

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items:

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g., division, program)* for each set of items.

The following section provides detailed response distributions and statistics for the instructor-selected items (if selected).

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the “spread” of the data.

Section 1: Course Evaluation Overview

This section provides a basic summary of each set of items.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

FAS Summer 2018 Undergrad F

Course Name: Calculus I (A) MAT135H1-F-LEC5101	Instructor: Bulent Esentepe
Division: ARTSC	Section: LEC5101
Session: F	Report Generation Date: July 4, 2018

Session codes: F = First/Fall, S = Second/Winter

Raters	Students
Responded	21
Invited	49

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	3.7	4.0
The course provided me with a deeper understanding of the subject matter.	3.9	4.0
The instructor (Bulent Esentepe) created an atmosphere that was conducive to my learning.	4.5	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.9	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.7	4.0
Institutional Composite Mean	3.9	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	3.5	3.0

7. Please comment on the overall quality of the instruction in this course.

Comments
I thought Ozgur's teaching was good for the most part. I don't think he taught derivatives as well. Additionally, what we did in class did not reflect the material that was presented on the term test.
The instruction was quite interesting and comprehensible, and I was able to follow the course pretty well. Except some calculation mistakes, the instruction was fine and decent.
This was the second time I took Mat135. The first time I had no idea what was going on in the class and didn't understand anything the professor would say. However, Ozgur's way of teaching was excellent! He explained all concepts very well and made sure that all students understood the material! Ozgur also interacted with the students and made the classroom environment very enjoyable!
It was okay, the instructor made it a great learning opportunity.
The instructor of this course is good. He makes us understand the material clearly. I really like his teaching style and his writing on blackboard is also clear. One thing I really do NOT like about this course is that the tutorial—the 2–3 and 3–4 combined after several weeks of lecture, this makes me almost suffer for the whole semester... I have class from 9 to 12, 2–3(MAT135 tutorial) and 4–6. The tutorial section have quizzes, and I have to write it. Since the 2–3 and 3–4 combined, I have to join the tutorial from 3–4. The TA in our tutorial section always make us start writing the quiz from last five minutes, and I run late every time, for the next lecture. I have iclicker (which also counts mark) for my next class, and I lose some marks for it. And I have to run to class every Tuesday and Thursday. I really do not like change of class after semester starts.... Hopefully they do not do this in the future, since this really gives me a hard, hard time.
This guy is a great math teacher! Tho my TA was probably the worst ever!
For a 3 hour calculus course, Ozgur managed to keep the class stimulated through jokes while we learn.
I found the instruction of this course to be clear for the most part, on rare occasions it was a little confusing regarding explanations
Good
The prof was really good. He explain concepts on an intellectual level, however, he didn't lose the class when talking about technical terms.
Deserves a pay raise. Excellent lectures.
The professor was great! During lectures, I understand what is going on and he does not go too fast, I just have bad testing anxiety so I am unable to show how much I understand the material.
I enjoyed this course a lot, the instructor was funny during class and created a good atomosphete for us to learn math which makes the boring subject funny to learn.
Wonderful teaching. Very clear and thorough when explaining the subject matter.
Ozgur made calculus so much more engaging to learn rather than just speaking at us. He definitely has been one of my favorite professors here!!

8. Please comment on any assistance that was available to support your learning in this course.

Comments
There were lots of office hours
A little bit of time after the lecture and additional office hours were available before test and exam to have any questions answered.
Assistance was always available! There were plenty of office hours offered!
I went to office hours once, and it was helpful. the tutorials helped cleared some misconceptions that i have.
Except for the change of tutorial section, anything else was absolutely great. Like our instructor, he is awesome!!
My TA sucked! She was rude and boring and made an hour of math dreadful! Was in TUT5101 Located in BA1825. She was beyond terrible, rude and the pace was way to slow. I don't think she should be a TA, was not a compassionate or friendly teaching aid
Ozgur insisted we go to his office hours if we needed any help
Lots of opportunities for assistance, good amount of office hours
Office hours
I went to office hours, asked questions in class. Both were very helpful to my learning.
The tutorial class and the web work assignment was extremely helpful throughout my learning
The office hours in a tutorial room were beneficial

