

2164A - Summer 2016 - LA - CMATHSTAT - ASUO Survey
2164A (2016)

Arizona State University
UC

Course:	MAT 266 44536 - Calculus for Engineers II	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	19 / 58 (32.76%)
Overall Mean:	4.9 How often access course (19 responses) 4.7 Cum GPA (18 responses) 4.0 Expected Grade (19 responses) 3.9 5-Point SA>SD w/Neutral H-L (132 responses) 3.7 5-Point w/ Neutral H-L (246 responses) 3.7 Excellent to Poor (95 responses) 3.7 Grading (38 responses) 2.2 Class Standing (Fr,So,Jr,Sr,Grad) (19 responses) 1.2 Reason for course L-H (19 responses)		

CMATHSTAT Course Questions General Course Questions		MAT 266 - 44536									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	5 26.3%	11 57.9%	2 10.5%	1 5.3%	0	19	4.1	4	4	.76
Q2	Class sessions are well planned	3 15.8%	11 57.9%	4 21.1%	1 5.3%	0	19	3.8	4	4	.74
Q3	The pace and level of the course are appropriate	4 21.1%	6 31.6%	4 21.1%	5 26.3%	0	19	3.5	4	4	1.09
Q4	The course engages my interest	5 26.3%	10 52.6%	3 15.8%	0	1 5.3%	19	3.9	4	4	.94
Q5	I learned something that I consider valuable	7 36.8%	10 52.6%	1 5.3%	0	1 5.3%	19	4.2	4	4	.93

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 266 - 44536									
		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?	3 15.8%	10 52.6%	4 21.1%	2 10.5%	0	19	3.7	4	4	.85

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 266 - 44536									
		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	0	2 10.5%	17 89.5%	19	4.9	5	5	.31

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 266 - 44536									
		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 26.3%	8 42.1%	4 21.1%	2 10.5%	0	19	3.8	4	4	.93
Q9	How would you rate the ease of navigation?	7 36.8%	8 42.1%	3 15.8%	0	1 5.3%	19	4.1	4	4	1
Q10	How would you rate the accessibility of the instructor?	6 31.6%	5 26.3%	4 21.1%	3 15.8%	1 5.3%	19	3.6	4	5	1.22
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	6 31.6%	6 31.6%	3 15.8%	4 21.1%	0	19	3.7	4	4,5	1.12
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?	4 21.1%	4 21.1%	5 26.3%	4 21.1%	2 10.5%	19	3.2	3	3	1.28

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 44536									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q13	What is your current class standing?	6 31.6%	7 36.8%	4 21.1%	1 5.3%	1 5.3%	19	2.2	2	2	1.09

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 44536								
		Responses (%)				Course				
		MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q14	What requirement does this course meet for you?	17 89.5%	1 5.3%	1 5.3%	0	19	1.2	1	1	.49

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 44536									
		Responses (%)					Course				
		A	B	C	D/E	O	N	Mean	Med.	Mode	Std Dev
Q15	What grade do you expect to earn for this course?	5 26.3%	9 47.4%	5 26.3%	0	0	19	4.0	4	4	.73

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 - 44536									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q16	What is your current ASU GPA?	13 72.2%	4 22.2%	1 5.6%	0	0	18	4.7	5	5	.58

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 266 - 44536									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q17	The course was easy to navigate.	10 52.6%	5 26.3%	4 21.1%	0	0	19	4.3	5	5	.80
Q18	The course presentations contributed to my learning.	5 26.3%	9 47.4%	5 26.3%	0	0	19	4.0	4	4	.73
Q19	The course criteria for success on graded work was clear and specific.	10 52.6%	5 26.3%	3 15.8%	0	1 5.3%	19	4.2	5	5	1.06
Q20	The course learning activities adequately prepared me for graded work.	4 21.1%	5 26.3%	5 26.3%	3 15.8%	2 10.5%	19	3.3	3	3,4	1.26
Q21	The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	10 55.6%	4 22.2%	3 16.7%	1 5.6%	0	18	4.3	5	5	.93
Q22	The instructor responded to inquiries within 24 hours.	10 52.6%	3 15.8%	5 26.3%	0	1 5.3%	19	4.1	5	5	1.12
Q23	The instructor provided meaningful feedback on graded work.	5 26.3%	4 21.1%	5 26.3%	2 10.5%	3 15.8%	19	3.3	3	3,5	1.38






