Course:	MATH 2603 012 - DISCRETE MATHEMATICS	**Department:**	MASC
Responsible Faculty:	Derrick Wigglesworth	**Responses / Expected:**	9 / 24 (37.50%)
Overall Mean:	**4.43** 5 Point Likert Scale (122 responses) **4.24** Excellent to Very Poor (17 responses)		

		MATH 2603 - 012							--- Survey Comparisons ---					
ARSC College Core: Course Questions		**Responses (%)**						**Course**	**MASC**			**All**		
		SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q1	Assignments are related to goals of this course.	5 55.6%	3 33.3%	1 11.1%	0	0	9	**4.44**	78	**4.64**	19	1.2K	**4.54**	27
Q2	The teaching methods used in this course enable me to learn.	4 44.4%	4 44.4%	0	1 11.1%	0	9	**4.22**	78	**4.28**	44	1.2K	**4.12**	40
Q3	The stated goals of this course are consistently pursued.	6 66.7%	2 22.2%	1 11.1%	0	0	9	**4.56**	78	**4.60**	44	1.2K	**4.42**	46

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

		MATH 2603 - 012							--- Survey Comparisons ---					
ARSC MASC: Course Based Questions		**Responses (%)**						**Course**	**MASC**			**All**		
		SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q4	I actively participate in class activities and discussions.	6 66.7%	3 33.3%	0	0	0	9	**4.67**	78	**4.31**	94	78	**4.31**	94
Q5	I put much effort into this course.	8 88.9%	1 11.1%	0	0	0	9	**4.89**	78	**4.64**	81	78	**4.64**	81
Q6	My problem-solving abilities improved because of this course.	3 33.3%	4 44.4%	1 11.1%	1 11.1%	0	9	**4.00**	78	**4.26**	31	78	**4.26**	31

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

		MATH 2603 - 012									
Demographics		**Responses (%)**									**Course**
		COE	**COE**	**DBC**	**FJS**	**JWF**	**SMW**	**SOL**	**GS**	**U**	**N**
Q7	Your College:	0	7 77.8%	0	0	1 11.1%	1 11.1%	0	0	0	9

Responses: [**COE**] College of Education and Health Professions
[**COE**] College of Engineering
[**DBC**] Dale Bumpers College of Agricultural, Food and Life Sciences
[**FJS**] Fay Jones School of Architecture and Design
[**JWF**] J. William Fulbright College of Arts and Sciences
[**SMW**] Sam M. Walton College of Business
[**SOL**] School of Law
[**GS**] Graduate School
[**U**] UNDECLARED

		MATH 2603 - 012					
Demographics		**Responses (%)**					**Course**
		A	**B**	**C**	**D**	**F**	**N**
Q8	Expected grade	4 44.4%	2 22.2%	2 22.2%	1 11.1%	0	9

Responses: [**A**] A/PASS [**B**] B [**C**] C [**D**] D [**F**] F/FAIL

		MATH 2603 - 012						
Demographics		**Responses (%)**						**Course**
		F	**S**	**J**	**S**	**G**	**O**	**N**
Q9	Your class	0	3 33.3%	3 33.3%	3 33.3%	0	0	9

Responses: [**F**] Freshman [**S**] Sophomore [**J**] Junior [**S**] Senior [**G**] Graduate [**O**] Other

Demographics	MATH 2603 - 012		
	Responses (%)		Course
	YES	**NO**	**N**
Q10 Course required	3 33.3%	6 66.7%	**9**

Responses: [**YES**] Yes [**NO**] No

University Core Course	MATH 2603 - 012							--- *Survey Comparisons* ---					
	Responses (%)					Course		MASC			All		
	E	**G**	**F**	**P**	**VP**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q11 Overall, I would rate this course as:	1 11.1%	6 66.7%	2 22.2%	0	0	9	3.89	77	4.03	44	1.2K	4.09	29

Responses: [**E**] Excellent=5 [**G**] Good=4 [**F**] Fair=3 [**P**] Poor=2 [**VP**] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty Added Questions	MATH 2603 - 012							--- *Survey Comparisons* ---					
	Responses (%)					Course		MASC			All		
	SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q12 This course has clearly stated objectives.	6 75%	1 12.5%	1 12.5%	0	0	8	4.63	8	4.63	50	8	4.63	50
Q13 The teaching methods used in this course enable me to learn.	3 37.5%	4 50%	1 12.5%	0	0	8	4.25	8	4.25	50	8	4.25	50
Q14 Assigned readings help me understand concepts discussed in class.	3 37.5%	2 25%	3 37.5%	0	0	8	4.00	8	4.00	50	8	4.00	50

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC College Core: Instructor Questions	Derrick Wigglesworth							--- *Survey Comparisons* ---					
	Responses (%)					Individual		MASC			All		
	SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q15 My instructor displays a clear understanding of course topics.	7 77.8%	1 11.1%	0	1 11.1%	0	9	4.56	78	4.74	44	1.2K	4.52	35
Q16 My instructor is readily available for consultation.	7 77.8%	2 22.2%	0	0	0	9	4.78	78	4.76	56	1.2K	4.42	62
Q17 My instructor explains difficult material clearly.	5 55.6%	2 22.2%	1 11.1%	1 11.1%	0	9	4.22	78	4.55	19	1.2K	4.19	39

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

ARSC MASC: Instructor Based Questions	Derrick Wigglesworth							--- *Survey Comparisons* ---					
	Responses (%)					Individual		MASC			All		
	SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q18 My instructor explains new ideas by relating them to familiar concepts.	2 22.2%	4 44.4%	2 22.2%	1 11.1%	0	9	3.78	78	4.45	19	78	4.45	19

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor	Derrick Wigglesworth							--- *Survey Comparisons* ---					
	Responses (%)					Individual		MASC			All		
	SA	**A**	**U**	**D**	**SD**	**N**	**Mean**	**N**	**Mean**	**Pct Rnk**	**N**	**Mean**	**Pct Rnk**
Q19 My Instructor is fluent in English	8 100%	0	0	0	0	8	5.00	77	4.91	81	1.2K	4.75	75

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

University Core Instructor		Derrick Wigglesworth						--- Survey Comparisons ---						
		Responses (%)						Individual		MASC			All		
		E	G	F	P	VP	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q20	Overall, I would rate this instructor as:	6 75%	1 12.5%	1 12.5%	0	0	8	4.63	77	4.70	44	1.2K	4.33	52

Responses: [**E**] Excellent=5 [**G**] Good=4 [**F**] Fair=3 [**P**] Poor=2 [**VP**] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Question:	In what ways did the format of this class (reading before lecture, group work during lecture, synchronous meeting schedule, etc.) help your learning? In what ways did the format hinder your learning?
Response Rate:	88.89% (**8** of **9**)

1 reading before lecture and group work during lecture

2 The only hindrance I had was that the Zybooks had examples at the end of each section with no solutions to check if I did the problems correctly. There were other examples placed in the actual reading sections themselves, but not nearly as much as in the end of the sections.

3 Sometimes on the group work no one in the group would try and participate and that was definitely detrimental to learning. The before class reading was definitely helpful. It was kind of like a homework, but it was letting you figure some stuff out on your own.

4 Sometimes I felt that you would go over the same examples that were given to us in the textbook in you lecture which made some topics more difficult bc we would then have only one example to look at on a concept. The reading was helpful. For the most part the group work was helpful except for when there was a group who wouldn't talk. My only thing is I wish you would post the answers to the group work the next day so that we could have the answers for the problems we don't go over as a class.

5 Reading before lecture was really important, because it helped make lecture less about teaching the basics and more about helping hone your understanding of the concepts. The group work was also really great (although sort of awkward online, which is expected) for helping me understand the content. Overall, I really enjoyed the format of this class and wish that more of my classes were this way!

6 I enjoyed the interactive online textbook. I thought reading before lecture, doing a quick review of the reading, and then doing group work was effective in my learning. I would have also appreciated there being more time spent on going over the in class activities' answers. I enjoyed having a synchronous meeting schedule since it allowed me to have a dedicated class time where I could learn the material and be engaged with the professor and my peers. I would suggest that the professor should be available in the Blackboard Collaborate meeting room while we are taking the learning objectives because there were times when I wanted clarification about questions, so it would have been nice if he was available to answer those questions in person while I took the learning objectives. I would also recommend having some of the questions on in-class activities, learning objectives, and advanced explorations be more clear/clearly worded. I found that I would get questions wrong simply by misunderstanding what the question was asking for.

7 I don't think the reading before class helped me very much. I always had to go back and re-read after the lecture to understand the material in the book. The group work made the class more engaging. A lot of the group work was over my head though. I think I would have benefited from more lecture time.

8 At the beginning it was helpful but as the material got harder, the book wasn't as helpful and the lectures became more helpful. The in class activities were very helpful.

Question:	In what ways did the grading structure of this class (assignments graded satisfactory/unsatisfactory, retaking LOAs, advanced explorations) help your learning? In what ways did the grading structure hinder your learning?
Response Rate:	88.89% (**8** of **9**)

1 nothing

2 The grading structure forced me to stay on track and figure out everything I didn't initially understand. I appreciated the ability to retake the LOAs. I wasn't a fan of the advanced explorations. I felt like they required a basic understanding of computer science, which I didn't have. I often felt overwhelmed by the amount of work and assessments.

3 The grading seemed great at first but now I am working so hard and I can't tell if I am doing well or not so I can't tell if I need more help or not. The LOAs got very difficult as the material got harder because we move so fast and right after we work on something new, we have to remember what we learned the day before for the LOA.

4 Retaking the LOAs was helpful because it allowed me to see what I did incorrectly, go back and study more, then retake it. Also, the topics of the AEs were interesting to learn about. However, the grading system for the LOAs can set a person up for failure based on the fact that the score is an immediate zero if more than one mistake is made. If I take a quiz of 10 questions and miss 2/10, I get a 0 instead of credit for the majority (8) that I did do correctly. I assume it would make grading simpler for student and instructor if the student got credit for what the student did do correctly. I also assume this would eliminate the need for retake days, which would in turn reduce the need for an instructor to grade the same LOA multiple times.

5 I thought the advanced explorations were a little stressful at times due to only having one submission per week (or two with the use of a token). The content was also fairly difficult on them, and I wish there were more organized office hours than just on Tuesdays and Fridays to go over the topics with the professor to make sure I am understanding the material on it. I think it may have been helpful to incorporate the topics of the advanced explorations in class to help relate it to what we already learned in class. I think it also may have been helpful to release all the advanced explorations at once, so I could choose which of them I would be most interested in doing. I thought the grading structure of this class was fair and was less stressful than a typical grading system. I enjoyed that my grade was not determined mainly based on exams, rather my understanding of concepts throughout the semester. I would have appreciated having an answer key to the learning objectives and in class activities to make sure I was doing the work correctly. I would have also liked more clear grading on the learning objectives, knowing exactly which problems I got right/wrong rather than just in the comments of my submission (maybe having a filled out rubric for each learning objective would be helpful). I thought that having the chance to retake any assignment was also nice since I could get a chance to show my improvement after some more understanding of the material or the question asked.

6 I think the grading structure was helpful, though a bit complicated/confusing at first. The fact that we could retake LOA's helped make them a little less stressful to take in the first place, although if you had to retake a few at a time it was incredibly stressful. I liked the satisfactory/unsatisfactory of the LOA's because you could really see what Dr. Wigglesworth placed emphasis on learning and know that it was important, as opposed to just getting a percentage grade and moving on with life. I like the idea of having to complete an assignment in a satisfactory way (and therefore having the necessary knowledge) more than just getting a grade that you're fine with and never thinking about it again. Though I obviously haven't taken the final yet, I feel like I'm much better prepared for it and a lot less stressed about it.

7 I feel like the AEs were very difficult and we're very in depth for topics that we didn't know too much about. For me it was hard bc given that it was all online and I didn't have anyone I knew in the class I couldn't use the collab aspect that maybe you were expecting on the AEs so that made them even harder. The satisfactory/unsatisfactory grading was nice since we could retake the LOAs so often and you had in the grading that we could usually have at least one error.

8	Advanced explorations having a sort of template for what a submission should look like would have been extremely helpful. It was a bit of trial and error to figure out how to get the grade needed on them.

Faculty:	**Derrick Wigglesworth**
Question:	**Comments:**
Response Rate:	**55.56**% **(5** of **9)**

1	first, the syllabus is a course beside the course, which was so complecated. the course was made to be harder than what should be. life is simple, we had a quiz everyday during week days and the required to get satisfactory for the quizes was very hard to achieve.
2	This course was really fast paced and at first that was really scary and I didn't think it would be possible to learn the concepts. I finally ended up talking with you and you were super helpful and I wish I wouldn't have done it a lot sooner! Thank you for all your understanding this semester and working with us with changing the syllabus so it would fit how we were doing in the class it was really appreciated!
3	The amount of work was overwhelming at times, but Dr. Wigglesworth was always willing to help.
4	I thought he was great professor. I enjoyed that he was easily available to reach through email when I had questions. I thought he was able to clearly explain the material.
5	Dr. Wigglesworth is a really great professor. He obviously, genuinely cares about his students and is willing to put in the effort to ensure that everyone understands the material. His grading scheme is definitely unique, and initially I wasn't a huge fan, but now I see that its actually a really good grading scheme. Instead of testing what percentage of the content you understand, he tests more on if you understand the content in a sufficient way, and I think that's a pretty effective way to do it. The Advanced Explorations were sort of fun in a way, and were interesting to do on our own. It was rewarding to finish those. The learning objective assessments were sort of stressful (having one almost every day after class is a lot of work, though completely understandable and necessary considering this is a 5 week course) but were really helpful for learning the material.

The textbook was really important for this course and really helpful to read, and so I liked that aspect. I hate when I have to buy a textbook for a class and then we don't end up using it much; that's definitely not the case for this class, so I like that. The way that things were uploaded to Blackboard were really helpful for the course. The general organization of Blackboard was great (that may not seem that important but the fact that FOLDERS were actually used and it was easy to navigate to whatever you needed was great and honestly not that typical of many classes I've had before). We were really given a lot of tools to learn, which was really great for a class that is so short. I do think that the lecture notes (in OneNote - super great way to share those, I love OneNote) could be a bit better. For example, with the way this class is set up, the in-class assignments are really helpful and important for the learning process. However, if you miss a class, you may not get to have all of the actual answers to those assignments. At least when working with a group you can come to kind of a consensus of how to do a problem, and your peers can correct you if you try to work the problem incorrectly, but if you're by yourself and you do the problem wrong you may never realize you did it wrong and may not learn how to do it properly. I think if a solution sheet to these activities were uploaded, that'd be INCREDIBLY helpful, both for days that class is missed as well as regular old class days. There were several we didn't finish due to time, and knowing the answers would have been interesting and maybe helpful just to test ourselves on if we really know the concepts.

Overall, Dr. Wigglesworth did a fantastic job, and I think that if he pursues teaching that a lot of students will be really positively impacted. He's one of those professors that you really remember for a long time after the class has ended (for good reasons). |