

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

### Student Ratings of Instruction (SRI) Summer 2014-2015

Project Audience 25  
Responses Received 19  
Response Ratio 76.00%

#### Subject Details

**Name** Mathematics for Commerce MATH1115-1  
**Department** Mathematics & Statistics

**Creation Date** Fri, Oct 09, 2015

## 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	Interpolated Median	Response Count	Standard Deviation	Mean	Interpolated Median	Response Count	Standard Deviation
STIMULATION OF LEARNING: The instructor conducted the class clinical in such a way that I was stimulated to learn.	4.47	4.77	19	1.02	4.03	4.36	288	1.18
ORGANIZATION: The instructor organized the class clinical well.	4.58	4.87	19	1.02	4.17	4.51	290	1.09
COMMUNICATION: The instructor communicated clearly during the class.	4.63	4.87	19	0.96	4.10	4.53	290	1.20
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.47	4.71	19	0.96	4.24	4.61	288	1.08
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.53	4.82	19	1.02	4.34	4.65	290	1.02
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.53	4.82	19	1.02	4.15	4.55	288	1.14
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.53	4.82	19	1.02	4.14	4.57	290	1.19
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.58	4.82	19	0.96	4.14	4.55	290	1.16
<b>Overall</b>	4.54	-	-	0.98	4.16	-	-	-

### 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](http://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](#).

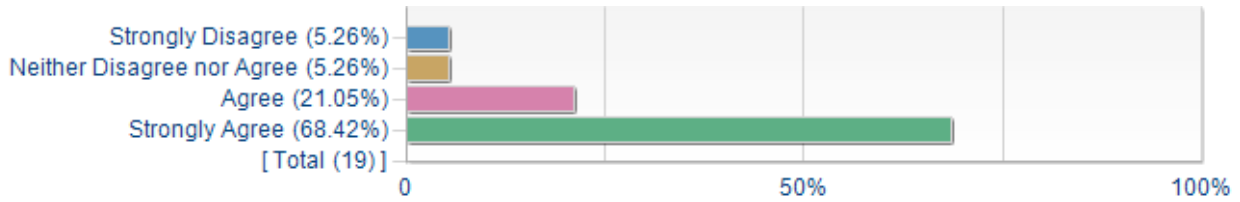
The statistics identified as Dalhousie represent all data recorded for each question for the current term.

For additional information please visit our website at [www.dal.ca/sri](http://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.	4.47	19	4.03	288	4.19	1167	4.07	3807
ORGANIZATION: The instructor organized the class clinical well.	4.58	19	4.17	290	4.24	1176	4.13	3821
COMMUNICATION: The instructor communicated clearly during the class.	4.63	19	4.10	290	4.22	1174	4.15	3822
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.47	19	4.24	288	4.39	1173	4.36	3820
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.53	19	4.34	290	4.29	1174	4.15	3821
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.53	19	4.15	288	4.22	1172	4.10	3813
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.53	19	4.14	290	4.24	1173	4.17	3815
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.58	19	4.14	290	4.27	1172	4.16	3816
<b>Overall</b>	4.54	-	4.16	-	4.26	-	4.16	-

