

Stephen Lukacs, Ph.D.

**Innovative Faculty Award Portfolio
February 11, 2014**

**Liberal Arts / Natural Sciences
North Campus**

Florida State College at Jacksonville

February 11, 2014

Innovative Faculty Award Committee
Florida State College at Jacksonville

Dear IFA Committee,

I, Stephen Lukacs, present this documentation notebook to the Innovative Faculty Award (IFA) Committee for your review and at the request and nomination of North Campus and the IFA Committee.

This IFA portfolio is broken down into:

- I. Letter(s) of Recommendation
- II. Curriculum Vitae
- III. Personal Teaching Philosophy
- IV. Interactions with Students, Vital Statistics, and Student Evaluations
- V. Innovation
- VI. Professional Activities
- VII. Service to North Campus and the College

Data and its analysis concerning student retention and success, along with my philosophy of such, are included under Section IV.

Thank you for the opportunity to represent my campus and college for this fine honor.

Sincerely,

Stephen Lukacs, Ph.D., Physical Chemistry

ENDOWED CHAIR FACULTY AWARD
ACCEPTANCE FORM from NOMINEE
ACCEPTANCE FORM Due Monday, January 27, 2014

DATE: January 27, 2014

TO: **FSCJ Innovative Faculty Technology Award Committee**
Dr. Jack A. Chambers, Executive Director Teaching and Learning Institute
AO-201-E

FROM: Stephen Lukacs
(Please Print)

XXX I accept the nomination.

XXX I will provide (1) copy of my **application portfolio** and one (1) copy of a **CD presentation or other materials** as appropriate by **Friday, February 14, 2014.**

 I do not wish to pursue the nomination.

Digitally Signed SJLukacs
Signature of Nominee

Please email this form by Monday, January 27, 2014.

Dr. Jack A. Chambers
jchamber@fscj.edu
632-3231

and cc: Dr. JoAnn D. Carpenter
jcarpent@fscj.edu
and
Vickie Meeks
vmeeks@fscj.edu

II. Curriculum Vitae

Education:

1. Doctorate in Philosophy (Ph.D.) in Physical Chemistry from Rutgers University, New Jersey – December 1999.
2. Bachelors in Science (B.S.) in Micro/Molecular Biology, Chemistry, and Physics from the University of Central Florida – December 1991.

Professional development:

Training courses:

1. AFDPD Mathematica Symposium – October 2012.
2. AFDPD Developing Hybrid/Blended Courses – Spring 2010.
3. AFDPD Developing Interactive Hybrid/Blended Courses – Spring 2010.
4. AFDPD BlackBoard – Spring 2010.
5. AFDPD Respondus – Summer 2009.
6. AFDPD LOEP Online – Spring 2009.
7. AFDPD Tips and Tricks for Hybrid Course Development – Spring 2009.
8. AFDPD PodCasting Workshop – Spring 2009.
9. AFDPD LOEP – Fall 2008.
10. FSCJ Microbiology (MCB2010C) – Summer 2008.
11. FSCJ Physics with Calculus I & II (PHY2048&9) – Fall 2003 & Spring 2004.

Conferences and lectures:

1. International Conference on College Teaching and Learning, Jacksonville, Florida – April 2008 through 2013.
2. National Conference on Instrument Control and Data Acquisition, Orlando, Florida – October 2008, 2009, and 2011.

Meetings and workshops:

1. College Wide Convocations and Faculty Natural Science Discipline Meetings – 2008 through 2014.
2. North Campus Convocations – 2008 through 2014.
3. North Campus Literacy Fairs – 2008 through 2013.
4. North Campus Liberal and Natural Sciences Faculty Meetings and Retreats – 2008 through 2013.

College committees and roles served:

1. Chair of the North Campus Faculty Resource Center Steering Committee, Summer 2010 - Present.
2. Faculty member of the college-wide Biomedical Sciences Baccalaureate Program Committee, Fall 2010 - Present.
3. Faculty member of the college-wide Advanced Technology Team, Fall 2009 - Present.
4. Chair of the North Campus Hybrid Committee, Spring 2009 - Present.
5. Faculty member of the North Campus Laboratory Renovation Team for the Lower-Level Chemistry and Biomedical Sciences Baccalaureate Program Committee, Fall 2011 - 2013.
6. College-wide administrator of the lynda.com online training system, Spring 2011 - 2013.
7. Chair of the North Campus Adjunct Faculty Handbook, Spring 2009.
8. Co-chair of North Campus Screening Committees for Professors of Chemistry and Physics, as well as, laboratory managers and adjuncts, Fall 2008 – Summer 2011.
9. Continued development of the three upper-level courses descriptions in Physical Chemistry and Chemical Instrumentation, Summer 2011 - Present.
10. Continued development of a new chemistry laboratory at North Campus, Spring 2011 - Present.
11. Developing a course for AFPD entitled, “The New Digital Student,” Spring 2011 - Present.
12. Continued development of the online PodCasts entitled, “PodCasts of Chemistry Essentials,” 2009 - Present.
13. Nurtured a new chemistry tutor at Nassau Center, Fall 2010.

Awards and Publications:

1. FSCJ Outstanding Faculty Award – 2013.
2. North Campus President’s Excellence Award – 2013.
3. North Campus President’s Excellence Award – 2012.
4. Florida State College at Jacksonville Continuing Contract – 2012.
5. *Noise-rejection techniques for impedance and dielectric spectrometers using ubiquitous test and measurement equipment*, Review of Scientific Instruments (2007).
6. *Temperature –Dependent Photophysical Properties of a Liquid-Crystalline Random Copolyester*, Journal of Physical Chemistry (2001).
7. *Optical Properties of a Liquid-Crystalline Random Copolyester*, Journal of Physical Chemistry (1999).
8. *Spatial characterization of doped SiC wafers by Raman Spectroscopy*, Journal of Applied Physics (1998).
9. William Rieman Award for Teaching Excellence – 1997 and 1998.
10. ‘*Speed of Light*’ measurement using BaF₂ scintillation detectors, European Journal of Physics (1994).

III. Personal Teaching Philosophy

"Give a man a fish, and you have fed him once. Teach him how to fish and you have fed him for a lifetime." Chinese Axiom 1964

J. Krishnamurti contrasts discipline vs. self-discipline. The essential point is that self-discipline comes from the inner spark of inspiration and with such inspiration the motivation to grow, learn, achieve, accomplish, and build will be relaxed, natural, and spontaneous. That is my primary thrust in the classroom, and in general. Inspire to inspire.

Communicating that inspiration is rather difficult at times when a teacher is challenged with many levels of knowledge and understanding and learning types all heterogeneously mixed in a single classroom. To confront that challenge, I usually throw all types of communication styles and levels at my students simultaneously. I overwhelm them with information and methods of delivery with the intent of whatever sticks with each particular student will be based on the resonance of their personality and individual learning style, type, and level. It is then the responsibility of the student to do honest hard work to make sure they reach my expectations and meet with success in the class.

