

Notes on the response rates:

Low response rates may undermine the validity of the data. See the [Evaluations Website](#) for suggestions on maximising response rates, including 'Bring Your Own Device', and providing feedback to students to 'close the loop'.

Class size	Low response rate
<40 students	Under 50%
40-199 students	under 40%
>=200 students	under 30%

Raters	Students
Responded	12
Invited	51
Response Ratio	23.5%

2022 SET Info

Since S1/ Q2 2022, the SET questionnaire has only one version for all students: the former-OLE course questions + former-SET Q9 (on small group teaching) + teacher evaluation questions.

Student responses are still reported by the 'In-NZ' and 'Online' groups when applicable, but both groups responded to the same course and teaching evaluation questions.

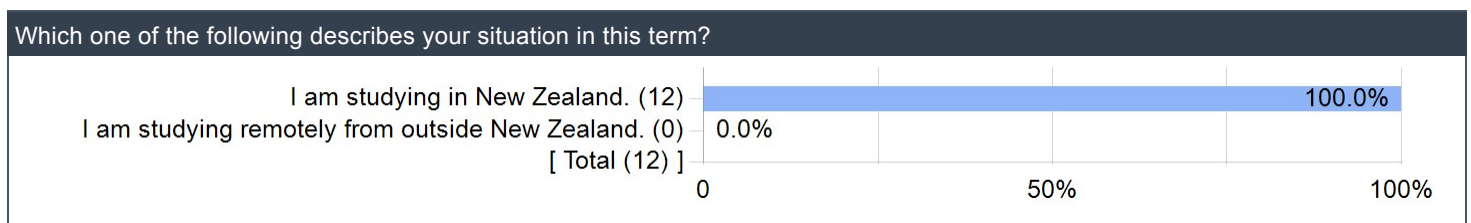
For SS, Q1, S1 2022 SET, staff were given the "teaching evaluation opt-out" options , which was registered and administered via Canvas 'Teacher' role assignment by the faculties/departments. **For Q2 and the rest of 2022 SET, teaching evaluations resumed to be non-optional.**

Student Location

This question was displayed to all students and was used to define student groups along with campuses. In the following sections:

"In-NZ students": Those who answered "I am studying in New Zealand", and are not in any of the 'Online', 'Auckland Online', or 'International Offshore' campuses.

"Online students": Those who answered "I am studying remotely from outside New Zealand ", or enrolled in the 'Online' or 'Auckland Online' or 'International Offshore' campuses.



Student Campus Info from CS9

Campus	Count	Percentage
City	12	100.0%

Summary of Course Questions

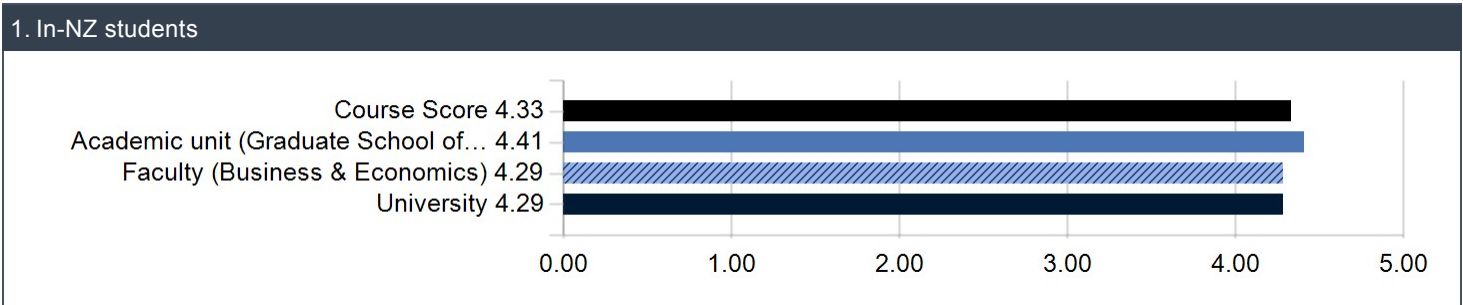
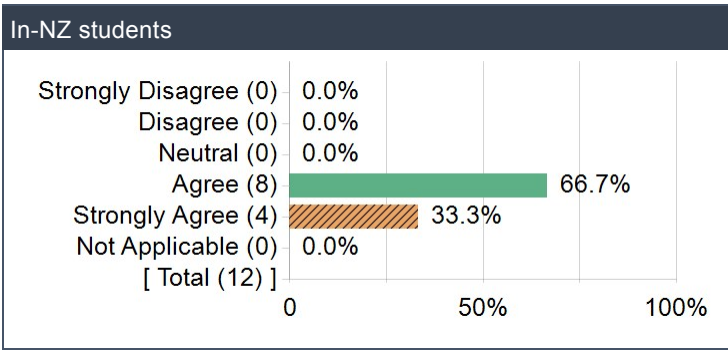
Course Questions - Q10. Overall, I was satisfied with the quality of the course

Resp = Response count
GA = Generally agree (agree and strongly agree)
GD = Generally disagree (disagree and strongly disagree)
SD = Standard deviation
SIR = Semi-Interquartile Range

