E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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End of Fall Quarter 2022 -- ESCI Online
Department and Campus Norms taken over time span: Winter Quarter 2018 - Fall Quarter 2022

Abbrv: **STATS**   Instructor: **COBURN K M**   Rank: **Faculty**   Course: **PSTAT 131 0200**   Type: **Lecture**
Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *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 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**76%**	**15%**	**7%**	**2%**		**0**	**92**	**1**	**1.3**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	47%	25%	17%	8%	3%	2	1244	33	1.9	2.0
Dept STATS FACULTY over time	45%	23%	17%	9%	5%	25	20930	387	2.1	2.0
Campus FACULTY over time	53%	23%	14%	6%	3%	403	340090	12906	1.8	1.0
Course-weighted Norms (UG courses)										
Dept STATS FACULTY current qtr	47%	22%	18%	8%	4%			33	2.0	2.0
Dept STATS FACULTY over time	50%	21%	16%	9%	5%			387	2.0	1.0
Campus FACULTY over time	63%	20%	11%	4%	2%			12906	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 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**79%**	**12%**	**8%**	**1%**		**2**	**92**	**1**	**1.3**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	46%	26%	19%	7%	3%	4	1244	33	2.0	2.0
Dept STATS FACULTY over time	43%	26%	19%	8%	4%	73	20930	387	2.1	2.0
Campus FACULTY over time	50%	25%	16%	6%	3%	855	340090	12906	1.9	1.0
Course-weighted Norms (UG courses)										
Dept STATS FACULTY current qtr	46%	23%	20%	8%	4%			33	2.0	2.0
Dept STATS FACULTY over time	48%	23%	17%	8%	4%			387	2.0	2.0
Campus FACULTY over time	61%	21%	12%	4%	2%			12906	1.7	1.0

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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End of Fall Quarter 2022 -- ESCI Online
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Abbrv: **STATS**	Instructor: **COBURN K M**	Rank: **Faculty**	Course: **PSTAT 131 0200**	Type: **Lecture**

Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
                                                                                        (see footer)

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

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

	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**68%**	**26%**	**4%**	**1%**		**1**	**92**	**1**	**1.4**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	51%	24%	17%	6%	3%	6	1244	33	1.9	1.0
Dept STATS FACULTY over time	53%	22%	15%	7%	3%	154	20848	383	1.9	1.0
Campus FACULTY over time	53%	22%	15%	7%	3%	155	20891	394	1.9	1.0

Response weighting:

COBURN K M
PSTAT 131 0200   (T R   1230-1345   PSYCH1924)   * Concurrent Courses Evaluated Separately (Enrollment): PSTAT   131: (105), PSTAT   231: (31)

Survey Number: **408557**   Page 2

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End of Fall Quarter 2022 -- ESCI Online
Department and Campus Norms taken over time span: Winter Quarter 2018 - Fall Quarter 2022

Abbrv: **STATS**   Instructor: **COBURN K M**   Rank: **Faculty**   Course: **PSTAT 131 0200**   Type: **Lecture**
Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
                                                                                                                                                        (see footer)

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(1408)   **Comments:**

Professor Coburn teaching PSTAT131 has been my favorite course and most intriguing course I have taken at UCSB and in the PSTAT
department. Professor structures her classes very well, thoughtfully and in a way for the students to best thrive in the course and
in translating skills to real world application. She is an engaging lecturer and a good mix of providing coding and theory teaching
throughout the course.

Can understand the lecture very well visually
----
we got a slow start on lecture and when i was sick, i had to miss class but was confused about which lecture we were on
----
Correlation between lectures, labs, and homework made difficult material feel accessible and natural.

Love all the slideshows and how she explains them for us in lecture.

Lectures follow the flow of the slides that are posted online. While the material being lectured is mostly theoretical concepts,
the homeworks and labs involved the application of these concepts in R studio which makes up for the complexity of the lectures.

Lectures were extremely organized and were clearly explained.

The lectures are very helpful in explaining the concepts, but sometimes I wish there was more R (or even Python) code demonstrated
in them rather than just the labs-- especially when the homework calls for something beyond what was shown in the labs.

We were a little behind in lecture; however the extra material that we were provided with was sometimes more helpful than the
lectures.

The professor gives the lecture slides with enough time to look them over. Professor is organized and goes over additional material
that it helpful for the class.

Professor Katie's lectures are good, but I think she can be better. For example, plan the class time because sometimes she can't
finish what she wants to talk about in class.

She always had slides ready for the lecture.

