THE UNIVERSITY OF BRITISH COLUMBIA

2023W1 UBC Individual Instructor Report for APBI 244 001/GEOS 200 101(APBI 244 001 - Atmospheric Environments,GEOS 200 101 - Atmospheric Environments) (June Skeeter)

Project Title: **2023W1 UBC Instructor SEI Surveys**

Course Audience: **125**
Responses Received: **50**
Response Ratio: **40%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Creation Date: **Wednesday, February 21, 2024**

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University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	125	50	0	0	2	11	37	0	4.8	0.2
The instructor conducted this course in such a way that I was motivated to learn.	125	50	0	7	12	13	18	0	4.0	0.6
The instructor presented the course material in a way that I could understand.	125	50	0	4	6	17	23	0	4.4	0.5
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	125	50	0	1	8	21	20	0	4.3	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	125	50	0	0	11	12	27	0	4.6	0.4
Overall, I learned a great deal from this instructor.	125	50	0	2	6	18	24	0	4.4	0.4

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	96%
The instructor conducted this course in such a way that I was motivated to learn.	62%
The instructor presented the course material in a way that I could understand.	80%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	82%
The instructor showed genuine interest in supporting my learning throughout this course.	78%
Overall, I learned a great deal from this instructor.	84%

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
125	50	0	2	8	23	17	4.2	0.4

%Favourable
80%

For courses that had discussion groups or labs, the discussion groups or labs made an important contribution to the course.

N	n	SD	D	N	A	SA	IM	DI
125	49	0	0	4	14	31	4.7	0.3

%Favourable
92%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	125	50	0	0	7	15	28	0	4.6	0.4
High standards of achievement were set.	125	50	0	0	13	19	18	0	4.1	0.4
The instructor was generally well prepared for class.	125	50	0	1	3	14	32	0	4.7	0.3
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	125	50	0	0	7	16	26	1	4.6	0.4
The instructor treated students with respect.	125	50	0	0	2	12	36	0	4.8	0.2
The instructor was responsive when needed.	125	49	0	0	4	9	35	1	4.8	0.3
The instructor's feedback and comments contributed positively to my learning.	125	50	0	0	10	15	23	2	4.4	0.4
The instructor attempted to provide satisfactory answers to all questions in class.	125	50	0	1	2	18	29	0	4.6	0.3
The instructor established effective communication with students in the classroom.	125	50	0	2	7	15	26	0	4.5	0.4
The instructor was helpful when students requested course related assistance outside of class.	125	49	0	0	8	15	26	0	4.6	0.4
Assignments and tests were returned within a reasonable time.	125	50	0	0	1	14	35	0	4.8	0.2

UBC Student Experience of Instruction

Question	%Favourable
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	86%
High standards of achievement were set.	74%
The instructor was generally well prepared for class.	92%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	86%
The instructor treated students with respect.	96%
The instructor was responsive when needed.	92%
The instructor's feedback and comments contributed positively to my learning.	79%
The instructor attempted to provide satisfactory answers to all questions in class.	94%
The instructor established effective communication with students in the classroom.	82%
The instructor was helpful when students requested course related assistance outside of class.	84%
Assignments and tests were returned within a reasonable time.	98%