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	5 26.3%	9 47.4%	3 15.8%	0	2 10.5%	19	3.8	4	4	1.15
Q25	The Instructor makes clear what is expected of me in this course	6 31.6%	9 47.4%	3 15.8%	0	1 5.3%	19	4.0	4	4	.97
Q26	I have confidence in the instructor's knowledge of the subject	7 36.8%	8 42.1%	4 21.1%	0	0	19	4.2	4	4	.74
Q27	The instructor is helpful if the class has difficulty with the material	4 22.2%	8 44.4%	3 16.7%	0	3 16.7%	18	3.6	4	4	1.30
Q28	I feel welcome seeking help from the instructor	3 15.8%	6 31.6%	5 26.3%	0	5 26.3%	19	3.1	3	4	1.41
Q29	The instructor promotes effective class discussion	3 15.8%	7 36.8%	8 42.1%	0	1 5.3%	19	3.6	4	3	.94
Q30	The instructor conveys enthusiasm about the course	4 21.1%	4 21.1%	7 36.8%	1 5.3%	3 15.8%	19	3.3	3	3	1.29
Q31	The instructor's responses to written work are helpful	3 15.8%	4 21.1%	8 42.1%	1 5.3%	3 15.8%	19	3.2	3	3	1.23














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?	5 26.3%	7 36.8%	3 15.8%	3 15.8%	1 5.3%	19	3.6	4	4	1.18



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:	52.63% (10 of 19)										
1	webwork is a much better program than my math lab (which I have had to use for other courses in the past). I am glad this course used webwork.										
2	n/a I don't like math.										
3	degree requirement fulfilled										
4	The lectures are very informative in the problems that are actually covered.										
5	It went fast, but without being totally overwhelming. I loved how the assignments were due later in the week so we had plenty of time to do them.										












6	It was nice to see the number of students in the class trying to help each other out and asking questions on piazza. This has been the case for all the classes I have taken, and I feel it is a great part to the online programs.	
7	Interacting with other students on the forums was a great way to get help. Helping other students also helped me better learn the material.	
8	Improved my understanding of Calculus	
9	I like the way that this course, along with MAT 265, break up the course material into focused areas of learning that draw from previous assignments/lecture material. Jay Abramson's videos are compelling, though I miss seeing the professor/student interaction seen in the videos for MAT 265 -- seems like a minor point, but the students in the videos asked questions or needed help clarifying a lesson point that I found myself asking as well.	
10	I enjoyed the lecture videos	


Question: What did you dislike about the course? Do you have any suggestions to improve the course?		
Response Rate: 68.42% (13 of 19)		
1	the instructor was unresponsive. When he did respond he was often snarky and not helpful. The instructor for videos was very boring. I have the same instruction videos for CI and the videos engaged students much more. These were short and incomplete. Often didn't show how he got from question to answer. I am teaching myself at the end of the day. Spending additional time to read material (paul's notes) that explain better when it is well known that those in this course also have full time jobs or families or both. Personally will not continue with ASU. For the price and time spent I can go to school on campus in my city.	
2	n/a	
3	Webworks	
4	There were homework problems not covered in the lectures, and those were more difficult when learning just out of the book.	
5	There was a decent amount of material, question on homework assignments, that were not covered by the lecture video(s) or the additional videos given for the sections. It is hard to handle these classes as they are set up, condensed and on line, as is. Then the students have to go out and search the web to try to find how do the things not explained in the class. Then, when we ask the professor for help, the main idea of his response was to tell us to check out Khan academy or some other website rather than providing us with the needed material. I feel like I pay tuition to be taught by this faculty the material in the course. I don't pay tuition to be told I need to go find the material on my own on other websites. I can do that without paying tuition. If I am going to be asked to solve a math problem, I should have been given that info through the course material provided by the instructor.	
6	There seemed to be too much focus on memorization and less focus on the concepts.	
7	The workload was pretty overwhelming for a 5 week course. According to the schedule we are expected to finish the final section of webwork, study for our cumulative exam, and take that exam all in the same day. I personally counteracted this by staying ahead of the schedule but I still believe either the course should cover less material or be the full 7 weeks that it usually is.	
8	The videos for this course did not contain all of the information necessary to complete each section's assignments. This made it difficult and sometimes necessary to search elsewhere for online resources or to seek out assistance in other ways. Additionally, it would have been helpful to have additional WebWork practice problems available; however, this course's homework assignments included more problems overall than my last Calculus course, so this was a helpful difference.	
9	The instructor was very condescending toward students and provided little guidance when approached for help.	
10	The assigned questions in WebWork throughout the semester required students to think more abstractly about the problem to draw from material taught throughout the semester and in previous courses -- for some of us, those previous courses were taken more than 20 years ago. Unlike MAT 265, it seemed that the video lectures and lecture notes were focused more on introducing formulas/equations in their simplest form without expanding more on approaches that involve more "critical thinking" or "systems thinking" application of the material. As a student, I get that this is the point; however, the lecture material could be improved to walk through more of these scenarios as a way to kick-start this thought process. OR, it would be helpful to have TAs/instructors that could help point students in the right direction -- not a spoon feeding of the answers, but some guided points in the discussion board that doesn't end in a suggestion to "look for it on the web".	
11	Learning references to questions not explained in the lectures.	
12	I would have preferred a different midterm/final testing format (less impact of missing one question and inability to select more than one answer on multiple choice questions) The power series lectures did not do a sufficient job of teaching the subject matter (to me.)	
13	I wish homework counted a little more.	








