Course:	MATH 2603 001 - DISCRETE MATHEMATICS	**Department:**	MASC
Responsible Faculty:	Derrick Wigglesworth	**Responses / Expected:**	18 / 32 (56.25%)

Overall Mean:	**4.72** Excellent to Very Poor (36 responses) **4.62** 5 Point Likert Scale (197 responses) **2.83** A Lot ;Some ;A Little ;Not at All (36 responses) **2.56** More Less (18 responses)

ARSC College Core: Course Questions

		MATH 2603 - 001								--- Survey Comparisons ---					
		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.	16 88.9%	2 11.1%	0	0	0	18	**4.89**	4.4K	4.61	85	34K	4.58	81
Q2	The teaching methods used in this course enable me to learn.	12 66.7%	4 22.2%	2 11.1%	0	0	18	**4.56**	4.4K	4.17	74	34K	4.19	62
Q3	The stated goals of this course are consistently pursued.	13 72.2%	5 27.8%	0	0	0	18	**4.72**	4.4K	4.48	74	34K	4.47	65

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: Course Based Questions

		MATH 2603 - 001								--- Survey Comparisons ---					
		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.	5 27.8%	10 55.6%	0	3 16.7%	0	18	**3.94**	4.4K	3.98	44	4.4K	3.98	44
Q5	I put much effort into this course.	7 38.9%	9 50%	2 11.1%	0	0	18	**4.28**	4.4K	4.35	38	4.4K	4.35	38
Q6	My problem-solving abilities improved because of this course.	11 61.1%	6 33.3%	1 5.6%	0	0	18	**4.56**	4.4K	4.11	86	4.4K	4.11	86

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)

Demographics

		MATH 2603 - 001									Course
		Responses (%)									
		COE	**COE**	**DBC**	**FJS**	**JWF**	**SMW**	**SOL**	**GS**	**U**	**N**
Q7	Your College:	0	18 100%	0	0	0	0	0	0	0	**18**

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

Demographics

		MATH 2603 - 001					Course
		Responses (%)					
		A	**B**	**C**	**D**	**F**	**N**
Q8	Expected grade	12 66.7%	2 11.1%	3 16.7%	1 5.6%	0	**18**

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

Demographics	MATH 2603 - 001						
	Responses (%)						Course
	F	S	J	S	G	O	N
Q9 Your class	4 22.2%	11 61.1%	3 16.7%	0	0	0	**18**

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

Demographics	MATH 2603 - 001		
	Responses (%)		Course
	YES	NO	N
Q10 Course required	17 94.4%	1 5.6%	**18**

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

University Core Course	MATH 2603 - 001							--- 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:	14 77.8%	2 11.1%	2 11.1%	0	0	18	**4.67**	4.4K	**4.11**	90	34K	**4.18**	75

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 - 001						--- Survey Comparisons ---					
	Responses (%)				Course		MASC			All		
	AL	S	AL	NAA	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12 How did the group work affect your engagement with the class?	6 33.3%	6 33.3%	4 22.2%	2 11.1%	18	**2.89**	40	**3.03**	25	40	**3.03**	25
Q13 How did the group work affect your learning?	4 22.2%	6 33.3%	8 44.4%	0	18	**2.78**	40	**2.95**	25	40	**2.95**	25

Responses: [**AL**] A Lot=4 [**S**] Some=3 [**AL**] A Little=2 [**NAA**] Not at All=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty Added Questions	MATH 2603 - 001						--- Survey Comparisons ---					
	Responses (%)			Course		MASC			All		
	M	AWI	L	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q14 How did the "specifications based grading" method affect your learning? Did it cause you to learn more or less?	10 55.6%	8 44.4%	0	18	**2.56**	40	**2.35**	75	40	**2.35**	75

Responses: [**M**] More=3 [**AWI**] About what I expected=2 [**L**] Less=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.	16 94.1%	0	1 5.9%	0	0	17	**4.88**	4.5K	**4.58**	78	36K	**4.59**	67
Q16 My instructor is readily available for consultation.	16 88.9%	2 11.1%	0	0	0	18	**4.89**	4.5K	**4.41**	84	36K	**4.42**	78
Q17 My instructor explains difficult material clearly.	13 72.2%	3 16.7%	2 11.1%	0	0	18	**4.61**	4.4K	**4.18**	72	36K	**4.23**	60

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.	12 66.7%	4 22.2%	2 11.1%	0	0	18	4.56	4.4K	4.20	72	4.4K	4.20	72

