

ESCI ONLINE SURVEY STATISTICS

9/14/22

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

Summer Quarter 2022 -- ESCI Online

Department and Campus Norms taken over time span: Summer Quarter 2018 - Summer Quarter 2022

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

Rank: **Faculty**

Course: **PSTAT 120B 0200**
Course Enrollment: **98**

Type: **Lecture**

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

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Office, Instructional Development, 1130 Kerr Hall (x4278) or (id-esci@ucsb.edu)

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	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	66%	23%	8%	2%	2%	0	64	1	1.5	1.0
<hr/>										
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	63%	20%	10%	5%	2%	0	472	13	1.6	1.0
Dept STATS FACULTY over time	57%	20%	14%	7%	3%	3	1481	60	1.8	1.0
Campus FACULTY over time	56%	23%	13%	5%	2%	24	20507	1188	1.7	1.0
<hr/>										
Course-weighted Norms (UG courses)										
Dept STATS FACULTY current qtr	67%	18%	9%	5%	2%			13	1.6	1.0
Dept STATS FACULTY over time	56%	19%	14%	8%	3%			60	1.8	1.0
Campus FACULTY over time	61%	21%	11%	4%	2%			1188	1.6	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	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	63%	20%	14%	3%		0	64	1	1.6	1.0
<hr/>										
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	59%	22%	13%	5%	2%	1	472	13	1.7	1.0
Dept STATS FACULTY over time	54%	23%	15%	6%	2%	4	1481	60	1.8	1.0
Campus FACULTY over time	55%	23%	15%	5%	2%	53	20507	1188	1.8	1.0
<hr/>										
Course-weighted Norms (UG courses)										
Dept STATS FACULTY current qtr	65%	18%	12%	4%	1%			13	1.6	1.0
Dept STATS FACULTY over time	54%	21%	15%	7%	3%			60	1.8	1.0
Campus FACULTY over time	60%	22%	12%	5%	2%			1188	1.7	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
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	66%	19%	13%	2%	2%	0	64	1	1.5	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	64%	20%	11%	4%	2%	1	472	13	1.6	1.0
Dept STATS FACULTY over time	63%	19%	12%	4%	2%	5	1481	60	1.6	1.0
Campus FACULTY over time	63%	19%	12%	4%	2%	5	1481	60	1.6	1.0

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(1408)

Comments:

Instructor seems unprepared for class and failed to cover the entire curriculum due to poor scheduling

The professor is very prepared for the lectures! The content is very well thought out.

Professor Coburn is always prepared with lectures that are detailed and organized.

Fully illustrated slides every lecture

I think a large change needs to happen in regards to student questions during the lecture, many times off-topic questions were asked which turned into rabbit holes that ended up confusing me throughout the course and caused the live lectures to be scattered and hard to follow. I recommend guiding students who have off topic or non pressing questions to wait until after class or ask during office hours.

Professor Coburn prepared lecture slides well in advance. However, she went through them very quickly, and it was difficult to take notes while still keeping up with the lecture. Examples shown in class were all typed out on the slides, but I would have appreciated it a lot if she had written them out and gone through them step by step so that it would be easier to follow along, although I understand that it was difficult for her to write on the slides. I just found that, a lot of times, I was lost during lecture because I would be taking notes on previous slides and she would already be done with an example, and sometimes I wouldn't be able to make sense of what was typed on the slides.

Quite a lot of powerpoint errors were pointed out during lecture but willing to answer any question students have

I thought that the lecture times were sometimes a little hard to follow. I think this was due to a ton of questions being asked, and the class lectures going off into a lot of tangents, but I am not sure if the professor could have fixed this.

The lectures were organized and aligned well with the textbook. However, the class fell behind on lectures which led to many assignments being due during the last week of the session (finals week) as well as being due after the session is supposed to be complete. In the future, I think it would be helpful for the professor to set a strict goal on how much material she wants to go over in a given week. For example, Week 1 can be dedicated to getting through all of Chapter 1 and 2 and if she falls behind, the remaining material can be taught via recorded lectures. This way, Week 2 will focus on new material and the class won't fall behind. I would also appreciate if the lecture recordings were uploaded in a more consistent manner, maybe no more than 24-36 hours later.

Lectures were easy to follow along and the slides had the necessary materials to note of. Additionally, the Professor was able to upload their lectures which is extremely useful to rewatch to fully understand the lecture.

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excellent

She's always prepared with a lesson plan.

NA

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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	Total	Total	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	80%	16%	3%	2%		0	64	1	1.3	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	72%	18%	6%	3%		1	472	13	1.4	1.0
Dept STATS FACULTY over time	66%	20%	10%	3%	1%	14	1481	60	1.5	1.0
Campus FACULTY over time	66%	20%	10%	3%	1%	14	1481	60	1.5	1.0

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(1409)

Comments:

Instructor seems like she does not understand the course material and fails to answer students questions

The professor is very knowledgeable and is very enthusiastic about the subject.

You can easily tell that Professor Coburn loves teaching the class and sharing her knowledge with others. This makes it really easy for students to feel comfortable to ask questions. I would definitely recommend Professor Coburn to other students if they are planning to take a PSTAT course.

Never get tired to reexplain and answer any questions we have

Professor Coburn is probably the most passionate and enthusiastic instructor I have had at UCSB. Although some parts of the course could definitely be improved on, her attitude made up for it. She always welcomed questions and encouraged students with a good question after one was asked. I greatly appreciated her kindness, because it made me more confident to ask questions, even ones that may have been considered dumb questions. She was able to answer the more difficult questions that students had, and that spoke to her vast knowledge of the subject as well as related fields.

more than happy to answer and receive feedback + very enthusiastic and understanding

In the beginning, everything was really good, and professor Coburn explained everything really well. It just felt that when the material got harder she started to just spit back definitions and things that were on her slides. I feel like it should be the other way around, when things get harder there should be more intuition explained before just revealing theorems and definitions.

Never seemed stumped on what they were teaching and was able to explain the matters clearly and confidently.

excellent

She's always excited about the topics she teach and shows a great amount of enthusiasm when teaching.

Professor Coburn always came to class with a positive attitude. She was more than happy to answer questions during class, and always had good answers

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(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	Total	Total	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		

This COURSE current quarter	70%	17%	9%	3%		0	64	1	1.5	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	68%	19%	8%	4%		2	472	13	1.5	1.0
Dept STATS FACULTY over time	60%	21%	13%	5%	2%	16	1481	60	1.7	1.0
Campus FACULTY over time	60%	21%	13%	5%	2%	16	1481	60	1.7	1.0

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Course: **PSTAT 120B 0200**

Type: **Lecture**

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(1410)

Comments:

The professor made effort to make herself available outside of class.

Professor Coburn is extremely helpful and always available to help anyone. Her office hours are very useful as she will answer your questions in great detail and will take the time to make sure you understand the topics covered in class.

Office hours were great and helpful throughout the entire course.

Although reaching Professor Coburn through email was difficult, she was always approachable after class and during office hours. She interacted with everyone respectfully, and she was very understanding when situations came up and students were not able to submit assignments in time, giving them extensions.

taken with a grain of salt due to remote learning but holds office hours and is very respectful of students + but lecture recordings have inconsistent postings via gauchospace

She was always at every office hour except for one so I would say she was always accesible. And she almost always answered any question which I thought was really awesome.

more office hour might be helpful

Office hours were typically held on Fridays from 3-5pm, however they were cancelled a couple of times at the last minute and moved to the weekend. I think it would be more effective and helpful to hold two office hours instead, one during the beginning and one at end of the week at one hour each. Most assignments were due on Fridays so it was not really helpful to hold office hours on the weekend when the assignment deadline had already passed. I haven't had to email the professor personally so I can't comment on that, but we did have a Discord chat where students would ask clarifying questions. I wish the professor was more active and helpful on Discord because it can be a really useful way to communicate with students.

excellent

She offers appointments.

Professor Coburn was very accessible outside of class. Despite everything being on zoom, she was somehow more available for her students than professors on campus.

