

Individual Report for Mathematics for Commerce MATH1115-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Winter 2015-2016

Project Audience 346
Responses Received 124
Response Ratio 35.84%

Subject Details

Name Mathematics for Commerce MATH1115-01
XCNAME
Year 2016
Term Winter
Faculty Faculty of Science
Department Mathematics & Statistics

Creation Date Fri, Jun 10, 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.	4.17	4.39	123	1.00	3.99	4.22	1725	1.12
ORGANIZATION: The instructor organized the class clinical well.	4.35	4.60	124	0.93	4.09	4.34	1733	1.07
COMMUNICATION: The instructor communicated clearly during the class.	4.25	4.51	123	0.99	4.00	4.30	1733	1.17
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.31	4.50	124	0.87	4.34	4.60	1733	0.94
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.33	4.63	124	0.97	4.28	4.56	1732	0.97
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.14	4.42	124	1.06	4.05	4.26	1731	1.05
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.12	4.50	124	1.12	4.10	4.34	1730	1.06
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.31	4.56	124	0.97	4.12	4.39	1729	1.08
Overall	4.25	-	-	0.99	4.12	-	-	-

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**.

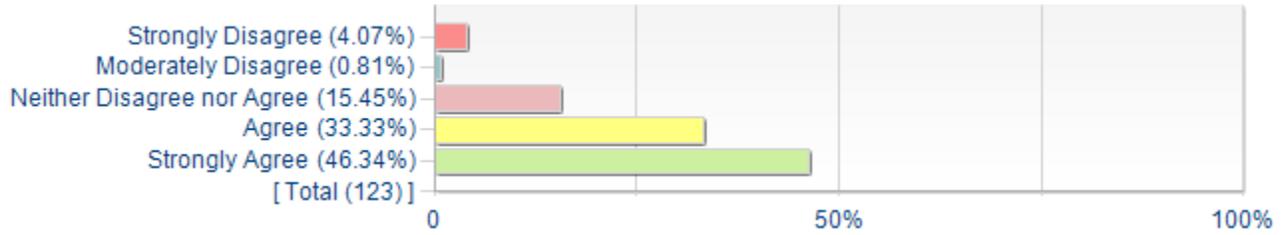
The statistics identified as Dalhousie represent all data recorded for each question for the current term.

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.	4.17	123	3.99	1725	4.02	10795	3.99	35433
ORGANIZATION: The instructor organized the class clinical well.	4.35	124	4.09	1733	4.14	10825	4.08	35540
COMMUNICATION: The instructor communicated clearly during the class.	4.25	123	4.00	1733	4.14	10799	4.11	35467
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.31	124	4.34	1733	4.38	10802	4.37	35484
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.33	124	4.28	1732	4.12	10793	4.10	35496
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.14	124	4.05	1731	4.02	10790	4.04	35488
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.12	124	4.10	1730	4.09	10789	4.11	35436
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.31	124	4.12	1729	4.16	10790	4.11	35461
Overall	4.25	-	4.12	-	4.13	-	4.11	-

