



Course Report for Spring-2020-STAT-34500-001-Statistics-XLST (Jonathan Kuhn) - Spring 2020

Project Title: **PNW Course Evaluations - Spring 2020**

Course Audience: **16**

Responses Received: **15**

Response Ratio: **93.75%**

Report Comments

INTRODUCTION

This report contains the results gathered during the online course-instructor evaluations. Students were invited to share their feedback on the teaching and the course material, ultimately to help improve the overall quality of education at our institution. It is now our collective duty to turn this insight into action.

As part of this mission, all instructors receive an Individual Course Report for developmental purposes i.e. to identify strengths and areas for improvement in regard to their teaching methods. Contents include graphs, tables, rankings, frequencies, statistics, and comments, as well as reflective questions to help guide you in the preparation of your personal development plan.

We urge every Faculty Member to diligently examine all the analysis, to seek to understand it, to take note of patterns, to draw logical conclusions and to take it upon yourself to act on the valuable feedback your students have taken the time to provide.

Creation Date: **Monday, May 18, 2020**

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GUIDELINES

To aid in interpreting the results, please consider the following:

1. Consider the response rate. These evaluations stem from student perception, which implies that the validity increases proportionally with the number of occurrences. If your class size is small (under 10 students), be cautious in drawing conclusions from the course evaluation results from a single class. For classes with larger enrollments, be similarly cautious in drawing conclusions if less than 60% of the students responded.
2. Identify trends. Your improvement plan should be based on the most representative results and less on outlying responses. Look for themes and trends in your course evaluation results across courses and semesters.
3. Look for opportunities for improvement. Review your results with a focus on how the results might help you improve your instructional practice. While your course evaluation results may provide you with a general area to address, you will need to seek additional information and feedback to identify specific actions to take.

Evaluation Summary

Course Summary

Spring-2020-STAT-34500-001-Statistics-XLST, 2020201

	Count	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Mean	Median	SD
The course was well organized to promote my learning	15	40.00%	40.00%	13.33%	6.67%	0.00%	4.13	4.00	0.92
I knew what was expected of me in this course	15	40.00%	53.33%	6.67%	0.00%	0.00%	4.33	4.00	0.62

Instructor Summary

Jonathan Kuhn - Spring-2020-STAT-34500-001-Statistics-XLST, 2020201

	Count	All the Time	Usually	About Half the Time	Hardly Ever	Never	Mean	Median	SD
The instructor promoted a supportive learning environment	15	60.00%	26.67%	6.67%	6.67%	0.00%	4.40	5.00	0.91
The instructor provided useful feedback that helped me learn	15	26.67%	46.67%	6.67%	20.00%	0.00%	3.80	4.00	1.08