Question: What did you like the most about the course?		
Response Rate: 36.84% (7 of 19)		
1	n/a	
2	Videos prepared by Jay Abramson were well done - would like to see them expanded to include more abstract/critical thinking examples that align with questions likely to be seen in homework and on tests.	
3	The instructor was far better about answering questions/endorsing students' answers than previous Calculus instructors have been. This was extremely helpful in ensuring students received timely feedback and instruction to better understand the topics.	
4	The flexibility it offered.	
5	It followed the same format of its prerequisite (MAT 265)	

6	Calculus has been one of the most challenging subjects I've encountered and that's why I've enjoyed it. I believe Calculus to be meaningful and important to know.	
7	Calculus concepts	

Question: What did you like the least about the course?		
Response Rate: 42.11% (8 of 19)		
1	n/a	
2	We didn't really have an instructor for this course – Mr. England served as a discussion board moderator. On occasion, he would provide limited guidance to some students who were stuck on material, but students were mostly encouraged to seek out help from other online resources.	
3	Understandably, this was an online course with only 6 weeks to cover an immense amount of material. However, the amount of graded work available does not give you much room for error. One bad test grade can send you from an A to a failing grade, especially with each of the two proctored exams covering 70% of the grade, with only 15 questions per exam. In the future, I believe additional coursework/exams should be required to at least give students the opportunity to pass the course in the event that a student does not perform as expected on an exam.	
4	There wasn't any feedback on graded work, only if it was right or not.	
5	Lectures could have been made more complete by including all topics covered in a section.	
6	Instructor	
7	I would prefer the modules be restructured to fit the shorter summer sessions. Also I would prefer testing windows be at least 48 hours; as an online student I count on flexibility for my schedule & need to be able to avoid conflicts with other classes (for example, my finals for classes this semester are scheduled for the same day)	
8	Announcements and post were not clear. Changes to due dates were often made without knowledge.	

Faculty: Brian England		
Question: What did you like about the instructor or the method of instruction?		
Response Rate: 57.89% (11 of 19)		
1	piazza is a helpful tool	
2	This instructor was far more communicative than my last instructor. When students had questions or issues, he was prompt in responding. He handled students concerns with the pace of the course fairly and was adequately engaged.	
3	The response times to questions and conversations on Piazza were great, generally up to 3 or 4 times a day. The instructor was reasonable when technical difficulties arose with WebWork.	
4	The lecture and example videos helped slightly to improve my understanding of the material.	
5	The instructor regularly responded to posts on Piazza, usually providing helpful comments.	
6	Provided timely and effective responses to questions on the piazza forum and was also easily accessible through email.	
7	Not applicable -- Mr. England served more as a discussion board moderator than an instructor. Videos featured Jay Abramson and it's not obvious to me that Mr. England prepared any additional lecture material to support the core course material.	
8	I really like how easy it was to get in touch with the instructor.	
9	I enjoyed being able to focus on the work. The instructor reacted well to a midterm testing problem.	
10	Extremely good with responding to students online. Gave very clear instructions when I had issues with a problem.	
11	Always responds quick.	

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: 52.63% (10 of 19)		
1	stated above. Unresponsive. Short. Snarky.	

