

There were: 36 possible respondents.

	Question Text	N	RR	Interpol. Median	3	6	9	12	15	18	18+	
1	Hours per week spent on course	27	75%	8.25	0	6	10	4	5	0	2	
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Percentage of classes attended	27	75%	94.6	0	2	4	4	2	15	0	
3	Percentage of homework completed	27	75%	94.94	0	0	2	0	1	24	0	
					Extrem	Prep	Neither	Some what	Unprepared	N/A		
5	Student preparedness to take subject	27	75%	3.89	8	9	4	4	2	0		
					Except- ional	Great Deal	Modest	Little	Nothing	N/A		
6	Amount learned in course	27	75%	4.75	18	8	1	0	0	0		
					Except- ional	V Good	Good	Fair	Poor	N/A		
7	Assignments measured knowledge	27	75%	4.38	12	12	3	0	0	0		
					Str Agree	Agree	Neither	Disagree	Str Disagree	N/A		
8	Overall course effectiveness	27	75%	4.89	22	5	0	0	0	0		
					Except- ional	V Good	Good	Fair	Poor	N/A		
11	Instructor Clarity (Yap)	27	75%	4.91	23	4	0	0	0	0		
					Str Agree	Agree	Neither	Disagree	Str Disagree	N/A		
12	Instructor: Communicated how to succeed (Yap)	27	75%	4.89	22	4	1	0	0	0		
					Except- ional	V Good	Good	Fair	Poor	N/A		
13	Instructor: Respect for students (Yap)	27	75%	4.91	23	4	0	0	0	0		
					Extrem	Very	Moder- ately	Slight	Detached	N/A		
14	Instructor: Enthusiasm (Yap)	27	75%	4.98	26	1	0	0	0	0		
					More Eager	Interested	No Change	Less	Ruined	N/A		
15	Instructor: Stimulates interest (Yap)	27	75%	4.86	21	6	0	0	0	0		

					V Access	Access- ible	Neither	Some what	Hard to Find	N/A		
16	Instructor: Availability (Yap)	27	75%	4.96	24	2	0	0	0	1		
					Extrem	Very	Moder- ately	Slight	Not	N/A		
17	Instructor: Feedback helpfulness (Yap)	27	75%	4.66	16	5	6	0	0	0		
					Str Agree	Agree	Neither	Disagree	Str Disagree	N/A		
18	Instructor: Inclusive (Yap)	27	75%	4.98	26	1	0	0	0	0		
19	Instructor: Overall effectiveness (Yap)	27	75%	4.96	25	2	0	0	0	0		
					Mid - 3:00	3:01- 6 a.m	6:01- 9 a.m	9:01- noon	12:01- 3 p.m	3:01- 6 p.m	6:01- 9 p.m	9:01- mid
103	Time of day evaluation completed	31	86%		0	0	0	9	6	7	4	5
					1-3	4-6	7-9	10-12	13-15	16-18	19-21	22+
	Classes this semester	31	86%		12	16	2	1	0	0	0	0

Instructor	Text Responses
	Question: Comments about student effort
	(MATH 4221) As an example, I did not formally know, or had never really considered, rigorously what conditional probability was before I took this class. I had considered a lot of things about probability and its use in various circumstances, like measure and completeness, and I had a working idea of what conditional probability looked like in certain circumstances, but I had not really formalized much at all about probability before taking this class. I took it because I wanted to improve my understanding of the things I was bad at. I spent countless hours playing catch-up, using the context I just provided, but it was too little too late in a lot of cases. This is entirely my fault gradewise. However, I learned so much in this class from this effort, against my will at times, and the effort was well spent.
	(MATH 4221) I think that the amount of effort required in this course is perfect. On weeks when I didnt have a ton of time to dedicate to the course, I still learned things like new concepts, theorems, etc., but it wasnt stressful. On weeks when I did have time, I enjoyed diving into the problem solving and it was genuinely challenging. This class was as rigorous and interesting as I would have wanted but without being overwhelming.
	(MATH 4221) It was as hard as I expected it to be, but also much more enjoyable
	(MATH 4221) I think the amount of effort expected for the course is just right, I just wish the homeworks werent graded too harshly
	(MATH 4221) More than expected
	(MATH 4221) I expected to put in this amount of effort for the course.
	(MATH 4221) More than expected but also worth it
	(MATH 4221) Way more effort than I expected.
	(MATH 4221) I expended a lot, but an appropriate amount of effort for this course
	(MATH 4221) Expected effort = expended effort

