University of Utah

Spring 2016, MATH 5010 Intro To Probability Section 1
Instructor: RASSOUL-AGHA, FIRAS (Primary) Results rolled up with child course(s): MATH 6805 1

There were: 31 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH SP16	Div Avg	Div SP16	Sch Avg	Sch SP16						
Grp	Instructor Questions (RASSOUL-AGHA)			5.57	5.14		5.12	4.71	5.28	5.33						
Grp	Course Questions			5.11	5.03		4.99		5.15	5.09						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	13	42%	5.38	5.14		5.11		5.23	5.25				8% (1)	46% (6)	46% (6)
2	Objectives met	13	42%	5.15	5.10		5.06		5.21	5.18				15% (2)	54% (7)	31% (4)
3	Content well-organized	13	42%	5.38	5.02		4.98		5.12	5.12		8% (1)			38% (5)	54% (7)
4	Course materials helpful	13	42%	4.85	4.94		4.92		5.11	5.07		8% (1)		23% (3)	38% (5)	31% (4)
5	Assignments & exams covered the course	13	42%	4.77	5.08		4.96		5.18	5.15		15% (2)		23% (3)	31% (4)	31% (4)
6	Learned great deal	13	42%	5.15	4.94		4.93		5.11	5.07		8% (1)		15% (2)	23% (3)	54% (7)
7	Overall effective course	13	42%	5.08	4.93		4.90		5.10	5.07		8% (1)		15% (2)	31% (4)	46% (6)
9	Built on prior quantitiative knowledge and skills	12	39%	5.5	5.27		5.23		5.06					8% (1)	33% (4)	58% (7)
9	Instructor was organized (RASSOUL-AGHA)	13	42%	5.62	5.10		5.07	6	5.22	5.30					38% (5)	62% (8)
10	Applied quantitative analytic methods	12	39%	5.5	5.34		5.31		5.20						50% (6)	50% (6)
10	Instructor presented effectively (RASSOUL-AGHA)	13	42%	5.46	4.91		4.91	4	5.13	5.09		8% (1)			31% (4)	62% (8)
11	Required substantial problem solving	12	39%	5.58	5.41		5.40		5.23					8% (1)	25% (3)	67% (8)
11	Instructor created respectful environment (RASSOUL-AGHA)	13	42%	5.77	5.21		5.19	5	5.34	5.43					23% (3)	77% (10)
12	Took this course to meet a General Education or Bach degree	11	35%	3.82	4.92		4.97		5.19		18% (2)	18% (2)	9% (1)	9% (1)	9% (1)	36% (4)
12	Demonstrated thorough knowledge (RASSOUL-AGHA)	13	42%	5.85	5.32		5.30	6	5.43	5.56					15% (2)	85% (11)
13	Instructor encouraged questions/ opinions (RASSOUL-AGHA)	13	42%	5.38	5.17		5.15	3	5.34	5.40			8% (1)	8% (1)	23% (3)	62% (8)
14	Instructor available for student consultation (RASSOUL-AGHA)	12	39%	5.42	5.22		5.15	5	5.30	5.39				25% (3)	8% (1)	67% (8)
15	Overall effective instructor (RASSOUL-AGHA)	13	42%	5.46	5.03		5.02	4	5.23	5.24		8% (1)			31% (4)	62% (8)
											Not Worth It	Cant Afford	No Aid	Unexp Costs	Other	Costly Suppl
	Financial Reason	1	3%	0	*ID	*ID	*ID	*ID	*ID	*ID					100% (1)	
	Follow up --										Yes	No				
	Spoke to financial aid	1	3%	0	0.38		0.26		0.23			100% (1)				
	Was it helpful	1	3%	0	0.58		0.62	0.75	0.65	0.54		100% (1)				
											0-9					
	Credit hours earned	16	52%	0	0	0	0	0	0	0	100% (16)					

											21	31-40	25-30	17	18	19	20	22	23	24	41+	9-16	0
	Student age	16	52%	0	0	0	0	0	0	0	19% (3)	13% (2)	25% (4)				19% (3)		13% (2)	6% (1)	6% (1)		

