# MATH 1220 (502): Calculus II

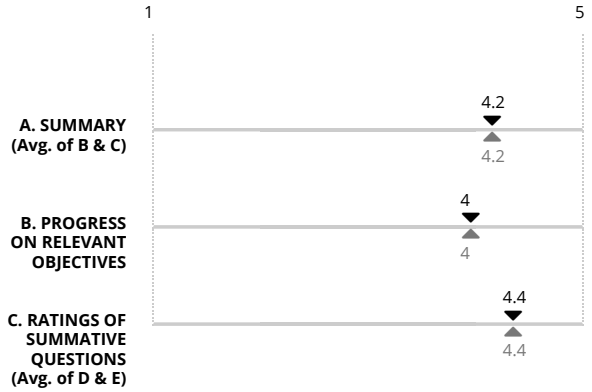
Fall 2020 | Noah Braeger | Course CIP Code: 27.01

**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 | 4.7 | 4.7 |
| E. Excellent Course | 4.1 | 4.1 |

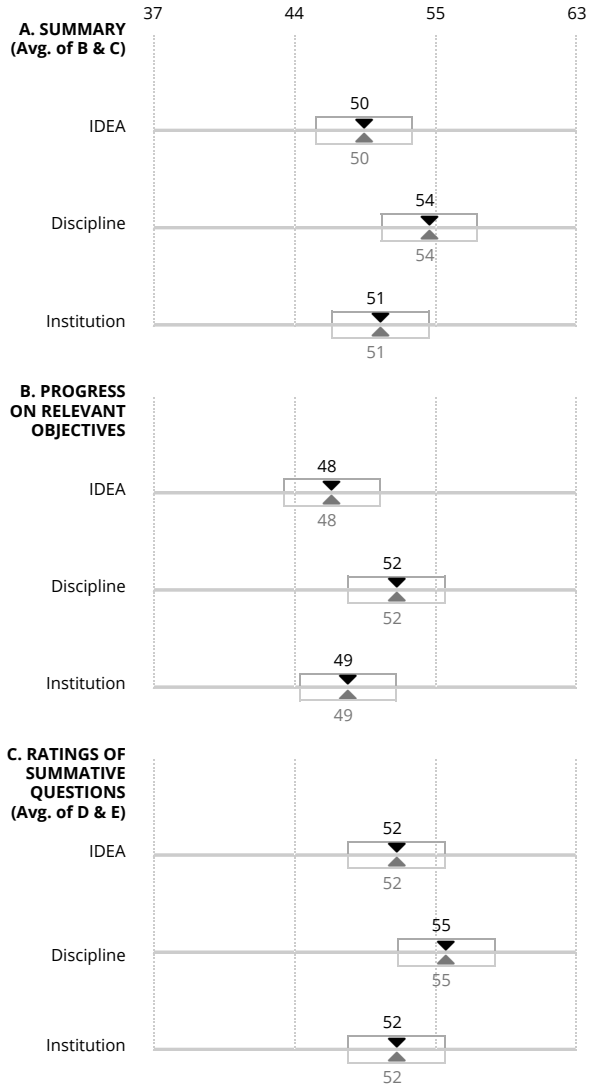
**Your Overall Converted Ratings**

| Ratings of Summative Questions | Raw | Adj. |
|---|---|---|
| D. Excellent Teacher | | |
| IDEA | 56 | 56 |
| Discipline | 58 | 58 |
| Institution | 56 | 56 |
| E. Excellent Course | | |
| IDEA | 48 | 48 |
| Discipline | 52 | 52 |
| Institution | 47 | 47 |

