

Michael Radin

From: Robert Bowman
Sent: Sunday, January 30, 2005 12:31 PM
To: Michael Radin
Subject: RE: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

Hi Michael:

As Department Head I receive many students alerts. Your messages were distinctive and informative. I am sure they will be well received by advisors in our program.

Dr. Bowman

-----Original Message-----

From: Michael Radin
Sent: Saturday, January 29, 2005 11:22 PM
To: Robert Bowman
Cc: Ferat Sahin; Fredda L Bishop
Subject: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

Hi All,

I would like to thank all of you for taking the time to read all my e-mails that I have been sending to you this quarter and for helping me resolve many of the problems that I had with some of my students. In addition, I am writing you this e-mail to ask you to let me know of **how effective were these e-mails serving as communication**. I am serving on the Faculty Learning Community this academic year and this is part of my project (communication between me and the students, and between me and the students' advisors). In particular please take a few moments to comment on the following:

- Were the e-mails clearly written?

- Was the problem clearly stated and addressed on each e-mail to the student and the advisor(s)?

- Were the e-mails helpful to the students?

- Were the e-mails written in a timely fashion?

- Please write any additional comments and/or suggestions for future improvements.

Thank you very much for your time and effort in everything.

Mike

Michael A. Radin, Ph.D.
Assistant Professor of Mathematics
Rochester Institute of Technology
College of Science
Department of Mathematics & Statistics
85 Lomb Memorial Drive
Rochester, New York 14623

E-mail: michael.radin@rit.edu

585 - 475 - 7681

Michael Radin

From: N Richard Reeve
Sent: Friday, January 28, 2005 8:12 AM
To: Michael Radin
Cc: Eileen Fishman
Subject: RE: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

From: Michael Radin
Sent: Thursday, January 27, 2005 6:35 PM
To: Eileen Fishman
Cc: Maria Casapini; John D Wellin; Daniel Phillips; Jill Lewis; N Richard Reeve; Edward Hensel Jr.; Sean Rommel; Anna Fiorucci; Margaret Anderson; Kit Mayberry; Tina Sturgis; Christina Rohr; FITZGERALD, LN (RIT Student); Susan Donovan
Subject: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

Hi All,

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- Were the e-mails clearly written?

Definitely

- Was the problem clearly stated and addressed on each e-mail to the student and the advisor(s)?

Definitely

- Were the e-mails helpful to the students?

They should have been. A student had immediate feedback on his/her performance.

- Were the e-mails written in a timely fashion?

Yes

- Please write any additional comments and/or suggestions for future improvements.

Mike, in my opinion you did an outstanding job. There were some students who expressed their desire to remain in the learning community simply in order to keep you as their math professor. I think your efforts this year have made a significant difference. I sincerely hope you will participate in the LC in 2005-06. We need you!

Dick Reeve
Associate Dean
KGCOE

Thank you very much for your time and effort in everything.

Mike

Michael A. Radin, Ph.D.
Assistant Professor of Mathematics
Rochester Institute of Technology
College of Science
Department of Mathematics & Statistics
85 Lomb Memorial Drive

5/10/2005

Michael Radin

From: Eileen Fishman
Sent: Friday, January 28, 2005 8:28 AM
To: Michael Radin
Subject: RE: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

Hi All,

I would like to thank all of you for taking the time to read all my e-mails that I have been sending to you this quarter and for helping me resolve many of the problems that I had with some of my students. In addition, I am writing you this e-mail to ask you to let me know of **how effective were these e-mails serving as communication**. I am serving on the Faculty Learning Community this academic year and this is part of my project (communication between me and the students, and between me and the students' advisors). In particular please take a few moments to comment on the following:

- Were the e-mails clearly written?

Mike, the emails I received were very clear. I

- Was the problem clearly stated and addressed on each e-mail to the student and the advisor(s)?

Yes the problem was clearly stated with follow up instructions to the student stated as well

- Were the e-mails helpful to the students?

I can't speak for the student, you'd have to contact some of them. The thing that I think helps is that they are getting consistent feedback and should know where they stand at any particular time.

- Were the e-mails written in a timely fashion?

Yes.

- Please write any additional comments and/or suggestions for future improvements.

It would be helpful to me as an advisor if I knew what portion of the grade each segment counted for. For example, how much of the grade is based on homework, how much on each exam, how much on the final. It would help me put things in prospective when talking with the student

I wonder if it's possible for you to develop an algorithm so that when you entered the grade and notified the student, they would get something that told them what their grade to date was. That way they'd know exactly where they stood.