Course Overall Question - by Student Group

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.33	0.49	4.25	0.50



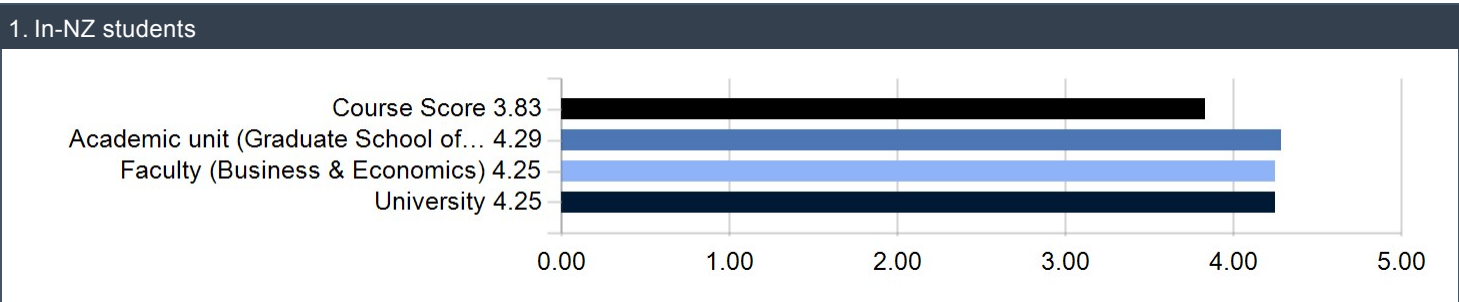
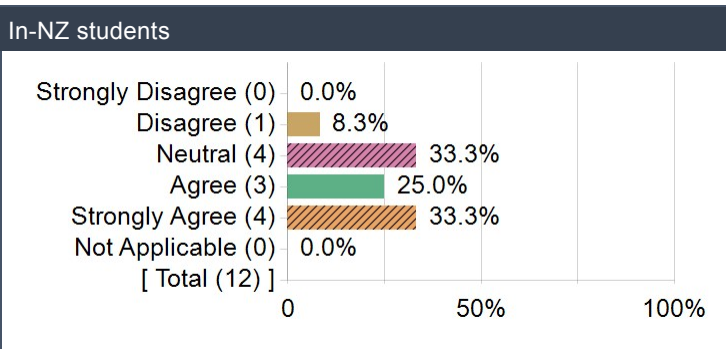
Course Questions - Detailed Results

Resp = Response count
GA = Generally agree (agree and strongly agree)
GD = Generally disagree (disagree and strongly disagree)
SD = Standard deviation
SIR = Semi-Interquartile Range

Q1. It was easy to find the information and resources I needed on the Canvas course website.

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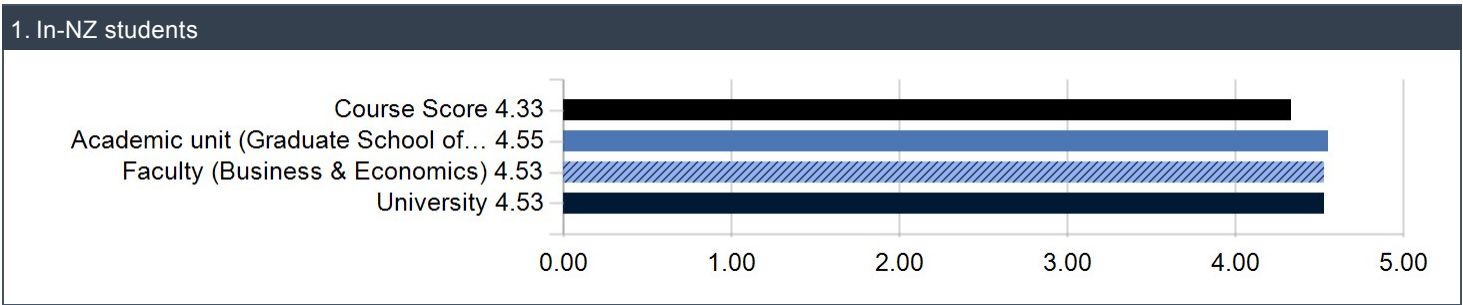
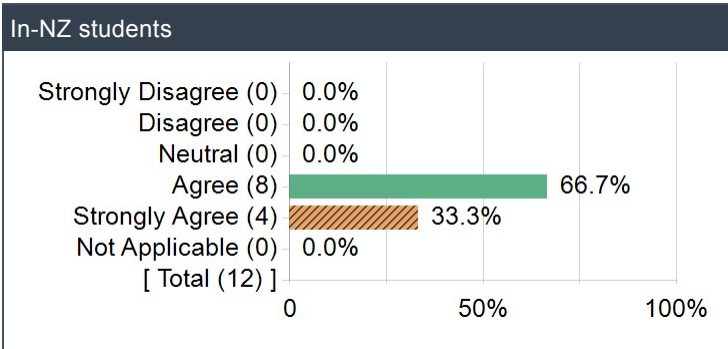
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	58.3%	33.3%	8.3%	3.83	1.03	3.83	1.00



Q2. The learning environment provided me with opportunities to communicate and/or collaborate with my peers.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

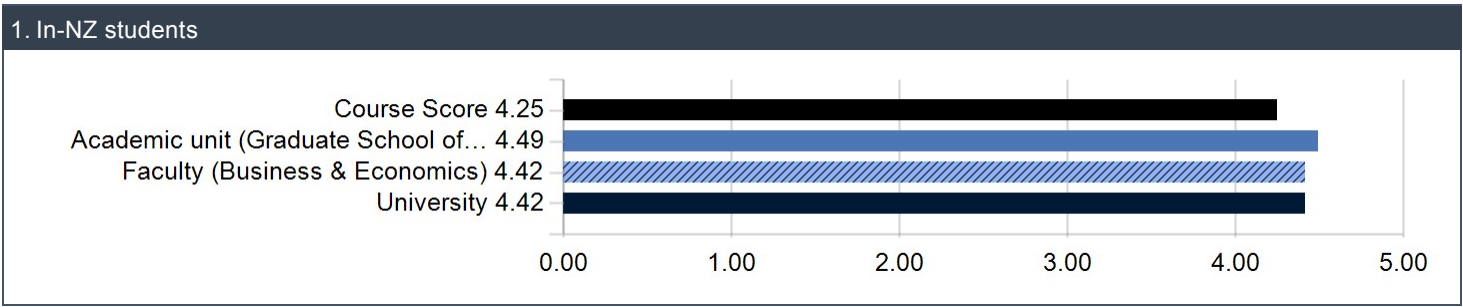
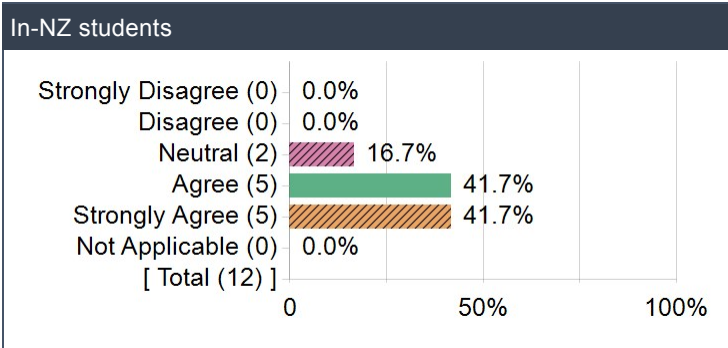
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.33	0.49	4.25	0.50



