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: Intro to Discrete Mathematics MAT202H5-S-LEC0102	**Instructor: Martin Leguil**
Division: ERIN	**Section: LEC0102**
Session: S	
Session Codes: F = First/Fall, S = Second/Winter	**Report Generation Date: April 15, 2019**

Raters	Students
Responded	9
Invited	55

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.	3.4	4.0
The course provided me with a deeper understanding of the subject matter.	3.9	5.0
The instructor (Martin Leguil) created an atmosphere that was conducive to my learning.	3.4	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.7	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.4	4.0
Institutional Composite Mean	3.6	-

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….	3.0	4.0

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

Comments
Martin Leguil is an excellent and engaging instructor that kept my attention even when the subject matter turned to review of previous concept.
Thivk accent makes him difffivult to understand, writing is u recognizable, always post assignments late, and term marks came out the day after the drop date knowing that the class did bad, overal a horrible experience
Too much breadth, too little depth. Expects content taught in 3rd year math courses and above in a 2nd year math course. Some questions on midterms was a literal guessing game which we were given no tools/techniques for how to solve.
At first Martin's lectures were long and confusing, but as the course went on his instruction of the course improved.
The instructor made this course very enjoyable. He was very easy to approach and was willing to explain any topic any number of times until we understood it.
Martin is a good instructor, it shows that he really wants us to learn the contents of the course; the text book is written poorly, and he seems to try to follow the text book's definitions and examples as close as possible, which makes the course content a lot harder to understand than it really is. To sum up, Martin is very good, the text book is not.

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

Comments
Martin and the TA Anna P were very good at explaining during office hours and tutorials respectively
I mainly went to the instructor's office hours, and the support was extremely useful.

Part B. Divisional Items

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

Question	Summary	
	Mean	Median
9. 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
10. I would recommend this course to other students.	3.1	4.0

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

Question	Summary	
	Mean	Median
11. The course inspired me to learn more about the subject matter.	3.4	4.0

Part C. Departmental Items - Mathematical and Computational Sciences

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

Question	Summary	
	Mean	Median
12. The course instructor (Martin Leguil) suggested specific ways to help understand course concepts.	3.6	4.0

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

Question	Summary	
	Mean	Median
13. The course instructor (Martin Leguil) used examples when explaining course concepts.	3.7	5.0

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

Question	Summary	
	Mean	Median
14. The support my teaching assistant provided contributed to my learning in the course.	4.0	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.
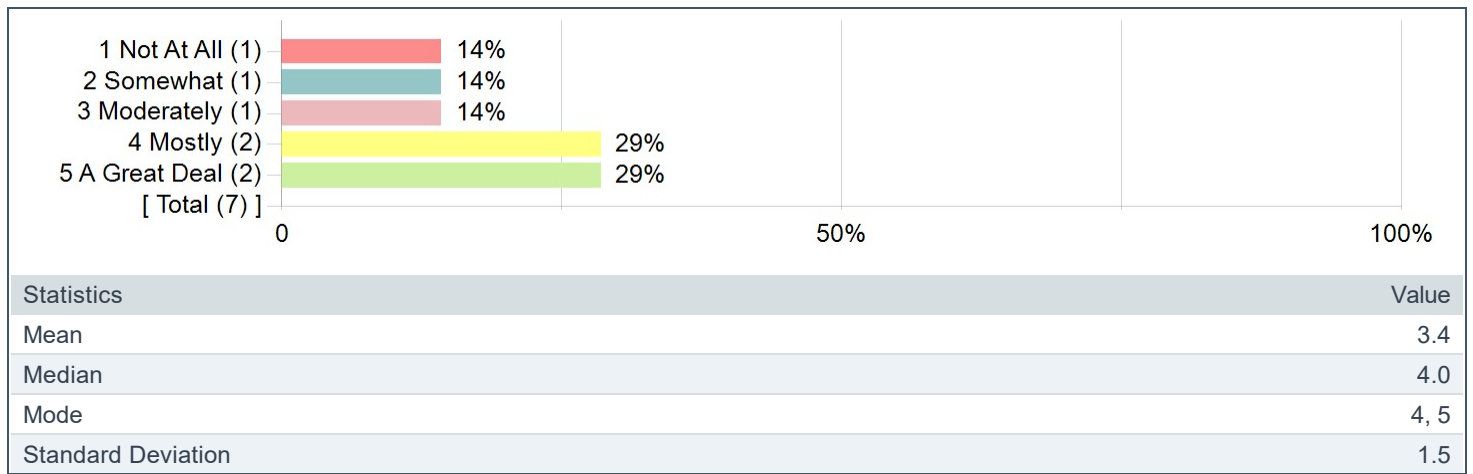
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.
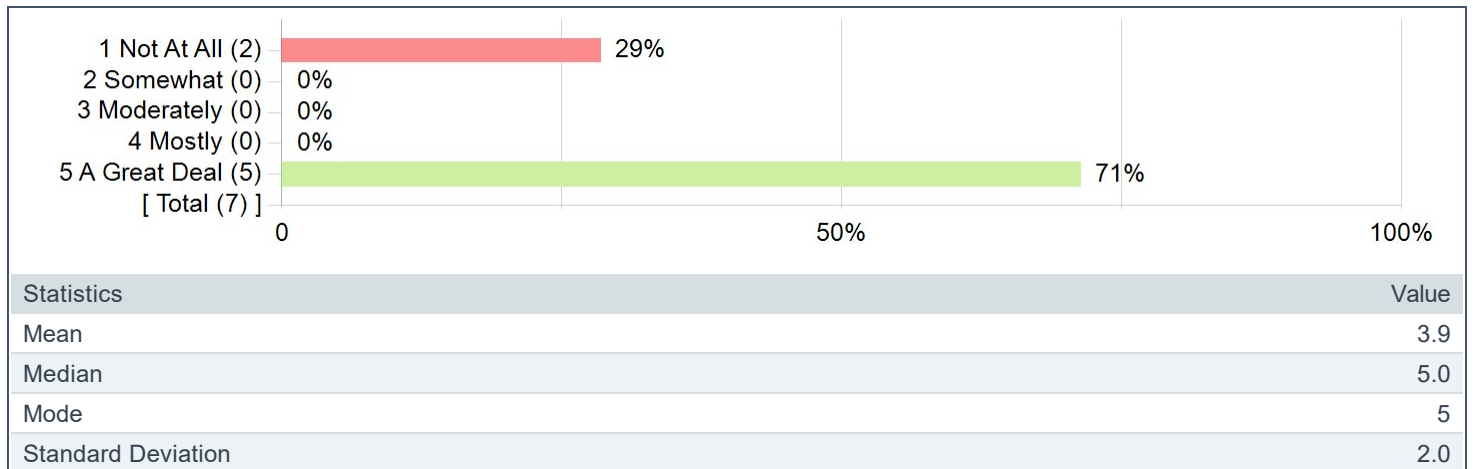
Mode: The most frequently occurring score.

