Course:	MAT 267 76719 - Calculus for Engineers III: -	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	48 / 106 (45.28%)

Overall Mean:

- **4.4** How often access course   (48 responses)
- **4.4** 5-Point SA>SD w/Neutral H-L   (336 responses)
- **4.3** Grading   (96 responses)
- **4.2** 5-Point w/ Neutral H-L   (624 responses)
- **4.1** Excellent to Poor   (240 responses)
- **4.0** Cum GPA   (42 responses)
- **3.9** Expected Grade   (47 responses)
- **2.7** Class Standing (Fr,So,Jr,Sr,Grad)   (48 responses)
- **1.2** Reason for course L-H   (48 responses)

CMATHSTAT Course Questions
General Course Questions

		MAT 267 - 76719									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	25 52.1%	19 39.6%	3 6.3%	1 2.1%	0	48	4.4	5	5	.70
Q2	Class sessions are well planned	20 41.7%	21 43.8%	3 6.3%	3 6.3%	1 2.1%	48	4.2	4	4	.94
Q3	The pace and level of the course are appropriate	20 41.7%	16 33.3%	9 18.8%	3 6.3%	0	48	4.1	4	5	.92
Q4	The course engages my interest	19 39.6%	16 33.3%	10 20.8%	3 6.3%	0	48	4.1	4	5	.92
Q5	I learned something that I consider valuable	27 56.3%	14 29.2%	5 10.4%	2 4.2%	0	48	4.4	5	5	.83

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 - 76719									
		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?	23 47.9%	14 29.2%	9 18.8%	2 4.2%	0	48	4.2	4	5	.89

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 - 76719									
		Responses (%)					Course				
		OAW	TAW	TTA	FTA	FOM	N	Mean	Med.	Mode	Std Dev
Q7	On average, how often did you access your course?	0	2 4.2%	4 8.3%	14 29.2%	28 58.3%	48	4.4	5	5	.81

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 - 76719									
		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.)?	21 43.8%	12 25%	8 16.7%	4 8.3%	3 6.3%	48	3.9	4	5	1.22
Q9	How would you rate the ease of navigation?	22 45.8%	15 31.3%	8 16.7%	3 6.3%	0	48	4.2	4	5	.92
Q10	How would you rate the accessibility of the instructor?	24 50%	11 22.9%	8 16.7%	5 10.4%	0	48	4.1	4.5	5	1.03
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	25 52.1%	13 27.1%	5 10.4%	5 10.4%	0	48	4.2	5	5	1
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?	27 56.3%	8 16.7%	9 18.8%	4 8.3%	0	48	4.2	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 - 76719									
	Responses (%)					Course				
	F	**S**	**J**	**S**	**G**	**N**	**Mean**	Med.	Mode	Std Dev
Q13 What is your current class standing?	2 4.2%	20 41.7%	20 41.7%	4 8.3%	2 4.2%	**48**	**2.7**	3	2,3	.85

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

CMATHSTAT Student Demographic Questions Academic General	MAT 267 - 76719								
	Responses (%)				Course				
	MR	**RFC**	**GS**	**EGI**	**N**	**Mean**	Med.	Mode	Std Dev
Q14 What requirement does this course meet for you?	41 85.4%	4 8.3%	2 4.2%	1 2.1%	**48**	**1.2**	1	1	.62

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 - 76719									
	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?	14 29.8%	17 36.2%	12 25.5%	3 6.4%	1 2.1%	**47**	**3.9**	4	4	.99

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 - 76719									
	Responses (%)					Course				
	3	**3**	**2**	**2**	**B2**	**N**	**Mean**	Med.	Mode	Std Dev
Q16 What is your current ASU GPA?	15 35.7%	15 35.7%	10 23.8%	1 2.4%	1 2.4%	**42**	**4.0**	4	4,5	.95

