

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: Survey Sam & Obs Data STA304H1-S-LEC0101 (INPER) Division: ARTSC Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Rohan Alexander Section: LEC0101 Delivery Mode: INPER Report Generation Date: April 12, 2022
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Raters	Students
Responded	24
Invited	161

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.	4.2	4.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.	4.3	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.1	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.0	4.0
Institutional Composite Mean	4.2	-

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:	3.9	4.0

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

Comments
I think the overall quality was very good. Rohan's quality of teaching was effective and I felt it was adapted well enough to the rough circumstances in this school year. His attitude is refreshing and his flexibility with deadlines and student's circumstances is extremely kind to students and is unlike any other instructor I have had.
Course was well organized, professor and teaching staff helpful and very responsive. I appreciated the flexibility of the coursework.
The course is designed in a way where we can learn from our mistakes and still not fall behind. I think other courses should take a look at how professor Rohan conducts his courses and take notes. The course is excellent, it forces us to be better at writing papers and by the end of the course, we have a solid portfolio in our hands. I love how the course is more applied. Professor Rohan is critical at marking, but his remarks were very helpful.
most of the stuff are the knowledge from other classes. It was a little bit boring at the beginning of the semester. If this course can involve more model selection for assignments, then it would be more beneficial for students. Overall quality was great.
In general the course is great, but the workload is very high and instruction on completing papers are not very clear.
Lecture only cover a little bit. And most of the stuff need to learn by my self. The lecture is useless and boring. The grade of assignment also does not make sense. And syllabus is not clean.
The marking for this course was made incredibly accessible. This does not mean that the coursework was light because the papers required a lot of work to do well on. This grading structure was fantastic for time management and work balance. One main criticism is the lectures were not super related with the content that was being accessed but they were very insightful and useful outside of the class.
too many assignment.
The instructor provided us with notes that were clear and easy to understand and was generous enough to allow us to have the time we needed for assignments and projects. He understood that sometimes students didn't have a lot of time and so never minded if a submission was late.
overall great; if lecture slides could be posted as well that would be even better
TProf Rohan was a great instructor and explained the concepts thoroughly with entertaining examples.
Lectures and slides were clear. Everything was recorded. The textbook was very helpful reference guide when writing papers. Prof responded swiftly and reasonably to emails.
The course was a bit harder than expected but the Prof made it better.
Professor Alexander is very passionate about the course material and it is very infectious. I would not say the lectures are required, but they are very engaging and have interesting lessons. Because he is lecturing with slides (kind of like a talk), it's hard to take notes. As a result, I find I have to "remind" myself of the concepts learned by reading through his book. A recommendation for him would be to annotate his slides as he goes through them. That way students can do the same on their side. Writing words down is useful because it causes the instructor to slow down, take pauses, and forces the listeners to do the same. Also, there is something about writing words down that helps students consolidate materials better (perhaps there is a data analysis study for this)!
I think the overall quality was good, especially the online version since it was easier to do live-coding which were interesting. While in-person lectures were better to explain concepts on slides.
Not so good
Rohan is a great instructor for not only giving appropriate and interesting assignments but also creating an environment which enables us to communicate with the other ones forming friendships.
Too much group work...

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

Comments
Flexibility in coursework, dropping lowest grades
Professor Rohan is one of those gems that are just unheard of. He goes above and beyond for his students. The course allows students to take risks without losing much. It's very forgiving and is very positive. Professor will give extensions if necessary since he understood the mental health struggles of a lot of students.
It was incredible to have a new recording when the original one was lost. That was the best thing I have ever seen which it helped me to catch up the materials.
N/A
Teach more in lecture.
The professor was very easy to reach and very active on the course forum.
Piazza was very useful and answered my questions in a quick and fast manner.
piazza, email, office hours -> pretty good
Professor and TA office hours, Piazza
Prof was always there via email and before/after lectures.
We had TAs, OH, emails. Piazza and before/after class help.
There were office hours which we can go to and Piazza where the professor and TAs were quick to respond and clarify queries.
He was very quick about getting back to e-mails, giving very good feedback for the assignments as well as responding questions on Piazza.

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.	4.5	5.0

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...	3.8	4.0

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.	4.0	5.0

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:	4.4	5.0

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.

