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Rutgers University Student Instructional Rating

Spring 2020
Half of semester taught remotely due to Covid-19

Charnley, Matthew - MPC163

Calc I Math/phys - 01:640:151:10, 11, 12
Survey Form: *Standard SIRS

Enrollment: 80
Responses Received: 39

The Student Instructional Ratings Surveys should be considered within the context of the global health emergency of Spring 2020. The considerable changes in instructional and pedagogical formats necessitated by the COVID-19 pandemic imply that caution should be exercised when comparing these results to other instructors or terms. The course, level, and department means reflect the current circumstance and are still provided to allow a comparative measure within the conditions of the semester.

Rutgers University has decided that instructors have flexibility in choosing how or whether to include the Spring 2020 SIRS results in promotion and rehiring materials. Details may vary by campus, rank, or position; please confer with your department chair for more information.

University-wide Questions on Move to Remote Learning Due to Covid-19 Response

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
Despite the abrupt change to remote instruction due to the Covid-19 disruption, the instructor Matthew Charnley offered an effective learning experience in this course.	1	1	4	12	21	39	**4.31**	4.17	4.14	4.20

Note: A low numerical rating for this question indicates the students do not perceive a negative impact on their learning.

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The move to remote instruction, due to the Covid-19 response, **adversely** impacted my learning in this course.	4	3	10	8	12	39	**3.57**	3.71	3.77	3.63

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.	1	0	1	8	29	39	**4.64**	4.25	4.30	4.33
The instructor Matthew Charnley responded effectively to student comments and questions.	1	0	1	12	25	39	**4.54**	4.18	4.24	4.29
The instructor Matthew Charnley generated interest in the course material.	1	0	4	14	19	38	**4.32**	4.02	4.07	4.11
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	1	0	1	11	26	39	**4.56**	4.34	4.34	4.39
The instructor Matthew Charnley assigned grades fairly.	1	0	3	16	19	39	**4.33**	3.96	4.17	4.22
The instructional methods of Matthew Charnley encouraged student learning.	1	1	2	14	21	39	**4.36**	4.01	4.10	4.14

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	1	2	11	24	39	**4.44**	4.03	4.12	4.17

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	1	7	15	14	39	**4.05**	4.08	4.04	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	1	4	12	13	8	39	**3.61**	3.61	3.25	3.50

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:	1	1	8	20	9	39	**3.90**	3.86	3.81	3.96

What do you like best about this course?

These comments are intended for all instructors.

Comments
It helps build my problem solving skills.
I liked the prof and the way he taught us.
the teaching style of professor Charnley
I learned that I was actually motivated to learn math, which is not really easy unless you put in effort.
I like the setup Charnley used. I liked the pre and in class assignments which sapling homework after.
Being able to learn with the help of many resources.
Lecture
My professor was eager to help students understand the material and do well.
I like how we learned why the information we learned worked and why it was important.
The lectures
the lectures before we moved online
When I actually go to class to learn.
I like how everything connects

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

These comments are intended for all instructors.

Comments
I can't really say much, maybe allow for iClicker questions to be necessary after the transition. Since we're all stuck at home and in different timeslots, it might work to just email him or have an assignment with the iClicker answers posted to encourage people to tune in to the lecture or watch the recordings.
nothing
Honestly, Professor Charnley's way of teaching was really good, that if I were teaching this course, I wouldn't do anything different from how he taught.
Nothing :)))))
not do breakout rooms to try to solve workshops
I would go over problems from the textbook.
Sapling Learning is ABSOLUTELY useless. Majority opinion, not just one person opinion. Everybody just uses online calculators that calculate derivatives, limits etc on it and I haven't come across one person among 80+ people in calc who actually learns anything from it. Instead of giving sapling and workshops that are NOT representative of the actual exam questions at all and do not actually do anything (no they don't help with concepts), use this time to give us actual exam questions for homework practice and help us do better in exams. There's a reason calc 1 has such a bad pass rate.
I would use another homework site. I ended up, at this point in the semester, completely stopping to do the Sapling homework because it took too much time and was very frustrating. I started using tutoring, office hours, and Khan academy versus Sapling. Webassign lets you practice a similar example with different numbers, and you can keep on doing that until you know how to answer the original homework problem.
No pre–class assignments.
have it in person
Remove recitations entirely and add a third lecture, perhaps a more interactive one.
not take as many points off on exams for small mistakes that had more to do with algebra/showing work than with calculus
N/A
n/a

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.

