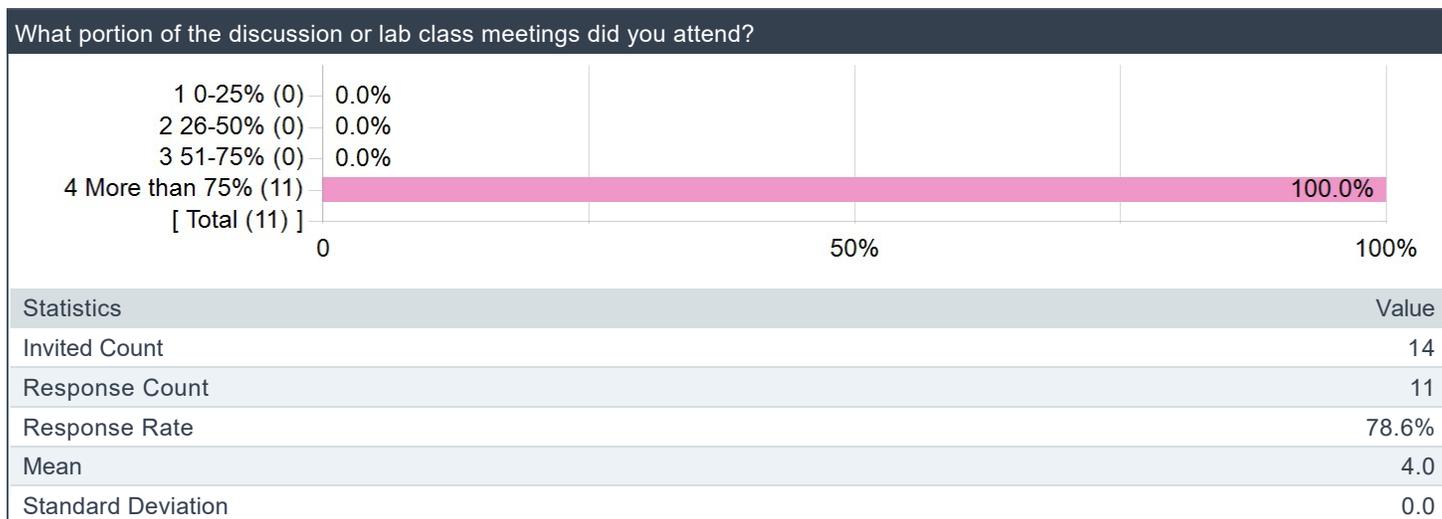


Project Title: **F24 TA Survey**Courses Audience: **14**Responses Received: **11**Response Rate : **78.6%**

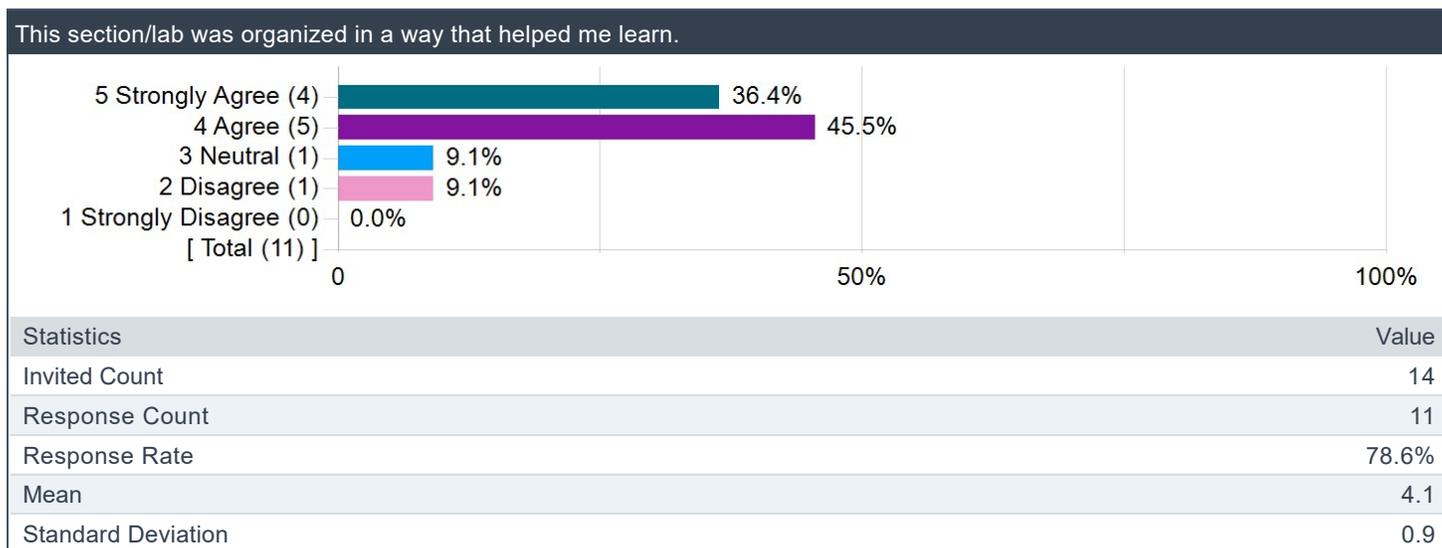
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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.

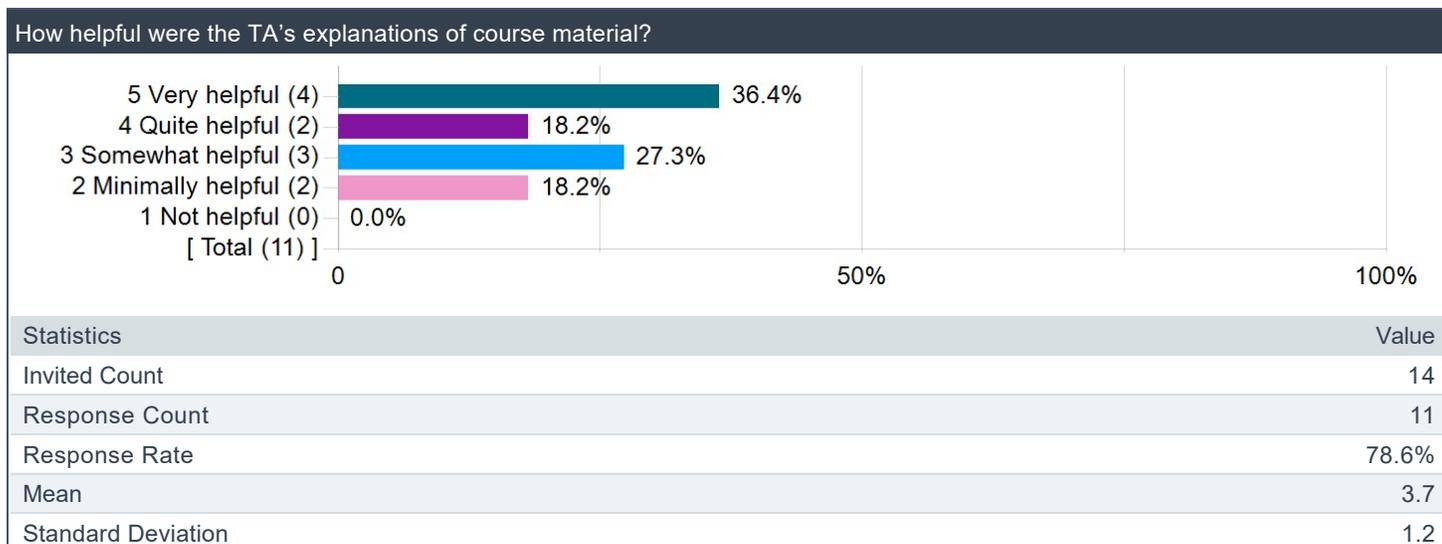
What portion of the discussion or lab class meetings did you attend?



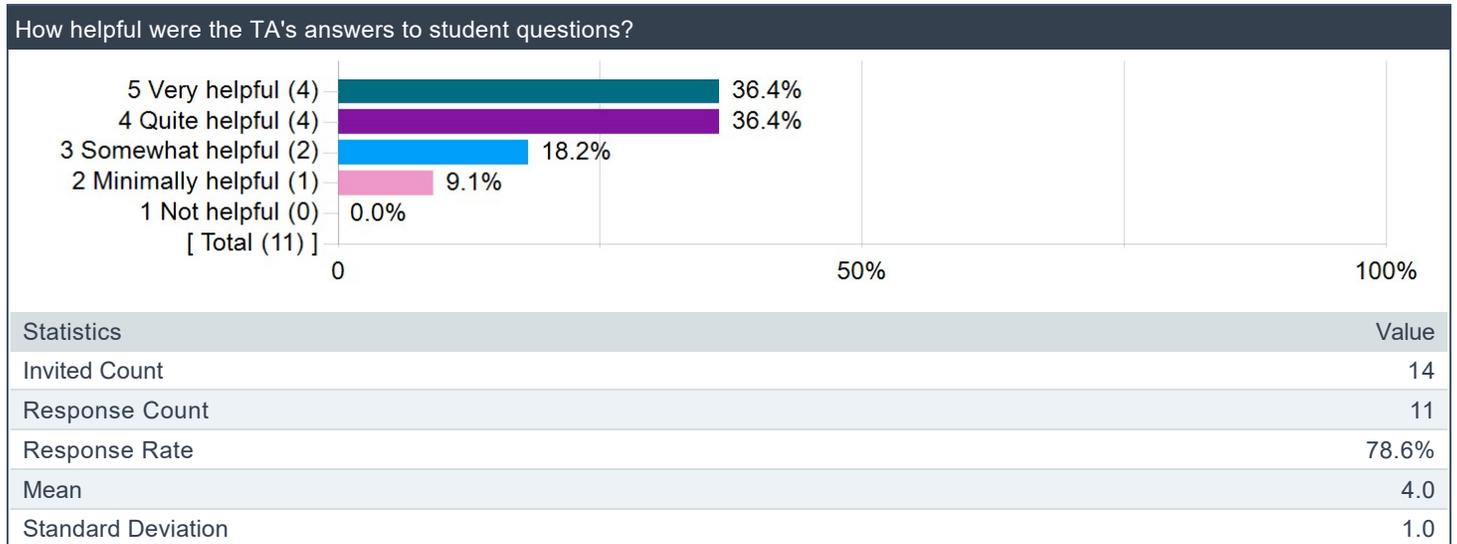
This section/lab was organized in a way that helped me learn.



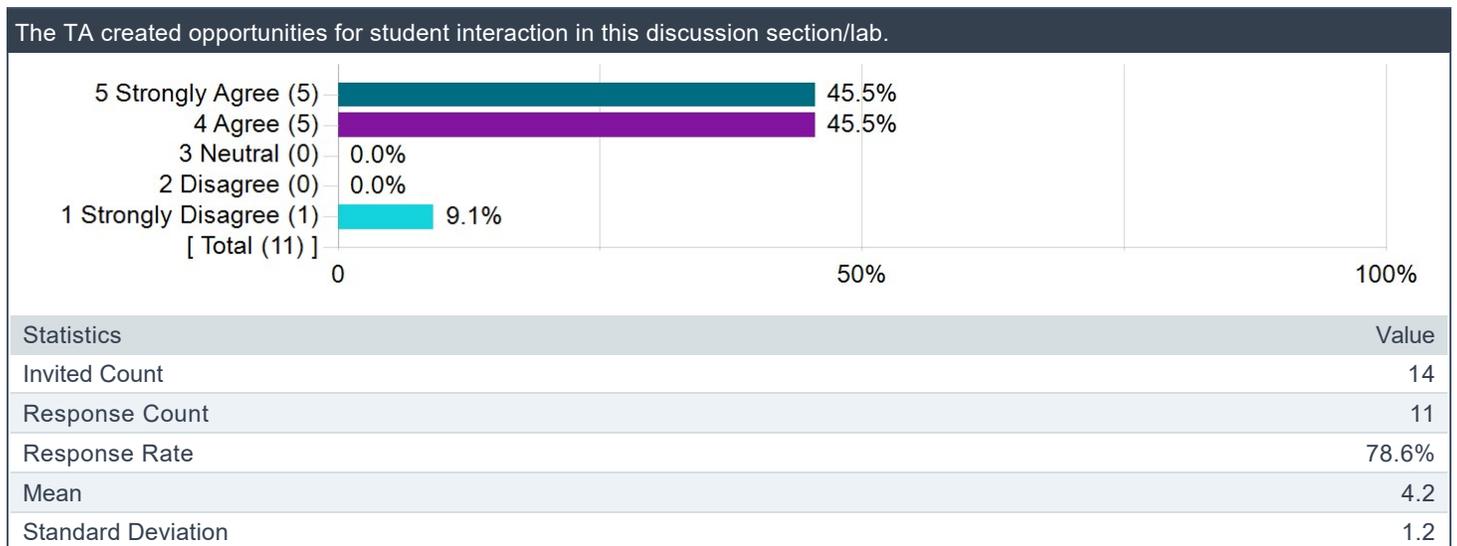
How helpful were the TA's explanations of course material?



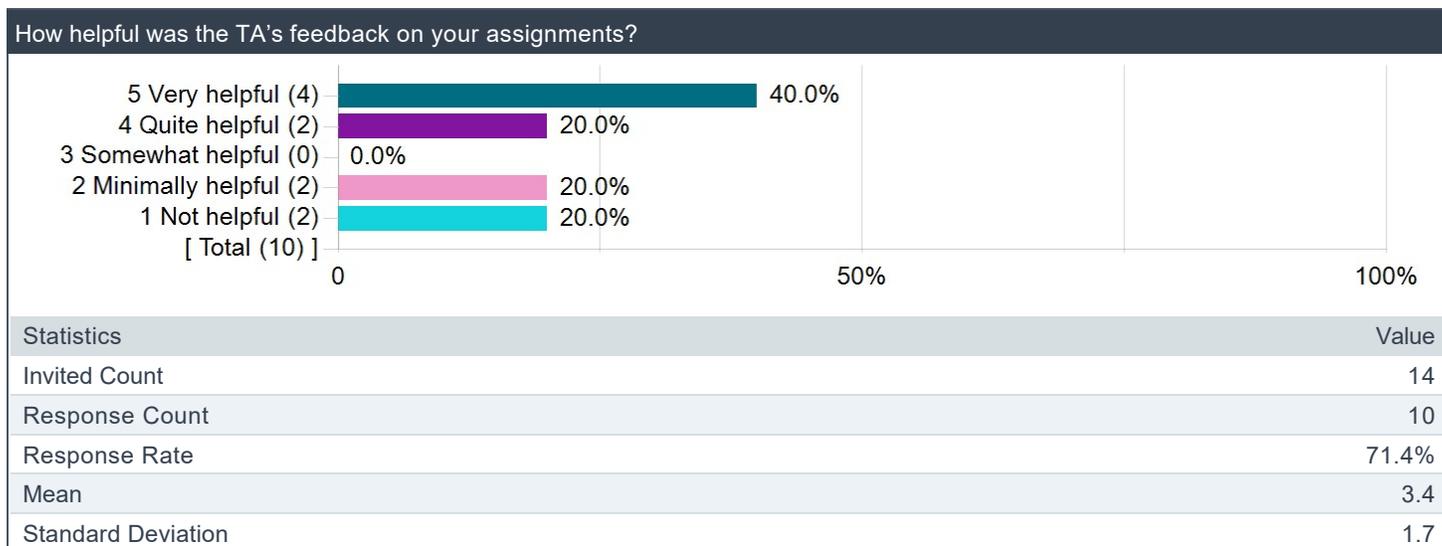
How helpful were the TA's answers to student questions?



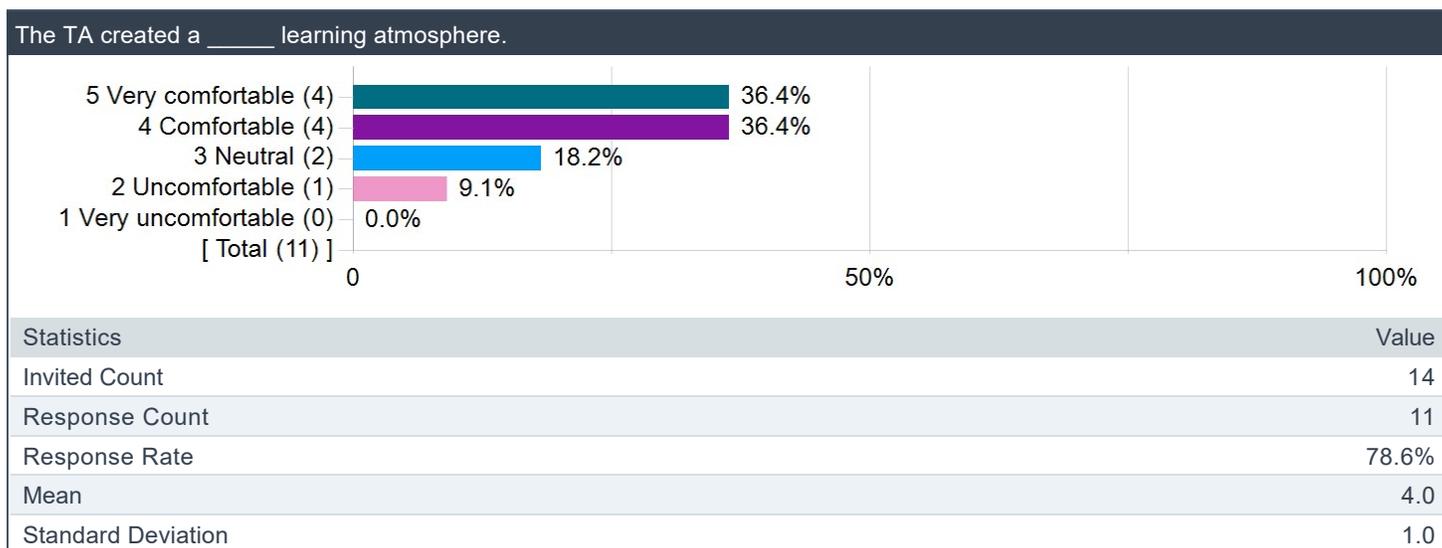
The TA created opportunities for student interaction in this discussion section/lab.



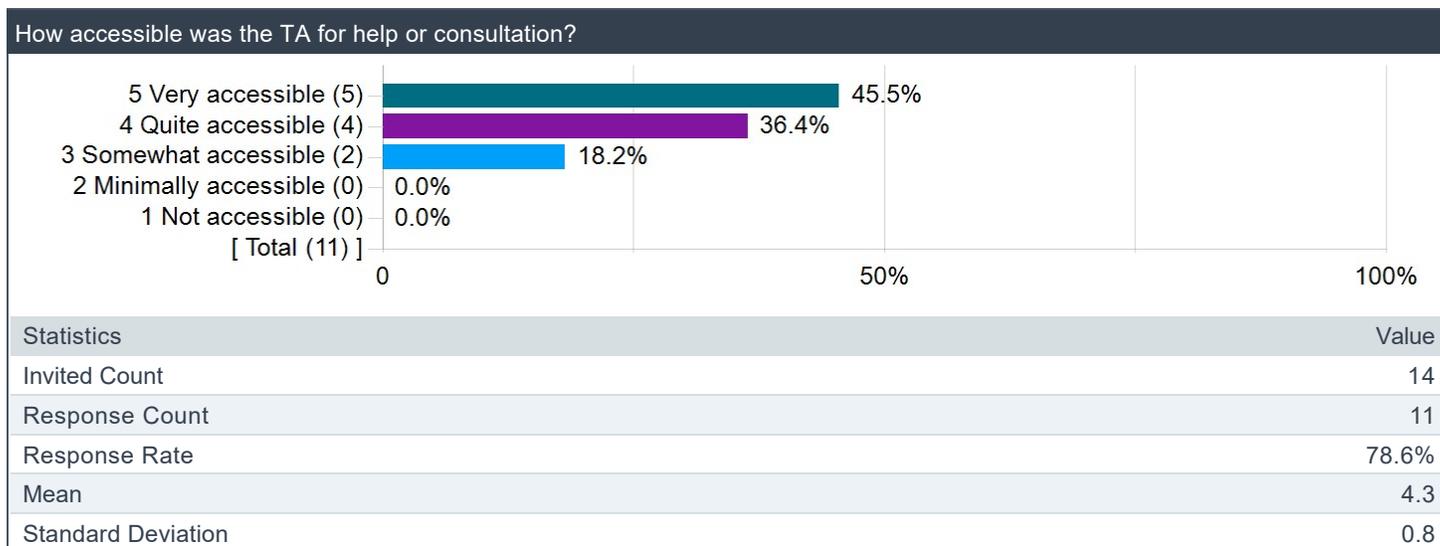
How helpful was the TA's feedback on your assignments?



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
Denis knows the material very well but he didn't make me feel comfortable asking questions and i just felt very rushed along with my learning and his explanations every section which made it hard to understand the material or feel like I could ask clarifying questions.
He explained all of the concepts really well and showed us how to go through each step for the assigned problem sets in an efficient manner.
N/A
Everything was great and helpful.
It was difficult to know what we did wrong specifically on problem sets. We didn't get what you were specifically looking for wording wise until after the deadline. Sections did help a lot with the midterm and problem set 2.
it was awkward, but it was informative. i think the class is complicated by difficult timing and structure (esp with irregularity in assignment availability, etc); however, i think Denis did well with what he had. i think fostering groups and encouraging collaborative work was the most significant areas that this section excelled.

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

Student Comments
be more open to questions and take your time during explanations
Section was extremely helpful. I appreciated that almost all of the coding was already done and we just had to run it and then learn about it. With the set up of the class I feel like it would've been too much to learn about the code and how to write it all out.
Nothing really, I just wish we had a little more time in section to discuss problem sets.
There was not too much that hindered my learning, perhaps some of the coding was a bit overwhelming so maybe going into greater detail for it would be helpful.
N/A
Nothing hindered my learning, however going over the problem sets in class after they are turned in could have been helpful
general ambiguity from the top-level; i think rubrics and some grades didn't make sense and there wasn't enough included feedback to truly understand what one did wrong without discussion with peers.

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

Student Comments
take more time to explain code related questions
Explain the coding and the first problem set more before it's due. When we were given the first problem set I felt extremely confused and ill prepared.
More time in section to discuss problem sets.
Maybe take the coding a bit slower.
Lets not have these big section .rmd files that we breeze past, either lets get into the more complex code to really understand it, such as confidence intervals, or lets not cover it at all. I think this is an issue of the lecture too, which contains content we're not tested on.
N/A
NA
An earlier expectation to be set regarding wording and specifics.

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

Student Comments
no i was assigned with 2 other people who crashed the class so we were all behind when we started, it would have been more helpful to be assigned with other groups.
Yes!
Yes
Yes, it helped a lot because we could go through each step together.
For sure, that was a good choice.
Yes, it removed the stress of finding a study group, as I didn't know many people in my section/class.
Yes.
kind of. However later in the quarter most of us found our own groups.
yes and it kept me accountable on my own time management. it was also nice to collab with people