When I throw my shock-and-awe campaign of communication out to my students, I do it in such a way as to provide them with multiple techniques and perspectives along with the materials to revisit those experiences outside the classroom. Normally, the classroom is the initiator of the material while also setting the final goals and expectations. The students are then required to bridge the gap by reading the textbook and its associated supplemental material, watching the custom PodCasts that I have provided them, and practicing problems that I provide for them either from their text or additional custom worksheets. I overwhelm them with reading, watching, hands-on experiencing, interacting, and feedback to ensure that they receive the full experience. With such overwhelming tsunami of knowledge, concept, and mechanisms their minds can process and associate the material both consciously and unconsciously, i.e., while they dream in R.E.M. sleep.

Therefore, I give my students every possible opportunity to receive the material and as long as they engage and persist in the course, they will be successful. And I know they are successful by not only their accomplished grades, but also by the pride and peace they exhibit for discovering their own inspired self and God nature.

IV. Interactions with Students, Vital Statistics, and Student Evaluations

During the summer 2012, Dr. Darby asked three other faculty members and myself exhibiting the highest retention rates at the campus to present their methods for student retention and success. The following discusses my philosophy of my student retention and success.

I have always worked under the assumption that college students are adults and that they can handle anything as long as they are properly prepared and understand precisely what is expected of them. Any student can wrap their minds around nearly any material given enough time, exposure to the material, a sense of urgency of the practical necessity of the material, and a conveyance of complete personal accountability and responsibility. It is the teacher's responsibility to point the student in those directions to inspire self-discipline, as discussed in Section III of this documentation notebook.

To that end, the first day of every semester is absolutely critical to setting up the tone and rhythm of the class, reaching out to the individual students. Primarily, I believe in being completely forthright and honest in my expectations and goals set forth in the class on the very first day. I essentially verbalize the (i) best approaches to reading comprehension, studying, and practicing problems, (ii) convince them that studying a little each day, as opposed to cramming, teaches the mind to naturally adapt to the complexities and subtleties of the material, (iii) "call out" common flaws or misconceptions seen in students, (iv) acknowledge their anxieties about chemistry or other related technical classes, (v) remind them not only that they are required to successfully pass the class for their chosen program of study, and for good reason, but teach them the necessity of the course material for their future classes in the program and their chosen career, (vi) remind them that they hold the power to their personal success and future career, and (vii) reveal that the class syllabus is a concrete projection of those expectations. It all sounds quite simple, direct, almost too simple, but it works and if it is all delivered with a humanistic, compassionate, and even humorous tone, as opposed to monotone and condescending, then it is always received well and in the proper light.

At the same time, the material need not be presented in the traditional stodgy monotone, but with flare and even some goofiness. Most reasonable people can not bring themselves to condemn a happy, goofy, or joyous person and this is the secret to my secondary but more persistent method: deliberately inject and integrate the joy of learning the material into the classroom. The mind of the student is such that learning is channeled through pain or pleasure. Stodgy monotone is neutral which is why it was oftentimes mind-numbing to attend class. Pain is clearly the wrong direction if not completely counter productive, therefore pleasure is the only viable option to effective teaching. You will read in the enclosed teacher evaluations that I often present as "goofy", "passionate", and "excited".

Vital Statistics

I started teaching at Rutgers University in 1992. I taught either remedial chemistry courses or upper-division chemistry courses in analytical, instrumental, or physical chemistries. I won two William Rieman Awards for teaching excellence from the chemistry department in 1997 and 1998.

I started teaching as an adjunct at Nassau Center in the year 2000 and became a full time professor starting in the Fall semester 2008 and received continuing contract in March 2012. I have generated vital statistics since my inception as a full time faculty member.

I have taught 47 classes total with 34 of them lower-level in either Introduction or Principles of General Chemistry, CHM1025C or CHM1032C, respectively. The remaining thirteen courses were upper-level Biomedical Science classes which I started in the Summer of 2012. These upper-level classes include Chemistry Instrumentation (CHM3130C), and Physical Chemistries I and II (CHM4410 & 4411).

I generated the statistics based on the 34 lower-level General Chemistry courses. Since Fall 2008, I taught fifteen semesters in fall/spring, and the occasional summer, pairs to a total of 627 students with an overall:

1. average of 74%,
2. retention rate of 81%,
3. and, success rate of 78%.

Of the successful students:

1. 30% received an A,
2. 36% a B,
3. and 34% received a C.

A bar chart follows revealing the trends of the averages, retentions, and successes for each semester since Fall 2008.

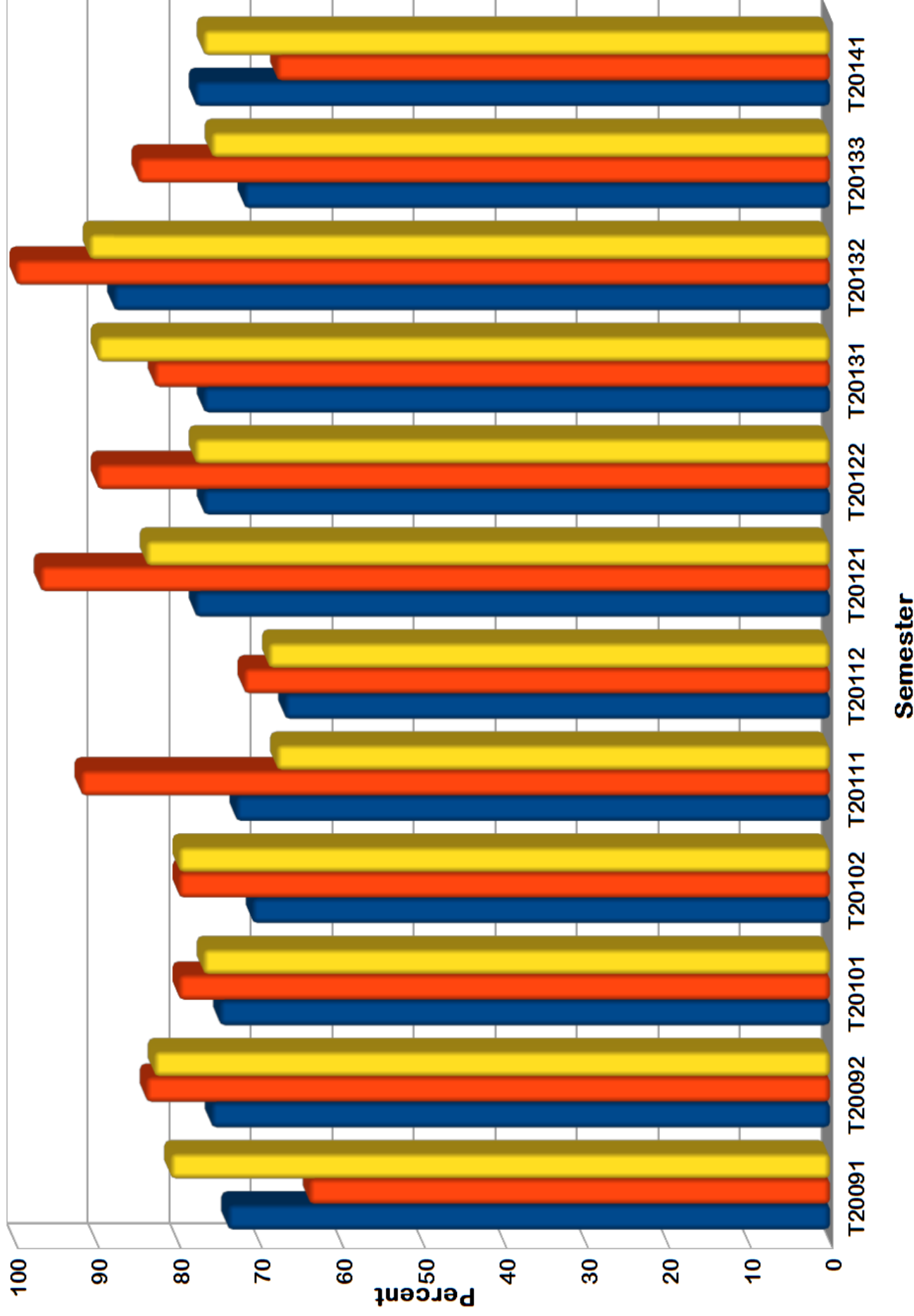
Since I have been bringing my innovations to students for the past sixteen years, or so, I do not have a semester or class where I withheld my teaching technologies in order to generate a control group. I could not give such a group of students a handicap.