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 - 76719									
	Responses (%)					Course				
	SA	**A**	**N**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q17 The course was easy to navigate.	35 72.9%	10 20.8%	2 4.2%	0	1 2.1%	**48**	4.6	5	5	.75
Q18 The course presentations contributed to my learning.	27 56.3%	10 20.8%	5 10.4%	4 8.3%	2 4.2%	**48**	4.2	5	5	1.16
Q19 The course criteria for success on graded work was clear and specific.	32 66.7%	11 22.9%	5 10.4%	0	0	**48**	4.6	5	5	.67
Q20 The course learning activities adequately prepared me for graded work.	24 50%	10 20.8%	10 20.8%	2 4.2%	2 4.2%	**48**	4.1	4.5	5	1.11
Q21 The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	34 70.8%	11 22.9%	3 6.3%	0	0	**48**	4.6	5	5	.59
Q22 The instructor responded to inquiries within 24 hours.	30 62.5%	13 27.1%	4 8.3%	0	1 2.1%	**48**	4.5	5	5	.82
Q23 The instructor provided meaningful feedback on graded work.	26 54.2%	8 16.7%	7 14.6%	2 4.2%	5 10.4%	**48**	4.0	5	5	1.34

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	24 50%	13 27.1%	10 20.8%	0	1 2.1%	48	4.2	4.5	5	.92
Q25 The Instructor makes clear what is expected of me in this course	27 56.3%	15 31.3%	5 10.4%	1 2.1%	0	48	4.4	5	5	.76
Q26 I have confidence in the instructor's knowledge of the subject	33 68.8%	9 18.8%	5 10.4%	0	1 2.1%	48	4.5	5	5	.84
Q27 The instructor is helpful if the class has difficulty with the material	21 43.8%	18 37.5%	9 18.8%	0	0	48	4.3	4	5	.75
Q28 I feel welcome seeking help from the instructor	23 47.9%	12 25%	10 20.8%	2 4.2%	1 2.1%	48	4.1	4	5	1.01
Q29 The instructor promotes effective class discussion	24 50%	13 27.1%	8 16.7%	3 6.3%	0	48	4.2	4.5	5	.93
Q30 The instructor conveys enthusiasm about the course	22 45.8%	16 33.3%	8 16.7%	1 2.1%	1 2.1%	48	4.2	4	5	.93
Q31 The instructor's responses to written work are helpful	17 35.4%	15 31.3%	15 31.3%	1 2.1%	0	48	4.0	4	5	.87

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?	29 60.4%	12 25%	2 4.2%	5 10.4%	0	48	4.4	5	5	.97

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:	81.25% (**39** of **48**)

1	i like about the course is well organized course and the homework and the exams deadline are good and the most topic that i like in this course is cylinders and quadric surfaces	🔍
2	Well planned out, instructor is a great communicator	🔍
3	Using webwork because it promoted learning through its questions that teach us deeper knowledge as we answer them. It also allows us to be able to easily ask the instructor questions if needed.	🔍
4	This course taught me all about the 3-D world and I enjoyed every minute of it - and there was ALOT of time spent learning the material.	🔍
5	Theories and tutorials	🔍

6	The video and examples were a great help.	🔍
7	The professor was understanding that the test was not giving partial credit properly and was willing to compensate for grades for that.	🔍
8	The order in which we learned what we learned.	🔍
9	The lecture videos have been much more helpful than the previous math classes I've taken at ASU (Calc for Engineers 1 & 2) as the person in these videos actually explains everything that is happening and how to do things rather than going through problems and expecting the students to know how yo uget from one step to another.	🔍
10	The lectures were well done and having access to PDF slides of the lectures was incredible helpful and time saving. I wish That would have been the case for calculus 1 and 2.	🔍
11	The lectures were short concise and covered exactly what I needed. I wasn't overwhelmed with tons of videos to cram every day.	🔍
12	The instructors engagement was well above average and definitely had a positive effect on my overall perception of the course.	🔍
13	The flexibility and accessibility of the professor, he was very attentive and help any way he could. I also liked the length of the lectures and how well they corresponded to the homework, helped me better understand it a lot easier.	🔍
14	The discussion board was superb and the response of the teacher was immensely appreciated, I took Calc3 last year and there was practically no support from an un-named teacher.	🔍
15	The course was well laid out and there were plenty of resources for each section. It was fast paced but never felt overwhelming for me.	🔍
16	The course offered a challenging but thorough overview of high-level mathematics.	🔍
17	The classwork could be self paced as long as it made it in by the due date	🔍
18	Relatively straightforward exams.	🔍
19	Professor England is down to earth, very engaged with his students. It is a challenging course, however if you are willing to do the work and study there are plenty of opportunities for you to get help.	🔍
20	Professor England was extremely helpful and engaged with the class. I also like WeBWorK, it is much better than Pearson Mastering.	🔍
21	Nothing, really.	🔍
22	Lots of good quality lessons and opportunities to apply what was learned to see how well you understood it.	🔍
23	It was a good, appropriate challenge.	🔍
24	Instructor helpful an engaged	🔍
25	I'm neutral when it comes to this course. It's something that I probably will never use, except for the next math course.	🔍
26	I understood this much better than calc 2. England was extremely responsive which helped a lot as well.	🔍
27	I think that the homework problems were very well displayed in most cases. The problems consisted of a combination of easy, medium, to hard, and conceptual driven problems that all played a role in learning the material. When it was time to study for exams, reviewing the homework was a great resource to rely on.	🔍
28	I liked that there was a lot of material to look over for learning/homework help; there's a lot of content flying around but having alternative forms and a variety of examples help make it more manageable.	🔍
29	I liked the material and the presentation (though the videos were a little fast paced)	🔍
30	I liked the instructions in this course. Mr England was open and up to date with the class and continued to inform us weekly on changes and updates.	🔍
31	I liked the simplicity of the grading.	🔍
32	I liked the consistent set up of the course, the assignments were always very clear and I knew what was expected of me for assignments and tests. Given the challenges of online learning, specifically for math, I feel the professor did a fair job of explaining and accommodating, but there is room for improvement.	🔍
33	I liked that our professor was easy to reach and was active in our edstem thread.	🔍
34	I like the subjects we learn in this class and we can use that in real life situations.	🔍

