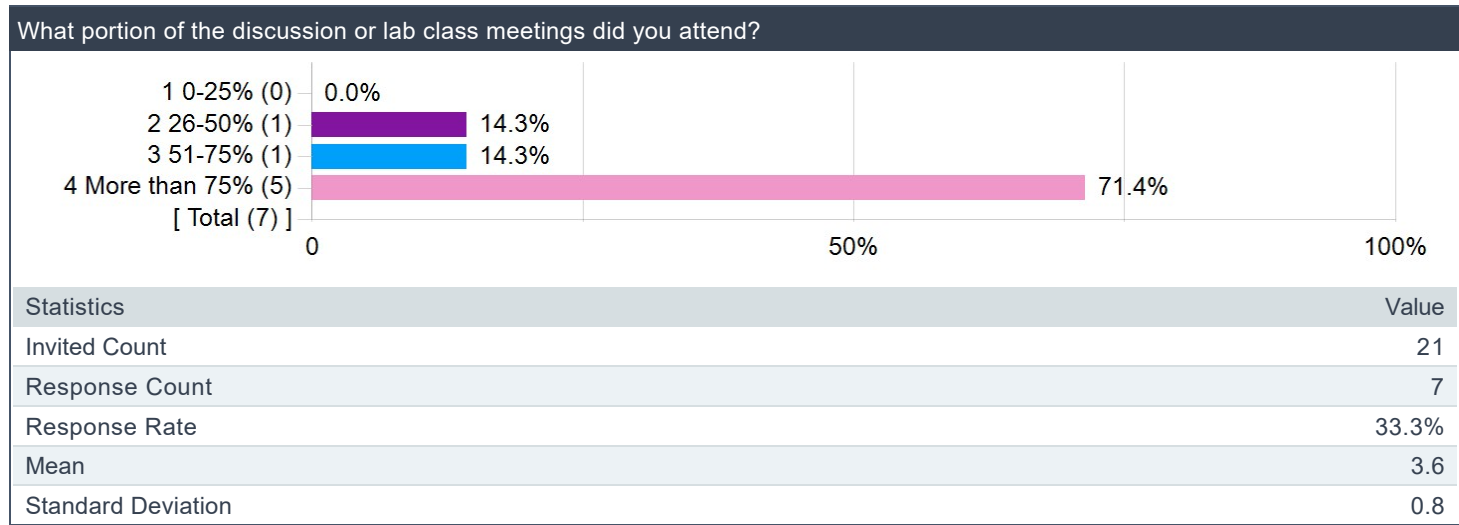


Project Title: **S25 TA Survey**Courses Audience: **21**Responses Received: **7**Response Rate : **33.3%**

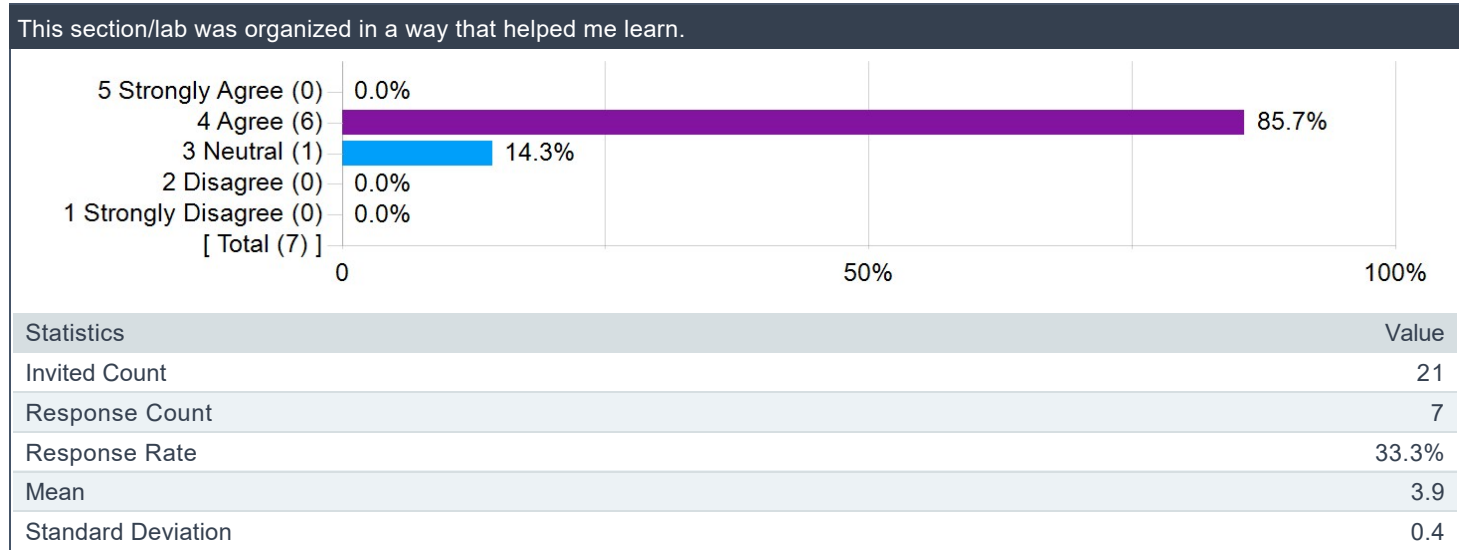
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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.bluer.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.

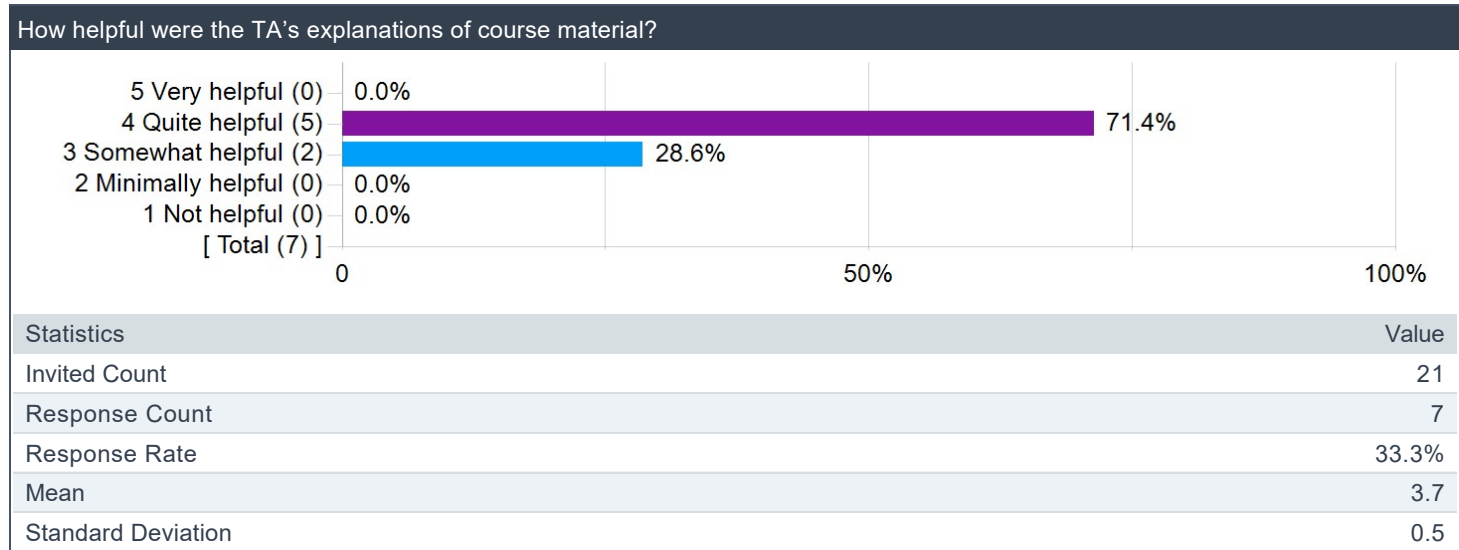
What portion of the discussion or lab class meetings did you attend?



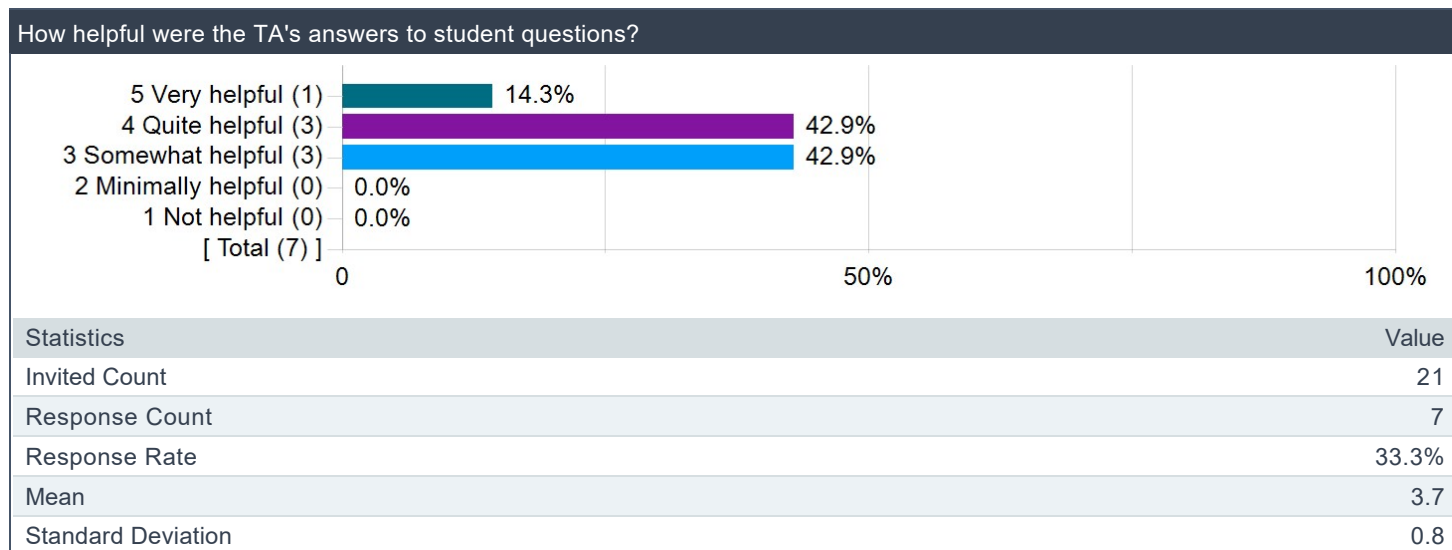
This section/lab was organized in a way that helped me learn.



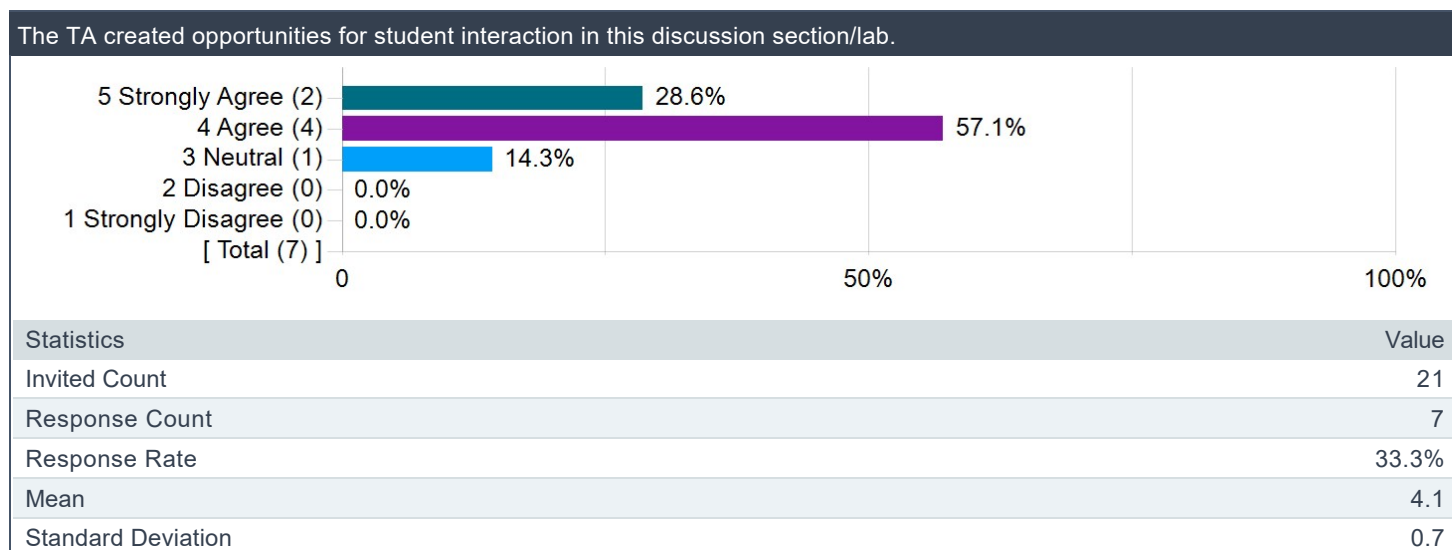
How helpful were the TA's explanations of course material?



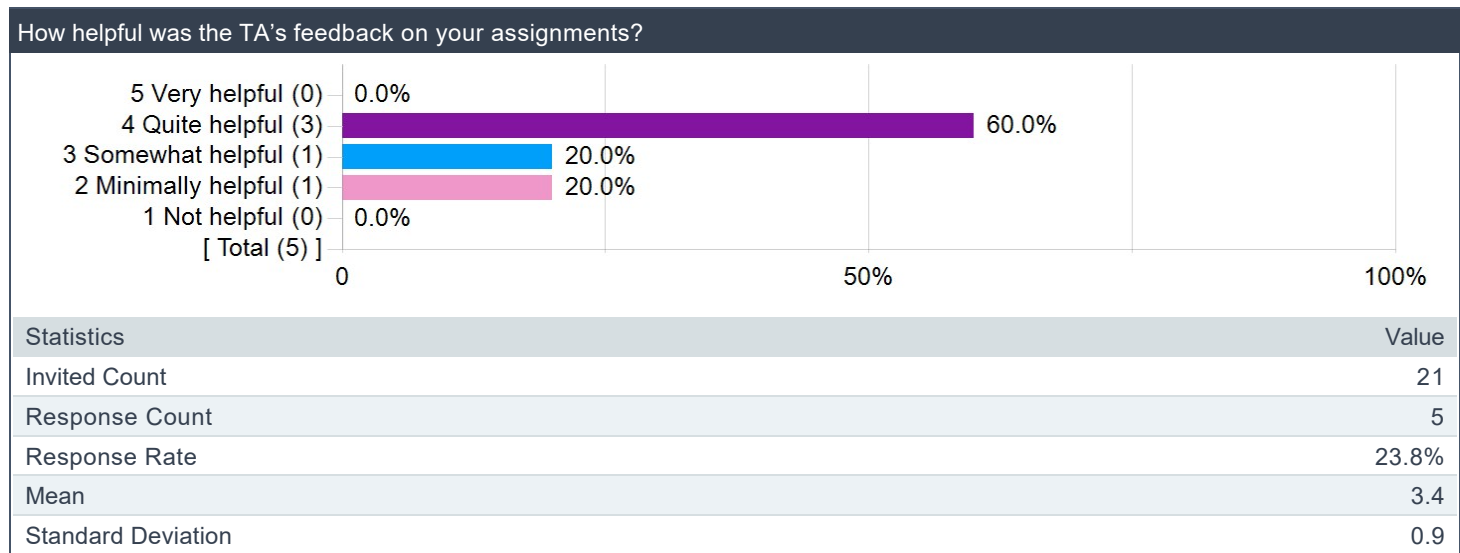
How helpful were the TA's answers to student questions?



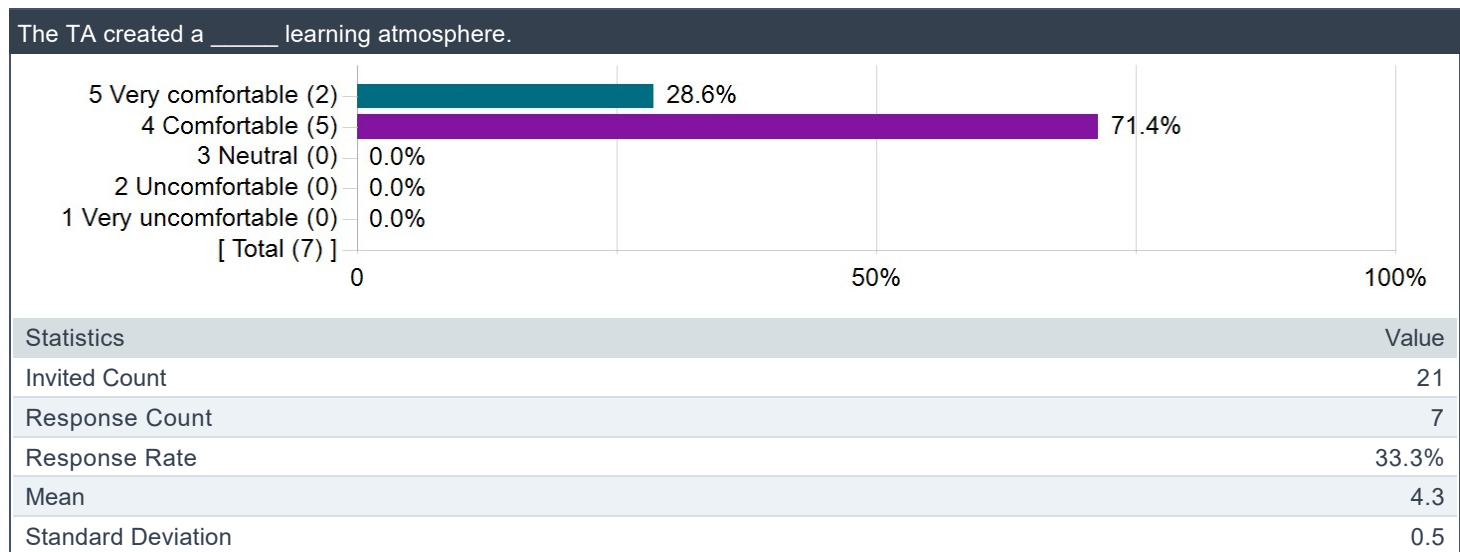
The TA created opportunities for student interaction in this discussion section/lab.



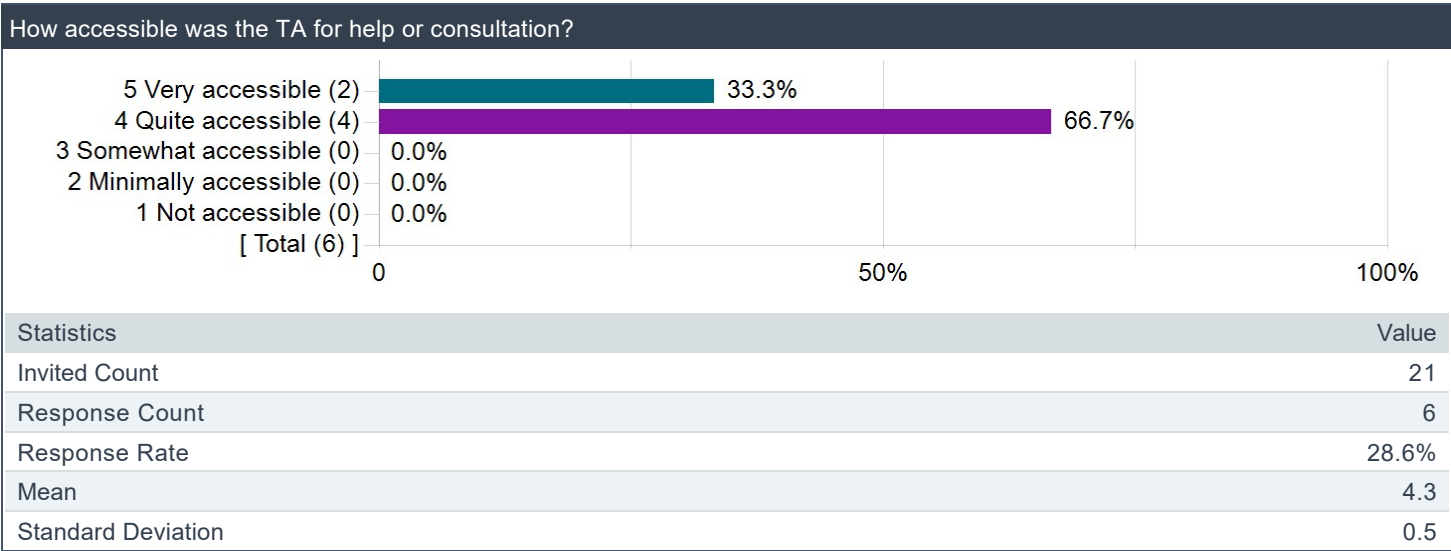
How helpful was the TA's feedback on your assignments?



The TA created a _____ learning atmosphere.



How accessible was the TA for help or consultation?



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

Comments

Overall Leo created a comfortable learning environment, but there were some topics that he didn't quite fully understand.

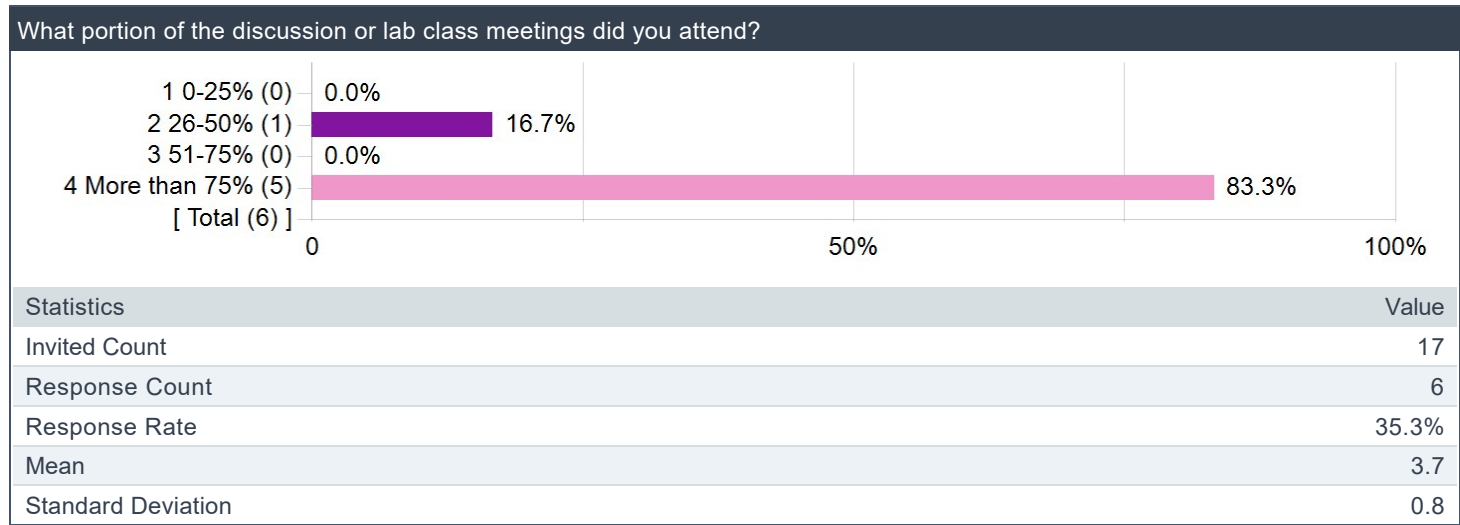
Leo is the best TA I've had at Bren. I was fortunate to have him as my TA in Ecology as well. He is very accommodating to student learning preferences. I think our section could be more successful if the exam information were articulated to him. There is so much content in this course; in fact, I think it should be two separate courses. It isn't easy to know what to focus on in such a short time. We learned the hard way that we're expected to know minor details during exams and homework. It would be beneficial for Leo to be provided with "key topics." This would make the section less overwhelming. Thank you, Leo, for making the best of this class!! We were lucky to have your support!

Project Title: **S25 TA Survey**Courses Audience: **17**Responses Received: **6**Response Rate : **35.3%**

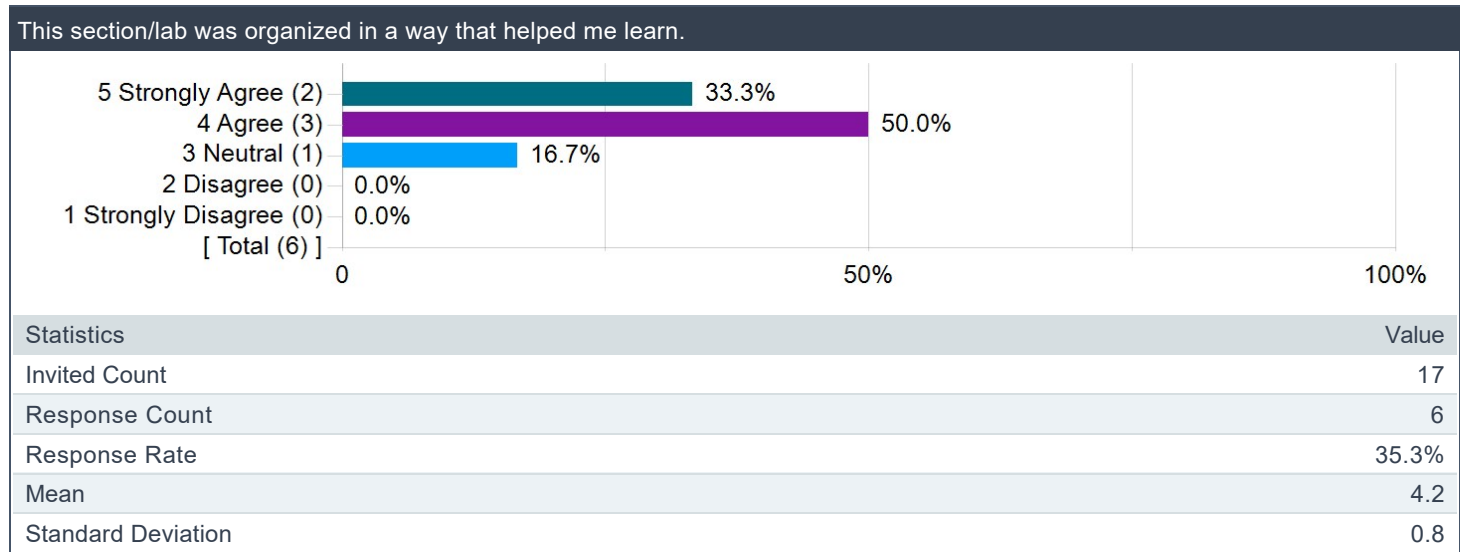
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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.bluer.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.

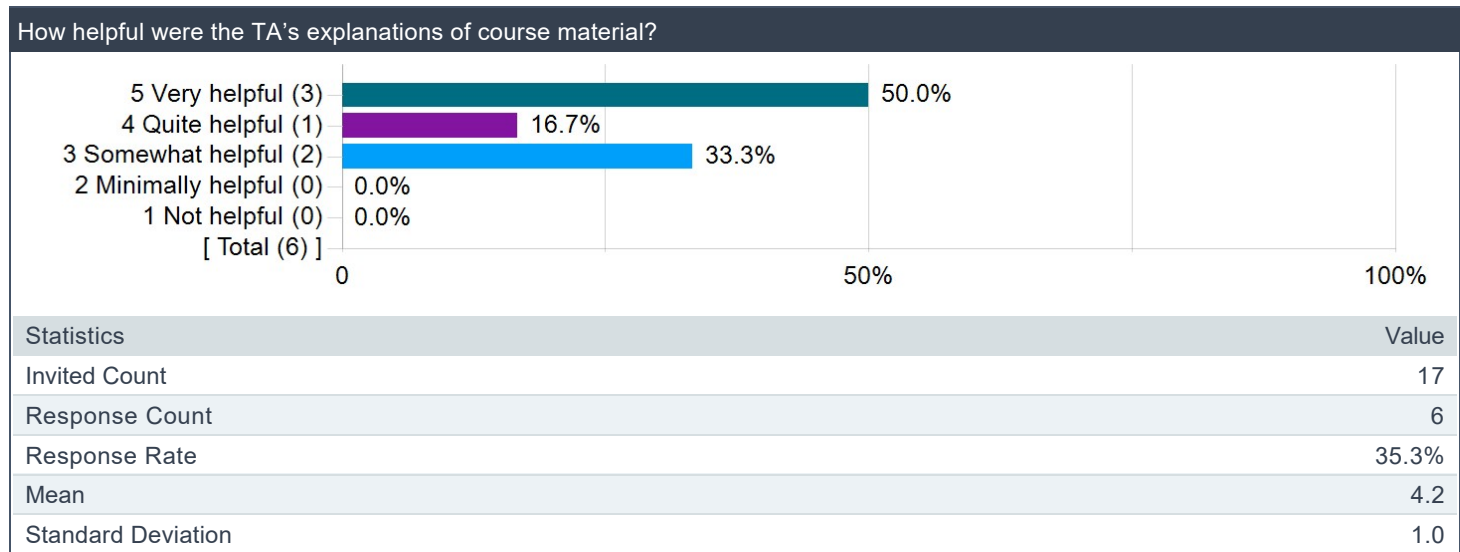
What portion of the discussion or lab class meetings did you attend?



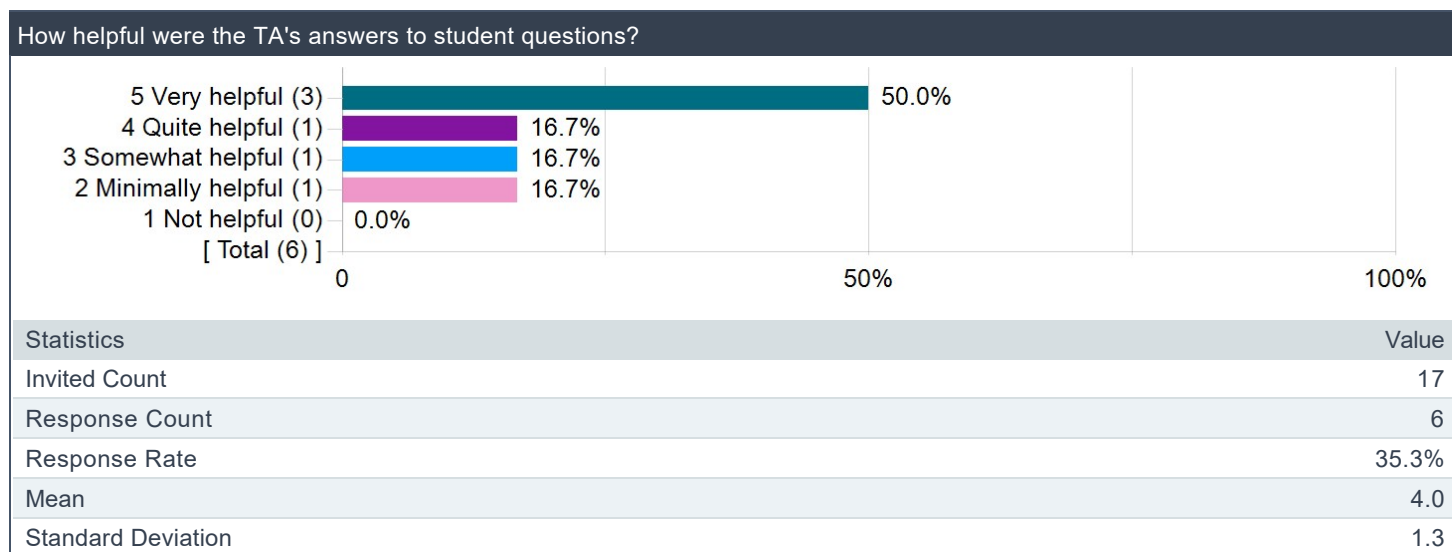
This section/lab was organized in a way that helped me learn.



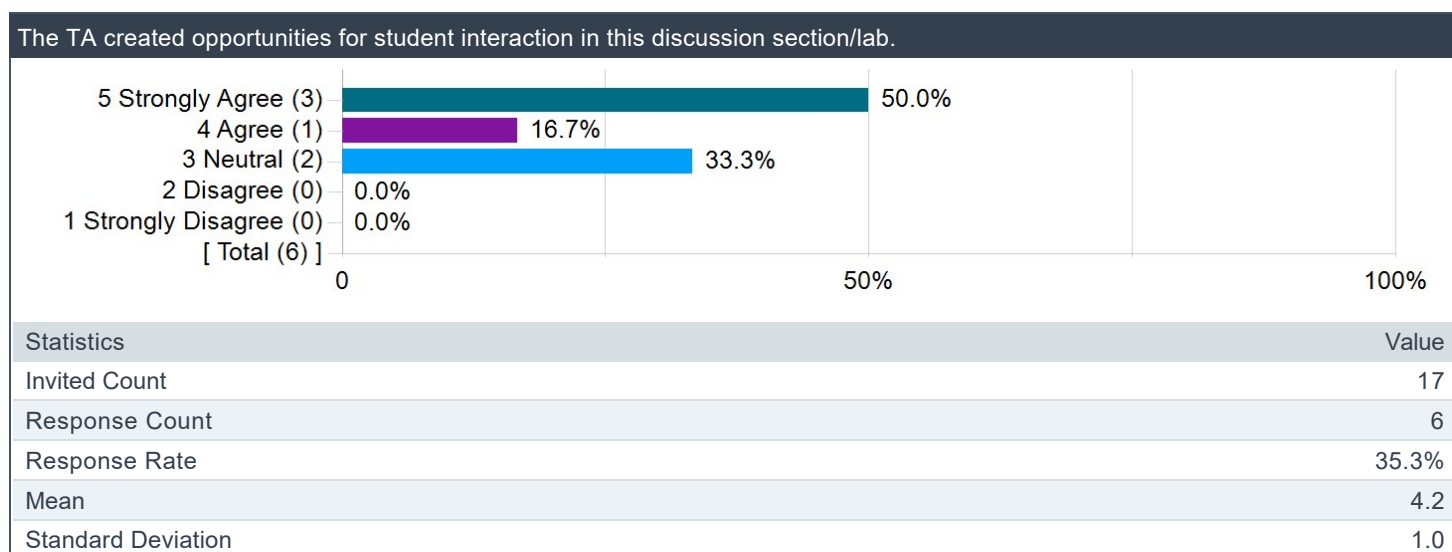
How helpful were the TA's explanations of course material?



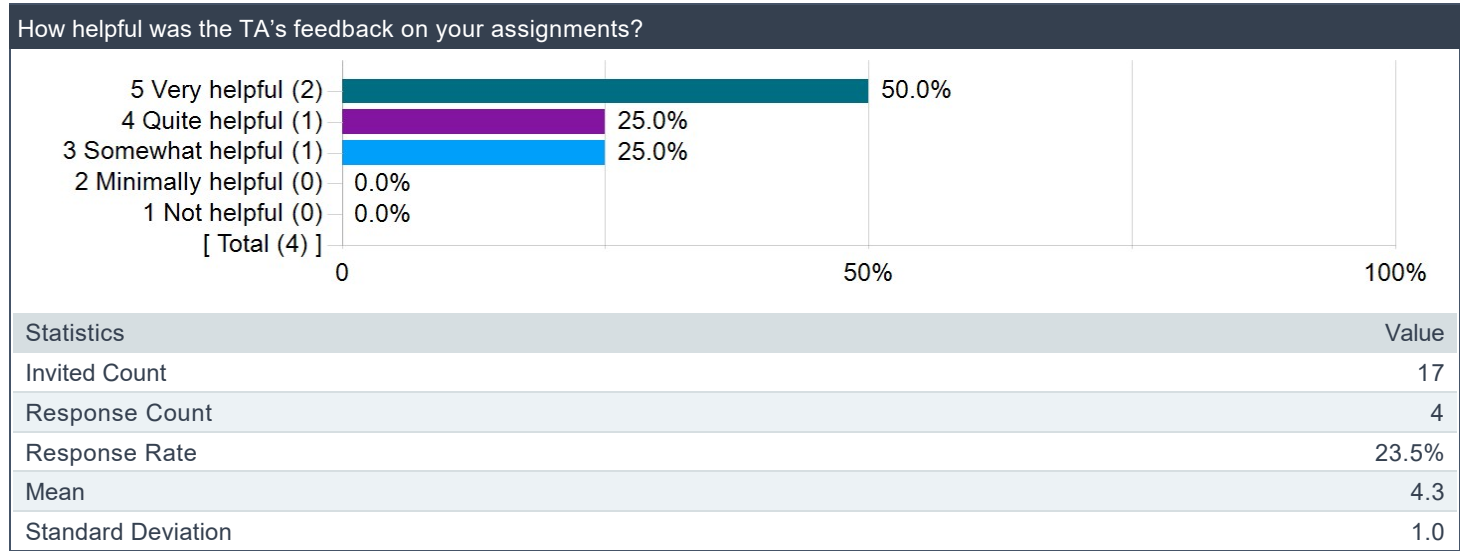
How helpful were the TA's answers to student questions?



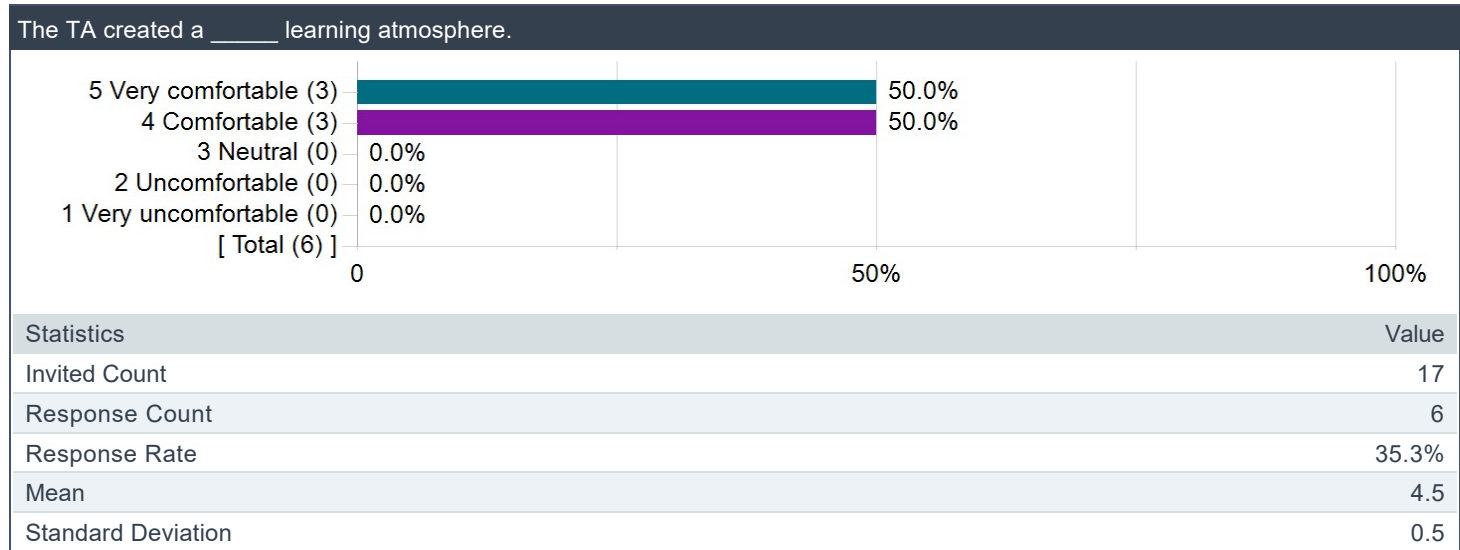
The TA created opportunities for student interaction in this discussion section/lab.



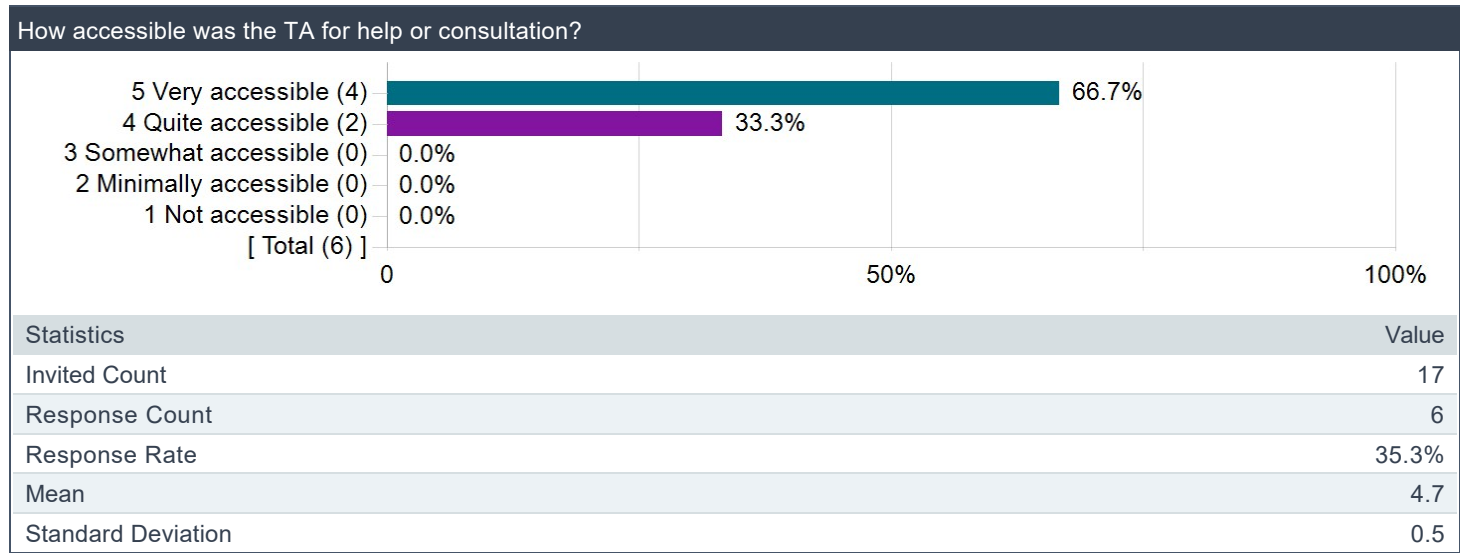
How helpful was the TA's feedback on your assignments?



The TA created a _____ learning atmosphere.



How accessible was the TA for help or consultation?



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

Comments
While class lectures were sometimes opaque or a bit matter of fact and difficult to follow, I really appreciated Leo's efforts trying to walk us through the dynamics of each cycle and explanation of the key takeaways and relevant points from each section. As a student without a chemistry background, without these sessions I would've been very lost in this course.
I like Leo a lot, I think he did a great job of taking the large quantity of information we learned in lecture and providing the key points and major takeaways. The discussion slides were always more helpful to me than the lecture slides. Sometimes it seemed like he didn't have a full understanding of the material, given that it is not his area of study or expertise. But he worked hard to try and find answers for things he did not know off the top of his head in class, which I really appreciated.
I think more practice in critical thinking and synthesizing of these topics would have been helpful considering that is how the final will be formatted. Getting this practice in the form of short weekly or biweekly homework assignments or exercise during discussion sections would have allowed for better preparation for midterm and final. I don't think the sections were super helpful since they were just review of what we had gone over in class. Leo was a great TA but I think communication between instructor and TAs would have led to a more smoother quarter.
Leo is an awesome TA, he's very knowledgeable and helpful when we asked questions. He's also great at making analogies to help us understand concepts.
Great TA.