# 2018W1 Student Evaluation of Teaching Report for COSC 111 L04 - COMP PROG I (Parsa Rajabi)

**THE UNIVERSITY OF BRITISH COLUMBIA**

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

Course Audience: **35**
Responses Received: **12**
Response Ratio: **34.29%**

**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**
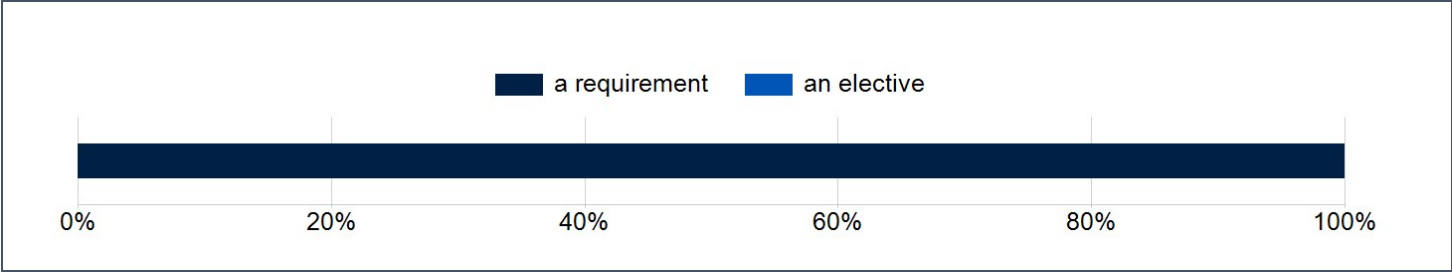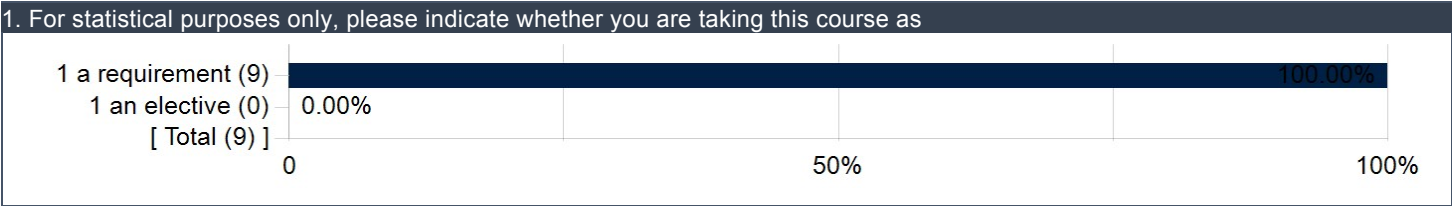
## Dispersion Index

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 (9)                                              100.00%
1 an elective (0)    0.00%
    [ Total (9) ]
                  0               50%              100%
```

```
            a requirement        an elective

0%       20%       40%       60%       80%      100%
```

| Invited Count | Response Count | Response Rate |
|---|---|---|
| 35 | 9 | 25.71% |

## Teaching Assistant Effectiveness

**The TA treats students with respect.**
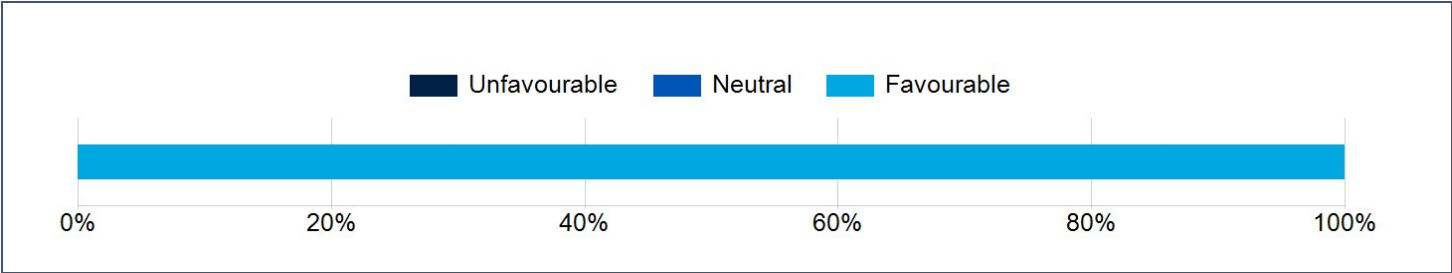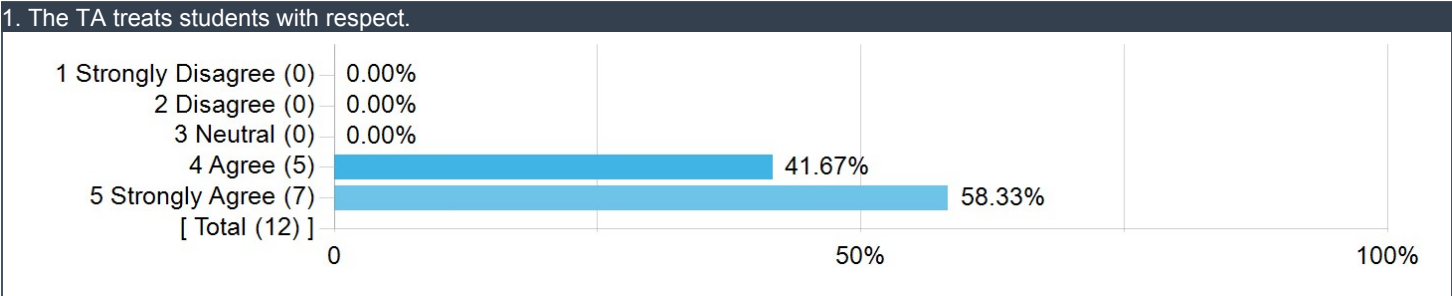
| 1. The TA treats students with respect. |
|---|

```
1 Strongly Disagree (0)   0.00%
     2 Disagree (0)   0.00%
      3 Neutral (0)   0.00%
        4 Agree (5)              41.67%
5 Strongly Agree (7)                 58.33%
     [ Total (12) ]
                    0               50%              100%
```

```
        Unfavourable      Neutral      Favourable

0%       20%       40%       60%       80%      100%
```

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.58 | 0.51 | 4.64 | 0.24 |

