Course: MAT 267 42134 - Calculus for Engineers III	**Department:** CMATHSTAT
Responsible Faculty: Brian England	**Responses / Expected:** 15 / 50 (30%)

Overall Mean:
4.7 How often access course   (15 responses)
4.5 5-Point SA>SD w/Neutral H-L   (105 responses)
4.5 Excellent to Poor   (75 responses)
4.4 Grading   (30 responses)
4.4 Cum GPA   (14 responses)
4.3 5-Point w/ Neutral H-L   (194 responses)
3.9 Expected Grade   (15 responses)
2.1 Class Standing (Fr,So,Jr,Sr,Grad)   (15 responses)
1.3 Reason for course L-H   (15 responses)

CMATHSTAT Course Questions
General Course Questions

		MAT 267 - 42134									
		Responses (%)					**Course**				
		SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q1	Assignments and/or examinations promote learning	8 53.3%	5 33.3%	1 6.7%	0	1 6.7%	15	4.3	5	5	1.06
Q2	Class sessions are well planned	6 40%	6 40%	1 6.7%	0	2 13.3%	15	3.9	4	4,5	1.29
Q3	The pace and level of the course are appropriate	4 26.7%	6 40%	3 20%	0	2 13.3%	15	3.7	4	4	1.25
Q4	The course engages my interest	6 40%	8 53.3%	0	1 6.7%	0	15	4.3	4	4	.77
Q5	I learned something that I consider valuable	7 46.7%	7 46.7%	0	1 6.7%	0	15	4.3	4	4,5	.79

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 267 - 42134									
		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?	8 53.3%	4 26.7%	1 6.7%	2 13.3%	0	15	4.2	5	5	1.05

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 267 - 42134									
		Responses (%)					**Course**				
		OAW	**TAW**	**TTA**	**FTA**	**FOM**	**N**	**Mean**	**Med.**	**Mode**	**Std Dev**
Q7	On average, how often did you access your course?	0	1 6.7%	0	2 13.3%	12 80%	15	4.7	5	5	.79

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 267 - 42134									
		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.)?	10 66.7%	3 20%	0	2 13.3%	0	15	4.4	5	5	1.02
Q9	How would you rate the ease of navigation?	9 60%	6 40%	0	0	0	15	4.6	5	5	.49
Q10	How would you rate the accessibility of the instructor?	10 66.7%	3 20%	1 6.7%	1 6.7%	0	15	4.5	5	5	.88
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	10 66.7%	4 26.7%	1 6.7%	0	0	15	4.6	5	5	.61
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?	11 73.3%	0	3 20%	1 6.7%	0	15	4.4	5	5	1.02

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

CMATHSTAT Student Demographic Questions Academic General	MAT 267 - 42134									
	Responses (%)					Course				
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	Med.	Mode	Std Dev
Q13 What is your current class standing?	3 20%	8 53.3%	4 26.7%	0	0	**15**	**2.1**	2	2	.68

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

CMATHSTAT Student Demographic Questions Academic General	MAT 267 - 42134								
	Responses (%)				Course				
	MR	**RFC**	**GS**	**EGI**	**N**	**Mean**	Med.	Mode	Std Dev
Q14 What requirement does this course meet for you?	13 86.7%	1 6.7%	0	1 6.7%	**15**	**1.3**	1	1	.77

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 267 - 42134									
	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 33.3%	5 33.3%	4 26.7%	0	1 6.7%	**15**	**3.9**	4	4,5	1.09