Given that chemistry is one of the most difficult subjects for students to understand and master, and the fact that I generally do not curve or water-down the content, I believe that these averages, and retention and success rates are reasonable and respectable. Therefore, the technologies and innovations that I bring to the classroom prove their worth to the students and this institution.

Lukacs' Trends by Semester

for CHM 1025C and 1032C

Average
Retention
Success





**Florida State College at Jacksonville
Student Instructional Assessment Report**

Term/Session: 20092 - SPRING TERM 2008-2009 / Session A12

Course: CHM1032C - PRINC GEN CHEMISTRY

Reference Number: 297323

Instructor: LUKACS JR, STEPHEN

Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	8(53%)	6(40%)	0(0%)	1(7%)	0(0%)	15	4.40	3.74
My professor displayed enthusiasm when teaching.	12(80%)	3(20%)	0(0%)	0(0%)	0(0%)	15	4.80	5.20
My professor had a style of presentation which encouraged me to learn.	9(60%)	5(33%)	0(0%)	1(7%)	0(0%)	15	4.47	3.94
My professor taught his/her stated course objectives.	10(67%)	5(33%)	0(0%)	0(0%)	0(0%)	15	4.67	4.47
My professor was open to questions or comments when they were appropriate	11(73%)	4(27%)	0(0%)	0(0%)	0(0%)	15	4.73	4.80
My professor was available to help me during POSTED office hours.	6(40%)	7(47%)	2(13%)	0(0%)	0(0%)	15	4.27	3.32
My professor explained what was expected of me.	9(60%)	6(40%)	0(0%)	0(0%)	0(0%)	15	4.60	4.24
My professor provided written course policies	9(60%)	6(40%)	0(0%)	0(0%)	0(0%)	15	4.60	4.24
My professor provided feedback on all my work quickly enough to benefit me.	7(47%)	7(47%)	0(0%)	1(7%)	0(0%)	15	4.33	3.67
I would recommend this professor to another student.	8(57%)	5(36%)	0(0%)	1(7%)	0(0%)	14	4.43	3.56
My professor clearly explained how I was able to be graded at the beginning of the course.	9(60%)	6(40%)	0(0%)	0(0%)	0(0%)	15	4.60	4.24
My professor used methods of evaluation that were clearly related to the objectives in the course.	9(60%)	5(33%)	0(0%)	1(7%)	0(0%)	15	4.47	3.94
My professor showed concern for my educational needs	8(53%)	6(40%)	0(0%)	1(7%)	0(0%)	15	4.40	3.74
My professor treats students with respect.	9(60%)	6(40%)	0(0%)	0(0%)	0(0%)	15	4.60	4.24
My professor's use of technology enhanced my learning.	7(47%)	6(40%)	1(7%)	1(7%)	0(0%)	15	4.27	3.24
My professor's use of Discussion Board contributed to my learning.	5(33%)	6(40%)	3(20%)	1(7%)	0(0%)	15	4.00	2.55
My professor responded to my questions in a timely fashion.	7(47%)	6(40%)	2(13%)	0(0%)	0(0%)	15	4.33	3.32
My professor encouraged student-to-student interaction	7(50%)	5(36%)	2(14%)	0(0%)	0(0%)	14	4.36	3.11
I was satisfied with the availability of the course materials and library resources provided by my professor.	8(53%)	6(40%)	0(0%)	1(7%)	0(0%)	15	4.40	3.74
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	8(53%)	6(40%)	0(0%)	1(7%)	0(0%)	15	4.40	3.74

Student Comments:

Date	Student Comments
3/19/2009 7:14 PM	Professor Lucaks is awesome. A lot of work if 8 week class is taken but is very helpful and funny!
3/14/2009 6:41 PM	Not only did I learn a lot in the class but the professor made it fun to come to class. I would take him again and recommend him to other students.
3/14/2009 2:15 PM	N/A
3/6/2009 8:39 PM	Great Instructor. I love Chemistry now!
3/12/2009 5:03 PM	Dr. Lucas made a difficult subject seem a little easier. When the material couldn't be kept light, he kept the classroom atmosphere light instead. Humor is an excellent diffuser and I feel lucky when I get a teacher with a sense of humor.
3/9/2009 2:11 PM	Dr. Lucas is a very good teacher who truly cares that his students learn the basics of chemistry. However, I would change the syllabus to reflect whether items are "assigned" or "to be completed" on a certain date. Great class.
3/6/2009 6:27 PM	difficult course!!
3/27/2009 10:24 AM	Chemistry has all ways been a difficult subject to me and Prof. Lucas made the class fun and explained the work so that I could understand it. It was a pleasure having him for an instructor.



