

ESCI ONLINE SURVEY STATISTICS

1/25/18

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Fall Quarter 2017 -- ESCI Online

Department and Campus Norms taken over time span: Winter Quarter 2013 - Fall Quarter 2017

Abbrv: **MATH** Instructor: **PFAFF C E**
Department: **MATHEMATICS**

Rank: **Faculty**

Course: **MATH 8 0100**

Type: **Lecture**

Course Enrollment: **35**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at <http://oic.id.ucsb.edu/esci>.

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Coordinator, Instructional Consultation, 1130 Kerr Hall (x4278).

These two questions were determined by the Academic Senate Committee on Academic Personnel (CAP) and Committee on Effective Teaching and Instructional Support (CETIS) to be appropriate for all student end-of-course surveys.

(1) **A.** In rating a course, you should consider the instructor's teaching apart from the course materials or content.

Please rate the overall quality of the instructor's teaching.

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

	Response weighting:					Blank	Total	Total	Mean	Median
	1	2	3	4	5	Response	Students	Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	64%	14%	18%	5%	5%	0	22	1	1.7	1.0
Student-weighted Norms (UG students)	<hr/>									
Dept MATH FACULTY current qtr	28%	19%	22%	16%	15%	2	3751	38	2.7	3.0
Dept MATH FACULTY over time	28%	19%	22%	16%	15%	2	3751	38	2.7	3.0
Campus FACULTY over time	43%	28%	17%	8%	4%	71	32846	706	2.0	2.0
Course-weighted Norms (UG courses)	<hr/>									
Dept MATH FACULTY current qtr	41%	22%	18%	11%	7%			38	2.2	2.0
Dept MATH FACULTY over time	41%	22%	18%	11%	7%			38	2.2	2.0
Campus FACULTY over time	49%	27%	15%	6%	3%			706	1.9	2.0

(2) **B.** Please rate the overall quality of the course, including its material or content, independent of the instructor's teaching.

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

	Response weighting:					Blank	Total	Total	Mean	Median
	1	2	3	4	5	Response	Students	Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	55%	18%	23%	5%	5%	0	22	1	1.8	1.0
Student-weighted Norms (UG students)	<hr/>									
Dept MATH FACULTY current qtr	28%	25%	27%	14%	7%	7	3751	38	2.5	2.0
Dept MATH FACULTY over time	28%	25%	27%	14%	7%	7	3751	38	2.5	2.0
Campus FACULTY over time	40%	29%	20%	8%	3%	94	32846	706	2.0	2.0
Course-weighted Norms (UG courses)	<hr/>									
Dept MATH FACULTY current qtr	38%	24%	23%	10%	4%			38	2.2	2.0
Dept MATH FACULTY over time	38%	24%	23%	10%	4%			38	2.2	2.0
Campus FACULTY over time	47%	27%	17%	6%	2%			706	1.9	2.0

ESCI ONLINE SURVEY STATISTICS

1/25/18

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Fall Quarter 2017 -- ESCI Online

Department and Campus Norms taken over time span: Winter Quarter 2013 - Fall Quarter 2017

Abbrv: **MATH** Instructor: **PFAFF C E**
Department: **MATHEMATICS**

Rank: **Faculty**

Course: **MATH 8 0100**

Type: **Lecture**

Course Enrollment: **35**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at <http://oic.id.ucsb.edu/esci>.

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Coordinator, Instructional Consultation, 1130 Kerr Hall (x4278).

(3256) **1. Comment on the instructor's strengths and weaknesses.**

I have never had an instructor so well organized and clear in presentation. This instructor is strong at expressing ideas and content clearly and taking a significant amount of student questions in stride with lectures. It is difficult for me to think of any weaknesses as her teaching quality was consistently excellent.

She explains things very well but I think her grading is very subjective, sometimes we can have the right proof but if it is not exactly the way she wants it and uses the exact words she wants, we will be docked points. She sometimes switches what she expects out of us and what words/vocab. she wants us to use so it can be confusing.

She really cares about her students and ensures that we understand the materials. Sometimes the pace of the lectures can be a little slow.

She is extraordinarily organized in her presentation. I get easily overwhelmed especially taking notes, and I haven't had that happen in her class.

arrogant person, always think she is right. nice outside but not nice indeed but quite clear and good lectures

powerpoint and lectures were useless

She is quite nice If we have some problems. To be honest, the daily quiz in the class can make people remember the definition easier.

Incredible lecturer when she takes her time. The homework's assigned were far superior when she drafted the problems than the book homework she assigned. Very open to questions. Very fair grader herself. Goes above and beyond to aid her students. Comes off as really passive aggressive sometimes to students when they ask questions.

Professor Pfaff should be considered the standard of a great lecturer. She is very clear, direct, and organized. Moreover, I appreciated her enthusiasm and eagerness to help all of us.

She is a very good lecturer, clearly cares about the material and her students, and is good at getting each student involved. She is very challenging with how much material she covers and how many quizzes she gives, but nothing impossible.

Instructor was always willing to slow down and answer questions during lecture, encouraged participation, responded quickly to emails. Would like better feedback on question quizzes instead of 1-2 word answers

pros: works hard and cares about her students. cons: glossed over some topics/proof techniques too quickly

ESCI ONLINE SURVEY STATISTICS

1/25/18

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Fall Quarter 2017 -- ESCI Online

Department and Campus Norms taken over time span: Winter Quarter 2013 - Fall Quarter 2017

Abbrv: **MATH** Instructor: **PFAFF C E**

Rank: **Faculty**

Course: **MATH 8 0100**

Type: **Lecture**

Department: **MATHEMATICS**

Course Enrollment: **35**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at <http://oic.id.ucsb.edu/esci>.

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Coordinator, Instructional Consultation, 1130 Kerr Hall (x4278).

ESCI ONLINE SURVEY STATISTICS

1/25/18

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Fall Quarter 2017 -- ESCI Online

Department and Campus Norms taken over time span: Winter Quarter 2013 - Fall Quarter 2017

Abbrv: **MATH** Instructor: **PFAFF C E**
Department: **MATHEMATICS**

Rank: **Faculty**

Course: **MATH 8 0100**

Type: **Lecture**

Course Enrollment: **35**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at <http://oic.id.ucsb.edu/esci>.

NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Coordinator, Instructional Consultation, 1130 Kerr Hall (x4278).

(3257) **2. Comment on the overall quality of the course.**

The course was in-depth yet assigned the perfect amount of homework. Lectures were of such high quality I felt compelled to take notes for everything. In addition, lectures went over content in way that challenged me but at the same time allowed for memory retention with plenty of examples. Material was presented in a way that made the most of the lecture time available.

The material is a little challenging but easy to understand

Excellent class!

My favorite college course I've had so far.

bad

The class is a proof class, therefore, sometimes, even I work really hard, but the exam is not very satisfied. But, still hope and believe get a better grades on the final.

Nearly perfect.

Considering that the class is challenging as is, I think the book did not help. The logic in the book often felt rushed, and the examples often didn't help with the homework. The odd problem answers in the back were also one-lined, informal reasoning, whereas Professor Pfaff asked us to formally prove everything. The lecture is great, but I don't think the book was a good compliment.

It is a well written course, that is challenging, but interesting none the less.

Course didn't seem to cover much material. It seemed as though we were done learning after the midterm.