35	I happen to like math, though it takes me a bit to get a good grasp on the concepts, which is something I learned through this course.	🔍
36	I enjoy math studies, so this course is engaging to me.	🔍
37	I appreciate when the lectures incorporate real-world use-cases to explain problems as this helps better cement in my mind what we are actually trying to learn and accomplish.	🔍
38	Homework difficulty versus exam difficulty. With the homework being as challenging as it was, exams were very reasonable.	🔍
39	Ed discuss and student cooperation was very helpful	🔍

Question:	**What did you dislike about the course? Do you have any suggestions to improve the course?**
Response Rate:	77.08% (**37** of **48**)

1	too many calculations	🔍
2	n/a	🔍
3	When I take an ASU course and think to myself, "The Best Online University in the Nation" is the school's advertisements, I feel a bit sad. The video lectures are OK at best. They cover 50-80% of the material depending on the module. The supplemental lectures, when there are any, make early YouTube videos look like Hollywood productions. Most people in this course, if not all, had to use YouTube to learn most of the concepts. I'm not saying that on-campus students don't have to use outside learning to supplement the lectures, but if the school's idea of saving money is to throw together a quick lecture for each module, background construction noise and all, then what am I paying the school so much for? Either pass the savings on to the students or invest in the course content. After all, you record the videos once. We as students have to watch them thousands of times.	🔍
4	Though not major, the pacing of the videos could be slightly slower to allow ample time for note taking. Being videos, they are easy to pause however so this is not a huge problem. The way the modules were organized was slightly confusing as well. Typically, it seems as if modules are organized by what is due in a week but this course had a lot of overlap between what was due in a given week in relation to the modules.	🔍
5	This is my first semester ever doing an online course so it might be because I'm not used to the format, but the grading in this class is pretty intense (90% of your grade relies on exams and 10% is homework). Considering how there are only 3 exams, there's a ton of pressure put on me to do well on them. If you get a poor grade on one of the exams, it drops your grade by a letter or two. There were no extra credit opportunities, which is understandable, in order for me to get the grade I would have liked either.	🔍
6	This being a very fast-paced course, I do feel like the lectures lacked ideas or examples to successfully complete all of the homework problems. I often turned to the textbook, fellow students, or the Ed discussion board to assist with understanding some of the material.

I would recommend updating/providing worked-out video samples related to the homework to help students see how one would tackle a problem.