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Bulent Esentepe) generated enthusiasm for learning in the course.	4.2	4.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	3.1	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	3.5	3.5

Part C: Departmental Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Bulent Esentepe) explained concepts clearly.	4.4	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Bulent Esentepe) was approachable.	4.7	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Bulent Esentepe) answered questions clearly.	4.4	4.5

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
UNIT(OQI) Overall, the quality of instruction provided by (Bulent Esentepe) in this course was:	4.2	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

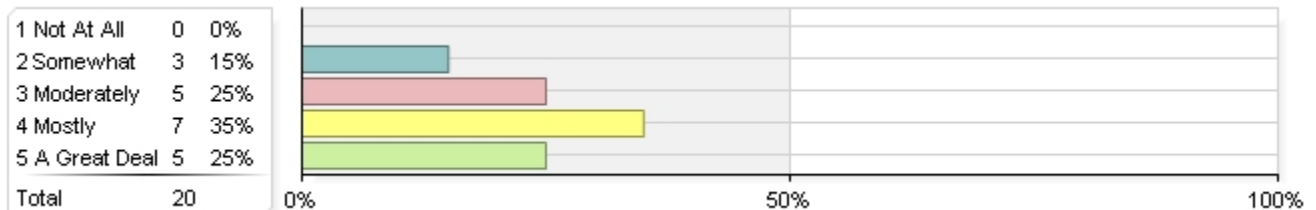
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the “spread” of the data.

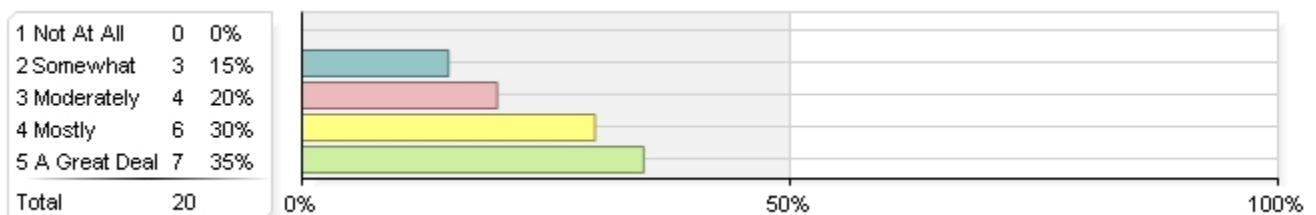
Part A: Core Institutional Items

1. I found the course intellectually stimulating.



Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.0

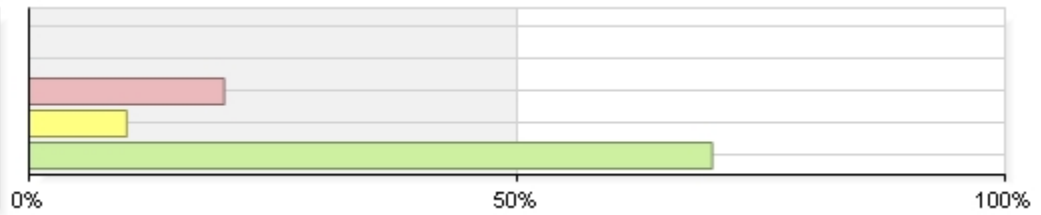
2. The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.1

3. The instructor (**Bulent Esentepe**) created a course atmosphere that was conducive to my learning.

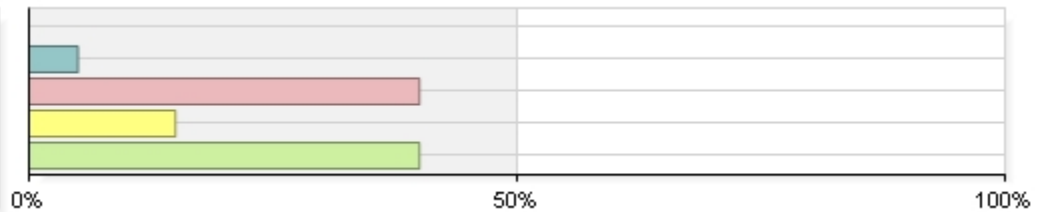
1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	4	20%
4 Mostly	2	10%
5 A Great Deal	14	70%
Total	20	