**Converted Average Buckets**
Based on a Bell Curve

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

**Your Converted Average**



| | | Your Average (5 Point Scale) | | % of Students Rating | | Your Converted Average | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | IDEA | | Discipline | | Institution | |
| **Student Ratings of Learning on Relevant Objectives** | **Importance Rating** | **Raw** | **Adj.** | **1 or 2** | **4 or 5** | **Raw** | **Adj.** | **Raw** | **Adj.** | **Raw** | **Adj.** |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | E | 4.3 | 4.3 | 0 | 93 | 53 | 53 | 55 | 55 | 53 | 53 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | M | 2.9 | 2.9 | 47 | 47 | 34 | 34 | 49 | 49 | 42 | 42 |
| Learning to *apply* course material (to improve thinking, problem solving, and decisions) | M | 4.5 | 4.5 | 0 | 87 | 57 | 57 | 60 | 60 | 58 | 58 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | E | 3.7 | 3.7 | 20 | 67 | 43 | 43 | 49 | 49 | 44 | 44 |
| Acquiring skills in working with others as a member of a team | M | 3.1 | 3.1 | 47 | 33 | 37 | 37 | 48 | 48 | 43 | 43 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 2.7 | 2.7 | 60 | 33 | 37 | 37 | 48 | 48 | 41 | 41 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 3.3 | 3.3 | 33 | 40 | 43 | 43 | 53 | 53 | 48 | 48 |
| Developing skill in expressing myself orally or in writing | M | 2.8 | 2.8 | 47 | 33 | 33 | 33 | 48 | 48 | 41 | 41 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | M | 3.1 | 3.1 | 33 | 40 | 34 | 34 | 46 | 46 | 42 | 42 |
| Developing ethical reasoning and/or ethical decision making | M | 2.5 | 2.5 | 53 | 33 | 30 | 30 | 44 | 44 | 40 | 40 |
| Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view | M | 3.9 | 3.9 | 20 | 73 | 50 | 50 | 57 | 57 | 54 | 54 |
| Learning to apply knowledge and skills to benefit others or serve the public good | M | 3.2 | 3.2 | 27 | 40 | 38 | 38 | 50 | 50 | 44 | 44 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | M | 4.5 | 4.5 | 0 | 80 | 60 | 60 | 58 | 58 | 61 | 61 |

| | | Your Converted Average | | |
|---|---|---|---|---|
| **Course Description** | **Your Average** | **IDEA** | **Discipline** | **Institution** |
| As a rule, I put forth more effort than other students on academic work. | 3.7 | | 48 | 46 |
| I really wanted to take this course regardless of who taught it. | 4.1 | | 57 | 52 |
| My background prepared me well for this course's requirements. | 4.4 | | 62 | 59 |

## Quantitative

| *Thirteen possible learning objectives are listed, not all of which will be relevant in this class.*<br>*Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:*<br>• *No apparent progress*<br>• *Slight progress; I made small gains on this objective*<br>• *Moderate progress; I made some gains on this objective*<br>• *Substantial progress; I made large gains on this objective*<br>• *Exceptional progress; I made outstanding gains on this objective* | **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) | 0% (0) | 6.67% (1) | 60% (9) | 33.33% (5) | 15 | 0 | 0.57 | 4.27 |
| **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures** | 33.33% (5) | 13.33% (2) | 6.67% (1) | 20% (3) | 26.67% (4) | 15 | 0 | 1.65 | 2.93 |
| **Learning to *apply* course material (to improve thinking, problem solving, and decisions)** | 0% (0) | 0% (0) | 13.33% (2) | 26.67% (4) | 60% (9) | 15 | 0 | 0.72 | 4.47 |
| **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course** | 6.67% (1) | 13.33% (2) | 13.33% (2) | 33.33% (5) | 33.33% (5) | 15 | 0 | 1.24 | 3.73 |
| **Acquiring skills in working with others as a member of a team** | 6.67% (1) | 40% (6) | 20% (3) | 6.67% (1) | 26.67% (4) | 15 | 0 | 1.34 | 3.07 |
| **Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)** | 26.67% (4) | 33.33% (5) | 6.67% (1) | 6.67% (1) | 26.67% (4) | 15 | 0 | 1.57 | 2.73 |
| **Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)** | 0% (0) | 33.33% (5) | 26.67% (4) | 13.33% (2) | 26.67% (4) | 15 | 0 | 1.19 | 3.33 |
| **Developing skill in expressing myself orally or in writing** | 20% (3) | 26.67% (4) | 20% (3) | 20% (3) | 13.33% (2) | 15 | 0 | 1.33 | 2.8 |
| **Learning how to find, evaluate, and use resources to explore a topic in depth** | 20% (3) | 13.33% (2) | 26.67% (4) | 20% (3) | 20% (3) | 15 | 0 | 1.39 | 3.07 |
| **Developing ethical reasoning and/or ethical decision making** | 40% (6) | 13.33% (2) | 13.33% (2) | 20% (3) | 13.33% (2) | 15 | 0 | 1.5 | 2.53 |
| **Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view** | 6.67% (1) | 13.33% (2) | 6.67% (1) | 26.67% (4) | 46.67% (7) | 15 | 0 | 1.29 | 3.93 |
| **Learning to apply knowledge and skills to benefit others or serve the public good** | 20% (3) | 6.67% (1) | 33.33% (5) | 13.33% (2) | 26.67% (4) | 15 | 0 | 1.42 | 3.2 |
| **Learning appropriate methods for collecting, analyzing, and interpreting numerical information** | 0% (0) | 0% (0) | 20% (3) | 13.33% (2) | 66.67% (10) | 15 | 0 | 0.81 | 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.** | 0% (0) | 7.14% (1) | 28.57% (4) | 50% (7) | 14.29% (2) | 14 | 0 | 0.8 | 3.71 |
| **I really wanted to take this course regardless of who taught it.** | 0% (0) | 14.29% (2) | 14.29% (2) | 21.43% (3) | 50% (7) | 14 | 0 | 1.1 | 4.07 |
| **My background prepared me well for this course's requirements.** | 0% (0) | 0% (0) | 7.14% (1) | 50% (7) | 42.86% (6) | 14 | 0 | 0.61 | 4.36 |
| **Overall, I rate this instructor an excellent teacher.** | 0% (0) | 0% (0) | 7.14% (1) | 14.29% (2) | 78.57% (11) | 14 | 0 | 0.59 | 4.71 |
| **Overall, I rate this course as excellent.** | 0% (0) | 14.29% (2) | 14.29% (2) | 21.43% (3) | 50% (7) | 14 | 0 | 1.1 | 4.07 |

| | 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) | 7.14% (1) | 50% (7) | 42.86% (6) | 14 | 0 | - | - |

## Qualitative

**Comments -**

- I enjoyed this course. It was very helpful to go over things that we learned in class, and be able to spend enough time on it, to get answers to questions, and develop a deeper understanding, instead of just the brief overview, that I got in the normal calculus 2 class.
- Noah was awesome! He was very good at explaining the concepts when we didn't understand, as well as showing us little tips and tricks that would help us along the way!
- I think Noah has done a great job as a recitation leader. He is approachable, easy to talk to, and provides clarity on many of the topics we go through in calculus II. Noah is very knowledgeable in math, delivers the content in a meaningful way, and knows when the class is lost. Recitation has definitely helped me in the long run and I am glad USU provides this kind of class for difficult math classes.
- He was extremely helpful and explained things in a way that was easy to understand. Give this guy a raise.
- I really enjoyed your class and I felt you explained everything well. You really engaged with all of the students.
- Noah was awesome but the professor in charge of Lectures. Matthew Rupert was absolutely horrid.
- Made recitations very enjoyable and went over the material very well.

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

- Very good at explaining how he reached the answers he did.
- His notes for each weeks lesson were pretty great.
- Gave great examples of applicability
- The recitation was where I learned everything.
- I think he made the class fun and explained everything really well. Replyed quickly with answers to questions.
- Recitation and office hours were very helpful.
- Through examples he helped us understand better the concepts we learned during lectures and was always willing to help us with our questions to improve our understanding.
- I loved it when recitation always started with example problems because it would help jog my memory and the process to get to the solution was more straightforward. I always felt better about this class after I would attend recitations and recitation has definitely helped me with the provided homework.
- I liked the application of what we had been learning in class to the assignments. Noah did a good job of being open and ready to answer questions and made sure that you understood the content.
- The extra worksheets and more personalized help helped me to further understand everything and reinforce my knowledge!
- The examples were worked through in detail, so we knew why we did something, not just that we should do it, to get the right answer.

| What changes could be made to improve the teaching or the content on this course? - |
| --- |
| • Having it split by teacher, because despite the courses, having the same quiz's, assignments and lessons, one class was always ahead of the other, so it made it hard to maximize the time available in recitation to help students, when they are at two different points in the material.<br>• None that I can think of.<br>• I would say maybe more time to work on the worksheets and homework that way we can ask questions from the homework.<br>• I would not change anything because the content was delivered in a way I can understand and benefit from the class.<br>• None I thought the recitation was well taught.<br>• Our teacher is very learned, but sometimes the way he would explain things would be too fast or use terms or symbols that I was not yet aware of, causing brief confusion.<br>• nothing.<br>• Have Matthew Rupert go to some training that teaches him how to teach instead of mindlessly reading off steps to a problem.<br>• I thought it was fine. |

# MATH 1220 (503): Calculus II

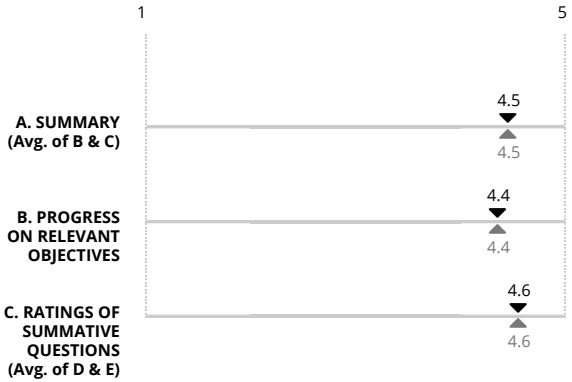
Fall 2020 | Noah Braeger | Course CIP Code: 27.01

**15** | Students Enrolled
**9** | Students Responded
**60%** | 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 | 4.8 |
| E. Excellent Course | 4.3 | 4.3 |

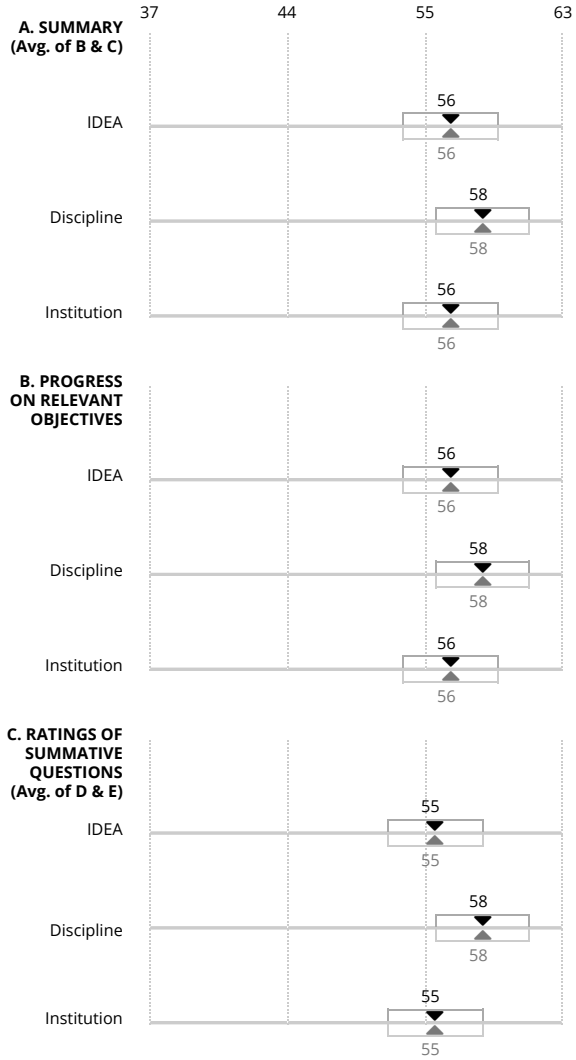
**Your Overall Converted Ratings**

| Ratings of Summative Questions | Raw | Adj. |
|---|---|---|
| D. Excellent Teacher | | |
| IDEA | 57 | 57 |
| Discipline | 59 | 59 |
| Institution | 57 | 57 |
| E. Excellent Course | | |
| IDEA | 52 | 52 |
| Discipline | 56 | 56 |
| Institution | 52 | 52 |

**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**



| | | Your Average (5 Point Scale) | | % of Students Rating | | Your Converted Average | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | IDEA | | Discipline | | Institution | |
| **Student Ratings of Learning on Relevant Objectives** | **Importance Rating** | **Raw** | **Adj.** | **1 or 2** | **4 or 5** | **Raw** | **Adj.** | **Raw** | **Adj.** | **Raw** | **Adj.** |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | E | 4.6 | 4.6 | 0 | 100 | 59 | 59 | 60 | 60 | 59 | 59 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | M | 2.8 | 2.8 | 44 | 33 | 31 | 31 | 47 | 47 | 40 | 40 |
| Learning to *apply* course material (to improve thinking, problem solving, and decisions) | M | 4.3 | 4.3 | 0 | 100 | 55 | 55 | 57 | 57 | 56 | 56 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | E | 4.2 | 4.2 | 0 | 89 | 52 | 52 | 56 | 56 | 53 | 53 |
| Acquiring skills in working with others as a member of a team | M | 3.9 | 3.9 | 22 | 78 | 50 | 50 | 57 | 57 | 53 | 53 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 3 | 3 | 33 | 33 | 41 | 41 | 51 | 51 | 45 | 45 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 3.9 | 3.9 | 11 | 67 | 52 | 52 | 60 | 60 | 55 | 55 |
| Developing skill in expressing myself orally or in writing | M | 3.1 | 3.1 | 44 | 44 | 38 | 38 | 51 | 51 | 45 | 45 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | M | 3.8 | 3.8 | 11 | 67 | 47 | 47 | 55 | 55 | 52 | 52 |
| Developing ethical reasoning and/or ethical decision making | M | 2.6 | 2.6 | 56 | 33 | 30 | 30 | 45 | 45 | 40 | 40 |
| Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view | M | 3.2 | 3.2 | 33 | 44 | 37 | 37 | 48 | 48 | 44 | 44 |
| Learning to apply knowledge and skills to benefit others or serve the public good | M | 3.1 | 3.1 | 33 | 33 | 36 | 36 | 49 | 49 | 43 | 43 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | M | 4.2 | 4.2 | 11 | 78 | 56 | 56 | 54 | 54 | 58 | 58 |

| | | Your Converted Average | | |
|---|---|---|---|---|
| **Course Description** | **Your Average** | **IDEA** | **Discipline** | **Institution** |
| As a rule, I put forth more effort than other students on academic work. | 3.8 | | 49 | 48 |
| I really wanted to take this course regardless of who taught it. | 4.3 | | 62 | 57 |
| My background prepared me well for this course's requirements. | 4.2 | | 59 | 57 |

## Quantitative

| *Thirteen possible learning objectives are listed, not all of which will be relevant in this class.*<br>*Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:*<br>• *No apparent progress*<br>• *Slight progress; I made small gains on this objective*<br>• *Moderate progress; I made some gains on this objective*<br>• *Substantial progress; I made large gains on this objective*<br>• *Exceptional progress; I made outstanding gains on this objective* | **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) | 0% (0) | 0% (0) | 44.44% (4) | 55.56% (5) | 9 | 0 | 0.5 | 4.56 |
| **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures** | 22.22% (2) | 22.22% (2) | 22.22% (2) | 22.22% (2) | 11.11% (1) | 9 | 0 | 1.31 | 2.78 |
| **Learning to *apply* course material (to improve thinking, problem solving, and decisions)** | 0% (0) | 0% (0) | 0% (0) | 66.67% (6) | 33.33% (3) | 9 | 0 | 0.47 | 4.33 |
| **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course** | 0% (0) | 0% (0) | 11.11% (1) | 55.56% (5) | 33.33% (3) | 9 | 0 | 0.63 | 4.22 |
| **Acquiring skills in working with others as a member of a team** | 0% (0) | 22.22% (2) | 0% (0) | 44.44% (4) | 33.33% (3) | 9 | 0 | 1.1 | 3.89 |
| **Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)** | 22.22% (2) | 11.11% (1) | 33.33% (3) | 11.11% (1) | 22.22% (2) | 9 | 0 | 1.41 | 3 |
| **Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)** | 11.11% (1) | 0% (0) | 22.22% (2) | 22.22% (2) | 44.44% (4) | 9 | 0 | 1.29 | 3.89 |
| **Developing skill in expressing myself orally or in writing** | 11.11% (1) | 33.33% (3) | 11.11% (1) | 22.22% (2) | 22.22% (2) | 9 | 0 | 1.37 | 3.11 |
| **Learning how to find, evaluate, and use resources to explore a topic in depth** | 0% (0) | 11.11% (1) | 22.22% (2) | 44.44% (4) | 22.22% (2) | 9 | 0 | 0.92 | 3.78 |
| **Developing ethical reasoning and/or ethical decision making** | 44.44% (4) | 11.11% (1) | 11.11% (1) | 11.11% (1) | 22.22% (2) | 9 | 0 | 1.64 | 2.56 |
| **Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view** | 11.11% (1) | 22.22% (2) | 22.22% (2) | 22.22% (2) | 22.22% (2) | 9 | 0 | 1.31 | 3.22 |
| **Learning to apply knowledge and skills to benefit others or serve the public good** | 0% (0) | 33.33% (3) | 33.33% (3) | 22.22% (2) | 11.11% (1) | 9 | 0 | 0.99 | 3.11 |
| **Learning appropriate methods for collecting, analyzing, and interpreting numerical information** | 0% (0) | 11.11% (1) | 11.11% (1) | 22.22% (2) | 55.56% (5) | 9 | 0 | 1.03 | 4.22 |

| *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.** | 0% (0) | 0% (0) | 44.44% (4) | 33.33% (3) | 22.22% (2) | 9 | 0 | 0.79 | 3.78 |
| **I really wanted to take this course regardless of who taught it.** | 0% (0) | 0% (0) | 22.22% (2) | 22.22% (2) | 55.56% (5) | 9 | 0 | 0.82 | 4.33 |
| **My background prepared me well for this course's requirements.** | 0% (0) | 0% (0) | 22.22% (2) | 33.33% (3) | 44.44% (4) | 9 | 0 | 0.79 | 4.22 |
| **Overall, I rate this instructor an excellent teacher.** | 0% (0) | 0% (0) | 0% (0) | 22.22% (2) | 77.78% (7) | 9 | 0 | 0.42 | 4.78 |
| **Overall, I rate this course as excellent.** | 0% (0) | 0% (0) | 11.11% (1) | 44.44% (4) | 44.44% (4) | 9 | 0 | 0.67 | 4.33 |

| | 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) | 0% (0) | 44.44% (4) | 55.56% (5) | 9 | 0 | - | - |

## Qualitative

**Comments -**

- Amazing recitation leader. Helped clarify what I didn't understand. Responded quickly to questions.
- Noah is the best!! He made class really enjoyable and is able to explain topics in depth in an entertaining way. He also is really good at explaining the why behind concepts, as in how it works and why it matters. He made this my favorite class hands down.
- Noah was an amazing teacher. In fact I learned more in this recitation than I did in the actual class.

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

- Literally everything was great. He was very informative, his methods all made sense and it was all entertaining. Never a full moment.
- The example problems Noah did were very helpful, he usually explained them clearly in a way that made sense.
- I liked the set up of class and thought the balance between lecture style teaching and worksheets was very good.
- Explains things clearly and succinctly. Also is hilarious and made it easy to stay engaged

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

- I think you did pretty dang good, not sure how to improve it.
- N/A
- The online recitation when I was in quarantine was not very helpful.
- More in person sessions. It's really hard to learn math online.