

Project Title: **F23 TA Standard Survey**

Courses Audience: **20**

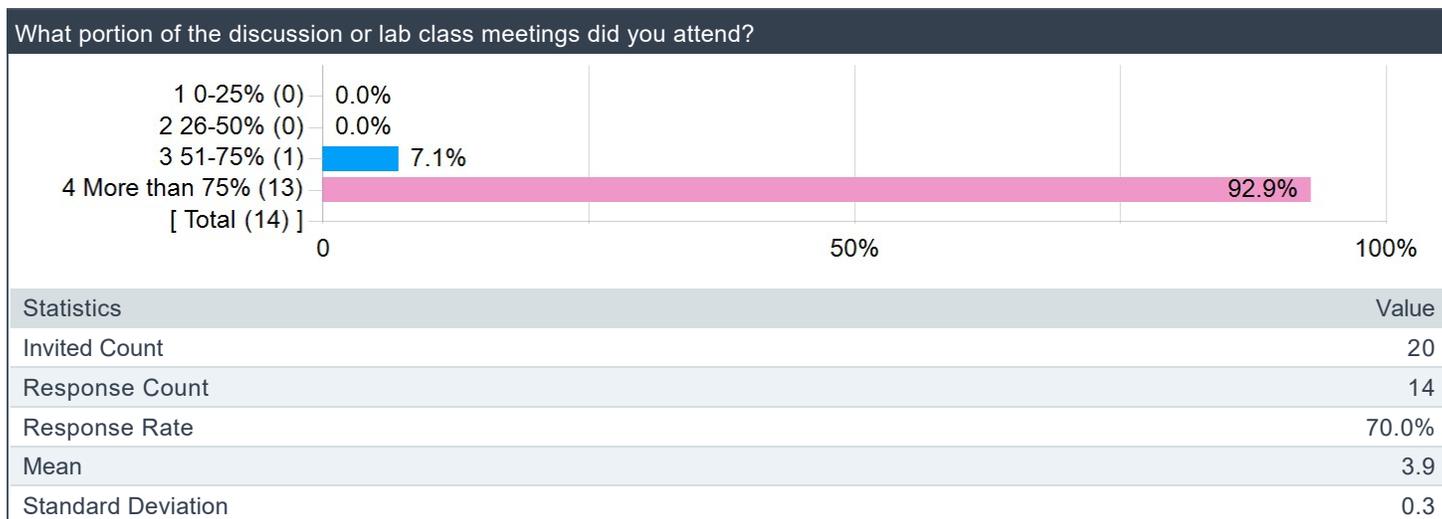
Responses Received: **14**

Response Rate : **70.0%**

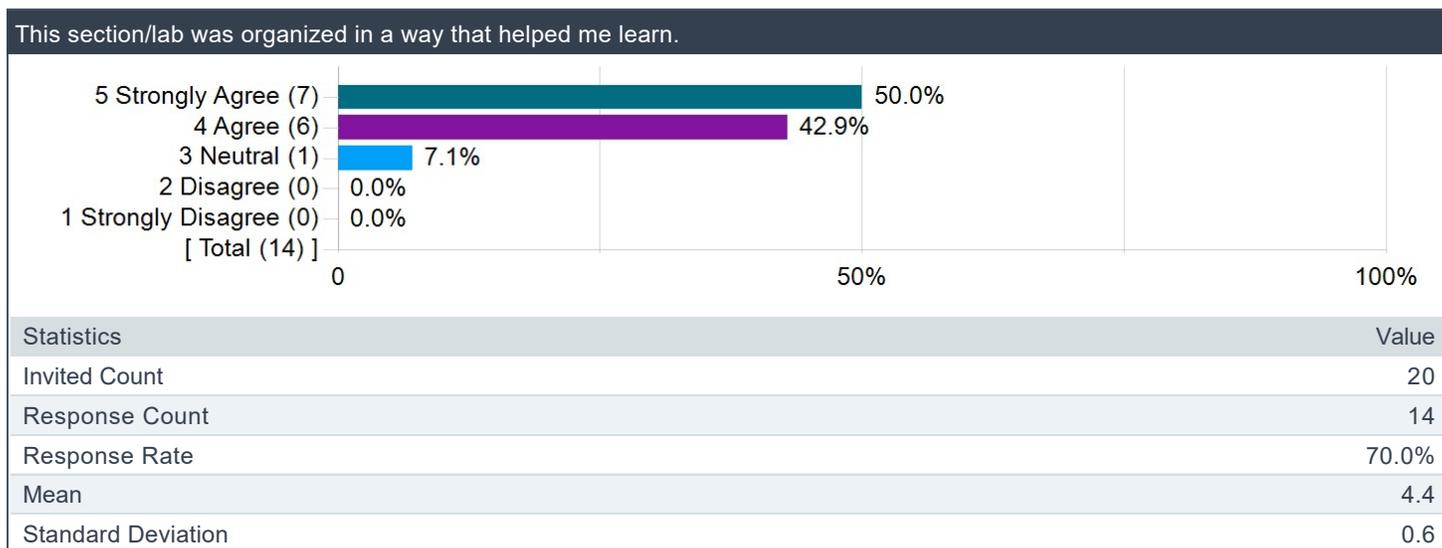
Guidance for Interpreting Course Evaluation End-of-quarter Reports:

1. 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).
2. Look for rating variations. Questions with markedly higher or lower scores may point to areas of excellence or opportunities for improvement.