Another recommendation would be to host weekly meetings (for an hour at least) to discuss challenges or things to look out for to better prepare for exams. | 🔍 |
7	There would be assignments that would be due a day before the exam, which means we would only have a day to learn and study 4 chapters worth of solutions before the exam on top of what we would already have to study for.	🔍
8	There was nothing about the course that I disliked.	🔍
9	There was nothing to dislike. I guess the cramming into 6 and a half weeks. It's doable, though.	🔍
10	The pace is pretty rough, but honestly, the material is not too difficult. I do wish the homework was worth more points and the exams less though.	🔍
11	The lecture videos need to go into the modules, I will probably end up with a C instead of what could've been an A because the announcement that stated where the lectures were was inappropriately titled 'lecture notes' instead of something about lecture location. Having nothing but the short hand version that was in the modules left a major knowledge gap after failing Exam 2 miserably I found a professor on YouTube who has been a great deal of help, but that I can find the information easier and better presented on YouTube ('professor leonard' is the name of the channel if you're curious) has me really wondering why I'm spending my money here.	🔍
12	The lecture videos were dry and just straight up theory. Most of the time, it was well enough to get you through the first two problems of the hw, but that was about it. I would have appreciated more applications. For example, for TNB frames, I watched a YouTuber named Professor Leonard and he gave an example of how a TNB could be applied to a plane moving through space- that solidified that in my mind. I eventually stopped watching the ASU lecture videos and just relied on Professor Leonard for the information. Don't get me wrong, the professor was likeable and charismatic in the videos, but all theory and no application makes a for a dull unprepared student for when the real-world hits - or even unprepared for the hw.	🔍
13	The grading rubric for this class was/is particularly harsh. The 3 proctored exams comprise 90% of the grade for the course. I have struggled with the 2 hour exam time limit in other math courses as ASU. But the Calc III difficulty level level combined with the all-or-nothing nature of WeBWork exams is quite punishing.	🔍
14	The class base videos are the same between calc teachers. however Mr. England did extra videos which helped a lot! I would suggest naming them appropriate to module or lesson from the book, also as he knows the audio is a little meh. But I understand through my own experience audio in videos can be tricky getting perfect.	🔍
15	Sometimes didn't know where in the textbook it was, would've liked to see some implementation of the book.	🔍
16	Some of the material done during homework questions was not well covered during lecture videos or supplemental materials.	🔍
17	Should be a c session. Too much important info in a short time frame	🔍
18	Problem sets do not offer any feedback as to what you are doing wrong. Spent more time trying to find a misplaced or dropped negative sign or other simple mistake than I did actually learning the material at hand. Was not aware of a set of videos imbedded in the syllabus until almost the end of the semester, videos in each module were almost more confusing than they were helpful. 3 tests worth 30% of the grade each is too high of stakes for each question, I would have preferred a weekly quiz to level out my grade and make sure I'm learning along the way, not finding out I don't know something when it's already too late. For instance I have a 79 in the class right now but do not know if I will get an A or a D in the course until I take the last test tomorrow.	🔍

19	N/A	🔍
20	More opportunity to earn partial credit on exam problems. Having a single opportunity to get something right or wrong can be brutal in math. I was able to better demonstrate my knowledge and find mistakes I was making on exams when the problem were broken down. This further built confidence moving forward.	🔍
21	Its pace is fast, I was spending 4-5 hours a night, 7 days a week studying and doing homework. However, I understand that this is Calc 3... it is to be expected when you take it over 1 term.	🔍
22	I would suggest making homework worth more than 10% of the entire grade considering there are >30 problem sets ranging between 9-20 questions each with 1-4 subparts. It consumes a lot of time. Plus, each test is only 10-12 questions, so missing a negative instead of a positive can already lose credit on the exams.	🔍
23	I would suggest updating the prerecorded lectures to fix the errors, at a minimum. Additionally, the instructor should be more clear in his speech to avoid saying things incorrectly, as it can be confusing at times. The relative weight of homework which takes enormous amounts of time should be higher, and the 3 exams with a dozen questions each should be worth less. It is both daunting and pointless to have the ability to fail the entire course based on the outcome of a single exam.	🔍
24	I wish the lectures and homework would have given more real world applications of the concepts.	🔍
25	I think there should be partial credit for wrong answers on exams if submitted scans of work show that the student understood how to solve the problem but made a small error.	🔍
26	I personally would prefer a full semester class so I could get a better grip on the concepts before moving onto the next, this is to no fault of the class or instructor itself/themself, just something I will need to keep in mind going forward	🔍
27	I like every thing about this course, since its organized well.	🔍
28	I have a horrible time remembering things as far as formulas and how to do them. I might be autistic, I don't know, maybe make open note testing?	🔍
29	I found this course's grading system to be very poorly constructed. Having the overall grade be 90% dependent on 3 tests, each of which are around ten questions, means these tests are very, very high stakes. Having an off day or making a simple error on one question can completely ruin your overall grade. As someone who worked very hard in this class and feels I have a good understanding of the material, for these reasons, I don't feel my overall grade reflects both my effort and mastery of the material. While I understand the difficulties of grading online, I do feel that there should be someway to receive partial credit based on work, and make it where one simple sign error doesn't bring down your test a whole letter grade. Additionally, the lessons for this course consisted of 15-20 minute videos and some examples, which I don't believe is sufficient for a relatively high level math course such as this. I found myself relying almost solely on outside resources just to get by.	🔍
30	I felt the course was appropriate to the timelines.	🔍
31	I disliked that sometimes the web work seemed to not align with the content covered in all learning materials; it made homework stressful.	🔍
32	I didn't realize (my own fault) that there were really good lecture videos at the bottom of the syllabus page.	🔍
33	Homeworks are much harder than what we went over in the lecture videos. There are not a lot of support, the additional videos on lectures not very helpful and its hard to watch them due to low quality videos and sounds. (background noise its so annoying).	🔍
34	Homework seemed imbalanced. It's hard with the condensed timeframe to find the right balance but if I were teaching it, I would've added one more homework assignment the first week (totaling 3) and then tried to wrap up homework before the final exam, so that students have a chance to study the solutions prior to the exam.	🔍
35	Having more problem example videos would be very helpful in understanding assignment questions that are different than what the lecture videos give examples of.	🔍
36	Exam extra credit not given after it was going to be supplied.	🔍
37	Did seem a bit fast paced, but the course is only 7 weeks long. If there is any way to take the exams where we get credit for work that would be great	🔍

