

## Summary Report

Dec 28, 2018

Colton Grainger

Term: Fall 2018

## Quantitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>MATH 1300 (008):</u> <u>Calculus 1</u>	<b>A</b>	Released	25	21	84%
<u>MATH 1300 (023):</u> <u>Calculus 1</u>	<b>B</b>	Released	27	20	74.07%
<u>MATH 1300 (880):</u> <u>Calculus 1</u>	<b>C</b>	Released	15	13	86.67%
Overall			67	54	80.6%

		0-3 hours	4-6 hours	7-9 hours	10-12 hours	13-15 hours	16+ hours	Not applicable	Did Not Answer	Total Responses
Estimate the average number of hours per week you have spent on this course for all course-related work including attending classes, labs, recitations, readings, reviewing notes, writing papers, etc.	<b>A</b>	0% (0)	14.29% (3)	33.33% (7)	33.33% (7)	14.29% (3)	4.76% (1)	0% (0)	0	21
	<b>B</b>	5% (1)	10% (2)	50% (10)	15% (3)	15% (3)	5% (1)	0% (0)	0	20
	<b>C</b>	7.69% (1)	7.69% (1)	23.08% (3)	53.85% (7)	7.69% (1)	0% (0)	0% (0)	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Standard Mean	Standard Deviation	Did Not Answer	T R
Rate your personal	<b>A</b>	4.76% (1)	23.81% (5)	14.29% (3)	14.29% (3)	28.57% (6)	14.29% (3)	0% (0)	3.81	1.53	0	2

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable			Did Not Answer	T R
									Mean	Standard Deviation		
interest in this material before you enrolled.	<b>B</b>	0% (0)	5% (1)	25% (5)	35% (7)	20% (4)	15% (3)	0% (0)	4.15	1.11	0	2
	<b>C</b>	7.69% (1)	23.08% (3)	23.08% (3)	23.08% (3)	15.38% (2)	7.69% (1)	0% (0)	3.38	1.39	0	1

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable			Did Not Answer	To Re
									Mean	Standard Deviation		
<i>Rate the intellectual challenge of this course.</i>	<b>A</b>	0% (0)	9.52% (2)	14.29% (3)	19.05% (4)	42.86% (9)	14.29% (3)	0% (0)	4.38	1.17	0	21
	<b>B</b>	5% (1)	10% (2)	25% (5)	15% (3)	40% (8)	5% (1)	0% (0)	3.9	1.3	0	20
	<b>C</b>	7.69% (1)	7.69% (1)	7.69% (1)	38.46% (5)	23.08% (3)	15.38% (2)	0% (0)	4.08	1.38	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Response
Rate how much you learned in this course.	<b>A</b>	0% (0)	0% (0)	0% (0)	19.05% (4)	47.62% (10)	28.57% (6)	4.76% (1)	5.1	0.7	0	21
	<b>B</b>	0% (0)	5% (1)	15% (3)	25% (5)	35% (7)	20% (4)	0% (0)	4.5	1.12	0	20
	<b>C</b>	7.69% (1)	15.38% (2)	0% (0)	30.77% (4)	30.77% (4)	15.38% (2)	0% (0)	4.08	1.49	0	13

									<div> <div>Did</div> <div>Standard</div> <div>Not</div> <div>Total</div> </div>			
<div> <div>1 =</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6 =</div> <div>Not</div> </div>									<div> <div>Mean</div> <div>Deviation</div> <div>Answer</div> <div>Respor.</div> </div>			
<div> <div>Lowest</div> <div></div> <div></div> <div></div> <div></div> <div>Highest</div> <div>applicable</div> </div>												
Rate the course overall.	A	0% (0)	0% (0)	9.52% (2)	23.81% (5)	47.62% (10)	19.05% (4)	0% (0)	4.76	0.87	0	21
	B	0% (0)	0% (0)	0% (0)	25% (5)	50% (10)	25% (5)	0% (0)	5	0.71	0	20
	C	7.69% (1)	0% (0)	0% (0)	23.08% (3)	30.77% (4)	38.46% (5)	0% (0)	4.85	1.35	0	13

									1 =	2	3
									Lowest		
									4	5	6 =
									Highest	Not applicable	Did
									Mean	Standard Deviation	Not Answer
Rate the instructor's effectiveness in encouraging interest in this subject.	<b>A</b>	0% (0)	4.76% (1)	4.76% (1)	42.86% (9)	19.05% (4)	28.57% (6)	0% (0)	4.62	1.09	0
	<b>B</b>	5% (1)	15% (3)	15% (3)	25% (5)	20% (4)	15% (3)	5% (1)	3.89	1.45	0
	<b>C</b>	15.38% (2)	15.38% (2)	23.08% (3)	15.38% (2)	23.08% (3)	7.69% (1)	0% (0)	3.38	1.55	0