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**Florida State College at Jacksonville
Student Instructional Assessment Report**

Term/Session: 20102 - SPRING 2009-2010 / Session 1
Course: CHM1032C - PRINC GEN CHEMISTRY
Reference Number: 314428
Instructor: LUKACS JR, STEPHEN
Location: NASSAU COUNTY CTR

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	5(62%)	2(25%)	0(0%)	1(12%)	0(0%)	8	4.38	2.07
My professor displayed enthusiasm when teaching.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor had a style of presentation which encouraged me to learn.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor taught his/her stated course objectives.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor was open to questions or comments when they were appropriate	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor was available to help me during POSTED office hours.	4(50%)	3(38%)	1(12%)	0(0%)	0(0%)	8	4.38	1.82
My professor explained what was expected of me.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor provided written course policies	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor provided feedback on all my work quickly enough to benefit me.	6(75%)	1(12%)	0(0%)	1(12%)	0(0%)	8	4.50	2.51
I would recommend this professor to another student.	6(75%)	1(12%)	0(0%)	1(12%)	0(0%)	8	4.50	2.51
My professor clearly explained how I was able to be graded at the beginning of the course.	6(75%)	1(12%)	0(0%)	1(12%)	0(0%)	8	4.50	2.51
My professor used methods of evaluation that were clearly related to the objectives in the course.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor showed concern for my educational needs	6(75%)	1(12%)	1(12%)	0(0%)	0(0%)	8	4.63	2.51
My professor treats students with respect.	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
My professor's use of technology enhanced my learning.	5(71%)	2(29%)	0(0%)	0(0%)	0(0%)	7	4.71	2.19
My professor's use of Discussion Board contributed to my learning.	5(62%)	1(12%)	1(12%)	1(12%)	0(0%)	8	4.25	1.95
My professor responded to my questions in a timely fashion.	5(71%)	1(14%)	0(0%)	1(14%)	0(0%)	7	4.43	2.07
My professor encouraged student-to-student interaction	6(75%)	2(25%)	0(0%)	0(0%)	0(0%)	8	4.75	2.61
I was satisfied with the availability of the course materials and library resources provided by my professor.	6(75%)	1(12%)	1(12%)	0(0%)	0(0%)	8	4.63	2.51
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	6(75%)	1(12%)	0(0%)	1(12%)	0(0%)	8	4.50	2.51

Student Comments:

Date	Student Comments
4/2/2010 8:21 PM	NEEDS TO TEACH MICROBIOLOGY AS WELL!
3/27/2010 7:15 PM	I feel that Dr. Lukacs has been an excellent professor for a course that I feared would be the most difficult during school. You can plainly see that he genuinely cares about each student and wants them to succeed. I would definately recommend him to other students.
4/26/2010 8:46 PM	I extremely loved this class and the instructor. I cannot wait for him to be able to teach microbiology so I can take it with him. It really was a pleasure having Dr. Lukas as an instructor.
4/27/2010 11:10 PM	He is a great teacher, he actually wants his students to learn and succeed and teaches in a way which makes this possible for all students
4/28/2010 10:31 AM	Great Teacher, Hope to take him for Micro!!!!
4/26/2010 9:41 AM	Dr. Lukacs was an awesome professor and was able to teach me well. I learned a lot in his class and feel I am able to move forward with what he taught me. It would be awesome, though, if I could have him teach my Microbiology class this summer, though. I feel that Dr. Lucaks is an asset to the FSCJ administration and you should feel priviledged he is there.



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**Florida State College at Jacksonville
Student Instructional Assessment Report**

Term/Session: 20112 - SPRING 2010-2011 / Session 1
Course: CHM1025C - INTRO GEN CHEMISTRY
Reference Number: 340925
Instructor: LUKACS JR, STEPHEN
Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	5(38%)	8(62%)	0(0%)	0(0%)	0(0%)	13	4.38	3.71
My professor displayed enthusiasm when teaching.	9(69%)	4(31%)	0(0%)	0(0%)	0(0%)	13	4.69	3.97
My professor had a style of presentation which encouraged me to learn.	5(38%)	6(46%)	1(8%)	1(8%)	0(0%)	13	4.15	2.70
My professor taught his/her stated course objectives.	7(54%)	5(38%)	1(8%)	0(0%)	0(0%)	13	4.46	3.21
My professor was open to questions or comments when they were appropriate	11(85%)	2(15%)	0(0%)	0(0%)	0(0%)	13	4.85	4.77
My professor was available to help me during POSTED office hours.	6(46%)	4(31%)	3(23%)	0(0%)	0(0%)	13	4.23	2.61
My professor explained what was expected of me.	6(46%)	6(46%)	0(0%)	1(8%)	0(0%)	13	4.31	3.13
My professor provided written course policies	7(54%)	6(46%)	0(0%)	0(0%)	0(0%)	13	4.54	3.58
My professor provided feedback on all my work quickly enough to benefit me.	5(38%)	7(54%)	1(8%)	0(0%)	0(0%)	13	4.31	3.21
I would recommend this professor to another student.	6(46%)	5(38%)	2(15%)	0(0%)	0(0%)	13	4.31	2.79
My professor clearly explained how I was able to be graded at the beginning of the course.	6(46%)	5(38%)	1(8%)	1(8%)	0(0%)	13	4.23	2.70
My professor used methods of evaluation that were clearly related to the objectives in the course.	9(69%)	4(31%)	0(0%)	0(0%)	0(0%)	13	4.69	3.97
My professor showed concern for my educational needs	5(38%)	5(38%)	3(23%)	0(0%)	0(0%)	13	4.15	2.51
My professor treats students with respect.	5(38%)	7(54%)	1(8%)	0(0%)	0(0%)	13	4.31	3.21
My professor's use of technology enhanced my learning.	5(38%)	4(31%)	4(31%)	0(0%)	0(0%)	13	4.08	2.41
My professor's use of Discussion Board contributed to my learning.	3(23%)	0(0%)	10(77%)	0(0%)	0(0%)	13	3.46	4.34
My professor responded to my questions in a timely fashion.	9(69%)	3(23%)	1(8%)	0(0%)	0(0%)	13	4.62	3.78
My professor encouraged student-to-student interaction	5(38%)	7(54%)	1(8%)	0(0%)	0(0%)	13	4.31	3.21
I was satisfied with the availability of the course materials and library resources provided by my professor.	5(38%)	7(54%)	1(8%)	0(0%)	0(0%)	13	4.31	3.21
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	7(54%)	6(46%)	0(0%)	0(0%)	0(0%)	13	4.54	3.58

Student Comments:

Date	Student Comments
3/26/2011 11:01 AM	Professors need to have more dry erase markers and new erasers. It is difficult to read what they are writing on the board when it is not cleaned properly or they do not have new equipment to use. We actually purchased and help clean our board for our professor so he could have a clean work surface for us to learn from.
3/25/2011 8:46 AM	Professor Lukas makes is very easy to understand even a topic that has always been difficult for me. He has a unique and efficient way of teaching.
4/20/2011 10:47 AM	Professor Lukacs is an awesome teacher. He teaches in a way that students comprehend and I would recommend anyone who asked to register for his teaching. He made chemistry interesting and fun. Great teacher.
3/25/2011 8:09 AM	awesome teacher .. i would take him again !