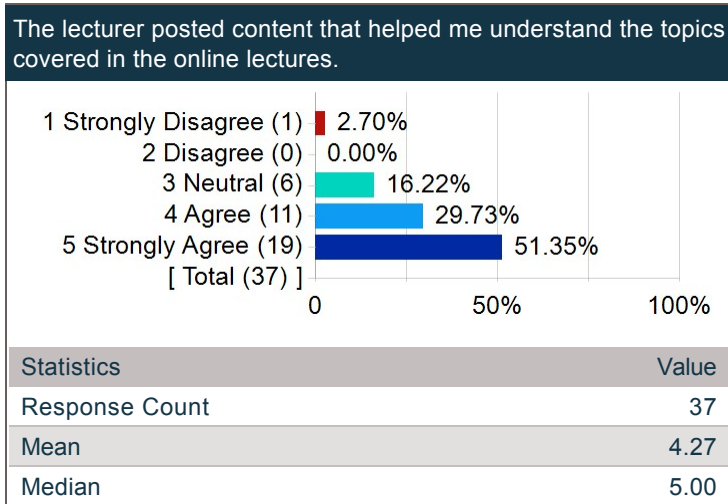| Comments |
|---|
| . |
| He is really passionate about this subject and he was determined in helping students. He really motivated me to actually learn the topics covered in class and always helped answer any questions I had. |
| He is very encouraging and is very helpful in trying to understand where the student may have gone wrong. |
| He was very accessible for questions, when his office hours did not work out with my schedule, he made up another time, and he ended up sitting with me for about an hour answering all my questions and making sure I understood the answer. He did this multiple times for me. |
| Professor Charnley was supportive, helpful, caring, and informative. Definitely one of my favorite professors. |
| Given me deep thoughts into the world calc |
| Maybe instead of spending 40 minutes every online lecture talking about how lectures were online, he should have said it once, posted it, and then ACTUALLY TAUGHT. 40 minutes, EVERY LECTURE. I cant sit through that, just do your JOB, and teach the material. Everything else is useless side garbage that makes this class increasingly worthless. PRIOR to quarantine, the lectures were fantastic. Actually interesting. Just cannot handle remote lecturing without 40 minute repetitive tangents, EVERY. CLASS. |
| Good despite the circumstances. |
| He always responded to my emails, and explains material in ways that made it easy to understand if it wasn't clear the first time |

Other comments or suggestions:

These comments are intended for all instructors.

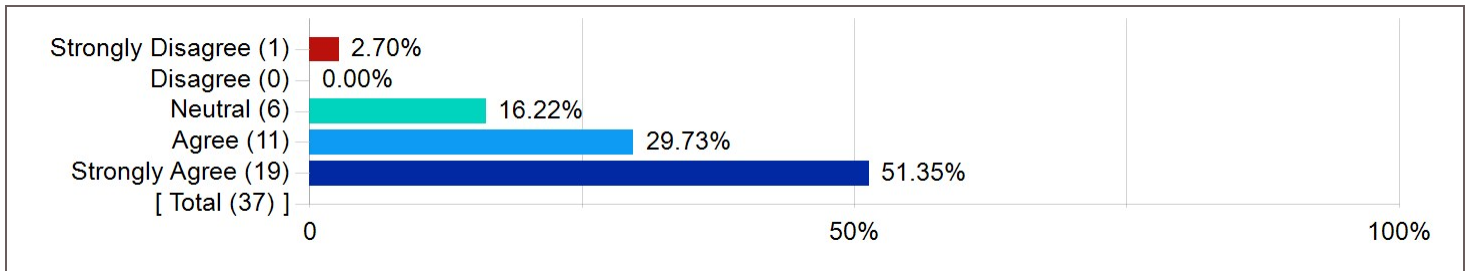| Comments |
|---|
| N/A |
| none |
| Professor Charnley took time in class to answer any questions that students had, and he always remained respectful. He was very understanding when it came to the student's work and he assigns grades fairly.

