

Arizona State University
UC

CMATHSTAT Course Questions General Course Questions		MAT 266 - 71938									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	7 19.4%	16 44.4%	6 16.7%	4 11.1%	3 8.3%	36	3.6	4	4	1.17
Q2	Class sessions are well planned	5 13.9%	7 19.4%	12 33.3%	6 16.7%	6 16.7%	36	3.0	3	3	1.26
Q3	The pace and level of the course are appropriate	7 19.4%	13 36.1%	7 19.4%	6 16.7%	3 8.3%	36	3.4	4	4	1.21
Q4	The course engages my interest	4 11.1%	10 27.8%	7 19.4%	9 25%	6 16.7%	36	2.9	3	4	1.28
Q5	I learned something that I consider valuable	9 25%	12 33.3%	7 19.4%	2 5.6%	6 16.7%	36	3.4	4	4	1.36

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 71938									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q7	What is your current class standing?	29 80.6%	6 16.7%	1 2.8%	0	0	36	1.2	1	1	.48

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 71938									
		Responses (%)					Course				
		A	B	C	D/E	O	N	Mean	Med.	Mode	Std Dev
Q9	What grade do you expect to earn for this course?	8 22.2%	10 27.8%	10 27.8%	5 13.9%	3 8.3%	36	3.4	3.5	3,4	1.21

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 266 - 71938									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q10	What is your current ASU GPA?	14 41.2%	12 35.3%	6 17.6%	2 5.9%	0	34	4.1	4	5	.90







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

















CMATHSTAT Faculty Questions Course Related Faculty Questions		Brian England									
		Responses (%)					Individual				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q11	The instructor's presentations are clear and understandable	3 8.3%	9 25%	8 22.2%	7 19.4%	9 25%	36	2.7	3	1,4	1.30
Q12	The Instructor makes clear what is expected of me in this course	10 27.8%	13 36.1%	5 13.9%	3 8.3%	5 13.9%	36	3.6	4	4	1.34
Q13	I have confidence in the instructor's knowledge of the subject	18 50%	9 25%	6 16.7%	2 5.6%	1 2.8%	36	4.1	4.5	5	1.06
Q14	The instructor is helpful if the class has difficulty with the material	2 5.6%	11 30.6%	11 30.6%	5 13.9%	7 19.4%	36	2.9	3	3,4	1.20
Q15	I feel welcome seeking help from the instructor	5 13.9%	5 13.9%	7 19.4%	11 30.6%	8 22.2%	36	2.7	2	2	1.33
Q16	The instructor promotes effective class discussion	4 11.1%	6 16.7%	6 16.7%	9 25%	11 30.6%	36	2.5	2	1	1.36
Q17	The instructor conveys enthusiasm about the course	5 13.9%	12 33.3%	7 19.4%	7 19.4%	5 13.9%	36	3.1	3	4	1.27
Q18	The instructor's responses to written work are helpful	6 17.1%	7 20%	11 31.4%	6 17.1%	5 14.3%	35	3.1	3	3	1.27












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
Q19	Using A-E as grades, what is your overall rating of the instructor?	2 5.6%	11 30.6%	9 25%	5 13.9%	9 25%	36	2.8	3	4	1.27











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:	61.11% (22 of 36)										
1	the instructor knew the material well										
2	Well, he teaches everything you need to know, and is very clear about the expectations.										
3	This course moves at a pace that makes sense at least in the first 2 units.										
4	There were a lot of new techniques.										
5	There was not a lot of busy work which is always a positive. Only half the homework was graded.										
6	There was nothing that I found to be positive about this course.										

7	The possible applications of the math learned.	
8	The math learned, however I had to learn everything by my self	
9	The material covered is interesting and taught in a way that encourages independent learning.	
10	The fact that we had as many chances as we wanted to get the homework problems right.	
11	The course taught me what I needed to know- barely.	
12	The concepts were fair and I feel on track for Calculus 3.	
13	Promotes critical thinking.	
14	Nothing, the teacher was unclear and not helpful to students, the way topics are given don't promote any learning or interest for the student and discourage the student when the teacher refuses to help.	
15	I liked the online homework (webwork)	
16	I liked that our instructor was almost readily available through email and/or piazza which helped when students could ask questions without being in class.	
17	I liked the unit on the application of integrals since it incorporated the physics aspect to it.	
18	I liked math, but this class made me not enjoy it.	
19	I liked everything except series	
20	I like how a portion of the homework goes towards extra credit if you complete it all. I liked the student success sessions that were held by the tutoring center.	
21	I generally like math	
22	I did like how the course was set up, with a good amount of practice problems and an appropriate amount of exams.	










