MATH 1220 (BFPY): Calculus II

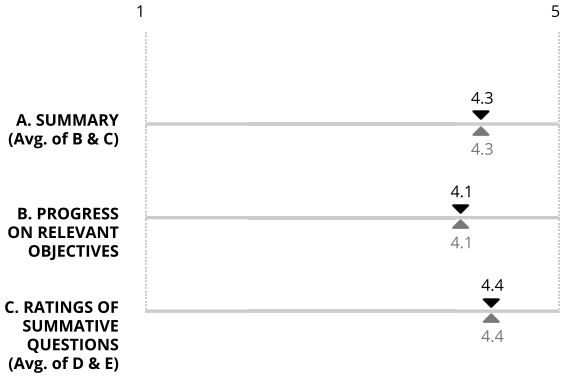
Spring 2021 | Noah Braeger | Course CIP Code: 27.01

17	Students Enrolled
15	Students Responded
88.24%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
[ ] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	4.9
E. Excellent Course	3.9	3.9

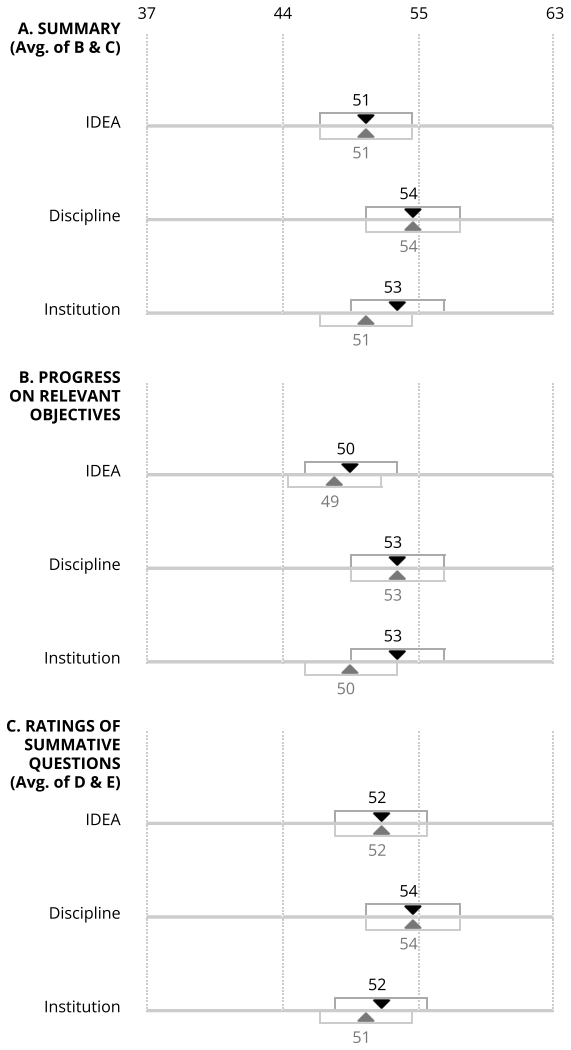
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	59
Discipline	59	60
Institution	58	60
E. Excellent Course		
IDEA	45	45
Discipline	49	49
Institution	43	43

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)* **37 or Lower**	Lower *(Next 20%)* **38 - 44**	Similar *(Middle 40%)* **45 - 55**	Higher *(Next 20%)* **56 - 62**	Much Higher *(Highest 10%)* **63 or Higher**

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale) Raw	Your Average (5 Point Scale) Adj.	% of Students Rating 1 or 2	% of Students Rating 4 or 5	Your Converted Average IDEA Raw	IDEA Adj.	Discipline Raw	Discipline Adj.	Institution Raw	Institution Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.2	4.2	7	80	51	52	54	54	51	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.5	2.6	60	33	26	28	44	47	37	42
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	3.9	3.9	7	60	46	46	50	50	47	50
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.1	4.1	13	80	49	50	54	55	50	53
Acquiring skills in working with others as a member of a team	M	3.1	3.2	33	33	37	39	48	50	43	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	3	47	40	37	40	49	53	42	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.8	27	60	46	50	55	59	51	56
Developing skill in expressing myself orally or in writing	M	2.6	2.7	53	33	29	31	46	49	39	44
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.4	3.5	27	53	40	42	50	52	46	50
Developing ethical reasoning and/or ethical decision making	M	2.3	2.3	67	20	25	25	41	43	37	41
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	2.5	2.5	60	33	24	24	39	40	35	38
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.3	33	47	38	39	51	53	45	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4	4	13	73	53	53	51	51	56	56

Course Description	Your Average	Your Converted Average IDEA	Discipline	Institution
Amount of coursework	3.5	54	51	56
Difficulty of subject matter	4.5	71	66	73