3. Look for higher standard deviations. Questions with wide variations in responses may suggest that students experienced instruction in different ways.
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. 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>).
6. 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. Email help@id.ucsb.edu to discuss evaluations with an OTL Instructional Consultant.
7. 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. See [this document](#) for additional guidance.

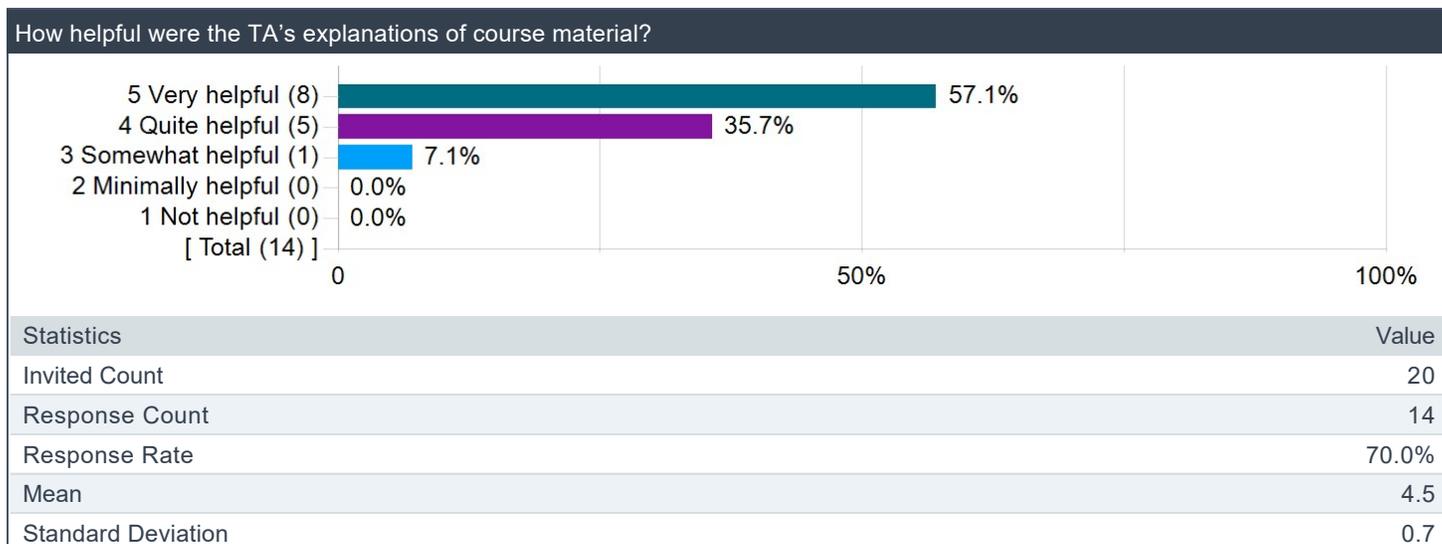
What portion of the discussion or lab class meetings did you attend?