2	<p>This is the second class I have had this professor for. I only took them a second time, because it was about my only option for taking this class in this session. I had a different professor in a previous calculus class, and he was very helpful. This current professor has made it clear to us, how much he has going on, and how little spare time he has to help us with details on problems we struggle with. If we ask about information needed to solve problems, where the information needed was not provided in the class, his primary response is to tell us to go look for it on the internet. I feel like he is getting paid from out tuition dollars to teach us what we need to know, not passing us off to go search the internet.</p>	
3	<p>The tone in which the instructor answered some student's questions was very condescending, and I believe in some cases, made students to feel as though they were stupid. It made me lose a lot of respect for the instructor. When a student asks a legitimate question, and they're made to feel that their question is worthless or that the solution is "obvious", I believe that's the wrong direction. Whatever happened to "There are no stupid questions?" Students do not always learn the same things, in the same ways. Things that are difficult for some, may be easy for others and vice versa.</p> <p>Having said that, I can understand the physical and mental limitations that are imposed by the instructors tending to several live and online classes and can only imagine the stress involved with such administration. However, I don't think it justifies the tonality expressed, or a few of the rude comments I saw displayed in the Piazza forum.</p> <p>These were my opinions and observations throughout the course, and I'm thankful that I have not had to contact the instructor at all during this time. Additionally, it is my hope that I will not have to schedule another class with this instructor.</p>	
4	<p>The instructor was very condescending and rude when providing feedback to the students. For example, I had a very significant life event happen toward the beginning of the term. The course syllabus stated to contact the instructor if extra time is required when completed the assignments. Before the class began, I emailed the instructor directly, explained my situation, and asked if the deadline for only the first two assignments be changed to a later date. The instructor responded by stating that because of the online environment, the class is basically taught to students who are sitting on the couch with a laptop. He then gave me a long lecture, exaggerating my request to changing the due dates for half of the term, and suggested that I drop the class and take a less challenging math class at a local Arizona community college. I live in South Carolina.</p> <p>In some of the Piazza discussion posts, students share their frustration with the class difficulty. Instead of providing positive feedback, Mr. England responds rude and borderline degrading statements. Students are often told that they do not handle their time well and do not put in enough effort in to the class.</p> <p>I do not plan on taking another class with Mr. England. This is the first time in my 8 years of college and around 50 completed courses that I have been thoroughly disappointed with an instructor. Military Basic Training included.</p>	
5	<p>Sometimes the instructor seemed dismissive or defensive towards comments/questions on Piazza. For example, one student wrote a post saying they were feeling stressed due to the speed of the course. The instructor's response included "Please do not put me at fault for you not being prepared. it's this kind of thing that makes me and all my colleagues more unwilling to work with students on the whole". I get that this is an accelerated class, and is not intended for everyone, and that the instructor is probably tired of hearing complaints about it, but I felt that part of the response was unnecessary.</p>	
6	<p>Some responses to homework questions don't really help.</p>	
7	<p>Not fond of the way he handled online interaction with other students. Most notable irritation has to do with his handling of anonymous posts to the discussion boards by calling these students out publicly by name (please note that I was not one of these students - I always posted with name visible). The tool allows anonymous posts -- the students didn't create this feature. Some people have anxiety about asking questions; without the anonymity, it's possible that they may not have ever posted a question. If the discussion board moderator doesn't want anonymous posts, then the feature should be disabled (if possible); this, however, may limit the number of questions asked in the online forum (by the way, this anxiety isn't limited to online classes -- I'm sure there are a number of students who don't 'raise their hand' in a traditional classroom for the same reason. My point though is that calling these students out by name to chastise them publicly seemed like borderline harassment.</p> <p>As for method of instruction, I didn't feel as though Mr. England provided much in the way of actual instruction or guidance -- mostly just pointed out that students were "doing it wrong" in the discussion boards....which most students had already figured out, since they were posting questions about their work and inquiring about what wasn't right. Mr. England did note at the beginning of the class that the department's policy is not to spoon feed material to the students -- yes, I can appreciate this. However, advising students to 'look on the web' for guidance on the homework or how to apply material from lecture seemed nothing short than "figure it out on your own". If this is the Math department's approach to teaching, why bother with the formality of a MOOC environment? Just have students go through the material on Khan Academy instead....</p> <p>My suggestion for improvement here is: (a) have some respect for the students -- we're not all right out of high-school and know that there's more to learning than "figure it out on your own" -- Fortune 500 companies don't operate this way, neither should academia. (b). Find a better balance between "figure it out on your own" and "spoon feeding" -- there has to be a better way of conveying key principles and lessons from the material without doing the students' homework for them. For example, if an online resource is known to exist that explains a lesson objective really well, don't just say "I know of one in particular that's out there, go find it" without actually providing a link/reference to said material...(this was a response in a discussion thread).</p>	
8	<p>I've had instructors who in the past used adobe connect software to host live video conference office hours which many students took advantage of. I would suggest that he consider doing something similar in the future.</p>	
9	<p>I would prefer discussions to occur on Blackboard's built in Discussion Board rather than Piazza.</p>	
10	<p>I don't like how there are only two exams and they are such a large part of our over all grade. There should be smaller exams (at lease 3 or 4)</p>	