COURSE REPORT – COMPREHENSIVE DOCUMENTATION OF COURSE EVALUATION
The Faculty of Health and Society

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*), Ref. no. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society" (in Swedish *Rutiner för kursvärderingar och kursrapporter vid Fakulteten för hälsa och samhälle*), Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

Background information (to be completed by the course administrator)

Course name		
Statistical Analysis: To Apply, Interpret and Understand		
Course code	**Scope (credits)**	**Semester in which the course is completed**
KA822E	7,5	Spring 2023
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Criminology, Master's Programme + freestanding course		
Course coordinator		**Number of registered students**
Claes Andersson		53

Students' perspective (to be completed, if possible, by the course administrator or in some cases by the course coordinator)

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
N/A	
Number of students who have completed the formative course evaluation/momentary study climate assessment	**Percentage response rate** (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)
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Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2023-03-23 - 2023-03-31	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	**Response rate as a percentage** (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
20	38

Feedback to students who have completed the course: describe how and when the feedback has been given

☐ By email (will be send automatically, with or without the course coordinator's comments, by the survey system 7 days after the survey is closed)
☐ By email (otherwise than above), how:
☒ In Canvas, how: Announcement
☐ Through a discussion in class, how:
☐ In other way, how:

Other comments about the feedback:

Feedback to new students on the upcoming course: describe how feedback will be implemented

☒ Presented at the start of the course, how:
☒ In other way, how: CANVAS

Teacher's perspective (to be completed by the course coordinator)

Results: Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified

Mean (SD) on aspects assessed on a scale from 1 (to a very little extent) to 6 (to a very high extent).

Learning outcomes 3.4 (1.5); Work/learning activities supporting learning 3.4 (1.4); Forms of the examination 4.0 (1.3); The course as a whole met my expectations 3.1 (1.5); Has the course given you the opportunity to take responsibility for your own learning 5.1 (1.0); Work material fit the LOs 3.3 (1.4); Research based course 3.6 (1.3); Workload 4.4 (1.4); Work hours per week 2.8 (1.0) (most students reported spending between 21-30 hours a week studying); Student influence 3.6 (1.2); International aspects 1.7 (0.7).

There are in total 53 registered students out of which 46 submitted the examination assignment. 7 did not hand in the assignment and are given the opportunity to hand in the same assignment at a later time point. Grades among students handing in the assignment: n=5 graded with an A; n=6 graded with a B; n=10 graded with a C; n=14 graded with a D; n=8 graded with an E; n=3 graded with an F (fail). The students with a fail did not complete the total assignment, i.e., they have only completed a linear regression and not a logistic regression). These students have been contacted, and are recommended to complement their paper with a second regression analysis.

The qualitative responses (n=15) identify important limitations as follows: (1) difficulties for students with limited pre-knowledge in statistics; (2) too few lectures and labs, especially labs; (3) the three teachers should strive to match their lessons to a greater extent; (4) the exam was "confusing", and continuous examinations throughout the course is recommended.

Analysis: Analysis based on a summary of the students' individual course evaluations – both formative (if any), and summative evaluations. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

(1) The number of students (n=53) and the large variations in pre-knowledge make it difficult to find a suitable level for the course, those with a limited background in statistics really have to strive, and in relation to students with a more advanced background, the course is basic. It is likely that more labs should be implemented, offering students with a limited background the opportunity to catch up.

(2) For this reason, and only to conduct the basic elements that the current course outline includes, considerably more time for teaching has to be allocated to the course.

(3) Teachers responsible for different parts of the course should strive to further match their content.

(4) The examination forms may be adjusted. After reading the papers that have been handed in, it is clear that not only doing the actual analysis, but also how to present data and findings, should be further considered during the course.

Course development and action plan: Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

A new course outline has been planned, to be implemented in spring 2024.

Publishing and archiving (arranged by course administrator)

Archiving and publication of the course report: where and when archiving and publication were completed
Share + Valen

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Course administrator

Name	Date
Åsa Nilsson	