Q3. The learning environment allowed effective communication between teaching staff and students.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

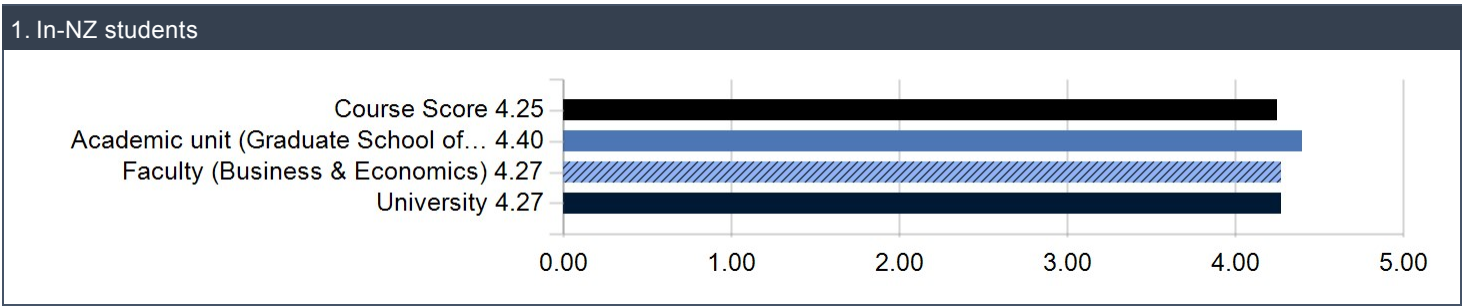
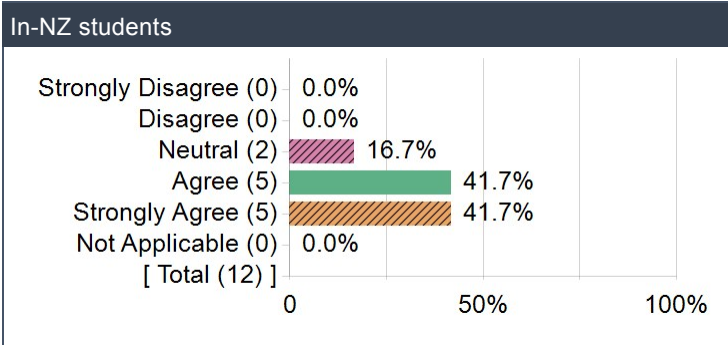
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	83.3%	16.7%	0.0%	4.25	0.75	4.30	0.50



Q4. I was clearly informed how my learning would be assessed.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

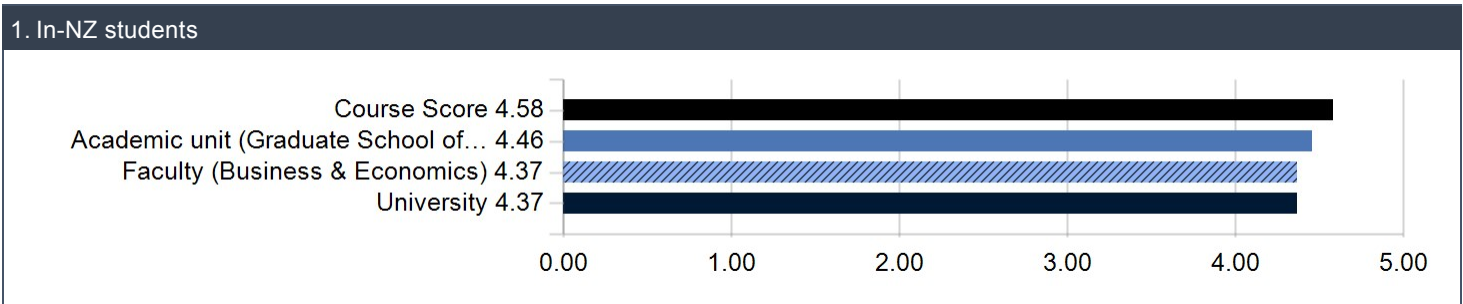
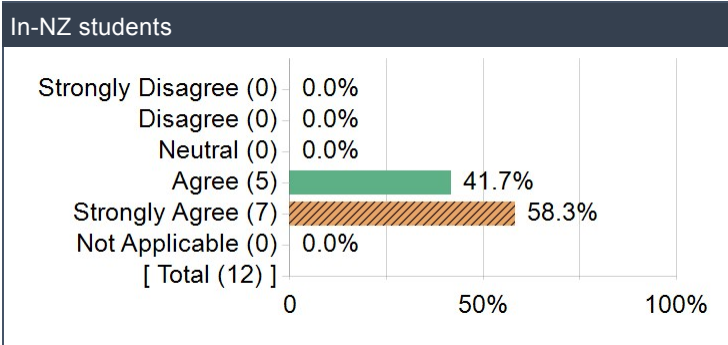
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	83.3%	16.7%	0.0%	4.25	0.75	4.30	0.50



Q5. Assessments supported the aims of this course.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