		N	RR	Avg	MATH Avg	MATH SP16	Div Avg	Div SP16	Sch Avg	Sch SP16						
											Not Employed	X				
	Employment status	16	52%	0	0	0	0	0	0	0		100% (16)				
											V Discrim	Discrim	Avg	N Discrim	Careless	
	How discriminating the student was this semester	14	45%	0	0	0	0	0	0	0	29% (4)	7% (1)	14% (2)	36% (5)	14% (2)	
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - this semester	14	45%	0	0	0	0	0	0	0	36% (5)	29% (4)	14% (2)	14% (2)	7% (1)	
											Xfer No	Xfer Yes				
	Transfer student	16	52%	0	0	0	0	0	0	0	81% (13)	19% (3)				
											M	F				
	Student gender	16	52%	0	0	0	0	0	0	0	63% (10)	38% (6)				
											V Discrim	Discrim	Avg	Slight Discrim	N Discrim	Careless
	Discriminate overall	15	48%	0	0	0	0	0	0	0	33% (5)	40% (6)	7% (1)	7% (1)		13% (2)
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - overall	16	52%	0	0	0	0	0	0	0	6% (1)	25% (4)	44% (7)	13% (2)	13% (2)	

Instructor	Text Responses
	Question: Comments on course effectiveness
	Things were fine, but for someone that learns primarily through reading textbooks, this course was very hard. The lecture notes are difficult to interpret always. That said, I know there isn't much out there for this subject so perhaps this is as good as it gets. Also, tests were mostly fair game, but they did seem to include only the most challenging questions computationally. Moving forward, I feel like I learned more and was tested more about calculus than I was probability. Clearly there is overlap, but when most of your studying ends up revolving around learning tricks to solve calc problems, it feels slightly disappointing.
	Course notes need to be more geared toward the homework problems given.
	The lecture notes posted online was great and having solutions to the problems in the back helped me see where I went wrong on a problem and helped me improve.
	Practice problems could be improved (especially further in the book). One definite issue is typos in the notes. Another big one is that whenever the notes say ash's book the problem becomes nearly worthless to solve, because ash's book provides no solutions outside of a numerical answer.
	The lecture notes were clearly written, well organized, and contained effective examples. More practice problems in some areas may be useful.
	No not like ash's book. Lecture was always very helpful and informative
	The course was well organized and the textbook written by the professor was very helpful. There was a lot of information to be learned in this class. I think the grading scheme makes it very difficult to be highly successful and many people are struggling. That being said, it is fair. Everyone's grades are solely on their own merit.
	The exams were very hard compared to the quizzes which caused me to try harder. The course book was very helpful.
	The provided notes were very helpful. It allowed me to focus more on the teaching as opposed to just trying to write everything down.
	Lots of examples and the solutions to the homework problems.
	Question: Instructor Comments
RASSOUL-AGHA	Firas is really nice so it makes him approachable. His lectures can be a bit fast and assume immediate grasp of challenging computation, so this is frustrating but I don't know how you would get away without that, without making this a 4 credit course.
RASSOUL-AGHA	Firas was GREAT! However, some of the examples and review information was gone through TOO fast.
RASSOUL-AGHA	This Professor is very knowledgeable, enthusiastic, and approachable. I was comfortable asking questions and appreciated his clear and patient explanations.
RASSOUL-AGHA	Was interested in getting the students to have a feel for why things worked rather than just having them know things.
RASSOUL-AGHA	Was willing to go over problems that we didn't understand, and he took extra time after tests explaining problems most people missed.
RASSOUL-AGHA	The instructor was passionate about the course and always attempted to stimulate learning.
RASSOUL-AGHA	Firas knew a lot about the subject. He is very good at going through the motions of the math, and he is skilled at explaining it. The course just moves very fast. If you stop to blink you miss what feels like a lifetime. Student participation is not a very common thing in this lecture based class.
RASSOUL-AGHA	Energetic teaching and lots of examples.