STA 321 01
Applied Regression Analysis
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A3
Responses: 21/23 (91% very high)

Taught by: Bradford Dykes
Instructor Evaluated: Bradford Dykes-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.0	4.5

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.4
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	21	29%	38%	24%	10%			3.9	4.4
The course content was:	21	33%	33%	29%	5%			4.0	4.3
The instructor's contribution to the course was:	21	38%	38%	10%	14%			4.2	4.6
The instructor's effectiveness in teaching the subject matter was:	21	38%	24%	29%	10%			4.0	4.5

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	21		19%	10%	43%	14%	14%		4.0
The intellectual challenge presented was:	21		38%	29%	24%	5%	5%		5.1
The amount of effort you put into this course was:	21		19%	48%	24%		10%		4.8
The amount of effort to succeed in this course was:	21		29%	33%	33%		5%		4.9
Your involvement in course (doing assignments, attending classes, etc.) was:	21	5%	29%	38%	29%				5.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.1 Hours per credit: 2 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	5%	33%	38%	19%	5%						

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.2 Hours per credit: 1.7 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	14%	43%	24%	19%							

What grade do you expect in this course?

Class median: 3.3 (N=21)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
33%	14%	5%	24%	14%	5%	5%								

In regard to your academic program, is this course best described as:

(N=21)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
48%			52%		

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	21	24%	19%	38%	19%			3.3	17
Explanations by instructor were:	21	38%	24%	29%	10%			4.0	4
Instructor's ability to present alternative explanations when needed was:	21	29%	33%	24%	10%	5%		3.9	8
Instructor's use of examples and illustrations was:	20	40%	20%	25%	15%			4.0	12
Quality of questions or problems raised by the instructor was:	21	29%	38%	19%	10%	5%		3.9	11
Student confidence in instructor's knowledge was:	21	43%	33%	14%	10%			4.3	10
Instructor's enthusiasm was:	21	52%	19%	19%	10%			4.5	2
Encouragement given students to express themselves was:	21	48%	19%	24%	10%			4.4	3
Answers to student questions were:	21	38%	24%	24%	10%	5%		4.0	9
Availability of extra help when needed was:	21	43%	24%	24%		10%		4.2	5
Use of class time was:	21	29%	33%	19%	19%			3.9	14
Instructor's interest in whether students learned was:	21	43%	29%	19%	5%	5%		4.2	6
Amount you learned in the course was:	21	33%	29%	33%		5%		3.9	7
Relevance and usefulness of course content were:	21	48%	24%	24%	5%			4.4	1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	21	38%	19%	29%	5%	5%	5%	3.9	13
Reasonableness of assigned work was:	21	38%	19%	29%	10%	5%		3.9	15
Clarity of student responsibilities and requirements was:	21	38%	14%	33%	5%	10%		3.7	16

STA 321 01
Applied Regression Analysis
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A3
Responses: 21/23 (91% very high)

Taught by: Bradford Dykes
Instructor Evaluated: Bradford Dykes-Assist Prof

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class challenged me to apply statistical theories to SAS output in order to answer real world questions. Additionally, learning to code in SAS challenged me intellectually.

3. It was stimulating. It helped me expand on what I had learned in other courses.

4. It did as much as it could

5. Yes. This class material was really interesting to me. Learning the different models and tests to use on data was really interesting.

6. This class was intellectually stimulating. The course notes did not always provide in depth explanations, which led to somewhat confusion on exams.

7. i liked the subject material and its usefulness in statistics, it stretched my thinking of multi variable regression.

8. I really enjoyed learning more about model building and being able to use real examples to enhance my learning as well. The concept of overfitting was new to me and I found that really intriguing.

10. Yes. Taught you ways to approach data and how to create prediction models that best fit the data you have been given.

13. This class did a great job to make sure that items from each unit were built up in order to paint an entire picture for regression.

14. I thought the material presented in class was very applicable and engaging.

15. yes. By looking at the variables/models, we can find relationships.

16. Having a lot of content helped us visualize examples from multiple different angles.

17. Yes, the questions asked on homework assignments and exams often required you to stretch your thinking and being able to apply the material you learned to different scenarios to answer them correctly.

18. Yes

19. It was, it is very relevant for me to learn regression and this class seemed to go in depth

20. Yes because the different techniques used in multiple linear regression are tedious.

What aspects of this class contributed most to your learning?

1. I appreciated changing to written homework. I feel this allowed me to use the homework as if I was preparing for an exam. The typed homework can get jumbled and confusing.

2. I liked going over the SAS notes in class. I also liked the lecture style. I really liked the homework setup towards the end of the semester a lot better than the first ones.

3. I think the material and explanations in class most contributed.

4. Lectures

5. The way the class notes were set up and how we were given a sheet telling us where to study from for each exam.

6. The ability to resubmit homework helped contribute to my learning the most. Dr. Dykes provides feedback on what we did wrong on homework, quizzes, and exams, which really helped clarify discrepancies.

7. the packets and sas code were very helpful in my learning.

8. The lecture notes and being able to redo homework without losing many points. Every time I went back and fixed hw I realized my mistakes and I was able to fix my issue before an exam. Also I really liked the weekly quizzes so that I kept up with what I needed to know without falling behind by the time the test came around.

10. Homework, exams.

11. I liked the in-class examples with the SAS output. I also liked the professor's option for resubmissions on homework. I have never had a professor offer this before and I thought it was a good idea considering most of the homework relied on SAS output which could sometimes take a while.

