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.

FAS Fall 2020 Undergrad

Course Name: Survey Sam & Obs Data STA304H1-F-LEC0201 (SYNC)
Division: ARTSC
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Rohan Alexander
Section: LEC0201
Delivery Mode: SYNC

Report Generation Date: January 15, 2021

Raters	Students
Responded	35
Invited	105

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.	3.5	4.0
The course provided me with a deeper understanding of the subject matter.	3.2	3.0
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.	2.9	3.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.4	4.0
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	3.3	-

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

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	2.6	2.0

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

Comments
very very hard, and too much homework
A bit too much at once by assuming the ability of conducting data analysis in R
The professor has tried hard on this course. However the project loads have been too heavy for students who are taking multiple courses. We are asked to read multiple papers each week. We need to finish 4 projects and one final paper. The work load for each assignment has taken most of time comparing with other courses. In the end I lost interest in this course finally.
Professor Alexander is one of the best professors I have had at UofT. He greatly cares about his students both as individuals and in terms of their future career/academic aspirations (ie. making assignments relevant to individual interests and in a format that teaches applicable data analysis skills). This course was very hard and had a very high workload that was overwhelming at times, but it was also an incredibly rewarding experience. Lectures were fun and interactive, and course materials went beyond the typical textbook readings/lecture recordings to include materials like interviews, academic publications from a variety of fields, and lots of informal coding practice. Overall I feel as though Professor Alexander's instruction taught me a great deal both within the syllabus and beyond, and he created a fun and challenging environment in the process.
Objectively the instruction of the course was excellent. Most of the learning was done by completing the course projects and it wasn't lecture heavy like most courses and more importantly this course focused on actual practical material unlike other statistics courses where everything is definition–theorem–proof.
Rohan was tough on his marking but it was because we didn't follow what the instructions said. He had clear rubrics and told us what we should do and people that complain likely didn't follow the rubrics. Even when there was a big "issue" about the marks being low, Rohan went through the rubrics with us step by step and showed us what we were actually supposed to do. Rohan will probably get some bad reviews, but I think he is one of the best professors in the stats department at UofT. Him and Sam ran a great semester and I'm very thankful I took this class with them!
I'm sorry but it was not very good, there were no PDFs like other courses which made it hard to follow and go back to when I needed. Too many links just made it more confusing. Put the links on the PDFs as you talk and explain will be more helpful. The marks were given kinda unfair comparing to the effort we invested, I mean it's not a English course, at least a passing grade if we did all the requirements right?
The assignments provided a chance to apply the course material to real data analysis. However, it often felt that I was learning some topics as I was doing the assignments through outside sources and textbooks. It would have been more helpful to have covered the weekly concepts in class and try examples as a class. It sometimes felt that we were left to learn the course on our own, and it was unclear what exactly the expectations for the course was.
I had a really terrible experience with this course.
Lectures generally were clear and covered everything needed for assignments. I think the class could be organized slightly better – it was not always clear what readings were necessary or even which ones were useful to compliment the class. I also felt that that lectures could focus slightly more on theory and different methods rather than just analysis and report–writing.
Set too high expectations. But briefly went through papers in lecture. This course is mostly modeling and write reports. I find the video about him demonstrating how cluster and systemic sampling on the streets of Toronto interesting.
Professor Rohan is passionate and willing to help, however, he seems overdemanding on our performance as a 3rd–year student.
I would describe Rohan's style of teaching as throwing someone into the deep end of the pool after giving them their first swimming lesson, and making them to figure out how not only how to stay afloat, but also how to make it to the other end at Olympic speeds. That being said, while there were many moments of drowning, I found that it did indeed motivate me, and I did push myself to ascend to his standards. I would not dispute the efficacy of his "pressure makes diamonds" philosophy. I really like how Rohan placed a focus on doing applied statistics in the real world, and his assignments reflected this. I think lectures could be organized and formatted better, as they are mostly him reading off of his website. In these cases, I struggle to identity the added value of lectures to the course content. I also appreciate how Rohan reached out to get to know students, which was especially nice in an online learning situation.
A rocky start but as course progressed the instruction quality became extremely good
I enjoyed the class however I would have preferred if lecture times focused on discussing the material and less on live–code examples. The inverted classroom model was used and I think that the coding examples could have been done outside of class in video tutorials rather than in class. Another issue is that there seemed to be a gap between the work expected in Rohan's section vs. the other section. The other section seemed to have easier or less stringent assignments than Professor Alexander's and I'm not sure if this was ever dealt with. Otherwise I think the class was reasonably well run and I enjoyed the content. Professor Alexander clearly cares about his students and I would take another class with him again.
Professor Alexander is a wonderful instructor and went out of his way to share all his accumulated knowledge on the subject in a very enthusiastic way. His lectures have a good balance of humor and seriousness. While he does show us the theoretical underpinnings of all the models that are used in survey methodology and observational data analysis, the emphasis is on showing