	(MATH 4221) Effort seemed appropriate. It was interesting coursework
	(MATH 4221) expected
	(MATH 4221) I put in a good amount of effort for this class; it was very challenging!
	(MATH 4221) Yes.
	Question: Course best aspect
	(MATH 4221) The best feature was Corrines notes. The subject did not make sense to me with respect to Grimmett and Stirzaker. I just simply did not have the training or aptitude to approach the book. The other book, which was more like a basic walkthrough in very difficult calculations, was more insightful for me, but its aim was not to make things rigorous or generalizable, moreso just giving you experience. Corrines notes however, in very few words, provided me with insight I was able to use (after I got it, which was wayyy too late) and generalize. Also, I think this is probably the best feature of the course but it does not apply to me, many people were engaged and active participants during class. The class notes and student solutions was probably very empowering toward students that were active participants. I, from the context of my lack of statistical training and general slowness and inability to remember things in these settings, did not benefit. But, the greater majority of people did, and thus it is an extremely good feature of the course.
	(MATH 4221) The homework problems were interesting and well-crafted as a cohesive body of problems. Similar ideas like gamblers ruin, coupon collector, random walks, etc. appeared over and over with different variations throughout the semester, so I feel like I got to go in depth with each problem type by revisiting it in different conditions in homeworks. Also, Dr. Yaps lectures are always excellent. She does a mix of lecturing and facilitating problem-solving, and the class is always really engaging and interactive. She answers questions well and does a great job of taking student suggestions in proofs in class, as well as crediting those students in the course notes, which is a unique and really cool touch to her course notes compared to other professors.
	(MATH 4221) Lectures where amazing, participation/pacing/delivery. Definitely the best taught math class I have ever had, GT or BSM included.
	(MATH 4221) Loved the lectures and the problems on the problem sets are interesting if difficult
	(MATH 4221) -Amazing professor, very very very interesting problem sets
	(MATH 4221) I enjoyed the teaching of the course the most
	(MATH 4221) I enjoyed the lectures given the amount of participation required for them.
	(MATH 4221) The lectures were done super well, the quizzes were very helpful.
	(MATH 4221) I thought quizzes were good benchmarks.
	(MATH 4221) Quizzes difficultly ranged dramatically between quizzes and not a fan of how sometimes it was taken from the course log questions and other times it isnt (would prefer if it was consistently one or the other). The midterm wouldve been impossible to finish in its entirety if we didnt have the quiz replacements. Have not taken the final yet so cannot comment on that.
	(MATH 4221) I thought the interactive lectures alongside thought-provoking homework and open office hours made this a very interested somewhat self-guided course.
	(MATH 4221) The interactive lectures were awesome, the homework assignments were properly challenging, and the quizzes and exams were fair.
	(MATH 4221) These lectures were likely the best lectures I have attended at in any math class at Georgia Tech in 3 years. They were always very engaging, and Prof. Yap made sure to involve every student in the conversations.
	(MATH 4221) in class discussion
	(MATH 4221) Problem sets and in-class discussions.
	(MATH 4221) Professor Yap is incredible. She pushes her students with challenging work, but her lectures are so well-thought out.