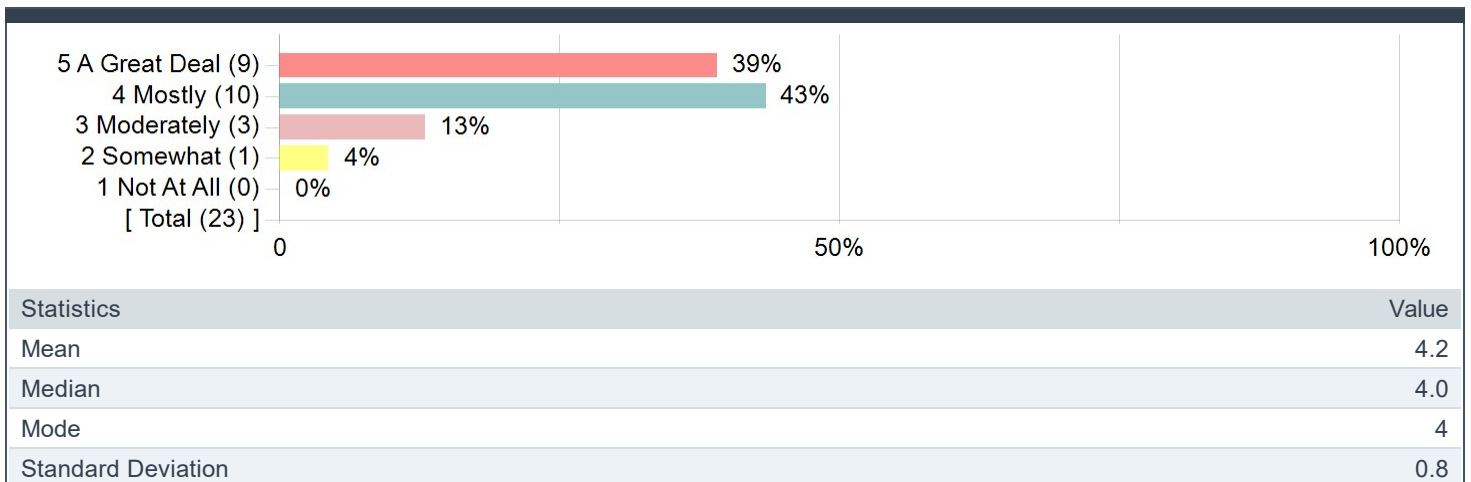
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

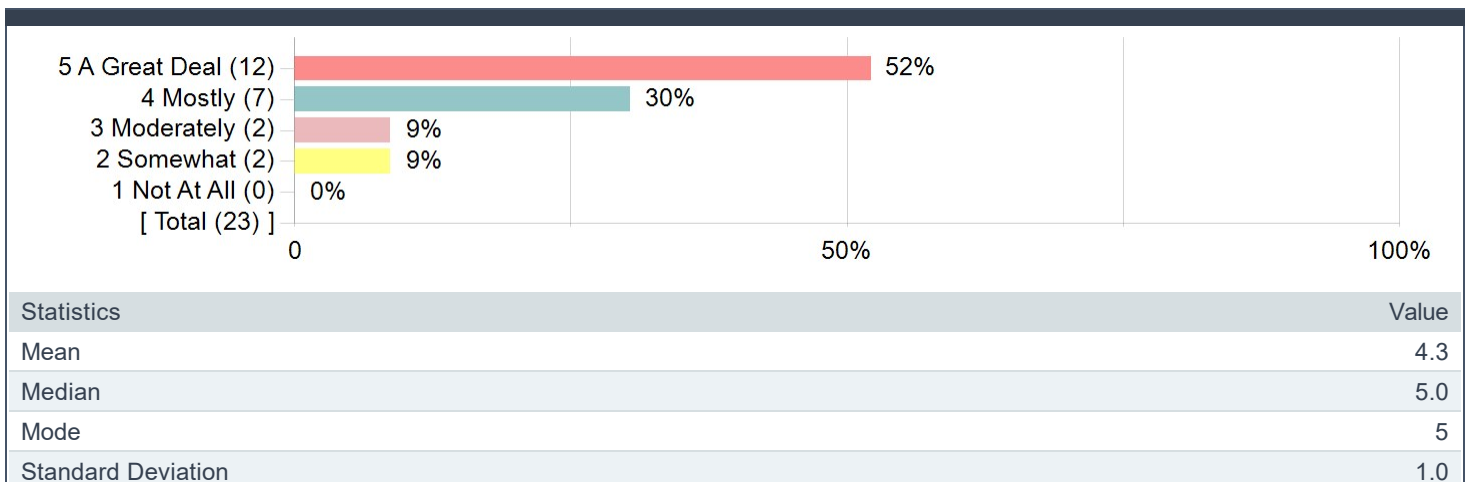
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