Comments
us how to DO statistics in the real–world. It was an amazing whirlwind experience of learning R deeply during really tough but rewarding assignments and using Github for the first time. Prof. Alexander is clearly up–to–date with all the latest in the world of surveys and observational data both in academia and outside of academia, and he makes sure to share all his insights with us during class and gives us tips on how to prepare ourselves for a career in this line of work.
The instruction for this course was well shown through the class readings and videos. However, the workload was quite heavy and expectations for quality was also high.
The rubrics do not align with the assignments
The content was stimulating. Examples shown of subject matter were strong examples. I wish instruction was more structured regarding the material (for example, weekly learning goals would be ideal as well as general notes on the subject matter). Assessments had high expectations (very time consuming/detailed) but were fairly marked.
This is the weirdest course to evaluate because it is the more useful yet useless course I've ever taken. First of all I think the course itself was poorly designed. Having little stats background but the basic second year courses, I soon found myself become overwhelmed by everything. So much coding and so little explanation of why we are doing it. We simply did not have enough background information required to be able write papers about regression and modelling as this course did little to clarify that. For example the lec videos on Bayesian regression was not at all enough for me to understand regression cuz I barely had any basic linear regression background. This course should be offered as a forth yr course instead. Secondly, there are soooo much readings, mandatory papers, textbooks along side with the paper. Reading the papers felt so useless cuz I didn't have enough stats knowledge to understand half of it, they are just bunch of scribbles, and the only thing I can learn from the formatting. The workload was insanely high especially for the paper. Start from handing in the previous paper, I would start working on the second one from doing endless amount of research and youtube videos to teach me the concepts that should have been a prerequisite to trying to write "beautiful sentences". Coding is also I ne giant part that takes lots of time. The two months I had so little sleep all due to this class, constantly felt like having a heart attack cuz of so little sleep and it's still not enough. It is so inconsiderate that the prof did not think about the fact that we don't know what we are doing so it would take us days to do what he can do in probably hours, in addition to all of our other classes. It is been the end of the semester, in general I am grateful for this course because the problem sets are useful for my future portfolio. But I did not learn anything from this class besides those papers. I just don't understand why everything was so rushed in the first part of the course. I felt like a drowning stats robot. It was great that Rohan asked about our opinion during the semester. However, it was still too late as 3/4 assignments are already done. This course still remains a big question mark, it offered me nothing in terms of knowledge besides the 4 papers I wrote. Also it made me struggle in terms of general physical health with so much workload(not even exaggerating in the two weeks of ps2 I had 3 hrs of sleep a night). Even though what I've written above are quite negative, I feel mutual about this course due to it's potential. And I am just sad that I wouldn't be there to experience it. I can imagine the set up of this course as the last 4th yr course before graduation for people who have an adequate amount of stats knowledge. I personally would love to take something like this again in the future, but now is just too much. P.S this course did teach me that this is not a well designed survey. You should let Rohan make it better
I like that Rohan didn't base all of our evaluations on tests and that we got to do a final paper as opposed to an exam. Not only do we learn the subject matter on a deeper level this way, it provides something we can show to a future employer or graduate institution
It felt like there was no structure during the lectures. It's great that we can use a variety of reading materials, but I was always confused on what was the core materials needed. Like which part of the books to look at. Also we were very vaguely taught the concepts needed for our problem sets. Lectures felt dragged and long even though the course topics seemed very interesting.
It was fun, the requirements for assignments were confusing at times but after the first one it progressively got better.
Rohan provided a vast amount of resources for those interested. His videos were okay (not great not poor) but he is also a newer professor. When I asked him for more videos on th eparts that I was a little lost, he provided them. He is very enthusiastic.
Title: An extremely awful experience learning STA304. Author: A student who has been tortured to PTSD Date: Some day before deadline of course evaluation Abstract: I am supposed to have a course about basic survey and sampling theories facing to students without much R background and prerequisites on STA255 and ECO220. However, it appears that professor has misunderstood what the course should be like and tortured the students with irrational requirement, ridiculous grading scheme and fuzzy instructions, especially during this special pandemic and graduating period. In this evaluation, I will discuss what I have experienced in this awful term. The purpose is not to blame but to express my own feeling and views to the ones who are reading this evaluation, and hope there will be improvement in the future. Introduction: STA304 is a course about survey, sampling and observational data. Its prerequisite includes ECO220Y1/ECO227Y1/ GGR270H1/ PSY201H1/ SOC300H1/ SOC202H1/ STA220H1/STA255H1/ STA261H1/ STA241H1/STA231H1/ STA211H1/ EEB225H1/STAB22H3/ STAB57H3/ STA220H5/STA251H5/ STA260H5/ ECO220Y5/ ECO227Y5/. From the prerequisite, there are no 3–level courses and some of these courses have not many R coding instructions and requirements. For most MINOR STUDENTS,

Comments
it is supposed to be a good choice for the ONLY TWO high level courses. I am one of the minor students finishing ECO220 with A– and STA255 with A+. My friends have even better programming and mathematics background with CSC courses and Econometrics. However, for the four assignments, we have not reached 80 for even once. A lot of students have reflected that they tried their best and got awful results. At the end of this semester, it is a good time to look back to what has happened to this course. In this evaluation, I will refer to announcements, contents of assignments and interactive on piazza to see why students cannot get a good result, or in other words, CANNOT REACH PROFESSOR'S EXPECTATION, even though they struggled really hard and put as much efforts as they can. The evaluation will be followed by a discussion on the issues happening in this semester's STA304 described in Data and Course Experience section, some discussions and results, as well as next steps suggestions. In other words, the structure of this evaluation is very similar to what we were required to do in ALL OF THE FIVE PROBLEM SETS. Data and Course Experience: 1) Course Syllabus: 10% Problem Set 1 15% Problem Set 2 15% Problem Set 3 20% Problem Set 4 10% Test 10% Final Paper This indicates that 90% of the final grade is totally dependent on PROFESSOR'S FAVOR. 2) Grades of course works: PS1: mean: 0.53, median: 0.5, std: 0.22 PS2: mean: 0.59, median: 0.54, std: 0.19 PS3: mean: 0.65, median: 0.66, std: 0.21 PS4: mean: 0.68, median: 0.72, std: 0.21 Test: average: 81%, std: 2.23 Notice: The number here are consistent with the first published results without adjustments after eliminating students who have dropped the course. My grades: PS1: 0.48 PS2: 0.72 PS3: 0.59 (5000+ words) PS4: 0.78 (Nearly 8000 words) Test: 0.87 3) The time I spent studying STA304: Over 20 hours for a week. For each assignment, a group of three need to work for 4–5 days without doing any other things and stay up late until 3 am. Extremely tired and exhausted but can only get the grades above. 4) One announcement I am not comfortable with on Quercus – On Oct 16, Professor Rohan has posted an announcement named "Volunteers needed to let extra people into their PS3 group please. Detailed Content: Sorry to bother you on a Friday afternoon, but I would ask that if you have space in your group for PS3 and are open to having another person, then you please respond to the post about this situation on Piazza. It literally costs you nothing to add another person in. At best – they contribute equally; at worst – they free–ride on the work your group would have done anyway and maybe identify a few typos. Carrot: You get to be a nice person. Stick: If this is not resolved this afternoon, then I will be allocating immutable groups for PS4. Notice: There is no actual reward for group that accept a new member but a threat to all students that if you don't VOLUNTEER to accept the extra members, you will lose freedom of choosing group members. The assignment's deadline is Oct 19th. At the time of Oct 16th, at least for our group, most of the coding part and partial report writing are completed. For any group accepting an extra member, it would be extremely unfair for the original members in the group. Everyone is under big pressure and this announcement in my view is just equals to: Come on just accept a FREE RIDER and it is totally fine. The "carrot" and the "stick" are very ironic here. 5) Professor's irrational expectation: It seems that both professors have kept having unreasonably high expectation to all the students. The average period of each assignment is around 10 days to 14 days. In Nov 3rd's announcement on Quercus you said thank you for our PS4 since they are of a quality that would make PhD students jealous. It seems that the professor has never been aware that they are facing undergraduate students, with third year students who have just finished their basic 2–level courses, minor students who are just seeking related knowledge and never thinking of being statisticians, as well as fourth year students who are struggling for graduate, dealing with master programs application or hunting jobs. However, under this situation, professors required these students to finish 5 master or PhD level papers, each giving no more than 2 weeks. 6) Professor's attitudes on students' reflection During the time after the finish of the third problem sets, a lot of students have claimed on Piazza saying they felt large pressure on STA304's course work. Facing this, what we have seen were, Professor Samantha delete the posts reflecting student's pressure and complaints and Professor Rohan has thumbed up to a post including information on U of T mental health contact methods.

