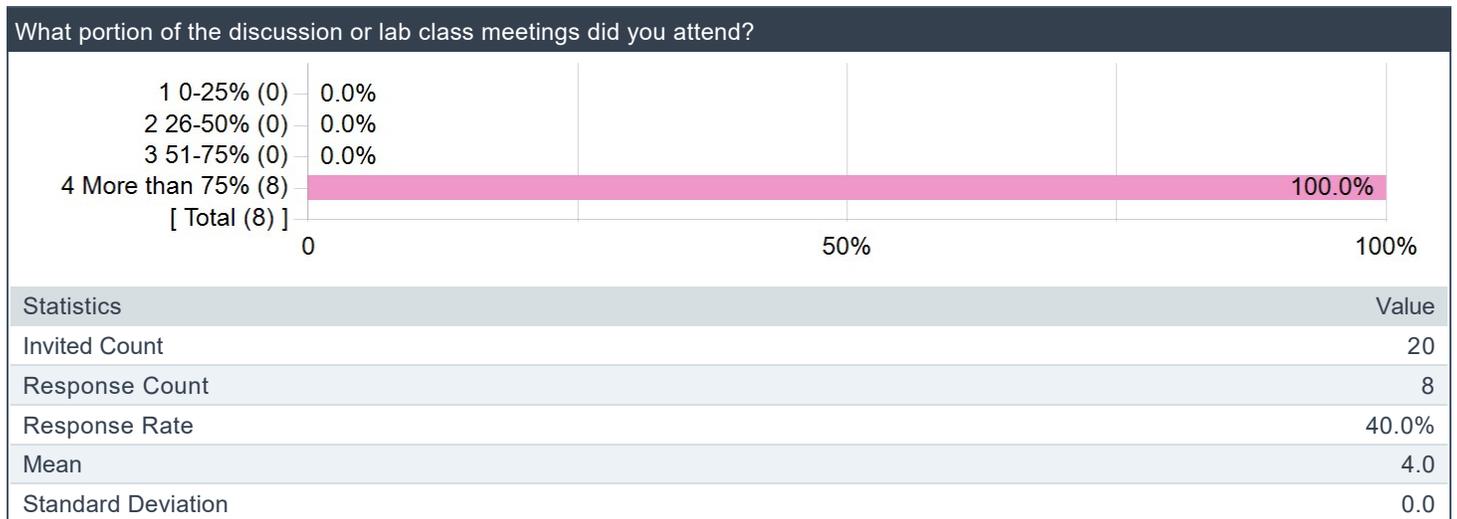


Project Title: **S25 TA Survey**Courses Audience: **20**Responses Received: **8**Response Rate : **40.0%**