Question:	What did you like the most about the course?
Response Rate:	62.50% (30 of 48)

1	subjects in this course.	🔍
2	organized and clear.	🔍
3	n/a	🔍
4	With everything being online, one was the flexibility of working at their own pace. I worked full time during this course, so it did allow me to set my own schedule to better fit my lifestyle.	🔍
5	Webwork.	🔍
6	Webwork is an effective means to do testing and homework questions.	🔍
7	WeBWorK is fantastic, and MAT classes are nice and straightforward.	🔍

8	The weekly due dates are nice. The professor didn't feel the need to stress us out with multiple due dates throughout the week. This is truly how an asynchronous course should work.	🔍
9	The videos were very straightforward	🔍
10	The tests were probably the most fair I have ever taken in a math course and felt like they were actually testing for understanding, instead of just being difficult to trip students up. Webwork was a great platform for testing and homework.	🔍
11	The lecture videos were much better and more in depth than in calc 1 & 2, they actually explained the concepts and showed us why we do things and how we get the answers rather than assuming students can connect the dots between steps in a question	🔍
12	The lectures and videos	🔍
13	The flexibility and timeline of the lectures and the coursework, it made it very easy to learn what the lectures taught us and the homework lined up perfectly	🔍
14	The consistency of assignments and tests.	🔍
15	The challenge.	🔍
16	Learning materials were all easy to navigate through and webwork made us able to learn materials on a deeper level.	🔍
17	It's my last calculus class.	🔍
18	It's calculus...	🔍
19	It was a good, appropriate challenge.	🔍
20	It is engaging due to being a math studies course.	🔍
21	Instructor was available most of the time it felt like	🔍
22	I was able to absorb most of the material very quickly.	🔍
23	I liked the ease of finding course materials	🔍
24	I liked how the Professor was easy to reach and was extremely communicative with us.	🔍
25	I enjoyed the concepts of calc3 and what can be done with integrals, derivatives and how they are used in other ways than just as abstract numbers on a page. vector fields was interesting to me as it has some real world relevance.	🔍
26	How it tied the other calculus classes together	🔍
27	Helpful instructor	🔍
28	Hands down the best and nicest professor I have had at ASU online. My peers seemed insanely ungrateful and entitled in the ED discussion. He curved our first test TEN PERCENT!!! He just handed us 3 percent of our overall grade and these kids still have the audacity to expect him to do it on the second test and then get "confused" when he doesn't. Give an inch and they want a mile. so if he got any bad reviews it was because these kids are entitled and they expect him to blindly pass them, regardless of the effort, or lack thereof, they put forth.	🔍
29	Great communication, easily accessible examples	🔍
30	Calc 3 is cool and a fascinating topic.	🔍

