



# Individual Teaching Assistant Report Spring 2024 for P A 393L - URBAN ECONOMICS AND POLICY (59770) (Yumin Hong)

Project Title: **Course Evaluations Spring 2024**

Courses Audience: **17**

Responses Received: **14**

Response Ratio: **82.4%**

---

## Report Comments

### Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)  
Agree (4)  
Neutral (3)  
Disagree (2)  
Strongly Disagree (1)

Excellent (5)  
Very Good (4)  
Satisfactory (3)  
Unsatisfactory (2)  
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

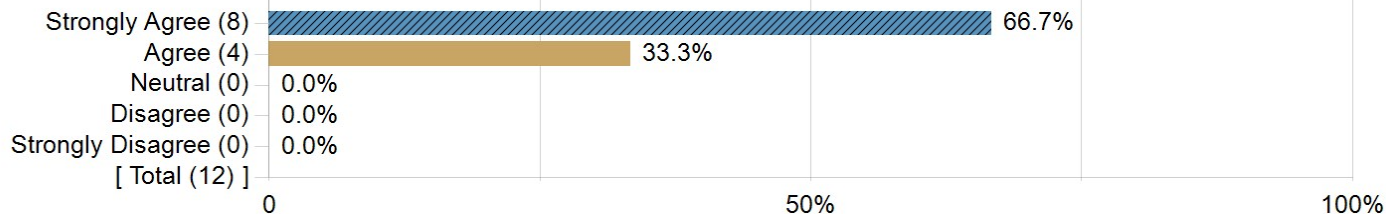
Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

---

Creation Date: **Friday, May 10, 2024**

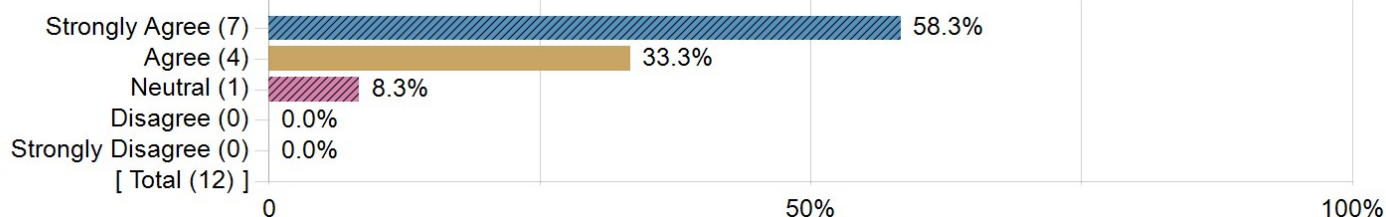
## Teaching Assistant Questions

The TA was available to help me as needed.



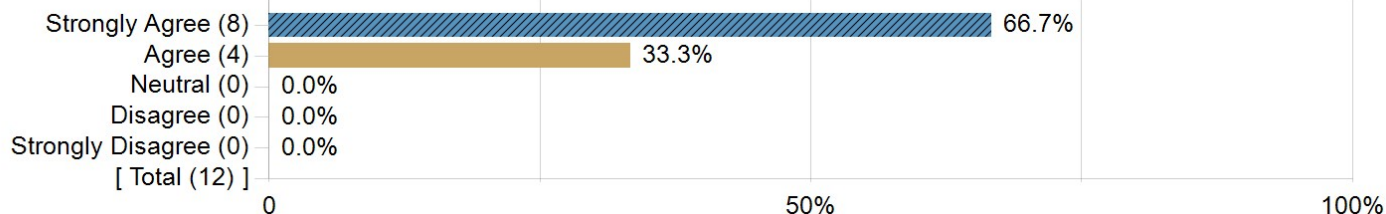
Statistics	Value
Mean	4.67

I felt the TA was approachable.



