

Project Title: **2018W1 UBC Student Evaluation of Teaching**

Course Audience: **87**  
 Responses Received: **23**  
 Response Ratio: **26.44%**

## Report Comments

### 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. Because students more often provide higher ratings (4 or 5), the median is consistently higher than the mean. 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:

Frequency Distribution		
Response for UMI	Class 1	Class 2
5 = Strongly agree	13	4
4 = Agree	26	43
3 = Neither agree nor disagree	35	32
2 = Disagree	20	11
1 = Strongly disagree	6	10
<b>Mean</b>	<b>3.2</b>	<b>3.2</b>
<b>Median</b>	<b>3.0</b>	<b>3.0</b>
<b>Interpolated Median</b>	<b>3.2</b>	<b>3.4</b>
<b>Percent Favourable Rating</b>	<b>39%</b>	<b>47%</b>

In this example, the two classes have identical mean (3.2) and median (3.0). However, the instructor in class 2 received 47% favourable (4-5) ratings, compared to 39% for the instructor in class 1. While both have a Median of 3, the Interpolated median values of (3.2 and 3.4), much better reflects the distribution of the scores above and below the 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.

Creation Date: **Thursday, June 27, 2019**

## Dispersion Index

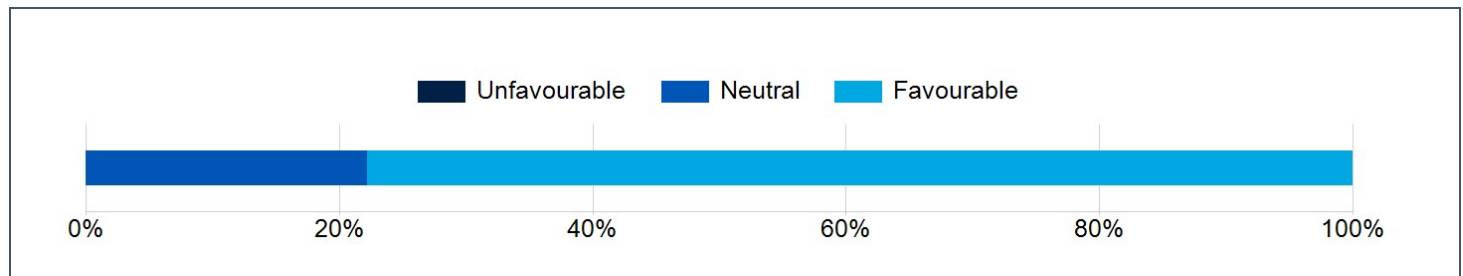
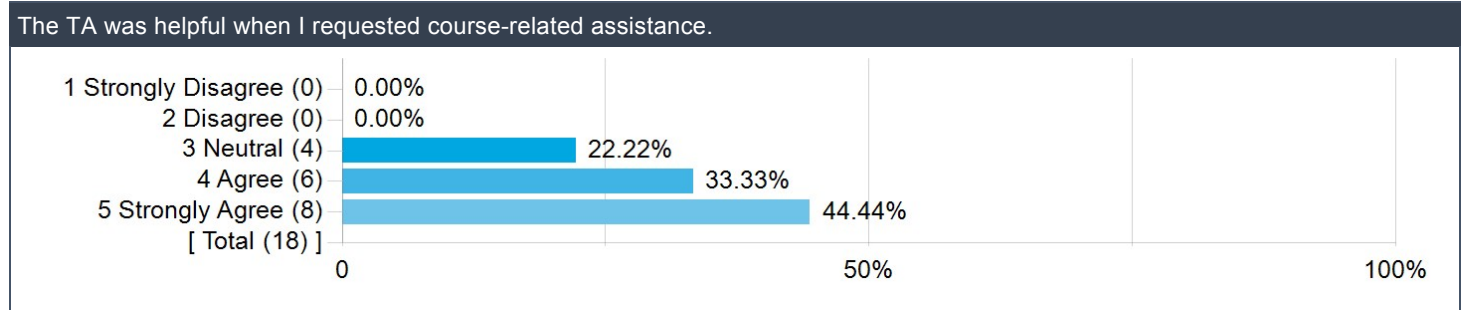
The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating to the instructor. An index value of 1.0 is obtained 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.

## Recommended minimum response rates

<b>Class Size</b>	<b>Recommended Minimum Response Rates based on 80% confidence &amp; <math>\pm 10\%</math> margin</b>
< 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%

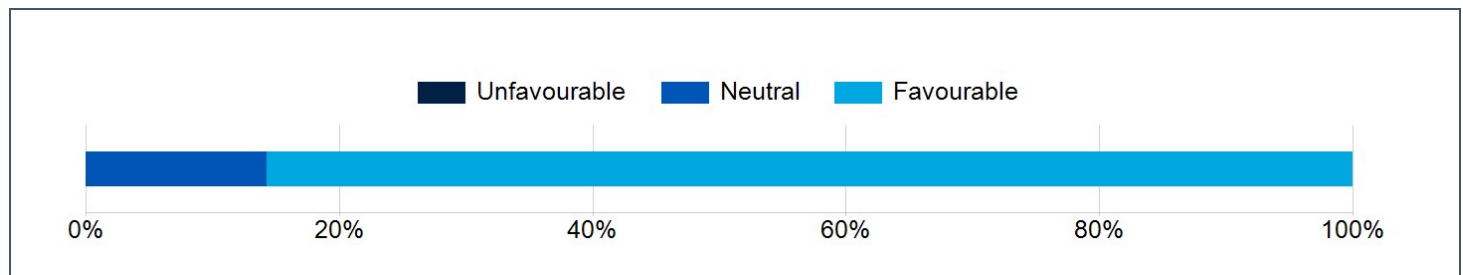
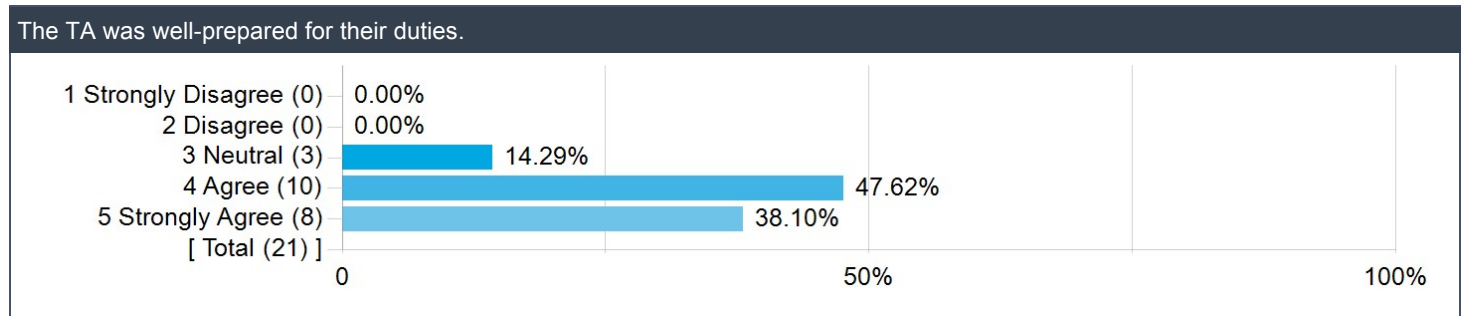
## Faculty of Arts

