THE UNIVERSITY OF BRITISH COLUMBIA

2022W2 UBC Individual Instructor Report for ECON 323 004 - Quantitative Economic Modelling with Data Science Applications (Philip Solimine)

Project Title: **2022W2 UBC Instructor SEI Surveys**

Course Audience: **66**
Responses Received: **16**
Response Ratio: **24%**

Report Comments

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%

Creation Date: **Friday, May 5, 2023**

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University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	66	16	0	0	1	6	9	0	4.6	0.3
The instructor conducted this course in such a way that I was motivated to learn.	66	16	0	0	2	6	8	0	4.5	0.4
The instructor presented the course material in a way that I could understand.	66	16	0	0	1	7	8	0	4.5	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.	66	16	0	1	0	7	8	0	4.5	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	66	16	0	0	1	5	10	0	4.7	0.3
Overall, I learned a great deal from this instructor.	66	16	0	0	1	5	10	0	4.7	0.3

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	94%
The instructor conducted this course in such a way that I was motivated to learn.	88%
The instructor presented the course material in a way that I could understand.	94%
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.	94%
The instructor showed genuine interest in supporting my learning throughout this course.	94%
Overall, I learned a great deal from this instructor.	94%

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
66	16	0	0	3	6	7	4.3	0.4

%Favourable
81%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	66	16	0	0	2	7	7	0	4.4	0.4
High standards of achievement were set.	66	16	0	0	1	6	9	0	4.6	0.3
The instructor was generally well prepared for class.	66	16	0	0	0	6	10	0	4.7	0.2
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	66	15	0	0	0	8	7	0	4.4	0.2
The instructor treated students with respect.	66	16	0	0	0	5	11	0	4.8	0.2

Question	%Favourable
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	88%
High standards of achievement were set.	94%
The instructor was generally well prepared for class.	100%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	100%
The instructor treated students with respect.	100%

Open ended feedback

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

Comments
Course was amazing, just wish midterms could have been accessible at the CFA
Perhaps add in some in class activities to spice up the lectures as it was a bit difficult for me to stay attentive to lecture for 1.5 hours
It would be better to drop the worst assignment or be less strict on grading.
being a non cs student, I would've really appreciated the class to be more about basics first as I was dumbfounded at times. the fact that we are expected to know the same as cs students in the same amount of time is unfair and some changed need to be made.
– maybe some practice with answers so we can tell if we're doing the practice correctly (doesn't have to have answers for all practice questions) – midterm felt like too many questions
I hope both partners can see the assignment feedback and an average of each assignment can be shown on canvas too. The participation mark brings people who jump in between two sections some difficulty to catch the attendance. Some practice exam can be provided for midterm and final. Clear course schedule about what will be taught on what date.

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

Comments
teaching method and problem sets
the problem sets are the right amount of challenging and greatly increased my understanding of the material
The TA's were really really helpful
– well taught – good applications – good homework
The course build solid foundations for people who want to start as a data scientist. We learn python and its important libraries and some applications in the course. The project helps us to gain some practical experience.
good to know some econ concepts and their application in data science. And we can tell Phil has spent lots of efforts on this course.

Please provide suggestions on how this course might be improved.

Comments
Past papers
Once again, adding in–class activities will be beneficial
classes need to more interactive and less monotonous.
– more questions + answers to see where things went wrong – midterm was a bit too long
Less focus on the basic python syntax, more focus on the using libraries and applications.
This course covers too much content more than it can possible take. I'm a comp sci student and have taken all the core CSPC courses. This course has touched the topics that I've learnt from CPSC 110, 121, 221, 320, 330,340, and DSCI 100 etc. While this course requires no coding experience to register, I can not imagine someone, who doesn't know how to write an if statement in python prior to this course, can do very well in this course without putting extra extra extra time and effort in building all those programming foundation that CS students have spent at least one year to build. I hope that the VSE could consider either add some CPSC pre–req to this course , or reduce the content of the course and focus more on basic programming and python foundations.

Please comment on any aspects, positive or negative, of your instructor’s teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
positive: amazing explanations, brilliant psets, great course overall negative: no past papers to prepare
Philip is very passionate about the course material and is always eager to answer student's questions, i appreciate that wants to share as much as he knows as possible
the instructor needs to keep in mind the varying programming knowledge in the class.
– good instructor – fair to the students – easy to talk to during office hours
Great professor, explain things in details and answer questions after the class!

Please comment on any aspects, positive or negative, of the format and content of the course.

Comments
same as i previously mentioned: This course covers too much content more than it can possible take. I'm a comp sci student and have taken all the core CSPC courses. This course has touched the topics that I've learnt from CPSC 110, 121, 221, 320, 330,340, and DSCI 100 etc. While this course requires no coding experience to register, I can not imagine someone, who doesn't know how to write an if statement in python prior to this course, can do very well in this course without putting extra extra extra time and effort in building all those programming foundation that CS students have spent at least one year to build. I hope that the VSE could consider either add some CPSC pre–req to this course , or reduce the content of the course and focus more on basic programming and python foundations.
I think the lecture structure is quite dry, it may be better to change the structure of lectures to incorporate more ways for the students to actively use the concept presented
There should be more assignments. there should be more practice questions. Also, It would be appreciated if information related to the course material is passed to students through Canvas as well as GitHub.
this course should be restricted to non–cs students.
– wish there was more Q & A practice since sometimes I get things wrong but not sure whats wrong – more clarity in homework for answers (print statements vs markdown vs comments) – to elaborate, a lot of things I got wrong ended up being due to markdown, comments, print statements at the beginning. At first, I used comments to answer, not realizing there were markdown cells. Second, I used print statements to answer questions since some of the questions were dependent on a calculated value; thus, I would print something like "print(f" The {value} is greater than 10,000") which would be considered an unanswered question. Therefore, in the end, I learned to just put markdown for everything even if we needed a variable number but ended up just losing like a total of 4/50 points in the semester due to just this formatting issue.
The current content can focus less on basic syntax. The format is great!

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 Experience of Instruction (SEI) 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 SEI 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 course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 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%

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 respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split 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 minimum recommended response rate.