

Individual Report for Mathematics for Commerce MATH1115-1 (Lucas Mol)

Student Ratings of Instruction (SRI) Fall 2015-2016

Project Audience 67
Responses Received 35
Response Ratio 52.24%

Subject Details

Name Mathematics for Commerce MATH1115-1
XCNAME
Year 2016
Term Fall
Faculty Faculty of Science
Department Mathematics & Statistics

Creation Date Mon, Feb 01, 2016

Common Questions

This section displays the common questions approved by Senate for use with Student Ratings of Instruction. These questions were displayed for every course/department.

TEACHING EFFECTIVENESS - Department Statistics

The teaching effectiveness report is based on a 5 point Likert scale with 1 being "Strongly Disagree" and 5 being "Strongly Agree".

Question	Course				Department (Mathematics & Statistics)			
	Mean	Median	Response Count	Standard Deviation	Mean	Median	Response Count	Standard Deviation
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.37	4.74	35	1.06	3.98	4.23	1598	1.14
ORGANIZATION: The instructor organized the class clinical well.	4.66	4.85	35	0.80	4.07	4.34	1605	1.10
COMMUNICATION: The instructor communicated clearly during the class.	4.60	4.77	35	0.77	3.97	4.30	1600	1.20
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.71	4.88	35	0.67	4.35	4.60	1600	0.91
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.66	4.83	35	0.76	4.27	4.52	1606	0.93
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.46	4.74	35	0.92	4.03	4.25	1601	1.06
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.56	4.82	34	0.93	4.07	4.32	1602	1.07
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.69	4.85	35	0.76	4.06	4.37	1605	1.14
Overall	4.59	-	-	0.84	4.10	-	-	-

Description of Statistics

Mean - The mean represents the average of all respondents.

Median - A median represents the middle value in a list of numbers.

Interpolated Median - The interpolated median adjusts the median upward or downward by weighting the score positively or negatively based on the distribution of student responses.

Standard Deviation - Is a measure that is used to quantify the amount of variation in a set of data.

For examples and formulas for these statistics please visit our website at www.dal.ca/sri.

TEACHING EFFECTIVENESS - Means

For additional context, we provide the faculty and institutional Means.

The department statistics are calculated from all SRIs evaluated and listed under [Mathematics & Statistics](#).

The faculty statistics are calculated from all SRIs evaluated and listed under [Faculty of Science](#).

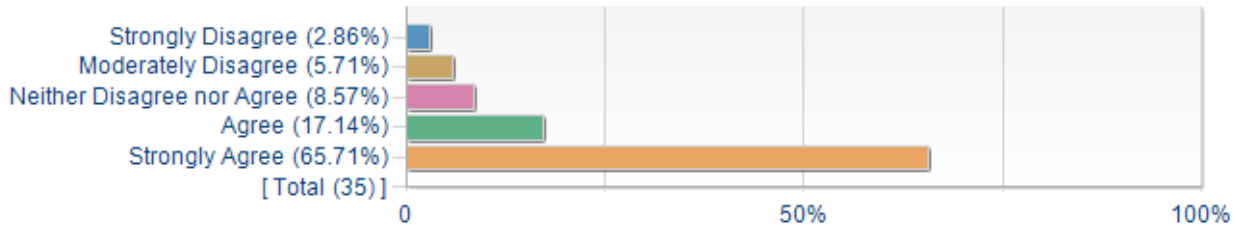
The statistics identified as Dalhousie represent all data recorded for each question for the current term.

For additional information please visit our website at www.dal.ca/sri.

Question	Course		Department (Mathematics & Statistics)		Faculty (Faculty of Science)		Dalhousie	
	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.37	35	3.98	1598	4.02	10406	3.98	32545
ORGANIZATION: The instructor organized the class clinical well.	4.66	35	4.07	1605	4.17	10446	4.08	32687
COMMUNICATION: The instructor communicated clearly during the class.	4.60	35	3.97	1600	4.14	10419	4.10	32632
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.71	35	4.35	1600	4.39	10424	4.37	32651
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.66	35	4.27	1606	4.13	10416	4.08	32614
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.46	35	4.03	1601	4.00	10393	4.01	32610
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.56	34	4.07	1602	4.07	10397	4.09	32565
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.69	35	4.06	1605	4.14	10416	4.10	32619
Overall	4.59	-	4.10	-	4.13	-	4.10	-

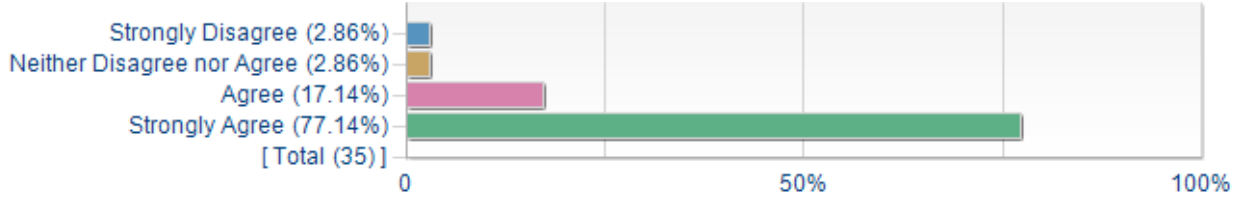
TEACHING EFFECTIVENESS

1. STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.



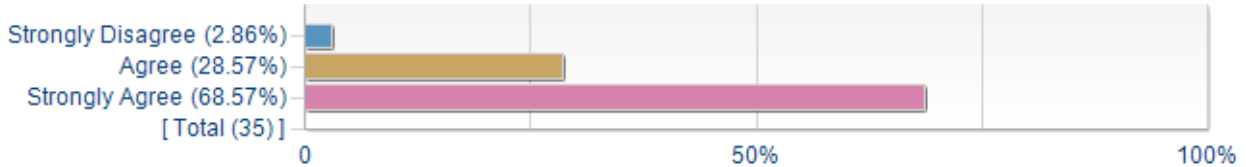
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	2.86%	Response Count	35
Moderately Disagree	2	2	5.71%	Mean	4.37
Neither Disagree nor Agree	3	3	8.57%	Median	4.74
Agree	4	6	17.14%	Standard Deviation	+/-1.06
Strongly Agree	5	23	65.71%		

2. ORGANIZATION: The instructor organized the class clinical well.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	2.86%	Response Count	35
Neither Disagree nor Agree	3	1	2.86%	Mean	4.66
Agree	4	6	17.14%	Median	4.85
Strongly Agree	5	27	77.14%	Standard Deviation	+/-0.80

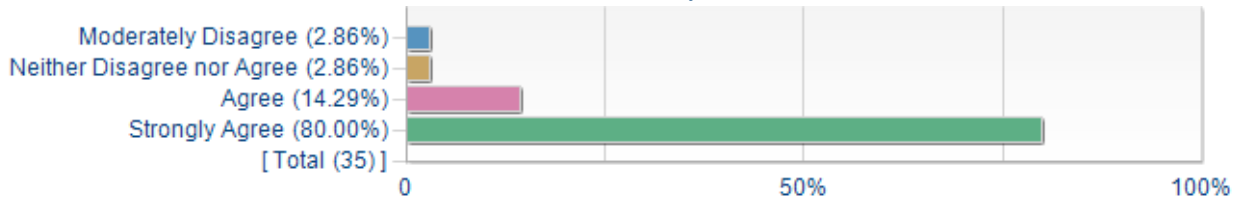
3. COMMUNICATION: The instructor communicated clearly during the class.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	2.86%	Response Count	35
Agree	4	10	28.57%	Mean	4.60
Strongly Agree	5	24	68.57%	Median	4.77
				Standard Deviation	+/-0.77

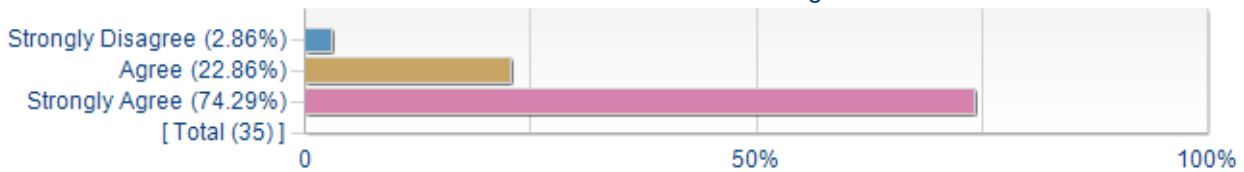
TEACHING EFFECTIVENESS (continued)

4. ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.



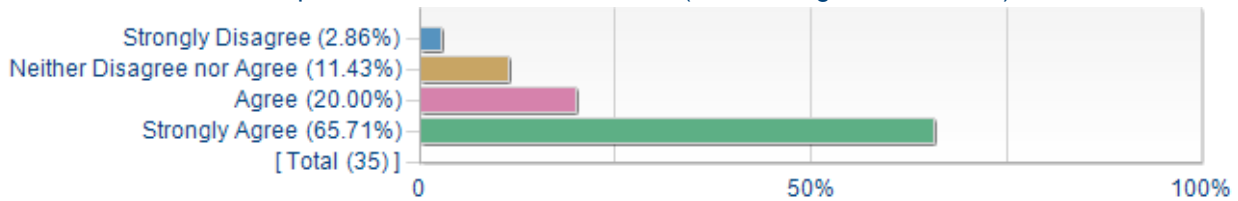
Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	2.86%	Response Count	35
Neither Disagree nor Agree	3	1	2.86%	Mean	4.71
Agree	4	5	14.29%	Median	4.88
Strongly Agree	5	28	80.00%	Standard Deviation	+/-0.67

5. FAIRNESS: The instructor used fair evaluation methods to determine grades.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	2.86%	Response Count	35
Agree	4	8	22.86%	Mean	4.66
Strongly Agree	5	26	74.29%	Median	4.83
				Standard Deviation	+/-0.76

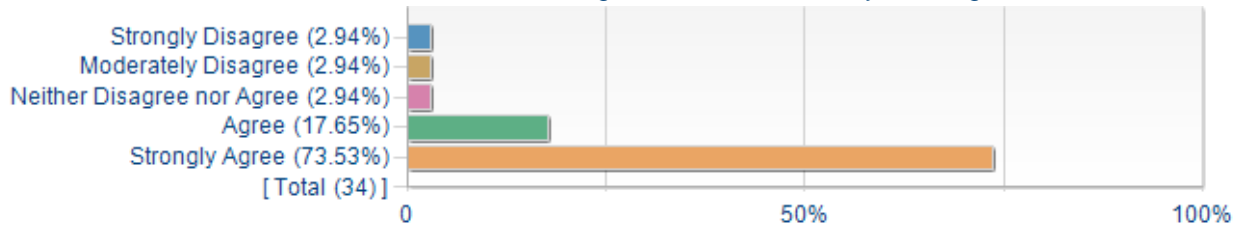
6. FEEDBACK: The instructor provided constructive feedback (considering the class size).



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	2.86%	Response Count	35
Neither Disagree nor Agree	3	4	11.43%	Mean	4.46
Agree	4	7	20.00%	Median	4.74
Strongly Agree	5	23	65.71%	Standard Deviation	+/-0.92

TEACHING EFFECTIVENESS (continued)

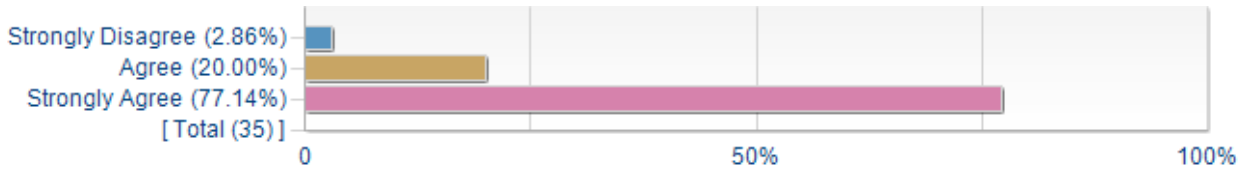
7. CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	1	2.94%
Moderately Disagree	2	1	2.94%
Neither Disagree nor Agree	3	1	2.94%
Agree	4	6	17.65%
Strongly Agree	5	25	73.53%

Statistics	Value
Response Count	34
Mean	4.56
Median	4.82
Standard Deviation	+/-0.93

8. OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.



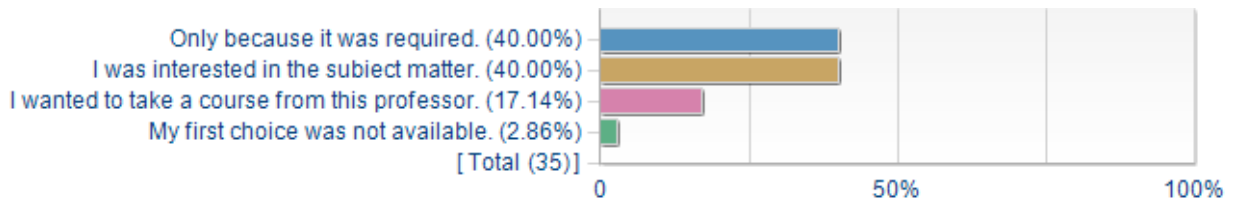
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.86%
Agree	4	7	20.00%
Strongly Agree	5	27	77.14%

Statistics	Value
Response Count	35
Mean	4.69
Median	4.85
Standard Deviation	+/-0.76

REQUIRED/ELECTIVE



MOTIVATION FOR TAKING THIS CLASS



Reliability Assessment

The reliability assessment score measures how confident we are that the responses accurately represent all students registered in the course.

Reliability Assessment Score

With 35 responses from a survey population of 67 the data presented in this report is considered to be **Sufficient**
Number of responses needed to be considered sufficient Reliability: 16
Number of responses needed to be considered good Reliability: 36
Reliability Assessment Score: 0.257

For more information on the reliability assessment please visit our website at www.dal.ca/SRI.

Reliability Assessment Scale

Level	Threshold	Caption
Insufficient	>0.5	Insufficient
Sufficient	0.5	Sufficient
Good	0.25	Good

Department Questions

This Section displays the department level questions entered by the department heads/chairs/Academic Directors. If no questions are found, it implies department level questions were either not included for this department or those questions were not answered by students.

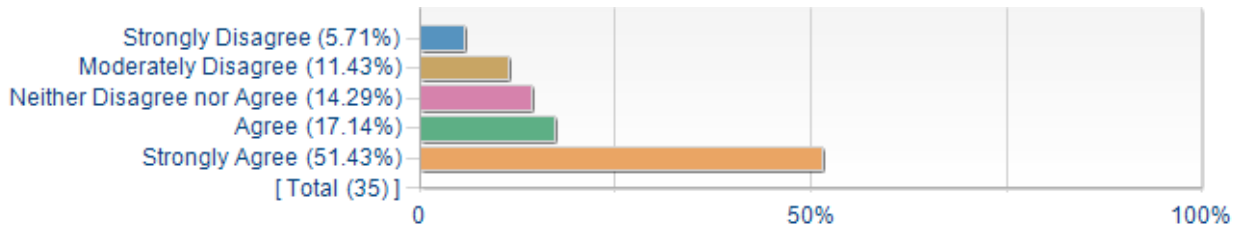
Instructor Questions

This Section displays the Instructor level questions entered by the Instructors for their courses. If no results are found, it implies Instructor level questions were either not included for this course by this instructor or those questions were not answered by students.

I preferred the online assignments to paper assignments.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
I preferred the online assignments to paper assignments.	3.97	4.53	35	1.29

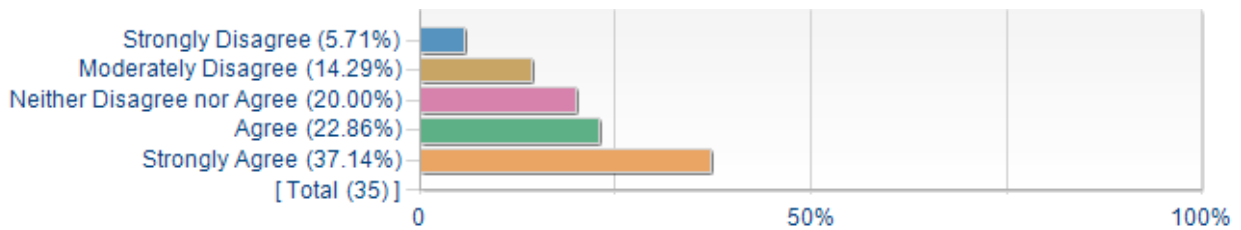
I preferred the online assignments to paper assignments.



I think that the online assignment system was worth the cost of access.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
I think that the online assignment system was worth the cost of access.	3.71	4.00	35	1.27

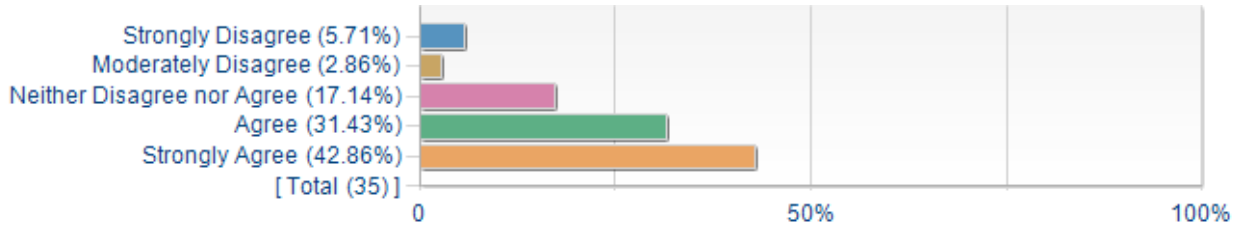
I think that the online assignment system was worth the cost of access.