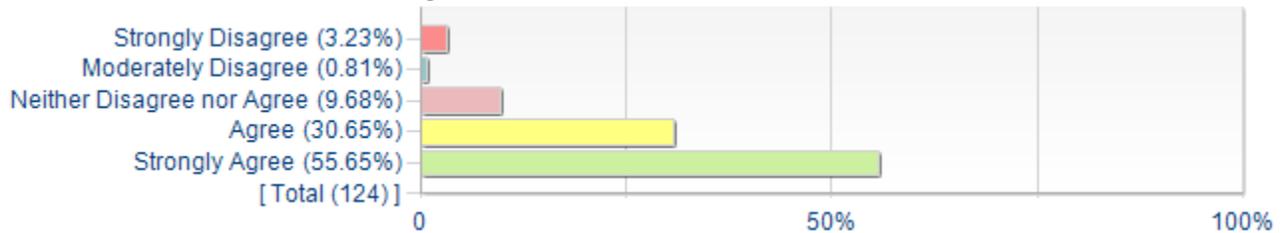
TEACHING EFFECTIVENESS

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



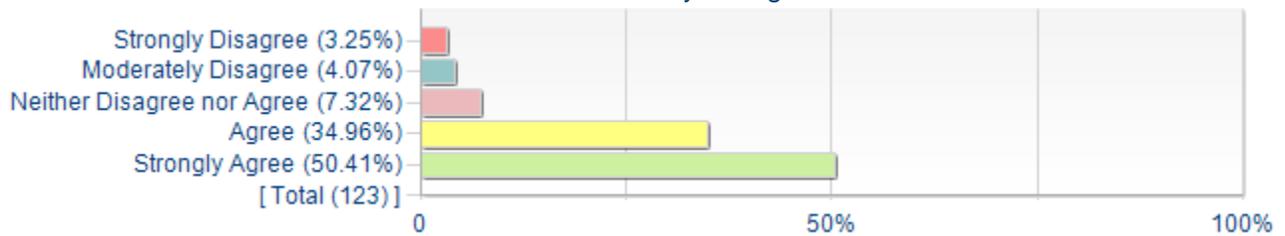
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	5	4.07%	Response Count	123
Moderately Disagree	2	1	0.81%	Mean	4.17
Neither Disagree nor Agree	3	19	15.45%	Median	4.39
Agree	4	41	33.33%	Standard Deviation	+/-1.00
Strongly Agree	5	57	46.34%		

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	4	3.23%	Response Count	124
Moderately Disagree	2	1	0.81%	Mean	4.35
Neither Disagree nor Agree	3	12	9.68%	Median	4.60
Agree	4	38	30.65%	Standard Deviation	+/-0.93
Strongly Agree	5	69	55.65%		

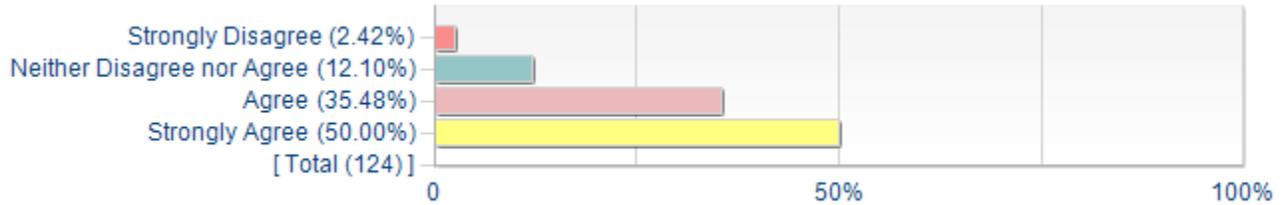
3. COMMUNICATION: The instructor communicated clearly during the class.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	4	3.25%	Response Count	123
Moderately Disagree	2	5	4.07%	Mean	4.25
Neither Disagree nor Agree	3	9	7.32%	Median	4.51
Agree	4	43	34.96%	Standard Deviation	+/-0.99
Strongly Agree	5	62	50.41%		

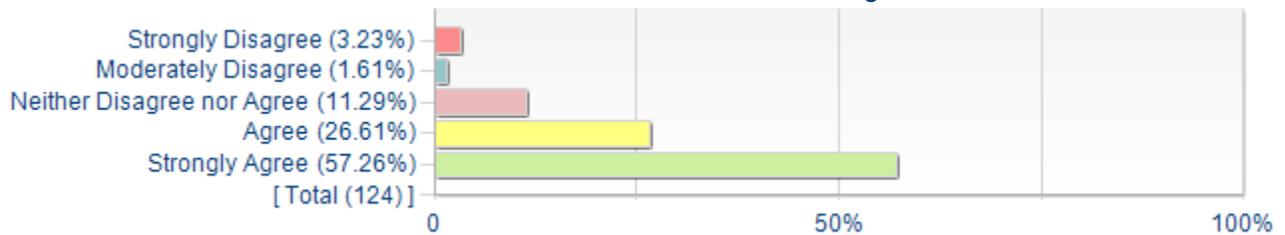
TEACHING EFFECTIVENESS (continued)