The visuals and content of slides are very organized, a little bit to reflect on if I the pace is too fast in class or the concepts
become confusing

Lectures were always clear in what we would learn that day. Since the focus of this class also included a final project, the

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
                                                                                                                                                                (see footer)

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professor also provided ample time during lecture for any questions or clarifications regarding the project before beginning the
day's material. From what I learned, this class focused on multiple types of statistical learning methods, as well as the
techniques that work in these methods through both learning through the lectures and demonstrating these models in lecture with
real examples. Considering this was what the syllabus indicated we would learn at the start of the quarter; I think the lectures
are organized well.

Well organized, but the overall pace of the course needs adjustment.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
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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 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**86%**	**12%**	**2%**			**2**	**92**	**1**	**1.2**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	66%	19%	11%	2%	1%	7	1244	33	1.5	1.0
Dept STATS FACULTY over time	61%	21%	12%	4%	2%	179	20848	383	1.6	1.0
Campus FACULTY over time	61%	21%	12%	4%	2%	180	20891	394	1.6	1.0

* Concurrent Courses Evaluated Separately (Enrollment): PSTAT 131: (105), PSTAT 231: (31)

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E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
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(1409)   **Comments:**

Professor was very excited about student projects and helping us through them.

Very enthusiastic at every lecture to help students understand the material
----
Professor Coburn is great at explaining the material so that students (including me) understand, and the homework/concept
demonstrations in R during lecture are super helpful as well! Thank you for a great quarter!

Professor Coburn's passion and dedication is contagious and I found myself becoming more and more passionate about machine learning
myself.

Professor Coburn loves this class and it makes it a happier experience for her students.

Dr. Coburn is extremely knowledgeable on the subject and is always excited to teach the material and answer any questions students
may have.

Prof. Coburn knows the subject well and seems to be genuinely interested in the material.

Coburn is an amazing teacher and I love that she always seems enthusiastic to be in class, and is especially welcoming of questions
that students might have about the subject matter.

Fantastic attitude and very knowledgeable!

The professor is able to answer all questions that students have and expresses her enthusiasm for topics we discuss. Her enthusiasm
excites me for the topic we will discuss.

She has a passion for knowledge and is engaged every time. The subject is also very clear.

She knows a lot about the subject and even when she does not know about something she would mention that she would look further
into it so that she could answer the question. This was really helpful and gives a lot more insight on the subject.

Dr. Coburn is my favorite professor in PSTAT department because she makes learning fun! She is always eager to teach us and is
willing to go above and beyond to answer our questions and ensuring we understand the material. More professors should follow her
teaching methods.

The professor is the most enthusiastic educator in the department (covers so many applications of machine learning and has many
metaphors for understanding the material)

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

End of Fall Quarter 2022 -- ESCI Online
Department and Campus Norms taken over time span: Winter Quarter 2018 - Fall Quarter 2022

Abbrv: **STATS**	Instructor: **COBURN K M**	Rank: **Faculty**	Course: **PSTAT 131 0200**	Type: **Lecture**
Department: **STATISTICS & APPLIED PROBABILITY**			Course Enrollment: **105**	*Concurrent Course*

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The professor was lively throughout the quarter. Every lecture, they were eager to answer any questions students had on material. I never felt like anything we learned was dull, because the professor made sure we knew what we learned was useful for our projects. They would add to parts of lecture with things such as how a certain model was used by a student in a previous quarter, or give a simpler, fun example on how a certain model works (The example I'm thinking of is using 20 questions to explain the process behind tree-based methods). Overall, the professor was very passionate about teaching this course.

Knows most of the content right away (some code-related sections still need Googling but that doesn't hurt), enthusiasm expressed in lecture and during office hours.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

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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 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**66%**	**23%**	**5%**	**5%**		**1**	**92**	**1**	**1.5**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	53%	25%	14%	5%	3%	19	1244	33	1.8	1.0
Dept STATS FACULTY over time	51%	23%	18%	6%	3%	413	20848	383	1.9	1.0
Campus FACULTY over time	51%	23%	18%	6%	3%	414	20891	394	1.9	1.0

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E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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End of Fall Quarter 2022 -- ESCI Online
Department and Campus Norms taken over time span: Winter Quarter 2018 - Fall Quarter 2022

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
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(1410)   **Comments:**

Very helpful office hour

The only reason I dock Professor Coburn for accessibility outside of the class is because so many people go to office hours because she is very helpful in assisting in project help! It is extremely appreciated that she was also willing to reveal drafts of projects as well during week 10.