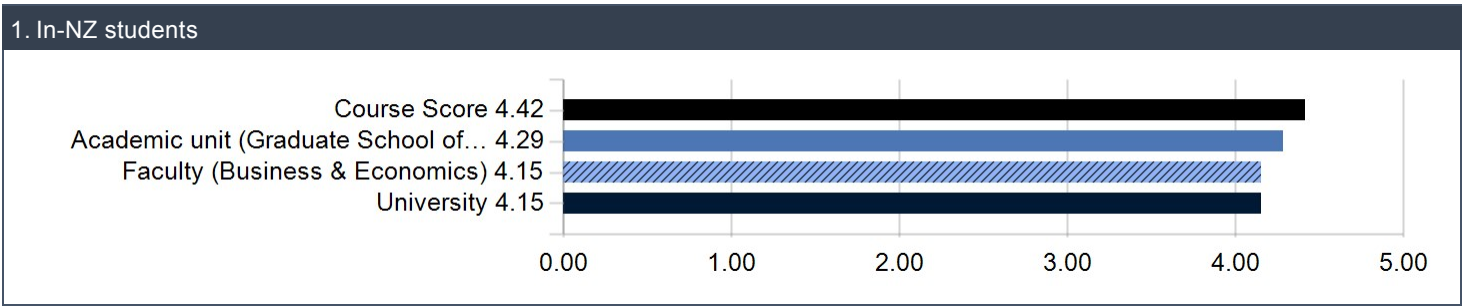
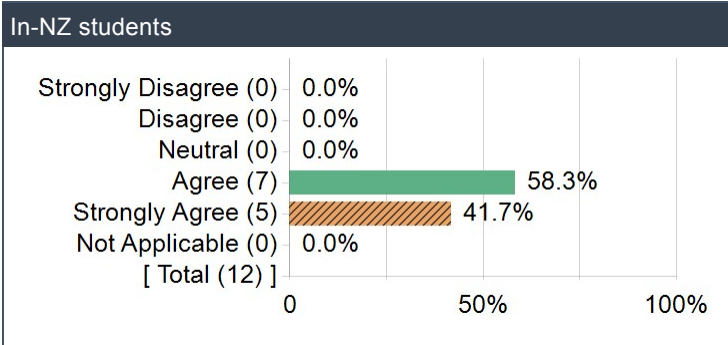
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.58	0.51	4.64	0.50



Q6. I received helpful feedback on my learning progress.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

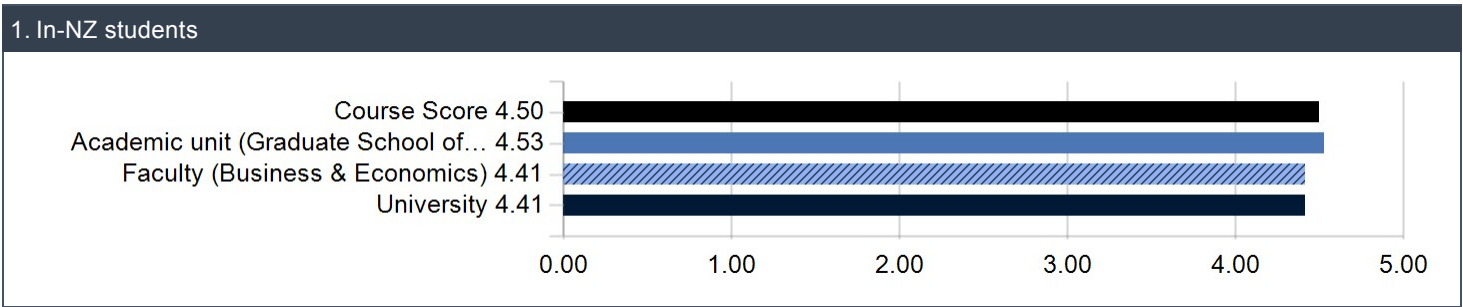
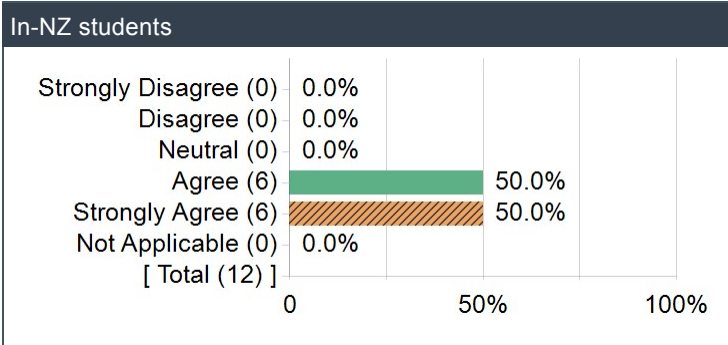
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.42	0.51	4.36	0.50



Q7. I felt part of a community of learners in this course.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

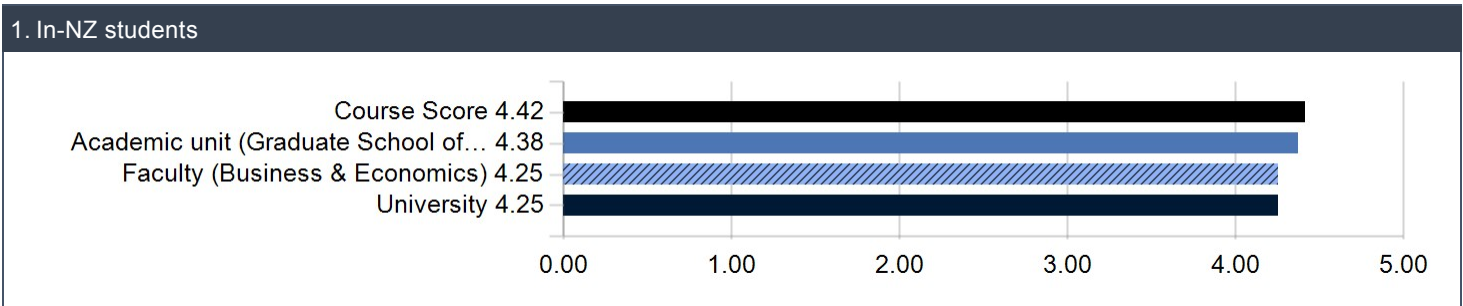
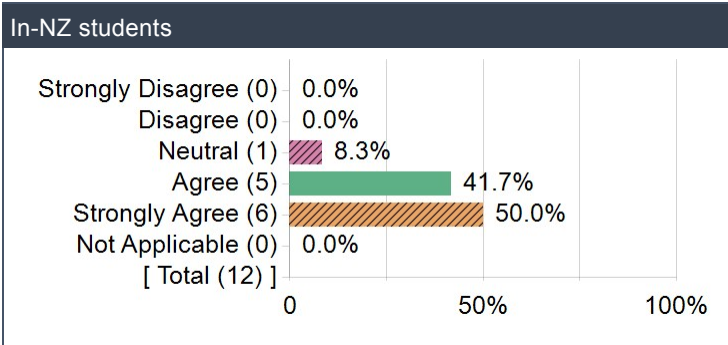
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.50	0.52	4.50	0.50



Q8. I felt I could stay motivated and engaged with my learning.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