Comments

Afterwards, Professor Rohan has posted a post on Piazza and required us to write our suggestions without anonymous.
7) Unorganized course materials and assignment description.
There is no ppt and no exact textbook. Every week, professor only put tons of articles and links. Even for the term test, the range is as large as 10 articles (while Samantha's sections only have one required reading). For the assignments, the description PDF became longer and longer. Except for this, the rubric seems to be another extremely long description. Take PS4 as an example, the word count for the rubric is over 2000 words!!! I have never seen instructions of assignments with such ridiculous length that needed me to re–organize contents from both PDF and rubric to get an overall summary of requirements. In other words, extremely unclear for me to understand quickly.

Discussions:
1) From the syllabus and the grades, I think it is irrational to put such a large portion on paper assignments. Originally, this course's Problem Sets are exactly the "PROBLEM" sets. They are mostly quantitative questions and examples to help students understanding the basic concepts of sampling and modeling. My feeling on your syllabus and expectation is just like you are requiring a 1–year old baby who cannot even stand up steadily to run and run as quickly as an adult.
2) During the whole semester, I can hardly understand what you really want in the assignment. My group get 59% for PS3 (and this is the result of 3 people working for 5 days, about 95 hours to finish). It is so disappointing that we find no reward on our hard working. What's more, you even rewarded us with the "General Excellence" mark. So can I understand it as professors of STA304 think a "General Excellent" work ONLY WORTH 59%?
3) The time required, and workload are way too much. And some of the works are wasting of time and unnecessary. For the first assignment, we are required to build a website to show our Rmarkdown results. However, it is hard to get a satisfied result with your video instruction. From the piazza posts, there are also a lot of students meeting this problem, even they have finished their statistical analysis and can knit down the Rmarkdown file. This website building part has never appeared again in the following semester. I just cannot understand since we are not CS students, for me I am not even a Statistics student. Why should I understand how to build up a website in such a short time? Is this closely related to the assignment content? Are the files on Github and knitted files by Rmarkdown hard to read without a website? I think the answers for these questions are "no" and that is why I cannot understand. As I have mentioned previously, we spent for over 90 hours for each following group assignments. Also, since you have no organized summary of course materials, we must go through large amount of resources you have given to better finish your course work. If the Professors thought this workload is appropriate, then I want to remind them that we are not taking only your course. We have another 3–5 courses to learn. Also, we also have life other than course works. For me, I am going to graduate, and I need to work on my application. Students who are going to hunt for jobs need to work on interviews and resumes. Most third year and fourth year students are struggling for their future. Please just be kind and sympathetic.
4) I think Professor Rohan's ask for volunteer to accept extra members is to help the students who cannot find groups. To be honest, in my view, as well as some of my friend's views, it is equal to ENCOURAGING FREE RIDERS OPENLY. If a person only work on typos can be accepted as "costs you nothing", then why can't I just wait until the deadline is coming and randomly select a group smaller than 4 and join in. In this way, I even don't need to fix the typo and share the same result with the other "teammates" without any contribution. There are too many other ways to resolve this problem. You can put the extra students together into groups. You can also require in advance that every group must consist with 4 people. Both these two methods are better than the "VOLUNTEER". I remember that I got really angry when I saw this announcement, since I was extremely tired with the problem set and felt my professor threated me to share my result with a free rider.
5) Again, I would like to think that both professors are behaving with kindness. However, the way that you dealt with the complaints on Piazza only makes me feel that you don't want to solve the problems and only want to delete all the words that you don't want to see. You are not really care about what we are thinking and only want to listen to the positive words. The bad situation that we were meeting is totally not your business but caused by ourselves. Also, your only thumb up of U of T mental health information seems to be a satire to students who are under big pressure. It can make a person who really had some mental problems feel very uncomfortable. I remember one student has claimed that he/she did not believe that half of the students are not working hard and cannot pass the course, which I exactly agree with. Actually, after two assignments with median and mean no more than 60, they are enough to indicate that your standard and expectation are way too high for the students. Again, we are not statisticians working in an institute or company, we are just UNDERGRADUATE STUDENTS.
6) I never think my fail of getting a good mark is professors' problem. I admit that partial of this is due to my performance that cannot reach the standard. However, the problem here is that, it is never appropriate to require an undergraduate non–major statistics student to finish papers with Master or PhD standard in no more than 2 weeks, and even finish 5 of them in one semester. You can give students who reach your expectation rewards, but this course is designed to face non–major students and it should be a fair game for them.
Results: Since the heavy workload and disappointing grades, I didn't feel any positive emotion from my experience of learning STA304. Without clear course materials and instructions helping me on understanding the concepts, I must apply them on real–world cases with a high standard. From my own feeling, professors failed to build up positive atmosphere for studying. The time required to spend is way too much and unnecessary. The workload has also affected my study of other courses and issues other than course work. Overall, the quality of learning experience for STA304 is extremely bad.
Next Steps:
1) Professors can refer to STA304 course contents in previous years to see what this course is supposed to be.
2) Please listen to our feelings and have some empathy. During my four years of undergraduate, I heard about suicide for almost every year. This is not a joke and please take students' negative emotion seriously, but not just tell students: Go to the mental health

Comments
centre, it is none of my business. 3) Lower your expectation on application. This should be a class introducing theories. And it should be a class that non–major students with basic statistics knowledge can deal with. Appendix: I am writing this long just to speak aloud on what I am thinking. I write it in a way that is like the assignment. To be honest, this is the only thing that I am familiar with on this course, but not the theories and models. And this course is not supposed to be like this.

