COURSE SUMMARY REPORT
Numeric Responses

University of North Texas
College of Science
Mathematics
Term: Spring 2023

IASystem
The Course Evaluation Standard

MATH 1720 310
Calculus II
Course type: Face-to-Face

Taught by: Ignat Soroko
Instructor Evaluated: Ignat Soroko-Other

Evaluation Delivery: Online
Evaluation Form: A
Responses: 25/42 (60% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median
4.4
(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.8
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	25	44%	40%	12%	4%			4.3
The course content was:	25	36%	36%	24%	4%			4.1
The instructor's contribution to the course was:	25	60%	32%	8%				4.7
The instructor's effectiveness in teaching the subject matter was:	25	52%	40%	8%				4.5

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	24	17%	8%	17%	33%	21%		4%	4.2
The intellectual challenge presented was:	24	38%	46%	12%	4%				6.2
The amount of effort you put into this course was:	24	50%	12%	25%	12%				6.5
The amount of effort to succeed in this course was:	24	42%	38%	17%	4%				6.3
Your involvement in course (doing assignments, attending classes, etc.) was:	24	46%	38%	8%	8%				6.4

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 7.1 Hours per credit: 2.4 (N=24)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	8%	25%	21%	12%	17%		12%				4%

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 5.9 Hours per credit: 2 (N=24)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%	21%	21%	21%	12%	8%		8%				4%

What grade do you expect in this course?   **Class median: 3.0 (N=24)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
21%	8%	12%	17%	4%		17%	17%		4%					

In regard to your academic program, is this course best described as: **(N=24)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
54%	29%		4%	12%	

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Course organization was:	24	42%	50%	8%				4.3
Clarity of instructor's voice was:	24	46%	42%	8%	4%			4.4
Explanations by instructor were:	24	54%	33%	12%				4.6
Instructor's ability to present alternative explanations when needed was:	24	42%	50%		8%			4.3
Instructor's use of examples and illustrations was:	24	46%	42%	8%	4%			4.4
Quality of questions or problems raised by the instructor was:	24	54%	33%	8%	4%			4.6
Student confidence in instructor's knowledge was:	23	70%	26%	4%				4.8
Instructor's enthusiasm was:	24	75%	21%	4%				4.8
Encouragement given students to express themselves was:	24	67%	21%	12%				4.8
Answers to student questions were:	24	46%	33%	21%				4.4
Availability of extra help when needed was:	24	62%	33%	4%				4.7
Use of class time was:	24	71%	17%	12%				4.8
Instructor's interest in whether students learned was:	24	71%	21%	8%				4.8
Amount you learned in the course was:	24	58%	25%	17%				4.6
Relevance and usefulness of course content were:	24	58%	29%	12%				4.6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	24	50%	38%	12%				4.5
Reasonableness of assigned work was:	24	46%	33%	21%				4.4
Clarity of student responsibilities and requirements was:	24	58%	29%	12%				4.6

COURSE SUMMARY REPORT
Student Comments

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes. It made me think in different ways and perceptions

2. Yes, it is very intellectually simulating class and solving the problems really streches the thinking.

3. This class was extremely intellectually stimulating, the content was difficult but not impossible.

4. The class was very challenging, but the professor's enthusiasm helped me learn the difficult topics.

5. It did because I had to think outside the box many times. Derivatives, integrals and the like require some critical thinking.

6. It made me think outside the box.

7. The content is hard.

8. yes it's a very difficult subject

9. This was stimulating mainly because Dr.Soroko had so much enthusiam in the subject matter. This made me very interested in the topics by nature.

10. This class was intellectually stimulating due to the new concepts taught. This content was building upon a foundation that was set in previous math classes. Overall, math continues to stretch my thinking.

11. It was. We had to advance our learning from Calculus I. It combined old things with new things and it had to make us think.

12. Yes, It presents challenging questions which does stimulate the brain.

13. Yes. This course required me to learn more complicated integrals and study new topics of Calculus that I had never seen before

14. The class was intellectually stimulating

15. I like the way Mr.Sokoro interacts with all of us when it comes to solving something in the class.

16. The lectures and recitations were incredibly well taught and the professor did a fantastic job of showing us not only the 'how' but also the 'why' of the mathematical subjects. The class was very difficult but it was by far my best experience with learning in the Math department.

