Rutgers University Student Instructional Rating
Fall 2020

Charnley, Matthew - MPC163
Precalc College Math - 01:640:115:10, 11, 12
Survey Form: *Standard SIRS

Enrollment: 98
Responses Received: 59

Special University-wide Questions for Fall 2020

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Fall 2020 survey.

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	0	4	11	26	16	58	**3.95**	3.60	3.69	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	2	5	23	28	59	**4.33**	3.93	4.06	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	4	12	25	16	58	**3.93**	3.64	3.77	3.84

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Matthew Charnley was prepared for class and presented the material in an organized manner.	0	0	4	27	26	58	**4.39**	4.03	4.22	4.22
The instructor Matthew Charnley responded effectively to student comments and questions.	0	0	4	23	31	59	**4.47**	4.03	4.22	4.21
The instructor Matthew Charnley generated interest in the course material.	0	3	7	26	22	59	**4.16**	3.96	4.03	4.02
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	4	23	31	59	**4.47**	4.17	4.33	4.32
The instructor Matthew Charnley assigned grades fairly.	0	2	11	25	19	58	**4.07**	4.01	4.15	4.15
The instructional methods of Matthew Charnley encouraged student learning.	0	1	12	24	20	58	**4.11**	3.90	4.04	4.02

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Matthew Charnley as:	0	4	6	26	22	59	**4.14**	3.85	4.04	4.03

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	1	5	14	28	8	57	**3.66**	3.56	3.78	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	11	9	18	16	3	58	**2.84**	2.99	3.17	3.37

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	2	4	16	20	16	59	**3.76**	3.41	3.56	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
Nothing
I like learning math and trig as I never learned trig in high school
I really liked learning trigonometry in this course, as well as the formats used for completing the homework & in–class assignments.
Math in general.
A lot of grade opportunities so one grade wont ruin you
This course helped me understand material that I was initially confused on upon entering pre–calc.
The material was presented clearly and the instructors made every effort to help us learn
How clear and easy it was to understand the material.
Nothing
The real world application of problems.
I liked the fairness of this course and the ability to be able to ask questions and get an answer in return.
nothing
The material we learned in class
the instructors
liked the pre–class videos
I liked recitation the best because it gave me a chance to better understand the material
Professor Charnley's class. And his dog
the professors made math was exciting to learn.
I liked how organized the class was as well as the pace it was taught. Nothing felt too rushed and if it did then it wasn't a huge part of the exam
What I liked best about the course is the organization and well preparedness from the professors making it easier to understand the material within the course.
What I liked best was the pre–class videos, they really helped me to understand the basics of the work in a short amount of time.
nothing its math
I like how Professor Charnley assigns pre–class videos because I feel like I understand the material better.
the structure of the canvas page and assignments was organized and we needed extensions on homework, charnley was flexible
The work was not too much and manageable
I liked how organized everything was. It relieved stress on my end because I always knew where everything was.
lectures
How each lesson plan is prepared beforehand, Recitation quizzes to help boost grades
It has a lot of the same topics throughout the course so you can apply what you know
I liked that we had to watch the lectures and then watch the live ones it made it easier to understand the topics
The instructors honestly.
That we have a lot of quizzes, which make it easier to keep the grade up.
It was taken seriously, but we still were able to enjoy the class.
I liked the pre–class videos a lot, as they helped prepare me on what to expect in the next lecture.

