

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - ◊ **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

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

Mode: The most frequently occurring score.

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

Course Name: Worlds Become Data INF312H1-S-LEC0101 (INPER)
 Division: FIS
 Session: S
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Rohan Alexander
 Section: LEC0101
 Delivery Mode: INPER

Raters	Students
Responded	12
Invited	33

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.	3.9	4.5
The course provided me with a deeper understanding of the subject matter.	4.1	5.0
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.	4.1	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.4	5.0
Institutional Composite Mean	4.2	-

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

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	3.9	4.0

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

Comments

typically bounces between a: follow-me or do-it-yourself style of teaching which is typically polarizing with students. for me, i didn't mind those styles.

gave us alot of free completions for assignments! it's greatly appreciated!

Quality of instruction was awesome, very interesting, and seems like very creative which applies us a practical learning environment.

I really love Rohan's course! In the paper 1, I am quite worried about the R, but he offered lots help for us and I think works in group do help me a lot. This course is a little bit challenging for me but I do like it!

Rohan is very cute, and his passion for data analysis caused a very positive impact on me. I struggled a lot at the very beginning of his class, but I found the results are rewarding. I like how we have 2 out of 4 for the term papers, it gave us time to adapt the class and the tools.

Professor Rohan is a professor with high inclusive, and helps a lot.

Rohan provided an incredibly accessible, flexible, and accommodative learning experience that complimented extremely well with my learning style.

Furthermore, the way he designed the assessments made sure that you still needed a good amount of engagement, understanding, and familiarity with the work being produced.

This was possible through the way in which he designed the overall course rubric and structure. While he provided a very flexible marking scheme (where only a select few of your best work will be accounted towards your overall grade), he did so without having to compromise on the quality of learning that we received. While only a few major assessments would be used to evaluate our overall performance, they nevertheless required considerable amounts of attention, effort, and learning in order for us to master the concepts and put correctly to use. This experience was also designed in a way that is incredibly rewarding, and encourages students to ask questions that can synthesize personal inquiries with statistical analysis.

I have so many favourite parts about this course, so I'll list them all:

1. Rohan's textbook (which is free and online) and course outline (which is also free and online) provided an excellent be-all-end-all resource that grants students the ability to master core concepts in their own terms. This means all the resources required for me to excel and thrive in this course was incredibly accessible to me. Lectures were designed to enrich the learning experience to provide students with a personal connection with the subject matter, rather than exist as essential need-to-attends that contain crucial information that can determine the result of your academic performance. This was exceptionally helpful for me, as I sometimes struggle to come in person to attend lectures. However, I never felt behind and was able to produce exceptional discussion with my classmates about the course material especially during groupwork. I can't think of any other way he could improve on this, the idea of hosting all the content necessary to succeed in a course should be an universal across all of UofT. This also empowers students with the necessity to learn on their own terms, which is crucial for a subject that involves coding.
2. Rohan's expertise and rigorous academic background is demonstrated in the density of his textbook, his ability to create relatable personal connections to coursework, and his dedication towards academic integrity. Learning reproducibility, familiarizing myself with the available literature and academic conversations on the topics he cover, and ultimately experiencing his passion for data analysis vicariously through he connects with his work is inspiring and evident of his outstanding performance as a professor.
3. While our assignments are ultimately focused on our ability to produce analysis within a narrow focus subject matter that he specifies as a means of testing our skills, we were nevertheless offered an incredible amount of freedom to pursue and engage with course content from a personal point of view. My favourite moments working through this course is when I am given the freedom to investigate, model, and analyze subjects I feel strongly passionate about. Being offered the ability to explore this with the skills he taught is a rewarding way to retain what I learned and feel excited for developing it further.
4. Rohan is very accommodative, listens to his students, and is more than willing to communicate. When I confronted him about an assignment conflict, he was able to offer me alternatives without breaking any rules of his rubric. His willingness to accommodate to student needs so long as they come forward is an invisible blessing that has absolutely allowed me some time and space to address personal issues without having to feel ashamed for doing so. This doesn't mean he makes many exceptions and doesn't care about his rubric/syllabus, it means that he empathizes, listens, and accommodates depending on the situation. Also, he is amazing at exchanging ideas and offering you good feedback. He clearly cares about us and this sentiment is shown evident in his regards for us, but also his actions.
5. Best part is, his course content is designed with enough information to tell you why certain functions, skills, knowledge, and research are best practices. This crucial yet often missed element helped my learning dramatically, as I was able to understand both why and how best practices ended up becoming best practices.

