or examinations promote learning	8 26.7%	12 40%	3 10%	5 16.7%	2 6.7%	**30**	**3.6**	4	4	1.22
Q2	Class sessions are well planned	8 26.7%	13 43.3%	5 16.7%	2 6.7%	2 6.7%	**30**	**3.8**	4	4	1.12
Q3	The pace and level of the course are appropriate	4 13.8%	9 31%	5 17.2%	3 10.3%	8 27.6%	**29**	**2.9**	3	4	1.44
Q4	The course engages my interest	9 30%	13 43.3%	3 10%	3 10%	2 6.7%	**30**	**3.8**	4	4	1.17
Q5	I learned something that I consider valuable	12 41.4%	11 37.9%	2 6.9%	2 6.9%	2 6.9%	**29**	**4.0**	4	5	1.17

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 - 85472								
		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?	9 30%	6 20%	7 23.3%	5 16.7%	3 10%	**30**	**3.4**	3.5	5	1.33

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 - 85472								
		Responses (%)					**Course**			
		OAW	**TAW**	**TTA**	**FTA**	**FOM**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q7	On average, how often did you access your course?	0	0	2 6.7%	4 13.3%	24 80%	**30**	**4.7**	5	5	.57

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 - 85472								
		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.)?	11 36.7%	8 26.7%	6 20%	5 16.7%	0	**30**	**3.8**	4	5	1.10
Q9	How would you rate the ease of navigation?	12 40%	8 26.7%	8 26.7%	2 6.7%	0	**30**	**4.0**	4	5	.97
Q10	How would you rate the accessibility of the instructor?	12 40%	7 23.3%	5 16.7%	6 20%	0	**30**	**3.8**	4	5	1.16
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	16 53.3%	6 20%	5 16.7%	3 10%	0	**30**	**4.2**	5	5	1.04
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?	17 56.7%	6 20%	3 10%	3 10%	1 3.3%	**30**	**4.2**	5	5	1.16

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 - 85472									
	Responses (%)					Course				
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	Med.	Mode	Std Dev
Q13 What is your current class standing?	5 16.7%	14 46.7%	9 30%	1 3.3%	1 3.3%	30	2.3	2	2	.90

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

CMATHSTAT Student Demographic Questions Academic General	MAT 265 - 85472								
	Responses (%)				Course				
	MR	**RFC**	**GS**	**EGI**	**N**	**Mean**	Med.	Mode	Std Dev
Q14 What requirement does this course meet for you?	26 86.7%	3 10%	1 3.3%	0	30	1.2	1	1	.45

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 - 85472									
	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?	4 13.3%	12 40%	7 23.3%	5 16.7%	2 6.7%	30	3.4	4	4	1.11

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 - 85472									
	Responses (%)					Course				
	3	**3**	**2**	**2**	**B2**	**N**	**Mean**	Med.	Mode	Std Dev
Q16 What is your current ASU GPA?	10 38.5%	12 46.2%	1 3.8%	2 7.7%	1 3.8%	26	4.1	4	4	1.03

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 - 85472									
	Responses (%)					Course				
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q17 The course was easy to navigate.	14 46.7%	10 33.3%	5 16.7%	1 3.3%	0	30	4.2	4	5	.84
Q18 The course presentations contributed to my learning.	17 56.7%	8 26.7%	4 13.3%	1 3.3%	0	30	4.4	5	5	.84
Q19 The course criteria for success on graded work was clear and specific.	16 53.3%	8 26.7%	4 13.3%	1 3.3%	1 3.3%	30	4.2	5	5	1.02
Q20 The course learning activities adequately prepared me for graded work.	12 40%	5 16.7%	4 13.3%	5 16.7%	4 13.3%	30	3.5	4	5	1.48
Q21 The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	20 66.7%	2 6.7%	5 16.7%	2 6.7%	1 3.3%	30	4.3	5	5	1.15
Q22 The instructor responded to inquiries within 24 hours.	18 60%	5 16.7%	6 20%	1 3.3%	0	30	4.3	5	5	.91
Q23 The instructor provided meaningful feedback on graded work.	10 33.3%	2 6.7%	7 23.3%	4 13.3%	7 23.3%	30	3.1	3	5	1.56