### The TA was helpful when I requested course-related assistance.



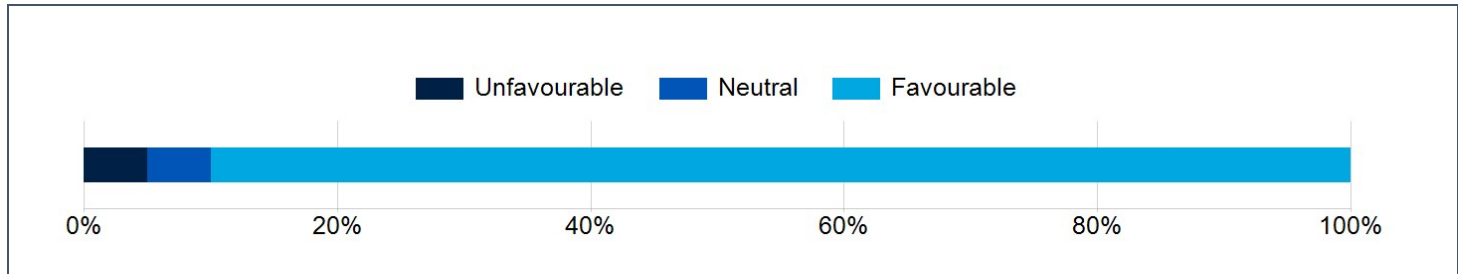
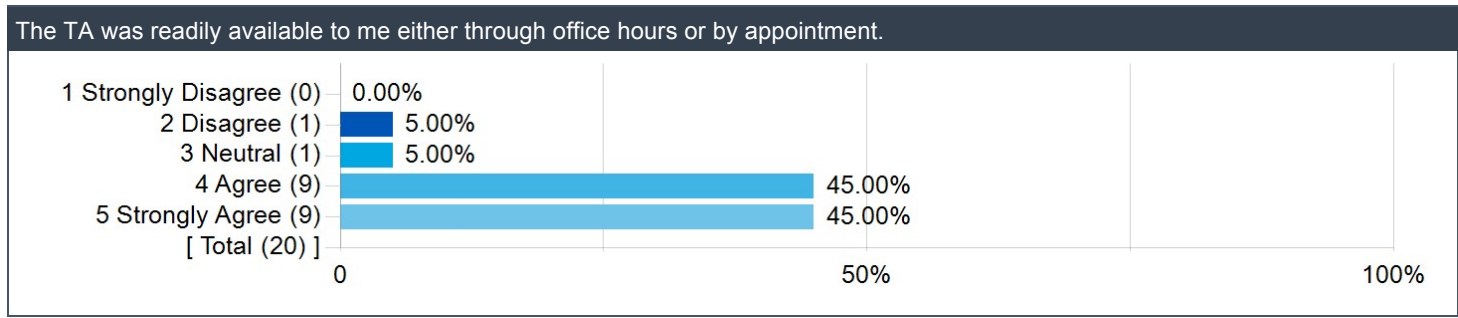
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	18	20.69%	77.78%	4.33	0.42	4.22	0.81

### The TA was well-prepared for their duties.



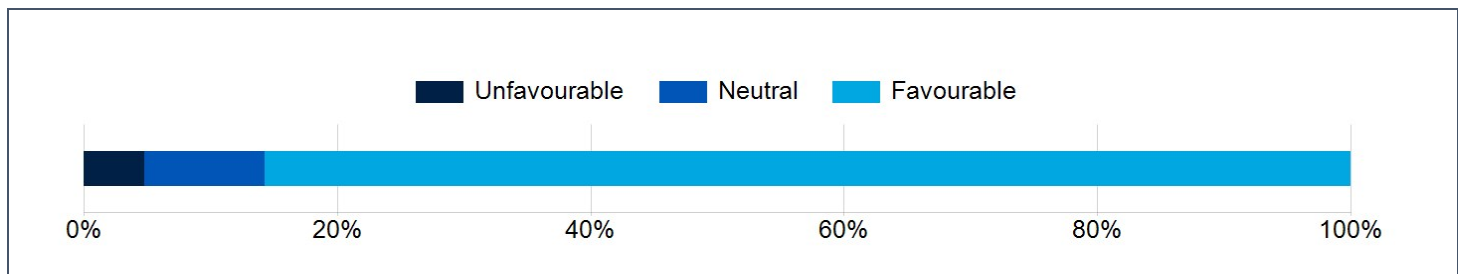
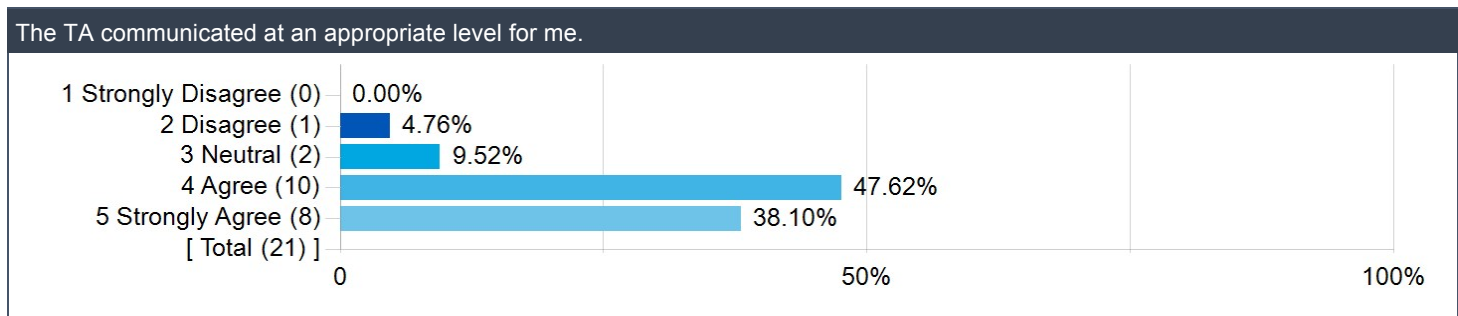
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	85.71%	4.25	0.36	4.24	0.70

**The TA was readily available to me either through office hours or by appointment.**



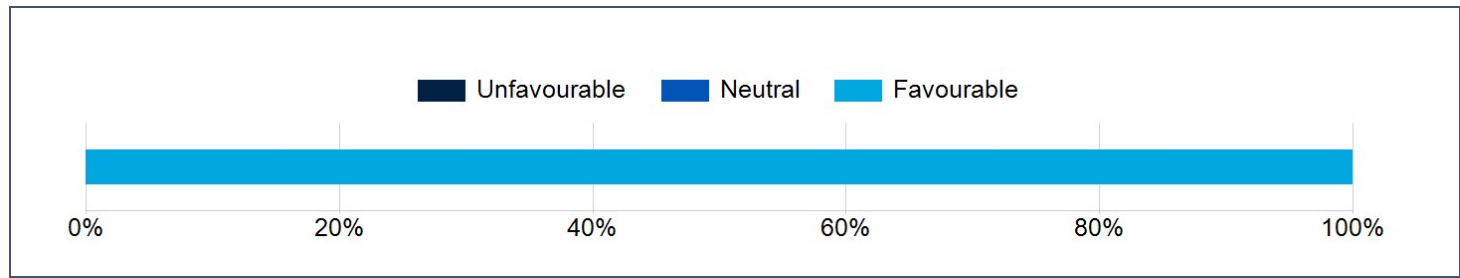
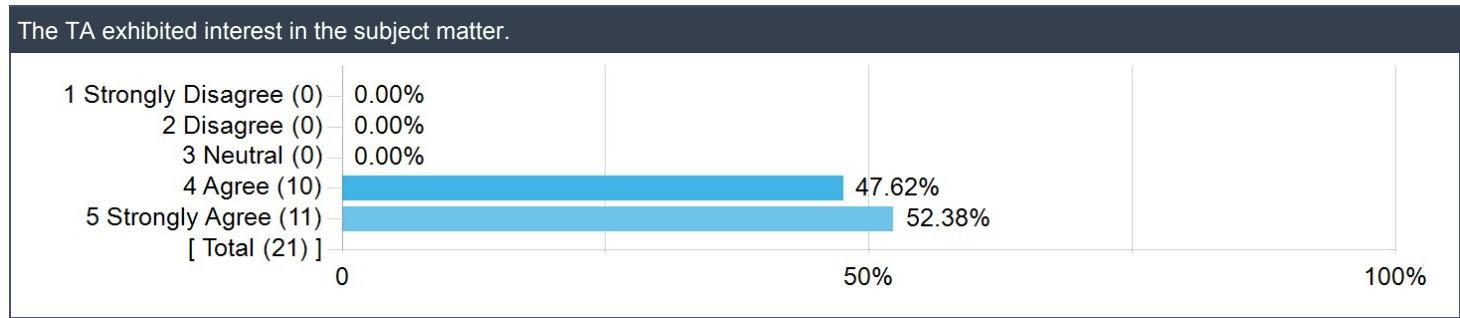
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	20	22.99%	90.00%	4.39	0.39	4.30	0.80

**The TA communicated at an appropriate level for me.**



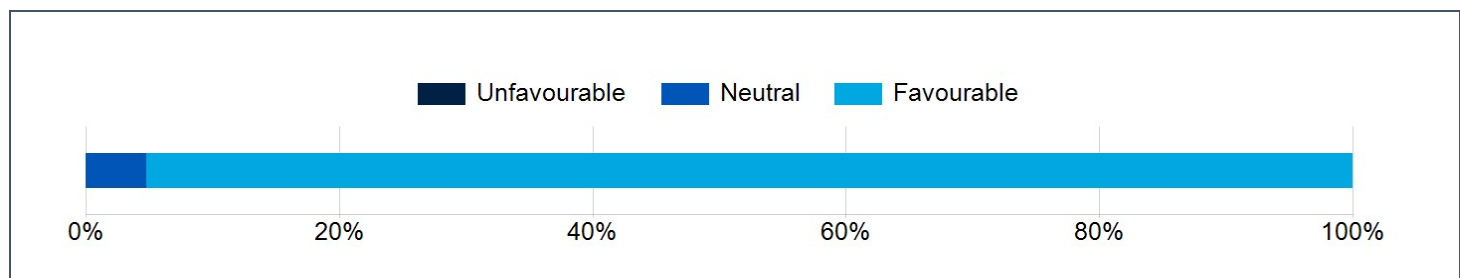
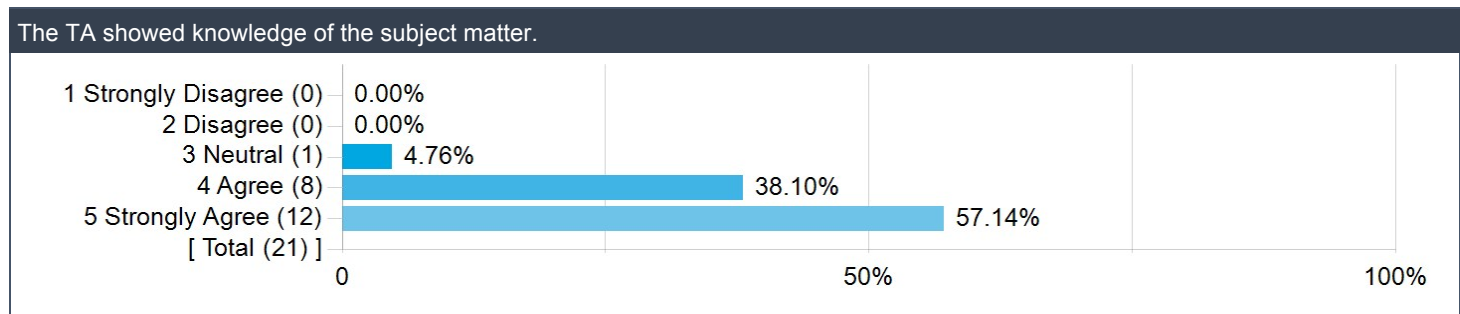
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	85.71%	4.25	0.40	4.19	0.81

**The TA exhibited interest in the subject matter.**



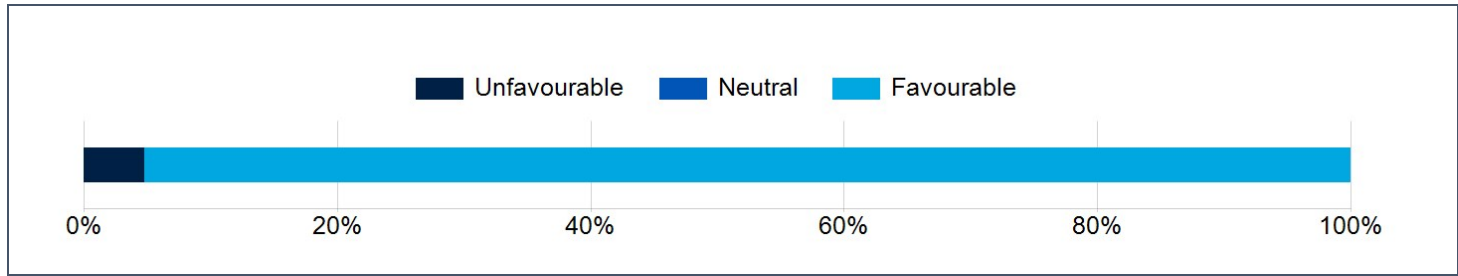
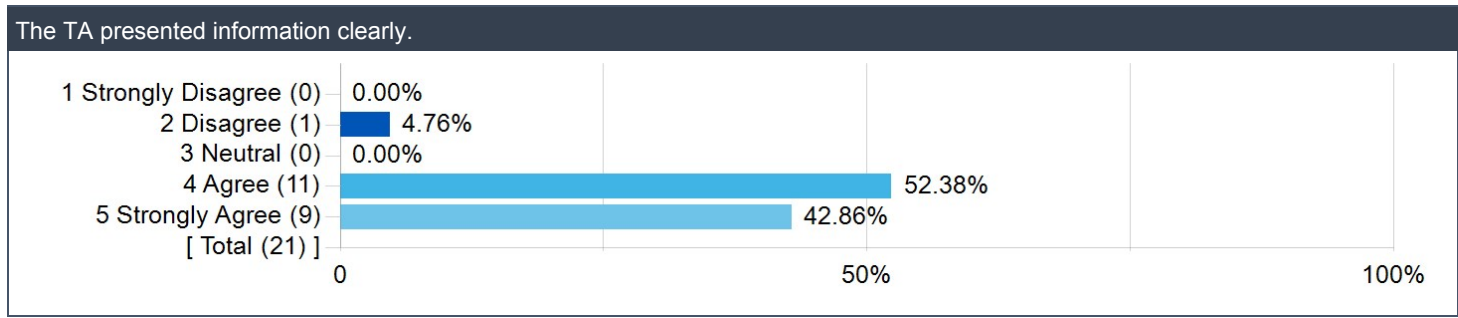
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	100.00%	4.55	0.25	4.52	0.51