17. Yes, calculus in general is important to know and invites

18. Everything about this class was intellectually stimulating. Unfortunately I will have to take it again, not because of how the instructor taught just because my brain is slower at fully grasping such high level math concepts.

What aspects of this class contributed most to your learning?

1. Providing if study guide

3. The lecture was outlined very well and made learning the content a lot easier.

4. The professor's explanations and occasional jokes to lighten the mood of an otherwise difficult subject.

5. The homework and reading through the textbook, as well as the recitation portion.

6. Studying outside of classes was very needed.

7. Lectures.

8. the professor

9. My understanding broadened after realizing he didn't allow a cheat sheet of any kind on the exams. I had to really know my stuff to pass this class, this made me study more than usual. A great benefit.

10. Although there is a large amount of content presented, the homework helped with understanding these concepts. Dr. Soroko also presented the content with great explanations to help grasp the material. I believe office hours would have been more of an impact but I was unable to attend due to obligations at home with my children.

11. The problems that the professor give us as examples. It helped me understand the concept that he was trying to give us.

12. Instructors clear voice

13. Attending office hours before classes and studying with my classmates contributed most to my learning. Collaborating with people helps the most.

14. The recitation helped or contributed a lottt

15. To me the best aspects that contributed to my learning is when finishing a problem the professor makes sure to ask if we understand what he had just done.

16. The handwritten lectures were incredibly detailed and engaging, compared to my previous professors reading from slides and working out workbook problems it actually felt like the professor was taking his time to ensure we understood the material presented. The proofs were exceptionally helpful for understanding why certain rules and theorems exist.

17. Teacher enthusiasm and willingness to explain

18. The way the instructor presented the material and the homework assignments.

What aspects of this class detracted from your learning?

1. None

4. None.

5. N/A

6. The lectures focused too much on theory and not enough on actual problems.

7. None.

8. just the difficulty of the subject overall

9. Generic practice problems during class. I wish he did at least something more in-depth than the examples from the book. Sometimes my notes from lecture did not help when doing homework.

10. I picked a class at night because I was able to fit it into my schedule. The time of the class detracted from my learning. Just tired by then. Moving forward I will try to find a class earlier.

11. The long hours in the class, but I'm the one who choose the class, so that is on me.

12. ???

13. Sometimes people would talk in the back of the classroom.

14. None

16. Webassign was without a doubt the worst experience, this homework application always feels excruciating to use. Assignments are confusing and often organized in ways designed to confuse students instead of aiding their learning. The material towards the end of the semester has little to no guided assistance or examples, making it extremely annoying and tedious to get certain answers correct. Each assignment would take anywhere from 1 to 4 hours and with multiple being assigned each week it was extremely demotivating and time consuming for how little I was actually learning.

17. tight homework deadlines

18. My life as I work full time as well. I have to devote more time for study.

What suggestions do you have for improving the class?

1. Walking step by step more thourougly

4. Adding a third midterm instead of just two might alleviate some stress.

5. N/A

6. Utilize class time to go over problems, especially ones similar to quiz, test, and homework problems.

7. None.

8. none

9. When going over lecture material, ask thought-provoking questions. Make the students recall and not just spew the whole lesson on the board with the solutions. Lastly, do harder questions in lecture, maybe take a question from the homework and work it out during the lecture.

10. I do not have any suggestions for improving

11. N/A

12. More animations, videos, and projections

13. None

15. I think one way to improve the class would be to maybe slow down a bit but then again it is a lot of material to cover so I understand where has coming from.

16. I cannot recommend remove Webassign enough, especially for those who struggle to learn from textbooks. Instructor-made homework assignments would be a greatly beneficial improvement. The questions on the reviews created by the professor were significantly more informative and thought provoking when compared to the Webassign material.

17. removal of tight homework deadlines

18. Good class

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.[1] In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

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[1] For the specific method, see, for example, Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill Book Company, pp. 49-53.