Question:	What did you like the least about the course?	
Response Rate:	58.33% (28 of 48)	

1	time limit. its challenging to cram into 6 weeks but do-able.	🔍
2	the reminder about the assignments for this course.	🔍
3	planned and designed poor, video qualities are bad its hard to hear, background noises are annoying.	🔍
4	na	🔍

5	n/a	🔍
6	Webwork isn't very helpful there are better programs that provide feedback and additional problems. And longer session would be better	🔍
7	The videos are sometimes buggy. I use Chrome, and sometimes the video's would project "out of bounds". I'm not sure how to explain it, other than it was like it was still in full screen mode, but I could only see through the small window it takes up on the web page (when not in full screen mode).	🔍
8	The organization of the course was a little haphazard and confusing	🔍
9	The issues in lecture videos and the instructor.	🔍
10	The homework had some ridiculously hard problems. Not that that's bad, but I didn't feel prepared with them with the resources that were given.	🔍
11	The grading setup and lack of instruction.	🔍
12	The generic videos that semi helped you with things	🔍
13	The content is immense. It is a lot to digest and process.	🔍
14	Pace	🔍
15	Nothing really, everything was communicated to us very clearly, we knew what was due and when, we had plenty of time to do the homework, we were able to reach out to the professor and our peers very easily	🔍
16	Its pace. This needs to be a semester long course.	🔍
17	It's calculus...	🔍
18	Irrelevant for my field of study although is required.	🔍
19	I think I summarized it well enough before, Just read those comments again and that's about how little I cared for this course.	🔍
20	I feel like some of the advanced technological resources in WebWork were limited for some reason. Features such as "show me another" were unavailable and solution descriptions to the problems were locked and not available until the day exams were due. This approach is what we can consider in traditional courses as "feedback" so it definitely limited the learning experience.	🔍
21	I disliked the disconnect with webwork and module content	🔍
22	I disliked how harsh the grading system is (90% of your grade is based on exams while 10% is based on homework). Considering how there are only 3 exams, this puts an intense amount of pressure on me when it comes to actually taking the exams. If you get a poor grade on one exam, it drops your grade in the class by a letter or two. There are no extra credit opportunities to try and get the grade that I wanted either.	🔍
23	How the exams are very close to some of the deadlines of assignments.	🔍
24	Honorlock.	🔍
25	Heavy weight of exams	🔍
26	Grading structure and lack of videos that are readily available and helpful for each module.	🔍
27	Again, his teaching style should include a more hands-on approach. The quality of some of the videos was also fair, requiring me to zoom in order to remove the blur.	🔍
28	90% of the grade is determined by 34 test questions.	🔍

Faculty:	Brian England
Question:	What did you like about the instructor or the method of instruction?
Response Rate:	70.83% (34 of 48)

1	timeliness of Communication and flexibility of the schedule.	🔍
2	Timely responses.	🔍
3	This is a difficult course but Brian put in the effort to make it fair while still requiring us to learn the material. For every module we were provided with multiple sets of lecture videos, separate typed up notes and then we were given practice exam problems on top of that. All of this information was compiled onto each modules canvas page. I never had to go hunting for it, it was just right there, conveniently accessible.	🔍

