



Survey Evaluation Results

Dear MARTIN MOHLENKAMP,

This report contains course evaluations for the Spring Semester of the 2015-2016 academic year. The overall indicator is listed first. It consists of the following scales:

- Instructor Evaluation
- Course Evaluation

The overall indicator is followed by the individual average values of the scales mentioned above.

The second portion of the analysis contains the average values of all individual questions listed.

If you need any clarification, please contact me.

Molly deLaval
Department Administrator, Mathematics

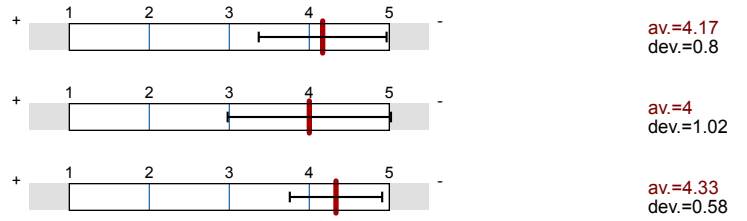


Overall indicators

Global Index

2. Instructor Evaluation

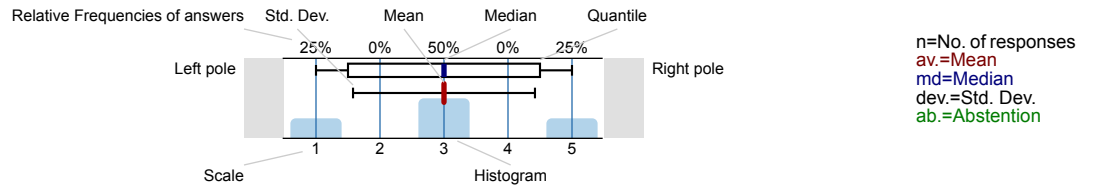
3. Course Evaluation



Survey Results

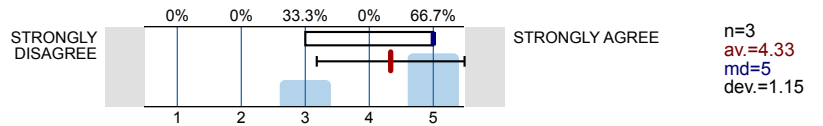
Legend

Question text

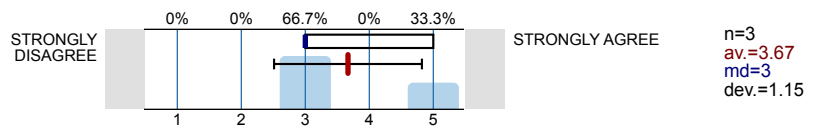


2. Instructor Evaluation

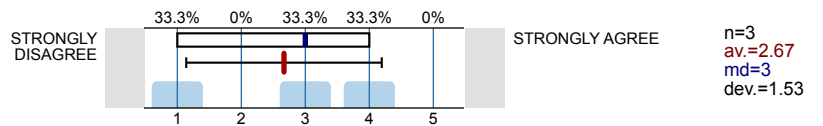
2.1) Instructor created an environment that was conducive to learning.



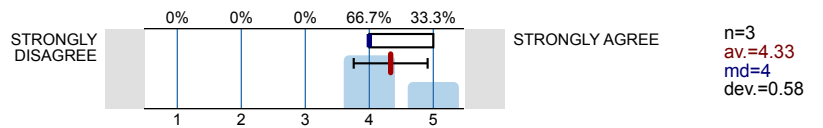
2.2) Instructor gave clear explanations.



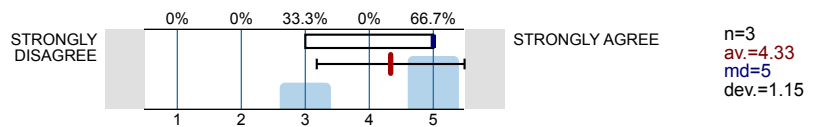
2.3) Instructor used helpful examples and illustrations.



