



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

## ESCI ONLINE SURVEY STATISTICS

3/28/22

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### End of Winter Quarter 2022 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2017 - Winter Quarter 2022

Abbrv: **STATS**      Instructor: **COBURN K M**  
Department: **STATISTICS & APPLIED PROBABILITY**

Rank: **Faculty**

Course: **PSTAT 231 0100**  
Course Enrollment: **25**

Type: **Lecture**  
**\*Concurrent Course\***  
(see footer)

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**These two questions were determined by the Academic Senate Committee on Academic Personnel (CAP) and Committee on Effective Teaching and Instructional Support (CETIS) to be appropriate for all student end-of-course surveys.**

(1) **A.** In rating a course, you should consider the instructor's teaching apart from the course materials or content.

Please rate the overall quality of the instructor's teaching.

(a) Excellent      (b) Very Good      (c) Good      (d) Fair      (e) Poor

Response weighting:      1      2      3      4      5      Blank      Total      Total

\*NOTE: Each Student Response=7%      (a) (b) (c) (d) (e)      Response      Students      Courses      Mean      Median

*--> This COURSE current quarter	80%	20%				0	15	1	1.2	1.0
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	79%	9%	8%	4%	1%	0	114	16	1.4	1.0
Dept STATS FACULTY over time	69%	16%	11%	4%	1%	8	1614	197	1.5	1.0
Campus FACULTY over time	65%	21%	10%	3%	1%	74	25526	4534	1.6	1.0
Course-weighted Norms (GR courses)										
Dept STATS FACULTY current qtr	81%	7%	7%	3%	1%			16	1.4	1.0
Dept STATS FACULTY over time	76%	13%	8%	3%	1%			197	1.4	1.0
Campus FACULTY over time	72%	17%	8%	2%	1%			4534	1.4	1.0

(2) **B.** Please rate the overall quality of the course, including its material or content, independent of the instructor's teaching.

(a) Excellent      (b) Very Good      (c) Good      (d) Fair      (e) Poor

Response weighting:      1      2      3      4      5      Blank      Total      Total

\*NOTE: Each Student Response=7%      (a) (b) (c) (d) (e)      Response      Students      Courses      Mean      Median

*--> This COURSE current quarter	80%	7%	13%			0	15	1	1.3	1.0
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	81%	5%	7%	4%	2%	2	114	16	1.4	1.0
Dept STATS FACULTY over time	67%	17%	10%	4%	1%	19	1614	197	1.6	1.0
Campus FACULTY over time	61%	22%	11%	4%	1%	99	25526	4534	1.6	1.0
Course-weighted Norms (GR courses)										
Dept STATS FACULTY current qtr	84%	5%	5%	4%	3%			16	1.4	1.0
Dept STATS FACULTY over time	75%	13%	8%	3%	1%			197	1.4	1.0
Campus FACULTY over time	69%	19%	9%	3%	1%			4534	1.5	1.0



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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	Total	Total	Mean	Median
*NOTE: Each Student Response=7%	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
<b>*--&gt; This COURSE current quarter</b>	<b>80%</b>	<b>13%</b>	<b>7%</b>			<b>0</b>	<b>15</b>	<b>1</b>	<b>1.3</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	78%	9%	11%	3%		0	114	16	1.4	1.0
Dept STATS FACULTY over time	70%	17%	9%	3%	1%	25	1614	197	1.5	1.0
Campus FACULTY over time	70%	17%	9%	3%	1%	25	1614	197	1.5	1.0

(1408) **Comments:**

The lectures are well prepared and excellently presented. Professor Coburn does a great job making lectures interesting and interacting with students. Definitely went above and beyond by offering lecture in person, over zoom, and recorded. I think this helped students a lot, especially this quarter given the COVID craziness.

Overall, lectures were fairly organized. However, I was sometimes confused where we left off in the slides since we didn't finish a 'topic' each lecture. Recorded lectures were very helpful to have to look back on, but wish they were posted sooner.

Always prepared with great slides.

(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	Total	Total	Mean	Median
*NOTE: Each Student Response=7%	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
<b>*--&gt; This COURSE current quarter</b>	<b>100%</b>					<b>0</b>	<b>15</b>	<b>1</b>	<b>1.0</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	88%	8%	4%	1%		0	114	16	1.2	1.0
Dept STATS FACULTY over time	79%	13%	5%	2%		28	1614	197	1.3	1.0
Campus FACULTY over time	79%	13%	5%	2%		28	1614	197	1.3	1.0



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Abbrev: **STATS**

Instructor: **COBURN K M**

Rank: **Faculty**

Course: **PSTAT 231 0100**

Type: **Lecture**

Department: **STATISTICS & APPLIED PROBABILITY**

Course Enrollment: **25**

\*Concurrent Course\*

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(1409)

**Comments:**

Professor Coburn is both knowledgeable and enthusiastic about statistical learning (and data science). I think they did a great job making the class beneficial for graduate students, while also accesible for undergraduates.