Question: What did you dislike about the course? Do you have any suggestions to improve the course?		
Response Rate: 63.89% (23 of 36)		
1	the way the online way is formatted	
2	n/a I wouldn't know how to improve this class if I never experienced it in person.	
3	Well, I'm not a fan that he just refused to answer some questions because he had done it in a different session of the class, whose video recording was posted. I don't have time to watch another hour of material for one problem I need help with.	
4	There is no problems with the course itself, my main complaint would have to be the professor's teaching methods.	
5	The teaching method of teaching through examples is usually helpful but in this course it was hard to tell what we were learning at what time. Concepts did not feel like we completely covered them and there was no structured review at the end of the course. I recommend highlighting the key points as we are learning and then covering those key points near exams.	
6	The professor doesn't care about any of his students. He doesn't have office hours available and he doesn't give more information by pizza	
7	The professor did not seem to care about any question asked in the class and told us to be better without giving us a direction to go towards. You could tell that he was an expert at mathematics, but he should never have entered teaching if he did not know how to do it	
8	The pace of the course was very fast.	
9	The last portion of this course didn't seem to fit with the rest of the content we learned. Sequences and Series seemed to come from nowhere, especially since we just came out of integration and applications of integration.	
10	The course material was hard to understand. So I have no suggestions.	
11	Terrible teaching. No body would go to class due to the fact lecture was absolutely useless.	

12	Professor has no interest in the students. Any legitimate questions brought up by a student are dismissed and ridiculed for having been asked. No opportunity for growth, especially when he never actually completes a question he goes over during lecture (either never gets the right answer, or stops halfway though, telling us we should know how to complete the problem, even when it's brand new material).	
13	Professor England was the main problem. The course itself is well structured and covers all of the appropriate topics that we must know in order to be successful in Calc 3. Professor England was a terrible lecturer. Although this is a college level course I felt that he rushed through his lectures and did not take enough time to thoroughly explain each concept. Instead he simply introduced it and went straight into example problems. Whenever students had a question within the lecture he was condescending and dismissive. His ego kept him from effectively explaining the question posed to him by the student. He would simply state that it should be obvious to us, and then proceed to run through the work again as if we had complete knowledge of what he was talking about. This would be effective if he had taken more time to properly explain each concept, but as I stated before he does not. Other than just his lecturing/teaching style there are some areas that he definitely needs to improve in. Throughout the course of the semester Professor England repeatedly complained about the amount of work that he was having to do. While this is understandable considering that the learning environment has changed quite drastically over the past year or so, I believe that he bit off more work than he could chew. He was teaching multiple classes, and as a result you could tell that he was struggling to get to all of his classes when it came to grading and questions. While I do applaud his effort I would also like to emphasize that when it came to teaching it was not his number one priority as he has been pursuing his PHD. That being said the numerous classes, and his focus on his PHD lead him to be an ineffective instructor. I believe this contributed to his dismissiveness of students and made the him and his class unbearable difficult to deal with. I am not the only one who feels this way. Please do something about Professor England. He is simply does not care about encouraging student to succeed. He quite literally told us at the beginning of the year that he was teaching all of these classes so that he could further pursue his PHD, and it definitely showed during the semester.	
14	Occasional issues with the canvas and webwork sites were inconvenient.	
15	Math courses are extremely difficult online, and the set up of this course was not online friendly. The webwork problems should have incorporated hints or an explanation of the problem if you couldn't figure it out. I liked that there were unlimited attempts, but I couldn't solve some problems and eventually just gave up because there was no explanation. There should be more tutorial videos for different topics as well.	
16	Lectures were taught more less off examples selectively rather than thorough explanation. The homework was significantly harder than other classes with similar unit assignments.	
17	It went at slightly too quick of a pace for my liking, especially since last semester was very challenging to learn all of the concepts needed for this course, due to the extenuating circumstances. HE should have expected that. Additionally, he needs to be better prepared for class. He expects that from me, and the expectation is mutual. He needs to do less examples and more of the teaching part.	
18	I found that the instructor's lectures were a bit too fast-paced for me; I would have understood the topics better with clearer instruction or a slightly slower pace.	
19	I don't like series. No getting around this.	
20	I disliked that we were not allowed to use calculators on the test for two exams. Also when coming to the exam there were not exam review sheets with practice questions.	
21	I didn't understand the style of teaching and was confused many times throughout.	
22	I didn't like how the course was set up in the reverse classroom method where we were expected to learn the material before class.	
23	Everything, the pace at which the teacher taught, and the class structure were very unorganized. The lectures were unhelpful as the teacher rambles during class and goes through the material at a pace that students cannot keep up with and then they're expected to know how to do it by the teacher. In my opinion, this class would be better if I had a more reasonable teacher, for example, if the class average on a test was a 56%, I would've expected a curve but the test was not curved at all.	