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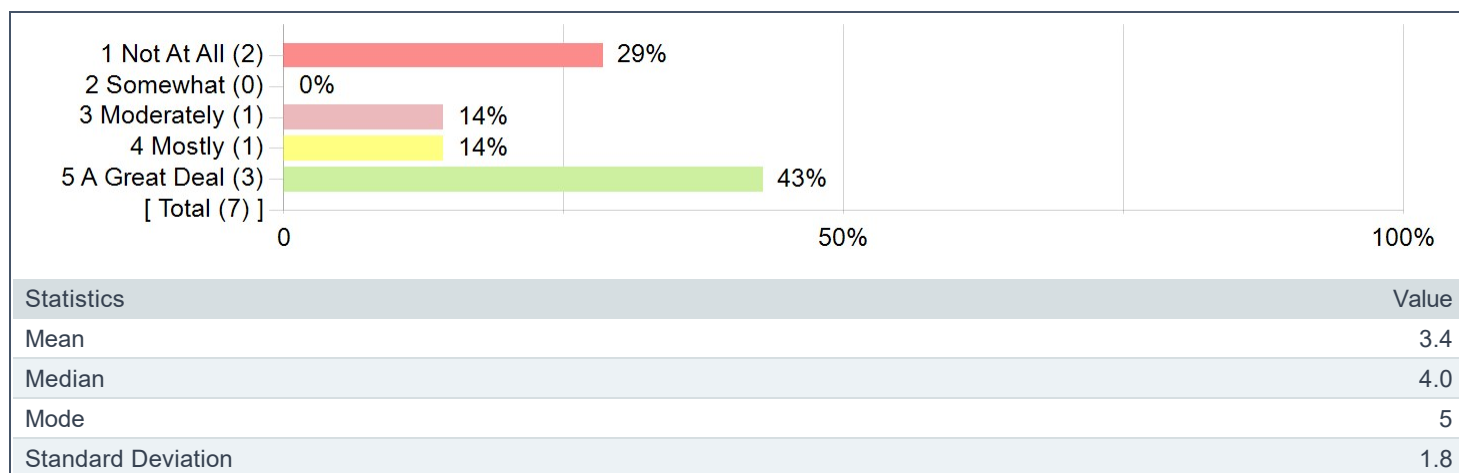
Part A: Core Institutional Items

1. I found the course intellectually stimulating.

1 Not At All (1)	14%
2 Somewhat (1)	14%
3 Moderately (1)	14%
4 Mostly (2)	29%
5 A Great Deal (2)	29%
[Total (7)]	

Statistics	Value
Mean	3.4
Median	4.0
Mode	4, 5
Standard Deviation	1.5

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

1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (0)	0%
5 A Great Deal (5)	71%
[Total (7)]	

Statistics	Value
Mean	3.9
Median	5.0
Mode	5
Standard Deviation	2.0

3. The instructor (Martin Leguil) created a course atmosphere that was conducive to my learning.

1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (1)	14%
4 Mostly (1)	14%
5 A Great Deal (3)	43%
[Total (7)]	

Statistics	Value
Mean	3.4
Median	4.0
Mode	5
Standard Deviation	1.8

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

1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (1)	14%
5 A Great Deal (4)	57%
[Total (7)]	

Statistics	Value
Mean	3.7
Median	5.0
Mode	5
Standard Deviation	1.9

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

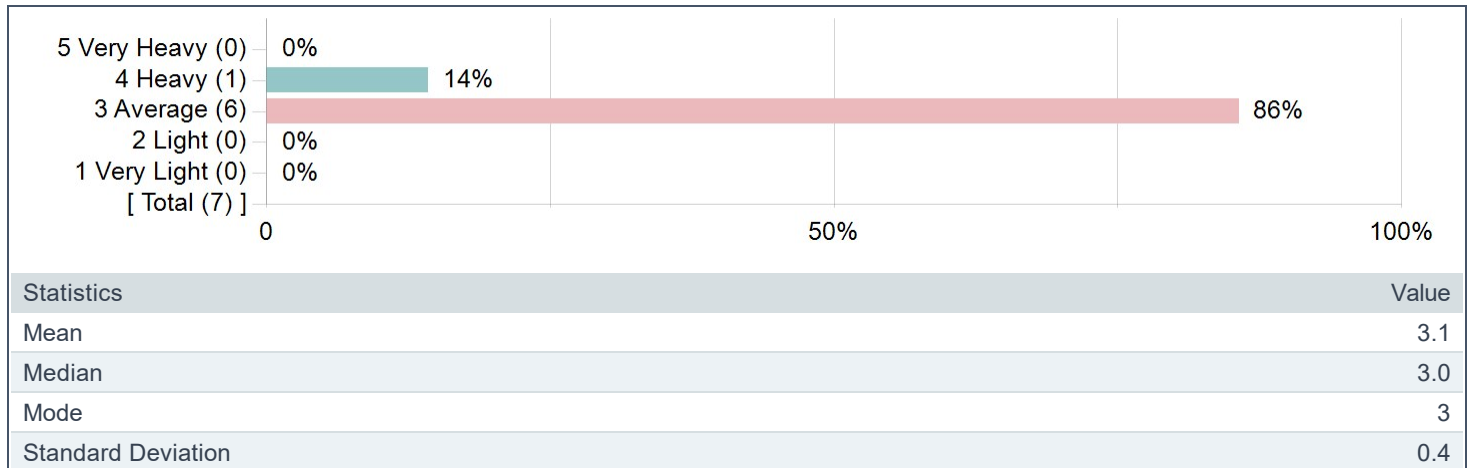|	
1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (1)	14%
4 Mostly (1)	14%
5 A Great Deal (3)	43%
[Total (7)]	