Mike--just want to relate an experience I had yesterday with Adam Bonder. Adam and I were working on his schedule for next quarter. He had an early morning physics class and wanted to select another time. All the other times conflicted with your math class. I asked him if he wanted to select another math section. He told me in know uncertain terms that he wanted to stay with you because you're a great math teacher. He decided to get up early and take the 8 AM physics. In spite of everything, Adam recognizes quality.

Thank you very much for your time and effort in everything.

Mike

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5/10/2005

Michael Radin

From: Jill Lewis
Sent: Friday, January 28, 2005 7:25 AM
To: Michael Radin
Subject: RE: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

As the records person for these students, I have basically been copying them and putting them in the student's permanent file.

Truthfully I barely read them, but I'm sure that the faculty advisor does because I have seen some other emails regarding going out to you and others.

It does make me aware that something is going on with a particular student—more than the Early Alert does.

So generally I feel positive about them as a way of communication.

Jill Lewis
Sr. Student Record Specialist
Electrical Engineering

From: Michael Radin
Sent: Thursday, January 27, 2005 6:35 PM
To: Eileen Fishman
Cc: Maria Casapini; John D Wellin; Daniel Phillips; Jill Lewis; N Richard Reeve; Edward Hensel Jr.; Sean Rommel; Anna Fiorucci; Margaret Anderson; Kit Mayberry; Tina Sturgis; Christina Rohr; FITZGERALD, LN (RIT Student); Susan Donovan
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- Were the e-mails clearly written?
- Was the problem clearly stated and addressed on each e-mail to the student and the advisor(s)?

- Were the e-mails helpful to the students?

- Were the e-mails written in a timely fashion?

- Please write any additional comments and/or suggestions for future improvements.

Thank you very much for your time and effort in everything.

Mike

Michael A. Radin, Ph.D.
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Department of Mathematics & Statistics
85 Lomb Memorial Drive
Rochester, New York 14623

5/10/2005

Michael Radin

From: John D Wellin
Sent: Tuesday, February 01, 2005 9:32 PM
To: Michael Radin
Subject: RE: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

- Were the e-mails clearly written?

Yes--short and to the point.

- Was the problem clearly stated and addressed on each e-mail to the student and the advisor(s)?

Yes, although at times it was difficult to put the problem in context. It would help to know if the problem was recurring, and/or what the implications might be overall to the student's grade/performance. I realize this is a substantial increase in the reporting task, so perhaps the additional info would only be warranted for the worst cases.

- Were the e-mails helpful to the students?

Uncertain--several students dismissed the severity or intent of the emails because they were so frequent, and addressed things such as classroom behavior that many find trivial in scope.

- Were the e-mails written in a timely fashion?

Yes...

- Please write any additional comments and/or suggestions for future improvements.

None additional...

Thank you very much for your time and effort in everything.

Mike

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Department of Mathematics & Statistics
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Rochester, New York 14623

E-mail: michael.radin@rit.edu

585 - 475 - 7681

Michael Radin

From: Andrew Crecca (RIT Student)
Sent: Monday, January 31, 2005 1:27 PM
To: Michael Radin
Subject: RE: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

Professor Radin:

- 1) The expectations were clearly defined on the syllabus
- 2) The Tests are well written
- 3) Homework assignment expectations are fine
- 4) Generally, it can be seen how much work you want us to show
- 5) Your emails are helpful and timely
- 6) overall, I am enjoying the class and learning alot