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**Eval_ViewReport****Student Instructional Assessment Report**

Term/Session: 20122 - SPRING 2011-2012 / Session 1
 Course: CHM1032C - PRINC GEN CHEMISTRY
 Reference Number: 358434
 Instructor: LUKACS JR, STEPHEN
 Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	9(90%)	0(0%)	0(0%)	1(10%)	0(0%)	10	4.70	3.94
My professor displayed enthusiasm when teaching.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor had a style of presentation that encouraged me to learn.	9(90%)	0(0%)	0(0%)	1(10%)	0(0%)	10	4.70	3.94
My professor taught his/her stated course objectives.	9(90%)	0(0%)	0(0%)	1(10%)	0(0%)	10	4.70	3.94
My professor was open to questions or comments when they were appropriate.	10(100%)	0(0%)	0(0%)	0(0%)	0(0%)	10	5.00	4.47
My professor was available to help me during POSTED office hours.	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
My professor explained what was expected of me.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor provided written course policies	10(100%)	0(0%)	0(0%)	0(0%)	0(0%)	10	5.00	4.47
My professor provided feedback on all my work quickly enough to benefit me.	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
I would recommend this professor to another student.	9(90%)	0(0%)	1(10%)	0(0%)	0(0%)	10	4.80	3.94
My professor clearly explained how I was going to be graded at the beginning of the course.	7(70%)	2(20%)	1(10%)	0(0%)	0(0%)	10	4.60	2.92
My professor used methods of evaluation that were clearly related to the objectives in the course.	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor showed concern for my educational needs	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
My professor treats students with respect.	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
My professor's use of technology enhanced my learning.	8(80%)	1(10%)	0(0%)	1(10%)	0(0%)	10	4.60	3.39
My professor's use of Discussion Board contributed to my learning.	6(60%)	2(20%)	2(20%)	0(0%)	0(0%)	10	4.40	2.45
My professor responded to my questions in a timely fashion.	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
My professor encouraged student-to-student interaction	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46

I was satisfied with the availability of the course materials and library resources provided by my professor.	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94

Student Comments:

Date	Student Comments
4/17/2012 3:16 AM	I was apprehensive coming into this course, but after the first day felt at ease. Dr. Lucas has a great technique for teaching and I really liked that all resources were provided online at the beginning of course. Overall, great experience!
4/24/2012 9:00 AM	I must say, if you never enjoyed learning then take Professor Lukacs class. He will teach you in a way that you will truly appreciate. He will push you to focus on the material at hand and to come up with your own conclusions. Future students, I hope you enjoy his class to the fullest, because it was an honor to be in his class.
4/3/2012 5:58 AM	I felt this course was taught more as a hybrid than a standard course as stated, but that is not a bad thing. I just found myself learning a lot of the material on my own; which in some respects enhances the discovery, just as in science.
4/2/2012 12:35 PM	Dr. Lukacs is the best science teacher I have ever had. I highly recommend taking his course. He knows how to explain chemistry very well and also makes it entertaining.

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**Eval_ViewReport****Student Instructional Assessment Report**

Term/Session: 20123 - SUMMER 2011-2012 / Session 1
 Course: CHM3130C - CHEMISTRY INSTRUMENT
 Reference Number: 369494
 Instructor: LUKACS JR, STEPHEN
 Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	0(0%)	3(100%)	0(0%)	0(0%)	0(0%)	3	4.00	1.34
My professor displayed enthusiasm when teaching.	2(67%)	0(0%)	1(33%)	0(0%)	0(0%)	3	4.33	0.89
My professor had a style of presentation that encouraged me to learn.	2(67%)	1(33%)	0(0%)	0(0%)	0(0%)	3	4.67	0.89
My professor taught his/her stated course objectives.	0(0%)	3(100%)	0(0%)	0(0%)	0(0%)	3	4.00	1.34
My professor was open to questions or comments when they were appropriate.	2(67%)	0(0%)	1(33%)	0(0%)	0(0%)	3	4.33	0.89
My professor was available to help me during POSTED office hours.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor explained what was expected of me.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor provided written course policies	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor provided feedback on all my work quickly enough to benefit me.	2(67%)	1(33%)	0(0%)	0(0%)	0(0%)	3	4.67	0.89
I would recommend this professor to another student.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor clearly explained how I was going to be graded at the beginning of the course.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor used methods of evaluation that were clearly related to the objectives in the course.	2(67%)	1(33%)	0(0%)	0(0%)	0(0%)	3	4.67	0.89
My professor showed concern for my educational needs	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor treats students with respect.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor's use of technology enhanced my learning.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34
My professor's use of Discussion Board contributed to my learning.	1(33%)	0(0%)	2(67%)	0(0%)	0(0%)	3	3.67	0.89
My professor responded to my questions in a timely fashion.	2(67%)	0(0%)	1(33%)	0(0%)	0(0%)	3	4.33	0.89
My professor encouraged student-to-student interaction	2(67%)	0(0%)	0(0%)	1(33%)	0(0%)	3	4.00	0.89

I was satisfied with the availability of the course materials and library resources provided by my professor.	2(67%)	1(33%)	0(0%)	0(0%)	0(0%)	3	4.67	0.89
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	3(100%)	0(0%)	0(0%)	0(0%)	0(0%)	3	5.00	1.34

Student Comments:

Date	Student Comments
8/13/2012 11:24 AM	My professor did not allow student interaction on take home projects/tests/quizzes/lab reports. This helped me to seek out my own answers and stretch my mind. I wish more professors implemented this.
8/13/2012 1:43 PM	Awesome professor who helped me challenge my mind.