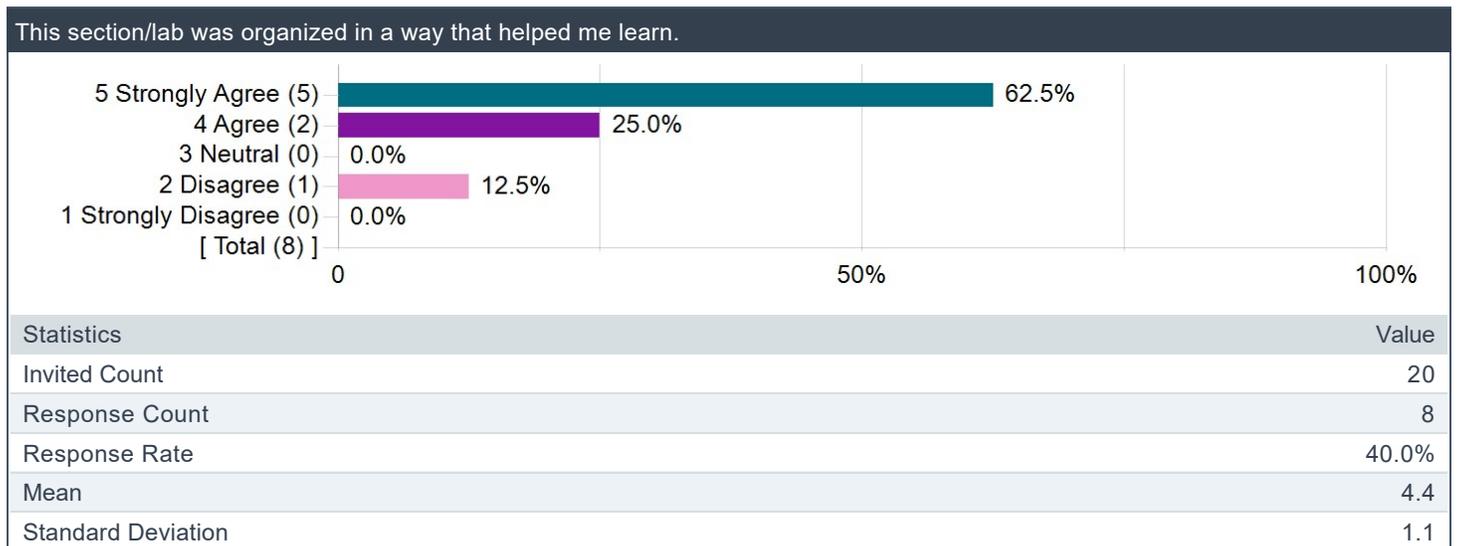
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. **Look for rating variations.** Questions with markedly higher or lower scores may point to areas where students find that instruction is facilitating their learning or may indicate opportunities for improvement.
2. **Look for higher standard deviations.** Questions with wide variations in responses may suggest that students experienced instruction in different ways.
3. **Use the following guidelines to interpret scores:**
An average /mean score of...
 - a. >4 suggests that the instructor or TA is supporting student learning,
 - b. 3.5-4.0 suggests that the instructor or TA is partially supporting student learning,
 - c. <3.5 suggests that the instructor or TA can more effectively support student learning.
4. **Review comments.** Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your understanding and student comments may suggest opportunities for reflection.
5. **Write down your takeaways.** These might include challenges or activities that help students learn. You can include these in teaching statements for merit/promotion reviews.
6. **Notice response rates.** Low response rates make generalizing feedback difficult. Classes <40: require 95% response rate for a 95% confidence level; 40% for an 80% confidence level. Classes >100, 87% response rate for a 95% confidence level; 21% for an 80% confidence level (Nutly, 2008).
7. **Use comparative norms cautiously.** If desired, you may compare your quantitative scores to departmental and campus average scores (look for Dept_Norm_Year reports in <https://ucsb.bluera.com/ucsb>).
8. **Course evaluations are only part of a holistic evaluation of teaching.** Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. An extensive body of research has documented systematic bias in standardized evaluations of teaching. Comprehensive evaluations of teaching should include student evaluation surveys with other sources of feedback on teaching effectiveness. Visit <https://otl.ucsb.edu/faculty/teaching-effectivenessmerit-review> for additional guidance.
9. **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

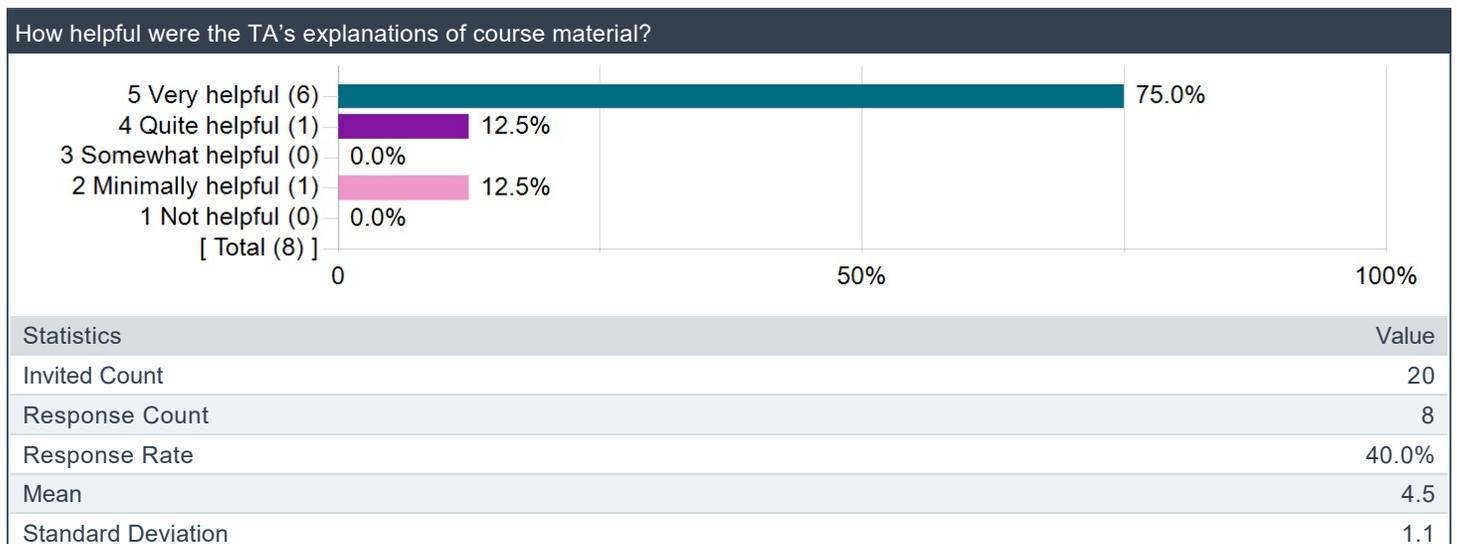
What portion of the discussion or lab class meetings did you attend?



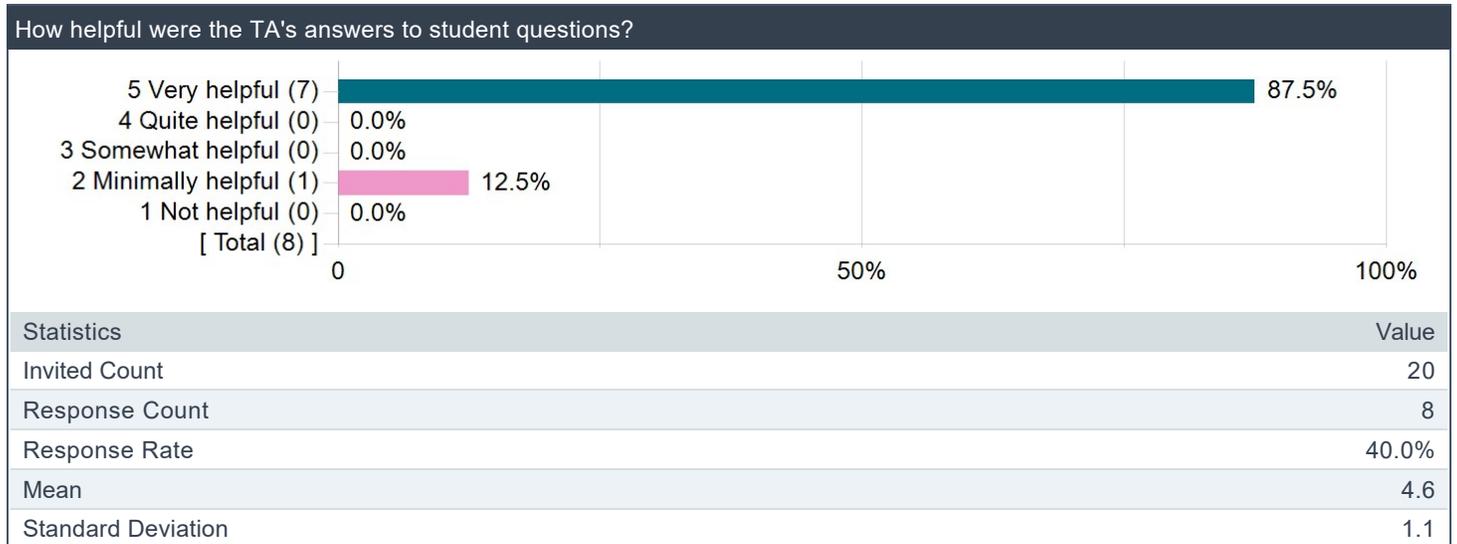
This section/lab was organized in a way that helped me learn.