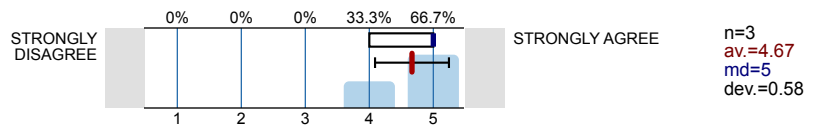
2.4) Instructor consistently followed grading criteria.



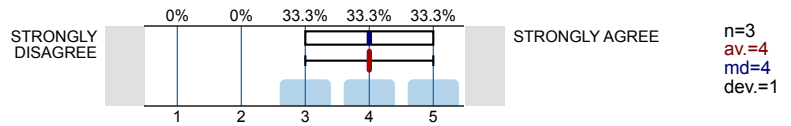
2.5) Instructor provided useful feedback.



2.6) Instructor provided timely feedback.

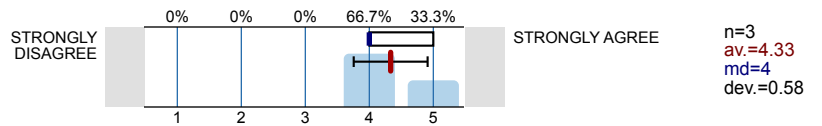


2.7) Instructor made herself or himself available for assistance outside of class.

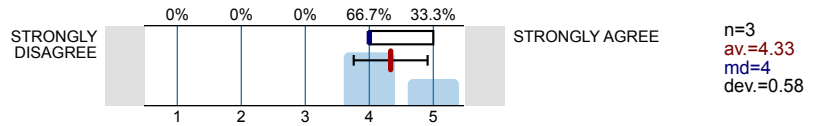


3. Course Evaluation

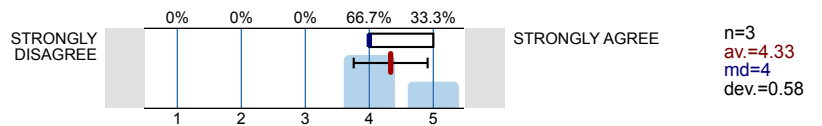
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



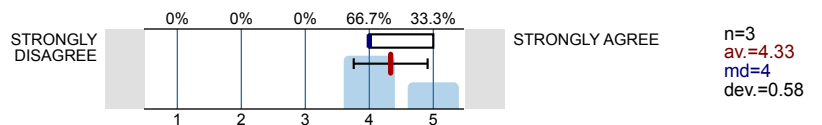
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



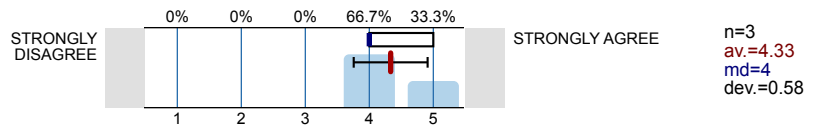
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

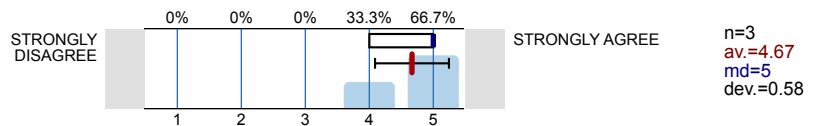


3.5) Course objectives were met.

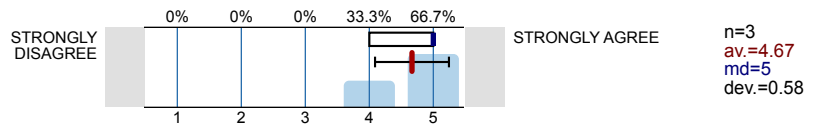


4. Additional Questions

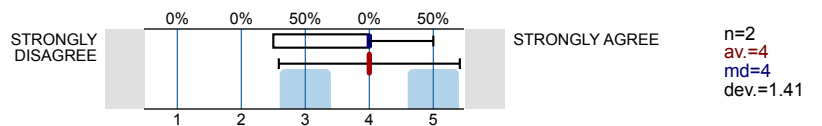
4.1) Instructor encouraged participation.



