



Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected.

ESCI ONLINE SURVEY STATISTICS

1/4/22

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End of Fall Quarter 2021 -- ESCI Online

Department and Campus Norms taken over time span: Winter Quarter 2017 - Fall Quarter 2021

Abbrev: **STATS** Instructor: **COBURN K M** Rank: **Faculty** Course: **PSTAT 120B 0200** Type: **Lecture**
 Department: **STATISTICS & APPLIED PROBABILITY** Course Enrollment: **112**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at <http://oic.id.ucsb.edu/esci>.

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(5464) **1.** Preparation and organization of lectures.

a = Excellent b = Very Good c = Good d = Fair e = Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median			
*NOTE: Each Student Response=INF%	(a)	(b)	(c)	(d)	(e)								
*--> This COURSE current quarter				50%	30%	18%	2%	0	0	0	1.7	1.5	
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				49%	21%	16%	8%	6%	8	0	0	2.0	2.0
Dept STATS FACULTY over time				53%	22%	15%	7%	3%	124	0	0	1.9	1.0
Campus FACULTY over time				53%	22%	15%	7%	3%	124	0	0	1.9	1.0



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Course: **PSTAT 120B 0200**
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(1408) **Comments:**

Lectures were helpful with the homework and the instructor tried their best to make their lectures understandable and readable.

I liked the lecture slides

A couple of mistakes which are negligible in the wider scale, but still detrimental such as the times when zoom wasn't working.

lectures got more and more organized as the quarter went on! technology is difficult

Has good slides and good plan for the day, but is still new to teaching.

Lectures can be a little disorganized and drag on for a little too long, but overall, they're good.

Always had examples but sometimes ran out of time or got lost in notation making it a bit confusing

The slides are neat and very accessible. She can sometimes be unclear with her speech due to her asthma.

Some technical difficulties with recording and posting lectures. Wish she posted the lectures right after lecture, so we could use for review or watch if we missed in-person class that day.

Most organized professor I've had in the department by a LONG shot. My only complaint is that there are mistakes in the lecture slides a bit too frequently.

C'mon she prepares lecture slides--I call that prepared. For the time she has in class, she manages to organize them decently. Of course there are some times I wish she'd go over a proof more in detail, but like I said time doesn't permit that.

Always had slides ready to go and would normally post them before the class started as people had asked her to do a few weeks into the quarter and was nice of her to do that.

clear pts

She is good at planning lectures. Her slides are always very well made and useful both as a guide during lecture and as a reference to use for homeworks. I really like that she has a topic outline slide that comes up multiple times throughout the lecture to show our progress through the topics. She is also good at occasionally putting in visuals and pictures to make the slides easier to understand, but not overcrowd the screen. The main thing I think she could improve on is document camera stuff. Early on in the quarter, a student requested that she do some problems on paper using the document camera during lectures, but I don't think this ended up being very helpful or very conducive to her teaching style. There are a lot of times where she will make a mistake in the



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work and have to cross it out so it often becomes difficult to follow and hard to read. I don't think this necessarily indicates a lack of preparation or knowledge on her part. The whole point is that she's working through the problem in real time. Rather it's just not something that particularly compliments her teaching style. I think it would be better if she either just didn't do document camera stuff at all, or if she does do it, it would probably help if she already had all of the work written out on a separate sheet of paper and just copied it down as she works through the problem. Other than that, I think she is very organized and lectures run smoothly.

I think it would have been nice to better point out the connection that the day's lecture has to the previous lecture(s). Presenting the material in a way that builds upon what was previously taught would have been helpful. I also think that elaborating on the conceptual significance of what we are learning would have helped too. It felt like I was learning isolated topics without really knowing how they are connected or help statistics.

The lectures were always done very well in person. The only problem would be forgetting to screen share on zoom when students had to attend virtually. Otherwise, the slides were very easy to follow and the lecture flowed very well!

I wish lectures were posted on time. I also wasn't able to attend some lectures but some of them weren't recorded completely and I missed some of the content.



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(5465) 2. Instructor's apparent knowledge and enthusiasm for the subject matter.

a = Excellent b = Very Good c = Good d = Fair e = Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median			
*NOTE: Each Student Response=INF%	(a)	(b)	(c)	(d)	(e)								
*--> This COURSE current quarter				66%	25%	9%	1%	0	0	0	1.5	1.0	
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				60%	20%	12%	5%	3%	7	0	0	1.7	1.0
Dept STATS FACULTY over time				60%	21%	12%	4%	2%	145	0	0	1.7	1.0
Campus FACULTY over time				60%	21%	12%	4%	2%	145	0	0	1.7	1.0



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Abbrv: STATS Instructor: COBURN K M Rank: Faculty Course: PSTAT 120B 0200 Type: Lecture
Department: STATISTICS & APPLIED PROBABILITY Course Enrollment: 112

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(1409) Comments:

It would be useful to do a few more examples in class. Sometimes it's difficult to understand how to apply some formulas that are given, for example the fisher information equation.

Instructor would have minor mistakes here and there however they always seem to have concrete knowledge on the topics taught.

Came well prepared and knowable onsubjects/topics

Knows the subject very well and enjoys when she sees that students are also understanding the material

GOOD!

The instructor seems to care about the course material and has knowledge.

Professor seemed enthusiastic about the course material, but did not seem comfortable enough to teach some parts.

I've had other professors who seem bored by their own lectures. Coburn never strikes me a bored or detached from the subject matter.

She's really knows her stuff and can make a 5 pm class entertaining. My only comment is that sometimes she makes some basic mistakes. I don't think this is reflective of her understanding, but more she's getting used to lecturing in front of so many people.

She knows what she is doing, even though explaining it may be a bit tough sometimes she is always trying her best and is always ready for questions.

provided a lot of additional knowledge

She clearly has a lot of passion for statistics and she is really good at conveying it in the way she talks. To be completely honest, I kind of thought I hated statistics after 120A, but Coburn has made it a lot more engaging and enjoyable. I think her enthusiasm really elevates the material and makes it a lot more clear why these topics are important and useful.

The instructor always seemed enthusiastic to go over the material and tried making it fun and relatable for everyone.

Professor Coburn communicates well with her students and shares her knowledge beyond the course material, which I found very intriguing and useful.



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Enthusiasm for the subject matter is apparent in lectures!



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(5466) **3.** Accessibility and helpfulness of the instructor outside of class (during office hours.)

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Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median			
*NOTE: Each Student Response=	(a)	(b)	(c)	(d)	(e)								
*--> This COURSE current quarter				62%	24%	13%	1%		1	0	0	1.5	1.0
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				52%	21%	17%	6%	4%	24	0	0	1.9	1.0
Dept STATS FACULTY over time				50%	23%	18%	6%	3%	344	0	0	1.9	2.0
Campus FACULTY over time				50%	23%	18%	6%	3%	344	0	0	1.9	2.0



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(1410) **Comments:**

Haven't personally gone to the office hours however, the piazza website was a very useful resource.

I love her.

Always responds to questions in class as well as out of the classroom.

Appreciated piazza as a platform to post questions, response time was a little long at times though. Never went to the professor's office hours, but they did seem very available to answer other students' questions after class.

Always kind, accessible, and helpful when asking for help.

Office hours are LIT!

Always has office hours and you can always ask questions at anytime.

helpful office hours

I don't think I ever attended her office hours, but she's really good at answering questions on Piazza in a timely manner and also in a really concise and helpful way.

the instructor always answers questions on Piazza, which is in time for students.

The instructor is always so nice and patient with students' questions. Feeling blessed to have her!



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(5467) **4.** Clarity of course objectives.

a = Excellent b = Very Good c = Good d = Fair e = Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median			
*NOTE: Each Student Response=	(a)	(b)	(c)	(d)	(e)								
*--> This COURSE current quarter				52%	26%	19%	3%	1	0	0	1.7	1.0	
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				46%	21%	19%	7%	7%	13	0	0	2.1	2.0
Dept STATS FACULTY over time				46%	24%	18%	8%	4%	160	0	0	2.0	2.0
Campus FACULTY over time				46%	24%	18%	8%	4%	160	0	0	2.0	2.0



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(1411)

Comments:

At the beginning of class, they answered any questions and clarified the goals of the upcoming week or the daily objective of the day.

Clear syllabus

So great

The draft would a little messy sometimes.

The syllabus only stated that there would be 3 quizzes, but we were assigned 4. Otherwise, everything else was clear

120B is a dense course. While at times things got a little hard to follow, I feel she did an excellent job overall.

Please put any announcements -- like section being cancelled on Piazza!

Usually had what we were going to learn at the beginning of the slides, and at the end had a recap of what we learned that day on the slides as well.

i think she speaks too fast

It would have been nice to have an outline of we are trying to accomplish by learning the topics.

Although I knew what we were learning, I didn't and don't completely understand why we were learning it or how to connect it to other things. However, the connections to real world scenarios was very helpful.

The course material is mostly theoretical and the logical flow of how one concept leads to the other is lacking. For example, it would be helpful to emphasize how moment generating functions are used in statistics, or the context/layman's terms for theoretical equations. It is sometimes confusing to know why we are doing something, and how it relates to the bigger picture. It would be a good idea to include more real experiment examples in the course material/lectures.



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(5468) 5. Fairness of workload and assignments.

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*--> This COURSE current quarter				64%	25%	11%	1%	0	0	0	1.5	1.0	
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				45%	23%	16%	9%	7%	10	0	0	2.1	2.0
Dept STATS FACULTY over time				47%	24%	17%	8%	4%	164	0	0	2.0	2.0
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(1412) **Comments:**

Homework load was a reasonable amount and they gave a sufficient amount of time to turn it in.

Fair grading scheme

Honestly could have been a bit more work.

Coburn is really generous with homework as she often sets back the due date if the class is struggling.

Prof was very lenient and accommodating to student's needs. Appreciated that she asked the students' opinions and listened to suggestions, for example she gave extensions on quizzes/homework assignments. This made the course a lot more enjoyable because it gave us time to actually earn the material instead of stressing over getting the assignments done in time.

All quarter she was incredibly considerate as to not overwhelm us with work.

At first it was a little confusing and time consuming, but once we both got used to the quarter, it was pretty doable.

I felt that this was very manageable and the professor is awesome for this. It was always simple each week. 2 lectures and a section. 1 homework per week due at the end of the week, and a few quizzes through out that were take home which was super nice. Being able to take it home takes off so much pressure and stress, and its nice because you are able to do it on you own time and not the scheduled class time. Love that.

too much homework

The assignment schedule is very reasonable. All assignments including quizzes and exams being take home is a good way to make sure that we understand the concepts but without forcing us to memorize all of these complex formulas. It also allows the questions to be longer and more involved without the stress of a time limit. Some assignments tended to be a bit long, but after quizzes got extended so we had the entire week to do them at the beginning of the quarter, the deadlines were never unreasonable.

I think it became a little overwhelming before/after Thanksgiving break.

Professor Coburn is very accomodating when it comes to homework assignments and exams.



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(5469) **6.** Relevance, readability and usefulness of textbook.

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Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median			
*NOTE: Each Student Response=INF%	(a)	(b)	(c)	(d)	(e)								
*--> This COURSE current quarter				43%	20%	26%	11%	0	0	0	2.0	2.0	
Student-weighted Norms (UG students)													
Dept STATS FACULTY current qtr				36%	17%	24%	13%	11%	36	0	0	2.5	2.0
Dept STATS FACULTY over time				40%	20%	22%	11%	7%	386	0	0	2.3	2.0
Campus FACULTY over time				40%	20%	22%	11%	7%	387	0	0	2.2	2.0



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(1413) **Comments:**

The textbook was helpful in understanding topics that were somewhat difficult to understand from the lectures.

Some of the AP statistics books with almost 1000 pages explain things clearer than this book, especially about concepts. Please do not only use this book to explain terms since more examples are always preferred. Thanks.

Textbook is very proof heavy and can be hard to follow along. Most concepts also are not explained very well.

Textbook was a little dense to read through but the slides were really good

The textbook can sometimes be tough to read but is a useful resource.

The textbook was fairly easy to understand. I liked that the professor tried to base the homework off the textbook and took example problems directly from the textbook.

The subject matter is very dense and the notation between lectures and the text differs slightly, but I was still able to get some confusion sorted out by only referring to the text.

Sometimes it can be more complicated than it needs to be, but it has helped a ton with HW

Felt that the book was not used that much by the prof, except for some homework problems, and she never really made a point to tell us to read certain pages or chapters which may have been helpful.

too heavy

Personally, the textbook was hard to follow and did not seem like it was as easy to learn from than lectures or online resources.

The textbook was quite difficult to read sometimes, but after attending lecture and then going back to read it, it was somewhat easier to understand.