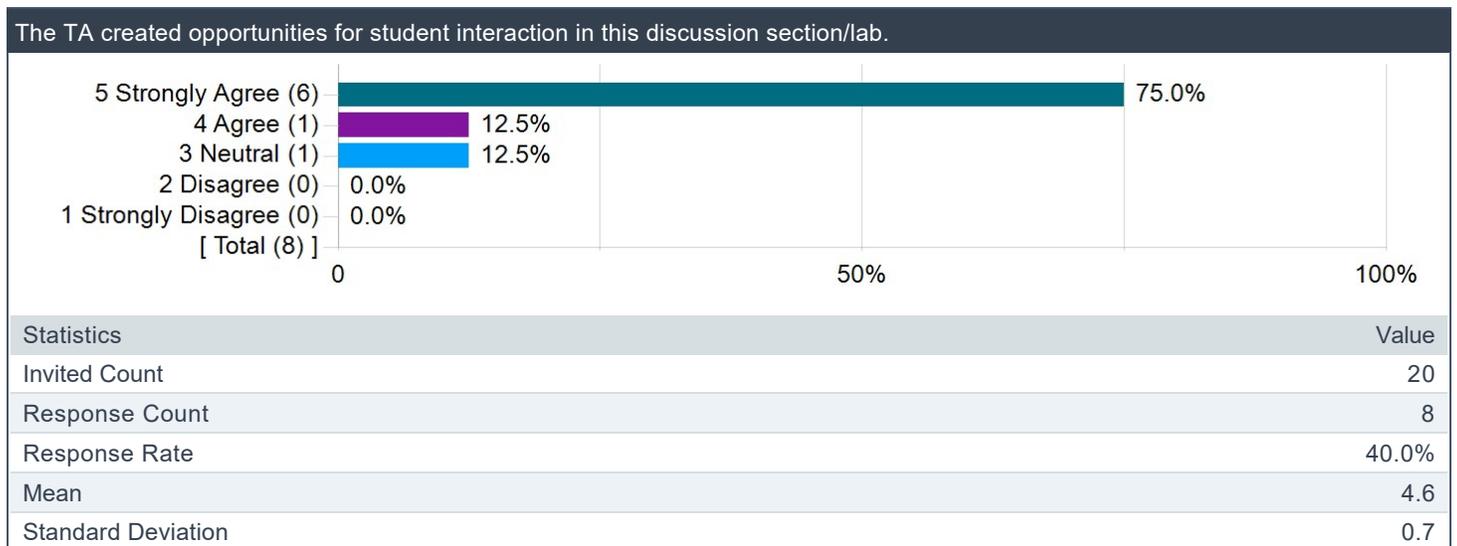
How helpful were the TA's explanations of course material?



