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.

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.

Course Name: Calculus II for Mathematic Sci MATA37H3-S-LEC01 (SYNC)	Instructor: Kirill Lazebnik
Division: SCAR	Section: LEC01
Session: S	Delivery Mode: SYNC
Session Codes: F = First/Fall, S = Second/Winter	
	Report Generation Date: April 16, 2021

Raters	Students
Responded	10
Invited	84

Section 1: Course Evaluation Overview

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.	4.1	4.0
The course provided me with a deeper understanding of the subject matter.	4.1	5.0
The instructor (Kirill Lazebnik) created an atmosphere that was conducive to my learning.	3.8	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.2	5.0
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	4.0	-

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

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was….	3.4	4.0

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

Comments
This course was taught at a good pace and prof. Kirill cleared doubts thoroughly.
It was pretty interesting and intensive, the synchronous lectures, lecture notes and readings were pretty well constructed.
tough
Kirill is very dedicated to his job (I mean he was literally planning on teaching from the hospital during his wife's delivery) and knows his stuff (as a great prof should). However, I do have some complaints – he went very quickly over proofs (I realized this especially when I watched some of Kathleen's lectures) and a lot of times, assumed that students knew certain things, wasn't very friendly to students (never even called a student by their name when someone raised their hand, or said bye at the end of the lecture, etc.).
Overall, I would say the quality of instruction was fairly good. I struggled a great deal with the material but feel that the reason for this was more the fact that I had my 5 toughest courses in one semester and wasn't able to out as much time into studying calculus as I would have liked to.
Good.
The concepts were proved thoroughly in the classes but I found the classes to be quite slow and I had to go over then several times as I kept losing focus. I would also have appreciated more worked examples as I lost many marks as my working was not thorough enough. Worked examples would have helped me understand exactly what was expected of me in terms of working. The lecture notes and recordings were always uploaded on time.

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

Comments
The weekly assignments were great practice, even though they were a little heavy sometimes. Additionally, going over some questions in tutorials also helped a lot. Apart from that, I did not attend too many office hours because I was able to clear my doubts after giving it proper thought.
It was helpful and appropriate. The TA's and Professor, were very approachable through the means of Email.
...
I hope they can allow printing questions on exams. Also, I hope the exam rule will be the same as other courses
TAs did a pretty good job, however, they rarely answered assignment related questions on Piazza (going to office hours is more time consuming which is why we have Piazza for quick questions), made frequent errors while marking assignments/tests. However, they also replied to emails and fixed marking errors. So, overall a pretty good experience.
None.
There are many office hours available and the TAs and profs are helpful with answering questions. The piazza page is not very active however and many questions were unanswered by instructors for hours.

Part B. Divisional Items - UTSC

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

Question	Summary	
	Mean	Median
9. The course inspired me to think further about the subject matter outside of class.	3.6	4.0

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

Question	Summary	
	Mean	Median
10. Compared to other courses, the workload for this course was:	4.0	4.0

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

Question	Summary	
	Mean	Median
11. I would recommend this course to other students.	3.7	4.0

Part C. Departmental Items - Computer & Mathematical Sciences

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

Question	Summary	
	Mean	Median
12. The course instructor (Kirill Lazebnik) explained concepts clearly.	4.1	4.0

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

Question	Summary	
	Mean	Median
13. Course assignments, projects, tests, and/or papers highlighted important concepts of the course.	4.4	5.0

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

Question	Summary	
	Mean	Median
14. The course instructor (Kirill Lazebnik) encouraged students to ask questions about the course material.	3.8	4.0

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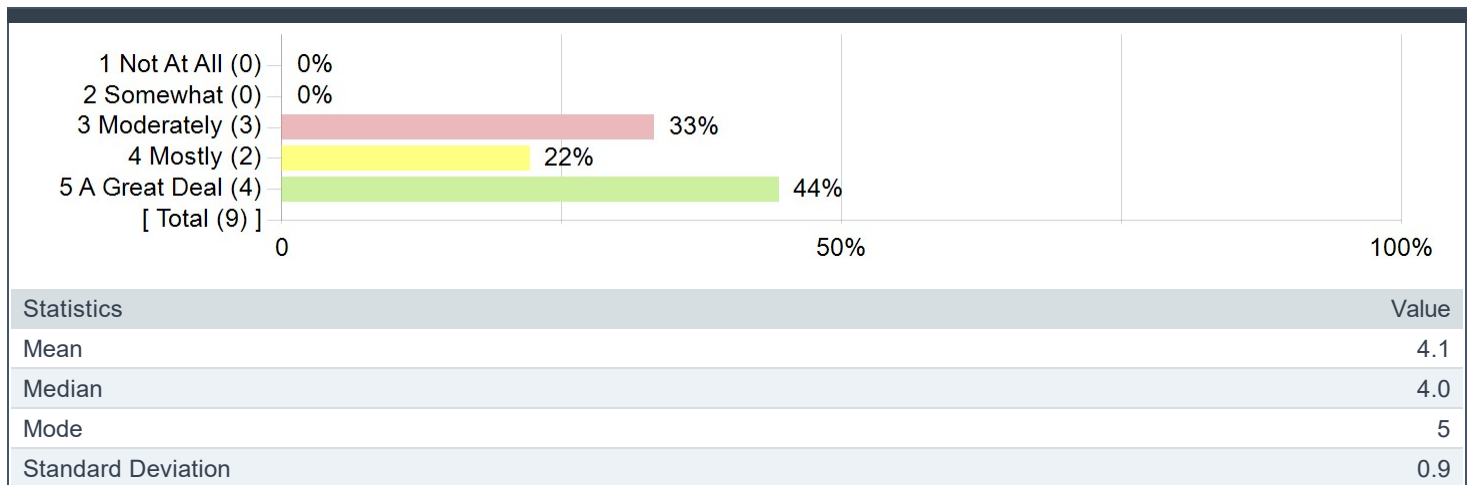
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.
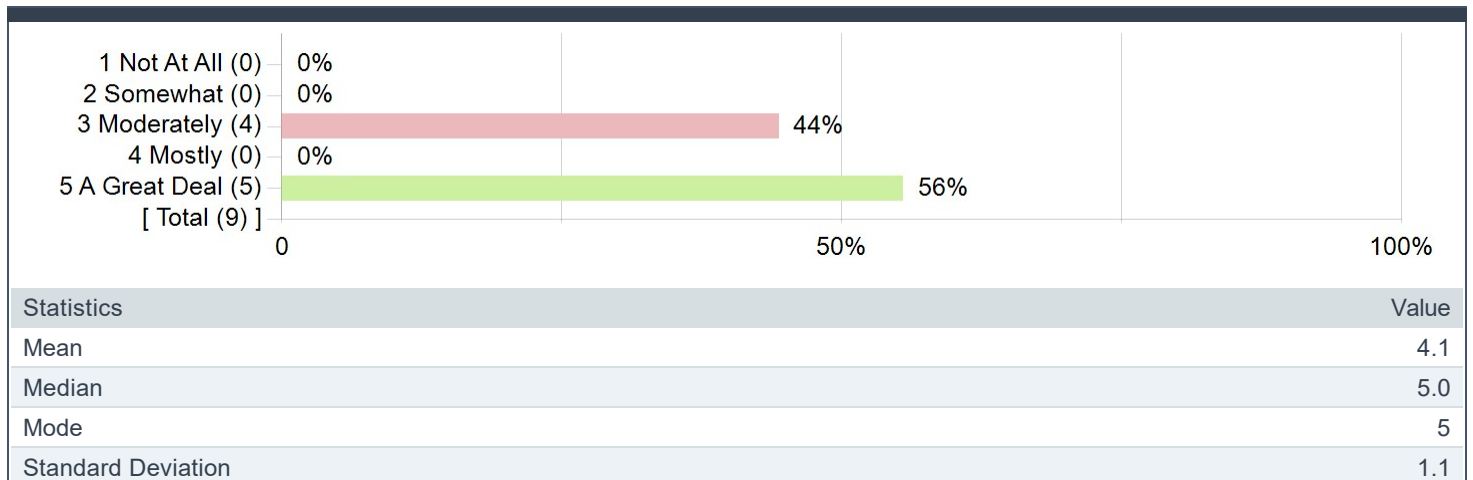
Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.
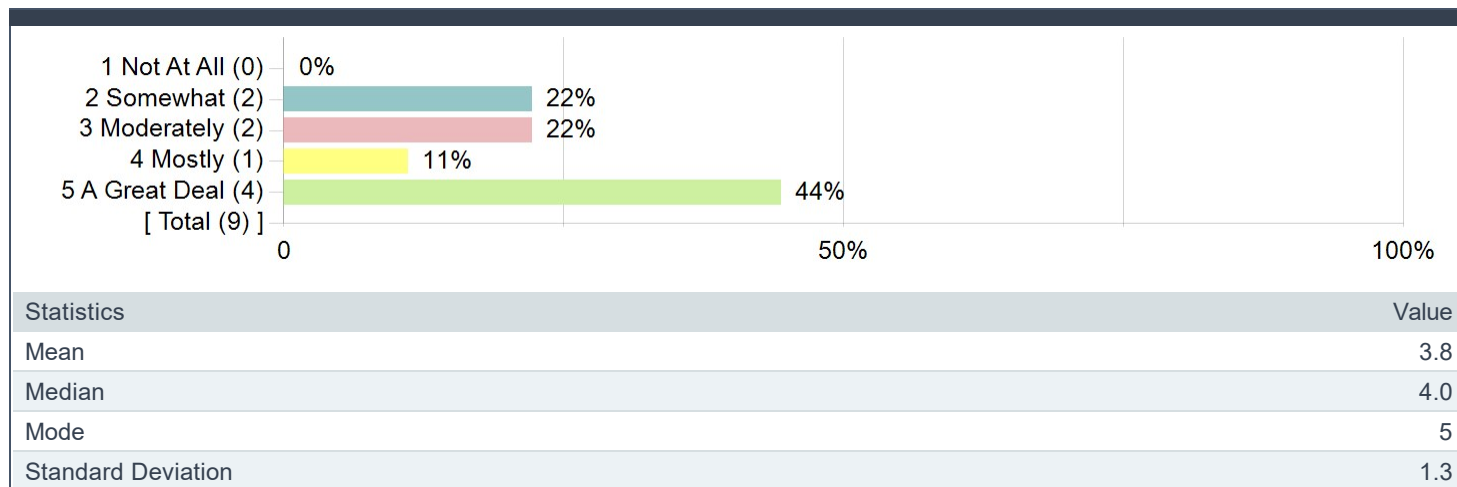
Part A: Core Institutional Items

1. I found the course intellectually stimulating.

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (3)	33%
4 Mostly (2)	22%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	0.9

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

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (4)	44%
4 Mostly (0)	0%
5 A Great Deal (5)	56%
[Total (9)]	

Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.1

3. The instructor ([Kirill Lazebnik](#)) created a course atmosphere that was conducive to my learning.

	Value
1 Not At All (0)	0%
2 Somewhat (2)	22%
3 Moderately (2)	22%
4 Mostly (1)	11%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	3.8
Median	4.0
Mode	5
Standard Deviation	1.3

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

	Value
1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (1)	11%
4 Mostly (2)	22%
5 A Great Deal (5)	56%
[Total (9)]	

Statistics	Value
Mean	4.2
Median	5.0
Mode	5
Standard Deviation	1.1

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

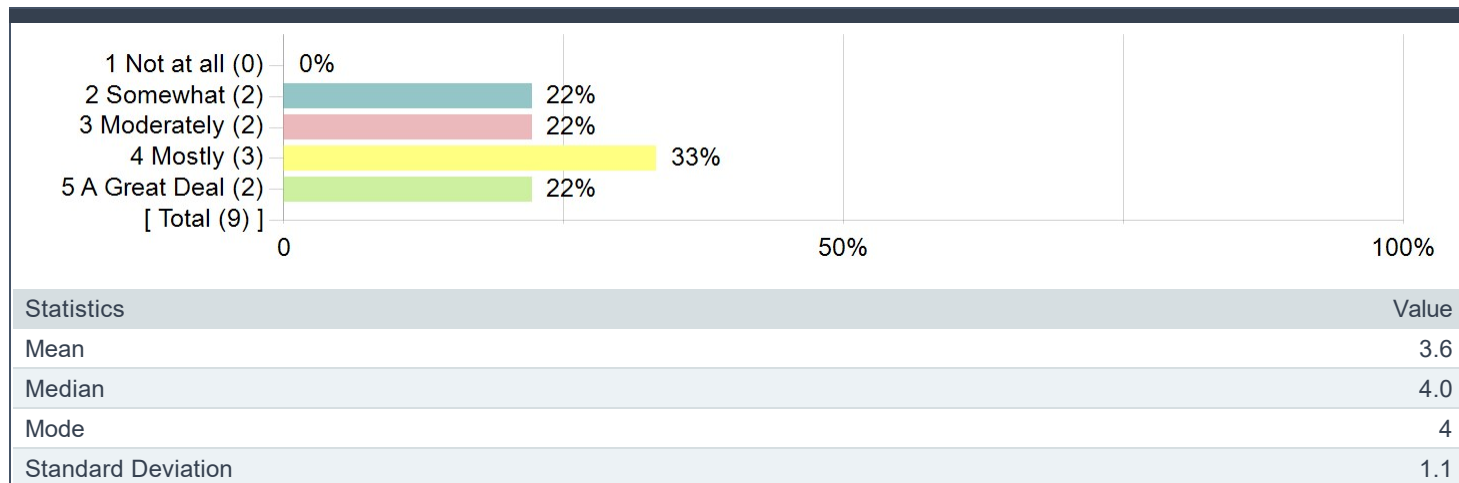|	Value
1 Not At All (0)	0%
2 Somewhat (2)	22%
3 Moderately (2)	22%
4 Mostly (2)	22%
5 A Great Deal (3)	33%
[Total (9)]	

Statistics	Value
Mean	3.7
Median	4.0
Mode	5
Standard Deviation	1.2

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

Response	Percentage
1 Poor (0)	0%
2 Fair (2)	22%
3 Good (2)	22%
4 Very Good (4)	44%
5 Excellent (1)	11%
[Total (9)]	

Statistics	Value
Mean	3.4
Median	4.0
Mode	4
Standard Deviation	1.0
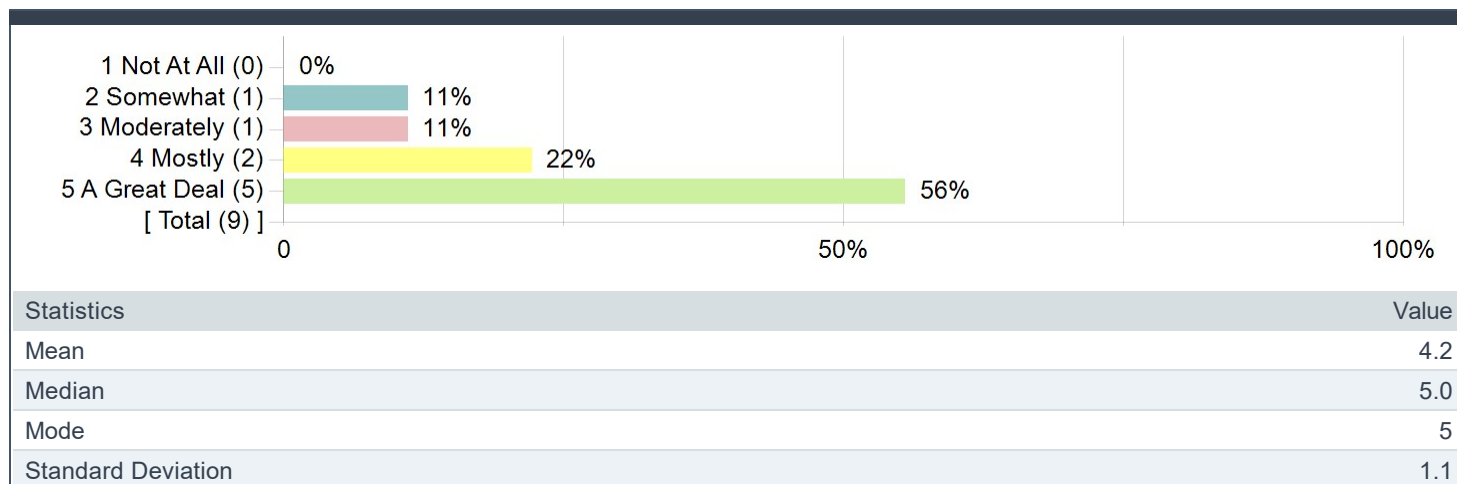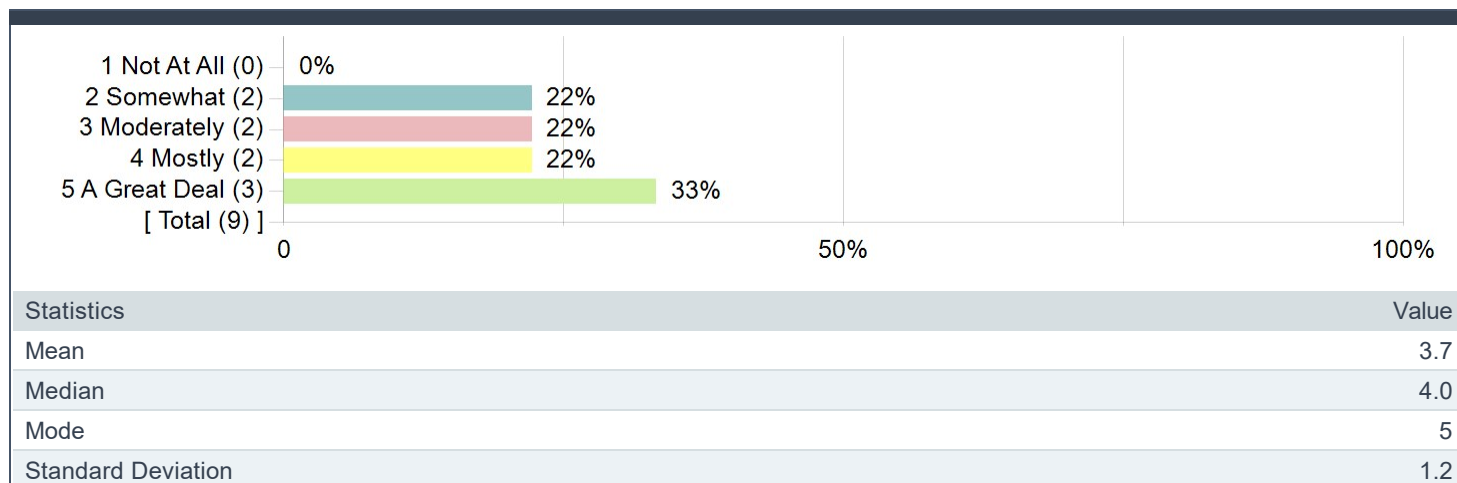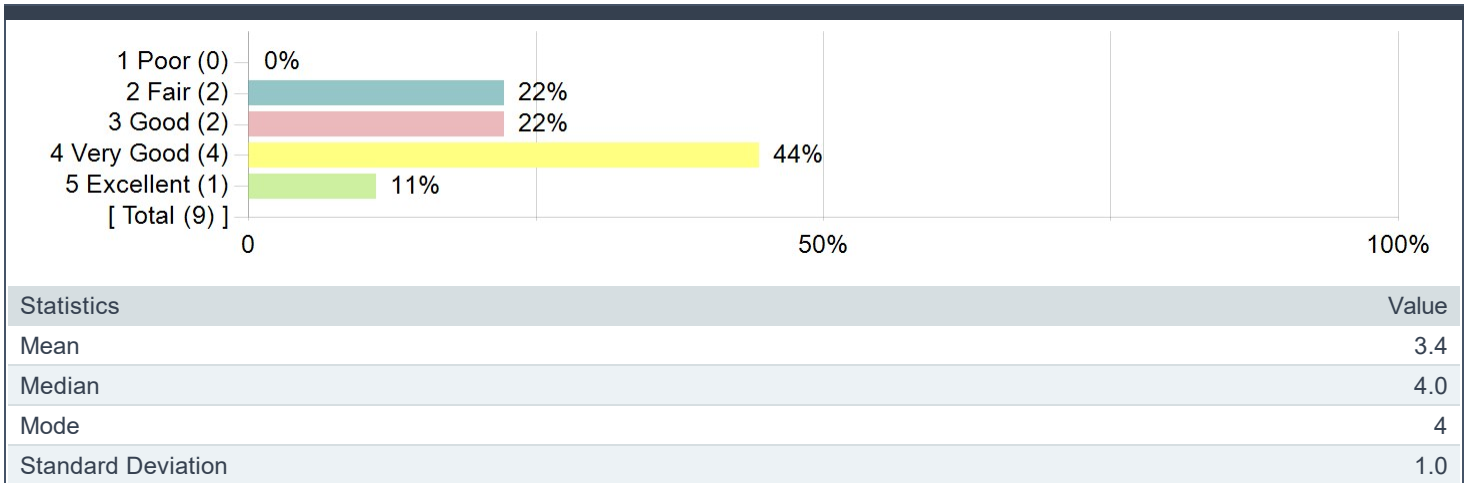
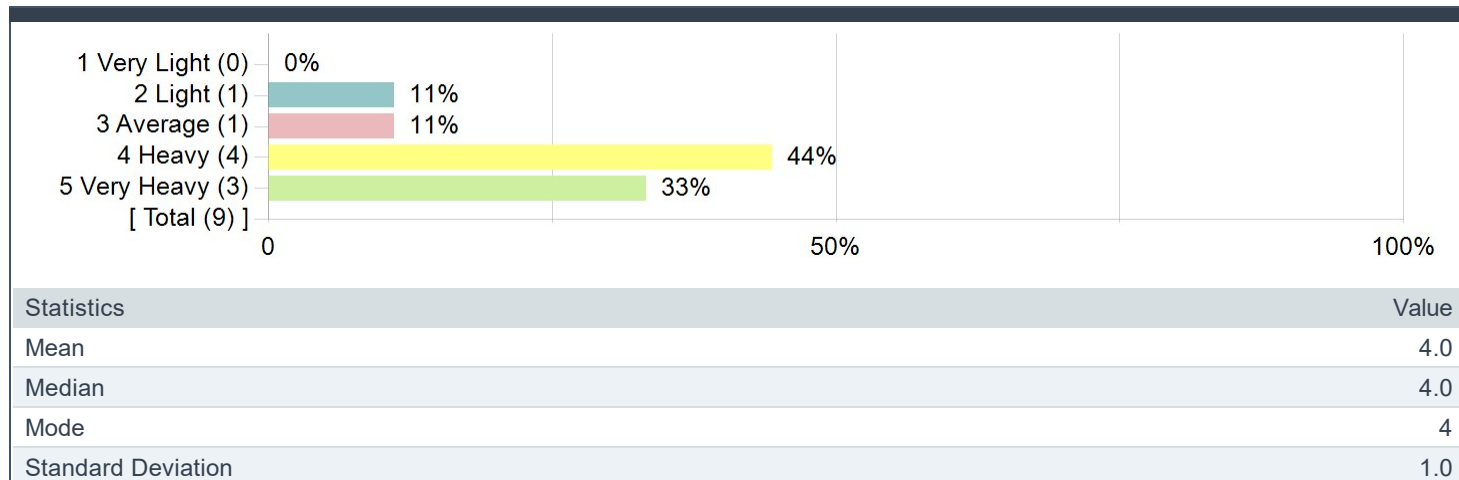## Part B. Divisional Items - UTSC

9. The course inspired me to think further about the subject matter outside of class.

1 Not at all (0)	0%
2 Somewhat (2)	22%
3 Moderately (2)	22%
4 Mostly (3)	33%
5 A Great Deal (2)	22%
[Total (9)]	

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.1

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

1 Very Light (0)	0%
2 Light (1)	11%
3 Average (1)	11%
4 Heavy (4)	44%
5 Very Heavy (3)	33%
[Total (9)]	

Statistics	Value
Mean	4.0
Median	4.0
Mode	4
Standard Deviation	1.0

11. I would recommend this course to other students.

1 Not At All (0)	0%
2 Somewhat (2)	22%
3 Moderately (2)	22%
4 Mostly (2)	22%
5 Strongly (3)	33%
[Total (9)]	

Statistics	Value
Mean	3.7
Median	4.0
Mode	5
Standard Deviation	1.2
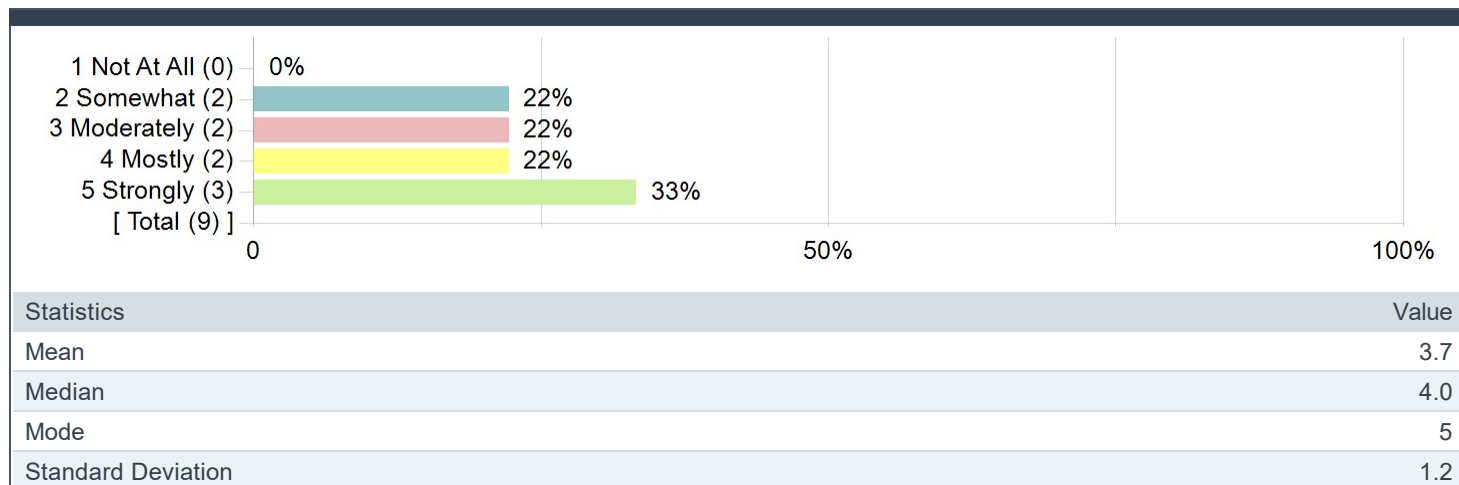
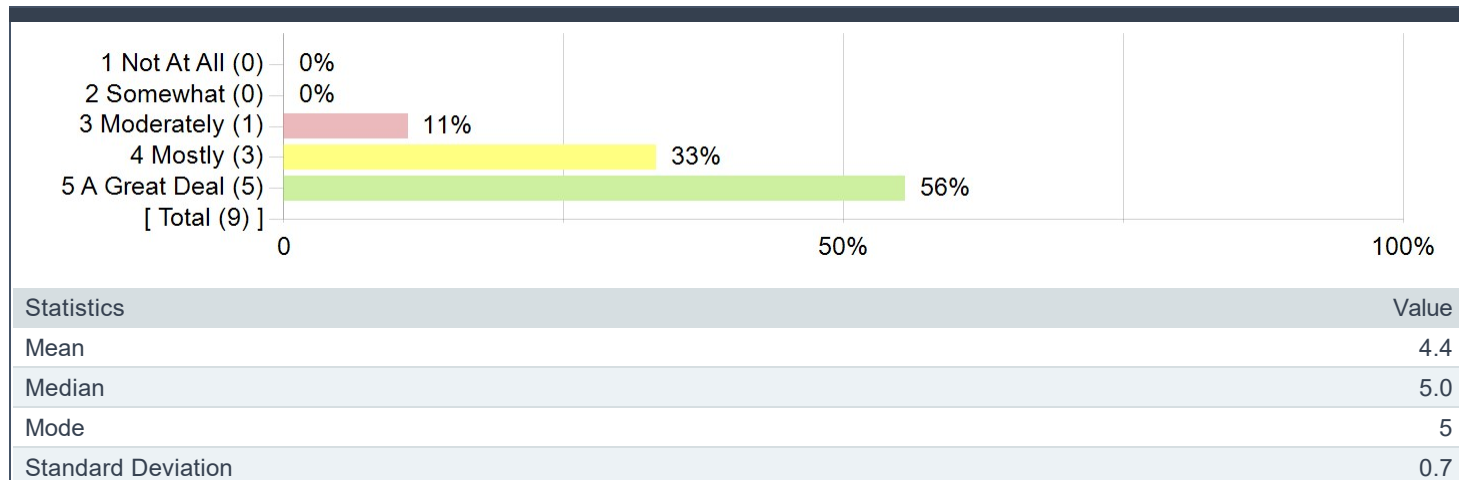# Part C. Departmental Items - Computer & Mathematical Sciences

12. The course instructor (Kirill Lazebnik) explained concepts clearly.
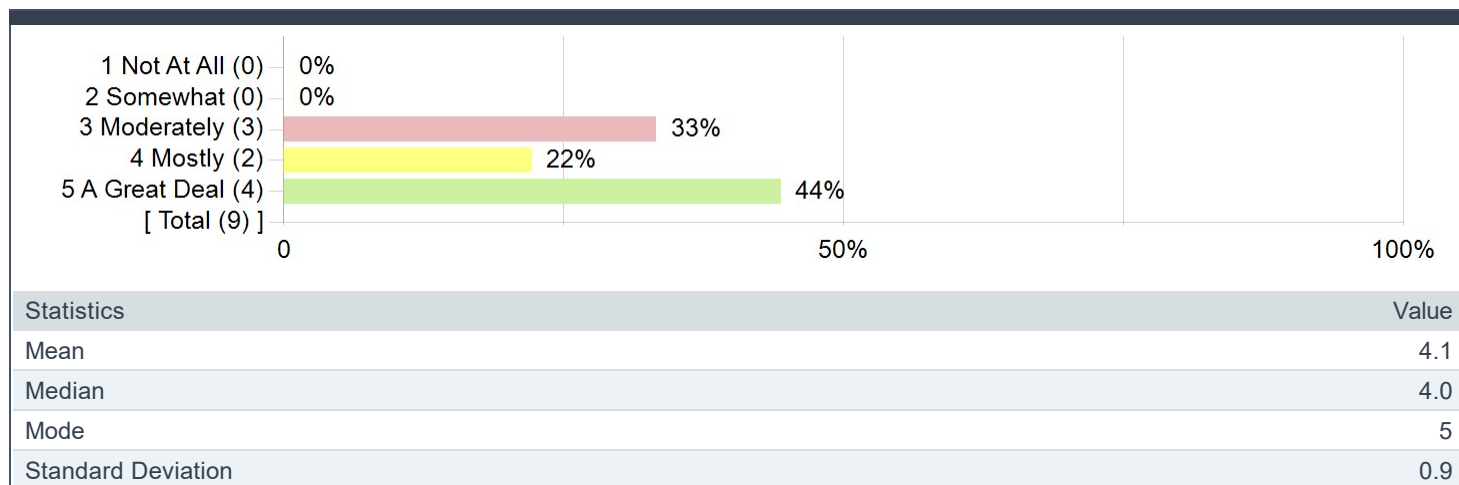
1 Not At All (0)	0%	
2 Somewhat (0)	0%	
3 Moderately (3)	33%	
4 Mostly (2)	22%	
5 A Great Deal (4)	44%	
[Total (9)]		

Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	0.9

13. Course assignments, projects, tests, and/or papers highlighted important concepts of the course.

1 Not At All (0)	0%	
2 Somewhat (0)	0%	
3 Moderately (1)	11%	
4 Mostly (3)	33%	
5 A Great Deal (5)	56%	
[Total (9)]		

Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	0.7

14. The course instructor (Kirill Lazebnik) encouraged students to ask questions about the course material.

1 Not At All (1)	11%	
2 Somewhat (1)	11%	
3 Moderately (1)	11%	
4 Mostly (2)	22%	
5 A Great Deal (4)	44%	
[Total (9)]		

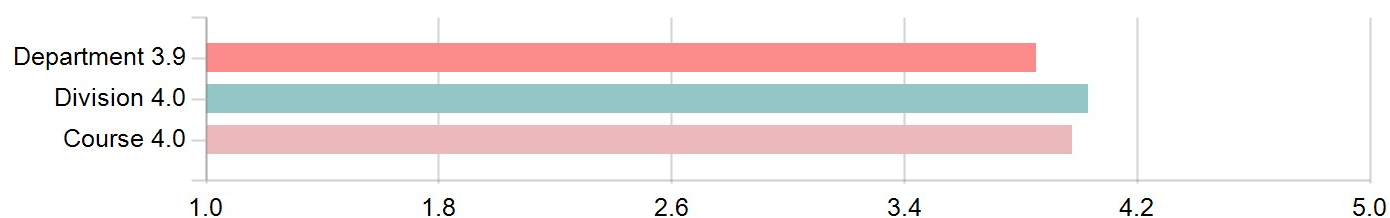| Statistics	Value
Mean	3.8
Median	4.0
Mode	5
Standard Deviation	1.5
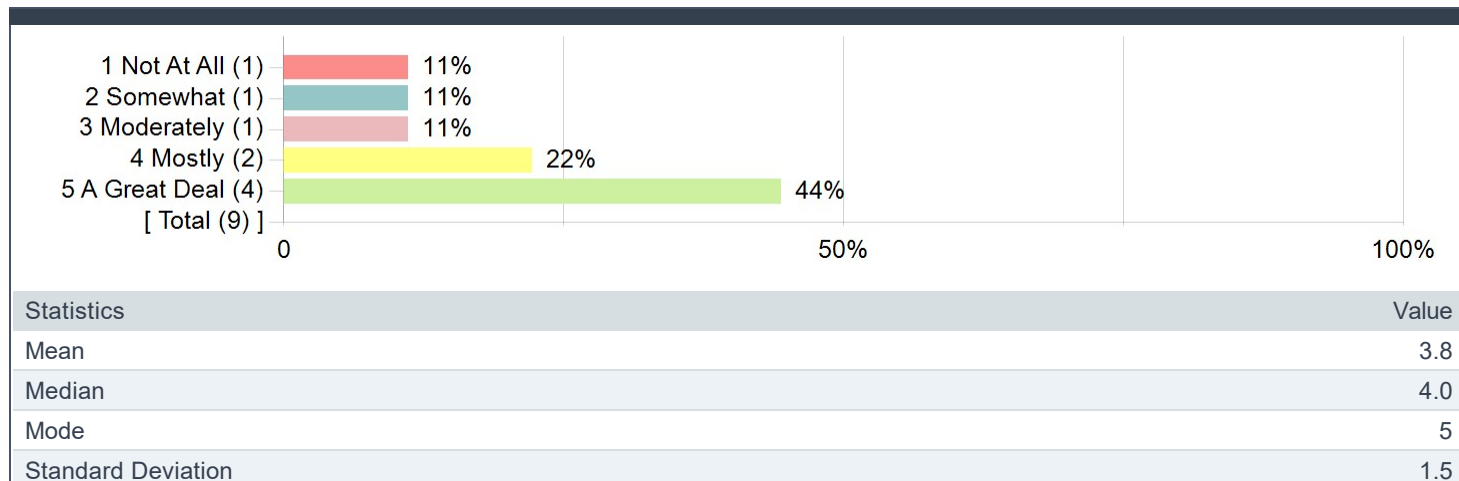
Section 3. Comparative Data

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 of 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 calculated 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 [(3.5x1000)+(4.5x10)]/1010]=3.51 **and not** *(3.5+4.5)/2=4.*
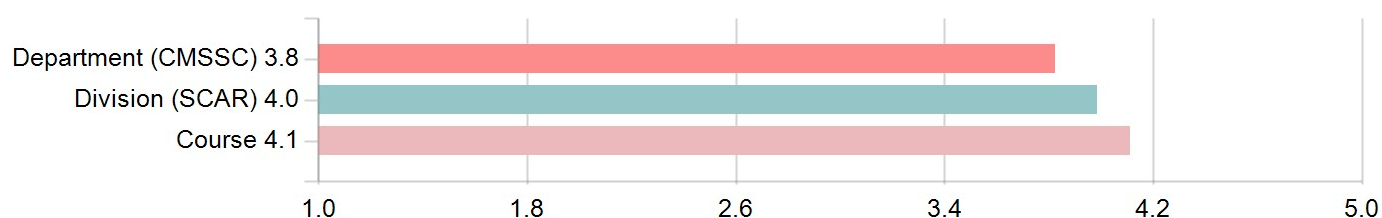
Part A. Core Institutional Items

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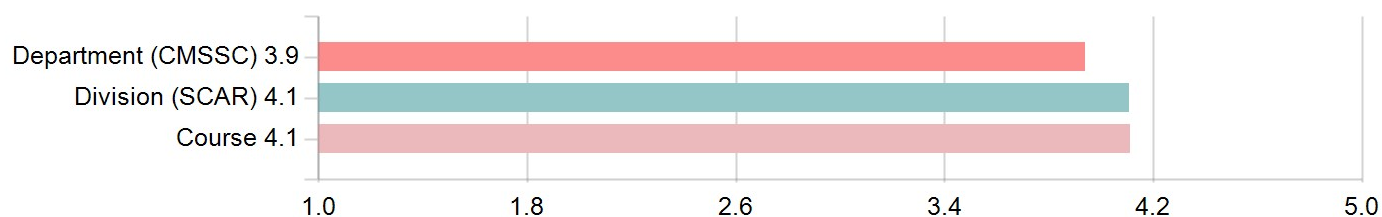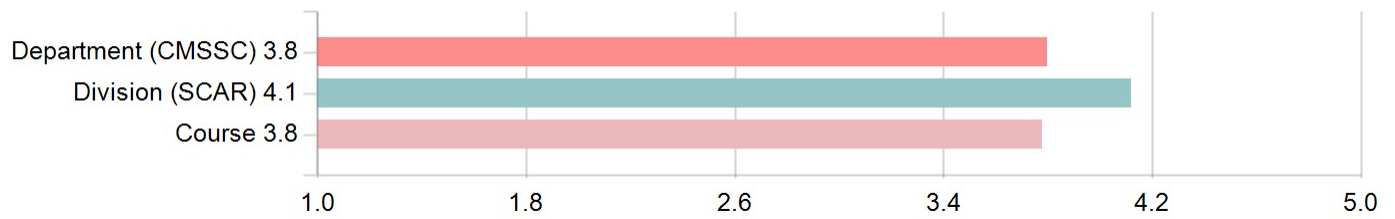
Institutional Composite Mean

Department 3.9
Division 4.0
Course 4.0

1. I found the course intellectually stimulating.

Department (CMSSC) 3.8
Division (SCAR) 4.0
Course 4.1

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

Department (CMSSC) 3.9
Division (SCAR) 4.1
Course 4.1

3. The instructor (Kirill Lazebnik) created an atmosphere that was conducive to my learning.

	Value
Department (CMSSC)	3.8
Division (SCAR)	4.1
Course	3.8

Scale: 1.0 – 5.0

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

|	Value
Department (CMSSC)	3.9
Division (SCAR)	4.0
Course	4.2

Scale: 1.0 – 5.0

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

	Value
Department (CMSSC)	3.8
Division (SCAR)	4.0
Course	3.7

Scale: 1.0 – 5.0
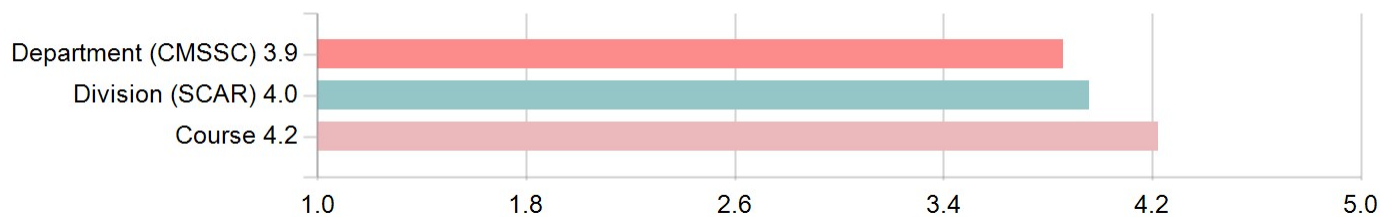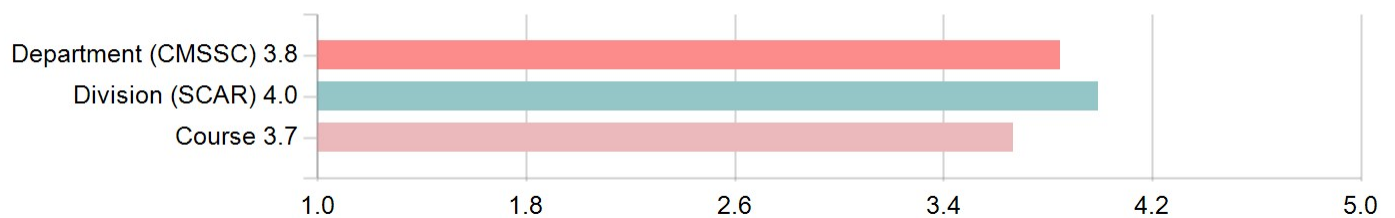
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

6. Overall, the quality of my learning experience in this course was:
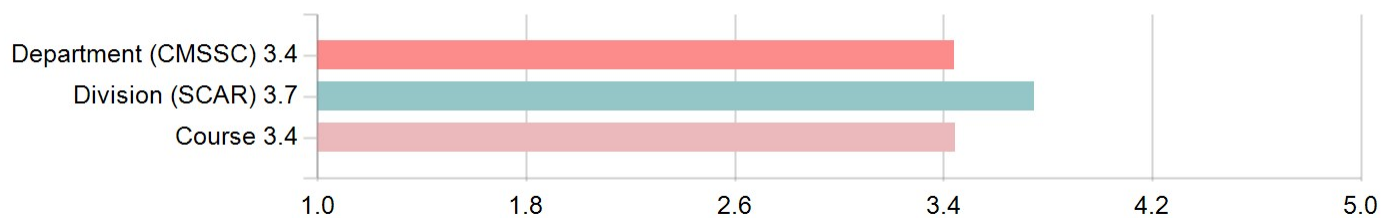
	Value
Department (CMSSC)	3.4
Division (SCAR)	3.7
Course	3.4

Scale: 1.0 – 5.0

Part B. Divisional Items - UTSC

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

9. The course inspired me to think about the subject matter outside of class.
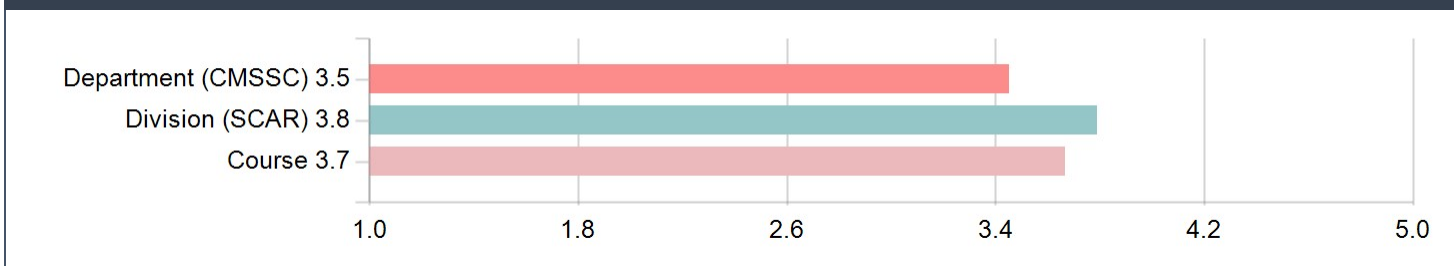
Department (CMSSC) 3.4	
Division (SCAR) 3.8	
Course 3.6	

1.0   1.8   2.6   3.4   4.2   5.0
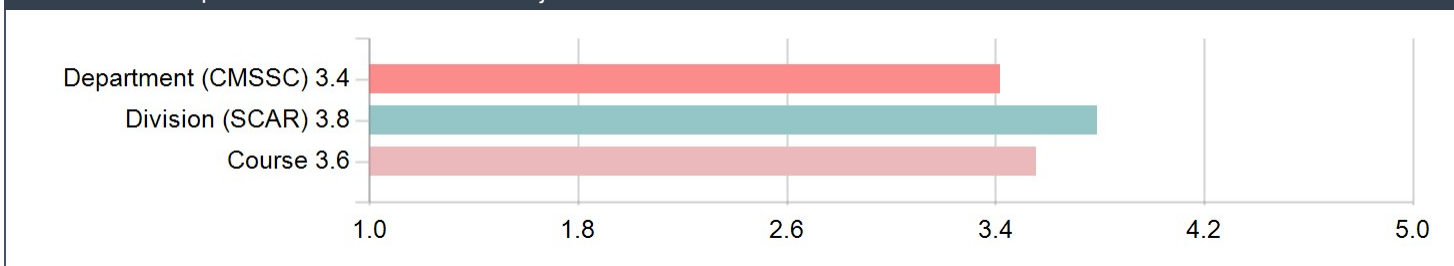
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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

Department (CMSSC) 3.4	
Division (SCAR) 3.3	
Course 4.0	

1.0   1.8   2.6   3.4   4.2   5.0
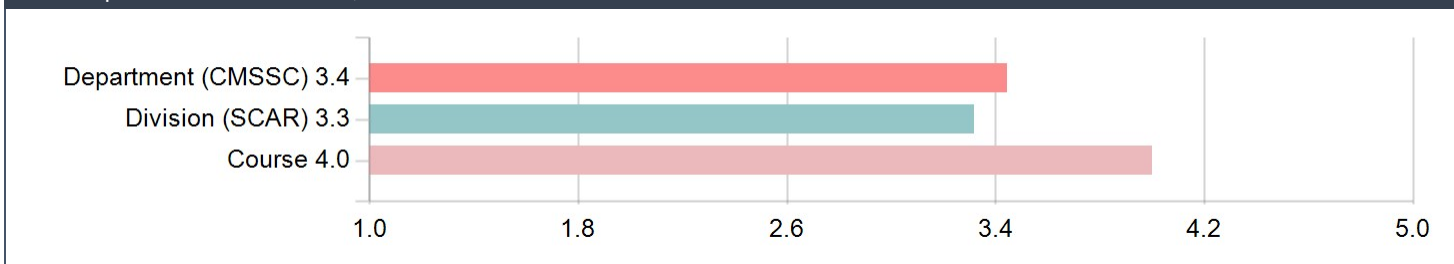
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - Strongly

11. I would recommend this course to other students.

Department (CMSSC) 3.5	
Division (SCAR) 3.8	
Course 3.7	

1.0   1.8   2.6   3.4   4.2   5.0

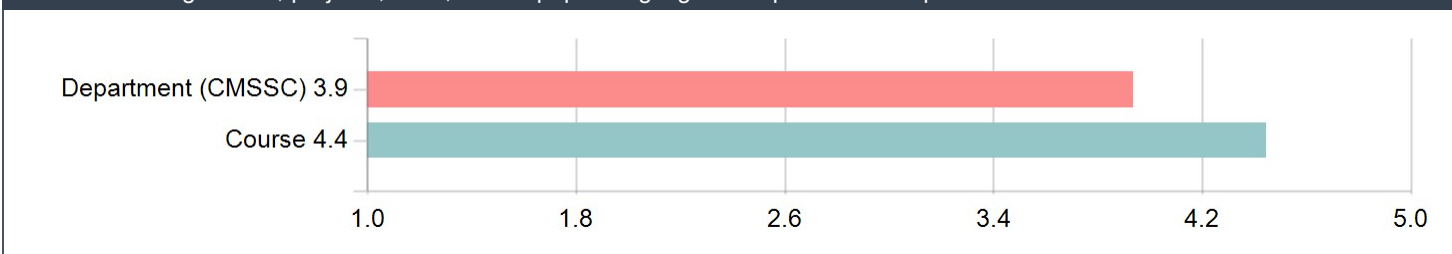## Part C. Departmental Items - Computer & Mathematical Sciences

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

12. The course instructor (**Kirill Lazebnik**) explained concepts clearly.

	Value
Department (CMSSC)	3.9
Course	4.1

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0
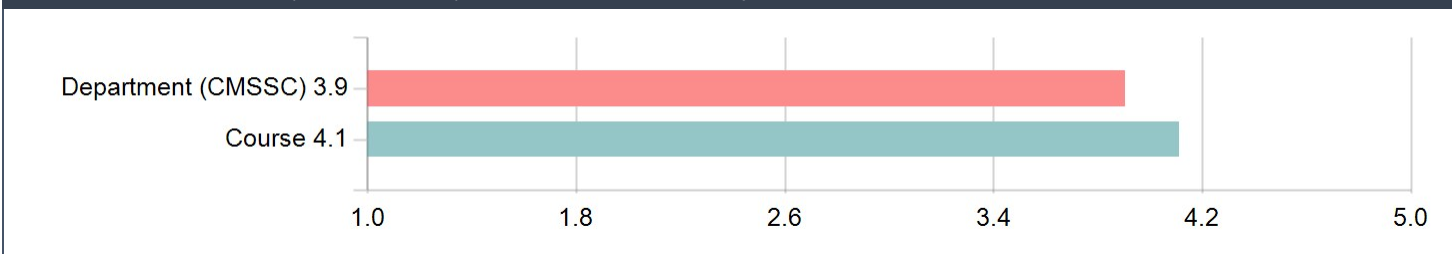
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

13. Course assignments, projects, tests, and/or papers highlighted important concepts of the course.

	Value
Department (CMSSC)	3.9
Course	4.4

Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0

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

14. The course instructor (**Kirill Lazebnik**) encouraged students to ask questions about the course material.

	Value
Department (CMSSC)	4.0
Course	3.8

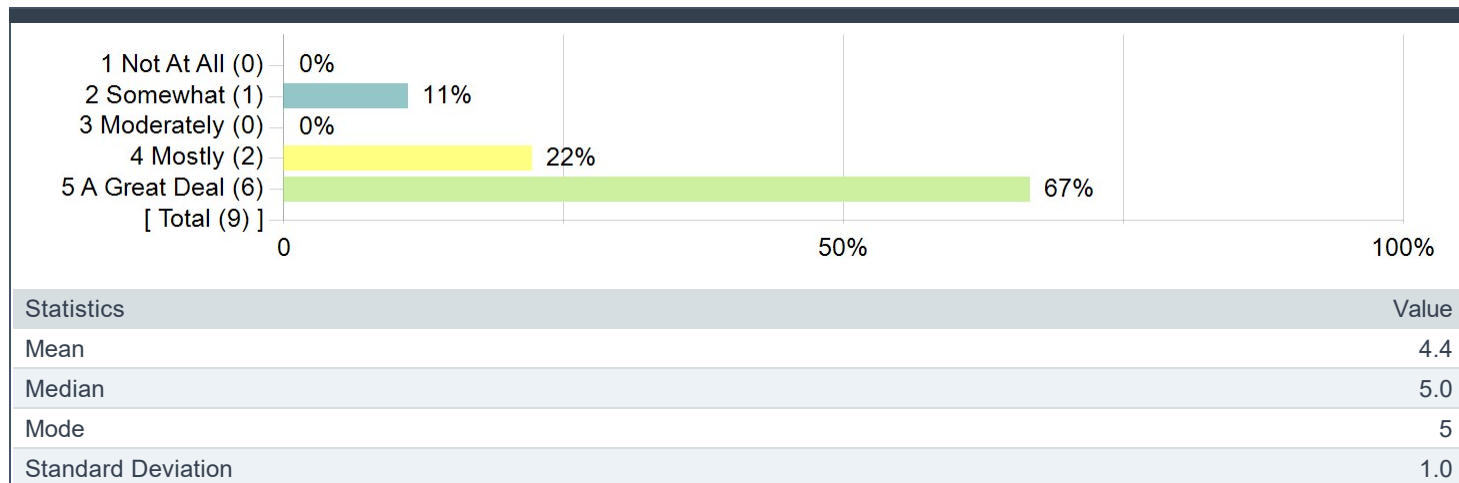Scale: 1.0 — 1.8 — 2.6 — 3.4 — 4.2 — 5.0
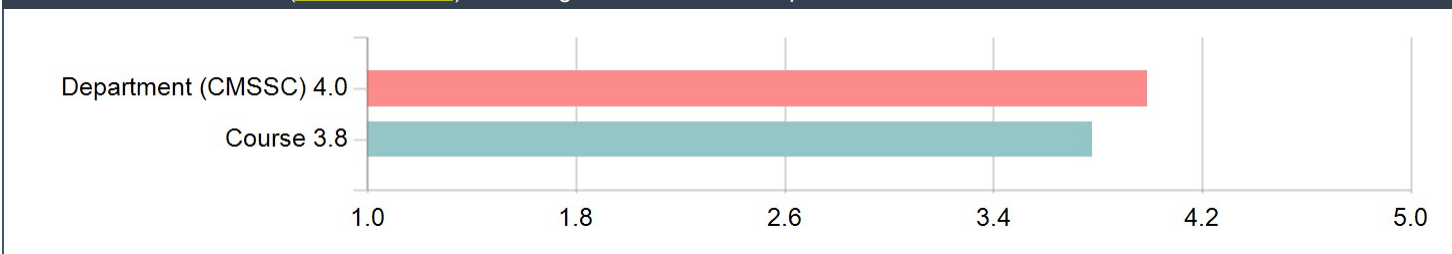
Section 4: Formative Data

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 (Kirill Lazebnik) explained concepts clearly.

	Percentage
1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (2)	22%
4 Mostly (2)	22%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.1
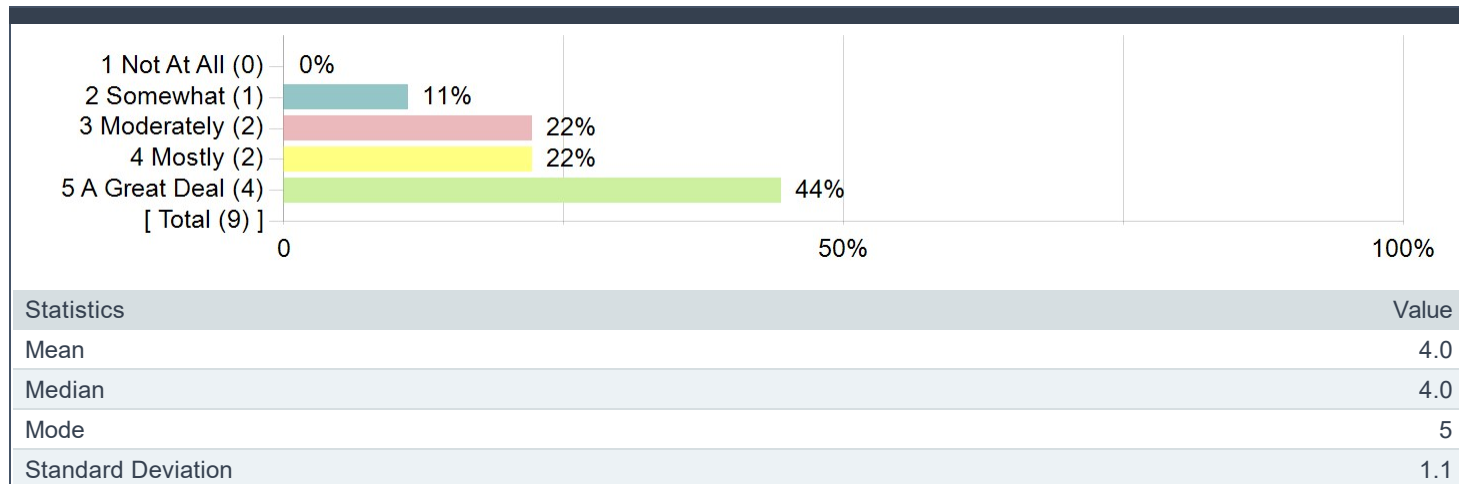
C-3. The course instructor (Kirill Lazebnik) organized lectures in a logical manner.

	Percentage
1 Not At All (0)	0%
2 Somewhat (1)	11%
3 Moderately (0)	0%
4 Mostly (2)	22%
5 A Great Deal (6)	67%
[Total (9)]	

Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.0

C-4. The course instructor (<u>Kirill Lazebnik</u>) moved through course concepts at a comfortable pace.

Response	Percentage
1 Not At All (0)	0%
2 Somewhat (2)	22%
3 Moderately (1)	11%
4 Mostly (2)	22%
5 A Great Deal (4)	44%
[Total (9)]	

Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.3