Statistics	Value
Mean	3.4
Median	4.0
Mode	5
Standard Deviation	1.8

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

1 Poor (2)	29%
2 Fair (1)	14%
3 Good (0)	0%
4 Very Good (3)	43%
5 Excellent (1)	14%
[Total (7)]	

Scale: 0 — 50% — 100%

Statistics	Value
Mean	3.0
Median	4.0
Mode	4
Standard Deviation	1.6
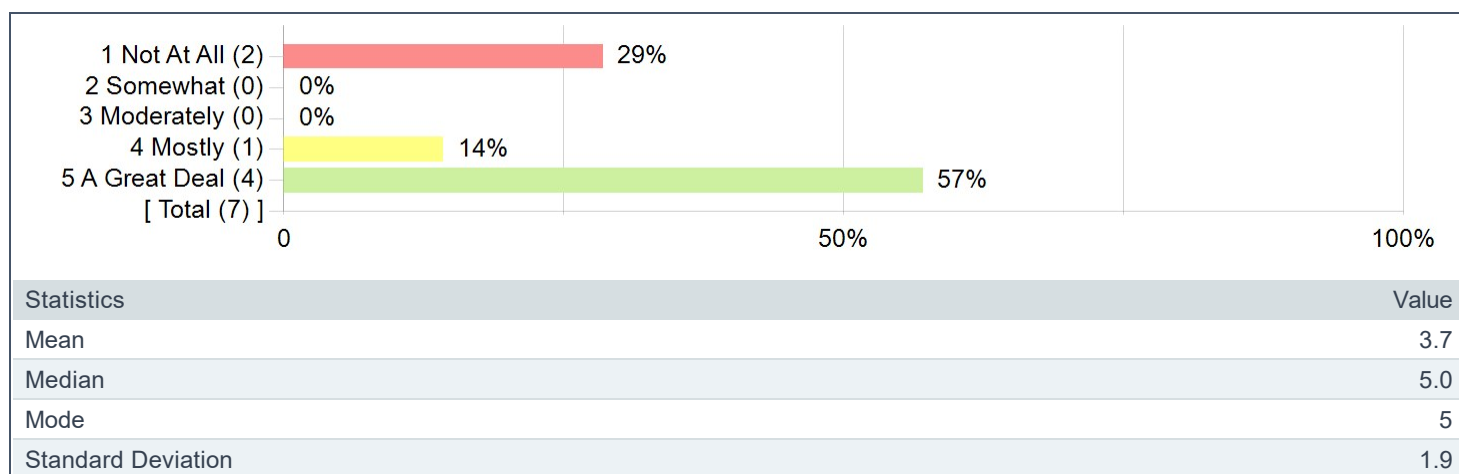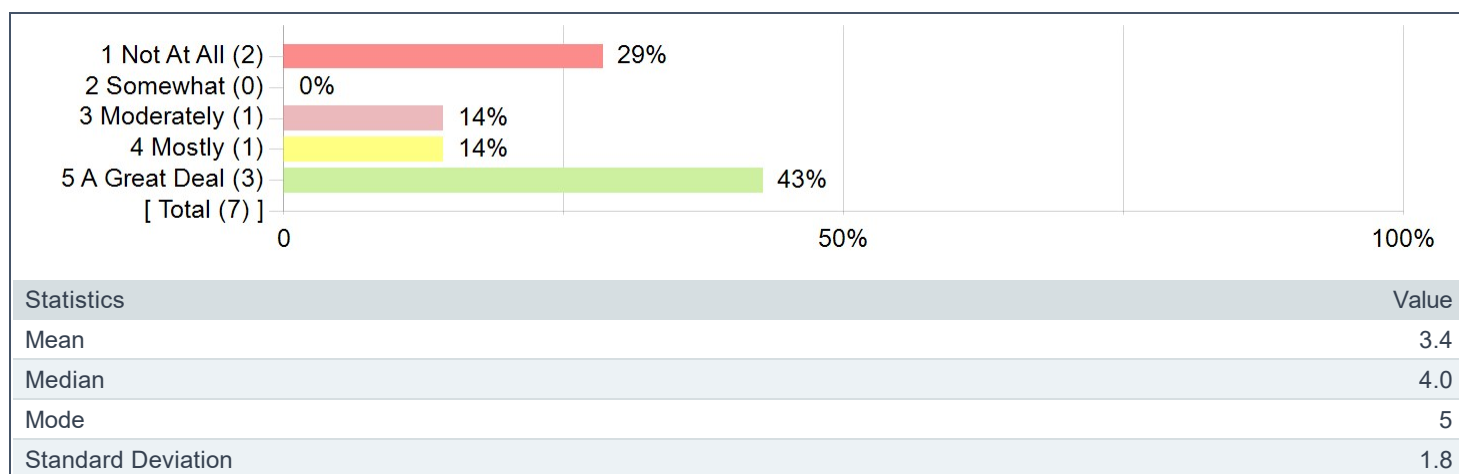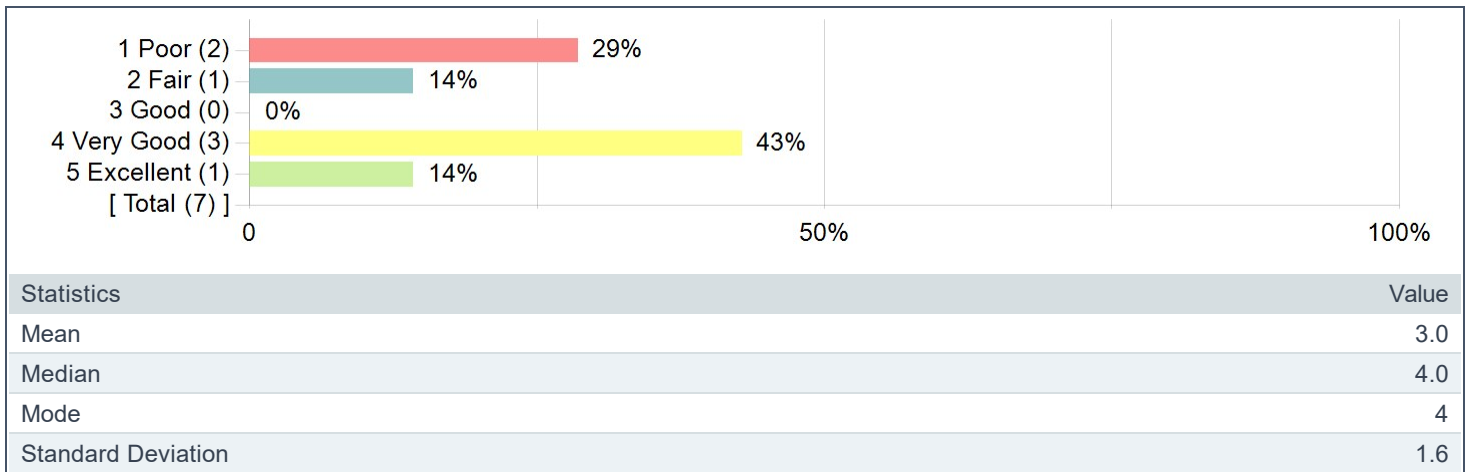
Part B. Divisional Items