Open ended feedback

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
Smaller, more interactive checks of understanding. It was fairly easy to attend lecture, then do the quizzes without having a solid learning of the content.
June had a less enthusiastic attitude toward questions asked via Zoom from people joining class online instead of in person. They were less willing to answer in depth and were more dismissive of questions asked by people on Zoom in the chat section, although they did keep an eye on the chat frequently throughout class. A more encouraging attitude toward these questions would have been beneficial in encouraging engagement and positive learning experiences.
Dr June is very passionate towards the course & teaching and is very kind! Definitely nourished from the holistic learning experience.
There were a few technical difficulties throughout the course, but they were dealt with efficiently and without detriment to our learning experience. Very understandable considering it was Dr. Skeeter's first time teaching this course and using iClicker.
So far so good, I think~
Better time management in lectures and encouraging students attending lecture online to ask questions outside of class time.
Maybe assigned readings so that we are exposed to the information more than once.
i think the review of the previous lecture is a good idea but it could be shortened.
I think that the while June was very clear on what things meant they could include more interesting examples so that people could visualize on a larger scale how things relate, as in the beginning of the course the material was quite bland and without understanding how it fits into the bigger picture it makes learning less interesting. I also think that they already figured this out, but in the beginning of the semester they took way too much time reviewing what they had said the previous class, and I think that it was not an effective use of time.
I feel like the lecture slides aren't enough to study on as that is all we got for the topics. A lot of concepts need to be elaborated well beyond what the slides provided.
I wish there was more repetition of the content covered. I find that the professor spoke for 1.5 hrs without referencing back to what we kind of covered and build up from that. We'd only do a quick review at the start of the next lecture but for my learning I find that referencing back and mentioning important terms and idea over at least twice helps.
Perhaps they could go over more quiz–like questions.
Keep recording and zooming in the future it really supported me and helped me during this semester.
Make the lectures a bit more engaging. It felt like we were going over the information very slowly, and each topic was repeated multiple times. While this was helpful as it made sure we understood the topics, I found I could show up to class 30 minutes late and not have missed any new material. We spent a long time on some of the topics at the beginning, and it felt like we didn't have enough time to learn the things at the end which were, in my opinion, more interesting.
Perhaps include more interactive activities to make the lecture more engaging. Also, not spend as much time on review at the beginning of class, as it didnt feel very helpful.
I felt as though some simple lecture slides/topics were over–explained while harder topics were glossed over. It would be helpful to show more example problems in class, especially application of equations, as we usually had to figure them out ourselves for the first time in lab or during a quiz.
I learned a great deal from Professor June, but I think the course would benefit from more in depth explanations of underlying concepts where there is visible confusion.
Maybe went over what was going to be on labs more
1. I would have appreciated pdf versions of the slides from the website, for studying when I don't have an internet connection. (I know there's a export to pdf mode on the webpage, but I don't know how to actually do that. Maybe you could walk students through that so we know how.) 2. The fifth lab had concepts that we didn't really cover in class, so that was a bit confusing. 3. I've taken a course with you before, and you used Top Hat. I think I prefer iClicker over Top Hat, even though there were more technical difficulties, but I wouldn't be upset at using Top Hat either, both are good.

Comments
None!
More organization would have been helpful
For some reason there's no positive comments section for June, so I'm going to use this. I really love that June didn't try to purposely make our lives harder by giving us super tricky quizzes and exams. I loved their sarcasm during lectures and overall they're just super cool and chill. Thanks June!
na
Overall, good course and content, sometimes got a bit repetitive when they would go over the entire previous class at the beginning of each lecture
I think there was a slight change in the syllabus from the start – where it originally said 75% of iClicker marks would be based on just answering the questions and only 25% on correctness. I don't know when this changed. It makes very little difference but I did have some issues with iClicker at times which led to a few questions over the course of the term being marked incorrectly (when I knew the answer!). I don't think its enough of an issue to be worth bringing up as it has probably impacted my grade by less than 1% overall, but maybe something that could be changed for future courses.
At the start of every class, June would review almost the entire slide deck that we had gone over in the previous class. While I understand the intent, this made it quite boring and hard to pay attention in the first 30 minutes of each class. Instead, some practice questions based on the material from the previous class would have been a more engaging way to review the material.
run the Iclicker quizzes a little slower so we can answer them faster, not running the quizzes on iclicker
Can you make the labs easier
I would have personally appreciated if we moved through lecture materials a little bit faster.
The classes moved really slowly, the previous lecture content was unnecessarily repeated at the beginning of the class, and we were often behind on course content. I think if lectures were more fast–paced I would be more engaged with the content.
For participation, I prefer Tophat to iclicker. Tophat is more flexible with a greater variety and it's easier to use. The website is accessible and like being able to use the search to go directly to the info I need
Sometimes I felt that the material was dry and that the instructor may have lacked enthusiasm at times, making it difficult to focus. Perhaps increasing the pace or changing tones would help keep me engaged.
Maybe the lecture quizzes could be take home assignments so more time can be spent in lecture covering content? Because 5x40mins seems like quite a bit of time.
Great format of course assignments, evenly distributes grades for a variety of learning styles and strengths (labs, quizzes, and participation). I would have appreciated more calculation practice, perhaps a short optional/extra credit worksheet to practice calculations?
Can provide more useful feedback for our quizzes and assessments.