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

Comments
no
Slow down
I found the TAs for this course helpful, and also the assistance from Professor Caetano who participated in most of Professor Alexander's lectures and allowed his students access to some of her recorded materials. Professor Alexander was also very helpful outside of class through emails and Piazza.
Piazza was perhaps the best assistance tool, more than office hours, most questions I had where addressed in piazza. Prof Rohan was very quick to respond as well.
There were discussion boards on piazza which Rohan monitored on every weekday and there were also office hours available
Piazza and the professor's email is available to support your learning in the course.
I didn't attend all of the labs, mostly because the TA instruction was not particularly engaging. I felt like some of the content, like imputation, should have been a part of the main course.
Many available office hours and online help was greatly beneficial
Professor Alexander had office hours and an active Piazza to help students. He also posted examples of good work after each project (all of which required similar format) to allow students to improve.
Prof Alexander provides an amazing amount of support throughout the course in all sorts of ways. He holds regular office hours, answers questions on Piazza and during lectures, provides clear instructions on how to do well on assignments by providing a detailed rubric for each assignment, and offers an incredibly rich and diverse set of readings each week to cater for as many different student backgrounds as possible. There is also a great deal of flexibility in the assignment topics, which allows students to explore their own interests. The design of the mid–term test was amazing, as it helped us to review all the core readings and discussions that we had during the semester in a way that was not stressful and still allowed us to achieve the learning outcomes. Prof. Alexander was also willing to help students to perform at the best of their potential by offering a very flexible grading scheme to reward student learning throughout the semester. He understands that there is a steep learning curve at the beginning of the course, and the grading scheme takes that into account. Learning during a pandemic is stressful for everyone, but it did not deter us from having a wonderful learning experience. Thank you, Professor, for all your amazing hard work, genuine passion, and sincere care!
Professor Alexander had provided plenty of additional reading resources and was available during office hours to answer any additional questions.
Piazza was a great deal helpful.
I really appreciate the time he took to clarify his expectations for writing during our fourth and final interim report
This course had a strong presence on Piazza and Rohan replied to emails thoughtfully and quickly.
There are no slides and no specific textbooks. The assignments provide unnecessarily heavy workloads. It chases us to quickly apply the concepts without the process to understand. The course materials are only tons of articles and sources without organization.

Part B. Divisional Items

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

Question	Summary	
	Mean	Median
FAS001 The instructor (Rohan Alexander) generated enthusiasm for learning in the course.	3.5	3.5

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

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was…	4.6	5.0

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

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	2.6	2.0

Part C: Departmental Items

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

Question	Summary	
	Mean	Median
UNIT(OQI) Overall, the quality of instruction provided by (Rohan Alexander) in this course was:	2.8	2.5

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.

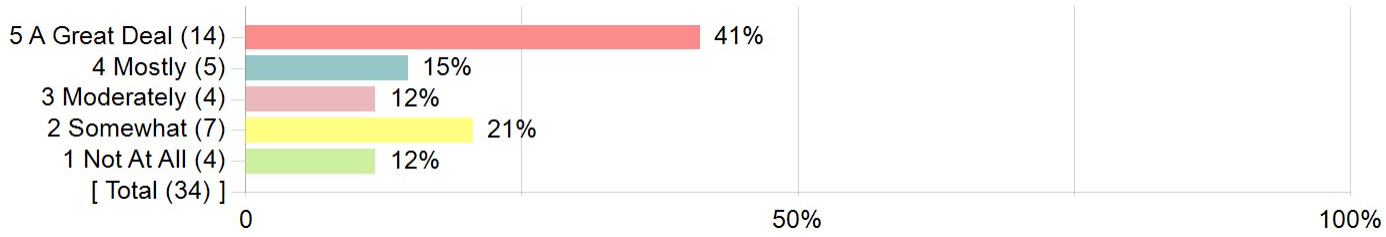
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

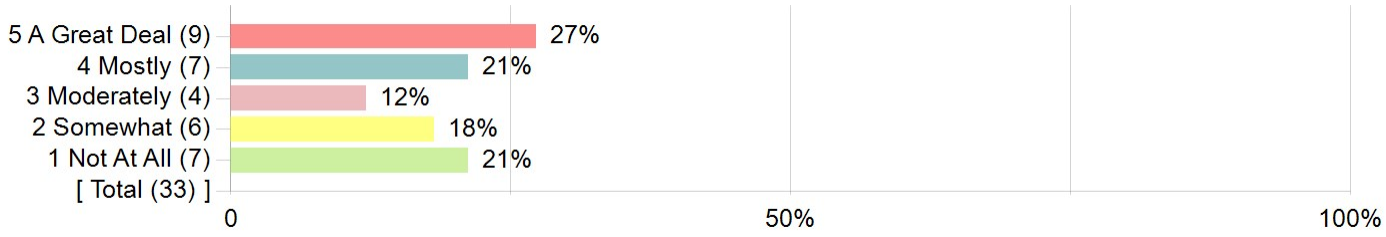
Part A: Core Institutional Items

1. I found the course intellectually stimulating.



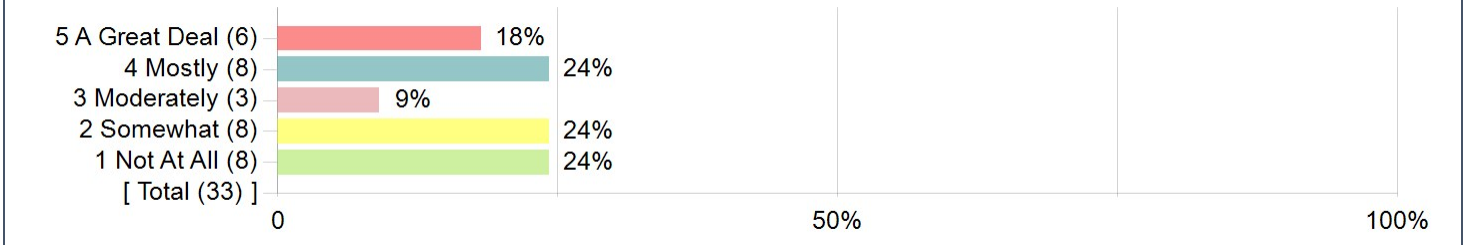
Statistics	Value
Mean	3.5
Median	4.0
Mode	5
Standard Deviation	1.5