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.8

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

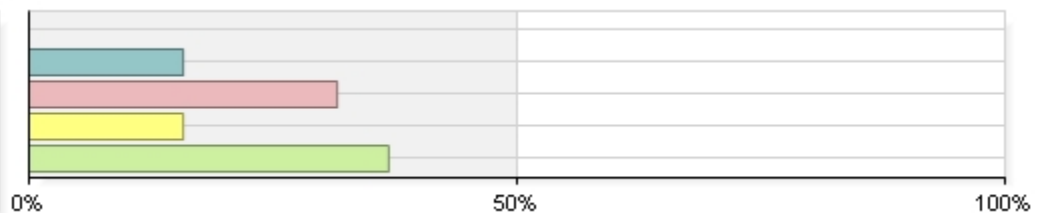
1 Not At All	0	0%
2 Somewhat	1	5%
3 Moderately	8	40%
4 Mostly	3	15%
5 A Great Deal	8	40%
Total	20	



Statistics	Value
Mean	3.9
Median	4.0
Mode	3, 5
Standard Deviation	1.0

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

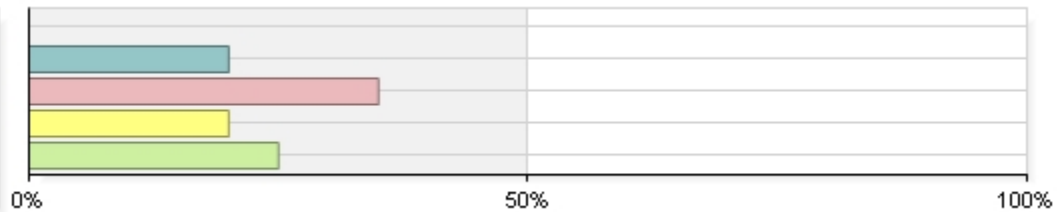
1 Not At All	0	0%
2 Somewhat	3	16%
3 Moderately	6	32%
4 Mostly	3	16%
5 A Great Deal	7	37%
Total	19	



Statistics	Value
Mean	3.7
Median	4.0
Mode	5
Standard Deviation	1.1

6. Overall, the quality of my learning experience in this course was....

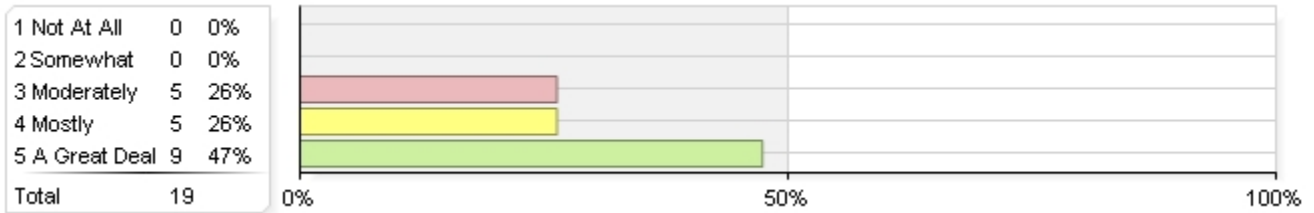
1 Poor	0	0%
2 Fair	4	20%
3 Good	7	35%
4 Very Good	4	20%
5 Excellent	5	25%
Total	20	