John Chiarelli does not assign grades fairly, moreover he nevers responds to students' emails, which is frustrating. It seems that he is not really passionate about the subject or eager to help students understand math concepts. |
| Nice class, however a bit fast pace. I however, thought it was a productive class. It was a nice environment and a good class. |
| I would make the workshop and homework due on the material taught before the new material is being taught |
| none |
| N/A |
| Professor Charnley, always had a welcoming environment and made it easy to go up to him for help. Also the youtube videos helped a lot because i found it to be a great way to review the material. |

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

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

1 Strongly Disagree (1)	2.70%
2 Disagree (0)	0.00%
3 Neutral (6)	16.22%
4 Agree (11)	29.73%
5 Strongly Agree (19)	51.35%
[Total (37)]	

Statistics	Value
Response Count	37
Mean	4.27
Median	5.00

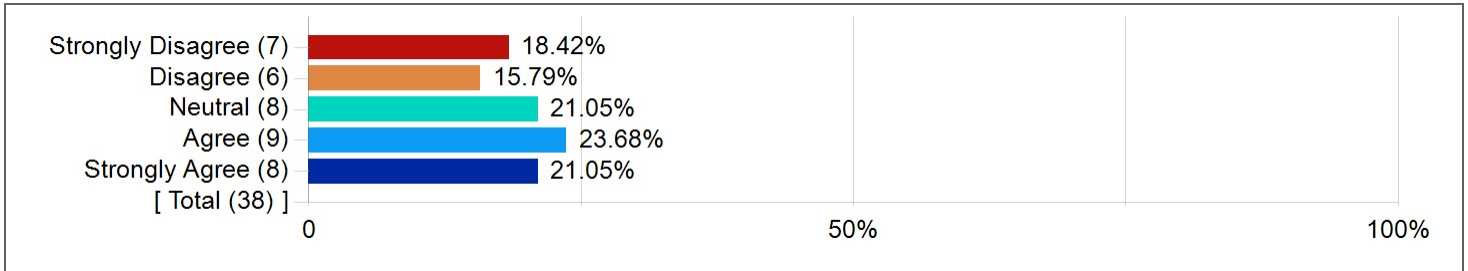**The lecturer posted content that helped me understand the topics covered in the online lectures.**

Strongly Disagree (1)	2.70%
Disagree (0)	0.00%
Neutral (6)	16.22%
Agree (11)	29.73%
Strongly Agree (19)	51.35%
[Total (37)]	

Section	Course	Level	Dept
4.27	4.13	4.14	4.19

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

Strongly Disagree (4)	10.53%
Disagree (4)	10.53%
Neutral (11)	28.95%
Agree (11)	28.95%
Strongly Agree (8)	21.05%
[Total (38)]	
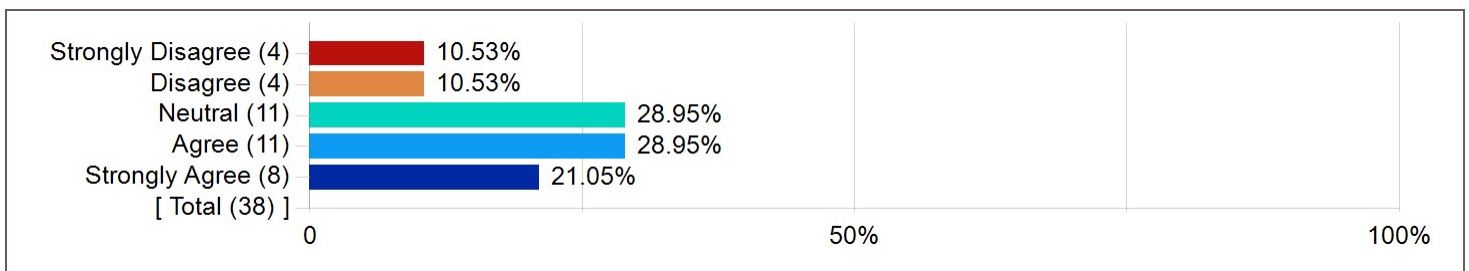
Section	Course	Level	Dept
3.39	3.78	3.89	3.95

