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.

FAS Fall 2024 Undergrad

Course Name: Survey Sam & Obs Data STA304H1-F-LEC0101
Division: ARTSC
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Rohan Alexander
Section: LEC0101
Delivery Mode: INPER

Raters	Students
Responded	42
Invited	198

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.	3.7	4.0
The course provided me with a deeper understanding of the subject matter.	3.5	4.0
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.	3.4	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.4	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.5	4.0
Institutional Composite Mean	3.5	-

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:	3.0	3.0

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

Comments
somewhat
Quality of instruction was good but I still felt very lost as I found the technical aspects of the course demanding and hard to keep up with.
The workload was so heavy that most student cannot finish it on time. Lots of student just dropped this course due to this, and they cannot fill out this evaluation.
The lecture itself could be improved, especially the participation activities at the end of lectures.
Test is easy but assignment is hard base on there is little help for people who are not familiar with code
Excellent.
Not very good. We self–study.
My personal evaluation of this course might be quite polarized. On the one hand, I really enjoyed the course in terms of what I learned. Through this course, I truly learned how to write better and more efficiently. I gained a deeper understanding of the interplay between statistical results and papers, as well as insights into many of the current challenges in the field of statistics. I believe this will be beneficial to my way of thinking, whether or not I work in a related industry in the future. However, the workload for this course is extremely heavy. While I don't dislike appropriate levels of pressure—I've always believed it helps motivate my learning and teaches me to adjust my workflow for greater efficiency—this course made it impossible for me to meet my own expectations, no matter how I adjusted. It even encroached on the time I needed for other courses. This is my final undergraduate year, and prior to this, I had never applied for an extension. Yet this semester, I had to apply for extensions in three other courses just to complete all the work for this class.
The lectures themselves were chaotic and unhelpful. The amount of work that was required in the lecture reflection part was unreasonable and I often had to stay after class to complete the work which was unfair.
This course is completely different from other statistics courses. It is very practical and the lectures are very engaged. I had a lot more interaction with both professor and fellow classmates for this course compared with other ones. I feel that there is always something I realize I missed until the grade is out, and the standard keeps improving. But maybe that's the way we learn? and by having more and more explicit rubric, the level of difficulty is becoming higher and higher. Professor Rohan always responds to my email immediately and is always there to help with students' questions. He also invited many guest speakers from various backgrounds to help with our career development.
The instructions and way of teaching was very disorganized. The way team activities were did in class was a mess. I have talked to quite a few people in class that have the same opinion. It would be great if something could change in the future.
This class has been the most interesting one I've taken at the University of Toronto, but it also comes with the heaviest workload.
fair
Detailed syllabus posted at the beginning of the semester, and weekly announcement.
There was no instruction in lecture. I did not feel I learned any material
The instruction was alright, though I felt like there wasn't as much time to complete assignments in a manner I would be satisfied with.
The format at the beginning of the course was poor. The group assignments in class were managed horribly. The syllabus was on google slides at first. However, Rohan was very active in helping students in piazza but very slow in responding to emails.
Lectures were engaging, and they gave us the opportunity to both learn and apply our knowledge. Having guest speakers during lectures was also helpful as it allowed us to see and understand different career paths and opportunities where our skills from this course could be useful. Though the in–class activities themselves provided us with extra practice and a chance to apply what we have learned, they were very difficult to do as a group. The classroom itself also did not allow for easy communication, and the activities took longer than necessary to complete (sometimes beyond the end of class).
This was a fantastic course! Rohan always answers questions and explains expectations really well. I enjoyed the course material and assignments.
TERRIBLE, I have endless nightmares about this course, many time that I just want to jump off the building, It's to a point that I physically refuse this class, showing by immune system illness, want to throw up when doing any work in this course!!!!!!!! The time allocated for in–class assignments and papers was insufficient. Despite working on an assignment with almost no sleep and no time for other courses for a week, I only get barely pass. Despite making modifications based on many peer reviews' feedback and adhering to the professor's criteria, my efforts were not adequately recognized. The grading was inconsistent and, at times, unfair. Marks were deducted for elements not listed in the criteria, including specific requirements for the title, paper, and reflection. Additionally, the professor deducted points for not including materials such as a README file or citations of him and R, despite these not being specified in the criteria. The grading heavily relied on concepts and