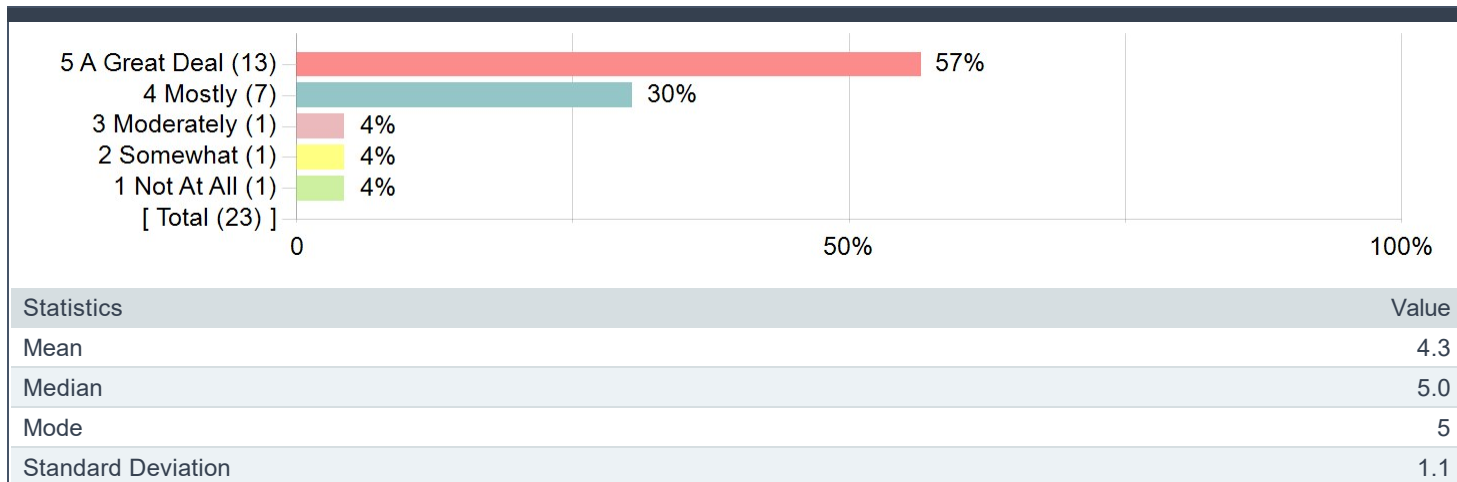
1. I found the course intellectually stimulating.



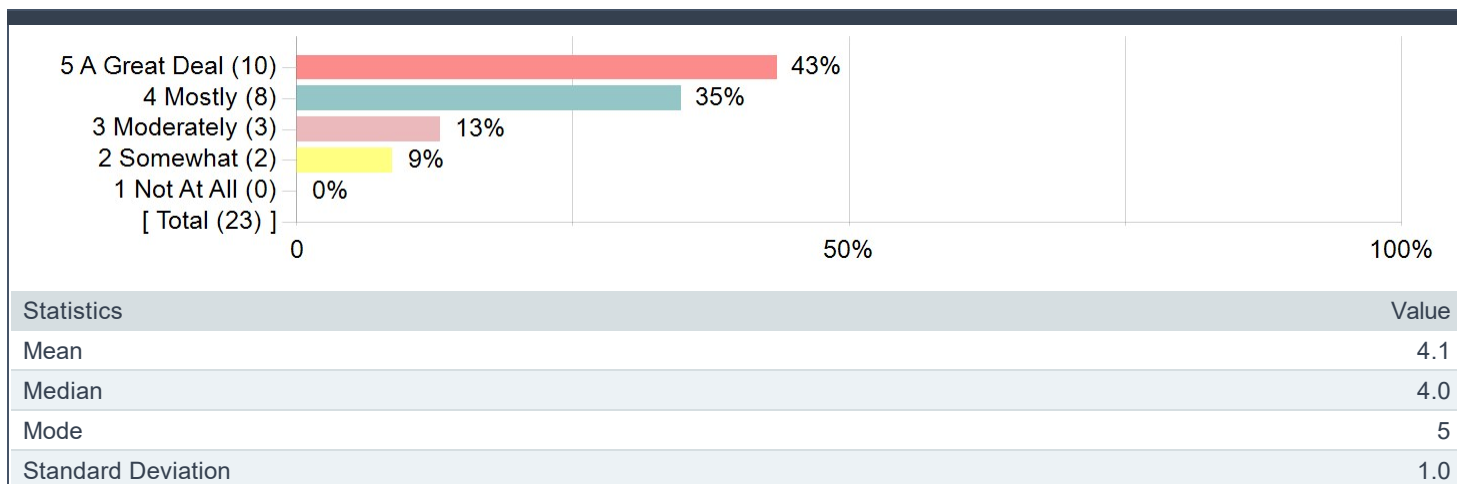
2. The course provided me with a deeper understanding of the subject matter.



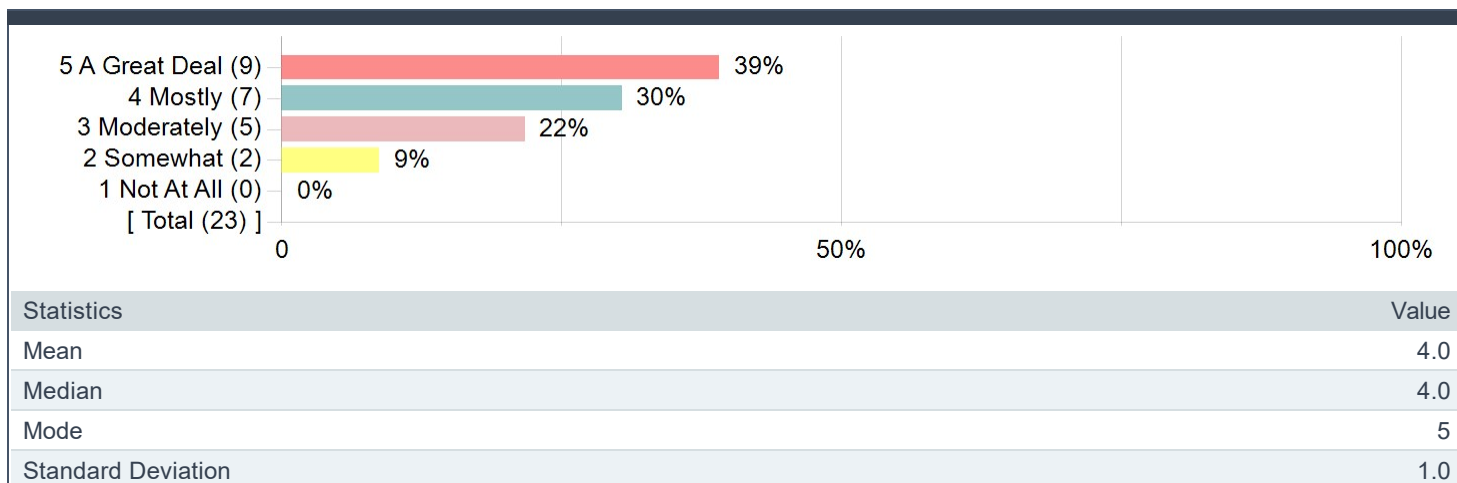
3. The instructor (Rohan Alexander) created a course atmosphere that was conducive to my learning.