Thanks,

Andrew Crecca

-----Original Message-----

From: Michael Radin
Sent: Sat 1/29/2005 9:43 PM
To: Matthew Waldron (RIT Student)
Cc: Edward Yiu (RIT Student); Sun-Jet Liu (RIT Student); Andrew Crecca (RIT Student); Luke Remis (RIT Student); Nikhil Kaushal (RIT Student); HALEEM SYED (RIT Student); Jason Enslin (RIT Student); 'mamday@gmail.com'; 'jayksx@hotmail.com'; 'mpatel985@hotmail.com'; 'DViper11@aol.com'; James Leon (RIT Student); Joshua Simmons (RIT Student); Jonathan Maglaty (RIT Student); John R McIntyre (RIT Student); 'destro93@hotmail.com'; 'dmh166@twcnv.r.com'; Benjamin Foster; 'Defmagic16@aol.com'; Avery Sonnenberg (RIT Student); Zakariya Al-Sulaimi (RIT Student); Murtuza Quaizar (RIT Student); 'cas8092@cs.rit.edu'; 'Geoshieh@aol.com'; Michael Pietrowski (RIT Student); Adam Gutterman (RIT Student); Matt Oesterling (RIT Student); 'jbp3930@cs.rit.edu'; CHRISTOPHER STELMA (RIT Student); Tanvir Rasel (RIT Student); 'emannyc2@aol.com'; Erik Herrmann; Michael Yacono (RIT Student); 'Ben Hoffman'; 'michael.radin@rit.edu'; 'mradin@mail.ru'; Susan Donovan
Subject: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

Dear Fellow Student,

I am writing you this e-mail to let you know that I am serving on the **FACULTY LEARNING COMMUNITY** this academic year and I am doing a project on

COMMUNICATION BETWEEN YOU AND ME.

In particular, can you please take a few moments to answer the following questions:

- Was the course syllabus well written and were all the course policies clearly addressed?

- Are the tests well written, easy to follow, and the expectations of the test questions as well?
- Are the homework assignments expectations clear on how much work to show and other details?
- Are you generally aware on how much work you need to show on each homework problem and test question?
- Are the e-mails clearly addressed and written in the timely fashion? Such as homework assignments, tests, and others.
- Please list any other concerns and/or suggestions.

I greatly appreciate your time and effort in answering these questions. I value your opinion very strongly and your opinion will be helpful for future improvements. Please be perfectly honest in answering them. Your grade will not be affected in any way. Please e-mail me your responses.

Michael A. Radin, Ph.D.
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Rochester Institute of Technology
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Department of Mathematics & Statistics
85 Lomb Memorial Drive
Rochester, New York 14623

E-mail: michael.radin@rit.edu

585 - 475 - 7681

Michael Radin

From: Jason Enslin (RIT Student)
Sent: Sunday, January 30, 2005 12:55 AM
To: Michael Radin
Subject: RE: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

Answers are below

-----Original Message-----

From: Michael Radin
Sent: Sat 1/29/2005 9:43 PM
To: Matthew Waldron (RIT Student)
Cc: Edward Yiu (RIT Student); Sun-Jet Liu (RIT Student); Andrew Crecca (RIT Student); Luke Remis (RIT Student); Nikhil Kaushal (RIT Student); HALEEM SYED (RIT Student); Jason Enslin (RIT Student); 'mamday@gmail.com'; 'jayksx@hotmail.com'; 'mpatel1985@hotmail.com'; 'DViper11@aol.com'; James Leon (RIT Student); Joshua Simmons (RIT Student); Jonathan Maglaty (RIT Student); John R McIntyre (RIT Student); 'destro93@hotmail.com'; 'dmh166@twcny.rr.com'; Benjamin Foster; 'Defmagic16@aol.com'; Avery Sonnenberg (RIT Student); Zakariya Al-Sulaimi (RIT Student); Murtuza Quaizar (RIT Student); 'cas8092@cs.rit.edu'; 'Geoshieh@aol.com'; Michael Pietrowski (RIT Student); Adam Gutterman (RIT Student); Matt Oesterling (RIT Student); 'jbp3930@cs.rit.edu'; CHRISTOPHER STELMA (RIT Student); Tanvir Rasel (RIT Student); 'emannyc2@aol.com'; Erik Herrmann; Michael Yacono (RIT Student); 'Ben Hoffman'; 'michael.radin@rit.edu'; 'mradin@mail.ru'; Susan Donovan
Subject: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

Dear Fellow Student,

I am writing you this e-mail to let you know that I am serving on the **FACULTY LEARNING COMMUNITY** this academic year and I am doing a project on

COMMUNICATION BETWEEN YOU AND ME.

In particular, can you please take a few moments to answer the following questions:

- Was the course syllabus well written and were all the course policies clearly addressed?

Yes, the syllabus was well defined and the course policies were clear.

- Are the tests well written, easy to follow, and the expectations of the test questions as well?

The test questions have been very clear, and the emails sent out before exams were very helpful.

- Are the homework assignments expectations clear on how much work to show

and other details?

The homework assignments were straightforward most of the time. There were some instances where I wasn't sure how much work to show, but I always clarified those issues with you before I turned it in.