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	14 46.7%	10 33.3%	2 6.7%	2 6.7%	2 6.7%	30	4.1	4	5	1.18
Q25 The Instructor makes clear what is expected of me in this course	17 56.7%	10 33.3%	1 3.3%	0	2 6.7%	30	4.3	5	5	1.04
Q26 I have confidence in the instructor's knowledge of the subject	20 66.7%	6 20%	3 10%	0	1 3.3%	30	4.5	5	5	.92
Q27 The instructor is helpful if the class has difficulty with the material	11 36.7%	8 26.7%	4 13.3%	6 20%	1 3.3%	30	3.7	4	5	1.24
Q28 I feel welcome seeking help from the instructor	12 40%	8 26.7%	2 6.7%	4 13.3%	4 13.3%	30	3.7	4	5	1.45
Q29 The instructor promotes effective class discussion	11 36.7%	6 20%	8 26.7%	3 10%	2 6.7%	30	3.7	4	5	1.24
Q30 The instructor conveys enthusiasm about the course	12 40%	8 26.7%	4 13.3%	3 10%	3 10%	30	3.8	4	5	1.33
Q31 The instructor's responses to written work are helpful	11 37.9%	6 20.7%	7 24.1%	1 3.4%	4 13.8%	29	3.7	4	5	1.37

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?	16 53.3%	6 20%	1 3.3%	4 13.3%	3 10%	30	3.9	5	5	1.41

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:	73.33% (22 of 30)

1	na
2	Webwork made it much easier to complete assignments compared to using MyMathLab. Lectures presented made the material much easier to understand.
3	The videos are very well done.
4	The video lectures were awesome.
5	The structure of the lectures was nice.

6	The professor was very engaged in answering questions in Piazza - it was helpful to have more guidance than what I've had in previous online ASU MAT classes!	🔍
7	The lectures were well done	🔍
8	The lecture videos are wonderful.	🔍
9	The fact that it's online.	🔍
10	The Class was informative and clear on what was expected of the students	🔍
11	Online venue	🔍
12	Online lecture videos.	🔍
13	Nothing	🔍
14	Not one thing. The pacing does not promote learning and the course isn't available for anything longer than 7.5 weeks online. I'm failing it despite spending 3 hours a night on it.	🔍
15	Math is always fun. The homework system is pretty good. Being able to immediately see my grades for the homework assignments was nice. Videos were fairly well done, but would like to see more help videos on the tricky assignments.	🔍
16	Lecture videos are very helpful.	🔍
17	I liked the videos that went along with the course, they were very helpful!	🔍
18	I like Piazza and how Professor England was so helpful throughout. He was very fast to answer questions given his workload. I also liked the videos by Professor Abramsom.	🔍
19	I found that the video lectures were an incredibly useful tool for learning.	🔍
20	I enjoyed the Piazza feature that allowed us to get help from fellow students and instructors on problems that were giving us trouble. The videos were very informative and taught the subject very well.	🔍
21	I LOVED the videos done by Professor Jay Abramson. They helped a lot. I followed every video with the power point and this has been invaluable to me, esp. with the other two students in the videos asking questions. I will be sorely disappointed if future online math classes do not at least meet the standard he set with these videos.	🔍
22	Although tough, I've really enjoyed learning the fundamentals of Calculus.	🔍

Question:	**What did you dislike about the course? Do you have any suggestions to improve the course?**
Response Rate:	**76.67**% (**23** of **30**)