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



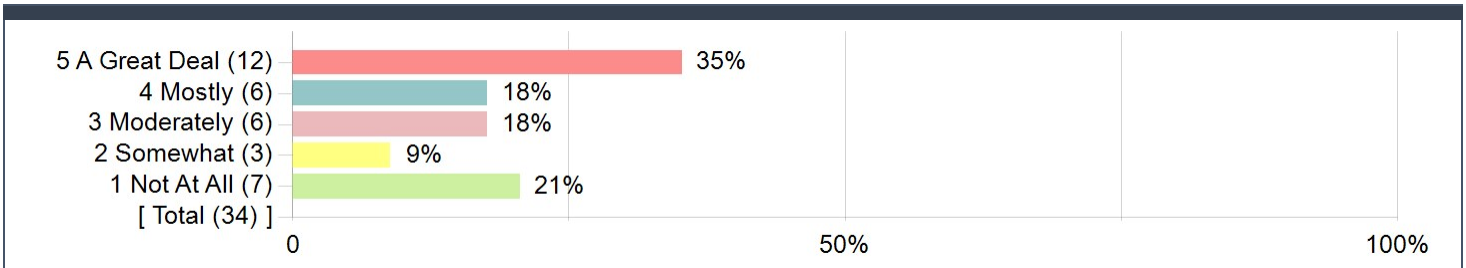
Statistics	Value
Mean	3.2
Median	3.0
Mode	5
Standard Deviation	1.5

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



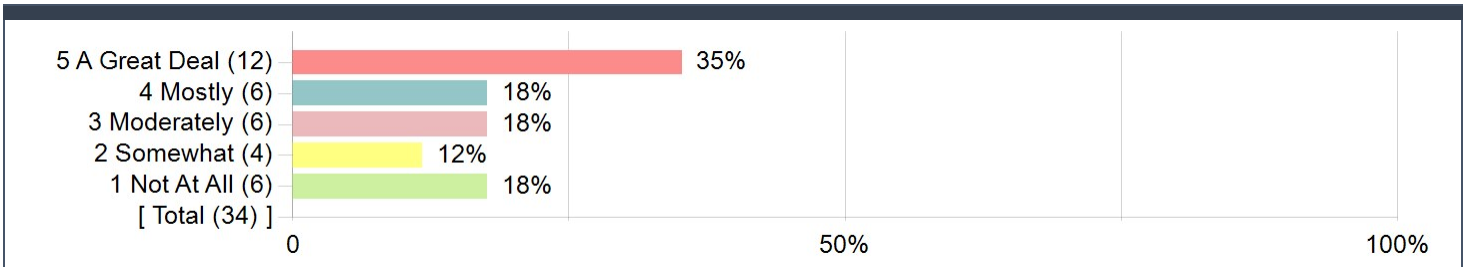
Statistics	Value
Mean	2.9
Median	3.0
Mode	4, 2, 1
Standard Deviation	1.5

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



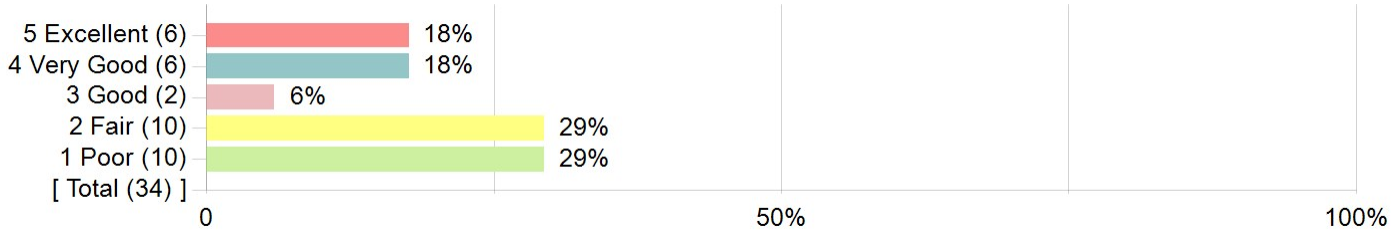
Statistics	Value
Mean	3.4
Median	4.0
Mode	5
Standard Deviation	1.6

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



Statistics	Value
Mean	3.4
Median	4.0
Mode	5
Standard Deviation	1.5

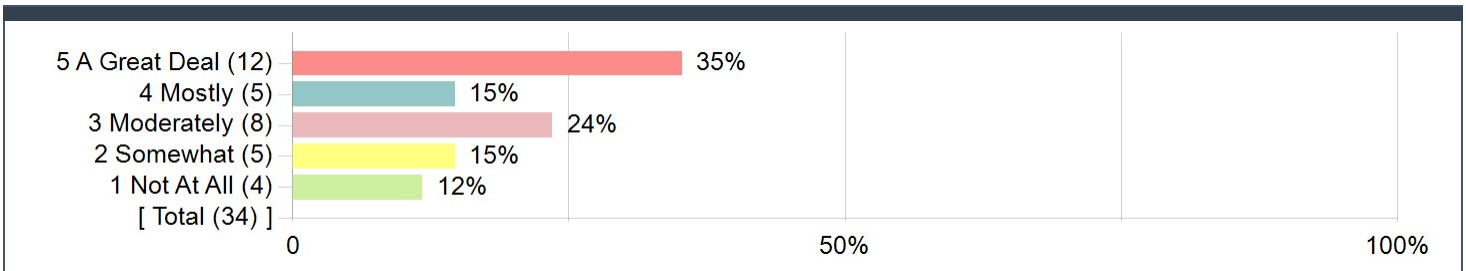
6. Overall, the quality of my learning experience in this course was….



Statistics	Value
Mean	2.6
Median	2.0
Mode	2, 1
Standard Deviation	1.5

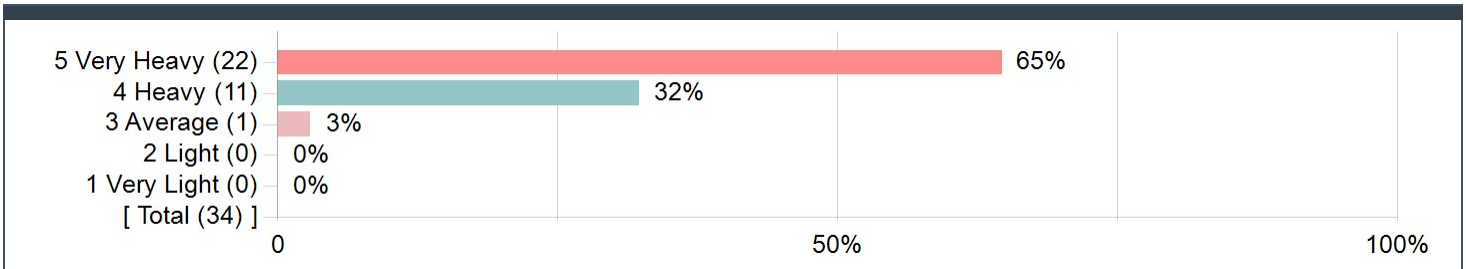
Part B. Divisional Items

The instructor (Rohan Alexander) generated enthusiasm for learning in the course.