Overall, while I didn't get to see Rohan as much as the other students did throughout the course, I absolutely benefitted from the incredible amounts of effort, dedication, and support he has for his students. Even without the opportunity to see him every week, I still greatly benefitted from his instruction. Give him a raise.

Comments
I don't think there are any parts I could possibly nitpick when it comes to his instruction.
Really great prof, I respect him because he is well versed in the subject, can answer your questions, and spends a great deal of time explaining course concepts. This is a man who will do his absolute best to make the class a meaningful experience.
It is the end of the term, but the course syllabus is not even posted. The textbook is well structured and very helpful, but never well delivered in class. Each student had to individually self-learn with the textbook. The instructor identified this course as a self-teaching course, but it doesn't mean that the class should not provide any insights. Other well-designed self-teaching courses I took from CS were centred on carefully crafted assignments. In this course, on the other hand, I felt the class was apart from assignments, and I could find the meaning of class since it is neither teaching something nor providing assistance to the assignments. I enjoyed the free points the instructor gave out, but if 4/5 quizzes and 3/3 tutorial points were just to give away, it feels almost like an insult to those who spent time and effort to achieve those, and I don't see a value in having those.
I really liked the environment that Professor Alexander created and also his textbook, which I found extremely helpful in terms of course content.
It was very fast paced, I personally enjoyed it but everything was about learning something quickly and then trying to do it, and some students fell behind because of that. However, I like this hands on approach, and think it's a very realistic way of learning rather than being spoon-fed material.

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

Comments
the r documentation website is really useful, but sometimes i need to do more research for examples.
Rohan was very helpful in replying to emails of any questions we have. He is the only diverse professor in the faculty, and always care about student's learning. He deserves to work permanently in this faculty, and should be offered more opportunities.
The course itself is already really great. Maybe move this course to fall term (the first semester) is better cuz some students may wanna find some jobs in data analyze.
too much assignment in one term
This is echoed in point 4 above, but he's very accommodative, communicative, and cares about us. When I confronted him about an assignment conflict, his empathy and accommodation was a great help during a rough time. He is both a good professor and person.
He spent hours helping us work through errors in our code, he would always make time for us whenever we needed it, Great experience having him as a professor

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.

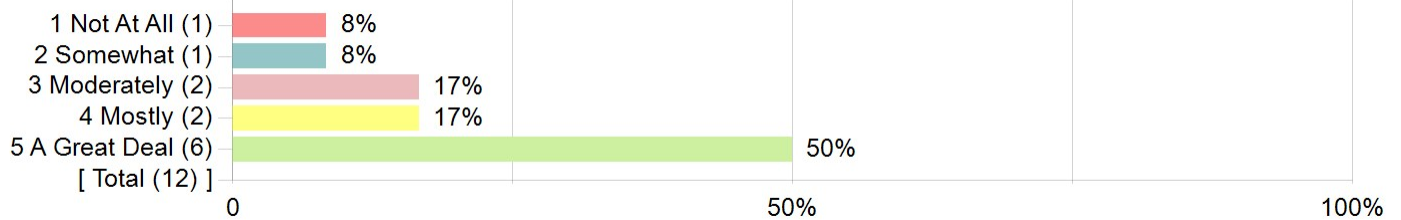
Mode: The most frequently occurring score.

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

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

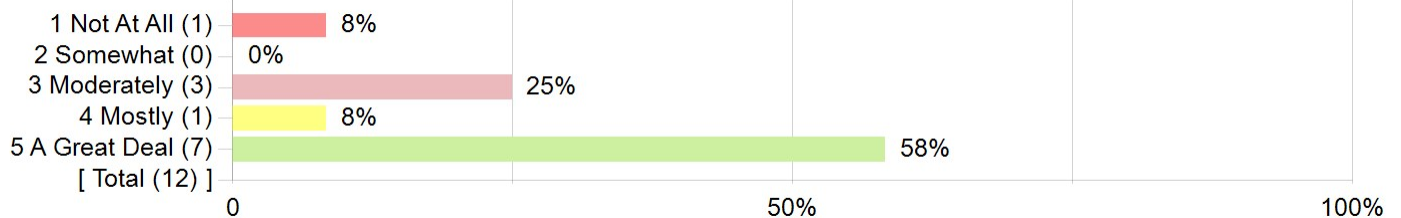
I found the course intellectually stimulating.