Statistics	Value
Mean	3.5
Median	3.0
Mode	3
Standard Deviation	1.1

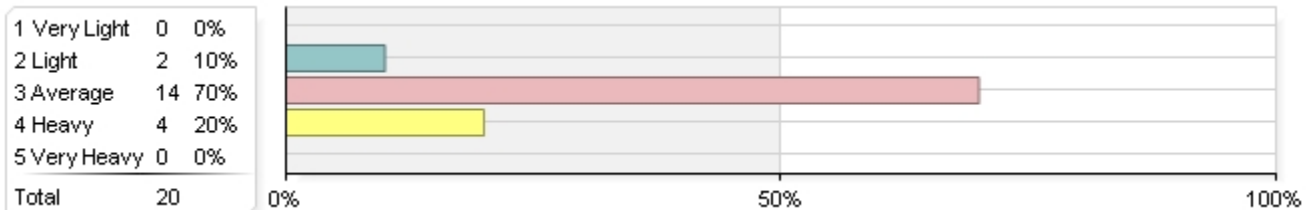
Part B. Divisional Items

The instructor (**Bulent Esentepe**) generated enthusiasm for learning in the course.



Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	0.9

Compared to other courses, the workload for this course was...



Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	0.6

I would recommend this course to other students.

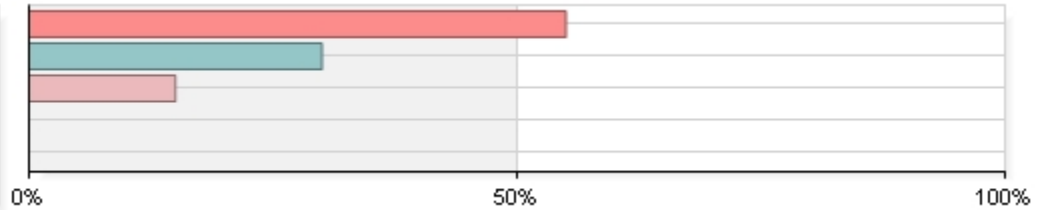


Statistics	Value
Mean	3.5
Median	3.5
Mode	3, 4
Standard Deviation	0.9

Part C. Departmental Items

The course instructor (**Bulent Esentepe**) explained concepts clearly.

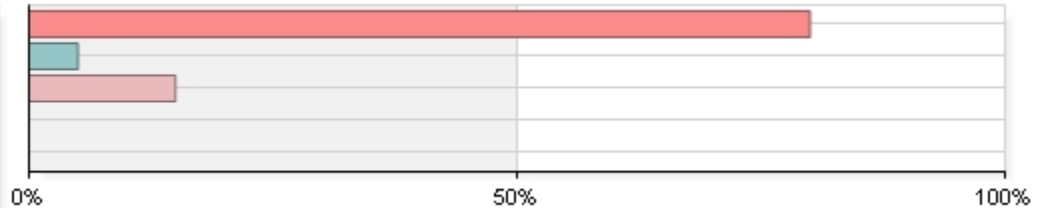
5 A Great Deal	11	55%
4 Mostly	6	30%
3 Moderately	3	15%
2 Somewhat	0	0%
1 Not At All	0	0%
Total	20	



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	0.8

The course instructor (**Bulent Esentepe**) was approachable.

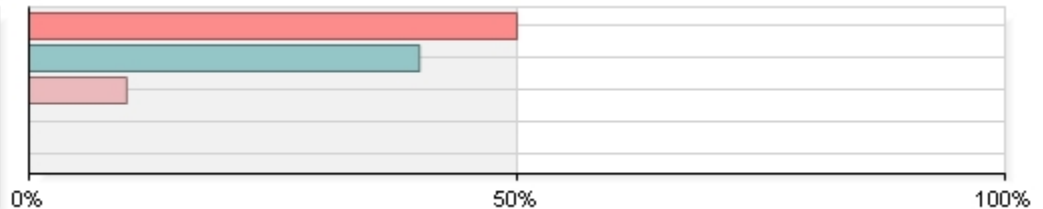
5 A Great Deal	16	80%
4 Mostly	1	5%
3 Moderately	3	15%
2 Somewhat	0	0%
1 Not At All	0	0%
Total	20	



Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.7

The course instructor (**Bulent Esentepe**) answered questions clearly.