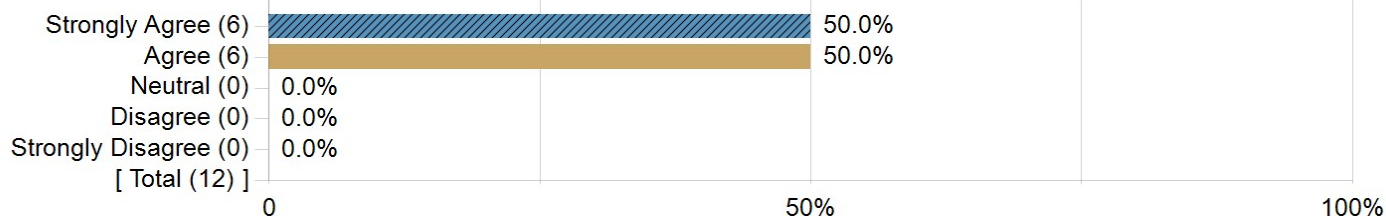
Statistics	Value
Mean	4.50

The TA explained course concepts, subject matter, or other course-related topics in a way that helped me learn.

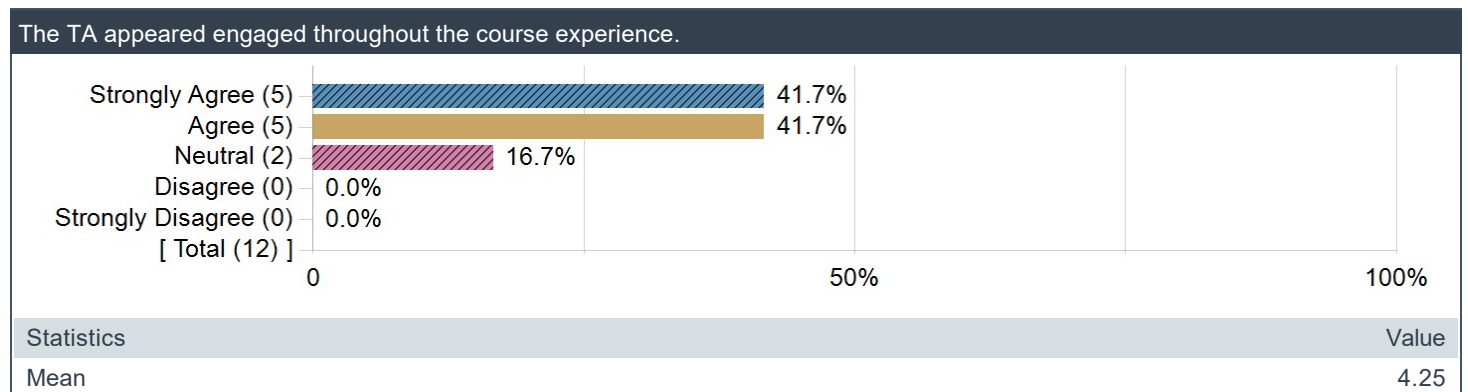
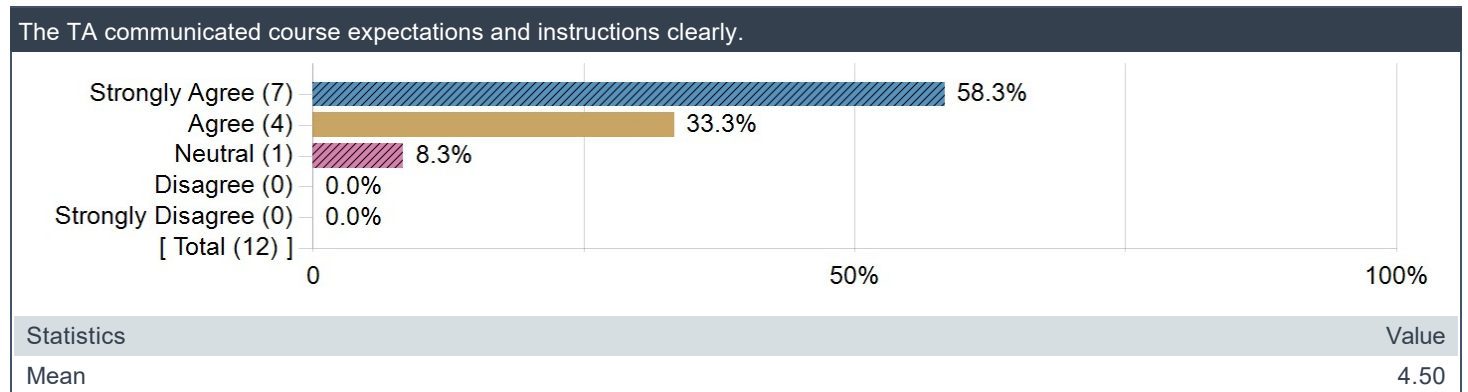
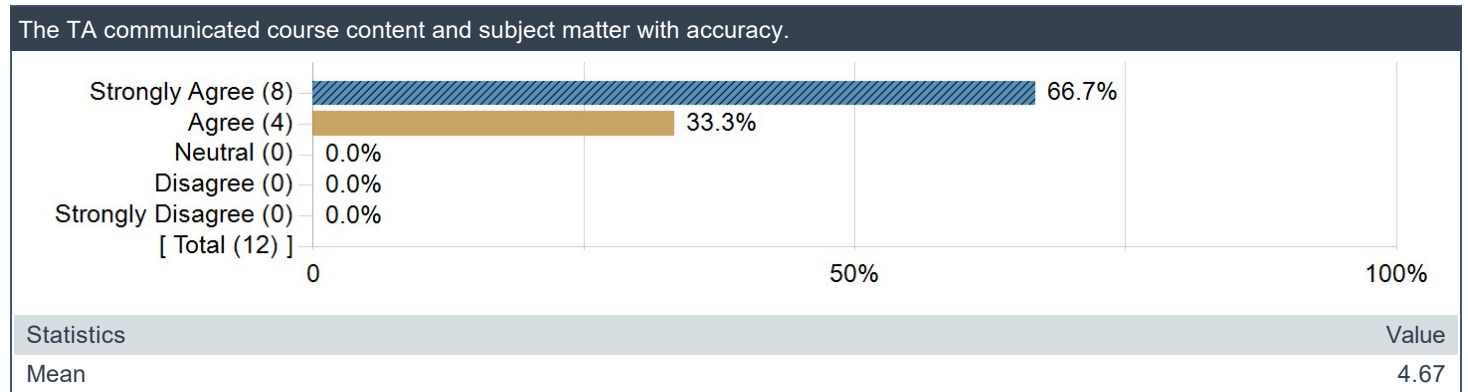