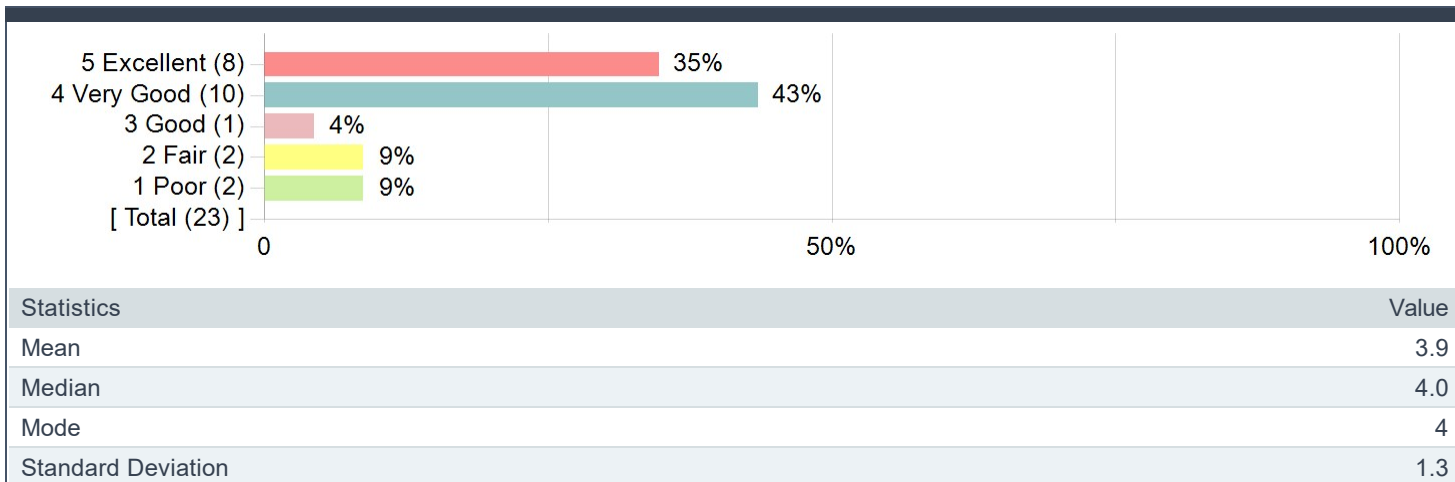
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