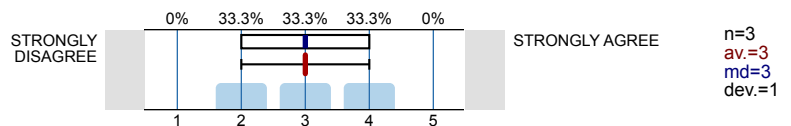
4.2) Instructor was respectful to students.



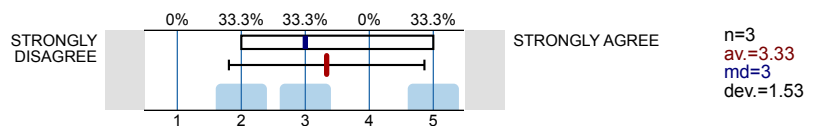
4.3) Examinations were a good test of my knowledge.



4.4) Overall, considering its content, design and structure, this course was excellent.



4.5) Instructor was an effective teacher.

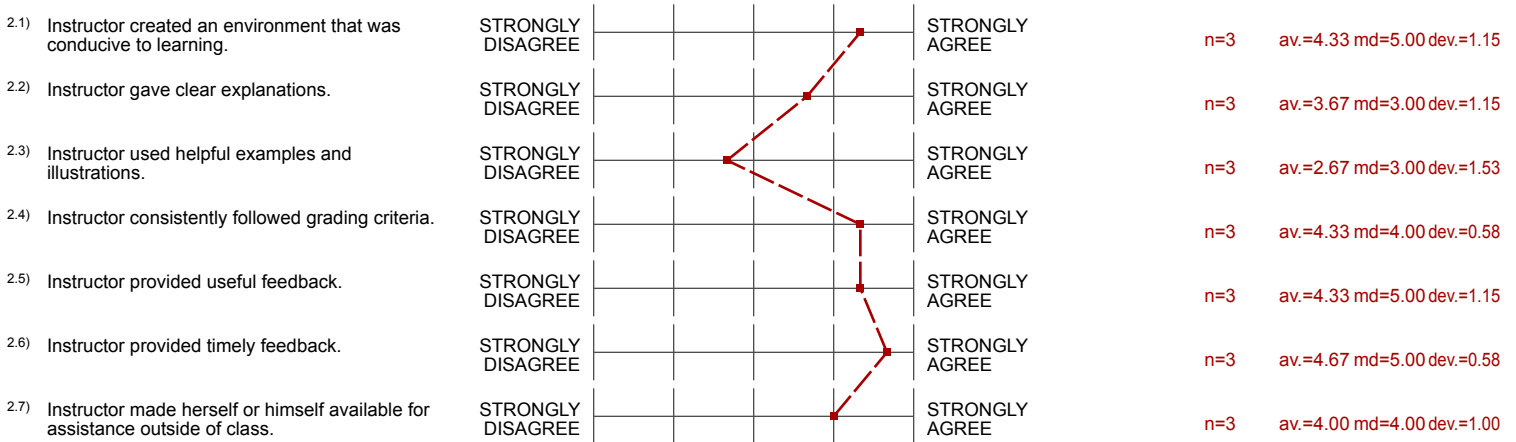


Profile

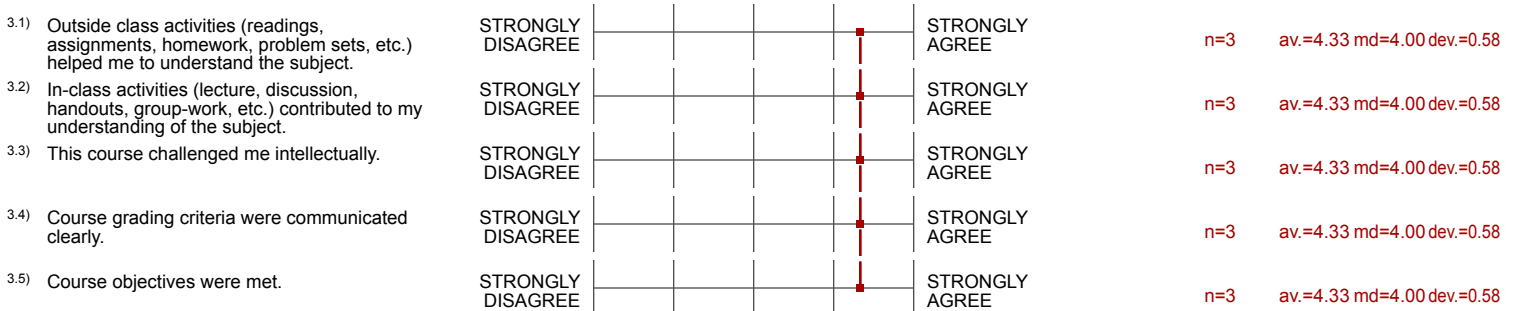
Subunit: **A&S-MATH**
 Name of the instructor: **MARTIN MOHLENKAMP**
 Name of the course: **Statistical Computing (MATH4530100_2165_Regular)**
 (Name of the survey)

Values used in the profile line: Mean

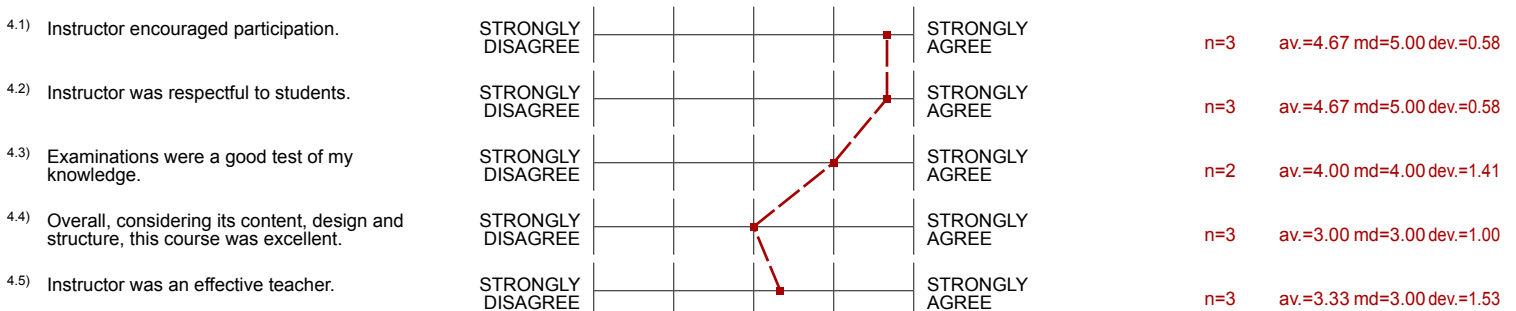
2. Instructor Evaluation



3. Course Evaluation



4. Additional Questions



Comments Report

5. Open Response

^{5.1)} What do you consider to be the greatest **STRENGTH** of the **INSTRUCTOR**?

- Martin provided great advice to get you unstuck when you had a problem, but you were still doing the majority of the task at hand.
- The professor's approach of making the students figure out the solutions and implementations in R by only using the web proved to be a good approach to better understand the content.

5.2) What do you consider to be the greatest **WEAKNESS** of the **INSTRUCTOR**? Suggestions for improvement?

- At times the course lacked cohesiveness, as in the weekly journals did teach specific points but it didn't seem to be heading anywhere.
- No lecturing. Only group work
- none

5.3) What do you consider to be the greatest **STRENGTH** of the **COURSE**? (texts, content, etc.)?

- Great for showing how statistics is typically done in the real-world, and for teaching the students the R programming language for their resumes.

5.4) What do you consider to be the greatest **WEAKNESS** of the **COURSE**? Suggestions for improvement?

- A possible recommendation would be to teach half of the class in R with a midterm project, and then the other half with another language, such as SAS, where you do different topics in each language, as opposed to just learning the same things. Though this could be difficult since it is only an introductory course to computational statistics.