Please identify what you consider to be the strengths of this course.

Comments
The content is interesting and is very relevant to the real life (we can see what we're talking about in the outdoors)
Learn real–life applications about the environment. Relevant to what I experience in my everyday life.
It covers a broad range of content related to weather, climate, technology, and atmospheric processes. It was very interesting content that was easily applicable to our own experiences with the weather, climate, and processes or phenomena we had seen in our lives before.
After the course students will be able to understand 1. general atmospheric climate 2. terrestrial components of earth affected by different climate in both small and large scales.
The structure and layout of information. It was always easy and clear to find information, and the lab aided in supplementing teaching.
Having multiple tests over the course of the term rather than one large midterm made studying more consistently easier to remember.
Well structured and explained

Comments
The lab content and the lecture quizzes added a lot to the course in terms of applications and understanding concepts.
The strength overall was the accessibility of this course. From the recorded and online lectures to the search bar on GitHub, it is very clear what is expected from a student. And with the Canvas quiz final. I think GitHub was easier to navigate than Canvas and I did not have any issues with iclicker so I thought that was fine (I've never used Top Hat). Thank you, June!!
– useful knowledge – well connected to interested field (lfs) – passionate and understanding prof – reasonable (on the lighter side) courseload
I feel like I have a greater understanding of the atmosphere and how clouds form and weather patterns.
open–book online exam.
easy to follow powerpoint slides, easy access to the web–page, helpful TAs and office hours
The layout of the course website and the strcutre of the lectures make it really easy to understand what is expected from us
Good iclicker questions.
– Very clear lectures – Easily accessible course material through website – Clear explanations of the interconnected components studied throughout the course.
Keeping using iclicker to evaluate the participation please, it really helps me pay attention in–class. And I am very grateful that you provide zoom options and recorded every lecture. It also really helps me when I was sick, make sure that I could catch up. Very reasonable lab arrangement, and the exam time is very flexible. I appreciate that. It makes me less stressed not only during final exams but also during the whole semester.
I like the concept of open book exams as it requires us to think critically on exams and not just memorize things. Also, the labs were enjoyable and most of the time interesting.
Very positive from the professor which gave me and willingness to learn
Accessibility was great, with options for accessing class while sick without losing participation points. High scores were achievable due to the nature of the labs and quizzes, which focused more on understanding and application rather than memorization. Occasionally I found lecture content was explained in a confusing manner, but it was typically supplemented with relevant labs that helped with understanding.
calculation based to a certain degree, which means we can use example questions to consolidate what we have learned.
Fair amount of content and good delivery, it was clear the professor knew what they were teaching to a great depth.
the slides and website
Flexibility of exams and learning styles
Very flexible and understanding format
Not super tricky, but really interesting!
na
good level of depth in content
Format of course very clear, well set–up and easy to follow. Content is interesting and stimulating, and pitched at just the right level. Instructor is keen to help and answers questions well. Zoom lectures available when you are ill/can't attend, which is very helpful.
It is a good background into atmospheric science which touches on a lot of different topics and is quite interesting.
no mandatory readings, detailed slides with images, labs are fairly simple, engaging class environment
This course talks about something related to our daily life that we could probably think of e.g. radiation, cloud formation, or soil.
Even though the concepts are sometimes difficult to grasp, I liked the comparisons and examples they used. For example, they used real–life/everyday things to explain new

