About the Instructor's Report

This report is for the instructor of the course only. It uniquely displays results from the university question set for remote learning as well as the questions that you selected or created for your course.

For the Summer 2021 term, your Department Chair or Program Director will **not** receive a report from SETC program. This decision was made to support instructors amid the remote teaching and learning challenges they may currently be facing. You are welcome to share your report as you see fit.

The intention of this report is to provide an overall summary of student's experiences of teaching, learning, and course delivery to inform understanding and reflection on teaching practice. It is not a direct measure of teaching effectiveness for promotion or tenure. This report cannot be used to reasonably rank or highlight differences between individual instructors as it lacks contextual information (e.g. class size, student demographics, etc.).

For more information about SETC reports, please visit our website.

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Notes:

Statistics: This report only shows descriptive statistics (mean, standard deviation, frequency of scale options, and response count for each question) aggregated at a course level to protect student confidentiality.

Scales: The following scale is used for all questions in this report unless otherwise indicated:
  1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

NRP: A value of "NRP" indicates that there was no response provided for a question.

Low Response: if less than 5 students responded to the *overall* course evaluation, your report will show limited information. This is to protect student confidentiality. On a question-by-question basis, you can still see full information even when less than 5 student responded to a particular question.

Creation Date: **Friday, September 10, 2021**

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Section 1 – Who Responded?

This section gives some information about respondents. It is intended to help you understand the limits and generalizability of the statistics presented. Click here for more information about how response rate, perceived course difficulty, course engagement, and students' overall experience impact evaluation responses.

Raters	Students
Responded	33
Invited	143
Response Ratio	23.1%

Question	Response Count	Mean	Standard Deviation
How many of the course activities/components (i.e. watched lectures, contributed to discussions, assignments) did you complete? Scale used: 1=None, 2=Not very many of them, 3=About half of them, 4=Most of them, 5=All of them	32	4.84	0.37
Overall, the quality of my learning experience in this course was.... Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good	32	4.41	0.87
How easy was the course? Scale used: 1=Very Hard, 2=Hard, 3=Medium, 4=Easy, 5=Very Easy	32	2.91	0.69

Response Distribution
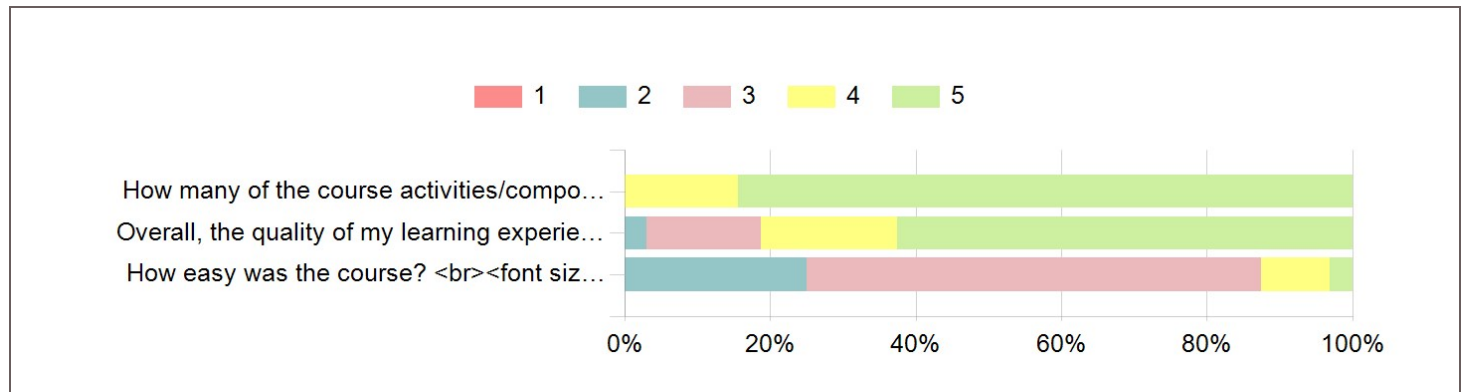
Section 2 – Teaching Narrative and Questions

This section displays your teaching narrative and the responses to the questions you selected/created. If you did not submit a narrative or questions, this section will be blank.

Did you design the course?

No response.

Teaching Narrative

No response.

Instructor Questions

This section will be blank if you did not submit any questions or you only submitted comment questions. You can find the responses to your comment questions in Section 4.

Section 3 – University Questions for Remote Learning

These questions appear on every SETC form and have been updated to refer to remote instruction and learning. Responses to the university comment question can be found in Section 4.