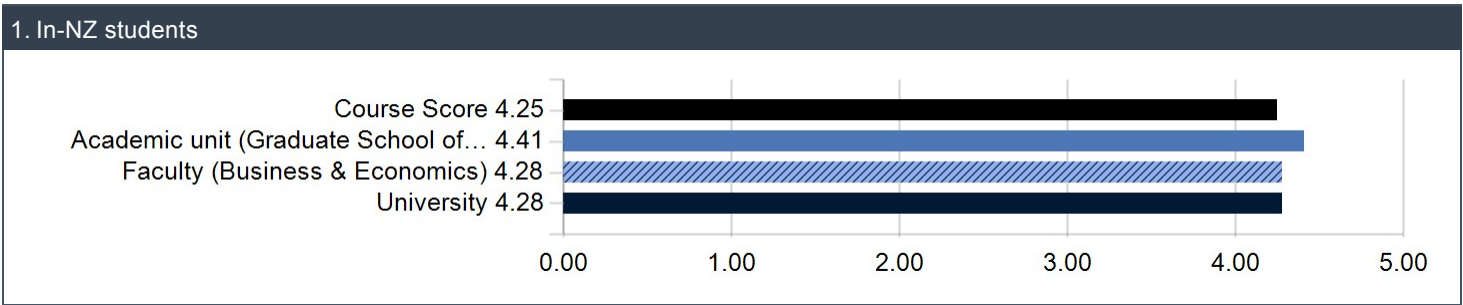
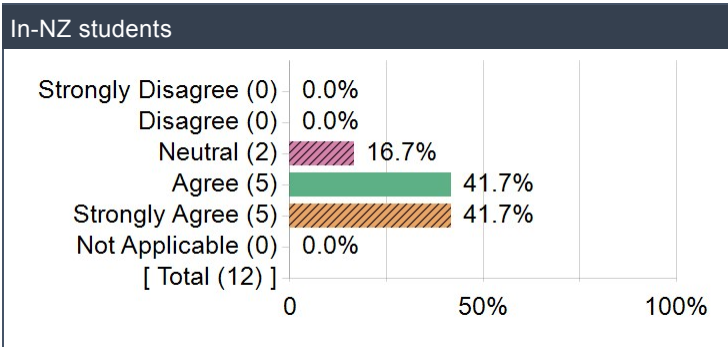
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.42	0.67	4.50	0.50



Q9. I was satisfied with the quality of the small-group teaching (e.g. tutorial, laboratory, seminar, workshop) associated with this course.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	83.3%	16.7%	0.0%	4.25	0.75	4.30	0.50



Open-ended comments

(In-NZ Students) Overall, what aspects of the course were most helpful for your learning?

Comments
Building predicting models is very useful.
Tutorial and office hours are really helpful in clarifying complex concepts in this course
Presentation
All programmeis wonderful
Our professor, Jon and tutor Param were nice to communicate and always be patient to answer questions. It was also good to summerize with weekly report. Jon taught math in class and Param taught R in lab which was wonderful way to study 704.
The weekly report is very helpful to me because I can get effective feedback in time, so I can know what I have mastered better and what I am lacking.
visualization
this course is perfect
Weekly assignments
Reading and video on Canvas helps me understand the R code better. The feedback are also helpful, it explained very detailly.
Supplementary materials, lab practice.

(In-NZ Students) Overall, what did you find the most challenging about learning in this course?

Comments
I did not have enough time to work on weekly assignments and team projects within the same week.
The most challenging part is having too many requirements. Part time students with full time work have struggled with this course. Learning the concepts itself takes a lot of time outside the lecture and lab. On top of that, we have to do the weekly assignments, two group presentations, engagements with other teams, individual assignment, quiz, and final group report and codes.
Too many assignments.
Coding))
The tutor Jacky was hard to communicate. He just easily copied and pasted comments for most of students when evaluating our weekly report. Our marks and comments are totally the same, however, our reports are totally different. When we have questions about his comments, he didn't read our questions carefully and replied as a robot. It took us precious time to finish the report every week and wasted a lot of time to argue our marks with him. He didn't treat every student in a fair way. Sometimes, just because the form of report which he didn't follow up all the instructions from this course. We want to improve our skills through this course, but he didn't provide professional suggestions as a tuor. Also, he always short his lab. Normally, he just read the R file and finish his lab in 30 mins each time.
For me, meeting a very incompetent tutor (Jacky) was the biggest challenge I encountered in this class. During Jacky's lecture on the lab, he just read from the content and did a very poor job. In particular, in the second week of the lab, the content of the fourth week of the lab was taught, so that I had a huge problem in doing the lab report and spent a long time to learn this part by myself. In addition, Jacky was very perfunctory in correcting the assignments, none of them had effective feedback, and the reasons for the grade reduction were almost the same for each assignment, and he was vague when asked about it. I talked with other students and found that we all encountered similar problems.
coding in R
I felt this course has enough material and the practices are helpful. I like the design of the whole course.
The lecture and the lab is not recorded properly
The group assignment is the most challenging part. In this course, five people are in one group, but only two are working. Some of them did not know how to use share drive and lacked basic knowledge taught in the class (Jon's explanation is great, if students go to the class or watch the recording can definatly understand that). There is one member said he cannot speak English properly during the meeting and asking me to be his translotor, lauage should not be a excuse for a master student that do not involved. Since I have emailed the teacher to report this issue with evidence and the reply is cannot penliaze them. Other than that, the prsentation does not require all the members to present. Consequently, some member's only contribution is click the PPT during prsenation.
Some concepts are hard to understand and require extra time for self study.

(In-NZ Students) What changes could be made by the University that could address the challenges you have mentioned above?

Comments
It will be great if there is only one homework each week.
Please provide less requirements and make sure it will not overlap with other courses.
It is recommended to be more careful when choosing a tutor.
Maybe provide the slide every week after the lecture, and don't put too many slide a week
I wish we could have one more guest lecture because R is from UOA
Fix that issue I just mentioned
Please provide a peer for each group project and presentation. The exam system should be improved (all the courses), there is no camera, no screen recording during the test. There is some cheating phenomenon among the study group and I believe this cheating culture will continue if schools do not take further action. I feel a bit disappointed since this never happened during my bachelor's study at UOA. I really enjoy studying at UOA and would like to protect the reputation of my shcool.