Faculty:		Brian England
Question:		What did you like about the instructor or the method of instruction?
Response Rate:		52.78% (19 of 36)
1	the way the instructor explains the material really helps understand it	
2	You can tell he cares about each student's learning and wants to make sure students succeed. He's on-time to class and has covered every topic we've encountered in homework and on tests.	
3	There is nothing that particularly is that great in regards to the teaching method. The examples are helpful but could be better used as aids to teaching rather than the whole teaching method.	
4	Professor England values integrity. He grades fairly, and he does what he can to ensure that the entire class gets the same treatment. He monitors the exams and makes sure he catches anyone who cheats which is incredibly admirable.	
5	Prof England explains concepts clearly and concisely. He is willing to cover material more than once to help students understand. Prof England is timely in answering questions.	
6	Nothing	
7	Nothing I didn't learn anything form it	
8	In my opinion there was nothing positive that I have to say about this instructor or his method of instruction.	
9	I liked that he had a website resource.	
10	I liked that he was available much of the time when we had questions for math homework.	

11	I liked the use of Piazza, it became very helpful when I got stuck on my webwork homework.	
12	I didn't like anything about the way the class was taught, but professor seems like a good person who does try to help people learn, but I didn't.	
13	I did not like this professor at all, not one positive comment.	
14	He was clear with his rules and instructions which led to very little confusion. He also had a good website to reference information regarding a unit online.	
15	He uses a whiteboard and we can see the majority of his body over Zoom. That is going to change once COVID is overcome, but I thought that was nice.	
16	He instructs the course in a very orderly manner.	
17	He had good intentions, he answered questions fast on piazza.	
18	He did the best with the equipment that he had, so the technical aspect of things were great.	
19	Again, he was very clear and open about everything he was thinking and doing which was really nice and helpful. Also, his weekend updates were fantastic!	