									1 =	2	3	4	5	6 =	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
									Lowest					Highest					
Rate the instructor's availability for course-related assistance such as email, office hours, individual appointments, phone contact, etc.	<b>A</b>	0% (0)	0% (0)	4.76% (1)	19.05% (4)	9.52% (2)	52.38% (11)	14.29% (3)	5.28	0.99	0					5.28	0.99	0	21
	<b>B</b>	5% (1)	10% (2)	5% (1)	15% (3)	25% (5)	25% (5)	15% (3)	4.41	1.54	0					4.41	1.54	0	20
	<b>C</b>	7.69% (1)	0% (0)	30.77% (4)	0% (0)	38.46% (5)	23.08% (3)	0% (0)	4.31	1.49	0					4.31	1.49	0	13

									1 =	2	3	4	5	6 =	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
									Lowest					Highest					
Rate this instructor's respect for and professional treatment of all students regardless of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation,	<b>A</b>	0% (0)	0% (0)	0% (0)	0% (0)	9.52% (2)	90.48% (19)	0% (0)	5.9	0.29	0					5.9	0.29	0	21
	<b>B</b>	0% (0)	0% (0)	0% (0)	5% (1)	30% (6)	60% (12)	5% (1)	5.58	0.59	0					5.58	0.59	0	20

		1 =	2	3	4	5	6 =	Not	Did			
		Lowest					Highest	applicable	Mean	Standard Deviation	Not Answer	Total Responses
gender identity, gender expression, veteran status, political affiliation, or political philosophy.												
	C	7.69% (1)	0% (0)	0% (0)	0% (0)	15.38% (2)	76.92% (10)	0% (0)	5.46	1.34	0	13

  

		1 =	2	3	4	5	6 =	Not	Did			
		Lowest					Highest	applicable	Mean	Standard Deviation	Not Answer	T R
Rate the instructor overall.	A	0% (0)	0% (0)	4.76% (1)	38.1% (8)	28.57% (6)	28.57% (6)	0% (0)	4.81	0.91	0	2
	B	5% (1)	0% (0)	20% (4)	25% (5)	20% (4)	25% (5)	5% (1)	4.37	1.35	0	2
	C	7.69% (1)	15.38% (2)	15.38% (2)	30.77% (4)	15.38% (2)	15.38% (2)	0% (0)	3.77	1.48	0	1

  

		1 =	2	3	4	5	6 =	Not	Did			
		Lowest					Highest	applicable	Mean	Standard Deviation	Not Answer	Total Respc
BD-D-MATH-A02. Reflect on what I was learning or how I was learning.	A	0% (0)	0% (0)	4.76% (1)	52.38% (11)	23.81% (5)	19.05% (4)	0% (0)	4.57	0.85	0	21
	B	0% (0)	0% (0)	5% (1)	55% (11)	20% (4)	15% (3)	5% (1)	4.47	0.82	0	20
	C	0% (0)	0% (0)	15.38% (2)	7.69% (1)	53.85% (7)	23.08% (3)	0% (0)	4.85	0.95	0	13

  

		1 =	2	3	4	5	6 =	Not	Did			
		Lowest					Highest	applicable	Mean	Standard Deviation	Not Answer	Total Respor
BD-D-MATH-A03. Evaluate arguments,	A	0% (0)	0% (0)	9.52% (2)	23.81% (5)	42.86% (9)	23.81% (5)	0% (0)	4.81	0.91	0	21

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Respor.
<i>evidence, assumptions, and conclusions about key concepts (critical thinking).</i>	<b>B</b>	0% (0)	5% (1)	10% (2)	35% (7)	35% (7)	10% (2)	5% (1)	4.37	0.98	0	20
	<b>C</b>	0% (0)	0% (0)	7.69% (1)	30.77% (4)	38.46% (5)	23.08% (3)	0% (0)	4.77	0.89	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	T R
<i>BD-D-MATH-A04. Connect learning in this class to learning in other classes or to my life experiences.</i>	<b>A</b>	4.76% (1)	0% (0)	23.81% (5)	47.62% (10)	9.52% (2)	14.29% (3)	0% (0)	4	1.15	0	2
	<b>B</b>	0% (0)	15% (3)	20% (4)	30% (6)	10% (2)	20% (4)	5% (1)	4	1.34	0	2
	<b>C</b>	0% (0)	15.38% (2)	23.08% (3)	15.38% (2)	23.08% (3)	23.08% (3)	0% (0)	4.15	1.41	0	1

