THE UNIVERSITY OF BRITISH COLUMBIA

2020W2 UBC Individual TA Report for CPSC 320 202 - Intermediate Algorithm Design and Analysis (Victor Xiong)

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

Course Audience: **174**
Responses Received: **32**
Response Ratio: **18.39%**

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%

Creation Date: **Monday, May 10, 2021**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The teaching assistant was well prepared.	174	27	0	1	1	6	13	6	4.69	0.37
The teaching assistant was helpful.	174	27	0	1	2	7	11	6	4.55	0.42
The teaching assistant was considerate of students.	174	27	0	0	3	6	11	7	4.59	0.38
The teaching assistant was easily understood.	174	27	0	1	1	7	12	6	4.63	0.38
The teaching assistant was an effective instructor.	174	27	0	1	2	7	10	7	4.50	0.43

Question	%Favourable
The teaching assistant was well prepared.	90.48%
The teaching assistant was helpful.	85.71%
The teaching assistant was considerate of students.	85.00%
The teaching assistant was easily understood.	90.48%
The teaching assistant was an effective instructor.	85.00%

Enter comments below

Comments
The teaching assistant is very helpful!
Victor is well prepared for the tutorial. One thing is that Victor likes hand writing all the solutions in tutorials, but I sometimes find it a bit harder to read the hand–written notes than slides or typed–latex. But overall, Victor is really helpful.
Super nice TA
Good ta
Victor was great during tutorials – always well–prepared, shared his notes, and encouraged participation as much as possible.
N/A
Very straight to the point and also a very helpful TA. Comes prepared and teaches effectively. Could be a little more enthusiastic but it doesn't mean that the current state of it is negative, the monotony is actually rather nice as it sets a serious atmosphere so I don't get distracted. Works well with the recorded tutorial because the other TA in that tutorial is the opposite in terms of attitude so it creates a dichotomy that keeps things interesting.
Amortized analysis was not part of the course when he took it, so there were some hiccups when he was delivering the tutorial on amortized analysis. Otherwise he was highly effective.
Love this guy. Super helpful and funny. He feels like more of a student trying to help us than a TA, which makes it SUPER easy to understand him because he’s on the same level as us and goes over exactly the things we don’t understand. I unironically think he should teach the entire course. Slides are gorgeous. Sad that i’ll never have him as a TA again. I wish you a wonderful life Victor!
I wasn't in your tutorial, but I watched the recordings of your section and I thought you did a good job.
victor is a great ta! i always found it kind of funny (in a good way) when he referred to things he was explaining in tutorial as "this guy"/"this dude" haha. he is very knowledgable about the course content as well. thank you victor :)

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.