UCSB

TA Survey - 2025_1W_T_Lomov_Denis_POL S 15_0108

Project Title: **W25 TA Survey**

Courses Audience: **15**
Responses Received: **13**
Response Rate : **86.7%**

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.

Creation Date: **Tuesday, April 1, 2025**

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

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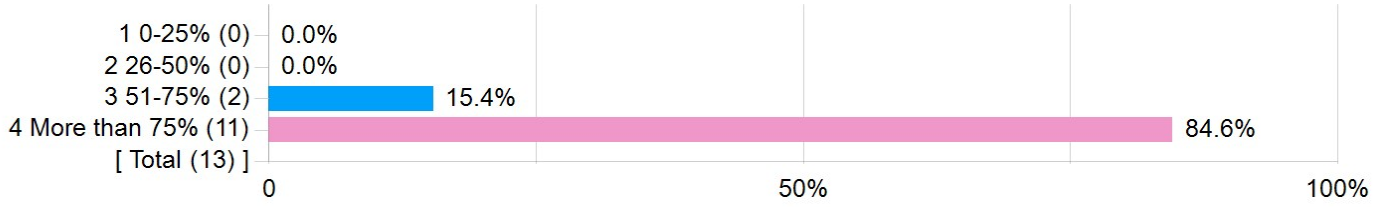

Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	3.8
Standard Deviation	0.4

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

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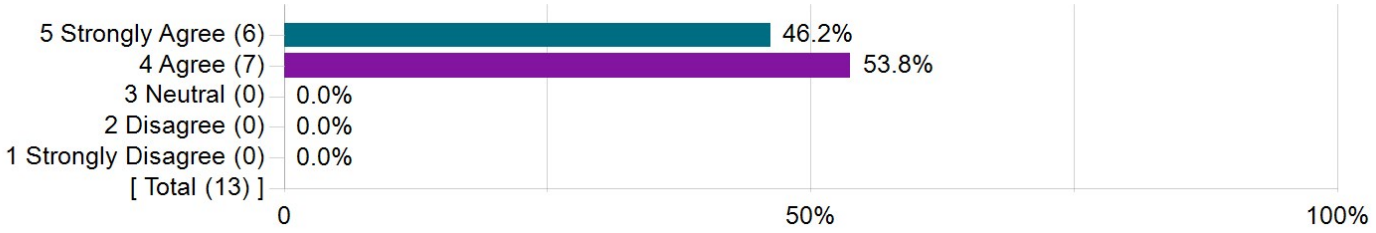

Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	4.5
Standard Deviation	0.5

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

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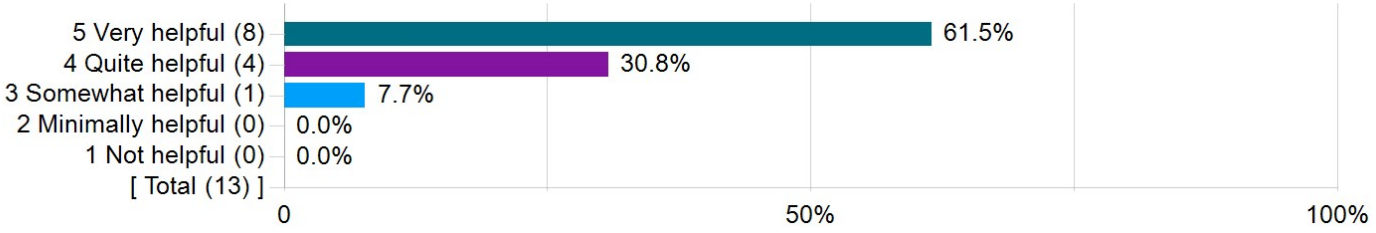

Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	4.5
Standard Deviation	0.7

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

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

Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	4.7
Standard Deviation	0.6

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

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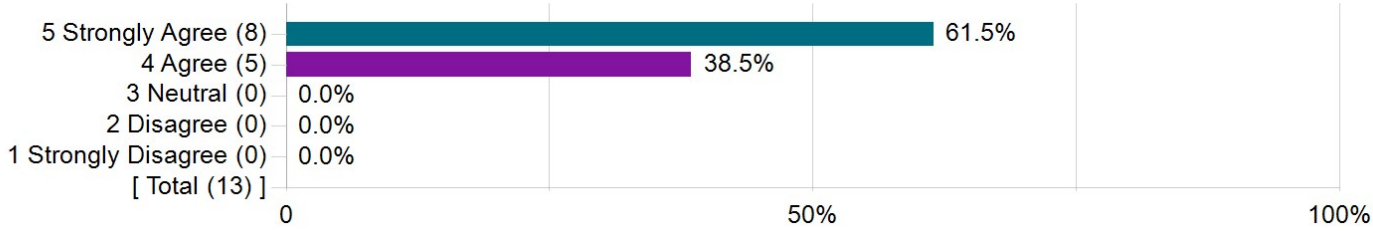

Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	4.6
Standard Deviation	0.5

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

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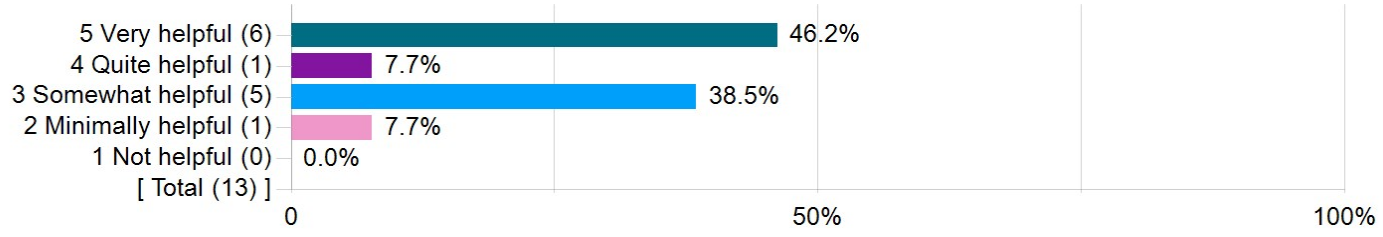
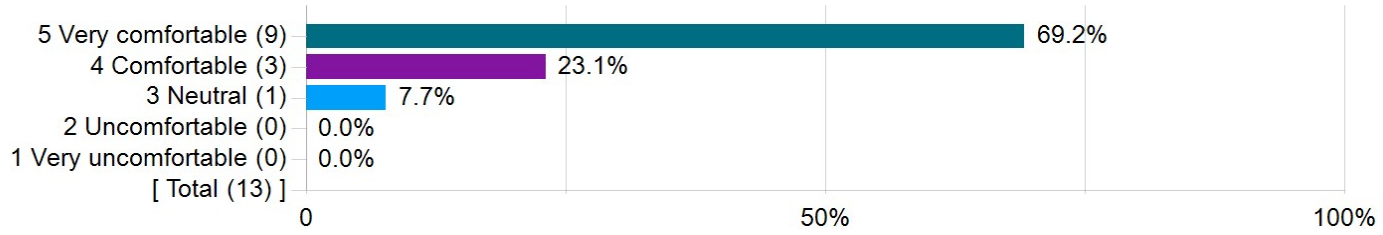


Statistics	Value
Invited Count	15
Response Count	13
Response Rate	86.7%
Mean	3.9
Standard Deviation	1.1

The TA created a _____ learning atmosphere.

The TA created a _____ learning atmosphere.



Statistics	Value
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Response Count	13
Response Rate	86.7%
Mean	4.6
Standard Deviation	0.7

How accessible was the TA for help or consultation?

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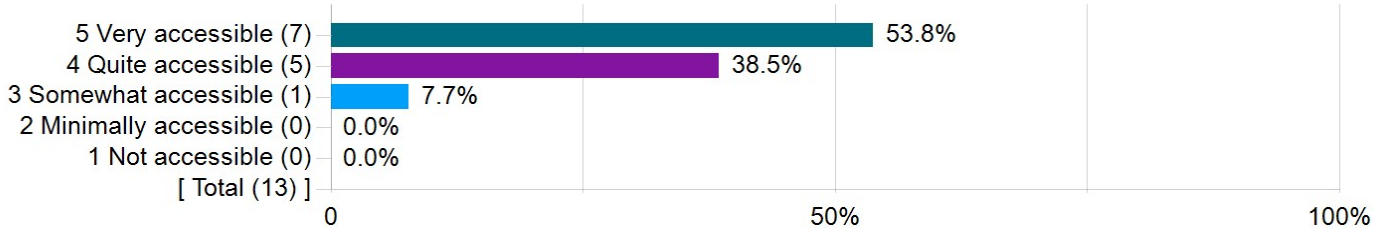

Statistics	Value
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Response Rate	86.7%
Mean	4.5
Standard Deviation	0.7

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

Comments
Denis was the man. Always gave credit to a valid question.
He is definitely one of the best TA's I've had so far. He would always be willing to help. He has so many opportunities for students to ask him questions and reach for help; he makes everyone feel comfortable when asking questions, and he makes jokes to lighten the mood. I really enjoyed having section with him.
Great TA! He was very available during office hours and extremely helpful, specifically for Problem Sets. The sections were very well prepared and interactive, allowing me to participate and ask questions freely in a comfortable environment. Denis is very well educated and passionate on this subject great at teaching it too.
He just looks like a trustworthy guy
great teacher! Sections were really well organized and extremely helpful to clarify any outstanding questions about the course, and to help understand the code for the problem sets
For problem sets I think it would be helpful to leave comments explaining why points were taken off or just improve the rubric. When I would get points deducted on something I thought was right an explanation would’ve been appreciated. (I know this would mean longer grading but I think it could rlly help!)
I thought sections were very helpful especially for the problem sets
Having more info about the important things on the slides and zooming in the screen
Teaching the concepts is excellent, it’s the way I still should be structured. However, education is measured using standardized tests so sometimes it’s also important to teach students how to take the tests. Particularly in the study of statistics which requires such careful wording of answers. Regardless of all this, you were a great TA, thanks for the quarter.