**The TA showed knowledge of the subject matter.**



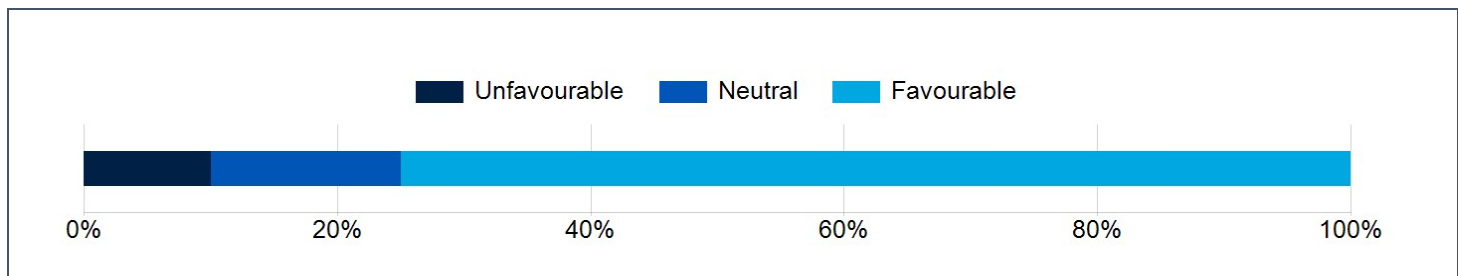
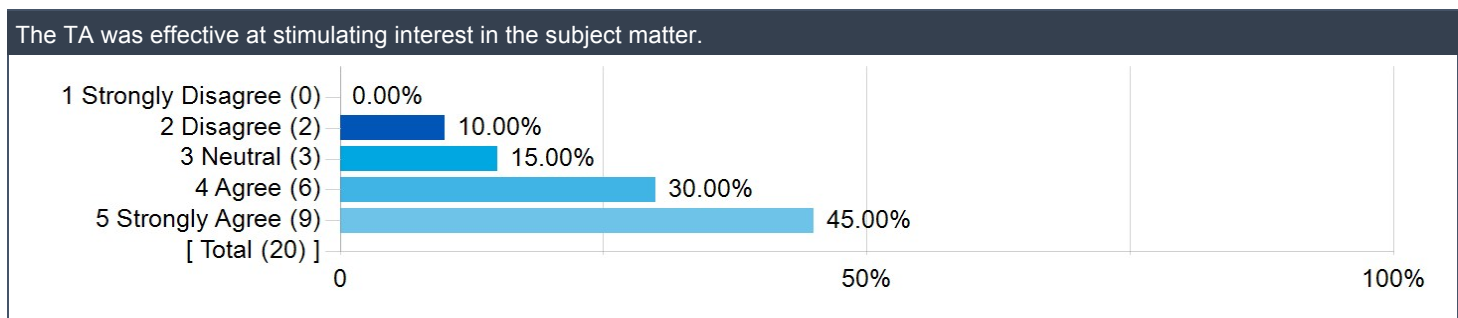
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	95.24%	4.63	0.29	4.52	0.60

**The TA presented information clearly.**



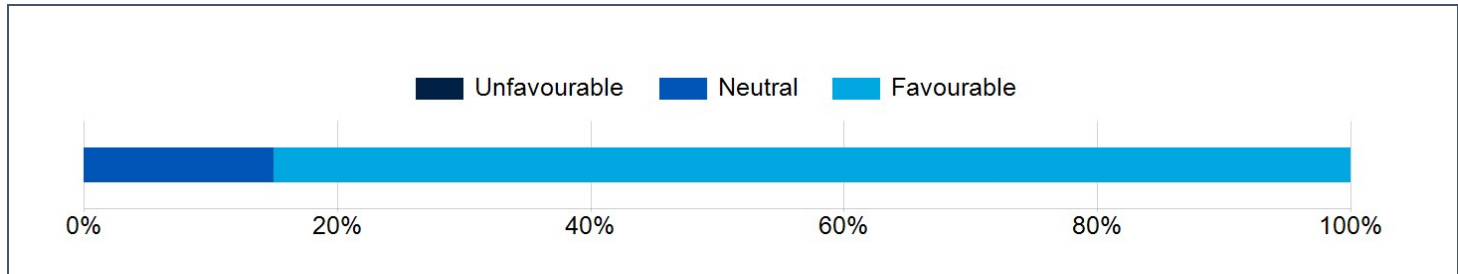
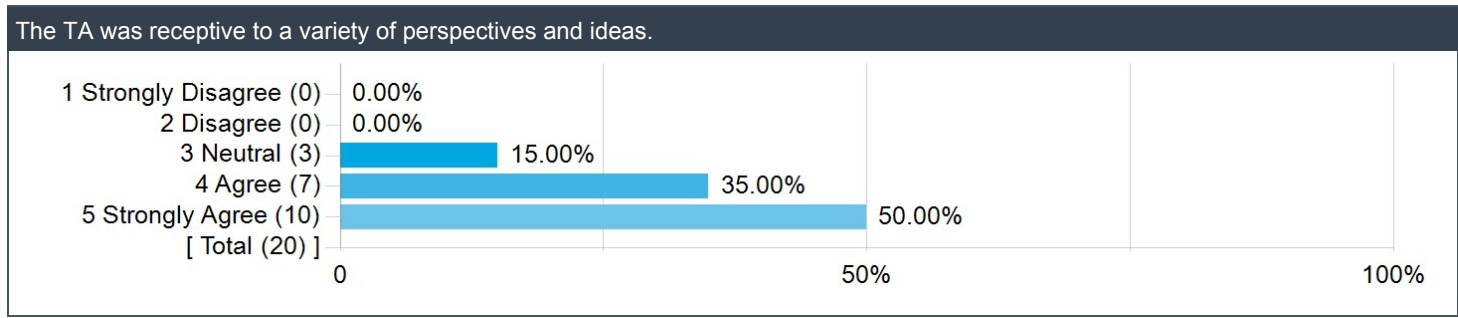
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	95.24%	4.36	0.34	4.33	0.73

**The TA was effective at stimulating interest in the subject matter.**



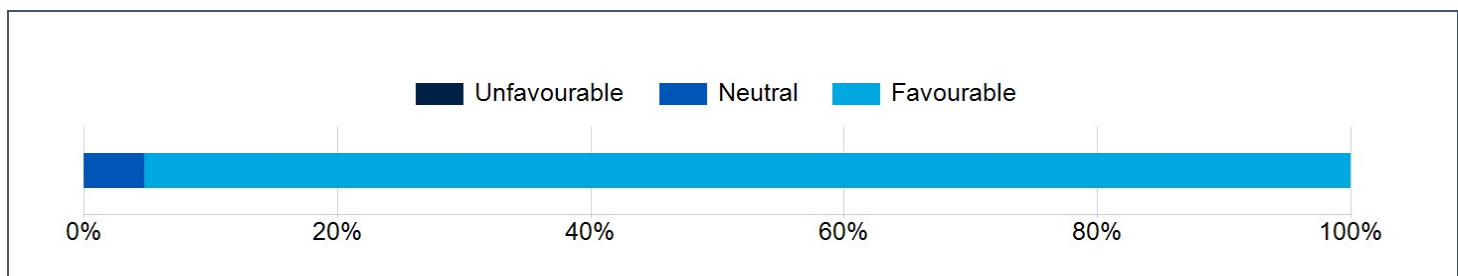
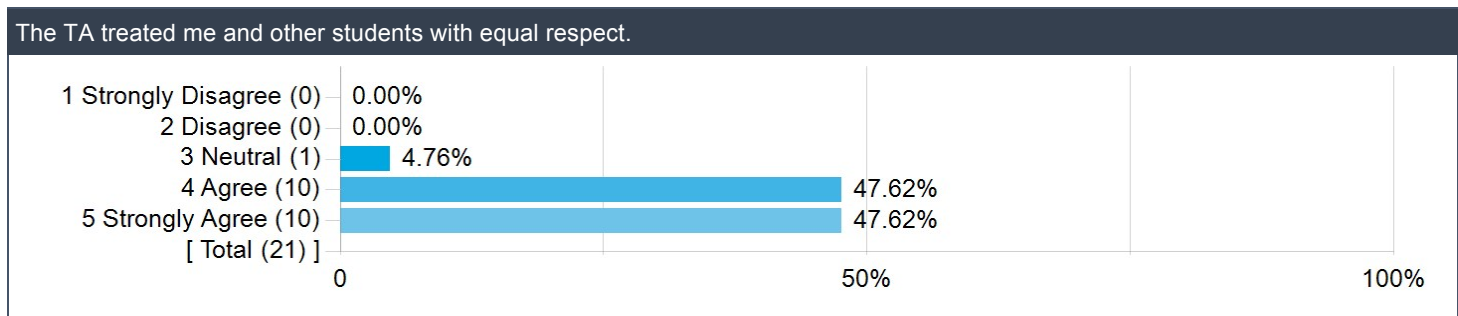
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	20	22.99%	75.00%	4.33	0.53	4.10	1.02

**The TA was receptive to a variety of perspectives and ideas.**



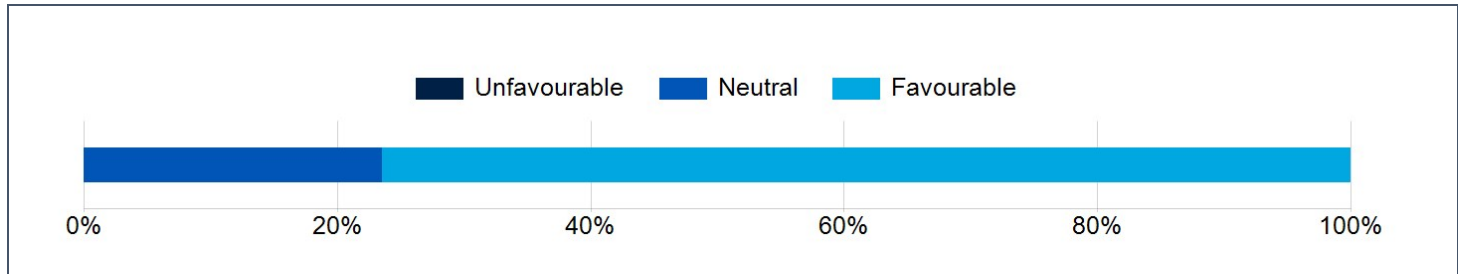
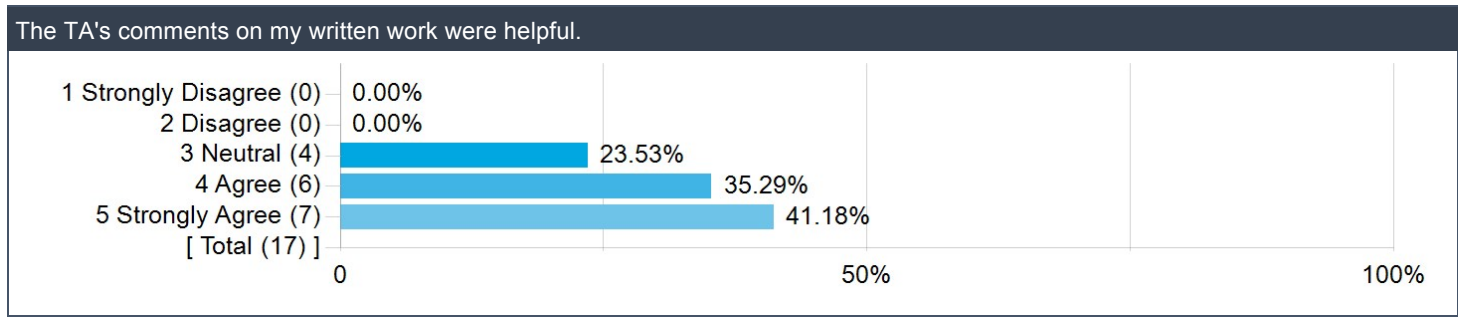
Invited Count	Response Count	Response Rate	%(4,5)	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	20	22.99%	85.00%	4.50	0.38	4.35	0.75

**The TA treated me and other students with equal respect.**



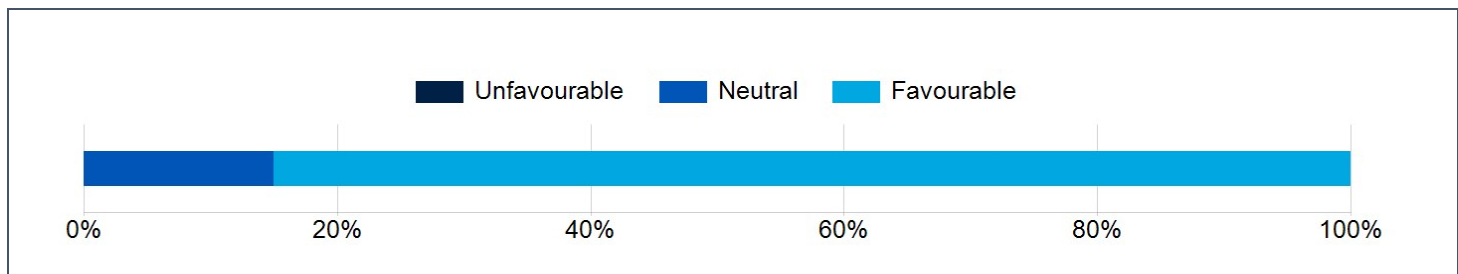
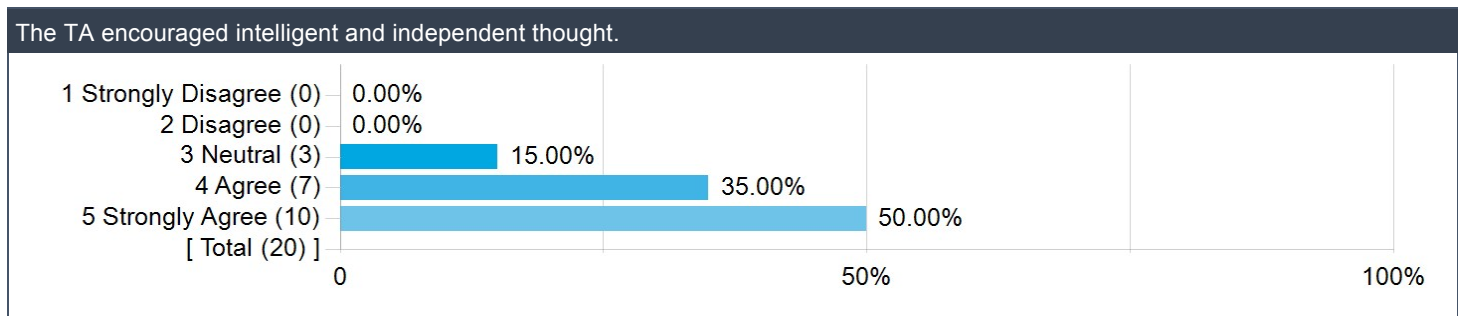
Invited Count	Response Count	Response Rate	%(4,5)	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	95.24%	4.45	0.29	4.43	0.60