Office hours with Dr. Coburn were super helpful and insightful, her availability for office hours are great
----
super helpful during office hours!

My only complaint is that the professor can be somewhat hard to contact via discord and email.

Lots of office hours and she makes more if needed!

While Dr. Coburn is present and very helpful during her office hours, she never responds to her emails which becomes quite frustrating in certain times.

Office hours were held often and were helpful when needed.

While she is not great at responding to emails or on Discord, she is always super helpful at office hours which I feel is more important than the other two.

Great, the line is very long because she is very helpful.

Instructor opens up her other office hours for this class specifically which is very helpful to have many office hours to attend. She is able to help with homeworks and provides insight for our individual projects.

Whenever I go to her office hours, she helps me with all my queries.

Professor Coburn made herself very accessible to talk to about any homework or project questions during office hours. She could definitely improve upon answering emails regarding the class, as myself and a few of my peers reached out for various different things and didn't not receive emails back.

The nicest and sweetest teacher I've had at UCSB, more than approachable when you need help
----
She was always available. However, it would be nice if she was able to answer the discord more often.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
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```
-------------------------------------------------------------------------------------------
Not very easy to access the professor, but completely understandable  because of how many classes she teaches,
-------------------------------------------------------------------------------------------
She is always available outside of class and even allows us to attend the office hours for her other classes if we cannot attend
ours. It's very considerate and helpful, especially for students who are taking several classes or work and cannot make the OH.
-------------------------------------------------------------------------------------------
Many office hours offered
-------------------------------------------------------------------------------------------
Stayed a bit longer after office hours to help!
-------------------------------------------------------------------------------------------
The professor was available at their office every week. If there was ever anything that prevented them from going to office hours,
they would let everyone know and reschedule some time else during the week. Additionally, the use of a class discord was very
helpful in getting in contact with the professor, the teaching assistants, and even other students.
-------------------------------------------------------------------------------------------
Very helpful during office hours.
-------------------------------------------------------------------------------------------
```

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

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

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

Response weighting:	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**75%**	**20%**	**5%**			**1**	**92**	**1**	**1.3**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	51%	24%	15%	7%	3%	5	1244	33	1.9	1.0
Dept STATS FACULTY over time	47%	24%	17%	8%	4%	198	20848	383	2.0	2.0
Campus FACULTY over time	47%	24%	17%	8%	4%	200	20891	394	2.0	2.0

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E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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(1411)   **Comments:**

Very clear in what was required and flexible deadlines

Labs and lectures helped with insight on course objectives

Everything, including the final project, was highlighted from the very beginning in the course syllabus which made objectives clear
and obtainable.

We were given a rubric for the final project very early on!

The machine learning objectives are very clear and are well demonstrated throughout the course in the labs and homeworks.

Sometimes I think the timeline of the class could be organized a little bit better so the lab from a certain week pertained more
exactly to that specific homework, and it could also help with the pacing.

Some of the syllabus and expectations from lecture did not match up with the written material.

It is outlined very well at the beginning of the quarter what we will be doing and all of what is expected of us. There were no
curveballs thrown at us.

What to learn in this course is clearly written in the course introduction.

Everything, in my opinion, was very clear from the beginning.

Labs are organized so the skills are transferable to the homework and outside the class
----
Clear objectives. I can easily see the subtopics being covered.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
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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 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**74%**	**19%**	**4%**	**2%**		**2**	**92**	**1**	**1.3**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	54%	23%	14%	6%	3%	8	1244	33	1.8	1.0
Dept STATS FACULTY over time	48%	23%	16%	8%	4%	200	20848	383	2.0	2.0
Campus FACULTY over time	48%	23%	16%	8%	4%	202	20891	394	2.0	2.0

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
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End of Fall Quarter 2022 -- ESCI Online
Department and Campus Norms taken over time span: Winter Quarter 2018 - Fall Quarter 2022

Abbrv: **STATS**   Instructor: **COBURN K M**   Rank: **Faculty**   Course: **PSTAT 131 0200**   Type: **Lecture**
Department: **STATISTICS & APPLIED PROBABILITY**   Course Enrollment: **105**   *Concurrent Course*
                                                                                                                                              (see footer)

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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(1412)   **Comments:**

The workload was perfect a good mix of homeworks for us to apply the coding and ML knowledge in real life data. The project was