Comments
scientific concepts. I also liked how there was a zoom option for the class which even though I didn't use often, it was nice if I got sick or something.
The professor, the lectures, the webpage. All very easy to navigate
Strong presentation of basic atmospheric concepts Really enjoyed the presentation on the github website, it was a lot more intuitive of an interface than canvas and very easy to find resources and materials I enjoy the style of question that June writes, some degree of critical thinking is always required, you can't just parrot back a concept
Small lab size with lots of support from great TAs.
It's a could introductory course and it gives me a general idea of what future courses with delve into.
I thought that the option of watching lectures online as well as that they were recorded was really helpful. Having the labs related to current course material also made it possible to apply what we were learning. I also liked that we got to drop our lowest quiz score; it removes the pressure and helps me focus more on understanding the material than trying to be perfect.
Provided a foundational overview of atmospheric sciences and how it relates to other aspects of the environment (e.g. ecosystems, climate change).
Website was extremely accessible and organized, the search feature was also great to easily obtain information. As discussed, the format of assignments/labs/participation was good.
Well–structured course with reasonable workload, also flexible as it provides opportunities for remote attendance for lectures.

Please provide suggestions on how this course might be improved.

Comments
Less content, more in depth
Ensure lecture materials match lab content. In lab 3, students had very little knowledge to complete the lab. This made it difficult to understand the material and what was expected.
The course is well organized and planned in the main idea of holistic learning.
N/A
So far so good, I think~
There were a lot of typos in the lab (which is not a big deal), and sometimes changing the slides in between lectures was annoying because I would have downloaded them and there would be content that was not on the previous slide deck. I think the lecture quiz difficulty was a large range too. Specifically quizzes 2 and 3 were much more challenging than the others (the other ones were easy comparatively with information found in the slides), and I think maybe finding a balance would be better.
shorten review segment at beginning of lecture
I think that students should be reminded of the big picture even while learning the things like solar radiation so that it's easier for at the end of the course when those connections need to be made.
Provide a lecture document on top of the slides we already have elaborating on various topics
the quizzes were hard in this course. When the questions ask a, b, c, a&c, b&c, I often answered these wrong even though i went back to the PowerPoint slides to try and see if my understanding is correct. Those kinds of multiple choice were very tricky and I wish there were more calculations questions.
The quizzes were very hard.
The learning contents is a little bit too much.
I would have like to learn more about weather systems and other similar topics more as I feel as though they are important to understand and can be applied to other subjects.
perhaps have a greater variety of activities to improve your grade, i.e. less weightage on labs and more smaller hw or something
Better organization.

Comments
The lab content seems like it doesn't quite match in complexity to the lecture content. I feel it would be helpful to either reduce the difficulty of calculations in labs or go over the types of calculations expected in lectures more.
More applications, less equations
More outside labs!!
na
end goals of learning and understanding could be imporved
Maybe change iClicker to another platform?
As a student who is not planning on majoring in atmospheric science, I found the physics detail to be a bit unnecessary. I would have preferred to learn more about how the atmosphere interacts with ecological aspects of ecosystems instead of spending so much time on the definition of heat, for example.
run things slower I think, allow attendance to be marked for the whole day rather than time fragment
If we can have a piazza on this course to ask questions, that will help a lot. If we could have a chance to improve our marks of the lab, that would be beneficial as well.
I think there was too much time spent on a recap from the previous lecture, which made it so we constantly fell behind. I also felt like the labs were quite confusing as they were content–heavy but the content wasn't always relevant to the lab so it was difficult to parse through.
Easier and less time consuming labs
Could be nice to have more experiments related to lab materials but I understand that given the subject matter there is a limit Later in the course there are a few topics that could perhaps be rearranged, Dr. Skeeter mentioned they may change it for next time. I could have done with more assignments to gain more practice at calculations and answering theoretical questions. Even small quizzes that are not for marks but available as practice resources would be helpful.
More fast–paced.
I liked that they included iClickers and participation in our grade. However, I felt that they did not reflect the difficulty of the quizzes and so some more challenging in–class iClickers would be helpful
Making lecture slides available as pdfs!! I was not able to download the slides into my notes which would have been appreciated.
Can have more interactive teaching so that students can be more engaged and interested in the course subjects. iClicker questions are not too useful for engaging students as it often has technical issues.

