



Individual Teaching Assistant Report Fall 2025 for ECO 395M - PYTHON/DATABASES/BIG DATA (36420) (Shreeyesh Sreekumar Menon)

Project Title: **Course Evaluations Fall 2025**

Courses Audience: **20**
Responses Received: **7**
Response Ratio: **35.0 %**

Subject Details
merged_subject_id
merged_subject_display_name

Report Comments

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness, multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor. For additional details, including the scales and how the Mean scores are calculated, please review the Report Guide at the end of this document or, [UT Austin's Viewing Course Evaluation Results webpage](#).

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Teaching Assistant Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The TA was available to help me as needed.	42.9%	42.9%	14.3%	0.0%	0.0%	7	4.29
I felt the TA was approachable.	71.4%	28.6%	0.0%	0.0%	0.0%	7	4.71
The TA explained course concepts, subject matter, or other course-related topics in a way that helped me learn.	57.1%	28.6%	0.0%	14.3%	0.0%	7	4.29
The TA was able to address most of my questions related to the course concepts, subject -matter, or topics.	42.9%	42.9%	0.0%	14.3%	0.0%	7	4.14
The TA communicated course content and subject matter with accuracy.	42.9%	28.6%	0.0%	28.6%	0.0%	7	3.86
The TA communicated course expectations and instructions clearly.	57.1%	28.6%	14.3%	0.0%	0.0%	7	4.43
The TA appeared engaged throughout the course experience.	42.9%	42.9%	0.0%	14.3%	0.0%	7	4.14

Comment Questions

Identify aspects of your interactions with your teaching assistant that were most effective in helping your learning.

Comment
The coding examples provided for real data programs were very helpful.

Report Guide

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.