Student Description	Your Average	Your Converted Average IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	40	43	41
I really wanted to take this course regardless of who taught it.	4.5	65	64	59
When this course began I believed I could master its content.	3.5	38	44	37
My background prepared me well for this course's requirements.	3.5	45	47	43

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	0% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.3	7% (1 or 2) 80% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.4	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.4	20% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.3	40% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4	13% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.1	7% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	3.6	13% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3	33% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	3.2	27% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	2.1	67% (1 or 2) 20% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	6.67% (1)	13.33% (2)	26.67% (4)	53.33% (8)	15	0	0.93	4.27
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	13.33% (2)	20% (3)	20% (3)	20% (3)	26.67% (4)	15	0	1.39	3.27
Encouraged students to reflect on and evaluate what they have learned	0% (0)	13.33% (2)	13.33% (2)	33.33% (5)	40% (6)	15	0	1.03	4
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Formed teams or groups to facilitate learning	20% (3)	6.67% (1)	26.67% (4)	20% (3)	26.67% (4)	15	0	1.44	3.27
Made it clear how each topic fit into the course	0% (0)	6.67% (1)	13.33% (2)	26.67% (4)	53.33% (8)	15	0	0.93	4.27
Provided meaningful feedback on students' academic performance	0% (0)	13.33% (2)	13.33% (2)	33.33% (5)	40% (6)	15	0	1.03	4
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	6.67% (1)	20% (3)	33.33% (5)	40% (6)	15	0	0.93	4.07
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	6.67% (1)	13.33% (2)	46.67% (7)	33.33% (5)	15	0	0.85	4.07
Explained course material clearly and concisely	0% (0)	0% (0)	20% (3)	20% (3)	60% (9)	15	0	0.8	4.4

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	13.33% (2)	33.33% (5)	33.33% (5)	20% (3)	15	0	0.95	3.6
Created opportunities for students to apply course content outside the classroom	20% (3)	13.33% (2)	33.33% (5)	13.33% (2)	20% (3)	15	0	1.37	3
Introduced stimulating ideas about the subject	6.67% (1)	13.33% (2)	40% (6)	13.33% (2)	26.67% (4)	15	0	1.2	3.4
Involved students in hands-on projects such as research, case studies, or real life activities	46.67% (7)	20% (3)	13.33% (2)	13.33% (2)	6.67% (1)	15	0	1.31	2.13
Inspired students to set and achieve goals which really challenged them	20% (3)	20% (3)	6.67% (1)	20% (3)	33.33% (5)	15	0	1.57	3.27
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	40% (6)	26.67% (4)	13.33% (2)	0% (0)	20% (3)	15	0	1.49	2.33
Asked students to help each other understand ideas or concepts	20% (3)	6.67% (1)	20% (3)	40% (6)	13.33% (2)	15	0	1.33	3.2
Gave projects, tests, or assignments that required original or creative thinking	6.67% (1)	6.67% (1)	46.67% (7)	20% (3)	20% (3)	15	0	1.08	3.4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.67% (1)	0% (0)	13.33% (2)	33.33% (5)	46.67% (7)	15	0	1.09	4.13

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	6.67% (1)	13.33% (2)	33.33% (5)	46.67% (7)	15	0	0.91	4.2
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	46.67% (7)	13.33% (2)	6.67% (1)	13.33% (2)	20% (3)	15	0	1.63	2.47
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	6.67% (1)	33.33% (5)	26.67% (4)	33.33% (5)	15	0	0.96	3.87
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	13.33% (2)	6.67% (1)	40% (6)	40% (6)	15	0	1	4.07
Acquiring skills in working with others as a member of a team	20% (3)	13.33% (2)	33.33% (5)	6.67% (1)	26.67% (4)	15	0	1.44	3.07
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	40% (6)	6.67% (1)	13.33% (2)	13.33% (2)	26.67% (4)	15	0	1.68	2.8
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20% (3)	6.67% (1)	13.33% (2)	20% (3)	40% (6)	15	0	1.54	3.53
Developing skill in expressing myself orally or in writing	46.67% (7)	6.67% (1)	13.33% (2)	6.67% (1)	26.67% (4)	15	0	1.7	2.6
Learning how to find, evaluate, and use resources to explore a topic in depth	20% (3)	6.67% (1)	20% (3)	20% (3)	33.33% (5)	15	0	1.5	3.4
Developing ethical reasoning and/or ethical decision making	46.67% (7)	20% (3)	13.33% (2)	0% (0)	20% (3)	15	0	1.53	2.27
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	46.67% (7)	13.33% (2)	6.67% (1)	6.67% (1)	26.67% (4)	15	0	1.71	2.53
Learning to apply knowledge and skills to benefit others or serve the public good	13.33% (2)	20% (3)	20% (3)	20% (3)	26.67% (4)	15	0	1.39	3.27
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	6.67% (1)	6.67% (1)	13.33% (2)	26.67% (4)	46.67% (7)	15	0	1.21	4