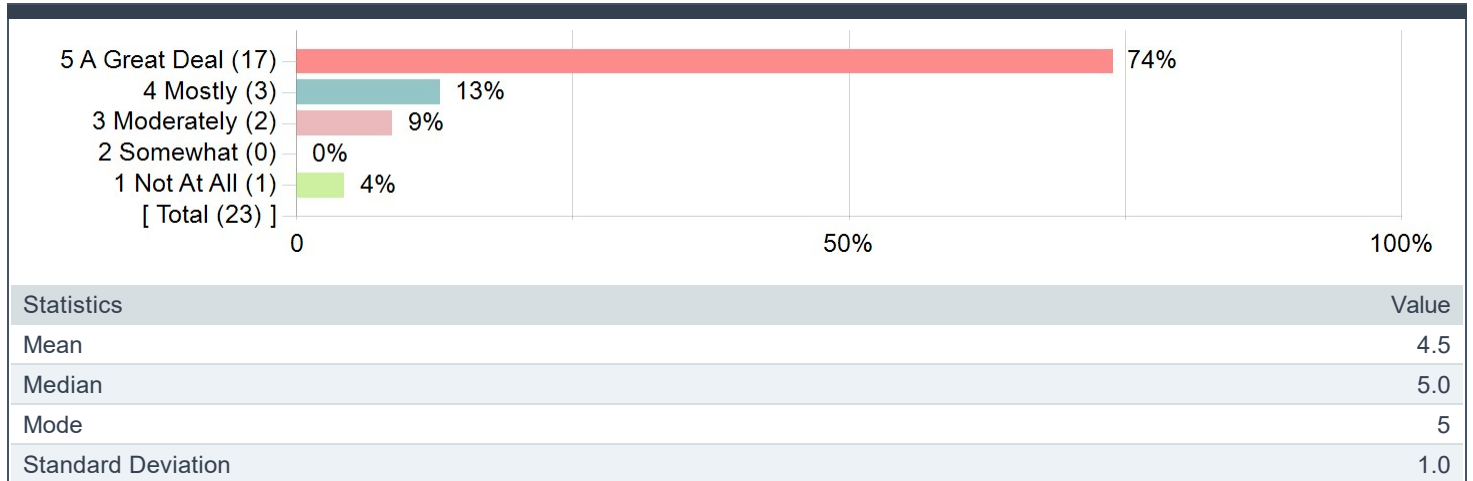


6. Overall, the quality of my learning experience in this course was....

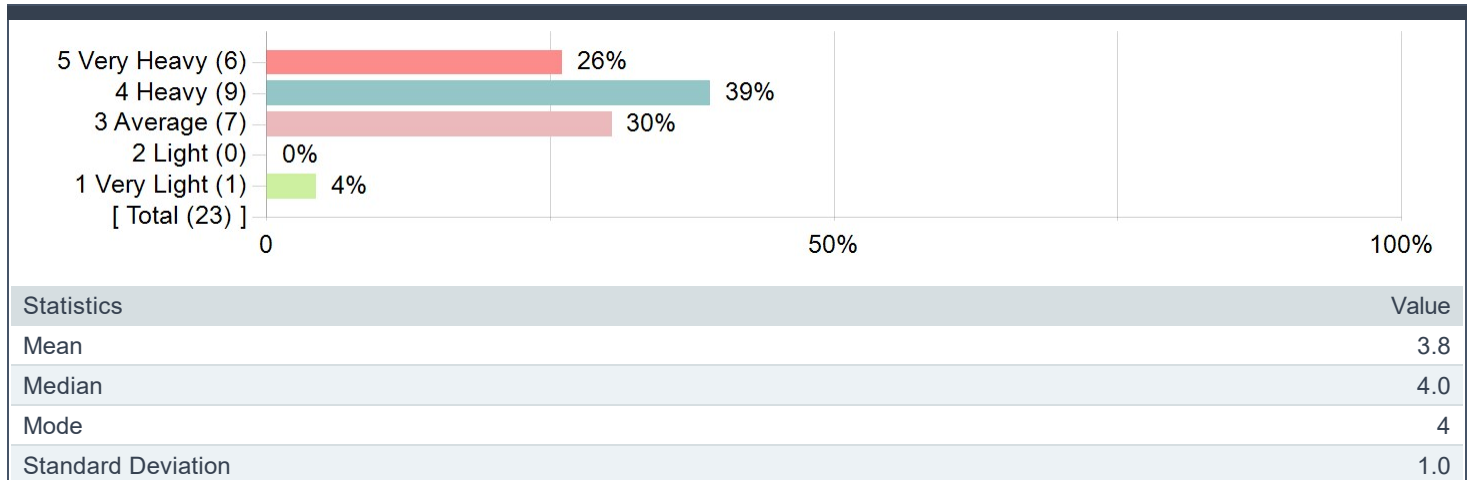


Part B. Divisional Items

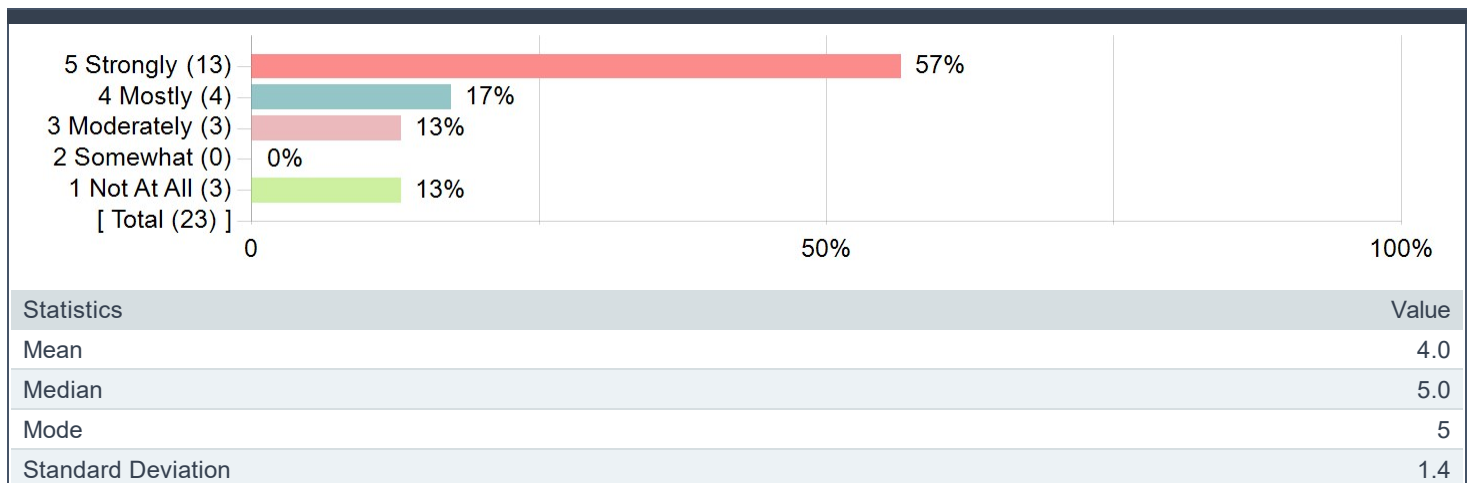
The instructor (**Rohan Alexander**) generated enthusiasm for learning in the course.