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 267 - 42134									
	Responses (%)					Course				
	3	**3**	**2**	**2**	**B2**	**N**	**Mean**	Med.	Mode	Std Dev
Q16 What is your current ASU GPA?	8 57.1%	3 21.4%	3 21.4%	0	0	**14**	**4.4**	5	5	.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 267 - 42134									
	Responses (%)					Course				
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q17 The course was easy to navigate.	13 86.7%	2 13.3%	0	0	0	**15**	**4.9**	5	5	.34
Q18 The course presentations contributed to my learning.	8 53.3%	3 20%	2 13.3%	1 6.7%	1 6.7%	**15**	**4.1**	5	5	1.24
Q19 The course criteria for success on graded work was clear and specific.	11 73.3%	4 26.7%	0	0	0	**15**	**4.7**	5	5	.44
Q20 The course learning activities adequately prepared me for graded work.	8 53.3%	5 33.3%	0	1 6.7%	1 6.7%	**15**	**4.2**	5	5	1.17
Q21 The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	12 80%	3 20%	0	0	0	**15**	**4.8**	5	5	.40
Q22 The instructor responded to inquiries within 24 hours.	12 80%	3 20%	0	0	0	**15**	**4.8**	5	5	.40
Q23 The instructor provided meaningful feedback on graded work.	9 60%	3 20%	0	0	3 20%	**15**	**4.0**	5	5	1.55

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	9 64.3%	2 14.3%	1 7.1%	2 14.3%	0	14	4.3	5	5	1.10
Q25 The Instructor makes clear what is expected of me in this course	11 73.3%	2 13.3%	2 13.3%	0	0	15	4.6	5	5	.71
Q26 I have confidence in the instructor's knowledge of the subject	9 60%	6 40%	0	0	0	15	4.6	5	5	.49
Q27 The instructor is helpful if the class has difficulty with the material	9 60%	4 26.7%	2 13.3%	0	0	15	4.5	5	5	.72
Q28 I feel welcome seeking help from the instructor	7 46.7%	7 46.7%	1 6.7%	0	0	15	4.4	4	4,5	.61
Q29 The instructor promotes effective class discussion	7 46.7%	4 26.7%	4 26.7%	0	0	15	4.2	4	5	.83
Q30 The instructor conveys enthusiasm about the course	9 60%	2 13.3%	4 26.7%	0	0	15	4.3	5	5	.87
Q31 The instructor's responses to written work are helpful	7 46.7%	5 33.3%	3 20%	0	0	15	4.3	4	5	.77

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?	12 80%	1 6.7%	0	2 13.3%	0	15	4.5	5	5	1.02

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**% (**11** of **15**)

1	The content was awesome!
2	The class is well structured.
3	That it worked with my schedule as it was online and had no set course time.
4	Professor engaged via Piazza multiple times everyday. Always felt like I was able to communicate with him and receive very detailed explanations. Lecture videos were much better than Calc I and II. Scott was much more personal when he would explain the material. Videos were also edited much better than previous classes.
5	Prof. England was fantastic. Quick and very thorough responses, and good communication about the class. The homework is a lot harder than the tests, which is a method I like. If you can get through the homework, the test should be easy.

6	I love the applications we learned about throughout the course as well as some applications of the material that the instructor told us about.	🔍
7	I love how the professor is very caring, and Webwork is also very convenience.	🔍
8	I liked the quick responses by the professor and the test reviews before each test.	🔍
9	I liked the format of video lessons and a platform to discuss issues or confusions through. I also like the homework system.	🔍
10	How straightforward everything was, an outline was provided and it was followed very closely.	🔍
11	Despite the course being in the summer, it was well spread out.	🔍

Question:	**What did you dislike about the course? Do you have any suggestions to improve the course?**
Response Rate:	66.67% (**10** of **15**)

