THE UNIVERSITY OF BRITISH COLUMBIA

2020W2 UBCO Individual TA Report for COSC 310 L02 - Software Engineering (Parsa Rajabi)

Project Title: **2020W2 UBCO TA Evaluations**

Course Audience: **33**
Responses Received: **5**
Response Ratio: **15.15%**

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%

Legend

N: Expected
n: Responded

Frequency Distribution
SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree
SA: Strongly Agree
N/A: Not applicable

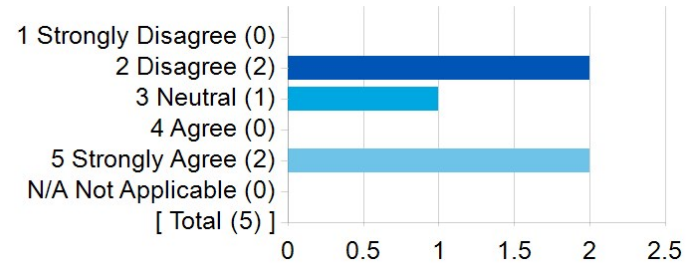
Statistics
IM: Interpolated Median

Creation Date: **Monday, May 3, 2021**

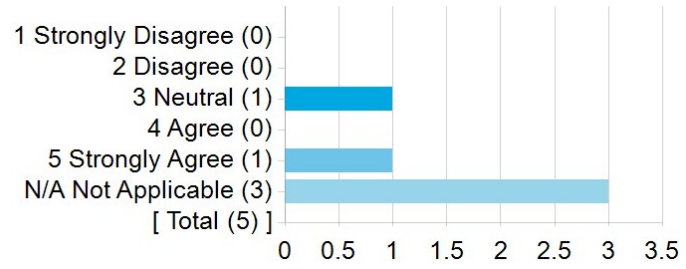
Detailed Results

Lab Questions

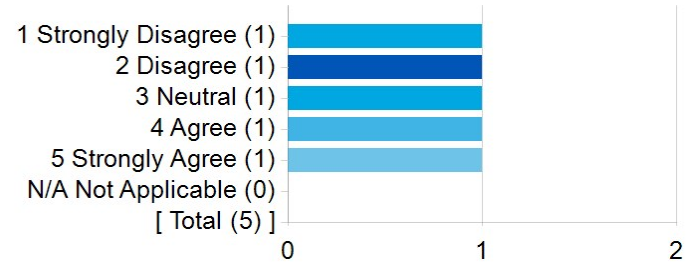
1. The laboratory materials/procedures were presented in a reasonable level of detail and clarity.



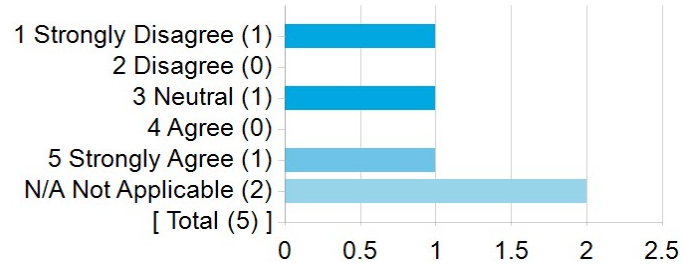
2. If applicable, I feel I was working in a safe laboratory environment.



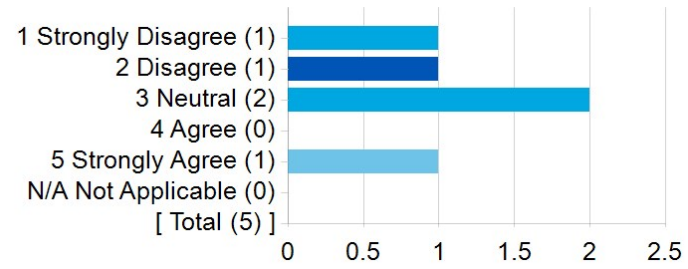
3. The expectations for assignments were clearly described to students.



4. The laboratory activities complemented and/or helped to increase my understanding of the course material.



5. I found the laboratory component of the course to be a valuable educational experience.

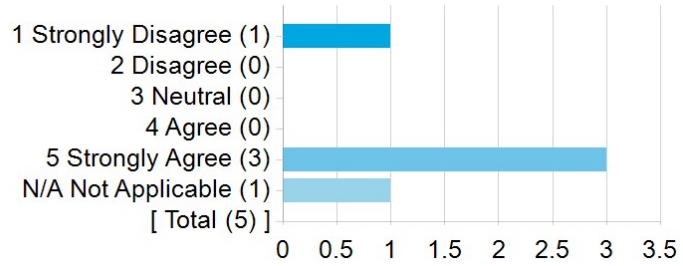


Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The laboratory materials/procedures were presented in a reasonable level of detail and clarity.	33	5	0	2	1	0	2	0	3.00	0.72
If applicable, I feel I was working in a safe laboratory environment.	33	5	0	0	1	0	1	3	4.00	0.50
The expectations for assignments were clearly described to students.	33	5	1	1	1	1	1	0	3.00	0.80
The laboratory activities complemented and/or helped to increase my understanding of the course material.	33	5	1	0	1	0	1	2	3.00	0.89
I found the laboratory component of the course to be a valuable educational experience.	33	5	1	1	2	0	1	0	2.75	0.72