Summary of Teacher Questions

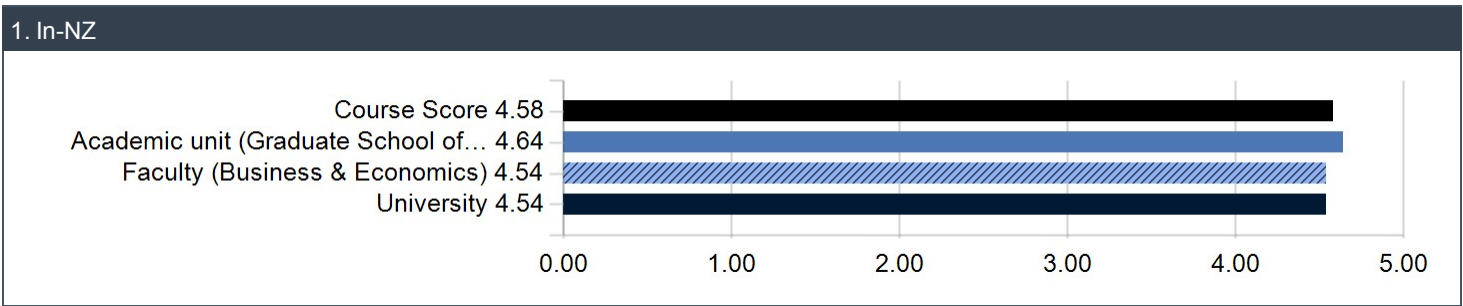
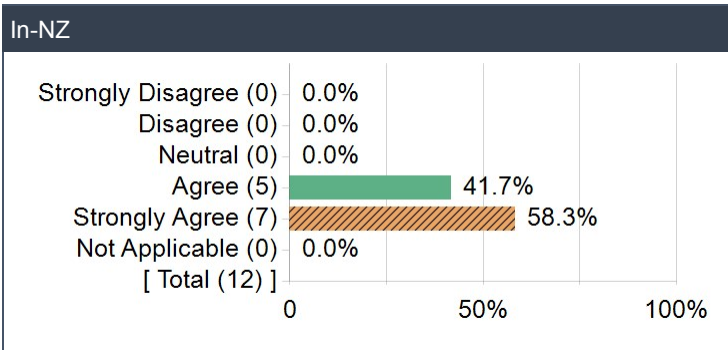
Teacher Overall Question - Q7. Overall, Jon was an effective teacher

Resp = Response count
GA = Generally agree (agree and strongly agree)
GD = Generally disagree (disagree and strongly disagree)
SD = Standard deviation
SIR = Semi-Interquartile Range

Teacher Overall Question - by Student Group

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ	12	100.0%	0.0%	0.0%	4.58	0.51	4.64	0.50



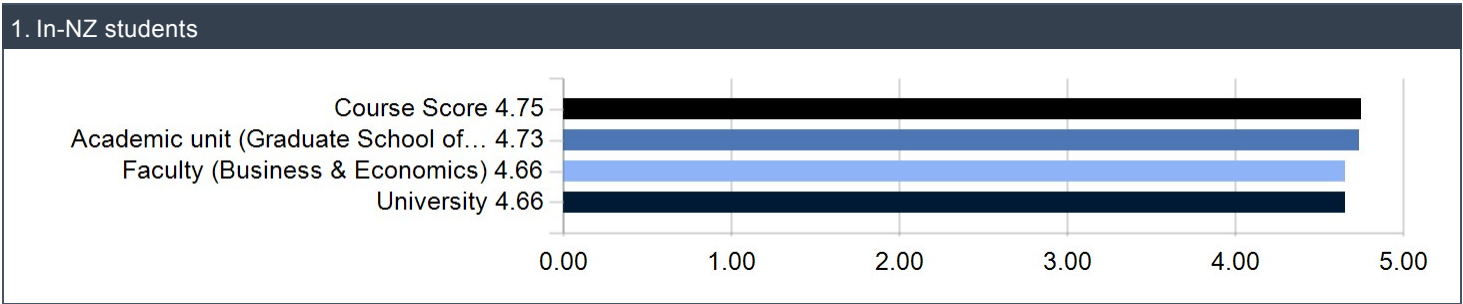
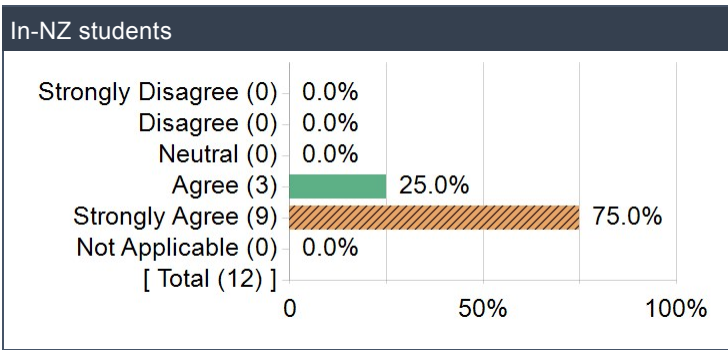
Teacher Questions - Detailed Results

Resp = Response count
GA = Generally agree (agree and strongly agree)
GD = Generally disagree (disagree and strongly disagree)
SD = Standard deviation
SIR = Semi-Interquartile Range

Q1. Jon was well-prepared for the lectures.