1	na	🔍
2	Webwork	🔍
3	Webwork. It's functionality for previewing correct/incorrect answers is not helpful when there are questions that have 10-15 different parts. You have to count down the list to determine which response is wrong. It's also just terrible to figure out how to correctly format answers so that Webwork will accept them. Getting answer correct isn't enough, you have to make sure you have the parenthesis and and brackets, and carrots correct too. It's very frustrating.	🔍
4	Webwork is not nearly as useful as MML or MathXL or something similar that I have used previously. As I mentioned, I liked the lectures. However, I think they needed to go much further in depth on some of them and explain what we are actually doing rather than just how to solve the problem. On most homework problems I was completely lost. I spent more time on external sites getting my information than in the classroom because most information wasn't available. There is so much homework that there is no time left over to study for the 5 exams. The exams are so much of your grade that if you blow one, you have no chance at passing the class. But if there is no time to study and practice the previous sections, how are we supposed to master it enough to do well on the exams? I think either lightening up the homework or a couple less exams would give a better balance and more time to practice what we learned. The fourth test required that you complete a section of homework that is due later than the test. This happened a few other times but it was not really an issue because the test was at the end of the week and I would have already completed that homework. But on a Monday when I am usually finishing up the homework that is actually due, I had to learn integrals in one day to take a test on it that day. I am pretty sure Issac Newton himself couldn't do that. As hard as I try to get ahead of the homework so I can study, it doesn't happen because there just isn't enough time. Also there isn't enough time to finish the exams carefully. I have to end up rushing through it and I miss very important steps. On exam 4 there were three or four problems that had over 10 parts to them. All of these problems have so many steps that there just isn't the time to carefully go through the problem. And that is if you even had the time to study and retain the information to know how to do the problem in the first place. I feel that this course was designed to set students up for failure. I now have to fail this class on purpose now so I can retake it and actually learn something the second time. I am now out of 7 weeks and all the extra money of repeating a course.	🔍

5	This course was definitely paced too quickly and was not conducive to students' success. It is difficult to completely understand the concepts that we are taught, especially since we have another class that we need to devote time to as well. Instead, I was finding myself trying to just barely grasp the concept in order to get through the homework. When it comes to exams I, as well as the majority of the other students in my class, feel that we should be provided with some type of formula sheet. We learn so many different formulas throughout this course that by the time we have an exam we are just focused on memorizing the formulas and derivatives of trig functions, instead of knowing how to apply them to the appropriate problem. I do not take my grade lightly and I work extremely hard to do my absolute best in all of my classes, however, I feel that I was set up for failure from the beginning with this course. I will be very disappointed if I have to retake this course and the fact that my GPA will most likely take a giant hit is disheartening.	🔍
6	The instructor has little understanding for his students. I have noticed the instructor's responses to student concerns (on the Piazza) can be almost rude. Very little understanding and no flexibility.	🔍
7	The fact that no one seemed to consider the idea of designing the course to fit the 8 week online format. The course was more difficult than it needed to be. Too many assignments between big tests mean you forget most of what you learn. Needed shorter quizzes at more regular intervals instead of massive tests with no formula sheets allowed.	🔍
8	The course was obviously copy pasted from the department head and the instructor added almost no value. Exception being his participation in the course message board. The pace of the course is too fast to promote true knowledge retention. The level of homework is high and the amount of difficult tests excessive given the length of the session. I personally find the material itself easy to understand yet I still had difficulties keeping pace with the course. The quality of lectures was basic at best. For each subject I found countless YouTube videos by amateurs who did a much more eloquent job of explaining the material. One big suggestion: record the in-person classes and upload those lectures for use by Online students.	🔍
9	The 2nd exam covered to much information. Some of the assignments were due after the exam and that material was on the exam which allowed no time study. for the test. Then having another test 3 days later adds extra stress. Since the emphasis of class is the correct answer, students should be allowed to have a formula sheet during the exam.	🔍
10	Nothing to really dislike.	🔍
11	No notes on tests. As an engineer it is hard to remember all formulas. I use reference books all the time at work to check formulas I do not remember. Marks reference is a very useful book.	🔍
12	It feels like these last couple of weeks worth of work have felt a little crammed with work, but overall the pace and workload have been fine.	🔍
13	I took one test on November 20, one on November 22, one on Nov 30 and my final will be on Dec 3. That's 4 tests in a 2 week period. This is in addition to the first midterm scheduled at the start of November. I understand needing to verify that we know the material, but that's a little excessive. At least two of those tests should be combined into one. I felt like I was scrambling just to get the lecture videos watched and the homeworks completed between each test I had to take at the end.	🔍
14	I think that this and all online classes should have the option for a 16 week course, not just the 7 or 8 week courses. This class was a bit fast paced and hard to keep up with and I noticed a lot of my peers felt the same way. It felt more like cramming than learning. I also didn't like the webwork as much as other resources I've used in math classes. The My Math Lab in pre-calc was awesome and gave you help where needed.	🔍
15	I think 8 weeks isn't enough time to learn a higher level math such as calculus. The purpose of online classes in my opinion is to cater to people who can't come to class whether it be they have jobs or family. I think it could be spread over 2 terms (1 semester) and the pass/fail rate would most likely triple. I also did not like Proctor U. I think it would be more beneficial to use a lockdown browser instead. In my prior class and in this one I was interrupted during exams due to either connection issues or change of proctor. I lost valuable time on both incidents that could have cost me.	🔍
16	I felt like there were a number of things in the syllabus which weren't clearly explained.	🔍
17	I disliked the smug attitude you received when you asked for help. We're not Math teachers. If we were Math teachers we wouldn't be taking Calculus.	🔍
18	I disliked the webwork interface. My previous class used mymathlab. If calculus is available in mymathlab, the learning interface is much more helpful and assists much more in actually learning the material, and I would recommend it over webwork.	🔍
19	I am not sure if the instructor reviews the answers, but It would be nice if the instructor reviews the tests give credit if your answer is wrong in previous part but you have to use that answer to answer the next part.	🔍
20	Homework for some sections were due after they were on the test.	🔍
21	ASU really needs to provide a full term (C session) of the more complex courses. This class had all of the information that I expected from a Calculus class, but it was entirely too fast-paced.	🔍
22	7 weeks is entirely too short of a time to learn all of these difficult concepts and it is nearly impossible to truly grasp any one concept. I'm not sure what can be done to improve if anything. Webworks is not the most helpful online math tool out there. I've taken courses with MatLab before and had a much better understanding of the material because MatLab is set up almost like a study guide. Webworks is just storage for online worksheets. In a short, online course like this one we need all the help we can get and MatLab provides just a little more insight. I have spent 30-40 hours or more a week on math courses before and never found myself as frustrated as I did while taking this course. I still don't know what my grade is in this course because neither my Webworks grades nor my exam grades have updated. I plan on retaking this course and buying a workbook to go along with it. I'm beginning to feel discouraged with the entire program and am likely to pursue engineering outside of ASU if the next Calculus 101 course brings the same amount of stress and frustration.	🔍
23	1) Way too fast for someone working full time and taking a second class at the same time. 2) Failing the class, not because of lack of effort, but a lack of time to focus on this time consuming course. We need a 14 week course for the higher math classes. 3) ProctorU is a painful and costly for a course that already costs so much. 4) Test windows of 1 day only? Seriously? Why is this an online course if I only have a window of 1 day to take a test. Work, family, full time school, and the instructor really expects us to be able to take the test on ONE DAY. Stupid!! One of the tests out of four gave two days. 5) The teachers comments on the discussion board showed a lack of empathy for those of us with families and jobs.	🔍

Question:	What did you like the most about the course?
Response Rate:	33.33% (10 of 30)

1	na	🔍
2	This course has moved smoothly from one section to the next. And the availability of pdf's of lectures to follow along has been great!	🔍

3	The videos. I cannot say this enough: the videos were awesome and are likely the number one contributor to my success in this class. I am historically "bad" at math, and these videos made math understandable and approachable. PLEASE continue to produce high quality learning content like this. I've had other videos (in a different school) where math teachers just drone on as if they were reading the book. It's horrible. Jay Abramson really raised the bar here, and by including the other two students it makes the ideas approachable. I don't feel alone in learning the subject.	🔍
4	The videos are very good.	🔍
5	The video presentations with the instructor Jay were excellent.	🔍
6	The structure and the video lectures were very helpful.	🔍
7	The material content was great.	🔍
8	Online	🔍
9	Jay Abramson's video lectures were the most helpful thing in this course. He taught the concepts well and seemed intent on helping students succeed! I wish that I would have taken this course with him.	🔍
10	I thought the lecture videos were well taught.	🔍

Question:	What did you like the least about the course?
Response Rate:	56.67% (**17** of **30**)

1	the support from the instructor.	🔍
2	obvious copy/paste job with no personal involvement by the instructor beyond answering Piazza questions.	🔍
3	na	🔍
4	Webworks is a giant failure of a Math Software program. The instructor is rude, I had to stop doing my coursework or I was going to have a mental breakdown. 7.5 weeks is not acceptable for Calculus in any way shape or form. I got a 25% on the Midterm after spending countless hours going over homework.	🔍
5	Webwork needs to be improved for consistency. Sometimes infinity was represented as INF and -INF. Other times as INF and MINF. Other times as infinity and -infinity. This is obnoxious inconsistency that only serves to trip students up. Sometimes, on tests, I never even had guidance on which version of how to enter infinity to use. Also on one of the topics, antiderivative, we were taught when finding the general antiderivative we have to add C. Sometimes C would be there for us, sometimes we would have to select C from a drop down menu, and sometimes, we just don't have a C at all despite being the general antiderivative. Again - consistency is necessary even if it's the student has to remember to type in +C at the end. That way, when we approach exams we don't run the risk of being penalized because we don't know which version we're going about this time.	🔍
6	Webwork as explained above.	🔍
7	Too many problems for time allotted. Calculus problems can be very long. I blew the 2nd test because I felt rushed and could not collect my thoughts fast enough	🔍
8	The schedule was very demanding. ASU says to expect 20 hours of homework per a 3 credit hour course, but I've spent 30-40 hours each week and was still unable to stay caught up. It would allow students to learn and absorb more information if ASU would offer MAT classes as a full semester course. I feel like I will forget everything that I learned because it went by too quickly.	🔍
9	The instructor and the exams.	🔍
10	The course was very fast paced, and I understand that that is necessary. However, more practice assignments would have been helpful. Webwork interface did allow for entry as a guest to do practice problems, but offers almost no feedback on incorrect answers. Practice tests would also have been very helpful. It would give us an idea of how the test would be, how we would perform, and what areas we would need to focus on for the best grade. The only way I found to study for tests, given my time constraints, was to go back through all sections as a guest and randomly pick problems and try to solve them. When I erred or didn't remember how to solve a particular problem, my only resource was to search through the video for a similar example. It was very ineffective and needlessly time consuming.	🔍
11	Nothing to really complain about here. This has been the only math class I've ever enjoyed.	🔍
12	Not enough demonstration of actual applications	🔍
13	My only complaint for this course is the use of webwork. I found webwork to be tedious and confusing to use and only contributed to the difficulty of this course.	🔍
14	I think that this and all online classes should have the option for a 16 week course, not just the 7 or 8 week courses. This class was a bit fast paced and hard to keep up with and I noticed a lot of my peers felt the same way. It felt more like cramming than learning. I also didn't like the webwork as much as other resources I've used in math classes. The My Math Lab in pre-calc was awesome and gave you help where needed.	🔍
15	I can't really think of anything I've really disliked in this course.	🔍
16	Homework problems were we were provided no examples on in the lecture on how to complete the problem.	🔍

17	1) Way too fast. 2) One day windows for test. 3) 40 dollars in test fees, in addition to tuition.	🔍

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	53.33% (**16** of **30**)