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	18 100%	0	0	0	0	18	5.00	4.5K	4.75	83	36K	4.78	76

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:	16 88.9%	0	2 11.1%	0	0	18	4.78	4.4K	4.34	79	36K	4.38	67

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:	Derrick Wigglesworth
Question:	Comments:
Response Rate:	72.22% (**13** of **18**)

#	Comment
1	This is my second course with D. Wigglesworth, and both have been enjoyable. I appreciated the enthusiasm, especially in an online environment where he was essentially teaching into a void of names at 8 AM 3 times a week. Having had his courses both in person and online, in person definitely suits his teaching style better, as he teaches in a way that encourages interaction, contrary to the online environment. In terms of course structure, students were offered as many opportunities to regain credit as they were willing to take advantage of. The challenge problems weren't too hard for students to be able to work through on their own or with minimal guidance, but were enough to make students think, and where necessary, demonstrate ingenuity. LOAs were fair, and students got credit where it was due. Would have enjoyed the course more in person, but given the circumstances, this semester was as good as it gets.
2	This class seems over complicated almost all the time. I think doing breakout groups every single day can be tiresome considering if we are put into a group where no one knows what they are doing it can be a waste of time. I think the grade requirements are slightly harsh and feel like there's little room for mistake. I do like the idea of having multiple chances to do assignments. It seems though that because of this the LOAs and CPs are more difficult than they should be. I also felt like some of the questions asked on them were not discussed in class, and whether any of my classmates admit it or not, I am not alone in thinking that. Overall without retakes this class would easily be rated poor for me but, since you give many chances to do good in this class I rated it as fair.
3	This class was great. Dr. Wigglesworth was very knowledgeable and engaging. This was one of the better classes I have taken.
4	My goodness, if I could rate this man higher, I would. He is a great teacher and a wonderful instructor. The class style is perfect and the lessons are perfect. Wonderful class. 12/10.
5	I wish that after we've completed an LOA and its been graded that there is some sort of answer key regardless of whether we got it right or wrong. Just to reflect our answers to the answer key to see what we got wrong and to improve next time.
6	I think that Dr. Wigglesworth is a good professor, but I do not like his teaching style. I remember there were occasions when someone asked him something, and he would not know how to explain the answer. I'm sure he knew the answer, I just feel like he did not know how to transmit his ideas. Also, he takes too much time to grade assignments, which may or may not have to do with the amount of homework and/or the structure of the class. The course itself was another problem for me. I believe that the way it was designed is not the most ideal for us. For example, because there was no partial credit in quizzes, there was not a chance for a single error. This can be "understandable" to some extent given the nature of the course. However, it is like you are only looking at what I do not know and ignore the things I do know, which can be very stressful for some students.
7	I really liked Dr. Wigglesworth, and find myself wishing that I stayed awake in his classes more, because the lectures I was present for, he was passionate about the course material and very helpful, willing to answer any questions and discuss past grades and assignments
8	I greatly enjoyed his grading scale of earning my grade my retaking/revising quizzes and challenge problems. This helped me really to get to learn all the material and get the grade I wanted with extra work.
9	I found this course to be a great experience; my grades truly reflect how much work I put into the course and I appreciate the grand effort the professor does to ensure an efficient learning environment.

10	I appreciate that Dr.Wigglesworth took a different learning approach than I had previously been exposed to. The grading system I feel really encouraged me to learn instead of just trying to get a certain grade. I loved the idea of challenge problems and learning objectives. The final grade points are a little strict and hard to adhere to but I feel like he is on our side and wants us to get the best grade possible. I would of liked more reminders about the challenge problems, or instead of having them all do at the end of the semester having them due in sections throughout the semester. Like you chance to turn in the first five in the middle of October, the second five a week into November, and the last five due at the end. I also didn't like the idea of tokens and not being allowed to submit two in a week. I know it was to encourage students not putting it off until the last minute but if you ever got behind it made it almost impossible to get to where you needed to be again. There was also no opportunities to earn more tokens when the syllabus said there would be. Also, the breakout groups didn't work the way I believed the professor intended them to. The students became sort of cliquey and would only work with certain other students and would only respond to certain students who talked and not others. It discouraged learning and discussions in that way, not because of the Professor but because some students thought they were smarter and better than others. I did really appreciate how the professor tied this math class into coding, that will help me a lot in the future. The professor was very open and approachable and very willing to work with and help students. I haven't had many professors like that in my STEM classes and I really appreceait it.
11	Having a class with Professor Wigglesworth was a miracle this semester. Unlike other teachers, he created an online friendly teaching environment and course. He structured the class in a way that diversified points and covered specific content with multiple perspectives from textbook readings, learning objectives, and lecture review. Another key part of the class that made content understandable for everyone was the various projects he created that were applications of different Discrete Math content. From Python programming to proofs and example problems, students with varying passions could apply the content in whatever way they preferred. For me, this class not only taught Discrete Math, but introduced me into some mathematical python coding. In conclusion, Professor Wigglesworth is a perfect example of what a professor should be during a remote learning semester.
12	Great instructor. The only complaints I have is the breakout groups didn't really feel impactful to me and that the spec based grading didn't really work the way I expected. When I learned that there would be like 20 something challenge problems, I presumed that meant that I would have access to all of them at the beginning. I like having options for how I tackle things, and this got into the way of things. The main reason why I didn't do challenge problems for as long as I did was because of the lack of variety I had for a while when choosing challenge problems. This doesn't even count the challenge problems that were based on material that we haven't covered yet. Other than that, I don't think I have any other significant complaints.

