Course:	MAT 265 14937 - Calculus for Engineers I	**Department:**	CMATHSTAT
Responsible Faculty:	Brian England	**Responses / Expected:**	16 / 71 (22.54%)

Overall Mean:

4.4 How often access course (16 responses)
4.4 5-Point SA>SD w/Neutral H-L (105 responses)
4.2 5-Point w/ Neutral H-L (208 responses)
4.2 Cum GPA (16 responses)
4.2 Grading (32 responses)
4.1 Excellent to Poor (80 responses)
3.9 Expected Grade (16 responses)
2.1 Class Standing (Fr,So,Jr,Sr,Grad) (16 responses)
1.4 Reason for course L-H (16 responses)

CMATHSTAT Course Questions
General Course Questions

		MAT 265 - 14937								
		Responses (%)					**Course**			
		SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1	Assignments and/or examinations promote learning	7 43.8%	6 37.5%	3 18.8%	0	0	16	4.3	4	5	.75
Q2	Class sessions are well planned	6 37.5%	6 37.5%	2 12.5%	2 12.5%	0	16	4.0	4	4,5	1
Q3	The pace and level of the course are appropriate	4 25%	6 37.5%	2 12.5%	3 18.8%	1 6.3%	16	3.6	4	4	1.22
Q4	The course engages my interest	6 37.5%	8 50%	2 12.5%	0	0	16	4.3	4	4	.66
Q5	I learned something that I consider valuable	10 62.5%	6 37.5%	0	0	0	16	4.6	5	5	.48

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 - 14937								
		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?	4 25%	7 43.8%	4 25%	1 6.3%	0	16	3.9	4	4	.86

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 - 14937								
		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	4 25%	1 6.3%	11 68.8%	16	4.4	5	5	.86

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 - 14937								
		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.)?	5 31.3%	6 37.5%	3 18.8%	1 6.3%	1 6.3%	16	3.8	4	4	1.13
Q9	How would you rate the ease of navigation?	9 56.3%	1 6.3%	6 37.5%	0	0	16	4.2	5	5	.95
Q10	How would you rate the accessibility of the instructor?	6 37.5%	6 37.5%	3 18.8%	1 6.3%	0	16	4.1	4	4,5	.90
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	8 50%	5 31.3%	2 12.5%	1 6.3%	0	16	4.3	4.5	5	.90
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?	8 50%	3 18.8%	4 25%	0	1 6.3%	16	4.1	4.5	5	1.14

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 - 14937									
	Responses (%)					Course			
	F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q13 What is your current class standing?	5 31.3%	7 43.8%	3 18.8%	0	1 6.3%	16	2.1	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 - 14937								
	Responses (%)				Course			
	MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q14 What requirement does this course meet for you?	13 81.3%	1 6.3%	1 6.3%	1 6.3%	16	1.4	1	1	.86

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 - 14937									
	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?	3 18.8%	9 56.3%	3 18.8%	1 6.3%	0	16	3.9	4	4	.78

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 - 14937									
	Responses (%)					Course			
	3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q16 What is your current ASU GPA?	6 37.5%	8 50%	1 6.3%	1 6.3%	0	16	4.2	4	4	.81

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 - 14937									
	Responses (%)					Course			
	SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q17 The course was easy to navigate.	10 66.7%	2 13.3%	3 20%	0	0	15	4.5	5	5	.81
Q18 The course presentations contributed to my learning.	9 60%	4 26.7%	2 13.3%	0	0	15	4.5	5	5	.72
Q19 The course criteria for success on graded work was clear and specific.	9 60%	3 20%	3 20%	0	0	15	4.4	5	5	.80
Q20 The course learning activities adequately prepared me for graded work.	6 40%	4 26.7%	3 20%	0	2 13.3%	15	3.8	4	5	1.33
Q21 The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	10 66.7%	3 20%	2 13.3%	0	0	15	4.5	5	5	.72
Q22 The instructor responded to inquiries within 24 hours.	11 73.3%	3 20%	1 6.7%	0	0	15	4.7	5	5	.60
Q23 The instructor provided meaningful feedback on graded work.	10 66.7%	2 13.3%	2 13.3%	0	1 6.7%	15	4.3	5	5	1.14