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
Have the final exam weigh less on your grade than it already does.
I would have examples more similar to tests
Establish study groups or projects earlier in the year, maybe by polling when people feel stressed about a given topic. It could take pkace outside of class time, so there's no obligation but positive opportunity.
Nothing.
Make the open ended questions easier
Review concepts slower, less sidetracking
Nothing really other than explain the tools for the online tests and quizzes more clearly and make very specific what I want as an answer when it says to "show all work".
I would change how they graded things especially since this class is online it is harder to type out my thinking and answers.
I would not have students type out the free response answers. The fact that this happened is truly ludicrous. In the future the tests should be all multiple choice or have students take pitcures of their work.
Nothing really, other than ensuring grades are entered in the system a little more promptly but overall nothing.
I would not tell students about the possibilities of how the finals and other tests will run. It was frustrating not getting an answer and it felt like the professor was unprepared. Obviously its not professors fault but it felt as if we were left in the dark.
not teach it online
Much more time needs to be spent re–iterating on how to do problems/the pathos behind the work. The first two midterms felt very unfair and had low class averages, but little was done to circumvent this.
nothing
make it a full online class instead of something thrown together at the last minute
would include more examples
nothing
As I've said on surveys for different courses I think the homework does not help further student's understanding of material nearly as much as it should for the time put in
None!
Go over problems more similar to the ones on the exams and point out which questions are definitely gonna pop up on the exam (with different numbers obviously) but just in general stress which types of problems will appear on the exams.
The only thing that I would do differently is during recitation, I would go over problems that majority of the class got wrong in the class. So in other words, rather than posting model answers to certain questions on canvas, in addition to that would work through the problems in the class with the students.
Extra credit or more assignments to help boost up grades, most of the grading is depending on small quizzes and the exams. There are no homework grades shown yet to see what the student could have as they continue the course.
idk teach history instead
Nothing, everything is great!
finish going over all pages of the notes.
I would give practice problems similar to the ones on the exam rather then giving us easy ones then telling us that the exam will be harder.
I would focus more on wrong answers from exams so students get them right next time.
I would better prepare my students for the difficulty of the exams. The difficulty of the quizzes and homework didn't necessarily always match with the difficulty of the exams.
Some of the questions are extremely hard when there's no need for it.
make the tests different
Practice more difficult problems in class, like the ones that show up on the test. Make homework graded on completion, not accuracy. Shorter pre–class videos and release them earlier. Release study guides earlier and go over them 2–3 classes before the test. Make recitation quizzes practice test problems.

Comments
Allow test corrections for a small percentage back on the grade.
I would make sure that we get through the lecture notes in our time period.
I think would initially get into instruction and then if anyone might questions answer them towards the end of the lecture so that we can get through the material in a timely fashion.
I would do more problems, and less of a talk in the beginning.
No idea
I would probably send out the midterm review sheet weeks before the test date.

In what ways, if any, has this course or the instructor Matthew Charnley encouraged your intellectual growth and progress?

These comments are unique to the instructor Matthew Charnley.