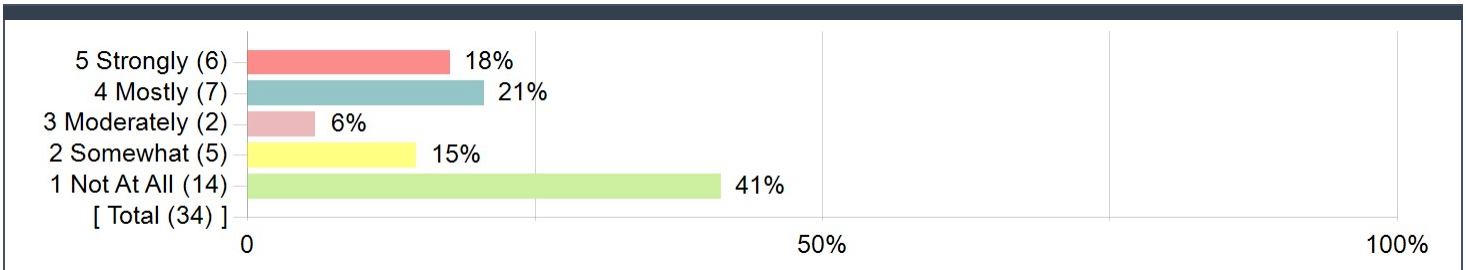
Statistics	Value
Mean	3.5
Median	3.5
Mode	5
Standard Deviation	1.4

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



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.6

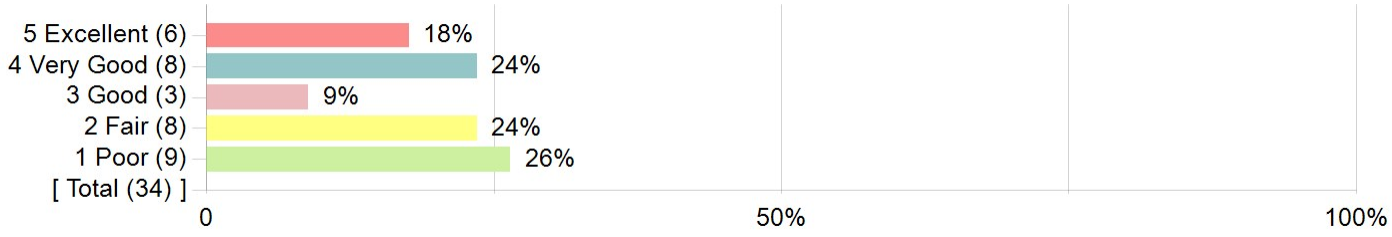
I would recommend this course to other students.



Statistics	Value
Mean	2.6
Median	2.0
Mode	1
Standard Deviation	1.6

Part C. Departmental Items

Overall, the quality of instruction provided by (Rohan Alexander) in this course was:



Statistics	Value
Mean	2.8
Median	2.5
Mode	1
Standard Deviation	1.5

Section 3. Comparative Data

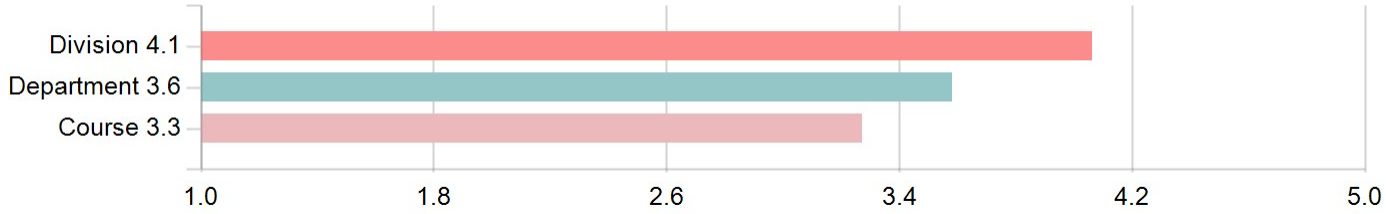
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are 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.*

