THE UNIVERSITY OF BRITISH COLUMBIA

2020W1 UBCO Individual Instructor Reports for VISA 106 001 - Introduction to Digital Media I (Morgan Rauscher)

Project Title: **2020W1 UBCO Instructor Evaluations**

Course Audience: **81**
Responses Received: **35**
Response Ratio: **43.21%**

Report Comments

This course took place during a period of significant disruption to normal university operations, due to the COVID-19 pandemic.

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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: Expected
n: Responded

Frequency Distribution
SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree

Creation Date: **Wednesday, January 13, 2021**

Detailed Results

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

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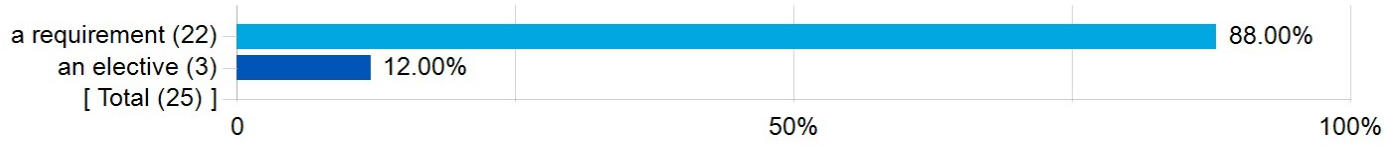
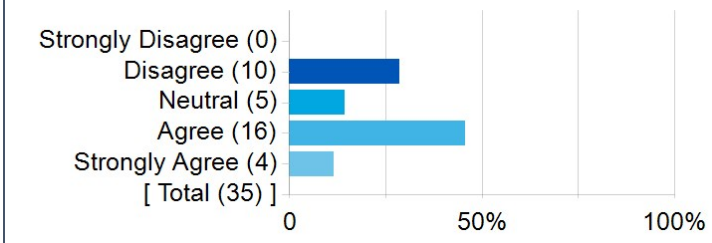
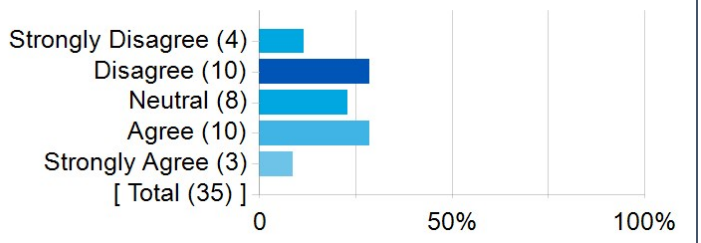


Instructor Questions

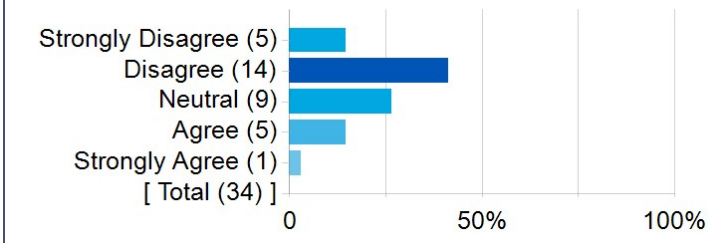
1. Students were treated respectfully.



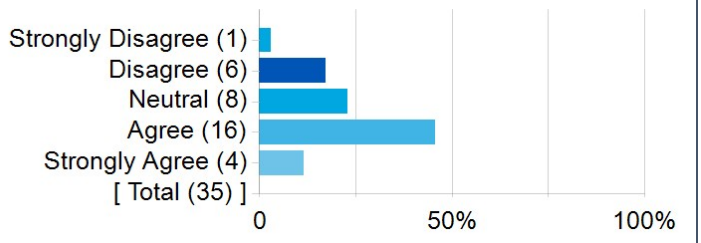
2. The instructor was available to students outside class.



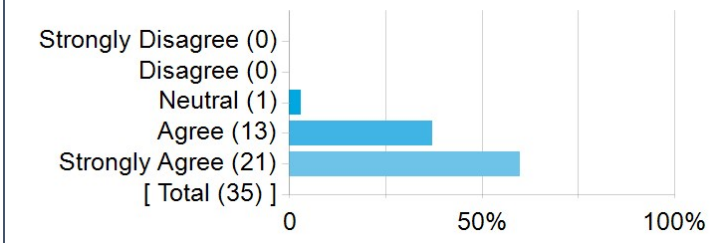
3. The instructor responded effectively to students' questions.



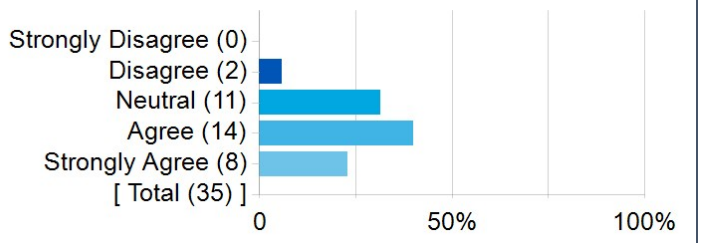
4. The instructor demonstrated a broad knowledge of the subject.



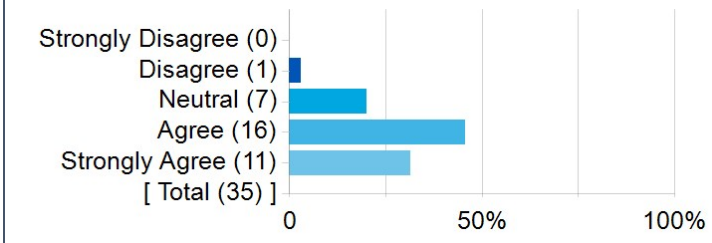
5. The instructor showed enthusiasm for the subject matter.



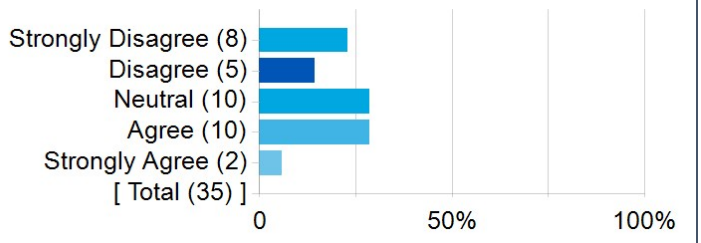
6. The instructor encouraged student participation in class.



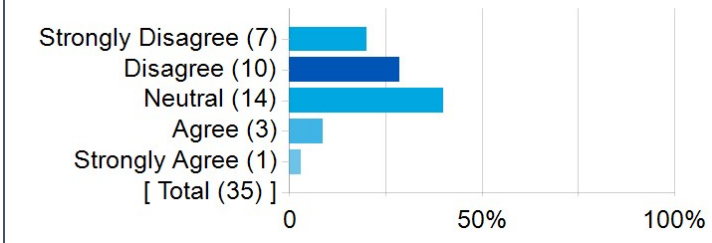
7. The instructor set high expectations for students.



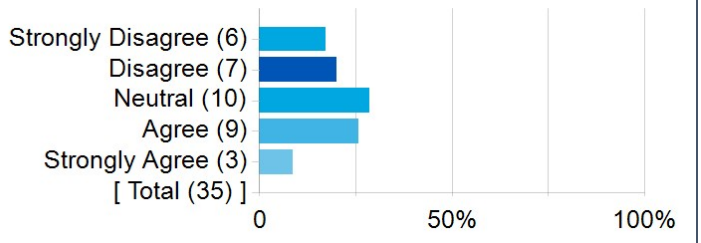
8. The instructor fostered my interest in the subject matter.



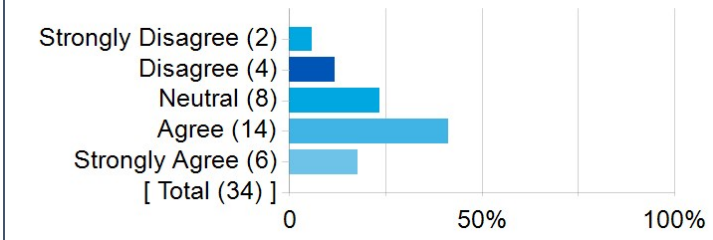
9. The instructor effectively communicated the course content.



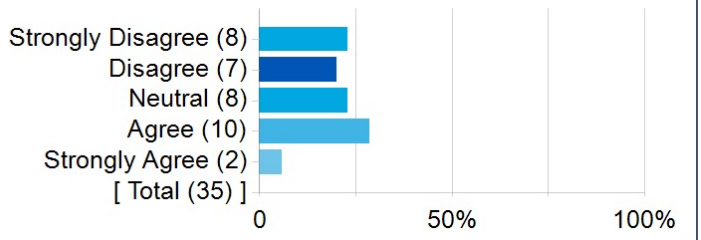
10. The instructor used class time effectively.



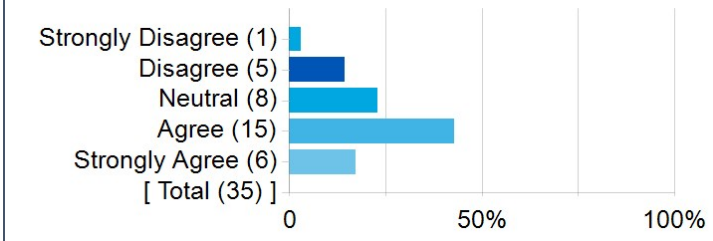
11. Where appropriate, the instructor integrated research into the course material.



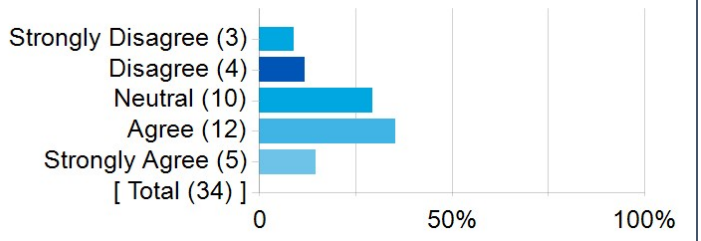
12. The instructor provided effective feedback.



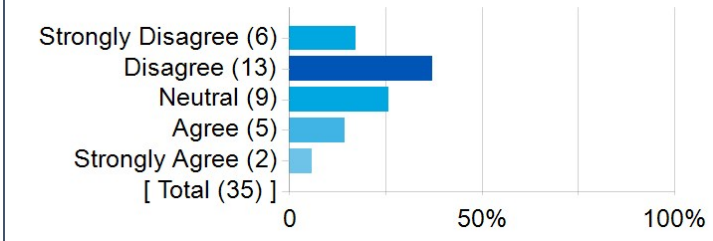
13. Given the size of the class, assignments and tests were returned within a reasonable time.



14. The evaluation procedures were fair.



15. I would rate this instructor as very good.

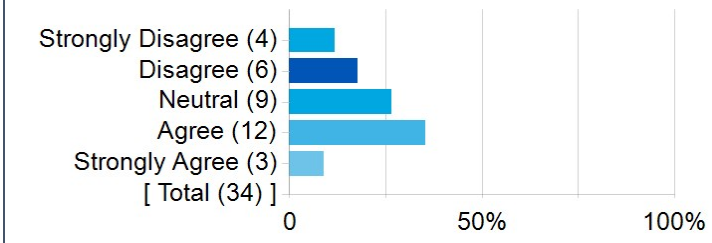


Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Students were treated respectfully.	81	35	0	10	5	16	4	0	3.66	0.55
The instructor was available to students outside class.	81	35	4	10	8	10	3	0	2.94	0.65
The instructor responded effectively to students' questions.	81	35	5	14	9	5	1	1	2.36	0.55
The instructor demonstrated a broad knowledge of the subject.	81	35	1	6	8	16	4	0	3.66	0.53
The instructor showed enthusiasm for the subject matter.	81	35	0	0	1	13	21	0	4.67	0.27
The instructor encouraged student participation in class.	81	35	0	2	11	14	8	0	3.82	0.46
The instructor set high expectations for students.	81	35	0	1	7	16	11	0	4.09	0.42
The instructor fostered my interest in the subject matter.	81	35	8	5	10	10	2	0	2.95	0.69
The instructor effectively communicated the course content.	81	35	7	10	14	3	1	0	2.54	0.54
The instructor used class time effectively.	81	35	6	7	10	9	3	0	2.95	0.68
Where appropriate, the instructor integrated research into the course material.	81	35	2	4	8	14	6	1	3.71	0.59
The instructor provided effective feedback.	81	35	8	7	8	10	2	0	2.81	0.70
Given the size of the class, assignments and tests were returned within a reasonable time.	81	35	1	5	8	15	6	0	3.73	0.55
The evaluation procedures were fair.	81	34	3	4	10	12	5	0	3.50	0.62
I would rate this instructor as very good.	81	35	6	13	9	5	2	0	2.38	0.60

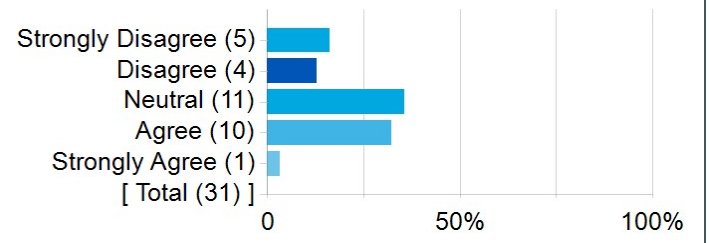
Question	%Favourable
Students were treated respectfully.	57.14%
The instructor was available to students outside class.	37.14%
The instructor responded effectively to students' questions.	17.65%
The instructor demonstrated a broad knowledge of the subject.	57.14%
The instructor showed enthusiasm for the subject matter.	97.14%
The instructor encouraged student participation in class.	62.86%
The instructor set high expectations for students.	77.14%
The instructor fostered my interest in the subject matter.	34.29%
The instructor effectively communicated the course content.	11.43%
The instructor used class time effectively.	34.29%
Where appropriate, the instructor integrated research into the course material.	58.82%
The instructor provided effective feedback.	34.29%
Given the size of the class, assignments and tests were returned within a reasonable time.	60.00%
The evaluation procedures were fair.	50.00%
I would rate this instructor as very good.	20.00%

Additional Instructor Questions

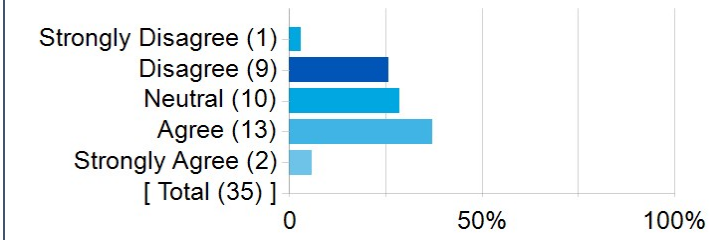
1. The instructor gave feedback on my artistic production.



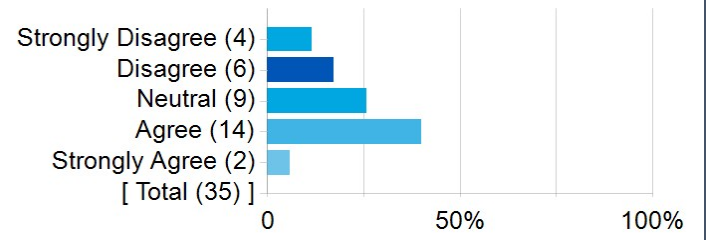
2. The instructor provided relevant theoretical and technical background in support of studio projects.



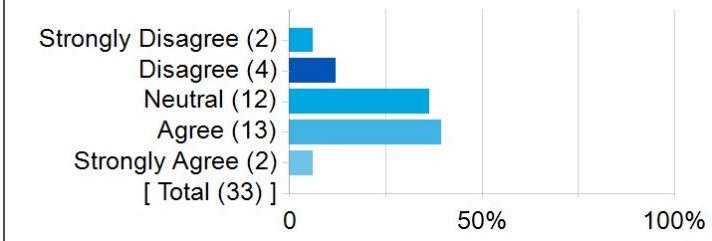
3. The instructor created a challenge and supportive environment and addressed relevant issues in critiques.



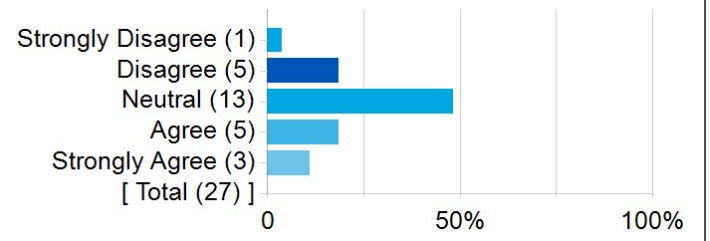
4. The examples given for the course projects adequately conveyed the expectations for the assignment.



5. The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material.



6. The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.



Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor gave feedback on my artistic production.	81	35	4	6	9	12	3	1	3.28	0.64
The instructor provided relevant theoretical and technical background in support of studio projects.	81	35	5	4	11	10	1	4	3.09	0.60
The instructor created a challenge and supportive environment and addressed relevant issues in critiques.	81	35	1	9	10	13	2	0	3.25	0.53
The examples given for the course projects adequately conveyed the expectations for the assignment.	81	35	4	6	9	14	2	0	3.33	0.61
The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material.	81	34	2	4	12	13	2	1	3.38	0.51
The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.	81	35	1	5	13	5	3	8	3.08	0.52

Question	%Favourable
The instructor gave feedback on my artistic production.	44.12%
The instructor provided relevant theoretical and technical background in support of studio projects.	35.48%
The instructor created a challenge and supportive environment and addressed relevant issues in critiques.	42.86%
The examples given for the course projects adequately conveyed the expectations for the assignment.	45.71%
The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material.	45.45%
The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.	29.63%

Open ended feedback

What were the strengths of the course?

Comments
The labs allowed for us to learn the function of the three adobe programs.
This course effectively teaches students how to use digital creative software in labs. TAs taught students basic design principles well.
Usage of different digital media programs Fun lab
The lab assignments were fun to work on, and the earlier labs were very education–rich. We were also given a LOT of assignment extensions, and once the prof realised the full extent of how Covid affects a media class, he adjusted the final project to one that better suits our needs and restrictions as online students. Although the TA (lab section 3) was biased towards her own personal tastes, she gave detailed feedback on our lab assignments
The design thinking process. Learning how to use it, like turning on a switch, sparked a lightbulb. Also, the instructor fosters a positive environment, largely using his enthusiasm.
He gives extensions, gives us his personal number and is passionate about our project (but all these came crashing as I will elaborate in weaknesses).
–Having creative freedom to some point –Large amounts of time to complete work –I had Jacen for a TA and he was amazing
Allowed to be research a topic that mattered to me.
The lab was more informative than the actual class.
I really enjoyed the lectures because Morgan is so enthusiastic and he kept every class upbeat and interesting. I also think that my TA Jacen did an amazing job teaching labs.
morgan is very passionate about digital art and good with extending deadlines when needed
None
The labs were definitely the strenghts. I really appreciated what the TA's were doing to help us in the lab, i just feel as if we should've learned more about actual design in the class time. Such as learning layout, or how to select a proper colour scheme or font.
Morgan is very enthusiastic regarding graphic design and always made lectures entertaining. He was also very fair with marking the summaries.
Nothing Taught myself everything
Dr. Rauscher was extremely passionate about the material and you could tell. He was also available almost all of the time to students to call him outside of class time to ask questions.
one of the lab assignments
There was plenty of information regarding the process of creating an asset or design.
TA and instructor are super nice and helpful.
The course was well–timed with research assignments being at the beginning leading up to our artistic assignments. The professor was very flexible with due dates and granted extensions when the class expressed a need for one. The professor was obviously very passionate about the topics presented. There was always time to ask questions during and at the end of class. I enjoyed the conversational nature of the lectures and how the technique was learned in labs.
I think that the best part of the course was the labs and I think that's really thanks to the longer sessions so that we can cover more content and take more time on things that people are having difficulty with. I also liked it when the Prof of TA walked through their thought process and how they would go about completing our assignmenets.
My Lab and the TAs. Getting to learn the adobe programs were long at times being in front of the computer, but it was very applicable to doing the assets. The enthusiasm that our instructor had for the course and its contents was also a strength.
The lab time and the critiqes
The prof seems super enthusiastic seemed very excited.
The labs were very clear and taught how to use the software
He was very encouraging and passionate about his work which created a great online learning environment
My TA Jacen was the best and the main strength in this course, taught us more about graphic design and how to use the adobe programs than the prof.

Comments
Challenging. Relevant(COVID–19). Great connections were given. Makes students consider the social aspects of design(not just making pretty things, but things that will invoke positive changes) Great TA in labs who taught a lot of the basic software operations that were extremely helpful for someone new to design. The teacher was accessible outside of class and gives great feedbacks/directions on design and research. The enthusiastic teacher whose attitude was compelling and inspiring.
TA's were super helpful and actually conveyed knowledge on this subject. If it were not for my TA Jacen I would not have learned much in this course.
Personal feedback from TAs
Teaching Assistants were very helpful and passionate about the subject. they were very kind and provided excellent feedback and help when needed. (especially Jacen Dennis)
The lecture videos are very helpful since I take this course online. Also the teacher was always willing to help.
TAs are very good

What were the weaknesses?

Comments
The lectures didn't teach us about any of the programs and only talked about really abstract things that were pretty confusing, and the lab times were crammed with too much information making it hard to retain.
This course needs a lot of work. I harbor no ill will towards the instructor, but I strongly disagree with several of his teaching methods. Information was not communicated effectively during lectures, and the instructor did not present lectures in an easily understandable way. Instead of a well laid out presentation, each lecture consisted of a barrage of google chrome tabs, and an unorganized rant about design concepts. In order to make notes, students require some semblance of organization on the instructors part. These presentations showed a lack of respect for each student's time. The instructor was also not available to students outside of class time, and did not respond to emails. Comments left by students on assignments in canvas were not read by the instructor. The instructor's comments beneath comments made by students show that he had not read them. Feedback from the instructor was brief, and often demonstrated a lack of comprehension of student work. As paying students who are trying to improve their skills, we need evaluations and feedback longer than a few short sentences. Evaluations also demonstrated that student work was only considered subjectively from an opinionated view, and not objectively from the viewpoint of an educator. Project criteria seemed not to matter, because students were asked to include items after the fact. Marks were docked for not including this material that wasn't asked for in the first place.
Prof. Rauscher, while obviously passionate, is not a teacher I would take again by choice. He is extremely difficult to reach outside of class time, and assignment expectations were all over the place and unclear most of the time. As an introduction to digital media, I'm really dissatisfied with how little we got to learn and play around with the programs we were given; only 2 classes at most, and it did not feel like enough.
I get that the prof is a new prof during Covid, but he didn't really do much for us at all in the beginning. The research assignment, in particular, garnered a lot of stress because we had to contact three organisations about a problem with Covid. Nobody expected to receive sufficient responses within the given timeframe, but the prof only admitted that when the assignment was close to due and the students were super stressed about it. I didn't find the lectures to be all that meaningful. I originally liked the TA at the beginning of the year, but during one of our last labs, she basically tore apart a bunch of submitted pieces from other students behind their backs without providing any meaningful comments on them.
More effective feedback would be appreciated. Moreover, I'd have liked if he provided us with industry insight, career experiences and professional knowledge. Perhaps I'm alone in this, but some of the concepts explained in class were fairly basic and, in my opinion, not to the required level.
This class seemed more about commercializing than designing itself, it almost seemed like capitalizing on Covid–19. To be honest, as our project was about the pandemic, absolutely no one wants to be reminded of and it just made everyone feel down. He doesn't just integrate it, he basically changes the entire course to base our content on it. He expected us to reach his idealistic expectations of reaching out to real people who are professionally trying to save their businesses, by offering our help (we are students who are literally just starting on graphic design, we shouldn't be expected to deal with any job prospectives). Due to people being so busy, he gives extensions, disguised to be for the sake of the students, but it's actually to wait for responses. The one time some people asked for extensions (final asset), he wouldn't give it because many students didn't like the fact he gave out so many which made him disorganized. This showed he couldn't care less about individual well–being, he just wanted everyone to hand their work in all at the same time for his convenience, only. I think he no longer understands what extensions mean anymore, he won't even give it to people who need it, but give to students who just can't manage their time properly and take advantage of it to procrastinate. On top of that, he gives out his number, BECAUSE he will not respond to his emails, which I find ridiculous. There are people with

Comments
anxiety that do not dare to call him, but yet he forces them too because he has "too many emails to read, so call me, you don't have to be nervous because others have done it." Well, others don't have anxiety, or if they did and called him anyway, it's because he wasn't reading his emails. Absolutely unacceptable. As a design professor, he really should make the effort to make a design class feel and look it. He doesn't even make the effort to make a slideshow for us and just searches up google, it's very half–assed. A slideshow would be a great opportunity to show us some design tips, but nope, he's too focused on trying to make some sort of "VISA 106 vs COVID" shtick, the whole purpose of VISA 106 has been lost. If you're reading this Dr Morgan, this is no way a personal attack. I just think you need to work on these weaknesses I have mentioned and try to bring a design class' focus back to design instead of a problem that seems far from solvable, and definitely not solvable by a bunch of design beginners. Many of us have you for VISA 108, so I'd really like to see some positive changes. Please take care of your mental health and stay safe.
I found that there were often no clear instructions as morgan would say one thing on the project description and then a different thing in class. This caused a lot of confusion, and the class was often reaching out to each other and trying to figure out what was going on because of this. I'm not saying class collaboration is bad, but it felt like we were teaching ourselves what was happening based on what we thought he meant when if the prof stayed consistent, that would not have happened. I would often be more confused after asking a question. In my opinion, morgan was doing his best to be thorough, but it would have been better if he was direct. Jacen one of the TA's seemed to take on a prof role and he was able to answer a lot more questions directly and made sense in labs I would consider myself lucky having him as a TA because other classmates said they really did not like their TA's and found them overly opinionated, harsh and biased if their work took on a different look than the TA's preferences style. Overall the communication could have used some work, the extensions were and are greatly appreciated but if the assignment was explained directly from the start maybe we would not have to redo them. At the start of class, the prof was very defensive and said there was absolutely no way that non–profit organizations would not answer our emails, however, he was wrong and most of them did not I would have been less stressed about the class if he was less aggressive about having to get an email response from a Kelowna organization which was out of my control. He later changed his tune but it still caused me a lot of stress at the start of the year.
The Prof did not seem like someone I could rely on, as he felt unavailable/unapproachable. It felt like I was simply being told what to do without being guided, or shown the way that my projects should go towards.
The actual class had no structure. No presentation but rather tabs that were opened and briefly talked about.
I think that some of the written assignments could have been made a bit clearer, sometimes I found them hard to follow
My t.a., who taugh my labs was not helpful. I am trying not to be rude, but her English is not good, and she doesn't know a lot of words that are necessary for teaching a digital art course. When trying to troubleshoot, she never knows how to fix any issues. I know it's hard because it's all online, but I personally do not want her as my lab teacher in the future.
Lack of actual lecture material. The TAs essentially taught the class, not the prof. I feel like I didn’t learn any design elements or what it takes to create a successful design. I learnt more from searching YouTube and teaching myself the different creative programs than I learnt in the lectures.
During our class time we never really were taught actual design elements and strategies. Most of the class was students being confused about assignments, and the prof talking about mainly covid–19 and how to help people. The labs were definitely centered around design, but i feel like i learned nothing from the actual class time.
I got more out of the labs than the lectures. Honestly, I don't think not attending the lectures would have changed anything. Going from the fair marking of my awesome TA, Jacen, to the very hard marking of Morgan was a bit of a shock. His feedback was pretty defeating and surprising because this is an introductory class. It seemed like he had much higher expectations than warranted. I ma very nervous about the mark I will receive for my final assignment.
Timing The course wasnt challenging It was very very disorganised
The course was extremely disorganized, and the syllabus changed almost weekly – it was extremely stressful because we never knew deadlines or expectations because they changed so frequently. This didn't just happen with small lab based assignments, it also happened with our final project, in which the expectations and the deadline were still blurry the day before it was due. Class itself had no structure and it felt like we didn't cover the important ideas of design and media until the last month of term, by which point we had already submitted several design assignments. Dr. Rauscher was not great at responding to student emails, it would take a week or so, and even then his responses were short and often missed the key points. (for example, if two questions were asked, he would halfway answer one of them, leaving students

Comments
more confused.) I do have some sympathy for him because he clearly took on an ambitious project for this term, and he did really want us to succeed, however his lack of organization caused way more stress for the students than an introductory class should warrant.
the whole course was about COVID... the assignments weren't explained at all causing extra stress on students the labs were not engaging for a 3 hour class I can't recall more than one class where we learned about principles of design other, they were all used just to explain assignments because students didn't understand them
Occasionally, a question was not answered because you simply repeated what you had said previously and did not take time to understand their intent.
Hard to do the project of researching Kelowna as I am not even in Canada.
It would have been nice to know about changes to assignments such as the final, well in advanced but I understand that this online environment is new for everyone. Having clearer requirements for assignments on canvas (not just giving them verbally in class) such as MLA citation or format. My main complaint would be with the lab. I really struggled with learning the software because my TA in Lab 03 was not good at explaining the way tools worked or should be used. Often including the name of the tool in the description (the pen tool is like a pen etc. I could have guessed, but more detail!). It was difficult to keep up because she didn't go at a pace that a newbie could follow. It would have been helpful to have similar practice assignments to work on as she was teaching so we didn't fall behind. When she was asked questions, the response would be very similar if not the same to the way she originally explained it which we did not understand the first time. I felt like the TA used every opportunity to show off her skills or how successful she has been which is not helpful unless using it as an example of a concept. I stayed in the lab but I will try to switch if I get her again next semester.
I think one of the weaknesses in this class was the way some information was presented. I which there were some more slide shows shown during class because it makes it easier to understand everything.
– Not being able to do projects on Kelowna–based problems like we normally would, mainly because I am not in Kelowna.
The number of guest lectures didn't feel relevant. The lectures weren't very informative and half the time it felt like he was talking in circles rather than teaching anything. Honestly, I couldn't tell you what the course actually was about. Also, no office hours and lack of email response were frustrating. The unavailability of an instructor during this time feels pretty unacceptable. I understand everyone is going through hard times, but to limit it to texting and calling doesn't seem fair or appropriate. The lack of clarity on assignments or the rubrics that the instructor was to mark seemed unclear until the last two assignments. I understand there are a ton of assignments to grade, but when you dock marks and it isn't clear why then the student has to contact you for clarity each time only to be met with an uncertainty of why you bestowed that grade, seems like a lack of care from the instructor and a waste of time for everyone. Also, a number of times students would be interrupted during class when asking a question, or even during one–on–one zoom calls, I was interrupted multiple times. To me, this doesn't foster a healthy learning environment. Students feel shut–out or like what they have to say doesn't matter, even if it's their own question. From my own observations, it also seemed like when students were interrupted (and I too wanted to know that answer because I had the same question) and the instructor proceeded to answer the question, he completely missed the mark on what was being asked. This I would assume is because of the interrupting and he doesn't get all the necessary information to be able to answer the question to the best of his ability. To summarize, I think it would be in everyone's best interest if the instructor could work on his active listening skills, willingness to communicate effectively through email, creating more streamlined lectures, and communicate a clear rubric for grading assignments.
Proper answers to student questions.
This course was a train wreck. The prof was all over the place and seemed unprepared everytime. He aslo struggled to make everything clear which is the most important thing right now. we usally spent 30mins every class asking questions cause we are all so lost and confussed. also the course seemed brand new because the whole thing was about covid but didn't seem well though through. The prof would get angry at people for not turing are cameras on as well as got made when people were in the wrong zoom lecture. He completely throguh out the syllabus. I found his and my TA super unhelpful. The labs were so long and didn't teach anyhting I would just watch youtube tutorials after cause they were un helpfull.
The course felt as if it was two separate courses and while learning artistic software seems much more important to me as an artist, it was made secondary. My biggest issue with the course was that it was based so heavily on Covid. Quite frankly the course was just hard to grasp as a whole. It made sense to learn software, everything else seemed generally pointless
The TA's taught all the software and my specific TA Yasaman did not do a very good job so it would have been nice to have Morgan be the one to teach us the software or at least have him show up to one or two of our labs
Morgan did not give us detailed outlines and rubrics for assignments then made us redo the majority of the assignments because of the lack of info given(and he was not satisfied by the results from these assignments). Says he is available whenever if we needed help but takes over 2 weeks to respond to emails (also did not respond to calls nor texts) and doesn't answer the questions given in said emails. Also, told us he does not plan his lectures and 'wings it' every class (which is shows, unfortunately).
Maybe there could be more on how to design. There's somewhat of a leap from the course research to making the actual graphics/design.

Comments
Expectations were a bit unclear. A lot of the frustrations are due to the online format.
Professor was very confusing with expectations. Would give assignments little detail and only add more once the assignments given were "not up to expectation". He would say our projects were not good enough although he did not give enough detail in the assignment. Made succeeding very difficult. Course structure was always changing and hard to keep up with when Professor would change due dates constantly. Rarely taught anything about the subject, any presentation was super sloppy.
Canvas organisation was confusing especially concerning the setup for zoom and cloud recordings. labs were way too long. I think that in the future labs should be left as asynchronous informative videos that students can use as tutorials this way they can also pause, skip and replay relevant parts.
Feedback was extremely short responses that were usually confusing. I never felt as if I got any actual technical critique from the professor. Assignments were difficult to complete as they were extremely broad. for a first–year course, I would have rather learnt the technical aspects of design, rather than rushing into projects that implemented them. Professor also was only available through phone calls, which was difficult as many people were unaware of this and would email them questions and very rarely receive responses.
I need to know how to use other website by myself without a professor to help In order me to do well in online learning.
Morgan does not know how to arrange a course

What did you most enjoy about it?

Comments
Being able to talk with my classmates in the labs about our projects and helping each other with them.
I enjoyed the lab projects the most, and I also loved interacting with the TAs (who were all lovely people).
My TA was nice and mad lab work enjoyable.
The lab assignments were really fun to do, especially the premiere assignment, and seeing other students' work was also really nice
The process. Learning, discarding, revising, and reinventing. It was delightful.
read above.
I enjoyed the labs the most and found Jacen to be an excellent TA
The variety of assignments/assets I had to design.
The lab and my wonderful TA.
I really enjoyed the little lab assignments each week I learned a lot.
Unfortunately, I didn’t enjoy this class
I definitely loved my classmates and how we helped each other during a confusing time in class. I loved Dr. Rausher's enthusiasm for the course and how the TA's helped a great amount.
Morgan's enthusiasm.
Nothing
I actually really loved the labs in which we learned about how to use different digital media softwares. I wish that the class would have focused more on the technical side of digital media (the softwares and the design principles) than 'solving COVID' because I really loved the actual digital media work. I really liked the feeling of being slightly competent with Photoshop and Illustrator and I have actually already used those skills for assignments for other classes.
one of the lab assignments
The time spent in labs learning about the programs and how to use them effectively.
Lab lessons are very fun.
The assignment structure and workload were reasonable.
I most enjoyed learning the Adobe applications since they are the industry standard and that we didn't need to buy it ourselves.
Making photoshop posters for assets
My Lab and TA. My lab was fun and I felt like that is where I learned and gained anything from this course. Also, that the group assignment was abolished, I can't imagine doing a group project during a time like this with so many in different time zones and completely different schedules.
The use of different creative cloud programs.
I enjoyed actually doing the labs the photoshop especially.
The assignments left room for creativity despite being as specific in criteria as they were
The artistic freedom
My lab time with my ta.
The extensions were extremely helpful that allowed enough time to work on the projects. While there was a lot of anxiety about course expectations and assignments, being kept on the toes resulted in more self–learning. Seeing amazing work by other classmates is inspiring. Learned a lot about design thinking.
TA's demonstrations
the lab assignments.
The TA's were very enjoyable and the professor was flexible with due dates.
I enjoyed how well the lecture was planned and it was very easy to follow.
lab time

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.