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:	58.33% (21 of 36)	
1	the online formatting of it	
2	The professor tends to do many examples but does not thoroughly explain the general concepts as to his process as well as he could. Considering he finished the material as early as he did I feel that he could have spent a little more time on that. He also tends to not be clear when answering questions and tends to go off on tangents that may not be pertinent to what we are learning.	
3	Tends to be a little condescending when asked questions almost like its a burden to ask a question. Overall, I think if they were a bit intuitive with the work yet not in condescending manner, the course would be a lot more tollerable.	
4	Slow down and explain more of how to actually work out problems instead of just giving a general application of concepts.	
5	Professor England believes in providing as many examples as possible; this wouldn't normally be an issue, however, this methodology becomes a major problem when the instructor tries to squeeze a dozen math problems into one class. Professor England fails to explain the process of any math concept because he is fixated on providing more examples, and each example isn't thoroughly presented or examined because there isn't time. I find myself vigorously copying down the math he writes on the bored, so I don't miss anything because I know that he is going to erase it immediately to get to the next example. I am eventually resigned to teaching myself the entirety of Calculus II on my own using the internet because there is absolutely nothing to gain from a lecture like that. Going online to teach myself math wouldn't normally be an issue, but as it is now, I paid a lot of money and took out loans so I could be instructed by a professor at a university, and that isn't what I'm getting if I have to teach myself math.	
6	Professor England was a terrible lecturer. Although this is a college level course I felt that he rushed through his lectures and did not take enough time to thoroughly explain each concept. Instead he simply introduced it and went straight into example problems. Whenever students had a question within the lecture he was condescending and dismissive. His ego kept him from effectively explaining the question posed to him by the student. He would simply state that it should be obvious to us, and then proceed to run through the work again as if we had complete knowledge of what he was talking about. This would be effective if he had taken more time to properly explain each concept, but as I stated before he does not. Other than just his lecturing/teaching style there are some areas that he definitely needs to improve in. Throughout the course of the semester Professor England repeatedly complained about the amount of work that he was having to do. While this is understandable considering that the learning environment has changed quite drastically over the past year or so, I believe that he bit off more work than he could chew. He was teaching multiple classes, and as a result you could tell that he was struggling to get to all of his classes when it came to grading and questions. While I do applaud his effort I would also like to emphasize that when it came to teaching it was not his number one priority as he has been pursuing his PHD. That being said the numerous classes, and his focus on his PHD lead him to be an ineffective instructor. I believe this contributed to his dismissiveness of students and made the him and his class unbearable difficult to deal with. I am not the only one who feels this way. Please do something about Professor England. He is simply does not care about encouraging student to succeed. He quite literally told us at the beginning of the year that he was teaching all of these classes so that he could further pursue his PHD, and it definitely showed during the semester.	
7	Like I mentioned before, He wasn't helpful if we had a recurring issue/misunderstanding of a particular problem. He often told us to go watch the videos from other sections that went over problems.	
8	It's difficult to understand the whole concept especially with how complex they are with only 1 example .	
9	It would have been really helpful if he walked us through what he was doing in each example more slowly.	
10	It would be better if the instructor labels the bored with the topic that is being lectured for the day. Also, going thorough and step by step with the material would be more helpful.	
11	I think he wasn't well prepared for teaching in an online environment. He has all the necessary materials like a nice camera and a whiteboard, but his teaching style is not very effective. Personally, I think he made a lot of assumptions about what students already know and in many cases rushed through a lot of the foundational material. He doesn't show all his work on the board, which is fine, but he also doesn't say it aloud all the time either. As a result, there are sections of work that I miss. I found myself lost many times during his lectures. When learning online, it is so essential not to skip information. I think engaging the class will help with this. I think making people turn their cameras on, or calling on people to shout out the next step of the problem would be very helpful. Speaking up in a class over zoom is a lot more intimidating for me than speaking up in a class that's in person. I feel that a lot of my fellow students feel this way as well. He's not a bad teacher, I think he's just having a difficult time figuring out what topics we need help on because no one speaks up.	

12	I know some of these problems are related to the COVID pandemic but I didn't feel like I learned in his class. I felt as if I could not ask questions in class because the way he reacted to other students questions were condescending. The class was taught mostly through working out example problems but he wouldn't explain why we were doing certain things at certain points which made it confusing to apply the concepts to later homework problems. Maybe his teaching style just wasn't for me but the only way I was able to pass the class was teaching myself the material on my own time since I learned close to nothing from the lectures. I would recommend highlighting key general concepts before going over practice problems so its easier to pinpoint how to apply concepts to later problems.	
13	I have none. Any dysfunctionalities I see in the class have to do with the lack of my participation, or of the class participation.	
14	I disliked that all assignments had 3 due dates for the entire semester. Without having assignments due on a weekly basis or every other couple of days made completing them on-time more difficult.	
15	I didn't like the way he taught the material. Often times I relied on tutors or other resources to get the course concepts.	
16	His pace was way too fast, and there was enough time for it to be slower, so I could not understand the rush. I think taking more time during the introduction of a new concept would make the topic easier to understand, even if the pace increases as we dive deeper into the concept.	
17	He was dismissive of questions and often tells the class to be better without offering any constructive criticism. Most of the class finds his lectures unhelpful, and resort to youtube to get the information they need.	
18	He rambles during lectures and rushes the material still expecting the students to understand and when the students are lost, he has no sympathy and blames the students studying habits and mental capability without any consideration that it could be his method of teaching.	
19	He could have done some more examples in the class.	
20	Communication skills	
21	Basically everything, Lecture is pointless. All we do is basically go over hw problems, does not explain well and goes at lighting speed. YouTube is a must and self learning everyday to stay up in the class is a must also.	