Prof Coburn was very enthusiastic about machine learning and its applications.

very enthusiastic about the course. Highly infectious

Super approachable, and makes the material really accessible and interesting!

Very knowledgeable.

very enthusiastic and willing to help!

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

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=7%	(a)	(b)	(c)	(d)	(e)					
<b>*--&gt; This COURSE current quarter</b>	<b>86%</b>		<b>14%</b>			<b>1</b>	<b>15</b>	<b>1</b>	<b>1.3</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	83%	8%	9%			1	114	16	1.3	1.0
Dept STATS FACULTY over time	75%	13%	9%	2%	1%	45	1614	197	1.4	1.0
Campus FACULTY over time	75%	13%	9%	2%	1%	45	1614	197	1.4	1.0



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Department: **STATISTICS & APPLIED PROBABILITY**

Rank: **Faculty**

Course: **PSTAT 231 0100**  
Course Enrollment: **25**

Type: **Lecture**  
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(1410) **Comments:**

If I could rate higher than excellent I would! It is clear you care a lot about your students and you are very approachable and kind!

-----  
Great during office hours and generous amount of office hours

-----  
Always willing to help during office hours and after class and answer tons of questions.  
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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=7%	(a)	(b)	(c)	(d)	(e)					
<b>*--&gt; This COURSE current quarter</b>	<b>73%</b>	<b>27%</b>				<b>0</b>	<b>15</b>	<b>1</b>	<b>1.3</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	77%	13%	6%	3%	1%	0	114	16	1.4	1.0
Dept STATS FACULTY over time	68%	16%	10%	4%	2%	34	1614	197	1.6	1.0
Campus FACULTY over time	68%	16%	10%	4%	2%	34	1614	197	1.6	1.0

(1411) **Comments:**

The rubric for the final project could be a little more clear, but I really like that you provided an example assignment.

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Very clear up front regarding grading, homeworks, final project, and quizzes. The quarter was much more planned out than most courses I've taken. This allowed me to plan my quarter more efficiently.  
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(5468) **5.** Fairness of workload and assignments.

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
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<b>*--&gt; This COURSE current quarter</b>	<b>86%</b>	<b>7%</b>	<b>7%</b>			<b>1</b>	<b>15</b>	<b>1</b>	<b>1.3</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	80%	11%	4%	4%	1%	2	114	16	1.3	1.0
Dept STATS FACULTY over time	66%	18%	10%	4%	2%	36	1614	197	1.6	1.0
Campus FACULTY over time	66%	18%	10%	4%	2%	36	1614	197	1.6	1.0

(1412) **Comments:**

The workload seemed much heavier in the first part of the course (ie first two homeworks took a loooooong time, while the third was much quicker)

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 The workload is just enough to get experience with all the material, without being excessive. Proof-related homework questions seemed well selected (concepts that are necessary to really understand statistical learning well). The quizzes are fair, and as described, mainly to make sure the reading is completed. The homeworks are reasonable and take a reasonable amount of time. The final project seems well designed to encourage data science practice and understanding of the material, with a focus on statistical learning methods. I.e., this course really presents a lot of material not covered in other grad classes, which makes it very useful.  
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(5469) **6.** Relevance, readability and usefulness of textbook.

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=7%	(a)	(b)	(c)	(d)	(e)					
<b>*--&gt; This COURSE current quarter</b>	<b>64%</b>	<b>21%</b>	<b>14%</b>			<b>1</b>	<b>15</b>	<b>1</b>	<b>1.5</b>	<b>1.0</b>
Student-weighted Norms (GR students)										
Dept STATS FACULTY current qtr	78%	8%	12%	2%		4	114	16	1.4	1.0
Dept STATS FACULTY over time	66%	15%	12%	5%	2%	72	1614	197	1.6	1.0
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(1413)

### Comments:

Honestly I just kind of skim it. For me it's hard to read about math. If I'm feeling really confused I turn to youtube. I do love that the book is free and online though!

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It's awesome that Professor Coburn assigns both a undergraduate and graduate level textbook. ESL seems like a very good choice to me. Advanced, but not overly dense.  
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