very engaging and I was very enthusiastic to pursue the project objectives and finding the best model!

All homework was given to us for a fair amount of time and we had section to learn the code.

The homeworks reflect exactly the material taught in class and help students complete their final project, making for a very fair
workload.

I think having interesting coding homework and a project truly test knowledge of machine learning as applied. The assignments were
of reasonable length and very informative.

I appreciate that this class focuses on coding but doesn't make us code for tests or anything, since in the real world we would be
able to take as much time as needed to figure out the code.

The last homework assignment was a bit more work than the others. I wish the lecture corresponded a bit better with the final
project because it felt like we could not do the things we were meant to until we learned about them in lecture. I felt like I
wasn't as productive in the beginning of the quarter because of that.

The instructor assigns a fair amount of homework with the final project on the side that we should be working on. I would say that
the workload is fair for this class considering that there is a lot of material to get to.

The class is fair, but a lot of work.

Homeworks were definitely time consuming, but I appreciated the moving around of deadlines to accommodate this
----
The homework was not too time consuming which allowed me to spend more time on the project. Overall, the time I spent in the class
was very fair especially in comparison to other classes.
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please don't show solutions to the homeworks in class in the future. students will (and have) taken out their phone to record and
take pictures of all of your code during class, and it is very frustrating to see them cheat their way into a good grade, when i
have been putting in the full effort.

The homework assignments closely followed what we learned in lectures and the labs. They were also very helpful with guiding us
with our final project too!

Most homework assignments are very fair in terms of difficulty and time given. I did submit a few late due to my own poor time

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management. The last homework assignment on trees was the only one that was significantly harder than the rest; it was just
difficult to understand but I know that's just how the material is.

There were bi-weekly homework assignments that helped us explore what was discussed during lecture and labs, as well as a final
project that the whole class was built around. The homework was probably the things that helped me learn the most about what to do
during the final project, since it gave me an opportunity to practice making various kinds of models and giving me direct
information on how I can improve my final project. However, one minor thing about the class was a small change in due dates for the
homework at the end of the quarter, where homework was due at the end of Saturday instead of Sunday, without any post or message
clarifying this change on the class page. This was a minor change, but it could have surprised some students who had developed a
habit of submitting on Sunday beforehand. I think a notification of an earlier weekly due date would have been good. Overall, the
class material was very fair in what it has asked of me and did not take too much time to complete.

Doable assignments but some of them do require extra effort working with the professor. Hopefully the professor/TA can be more
active on discord.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

End of Fall Quarter 2022 -- ESCI Online

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

Abbrv: **STATS**	Instructor: **COBURN K M**	Rank: **Faculty**	Course: **PSTAT 131 0200**	Type: **Lecture**
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<small>(see footer)</small>

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

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

Response weighting:	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
This COURSE current quarter	**54%**	**20%**	**20%**	**4%**	**1%**	**2**	**92**	**1**	**1.8**	**1.0**
Student-weighted Norms (UG students)										
Dept STATS FACULTY current qtr	44%	20%	20%	10%	6%	24	1244	33	2.1	2.0
Dept STATS FACULTY over time	41%	20%	22%	11%	7%	466	20848	383	2.2	2.0
Campus FACULTY over time	41%	20%	22%	11%	7%	469	20891	394	2.2	2.0

Please Note: ESCI Ratings may be Affected by Teaching Disruption this Quarter.

E S C I   O N L I N E   S U R V E Y   S T A T I S T I C S

12/20/22

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End of Fall Quarter 2022 -- ESCI Online

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(1413)   **Comments:**

Best professor in the department! Needs to teach more classes. Ideally, 120C since it doesn't have a professor at the moment and I heard she was really good this Summer. Very thorough, and nice pace throughout lecture, eager to teach and very helpful. The gold standard for teaching really.

Did not look into too much

Textbooks are helpful but are not necessary to complete the course.

Did not need the textbook much since the lectures were so thorough!

I only used it a few times when Coburn specifically talked about it, but I generally just found it to be more work than it was worth.

Did not align with the code used in labs and homework, but was sometimes relevant in section.

The textbook is helpful for the class because it goes through the topics we use. I found it helpful at the beginning of the course but found myself using it less toward the end of the quarter. The labs we do during section are very helpful.

In this class, I used all the materials given by the professor, and the textbook did not help me in my study.

My favourite professor at UCSB!!

Great textbook and great companion code to the textbook!

If there was ever a part of the lecture, lab, or homework that confused me, or if I needed clarification on a certain programming function, the book was always available to check and quickly search for more information.

The textbook did help with doing assignment, but it mostly acted as a supplement instead of a central part of the class.