- Are you generally aware on how much work you need to show on each homework problem and test question?

Homework: see above

Tests: Yes, I was very clear on how much work to show

- Are the e-mails clearly addressed and written in the timely fashion? Such as homework assignments, tests, and others.

The emails were very timely and easy to understand. They were a big help.

- Please list any other concerns and/or suggestions.

I think the way you present topics and examples in class is very helpful for students. Also, showing examples of problems for each topic we do is beneficial to us. Some professors just go from topic to topic without showing examples. Thanks for a great class so far.

I greatly appreciate your time and effort in answering these questions. I value your opinion very strongly and your opinion will be helpful for future improvements. Please be perfectly honest in answering them. Your grade will not be affected in any way. Please e-mail me your responses.

Michael A. Radin, Ph.D.
Assistant Professor of Mathematics
Rochester Institute of Technology
College of Science
Department of Mathematics & Statistics
85 Lomb Memorial Drive
Rochester, New York 14623

E-mail: michael.radin@rit.edu

585 - 475 - 7681

Michael Radin

From: Phoebes03KT@aol.com
Sent: Tuesday, February 01, 2005 9:52 AM
To: Michael Radin
Subject: Re: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

1. Was the course syllabus well written and were all the course policies clearly addressed?

Yes

2. Are the tests well written, easy to follow, and the expectations of the test questions as well?

Yes

3. Are the homework assignments expectations clear on how much work to show and other details?

Yes

4. Are you generally aware on how much work you need to show on each homework problem and test question?

Yes

5. Are the e-mails clearly addressed and written in the timely fashion? Such as homework assignments, tests, and others.

Yes, I really appreciate the structured e-mails and schedules. It really helps to organize the course and prepare for tests!

Michael Radin

From: Christina Sekella [cas8092@cs.rit.edu]
Sent: Sunday, January 30, 2005 6:50 PM
To: Michael Radin
Subject: Re: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

Answers to quesations below...

<!--[if !supportLists]-->• <!--[endif]-->Was the course syllabus well written and were all the course policies clearly addressed?

Yes

<!--[if !supportLists]-->• <!--[endif]-->Are the tests well written, easy to follow, and the expectations of the test questions as well?

Yes, the emails sent before the test clearly explain the expectations

<!--[if !supportLists]-->• <!--[endif]-->Are the homework assignments expectations clear on how much work to show and other details?

Yes

<!--[if !supportLists]-->• <!--[endif]-->Are you generally aware on how much work you need to show on each homework problem and test question?

Yes

<!--[if !supportLists]-->• <!--[endif]-->Are the e-mails clearly addressed and written in the timely fashion? Such as homework assignments, tests, and others.

Yes - I like that the emails discussing the test topics are sent out at least a week before the test because that it when I like to begin studying for them.

<!--[if !supportLists]-->• <!--[endif]-->Please list any other concerns and/or suggestions.

No other concerns-I think the communication about tests and homework has been very clear and effective so far.

I greatly appreciate your time and effort in answering these questions. I value your opinion very strongly and your opinion will be helpful for future improvements. Please be perfectly honest in answering them. Your grade will not be affected in any way. Please e-mail me your responses.

Michael A. Radin, Ph.D.
Assistant Professor of Mathematics

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E-mail: michael.radin@rit.edu

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Required Materials (bring to every lab session):

1. one 3½ inch disk or zip-disk (to store all of your Lab reports, etc.) You may also store these materials in your DCE directory (if it has enough available space)
2. Lab manual--McKenzie, Goldman, The Student Edition of Minitab for Windows 95 and Windows NT, Addison-Wesley

Bring both these items to every lab.

The directions given in this assignment are for using software in the Statistics Lab, 8-2345. These directions may not work in another facility, depending on the platform and version of software. The computers in the StatLab are running Minitab v13. You should avoid using Macintosh computers because Minitab is only available in version 10 for that operating system. The biggest impact from using other versions of Word will be when you Copy/Paste graphs from Minitab. You should use **Copy/Paste Special as Picture** when copying Minitab graphs into Word. They will 'float', but can be re-sized. If you don't like graphs that float, then you can format the graphs from within Word.

Step 1: Core Directions

If the computer is already turned on and the desktop is available, then skip to number 3) below.