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

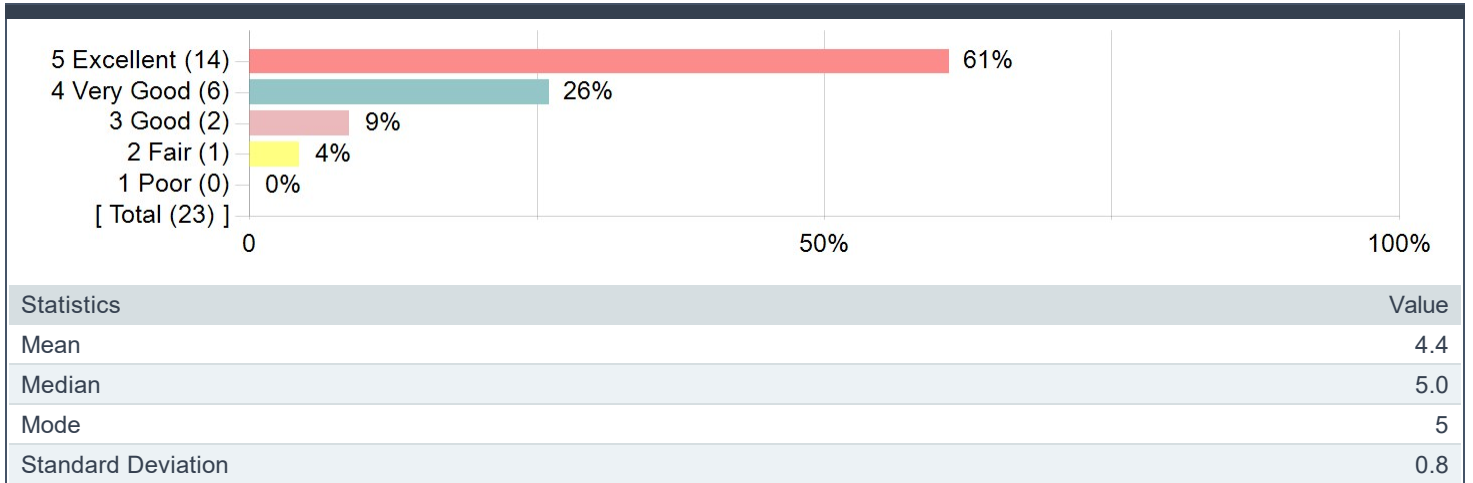


I would recommend this course to other students.



