Rutgers University Student Instructional Rating

Fall 2020

Charnley, Matthew - MPC163

Calc I Math/phys - 01:640:151:13, 14, 15
Survey Form: *Standard SIRS

Enrollment: 84
Responses Received: 40

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.	1	1	11	19	8	40	**3.80**	3.64	3.69	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	1	0	3	19	17	40	**4.28**	3.97	4.06	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	2	1	5	19	12	39	**3.97**	3.71	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	1	0	12	27	40	**4.63**	4.17	4.22	4.22
The instructor Matthew Charnley responded effectively to student comments and questions.	0	1	0	11	28	40	**4.65**	4.20	4.22	4.21
The instructor Matthew Charnley generated interest in the course material.	0	1	4	15	20	40	**4.35**	3.90	4.03	4.02
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	1	1	12	26	40	**4.58**	4.29	4.33	4.32
The instructor Matthew Charnley assigned grades fairly.	0	1	5	16	17	39	**4.26**	4.02	4.15	4.15
The instructional methods of Matthew Charnley encouraged student learning.	0	1	6	14	18	39	**4.26**	3.92	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:	1	0	2	13	23	39	**4.46**	3.95	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	3	6	23	6	39	**3.77**	3.68	3.78	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	0	6	8	21	4	39	**3.59**	3.52	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:	3	3	7	17	9	39	**3.67**	3.54	3.56	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
I liked how the professors made it easy to reach out to them. They were understanding of circumstances and were helpful when questions were asked. I appreciate how each professor went about their classes.
I liked how organized everything was and the pre–class videos were a great way to come in with prior knowledge and refreshers before the lecture. There were also plenty of opportunities to get grades.
Charnley
nothing really
the classes
The organization and response time was great
I enjoyed the amount of practice and preparation that was available to my class. The Pre–Class Assignments were especially helpful.
The lectures were an important aspect to understanding the course.
I liked how it was organized and I liked Professor Charnley.
I do like that it is pretty straight forward. There are pre–class videos that basically tell me everything I need to know for the next lecture.
The teacher for a fact.
none.
well time schedule for international student
The conversations were very engaging and were very intellectual.
I like the homework site because it let's me figure it out on my own.
Well it is supposed to prepare me for the rest of the Calculus that I have to do to get my degree and it accomplishes that effectively.
Professor delivered the course efficiently.
The lecturrd
The topics are very organized which helps a lot considering how many concepts there are needed to learn throughout the semester. I also appreciated the review sheets we've been given before taking the midterm exams.
I liked the organization and the topics. The topics were hard but Professor Charnley effectively taught the topics to make sure his students understand.
I liked the overall structure about the course and the material.
The organization of the course work
This course is extremely difficult to do completely online. This is the worst that I have ever done in any math course that I have taken and I have taken math classes online. The fact that there is such a disperity between the problems on the exams and the information from mymath lab and the book is unbelievable. If this class is going to continue like this, it needs to be more geared towards the lectures and have additional resources or be geared more towards the book.

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

These comments are intended for all instructors.

