

Project Title: **2024S UBC Instructor SEI Surveys**

Course Audience: **112**
Responses Received: **8**
Response Ratio: **7%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Legend

N: Invited
n: Responded

Frequency Distribution

SD: Strongly Disagree

UBC Student Experience of Instruction

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

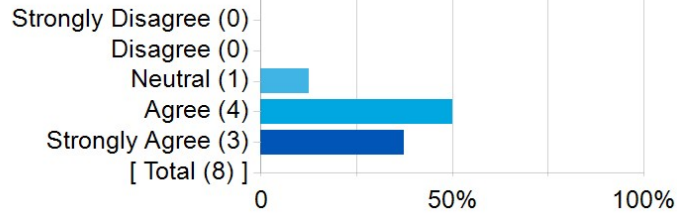
Creation Date: **Tuesday, August 20, 2024**



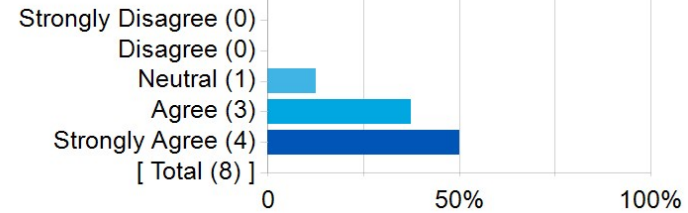
University Module Questions

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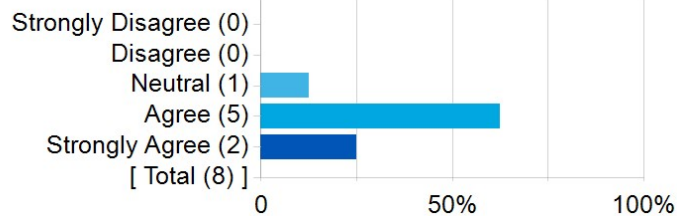
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



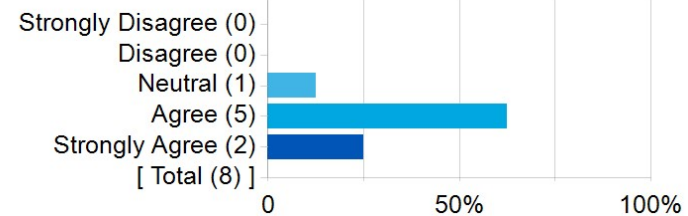
2. The instructor conducted this course in such a way that I was motivated to learn.



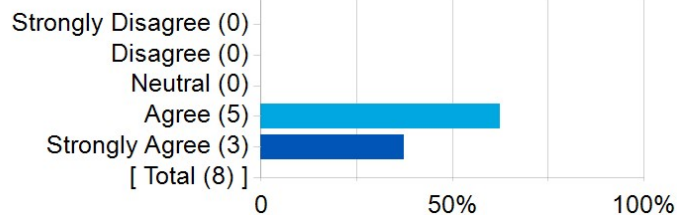
3. The instructor presented the course material in a way that I could understand.



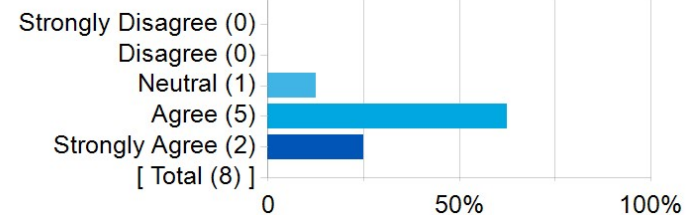
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



5. The instructor showed genuine interest in supporting my learning throughout this course.



6. Overall, I learned a great deal from this instructor.



University Module Questions

Question	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3	88%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	4.5	88%	0.4
The instructor presented the course material in a way that I could understand.	4.1	88%	0.3
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	4.1	88%	0.3
The instructor showed genuine interest in supporting my learning throughout this course.	4.3	100%	0.2
Overall, I learned a great deal from this instructor.	4.1	88%	0.3

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
My academic background provided sufficient preparation for this course.	112	8	0	0	2	2	4	0	4.5	0.4
In this class, I applied facts, theories, or methods to new problems or situations.	112	8	0	1	0	2	5	0	4.7	0.5

Question	%Favourable
My academic background provided sufficient preparation for this course.	75%
In this class, I applied facts, theories, or methods to new problems or situations.	88%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	112	8	0	0	0	1	7	0	4.9	0.1
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	112	8	0	0	1	3	4	0	4.5	0.4
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	112	8	0	0	0	3	5	0	4.7	0.2

Question	%Favourable
The instructor treated students with respect.	100%
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	88%
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	100%

Open ended feedback

Please comment on what your instructor did well to support your learning.

Comments
The instructor provided quick support and suggestions to students when asked. The instructor also provided useful and beginner-friendly links and materials during workshops.
Gave feedback in a digestible and fair manner. I really liked how calm he is when explaining ideas and is always very polite. It makes talking to him feel easy.
Actively answers questions and communicates in slack.
Was helpful with an issue I had regarding a team member not making expected contributions. Ran a useful workshop on GitHub Actions.

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
The workshop on Deploying and Testing was very challenging, so the change in language made it even more challenging. Perhaps the instructor can provide more relevant materials or resources to help with the portions that aren't shown during the workshop.
N/A
No

Please identify what you consider to be the strengths of this course.

Comments
Instructor took a lot of time to ensure that grades weren't the main focus of the course. This helped the lectures be more enjoyable and allowed me to focus more on building a project that I'm really proud of. I personally enjoyed the industry talks too, I went into the course with a lot of preconception of what industry was like and how people get to the places they're at, but I can now see it's not the same as I expected. The lecture style and assignment checkpoints were logical and I really liked having implemented a simple version using the technology for our checkpoint then applying it for our project. I thought that was really useful for my learning.
<ul style="list-style-type: none">– Flexibility and freedom on the project– Course structure (assignment and workshop every other week, not making them due on same day, etc)
The dedication to the project is a strength for sure.
This course has a lot of strengths. It's a very practical course in many ways. First, most of the time spent on the course is allocated to writing real software, be that the assignment or the project. Second, teamwork is a big part of the course which is very practical (since most of us will work on teams). Third, the career talk portions give insight and information that probably can't be found in many (if any) other CPSC courses.
The course covers real-life/industry topics and introduces useful tools. I got my job, because of what I have learned from class. I am very grateful everything so far :)

Please provide suggestions on how this course might be improved.

Comments

I think the requirements for each section can be clarified. It wasn't exactly clear how the point system worked towards the overall % of your grade and I found it hard to match requirements like 'make something cool'. I also didn't like how slack interaction was for grades. I felt like it ended up cluttering up a lot of the slack chat and people were talking for the sake of it instead of actually wanting to help.

I have a few issues with the way the project is layed out.

- 1) Redux is unnecessary. It only makes sense for some projects, and should not be required. Otherwise, it is overcomplicating and reduces project quality. Most Redux features exist in React now. A redux *requirement* is an out of date view of React development.
- 2) Very little focus on testing your code. Lots of projects had silly bugs. A stronger focus on testing would fix this. As an applied industries course, students should experience the types of tests they will use in the industry (frontend/backend, unit, integration, mocks, e2e, etc).
- 3) Confusing Github Actions requirements. Use Github Actions to deploy on Render? Why? Render can link with your repo and do it automatically.

I understand if testing isn't emphasized for time reasons. Here are my solutions:

- 1) Cut out redux completely, giving more time for testing EARLY ON in the development process. Students should be testing their first code.
- 2) Introduce Github Actions early on, allowing students to set up their repo to require that tests pass on their PRs before merging. This is a more insightful look into the power of Github Actions, and doesn't require strange re-doing of automatic deployment features.

With teams of 4 and the rubric the way it is I think it's too easy for someone on a team to get away with not really doing much, basically relying on the fact that others want to do well and taking a free ride on that. Also the lack of emphasis or introduction of testing in the curriculum makes for some pretty cavalier code I expect. This results in code being written that is "good enough" to satisfy the requirements of a course but is fundamentally "broken" by the 310 definition of broken code because it can't easily afford change. Without unit tests for example refactoring becomes much more dangerous. Basically the course incentives writing code just for today rather than for today and the future. However, this is a tricky problem with many CPSC courses in my view. 310 does an okay job of this by forcing students to write a test suite as the first checkpoint of the project. However, the infrastructure and work that has gone into making 310 the way it is probably isn't feasible to apply to 455.

I've provided ample feedback throughout the term, but here's a summary:

- Some presenters should avoid reading off of their slides. Sometimes, I'd find out that the content presented are ChatGPT-ed generated. That is fine, but that also means I could just learn that from ChatGPT rather than having someone read it out for me during class...
- Most presenters are amazing! But sometimes we'd run out of time to actually go through the coding demo. Most workshops already have this, but some of them should also share a repo and direct links that explains the rest of the process

COOL IDEA: It would be nice to have a hall of fame for teams that "win" every year. After all, this course is very similar to a slightly longer hackathon.

Explanatory Note

The reported metrics are as follows:

1. Percent Favourable Rating

This is the percentage of respondents who responded with a 4 or 5 (Agree or Strongly Agree) on a scale of 1 to 5.

2. Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). The usual measure of central tendency for ordinal data is the median (50% percentile). The Interpolated Median (IM) is an adjusted median that considers the number of responses less than the median, greater than the median and equal to the median. As such, IM reflects the distribution of students' responses.

Consider the following example:

Frequency Distribution

Response for University Module Item	Section 1	Section 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0
Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

3. Dispersion Index

The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the recommended minimum response rate.