Comments
skills that is HARD, such as GitHub, R (and various R packages), Quarto, BibTeX, HTML, regex, LaTeX, and writing a full research paper, expecting us to excel in all of them without adequate instruction. There is a section in rubric for "not surprising them", I think a more reasonable solution will be to give bonus marks for students who surprise him, instead of deducting points for almost everyone. Overall, the course was not conducive to learning. It created an excessively stressful environment, did not provide sufficient support, and failed to foster growth in a healthy or productive manner.
The instructor provides limited information on the course basis, most of the classes are guest speaker–based. Too heavy work load, 3 paper per term, each of them are 20 – 30 pages long.
teach more in lec and r, plz do not assume we are all good at r and everything, slow down the pace
Heavy Course Load and lectures are not organized
The overall quality of the instruction in this course is high.

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

Comments
More TA Office Hour will re really helpful
Office hours, piazza, email
Office hours are available before/after lectures when any submission is approaching.
Textbook helped a bit and ai was use a lot but still very hard to do anything without clear instructions like first class we went into git but I didn't know what was it. In previous year of stats course did not mention anything about it and prof went on talking about how to use git in 2 or third class which reflection was already due.
Excellent.
Professor Rohan always responds to questions very promptly, whether online or offline, and consistently provides actionable suggestions for improvement. This made me feel a strong sense of engagement, even in a course with hundreds of students.
The professor gave excellent feedback on all my assignment and truly helped guide me to a better understanding of how to write strong academic papers. The workload was completely unreasonable though and this class sucked up a disproportionate amount of my time. A term paper and a final paper would be more than enough, and more time to in between handing in the draft and finalizing the report would be helpful.
Professor Rohan has office hours during lectures when there are papers/in–class exercises to hand in. TA is not very helpful since it seems that they're only here to record attendence.
Great amount of assistance available.
I think more online office hours are needed and the grading schema needs to be more well explained.
It's best to have a strong foundation in programming and an obsessive attention to detail.
good
We have office hours, piazza, lectures, and emails.
There were no TAs available in lecture which was baffling, and no tutorials either which would have been greatly appreciated.
There were a handful of TAs present, but it was no match for a large class such as this.
None
Professor Rohan was available during class to answer questions and held many office hours for class assignments throughout the course. He was also very responsive and active on our class discussion board, making it easy for us to have a our questions answered and receive feedback.
Not a ton of office hours but Rohan always answered emails and Piazza quickly
There was limited chance to talk to professor, for such a big class, he did not set aside time for office hours, every time in class, there is a huge line to ask questions, there was not much chance to ask for clarifications. There was also a time that I asked for a good example for something that I followed all the rubric but still did not get full marks of, he did not respond with any patient, nor did provide any chance for learning, but responded with "What do you want from me?" Which I do not think is professional for a professor to say.
more detailed explanation of how to start to do research
Quercus discussion page
Not dropping this course in time was my biggest mistake. The professor went to great lengths to lower the average score, truly taking it to the extreme.
The courses, group assignments and writing stories (papers) with code have taught me a lot and also made me know how to apply code.

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.	3.7	4.0

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…	4.2	4.5

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.	2.9	3.0

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:	3.3	4.0

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.