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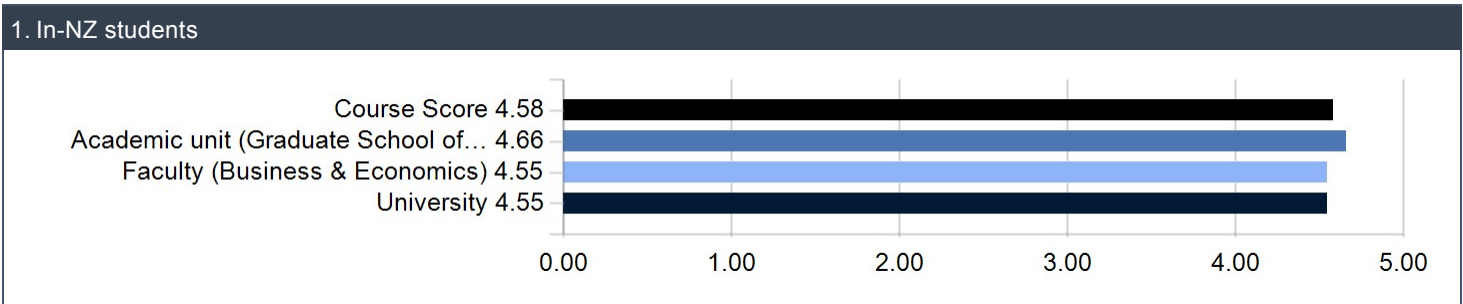
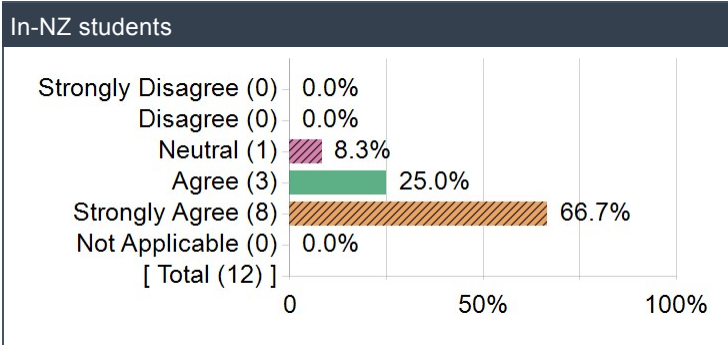
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	100.0%	0.0%	0.0%	4.75	0.45	4.83	0.25



Q2. The objectives of the course were clearly explained.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

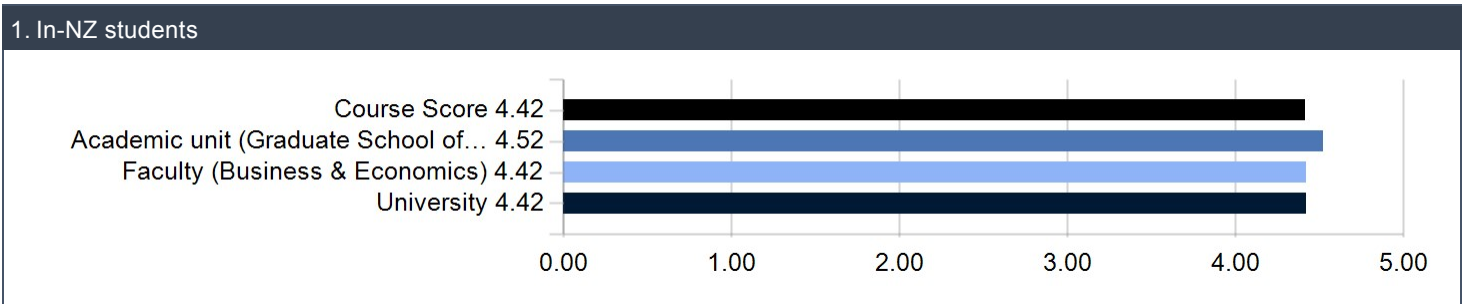
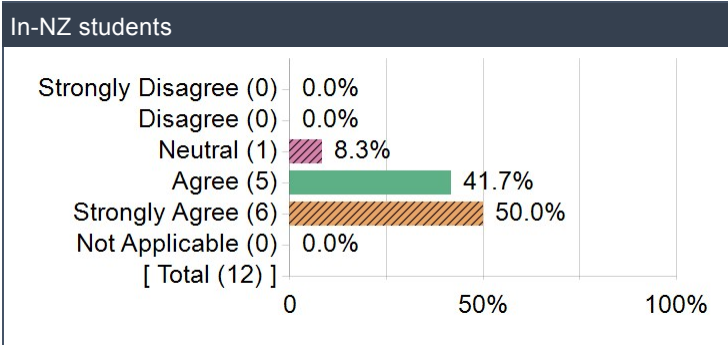
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.58	0.67	4.75	0.50



Q3. Jon explained concepts and answered questions in ways that I can understand.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

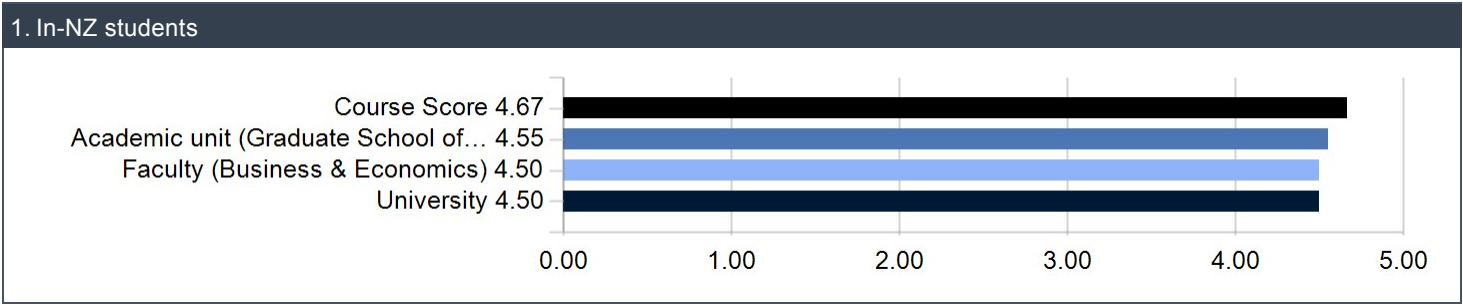
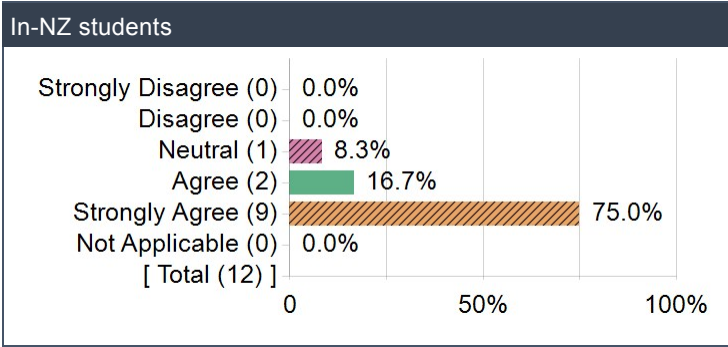
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.42	0.67	4.50	0.50