4	The videos were clear and concise.	🔍
5	The videos for the lessons kind of helped, however they did not go into detail everything that we dealt with either in webwork or on tests.	🔍
6	The professor was helpful, when he provided help in Ed Discussion.	🔍
7	The instructor is knowledgeable, understanding, and treats us like human beings who possibly have kids to take care of, jobs to go to, and mentally stressful daily events.	🔍
8	The instructor was always optimistic and humorous.	🔍
9	The course material wasn't made by him so I can't really have much of an opinion. He was approachable with questions and put forth good effort to help.	🔍
10	Professor England is very quick to respond to discussion questions and help students understand the material.	🔍
11	Professor England is very nice and helpful. He's always checking the discussion board and giving great answers to everyone's questions. I greatly appreciated his extensions of the exam windows to account for students who work full time, it helped me take exams when I had enough mental stamina and I ultimately did much better as a result.	🔍
12	Prof. England communicated well over the discussion board.	🔍
13	Mr. England was very engaged in the class and tried to assist however he could.	🔍
14	Mr. England is considerate and not a "Math Nazi" he also respects students schedules and tries his hardest to make the due dates as accommodating as he can within reason.	🔍
15	I liked that he is always quick to respond to questions and provides excellent explanations.	🔍
16	I liked that the timeline of the lectures and the assignments lined up very well so I could get the most out of what I was learning, at no point did I feel like something wasn't covered or he didn't clearly communicate with us.	🔍
17	I liked that the instructor was always willing to help and encouraging students to reach out. I also believe the instructor tried their best to work with students regarding the challenges of grading and learning online.	🔍
18	I liked that Professor England was the person giving the presentations for each section. This was not the case in my previous calculus class. I also liked how active he was in our discussion threads.	🔍
19	I liked how Professor England responds to discussions quickly in beginning of the semester.	🔍
20	I like about the instructor that make the assignments and exams Cleary to the students and give us a reminder before the assignments deadline.	🔍
21	I don't believe this evaluation for the instructor is accurate. The instructor, Professor England, did NOT put together the lecture videos, to my knowledge, nor was there written work returned to us.	🔍
22	I couldn't tell you anything I liked as I never watched one of his lectures because I didn't know they existed until the last week of the course. It is CRITCAL that lectures go into course modules or it be explicitly stated in the syllabus that the lectures are there and not going to be repeated in the modules section.	🔍
23	He would communicate often, I can not stress enough how helpful that was. To keep us in the loop. Also, his attention to the discussion board and emails was amazing.	🔍
24	He was very personable and had a sense of humor. I really enjoyed my correspondence with him and reading his responses to other students.	🔍
25	He was very responsive to the discussion board posts, and was quick to respond to any questions.	🔍
26	Hands down the best and nicest professor I have had at ASU online. My peers seemed insanely ungrateful and entitled in the ED discussion. He curved our first test TEN PERCENT!!! He just handed us 3 percent of our overall grade and these kids still have the audacity to expect him to do it on the second test and then get "confused" when he doesn't. Give an inch and they want a mile. so if he got any bad reviews it was because these kids are entitled and they expect him to blindly pass them, regardless of the effort, or lack thereof, they put forth.	🔍
27	Great communication	🔍
28	Excellent communication from the instructor both with questions related to the course and the materials.	🔍
29	Everything.	🔍
30	Engagement. Mr. England is very engaged with his students in the discussions and leaves no student behind.	🔍
31	Dr. England made the effort to be fair will all of his students. The Ed discussion board was the primary method of discussion, and I do believe Dr. England did a great job answering students' questions.	🔍

32	Best instructor I have had for a math class at asu. Was present with the class and helpful	🔍
33	At times, he was concise and communicated quickly.	🔍
34	As stated before, there was too much theory and not enough applications. The Lecture videos did not give enough substance to be completely useful for the hw - and man the hw was ridiculous. Cool problems, but there has to be some type of expert guidance for the harder ones. Personally, I did not like the discussion board.	🔍