Part C. Departmental Items

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



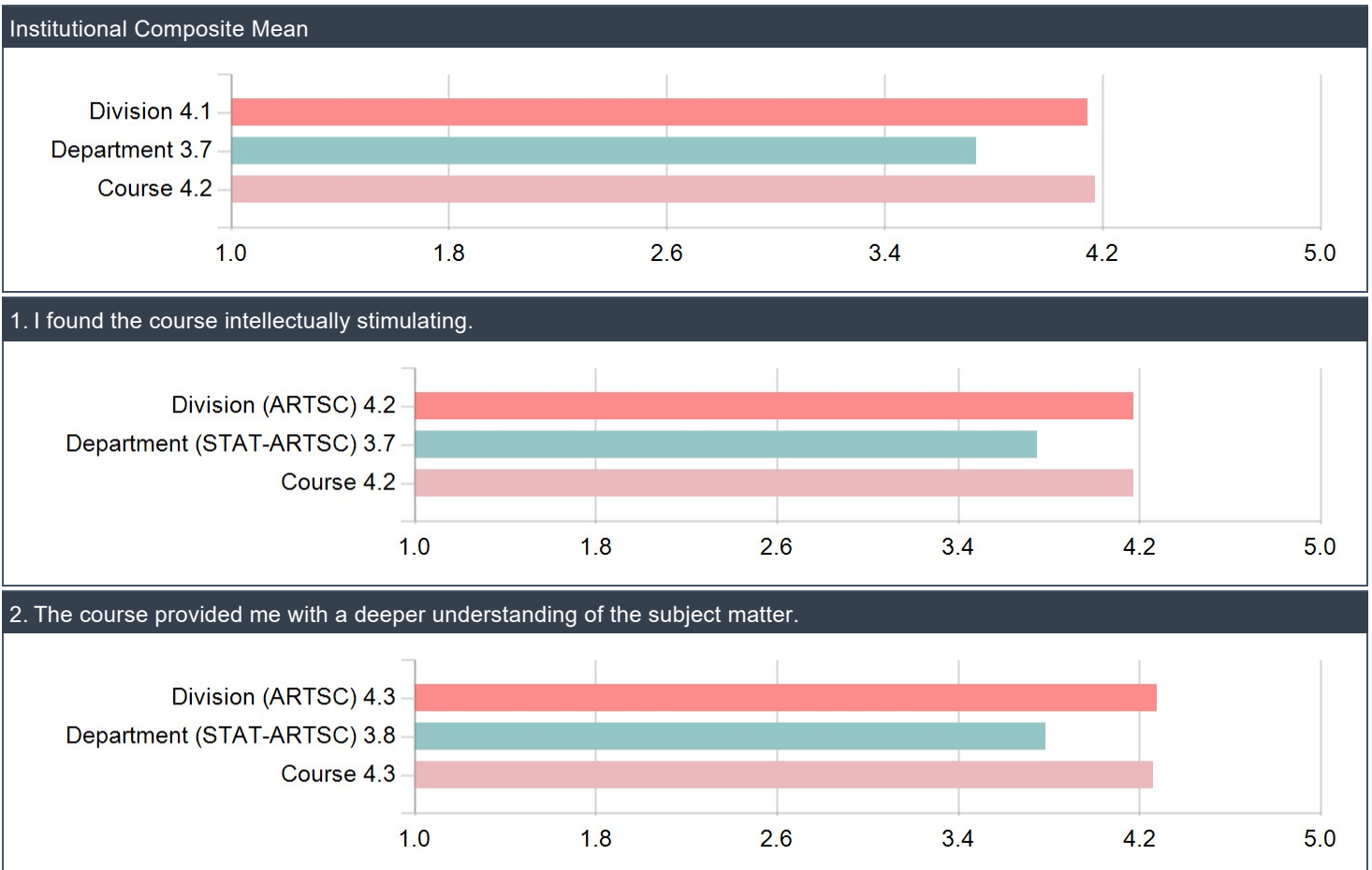
Section 3. Comparative Data

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.

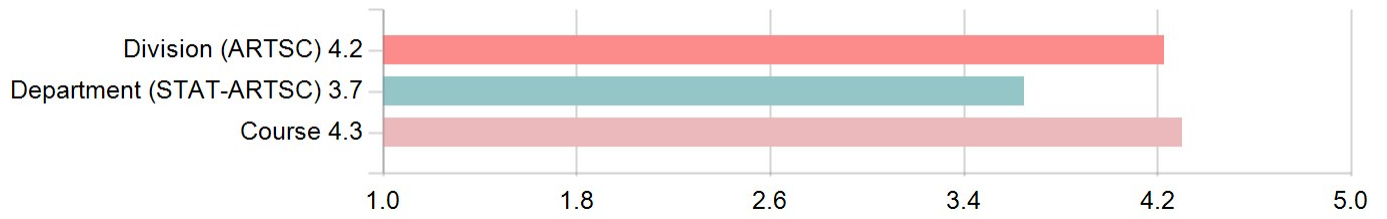
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

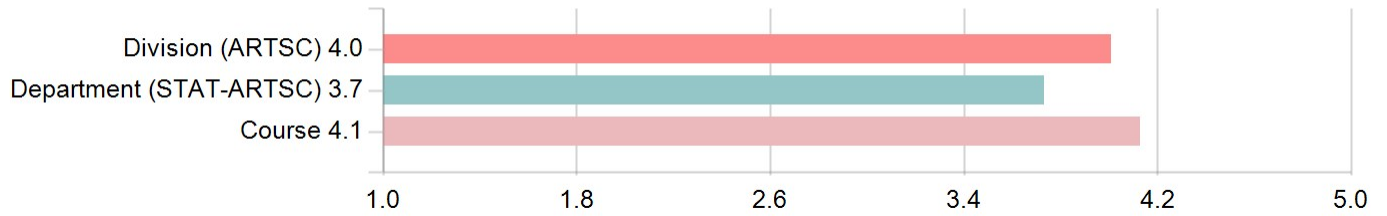
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



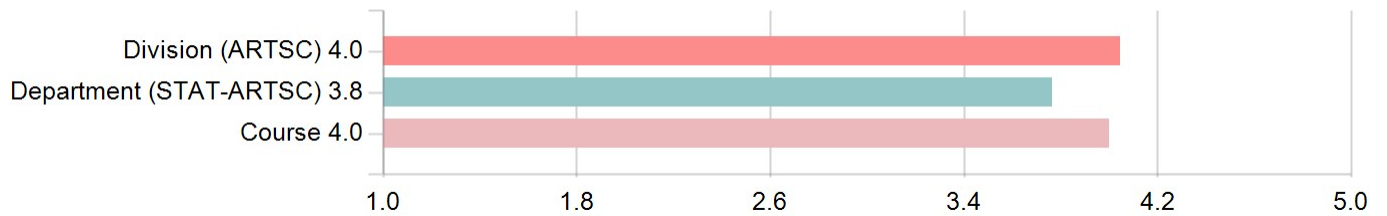
3. The instructor ([Rohan Alexander](#)) created an atmosphere that was conducive to my learning.