1	This class needs either a study guide for the tests or to allow a formula sheet during the test to students.	🔍
2	The quality of the material. I found myself using a lot of outside resources. The lectures did not dive deep into the subjects, and I feel that is unacceptable. The course is online should expose a student to the same quality of learning that an on campus class does. I can only imagine how much more I would have gained if the course was designed to give more in depth explanation.	🔍
3	Relevant homework assignments had due dates after test dates which made it a little tougher to prepare for the exam.	🔍
4	Nothing. I understand that it's a really short course.	🔍
5	Not really having any interactions with the professor aside from piazza, but nonetheless it is an online course and this is expected.	🔍
6	Lectures frequently go over problems that are nowhere near similar to what is assigned on homework. The amount of time I spent in MAT267 having to try and search outside sources to understand the material presented is appalling. Your "students" are paying to the tune of $2,000+ PER CLASS and you think that your lousy excuse for a "class" is passable? Your entire online math department needs to get fired and replaced with someone who understands how to actually teach an online class. Your ~20 minute lectures, 2-3 3 minute videos, and poorly written documentation and notes are not anywhere enough for a student to understand calculus. MAT 265 and 266 suffered from this somewhat but were at least somewhat passable as lectures were longer and spent a substantial amount of time going over the problems so that you had a decent foundation for the homework and tests. MAT 267 appears to have taken a different approach of huffing glue in the background and then just spewing out a pile poorly organized hot garbage and calling it a class. Lastly for the LOVE OF GOD get rid of Webwork. It looks like it is a webpage out of 2001 and has the features to match. For Trig you used Pearson MyMathLab which is a far superior learning tool as it will help students on problems understand where they went wrong so that you can learn from your mistakes and move forward. Webwork just tells you are wrong and forces the student to go to outside sources again to try and figure out why their answer was wrong because Webwork gives you nothing. And I already know your response of "That is what piazza is for!", yes piazza is great for helping students but when this is a 6 week course and people like myself work 40+ hour weeks I don't have time to drop a question into piazza and wait for some cryptic answer from the teacher back. In conclusion Arizona State should be giving a kickback to Khan Academy because they've taught me more about calculus to pass this class than your team has done on their best day.	🔍
7	I thought the course was fairly straight forward. There wasn't anything that stood out about the course that I didn't like or would want to change.	🔍
8	I think the only bad thing about online classes is the lack of interaction with other students but that's hard to fix.	🔍
9	I do not dislike anything about the course	🔍
10	Example videos of someone just reading a powerpoint are bad and practically pointless to make a video about. The examples with the instructor working through the problem from scratch with his sharpie are wonderful. That is how we have to do the problems, so seeing each step written and explained like that is way better. The lecture videos are okay. I learned the concepts better through 3rd party videos.	🔍

Question:	**What did you like the most about the course?**
Response Rate:	53.33% (**8** of **15**)

1	The content. Learning about vector fields was be far the best part of the course.	🔍
2	I love Webwork and how my Professor is very accessible.	🔍
3	I liked the fast pace and learning on my own time.	🔍
4	I liked the ease of access. Never did I have trouble finding or accessing anything, information and assignments alike.	🔍
5	I could study the material within my time constraints.	🔍
6	How everything was very well organized and easy to access.	🔍

7	Finding out the applications of the concepts learned.	🔍
8	24/7 Accessibility of the course material so I could "work" (suffer through terribly structured videos and course material that hardly ever prepare me for my homework so I spend about 3-4x the time necessary trying to figure out what I am supposed to do) through the material on my own time.	🔍

Question:	What did you like the least about the course?
Response Rate:	53.33% (**8** of **15**)

1	nothing	🔍
2	There is nothing I do not like about the course.	🔍
3	The grading scale.	🔍
4	Lectures frequently go over problems that are nowhere near similar to what is assigned on homework. The amount of time I spent in MAT267 having to try and search outside sources to understand the material presented is appalling. Your "students" are paying to the tune of $2,000+ PER CLASS and you think that your lousy excuse for a "class" is passable? Your entire online math department needs to get fired and replaced with someone who understands how to actually teach an online class. Your ~20 minute lectures, 2-3 3 minute videos, and poorly written documentation and notes are not anywhere enough for a student to understand calculus. MAT 265 and 266 suffered from this somewhat but were at least somewhat passable as lectures were longer and spent a substantial amount of time going over the problems so that you had a decent foundation for the homework and tests. MAT 267 appears to have taken a different approach of huffing glue in the background and then just spewing out a pile poorly organized hot garbage and calling it a class. Lastly for the LOVE OF GOD get rid of Webwork. It looks like it is a webpage out of 2001 and has the features to match. For Trig you used Pearson MyMathLab which is a far superior learning tool as it will help students on problems understand where they went wrong so that you can learn from your mistakes and move forward. Webwork just tells you are wrong and forces the student to go to outside sources again to try and figure out why their answer was wrong because Webwork gives you nothing. And I already know your response of "That is what piazza is for!", yes piazza is great for helping students but when this is a 6 week course and people like myself work 40+ hour weeks I don't have time to drop a question into piazza and wait for some cryptic answer from the teacher back. In conclusion Arizona State should be giving a kickback to Khan Academy because they've taught me more about calculus to pass this class than your team has done on their best day.	🔍
5	I think there could have been more student-instructor interaction in general.	🔍
6	How some modules had a lot of sections and questions where others mad very little.	🔍
7	Example videos of someone just reading a powerpoint are bad and practically pointless to make a video about. The examples with the instructor working through the problem from scratch with his sharpie are wonderful. That is how we have to do the problems, so seeing each step written and explained like that is way better. The lecture videos are okay. I learned the concepts better through 3rd party videos.	🔍
8	Can't think of anything I didn't like.	🔍