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Respor.
<i>BD-D-MATH-A05. Connect, synthesize, and transform ideas into a new form.</i>	<b>A</b>	0% (0)	0% (0)	9.52% (2)	38.1% (8)	33.33% (7)	9.52% (2)	9.52% (2)	4.47	0.82	0	21
	<b>B</b>	0% (0)	10% (2)	25% (5)	20% (4)	25% (5)	10% (2)	10% (2)	4	1.2	0	20
	<b>C</b>	0% (0)	0% (0)	7.69% (1)	7.69% (1)	61.54% (8)	23.08% (3)	0% (0)	5	0.78	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
<i>BD-D-MATH-A07. Maintained an environment that was respectful of</i>	<b>A</b>	0% (0)	0% (0)	0% (0)	4.76% (1)	9.52% (2)	85.71% (18)	0% (0)	5.81	0.5	0	21
	<b>B</b>	0% (0)	0% (0)	5% (1)	15% (3)	35% (7)	40% (8)	5% (1)	5.16	0.87	0	20

		1 =	2	3	4	5	6 =	Not	Mean	Standard	Did Not Answer	Total Responses
		Lowest					Highest	applicable				
diverse students and diverse points of view.												
	C	7.69% (1)	0% (0)	0% (0)	0% (0)	30.77% (4)	61.54% (8)	0% (0)	5.31	1.32	0	13
		1 =	2	3	4	5	6 =	Not	Mean	Standard	Did Not Answer	Total Respor.
		Lowest					Highest	applicable				
BD-D-MATH-A08. Seemed personally invested in student success.	A	0% (0)	0% (0)	9.52% (2)	33.33% (7)	19.05% (4)	38.1% (8)	0% (0)	4.86	1.04	0	21
	B	0% (0)	5% (1)	5% (1)	30% (6)	25% (5)	30% (6)	5% (1)	4.74	1.12	0	20
	C	7.69% (1)	0% (0)	7.69% (1)	30.77% (4)	23.08% (3)	30.77% (4)	0% (0)	4.54	1.39	0	13
		1 =	2	3	4	5	6 =	Not	Mean	Standard	Did Not Answer	Total Responses
		Lowest					Highest	applicable				
BD-D-MATH-A09. Provided content and materials that were helpful.	A	0% (0)	4.76% (1)	4.76% (1)	19.05% (4)	42.86% (9)	28.57% (6)	0% (0)	4.86	1.04	0	21
	B	0% (0)	0% (0)	15% (3)	30% (6)	25% (5)	25% (5)	5% (1)	4.63	1.04	0	21
	C	15.38% (2)	0% (0)	23.08% (3)	15.38% (2)	15.38% (2)	30.77% (4)	0% (0)	4.08	1.73	0	13
		1 =	2	3	4	5	6 =	Not	Mean	Standard	Did Not Answer	Total Responses
		Lowest					Highest	applicable				
BD-D-MATH-A11. Challenged to develop my own knowledge, comprehension, and conceptual understanding.	A	0% (0)	0% (0)	0% (0)	33.33% (7)	38.1% (8)	28.57% (6)	0% (0)	4.95	0.79	0	21
	B	0% (0)	0% (0)	0% (0)	45% (9)	40% (8)	10% (2)	5% (1)	4.63	0.67	0	20
	C	0% (0)	0% (0)	15.38% (2)	15.38% (2)	38.46% (5)	30.77% (4)	0% (0)	4.85	1.03	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Respc
BD-D-MATH-A12. Provided opportunities to ask questions and initiate discussion.	<b>A</b>	0% (0)	0% (0)	0% (0)	23.81% (5)	28.57% (6)	47.62% (10)	0% (0)	5.24	0.81	0	21
	<b>B</b>	0% (0)	0% (0)	5% (1)	30% (6)	40% (8)	20% (4)	5% (1)	4.79	0.83	0	20
	<b>C</b>	0% (0)	0% (0)	23.08% (3)	30.77% (4)	15.38% (2)	30.77% (4)	0% (0)	4.54	1.15	0	13