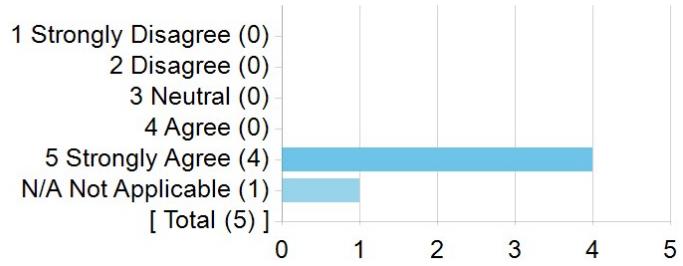
Question	%Favourable
The laboratory materials/procedures were presented in a reasonable level of detail and clarity.	40.00%
If applicable, I feel I was working in a safe laboratory environment.	50.00%
The expectations for assignments were clearly described to students.	40.00%
The laboratory activities complemented and/or helped to increase my understanding of the course material.	33.33%
I found the laboratory component of the course to be a valuable educational experience.	20.00%

Lab Instructor Questions

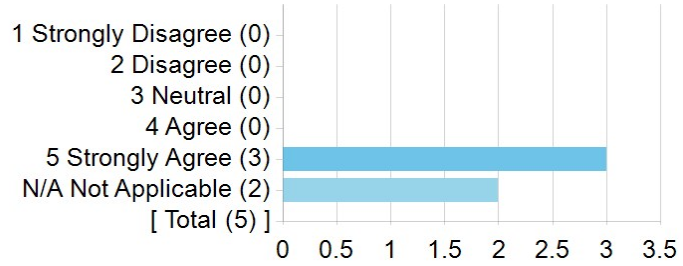
1. The instructor demonstrated a broad knowledge of the subject.



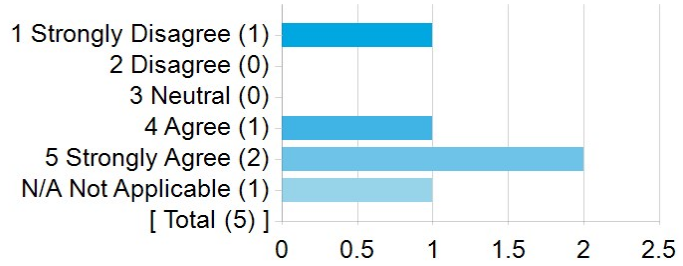
2. Students were treated respectfully.



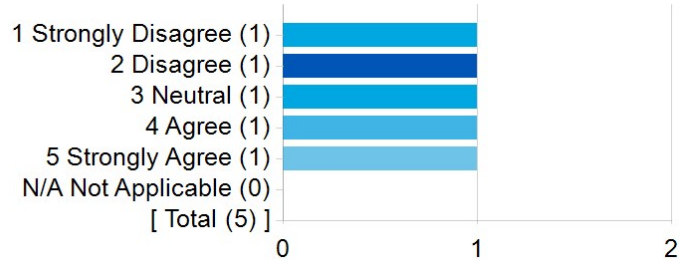
3. The instructor was available to students outside of scheduled lab periods.



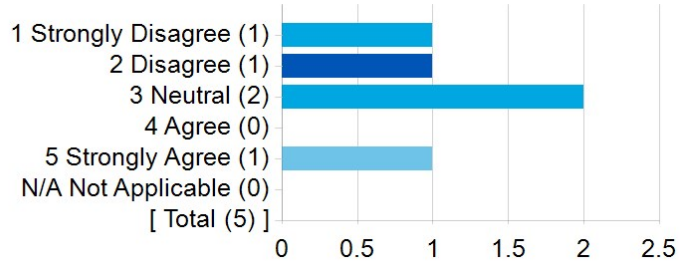
4. The instructor's answers to questions provided me with useful guidance.



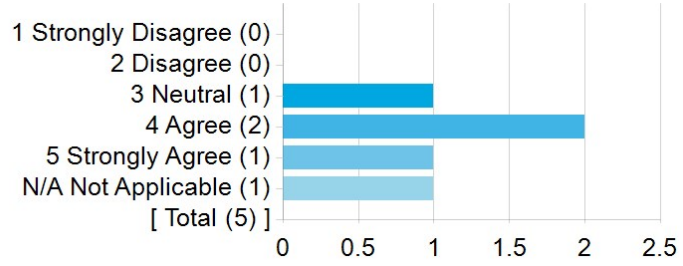
5. The evaluation procedures were fair.



6. The instructor provided effective feedback.



7. I found my instructor in the laboratory to be very good.



Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor demonstrated a broad knowledge of the subject.	33	5	1	0	0	0	3	1	4.83	0.75
Students were treated respectfully.	33	5	0	0	0	0	4	1	5.00	0.00
The instructor was available to students outside of scheduled lab periods.	33	5	0	0	0	0	3	2	5.00	0.00
The instructor's answers to questions provided me with useful guidance.	33	5	1	0	0	1	2	1	4.50	0.81
The evaluation procedures were fair.	33	5	1	1	1	1	1	0	3.00	0.80
The instructor provided effective feedback.	33	5	1	1	2	0	1	0	2.75	0.72
I found my instructor in the laboratory to be very good.	33	5	0	0	1	2	1	1	4.00	0.38

Question	%Favourable
The instructor demonstrated a broad knowledge of the subject.	75.00%
Students were treated respectfully.	100.00%
The instructor was available to students outside of scheduled lab periods.	100.00%
The instructor's answers to questions provided me with useful guidance.	75.00%
The evaluation procedures were fair.	40.00%
The instructor provided effective feedback.	20.00%
I found my instructor in the laboratory to be very good.	75.00%

Open ended feedback

What were the strengths of the course?

Comments
Great guide for project work as the TA's can clarify the rubric when needed.

What were the weaknesses?

Comments
Not receiving feedback on midterms/assignments in a reasonable time period. This made it hard for students to see how they are doing in the course. However, this may be due to the volume of students and not having enough TA's for marking.
No structure to the labs. Lab time could have been used more efficiently.

What did you most enjoy about it?

Comments
N/A

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 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. 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 classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 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 UMI	Class 1	Class 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 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.