1	everything	🔍
2	Video lecture	🔍
3	The videos were helpful.	🔍
4	The professor was very engaged in answering questions in the online forum. He also provided some helpful tools and advice.	🔍
5	The only interaction that students have with the instructor is the responses to Piazza posts (not particullary positive there) and general communications (they can sometimes get a bit rude). The videos are prerecorded and are not this instructor.	🔍
6	The instructors seem to be knowledgeable of the subject.	🔍
7	The Professor was very timely with his responses to students posts.	🔍
8	Nothing special.	🔍
9	Literally nothing.	🔍
10	It was usually very clear to follow his work when answering students' questions in piazza.	🔍
11	I saw several comments from students needing help where the professor actually provided no benefical help to them learning how to solve problem they were stuck on.	🔍
12	I really appreciated the section videos you posted. They are the best instructional videos I have seen in my time at ASU. It is really beneficial to see you have interaction with other students as you are working through the material.	🔍
13	I like the availability of our instructor and the encouragement he's been able to convey. I also appreciate that he's stuck very closely to the syllabus, making minor adjustment to allow for more time to take a couple of tests, due to holidays and worklife. He's taken into account the lives of the students he has.	🔍
14	He was helpful, and didn't just hand me answers. He guided me more or less depending on what was needed. I may have spent hours on a particular problem, but his guidance helped me understand what I was missing. This is instead of just being given the answer which would get me nowhere...	🔍
15	Direct communication style, and patience in explaining things.	🔍
16	Accessibility.	🔍

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:	43.33% (**13** of **30**)

1	na	🔍
2	be flexible with students and understand that people may have trouble understanding.	🔍
3	Webwork was terrible! I have used mathlab and webassign before this class, and both of those are great tools. I especially liked mathlab because I felt like as a student new to calculus it also taught me as well as allowed me to practice. Webwork did nothing but tell you if you were right or wrong and you then were at the mercy of the instructor to explain what you didn't understand. This sometime posed a challenge because the instructor was juggling so many question at once I feel he didn't have time to go into detail and help the student relate.	🔍
4	Very guarded about test information, even small things like the amount of questions on a test.	🔍
5	This class is obviously a compression of the in-person format with no thought given to the inherent differences between the venues. The instructor was disorganized and gave conflicting answers to questions. He also exhibits a fundamental misunderstanding of the proctoring company (ProctorU). Example: he directed us to submit written work to ProctorU when this company does not provide this service. Overall, I will personally avoid this instructor as much as feasible during my time at ASU.	🔍
6	There is nothing that I disliked about your method of instruction.	🔍
7	The only other suggestion I could think of is that there be more availability of practice problems for study materials. Sometimes homework and textbook questions just aren't enough.	🔍

8	The instructor was indifferent to students' concerns about the course and he seemed like he didn't even want to teach this course. I was insulted when the professor stated that we need to "kick it into high gear if you intend on being successful". I feel that he was insinuating that we're not trying hard enough to be successful, when many of us are giving this class 110%. I spend too much time working to be successful in this class to be put down by a professor who literally does nothing, in this course, to be considered an "instructor". This instructor should not be teaching online courses.	🔍
9	Need more videos on the tricky problems.	🔍
10	I	🔍
11	It was very frustrating around week 3 - although the professor was answering questions, the answers were very non-specific and if you already weren't grasping the subject, it was hard to understand what he was trying to get across. In addition, statements such as "you should have learned this in algebra" were very non-helpful. When a person is already struggling with the material, the only thing a statement like that can do is make them feel worse about asking questions.	🔍
12	I'm not quite sure who the instructor is or what he/she does. My Blackboard says my instructor is Brian England. The lecture videos were taught by Jay Abramson, and most of the questions that were asked in Piazza were answered by students or an instructor named something like Allison. I'm confused where Brian England comes into play. He might do the grading, but I think I saw something in the syllabus about there being graders as well.	🔍
13	He was rude, closed-minded, and defensive. His responses to requests for help on Piazza were minimalistic and often incorrect.	🔍