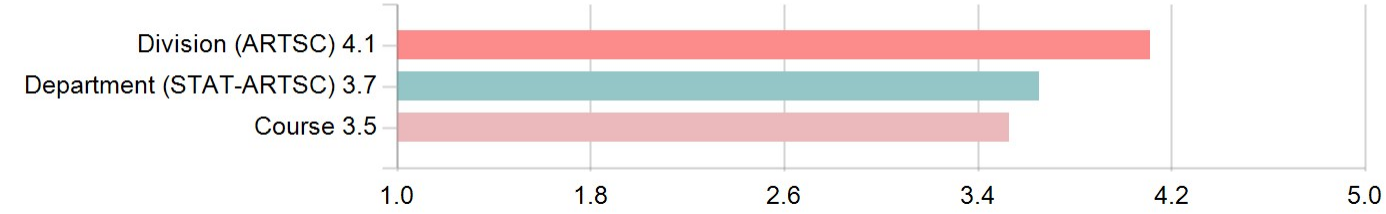
Part A. Core Institutional Items

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

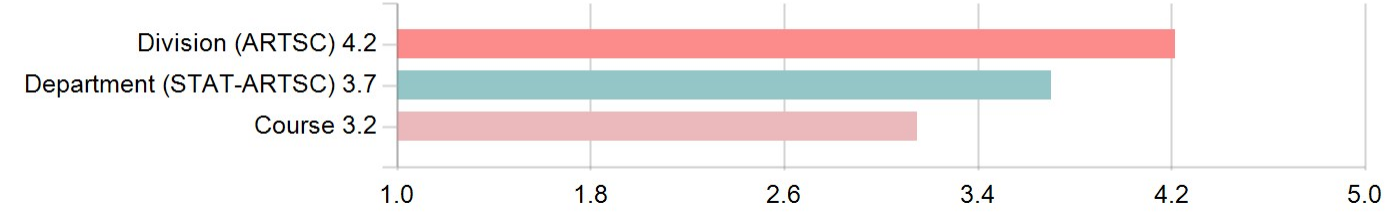
Institutional Composite Mean



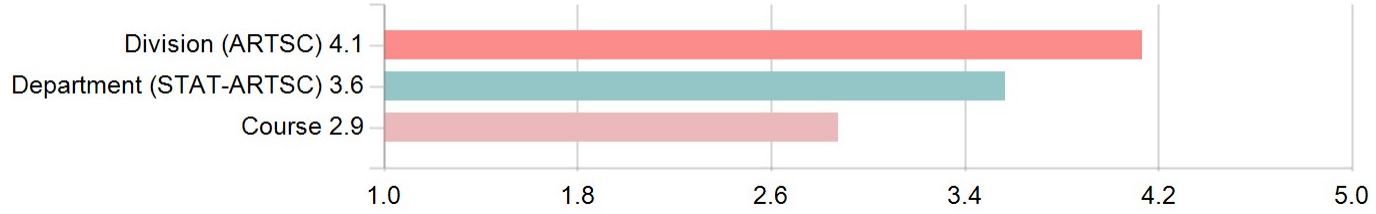
1. I found the course intellectually stimulating.



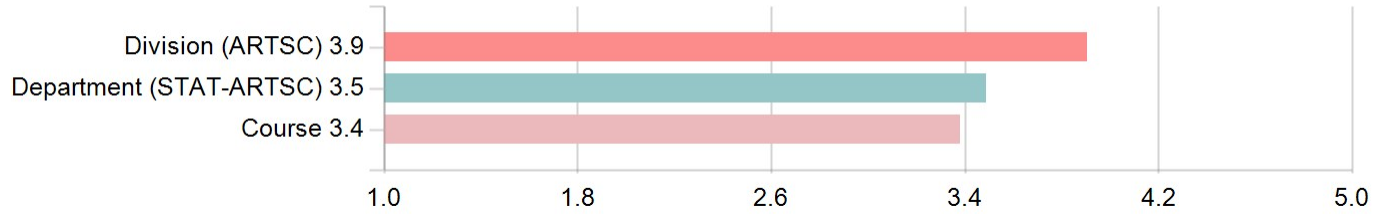
2. The course provided me with a deeper understanding of the subject matter.



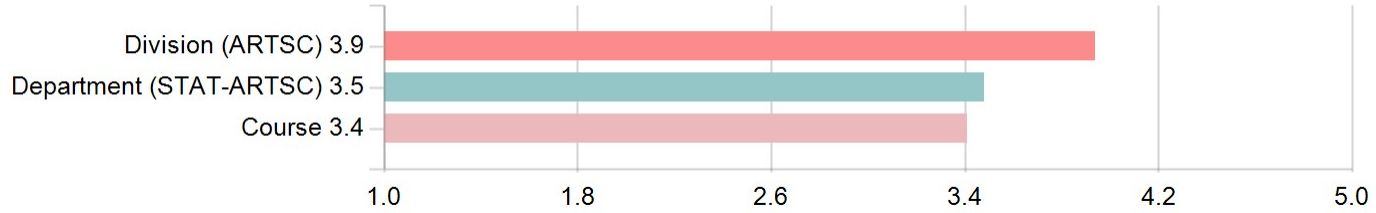
3. The instructor (**Rohan Alexander**) created an atmosphere that was conducive to my learning.



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

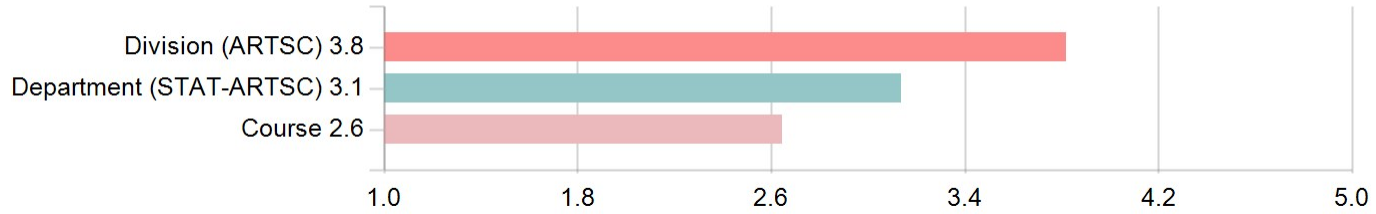


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

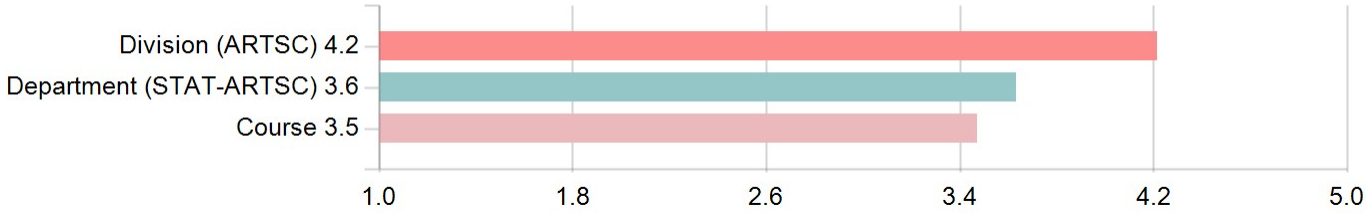
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

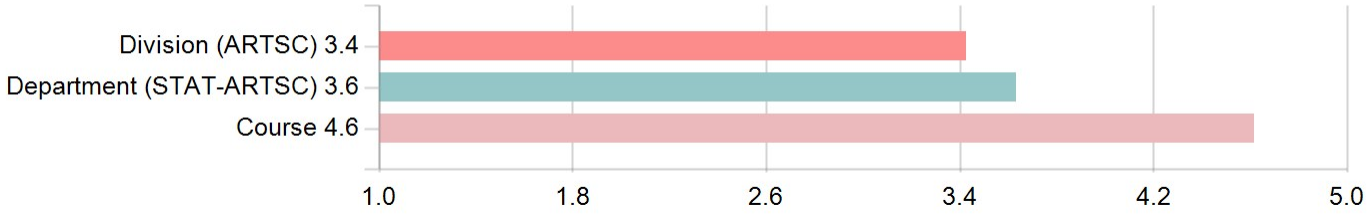
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