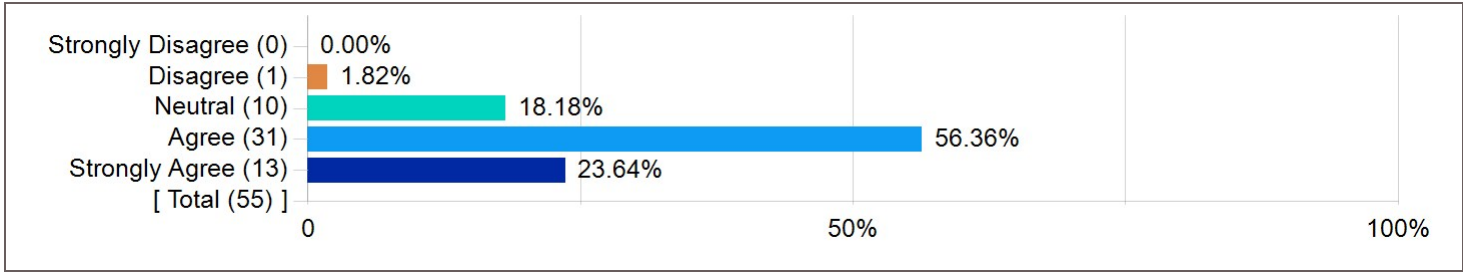| Comments |
|---|
| N/A |
| I like that he uses easier examples and leads us into the examples |
| His explanations and examples regarding each new subject were simple and progressively difficult, which encouraged me to push through the challenges with some confidence. |
| Very organized. |
| I appreciated his humor and positive attitude as well as interactions with students. |
| He demonstrated problems in there real world application which made understanding the value of the equations and where they can be applied even in daily life helped grow a great interest in the material and changed how I view certain situations day to day. |
| He goes over all material that we need to know for the test and is very good at responding to any questions we have during class. I never felt bad asking a question. |
| the in class assignment |
| Explains content clearly and thoroughly, has definitely strengthened my math foundation |
| He was always very helpful and made math learning fun! |
| He answered every question (big or small) with a positive attitude that didn't make students feel dumb or discouraged |
| Instructor Matthew Charnley made sure to be well prepared and organized. His organization helped me to keep up with what was being taught in the class making it easier and manageable to understand the material. |
| I had a lot of trouble keeping up with the material, but I enjoyed learning from his teaching style. |
| I think i improved since the last exam but the scores say otherwise. |
| Review more wrong answers from exams |
| Matthew Charnley was a great professor! His structure of the class was very organizing. Professor Charnley was always there for his students and he made that very clear. |
| Better flow of notes and ending class on time with actually doing all we need to do. |
| I enjoyed the lectures which made learning easier |
| His instructions were very clear and I was able to understand the content well. I appreciated having him as a professor. |
| He always presented things really well and kept the students constantly updated about the situations going on (like with proctortrack). |
| He was very quick in responding to my questions via email and WebAssign. |

Other comments or suggestions:

These comments are intended for all instructors.

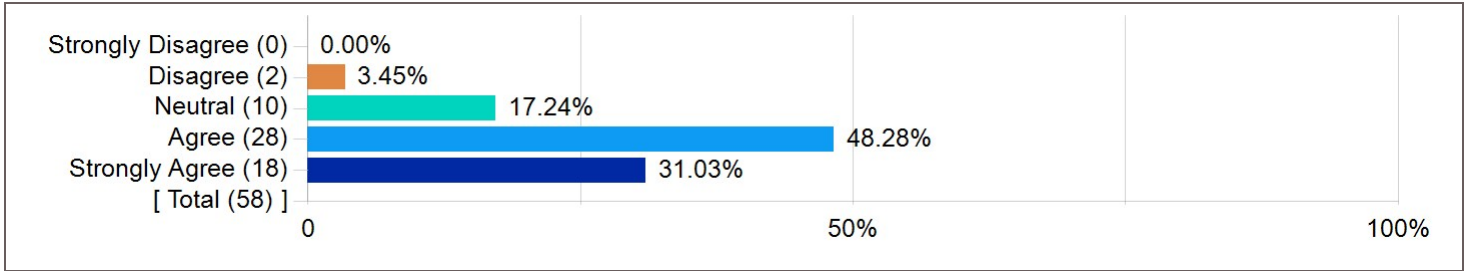| Comments |
| --- |
| N/A |
| One on one's may be helpful for some, but it also makes many of us anxious to seek guidance because of disliking such private conversations. Having companions or classmates eases any tension while initiating conversations. |
| N/A |
| Final exam should not be 40% of grade, and homework should count for 15% of one's grade, not 5%. Homework is the majority of work that we do for the class, so it only makes sense that it would affect a larger portion of one's grade |
| this really was a poor excuse for a math class. I gave my professor and TA good ratings because they did their job. The overall class is horrid. The class average was a 58 and everyone seemed to be okay with that. The Rutgers math department has a reputation for sucking and I see why |
| Great course, great instructors. An excellent Segway to help build a base for future math courses. |
| none |
| Thank you both so much! |
| The pre class videos honestly helped a lot. That's where i took notes so then in class i basically knew what i was doing already. I personally found that they were more helpful either doing them the day before or the day of class because it was more fresh in my head. 30–33 mins max should be how long they are just because anything more than that myself and other students tend to lose focus especially when there's some parts of the videos that aren't necessary |
| The professors were very nice and answered questions quickly and thoroughly to help students understand the work. |
| Learning math over zoom is extremely challenging, and it makes my learning experience very weak. |
| The course wad fair overall |
| Review past stuff a little before just jumping into new stuff so the students have a better understanding. |
| I think Professor Charnley is a chill guy and I would be friends with him after the semester. |

Questions added for: *Standard SIRS

Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.
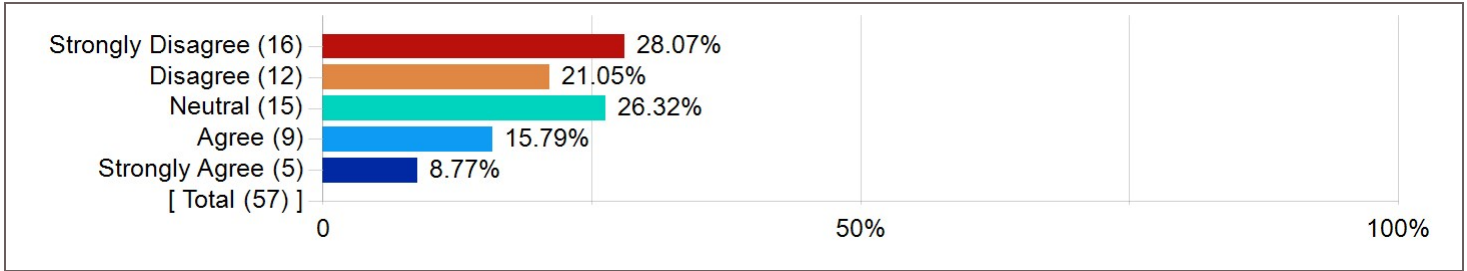

Strongly Disagree (0) — 0.00%
Disagree (1) — 1.82%
Neutral (10) — 18.18%
Agree (31) — 56.36%
Strongly Agree (13) — 23.64%
[Total (55)]

Section	Course	Level	Dept
4.02	3.73	3.94	3.97

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.

Response	Percentage
Strongly Disagree (0)	0.00%
Disagree (2)	3.45%
Neutral (10)	17.24%
Agree (28)	48.28%
Strongly Agree (18)	31.03%
[Total (58)]	

Section	Course	Level	Dept
4.07	3.81	3.85	3.85

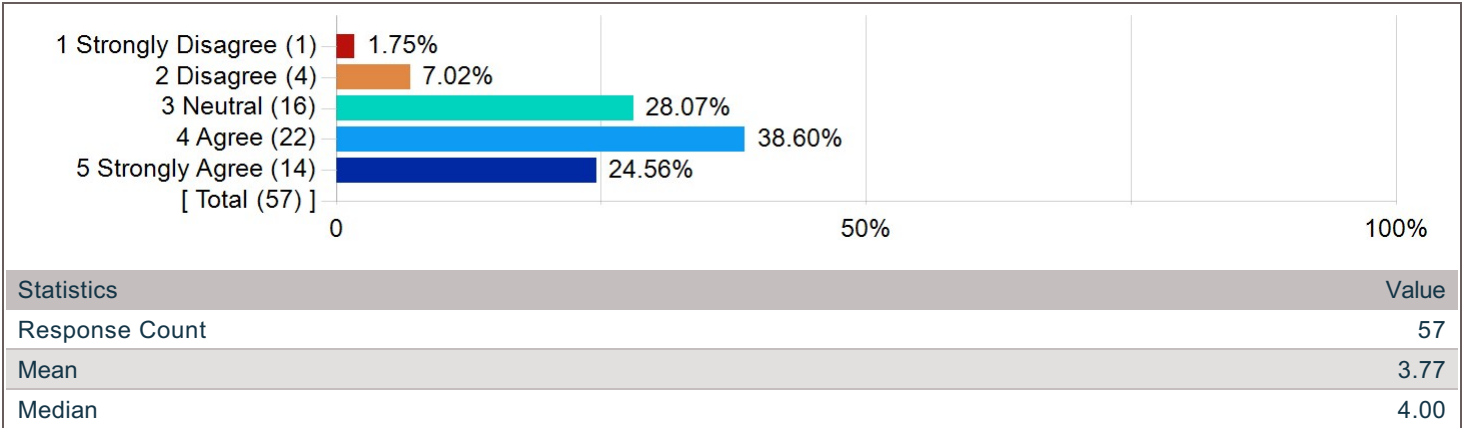**I was glad to take this course in an online format; for me it is the preferred format for this course.**

Response	Percentage
Strongly Disagree (16)	28.07%
Disagree (12)	21.05%
Neutral (15)	26.32%
Agree (9)	15.79%
Strongly Agree (5)	8.77%
[Total (57)]	

Section	Course	Level	Dept
2.56	2.49	2.72	2.78

Questions Chosen by Instructor

The workload for the course was appropriate.

Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (3)	5.17%
3 Neutral (16)	27.59%
4 Agree (28)	48.28%
5 Strongly Agree (11)	18.97%
[Total (58)]	

Statistics	Value
Response Count	58
Mean	3.81
Median	4.00
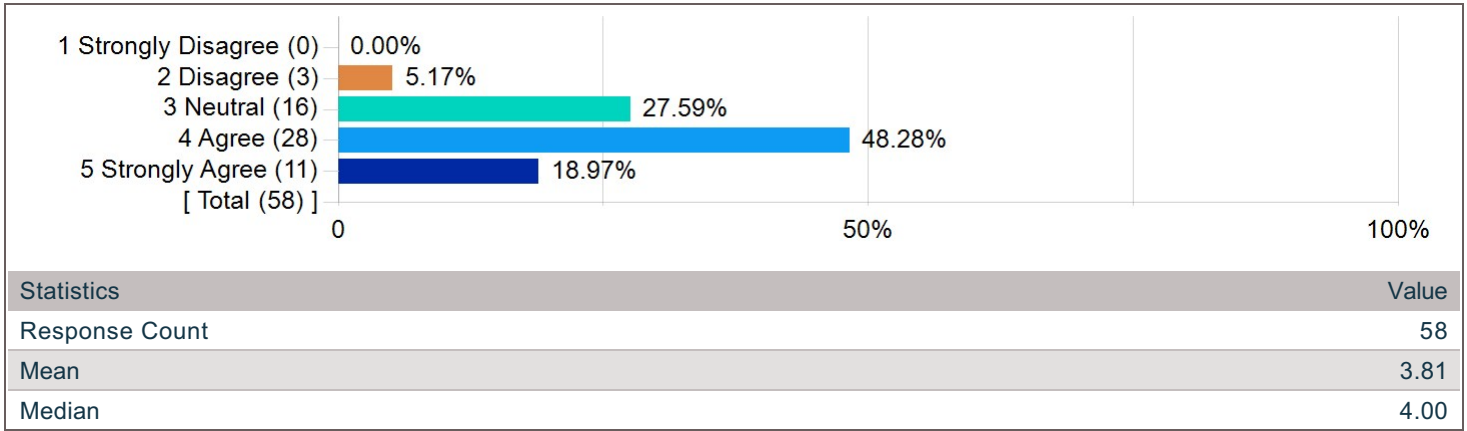
The instructional technologies were effective.

1 Strongly Disagree (1)	1.75%
2 Disagree (4)	7.02%
3 Neutral (16)	28.07%
4 Agree (22)	38.60%
5 Strongly Agree (14)	24.56%
[Total (57)]	

Statistics	Value
Response Count	57
Mean	3.77
Median	4.00

My remote environment allowed me to use the remote course effectively.

Strongly Disagree (9)	15.52%
Disagree (4)	6.90%
Neutral (22)	37.93%
Agree (14)	24.14%
Strongly Agree (9)	15.52%
[Total (58)]	

Statistics	Value
Response Count	58
Mean	3.17
Median	3.00
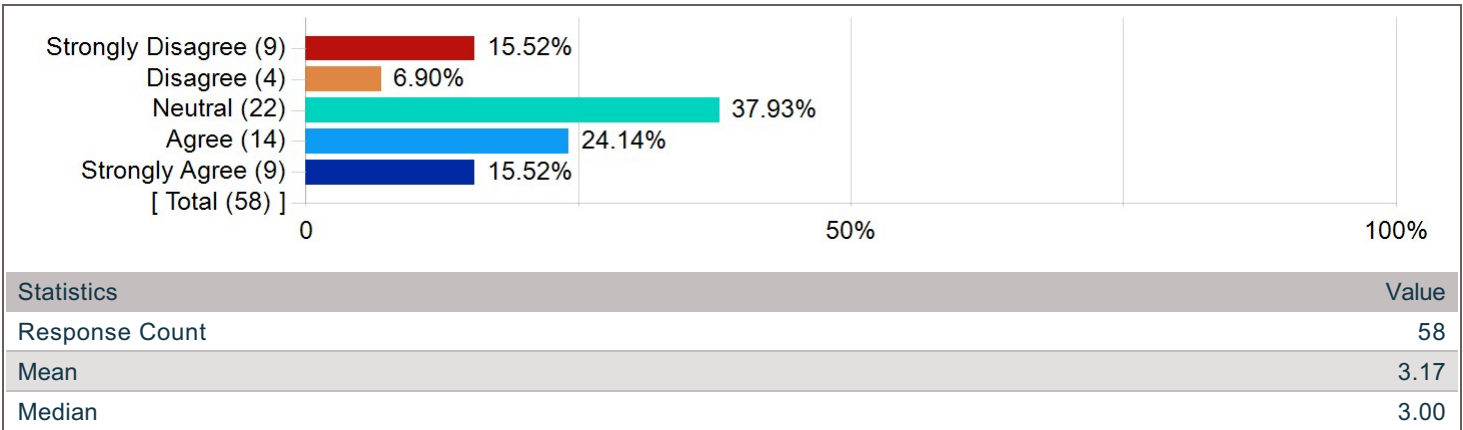
What were some of the positive aspects of taking this course online?

Comments
Nothing
Easy office hour access
Being provided with an online textbook decreased the tiresome burden of carrying so much information, while also giving access to outside sources when struggling severely.
Everything was easily accessible online.
I could do work and assignments whenever I wanted and had access to a lot of lecture videos.
Didn't have to worry about getting to class on time
I don't really know. I guess because I didn't have to leave my room.
NONE AT ALL
Instructor doing problems on the screen made it easy to follow along with being able to re–watch recordings of lectures.
Nothing really.
none at all
there were no positive aspects, I feel as if this class would have been better in person
i learned pre calc
was good looking at the webassign problems and how they were solved
I enjoyed being able to be comfortable and relaxed at home
I learned a lot from this course.
Professors attitude towards the course, teaching the material, and wanting students to succeed was always positive.
The positive aspect of taking this course online was the professor was able to tend to each student's needs without taking up much time being that we had the chat section to write all our questions.
It is very easy to get to class and not have absences. The recordings are the best aspect since it's something you can't get if the course was not online and it is something you can go back to look at if you're stuck.
none.
It was well organized since we spent all our time on the computer.
The assignments were easy to follow along and organized
Being able to do math at home
I was able to do assignments on my own time
I was able to type in my questions in the chat and get a direct answer right away. I was clearly able to follow with all of the notes in the class by look straight at my computer screen.
Not sure
i had videos of lectures
Being able to watch/pause lecture videos on my own time. The homework (for the most part) had helpful videos below them.
I was able to take exams without any outside stress, learning felt a lot more relaxed.
I could invest how ever much time i felt I need into the live lectures.
I was able to have access to lectures before and after they occurred.
That I could look back at my notes. I also do not have to go onto campus for the office hours.
less distractions
the helpful response from professor charnley
The convenience of Zoom office hours were nice, as well as WebAssign.

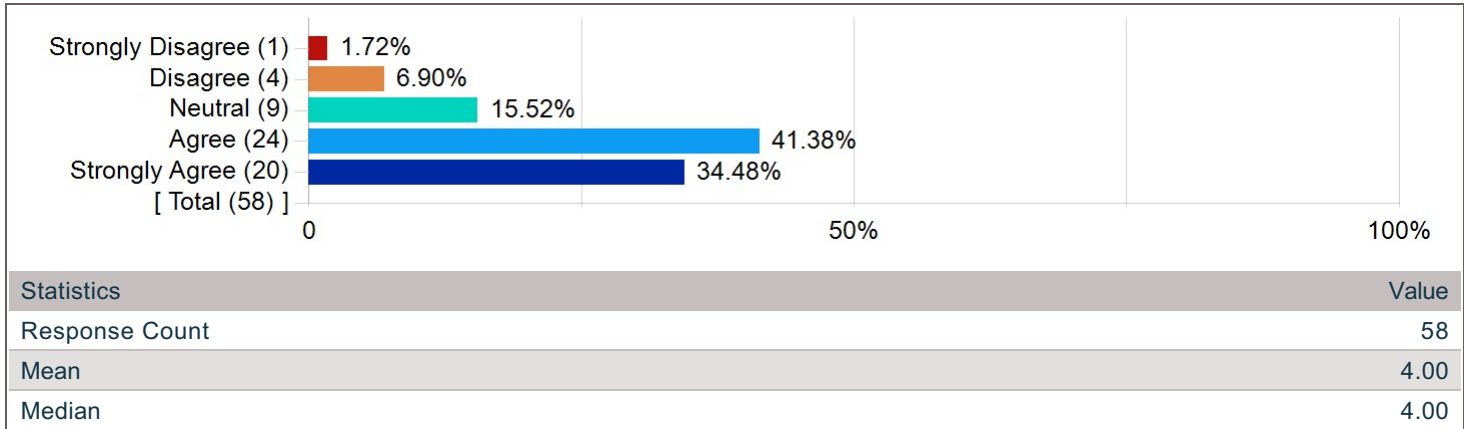## What were some of the negative aspects of taking this course online?

Comments
Everything
I dont like that the test format was always changing up to the week of the test and I feel like I felt less engaged with the content
Completing midterms and the final exam through keyboard typing is inconvenient and stressful. The time needed to solve the

Comments
problems then rewrite them in a legible and organized fashion was very difficult.
Hard to pay attention during the entire class period. (e.g. distractions at home)
Not the same person–to–person learning
Exam monitoring, difficulty getting on to Zoom, wifi problems, Webassign crashes, etc.
Not in person, herder to focus, harder to ask questions or get individual help on something. None of this is by any fault of the instructors, it just is how it is.
the exams had long response questions in which the student would have to type out functions and equations with just the keyboard. What if I made a typo? What if I forgot a parenthases? Points were deducted for typing errors. Additionally, this took up A LOT of time. I had to do the work for the question, find the answer and then type out all of the work.
No in person assistance for personal help on a deeper level.
I was stressed with other classes I didn't really get to meet or make friends with anyone. There weren't a lot of ways to make study buddies. I was sitting at a desk for hours on end dealing with 4 classes with an abundance of work. Not to mention the proctoring gave me extreme anxiety thinking any slight movement would flag and say that I'm cheating
all of thee above
It was difficult to do precalc online
the online screwed me over. i need to be in person to get everything out of this course
explantions of certain concepts were not grasped
I did not like the fact that we were not in person and could not show the professor or TA our work
Recitation class is generally unproductive and usually only focuses on like 3 problems per class
Math was a little hard to learn online and also tests were hard to type out especially open–ended problems and took away time for the actual test.
Some homework's were a little too much due at one time for example 6 different assignments with some of them having 40+ Problems (but i could've asked for extension so that wasn't really too negative especially because most courses don't offer/accept late work)
Some negative aspects of taking the course online is aside from the professor, there isn't much people around to help with problems that may be hard being that we're at home and there is no in person interaction. Also, with math, it was a bit difficult at times to keep up with the pace of how long the lesson is going by being that we're online.
I feel like I didn't pay attention that much as I would in a classroom environment. There are any distractions at home.
there are an infinite amount of variables especially in my household that makes learning more difficult especially when its math.
It's not something that was designed to be taught through a screen
not having access to internet at times, – having to type a mathematical response being time consuming
Taking it online. Harder to learn and it didn't click most of the time.
typing the short answer problems online on exams and proctor track
–questions don't come as naturally –taking exams online –difficulty of having to show "work" online –hard to focus –hard to stay movtiated
It was harder to actually understand the material
Sometimes the lessons got confusing and difficult, and not being physically next to Professor Charnley or Kristen made it challenging to ask questions. I had my camera turned off most of the time and that made me less motivated. It was hard to focus staring at my computer screen for more than an hour.
Not being with a professor in person, having software watch my every move on a computer. Overall, uncomfortable and less confident.
not in person harder tests
Tests are probably harder
less motivation to focus
It could be a little hard when the topics got confusing
I guess going through the lessons and actually workshopping it.
Not as much one on one. Very hard and weird to ask questions.

Comments
tech issues, harder to communicate, more chances for misunderstandings
a lot of work so i had a little amount of free time
Online classroom environment just isn't the same to an in person classroom environment.

Questions Created by Instructor

The videos and pre-class assignments were useful for learning the content in this course.

Strongly Disagree (1)	1.72%
Disagree (4)	6.90%
Neutral (9)	15.52%
Agree (24)	41.38%
Strongly Agree (20)	34.48%
[Total (58)]	

0   50%   100%

Statistics	Value
Response Count	58
Mean	4.00
Median	4.00

What comments do you have about the structure of this course? Is there anything that should be improved if this course were to be run in a similar way in future semesters?

Comments
N/A
I would like the examples to match the test difficulty
The method of preparing students for required tests, with typing homework or practice stations to improve ourselves.
N/A
I like the structure and think the instructors truly care about us
No exam monitoring.
I think it was great
The structure is mediocre at best
Very good, watching pre–class videos helped a great deal in understanding the material in the actual class allowing me to simply build on the basic knowledge gained from the video rather than just learning it there.
I would not do open ended. They take an insane amount of time and I usually have no time to go over any of my answers in the multiple choice or even what I wrote on the open ended. It feels like I only have one chance to get everything right or else I lose time to work on all the questions I didn't get to answer yet.
Open note exams, its not fair for students who are going through a pandemic and taking such difficult classes online without having access to their notes
for what is happening in the world right now, it was a good course
course was good overall
I thought the structure was very organized. There is nothing I would change
I liked the pre–class videos. I was nice to see what I was learning before and having a basic knowledge of the topics.
The course ran smoothly based on the pace it was taught
Overall, the structure of this course was really good and I don't see any improvements that need to be made.
be in person.
The work load was a lot, and it looked like not much of the curriculum changed when it was moved to online.
I like the preclass videos, may be weighted more because it was tedious after awhile. Maybe we take a survey on whether it is relevant to do have that preclass video. I liked the in–class assignment.
it was fine for the most part
I would suggest creating practice midterm and final exams. This will allow the students to better be prepared for when they actually take their exams.
test taking
We need to practice more test questions, recitation quizzes worth a little more
I really liked the structure
I think the overall structure of the course was fine.
The pre class videos do not help. I mostly just try and get through it, and get a 100.
I appreciated how the recitation open ended questions were extremely similar to the one's on the midterms.