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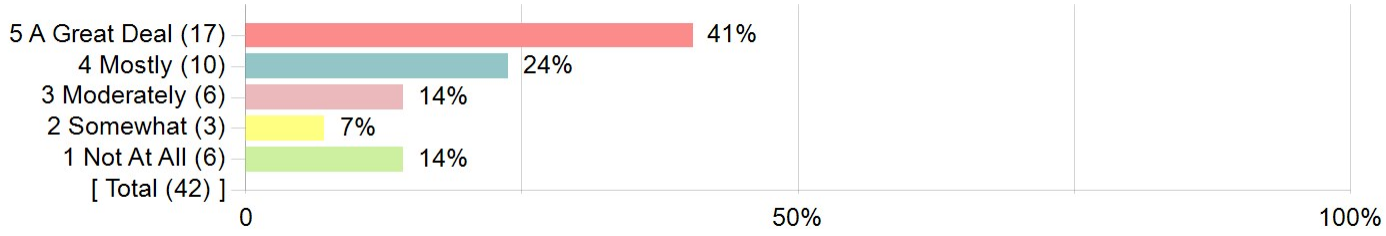
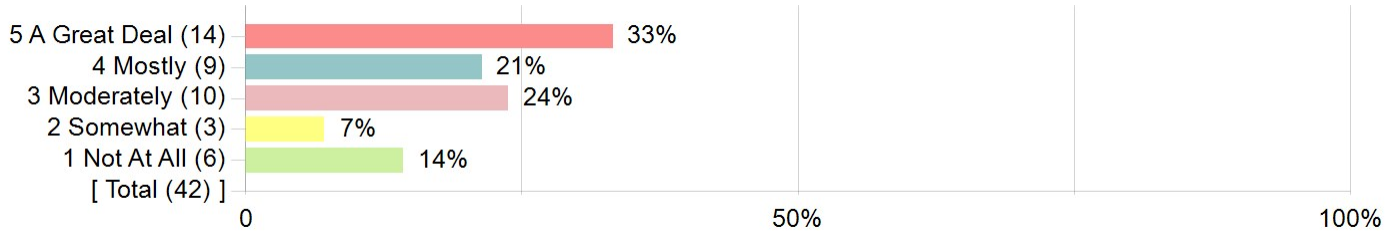


Statistics	Value
Mean	3.7
Median	4.0
Mode	5
Standard Deviation	1.4

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

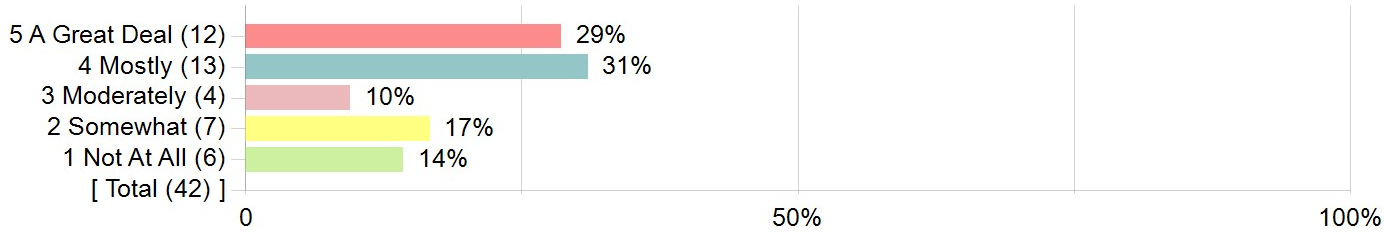
The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	3.5
Median	4.0
Mode	5
Standard Deviation	1.4

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

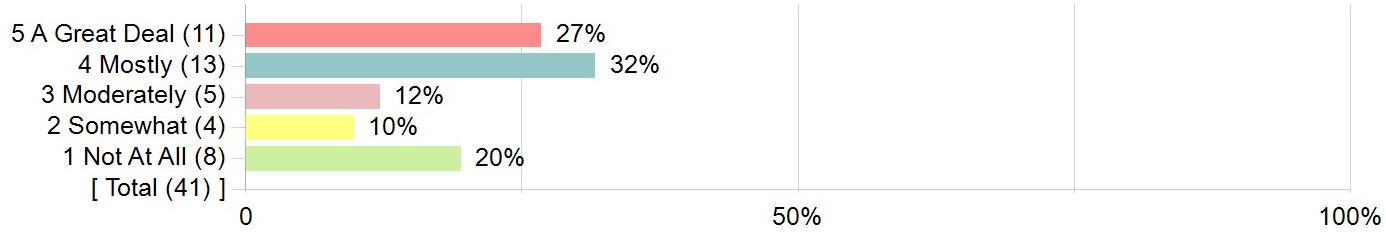
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	3.4
Median	4.0
Mode	4
Standard Deviation	1.4