- 1) Turn on the monitor and the CPU (two separate switches).
- 2) Simultaneously press the three keys 'Ctrl', 'Alt', and 'Delete'. Click on the OK button in the 'Welcome' window which appears. In the next window ('Log on to Windows'), type in your DCE user name and password, then click OK (make sure the location is MAIN).
- 3) If you want to save your work then you should bring a disk. The top slot is for your 3½ inch floppy, the second slot is for a CD, and the third slot is for a zip disk. Be gentle. Ask for help if you need it.

You may save work on the server [Public Share on 'dsslabs00s' (P:)] but do not assume it will be secure. All files in this location will be deleted occasionally. You will have a directory there (the name of the directory is your user name) to store material (in case you forget your disk). Simply store documents in folder 'My Documents'.

- 4) Start Word first (Start -> All Programs -> Microsoft Office XP -> Microsoft Word).
 - Type your name, and label the assignment as Lab #1; this document will be used to answer the questions imbedded in the lab exercise.
 - Minimize the Word window and start Minitab (click on Minitab Icon on the Desktop).
- 5) Sometimes, usually when there isn't a class meeting in the StatLab, you will have to ask the labbie to release your print jobs from the queue.

Michael Radin

From: Alexander Czank [alexander.czank@gmail.com]
Sent: Monday, January 31, 2005 11:43 PM
To: Michael Radin
Subject: Re: FACULTY LEARNING COMMUNITY PROJECT - COMMUNICATION BETWEEN YOU AND ME

On Mon, 31 Jan 2005 22:28:35 -0500, Michael Radin <marsma@rit.edu> wrote:

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Dear Fellow Student,

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> I am writing you this e-mail to let you know that I am serving on
> the FACULTY LEARNING COMMUNITY this academic year and I am doing a
> project on

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> COMMUNICATION BETWEEN YOU AND ME.

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> In particular, can you please take a few moments to answer the
> following
> questions:

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> . Was the course syllabus well written and were all the course
> policies clearly addressed?

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> Yes quite.

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> . Are the tests well written, easy to follow, and the expectations of
> the test questions as well?

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> Yes I believe that the test were very fair, nothing was on the tests that you didn't
alert us to. The tests may have had an excessive amount of scrap paper but better more
then not enough.

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> . Are the homework assignments expectations clear on how much work to
> show and other details?

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> Yes, once agian you were perfectly clear on how you wanted and what you wanted to see
in your homework assginments.

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> . Are you generally aware on how much work you need to show on each
> homework problem and test question?
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> Yes fully aware.
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> . Are the e-mails clearly addressed and written in the timely fashion?
> Such as homework assignments, tests, and others.
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> Yes, the big font scares me sometimes but, yes overall the e-mails are clear and snet
> in a timly fassion.
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> . Please list any other concerns and/or suggestions.
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> I love calculus? I don't know really.
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> I greatly appreciate your time and effort in answering these
> questions. I value your opinion very strongly and your opinion will be
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>
> *****
> Michael A. Radin, Ph.D.
> Assistant Professor of Mathematics
> Rochester Institute of Technolgy
> College of Science
> Department of Mathematics & Statistics
> 85 Lomb Memorial Drive
> Rochester, New York 14623
>
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> E-mail: michael.radin@rit.edu
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> 585 - 475 - 7681
> *****

Michael Radin

From: Christina Rohr [christina@cs.rit.edu]
Sent: Friday, February 04, 2005 9:32 AM
To: Michael Radin
Subject: Re: EFFECTIVENESS OF MY E-MAILS AS EARLY ALERTS

Michael Radin wrote:

> Hi All,
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> few moments to comment on the following:
>
> · Were the e-mails clearly written?
>
> yes
>
> Was the problem clearly stated and addressed on each e-mail to the
> student and the advisor(s)?
>
> yes
>
> · Were the e-mails helpful to the students?
>
> most of my students never responded to me so I wouldn't really know
>
> · Were the e-mails written in a timely fashion?
>
> for the most part
>
> · Please write any additional comments and/or suggestions for future
> improvements.
>
> These emails are effective however it would also be nice if you could
> include the student's email address that you used.
>
>Christina Rohr
>Academic Advisor
>Department of Computer Science
>(585) 475-4961
>
> Thank you very much for your time and effort in everything.
>
> Mike
>
> *****
> Michael A. Radin, Ph.D.
> Assistant Professor of Mathematics
> Rochester Institute of Technology
> College of Science
> Department of Mathematics & Statistics
> 85 Lomb Memorial Drive
> Rochester, New York 14623