

Course and Instructor Feedback Report for:  
College of Science Mathematics for Fall 2009

1070 - 003

RASSOUL-AGHA,FIRAS

University of Utah  
Course and Instructor Feedback Report  
Fall 2009

Intro Stat Inference  
Mathematics  
College of Science

**Print Date:**08-Jan-10  
**Enrollment:**62  
**Forms processed:**42

| UU Standard Course Items   | N  | SD    | D     | MD    | MA    | A     | SA    | Avg  | S.Avg |
|--|----|-------|-------|-------|-------|-------|-------|------|-------|
| 1. The course objectives were clearly stated.                      | 42 | 7.1%  | 4.8%  | 9.5%  | 23.8% | 28.6% | 26.2% | 4.40 | 5.10  |
| 2. The course objectives were met.                                 | 42 | 7.1%  | 2.4%  | 14.3% | 14.3% | 42.9% | 19.0% | 4.40 | 5.04  |
| 3. The course content was well organized.                          | 41 | 12.2% | 9.8%  | 14.6% | 19.5% | 22.0% | 22.0% | 3.95 | 4.95  |
| 4. The course materials were helpful in meeting course objectives. | 42 | 11.9% | 14.3% | 9.5%  | 23.8% | 19.0% | 21.4% | 3.88 | 4.87  |
| 5. Assignments and exams reflected what was covered in the course. | 42 | 11.9% | 4.8%  | 9.5%  | 14.3% | 33.3% | 26.2% | 4.31 | 5.01  |
| 6. I learned a great deal in this course.                          | 42 | 14.3% | 11.9% | 11.9% | 21.4% | 21.4% | 19.0% | 3.81 | 4.85  |
| 7. Overall, this was an effective course.                          | 42 | 16.7% | 9.5%  | 7.1%  | 19.0% | 33.3% | 14.3% | 3.86 | 4.86  |
| Composite score: 4.09    Subject composite score: 4.95             |    |       |       |       |       |       |       |      |       |

| UU Standard Instructor Items Rassoul-Agha,Firas                                  | N  | SD    | D    | MD    | MA    | A     | SA    | Avg  | S.Avg |
|--|----|-------|------|-------|-------|-------|-------|------|-------|
| 1. The instructor was organized.   | 41 | 9.8%  | 4.9% | 14.6% | 14.6% | 31.7% | 24.4% | 4.27 | 5.02  |
| 2. The instructor demonstrated thorough knowledge of the subject.                | 41 | 7.3%  | 2.4% | 2.4%  | 22.0% | 34.1% | 31.7% | 4.68 | 5.28  |
| 3. The instructor presented course content effectively.                          | 41 | 19.5% | 9.8% | 12.2% | 17.1% | 22.0% | 19.5% | 3.71 | 4.81  |
| 4. The instructor created/supported a classroom environment that was respectful. | 41 | 7.3%  | 2.4% | 7.3%  | 14.6% | 39.0% | 29.3% | 4.63 | 5.11  |
| 5. As appropriate, the instructor encouraged questions and opinions.             | 41 | 4.9%  | 9.8% | 4.9%  | 22.0% | 31.7% | 26.8% | 4.46 | 5.09  |
| 6. The instructor was available for consultation with students.                  | 41 | 7.3%  | 2.4% | 7.3%  | 14.6% | 34.1% | 34.1% | 4.68 | 5.11  |
| 7. Overall, this was an effective instructor.                                    | 41 | 14.6% | 7.3% | 7.3%  | 19.5% | 29.3% | 22.0% | 4.07 | 4.94  |
| Composite score: 4.36    Subject composite score: 5.05                           |    |       |      |       |       |       |       |      |       |

N = number of responses

SD = Strongly Disagree (response value 1)

D = Disagree (response value 2)

MD = Mildly Disagree (response value 3)

MA = Mildly Agree (response value 4)

A = Agree (response value 5)

SA = Strongly Agree (response value 6)

S.Avg = Subject-wide Average for this item

**DISCLAIMER:** Subject composite scores are current as of the date of this report, but may be revised if additional feedback forms are processed.