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

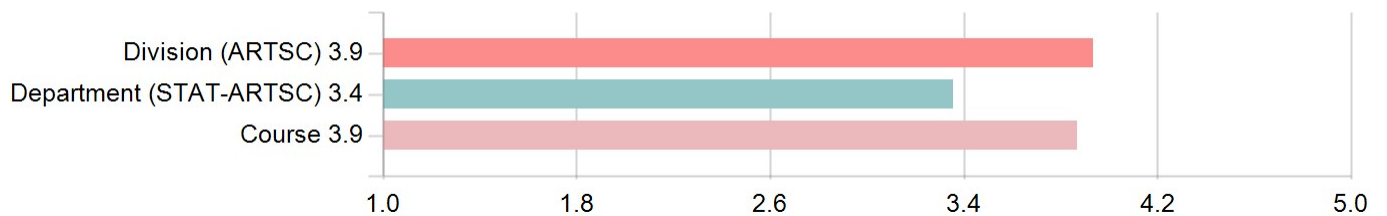


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

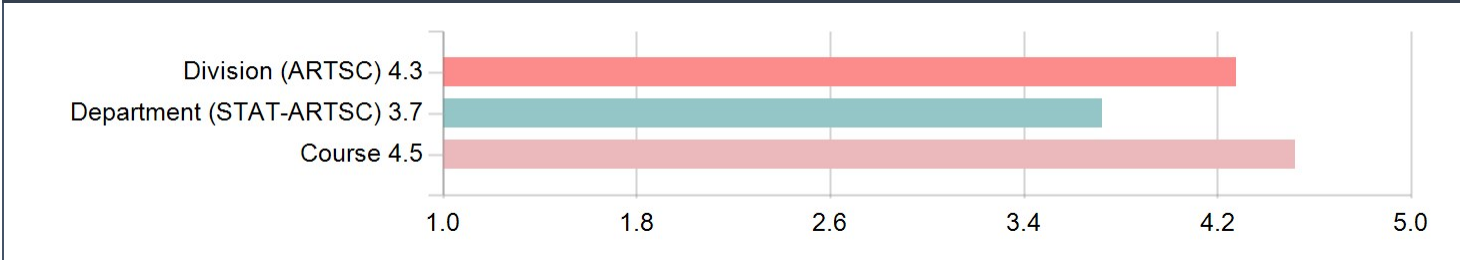
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

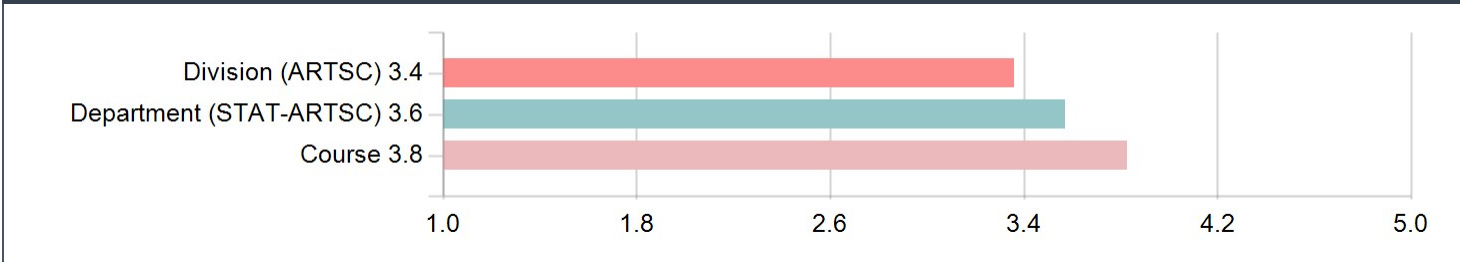
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



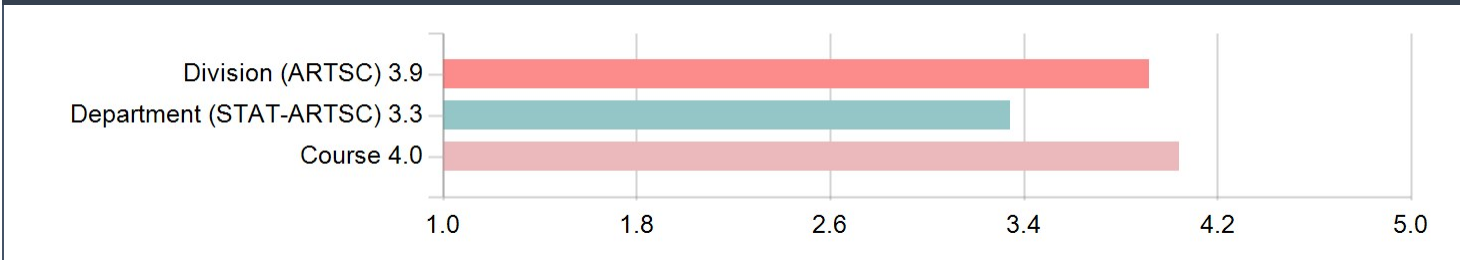
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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:

