2018W1 Student Evaluation of Teaching Report for COSC 101 L05 - DIGTL CITIZENSHP (Parsa Rajabi)

THE UNIVERSITY OF BRITISH COLUMBIA

Project Title: **University of British Columbia Course Evaluation Okanagan 2018 Winter**

Course Audience: **30**
Responses Received: **12**
Response Ratio: **40.0%**

Report Comments

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 Evaluations of Teaching (SEoT) 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 SEoT 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. Because students more often provide higher ratings (4 or 5), the median is consistently higher than the mean. 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:

Frequency Distribution		
Response for UMI	**Class 1**	**Class 2**
5 = Strongly agree	13	4
4 = Agree	26	43
3 = Neither agree nor disagree	35	32
2 = Disagree	20	11
1 = Strongly disagree	6	10
Mean	**3.2**	**3.2**
Median	**3.0**	**3.0**
Interpolated Median	**3.2**	**3.4**
Percent Favourable Rating	**39%**	**47%**

In this example, the two classes have identical mean (3.2) and median (3.0). However, the instructor in class 2 received 47% favourable (4-5) ratings, compared to 39% for the instructor in class 1. While both have a Median of 3, the Interpolated median values of (3.2 and 3.4), much better reflects the distribution of the scores above and below the 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.

Creation Date: **Thursday, February 14, 2019**
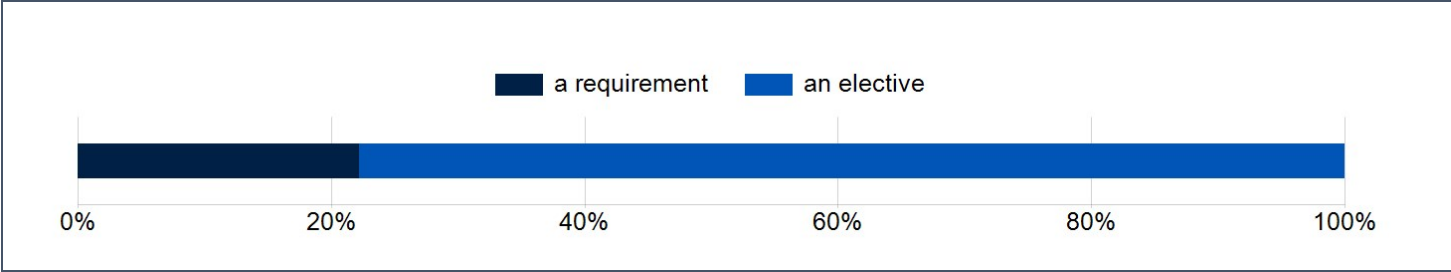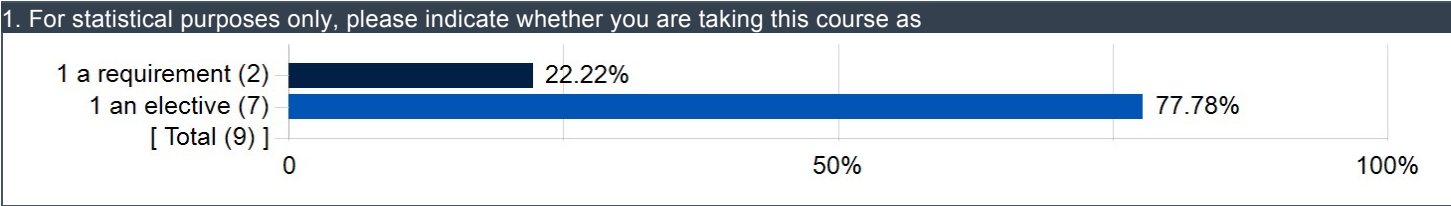
Dispersion Index

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 students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.

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%

Statistics

For statistical purposes only, please indicate whether you are taking this course as

1. For statistical purposes only, please indicate whether you are taking this course as

1 a requirement (2) — 22.22%
1 an elective (7) — 77.78%
[Total (9)]

Legend: a requirement, an elective

Invited Count	Response Count	Response Rate
30	9	30.00%

Teaching Assistant Effectiveness

The TA treats students with respect.
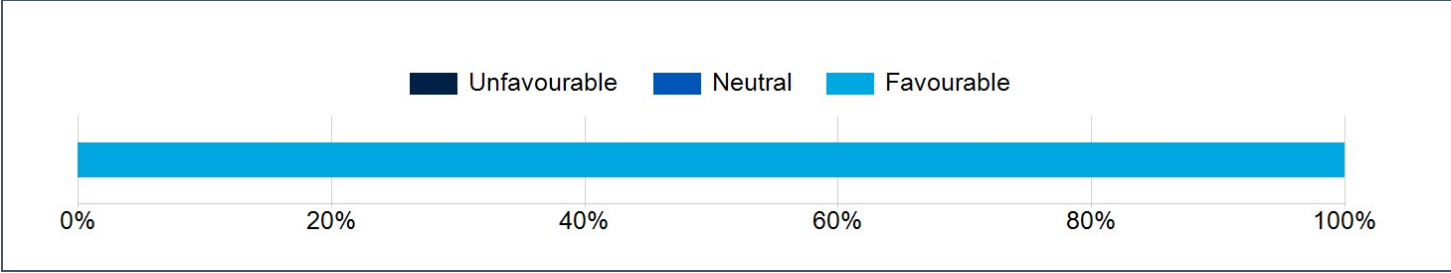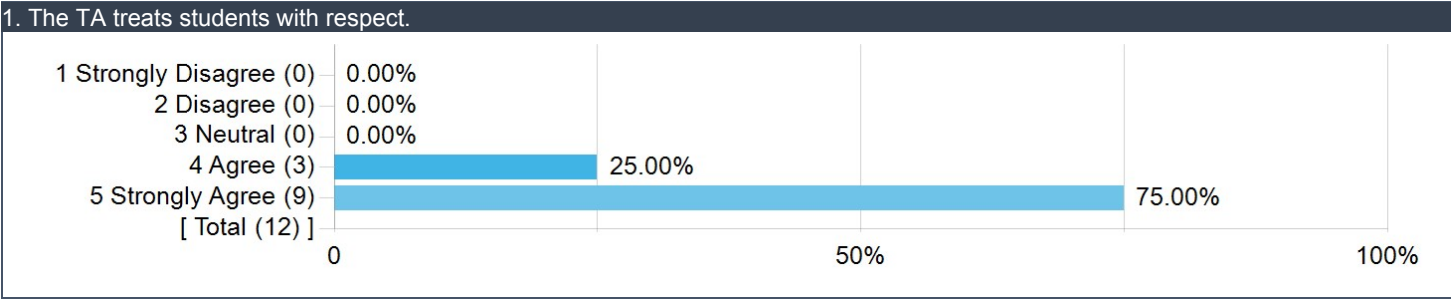
1. The TA treats students with respect.

1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (0) — 0.00%
4 Agree (3) — 25.00%
5 Strongly Agree (9) — 75.00%
[Total (12)]

Legend: Unfavourable, Neutral, Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.75	0.45	4.83	0.19

The TA communicates clearly and effectively.

1. The TA communicates clearly and effectively.
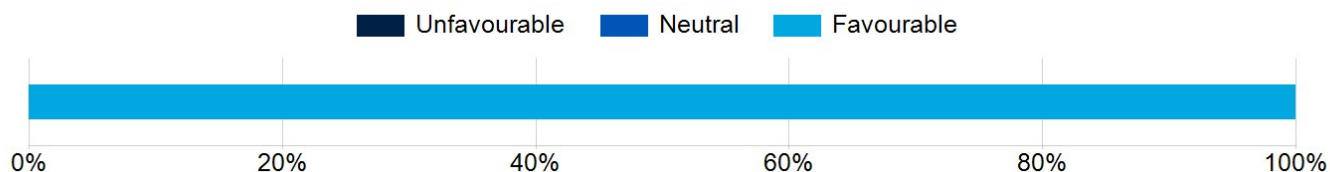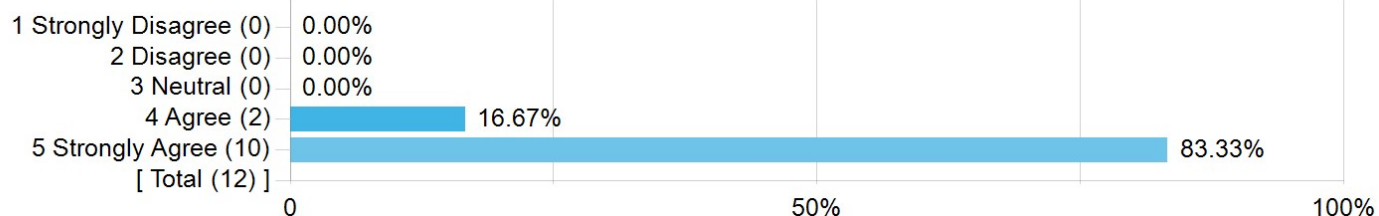
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	16.67%
5 Strongly Agree (10)	83.33%
[Total (12)]	

Unfavourable   Neutral   Favourable

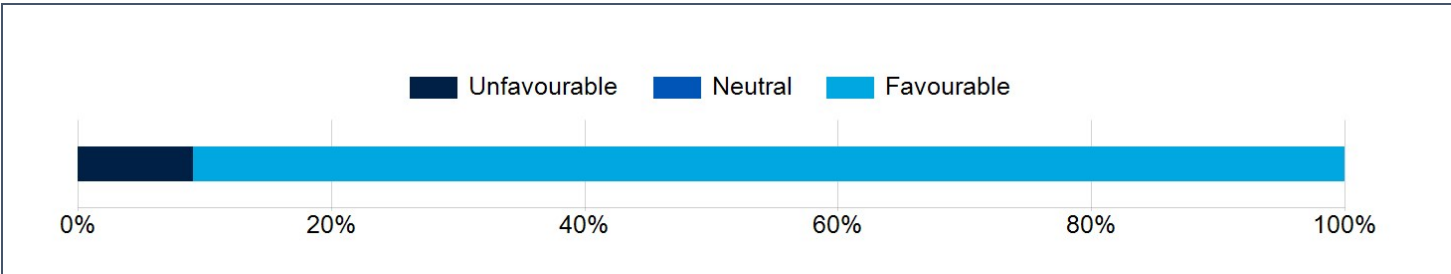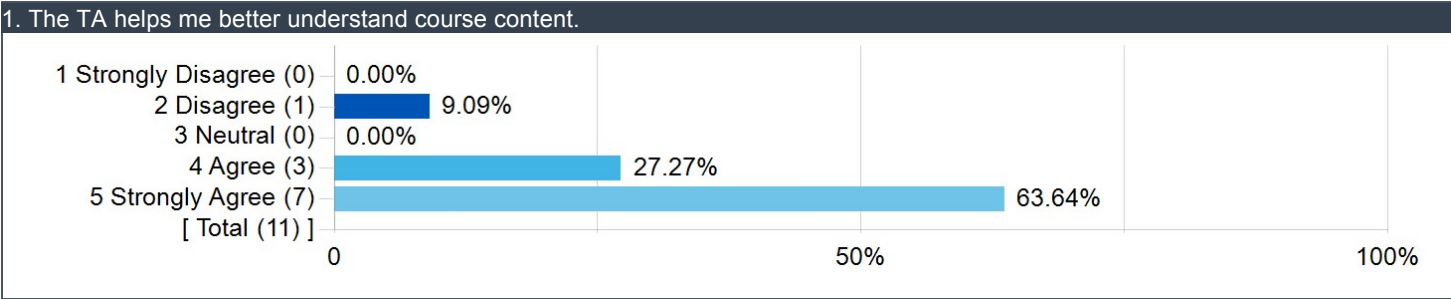| Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.83	0.39	4.90	0.14

The TA facilitates discussion of the course material and course concepts.

1. The TA facilitates discussion of the course material and course concepts.
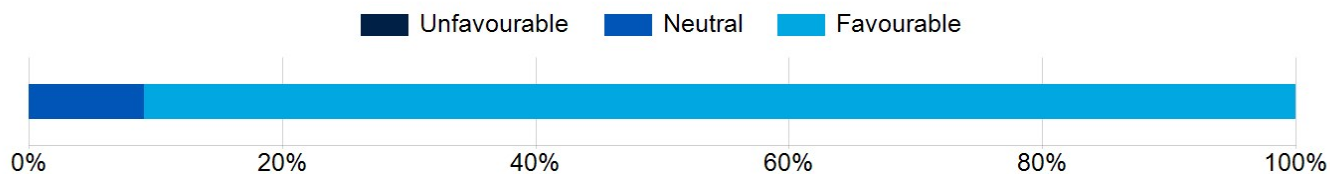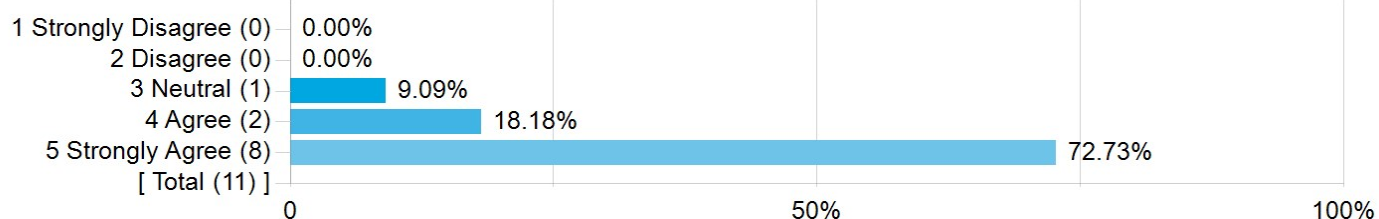
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (1)	9.09%
4 Agree (2)	18.18%
5 Strongly Agree (8)	72.73%
[Total (11)]	

Unfavourable   Neutral   Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	11	36.67%	90.91%	4.64	0.67	4.81	0.28

The TA helps me better understand course content.

1. The TA helps me better understand course content.

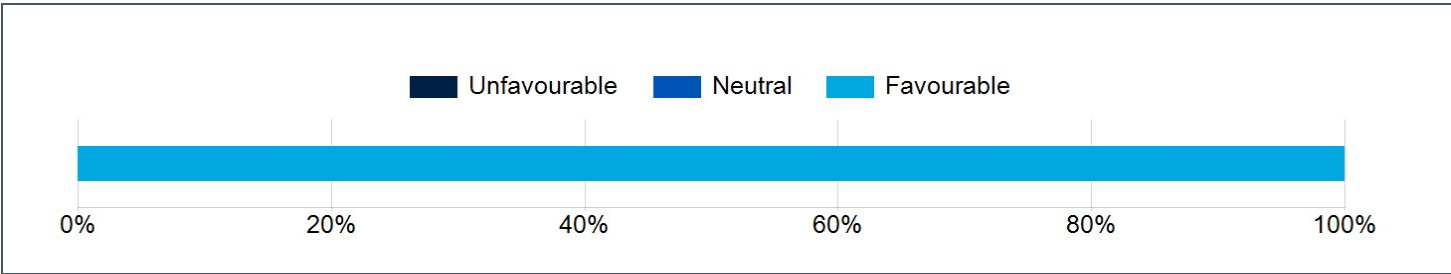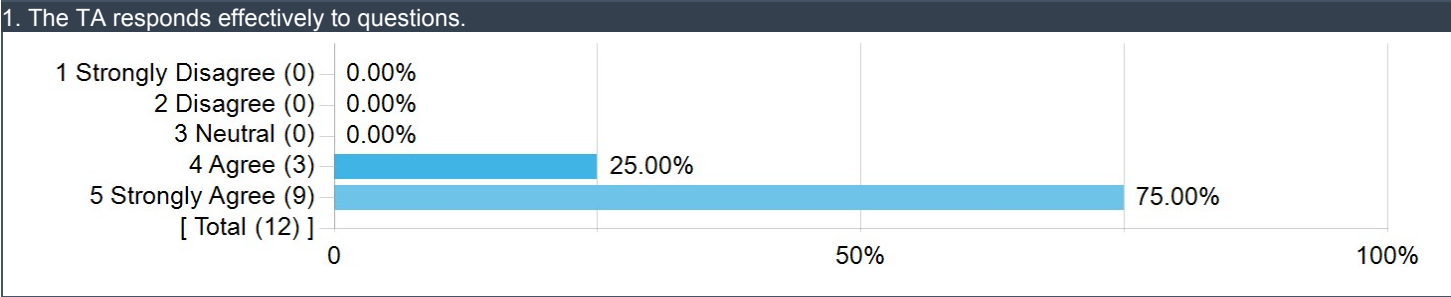| Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (1)	9.09%
3 Neutral (0)	0.00%
4 Agree (3)	27.27%
5 Strongly Agree (7)	63.64%
[Total (11)]	

Legend: Unfavourable | Neutral | Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	11	36.67%	90.91%	4.45	0.93	4.71	0.40

The TA responds effectively to questions.

1. The TA responds effectively to questions.

Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (3)	25.00%
5 Strongly Agree (9)	75.00%
[Total (12)]	

Legend: Unfavourable | Neutral | Favourable

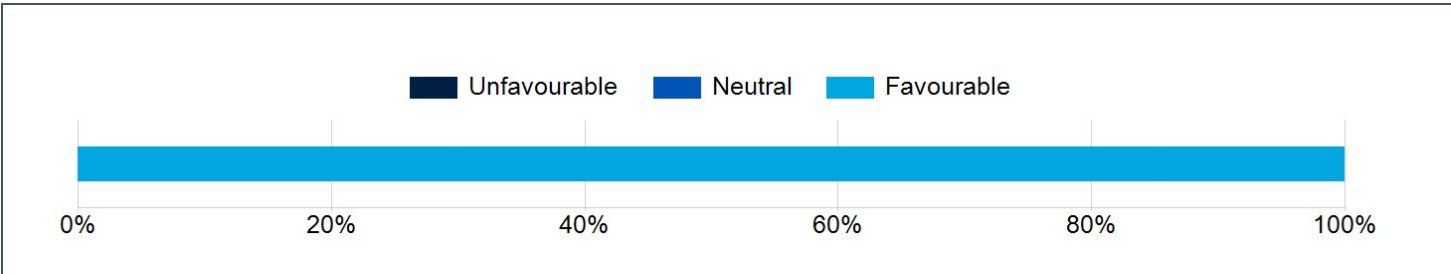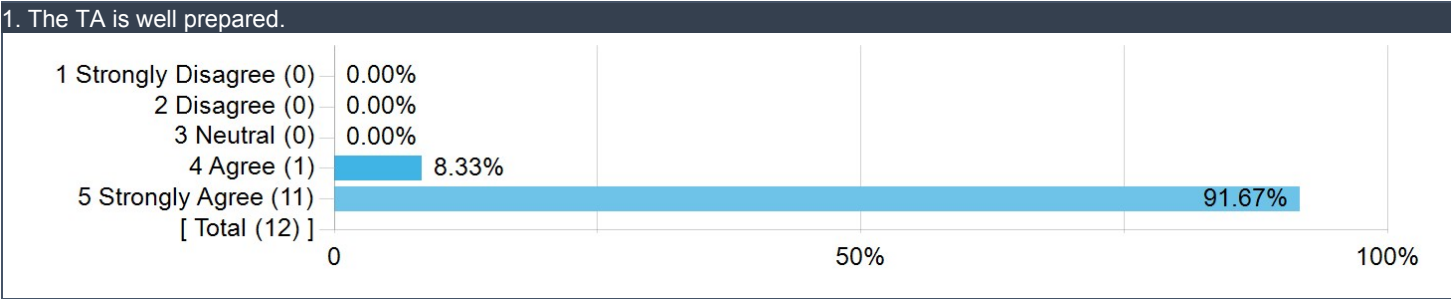| Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.75	0.45	4.83	0.19

The TA is well prepared.

1. The TA is well prepared.

```
1 Strongly Disagree (0)    0.00%
        2 Disagree (0)    0.00%
         3 Neutral (0)    0.00%
          4 Agree (1)     8.33%
  5 Strongly Agree (11)   91.67%
       [ Total (12) ]
                       0          50%         100%
```

Unfavourable ▪ Neutral ▪ Favourable

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0%      20%      40%      60%      80%      100%
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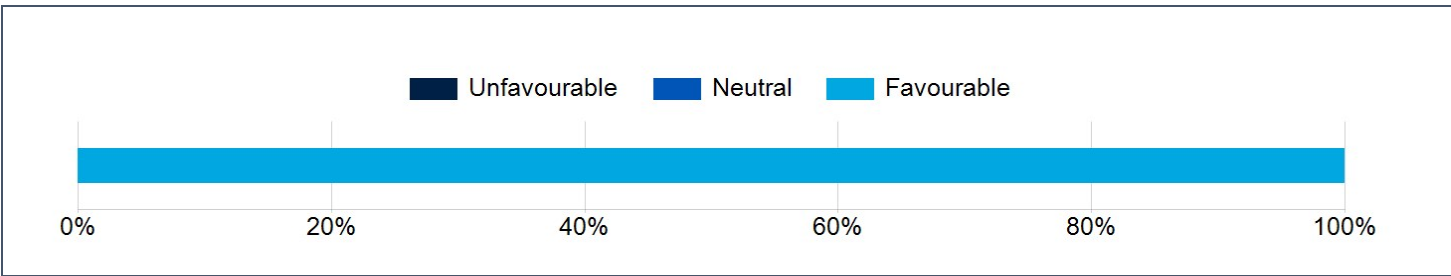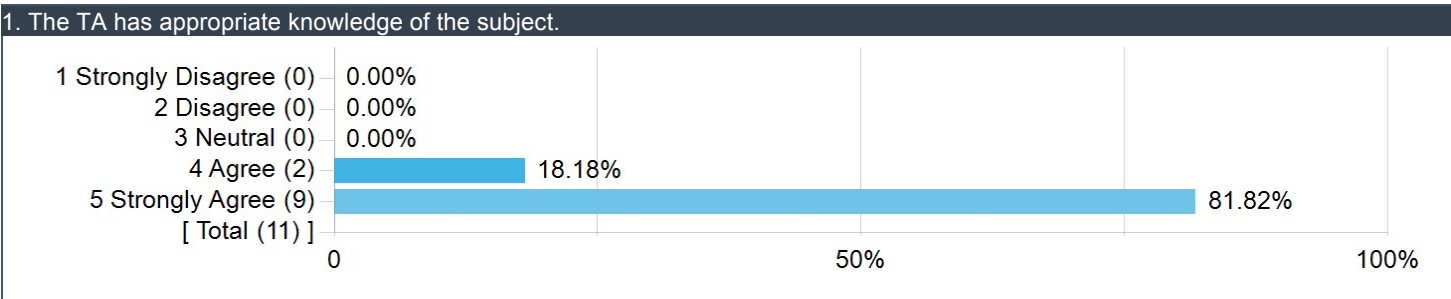| Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.92	0.29	4.95	0.08

The TA has appropriate knowledge of the subject.

1. The TA has appropriate knowledge of the subject.

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1 Strongly Disagree (0)    0.00%
        2 Disagree (0)    0.00%
         3 Neutral (0)    0.00%
          4 Agree (2)     18.18%
   5 Strongly Agree (9)   81.82%
       [ Total (11) ]
                       0          50%         100%
```

Unfavourable ▪ Neutral ▪ Favourable
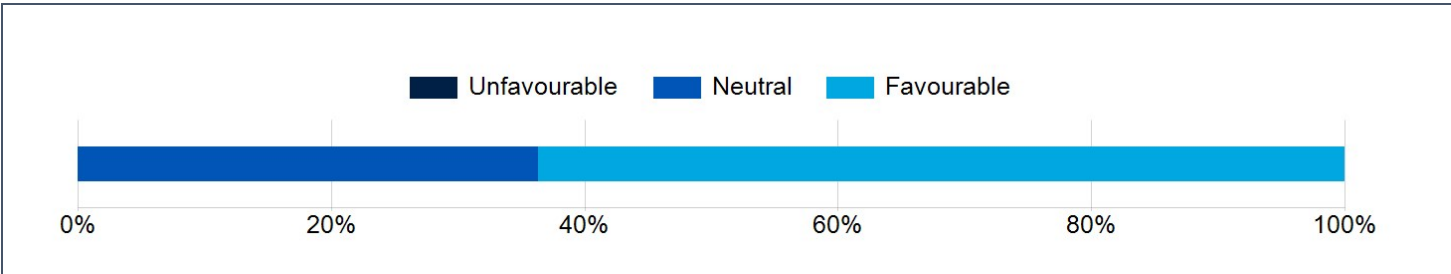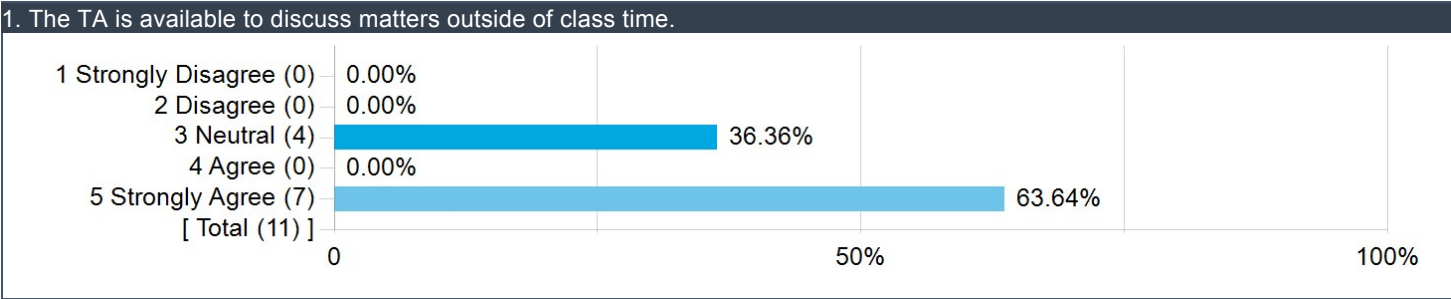
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0%      20%      40%      60%      80%      100%
```

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	11	36.67%	100.00%	4.82	0.40	4.89	0.15

The TA is available to discuss matters outside of class time.

1. The TA is available to discuss matters outside of class time.

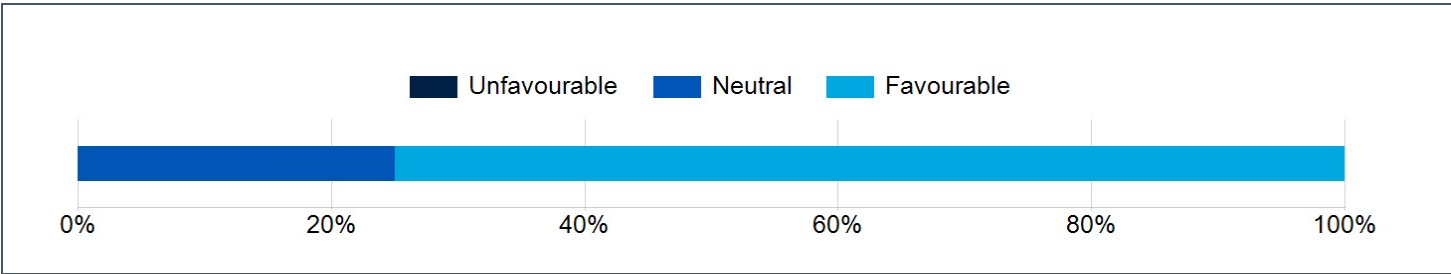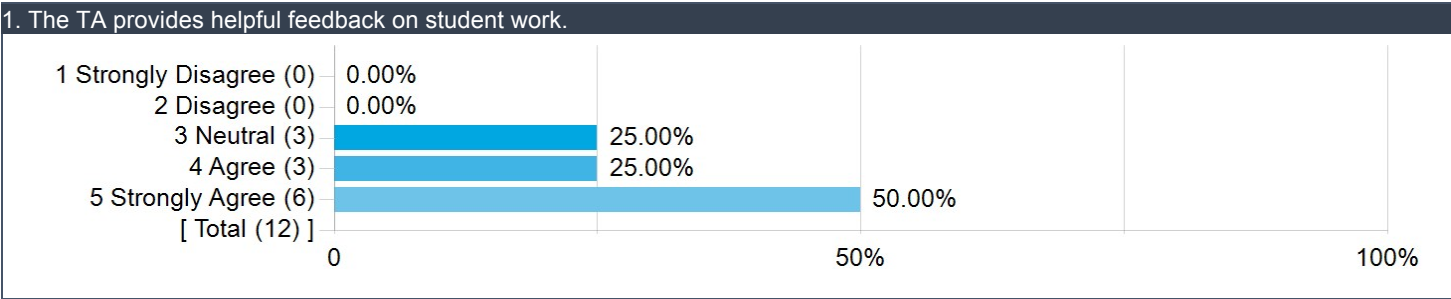| Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (4)	36.36%
4 Agree (0)	0.00%
5 Strongly Agree (7)	63.64%
[Total (11)]	

Legend: Unfavourable | Neutral | Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	11	36.67%	63.64%	4.27	1.01	4.71	0.46

The TA provides helpful feedback on student work.

1. The TA provides helpful feedback on student work.

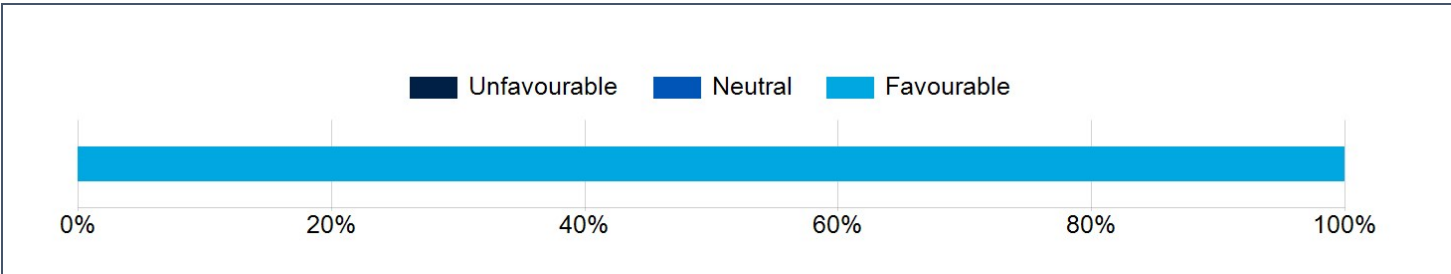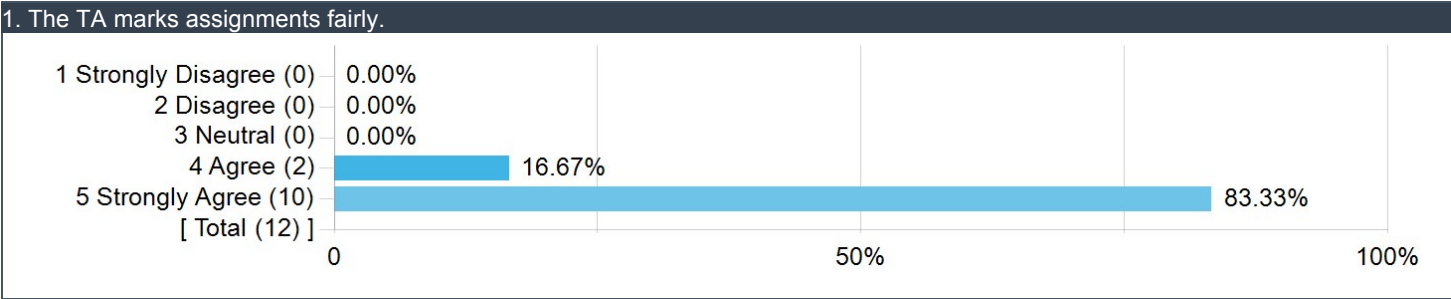| Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (3)	25.00%
4 Agree (3)	25.00%
5 Strongly Agree (6)	50.00%
[Total (12)]	

Legend: Unfavourable | Neutral | Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	75.00%	4.25	0.87	4.50	0.44

The TA marks assignments fairly.

1. The TA marks assignments fairly.

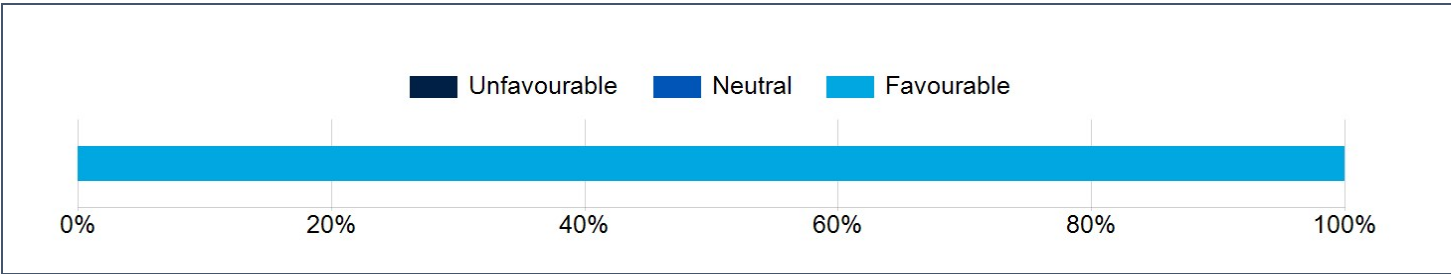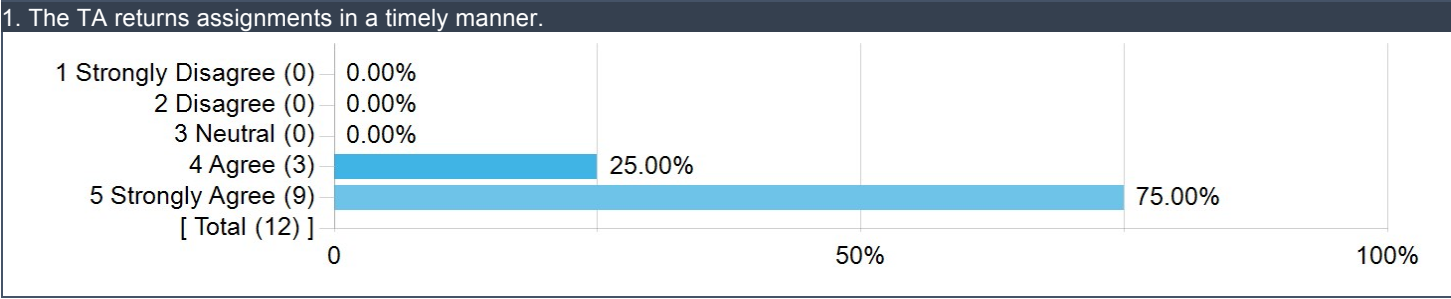| Response	Percentage
1 Strongly Disagree (0)	0.00%
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4 Agree (2)	16.67%
5 Strongly Agree (10)	83.33%
[Total (12)]	

Legend: Unfavourable — Neutral — Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.83	0.39	4.90	0.14

The TA returns assignments in a timely manner.

1. The TA returns assignments in a timely manner.

Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (3)	25.00%
5 Strongly Agree (9)	75.00%
[Total (12)]	

Legend: Unfavourable — Neutral — Favourable

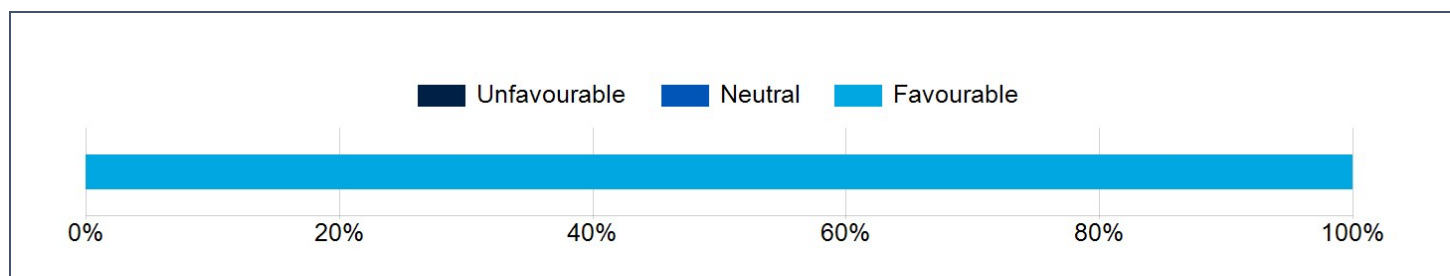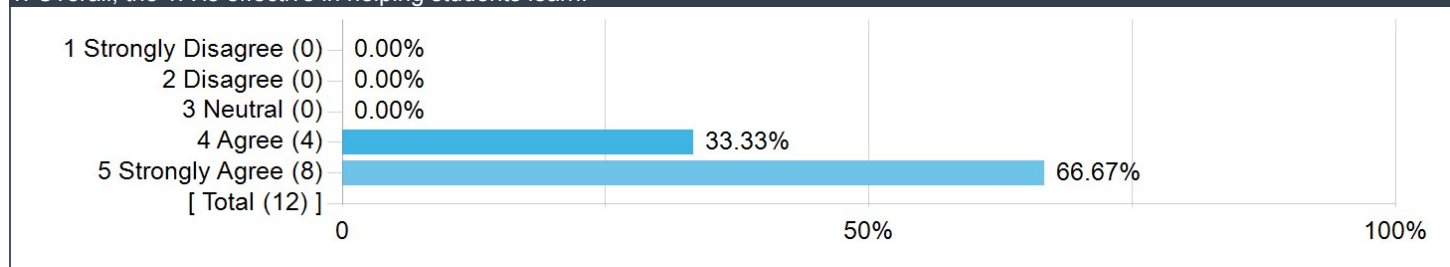| Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.75	0.45	4.83	0.19

Overall, the TA is effective in helping students learn.

1. Overall, the TA is effective in helping students learn.

Response	Percentage
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (4)	33.33%
5 Strongly Agree (8)	66.67%
[Total (12)]	

Unfavourable   Neutral   Favourable

Invited Count	Response Count	Response Rate	Favourable	Mean	Standard Deviation	Interpolated Median	Dispersion Index - Ordinal
30	12	40.00%	100.00%	4.67	0.49	4.75	0.22

Open Ended Feedback

What has the Teaching Assistant done well?

Comments
Parsa was an amazing TA. His expectations for the assignments were clear and he always answered questions effectively, whether it was in person or via email. I also appreciate how patient he was with students. Parsa genuinely wanted students to thrive, not just in the lab but in general as a computer science major.
Parsa made the labs very clear and straight forward so that we could understand them. All his marking guidelines and expectations were clearly written out, which I appreciated.
Marked our assignments very fast
Helped understand the course material.
He was helpful with all my questions.
Parsa Rajabi has prepared tasks, the fulfilment of which had benefits for my every day life: for example, I am glad that I started working on my LinkedIn profile and thinking of job opportunities to aspire to. Also, it was an interesting experience to try and make corrections in Wikipedia – it improved my self–confidence regarding the ability to contribute to international projects.
Answering the questions.

How could the Teaching Assistant improve?

Comments
N/A
Parsa could improve by writing what he is going to say in the lab on Canvas so that students who have completed the lab do not need to show up.
walk around a bit more to make sure the students are understanding it
The Teaching Assistant, in my opinion, did everything perfectly. Perhaps, it would have been nice to have more labs instead of them being cancelled for the last two weeks.
The TA is perfect.