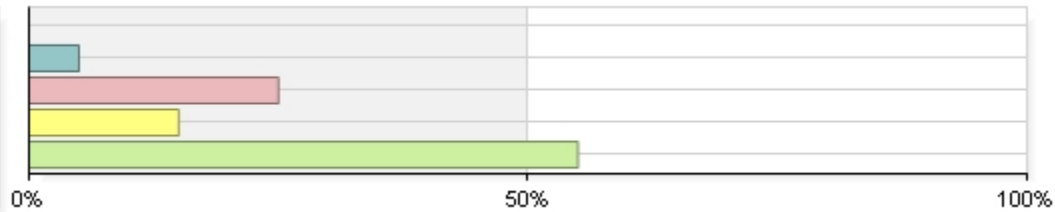
5 A Great Deal	10	50%
4 Mostly	8	40%
3 Moderately	2	10%
2 Somewhat	0	0%
1 Not At All	0	0%
Total	20	



Statistics	Value
Mean	4.4
Median	4.5
Mode	5
Standard Deviation	0.7

Overall, the quality of instruction provided by (**Bulent Esentepe**) in this course was:

1 Poor	0	0%
2 Fair	1	5%
3 Good	5	25%
4 Very Good	3	15%
5 Excellent	11	55%
Total	20	



Statistics	Value
Mean	4.2
Median	5.0
Mode	5
Standard Deviation	1.0

Section 3. Comparative Data

Section 3: Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculator comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5, respectively) then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] \div 1010 = 3.51$ **and not** $(3.5 + 4.5) \div 2 = 4$.*

Part A. Core Institutional Items

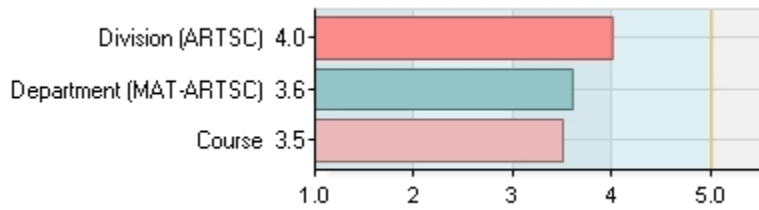
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Section 3. Comparative Data (continued)

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

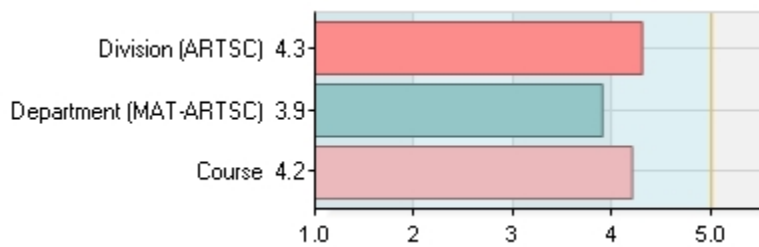
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

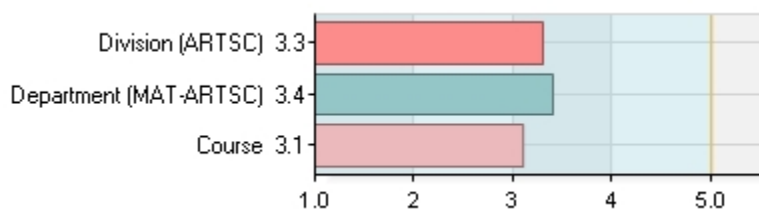
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

9. The instructor generated enthusiasm for learning in the course.



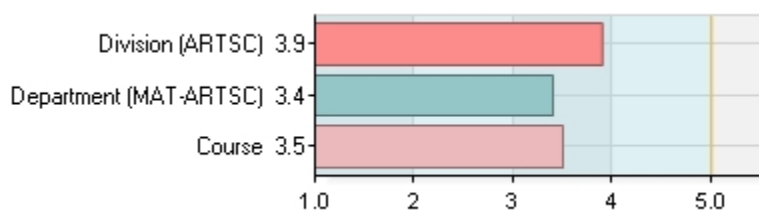
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