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	6 37.5%	8 50%	2 12.5%	0	0	16	4.3	4	4	.66
Q25 The Instructor makes clear what is expected of me in this course	10 62.5%	4 25%	2 12.5%	0	0	16	4.5	5	5	.71
Q26 I have confidence in the instructor's knowledge of the subject	10 62.5%	6 37.5%	0	0	0	16	4.6	5	5	.48
Q27 The instructor is helpful if the class has difficulty with the material	7 43.8%	7 43.8%	0	2 12.5%	0	16	4.2	4	4,5	.95
Q28 I feel welcome seeking help from the instructor	4 25%	10 62.5%	0	1 6.3%	1 6.3%	16	3.9	4	4	1.03
Q29 The instructor promotes effective class discussion	8 50%	5 31.3%	2 12.5%	0	1 6.3%	16	4.2	4.5	5	1.07
Q30 The instructor conveys enthusiasm about the course	5 31.3%	7 43.8%	3 18.8%	0	1 6.3%	16	3.9	4	4	1.03
Q31 The instructor's responses to written work are helpful	5 31.3%	9 56.3%	2 12.5%	0	0	16	4.2	4	4	.63

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?	10 62.5%	4 25%	1 6.3%	1 6.3%	0	16	4.4	5	5	.86

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:	**56.25**% (**9** of **16**)

1	The modules and webwork work well to give a best attempt at learning the material.	
2	The lecture videos did become more in depth near the end of the course.	
3	The instructional videos were well prepared and engaging.	
4	My evaluation of the course modules overall based on its presentation is satisfactory	
5	In depth video lectures.	

6	In depth knowledge of instructor and quality of videos was outstanding.	🔍
7	I, personally, enjoy how webwork provides steps on the solution option after homework is graded. Sometimes reviewing how it is described helps me review the material to prepare for exam.	🔍
8	I liked that the insturctor was very responsive when questions came up.	🔍
9	Good engagement from the professor and other students.	🔍

Question:	What did you dislike about the course? Do you have any suggestions to improve the course?	
Response Rate:	68.75% (**11** of **16**)	

1	Too fast paced for this in depth of a class.	🔍
2	There were not enough practice problems at a learning level. As we progressed to through web work during each section, the problem difficulty increase. However, in most sections the problem difficulty increased before I had even mastered the basic concept of what was being taught. This meant I spend a great deal of time figuring out an answer on a highly difficult question instead of learning the basic concept and the theories behind the concept. To me, it was like being asked to write a paragraph when you just learned to recite the alphabet. Even though I pushed through the problem, I am limiting my subject matter knowledge due to time constrictions which ultimately will cause greater difficulties in later classes. Also there was one question in web work where the correct answer was indicated to be invalid. The instructor even confirmed the program was advising incorrect answers were being accepted as valid while correct answers were rejected which ultimately reduces study and practice pace and affects student grades.	🔍
3	There was hardly enough information in the lecture videos. They state that the information on the videos is sufficient but that is not the case most times. The lecture videos lack in in depth explanation that is at most times needed and they tell us that if the videos aren't enough that we need to go find them other resources. There is also a high lack of repetition in the learning material. We used some formulas in one homework then never used them again until the exams. For someone like me a good amount of repetition is needed to learn formulas and certain strategies. Repetition such that the ALEKS program provided and iMathAS had provided. There were also cases where when questions were asked the instructor didn't know where we had received some of the formulas used when they had come from the videos themselves.	🔍
4	The tests were displaced by the topic by at least a week until the last two. I think I would have been more successful if the first three tests were placed sooner in the course. I also felt like some of the material could have been grouped better, specifically modules dealing with extensions of the same principles should have been combined, i.e. limits with limits, derivatives with derivatives, etc. I understand they are all linked and some principles need to be understood together, but I think the course was a little disorganized in terms of natural progression of topics.	🔍
5	The pace is honestly to much to fast. While situations vary, for an adult learner whom is working and going to school it is very difficult to dedicate 4-5 hours every night for one class. The homework takes a very long time along with the instructional videos and taking good notes. Loosing the ability to get partial credit is very disheartening as well. With test and exam weighted so heavy and no partial credit, you can barely or not at all, recover from a poor test/exam grade. Seems like one would get more credit for getting the course work/homework completed as to not ruin the course from one test/exam.	🔍
6	Not applicable	🔍
7	No practice questions for each section on web work. The pace is a little too fast.	🔍
8	I dislike the lack of variety of problems outside HW. It would be great to have a practice option that provides randomly generated problems to continue practicing.	🔍
9	I did not like the platform in which we did the lessons. It did not allow for help and I could never find out why my answers were not correct until it was to late and some questions the instructor could not even tell me why the platform said my answer was wrong.	🔍
10	I belive the course could be improved first by making sure the syllabus and course is up to date with all requirments. It felt like at some points the course was just copied from another instructor and some information was hard to find and sometimes even contradicted itself which made it difficult to diciper certian portions of the course. Another is webwork it is a good tool but in my pervious math class Pre-calc MAT 170 we used a different program that when you got a question wrong it explained it right then and there and after it gave you a similar problem but not exatly the same. With webwork it felt as if I was just guessing at the right answer until I got it correct without knowing why it was correct (this only happened on a few occasions however). I did like that once the homework was completed you could go back and see why it was the correct answer but, it was only after the due date was finished. It may be an idea to be able to see the correct way to do problems as soon as the homework is completed.	🔍
11	Felt the course moves too quickly and some of the questions on the exams hadn't really been covered or were covered so quickly it made the exams difficult. Also the videos need should be HD. It's 2020 a sole Online program shouldn't be on SD video.	🔍