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% **(28** of **48)**

1	since every thing in the contents of this course are clearly and organized for me, I find it an interesting course.	🔍
2	provide clear instructions about what materials (videos) are available or that should be watched each module, not just a playlist in the syllabus. Offer assignments with feedback for each step of the question so students don't have to spend all their time trying to figure out where they went wrong and can actually focus on the material at hand.	🔍
3	na	🔍
4	n/a	🔍
5	To be honest I would hope that the professor would stand up a little more to the other students, so many times they would ask him for extra points because something happened so they couldn't do this or that, and I do understand that those things do happen, but what also happens is that students don't do well on a test then ask for extra points so they can scrap by with a C, while other people study their butts off and get good grades for it. I have failed classes before and it only helped me, so these other students need to feel the same thing sometimes, because life after college will not give them extra points just cause they feel they deserve them.	🔍
6	There was nothing to dislike.	🔍
7	The generic videos	🔍
8	Possibly allow webwork to show solutions as soon as the chapter is done so that we have more time to study the solutions before the exam.	🔍
9	Perhaps selecting webwork problems that align more with the learning materials would be beneficial for future classes	🔍
10	Of course I understand the difficulties that exist when trying to grade an online math class, but I feel there is room for improvement in this area. From my understanding, the lenience with test grades are left completely up to the instructor's judgment, but I do wish they were more consistent and based on a curve. I really dislike the overall grading set up of the course, which I understand the instructor has limited power over. I'd like to see someway to give partial credit based on the students' work, rather than allow simple mistakes to have such a large impact on the overall grade. I would also like to see more "instruction", as I feel the 15-20 minute video and examples are far from enough to understand this material. Even just including more external instruction might be helpful, as I consistently had to seek out other resources just to grasp the material.	🔍
11	Nothing	🔍
12	Nothing.	🔍
13	Nothing negative	🔍
14	None	🔍
15	NA	🔍
16	More applications would have been useful. There were some in the beginning with the vectors and forces, but there was little to nothing to follow. Most of the time I needed to look outside the class for help. I also resorted to Chegg for some of the later problems. I can't spend 2 hours on every problem to creatively think about how it's solved. I need the understanding of how the problem works and move on. A 7.5 week class with so much material is not meant for this imo.	🔍
17	Just the numbering of your videos, some better labeling would help or maybe i didnt understand the numbering. It looked like spring dates.	🔍
18	I'm not sure what role Dr. England played in setting up Canvas but I do feel like better content could have been provided. Dr. England provided older lectures under the syllabus (which was great!) but it would have been better to have these under each respected section and titled appropriately. At the beginning of the course, I do recall seeing these videos, but lost track of them as I progressed in the course. I was able to manage fairly well with the resources provided but did struggle when it came time to study for exams. We were advised to review our notes, review the homework, rework all of the homework problems that were issues, and complete the practice exam. In a fast pace course, this is very unrealistic since the exams were right after the weekly assignments were due. Better guidance or review sessions on how to effectively prepare for exams would have definitely made a difference in my confidence, and I'm sure my grade. I feel like some of the advanced technological resources in WebWork were limited for some reason. Features such as "show me another" were unavailable and solution descriptions to the problems were locked and not available until the day exams were due. This approach is what we can consider in traditional courses as "feedback" so it definitely limited the learning experience there. A recommendation would be to activate these features is possible.	🔍

19	I'll say it again. I couldn't tell you anything I liked as I never watched one of his lectures because I didn't know they existed until the last week of the course. It is CRITCAL that lectures go into course modules or it be explicitly stated in the syllabus that the lectures are there and not going to be repeated in the modules section.	🔍
20	I don't have anything against the the instructor but how this class designed was poor. The lectures and homework were 2 different levels, I understand homework can be harder so it helps students to understand the subject more but we had no good support except tutors. Even tutors can't explain the subject, they only know how to do the problem. So, I wish we had more additional good quality videos that can help with our subject we learn.	🔍
21	I don't believe this evaluation for the instructor is accurate. The instructor, Professor England, did NOT put together the lecture videos, to my knowledge, nor was there written work returned to us.	🔍
22	I disliked his playful tone, which usually came off as condescending ("you will be up late studying, and I'll be asleep, so help yourselves", "this isn't an upper level math course, though most students seem to think so"). I found the excuses as to why the material hasn't been fixed (see earlier comment on errors in lectures) to contradict the comments he made about the course being unchanged for a decade. Beyond that, if true, the fact that the course hasn't changed in that long is an issue. I would hope that an instructor would want to evolve the course (beyond fixing errors) to include relevant examples, deeper explanation in historical areas of concern for students, etc. This instructor just... blames the department? Yikes.	🔍
23	I didn't dislike anything about this course or the instructor. Honestly I might not pass this class, hopefully I do, but if I don't I will be taking it with Brian again.	🔍
24	Honorlock. Not to do with the instructor, but seriously bad.	🔍
25	His lectures didn't really show how to do the work. Dr. Carla van de Sande probably has the best track record with that as she shows you, step-by-step, how to do the work after she presents a concept. Some other ASU professors that do this are Prof. Iulia and Prof. Firozzaman. There were times that Prof. England had steps in his videos but all of them were prepared beforehand, and there were no problems worked on-screen. I had to use calcworkshop.com in order to learn how to do the work. Professor Leonard on YouTube was also a good resource. I think if Prof. England would just clear the screen and work through problems in real time, that it would help his students tremendously.	🔍
26	Feels unapproachable and hindered my participation in this discussion forums.	🔍
27	Exam's are extremely stressful given their massive weight in the course and blocky assignment	🔍
28	Degrading in the way he responds to students.	🔍