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

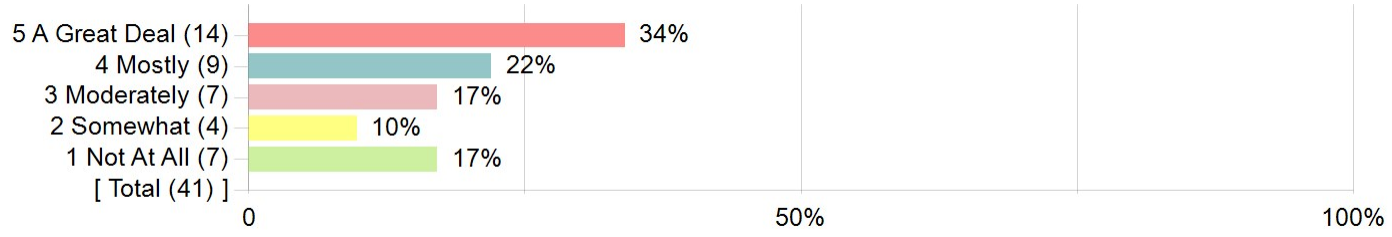
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	3.4
Median	4.0
Mode	4
Standard Deviation	1.5

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

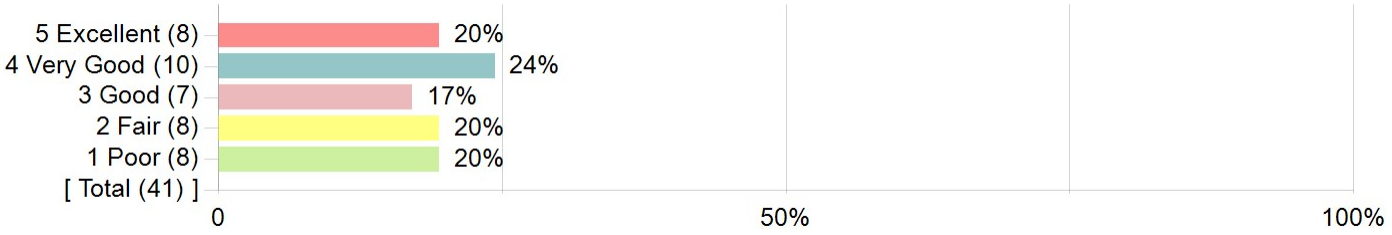
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	3.5
Median	4.0
Mode	5
Standard Deviation	1.5