9. The instructor generated enthusiasm for learning in the course.



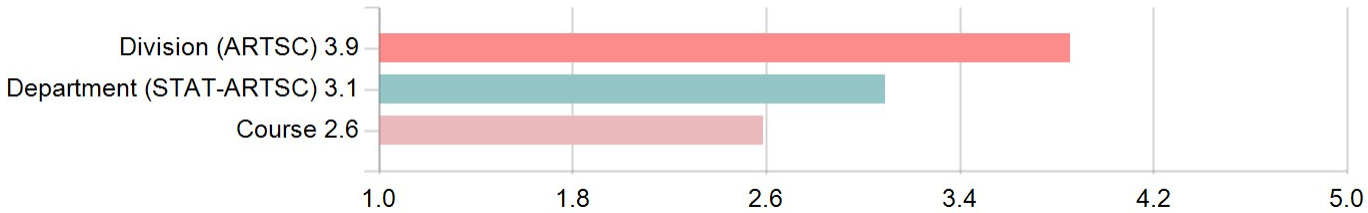
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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



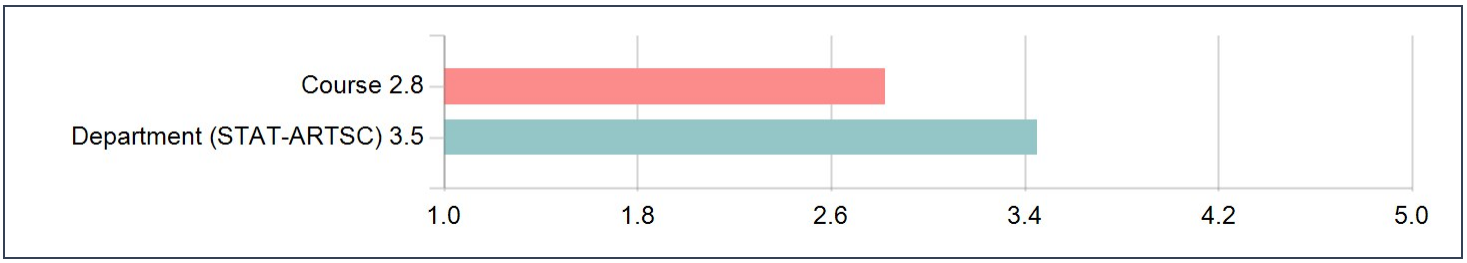
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

11. I would recommend this course to other students.



Part C: Departmental Items

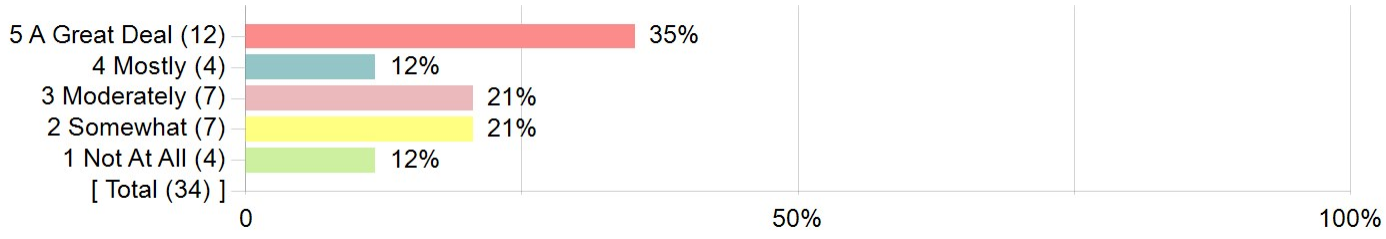
Overall, the quality of instruction provided by (Rohan Alexander) in this course was:



Section 4: Formative Data

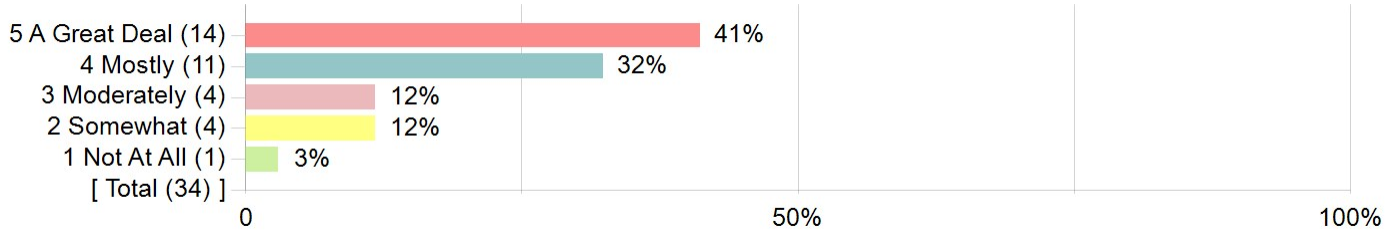
These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

N-2. Course lectures inspired me to discuss the subject matter outside of class.



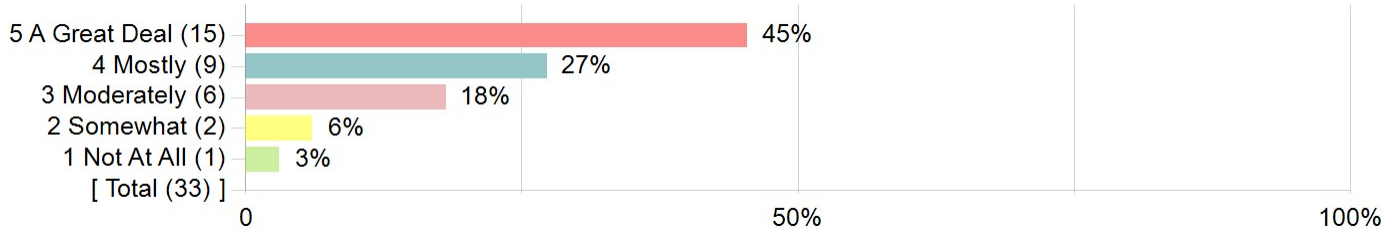
Statistics	Value
Mean	3.4
Median	3.0
Mode	5
Standard Deviation	1.5

O-12. The course provided opportunity to apply course material to current issues in the field.



Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.1

U-1. The course provided opportunity to conduct quantitative research.



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.1