12. Lecture notes

13. Lecture notes and SAS handouts. Weekly quizzes are also nice to keep refreshed. Homework was great to make sure we could connect SAS to our content.

14. All of the practical example and SAS examples. Also, allowing room to grow through the homework re-submissions was helpful.

16. I enjoyed having the lecture notes to refer to.

17. I think the weekly quizzes helped me stay on top of the material and the homework assignments really helped drive home the concepts and material we learned in class.

18. the homeworks were useful in testing knowledge.

19. The information presented

20. The quizzes and some homework assignments

What aspects of this class detracted from your learning?

1. I feel the focus on the notes packets may have hindered the class. Some of the information was useful, but working through independent example problems often was more helpful for the exams.

2. The professor would sometimes get off topic and waste chunks of time.

3. None

4. Exams that were worded strangely, too many points given based on conceptual questions rather than practical applications

5. Having to redo homework questions for what seemed like simple things and never even used those things again later in the class.

6. The lack of knowing what kind of questions will be on the exam. Yes it is helpful knowing it will be multiple choice with some problem questions, but I already know that I am able to use the formula packet and calculator on the test. I felt unprepared going into all of the exams because I did not fully know what to study for my notes.

7. I think the course was rushed it felt like there was more to cover than we had time and that we couldn't slow down because we had so much to go through.

8. Not knowing what to study for quizzes and tests in the beginning. The lecture notes contain a lot of material and it was hard to just sit down and memorize it all before the test. This got better as time went on, the instructor began to give expectations on what we should know and understand the most.

10. Quizzes.

11. I did not like how heavythe multiple choice problems on the exams. For the second exam, these problems were 6 points a piece.

13. None.

14. There wasn't as many practice problems as I hoped.

16. I took this course specifically for Professor Richardson and having our professor switched was very disappointing for me. Also made the course a little unorganized and we rushed through material just to get it done.

17. Nothing specific I can think of.

18. There was a time constraint but that was because of the snow days so its not much that could have been done about that.

19. The snow week in early February

20. We never went over homework in class and also never went over quizzes or exams. It is also ridiculous that our overall grade was never updated in blackboard. We did not get an overall course grade until the class before the final. The tests were also much harder than the examples done in class as well as the quizzes. I also like the grading scale of SATISFACTORY but I feel like it was micro-graded. To explain, I was told that we would receive a satisfactory mark if it was evident that we demonstrated that we understood problems. However, this was not the case because you had to have every single problem perfect on assignments in order to receive a satisfactory. In my opinion, getting one tiny piece of a problem wrong should not make an entire assignment not satisfactory.

What suggestions do you have for improving the class?

1. Use more short-answer problems on exams. This type of problem allows students to show what they know. Small word misunderstandings can lead students to lose lots of point even if they understand the concept.

2. Do the homework like the latter ones. Actually go through the SAS on screen and ask the class questions about how to get what output.

3. None

4. Different exams

5. I like it when professors use real life examples when talking about the methods of linear regression and other things like it. Those were nice when given but more is always better.

6. Provide more in depth study guides for the exams. For studying for exams, it is helpful to know what section of the notes to study, not knowing that we can use the formula packet.

7. i think this class could be better with a mixed style of learning, the packets are great but it felt that we weren't doing the work only copying it down, maybe a way to work through the sas together and the output. i also think the formula packet was nice but limiting, some things that were not in the packet are things i would have wanted to write down for the test.

8. I really enjoy being lectured in my classes, but doing it every single day was a bit tiring. There were some parts of the notes where we as students could have brainstormed or something before just going through the answer. It's really hard though, I know, because it is a lot of material we had to learn in a short time.

9. A few times I would ask a question about the homework. Then I would record the answer accordingly and get the homework back marked wrong. It's very annoying. Please have the grading criteria in mind when I ask about the homework

10. I know that Mary's materials were used, but I'll write this if Dr. Dykes takes his own spin on the course. More homeworks! Applying the techniques we learned in the lectures to data sets was super fun and really helped me learn the material. A more project-focused approach would be interesting. While quizzes can be okay for testing knowledge, I never felt like I learned much from the quizzes. I felt like the exams were more intellectually stimulating, as they asked questions that really made sure you understood the topic being focused on. Overall, more homework/project focus and maybe quizzes every other week rather than every week.

11. Maybe not read straight from the notes and involve the class more in discussion.

12. I appreciate that there wasn't as large of a focus on numbers when it came to homework, however, I think a hybrid of homework with points and resubmittable homework would be a better approach

13. Slightly better timing with quizzes and what is lectured.

14. I would suggest giving homework or some assignment (probably not something too large) that is less guided in terms of decision making when analyzing data.

15. I like the way that Dr. Dykes grading for homework. Since we can revise homework, it helps me to understand the material. But, I think the notes we had were not written by Dr. Dykes. Therefore, I felt that the lectures were just repeating what the notes said. This made the class boring.

16. If we are behind on content, cut some out. don't try to rush through it to get it done because it's almost impossible for us to learn it if we're flying through it.

17. Possibly make it so that not so many of the questions on exams are worth so much points so that if you only miss one or two questions it doesn't lower your percentage so dramatically (especially the MC questions that you typically can't get partial credit on).

18. I actually really enjoyed this class so none.

19. None as of right now; professor Dykes did a great job adapting to the situation he accepted/was placed in given Professor Richardson's leave

20. Go over things more in class and grade more realistically. Tests should also not have multiple choice questions WORTH 6-8 points. I think its ridiculous that missing 4 multiple choice questions on an exam results in 24 points off. Doesn't make sense