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

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

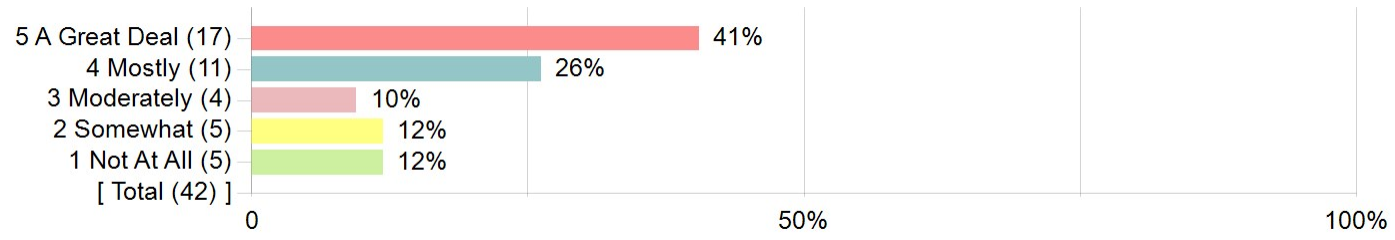


Statistics	Value
Mean	3.0
Median	3.0
Mode	4
Standard Deviation	1.4

Part B. Divisional Items

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

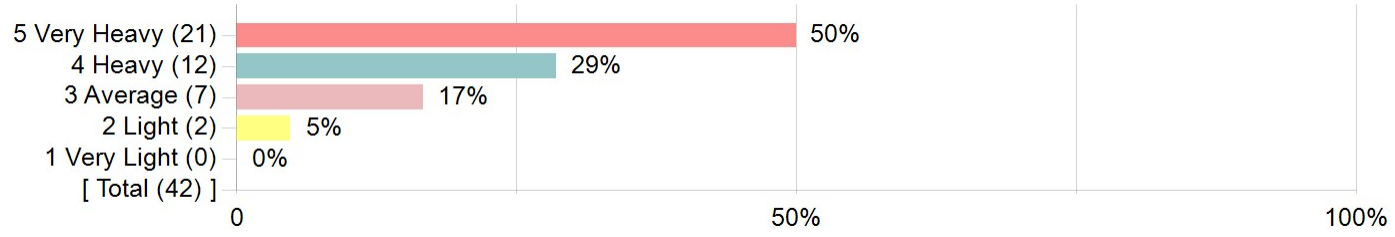
FAS001 The instructor (Rohan Alexander) generated enthusiasm for learning in the course.



Statistics	Value
Mean	3.7
Median	4.0
Mode	5
Standard Deviation	1.4

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

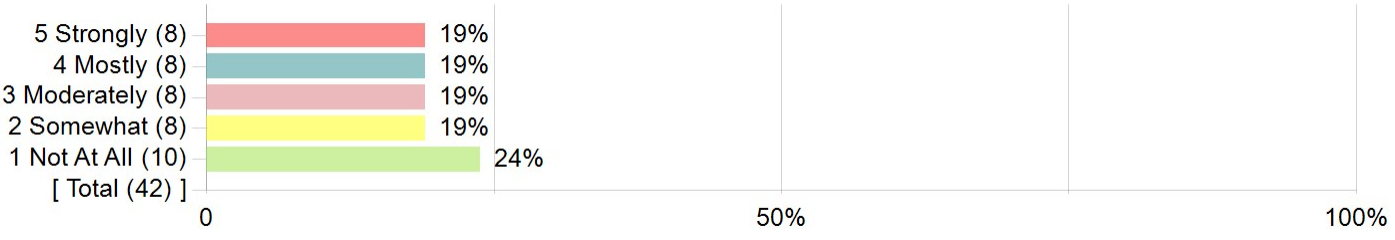
FAS002 Compared to other courses, the workload for this course was…



Statistics	Value
Mean	4.2
Median	4.5
Mode	5
Standard Deviation	0.9

I would recommend this course to other students.

FAS003 I would recommend this course to other students.

