

5010 - 001

RASSOUL-AGHA,FIRAS

University of Utah
Course and Instructor Feedback Report
Fall 2010

Intro To Probability
 Mathematics
 College of Science

Print Date:04-Jan-11
Enrollment:27
Forms processed:18

UU Standard Course Items	N	SD	D	MD	MA	A	SA	Avg	S. Avg
1. The course objectives were clearly stated.	18	0.0%	0.0%	11.1%	22.2%	38.9%	27.8%	4.83	5.16
2. The course objectives were met.	18	0.0%	0.0%	22.2%	22.2%	33.3%	22.2%	4.56	5.10
3. The course content was well organized.	18	0.0%	5.6%	11.1%	11.1%	38.9%	33.3%	4.83	5.03
4. The course materials were helpful in meeting course objectives.	18	0.0%	11.1%	16.7%	16.7%	27.8%	27.8%	4.44	4.93
5. Assignments and exams reflected what was covered in the course.	18	0.0%	0.0%	16.7%	5.6%	44.4%	33.3%	4.94	5.11
6. I learned a great deal in this course.	18	11.1%	5.6%	11.1%	22.2%	33.3%	16.7%	4.11	4.92
7. Overall, this was an effective course.	18	0.0%	22.2%	11.1%	5.6%	50.0%	11.1%	4.17	4.93
Composite score: 4.56 Subject composite score: 5.03									

UU Standard Instructor Items Rassoul-Agha,Firas	N	SD	D	MD	MA	A	SA	Avg	S. Avg
1. The instructor was organized.	17	0.0%	5.9%	0.0%	17.6%	52.9%	23.5%	4.88	5.11
2. The instructor demonstrated thorough knowledge of the subject.	16	0.0%	0.0%	0.0%	0.0%	37.5%	62.5%	5.62	5.38
3. The instructor presented course content effectively.	17	11.8%	0.0%	11.8%	5.9%	47.1%	23.5%	4.47	4.91
4. The instructor created/supported a classroom environment that was respectful.	17	0.0%	0.0%	0.0%	0.0%	70.6%	29.4%	5.29	5.22
5. As appropriate, the instructor encouraged questions and opinions.	17	0.0%	5.9%	0.0%	17.6%	29.4%	47.1%	5.12	5.20
6. The instructor was available for consultation with students.	17	0.0%	0.0%	5.9%	5.9%	58.8%	29.4%	5.12	5.24
7. Overall, this was an effective instructor.	17	0.0%	11.8%	5.9%	11.8%	52.9%	17.6%	4.59	5.05
Composite score: 5.01 Subject composite score: 5.16									

Quant Intensive gened	N	SD	D	MD	MA	A	SA	Avg
1. Quantitative Intensive - The course: Built on prior quantitative knowledge and skills.	16	0.0%	0.0%	6.2%	6.2%	50.0%	37.5%	5.19
2. Quantitative Intensive - The course: Applied quantitative analytic methods (e.g., data analysis, computational techniques, mathematics, graph theory, or formal logic).	17	0.0%	5.9%	0.0%	5.9%	41.2%	47.1%	5.24
3. Quantitative Intensive - The course: Required substantial problem solving.	15	0.0%	6.7%	0.0%	0.0%	40.0%	53.3%	5.33
4. Quantitative Intensive - The course: I took this course to meet a General Education or Bachelor Degree requirement.	17	17.6%	17.6%	0.0%	5.9%	29.4%	29.4%	4.00

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 suggestions for improvement.
Answers to homework facilitated real learning. Professors willingness to answer questions was greatly appreciated.
The exams would good in that they reflected what was taught in the book. Lack of other assignments was very detrimental to this course, as the only thing students could work with was tests and some don't test as well as others.
It would be nice to do more applications in the class. The material was well taught and explained.
Questions were taken directly from the homework, so this class was more about memorizing problems than learning the material. I learned very little about probability. When the calculus I did on a test wasn't taken from the book I got marked down even though it was still correct, so from that point on I just memorized everything.
The class notes posted online, and the book by Robert Ash, were both conveniently available and helpful. I wonder why the other book was assigned, however.
I felt like the course itself was mostly acceptable. The pacing seemed very strange, though. Sometimes we'd spend three class periods covering the same material ad nauseam, and others we'd skim over a fairly deep subject with almost no explanation. The book is quite bad, but the lecture notes were very helpful.
RASSOUL-AGHA, FIRAS: List two things about this instructor that were effective for your learning, or make constructive suggestions for improvement.
Responsive to student questions. Followed up on discussions from previous classes.
Involve the students more to make sure you aren't leaving them behind. Don't give half explanations and then expect students to come up with the other half.
Professor Rassoul demonstrated knowledge of the subject matter, and he never showed impatience in explaining points to students who were having trouble grasping a particular concept.
I had a really hard time paying attention to Firas' lectures. His train of thought wanders about, and he rarely presents the material in a logical, concise way. He clearly understood the material, but his teaching skill was somewhat lower than what I'm used to. He was also very reticent to allocate time to meet with students near the end of the semester, when people were trying to catch up with loose ends for the final.