Question:	What did you like the most about the course?	
Response Rate:	56.25% (**9** of **16**)	

1	well designed, well planned, well communicated	🔍
2	easy to follow	🔍
3	The system and webwork.	🔍
4	The inclusion of great real world examples and the exposition of how to break down those problems. As a student, I was able to associate the skills learned in the course with future applications very easily.	🔍
5	See perviously stated	🔍

6	Satisfactory overall	🔍
7	I liked when the videos became more in depth with the explanation of the course near the end.	🔍
8	Highest math course I've taken. Feel accomplished in passing and completing it.	🔍
9	Course work and volume seemed reasonable to learn the material.	🔍

Question:	**What did you like the least about the course?**
Response Rate:	**68.75**% (**11** of **16**)

1	the RPNow - I am new to this thing probably, not very used to it. Have to email the instructor afterwards about something I forgot to show during the room scan... very unsettling...	🔍
2	a lot of problems due at the same time	🔍
3	Would have been better as a 15 week course.	🔍
4	The lack of reference materials allowed for test/exams as that does not correlate with how it will be used in the work force.	🔍
5	The course grade page/section of the canvas was never updated unlike the other course I enrolled in, the (Sustainable Cities) course grade and feedback informed me with tentative and frequent updates of the page for grades monitoring.	🔍
6	See previously stated	🔍
7	Pace, SD videos and feel the mastery grading slope unduly punishes students who aren't in the top 10%.	🔍
8	Instructor	🔍
9	I really didn't like the fact t hat when it came to receiving a more in depth explanation to the course I had to constantly find an outside source due to the lack of information given in most videos.	🔍
10	I felt the tests were a little out of sync with the material as far as timing and that the organization of the modules could use some tweeks to put sister concepts together (limits with limits, etc.)	🔍
11	At no point and time did I have any idea what my grade in the class was. All scores were stored in web work and never posted to my grade tab within canvas.	🔍

Faculty:	**Brian England**
Question:	**What did you like about the instructor or the method of instruction?**
Response Rate:	**43.75**% (**7** of **16**)

1	Very "to the point" EXTREMELY knowledgeable no wasted time! I truly hope all higher math classes are like this I tried to drop MAT266 next session to see if Prof. E was available instead.	🔍
2	The instructor is very helpful and certainly attempts to communicate well and quickly.	🔍
3	The instructor's knowledge and methods of instruction is superb and outstandingly of a guru.	🔍
4	None	🔍
5	In some cases there the instructor did go into depth when explaining when guiding us to the correct answer.	🔍
6	I like the instructors use of piazza as a collaborative tool that helps students help each other. At the end of the day, our peers now will be our peers in the future, so building a new community is very useful.	🔍
7	Good communication and engagement.	🔍

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:	**43.75**% (**7** of **16**)

| 1 | There were times that the instructor was a bit forward with his frustrations at a few students. While I agree that guidelines need to be set and enforced, injecting emotions into a grievance only creates more emotions. I would encourage the instructor to be more objective with his posts to problem students. | 🔍 |

2	The professor seems to have difficulty hiding his feeling of contempt towards lower level math students in his response. The professor is very rigid and does not seem to like accommodating for exigent circumstances. This professor's attitude towards the class made it difficult to want to approach for help.	🔍
3	Not applicable	🔍
4	None.	🔍
5	N/A	🔍
6	In some cases when difficulty was had the instructor didn't help but instead just said watch the videos again. When most times that was not the help that was needed. The professor should do his best to help more and explain some things more in depth when the students don't understand.	🔍
7	Adding ways to improve grade or extra credit so students do not waste time and money on repeating courses. The reality is that in the practical application of this skills learned will not require memorization, but an understanding of how to apply what you learned. Not having formulas and reference material isn't practical in the real world. I would assume more students fail test just from small lapses in memory on a formula.	🔍