Statistics	Value
Mean	3.9
Median	4.5
Mode	5
Standard Deviation	1.4

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

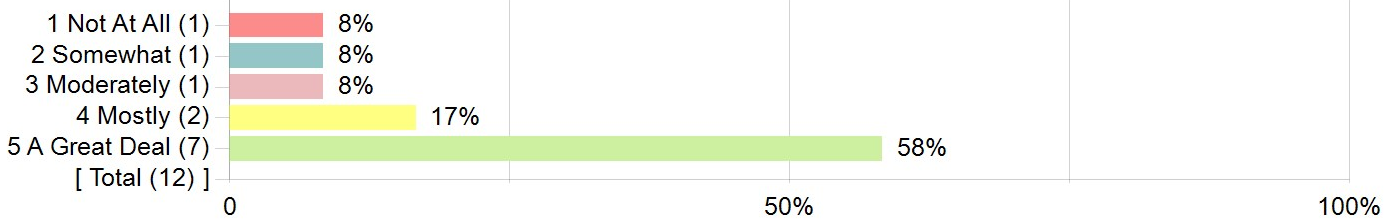
The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.3

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

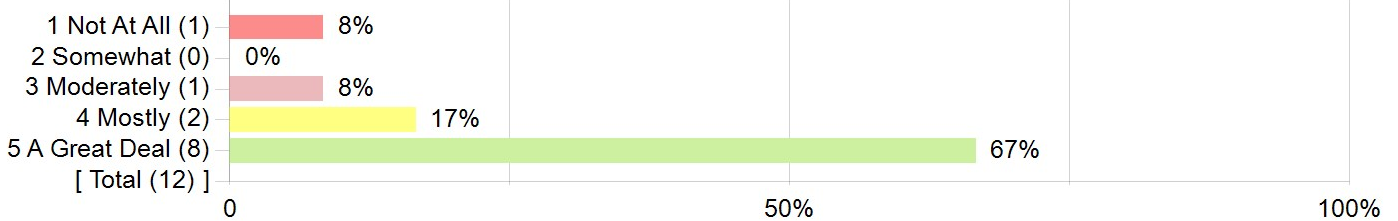
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.4

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

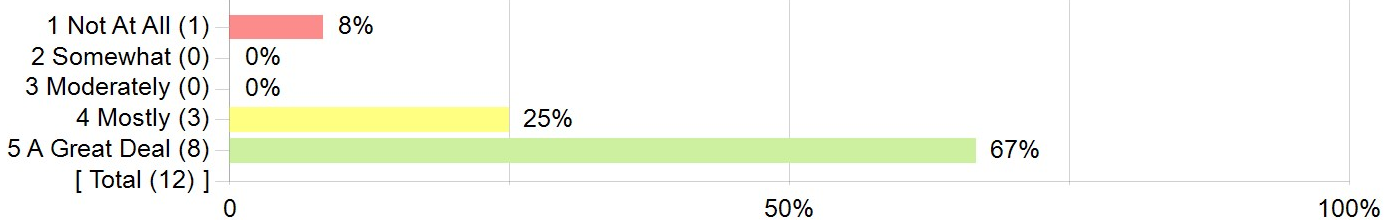
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.2

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

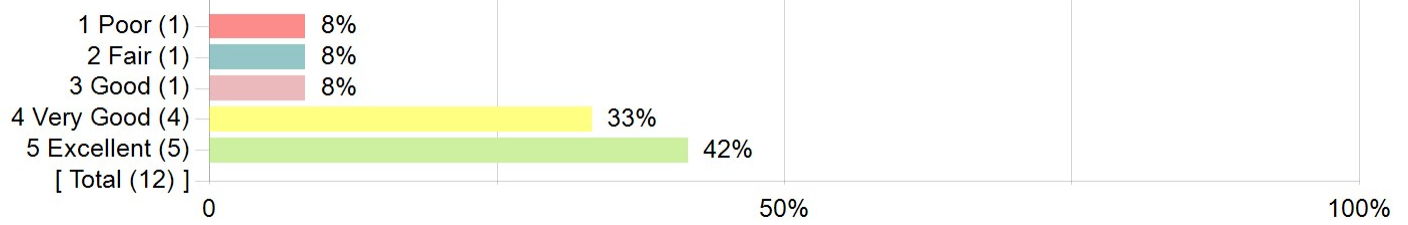
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.2