Part 1 – Students' Experience with the Course Instructor

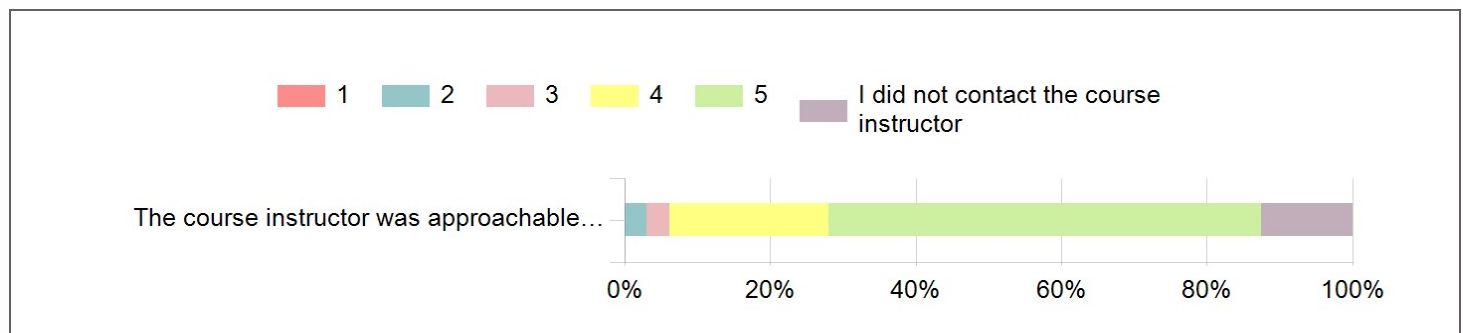**To what extent do you agree with the following statements about your experience with this course instructor:**

Question	Response Count	Mean	Standard Deviation
The course instructor explained course concepts clearly.	32	4.13	1.07
The course instructor explained grading criteria clearly.	32	4.53	0.67
The course instructor created a respectful learning environment.	32	4.75	0.57

Response Distribution
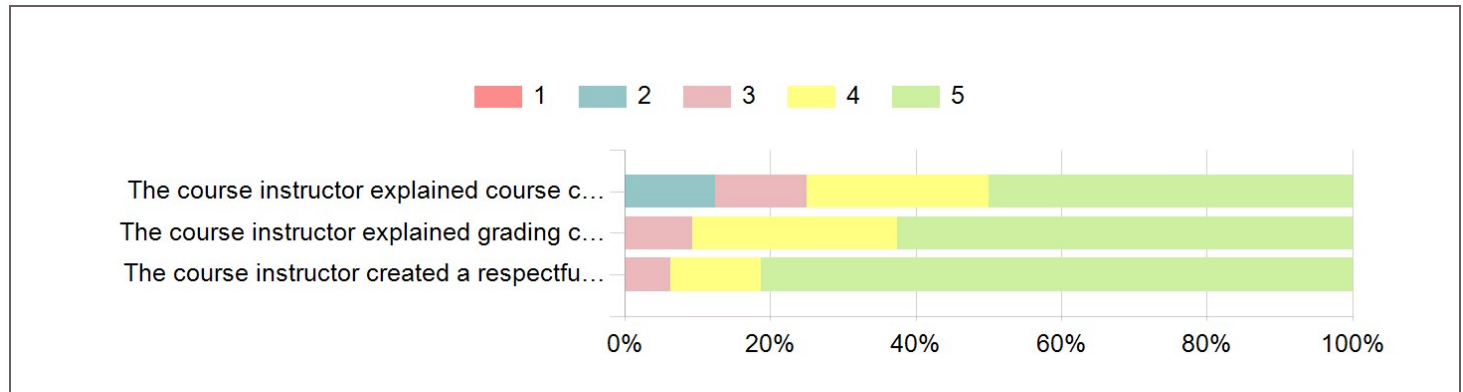
| Question	Response Count	Mean	Standard Deviation
The course instructor was approachable when I needed help. Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; I did not contact the course instructor	28	4.57	0.74

Response Distribution

Part 2 – Students' Experience with the Course

To what extent do you agree with the following statements about your experience in this course:

Question	Response Count	Mean	Standard Deviation
The different course activities/components (lectures, discussions, assignments, etc.) were connected.	30	4.67	0.61
Course activities/components (lectures, discussions, assignments, etc.) helped me learn.	30	4.50	0.73
Course materials (textbooks, library articles, and website links) improved my understanding of the course content.	30	4.07	0.94
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	30	4.50	0.73