## The TA communicates clearly and effectively.

**1. The TA communicates clearly and effectively.**
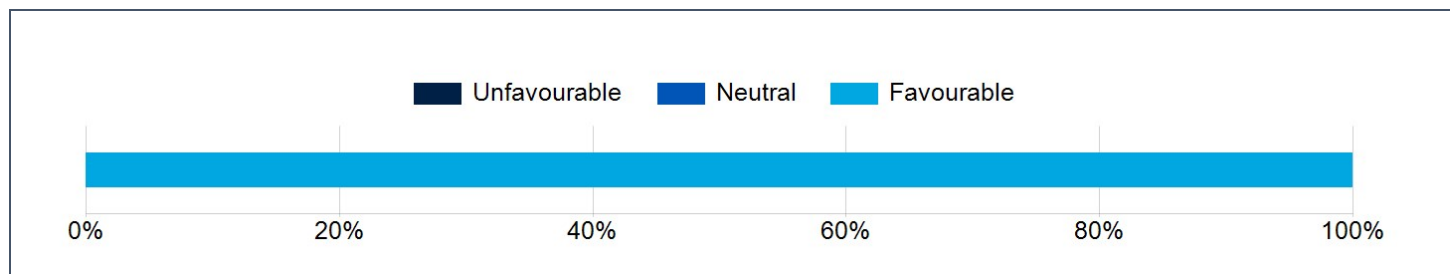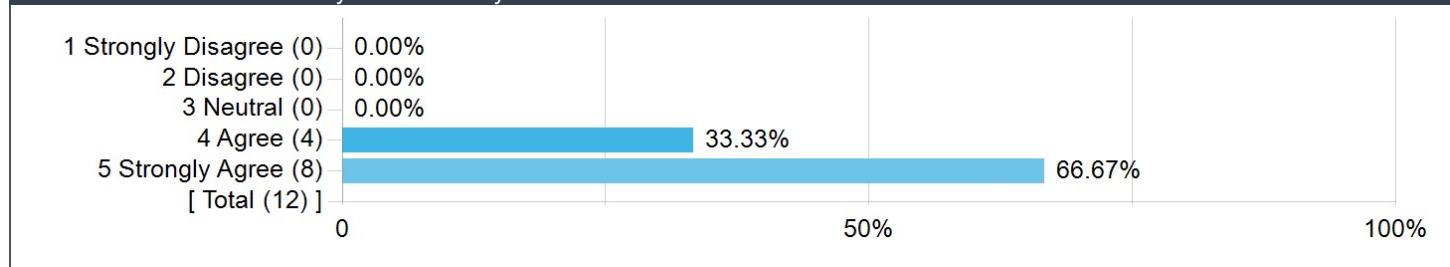
| Response | Percentage |
|---|---|
| 1 Strongly Disagree (0) | 0.00% |
| 2 Disagree (0) | 0.00% |
| 3 Neutral (0) | 0.00% |
| 4 Agree (4) | 33.33% |
| 5 Strongly Agree (8) | 66.67% |
| [ Total (12) ] | |

Legend: Unfavourable — Neutral — Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.67 | 0.49 | 4.75 | 0.22 |

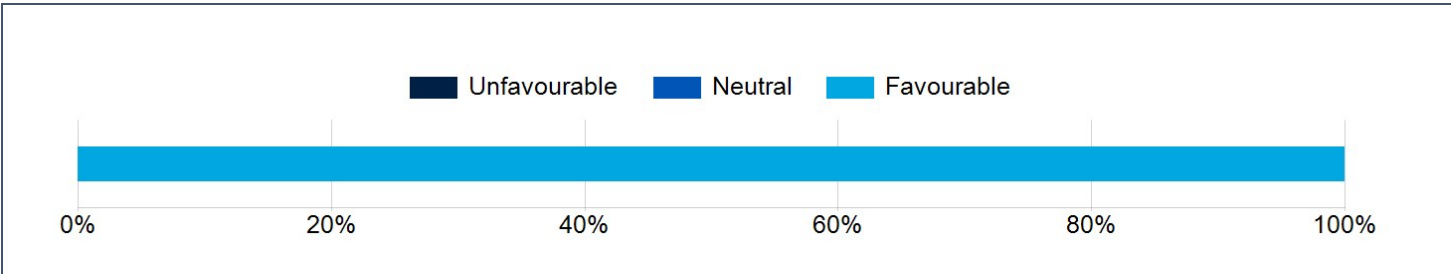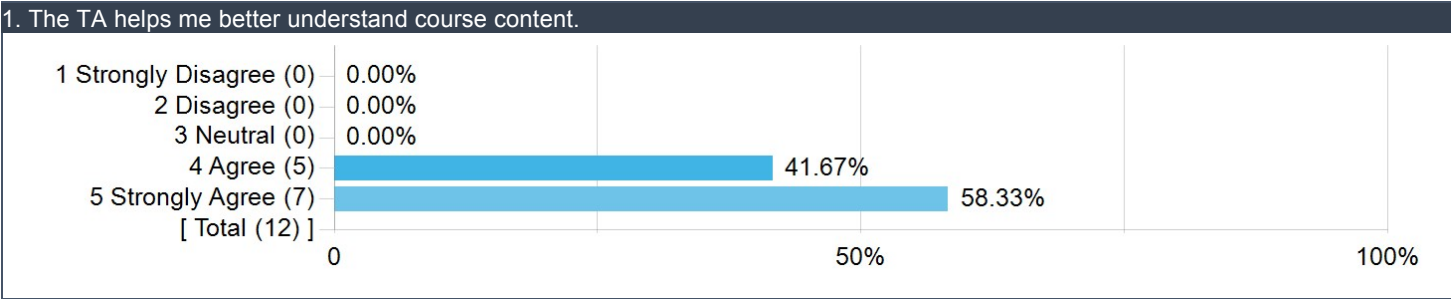## The TA facilitates discussion of the course material and course concepts.

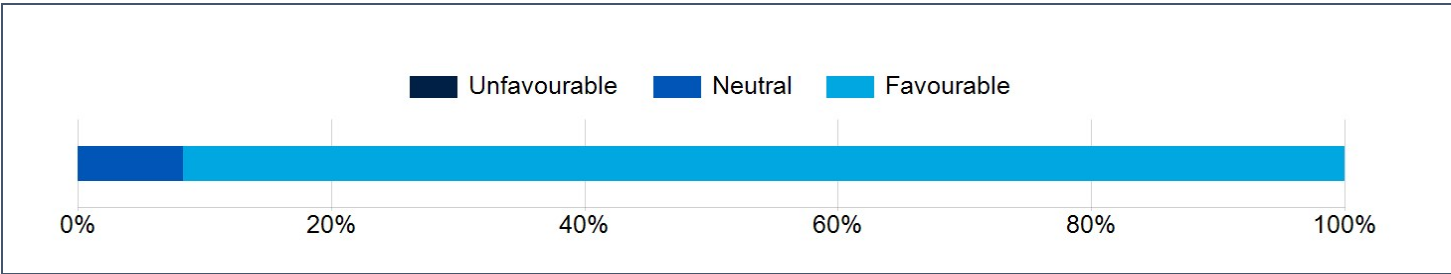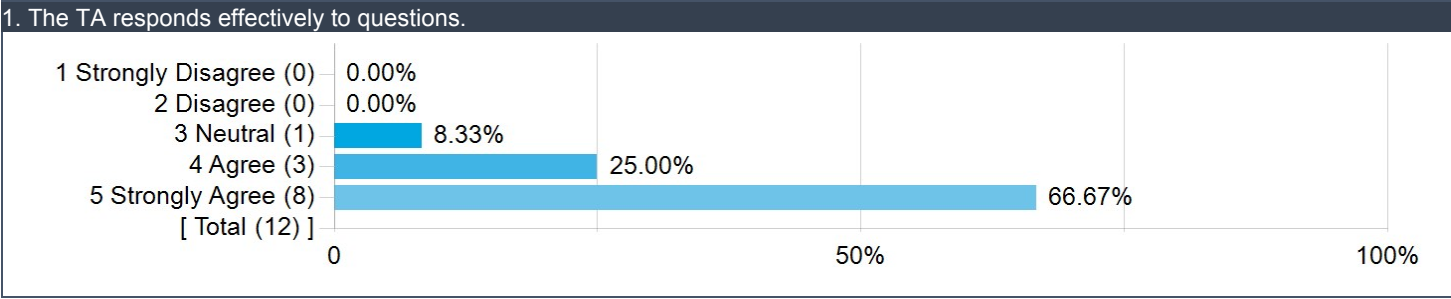**1. The TA facilitates discussion of the course material and course concepts.**
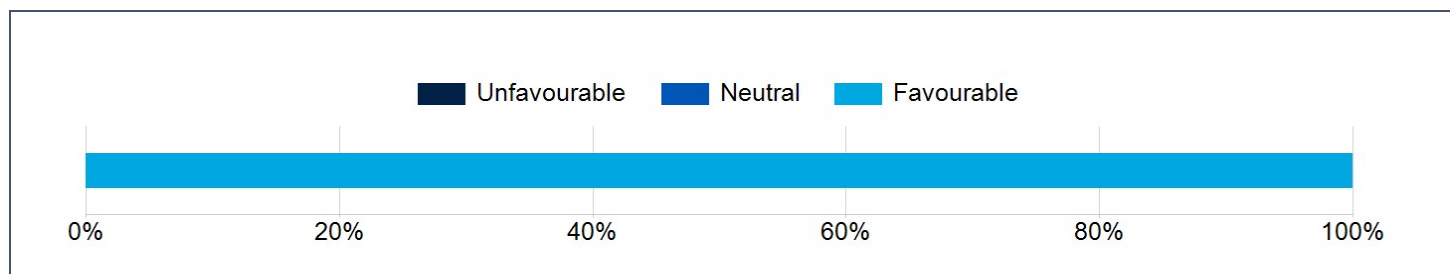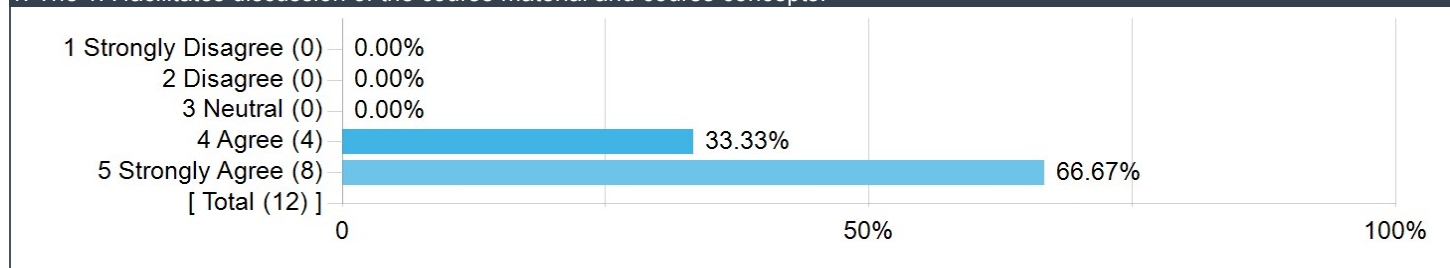
| Response | Percentage |
|---|---|
| 1 Strongly Disagree (0) | 0.00% |
| 2 Disagree (0) | 0.00% |
| 3 Neutral (0) | 0.00% |
| 4 Agree (4) | 33.33% |
| 5 Strongly Agree (8) | 66.67% |
| [ Total (12) ] | |

Legend: Unfavourable — Neutral — Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.67 | 0.49 | 4.75 | 0.22 |

## The TA helps me better understand course content.

| 1. The TA helps me better understand course content. |
| --- |

1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (0) — 0.00%
4 Agree (5) — 41.67%
5 Strongly Agree (7) — 58.33%
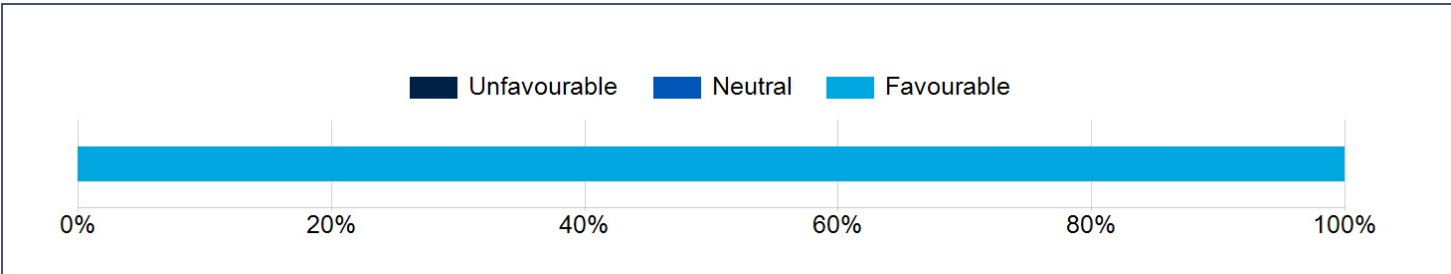[ Total (12) ]

■ Unfavourable ■ Neutral ■ Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 35 | 12 | 34.29% | 100.00% | 4.58 | 0.51 | 4.64 | 0.24 |

## The TA responds effectively to questions.

| 1. The TA responds effectively to questions. |
| --- |

1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (1) — 8.33%
4 Agree (3) — 25.00%
5 Strongly Agree (8) — 66.67%
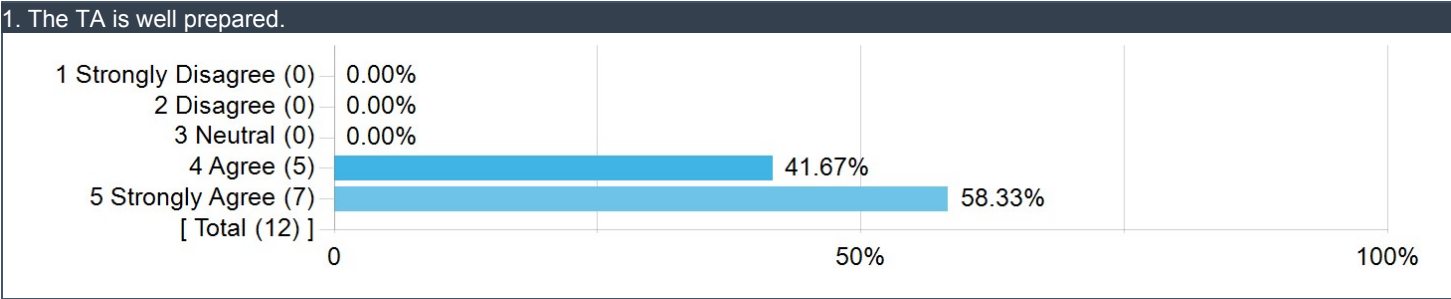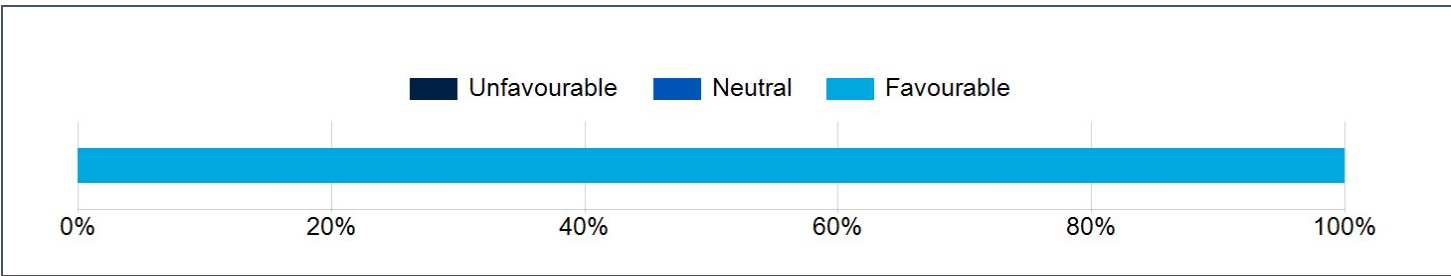[ Total (12) ]

■ Unfavourable ■ Neutral ■ Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 35 | 12 | 34.29% | 91.67% | 4.58 | 0.67 | 4.75 | 0.30 |

## The TA is well prepared.

**1. The TA is well prepared.**

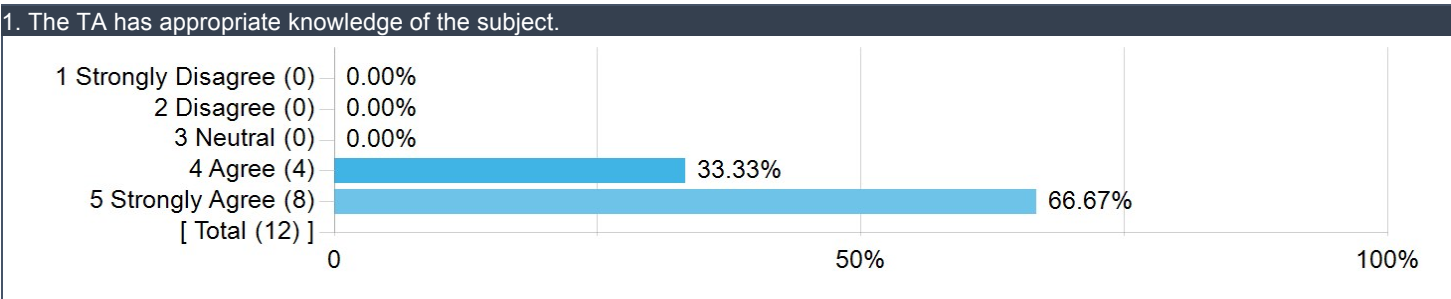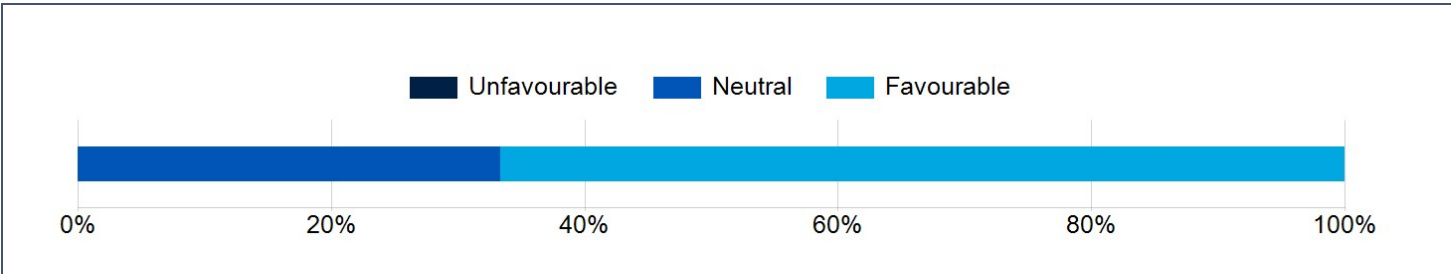| | |
|---|---|
| 1 Strongly Disagree (0) | 0.00% |
| 2 Disagree (0) | 0.00% |
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| 4 Agree (5) | 41.67% |
| 5 Strongly Agree (7) | 58.33% |
| [ Total (12) ] | |

Legend: Unfavourable | Neutral | Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.58 | 0.51 | 4.64 | 0.24 |

## The TA has appropriate knowledge of the subject.

**1. The TA has appropriate knowledge of the subject.**

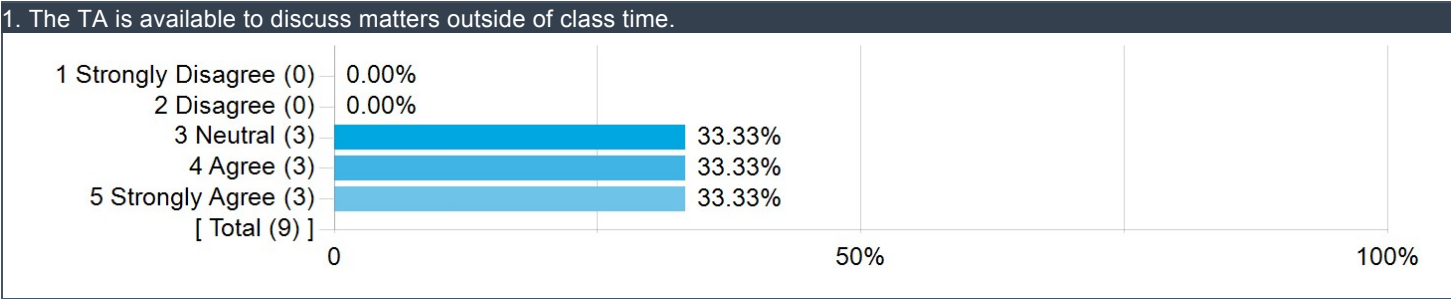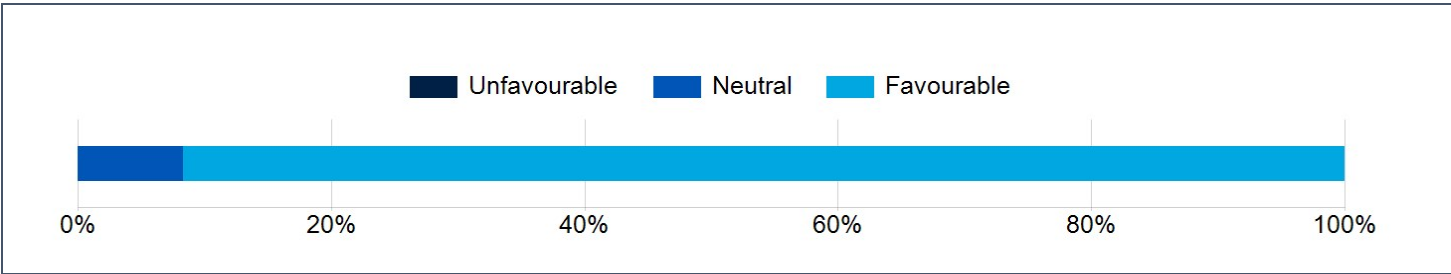| | |
|---|---|
| 1 Strongly Disagree (0) | 0.00% |
| 2 Disagree (0) | 0.00% |
| 3 Neutral (0) | 0.00% |
| 4 Agree (4) | 33.33% |
| 5 Strongly Agree (8) | 66.67% |
| [ Total (12) ] | |

Legend: Unfavourable | Neutral | Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.67 | 0.49 | 4.75 | 0.22 |

## 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 (3) | 33.33% |
| 4 Agree (3) | 33.33% |
| 5 Strongly Agree (3) | 33.33% |
| [ Total (9) ] | |

Unfavourable  Neutral  Favourable

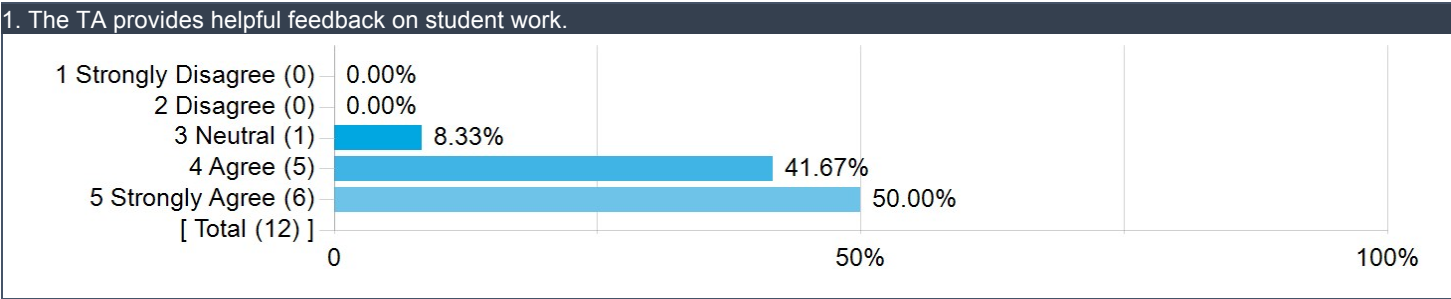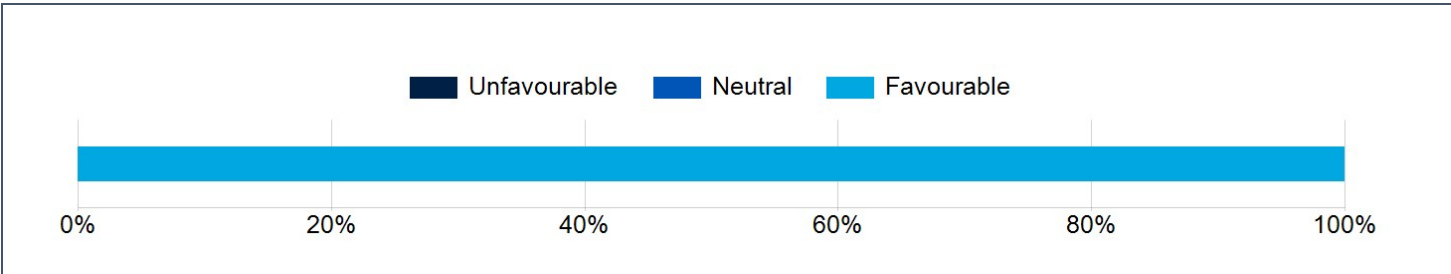| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 9 | 25.71% | 66.67% | 4.00 | 0.87 | 4.00 | 0.44 |

## The TA provides helpful feedback on student work.

**1. The TA provides helpful feedback on student work.**

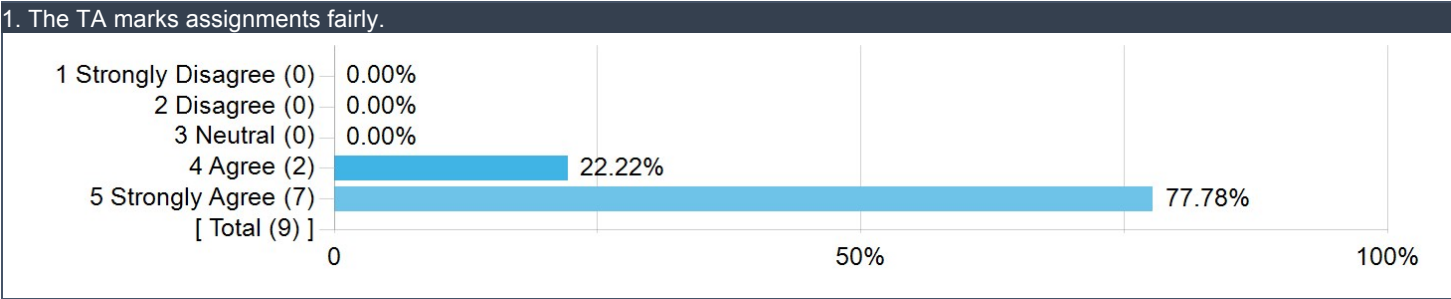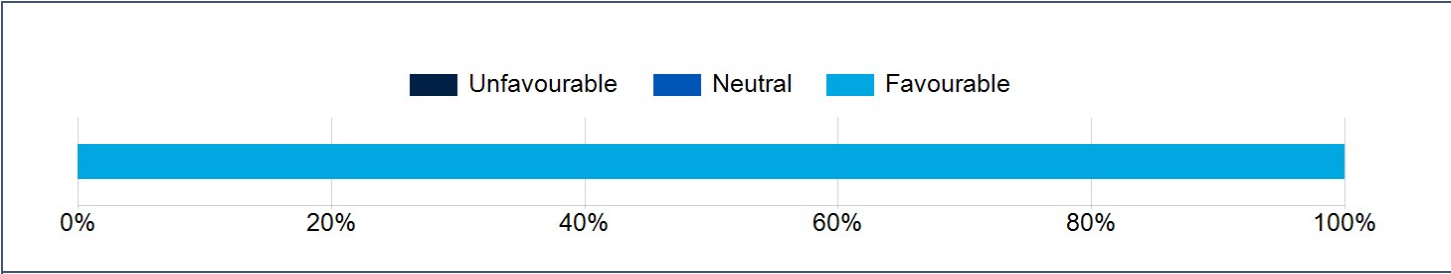| Response | Percentage |
|---|---|
| 1 Strongly Disagree (0) | 0.00% |
| 2 Disagree (0) | 0.00% |
| 3 Neutral (1) | 8.33% |
| 4 Agree (5) | 41.67% |
| 5 Strongly Agree (6) | 50.00% |
| [ Total (12) ] | |

Unfavourable  Neutral  Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 91.67% | 4.42 | 0.67 | 4.50 | 0.33 |

## The TA marks assignments fairly.

| 1. The TA marks assignments fairly. |
| --- |

1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (0) — 0.00%
4 Agree (2) — 22.22%
5 Strongly Agree (7) — 77.78%
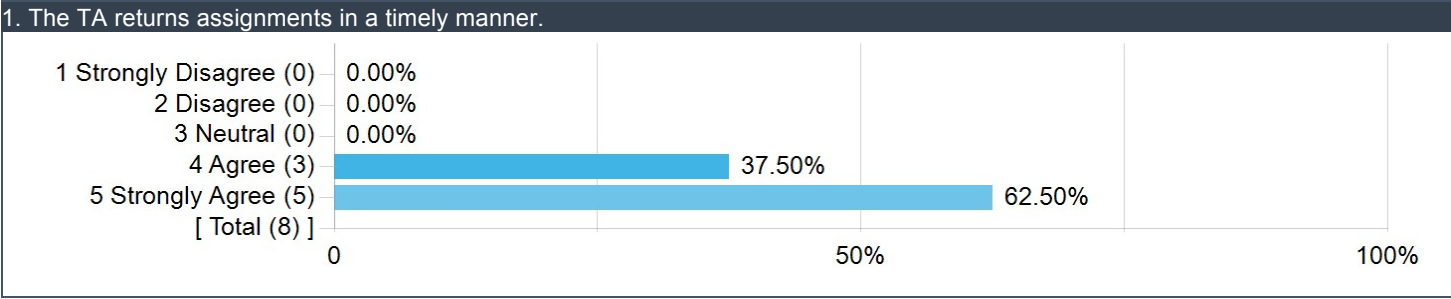[ Total (9) ]

■ Unfavourable ■ Neutral ■ Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 35 | 9 | 25.71% | 100.00% | 4.78 | 0.44 | 4.86 | 0.17 |

