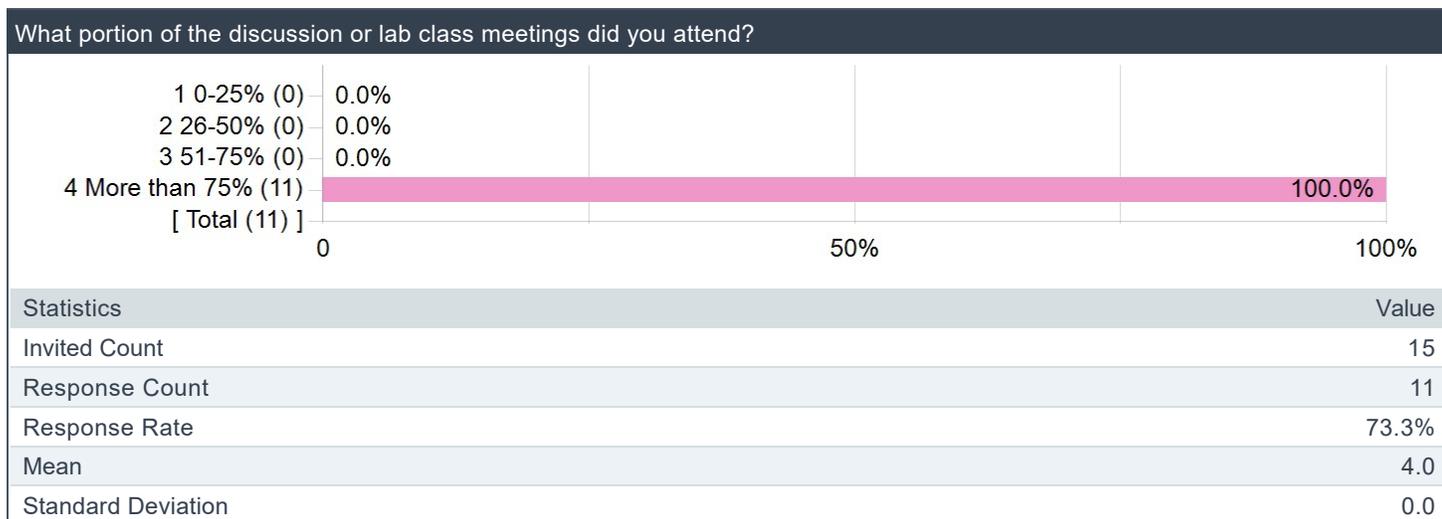


Project Title: **F24 TA Survey**Courses Audience: **15**Responses Received: **11**Response Rate : **73.3%**

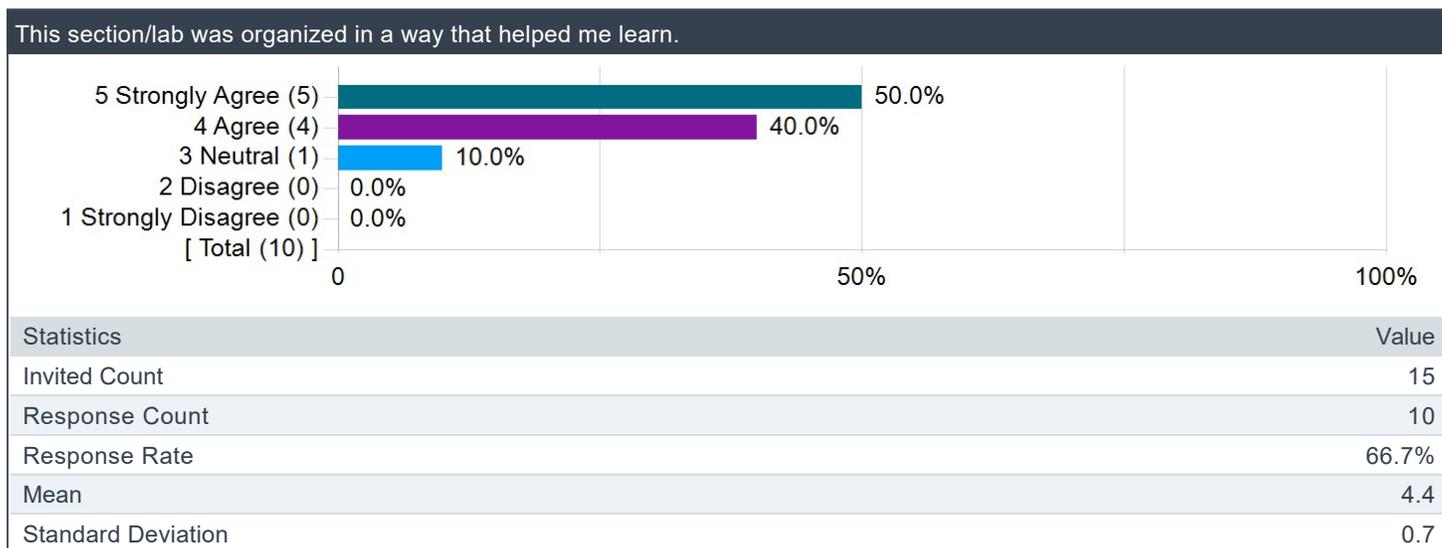
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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 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.

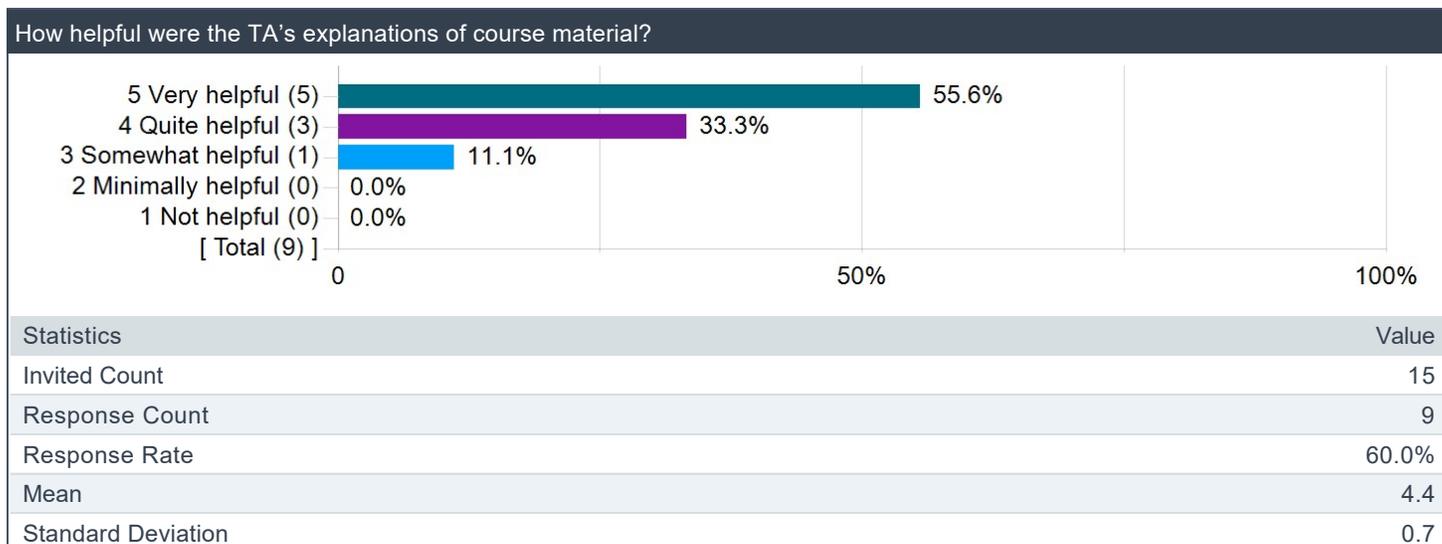
What portion of the discussion or lab class meetings did you attend?



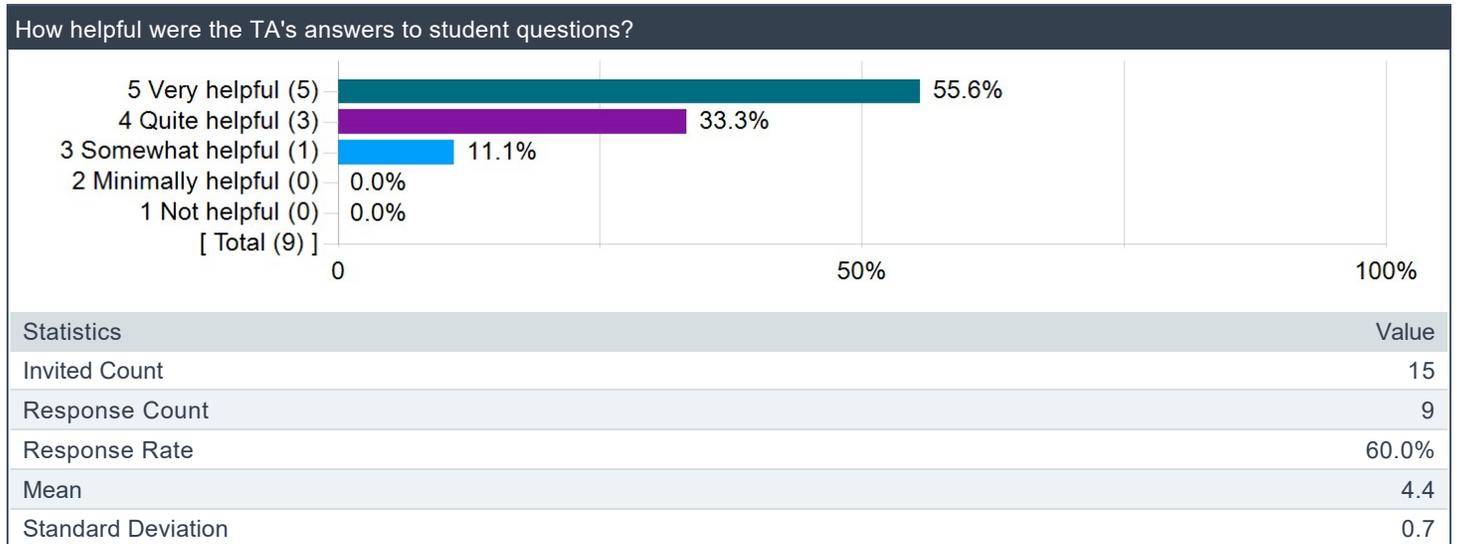
This section/lab was organized in a way that helped me learn.



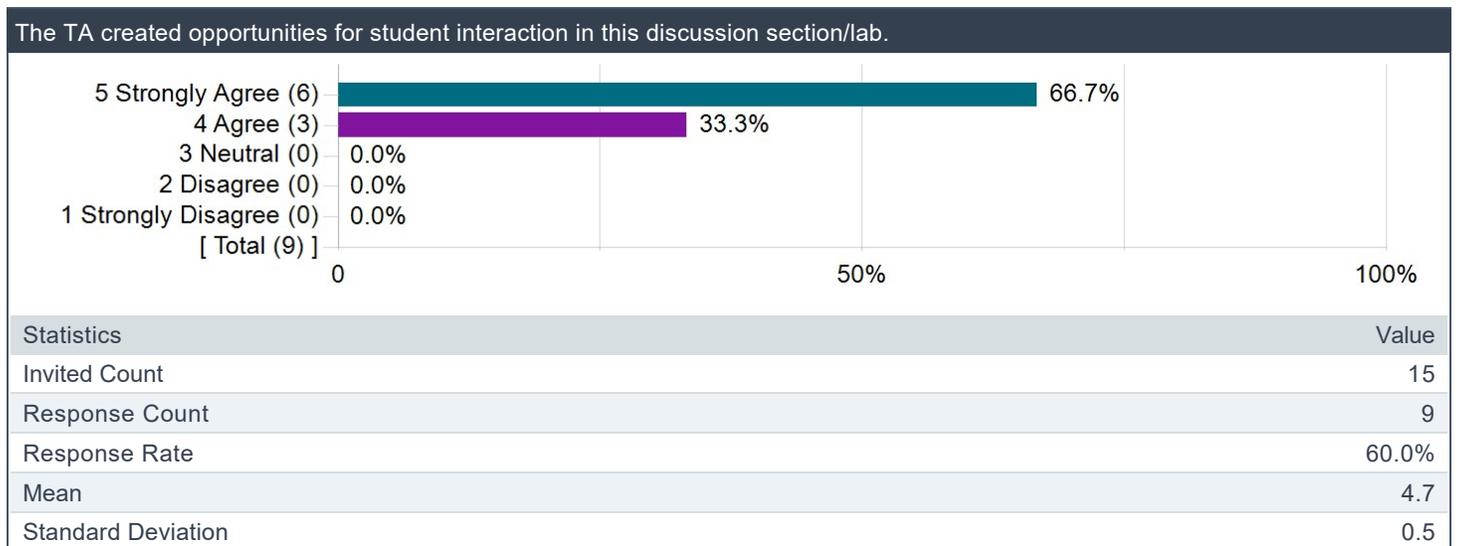
How helpful were the TA's explanations of course material?



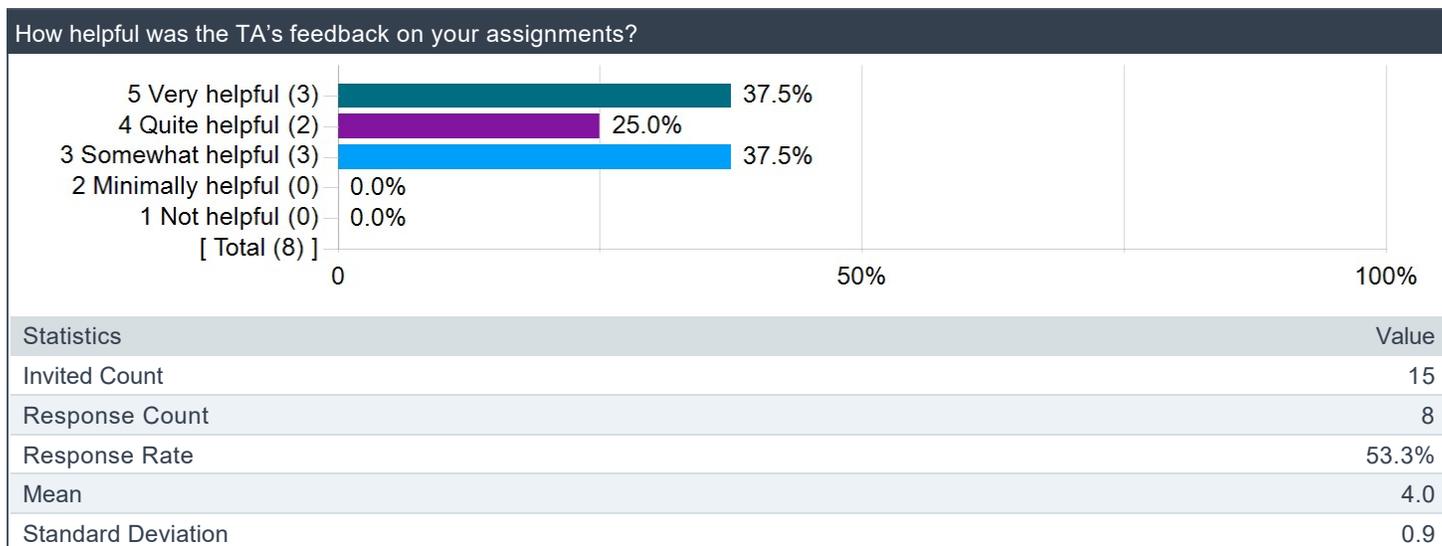
How helpful were the TA's answers to student questions?



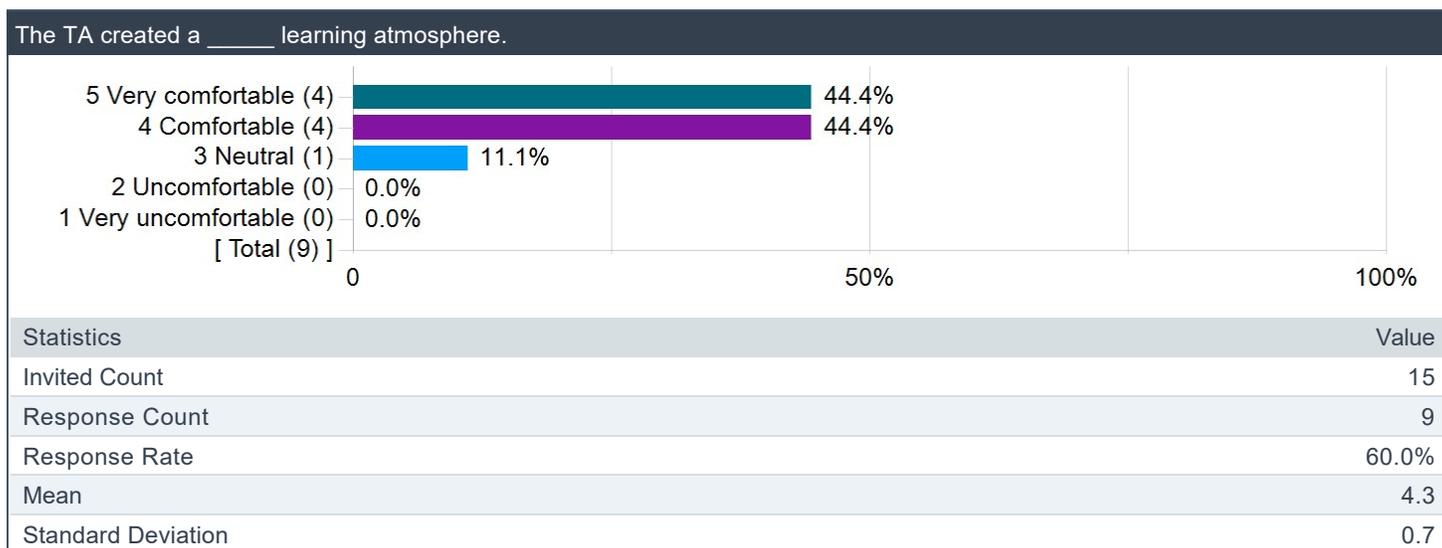
The TA created opportunities for student interaction in this discussion section/lab.



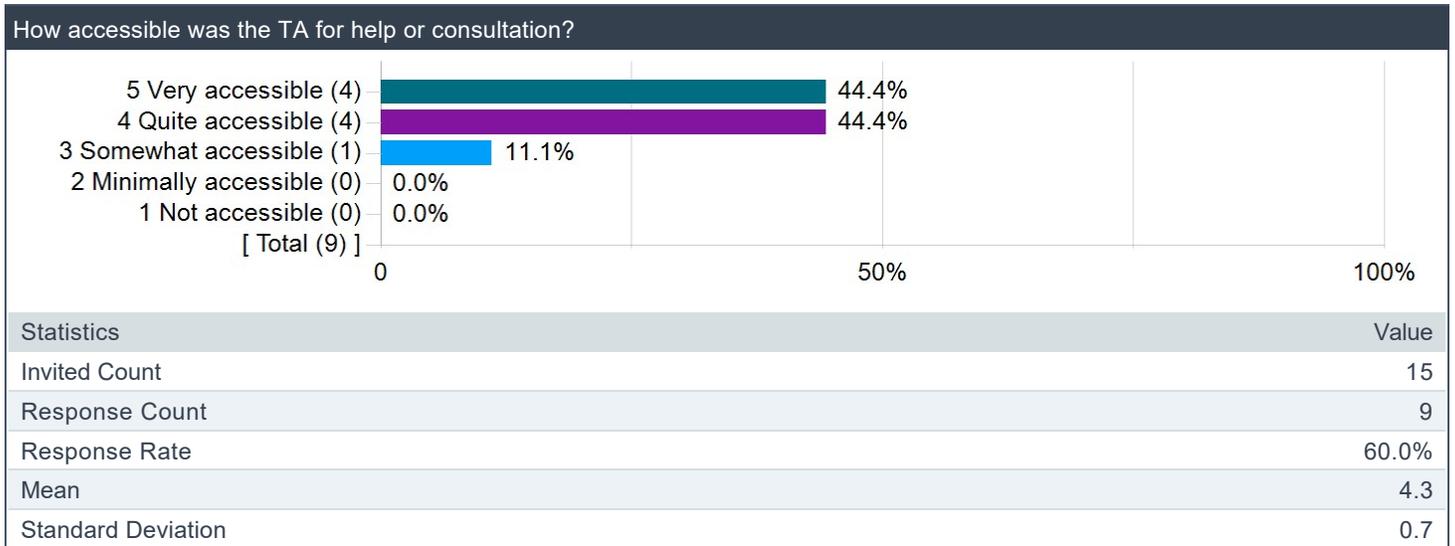
How helpful was the TA's feedback on your assignments?



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
n/a
I believe that section was fairly structured, but I do think the section could be based a little more on teaching the code. I say this because they would send us in groups to figure it out. But overall, the class was fair.
The way that the section material was structured helped me build on what was learned in lecture. It was nice to have the section code to look at in order to help me with the problem set assignments as well.
We didn't really get much feedback on assignments and I wish that we could have gotten our tests handed back to us without having to come to office hours. But if we had questions the TA would answer them well.

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

Student Comments
The groups that were assigned for the problem sets very really helpful, and that he wouldn't make you feel dumb if you didn't know the answer to a question he asked.
The sections definitely helped as well as the office hours
I really liked the section work we did in R because it helped me a lot with my problem sets. However, some of the work we did in the section was too long and we didn't fully finish the section work for R when that was the case. So, I'd suggest shortening the section work in R for the weeks that we didn't get to finish it.
Working in groups helped a lot when troubleshooting errors.
Just moving through the problem sets with not much explanation of the actual code we were using or additional stuff made it hard to apply knowledge from section to problem sets.
Something that hindered my learning was that I had very little time to learn and study the material since I worked about 20 hours a week while taking 15 units and take a course that was 2 hours a week that was unrelated to college. Be that as it may, I believe the coding aspect should be taught a lot more in the lecture, as it is only taught in part with the readings and in section, but I believe it should be taught in lecture as well. It seems like we are expected to know how to code coming into the class, when the majority of students havent had a coding class before.
I think doing a lot of practice regression analysis was helpful, but I also think there was a lot of topics on the test that we did not go over and I was a little unprepared for the test.

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

Student Comments
Though I don't have any suggestions, I would like to add that the wheel with all the names was very nerve wracking.
I would prefer problem set 1 to be assigned later on in the quarter so I could have a full week or two to familiarize myself with Rstudio.
I would suggest that you have an allocated time of 2–4 minutes at the beginning of the section where students ask any questions they have about the material that we learned in class.
Teaching how to code more in section or providing a cheat sheet with some common codes/functions the students will use so they can refer to. Although it may be in the readings, its hard for someone to remember them and or reference them. It seemed the teaching of the general codes was rushed during the first week or two of the section.
Maybe just go over a wider range of topics so that we are more prepared for the test

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, it was very helpful for the problems sets and getting to know people in class if we were struggling with something.
Yes, I think as someone who was completely new to coding being assigned a group helped provide me with extra resources.
Yes, it was really helpful in completing problem sets as I was able to work with peers through harder and more confusing questions. It made the material more digestible and approachable.
Yes
Yes! Helped a lot.
Yes at least for the first 1
Yes, it helped a lot as I could rely on my group to help me understand some material as I had little time to do it myself. I believe this should continue as it helped me a lot.
Yes 100% working in a group is what I think helped me succeed most in this class and its something that should definetley be continued.
Yes, this helped me learn the material in a very comfortable setting.
Not really because my group couldn't meet at the same time, I think if i was able to chose a group it would have been a bit better.