Response Distribution
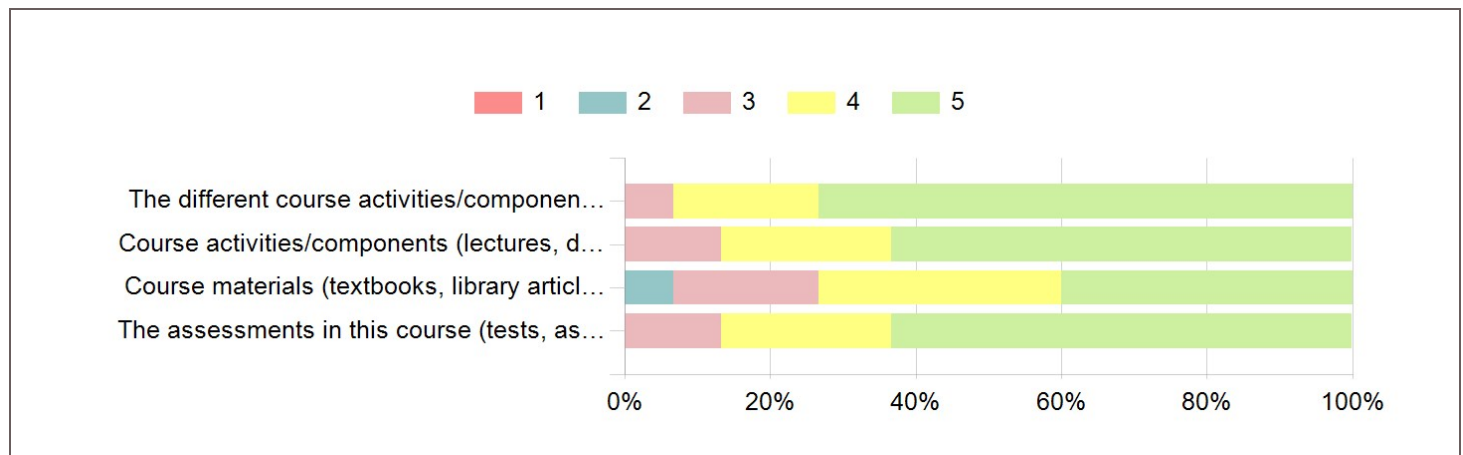
Section 4 – Comments

This section displays responses to all comment questions.

Instructor Selected Comment Questions

None selected.

Do you have any further comments?

Comments
Thomas did a great job explaining concepts. Thanks!
Having weekly quizzes that can only be completed between Friday at 12am to Saturday at 11:59pm for a Summer class was disappointing, since otherwise I was hoping to join friends on weekend camping trips etc. Other than that, he is a great, fun professor and it was a good class
Jack Thomas is a treasure. He's an easygoing and genuinely funny professor who I learned a lot from. His examples are clear, his slides look clean, and he's very accessible for questions or help. Also he plays music before class and takes the time to have a bit of idle friendly discussion before class starts, which builds good rapport and generally sets an upbeat mood. Top tier prof in my books :) A suggestion, Jack tends to spend almost too much time on explaining what will be happening(i.e. At the start of each lecture giving a summary) and for my learning style I would prefer that time be spend on going through additional examples as a class. Try to tighten up those intros.
This is my second time taking a course with Professor Thomas and I've extremely enjoyed it. Professor Thomas explains concepts very clearly and provides excellent slides to help aid in quizzes and assignments. The pace and layout of the course was great with all topics corresponding with each other. As someone who struggles with some of the more math subjects in this course, Professor Thomas did an excellent job creating good lecture materials, challenging assignments and fair tests. I feel I have gotten a great intro understanding of databases/SQL and am looking forward to taking the next database course. I hope to take another course with Professor Thomas again in the future :)
I liked this class a lot. It was much better compared to my other classes. My only criticism would be 1) Give us until Sunday for quizzes. It makes it too crammed and forces me to absorb a 2–hour lecture in a day 2) Add more examples and illustrations in all of the lecture slides as a lot of the time I was very lost on assignments/quizzes due to the lack of examples
(1) poor scheduling: the first half slow, but the second half too fast (2) failed to explain difficult concepts (3) never replies email
It was a fun course actually especially with Dr. Jack and how he made everything simple. The instructor is accommodating. He allowed 48 hrs quiz, gave plenty of time to work on assignments. I like the course content as well.
The instructions on the assignments were vague and having weekly quizzes on Fridays made no sense. This is because there is 2 hours of class on Thursday but the instructor expects us to have the whole week's worth of lecture material studied so that we can have a quiz on Friday. The quiz is due on Saturday which forces students to study.
Some topics were taught too fast.
Definitely one of my favourite profs, makes concepts very approachable