I found it easier to participate in this course once it became an online course.

Strongly Disagree (7)	18.42%
Disagree (6)	15.79%
Neutral (8)	21.05%
Agree (9)	23.68%
Strongly Agree (8)	21.05%
[Total (38)]	

Section	Course	Level	Dept
3.13	3.03	2.84	2.92

Questions Chosen by Instructor

The transition to the remote learning environment was clearly explained.

Strongly Disagree (1)	2.70%
Disagree (1)	2.70%
Neutral (3)	8.11%
Agree (16)	43.24%
Strongly Agree (16)	43.24%
[Total (37)]	
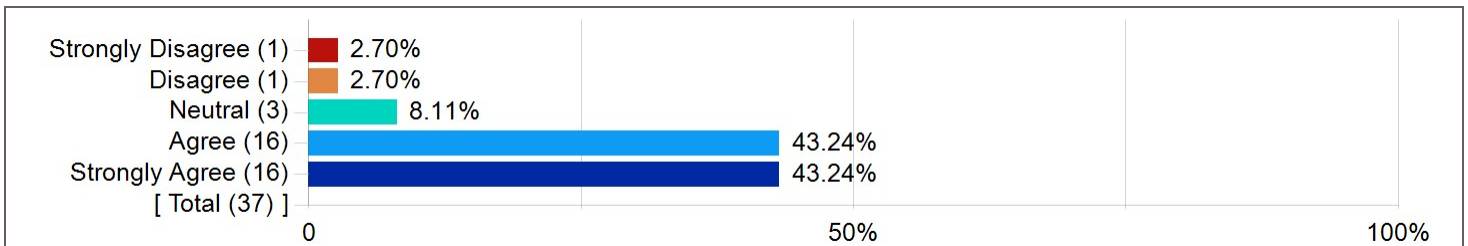
Statistics	Value
Response Count	37
Mean	4.22
Median	4.00

How successful was the instructor Matthew Charnley in transitioning to all online teaching?

Poor (2)	5.26%
Fair (1)	2.63%
Average (2)	5.26%
Good (13)	34.21%
Outstanding (20)	52.63%
[Total (38)]	
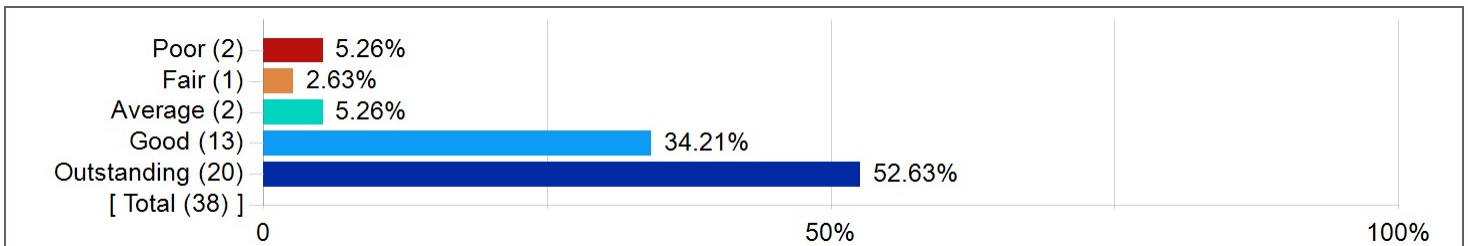
Statistics	Value
Response Count	38
Mean	4.26
Median	5.00