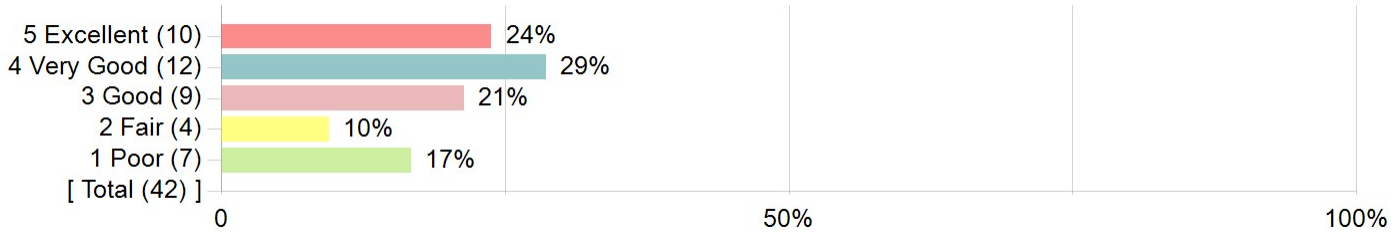


Statistics	Value
Mean	2.9
Median	3.0
Mode	1
Standard Deviation	1.5

Part C. Departmental Items

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

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



Statistics	Value
Mean	3.3
Median	4.0
Mode	4
Standard Deviation	1.4

Section 3. Comparative Data

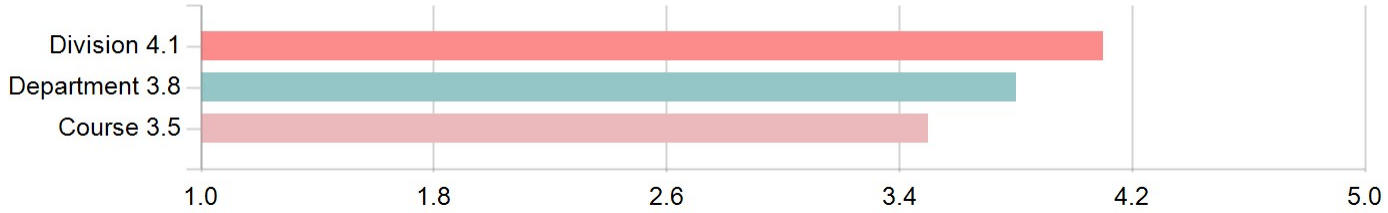
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are 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 [(3.5x1000)+(4.5x10)]/1010]=3.51 ***and not*** *(3.5+4.5)/2=4.*

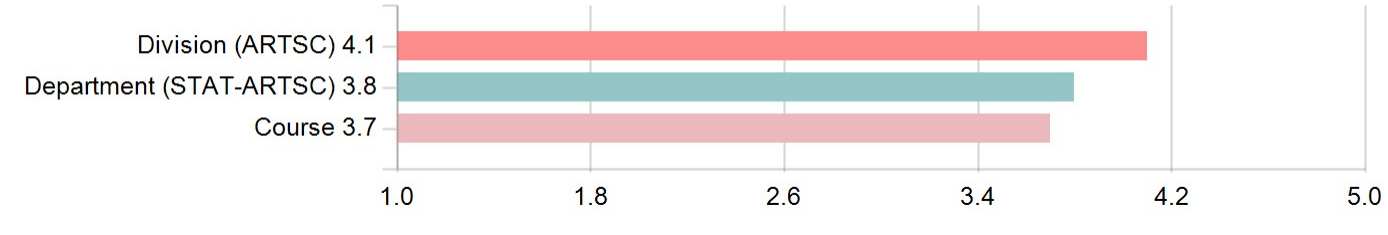
Part A. Core Institutional Items

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

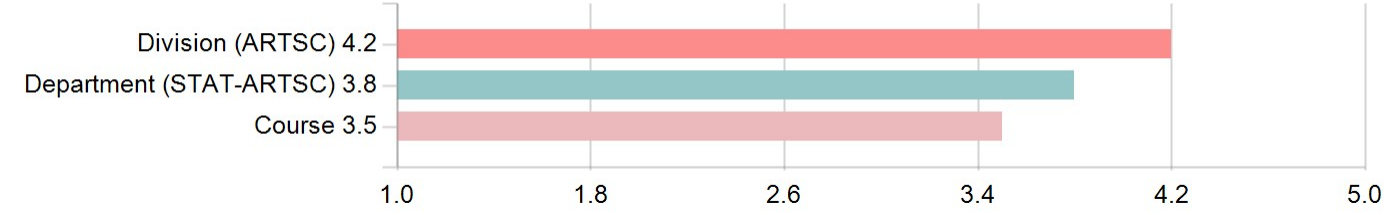
Institutional Composite Mean



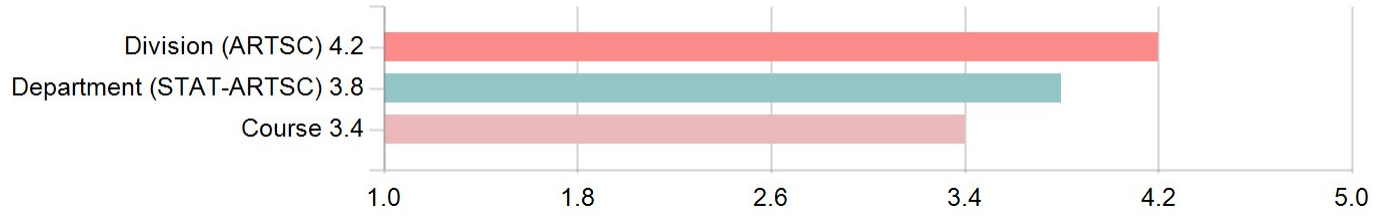
1. I found the course intellectually stimulating.