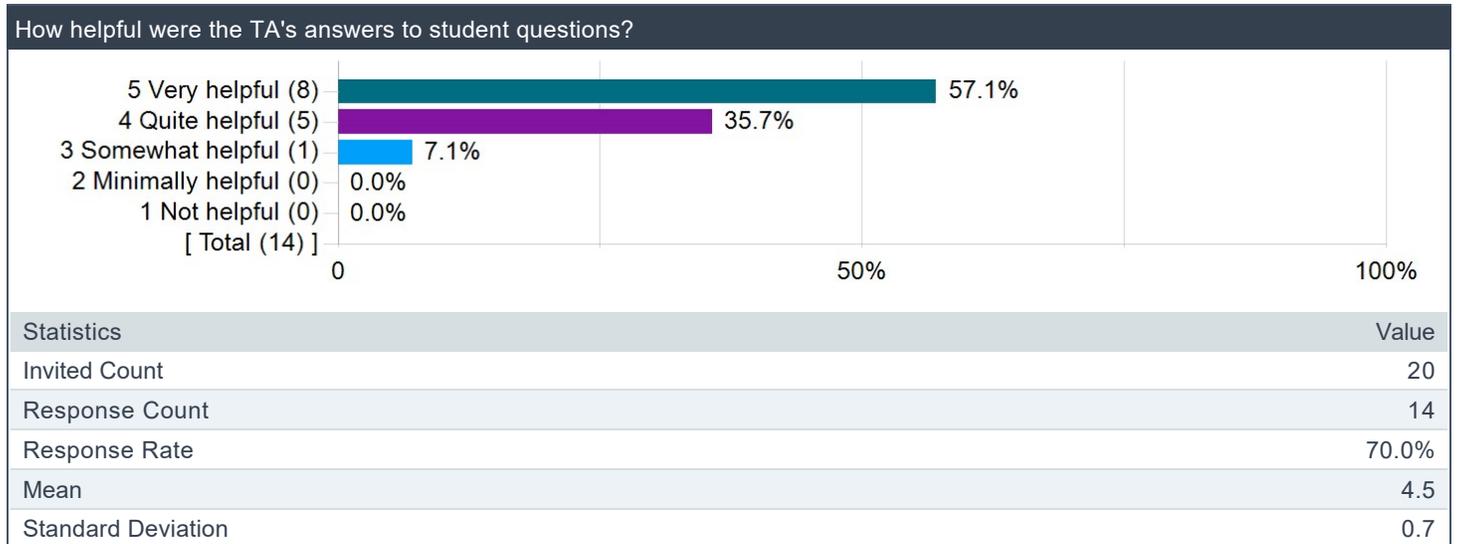
This section/lab was organized in a way that helped me learn.



