

The Hong Kong University of Science and Technology

Student Feedback Questionnaire

Instructor - Section Report

FALL 2018-19

Survey period: 16 November 2018 - 7 December 2018

LAU,Sze Yu

CIVL-1100-L1 Discovering Civil and Environmental Engineering

96 student(s) have evaluated the course.

72 student(s) have not evaluated the course.

Percentage of enrolled students responding: 57.1% (96/168)

Adjusted percentage ^ of enrolled students responding: 54.8% (92/168)

Tutorial sections

Q1. How well did the TA explain things to you?

		Weight	Count	Percentage	
A	Very well	100.0	11	11.5%	
B	Well	75.0	25	26.0%	
C	Acceptable	50.0	28	29.2%	
D	Not well	25.0	0	0.0%	
E	Poorly	0.0	3	3.1%	
NA	Not sure/applicable		29	30.2%	
	Total		96	100.0%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	65.3	23.0	66.3	19.7
Section	68.1	19.7	-	-
Course	68.1	19.7	-	-
Department (CIVL)	70.4	22.0	N/A	
School (SENG)	72.8	23.2		
University	74.4	23.3		

Q2. Do you think the TA has a solid knowledge of the subject matter of this course?

		Weight	Count	Percentage	
A	Yes	100.0	38	39.6%	
B	Only partially	50.0	26	27.1%	
C	No	0.0	3	3.1%	
NA	Not sure/applicable		29	30.2%	
	Total		96	100.0%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	76.1	29.3	77.8	26.6
Section	82.8	25.5	-	-
Course	82.8	25.5	-	-
Department (CIVL)	86.7	24.3	N/A	
School (SENG)	86.1	25.5		
University	87.1	24.8		

Q3. How easy was it to reach the TA outside of class?

		Weight	Count	Percentage	
A	Very easy	100.0	8	8.3%	
B	Easy	75.0	19	19.8%	
C	Acceptable	50.0	29	30.2%	
D	Difficult	25.0	3	3.1%	
E	Very difficult	0.0	2	2.1%	
NA	Not applicable		35	36.5%	
	Total		96	100.0%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	61.5	22.6	61.9	20.9
Section	62.9	21.0	-	-
Course	62.9	21.0	-	-
Department (CIVL)	66.4	22.7	N/A	
School (SENG)	70.5	24.4		
University	73.1	24.2		

Q4. Is the TA helpful in general?

		Weight	Count	Percentage	
A	Very helpful	100.0	11	11.5%	
B	Helpful	75.0	26	27.1%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	66.2	22.7	66.7	21.1

C	Somewhat helpful	50.0	24	25.0%	<div></div>
D	Not helpful	25.0	2	2.1%	<div></div>
E	Totally unhelpful	0.0	2	2.1%	<div></div>
NA	Not sure/applicable		31	32.3%	<div></div>
	Total		96	100.0%	

Section	67.0	20.3	-	-
Course	67.0	20.3	-	-
Department (CIVL)	70.6	22.1	N/A	
School (SENG)	73.9	23.1		
University	75.7	23.0		

Q5. Overall, how do you find the tutorials?

		Weight	Count	Percentage	
A	Excellent	100.0	11	11.5%	<div></div>
B	Good	75.0	21	21.9%	<div></div>
C	Acceptable	50.0	23	24.0%	<div></div>
D	Poor	25.0	0	0.0%	
E	Very poor	0.0	2	2.1%	<div></div>
NA	Not applicable		39	40.6%	<div></div>
	Total		96	100.0%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	67.1	22.7	67.7	20.8
Section	67.0	20.9	-	-
Course	67.0	20.9	-	-
Department (CIVL)	69.7	21.9	N/A	
School (SENG)	72.9	23.2		
University	74.9	23.1		

Q6. Overall, how do you find the laboratory section?

		Weight	Count	Percentage	
A	Excellent	100.0	11	11.5%	<div></div>
B	Good	75.0	28	29.2%	<div></div>
C	Acceptable	50.0	26	27.1%	<div></div>
D	Poor	25.0	0	0.0%	
E	Very poor	0.0	2	2.1%	<div></div>
NA	Not applicable		29	30.2%	<div></div>
	Total		96	100.0%	

	Regular		Adjusted ^	
Statistics	Mean	SD	Mean	SD
Survey	67.2	21.4	68.3	17.5
Section	70.3	19.5	-	-
Course	70.3	19.5	-	-
Department (CIVL)	72.0	20.5	N/A	
School (SENG)	72.0	20.5		
University	71.9	20.8		

Q7. What was good about the TA?

1. / (2)
2. Definitely good at shirk his responsibility and ignore students, which leads to a really high efficiency
3. Explain very well
4. Good
5. Helpful
6. I haven't met him.
7. N/A
8. No.
9. Not sure/not applicable.
10. Willing to help.
11. good
12. helpful (2)
13. n/a
14. no

Q8. How might the TA improve?

1. / (2)
2. Be more helpful
3. Can give more details.
4. Fluently
5. Good
6. I haven't met him
7. Improve on his attitude, communication and logic. I emailed the TA about wether I could gain back 0.5 marks because I included pi in my answers in assignment 2 Q.2. 1. Could have just ended by email me back 'I asked the professor, marks will still be deducted as the professor wanted the students to include the uncertainty factor in their answers'. But noooooo....., the TA asked me out just to start a argument with me. 2. The TA keeps on saying we, students, should not treat assignments as assignments. Assignments are assignments, nothing more and nothing less..... 3. Claiming that if my answers (eg.15*pi)are right, the TA will need to deduct marks from the others, who answered 47.123. News flash! Just because my answers are right, does not mean the others are wrong. 4. Claiming that 1 other student made the same mistake as me, yet the student did not request for remarking, therefore I should not be making an fuzz about the marking. Just because the other student did not request for remarking, does not mean the TA did a 'superior' job in marking, and I do not have the rights to ask for reasons about the deducted marks. 5. The TA being rude and

continued to forces out the argument. Use strong and aggressive wordings, straight out said that I did not have a engineering sense because I included pi as part of my answer for multiple times, which each time I tried to be polite and agree with him and state back the reasons that why including pi as an answer is ALSO correct. The TA did not mention that he had already asked about my situation, until mid-end of the whole argument, which in the whole process, I though the TA was deducting theses marks from his own will. Knowing this I stopped arguing about my deducted marks and yet he keeps on blabbering about my poor engineering sense. 7. To top it all off, with these nonsense reasoning ,the TA said deducting these marks is for my future in the engineering industry, because these 0.5 marks will help me to remember it, you bet i'll remember it forever, but definitely not because of those 0.5 marks. In conclusion, the incident could have ended in a much better manner, given by any other normal TA.

8. N/A
9. No.
10. Not sure/not applicable.
11. good
12. mind his wording and be more patient
13. n/a
14. no (2)

[^] Explanatory notes on adjusted percentage, mean and SD (collectively referred to as "adjusted statistics" below):

1. Adjusted statistics are calculated to provide a reference with extreme responses being excluded.
2. If a survey recorded 3 or more responses, the top 1.5% AND bottom 1.5% responses will be discarded. The number of discarded response(s) of each end is rounded UP to the nearest integer. The resultant data set will then be used to calculate adjusted statistics in this report.
3. Adjusted statistics will be provided up to course level if and only if they meet the following conditions:

Level of adjusted statistics	Conditions
Survey level	The survey receives 3 or more responses.
Section level	(1) All surveys receive 3 or more responses; AND (2) This section is taught by One teaching staff only (instructor / TA).
Course level	(1) All surveys receive 3 or more responses; AND (2) This course is taught by One teaching staff only (instructor / TA).

If no adjusted statistics is provided, it will be marked as "-" in this report.

Report prepared by OIR
11 January 2019