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

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



Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.3

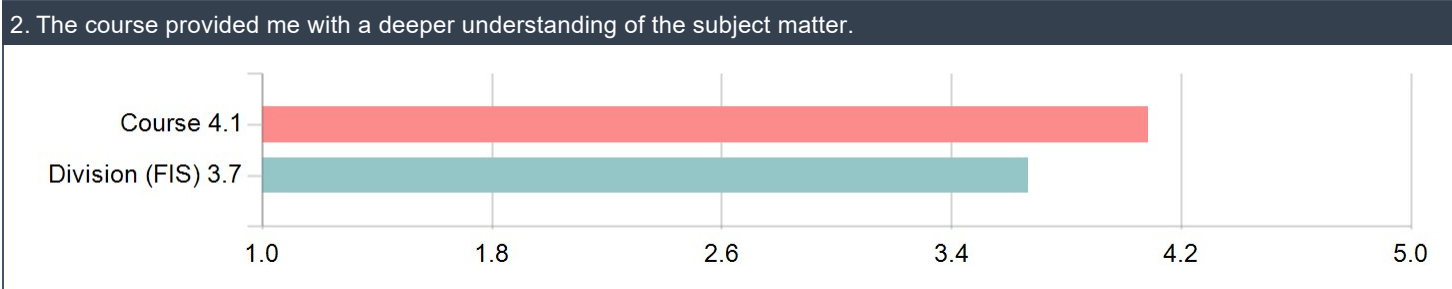
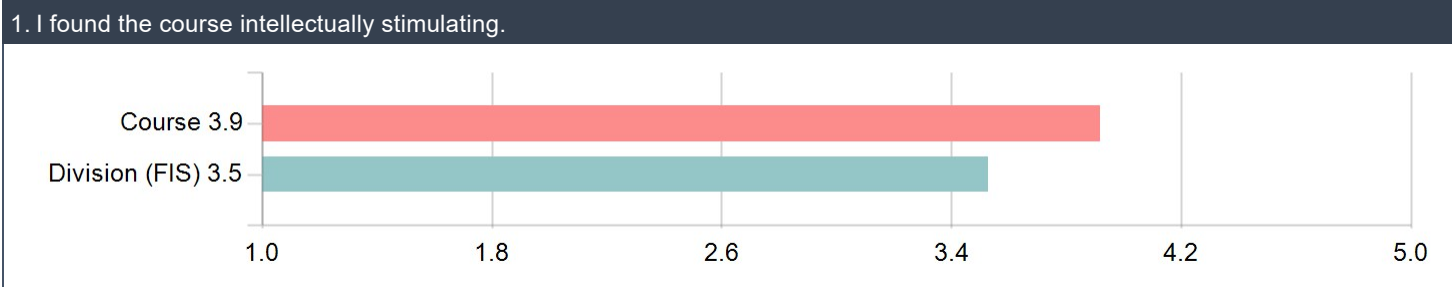
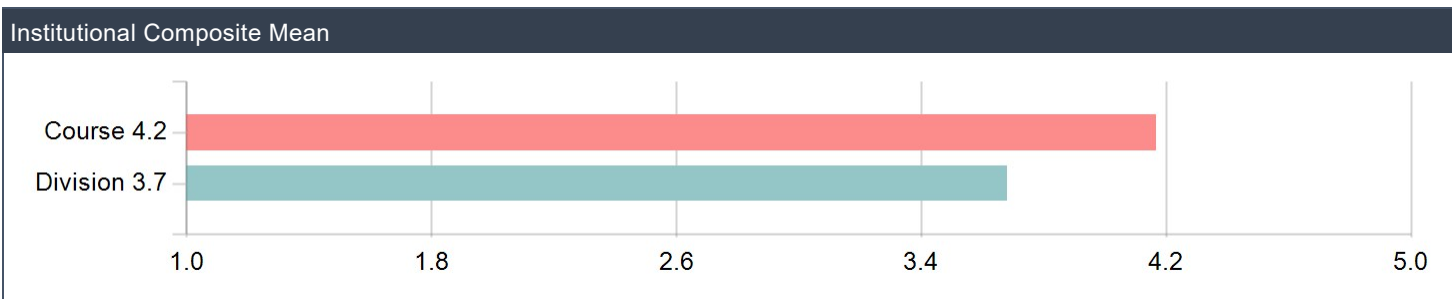
Section 3. Comparative Data

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.