Comments
N/A
In the pre–class videos should be graded on completion rather than getting the right answer but otherwise, I liked the course.
n/a
make sure my students understand
I wouldn't be able to replicate it
nothing
I probably would've taught a wider range of problems, such as levels of difficulty or more common problems.
The exams, especially towards the beginning of the year were exceptionally difficult. More often than not there is always a curve on the exams.
I would have never even started with Proctortrack, and I was/am ecstatic when they got rid of it. It seemed so weird and sketchy, but it did not seem like we had a choice for if we felt comfortable or not with it.
Maybe I would give more optional problems that are optional but that would help a lot for the tests.
Nothing really, I just heavily disliked the exams due to the fact that one simple mistake could take your grade from an A to a B easily. I usually rely on my work to get back points from questions that I got incorrect, sadly the environment we are in doesn't allow for it.
I would have provided more aids that helped students prepare for the midterms.
more required meeting times with students as well as more TAs for assistance in workshops.
no
Maybe a little more review over concepts throughout the chapter instead of the applied math.
The tests should give partial credit on work as it would in a normal math class.
I would do more in person activities – or through the online format I would do more polls. And the questions I would ask in these polls/in person activities would be test questions.
The questions in the quizzes are harder than HWs and what is taught in class. I would make sure they are all on the same level
I wouldn't assign myMathLab work to students anymore because it is a waste of time, I don't learn anything from it, and it doesn't help in preparing for exams. I would assign a new way to assign students homework that won't be a waste of time for students, it would make them learn the material better, and make them be prepared for the exams as well!
I feel the recitations can be more organized with the groups, review sessions, etc. The homework in MyMathLab should also be looked at as there were times when even one section of homework took hours.
If I were to teach this course, I would assign easier workshops and homework problems. I believe those problems are extremely hard compared to the example problems in the lecture. Most of the time, I had to watch additional youtube videos to solve those problems.
In my opinion, the workshops were never beneficial and we never went over them later. They were not the best. Also, the test were very hard to me.
I would not do anything differently

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 |
|---|
| Charnley was an amazing instructor who always seemed like he enjoyed teaching us and answering our questions, more than other professors |
| He was very supportive and made the classes fun and interesting |
| Legendary performance, though I performed poorly on exams it wasn't due to his teaching style at all, rather small mistakes. |
| Because I've taken this course before in high school, I was already knowledgeable in most of the material. Some topics were taught differently, and the instructor helped me understand the new material. |
| Professor Charnley is one of the best math teachers I have ever had. He has a great personality, teaches well, and is great with interacting with the students in a fun way. |
| Professor Charnley is a good teacher. He always answers questions that are in the chat and will have some problems in the lecture for us to practice the concept taught to us. |
| Really cool guy, I wanted to learn and participate in all of his lectures simply because of his charisma. He came off as really nice and did not shy away from jokes or attempting to make the class more humorous. I wanted to show up to lectures because of that. |
| It would have been helpful if we were given more practice that geared us towards doing well on the midterms. The MyMathLab and workshop assignments were generally more advanced than the information we were taught in lecture, so it was harder to get efficient practice. |
| He has shown me that in orderer to achieve something you have to work hard at it. |
| He encouraged students to ask questions which was very helpful. Took time to go over problems and explained them thoroughly. |
| Very easy to talk to and explains topic very well. |
| Professor Charnley is great professor. I can confidently say he is one of the best math teachers I have ever had. |
| He made me understand problems I didn't understand before. |
| Charnley made me understand that lectures should be looked at as review sessions instead of learning about it in the lectures. which made it much more efficient to learn things more consistently. Although he tends to explain concepts very quickly (even in the pre–class videos), I'm able to understand the general idea of it through the examples given during lectures. |
| He is very organized and takes his time to help students understand the topics being discussed. After each topic, he goes over example problems to make sure his students understand the topics. |
| Professor Charnley was always prepared for class the class notes were always a=easy to find. He also does a great job answering questions and giving feedback. |
| Professor Charnley had a good pace during class and clearly explained all topics and provided the material to improve throughout the semester |

Other comments or suggestions:

These comments are intended for all instructors.

Comments
N/A
n/a
great work
The course is manageable and we were provided enough preparation and practice for the exams.
Overall, I liked this class.
Nothing else except what I included previously in regards to the exams administered throughout the semester.
MyMathLab was often too confusing or complex to really help me understand the material. It was tedious to restart an entire problem just because of a notation error.
none.
no
Charnley, I'm so sad that you won't be teaching calc 2. Calc won't be the same without you :(
No other comments – Thank you!!!
Like I said before myMathLab for homework is very bad and ineffective, if the math department can find another way to give students homework that will help them that would be great!
Although the situation right now is making Calc much harder than I imagined, I still felt like I understood a good amount of what's needed for future courses. There are still certain things in this course, however, that should be reassessed (recitation, homework, midterm quiz, grades), but it was nonetheless a good course.

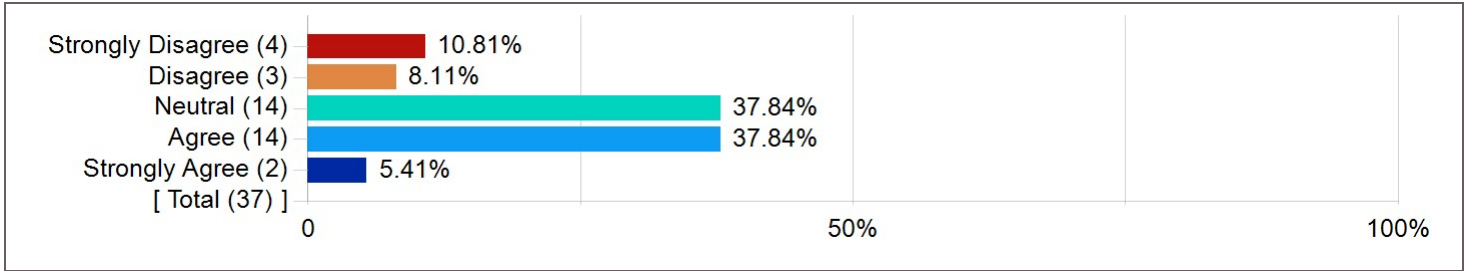## Questions added for: *Standard SIRS

Weighted Means: Section, Course, Level, Department

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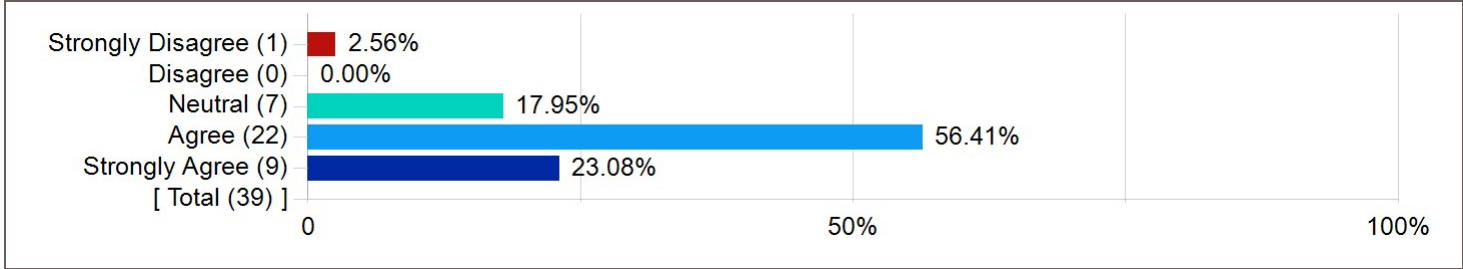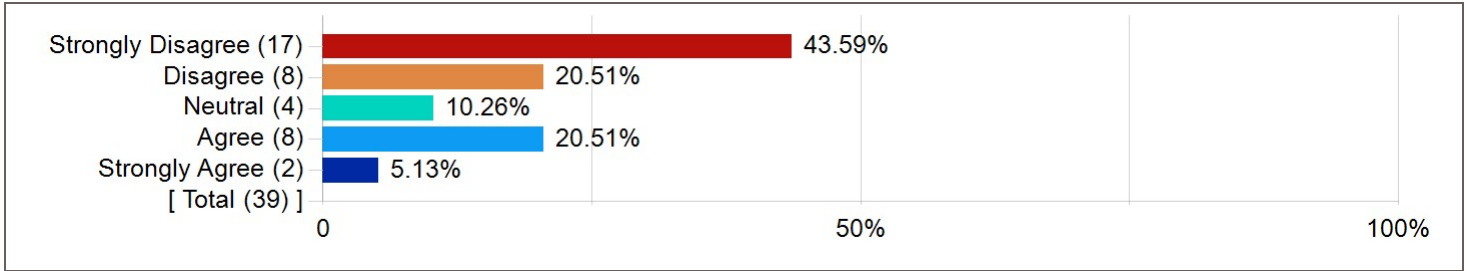

Section	Course	Level	Dept
3.97	3.77	3.94	3.97

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

Strongly Disagree (4) — 10.81%
Disagree (3) — 8.11%
Neutral (14) — 37.84%
Agree (14) — 37.84%
Strongly Agree (2) — 5.41%
[Total (37)]

Section	Course	Level	Dept
3.19	3.69	3.85	3.85

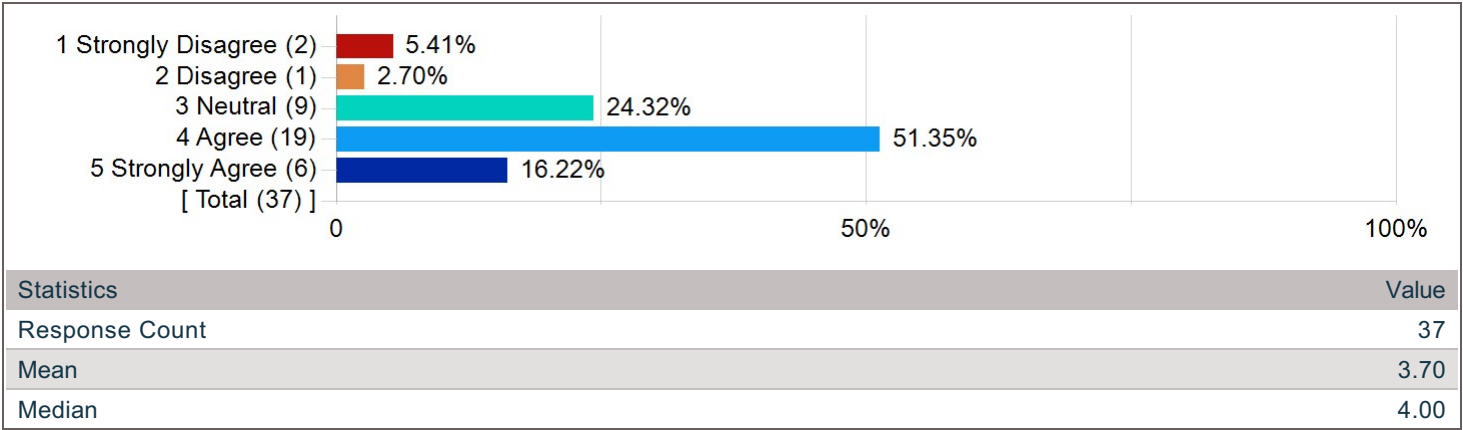**I was glad to take this course in an online format; for me it is the preferred format for this course.**

Strongly Disagree (17) — 43.59%
Disagree (8) — 20.51%
Neutral (4) — 10.26%
Agree (8) — 20.51%
Strongly Agree (2) — 5.13%
[Total (39)]

Section	Course	Level	Dept
2.23	2.53	2.72	2.78

Questions Chosen by Instructor

The workload for the course was appropriate.

1 Strongly Disagree (1) — 2.56%
2 Disagree (1) — 2.56%
3 Neutral (11) — 28.21%
4 Agree (21) — 53.85%
5 Strongly Agree (5) — 12.82%
[Total (39)]

Statistics	Value
Response Count	39
Mean	3.72
Median	4.00
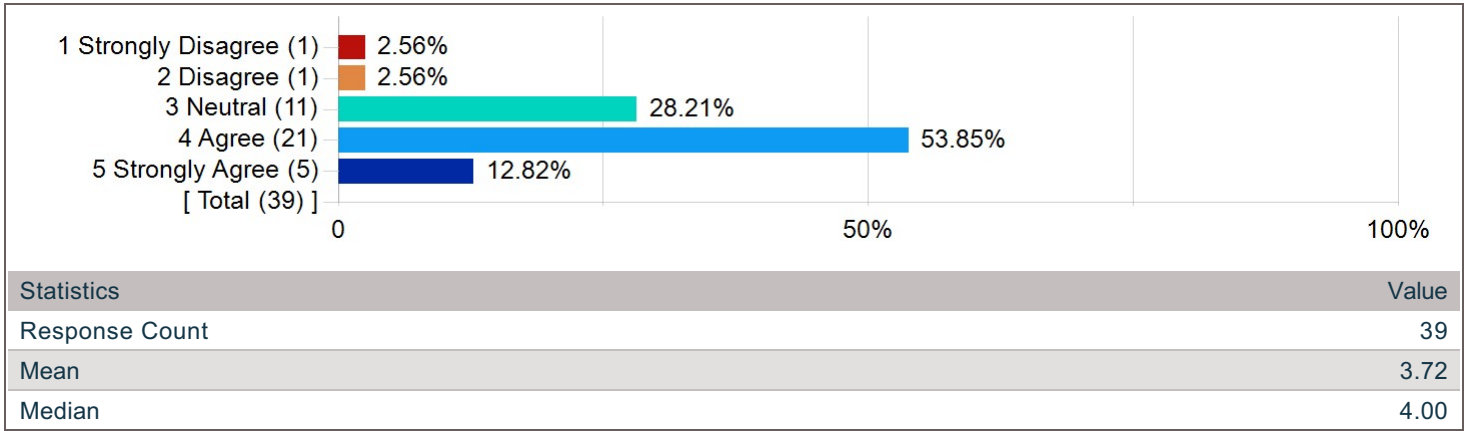
The instructional technologies were effective.

1 Strongly Disagree (2)	5.41%
2 Disagree (1)	2.70%
3 Neutral (9)	24.32%
4 Agree (19)	51.35%
5 Strongly Agree (6)	16.22%
[Total (37)]	

Statistics	Value
Response Count	37
Mean	3.70
Median	4.00

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

Strongly Disagree (2)	5.13%
Disagree (6)	15.38%
Neutral (8)	20.51%
Agree (17)	43.59%
Strongly Agree (6)	15.38%
[Total (39)]	

