

Project Title: **F24 TA Survey**

Courses Audience: **15**

Responses Received: **5**

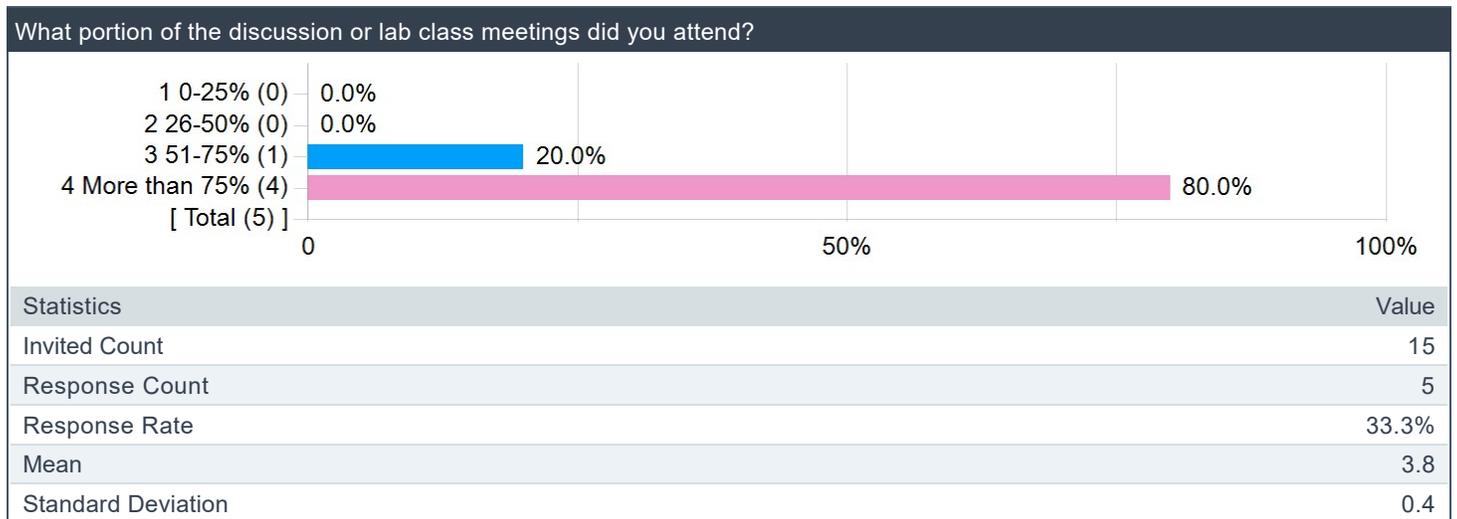
Response Rate : **33.3%**

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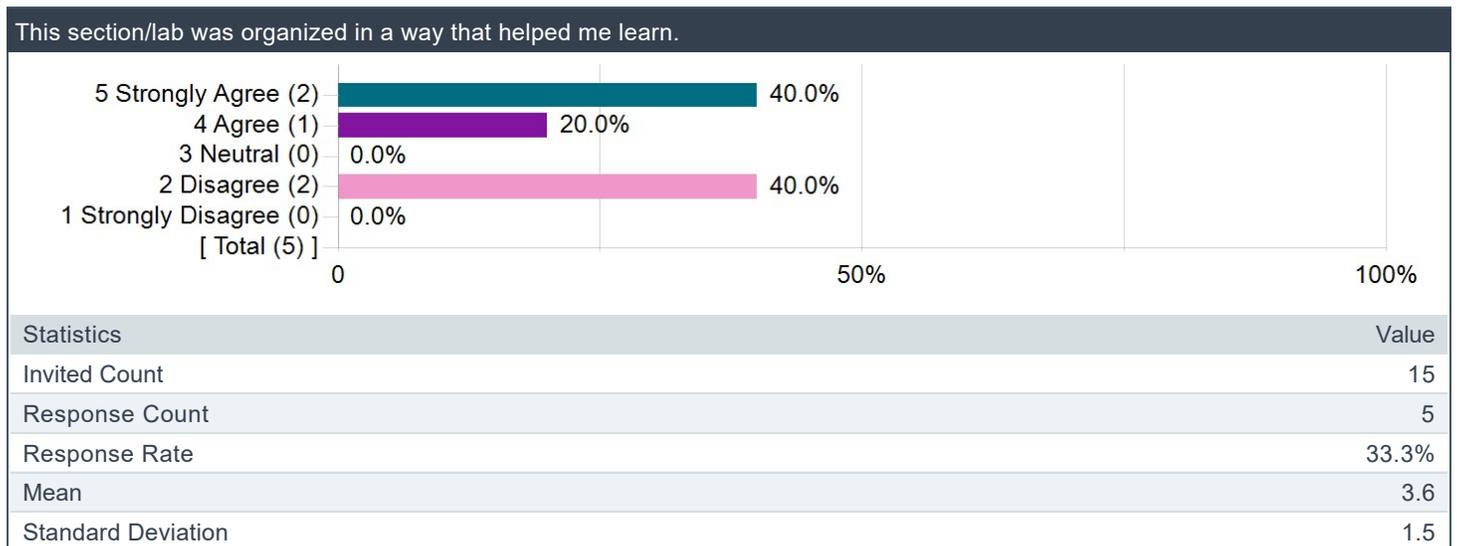
### Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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](mailto: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.

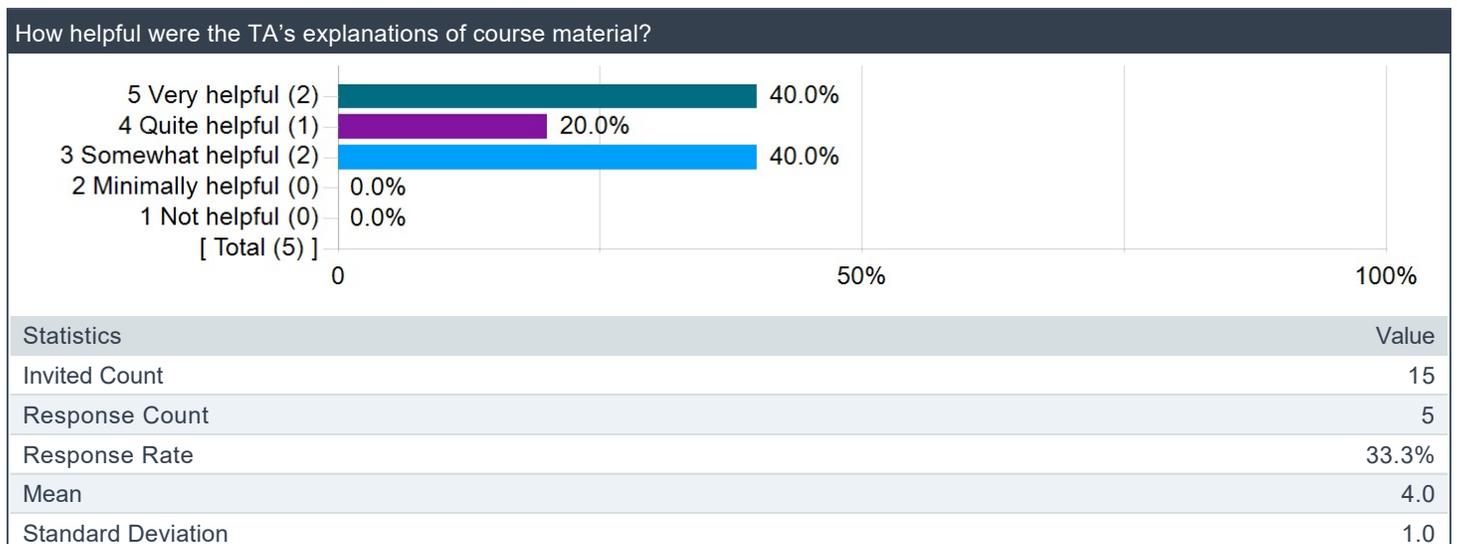
## What portion of the discussion or lab class meetings did you attend?



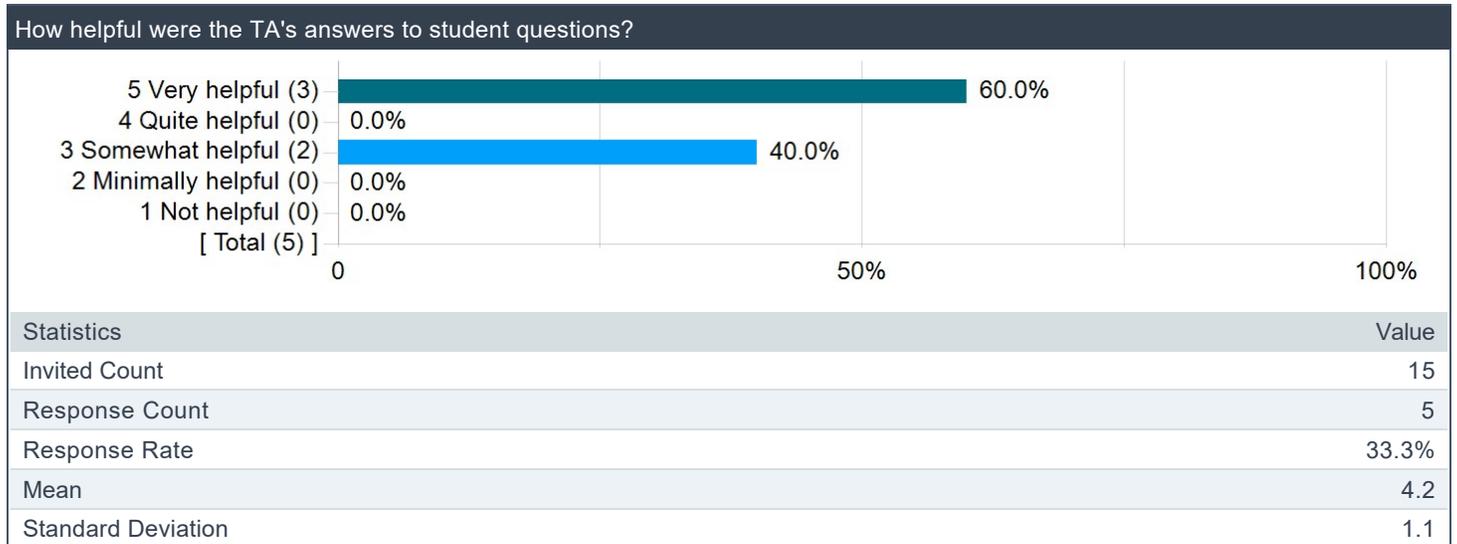
## This section/lab was organized in a way that helped me learn.



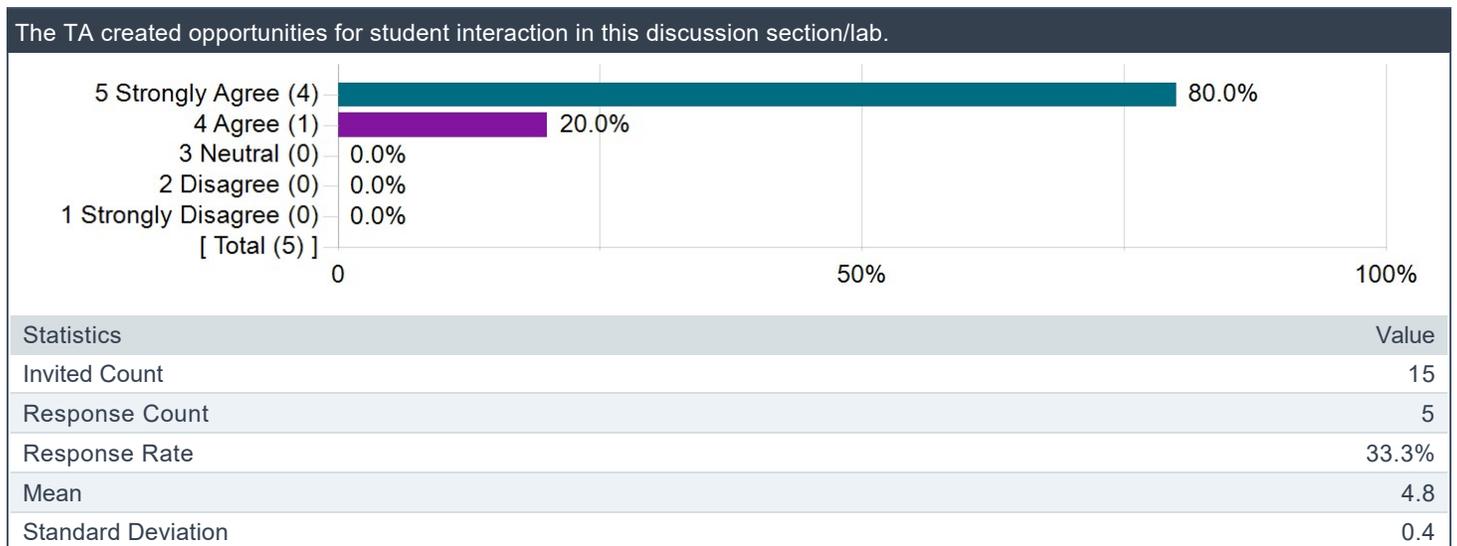
## How helpful were the TA's explanations of course material?



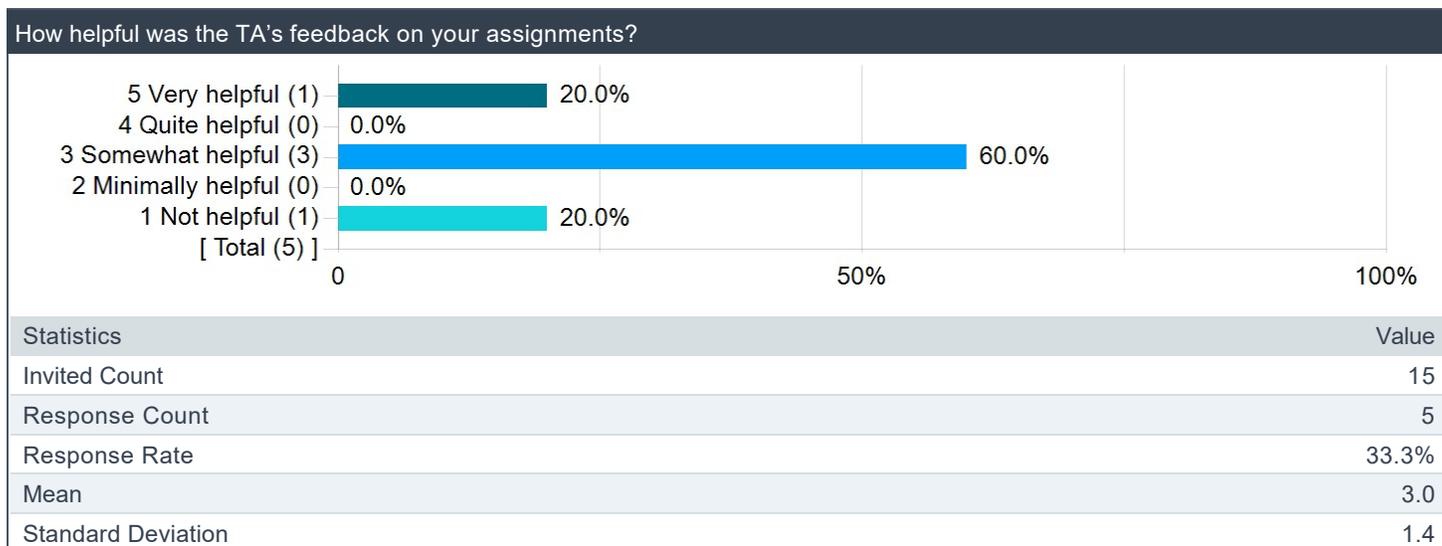
## How helpful were the TA's answers to student questions?



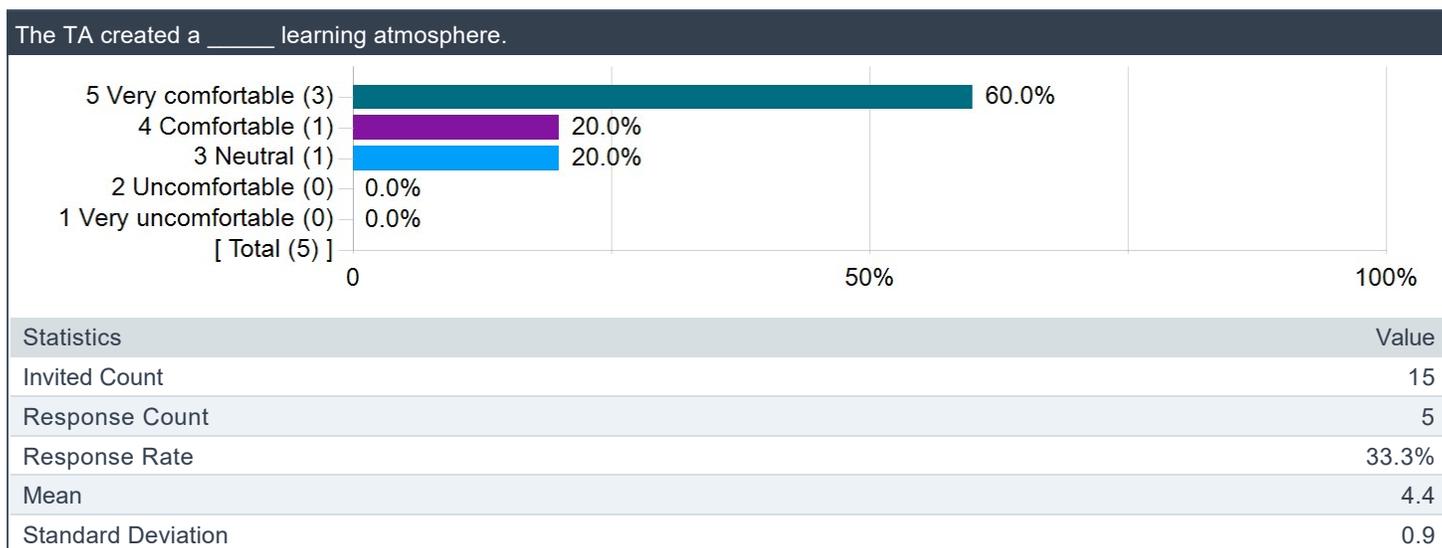
## The TA created opportunities for student interaction in this discussion section/lab.



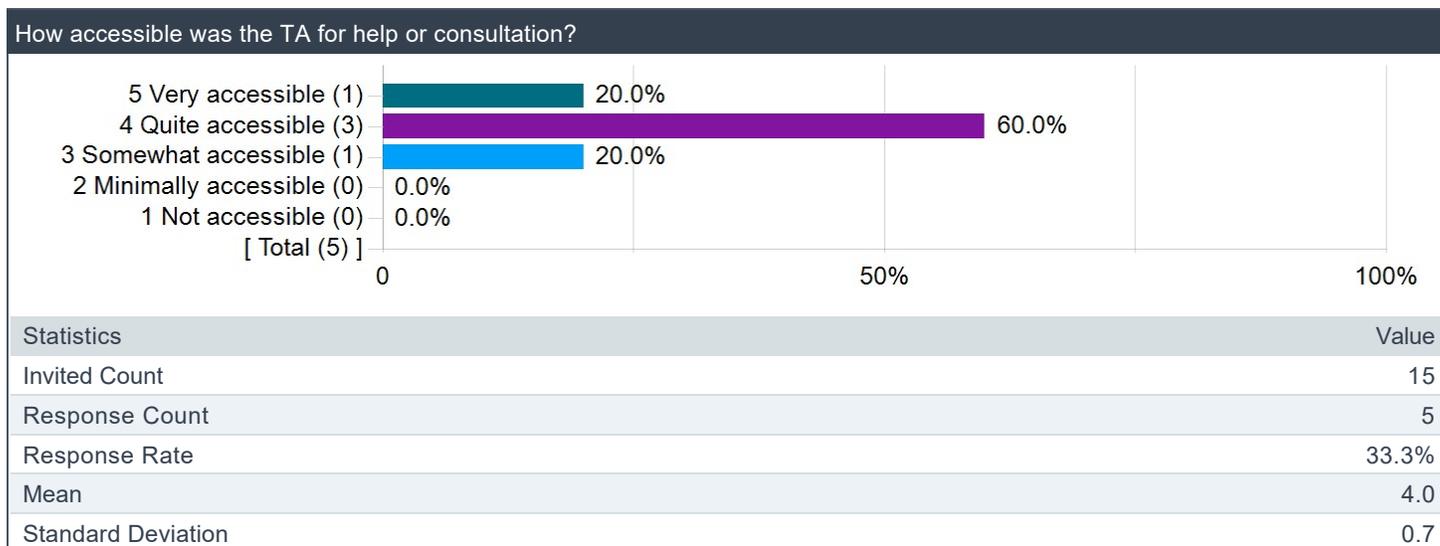
## How helpful was the TA's feedback on your assignments?



## The TA created a \_\_\_\_\_ learning atmosphere.



## How accessible was the TA 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  |
|---|
| I really enjoyed how office hours were organized.   |
| For the rigor of the course, I think there could have been more direct help and not an assumption that the student already knew how to create code. |
| I thought Denis Lomov did a great job as my TA for the course, I just wish he was more clear on the HW on why points were lost in certain areas.    |

## What helped and/or hindered your learning? What should be done differently?

| Student Comments   |
|--|
| What helped my learning experience was breaking out into groups.   |
| More teaching of the code and allow for questions about lecture material.  |
| On the first Problem Set, I was a bit unclear about how and why I lost points in certain areas. Upon reviewing my work I can understand why I lost certain points for not including titles on one of the graphs, but that request was not clearly outlined in the question. Basically it should be more clear what the problem sets are looking for, as well as more clear explanations on why points were lost. |

## What suggestions do you have for future iterations of this section/lab?

| Student Comments  |
|---|
| I have no specific suggestions.   |
| More time spent setting up students to be able to do the work themselves and then going around individually and answering questions . |
| Maybe include more opportunities to work in smaller groups that allows people to troubleshoot problems with their neighbors.          |

**Did being assigned to a group at the beginning of the class support your learning of coding and completion of problem sets?**

| Student Comments   |
|--|
| Yes  |
| yes  |
| Yes  |
| Not in particular, we did have a group chat to ask questions but largely the group did not help my learning of the coding. |