10. Compared to other courses, the workload for this course was:



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

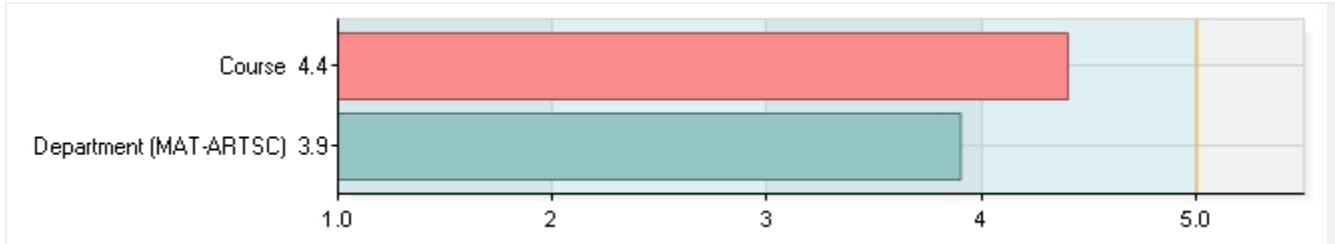
11. I would recommend this course to other students.



Part C: Departmental Items

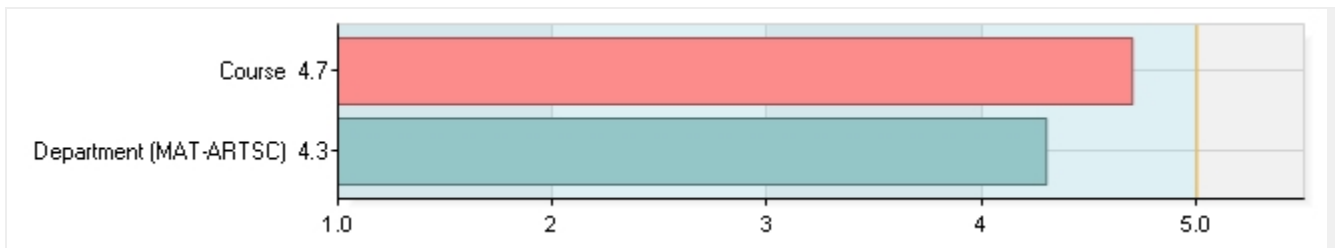
The course instructor (**Bulent Esentepe**) explained concepts clearly.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



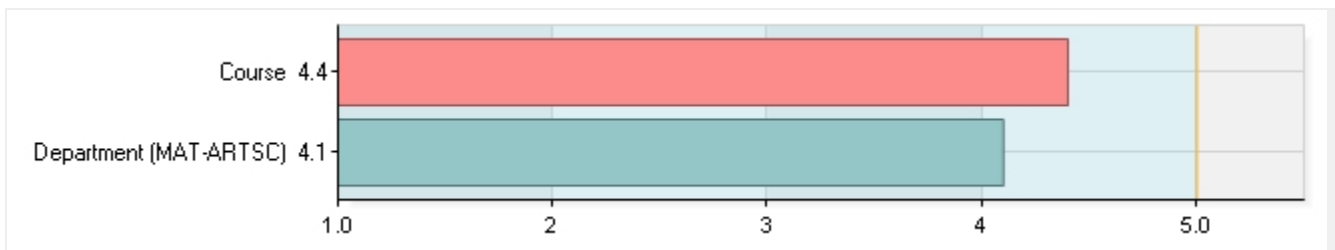
The course instructor (**Bulent Esentepe**) was approachable.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