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

5 Very Heavy (0)	0%
4 Heavy (1)	14%
3 Average (6)	86%
2 Light (0)	0%
1 Very Light (0)	0%
[Total (7)]	

Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	0.4

10. I would recommend this course to other students.

1 Not At All (2)	29%
2 Somewhat (1)	14%
3 Moderately (0)	0%
4 Mostly (2)	29%
5 Strongly (2)	29%
[Total (7)]	

Statistics	Value
Mean	3.1
Median	4.0
Mode	1, 4, 5
Standard Deviation	1.8

11. The course inspired me to learn more about the subject matter.

5 A Great Deal (3)	43%
4 Mostly (1)	14%
3 Moderately (1)	14%
2 Somewhat (0)	0%
1 Not At All (2)	29%
[Total (7)]	

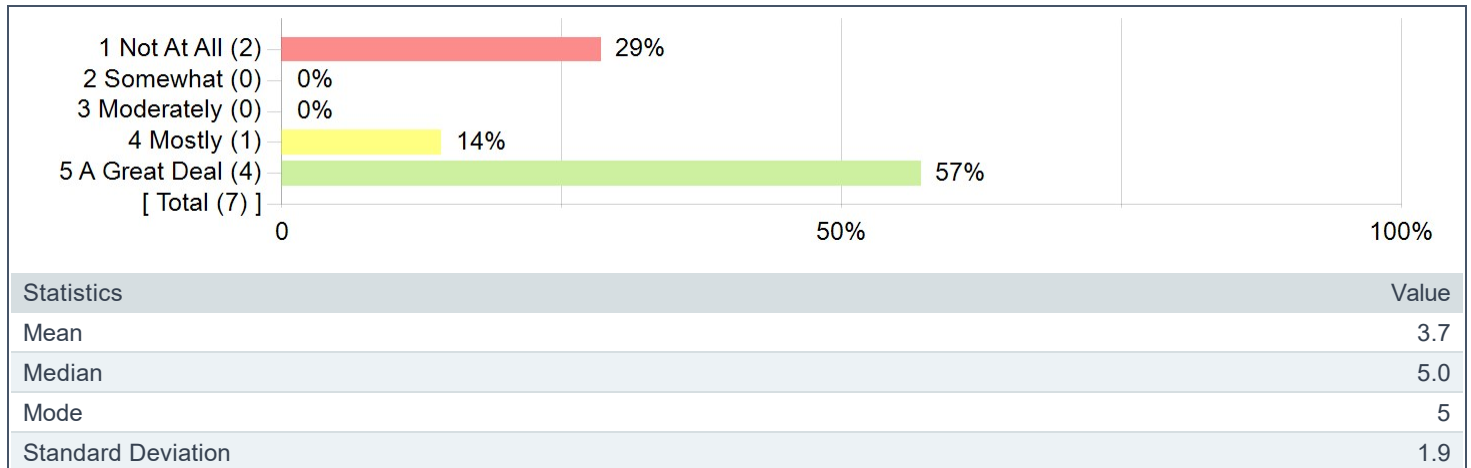| Statistics	Value
Mean	3.4
Median	4.0
Mode	5
Standard Deviation	1.8
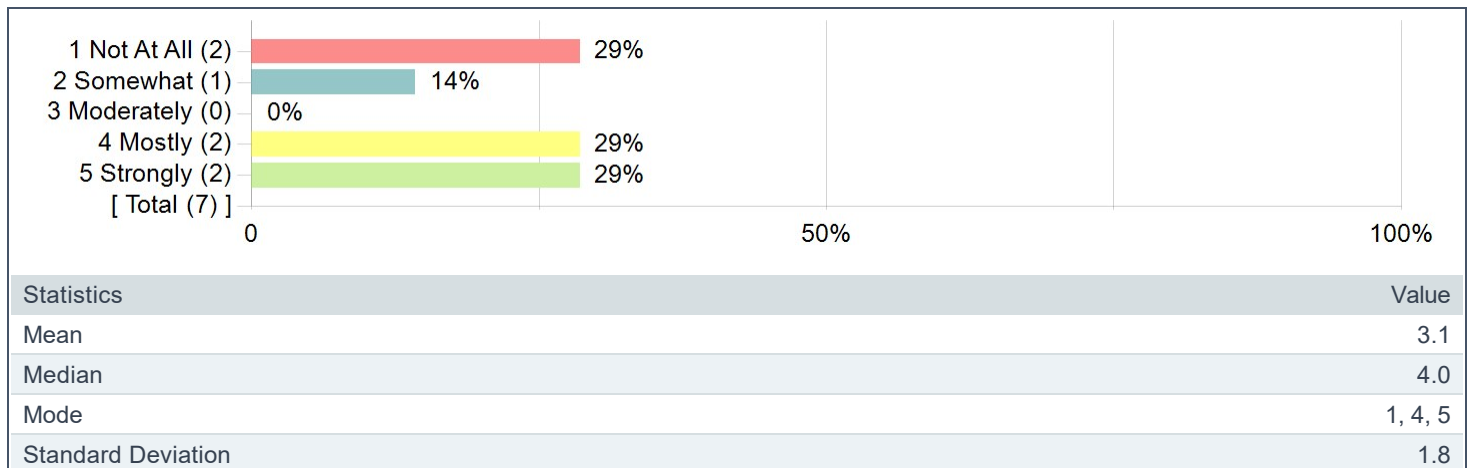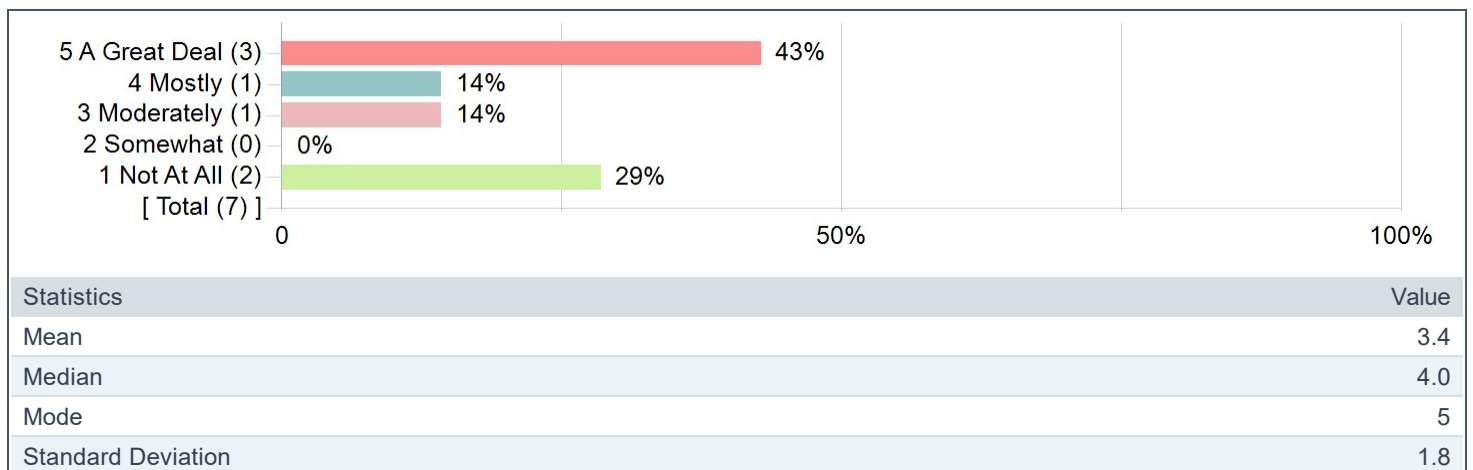
Part C. Departmental Items - Mathematical and Computational Sciences

12. The course instructor (Martin Leguil) suggested specific ways to help understand course concepts.

1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (2)	29%
5 A Great Deal (3)	43%
[Total (7)]	