Statistics	Value
Mean	4.67

The TA was able to address most of my questions related to the course concepts, subject -matter, or topics.



Statistics	Value
Mean	4.50



## Comment Questions

**Identify aspects of your interactions with your teaching assistant that were most effective in helping your learning.**

Comments
Helped 1 on 1
The TA was willing to make time and arrange meetings to go over course concepts and clarify the problem sets.
Was available and knowledgeable beyond what I expected. Thank you!
Didn't interact with her much, but she seemed really nice, and her teaching style approachable.
The R Studio videos were very well done and helpful. I felt like I understood what to do afterwards.
The R-workshops were well-organized and easy to follow. I really liked how she shared her R file as well, so you could take notes and test it while watching the recording.
Yumin helped explain certain topics I had trouble understanding when meeting with her.
Yumin was very helpful via email during the R portions of the problem sets. She was able to help me work through errors in my code.

**What is one thing the teaching assistant could do differently to help improve future students' learning in this course?**

Comments
Needs to teach the coding like she is teaching the alphabet to a kindergardener.
n/a
Nothing, you were great.
I think if she did lessons for problem sets in multiple coding languages, it would've been helpful.
I wish the R-workshop would've been more tailored to the problem sets because there were some parts of the questions that hadn't been reviewed. This is also partly a personal issue for me as I should know the basics of R, and most students have a foundation to begin with.
I think it would be helpful to provide the instruction on R during class time.