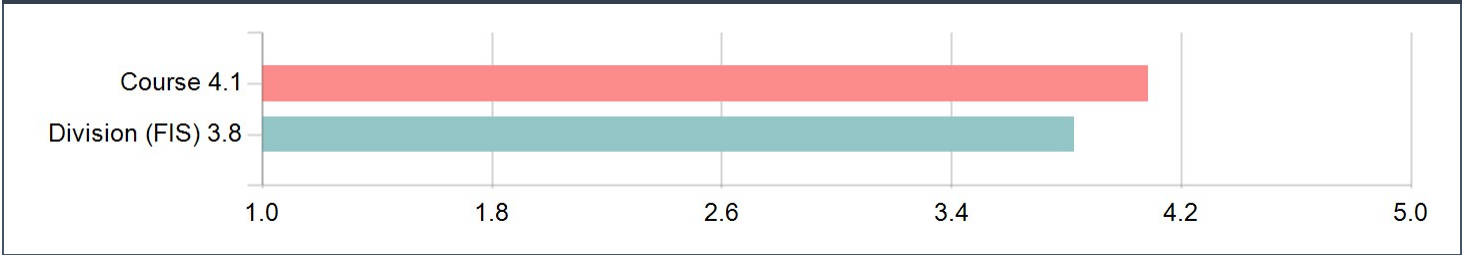
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ **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



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

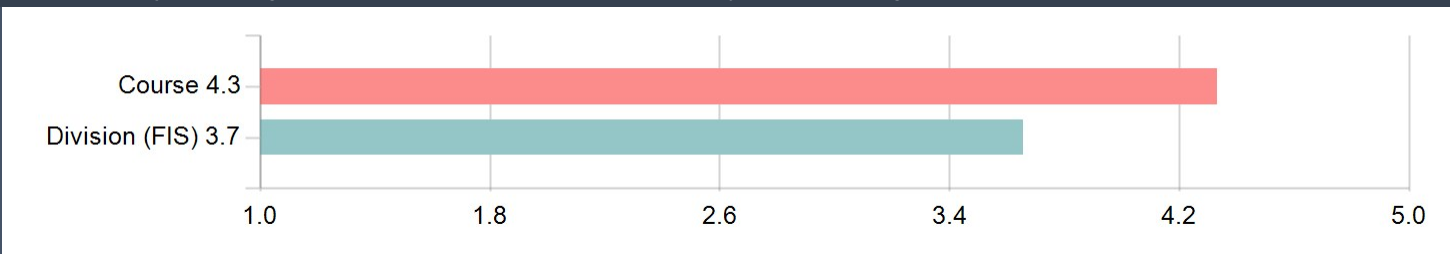


Part A. Core Institutional Items

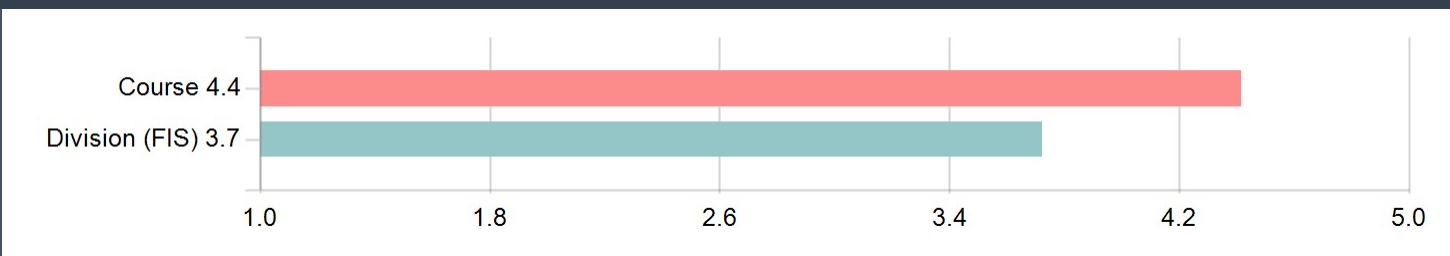
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

(continued)

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:

