

Project Title: **2019W1 UBCO Instructor Evaluations**Course Audience: **26**
Responses Received: **9**
Response Ratio: **34.62%**

Report Comments**Recommended Minimum Response Rates**

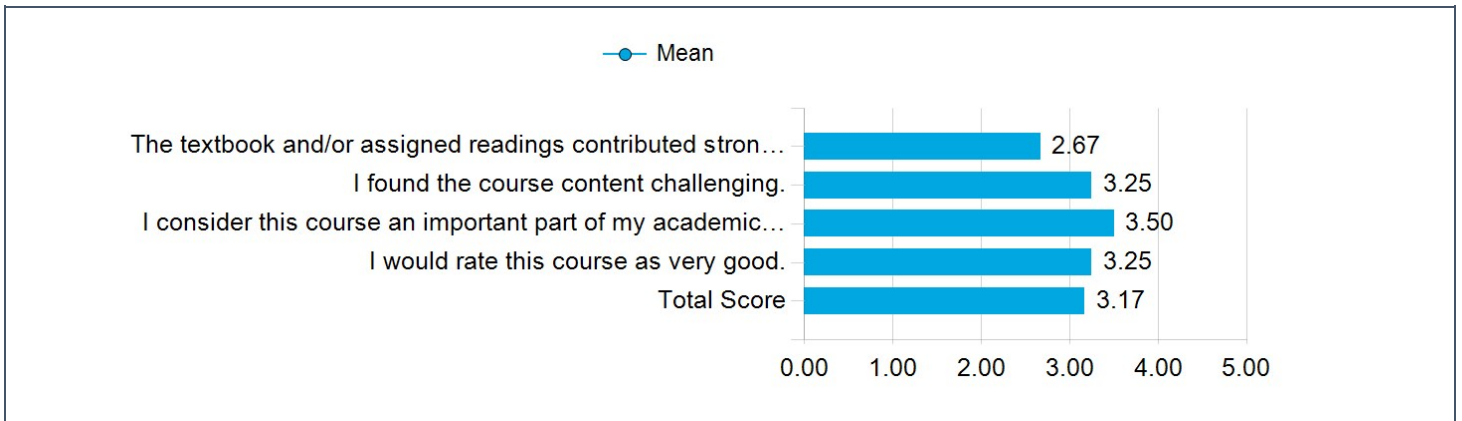
Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

LegendN: Expected
n: Responded**Frequency Distribution**SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree
SA: Strongly Agree
N/A: Not applicable**Statistics**

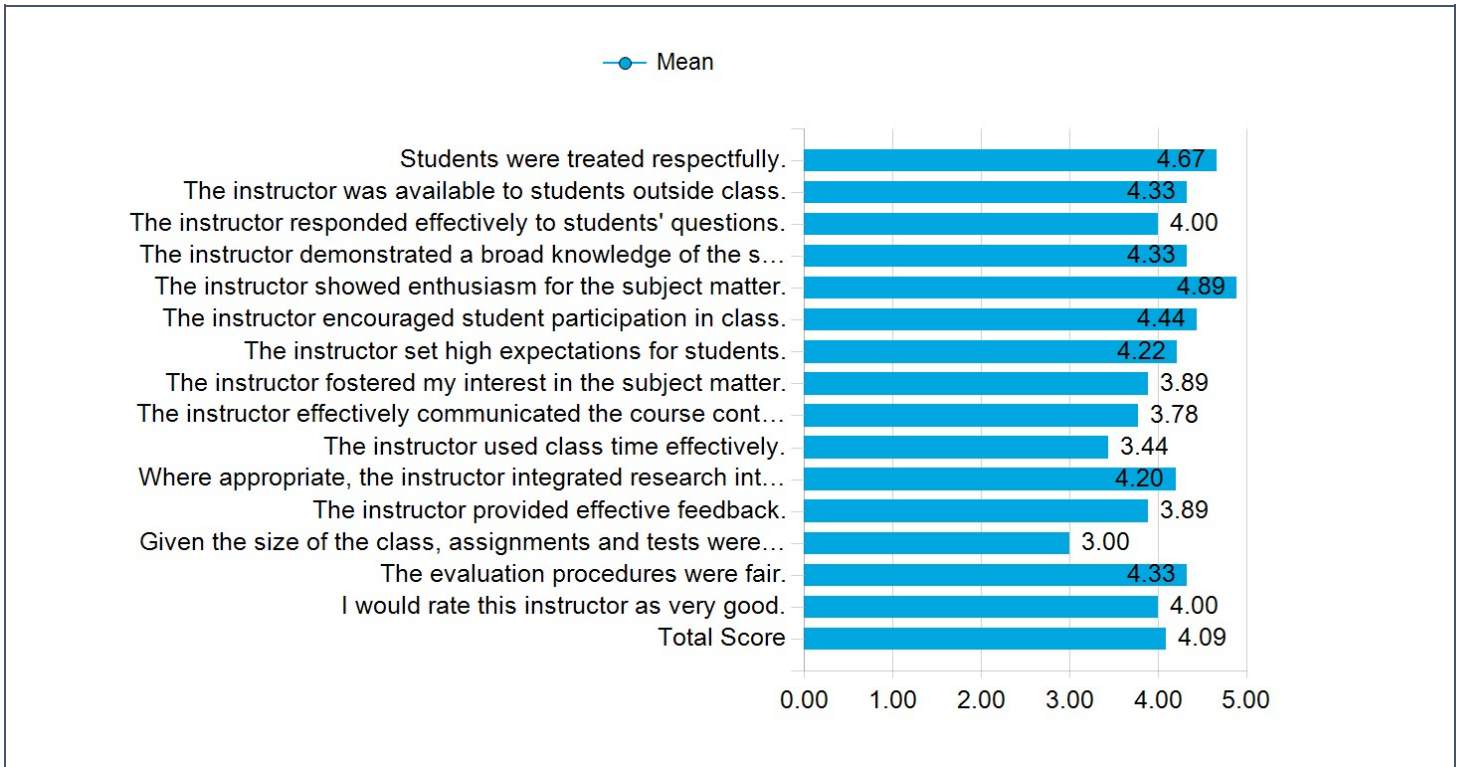
Creation Date: **Thursday, September 3, 2020**

Summary of Results

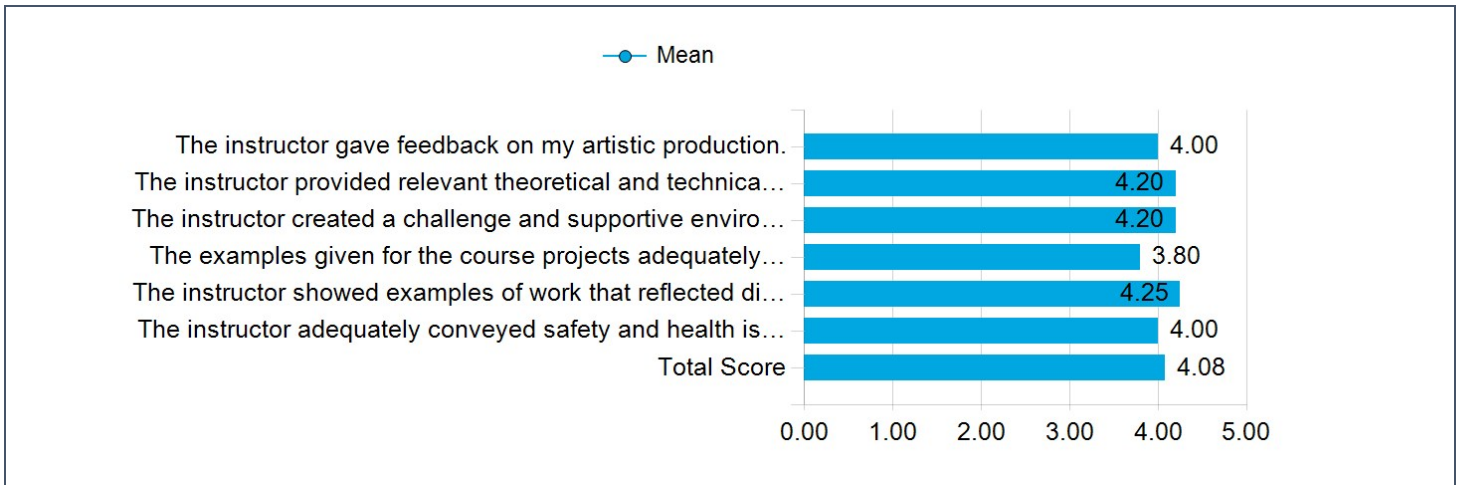
Course Questions



Instructor Questions

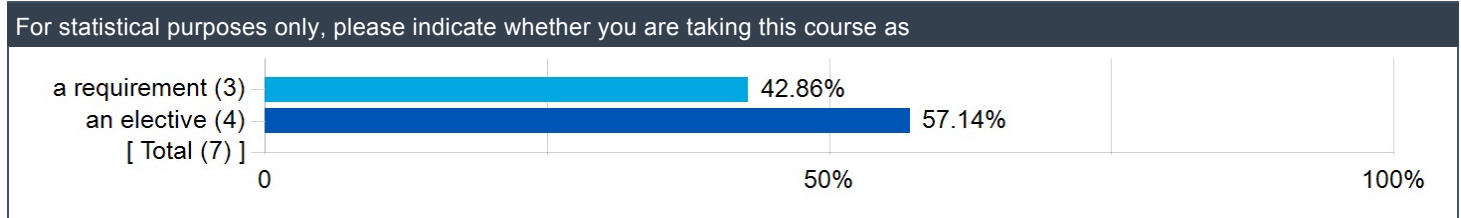


Additional Instructor Questions

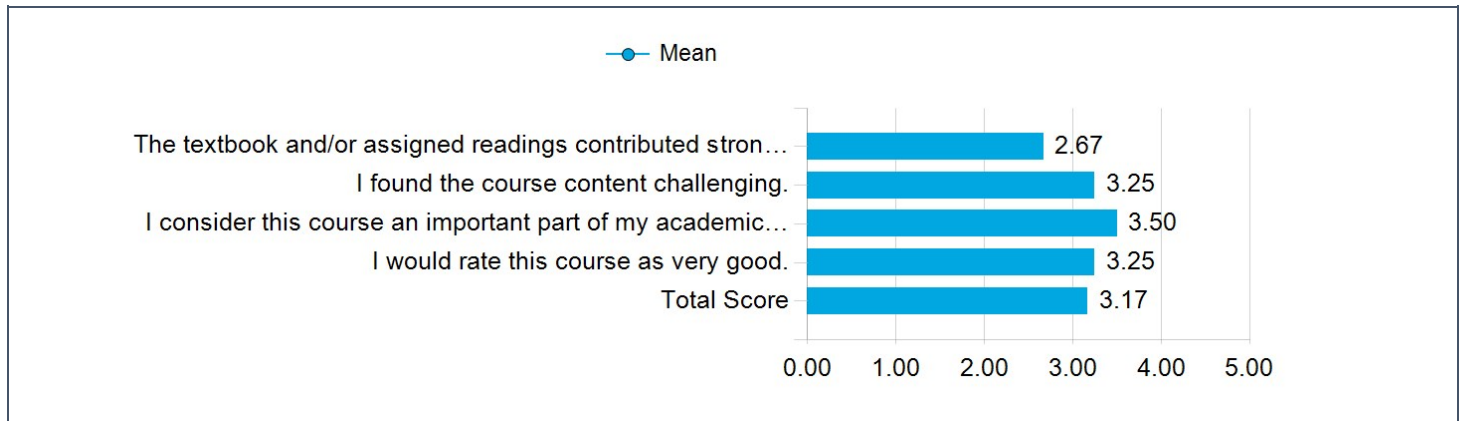


Detailed Results

For statistical purposes only, please indicate whether you are taking this course as



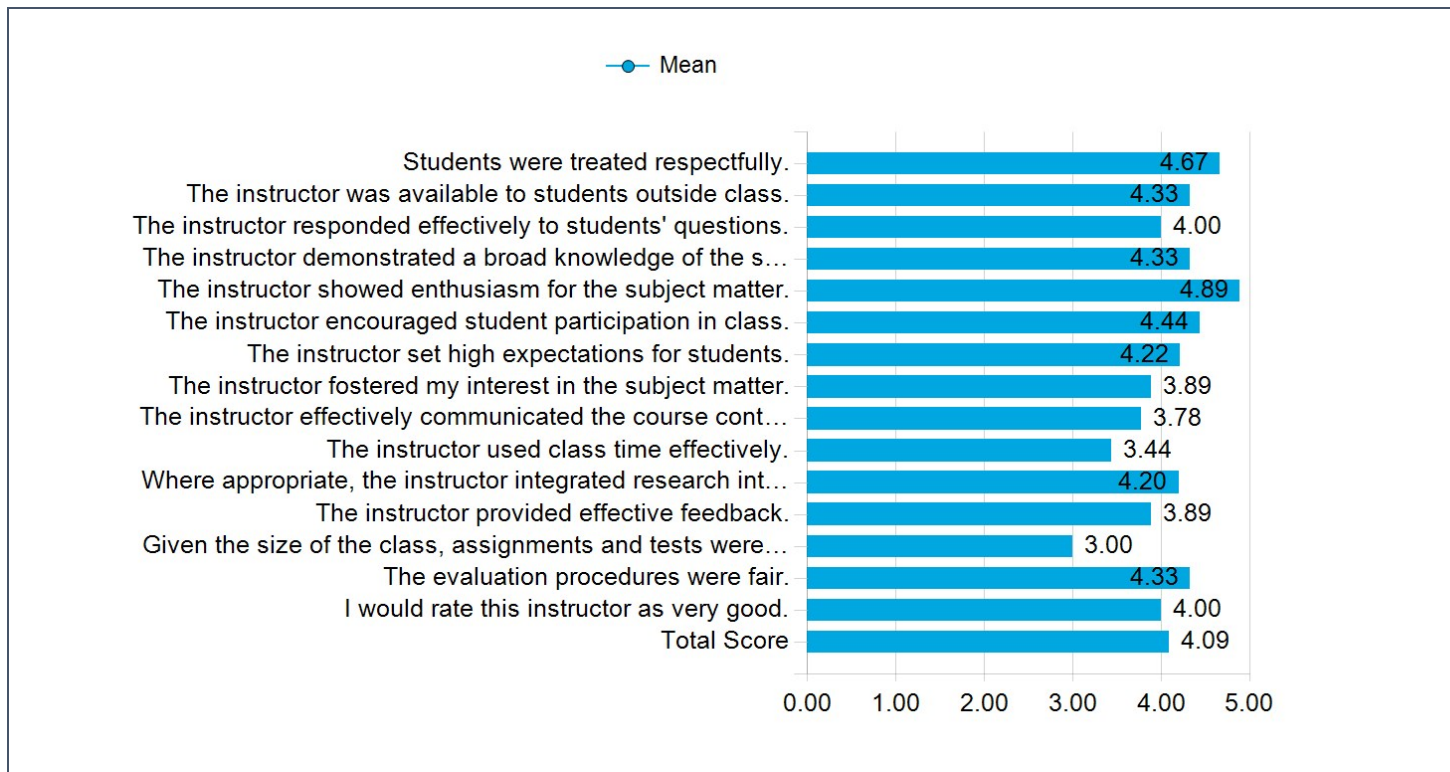
Course Questions



Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The textbook and/or assigned readings contributed strongly to this course.	26	4	0	1	2	0	0	1	2.75	0.22	2.67	0.58
I found the course content challenging.	26	4	0	0	3	1	0	0	3.17	0.19	3.25	0.50
I consider this course an important part of my academic experience.	26	4	0	1	1	1	1	0	3.50	0.63	3.50	1.29
I would rate this course as very good.	26	4	0	1	1	2	0	0	3.50	0.44	3.25	0.96

Question	%Favourable
The textbook and/or assigned readings contributed strongly to this course.	0.00%
I found the course content challenging.	25.00%
I consider this course an important part of my academic experience.	50.00%
I would rate this course as very good.	50.00%

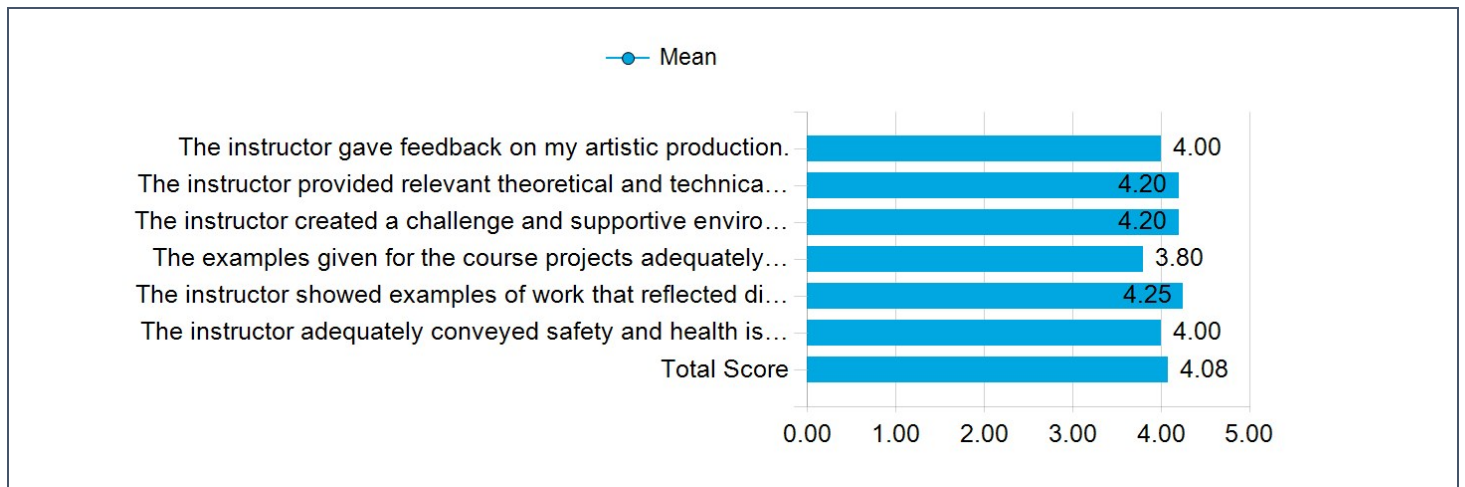
Instructor Questions



Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
Students were treated respectfully.	26	9	0	0	0	3	6	0	4.75	0.22	4.67	0.50
The instructor was available to students outside class.	26	9	0	0	1	4	4	0	4.38	0.35	4.33	0.71
The instructor responded effectively to students' questions.	26	9	0	1	1	4	3	0	4.13	0.49	4.00	1.00
The instructor demonstrated a broad knowledge of the subject.	26	9	0	0	1	4	4	0	4.38	0.35	4.33	0.71
The instructor showed enthusiasm for the subject matter.	26	9	0	0	0	1	8	0	4.94	0.10	4.89	0.33
The instructor encouraged student participation in class.	26	9	0	0	1	3	5	0	4.60	0.35	4.44	0.73
The instructor set high expectations for students.	26	9	0	0	0	7	2	0	4.14	0.17	4.22	0.44
The instructor fostered my interest in the subject matter.	26	9	0	1	1	5	2	0	4.00	0.44	3.89	0.93
The instructor effectively communicated the course content.	26	9	0	2	2	1	4	0	4.00	0.67	3.78	1.30
The instructor used class time effectively.	26	9	0	2	1	6	0	0	3.75	0.40	3.44	0.88
Where appropriate, the instructor integrated research into the course material.	26	9	0	0	1	2	2	4	4.25	0.40	4.20	0.84
The instructor provided effective feedback.	26	9	0	1	2	3	3	0	4.00	0.54	3.89	1.05
Given the size of the class, assignments and tests were returned within a reasonable time.	26	9	3	1	0	1	3	1	3.00	0.97	3.00	1.93
The evaluation procedures were fair.	26	9	0	0	1	2	3	3	4.50	0.39	4.33	0.82
I would rate this instructor as very good.	26	9	0	1	2	2	4	0	4.25	0.57	4.00	1.12

Question	%Favourable
Students were treated respectfully.	100.00%
The instructor was available to students outside class.	88.89%
The instructor responded effectively to students' questions.	77.78%
The instructor demonstrated a broad knowledge of the subject.	88.89%
The instructor showed enthusiasm for the subject matter.	100.00%
The instructor encouraged student participation in class.	88.89%
The instructor set high expectations for students.	100.00%
The instructor fostered my interest in the subject matter.	77.78%
The instructor effectively communicated the course content.	55.56%
The instructor used class time effectively.	66.67%
Where appropriate, the instructor integrated research into the course material.	80.00%
The instructor provided effective feedback.	66.67%
Given the size of the class, assignments and tests were returned within a reasonable time.	50.00%
The evaluation procedures were fair.	83.33%
I would rate this instructor as very good.	66.67%

Additional Instructor Questions



Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The instructor gave feedback on my artistic production.	26	5	1	0	0	1	3	0	4.67	0.72	4.00	1.73
The instructor provided relevant theoretical and technical background in support of studio projects.	26	5	0	0	1	2	2	0	4.25	0.40	4.20	0.84
The instructor created a challenge and supportive environment and addressed relevant issues in critiques.	26	5	0	0	0	4	1	0	4.13	0.16	4.20	0.45
The examples given for the course projects adequately conveyed the expectations for the assignment.	26	5	1	0	0	2	2	0	4.25	0.72	3.80	1.64
The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material.	26	5	0	0	0	3	1	1	4.17	0.19	4.25	0.50
The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.	26	5	0	0	1	3	1	0	4.00	0.32	4.00	0.71

Question	%Favourable
The instructor gave feedback on my artistic production.	80.00%
The instructor provided relevant theoretical and technical background in support of studio projects.	80.00%
The instructor created a challenge and supportive environment and addressed relevant issues in critiques.	100.00%
The examples given for the course projects adequately conveyed the expectations for the assignment.	80.00%
The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material.	100.00%
The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.	80.00%

Open ended feedback

What were the strengths of the course?

Comments
Strengths were allowing a lot of time for each assignment since a video can be complicated to organize compared to a painting activities and information to deal with video editing program.
The strengths of this class were Morgan's passion and evident knowledge of the discipline. His unorganized way of running this class was very unfortunate and mostly swayed my opinion of this class in a negative direction, but I am writing this in hopes that Morgan can improve in this sense. I have had a couple of amazing professors this semester and that really puts into perspective the obligations of a professor, to be organized, passionate, and to follow the syllabus. As students, we already have so much to worry about so we should not have to be coaching our profs on how to use Canvas and when our due date should be. These should be things set in stone from the beginning. I know Morgan was open to critiques on his teaching so I hope that he takes some time to get organized and make a definitive syllabus that he has put some thought into before next semsters class begins.
Morgan shows a refreshing sense of enthusiasm while teaching. You can tell he cares about the subject matter. Feedback given was good and helpful.
The course touched on all the most important aspects of video creation, although it felt more like a crash course considering we didn't have Morgan for the entire class time due to scheduling conflicts. I think he did a good job cramming in as much as possible though. I also really appreciated that Morgan allowed us to revise our initial assigned partnerships, instead of forcing us to stick it out all semester. This was one of my favourite classes, but a frustrating partner would've *totally* ruined it for me.
Morgan himself is a very kind person and gave us adequate amounts of time to complete our projects.
Willingness to try new techniques, having a partner, availability of the professor.
I really liked the enthusiasm Morgan brought to the class, and how it was open ended but he gave good tips depending on our subject of interest.
At the start, the prof evaluated the classes prior knowlage and taught with that in mind, making it so seasoned video makers still learned somthing new, and newbies to the scene got the basics.

What were the weaknesses?

Comments
Class time felt wasted, and we did not get to do proper critiques for assignments. As well as no project grade was ever returned throughout the semester
I can understand that this was Morgan's first time teaching at UBCO, but from the first day, this class was extremely unorganized and always frustrating to go to class and have him constantly switching due dates and then forgetting that he had switched due dates the following week. This seemed to be an endless cycle of him switching due dates, then forgetting having done so, so subsequently switching them again. Also, Morgan started using Canvas about three weeks in and this was a very unorganized day and poor use of time because students were pretty much teaching him how to use canvas. Morgan should have put more time into the syllabus and learning canvas at the beginning of the year so our class time could have been used much more productively. Also, today's date is November 18th and I have yet to receive a mark back from Morgan. Shortly after our second assignment, I asked if we were going to be getting marks back for our first 2 assignments and he said he would come to class next week with everyone's marks, but the following week he forgot that he made this promise. Last week a classmate asked again if we would be getting our marks back for the past 2 assignments and Morgan's argument was that "if we get our marks back we will put less time into our final project". I found this to be completely unacceptable because every student should receive marks from their teacher so they know how to improve (especially in studio classes so we know how we can improve as an artist).
Not to Morgan's fault, but I find that it is completely unacceptable to overbook a professor. Our class was originally supposed to run from 8:30–12:30, however Morgan would have to end the class at 10:30 in order to go teach another class (COSC 150). This really limited our abilities to receive extra feedback and help during the portion of class where we would usually be actively working on our projects. Can't really believe that such a highly–esteemed school such as UBCO would do something so unprofessional.
It would be nice to see more examples of award–winning short films, so we could study some creative techniques that could be done on no budget, etc. Also, tutorials on Premiere or a list of tutorials to check out on Lydia would be helpful with some relevant in–class exercises to try.
Although the professor was nice, he did not have too much of a course plan set out for us. In the beginning, he mentioned that we were going to do high intensive video editing training. We only did that for 2 classes and it was after our second assignment had already been handed in. All of the skills which I applied to my project were skills that I had learned prior to taking this class. There was no clear rubric as to what we were being marked on so on top of not receiving grades back, we also did not know what we were being graded on or what was expected of us. Overall, there needs to be a little more structure to this class and maybe incorporate some tutorial videos that students can watch outside of class or during lab time so we actually know what we need to learn as opposed to being asked what we want to know in Premiere Pro when some students are just starting out. Most of the students in the class also edit on their home computers and often the school lab computers are not compatible with the updated versions of the adobe suite so the lab time in this class often was not used to its full potential.
I feel like we should have worked with scripts given to us (or the choice to make or own OR get them from elsewhere); CRWR students or another class could have written the script for us to film, and we'd be graded on how well it was filmed. I also expected to learn more about actually using a camera and different shots, rather than how to use premiere, because first year showed us how to edit.
I feel like I could have had a better learning experience if Morgan wasn't required to teach COSC 150 at 10.30. It is unfair to the kids in FILM 261 because we were supposed to have class from 8:30 to 12:30, but Morgan had to leave at 10:20, so we only had 2 hours instead of 4. I feel like the course could have been more structured, it feels like it was almost a bit too independent in the sense that we didn't get a ton of feedback or technical instruction.
Partner assignments. The HUGE amount of creative freedom from the start. I understand it for the final, but not having ridged structures to work from made all other assignments feel unapproachable.

What did you most enjoy about it?

Comments
I enjoyed making videos I wanted to make
Getting feedback after watching classmate's works and mind
I believe that Video is such an important aspect of the BFA degree and what I enjoyed most was viewing my classmate's work. The creativity that is possible in video production and cinematography is amazing and it was truly a treat to see such a wide scope of creativity and ideas from my classmates.
Morgan's enthusiasm.
I enjoyed the progression of the three assignments and Morgan's flexibility in allowing us to choose topics that interest us most, instead of assigned themes.
I always have loved filmmaking so creating a film that I enjoyed making and that I was proud of was the fun part of the course for me.
It was nice that submission dates were so flexible.
Prof knows his stuff and teaches it well.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Evaluations of Teaching (SEoT) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEoT data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for UMI	Class 1	Class 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%

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 to the instructor. 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 SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.