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**Eval_ViewReport****Student Instructional Assessment Report**

Term/Session: 20131 - FALL 2012-2013 / Session 1
 Course: CHM1032C - PRINC GEN CHEMISTRY
 Reference Number: 369552
 Instructor: LUKACS JR, STEPHEN
 Location: NASSAU COUNTY CTR

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	5(56%)	3(33%)	1(11%)	0(0%)	0(0%)	9	4.44	2.17
My professor displayed enthusiasm when teaching.	9(100%)	0(0%)	0(0%)	0(0%)	0(0%)	9	5.00	4.02
My professor had a style of presentation that encouraged me to learn.	7(78%)	1(11%)	0(0%)	1(11%)	0(0%)	9	4.56	2.95
My professor taught his/her stated course objectives.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor was open to questions or comments when they were appropriate.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor was available to help me during POSTED office hours.	7(78%)	2(22%)	0(0%)	0(0%)	0(0%)	9	4.78	3.03
My professor explained what was expected of me.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor provided written course policies	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor provided feedback on all my work quickly enough to benefit me.	7(78%)	1(11%)	0(0%)	1(11%)	0(0%)	9	4.56	2.95
I would recommend this professor to another student.	7(88%)	0(0%)	0(0%)	1(12%)	0(0%)	8	4.63	3.05
My professor clearly explained how I was going to be graded at the beginning of the course.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor used methods of evaluation that were clearly related to the objectives in the course.	8(89%)	0(0%)	1(11%)	0(0%)	0(0%)	9	4.78	3.49
My professor showed concern for my educational needs	8(89%)	0(0%)	1(11%)	0(0%)	0(0%)	9	4.78	3.49
My professor treats students with respect.	8(89%)	0(0%)	1(11%)	0(0%)	0(0%)	9	4.78	3.49
My professor's use of technology enhanced my learning.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49
My professor's use of Discussion Board contributed to my learning.	4(44%)	2(22%)	2(22%)	1(11%)	0(0%)	9	4.00	1.48
My professor responded to my questions in a timely fashion.	6(67%)	2(22%)	0(0%)	1(11%)	0(0%)	9	4.44	2.49
My professor encouraged student-to-student interaction	5(56%)	4(44%)	0(0%)	0(0%)	0(0%)	9	4.56	2.49

I was satisfied with the availability of the course materials and library resources provided by my professor.	8(89%)	0(0%)	1(11%)	0(0%)	0(0%)	9	4.78	3.49
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	6(67%)	2(22%)	0(0%)	1(11%)	0(0%)	9	4.44	2.49

Student Comments:

Date	Student Comments
12/6/2012 10:18 PM	EXCELLENT TEACHER! enjoyed the class as well as his personality!
12/6/2012 12:31 PM	Dr. Lucas posts videos throughout the semester that helped me. Kept the students involved and from getting lost throughout lectures and examples.
12/4/2012 5:05 PM	#16- only "no opinion" due to not having to use the discussion board. Dr. Lukacs is one of my favorite professors as of yet. He makes learning something that to most people would probably be boring and hard to learn, fun and easier to understand. I would recommend him to anyone who has to take chemistry. As far as the curriculum goes for this course: It was way too much information for even the 16 week course. Chemistry is certainly not my favorite of subjects but his class was fun and educational.

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**Eval_ViewReport****Student Instructional Assessment Report**

Term/Session: 20132 - SPRING 2012-2013 / Session 1
 Course: CHM1032C - PRINC GEN CHEMISTRY
 Reference Number: 378608
 Instructor: LUKACS JR, STEPHEN
 Location: NASSAU COUNTY CTR

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	6(60%)	4(40%)	0(0%)	0(0%)	0(0%)	10	4.60	2.83
My professor displayed enthusiasm when teaching.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor had a style of presentation that encouraged me to learn.	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor taught his/her stated course objectives.	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor was open to questions or comments when they were appropriate.	10(100%)	0(0%)	0(0%)	0(0%)	0(0%)	10	5.00	4.47
My professor was available to help me during POSTED office hours.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor explained what was expected of me.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor provided written course policies	8(80%)	1(10%)	1(10%)	0(0%)	0(0%)	10	4.70	3.39
My professor provided feedback on all my work quickly enough to benefit me.	7(70%)	2(20%)	1(10%)	0(0%)	0(0%)	10	4.60	2.92
I would recommend this professor to another student.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor clearly explained how I was going to be graded at the beginning of the course.	10(100%)	0(0%)	0(0%)	0(0%)	0(0%)	10	5.00	4.47
My professor used methods of evaluation that were clearly related to the objectives in the course.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor showed concern for my educational needs	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor treats students with respect.	10(100%)	0(0%)	0(0%)	0(0%)	0(0%)	10	5.00	4.47
My professor's use of technology enhanced my learning.	8(80%)	2(20%)	0(0%)	0(0%)	0(0%)	10	4.80	3.46
My professor's use of Discussion Board contributed to my learning.	6(60%)	3(30%)	1(10%)	0(0%)	0(0%)	10	4.50	2.55
My professor responded to my questions in a timely fashion.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor encouraged student-to-student interaction	6(60%)	4(40%)	0(0%)	0(0%)	0(0%)	10	4.60	2.83

I was satisfied with the availability of the course materials and library resources provided by my professor.	9(90%)	1(10%)	0(0%)	0(0%)	0(0%)	10	4.90	3.94
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	8(89%)	1(11%)	0(0%)	0(0%)	0(0%)	9	4.89	3.49

Student Comments:

Date	Student Comments
4/1/2013 10:54 PM	I really have enjoyed taking this class. He has taught us so much and in a fun and creative way. He definitely makes Chemistry interesting and finds ways to keep you entertained during class so you stay focused and on task. I would absolutely recommend him! (:
4/1/2013 8:18 PM	Enjoyed this class very much.
3/23/2013 7:02 PM	chemistry is my most difficult subject and I would not be able to get through it without him.

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Lukacs Jr, Stephen J. ▾


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Eval_ViewReport

Student Instructional Assessment Report



Term/Session: 20132 - SPRING 2012-2013 / Session 1
 Course: CHM4410 - PHYSICAL CHEMISTRY I
 Reference Number: 378032
 Instructor: LUKACS JR, STEPHEN
 Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor displayed enthusiasm when teaching.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor had a style of presentation that encouraged me to learn.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor taught his/her stated course objectives.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor was open to questions or comments when they were appropriate.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor was available to help me during POSTED office hours.	1(50%)	0(0%)	1(50%)	0(0%)	0(0%)	2	4.00	0.55
My professor explained what was expected of me.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor provided written course policies	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor provided feedback on all my work quickly enough to benefit me.	1(50%)	0(0%)	0(0%)	1(50%)	0(0%)	2	3.50	0.55
I would recommend this professor to another student.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor clearly explained how I was going to be graded at the beginning of the course.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor used methods of evaluation that were clearly related to the objectives in the course.	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55
My professor showed concern for my educational needs	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor treats students with respect.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor's use of technology enhanced my learning.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor's use of Discussion Board contributed to my learning.	1(50%)	0(0%)	1(50%)	0(0%)	0(0%)	2	4.00	0.55
My professor responded to my questions in a timely fashion.	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	2	5.00	0.89
My professor encouraged student-to-student interaction	1(50%)	1(50%)	0(0%)	0(0%)	0(0%)	2	4.50	0.55

I was satisfied with the availability of the course materials and library resources provided by my professor.	1 (50%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	2	4.00	0.55
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2	4.50	0.55

Student Comments:

Date	Student Comments
4/28/2013 10:25 PM	This course was very challenging, but this incredible professor made it manageable especially with the Mathematica software used to compute a number of complicate equations.
4/24/2013 7:00 PM	Library resources are very limited considering the need for scientific research articles in upper level courses.