**The TA's comments on my written work were helpful.**



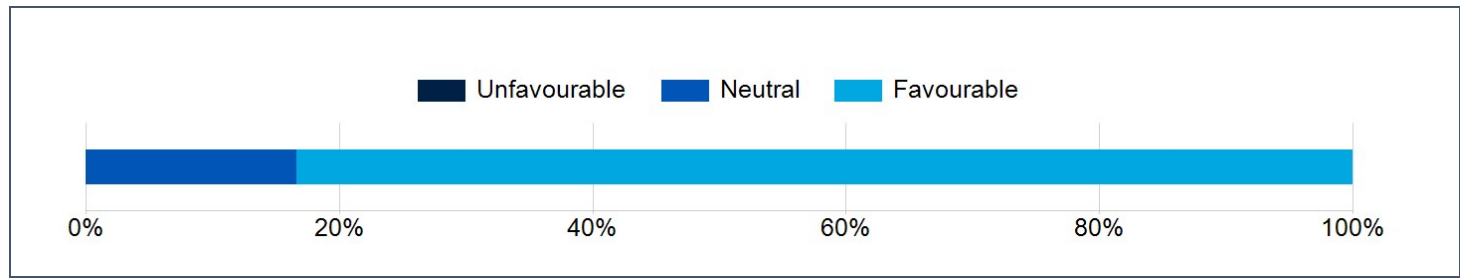
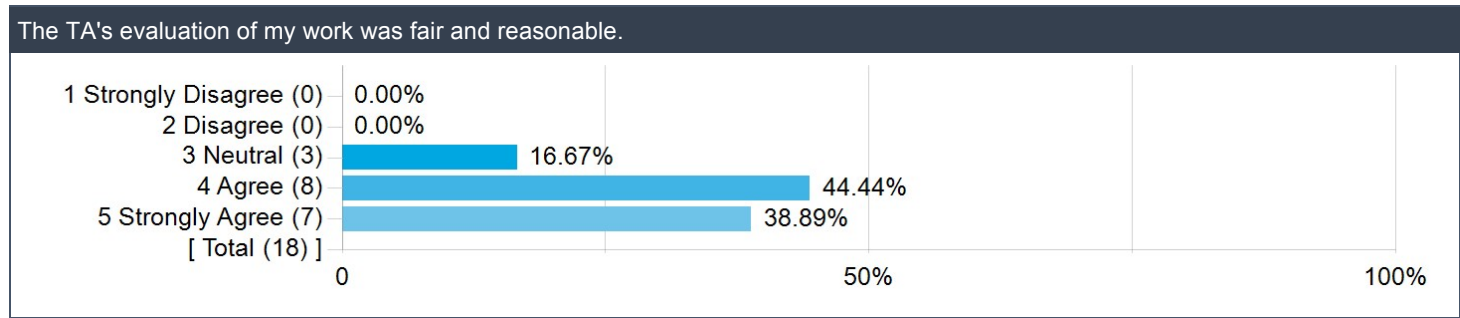
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	17	19.54%	76.47%	4.25	0.42	4.18	0.81

**The TA encouraged intelligent and independent thought.**



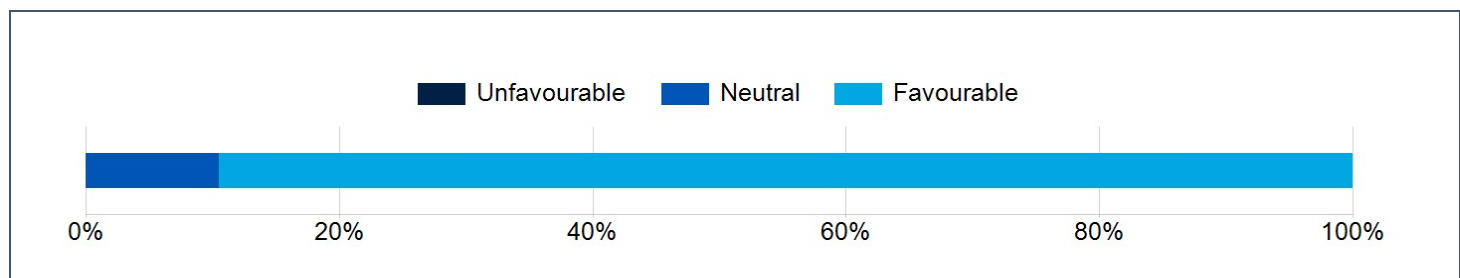
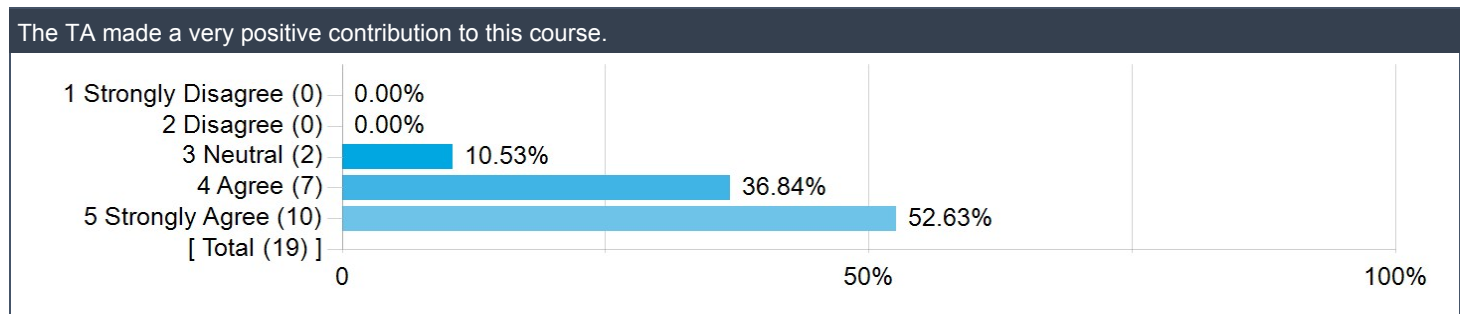
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	20	22.99%	85.00%	4.50	0.38	4.35	0.75

**The TA's evaluation of my work was fair and reasonable.**



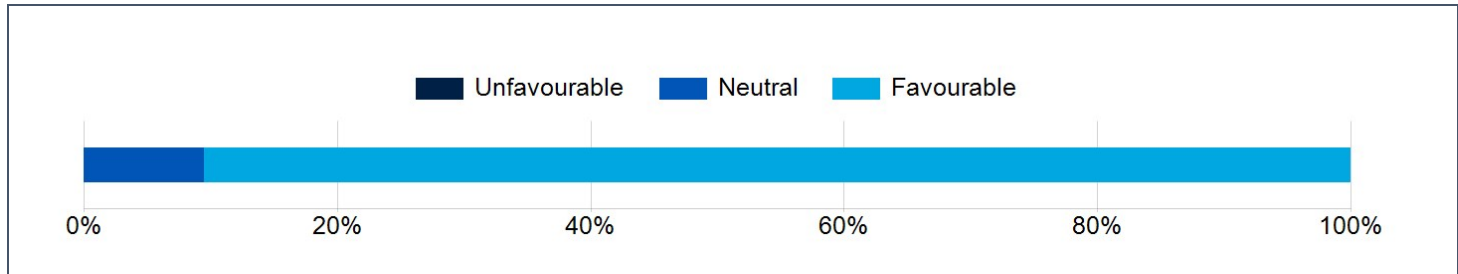
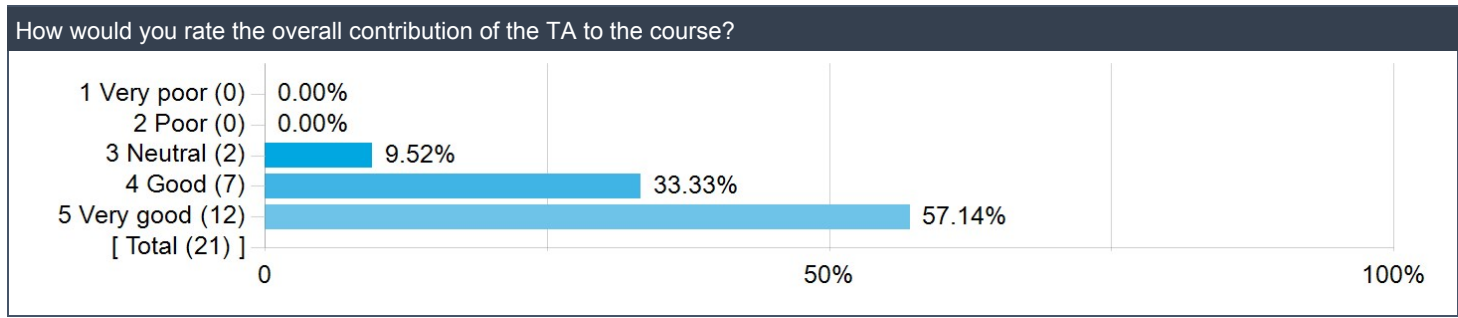
Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	18	20.69%	83.33%	4.25	0.38	4.22	0.73