List two things about the course content, materials or design that were effective for your learning, or make constructive

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|---|
| suggestions for improvement.  |
| Do examples with lessons not at the end of the week   |
| I didn't find much of anything all that effective.  |
| Teacher screwed up a lot on examples in class.<br>Test were way harder then they should have been.<br>Did not grade on a curve!<br>Did not drop a test!<br>Did not offer extra credit!  |
| I felt that Firas could have had more organized lesson plans.   |
| I was disappointed that there was not an extra credit opportunity. After talking to people in other 1070 classes, we had a more difficult work load- the other class did not use software and only completed the course through chapter 20 whereas this class made it through chapter 25 (which wasn't even in the book. We had to use an online text.)   |
| The instructor was very knowledgeable on the subject but didn't always already explain the material.  |
| Non constructive class design. Chose to use excel to solve problems in course material but the test we were not allowed to use excel and had to show work when work could not be shown using excel.   |
| none  |
| Problem sessions were very helpful and homework problems helped get me to understand the material   |
| I would have liked to have had more problems worked out during the PowerPoint presentations instead of mostly on Fridays. The homework helped learning the subject.   |
| I think the problem solving sessions were by far the most valuable part of this course - I would recommend having 2 of the 3 weekly classes as problems solving and only one purely lecture based. This is primarily because listening to the lecture rarely solidified my understanding and it did not present any excel tips, while the problem solving session did both. I found the excel tips to be enormously helping in completing the homework and take home exams.   |
| When you teach next time make sure that you actually know how to teach people and not just tell them things, he was a nice guy but a horrible teacher. Also you shouldnt give people homework due when you have a test thats just asking for people to fail.  |
| 1. I think it would help to do examples throughout the lecture so we can see the equations that we are learning.<br>2. Also do more board work and less excel. Not everyone has a laptop they take to class.  |
| I enjoyed learning more about excel during the homework assignments. Book was easy to understand and was well correlated with the Professors lectures.  |
| i think that it should be told prior to class registration that the majority of the class will be using excel on a computer. I think that if your going to teach excel as well as stats, you should first make sure that every student knows how to use excel. Also, i think that there should be more learning of how to do the homework in the actual book, not just going over and reading case studies.   |
| The statistics text book used for this class was terrible, and very hard to understand!<br>Trying to do homework based on the textbook was very challenging.  |
| The text book provided was of little help ther were no good example in to compaire work to. The notes were good in explnation but not in examples either.   |
| I was interested in this course. I just took it because it was required for my major.   |
| I wish the teacher would have spent a little more time on each chapter. Seemed like we were going through the material a little too fast.<br>Sometimes it was a little hard to grasp the chapter cause the book didn't always explain the material clearly.<br>I would have like to see the teacher do more "chalk board" work rather than excel. I think him skimming through the use of excel was helpful, but he spent too much time using it when we couldn't use it on exams. I'm more of a visual person and need to physically see where to place this #.ect.<br>He was always available and willing to help when asked...that was nice. |
| RASSOUL-AGHA,FIRAS: List two things about this instructor that were effective for your learning, or make constructive suggestions for improvement.  |
| 1. It would be great if you had a little more office time where we could come meet with you.<br>2. But thanks for being so helpful when we did have questions concerning the course material. Thanks.   |
| Firas is one of the most approachable math teachers I have ever had. He was very helpful after class/ in office hours. He would sometimes spend too much time on the simple parts of the chapter and then rush through the more difficult parts of the lecture, this made it difficult to ask questions when he moved quickly at the end of class.  |
| Professor Rassoul-Agha was extremely good about being approachable for questions and concerns. He was easy to talk to and was not condescending at all, unlike most math teachers. However during lecture he would frequently confuse the class by not being  |

able to explain simple concepts well. He would take excessive amounts of time to explain simple things, while he would rush through more complicated aspects. He also would run through his material quite fast, thus making it hard for the class to ask questions. The fact that he was so approachable and was willing and excited to explain it to me and other students after class helped me a lot in this course.

Very hard to pay attention to him. He did not really make sense.

When asked to have one on one time was very helpful. But examples would be better taught if they're were shown by hand and not usig excel program constantly.

Nothing to report

I thought that Firas was a very likable professor- he encouraged questions and was more than happy to give us help.

He posted the notes on time.

Instructor Agha has created a course fit for his needs not the needs of his students. He chose to not explain or even write out a formula instead he chose to let excel solve the problem for him. Which proved meaningless when it came to test time. Excel could be used, however, we needed to show our work; well excel doesn't show the step by step process in solving a problem so we could never show our work.

none

Knew the material well and could explain how to do problems clearly and concisely.

Sometimes I had trouble hearing the instructor, and sometimes he went through important concepts too fast.

Examples during lessons not at the end.