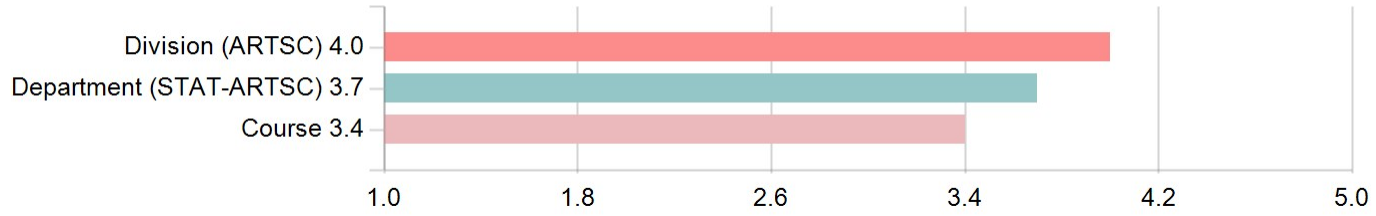
2. The course provided me with a deeper understanding of the subject matter.



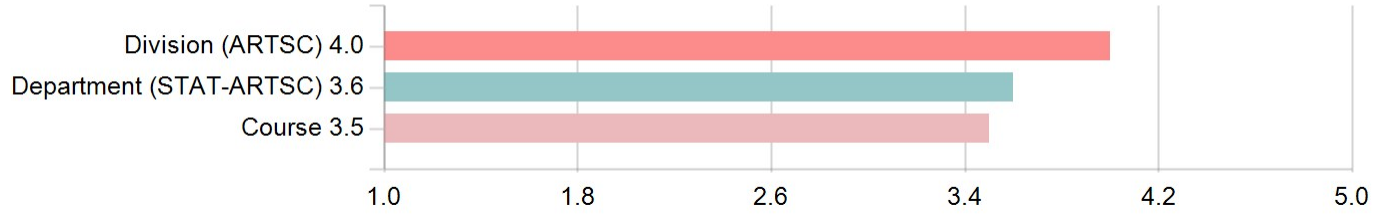
3. The instructor (**Rohan Alexander**) created an atmosphere that was conducive to my learning.



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

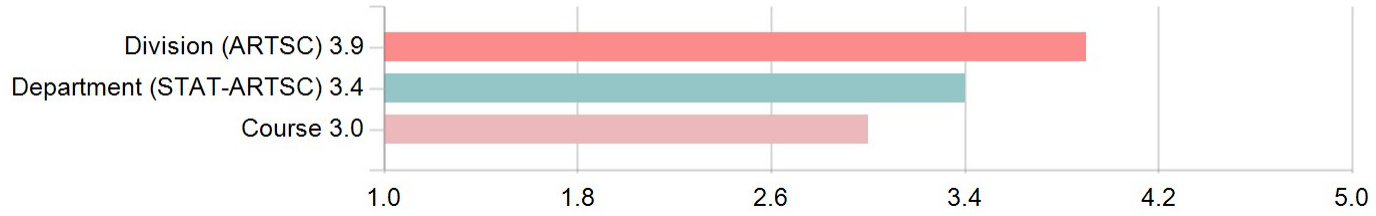


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

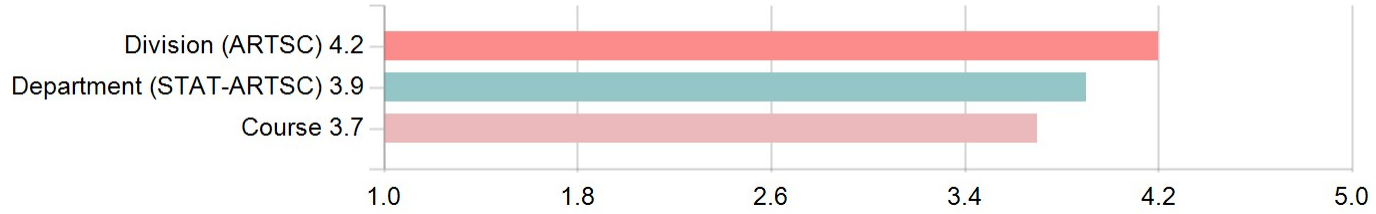
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