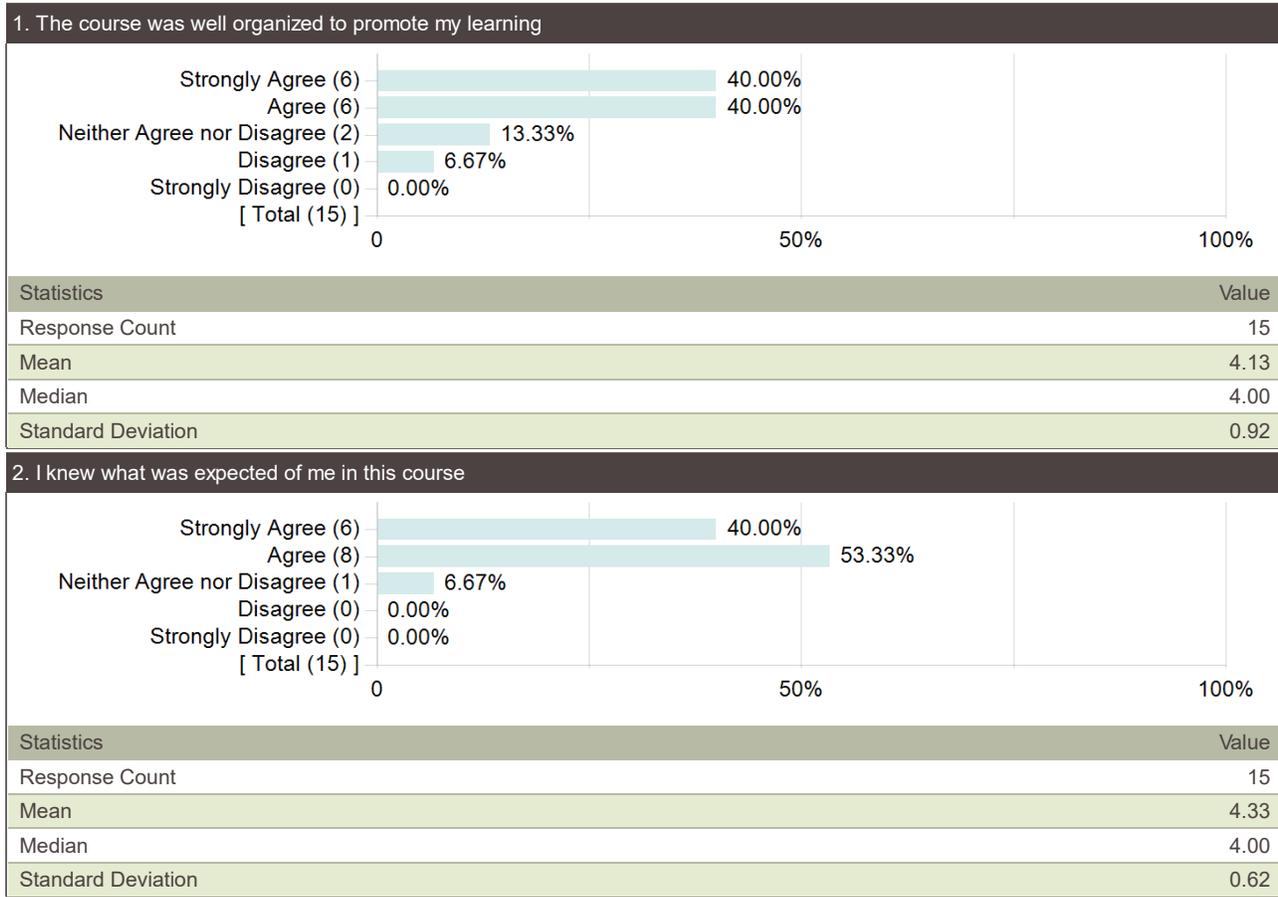
Teaching Methods

Jonathan Kuhn - Spring-2020-STAT-34500-001-Statistics-XLST 2020201

	Count	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Mean	Median	SD
The teaching methods used by the instructor helped me learn	15	26.67%	40.00%	20.00%	6.67%	6.67%	3.73	4.00	1.16