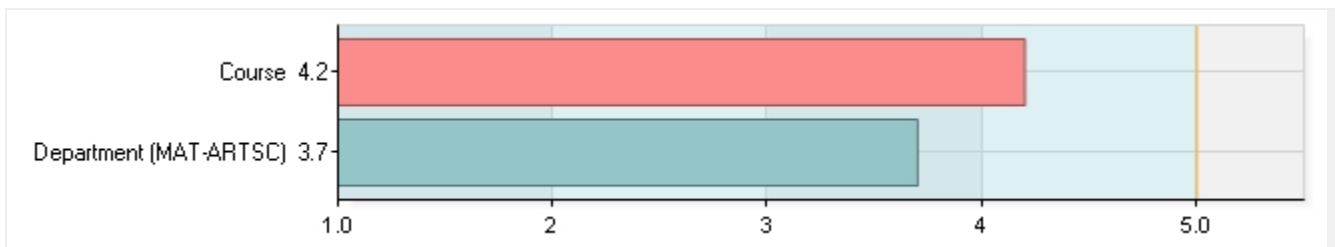


The course instructor (**Bulent Esentepe**) answered questions clearly.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Overall, the quality of instruction provided by (**Bulent Esentepe**) in this course was:

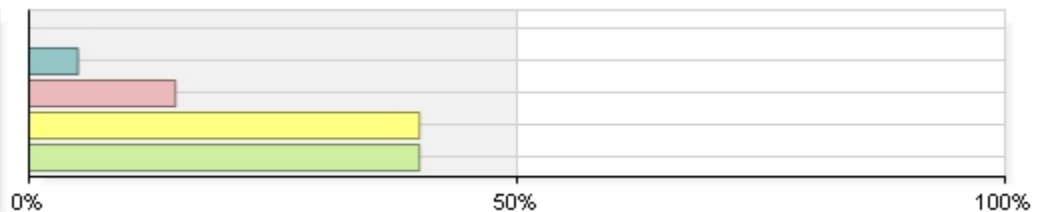


Section 4. Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

C-2. The course instructor ([Bulent Esentepe](#)) explained concepts clearly.

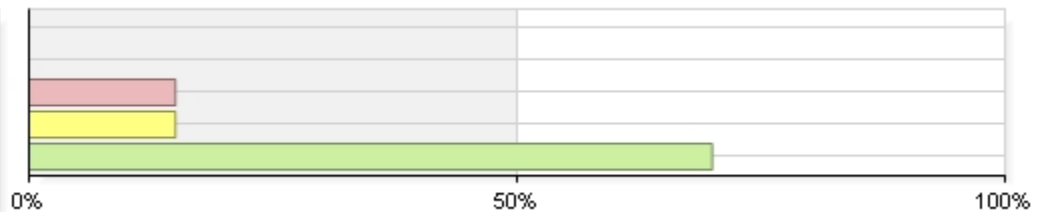
1 Not At All	0	0%
2 Somewhat	1	5%
3 Moderately	3	15%
4 Mostly	8	40%
5 A Great Deal	8	40%
Total	20	



Statistics	Value
Mean	4.2
Median	4.0
Mode	4, 5
Standard Deviation	0.9

D-1. The course instructor ([Bulent Esentepe](#)) responded respectfully to students' questions.

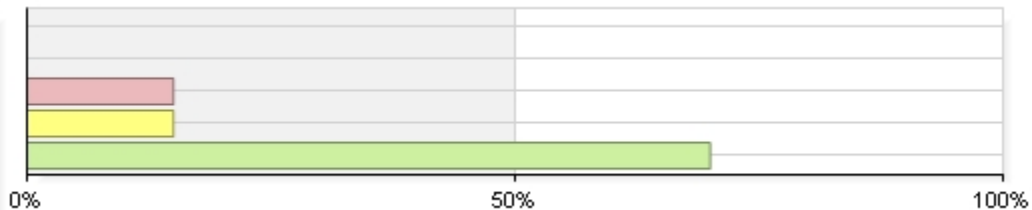
1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	3	15%
4 Mostly	3	15%
5 A Great Deal	14	70%
Total	20	



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.8

F-1. The course instructor (Bulent Esentepe) encouraged students to express their own ideas in the class.

1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	3	15%
4 Mostly	3	15%
5 A Great Deal	14	70%
Total	20	



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.8