Question: Course improvements	
	(MATH 4221) I can only speak to how I am able to learn and perform. I am simply not good at very quick quizzes and tedious tests. I make small errors and often misread things. It takes me a while to get going. Most of the time I start to calculate off of symbolic instinct out of nervousness. The grades early on discouraged me a lot, but the grades should not affect how you learn the material. In my specific case, it was very discouraging early on.
	(MATH 4221) I dont have any suggestions for improvements. I think that Dr. Yap did a great job with this course!
	(MATH 4221) nothing IMO
	(MATH 4221) N/A
	(MATH 4221) -better textbook
	(MATH 4221) N/A
	(MATH 4221) I think including more application questions in the beginning could be helpful.
	(MATH 4221) If the amount of work was decreased a little that would be helpful. It was kind of hard to balance other classes along with this one. The work is enjoyable but overwhelming at times.
	(MATH 4221) More time on quizzes: maybe around 3-5 more minutes.
	(MATH 4221) Other than just tuning the difficultly of some assignments, it was great.
	(MATH 4221) Seemed pretty good to me
	(MATH 4221) Spend more time on new stochastic processes specific content and less time on probability theory review.
	(MATH 4221) More background reading and exercise, but it will also means more work to do
	(MATH 4221) N/A
	(MATH 4221) I do think that even though her homeworks are very good for learning, she grades them a little too harshly. There were times in which I thought that I really demonstrated my understanding of the subject being examined on the homework well, only to get a 2 or 4 out of 10 points for the question.
Question: Instructor greatest strength	
Yap	(MATH 4221) Corrine is an extremely good writer, orator, and all around mathematical insight person. She can do everything artistically and mathematically.
Yap	(MATH 4221) Communication, enthusiasm, encouragement of students to engage in class
Yap	(MATH 4221) One of the most passionate teachers I have ever had in my life. Very engaging class.
Yap	(MATH 4221) Absolutely incredible teaching style. No notes
Yap	(MATH 4221) -Lectures were a pleasure to attend -Increased my confidence in doing math -Accessibility and communication with students -Extremely kind, passionate, caring, motivating instructor
Yap	(MATH 4221) I havent met a professor that cares so much about their students!! Very easy to meet at office hours and taught the course in a way that went beyond a whiteboard marker
Yap	(MATH 4221) Great teacher. Easy to understand and great at explaining the topic while keeping interest
Yap	(MATH 4221) How understanding, helpful, and non-judgemental they are.
Yap	(MATH 4221) Her style of teaching in the classroom is great and she has a great work ethic and dedication.

Yap	(MATH 4221) Enthusiasm
Yap	(MATH 4221) Everything
Yap	(MATH 4221) Very enthusiastic and accessible
Yap	(MATH 4221) I really enjoyed Professor Yaps class structure of lecturing combined with time to work out problems in groups. I found it very effective for retaining concepts.
Yap	(MATH 4221) I really enjoyed the lectures, especially getting to work on problems as part of the lecture was great.
Yap	(MATH 4221) Prof. Yaps excitement about the course was incredibly helpful in making the classroom a fun and positive environment. Also, I loved the format where she gave everyone chances to work on problems instead of just presenting them on the board; it made lectures very engaging. Additionally, the course log that she made may be the most helpful item I have received from a math class at GT.
Yap	(MATH 4221) kind and engaging personality
Yap	(MATH 4221) Interactive and fun class.
Yap	(MATH 4221) Her enthusiasm, her work ethic, her lecturing skill and style.
Question: Instructor improvements	
Yap	(MATH 4221) Instruction is within the context of academic structure. I had opinions about this that I already shared with her and therefore its just the same thing.
Yap	(MATH 4221) N/A
Yap	(MATH 4221) -not possible
Yap	(MATH 4221) N/A
Yap	(MATH 4221) Centralizing the content more.
Yap	(MATH 4221) N/A
Yap	(MATH 4221) Seemed good to me
Yap	(MATH 4221) Not much to improve, the quality of instruction is already great.
Yap	(MATH 4221) I would allow for more time on Quizzes since it seemed many students (including myself) would struggle to finish in time. Maybe 10 mins instead of 7?
Yap	(MATH 4221) N/A
Yap	(MATH 4221) It cant.