For things I enjoyed out of the course, the spec based grading was pretty great. When I had enough options for challenge problems, it was really nice to not worry too much to ace everything. To me, it felt more like pure mathematics. Just develop an answer and revise if necessary. I also appreciated the extra focus on mathematical rigor. I've always wanted to view mathematics at a more strict and discerning way, and I finally got to do it. It is by far the most important thing that I got out of the course.

P.S. I LOVED the programming challenge problems. If I could have, I would have done 7 programming challenge problems. |
| 13 | Fantastic professor with a different approach to how the grades are calculated, which results in grading that reflects understanding. Excellent at explaining topics and very accessible. It was clear that Dr. Wigglesworth knew exactly what he was talking about and how to introduce it to students. |

Course:	MATH 2603 004 - DISCRETE MATHEMATICS
Responsible Faculty:	Derrick Wigglesworth

Department:	MASC
Responses / Expected:	22 / 33 (66.67%)

Overall Mean:
4.47 5 Point Likert Scale   (242 responses)
4.20 Excellent to Very Poor   (44 responses)
3.11 A Lot ;Some ;A Little ;Not at All   (44 responses)
2.18 More Less   (22 responses)

ARSC College Core: Course Questions	MATH 2603 - 004							--- Survey Comparisons ---					
	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.	13 59.1%	8 36.4%	1 4.5%	0	0	**22**	**4.55**	**4.4K**	**4.61**	34	**34K**	**4.58**	34
Q2 The teaching methods used in this course enable me to learn.	9 40.9%	9 40.9%	1 4.5%	1 4.5%	2 9.1%	**22**	**4.00**	**4.4K**	**4.17**	30	**34K**	**4.19**	27
Q3 The stated goals of this course are consistently pursued.	14 63.6%	7 31.8%	1 4.5%	0	0	**22**	**4.59**	**4.4K**	**4.48**	57	**34K**	**4.47**	49

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: Course Based Questions	MATH 2603 - 004							--- Survey Comparisons ---					
	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.	10 45.5%	9 40.9%	0	3 13.6%	0	**22**	**4.18**	**4.4K**	**3.98**	69	**4.4K**	**3.98**	69
Q5 I put much effort into this course.	12 54.5%	9 40.9%	1 4.5%	0	0	**22**	**4.50**	**4.4K**	**4.35**	72	**4.4K**	**4.35**	72
Q6 My problem-solving abilities improved because of this course.	11 50%	6 27.3%	4 18.2%	1 4.5%	0	**22**	**4.23**	**4.4K**	**4.11**	56	**4.4K**	**4.11**	56

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)

Demographics	MATH 2603 - 004									Course
	Responses (%)									
	COE	COE	DBC	FJS	JWF	SMW	SOL	GS	U	N
Q7 Your College:	0	20 90.9%	0	0	2 9.1%	0	0	0	0	**22**

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

Demographics	MATH 2603 - 004					Course
	Responses (%)					
	A	B	C	D	F	N
Q8 Expected grade	11 50%	4 18.2%	7 31.8%	0	0	**22**

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

Demographics	MATH 2603 - 004						Course
	Responses (%)						
	F	S	J	S	G	O	N
Q9 Your class	0	18 81.8%	2 9.1%	2 9.1%	0	0	22

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

Demographics	MATH 2603 - 004		Course
	Responses (%)		
	YES	NO	N
Q10 Course required	18 85.7%	3 14.3%	21

Responses: [YES] Yes [NO] No

University Core Course	MATH 2603 - 004							--- 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:	9 40.9%	7 31.8%	3 13.6%	1 4.5%	2 9.1%	22	3.91	4.4K	4.11	29	34K	4.18	24

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 - 004						--- Survey Comparisons ---					
	Responses (%)				Course		MASC			All		
	AL	S	AL	NAA	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q12 How did the group work affect your engagement with the class?	10 45.5%	7 31.8%	3 13.6%	2 9.1%	22	3.14	40	3.03	75	40	3.03	75
Q13 How did the group work affect your learning?	9 40.9%	8 36.4%	3 13.6%	2 9.1%	22	3.09	40	2.95	75	40	2.95	75

Responses: [AL] A Lot=4 [S] Some=3 [AL] A Little=2 [NAA] Not at All=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Faculty Added Questions	MATH 2603 - 004					--- Survey Comparisons ---					
	Responses (%)			Course		MASC			All		
	M	AWI	L	N	Mean	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q14 How did the "specifications based grading" method affect your learning? Did it cause you to learn more or less?	8 36.4%	10 45.5%	4 18.2%	22	2.18	40	2.35	25	40	2.35	25

Responses: [M] More=3 [AWI] About what I expected=2 [L] Less=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.	19 86.4%	3 13.6%	0	0	0	22	4.86	4.5K	4.58	76	36K	4.59	64
Q16 My instructor is readily available for consultation.	15 68.2%	7 31.8%	0	0	0	22	4.68	4.5K	4.41	63	36K	4.42	53
Q17 My instructor explains difficult material clearly.	15 68.2%	3 13.6%	1 4.5%	3 13.6%	0	22	4.36	4.4K	4.18	53	36K	4.23	42

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.	12 54.5%	7 31.8%	0	3 13.6%	0	22	4.27	4.4K	4.20	50	4.4K	4.20	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)

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	21 95.5%	1 4.5%	0	0	0	22	4.95	4.5K	4.75	59	36K	4.78	48

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:	14 63.6%	5 22.7%	3 13.6%	0	0	22	4.50	4.4K	4.34	54	36K	4.38	43

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:	Derrick Wigglesworth
Question:	Comments:
Response Rate:	72.73% (16 of 22)

1	You planned this class out great. You gave us all the information we needed to complete any assignment in class and the grade was all dependent on how much work we wanted to put in. You taught us the information for this class online, better than some other professors can do in person. Overall a great guy and an enjoyable class!
2	Would rather have a regular lecture instead of breakout groups, I'm not learning anything from working with other students.
3	While I certainly feel as though he could be a good teacher, the flipped style of this classroom severely inhibited my ability both to learn the course material and find any of it interesting. Every other math class I have taken at the UofA has been incredibly interesting to me, and I found myself wanting to learn more. This class has felt like a struggle since the beginning, and I attribute this entirely to the flipped classroom and having to learn through Zybooks. I've had no way of relating what I've learned from this class to anything in real life, and having to learn on my own has been frustrating and difficult the entire semester. I've had to put more work into this class just to understand what should be a simple concept than should ever be required. I personally responded to two separate surveys asking for feedback about the class and complained about this exact point (and from talking to other students, so did they), but this feedback was never even addressed in class or any other form. On top of everything else, this made it feel as though we weren't being listened to at all. I would like to note the group work as well. As much as I dislike group work in most classes, I completely understand its importance as a student. I am not one to complain about occasional or even often group work, but having to work in groups every single day became annoying very fast. The time spent in groups often felt pointless, as everyone understood just as little about what was going on as me. I feel as though that valuable time could have been spent on far more productive things than sitting in a completely silent zoom room for fifteen minutes or more each day. There were times, of course, that the group work did actually help, but these were very rare. Even when they did help, learning these topics from other students rather than an actual professor seems backwards to me, and I received many questionable explanations because of this. The way this class was set up was its own demise. It took an enormous amount of effort for me to receive an A in this class, as I spent nearly every evening reading and rereading snippets of Zybooks that made hardly any sense, or spent working on the very complex challenge problems. The explanations that Zybooks gives is often very lacking. It was usually put in words that made little to know sense, and was not relatable in any way. That said, Zybooks can be helpful in its own right if used properly. However, using Zybooks as the only real learning method available was overly difficult and is certainly not the proper way. Again, I feel strongly that Professor Wigglesworth could teach great. The brief explanations at the beginning of class often taught me far more than Zybooks ever did, and for that I am thankful. Still, I wish our feedback had at the very least been addressed in class (a reason for something not changing feels far better than silence). In my opinion, the flipped style classroom that this class uses is very detrimental, and should never be used in math classes.
4	Possibly the best professor I've ever had. His grading system was well suited for the course, and I believe allows him to more accurately assess student's abilities. Very knowledgeable, kind, and accessible which is unfortunately not a given.
5	I thought the structure of the class, in terms of LOAs and challenge problems, was great. I think having a higher bar for homework and quizzes, but being able to retake them, helped me learn more from it than I would have from a more traditional model. Dr. Wigglesworth was nice and overall very helpful with his explanations given during lecture. I was not too keen on the group work though, I thought it was a bit overdone. It worked well for working out some of the harder concepts, but having half of every single lecture dedicated to it was a bit too much in my opinion. Other than that, this course was great.

6	I love you so much Derrick. I am so glad to have had you as my professor and I really look to you as a role model even though I really don't know all that much about you. You are my favorite lecture to go to just because of the amount of energy and effort that you put into helping all of your students succeed. I think that you have handled the transition to online beautifully and I am very grateful for that. I really have no criticism for your class as you performed exceedingly well compared to all of my other professors. I hope that you have an amazing continuation of your career and you continue to explore the great outdoors as much as I know you do. (I have missed seeing your Chacos everyday in class though)
7	I loathed this class. However Professor Wigglesworth was fine. He explains things clearly and is a helpful teacher. Again however, a flipped classroom is pretty much horrendous when it comes to this kind of class. Every class just ends up being filled with questions, and learning feels very difficult when many are confused before class even starts. The idea of the challenge problems are too hard which I believe is fine, however the grading should be a little bit more lenient on the challenge problems itself due to their difficulty. And this is coming from someone who got multiple 3's on the challenge problem in the class. Also the group work is utterly useless when it's only two people talking in a zoom call while the rest are bystanders for free points. It would just be more efficient to have a normal class and teach and talk through things normally. This class took way too much effort for the difficulty of the material. It wasn't even that difficult throughout, but it felt horrible to work on. What I'm trying to say, is just teach math in a non-flipped classroom.
8	I feel like I was taught well and learned a ton but we given multiple assignments that we were not prepared for.
9	I don't like the university or college at all but the university really does seem to have a stellar math department. All of the math professors I've had are good, 2 of which, you included, were excellent, and the best teachers I've ever had. I learned a lot and enjoyed doing it.
10	I did not begin the semester thinking much about this class, to be honest. As a senior, this was simply a fill for my mathematics minor, but Dr. Wigglesworth made it enjoyable and I actually learned more about concepts I thought I understood fully before. The structure of the class favors students who are willing to put in effort, and as one of those students, I really appreciated it and thrived in it.
11	He was amazing, extremely understanding and helpful with my learn disability. Had the best experience when taking to him about everything, and he already was rooting for me before we even had an assessment which made be feel very supported!
12	He was a good professor and knew what he was doing. I emailed him with questions often and he always answered in a reasonable amount of time and was very helpful.
13	Great teacher! Love the style of his teaching. It was a little weird getting use to the different grading style, but overall it's really fair and interesting.
14	Dr. Wigglesworth is absolutely wonderful. He does a great job explaining difficult concepts, and his unorthodox method of grading encourages actual understanding rather than shallow memorization.
15	Dr. Wigglesworth is a very well educated man. However, his teaching methods are a bit fast-paced and hard to understand especially since the majority of the topics are very complex. The base grade for challenge problems was a big obstacle. Especially since I had never learned Python, I was required to first understand its syntax. In programming foundations, our language is C++ which we reviewed the most. Learning python and ensuring it successfully compiled was a challenge on its own. The first challenge problem should be basic functionality in python. (Similar to CP7). SageMath was a complicated and unsuccessful process. Since I was on. a Mac, it did not cooperate very well. I ended up using Visual Studio Code which has plugins for C++ as well as Python and Jupyter Notebook. The number of challenge problems being the base grade for my grade was the major issue. I did not learn as much as I know I could have. Possibly, increase the window to two weeks for the challenge problems and, like Dr. Gauch, implement a midpoint for them.
16	Dr. Wigglesworth's approach to teaching the class in his style of giving work and expecting the material to be learned is something that I've never seen before. For me personally, I felt much more motivated to learn and interested in the content because of stuff like challenge problems, which required us to have more than just a basic understanding of the content, but to go beyond and learn how to apply what we learned in useful, and often fascinating ways.