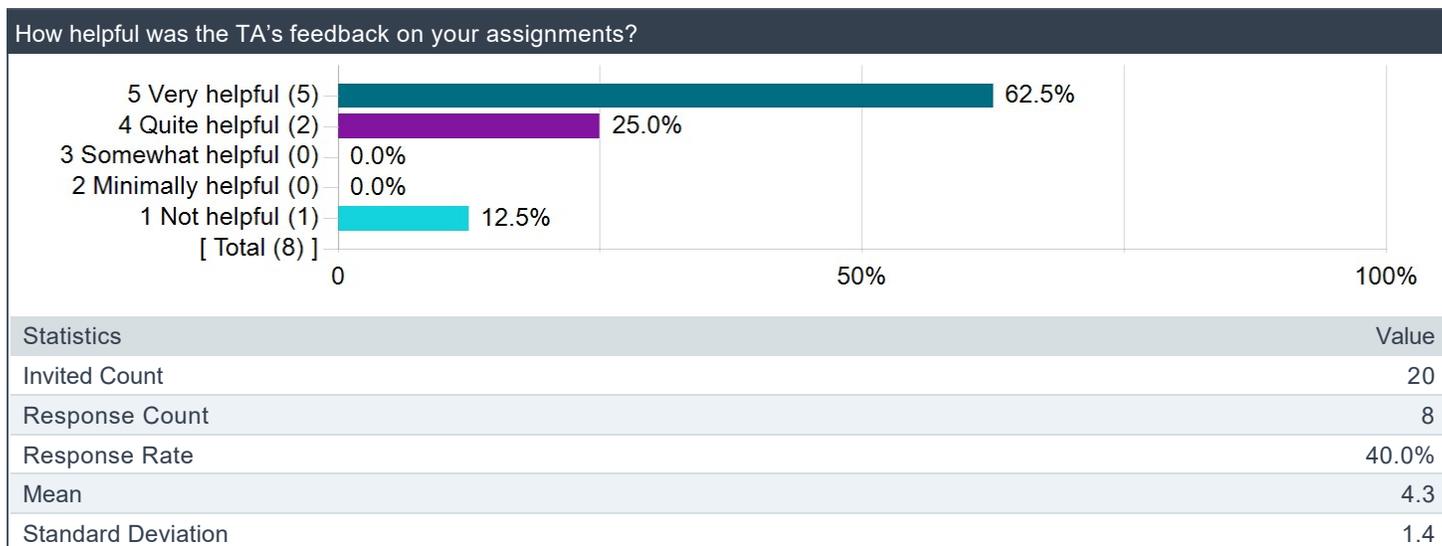
How helpful were the TA's answers to student questions?



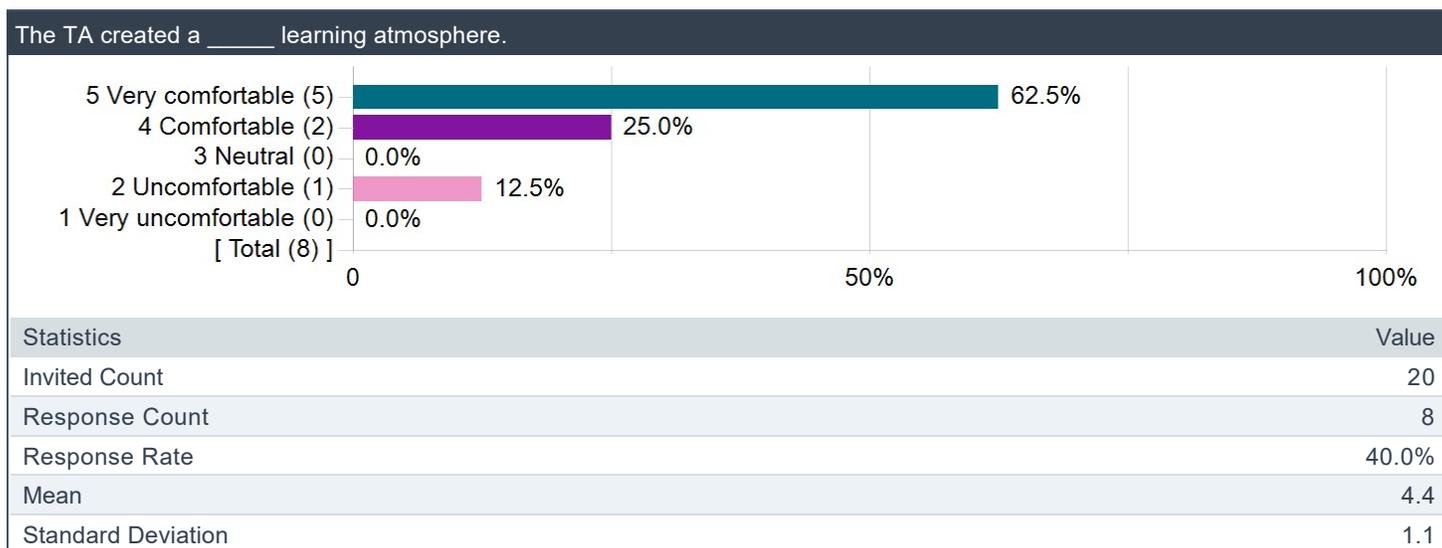
The TA created opportunities for student interaction in this discussion section/lab.



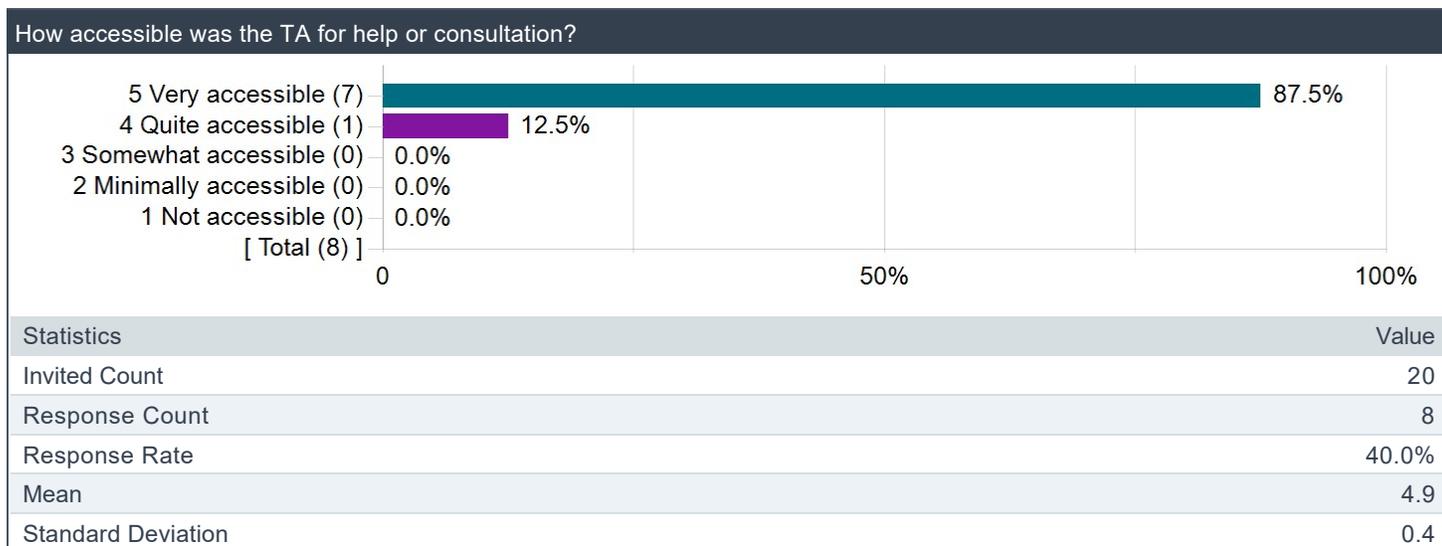
How helpful was the TA's feedback on your assignments?



The TA created a _____ learning atmosphere.



How accessible was the TA for help or consultation?



Please share additional feedback with Denis Lomov about your learning in the course. What worked well and what could be improved?

Comments
Sections were almost always intense and usually too participation-heavy for my comfort but I understand this was not his fault and was probably requested of him.
Denis Lomov was an amazing TA/ assistant lecturer. He made section/lecture engaging and digestible while also keeping a fun atmosphere.