## The TA returns assignments in a timely manner.

| 1. The TA returns assignments in a timely manner. |
| --- |

1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (0) — 0.00%
4 Agree (3) — 37.50%
5 Strongly Agree (5) — 62.50%
[ Total (8) ]

■ Unfavourable ■ Neutral ■ Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 35 | 8 | 22.86% | 100.00% | 4.63 | 0.52 | 4.70 | 0.23 |

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

| 1. Overall, the TA is effective in helping students learn. |
|---|
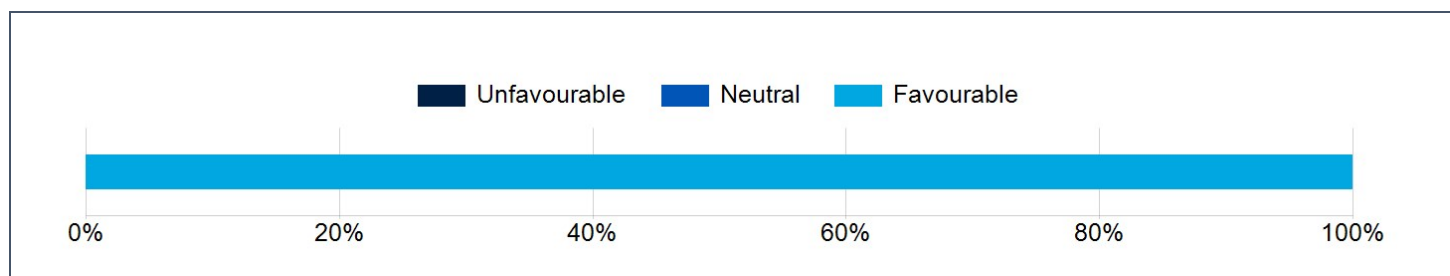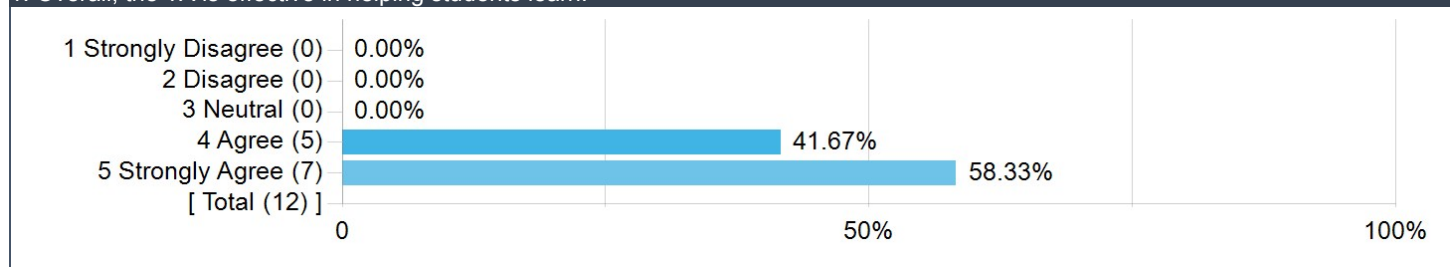
1 Strongly Disagree (0) — 0.00%
2 Disagree (0) — 0.00%
3 Neutral (0) — 0.00%
4 Agree (5) — 41.67%
5 Strongly Agree (7) — 58.33%
[ Total (12) ]

Legend: Unfavourable — Neutral — Favourable

| Invited Count | Response Count | Response Rate | Favourable | Mean | Standard Deviation | Interpolated Median | Dispersion Index - Ordinal |
|---|---|---|---|---|---|---|---|
| 35 | 12 | 34.29% | 100.00% | 4.58 | 0.51 | 4.64 | 0.24 |

# Open Ended Feedback

**What has the Teaching Assistant done well?**

| Comments |
|---|
| he was very prepared in class. Went through the content efficiently . |
| Parsa is well–prepared. He is confident about his knowledge and his confidence is reflected in the way he teaches and provides feedback. |
| Everything Parsa does is incredibly helpful. Getting through Exercises would be difficult at times because we had the Monday lab and haven't learnt anything for the weekly exercise yet. Parsa would do everything he could to teach what you needed to complete the exercise and prepare you for the lectures, midterms, and final. |
| Helped us solve problems by ourselves. |
| The TA was so patient with me even when I was so frustrated I wanted to put a fist through my screen. Repeating things and rewording them as many times as I needed for me to get it. (He didn't mark our assignments I believe so that is why I said not applicable.) |
| He's very helpful in the lab when we have any questions. |
| Parsa went above and beyond the call of duty in this lab. Not only was he extremely effective at explaining course concepts in the context of the exercises/assignments, he also showed myself and other students more effective ways of approaching a problem, conventions in the programming world, as well as encouraged student engagement with the QSCU. One of the best TAs I've ever had! |
| Added extra review sessions and really knows Java well. |
| Because of my previous knowledge on the subject, I was able to do the labs on my own time. The TA was very flexible about submissions and did not require that I attend a lab at 6:30 pm. |

**How could the Teaching Assistant improve?**

| Comments |
|---|
| Parsa is at his best. Couldn't be any better. |
| Nothing |
| Regularly do a quick tutorial of what to do at the beginning of the lab. |
| Kicking the class ahead of us out faster from the room, they would be in there until either the SECOND our class started (not at 6:20 but our start time of 6:30) or 5 minutes after our class started. |
| Be better at replying emails, perhaps. |
| Become a prof, Parsa is an extremely talented educator. |
| Maybe go over more of the questions in the labs instead of just putting them up after. |
| N/A |