

Project Title: 2020W2 UBCO Instructor Evaluations

Course Audience: 63  
Responses Received: 24  
Response Ratio: 38.10%

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**Report Comments**

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

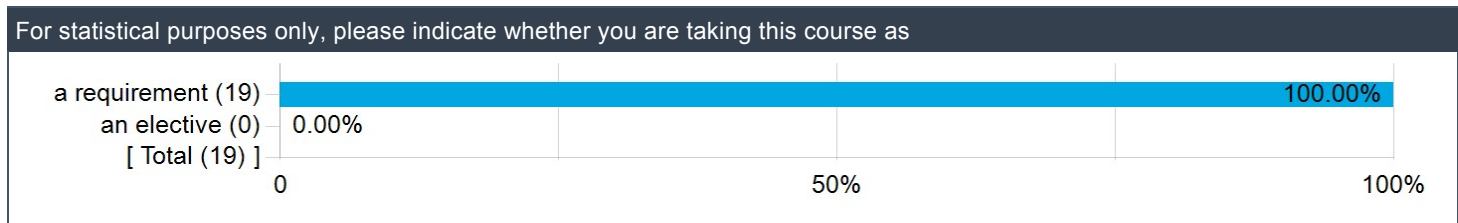
**Recommended Minimum Response Rates**

| 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%  |

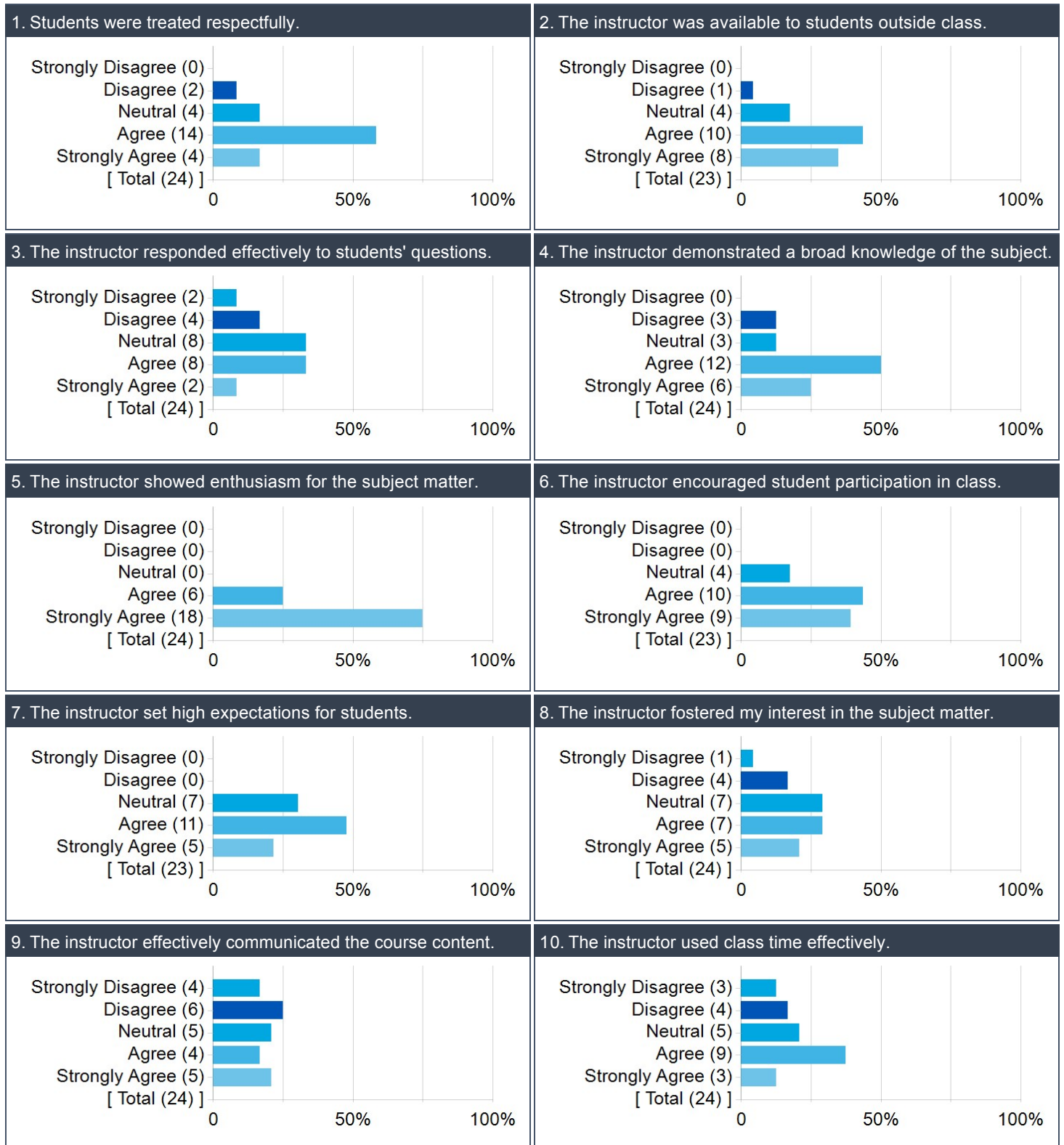
**Legend**N: Expected  
n: Responded**Frequency Distribution**SD: Strongly Disagree  
D: Disagree  
N: Neutral  
A: AgreeCreation Date: **Wednesday, May 5, 2021**

## Detailed Results

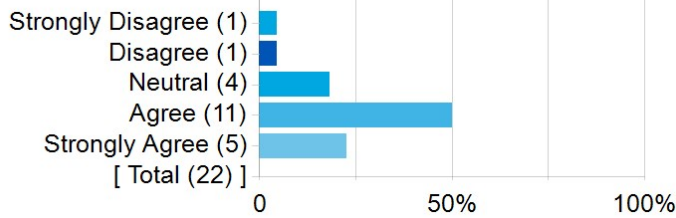
For statistical purposes only, please indicate whether you are taking this course as



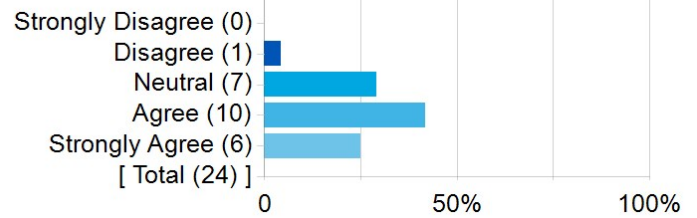
## Instructor Questions



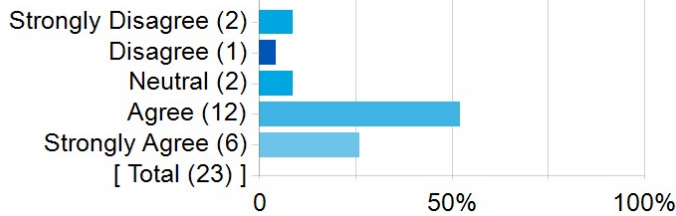
11. Where appropriate, the instructor integrated research into the course material.



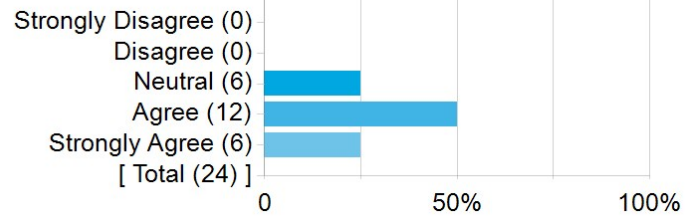
12. The instructor provided effective feedback.



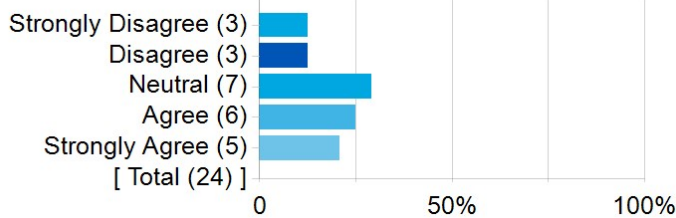
13. Given the size of the class, assignments and tests were returned within a reasonable time.



14. The evaluation procedures were fair.



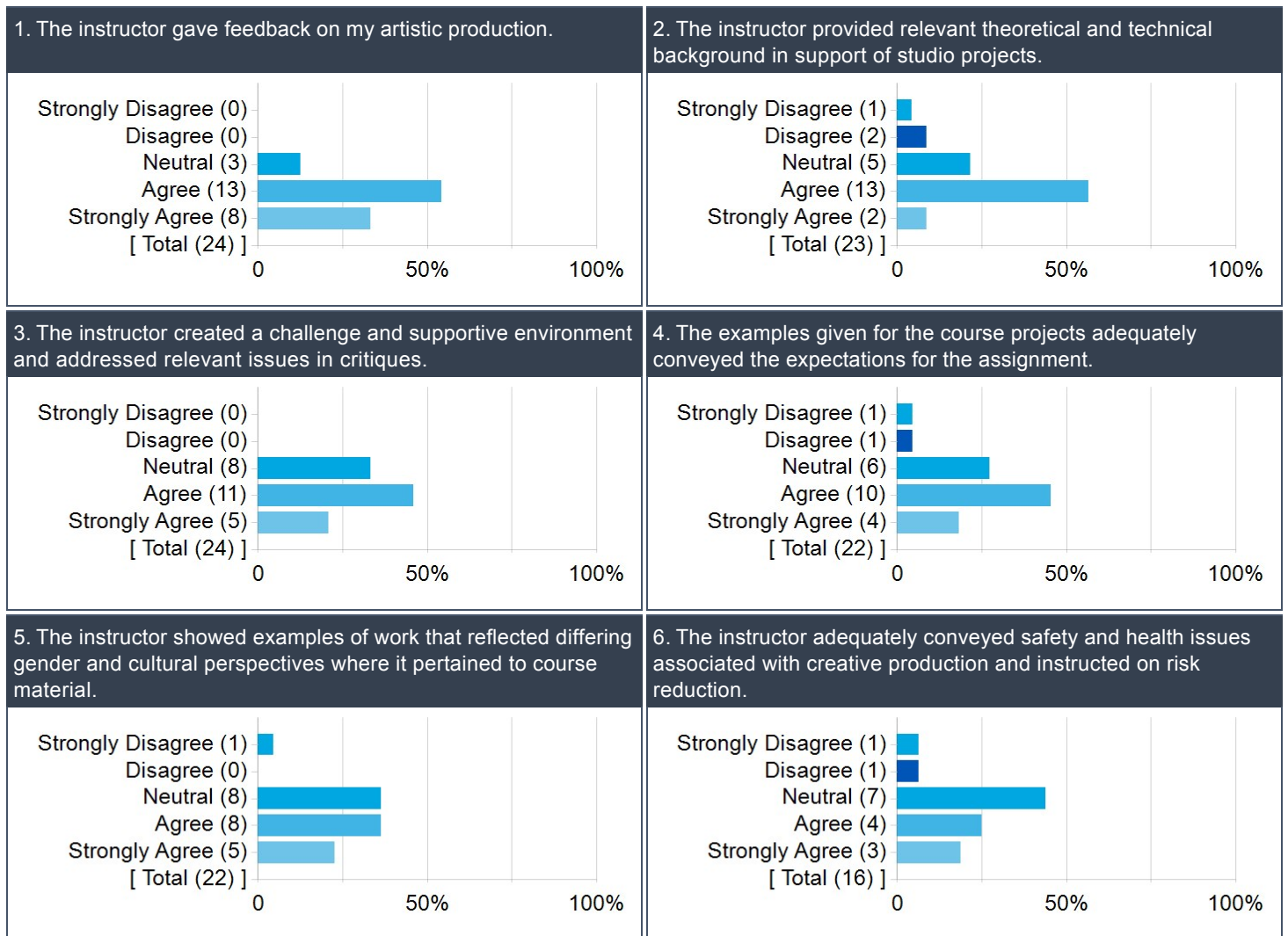
15. I would rate this instructor as very good.



| Question   | N  | n  | SD | D | N | A  | SA | N/A | IM   | DI   |
|--|----|----|----|---|---|----|----|-----|------|------|
| Students were treated respectfully.  | 63 | 24 | 0  | 2 | 4 | 14 | 4  | 0   | 3.93 | 0.40 |
| The instructor was available to students outside class.                                    | 63 | 24 | 0  | 1 | 4 | 10 | 8  | 1   | 4.15 | 0.44 |
| The instructor responded effectively to students' questions.                               | 63 | 24 | 2  | 4 | 8 | 8  | 2  | 0   | 3.25 | 0.58 |
| The instructor demonstrated a broad knowledge of the subject.                              | 63 | 24 | 0  | 3 | 3 | 12 | 6  | 0   | 4.00 | 0.48 |
| The instructor showed enthusiasm for the subject matter.                                   | 63 | 24 | 0  | 0 | 0 | 6  | 18 | 0   | 4.83 | 0.19 |
| The instructor encouraged student participation in class.                                  | 63 | 23 | 0  | 0 | 4 | 10 | 9  | 0   | 4.25 | 0.38 |
| The instructor set high expectations for students.   | 63 | 23 | 0  | 0 | 7 | 11 | 5  | 0   | 3.91 | 0.38 |
| The instructor fostered my interest in the subject matter.                                 | 63 | 24 | 1  | 4 | 7 | 7  | 5  | 0   | 3.50 | 0.62 |
| The instructor effectively communicated the course content.                                | 63 | 24 | 4  | 6 | 5 | 4  | 5  | 0   | 2.90 | 0.78 |
| The instructor used class time effectively.  | 63 | 24 | 3  | 4 | 5 | 9  | 3  | 0   | 3.50 | 0.68 |
| Where appropriate, the instructor integrated research into the course material.            | 63 | 24 | 1  | 1 | 4 | 11 | 5  | 2   | 3.95 | 0.50 |
| The instructor provided effective feedback.  | 63 | 24 | 0  | 1 | 7 | 10 | 6  | 0   | 3.90 | 0.45 |
| Given the size of the class, assignments and tests were returned within a reasonable time. | 63 | 24 | 2  | 1 | 2 | 12 | 6  | 1   | 4.04 | 0.56 |
| The evaluation procedures were fair.   | 63 | 24 | 0  | 0 | 6 | 12 | 6  | 0   | 4.00 | 0.38 |
| I would rate this instructor as very good.   | 63 | 24 | 3  | 3 | 7 | 6  | 5  | 0   | 3.36 | 0.71 |

| Question   | %Favourable |
|--|-------------|
| Students were treated respectfully.  | 75.00%      |
| The instructor was available to students outside class.                                    | 78.26%      |
| The instructor responded effectively to students' questions.                               | 41.67%      |
| The instructor demonstrated a broad knowledge of the subject.                              | 75.00%      |
| The instructor showed enthusiasm for the subject matter.                                   | 100.00%     |
| The instructor encouraged student participation in class.                                  | 82.61%      |
| The instructor set high expectations for students.   | 69.57%      |
| The instructor fostered my interest in the subject matter.                                 | 50.00%      |
| The instructor effectively communicated the course content.                                | 37.50%      |
| The instructor used class time effectively.  | 50.00%      |
| Where appropriate, the instructor integrated research into the course material.            | 72.73%      |
| The instructor provided effective feedback.  | 66.67%      |
| Given the size of the class, assignments and tests were returned within a reasonable time. | 78.26%      |
| The evaluation procedures were fair.   | 75.00%      |
| I would rate this instructor as very good.   | 45.83%      |

## Additional Instructor Questions



| Question  | N  | n  | SD | D | N | A  | SA | N/A | IM   | DI   |
|---|----|----|----|---|---|----|----|-----|------|------|
| The instructor gave feedback on my artistic production.   | 63 | 24 | 0  | 0 | 3 | 13 | 8  | 0   | 4.19 | 0.33 |
| The instructor provided relevant theoretical and technical background in support of studio projects.                                    | 63 | 24 | 1  | 2 | 5 | 13 | 2  | 1   | 3.77 | 0.46 |
| The instructor created a challenge and supportive environment and addressed relevant issues in critiques.                               | 63 | 24 | 0  | 0 | 8 | 11 | 5  | 0   | 3.86 | 0.39 |
| The examples given for the course projects adequately conveyed the expectations for the assignment.                                     | 63 | 24 | 1  | 1 | 6 | 10 | 4  | 2   | 3.80 | 0.51 |
| The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material. | 63 | 24 | 1  | 0 | 8 | 8  | 5  | 2   | 3.75 | 0.50 |
| The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.       | 63 | 23 | 1  | 1 | 7 | 4  | 3  | 7   | 3.36 | 0.57 |

| Question  | %Favourable |
|---|-------------|
| The instructor gave feedback on my artistic production.   | 87.50%      |
| The instructor provided relevant theoretical and technical background in support of studio projects.                                    | 65.22%      |
| The instructor created a challenge and supportive environment and addressed relevant issues in critiques.                               | 66.67%      |
| The examples given for the course projects adequately conveyed the expectations for the assignment.                                     | 63.64%      |
| The instructor showed examples of work that reflected differing gender and cultural perspectives where it pertained to course material. | 59.09%      |
| The instructor adequately conveyed safety and health issues associated with creative production and instructed on risk reduction.       | 43.75%      |

## Open ended feedback

### What were the strengths of the course?

| Comments  |
|---|
| quality time and useful advice from TA's<br>opinions from other classmates and fairly effective systems for giving and receiving advice on projects<br>freedom to choose projects of interest and feeling of acceptance/ "approval" for choices by the prof<br>not overly rushed in the creative process, and due dates were fair<br>shorter class times worked well for my schedule, and I felt like I learner something during the hour that I was there  |
| Another note is that I had Morgan this semester and last semester, I would say the overall management, class content and structure improved a lot since last semester. I think that some classmates that had VISA 106 last semester as well unfairly judged the prof from assumptions or judgements that they had made last semester that should not have been carried over into this one, and for that, I think he received a harder time and more blow back from classmates.  |
| jacen   |
| The workload was manageable which allowed me to produce quality work in assignments. The class had a predictable schedule with reasonable and well-scheduled deadlines. The TA, Jacen, was incredibly helpful and involved in students' projects. I liked being able to book one on one time for labs and seek help independently instead of attending a 3-hour session every week.   |
| It was a very rough start, but in the end, completing the final project felt meaningful and the prof, though disorganized, was supportive.  |
| Dr. Raucher had been very passionate about the course, and worked tirelessly to get the class just as excited.  |
| Flexibility in topic selection for the project. Great resources were introduced to aid the creative process.  |
| we were given more freedom with what we wanted to create<br>the TAs were incredibly helpful, specifically Jacen   |
| It gave a lot of room for students to do whatever project they wanted in whatever style they wanted and the TAs provided a lot of support to make those ideas happen.   |
| The TA Jacen did an immaculate job teaching the lab class! Very important critiques by him  |
| The work load was very reasonable and manageable, and the assignments challenged my thinking.   |
| JACEN Dennis was an amazing Ta  |
| A positive is the enthusiasm displayed by the instructor in every class. I found it quite contagious.<br>I also think that the instructor was supportive of his students whenever possible.   |
| I really enjoyed how this course was centered around a big, impactful project, but it was not set up in a manner that was not achievable. Morgan encouraged us to think about our project the entire semester and reflected assignments accordingly.  |
| Students were allowed to take assignments into their own hands and move among their own subject matter.   |
| the assignments directly related to the content of the course.  |
| Morgan seems very enthusiastic and passionate. Which is good But overall this class if it wasn't for the TA's would have fallen apart.  |
| I liked that it was an hour class because I felt that we had to get through the most important lessons and there were no breaks in between. I felt that instead of losing interest half way, my interest was there until the end.   |
| The feedback from progress reports and presentations was very informative and helpful.  |
| I was able to follow the instructor instructions.   |
| overall okay  |
| The main strength of this course was the agency this instructor gave to students in choosing their own project to work on. This has a far better end result in terms of quality of work than pre-set project requirements because students are more motivated to finish their designs for the class. This course also adapted to working in the online world much better than last term, and allowed students to fully flesh out their ideas. The "one project" model worked very well, and allowed me to hone in on designing one product effectively, rather than many products in a sub par fashion. The instructor's availability to students was also amazing. |



## What were the weaknesses?

| Comments  |
|---|
| Occasionally poor classroom management where there were disputes overdue dates during class that ended up taking the full hour this cut out learning time and wasn't really effective. I felt like the issue should've been dealt with on a smaller scale instead of opening the discussion to the class as classmates were angry, and there was no way really to "win."  |
| The last class was a bit of a mess as not enough time was allotted to presentations. Suddenly presenting during the lab or being asked to come back at 4 didn't work for everyone, and the class doubled in time before students were able to present. I feel like this issue could've been foreseen as there were many presentations that had to happen within two class blocks, and there wasn't really a sense of urgency in the first half of presentations when maybe there should've been.  |
| Lectures weren't super organized and not always relevant to the class or helpful for the projects.  |
| unorganized   |
| Most lectures didn't follow the schedule in the syllabus, or at least they felt like they didn't. There was also mass confusion and upset over a fairly large assignment because the prof didn't effectively communicate the assignment details   |
| Dr. Raucher often would just wing his presentations, and had a bit of a bad habit taking things personally, and making a mistake and blaming it on us   |
| projects were not explained<br>due dates were changed erratically and students were punished for it<br>assignments were handed back late which impacted the predetermined syllabus<br>class time was disorganized making it hard to understand content and  |
| The theoretical concepts in the lectures never really stuck with me and it felt like I wasn't really learning anything.   |
| Felt I was not getting my money's worth in this course  |
| Lectures felt confusing and difficult to follow.  |
| Didn't learn anything. Didn't enjoy this style of teaching  |
| While I think the instructor has good ideas, especially considering his experience in the field, I do think they could be conveyed with a bit more clarity and depth.   |
| While I believe the class enjoyed the freedom to work on a project of our choice, I do think that, had this been supplemented by more theory (pertinent to visual arts), we would have delivered even better work.  |
| The ONLY thing i didn't like about the course is that i felt like the language was a bit advanced for a first tour course but morgan always responded to questions and took time to have personal meetings with students to help us understand better and give face to face (zoom) feedback   |
| Professor is very rude, confusing expectations.   |
| I felt that the class time was only nessecary to attend in the beginning of class when the most important information is given about assignments or final projects. For the rest of the class, I personally found that most information was well-known design elements.   |
| You are lucky I like doing digital art cause this class (like last semester) was disaster. He is so all over place its hard to understand what is going on. There is no structure to his classes. We spent an entire class arguing with his because he bumped up the dead line 12hrs and didn't tell anyone and then docked 90% of the class 10% because we didn't hand it in ontime. He is not a teacher. I think he wants to be, but sometimes it come naturally to people. Not for him. Morgan is not a teacher. Sorry. I also didn't get marks back for some of my earlier assignments for months. I find him very rude and intimidating. |
| The labs were 10 minutes for each student and I liked it, however, although it was smooth at first, near the end of the term, I found myself waiting longer and longer for my time slot because the people before me were taking longer.  |
| Instructions were often unclear and it was sometimes difficult to relate the discussions in class to our ongoing project.   |
| Sometimes I wasn't very focus because of looking at the computer for very long.   |
| 108 should have the same length as 103 and 105  |
| This course did not have any weaknesses other than those inherent in the online schooling world.  |

## What did you most enjoy about it?

| Comments   |
|--|
| I enjoyed the freedom to create and develop something that I was passionate about in a safe and good learning environment where I received valuable, constructive criticism and was able to further my skills in Adobe software.   |
| jacen  |
| I enjoyed the flexibility in the project. I also enjoyed that the whole semester was dedicated to one project so I could follow my design process through thoroughly.  |
| I enjoyed the open-endedness of the project.   |
| I really enjoyed his enthusiasm, he was pretty uplifting and always made sure we felt confident in ourselves.  |
| Great chance to explore digital media skills, and developing digital media content for a project.  |
| the creative freedom   |
| Learning about animation! It wasn't a part of 106 so it was really fun to get into it now, even if it was much more self-directed than expected.   |
| I am glad I got class time to work on an assignment both relevant to the course, and to my life  |
| The teaching assistants, specifically Jacen Dennis were extremely helpful and great to talk to. Jacen provided excellent feedback and helped me with any and all questions I had.  |
| Jacen was helpful  |
| I think it was the atmosphere of the class. It was definitely a room for creative minds and ideas.   |
| Morgan is super passionate about Digital Media and had a super helpful and positive attitude which was super encouraging. He was super understanding with technical issues among other things and always supported me and helped me do better and fix my problems. Fantastic prof. I would definitely take his class again |
| I always enjoy the prof's enthusiasm for the course.   |
| I found the work interesting and fun I also really like the TA's.  |
| I liked the lab the most in this term because it was 10 minutes for each person and I felt that was a good idea. If we needed advice on something or just a quick question, we could pop in and ask and for the most part it was successful.   |
| The TA sessions were very helpful and I enjoyed the freedom we were able to express in our project.  |
| I enjoy all the assignment we did that we have to use Adobe  |
| group critic   |
| I enjoyed the new approach the instructor took to teaching design (letting students choose what to make).  |

# 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.