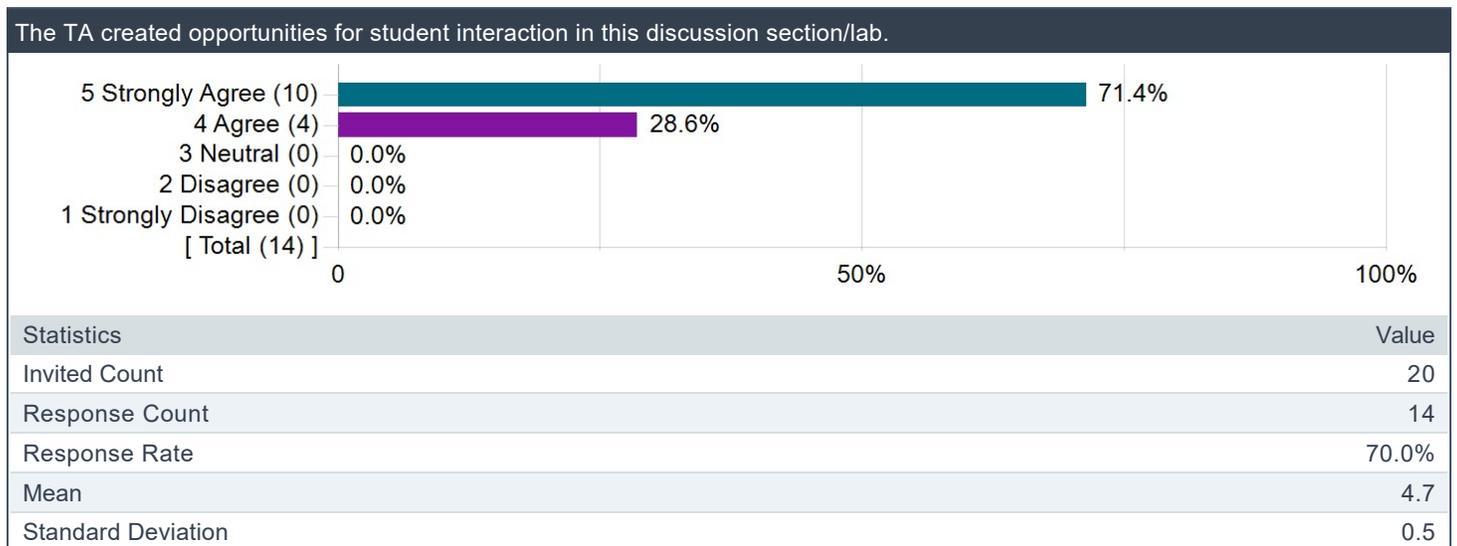
How helpful were the TA's explanations of course material?



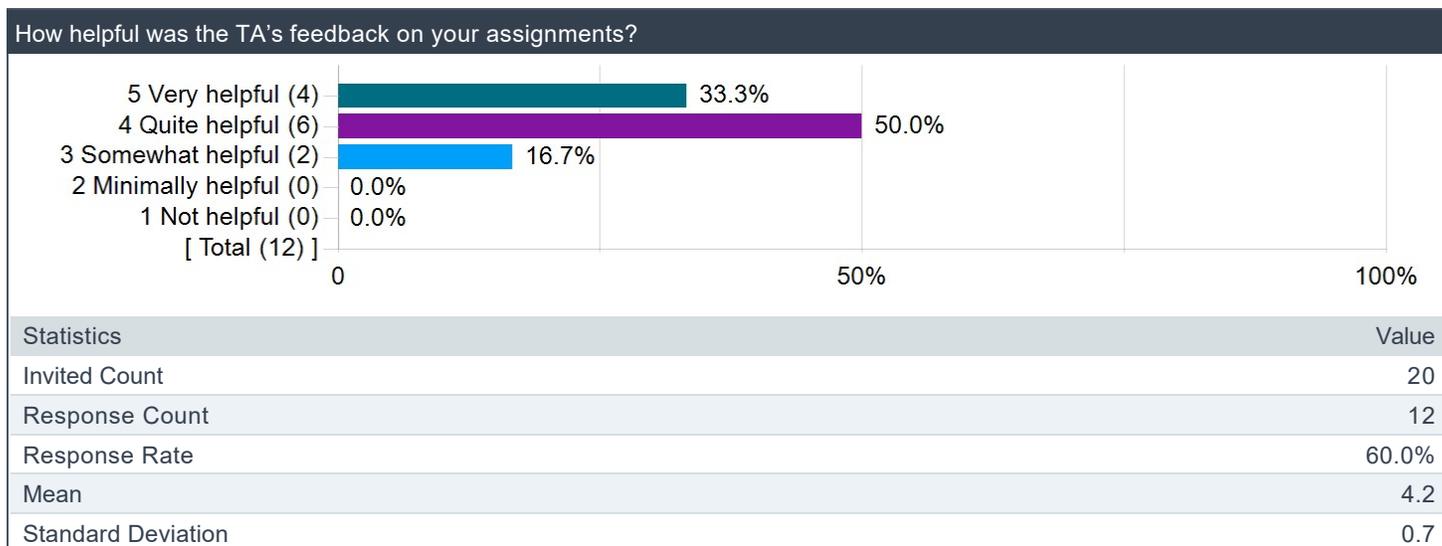
How helpful were the TA's answers to student questions?



