THE UNIVERSITY OF BRITISH COLUMBIA

2020W2 UBC Individual TA Report for CPSC 320 201 - Intermediate Algorithm Design and Analysis (Victor Xiong)

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

Course Audience: **187**
Responses Received: **24**
Response Ratio: **12.83%**

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.	187	21	1	0	0	4	8	8	4.69	0.45
The teaching assistant was helpful.	187	21	0	1	0	3	9	8	4.78	0.36
The teaching assistant was considerate of students.	187	21	0	0	2	4	7	8	4.57	0.38
The teaching assistant was easily understood.	187	21	1	0	0	5	7	8	4.57	0.46
The teaching assistant was an effective instructor.	187	21	1	0	0	4	8	8	4.69	0.45

Question	%Favourable
The teaching assistant was well prepared.	92.31%
The teaching assistant was helpful.	92.31%
The teaching assistant was considerate of students.	84.62%
The teaching assistant was easily understood.	92.31%
The teaching assistant was an effective instructor.	92.31%

Enter comments below

Comments
Thanks Victor for help in both tutorials and office hour. The tutorials were really well–prepared. I also appreciated that you share your document with us, thanks!
Victor is a great teacher and i really like his explanations.
Great TA, very helpful in his OH
Victor is very supportive and answers question clearly and in detail. I really appreciate that he always tries to go through every students in his office hour queue even it takes more than one hour.
Never received help from them so I cannot comment.
I was always really thankful to see your recorded tutorials! I felt that you always came prepared, and I really appreciated that while I was watching the recordings. The manner in which you broke down questions was great, and I found myself being able to understand your process which helped guide my own understanding.
Victor was prepared for every tutorial, however, it felt as if he was reading off of something he had jotted down and the questions he went over in tutorials didn't really help my understanding. But all in all, it was apparent that he put effort into them. Also, for office hours he was unprepared and didn't even know the questions. I'm just respectfully providing my feedback because as students show up for office hours and waiting for long times it's not crazy to expect the TA to at least know the questions of the tutorial and the assignments. Hopefully, for the next terms, if he continues to be a TA, he'll be more considerate and prepare accordingly.

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.