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Respc
BD-D-MATH-A13. Provided feedback on my work that helped me improve my performance.	<b>A</b>	0% (0)	0% (0)	4.76% (1)	33.33% (7)	28.57% (6)	33.33% (7)	0% (0)	4.9	0.92	0	21
	<b>B</b>	0% (0)	5% (1)	5% (1)	40% (8)	40% (8)	5% (1)	5% (1)	4.37	0.87	0	20
	<b>C</b>	0% (0)	7.69% (1)	7.69% (1)	23.08% (3)	38.46% (5)	23.08% (3)	0% (0)	4.62	1.15	0	13

## Qualitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>MATH 1300 (008): Calculus 1</u>	<b>A</b>	Released	25	21	84%
<u>MATH 1300 (023): Calculus 1</u>	<b>B</b>	Released	27	20	74.07%
<u>MATH 1300 (880): Calculus 1</u>	<b>C</b>	Released	15	13	86.67%
Overall			67	54	80.6%

Responses

*Please offer constructive comments to your instructor regarding your experience in this course. If you wish to make comments about the instructor, you may wish to do so separately to the appropriate chair or dean. -*

**A**

- The recitation projects were certainly useful and correlated to the material in lecture. I don't feel like everything we spent time on in recitation was particularly useful, but much of it was certainly useful. Checking students for completion more regularly would have encouraged more productivity (even though that's not the teacher's job, it still might have been possible to sneak by recitation without doing anything).
- Could have made material easier to understand at times by explaining in a different method, but in all, he was a good TA.
- I did not feel the attendance quizzes were helpful, they were beyond the scope and level of this class and did not serve much purpose for me.
- I appreciate the enthusiasm and love for calculus that you bring into the classroom. You're always willing to politely help out students with questions, and you have the knowledge to give them thorough answers. I realize this is a college course, but your grading also tends to be tough (more applicable at the beginning of the semester, I believe), which can be frustrating when the work is correct but the style is a little off. You're probably preparing us for the test though, which is a fair reason! Please also call on students less in class, I don't think any of us enjoy the surprise, even when we know the material. Having volunteers write their answers up on the chalkboard is a decent way to get the entire class involved though (if you don't put them on the spot)!
- Move the attendance quizzes to the end of class and give the last 5-10 mins to work on it, otherwise I usually end up not taking time to work out answers
- Colton Grainger was a great TA for recitation! Super enthusiastic about math and it was easy to see he loves what he's doing. Thank you for a great semester!
- I thought the quizzes for the attendance were so challenging and conceptual that I never knew how to begin answering them and ended up guessing every time. Even though we got the answers I would have learned a lot more if the questions were easier and more relevant to the course.
- Cool
- Colton challenged our knowledge in this class to a very beneficial degree and I don't think any other could replicate that.
- A little bit nervous in front of students. That is comforting to know as a student because there is no superiority complex or power roles. Thus, when he teaches, a student can see him as totally equal.



## Responses

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**B**

- great.
- You could be a little more clear when explaining certain topics.
- Explained the content very thoroughly with lots of detail. Sometimes his explanations were too intricate and was hard to understand as a student. He is very well knowledgeable on the content, however.
- Language used to describe concepts in recitations was confusing and at times seemed to go beyond the scope of the course. I personally found little value in the attendance quizzes.
- Dumb it down! we don't need to learn all about string theory to know how to solve an integral.
- He is great.
- Just sort people into groups or let them stay where they are. Also way too many terms we didn't understand which is the worst way possible to teach concepts that are already difficult. Please dumb it down
- During the period of recitation, I was challenged by my TA and was answering questions that pushed my limits of how I think about calculus. Any questions I had were answered during this period.
- You seemed like you always wanted to help but had no idea how
- I appreciate your support to this subject.

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**C**

- Dishonest and unfair
  - I am left more confused each time after I talk to Mr. Grainger
  - I wish that the quizzes were a little bit more related to the course material we are learning each week, because sometimes it seems like they aren't related. The in class worksheets are good and help us review the content. Also sorry about your broken hand ouch. Overall good class.
  - Overall, I believe your teaching style could have been more structured. Most of the time I didn't understand the questions you were asking or the purpose behind our weekly projects. Therefore, I didn't find recitation to be beneficial to my overall understanding of the class.
  - Knows the material well, sometimes overcomplicates explanations, be more firm about asking people to come up and explain or asking the LA to do something
  - sorry u broke ur hand that one time
  - colton is good in class and knows the material. at times it seems like he's afraid to approach us, we're all human!
  - During recitation, I enjoyed working in the assigned groups. I did not like when we presented the information. I felt like you did not explain the material, the objective clearly. Your questions and explanations did not match up with what the teacher had taught us previously. I left the class more confused than when I walked in. I think the recitation would be better if you explained the material better
-