The Course: *On the next two items, compare this course with others you have taken at this institution.*	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	6.67% (1)	53.33% (8)	20% (3)	20% (3)	15	0	0.88	3.53
Difficulty of subject matter	0% (0)	0% (0)	6.67% (1)	40% (6)	53.33% (8)	15	0	0.62	4.47

For the following items, choose the option that best corresponds to your judgment.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	6.67% (1)	6.67% (1)	33.33% (5)	33.33% (5)	20% (3)	15	0	1.09	3.53
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	20% (3)	13.33% (2)	66.67% (10)	15	0	0.81	4.47
When this course began I believed I could master its content.	13.33% (2)	13.33% (2)	6.67% (1)	46.67% (7)	20% (3)	15	0	1.31	3.47
My background prepared me well for this course's requirements.	6.67% (1)	6.67% (1)	40% (6)	20% (3)	26.67% (4)	15	0	1.15	3.53
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.67% (1)	6.67% (1)	86.67% (13)	15	0	0.54	4.8
Overall, I rate this course as excellent.	0% (0)	6.67% (1)	26.67% (4)	40% (6)	26.67% (4)	15	0	0.88	3.87

	No Apparent Progress	Slight Progress; I made small gains on this objective	Moderate Progress; I made gains on this objective	Substantial Progress; I made large gains on this objective	Exceptional Progress; I made outstanding gains on this objective	N	DNA	SD	M
This class fulfills Quantitative Literacy requirements of General Education, and we would like you to answer a question about your learning in that specific area: Please describe the amount of progress you made in your ability to identify and interpret data or stimuli presented in mathematical forms such as graphs, equations, or tables:	0% (0)	0% (0)	20% (3)	40% (6)	40% (6)	15	0	0.75	4.2

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree	N	DNA	SD	M
The instructor utilized the technology (e.g. microphone, camera, computer, etc.) to broadcast the class effectively.	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	3.6

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree	N	DNA	SD	M
The instructor engaged students from all locations during class discussions equally and fairly.	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	3.4

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree	N	DNA	SD	M
The instructor encouraged student-faculty interaction both during and outside of class meetings (e.g. Canvas, email, office hours).	0% (0)	0% (0)	53.33% (8)	46.67% (7)	15	0	0.5	3.47

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree	N	DNA	SD	M
There was adequate opportunity to interact with other students.	6.67% (1)	13.33% (2)	46.67% (7)	33.33% (5)	15	0	0.85	3.07

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree	N	DNA	SD	M
Audio/visual technology, classroom facilities, and on-site technical assistance effectively supported student access to the course.	0% (0)	0% (0)	53.33% (8)	46.67% (7)	15	0	0.5	3.47

Qualitative

Comments -

- Noah is awesome and the best TA I have ever had.
- Great TA only reason im even close to passing the class
- Thanks, Noah!
- Best math teacher I have had in years
- Noah did a great job at answering questions and working examples in recitation that helped us on homework. He also was available for office hours and was helpful there. He was good at telling us what to expect
- This recitation saved me. I don't think I could have passed without it. Made me not hate calculus so much.

What aspects of the teaching or content of this course do you feel were especially good? -

- The examples were very helpful and showed us how to apply what we just learned. The breakout rooms also allowed me to find the gaps in my knowledge and ask questions accordingly.
- Recitation was especially good! Noah was really organized and explained the content really clearly and tried to help in any way he could. I appreciated the practice problems provided for exams. This helped a lot.
- The resourced for the notes and links in the modules was well put together
- i liked the recitations and being in the class
- I enjoyed vector calculus.
- I learned alot in recitations
- The recitation

What changes could be made to improve the teaching or the content of this course? -

- Nothing covid just sucks
- I would take it from another professor. I think it would be better if Matthew were to actually teach not just copy notes that were previously written.
- nothing to say
- The actual lectures were hard to follow sometimes. It felt like if you didn't understand something it was harder to get questions answered but that probably had a lot to do with not having in person classes.
- The lecture seemed rushed most of the time. I know there is a schedule for the course, but I found myself lost most of the time.
- The course could be better if they didn't skip over the simple stuff. For a lot of example problems, I was lost trying to figure out something simple that I had maybe forgotten from a past math class and it made me miss what we were actually learning.