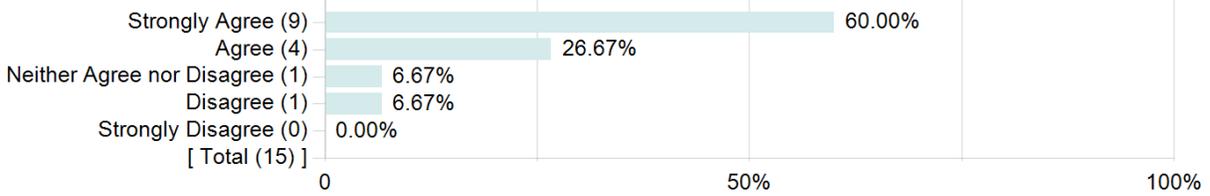
Statistical Response Analysis

Course Items



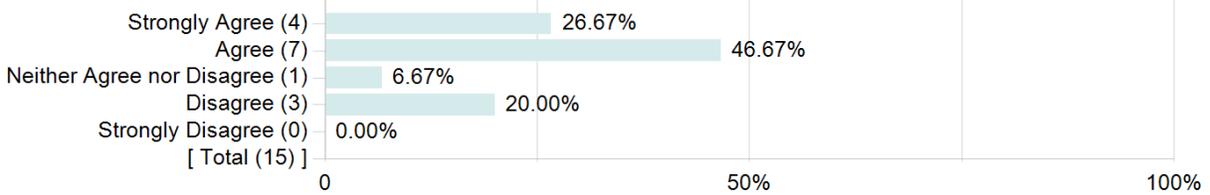
Instructor Items

1. The instructor promoted a supportive learning environment



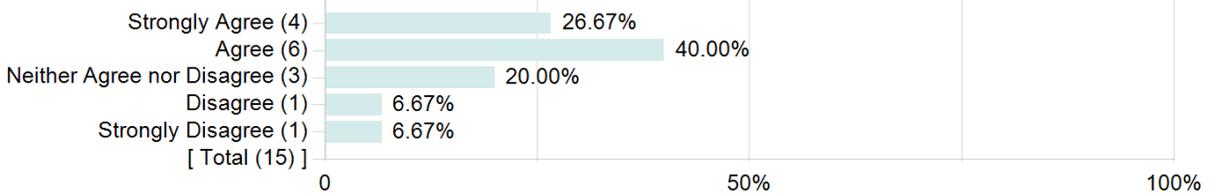
Statistics	Value
Response Count	15
Mean	4.40
Median	5.00
Standard Deviation	0.91

2. The instructor provided useful feedback that helped me learn



Statistics	Value
Response Count	15
Mean	3.80
Median	4.00
Standard Deviation	1.08

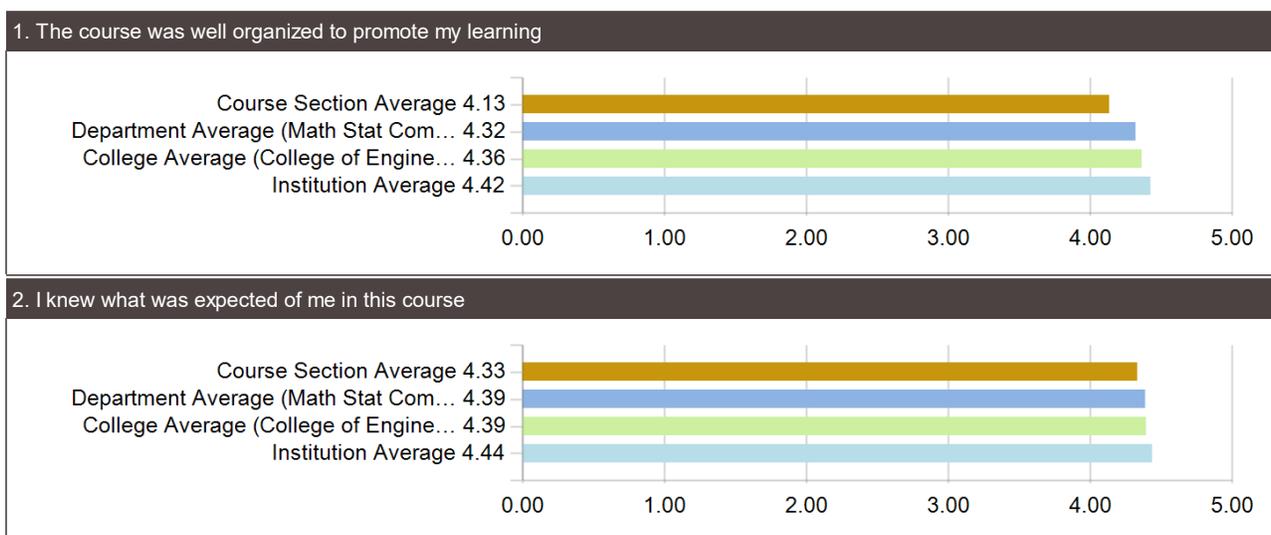
3. The teaching methods used by the instructor helped me learn