Q4. Jon used learning resources (including digital resources) in ways that supported my learning.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

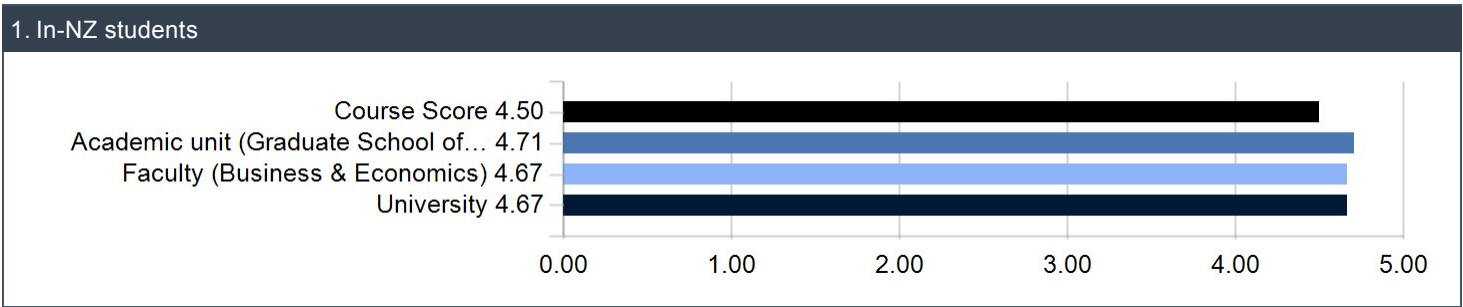
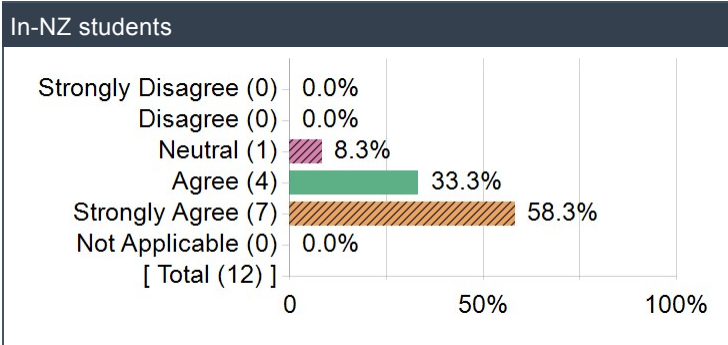
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.67	0.65	4.83	0.25



Q5. I found Jon approachable.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

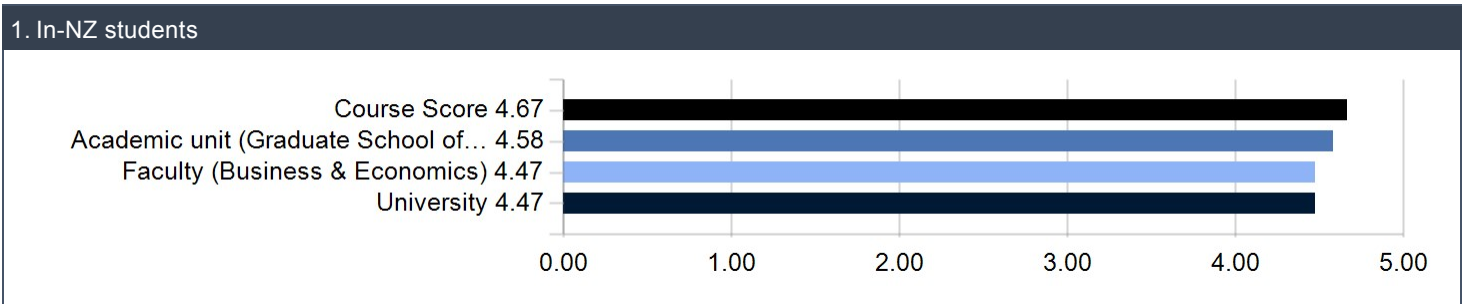
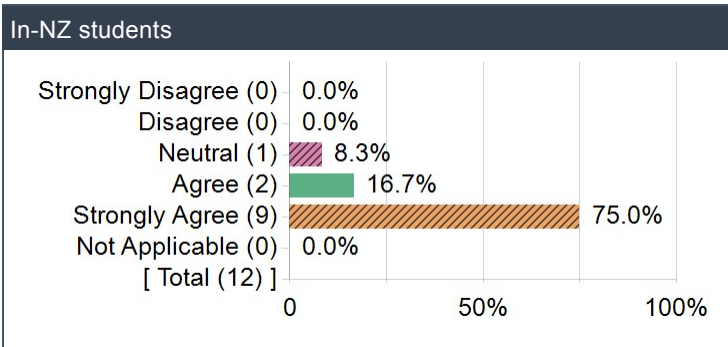
	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.50	0.67	4.64	0.50



Q6. Jon inspired me to learn.

One student group has less than 5 responses and the results are hidden as per [item 52 of the evaluation policy](#).

	Resp	%GA	%Neutral	%GD	Mean	SD	Median	SIR
In-NZ students	12	91.7%	8.3%	0.0%	4.67	0.65	4.83	0.25



Open-ended comments

(In-NZ Students) In Jon's teaching, what was most helpful for your learning?

Comments
I'm quite happy that I can utilise regression analysis in my work.
I like how Jon relates the concepts to practical and business use. This way, students can easily remember the concepts. Also, the additional online resources are really useful.
Very efficient programm
The lab can really help.
Good, he is very good
The explanation of every week content
The extra link and video on Canvas helps me on understanding the corse content. The weekly assignments are good for review.
He is very patient to answer questions. Made math more interesting to learn and easier to understand.

(In-NZ Students) What improvement(s) would you like to see in Jon's teaching?

Comments
Only one homework each week is better, because I study part-time, and one week for both a weekly assignment and a group assignment is too much to manage.
He needs to release the PPT slides and resources in canvas in advance. Some students would like to read and understand the slides before the class. We will also appreciate if he can provide more examples or case studies which are related to complex topics. These are more digestible than the theoretical or academic definitions.
He teaches well.
Good, he is very good
Maybe the lab content could closely match lecture content. Sometime we were confused about the expectations for the weekly assignment.