Please comment on course content, or any aspects, positive or negative, of your instructor's teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Techer is passionate and knowledgeable.
As mentioned in a previous section of this assessment: June had a less enthusiastic attitude toward questions asked via Zoom from people joining class online instead of in person. They were less willing to answer in depth and were more dismissive of questions asked by people on Zoom in the chat section, although they did keep an eye on the chat frequently throughout class. A more encouraging attitude toward these questions would have been beneficial in encouraging engagement and positive learning experiences. I was grateful to have the option to join via Zoom and used it about 30–40% of the time to attend lectures, so I believe it was a valuable option to have for this course. June made course content easy to relate to by adding personal experiences or prompting students to relate to the content being learned in their own ways. The content was also easy to understand and follow. Quizzes were open–book which significantly reduced the stress that they would have caused me had they not been open–book, strictly because of the large amounts of information from each lecture. I found this aspect very helpful and still allowed me to learn the content effectively.

Comments
The online option saved me tons of time from commuting. Overall quite good!
The extra work put into creating a website for the class and adding functions such as 'search' to find information quickly was unexpected and extremely helpful. Additionally, the quick summary at the start of every class regarding the material in the previous class were helpful, especially due to the 4 day gap between our Friday and Wednesday lessons. Overall Dr. Skeeter is very respectful and helpful, and I had a wonderful experience with this course.
They centered their teaching approach around what kinds of expectations there would be in careers, internships, etc in the field of study to better prepare us for future opportunities. This was true of labs (ex. Opportunities to use tools used in climate/environment research) and of lectures (showing us an intro to a coding language (R) and how it can be used to analyze data or solve for variables)
Overall, it's a fantastic learning experience.
Everything was explained in a lot of detail, sometimes concepts took too much time to explain, partially due to the teaching and partially due to students asking questions in class which took time to answer.
as someone who attended in–person for almost every lecture besides a few the online component is not 100 necessary. accessibility and all that is important but it doesn't meet too often. no question is bad but people on zoom sometimes ask interesting... questions that could probably be answered if they were in person and listened for 5 more minutes
The content was not the most interesting which is not June's fault, however, I think they could have made it a bit more interesting and I think they could have incorporated more big picture concepts into the beginning of class. I also think that they could focus less on equations. While you could tell that June was very passionate about the topics they were teaching they lacked enthusiasm and energy when teaching. I think my favourite part was when they would go off topic and to answer interesting questions because you could audibly tell they were more engaged.
The lectures got very boring as it was mostly just the prof explaining the lecture slide they prepared without much interaction with the students unless a student asked a question.
June is a fantastic instructor and explains thing in a very thorough way that is easy to understand and be modivated to learn. It is easy to tell they are invested in the success of their students!
The instructor was very intelligent and knew their stuff. However, their quiz questions were very difficult even though it was open book. Perhaps we could do more practice questions like the quizzes since they made up a large part of our grade.
Some mid–lecture questions were ignored/brushed, though often these questions were very off topic or unimportant.
The instructor was nice, but they needed to slightly work on time–management as we would often not finish a slide deck in a class and have to move it to the next class.
I liked that it was a very flexible course, particularly the choice of online or in–person attendance, the ability to only go to every second lab if we needed help, rather than having to go even if we had already finished our labs, and the automatic accommodation of no time limit and picking when you write the final. I also really apricate that everything is completely open book and there isn't arbitrary memorization of formulas and constants like in some classes, and that all that information is found in one place, so we don't have to search for it.
Very approachable, and never condescending. I heard bad things about this course with the previous instructor so i was nervous to take it. June has definitely seemed to improve the lecture portion of this class as I did not feel any of the complaints I heard applied this term.
June answered every single question and they're super cool!
na
was pretty good, sometimes hard to stay engaged
I appreciated how June emphasized learning concepts and not memorizing values, formulas, etc (all exams and quizzes were open book). More practice questions encorporated into lectures would have made them more engaging.
good class atmosphere though it doesn't need too much connection outside of class, quizzes can be sort of confusing, professor should invite more engagement in lectures
I appreciate that June provides a lot of flexibility and accessibility on attendance (options with in person or zoom) and reasonable due dates for assignments. I also found reviews on the previous lecture in each lecture is very helpful. Github is quite user–friendly, especially the search function. I would prefer Canvas more than iClicker for lecture quizzes because Canvas seems more reliable and I can check my progress more easily.

Comments
June was very accommodating, including a zoom option for attending lectures which was very appreciated. Lectures were thorough and explanations of difficult concept were explained in understandable terms with appropriate graphs and pictures aiding in learning. Wonderful professor. Labs were well designed and related a lot to course material although they did take a whole (sometimes up to 6 hours) to complete. I'm so glad that there were open book quizzes because a lot of material in this course is difficult to memorize. I found the separate webpage was amazing and really easy to navigate so I appreciate the extra effort that went into creating it. June really cares about their students and this class was wonderful to be in. Just wish I got a better mark but that's not a reflection of their teaching just my own lacking lol.
Overall I really enjoyed having June as an instructor. They were very understanding and seemed to want all of the students to succeed to the best of their ability. They always had excellent analogies and examples to provide better understanding of course concepts as well.
June obviously cares about their students which is great, but they move through content too slowly. It made it harder to be engaged with the material and we were behind in the course.
The instructor was respectful and encourages the education of their students.
I think June was a great instructor; you could tell they care about teaching and understanding us. For example, they realized we were behind in lectures and thus labs were ahead of course material. Instead of continuously pressuring us, they removed one of the labs.
I took June's class GEOS270 last semester and I really appreciated how consistent their teaching style is. June's classes are honestly one of the most organized and systematic I've experienced at UBC and I liked how everything is easily navigatable within one github page. I'm always clear on assignment deadlines/ expectations and even when there were disruptions to the class schedule, these changes are made known to us repeatedly and obvious from the schedule on the website.

Please share any feedback on your experience with the technologies used in this course.

Comments
Not much
Technology in labs helped enhance my understanding and made it very engaging to learn.
iClicker participation was included in every class and helped engage students and gave regular feedback on our understanding of the content of each class. Zoom was useful for many students, especially since the class was early in the morning. I used it often as I am a commuter student and it takes me one hour to get to school every morning.
Definitely the zoom class saved me dozens of time from commuting.
A few small difficulties with iClicker that were promptly corrected.
very well
The course webpage was very helpful for finding materials.
iclicker worked well for participation
Tech used was very good. The prof even had a camera that followed them around for the zoom recordings.
Use of zoom lectures was the best decision as I can comfortably sit at the library and watch the lecture and make it to my next class right after on time without having to run 800m . I appreciate the zoom recordings and online access to materials. Wish the iCklier was not used because sometimes it glitches and it somehow always closes on my phone.
Hard course with all the calculations but great prof
A lot of times my iClicker would freeze up during in–class participation questions.
Class website was very helpful.
iClicker and zoom were used and both were good, although i did feel a difference in between using zoom and actually showing up to class.
I enjoyed being able to attend online (and on quiz days I found it especially helpful since I get distracted easily and so was able to go to a quiet spot and do it there), and I found the iClicker engaging, though it didn't always work.
Iclicker was a great tool
Zoom option and recorded lectures were very helpful
Good!
na
iclicker was not good for quizzes
N/A
I think they worked well, though IClicker is clearly not effective for the bigger quizzes
There was not much aside from excel which was very straightforward
It is great to be able to watch the lectures back to clarify anything I might have missed in class
Other than some issues with iClicker, the use of technologies in this course does not encounter major problems.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEI data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for University Module Item	Section 1	Section 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.