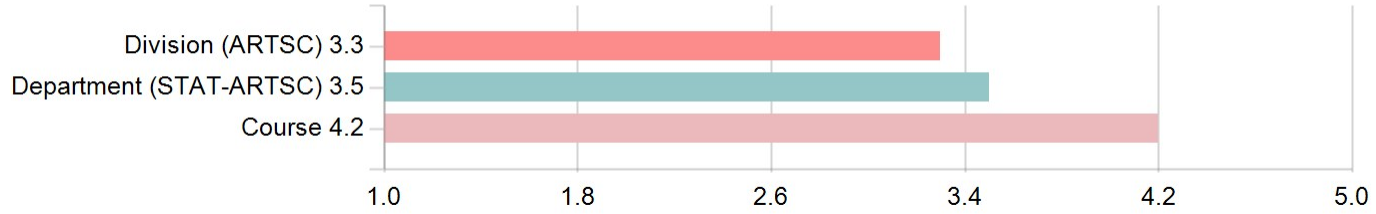
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



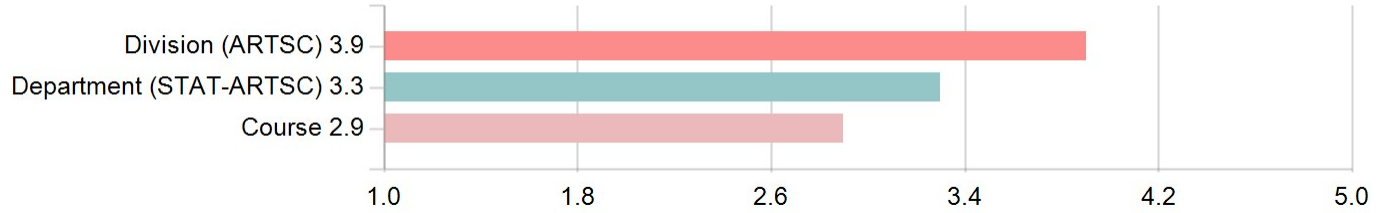
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

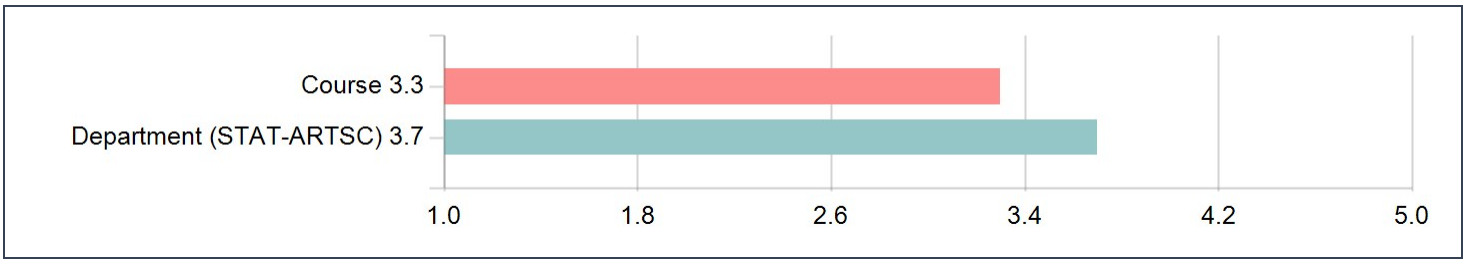
10. Compared to other courses, the workload for this course was:



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: