# 2025 Summer Session UBC-V Individual Instructor Report for COMM_V 337-971 - Business Programming and Analytics (Xiaoke Zhang)

Project Title: **2025 Summer Session UBC-V Instructor SEI Surveys**

Course Audience: **34**
Responses Received: **20**
Response Ratio: **59%**

**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% |

## Legend

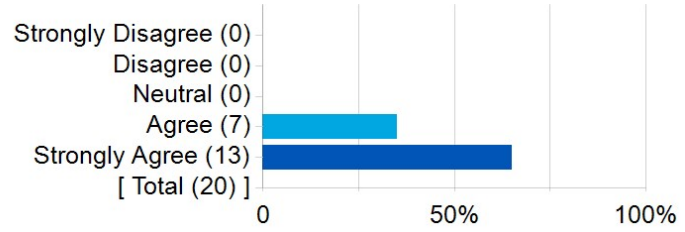
N: Invited
n: Responded

**Frequency Distribution**
SD: Strongly Disagree

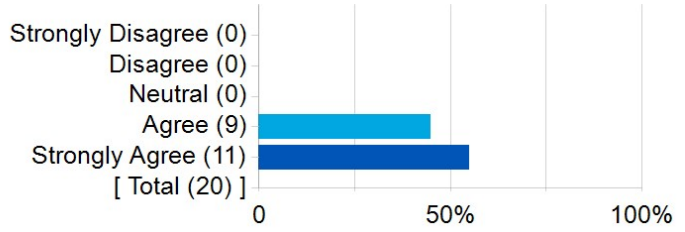
# University Module Questions

## University Module Questions

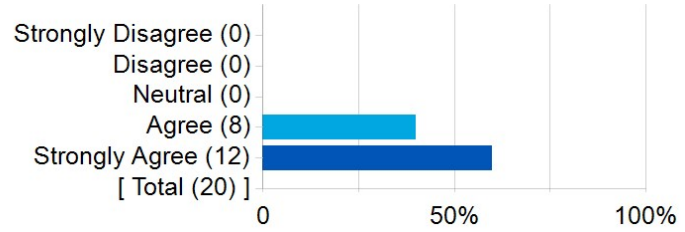
### 1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



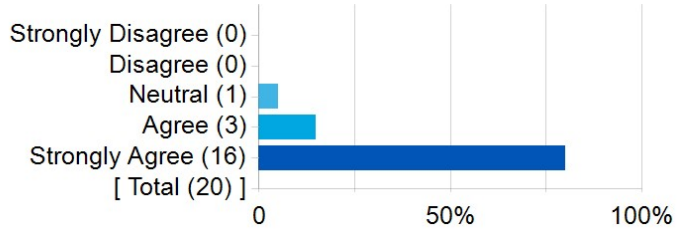

### 2. The instructor conducted this course in such a way that I was motivated to learn.



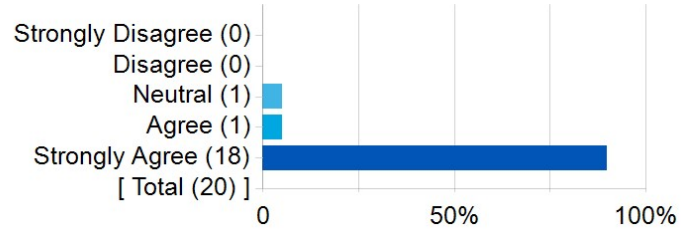

### 3. The instructor presented the course material in a way that I could understand.



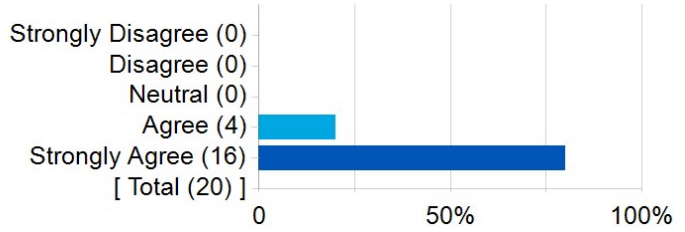

### 4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.




### 5. The instructor showed genuine interest in supporting my learning throughout this course.




### 6. Overall, I learned a great deal from this instructor.



### University Module Questions

| Question | N | n | SD | D | N | A | SA | N/A | IM | PF | DI |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn. | 34 | 20 | 0 | 0 | 0 | 7 | 13 | 0 | 4.7 | 100% | 0.2 |
| The instructor conducted this course in such a way that I was motivated to learn. | 34 | 20 | 0 | 0 | 0 | 9 | 11 | 0 | 4.6 | 100% | 0.2 |
| The instructor presented the course material in a way that I could understand. | 34 | 20 | 0 | 0 | 0 | 8 | 12 | 0 | 4.7 | 100% | 0.2 |
| 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. | 34 | 20 | 0 | 0 | 1 | 3 | 16 | 0 | 4.9 | 95% | 0.2 |
| The instructor showed genuine interest in supporting my learning throughout this course. | 34 | 20 | 0 | 0 | 1 | 1 | 18 | 0 | 4.9 | 95% | 0.1 |
| Overall, I learned a great deal from this instructor. | 34 | 20 | 0 | 0 | 0 | 4 | 16 | 0 | 4.9 | 100% | 0.2 |

## Faculty Questions

### Course Questions

| Question | N | n | SD | D | N | A | SA | N/A | IM | DI |
|---|---|---|---|---|---|---|---|---|---|---|
| The textbook or other assigned readings were important for understanding the course. | 34 | 20 | 0 | 0 | 5 | 3 | 1 | 11 | 3.4 | 0.3 |
| The notes and readings prepared by the instructor were useful. | 34 | 20 | 0 | 0 | 1 | 6 | 13 | 0 | 4.7 | 0.3 |
| The course assignments provided a useful learning experience. | 34 | 20 | 0 | 0 | 0 | 4 | 16 | 0 | 4.9 | 0.2 |
| I would recommend this course to other students. | 34 | 20 | 0 | 0 | 2 | 5 | 13 | 0 | 4.7 | 0.3 |
| I found the workload in this course to be heavy. | 34 | 20 | 1 | 6 | 12 | 0 | 1 | 0 | 2.8 | 0.4 |
| I found this course to be difficult. | 34 | 20 | 1 | 2 | 8 | 5 | 4 | 0 | 3.4 | 0.6 |

| Question | %Favourable |
|---|---|
| The textbook or other assigned readings were important for understanding the course. | 44% |
| The notes and readings prepared by the instructor were useful. | 95% |
| The course assignments provided a useful learning experience. | 100% |
| I would recommend this course to other students. | 90% |
| I found the workload in this course to be heavy. | 5% |
| I found this course to be difficult. | 45% |

## Open ended feedback

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

| Comments |
| --- |
| additional practice opportunities would help me gain proficiency. However, I can say that she made these available |
| The instructor made everything clear and was always willing to help students when someone didn't understand.<br>The instructor listened to the mid–term evaluation feedback and adapted and made changes to accommodate the comments made. For instance, she added optional exercises for people who thought the speed of the class was slow, but took time to explain all concepts in detail to accomodate student who thought the class was fast. |
| The instructor was good in explaining difficult topics and broke up complicated lessons into digestable steps. |
| The instructor could have let us been more hands on with more examples and practice questions. Otherwise she was very good. |
| Xiaoke is caring and interested in students' learning development. Perhaps conduct a weekly quiz before classes so students can review the materials in advance to better understand all the coding methods. |
| N/A |
| I have no suggestions! I think that she did an absolutely amazing job. She will be remembered as one of my favorite instructors at UBC. |
| Nope. Felt supported throughout the term. |
| Provide more exercises for the exams |
| I think more "medium difficulty" examples would be helpful. I found sometimes it was hard to carry my understanding from the basic examples to the more complicated ones, and I think I would have benefited from a slower progression of difficulty at times. |
| N/A |
| Towards the end of the course, the instructor became more engaging and friendly (may be a bit biased), but would have been great if the instructor was more engaging in the start as well. Instructor was friendly throughout though :) |
| Xiaoke overall did a great job teaching this course but one piece of feedback I would have is to adjust to the different backgrounds in class as some students were complete beginners and others already had previous python experience. Sometimes it felt as we went over topics to quickly or didn't spend enough time going over responses to exercises but this can be hard to do with such different backgrounds in a fast paced summer course. |
| She could reduce the time between each class exercise (e.g. from 6 min to 3min). She could also deliver more course materials for one week. |
| None, my instructor instructed the course well! |
| Explain class concepts using better examples that make it very easy to understand the concepts for beginner coders. |

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

| Comments |
| --- |
| the format she used, Jupyter lab, was a really effective tool for my learning. as well as her ability to instruct itself |
| A lot of practice through exercises, assignments are very helpful for exams, group projects, learn how to use coding in real life (such as social media analysis) |
| Applicability in business and future career.<br>Teaching from basics. |
| Critical thinking, decision making, and analysis. |
| Very applicable and well–structured |
| Extremely applicable course content, perhaps more than any other course I've taken at UBC. Wonderfully done. |
| Access to DataCamp, learning how to code with Python, and using the Jupyter Lab interface |
| Introduction to Python, visualizations |
| Unique exercises that provide new perspectives on how python an be utilized and what ways we can code to get there |
| Excellent organization of materials. Slides and notebooks are easy to follow and understand |
| Very hands on and interactive in terms of activities and discussions. Very interesting course content and is very applicable. |
| The take home assignments and in–class worksheets were useful to in learning how different class concepts works. |
| After learning about the theory, students immediately jump into exercises. |
| I believe this course equipped me with the right materials to understand how to use python and present solutions. |
| Python is a strong tool for current industries. From business analytics to financial analysis, from AI, tech companies using to any other fields. The course combines basic Python syntax and data analysis such as panda, numpy, and matplotlib. |
| This course is very good at teaching the basics of Python. Unlike other courses that teach academic languages, this course teaches a language that is directly applicable to the job market. This course is the most practical BTM related course that I have taken. |
| A lot of in–class exercises and problems to go over with the professor. |
| in class exercises ensure regular practice and understanding |

## Please provide suggestions on how this course might be improved.

| Comments |
| --- |
| I honestly think even more practice questions would be great. |
| I found the second half of the course less interesting than the first half and found it more difficult. I would have love to have "take home exercises" for the second half of the course as well. |
| The first and second half of the course seemed really different, which made it difficult to follow along after the midterm. |
| I recommend maybe diving slightly deeper into machine learning. Also, because of its large future impact, learning it earlier in the course could have been better as well. |
| Instead of doing one midterm exam, do two midterms so students can be more consistent in learning how to code. |
| N/A |
| Providing a bit more practice to complete through Jupyter Lab. (similarly to how DSCI 100 is set up). practice that will alert you if you have the correct answer or not |
| The level of proficiency in Python in this class greatly varies, so ensuring that proper allocation of skill level in the course would make it better. Many people who are learning Python for the first time found it bit difficult but many students were able to breeze through the exercises |
| I think more "medium difficulty" examples would be helpful. I found sometimes it was hard to carry my understanding from the basic examples to the more complicated ones, and I think I would have benefited from a slower progression of difficulty at times. |
| N/A |
| the 2nd part of the course (after midterm) was too packed with information of different packages – it was hard to keep up. |
| The way this course is laid out could be improved for example I wish we started on the group project earlier rather than the last class so we wouldn't feel rushed to complete it right before the final. Additionally, I wish we had more material to prepare for exams and were given more information about how it would be laid out like what concepts we should focus on. The coding aspect of the exam was also difficult because we had become so used to using jupyter notebook if possible it would be useful to do the coding part in jupyter. |
| Those exercises could be more during each class |
| The section on AI and deep learning was very short and basic. It would be great to learn more about what is going on under the hood in AI. |
| the second half of the course feels a bit fast as we are suddenly made to work with bigger packages and use ai (more subjective work) |

**Please comment on aspects of my teaching which you have found particularly effective as well as on those aspects which might be improved. You may wish to comment on areas such as classroom delivery, class discussions, interaction with students, availability outside class and overall interest in students.**

| Comments |
| --- |
| the way details in the examples used in class were explain effectively helped me gain understanding and how she added and took away parts of code to show their significance was effective as well. |
| The instructor always does their best to make the class interesting and the most understandable. Always willing to help, which made me less scared to ask for help or clarification. I appreciated the take–home exercises. I liked the format of cold calling if they posted an answer on Piazza, but never calling out people who don't raise their hands or didn't post their answers yet. That format made me less nervous to come to class. |
| Very open to discussion and good at leading questions for the class.<br>Great availability and answered all students' questions well.<br>Showed great deal of interest in students' learning and asked consistently if everyone understood. |
| I found the examples in class and the in–class exercises very effective. I think in the future you should continue to utilize those and also you were very good with your classroom delivery. |
| Instructor is accessible after class hours and course is well–structured |
| I loved your class structure! The Jupyter notebook walkthroughs were instrumental in my learning process! |
| I believe that Xiaoke's classroom delivery and interaction with students is absolutely incredible. It is very apparent that she cares for her students and is willing to accommodate extensions that will assist students in their learning. I can tell that she genuinely wants her students to learn how to code and she is very willing to help us on our journeys of learning. She is also extremely fast at responding to emails outside of class; faster than any other instructor I have had at UBC. I also really appreciated the setup of the Jupyter Notebook exercises and lecture files. |
| Most of what you did was effective. I enjoyed having the DataCamp assignment to reinforce what we learned in class. As a beginner to the subject, it helped me to go at my own pace and truly understand the material. |
| Xiaoke has shown her high level of expertise in knowledge throughout the course. She is able to quickly answer questions and find bugs in code. I found the parts when she was demonstrating how to do exercises the most engaging and easiest to absorb the information. The powerpoint material was less intuitive, but I personally found them helpful when studying for the exams. Xiaoke is also incredibly supportive and motivated to help, so I loved coming to class. |
| I really appreciate how much you care for your students. It is evident by how much care goes into each class, and how you make yourself available for questions outside of class. |
| You were very enthusiastic and made it fun to learn Python and complete all of the in–class activities. You also provided a lot of support in class and answered all questions, as well as encouraged discussion in the class. Overall it was a great class to learn Python. |
| Overall interest in students was high, which made me more likely to come to class. |
| Xiaoke was a great instructor for this course she was always available after classes for any questions we may have and made an active effort to connect with students. She came to class with a positive attitude and did her best to adjust her teaching style/delivery to what worked best for the students. She explained most concepts clearly ensuring we could follow along with the class material. |
| Professor Zhang is definitely a good teacher. It's very impressive that she delivered the course clearly and covered everything for the bases, as well as optional exercises for those students who want to challenge themselves (for example, me). Although this is her first time teaching, I do appreciate and learned a lot from her slides and knowledges. She also solved our class problems quickly and efficiently, and explained those in a strong logic |
| This course was taught very well. The teaching style is good, with very direct explanations. Pacing was good, although concepts near the end of the course (API, ML/Deep Learning) were covered too fast in my opinion. |

**Please comment on the course. Indicate elements which you have found particularly effective or which you feel I could improve upon, e.g., the reasons for any low/high ratings you have given. Be specific. You may wish to comment on such areas as topics and scope of material covered, readings, exams and assignments and whether or not your interest in the area has been stimulated.**

| Comments |
| --- |
| overall I thought the instructor was very competent and invested in my learning and the format of the course helped her effective execute the course as intended |
| The second part of the course was very heavy, where a lot of coding parts were "we don't need to know what they mean" but we need them to do whatever we were asked to do, such as data labelling or visualization. |
| The course was very difficult for the second half; there was no transition from the basic introductory content to moving to working with dataframes. With the course condensed, it was difficult to follow along.<br>There were no readings provided, but the course materials, slides, and Jupyter Notebook provided before classes were a great complement to the topics we were learning. |
| The Jupyter notebook material was very good. The slides were also good; however, there were some issues when downloading them as some of the slides would be covered up by images. The assignments were interesting and made students utilize the skills taught in class. The exams were very interesting and allowed students to demonstrate their understanding. |
| more coding practices for students |
| N/A |
| I think the scope of the material covered was a perfect amount. My only complaint is that the midterm and final exam seem to be setup a little differently; the midterm is harder than the final and the midterm has a much lower average than the final. I think that when we are required to code during an exam, it would make a huge and positive difference to allow the students to have access to jupyter lab (an open code exam). I also don't like how for the final, once you answer the question, you are not allowed to go back to the question later. |
| I found that my interest in the area was stimulated. Python is important to learn and know. This course gave me a good introduction and furthered my interest to want to keep learning more. |
| Continue doing what you are doing! I think you're doing an amazing job, and considering the circumstances of the class (varying skill level), you have adjusted the material well. I learned a lot from this class. It was difficult at first, but when I applied my learning to the assignments and studied, it became more intuitive. Thank you for the snacks, as well! |
| Course difficulty rating has more to do with my own expertise and interests. The content of this course is not at all what I would typically engage with. It's difficult for me to assess what might be a more accurate reflection of the course difficulty. |
| Assignments and in–class activities were engaging and informative. Material in lectures was very current and was applicable to all of our lives. |
| i felt that because this is an intensive summer course, the pace was too fast for me (I have no coding experience). |
| The two assignments are useful for our knowledge test periodically. Considering my background of a little bit Python basic knowledge, this course is one of the most powerful courses that could refresh my mind of what I've past learned and also stimulates me with new materials including the AI development trend.<br>The midterm exam is also just in the right difficulty. I love this course! |
| The instructor did a very good job of preparing code example notebooks. The course materials were organized in a good way that made learning easy. |

# Explanatory Note

The reported metrics are as follows:

## 1. Percent Favourable Rating

This is the percentage of respondents who responded with a 4 or 5 (Agree or Strongly Agree) on a scale of 1 to 5.

## 2. Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). The usual measure of central tendency for ordinal data is the median (50% percentile). The Interpolated Median (IM) is an adjusted median that considers the number of responses less than the median, greater than the median and equal to the median. As such, IM reflects the distribution of students' responses.

Consider the following example:

**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% |

## 3. 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. 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 SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the recommended minimum response rate.