Statistics	Value
Mean	3.6
Median	4.0
Mode	5
Standard Deviation	1.8

13. The course instructor (Martin Leguil) used examples when explaining course concepts.

1 Not At All (2)	29%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (1)	14%
5 A Great Deal (4)	57%
[Total (7)]	

Statistics	Value
Mean	3.7
Median	5.0
Mode	5
Standard Deviation	1.9

14. The support my teaching assistant provided contributed to my learning in the course.

1 Not At All (1)	14%
2 Somewhat (0)	0%
3 Moderately (1)	14%
4 Mostly (1)	14%
5 A Great Deal (4)	57%
[Total (7)]	

Statistics	Value
Mean	4.0
Median	5.0
Mode	5
Standard Deviation	1.5
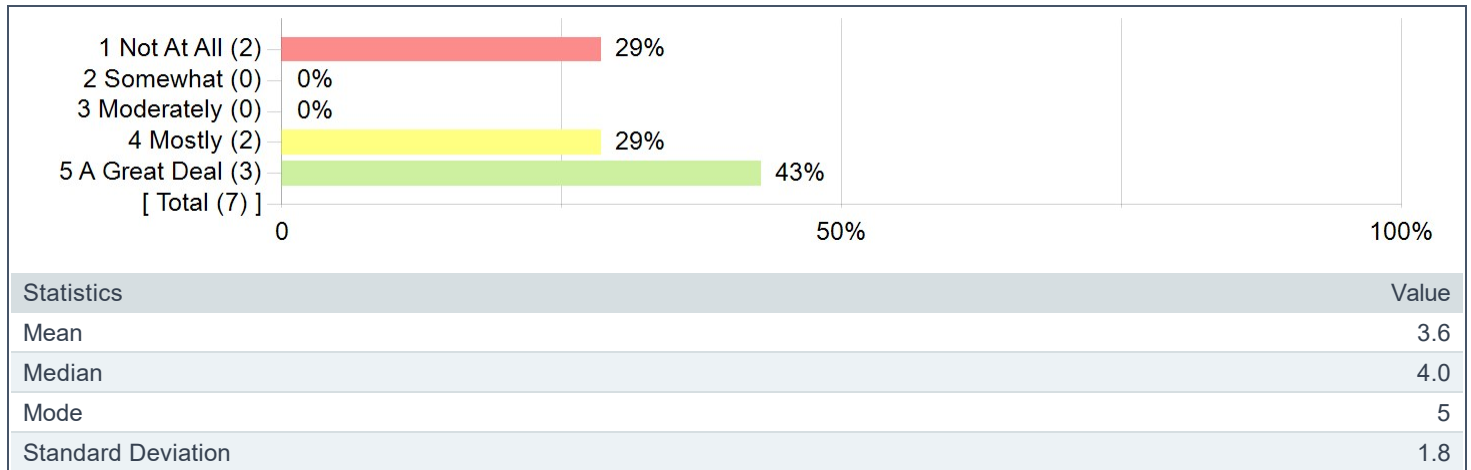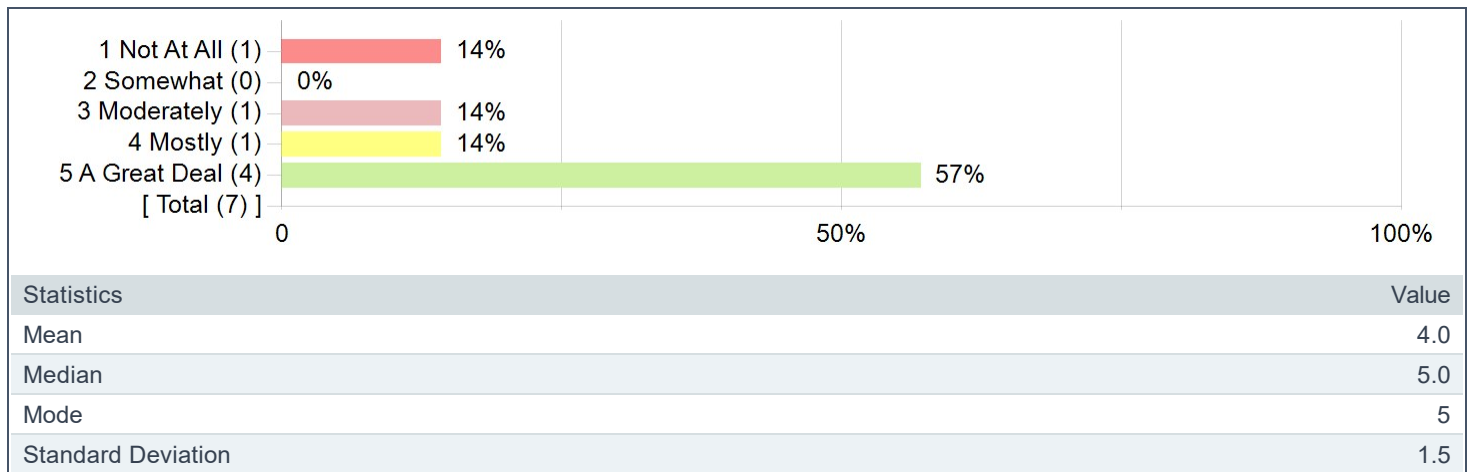
Section 3. Comparative Data

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.
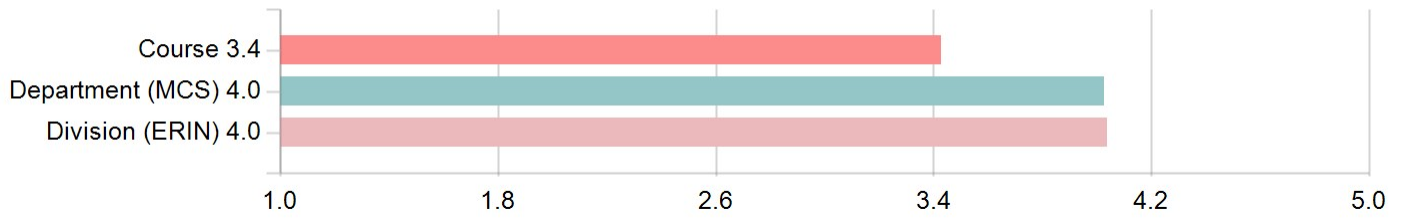
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation 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

Course 3.6	
Department 3.9	
Division 3.9	

1.0   1.8   2.6   3.4   4.2   5.0

1. I found the course intellectually stimulating.

Course 3.4	
Department (MCS) 3.9	
Division (ERIN) 3.9	

1.0   1.8   2.6   3.4   4.2   5.0

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

Course 3.9	
Department (MCS) 3.9	
Division (ERIN) 4.0	

1.0   1.8   2.6   3.4   4.2   5.0

3. The instructor (Martin Leguil) created an atmosphere that was conducive to my learning.

	Rating
Course	3.4
Department (MCS)	4.0
Division (ERIN)	4.0

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

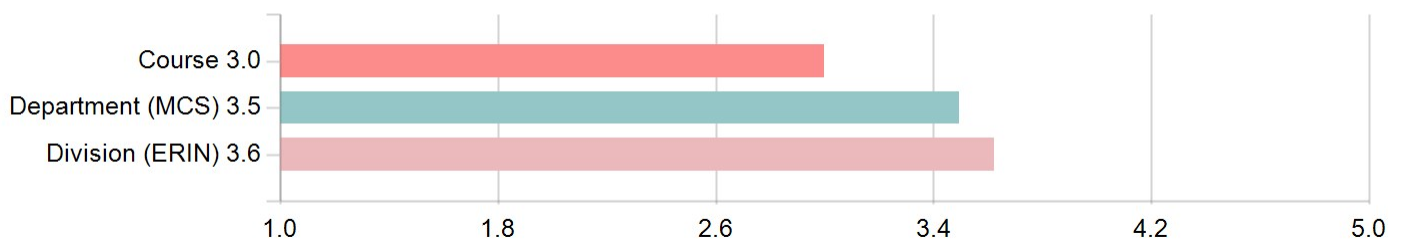|	Rating
Course	3.7
Department (MCS)	3.8
Division (ERIN)	3.8

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
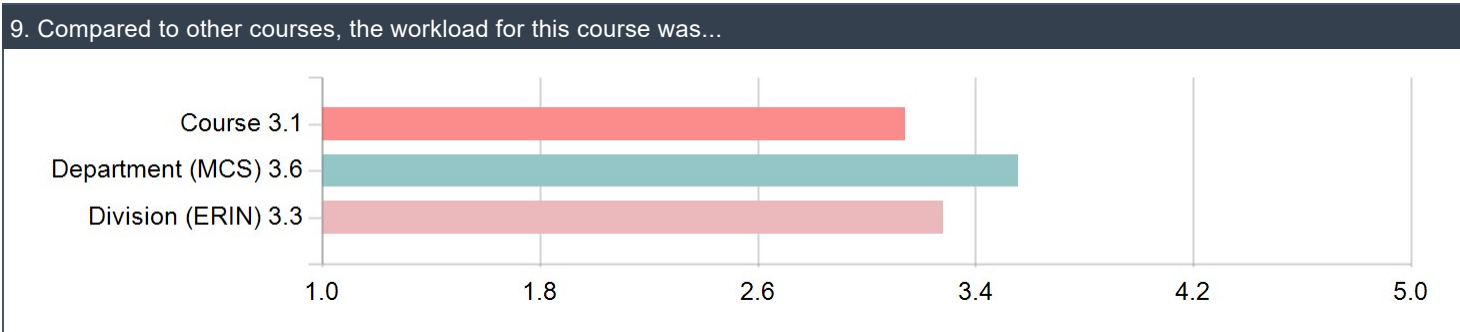
	Rating
Course	3.4
Department (MCS)	3.8
Division (ERIN)	3.8
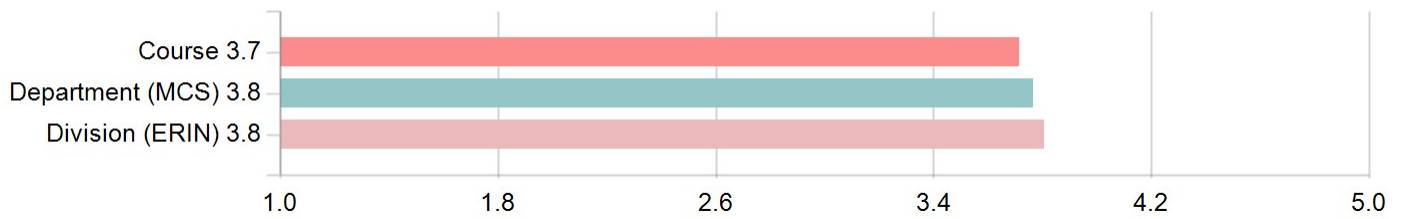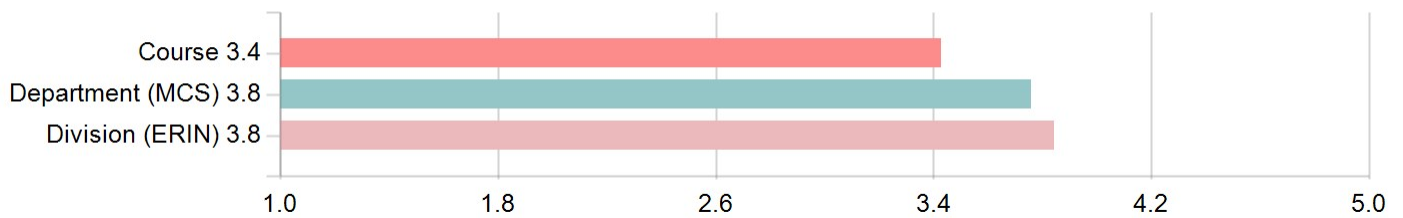
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