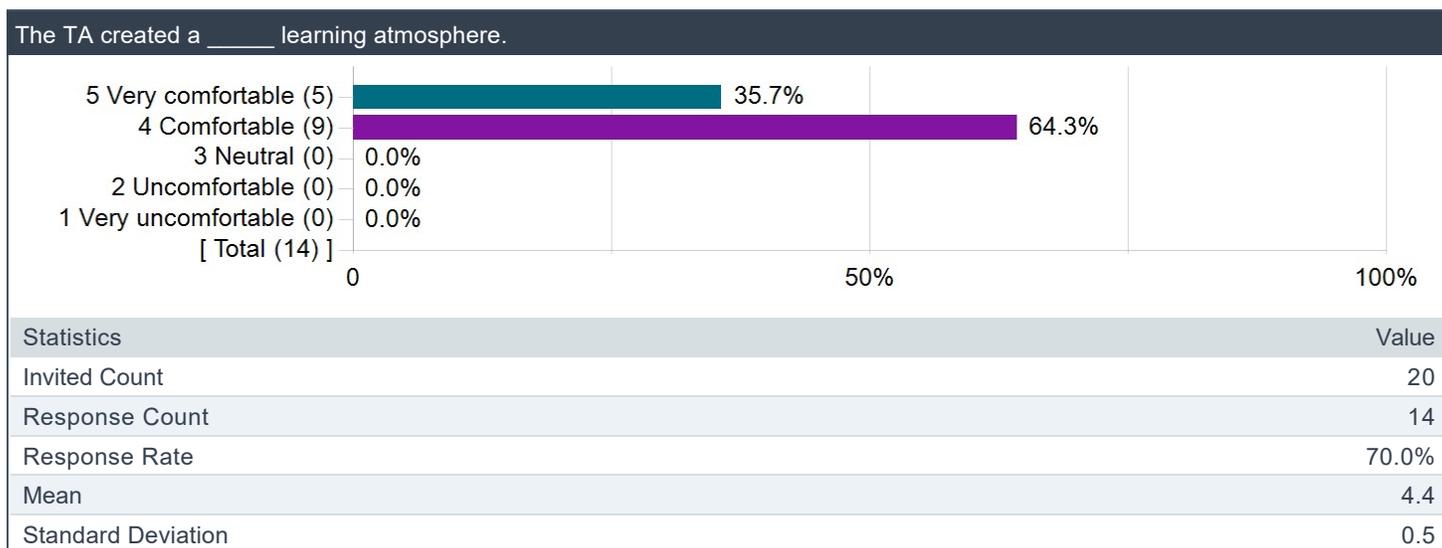
The TA created opportunities for student interaction in this discussion section/lab.



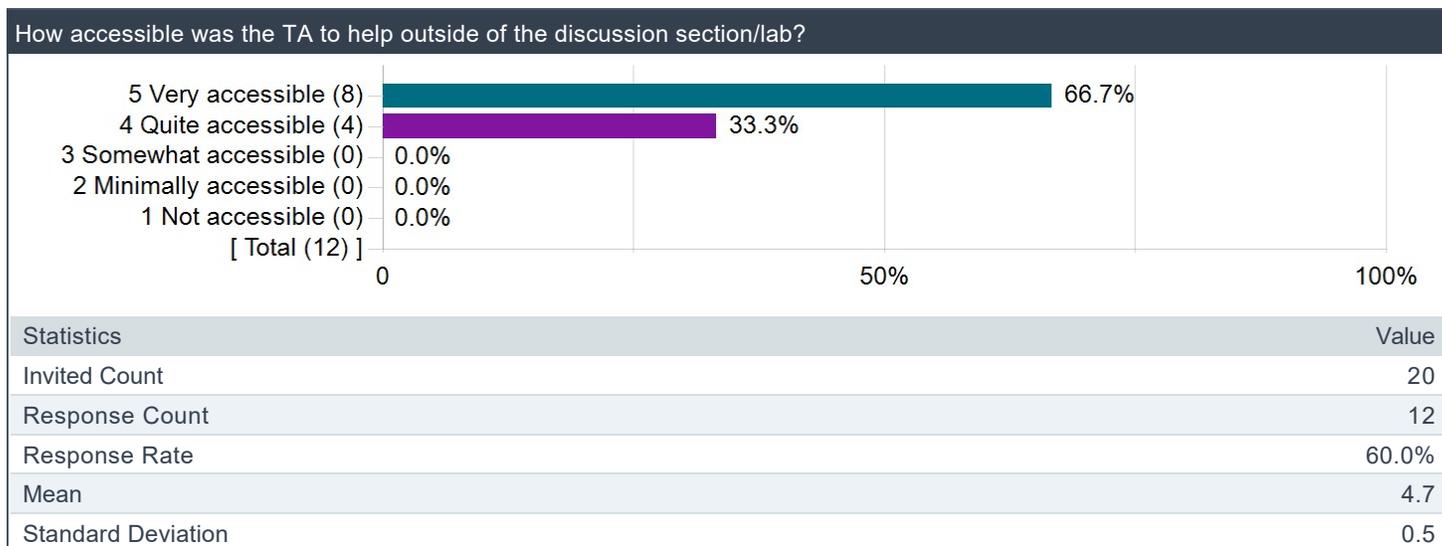
How helpful was the TA's feedback on your assignments?



The TA created a _____ learning atmosphere.



How accessible was the TA to help outside of the discussion section/lab?



Your written comments or suggestions are important. Please use the space below to elaborate on any of the items above or other aspects of your learning in the discussion section / lab.

Student Comments
Dennis was a great TA, he tried extremely hard to make the section as involved as possible.
Denis was a great TA. I loved having his section, and would happily take another class with him as TA
If the criteria/ for the final was a little more clear that would be great!
Dennis was a great TA! Very engaging, summarized materials well, and made sections very interactive.
Denis was an amazing TA, he created a comfortable and enjoyable learning environment. He was friendly, inviting and taught very well. I genuinely enjoyed coming to section because of him. He was passionate about the class and I became passionate as well through his teaching. The simulations were amazing and my peers and I had fun with them.

Your written comments or suggestions are important. Please use the space below to elaborate on any of the items above or other aspects of your learning in the discussion section / lab. - Teaching & Learning - Attributes



Attributes - t&l [No. of comments]	Overall [5]
UNSPECIFIC FAVORABLE	80.0%
ENJOYABLE	40.0%
ENGAGING	40.0%
DIFFICULT	20.0%
WELL DELIVERED	20.0%
PLEASANT/SAFE	20.0%
UNCLEAR	20.0%
UNSPECIFIC UNFAVORABLE	20.0%
ENTHUSIASTIC	20.0%
AMBIGUOUS	0.0%