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	66.67% (**10** of **15**)

1	Very available and really puts in the effort to give a thorough answer to students questions. Reliable announcements for what is going on in the class.	🔍
2	The timeliness of responses, the humor when communicating with students, and the overall ease with which he explained things to students in a way that makes sense.	🔍
3	The instructor is strong methodically and explains the material in a concise, non-overbearing way	🔍
4	Incredibly detailed, broke down seemingly complex problems and made them much easy to solve and understand.	🔍
5	I liked the method of presentations used by the instructor.	🔍
6	I liked that the instructor responded to questions in under an hour, most of the time it was less than 30 min. I loved his knowledge of the applications of the subject to the different fields of engineering. Understanding how I will eventually apply these concepts to real word problems was very exciting.	🔍
7	How he tried to make interactions with his students through piazza and email.	🔍
8	He was amazing at answering questions, and breaking down the concepts. I took a lot of extra time to explain deep complex parts of the problems and relate it back to previously learned content from calc 1 and 2.	🔍
9	He is very accessible in Piazza and email, and I really like it.	🔍
10	Doesn't apply as all teaching is done by prerecorded lectures.	🔍

Faculty:	Brian England
Question:	What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?
Response Rate:	66.67% (**10** of **15**)

#		
1	The instructor turned my class related question into a platform for him to rant about ratemyprofessor. For what reason, I am still unsure. I asked a simple question about the "Show Solution" button on WebWorks and the professor misunderstood my question even when other students tried to reiterate it for him. He went on to talk about his thoughts on himself how students' portrayal of him on RMP was totally inaccurate and how him and his colleagues laugh at the ratings in their offices. Again, none of this was related to my question. It was really off-putting and I felt completely unheard in my question.	🔍
2	Since the videos are pre-made and uploaded, I think there could have been more interaction with the students to make the class seem less self-driven but other than that, nothing	🔍
3	See 10	🔍
4	Nothing, would absolutely choose him again.	🔍
5	Not a real complaint or bad thing. When he starts a response to a question, 80% of the time he starts by saying "well first off, ". Not a huge issue but it comes off the wrong way. By the time you e read the full post you can feel the sincerity of his words. But those starting words put me in a defensive posture the first few times.	🔍
6	N/A	🔍
7	I wish he would have taught the class through lecture videos. He seemed like he had a lot of amazing knowledge to share. ASU needs to reconsider the structure of the courses like these. Even if this is mathematics it shouldn't be a cookie cutter class that does not ensure a wide variety of learning types can succeeded. Also, I feel this is important to point out. The home work takes a huge, and I mean huge amount of time. I spent at least 5 hours a night working on homework. The problem is not the homework, the homework is very helpful. The issue is that it is only worth 10% of the grade. Not everyone is a good test taker, and having 90% of your grade dictated by exams is unfair. 6 hours of exam time being equal to 90% of the grade verses 5+ hours 7 to 6 days a week of home work to equate to only 10% is not proportional.	🔍
8	I have no suggestions	🔍
9	I do not dislike anything about him.	🔍
10	How there wasn't much communication due to being online.	🔍