**The TA made a very positive contribution to this course.**



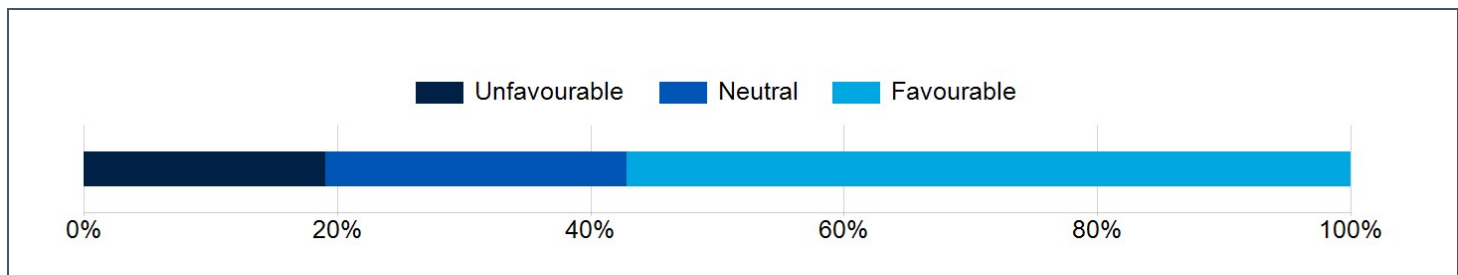
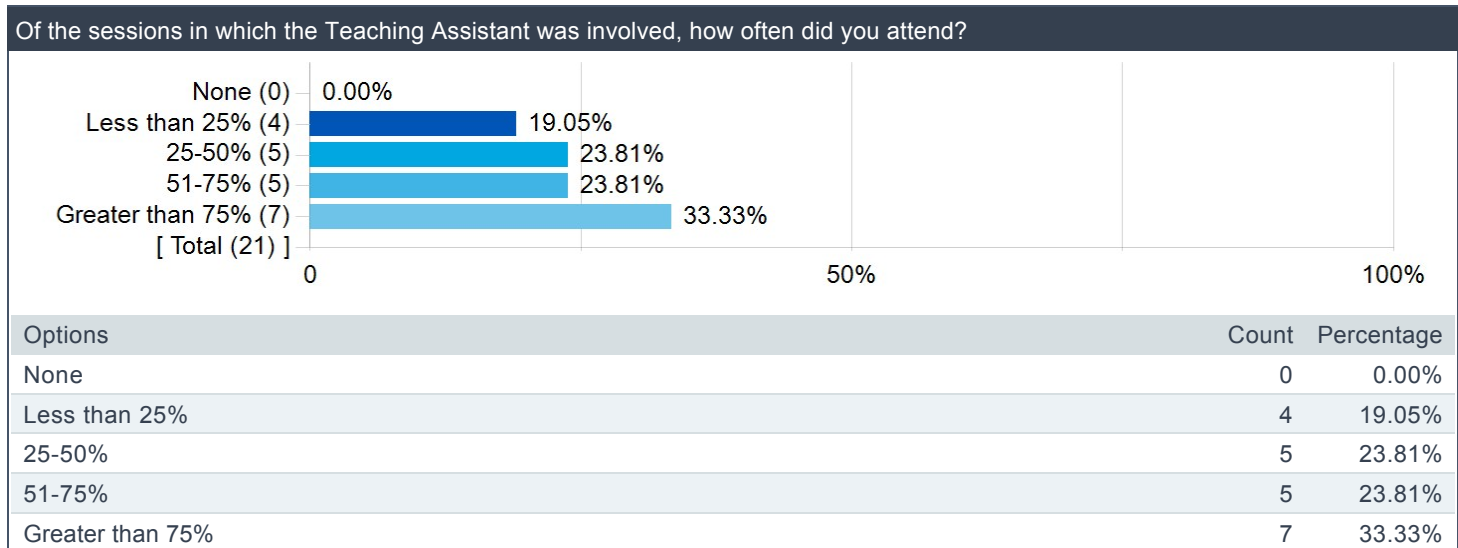
Invited Count	Response Count	Response Rate	%(4,5)	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	19	21.84%	89.47%	4.55	0.34	4.42	0.69

### How would you rate the overall contribution of the TA to the course?

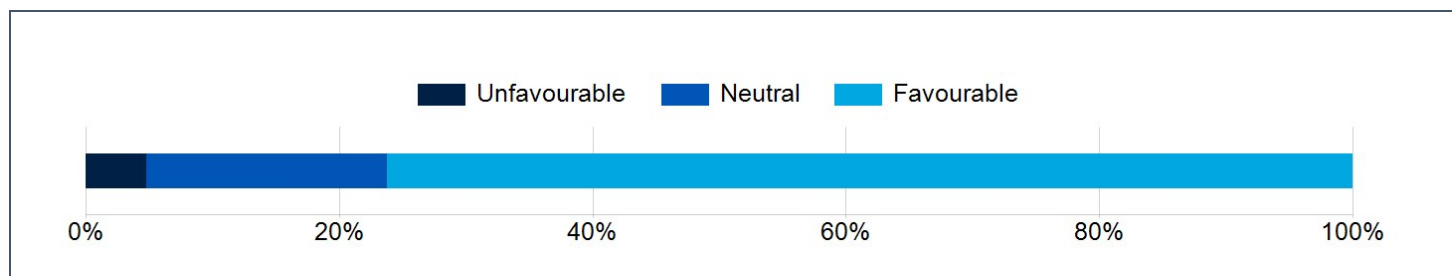
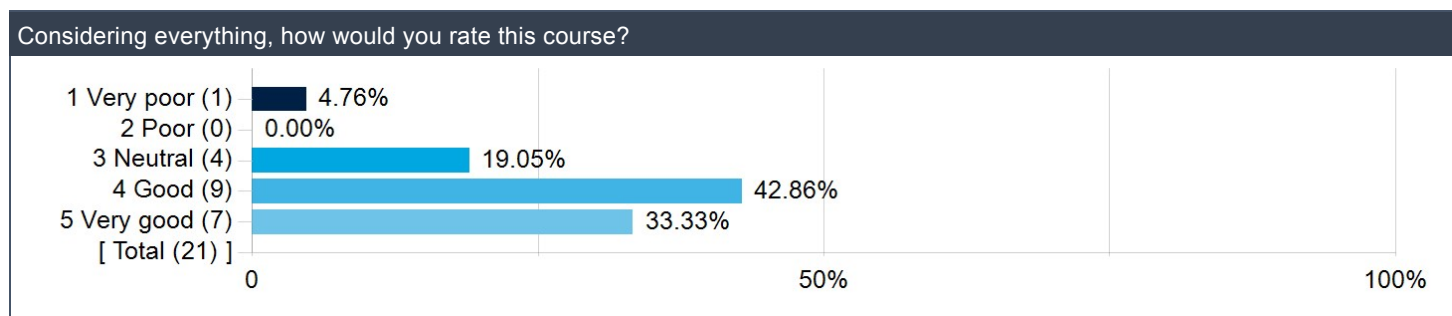


Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	90.48%	4.63	0.33	4.48	0.68

### Of the sessions in which the Teaching Assistant was involved, how often did you attend?

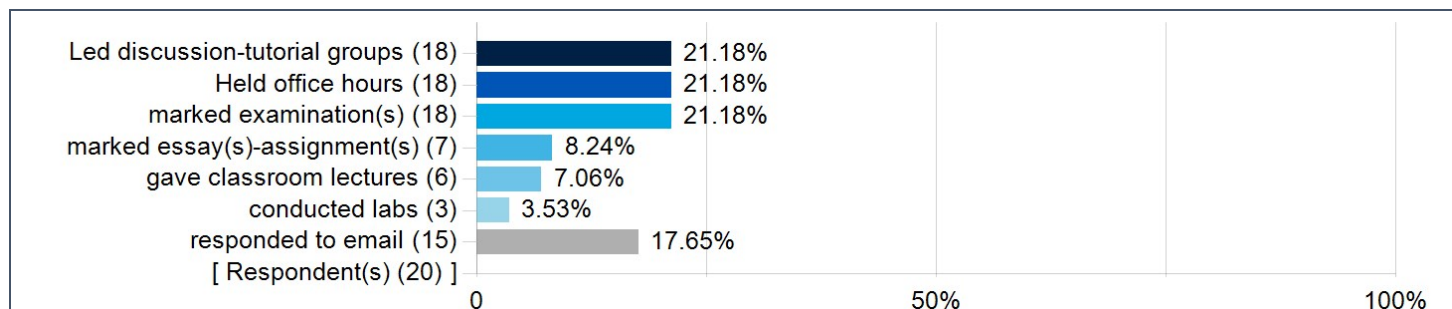


### Considering everything, how would you rate this course?



Invited Count	Response Count	Response Rate	Favourable	Interpolated Median	Dispersion Index - Ordinal	Mean	SD
87	21	24.14%	76.19%	4.11	0.49	4.00	1.00

### Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)



Options	Count	Percentage
Led discussion-tutorial groups	18	21.18%
Held office hours	18	21.18%
marked examination(s)	18	21.18%
marked essay(s)-assignment(s)	7	8.24%
gave classroom lectures	6	7.06%
conducted labs	3	3.53%
responded to email	15	17.65%
Respondent(s)	20	

### Open Ended Feedback

**Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.**

Comments
She is a very helpful TA and she shows her passion of this course to us that makes me feel so interested in attending the classes.
Ida was a great TA. Despite a lack of communication and direction from the professor, Ida did her best to help us as best she could, and did the best with what information and resources she had available.
Ida was really friendly. And she would patiently answer students' questions in detail. Under her influence the class was active.
Very passionate
Ida showed that she has sufficient information about the subject matter. However, often times during discussion she didn't know exactly what information we had to learn. Large parts of discussion were spent reviewing articles and discussing points. She was nice and respectful to students. It would have been better if she had additional notes for the midterm.
n/a

**Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.**

Comments
The "Gateman–Gap." All Gateman TAs usually struggle with preparing students for Gateman's exams, since his exams are very unique and atypical.
Ida often could not answer specific questions about term project instructions or midterm grading, since the professor didn't give her (or the students) specific midterm rubrics or a project guideline.
Her class for preparing or reviewing the economics class would be really helpful.
Adjusted well to course content
The course was solely based out of the G–book, there was no textbook for the course, and the lecture often goes by slowly. It would have been great if she was able to communicate with professor Gateman so she could prepare more effective tutorial sessions.
n/a

Project Title: 2018W2 UBC Student Evaluation of Teaching

Course Audience: 53  
Responses Received: 11  
Response Ratio: 20.75%

---

**Report Comments****Recommended Minimum Response Rates**

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ 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%

## TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The TA was helpful when I requested course-related assistance.	53	11	0	0	0	7	4	0	4.29	0.23	4.36	0.50
The TA was well-prepared for their duties.	53	11	0	0	0	4	7	0	4.71	0.23	4.64	0.50
The TA was readily available to me either through office hours or by appointment.	53	11	0	0	0	3	8	0	4.81	0.20	4.73	0.47
The TA communicated at an appropriate level for me.	53	11	0	0	0	4	7	0	4.71	0.23	4.64	0.50
The TA exhibited interest in the subject matter.	53	11	0	0	1	4	6	0	4.58	0.33	4.45	0.69
The TA showed knowledge of the subject matter.	53	10	0	0	0	5	5	0	4.50	0.25	4.50	0.53
The TA presented information clearly.	53	11	0	0	1	4	6	0	4.58	0.33	4.45	0.69
The TA was effective at stimulating interest in the subject matter.	53	11	0	0	1	5	5	0	4.40	0.33	4.36	0.67
The TA was receptive to a variety of perspectives and ideas.	53	11	0	0	0	5	6	0	4.58	0.25	4.55	0.52
The TA treated me and other students with equal respect.	53	11	0	0	0	2	9	0	4.89	0.15	4.82	0.40
The TA's comments on my written work were helpful.	53	11	0	0	1	3	6	1	4.67	0.33	4.50	0.71
The TA encouraged intelligent and independent thought.	53	11	0	0	0	5	5	1	4.50	0.25	4.50	0.53
The TA's evaluation of my work was fair and reasonable.	53	11	0	0	0	2	9	0	4.89	0.15	4.82	0.40
The TA made a very positive contribution to this course.	53	11	0	0	1	4	6	0	4.58	0.33	4.45	0.69

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100.00%
The TA was well-prepared for their duties.	100.00%
The TA was readily available to me either through office hours or by appointment.	100.00%
The TA communicated at an appropriate level for me.	100.00%
The TA exhibited interest in the subject matter.	90.91%
The TA showed knowledge of the subject matter.	100.00%
The TA presented information clearly.	90.91%
The TA was effective at stimulating interest in the subject matter.	90.91%
The TA was receptive to a variety of perspectives and ideas.	100.00%
The TA treated me and other students with equal respect.	100.00%
The TA's comments on my written work were helpful.	90.00%
The TA encouraged intelligent and independent thought.	100.00%
The TA's evaluation of my work was fair and reasonable.	100.00%
The TA made a very positive contribution to this course.	90.91%

### How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI	Mean	STDEV
53	11	0	0	0	1	10	0	4.95	0.08	4.91	0.30

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100.00%

**Of the sessions in which the Teaching Assistant was involved, how often did you attend?**

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	0	0.00%
Less than 25%	1	9.09%
25-50%	1	9.09%
51-75%	4	36.36%
Greater than 75%	5	45.45%

**Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)**

Options	Count
Led discussion-tutorial groups	9
Held office hours	10
marked examination(s)	10
marked essay(s)-assignment(s)	1
gave classroom lectures	1
conducted labs	2
responded to email	6
Respondent(s)	11

**Considering everything, how would you rate this course?**

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI	Mean	STDEV
53	11	0	0	1	4	6	0	4.58	0.33	4.45	0.69

Question	%Favourable
Considering everything, how would you rate this course?	90.91%

**Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.**

Comments
She was very enthusiastic about teaching the course and was also very informative and well prepared. try to respond to emails in a timely manner

**Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.**

Comments
Not Answered

## 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.