Statistics	Value
Response Count	39
Mean	3.49
Median	4.00
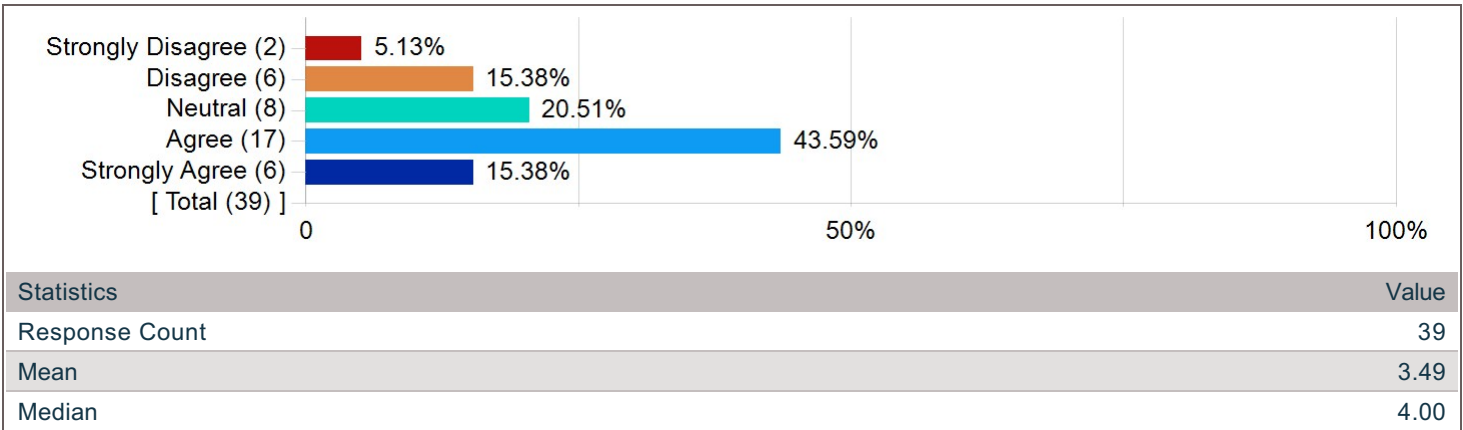
What were some of the positive aspects of taking this course online?
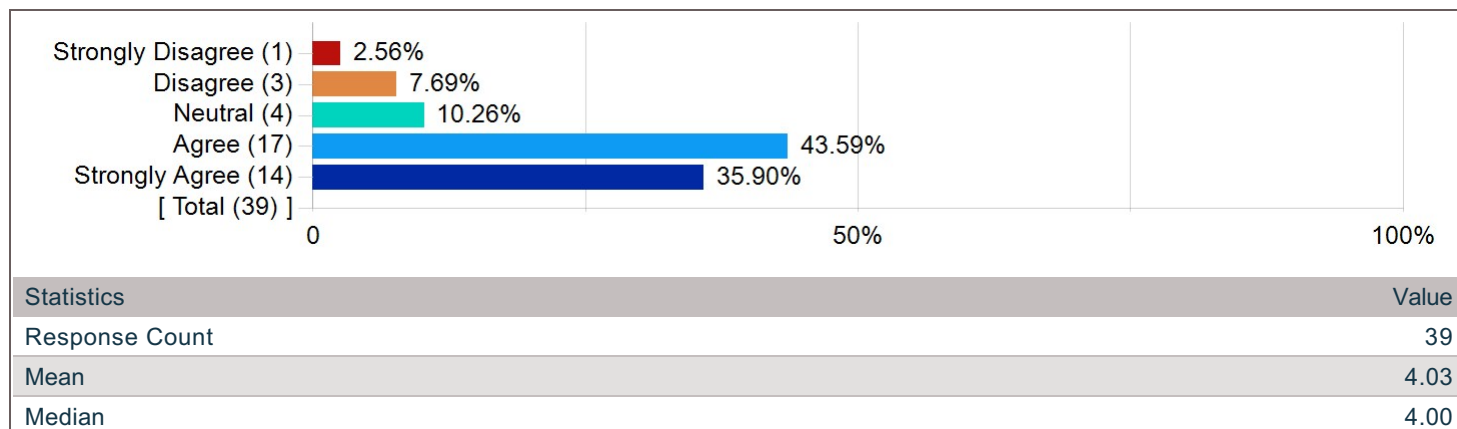
Comments
Being able to pop into office hours whenever necessary.
there were plenty of recorded lectures that I had easy access to
no positive aspects
It felt easier to ask questions and communicate ideas in class
Ehhhh not much
Because the size of these Calculus classes are big, having the meetings online helped me with not being lost in the crowd and becoming another number in the class. I was able to connect with the professor easily and confidently.
Easy access to learning resources
It is easier to get to class and I can ask my questions a lot easier and they get answered a lot quicker.
The fact that I can learn from my bed or that I am still at home and don't have to deal with traveling.
It was easier to balance and manage my time with other courses.
it allowed me to study on my own time and refer to my notes when working on a desktop.
The work is definitely more manageable and we can choose when we want to complete everything.
online material are abundant
The practice problems throughout class
The recorded lectures and being able to rewatch if I needed to was nice.
I am allowed to work in a environment that I am comfortable in, I was able to view the lecture as many times as I want through videos, and I can still talk to the professor and students
Professor Matt Charnley
Office hours helped a great deal!
Other than the lectures and recitations, I was able to learn new topics at my own speed without having to constantly catch up with this set pace. Being able to put in equations under MyMathLab was surprisingly efficient as well.
It saves me a lot of time to do school work. If this course was in person, I would have to drive back and forth from my house considering I would have been commuting.
The notes were always available in an organized matter.
It was easy to attend and submit work without having any troubles
None