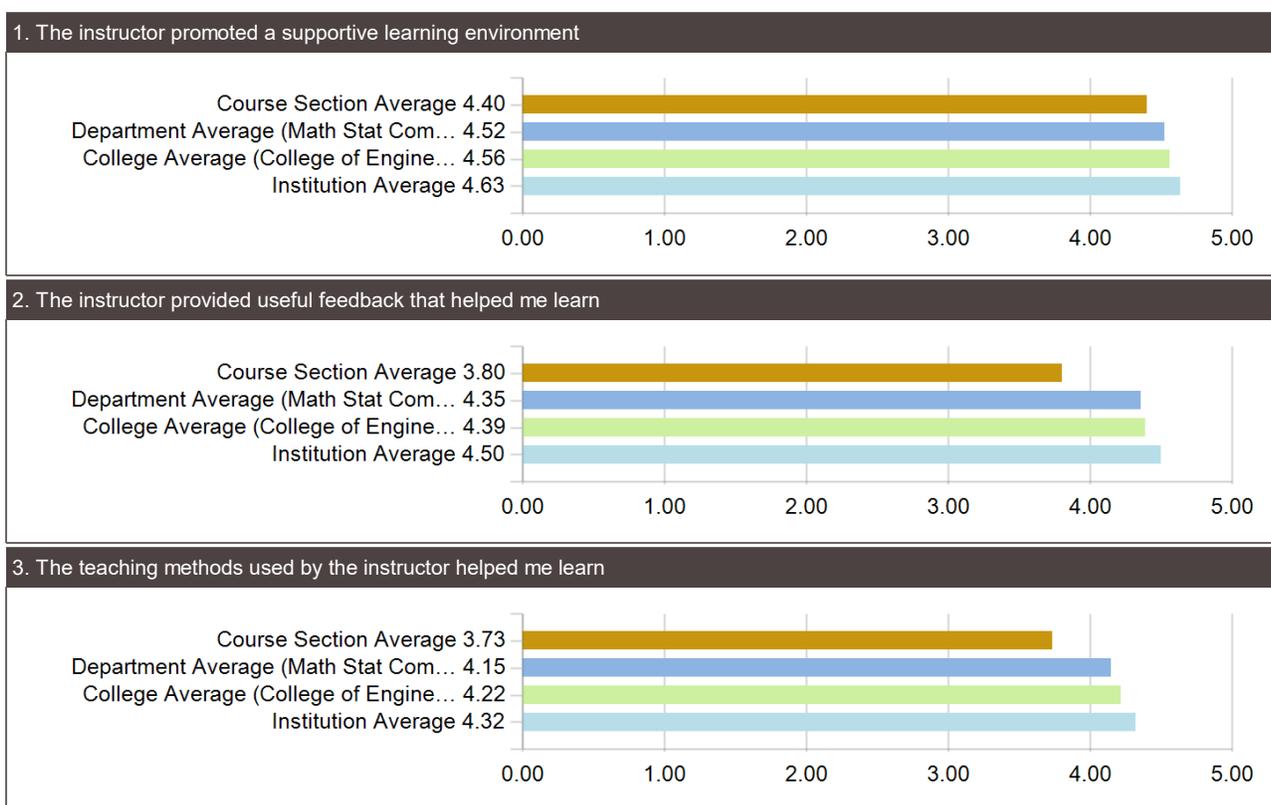
Statistics	Value
Response Count	15
Mean	3.73
Median	4.00
Standard Deviation	1.16