I feel that the online assignments prepared me well for the tests in this class.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
I feel that the online assignments prepared me well for the tests in this class.	4.03	4.27	35	1.12

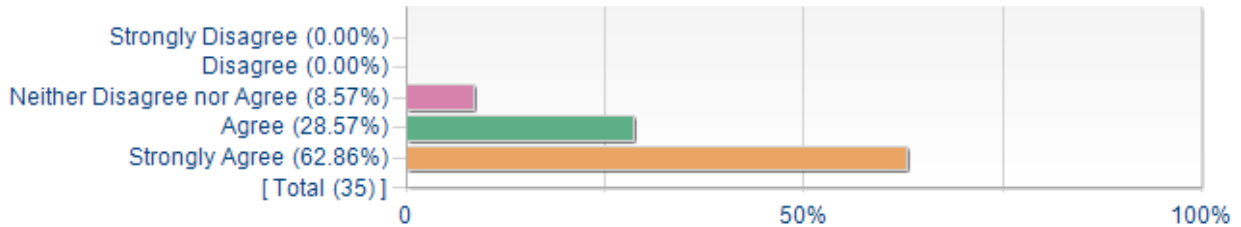
I feel that the online assignments prepared me well for the tests in this class.



Overall, I enjoyed this class. Be honest!

Question	Course			
	Mean	Median	Response Count	Standard Deviation
Overall, I enjoyed this class. Be honest!	4.54	4.70	35	0.66

Overall, I enjoyed this class. Be honest!



Signed Comments for Mathematics for Commerce MATH1115-1 (Lucas Mol)

Student Ratings of Instruction (SRI) Fall 2015-2016

Subject Details

Name Mathematics for Commerce MATH1115-1
XCNAME
Year 2016
Term Fall
Faculty Faculty of Science
Department Mathematics & Statistics

Creation Date Mon, Feb 01, 2016

Comments

This report displays the signed Comments provided by the students. All the Comments provided here were signed and approved by students. Hence these comments will be displayed for department Heads/Chairs/Academic Directors.

NOTE: The SRI team has not reviewed the following comments. If any comment indicates that a student is in distress; that is, in danger of hurting themselves or others, please report it to the SRI Administrator so that appropriate action can be taken.

The Dalhousie University Guide to identifying and responding to students in distress states that "Regardless of the circumstances or context, any reference to wanting to die/ suicide should be taken seriously and a health professional should be contacted."

What did your instructor do that helped your learning in this class or clinical setting?

Students
he was always available to answer questions at his office hours, and helped explain things after hours. gave constructive feedback to learning strategies :)
He was the best professor I had seen. His notes were very clearly and also have many examples. It was very useful for me to prepare my final exam. I can can the knowledge for him. I like his class very very much!!! Thank you Mr. Mol!
Professor Lucas Mol really made math 1115 a great course, he is the best math prof ive have ever encountered in my life, he is always there for you outside of class when you dont understand the topic. He did a great job teaching this course and i really enjoyed having him as a prof.
Provided a stimulating environment in which to learn a difficult subject
The calculate is really important for this class, this class improved my calculate ability.
Answer my questions very patiently and considerately.
Lucas Mol effectively covered all course material in an informative manor
His office hours helped a lot. Not enough time in class to go over everything detailed enough
course

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

Students
just less definitions and more visual aid
I think he is an excellent professor! All the things he did very well!
Keep doing what you are doing, You a amazing math professor
Maybe more humor? I know the prof is really good in teaching us. He is a little too serious when he is teaching.
No.He is perfect.
Do more exampeld in class instead of just talking about the problem in general term, without any numbers
hope you can give us some parper assignment, Because the online assignment make us depends on the tips.

Additional comments:

Students
I was interested in his class.
Perfect.
Thank you !

Unsigned Comments for Mathematics for Commerce MATH1115-1 (Lucas Mol)

Student Ratings of Instruction (SRI) Fall 2015-2016

Subject Details

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XCNAME
Year 2016
Term Fall
Faculty Faculty of Science
Department Mathematics & Statistics

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What did your instructor do that helped your learning in this class or clinical setting?

Students
Having the notes online were very helpful, to follow along with the textbook. I found the online assignments very helpful when studying for exams being able to go back over them.
He clearly explained subject matter.
.
He showed enthusiasm in what he was teaching which created a warmer environment and made it easier to come to class.
He has clearly notes.

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

Students
Maybe reviewing midterm questions after the fact to see where we went wrong and how to fix
Online assignments were helpful, however I found sometimes I forgot the assignment were due; i feel an email alert would be useful saying an assignment is due. Also I believe instead of having two midterms maybe a paper assignment and a midterm would be useful for another way to show we know the material.
Be more interactive with students.
.
No!
No

Additional comments:

Students
The class was well organized and easy to follow along.
.