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



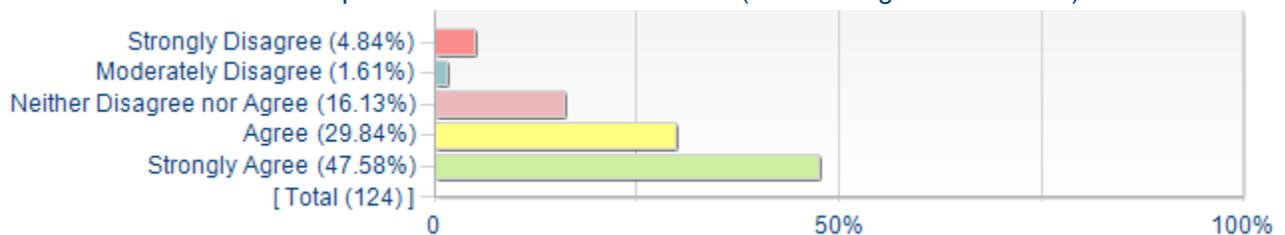
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	3	2.42%	Response Count	124
Neither Disagree nor Agree	3	15	12.10%	Mean	4.31
Agree	4	44	35.48%	Median	4.50
Strongly Agree	5	62	50.00%	Standard Deviation	+/-0.87

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	4	3.23%	Response Count	124
Moderately Disagree	2	2	1.61%	Mean	4.33
Neither Disagree nor Agree	3	14	11.29%	Median	4.63
Agree	4	33	26.61%	Standard Deviation	+/-0.97
Strongly Agree	5	71	57.26%		

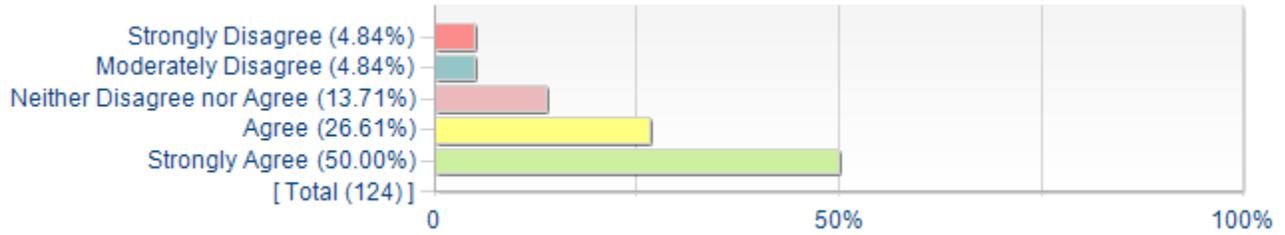
6. FEEDBACK: The instructor provided constructive feedback (considering the class size).



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	6	4.84%	Response Count	124
Moderately Disagree	2	2	1.61%	Mean	4.14
Neither Disagree nor Agree	3	20	16.13%	Median	4.42
Agree	4	37	29.84%	Standard Deviation	+/-1.06
Strongly Agree	5	59	47.58%		

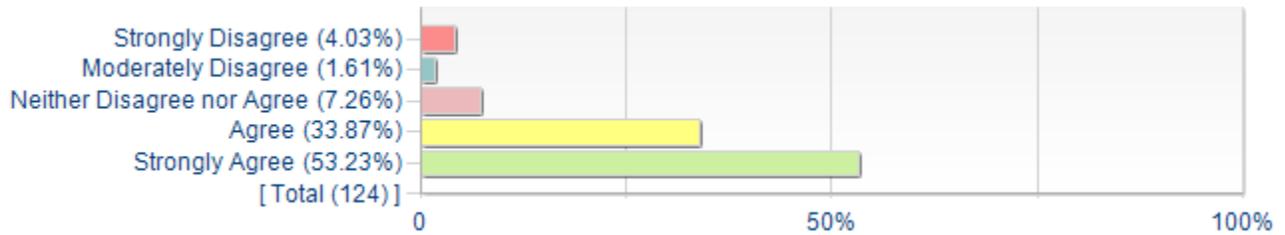
TEACHING EFFECTIVENESS (continued)

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	6	4.84%	Response Count	124
Moderately Disagree	2	6	4.84%	Mean	4.12
Neither Disagree nor Agree	3	17	13.71%	Median	4.50
Agree	4	33	26.61%	Standard Deviation	+/-1.12
Strongly Agree	5	62	50.00%		

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

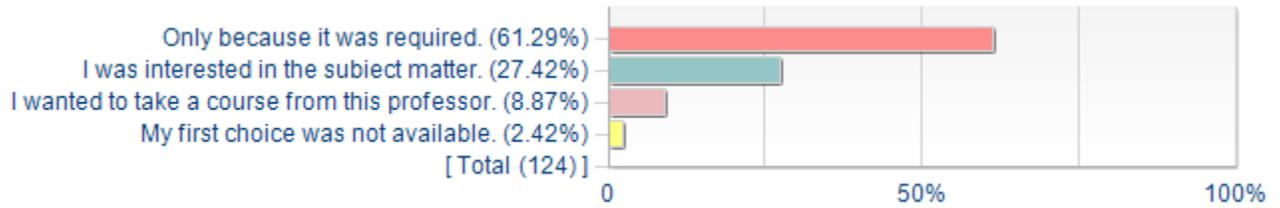


Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	5	4.03%	Response Count	124
Moderately Disagree	2	2	1.61%	Mean	4.31
Neither Disagree nor Agree	3	9	7.26%	Median	4.56
Agree	4	42	33.87%	Standard Deviation	+/-0.97
Strongly Agree	5	66	53.23%		

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 124 responses from a survey population of 346 the data presented in this report is considered to be **Good**
Number of responses needed to be considered sufficient Reliability: 19
Number of responses needed to be considered good Reliability: 64
Reliability Assessment Score: 0.158

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

Reliability Assessment Scale

□

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.

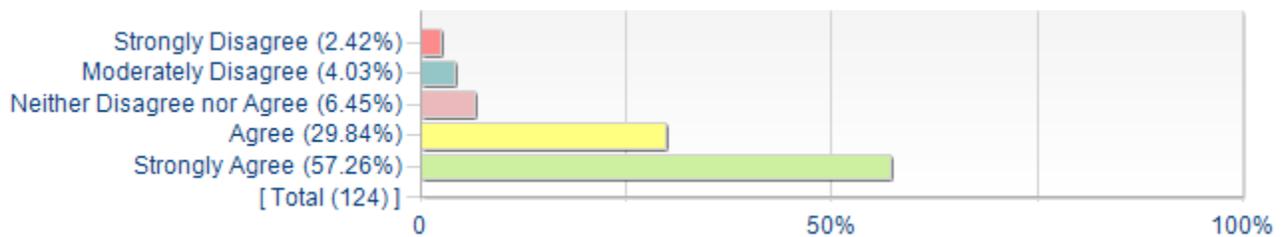
Instructor Questions

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 traditional paper assignments.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
I preferred the online assignments to traditional paper assignments.	4.35	4.63	124	0.95

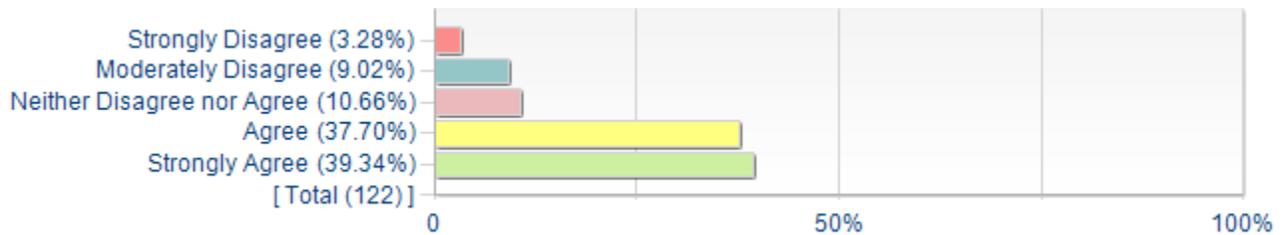
I preferred the online assignments to traditional paper assignments.



The online assignments prepared me well for the tests in this course.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
The online assignments prepared me well for the tests in this course.	4.01	4.00	122	1.08

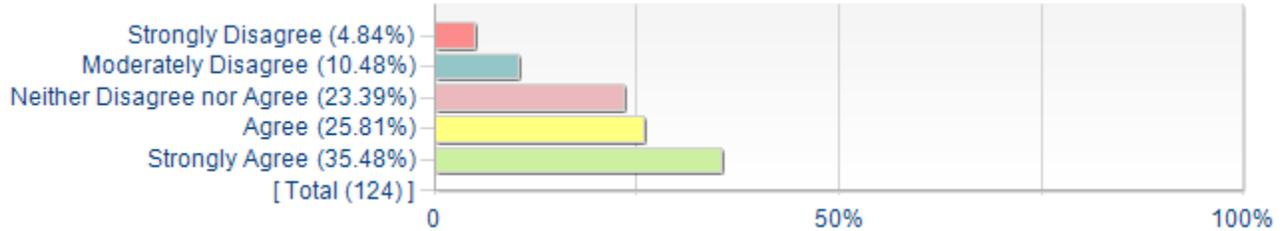
The online assignments prepared me well for the tests in this course.



Overall, the online assignment system was worth the cost of access.

Question	Course			
	Mean	Median	Response Count	Standard Deviation
Overall, the online assignment system was worth the cost of access.	3.77	3.94	124	1.18

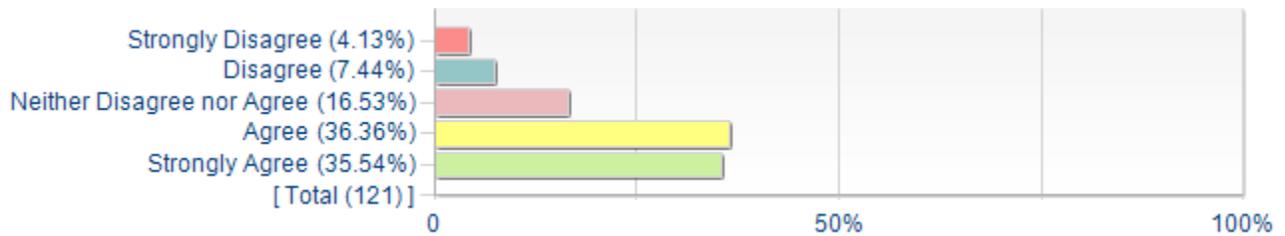
Overall, the online assignment system was worth the cost of access.



Overall, I enjoyed this course. Be honest!

Question	Course			
	Mean	Median	Response Count	Standard Deviation
Overall, I enjoyed this course. Be honest!	3.92	4.10	121	1.09

Overall, I enjoyed this course. Be honest!



In what ways could the learning experience in this course be improved? Provide as many specific examples as you can!

Comment
This is was a very enjoyable class and I learned alot of the lectures. I think on way that this class could be improved, is a weekly tutorial. I found that sometimes, I would still be a little confused after the lectures and unless I went to Lucas's office, I could not find help easily.
don't just write notes during the class
There was a lot of cheating going on all around me on tests. You should really book additional rooms so that students can't be seated that close together.
The class is big. It would be better if the class had less students, so we can communicate better with the professor.
I think this course is perfect
Going more in depth in class by instructing efficiently and effectively without lingering on topics. This would allow us to see first hand how to solve the more difficult problems that we face on assignments and exams.
I like this teacher very much.
Lucas is a really really wonderful prof.
more weight of our final grade on the online assignments
There could be tutorials because even though Professor Mol did an excellent job of conducting the course, there are always going to be subjects that people struggle with; a tutorial would eliminate this problem.
I like doing online assignment since it's convenient. But the questions online seems a bit difficult than mid-term questions. Maybe the online questions could change to fit well to the actual question.
Go over the midterms once we get them back to see where we went wrong. And get a tutorial so if we need any help its there, because Lucas would only show up to his office hours 30 minutes late
No ways, I think he was a good teacher overall and explained the content well and to the best of his ability.
nothing
The online simulations never seemed to prepare me enough for the midterms. Either some of the assignments were too hard to complete or they were too easy and didn't test my knowledge of the topic enough.
q
tutorial for smaller interaction and help for questions
none, everything he did was perfect
Have the final exam with less weight.
well done
I would suggest including a tutorial. Though your lectures are very thorough, and the online modules provide us with step-by-step solutions, a tutorial could have provided us with extra questions and in-person answers. I know that you encourage us to ask questions during class, but some people are more reluctant to ask questions in front of a big audience. I also realize that there are extra questions in the textbook, but I had some trouble getting the right answers. This is why I think a tutorial would have been beneficial for us to ask questions in a smaller group and practice extra questions that could be solved in class. Other than that your lectures, notes and the online assignments were very helpful, and the midterms were very fair.
I think you're doing a great job.
None, Prof is doing great!
More feedback on work, online assignments were great and very useful but i never received any feedback on my work
The course is interesting and more easily.
Taking notes and do the online assignment are good enough for now !
i wished that it was a smaller class size because i find that i get less distracted and can pay more closer attention
I think it's a difficult class to teach with such a large class. It means people are hesitant to ask questions or answer them. However, I thought professor Mol was an amazing professor. The notes were very clear and well organized. The assignments helped tremendously with preparing for the midterms. For a course that I heard very bad things about from second and third years, it was actually very enjoyable and interesting. I think this is because we had an amazing professor.

Mathematics for Commerce MATH1115-01 (Lucas Mol)

Nope!
hard to learn in such a large setting so tutorial option may help
everything is great.
Slower pace when going through lessons in class!!
A formula sheet would be absolutely amazing to have on exams and midterms as theres so many different formulas we need to remember. Personally, I could of benefited from a specific tutorial time for this class.
Generally speaking, everything that professor teach is pretty clear and simple. I hope professor could provide more example questions in the class in order to understand them well.
The difficulty of the online assignment should fit the exams' question.
Make the online features cheaper!!!! Please. I loved the online assignments but the code was really expensive.
I do think that an open, optional tutorial could have been beneficial
My only suggestion is to give us practice midterms to prepare for the actual midterms.
A lot of material is rushed through so its hard to understand new material
Because this course was essentially a repeat of high school math for me, I found it highly repetitive and boring. But, for students learning the material for the first time, I think it was well explained and taught. It was confusing at times when a different method from what I was previously taught was being used for certain chapters, but I liked how you didn't insist on using any particular method. The cost of the online assignments is ridiculous, but I do like how you can go back and do it again with different examples to study and how you can get 100% on every assignment. The assignments should stay online, but should cost much less. Also, the online textbook is completely different from the physical textbook, which was confusing and utterly useless when it came to doing review questions.
very clear when teaching with a notes. Practical examples. very organized
I really think that smaller classes would improve the learning experience in this course.
The only way that this course could be improved would probably to have smaller classes and more of them. Because math is a tedious subject that many students need extra help in, I think that the class sizes should be smaller.
Provide answer keys to the midterms.
A suggestion would be to have a smaller class size so you have that one on one time with the prof.
It can be improved by making things less complicated by unnecessary, overcomplicated wording. Very little direction when it came to exams, and you really could have prepared us a lot more when it came to the exams.
NO i dont have any suggestions.
The lecture was planned well, but hard to learn and ask questions in such a large group of people. He did do a very good job considering the class size. The online assignments were helpful, but sometimes we learned it a different way than how we were asked to answer the questions online.
I felt at some points he went a little to fast for me considering that math is my weak point, but overall was clear with instructions and cared for his students!
Smaller classes, it is very difficult for people to learn calculus for the first time in a class of 350

Signed Comments for Mathematics for Commerce MATH1115-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Winter 2015-2016

Subject Details

Name Mathematics for Commerce MATH1115-01
XCNAME
Year 2016
Term Winter
Faculty Faculty of Science
Department Mathematics & Statistics

Creation Date Fri, May 27, 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
Showed examples and was always very willing and available to help with any issues I had during the year.
q
online notes, online assignment
My instructor Lucas Mol has helped me to master some basic knowledge that will help me in my future study.
Provided good notes and good examples to assist in learning outcomes
He made sure no one had any questions about material covered before every class, then he moved on to the next topic. There were also many practice questions with solutions and mandatory assignments after most classes which force you to learn the content as you go along.
well done
He made excellent notes and took time to re-explain any concepts that confused us in new ways.
The class notes were great to follow along and provide the student with great understanding of the concepts.
The assignments that actually help me to review the class lecture.
He gave us perfect class notes and introduced every topic well in class
He was clear when explaining problems and had no problem with assisting students with their troubles.
Provided master notes and was readily accessible to ask questions.
Absolutely nothing. Lucas is never in his physical office during office hours, instead, he is socializing with his friends in the learning common area which makes it intimidating to reach out for help.
Lucas is extremely knowledgeable in mathematics and has a easy way about him that makes it easy to follow. He is funny too which helps lighten the atmosphere. Strongly encourage anyone who needs this course to get Lucas Mol.
He was always very happy to help anyone with any questions they had. Very good use of humour in his lessons to make things lighter, and used good techniques to explain answers.
Great notes and I like how they're posted online. I like how you try to engage the class, but honestly it's tough to do with a class of 300 people. Really clear explanations and examples.
He explained everything clearly and made sure we understood the material that was taught
lots of practice problems good printable notes to stay organized he was happy to be there
His lectures were structured well, and his notes were easy to follow and understand. He was always open to questions, and answered in a way that the audience would understand. The online assignments he provided us with were invaluable and helped me practice what I had learnt the previous day in his lecture. Both midterms were very fair both in content and in length, based on the amount of time we were given, and nothing we hadn't seen before.
He was always enthusiastic with the course material and always made time for students.

Mathematics for Commerce MATH1115-01 (Lucas Mol)

He explained the content very well and to the best of his ability.
Stayed engaging throughout the class. It was a perfect amount of time to teach cause it kept everyone engaged but not bored.
His lectured were well structured, used relevant examples and were easy to follow.
He would give me the solution of questions and advice.
assign online homework
Lucas was a great prof, he kept the class laughing and managed to keep it pretty much as interesting as it could have been considering the subject matter.
note are very helpful and clear
clearly taught and explained concepts
I liked having notes to print out and follow along. The use of examples to apply the subject was very useful. I also really liked doing the assignments online. It was easy to use.
Giving us assignments was a great practice for the midterms
Helped me adjust and catch up as I reported to school late.
He gives us notes and take us practice questions in class, which is really helpful!
He went through the notes together as a class and in depth to help make sure you understood the concept before moving on.
He always replied via email very quickly. Very practical examples were provided during class which is very helpful. Class are very organized.
Great explainer
He made sure that the examinable material was reflected in the level of the assignments.
Office hours
Lots of helpful examples. Didn't cover to much content in each lecture which enabled students to fully grasp concepts that we were learning.

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

Students
q
Formula sheet, and extra help
Honestly, he did a fantastic job of teaching and there is nothing more HE could have done to help. A tutorial would have been helpful for some topics though.
well done
I thought the class was taught perfectly. If anything, I think the midterms could be worth more of our grade, and then the final be worth a little less.
When a student asks a question don't make them feel their question is stupid. Personally I am to scared to ask a question a class this size, so if this happen to me I would feel even worse. If you expect respect I expect the same in return.
no he is a really good teacher.
He did really well, the best instructor ever. Only thing i think he need to change is that the length of midterm test, 50 minutes is too short for a math test
It's hard to say or do with a class so big, he did a good job.
Work through problems more efficiently and make the most of our limited class time to go more in depth into topics rather than lingering and waiting for someone to ask a question.
The ability to recognize that people don't understand a subject, and be able to explain it better. Actually be in your office hours, willing to help students. Design the notes better, and not make us fill in unnecessary blanks which take up useful time.
I took Calculus and Vectors in grade 12 and it was clear for me, but I know I have some friends who didn't and they thought the pace was a little quick for them. Also, maybe give a set number of review questions (on a worksheet) that people could print off to take before midterm/final.
Just what I previously said about adding a tutorial.
Have some assignments and tests to decrease the weight of the final and midterms.
No
No
I think midterm exams should be conducted in small classrooms with proper desk because being in a large room next to people is distracting
more practice problems assigned via the online text book, so we don't need to buy the book on top of the \$100 access code
N/A
Nope!
He could have split the class into smaller classes.
good enough
Go over the midterms to see where we went wrong
I came into this course having never done calculus before, you expected us to know everything.
Small class size? He can't really change that though.....

Additional comments:

Students
I do not like math
q
Altogether the class was interesting and i enjoyed it, regardless of what marks i received, which could of been better
no
Overall, you have a good structure to the class and having the class notes are very helpful.
Hope to see you next semester!
Really goooooood instructor!
One of my favorites profs!
I really hope you take this criticism the right way, you really let me down as a professor. You have a lot to work on when it comes to teaching. Please take this seriously and work on your teaching skills.
I love you Lucas Mol.
P.S. sometimes you look like Shaggy from Scooby Doo in your green pants, but don't worry... you can make it work.
What's with the green pants, man?
Really great Professor! Clearly cared about his students learning, and managed to make a moderately challenging subject easier for many students.
Make more time for the in class midterms or make them shorter
You were one of my favourite profs this year! Math is incredibly hard to teach people and you taught a room of hundreds and I actually learnt a lot even in a room filled with so many people. Thanks for being super honest with us, never lose your sarcasm!
Thank you for being an awesome professor
He is really nice , patient and helpful!
No.
Lucas was a great instructor! You should hire him when he graduates!!!
none

Unsigned Comments for Mathematics for Commerce MATH1115-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Winter 2015-2016

Subject Details

Name Mathematics for Commerce MATH1115-01
XCNAME
Year 2016
Term Winter
Faculty Faculty of Science
Department Mathematics & Statistics

Creation Date Tue, May 31, 2016

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
He is a very good teacher.
He has done a good job he explained quiet clear
Actually, i have no idea about this question. This course is not that tough for me, i can handle it in a pretty easy way.
He explained the examples and some assignment questions well and clear.
Broke down the equations and questions.
Provided Master notes on BBL, very helpful to review
online assignment
Overall, he's a good teacher. Goes through the notes and does it as clearly as possible.
lecture is very clear
He's hand writing is very nice and he offers many details.
He was very knowledgeable in the class material and always answered every question.
strengthen my basic knowledge
He makes each point really really clear to understand and grasp.
Had plenty of examples
He explained things very well and showed multiple examples of the information being learned.

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

Students
No.
i hope the class size would be smaller
Just provide more example questions during the class.
It would be very helpful if he gave us practice midterms for the actual midterms.
No, he already did a great job.
Slow his pace during lessons, other than that nothing!
N/A
don't always write notes in the class, that is so boring
no
He should follow his style.
no
No
Smaller classes. When Lucas Mol asks if there are any questions, noone answers because noone wants to ask a question in front of 300 people.

Additional comments:

Students
Great instructor!
I really enjoy math and have really loved this course. Lucas Mol is a very good Prof.!