Comparative Response Analysis

College and Department Course Items



College and Department Instructor Items





Open Ended Feedback

Comments

Comments
<p>This class was super interesting and learned a lot about the statistics of everything and how most in life things are just about numbers. really good topics and information. However, I feel the class could have had more feedback to see what we would get wrong and what was the correct information. Unfortunately without that I was just doing what was asked of me without learning much. Didn't know what to study or if the info I was studying was correct. that's my only critique for this class.</p>
<p>This class was very difficult to keep a good grade in regardless of how much work I put in. The quizzes and tests are weekly and worth 5% of the grade a piece. Since the quizzes are 5 questions long, each question is worth 1% of the total grade. Each question is multiple choice and no partial credit is given. Therefore, one wrong answer that may be partially correct is worth a significant portion of the final grade. This causes a lot of unnecessary stress and lost points. I believe that the grading should be changed to take some of the pressure off of students. A lot of my previous classes have let students drop their lowest 1 or 2 quiz scores or let students retake their worst quizzes with a maximum of 80% possible on retakes. Either way, I think a solution like those proposed would allow students to focus more on learning the material rather than stressing over individual quiz scores.</p>
<p>In addition, the homework is extremely time consuming and worth no points, but is required to take any of the tests or quizzes. I spend more time doing homework in this 3 credit hour class than I ever did in my 5 credit hour classes. Because of this, homework should be worth a portion of the total grade. If homework counted as part of the grade, this would also help the problem regarding quiz scores.</p>
<p>Regarding the switch to online classes, this course had a very smooth transition from in-person to online and I feel that the professor did a good job with this.</p>
<p>Overall, the class was very informative and the professor was very knowledgeable and helpful with the material. I believe that with some edits to the grading, this would be a great class to take. However, in its current state, the course is very frustrating and this often covers up the usefulness of the material.</p>
<p>On one hand, I felt that using the whole class period to cover our lecture did help me understand the material. The packets for the lectures are clear and help teach the lessons extremely well, and along with the guide for answers to the homework and the given R code examples, formed the backbone of my success in this class. Without these three things, I would not have passed, I feel. On the other hand though, this class also feels mired in needless small difficulties and quirks. For example, although usually a 'quiz' will be less important than a 'test', in this class those two are switched around for no discernible reason. Tests allow for unlimited time and multiple attempts while quizzes are taken via LockDown Browser with a strict time limit and no re-attempts. The professor is also very specific in how he grades. On homework, I lost 10 points because I showed "too much R code", and I felt that what his preferred balance of R code to written work was not communicated to the class. I feel that this class would benefit greatly from being more lenient on how homework is submitted, and changing the strange oddities like tests vs quizzes to reflect how they're usually handled in the rest of the school.</p>
<p>Professor Jonathan Kuhn is a very pushing Professor. Although lots of homework to do in class, it was a big preparation for exams and quizzes. The Professor knew what to give and what to advice for students that needed help. He also gave tutorials on things you might already have questions on.</p>
<p>This course is no doubt very organized (to serve some purpose) and expectations are clearly set, even if at times via extreme methodologies (test over syllabus?).</p>
<p>With that said, I don't see how this course could be seen as much more than an obstacle course. The weekly homework's were redundant and felt like nothing more than a time sink, especially given that the answers were provided. It felt like I was being graded on my ability to complete busy work and format documents. The sheer amount of time I spent each week on this took away from the time I could have been studying for the tests/quizzes; the fact they were also worth no points yet consumed most of my time also seemed unusual. I would have benefited more by doing a small handful of problems without an answer key that were relevant to the tests/quizzes versus completing 25+ problems, sometimes, with an answer key and not actually retaining or learning anything.</p>
<p>I understand why we couldn't get the answers to tests/quizzes (students cheating?) but without that feedback I was left each week at a loss in terms of where I should focus my time studying. Throughout the whole course I wasn't sure what concepts I actually knew and which concepts I was completely wrong about. I suppose an answer to this would be to seek feedback personally from the professor. This would have been tolerable were it not for the discomfoting atmosphere that the professor could create when students were at a loss. While Professor Kuhn is clearly a smart, educated instructor who has spent countless hours carving out his course it would seem he has spent little time learning to relate to his students and crafting a method for approaching people from various backgrounds with various levels of understanding and learning skills. I don't mean to come off as rude in saying this but it is the feeling that I was left after completing this course.</p>
<p>Overall I was able to always finish my assignments on time, attend lecture, and access the resource necessary to pass all my tests/finals but I'll be honest, it was an uphill battle especially given the circumstances in which we were forced to complete this semester.</p>
<p>Things I liked about the class: -It was very structured and organized once I understood how the class was ran -I liked taking quizzes and tests outside of class and the flexibility of doing it within a certain extended time frame. It also relieved my test/quiz anxiety. -I enjoyed the lectures with Zoom moreso than the live in-person lectures</p> <p>Things I did not like about the class: -The amount of structure and organization in the class took me almost half the semester to completely understand. I did not realize that you could copy and paste R-Code during quizzes, instead of writing the R-Code manually, until half way through semester and it hurt my grade for some of the quizzes. I'm not sure if there was a tutorial that I missed, but if that was better emphasized to me in the beginning, it would have helped me a lot and have prevented much frustration for the first half of the semester.</p>

Comments
<p>–The test over the syllabus I thought was a bit much. I understand it was to familiarize us for how tests are, but maybe correct answers should have been shown after first try.</p> <p>–There was a lot of homework involved, especially for it being worth nothing. Maybe make it somewhat optional, but make it worth something more than nothing towards students' grades.</p> <p>–I did not like that we skipped over notes at times and were left to finish them on our own.</p>
<p>This course felt very difficult and way to fast paced considering it was my first Statistics course ever taken. This course requires no previous statistics course which I think may be a slight flaw for students who really want to learn statistics for the first time.</p>
<p>instructor was very good and made himself available when I couldnt get zoom working</p>
<p>Very good teaching style albeit rigorous</p>

This section includes the results from any custom items that you may have added to your evaluation, including *Custom Rating* and/or *Open Ended* Questions. This section will be empty if you chose not to include or add any custom items to your survey.