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**Eval_ViewReport****Student Instructional Assessment Report**

Term/Session: 20141 - FALL 2013-2014 / Session 1
 Course: CHM3130C - CHEMISTRY INSTRUMENT
 Reference Number: 389880
 Instructor: LUKACS JR, STEPHEN
 Location: NORTH CAMPUS

Course Organization and Planning:

	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	Count	Mean	Standard Deviation
My professor presented the subject matter clearly.	6(60%)	3(30%)	0(0%)	1(10%)	0(0%)	10	4.40	2.55
My professor displayed enthusiasm when teaching.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor had a style of presentation that encouraged me to learn.	7(70%)	2(20%)	0(0%)	1(10%)	0(0%)	10	4.50	2.92
My professor taught his/her stated course objectives.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor was open to questions or comments when they were appropriate.	7(70%)	2(20%)	1(10%)	0(0%)	0(0%)	10	4.60	2.92
My professor was available to help me during POSTED office hours.	7(70%)	2(20%)	0(0%)	1(10%)	0(0%)	10	4.50	2.92
My professor explained what was expected of me.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor provided written course policies	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor provided feedback on all my work quickly enough to benefit me.	7(70%)	0(0%)	0(0%)	3(30%)	0(0%)	10	4.10	3.08
I would recommend this professor to another student.	6(60%)	3(30%)	1(10%)	0(0%)	0(0%)	10	4.50	2.55
My professor clearly explained how I was going to be graded at the beginning of the course.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor used methods of evaluation that were clearly related to the objectives in the course.	6(60%)	3(30%)	0(0%)	1(10%)	0(0%)	10	4.40	2.55
My professor showed concern for my educational needs	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor treats students with respect.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	10	4.70	3.08
My professor's use of technology enhanced my learning.	6(60%)	4(40%)	0(0%)	0(0%)	0(0%)	10	4.60	2.83
My professor's use of Discussion Board contributed to my learning.	5(50%)	1(10%)	4(40%)	0(0%)	0(0%)	10	4.10	2.35
My professor responded to my questions in a timely fashion.	6(60%)	4(40%)	0(0%)	0(0%)	0(0%)	10	4.60	2.83
My professor encouraged student-to-student interaction	6(60%)	4(40%)	0(0%)	0(0%)	0(0%)	10	4.60	2.83

I was satisfied with the availability of the course materials and library resources provided by my professor.	6(60%)	3(30%)	0(0%)	0(0%)	1(10%)	10	4.30	2.55
My professor taught the course so that I felt actively involved in my learning or in what I was learning.	6(60%)	3(30%)	0(0%)	0(0%)	1(10%)	10	4.30	2.55

Student Comments:

Date	Student Comments
12/5/2013 4:53 PM	Tough class, but I have learned a lot in this class. Teacher expects students to achieve their knowledge and improve yourself. Lab out lines should provided for student so they will know what are they going to do. Overall, I love this class and professor :). He make people study. If you take it serious, go and take his class. It is benefit for labs in the future
11/26/2013 5:54 PM	the course exceeded my expectations. It is the most challenging yet rewarding class I have ever taken.
12/5/2013 4:25 PM	Lab Report Expectations were very helpful to this course!
11/14/2013 1:39 PM	Dr. Lukacs was a fantastic teacher and I would recommend him to any student who needs his class. His incorporation of student-hands-on-interaction taught me a lot and helped me learn to do things I have yet to do.
12/11/2013 1:12 AM	Dr Lucas is, and always has been one of my favorite professors. His enthusiasm and steadfast devotion to his students success makes learning fun and interesting. Professor Lucas'' approach to a wet-lab only course fosters a unique style of learning and teaching that is refreshing in an era dominated by Microsoft PowerPoint. I would recommend this professor to any student who has a genuine desire to learn, rather than simply attend lectures as the status quo is with so many professors. Dr Lucas also gives his students graded feedback in a timely manner which helps students understand their performance throughout a semester, unlike so many professors, especially those in the Biomedical Program.

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Albert Waska

Mathmatix is a great tool for increasing understanding of the material found in physical chemistry. The main benefit is that you can calculate complex problems that would be ~~a~~ very difficult using traditional methods (i.e. calculator, pen and paper, etc.). This allows for the fundamental principles of physical chemistry to be applied in a more realistic scenario instead of being restricted to more simple scenarios.

How Mathematica benefit me in the class?

How Mathematica benefit me? I absolutely love this software. It was a great asset to the class. I'm able to do conversion, partial derivatives, and antiderivatives on the program.

This helps tremendously because I haven't taken calculus in 2 years. Thanks to Mathematica, I can just put the code in and the software cranks out the answer. I couldn't see myself doing Physical Chemistry any other way.

Thank God for Mathematica! It helps! I just wish students could purchase the software through the book store.

Feb 13, 2013
Annabelle Hekzinnane

Evaluation of Mathematica Software

Mathematica is indispensable software that helps to easily solve related physical chemistry problems.

I realized that some of the in-text problem might be hard to solve or may take longer. Some involve rigorous and tedious mathematical analysis. But Mathematica simplifies the work and makes it quicker to get to solution. With it, you can do everything from simple algebraic operation to a more complex integration, and graphing.

This is a remarkable tool.

Mathematica

Mathematica is a valuable tool for applying the concepts learned in Physical Chemistry course. As a student, I can save time and mental anguish by using mathematica to perform complex calculations. However, basic ~~to~~ understanding of calculus is ~~require~~ important in manipulating some of the formulas involved. Using mathematica effectively enables me to focus on the concepts of physical chemistry and the impact on the universe.

V. Innovation

As discussed in my Personal Teaching Philosophy, communicating with many different simultaneous levels, styles, and delivery methods is key to my teaching style and success for my students in the classroom. I have found that the most fundamental learning process is to mimic. Babies mimic vowel sounds, then consonants, then pieces of words, to words, to phrases in the three to four year term starting at one year old by mimicking the verbal communication of the parents and other adults. Even the nuances of accents are learned in this manner. It is similar with learning to walk. All learning is by and through baby steps.

A traditional lecture provides a timing and rhythm that students can track that facilitates their learning speed and effectiveness. This is why classic face-to-face lectures have been highly esteemed for the past four centuries. However, our modern student, coupled with the technology of the internet, allows us to reach out to students that have non-traditional non-university lifestyles and schedules. The demand to reach this market niche has caused the emergence of the PodCast and it is my primary innovation in the classroom.

Being a teacher of science, I have also found that many of our students lack problem-solving and critical thinking techniques. PodCasting allows our students to not only watch a lecture in real-time, but those lectures that focus on critical details, mathematical or logic algorithms, complex recipes, processes, mechanisms, and concepts can watch, rewatch, and revisit the PodCast multiple times to extract out the subtle details of the content being taught. Therefore, PodCasting is perfect for all types of learners.

Additionally, I have researched and developed to ensure that my PodCasts are more than video-taping myself in front of a white board, which is often distracting due to poor contrast, lens flare, or obstruction, but are of the highest resolution and quality while providing forethought and planning to inject a level of professional grace not often found in most PodCasts. I have included a DVD with this package which showcases my PodCasts for your review.

To deliver my PodCasts to my students, I have developed a PodCast publishing website that employs HTML5. HTML5 is the latest world-wide-web communication protocol that allows any web browser on any desktop, laptop, tablet, or mobile device to access, view, and play the PodCasts from anywhere in the world. The student need only have access to the internet to access my PodCasts. The website also allows for student feedback, surveys, and interaction with the professor. The website is at <http://weinstruct.org>.

The second major technology is the ability to bring an action camera into the lab to PodCast laboratories, instrumentation, and software, in real-time. Using a GoPro Hero, attached to my head, I can fully use my hands to conduct and record the lab, at 60 fps, while explaining what is going on, on the molecular and chemical level. Such a first-hand encounter through such PodCasts by the students allows them to digest the nature of the lab before they enter to perform the lab.

The third and final technology is my use of *Mathematica* in Physical Chemistries I and II (CHM4410 & 4411). *Mathematica* is a software technology that allows students to enter complex math equations with physical relevance, analyze those equations with numerical or 2D or 3D graphs to reproduce experimentally confirmed energies, distributions, rates, or atomic or molecular orbitals. Such fundamental, yet complex, dance of physical forces, coupled to quantitative math and analysis therein, allows the students a full rich, first hand, engagement down to the level of the atom.

VI. Professional Activities

Inspiring my students is my primary reward for being a teacher, and my central purpose is helping students have “eureka” moments. Staying in touch with my own inspiration helps me reflect that inspiration and enthusiasm to my students.

My “Professional Development” begins with remembering the circumstances of being a student. Being reminded of the workload, deadlines, misconceptions, anxieties, and frustrations helps me relay these natural human conditions to my students. This development helps me empathize with the students and is expressed in my “Excellence in Teaching” philosophy.

I have been known to retake undergraduate courses such as Microbiology. These experiences not only deepen my personal understanding of the subjects I took as an undergraduate, but also reveal the modern pedagogical methods used by other professors. For instance, my current hybrid chemistry curricula and Blackboard shells owe much to my experiences in the hybrid Physics I and II courses I took in 2003 and 2004, respectively.

In addition to retaking undergraduate courses, I have attended multiple symposiums at the Annual Teaching and Learning Conference and have taken classes offered by the Academy for Professional Development (AFPD). My primary focus centers on hybrid courses and online content presentation. Fully online classes are not for every student; hybrid courses offer a middle ground between the two extremes of fully online and traditional face-to-face coursework, and thus neatly meet the demands of many of our students. Through interacting with other FSCJ professors, serving on hybrid committees, completing AFPD coursework, and attending symposiums, I have significantly enriched my professional technical background. For example, I learned the modern tools of PodCast development, deployment, and assessment (Flash, Illustrator, Photoshop, C++, Camtasia, SoundBooth, and Dreamweaver) in order to develop and deploy the “PodCasts of Chemistry Essentials” (<http://podcast.iquanta.org>). These online PodCasts are narration-synchronized animated lectures that cover the most difficult and fundamental topics of General Chemistry, Chemical Instrumentation, and Physical Chemistry.

In like manner, I am currently teaching myself LabView, Mathematica, and MathCad to develop the new upper-level courses of Physical Chemistries I and II (CHM4410 and 4411) and Chemical Instrumentation (CHM3130C) for the new Biomedical Sciences Baccalaureate Program. Last year, I wrote the course descriptions for these three courses which were recently accepted for accreditation by SACS and approved by the State of Florida.

Finally, I own and operate a nonprofit tax-exempt 501(c)(3) laboratory, Infinite Quanta, Inc. (<http://iquanta.org>), dedicated to pure research in biophysical instrumentation. My research directly relates to the subject material in all of my applied health and biomedical courses.

VII. Service to North Campus and the College

During my first year at North Campus, I participated in various screening committees. All told, I have been involved in eight hiring committees, six of which I co-chaired in collaboration with Dean Thomas. We hired three laboratory managers, one professor of physics, two professors of chemistry, and numerous faculty adjunct members. In addition, over the past several years I have attended various annual events, including adjunct and faculty workshops and forums, natural science meetings, and Dr. Darby's Family Literacy Fairs.

Also during my first year, I co-chaired the North Campus Hybrid Committee, which centers on training teachers for hybrid courses and online content through AFPD, analyzing campus and college demand for hybrid classes, and marketing hybrid courses to students. I also chaired the committee that developed the "North Campus Adjunct Faculty Handbook."

During my second year at FSCJ, I joined the college-wide Advanced Technology Team. At the scheduled meetings, college-wide IT professionals and faculty representatives come together to discuss technical and computer related issues and developmental advancements for the college. Last year, I initiated discussions and ultimately became the college administrator for an online training system for the major software systems on the market (<http://lynda.com>). Faculty can use this resource in conjunction with AFPD to learn the tools for course development and online content.

I also joined the North Campus Faculty Resource Center (FRC) Steering Committee during my second year at North Campus. The FRC is the primary center for North Campus and Nassau Center faculty to develop their course content. I became its chairperson in the summer of 2010. My duties include outfitting our FRC with the latest hardware, software, and equipment available to date. Upon the committee's recommendation, Dr. Darby approved and financed a complete renovation of the space. North Campus now may boast the largest, best equipped, and most utilized FRC in the college. My programming background and AFPD training were essential to my confidence in leading the committee and the FRC's development. I have also developed a new AFPD course entitled, "The New Digital Student."

Three years ago, the integrative leader for the Biomedical Sciences Baccalaureate Program requested my presence on the committee because I was the only physical chemist willing to join the committee. I find this work exciting because biophysics is my field of research. I recommended the renovation of a new teaching laboratory at North Campus for the Chemical Instrumentation course and headed up the compilation and funding of the capital equipment requirements for this course. I also spearheaded development of the upper-level course descriptions for Physical Chemistries I and II (CHM4410 and 4411) and Chemical Instrumentation (CHM3130C). The course descriptions were packaged for State approval for the Biomedical Sciences Baccalaureate Program at FSCJ as well as for SACS accreditation.