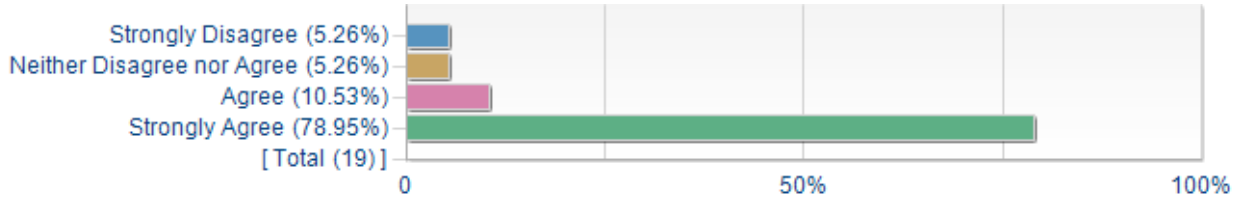
## TEACHING EFFECTIVENESS

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



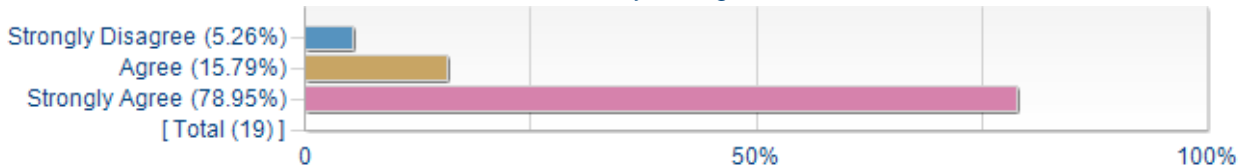
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	5.26%	Response Count	19
Neither Disagree nor Agree	3	1	5.26%	Mean	4.47
Agree	4	4	21.05%	Interpolated Median	4.77
Strongly Agree	5	13	68.42%	Standard Deviation	+/-1.02

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	5.26%	Response Count	19
Neither Disagree nor Agree	3	1	5.26%	Mean	4.58
Agree	4	2	10.53%	Interpolated Median	4.87
Strongly Agree	5	15	78.95%	Standard Deviation	+/-1.02

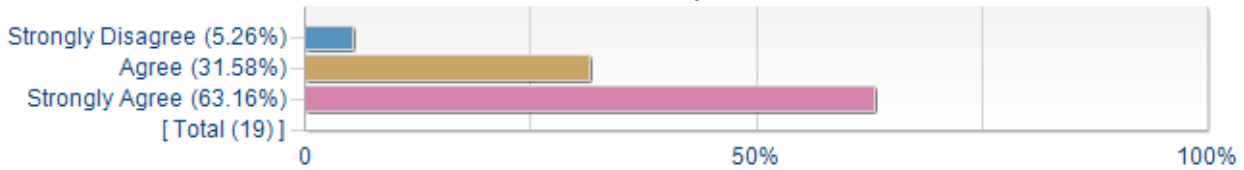
3. COMMUNICATION: The instructor communicated clearly during the class.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	5.26%	Response Count	19
Agree	4	3	15.79%	Mean	4.63
Strongly Agree	5	15	78.95%	Interpolated Median	4.87
				Standard Deviation	+/-0.96

**TEACHING EFFECTIVENESS (continued)**

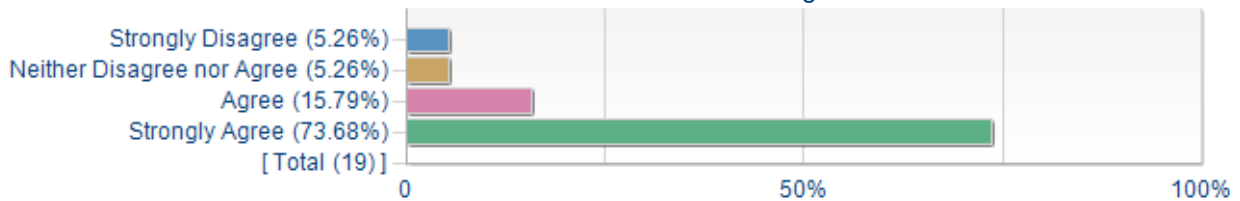
4. ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.



Options	Score	Count	Percentage
Strongly Disagree	1	1	5.26%
Agree	4	6	31.58%
Strongly Agree	5	12	63.16%

Statistics	Value
Response Count	19
Mean	4.47
Interpolated Median	4.71
Standard Deviation	+/-0.96

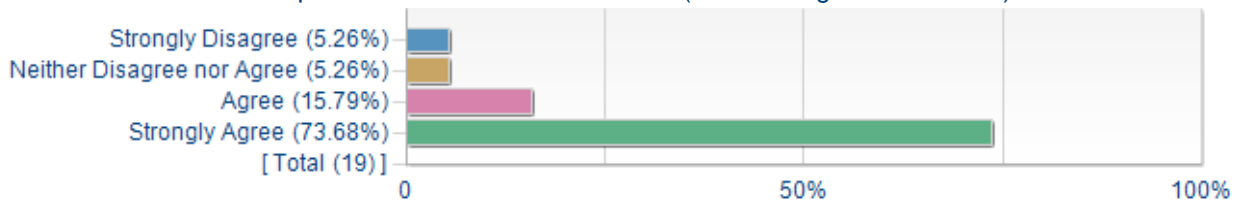
5. FAIRNESS: The instructor used fair evaluation methods to determine grades.



Options	Score	Count	Percentage
Strongly Disagree	1	1	5.26%
Neither Disagree nor Agree	3	1	5.26%
Agree	4	3	15.79%
Strongly Agree	5	14	73.68%

Statistics	Value
Response Count	19
Mean	4.53
Interpolated Median	4.82
Standard Deviation	+/-1.02

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

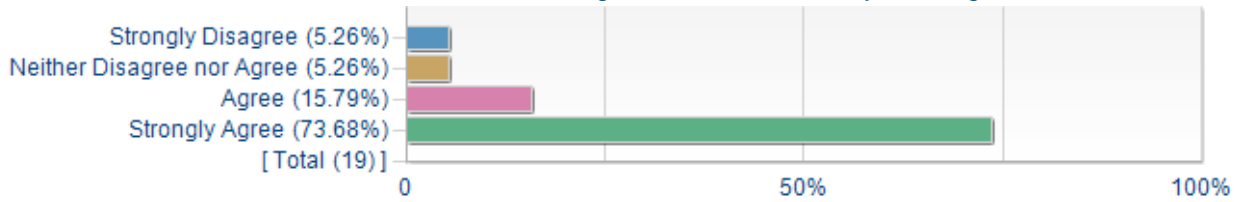


Options	Score	Count	Percentage
Strongly Disagree	1	1	5.26%
Neither Disagree nor Agree	3	1	5.26%
Agree	4	3	15.79%
Strongly Agree	5	14	73.68%

Statistics	Value
Response Count	19
Mean	4.53
Interpolated Median	4.82
Standard Deviation	+/-1.02

**TEACHING EFFECTIVENESS (continued)**

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	5.26%	Response Count	19
Neither Disagree nor Agree	3	1	5.26%	Mean	4.53
Agree	4	3	15.79%	Interpolated Median	4.82
Strongly Agree	5	14	73.68%	Standard Deviation	+/-1.02

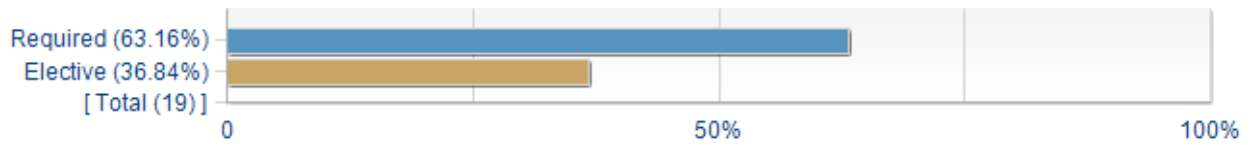
8. OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	5.26%	Response Count	19
Agree	4	4	21.05%	Mean	4.58
Strongly Agree	5	14	73.68%	Interpolated Median	4.82
				Standard Deviation	+/-0.96

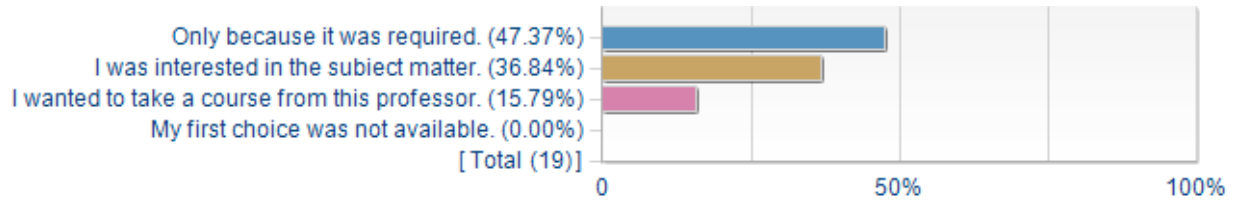
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### REQUIRED/ELECTIVE



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### 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 19 responses from a survey population of 25 the data presented in this report is considered to be **Good**  
Number of responses needed to be considered sufficient Reliability: 11  
Number of responses needed to be considered good Reliability: 19  
Reliability Assessment Score: 0.247

For more information on the reliability assessment please visit our website at [www.dal.ca/SRI](http://www.dal.ca/SRI).

### Reliability Assessment Scale

Level	Threshold	Caption
Insufficient	>0.5	<b>Insufficient</b>
Sufficient	0.5	<b>Sufficient</b>
Good	0.25	<b>Good</b>



## **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.

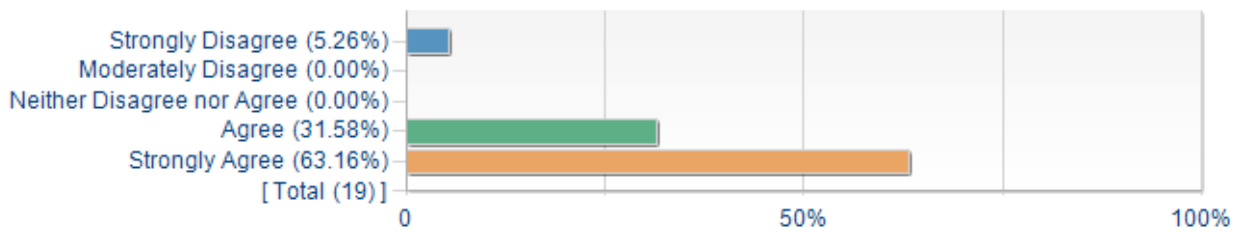
## Instructor Questions

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.

### The class activities aided my learning in this class.

Question	Course			
	Mean	Interpolated Median	Response Count	Standard Deviation
The class activities aided my learning in this class.	4.47	4.71	19	0.96

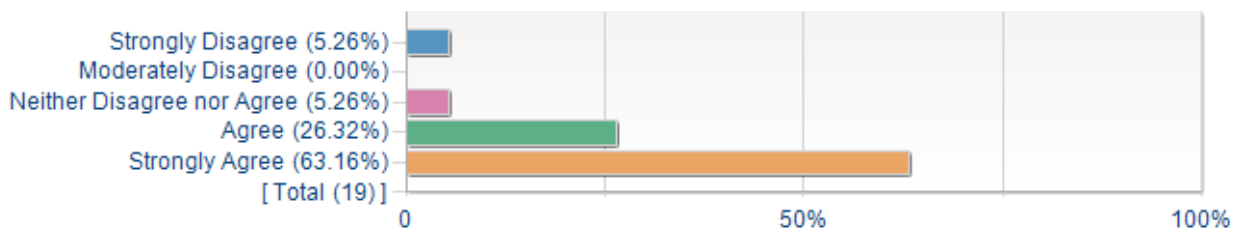
### The class activities aided my learning in this class.



### The assignments aided my learning in this class.

Question	Course			
	Mean	Interpolated Median	Response Count	Standard Deviation
The assignments aided my learning in this class.	4.42	5.00	19	1.02

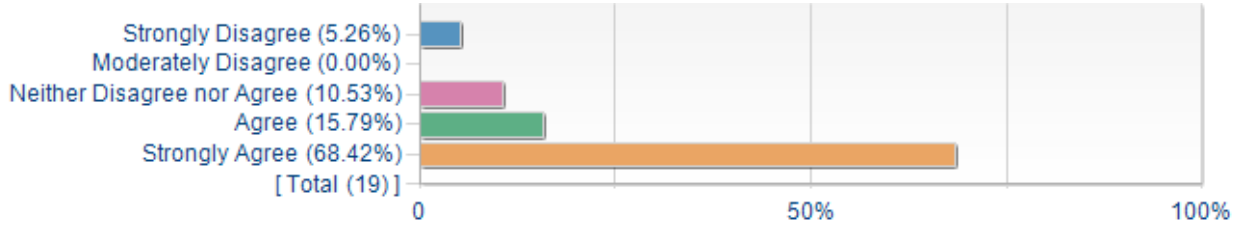
### The assignments aided my learning in this class.



**I preferred the lecture/class activity structure to the usual lecture only structure.**

Question	Course			
	Mean	Interpolated Median	Response Count	Standard Deviation
I preferred the lecture/class activity structure to the usual lecture only structure.	4.42	4.77	19	1.07

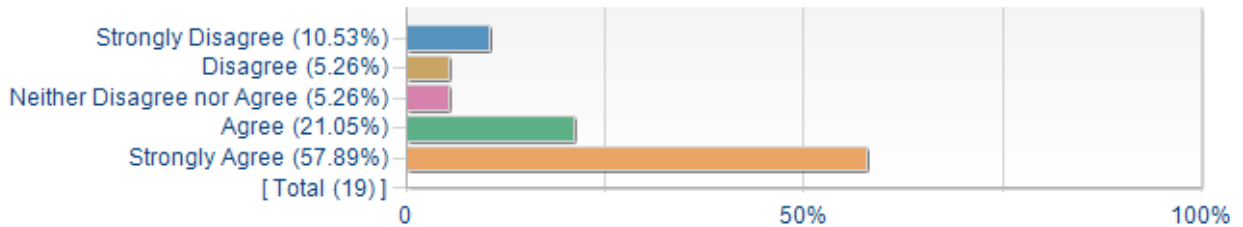
**I preferred the lecture/class activity structure to the usual lecture only structure.**



**The instructor would make a good James Bond.**

Question	Course			
	Mean	Interpolated Median	Response Count	Standard Deviation
The instructor would make a good James Bond.	4.11	4.64	19	1.37

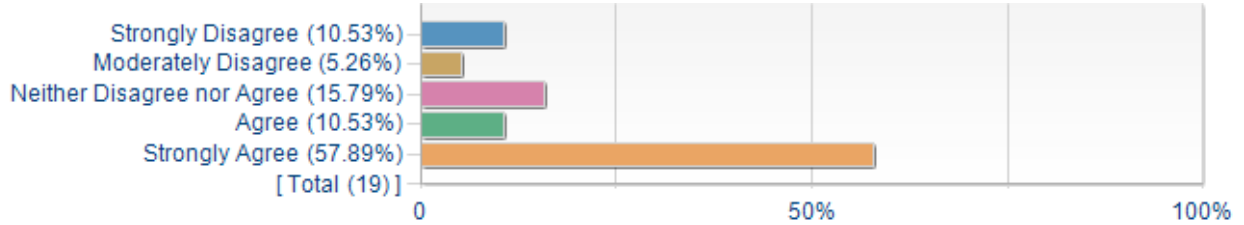
**The instructor would make a good James Bond.**



**The instructor would make a good Bond villain.**

Question	Course			
	Mean	Interpolated Median	Response Count	Standard Deviation
The instructor would make a good Bond villain.	4.00	4.64	19	1.41

**The instructor would make a good Bond villain.**



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

### Student Ratings of Instruction (SRI) Summer 2014-2015

#### Subject Details

<b>Name</b>	Mathematics for Commerce MATH1115-1
<b>Year</b>	2015
<b>Term</b>	Summer
<b>Faculty</b>	Faculty of Science
<b>Department</b>	Mathematics & Statistics
<b>Subject</b>	MATH
<b>Course_Number</b>	1115
<b>Section</b>	1

**Creation Date** Thu, Oct 29, 2015

## 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**

quick feed back on assignments and activities

The in class activities were very helpful, I like that he gave us extra time if we needed it. As well, letting us work with the people around us instead of individually was helpful to talk through the problems together if the instructor was preoccupied with another student.

very perfect class notes

some question I am not understand he help me to fixed it. Even sometime is not his work time he still like to help us.

Nothing he stood in front of the board and I couldn't see the notes.

he made the class activities every class, it really helped me to understand what i'm learning.

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

**Students**

nope

I think you do not need put all the lecture notes on the blackboard, just post the notes before class, and we can print it, and take it to the class.

Good Job. he will be a good professor.

Stop acting like a hipster with no possessions and buy some assets.

**Additional comments:**

Students
none
no
The lectures are boring.



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

Student Ratings of Instruction (SRI) Summer 2014-2015

### Subject Details

<b>Name</b>	Mathematics for Commerce MATH1115-1
<b>Year</b>	2015
<b>Term</b>	Summer
<b>Faculty</b>	Faculty of Science
<b>Department</b>	Mathematics & Statistics
<b>Subject</b>	MATH
<b>Course_Number</b>	1115
<b>Section</b>	1

**Creation Date** Thu, Oct 29, 2015

## Comments

This report displays the Unsigned Comments provided by the students. All the Comments provided here were not signed and approved by students. Hence these comments will not 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
examples
He taught me some techques to solve problems and helped me deal with some different math questions
He was very interactive and helpful with the students. He also had a wide selection of office hours, allowing many opportunities for students to come in and discuss problems they were having. The in-class assignments were very beneficial towards the learning process.

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

**Students**

The only thing I can think of is to maybe try and make the notes on the board not as messy but other than that he did a fantastic job!

Hi Lucas. It is better to post the notes like the definition before the class, so that we can use the note during the class. We don't need to cost too much time to copy the definition from the blackboard, to pay more attention to what you taught during the class. Song.