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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	Total	Total	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	66%	22%	9%	2%	2%	0	64	1	1.5	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	63%	20%	11%	4%	1%	0	472	13	1.6	1.0
Dept STATS FACULTY over time	56%	22%	14%	5%	2%	8	1481	60	1.8	1.0
Campus FACULTY over time	56%	22%	14%	5%	2%	8	1481	60	1.8	1.0

(1411) **Comments:**

The course was well thought and is well executed.

Everything that is expected is clear.

weekly objectives clarified at the start of of each week

When a new concept was introduced, I would sometimes have to ask what we were doing it for, because I wasn't quite sure how it connected to previous topics. However, the more work we did on it, the more the professor was able to clarify objectives.

I just think the material of the course is extremely challenging. Professor Coburn did a good job of providing us all of the tools to solve problems, but I still feel I lack some of the practical applications and simple intuitions of a lot of the topics.

Clear guideline of what each section, assignment, and quiz was going to cover so we were able to prepare accordingly.

excellent

na

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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	Total	Total	Mean	Median
	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	67%	22%	11%			0	64	1	1.4	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	65%	18%	8%	6%	3%	1	472	13	1.6	1.0
Dept STATS FACULTY over time	56%	20%	14%	7%	3%	9	1481	60	1.8	1.0
Campus FACULTY over time	56%	20%	14%	7%	3%	9	1481	60	1.8	1.0

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(1412)

Comments:

Exams are far too easy and homework fails to provide sufficient practice. Did not learn much in this course

The professor is very fair and upfront about workload and assignment.

The workload is very fair. It's manageable and her grading on the work makes it so we don't stress out too much which is something I'm sure every student is grateful for.

even though some homeworks have been given a short period of time to complete, overall these are pretty manageable

The workload was pretty heavy for a 6-week course, and assignments were a fair bit harder than what was done in class, making them difficult to complete. However, the professor was very flexible with her drops and she welcomed all questions, making it manageable.

a lot of reading that I dont due to lack of engagement or motivation

The workload was incredibly fair, I think the assignments were also extremely fair as well.

I would say that the amount of assignments were fair. I do wish that the assignments were graded in a quicker manner because quiz 1 was assigned during week 2 and wasn't graded until around week 5. It would be nice so that we know how we're doing and where we stand in the course before the final exam.

I believe the work given was in fair amounts and we were told the best way to allocate our time to complete everything. It wasn't overwhelming but enough for me to practice and learn the materials at hand.

excellent

Super fair and has reasonable accommodations for any inconveniences.

I really appreciate how Professor Coburn tried not to overwhelm her students. Summer session is so fast paced, so I was really struggling at first. She made it so I didn't stress as much and genuinely enjoyed the clas

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

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

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	(a)	(b)	(c)	(d)	(e)	Response	Students	Courses		
This COURSE current quarter	58%	27%	5%	8%	3%	0	64	1	1.7	1.0
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	59%	17%	15%	7%	2%	2	472	13	1.8	1.0
Dept STATS FACULTY over time	51%	18%	19%	8%	3%	23	1481	60	1.9	1.0
Campus FACULTY over time	51%	18%	19%	8%	3%	23	1481	60	1.9	1.0

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(1413)

Comments:

The textbook was very relevant and worked well with the lectures.

Some of the topics covered are kind of confusing because of the notation the textbook uses but luckily Professor Coburn covers the same material during class so it get clarified a little.

lectures basically follow the structure and contents of textbook

Only complaint was the assigned readings didn't align perfectly with the lectures and were missing some concepts and used different terminology at times.

I found the textbook a bit hard to read and conceptualize. At times, it just seemed like a lot of words that I knew individually but couldn't understand together.

The textbook was amazing, if I missed lecture, just reading the textbook gave me enough knowledge which paralleled the lectures.

I really like that the lectures align with the textbook because the textbook can give further clarification on certain topics and problems.

Textbook had a lot of great examples and the reading we were assigned helps us understand the theorems presented better.

excellent

na