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

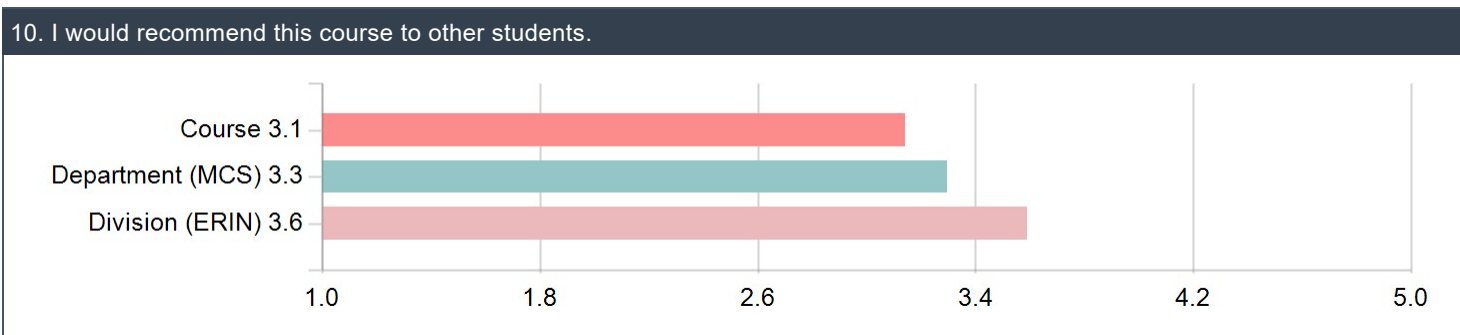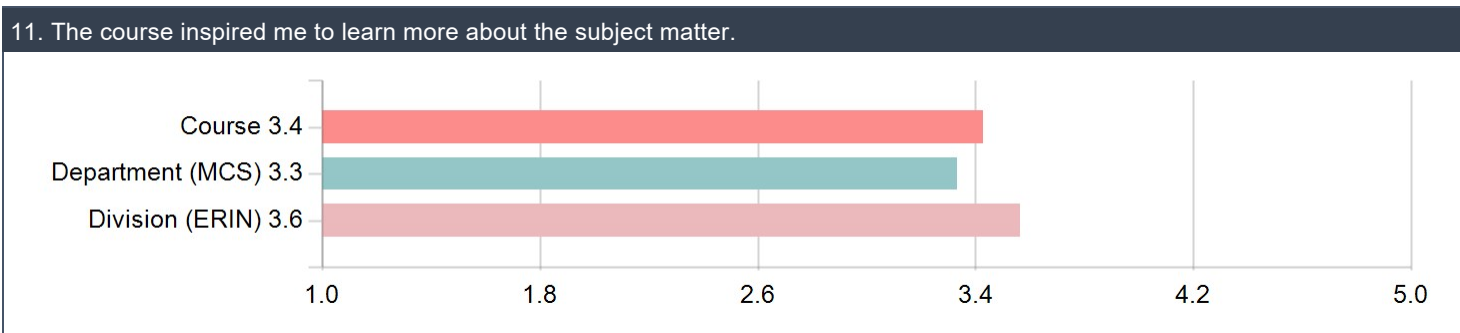|	Rating
Course	3.0
Department (MCS)	3.5
Division (ERIN)	3.6

Part B. Divisional Items

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

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

	Value
Course	3.1
Department (MCS)	3.6
Division (ERIN)	3.3

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

10. I would recommend this course to other students.

	Value
Course	3.1
Department (MCS)	3.3
Division (ERIN)	3.6

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

11. The course inspired me to learn more about the subject matter.

	Value
Course	3.4
Department (MCS)	3.3
Division (ERIN)	3.6

Part C. Departmental Items - Mathematical and Computational Sciences
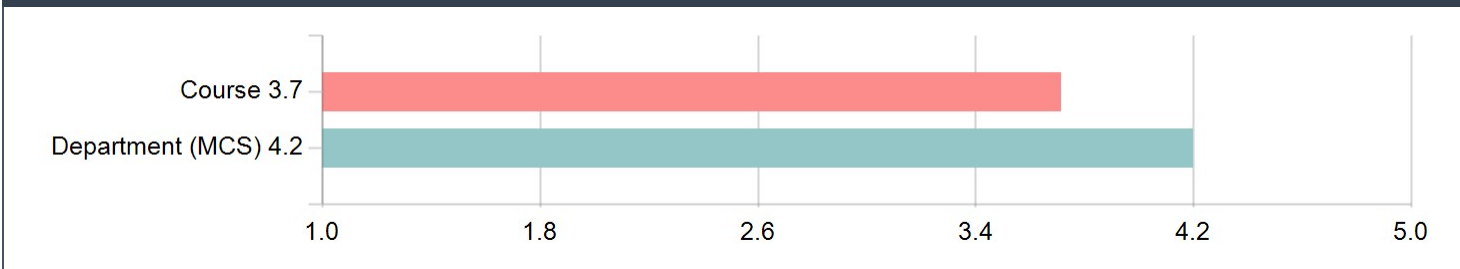
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

12. The course instructor (**Martin Leguil**) suggested specific ways to help understand course concepts.

Course 3.6
Department (MCS) 3.9

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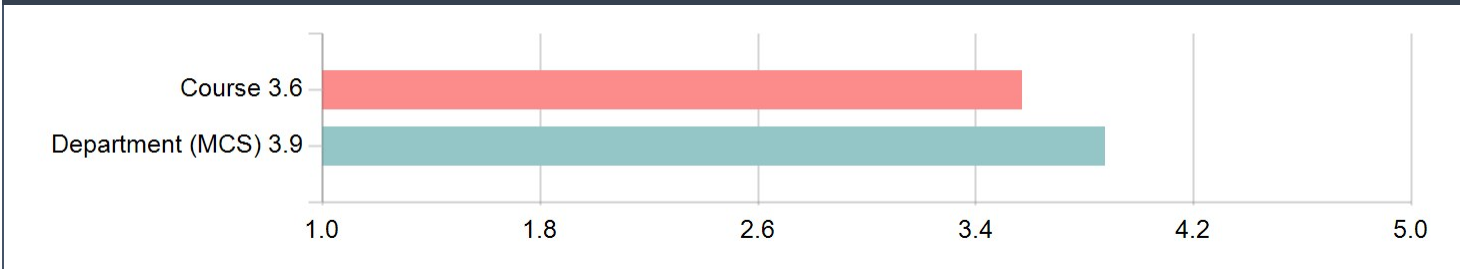
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

13. The course instructor (**Martin Leguil**) used examples when explaining course concepts.

Course 3.7
Department (MCS) 4.2

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 support my teaching assistant provided contributed to my learning in the course.

Course 4.0
Department (MCS) 3.7

1.0   1.8   2.6   3.4   4.2   5.0