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

Comments
The disconnect from the teacher and teacher. Though the professors were very welcoming to questions, it feels strange asking through a screen and depending on your surroundings.
Not being able to physically show my notebook and go about how I tried to solve a problem. Also verbally expressing math is difficult.
n/a
every part of this class
Time zone differences
Taking the exams online was challenging
There is no partial credit you are either right or wrong
The testing arrangements seemed to be all over the place and not having in–person discussions with other students and the professor made the course less engaging.
Exams and cooperation with classmates was difficult
PROCTORTRACK
– not being able to show work and possibly receive partial credit
It is kind of hard to ask other people questions if needed.
Lack of engagement at times due to the nature of staring at a computer, and also the lack of social interaction. Felt like I was going crazy at times and felt lonely.
The lack of partial credit on exams and the difficulties of trying to work with a group of people during workshop. The lack of in–person interaction made it hard to work with each other.
students couldn't go in person for office hours or other tutoring, and couldn't sit for lectures and ask questions in a proper class setting.
It is much easier to get distracted and not pay attention, which makes learning the subject difficult.
no
the preclass video
Not being able to properly work with other people, don't listen as well in an online environment, and the loss of partial credit as a result of the online environment.
I was unable to make connections like I would do in person, I also really, really hated the fact that I couldn't get partial credit on test – but I understand why.
Different time zones forced me to take the class at odd hours. Would be nice if I could actually go to office hours in person but understandable why it cannot be done during this time.
Level of difficulty in quizzes which is unmatched with what is taught in class and HWs
The myMathLab homework is a waste of time, and won't help students a great deal for exams!
The time limit of taking the midterm exams was definitely less than enough, I struggled to try to completely answer each question while barely going over them before submitting. I and many other students feel like the midterm exams should be a bit longer for the sake of double–checking answers.
I could not ask for help as often as I wanted.
I did not enjoy the interactions between other students because they seemed forced.
Internet problems sometimes got in the way
–The failures of the inital use of Proctor U – The formatting needed for mymath lab – no partial credit – no feedback for problems – the non–lecture classes were almost useless from little to no instruction – A harder learning environment

Questions Created by Instructor

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

Strongly Disagree (1)	2.56%
Disagree (3)	7.69%
Neutral (4)	10.26%
Agree (17)	43.59%
Strongly Agree (14)	35.90%
[Total (39)]	

Statistics	Value
Response Count	39
Mean	4.03
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
The structure of this course is fine and I don't think theres='s anything that needs to be changed.
n/a
teach the kids properly
Nothing
I think office hours with the professor should be made more known and encouraged for the students to engage in discussion and to go over calculus problems. Perhaps even forming study groups earlier in the semester should be helpful. The recitations should be a bit more organized in terms of the appropriate lessons matching the problems given in the class.
Perhaps some more time to review for an exam in a lecture beforehand
NO PROCTORTRACK
I think the structure of this course is good, not a lot can be improved.
Nothing, in my opinion, the teacher did great. Only the exams I think should be addressed but that is my opinion.
More practice for the midterms would be helpful.
none.
yes
N/a
Please include needing to show your own work and partial credit on test.
I would love it if there was someway to earn partial credit on tests – through the online format. I would also like some extra credit assignments.
Same level of difficulty in quizzes, HWs and class teaching
The assistant teacher should engage with the students a lot more during the teaching part of the recitation. I would improve the homework part of the course!
If possible, I think the course should have a review day before every midterm exam instead of moving on to a topic that's unrelated to the exam.
I believe the structure of this course is very organized. I believe it is effective in the way it is.
I would make the tests easier and make the workshops easier to comprehend and understand.
The structure was very clear, nothing should be changed
Please make this a hybrid course going forward. I hope that I never have to take this again, but it will be unbearable if I have to go through another calc class online