

Project Title: **2025-26 Winter Term 2 UBC-O Instructor SEI Surveys**Course Audience: **31**Responses Received: **20**Response Ratio: **65 %**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ 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

D: Disagree

N: Neutral

A: Agree

Creation Date: **Friday, May 1, 2026**

Detailed Results

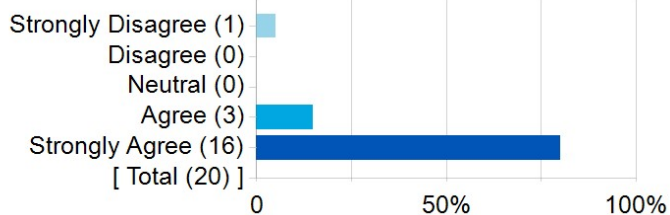
For statistical purposes only, please indicate whether you are taking this course as

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

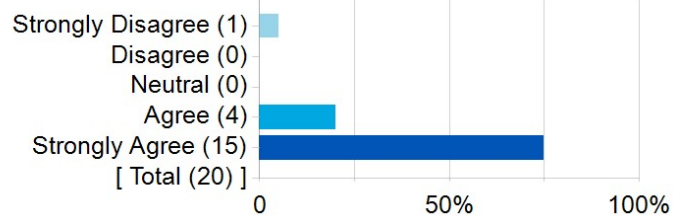


University Module Questions

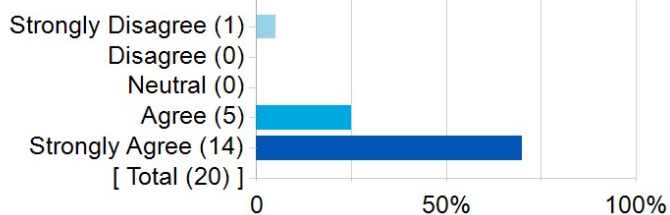
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



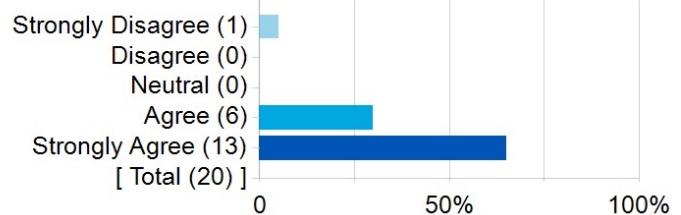
2. The instructor conducted this course in such a way that I was motivated to learn.



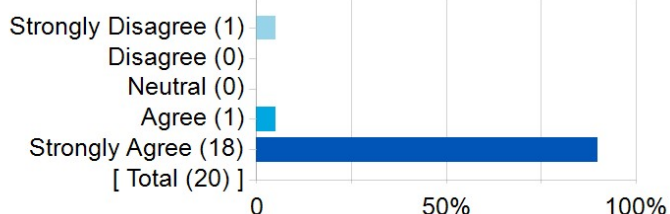
3. The instructor presented the course material in a way that I could understand.



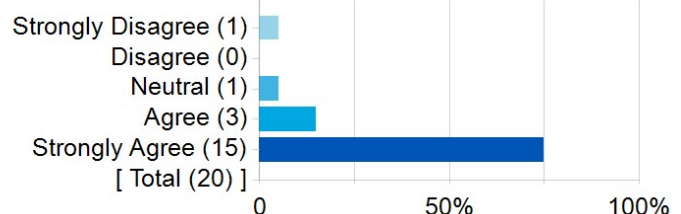
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



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



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



	N	n	SD	D	N	A	SA	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	31	20	1	0	0	3	16	4.9	95%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	31	20	1	0	0	4	15	4.8	95%	0.3
The instructor presented the course material in a way that I could understand.	31	20	1	0	0	5	14	4.8	95%	0.4
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.	31	20	1	0	0	6	13	4.7	95%	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	31	20	1	0	0	1	18	4.9	95%	0.2
Overall, I learned a great deal from this instructor.	31	20	1	0	1	3	15	4.8	90%	0.4

Open ended feedback

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

Comments
Not really.
Lectures on qd axis could have been stretched out a bit longer, I think there would have been enough time to do so. They were just very dense topics that could've used more time to absorb and understand the derivations.
I think if it was run this way again in the future it would be good for the course.
No he was great I can't think of any
UBC please rehire this man.
Maybe the speed of teaching could be reduced. Providing more examples, providing a sample final exam.
None at all, check in quizzes were fair and helped to see where I was at throughout the semester. His support throughout was fantastic
Probably not super applicable but having a physical project to build compared to a simulation would be far more engaging.
Think the course was delivered in such a way that was truly the best method of teaching that material.
The instructor did excellent asking for feedback throughout the term and adjusting his teaching & communication accordingly. I don't have any suggestions at this point.
N/A
None
I say this for a lot of courses but I wish we got actual feedback (or sample solutions) to the labs and lab problems. The labs themselves were intriguing but difficult to get too much out of. I also wish we got more than 1 week to do the labs, especially in light of Capstone, etc. as 4th yr students.

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

Comments
Jared teaches it.
Lecturing style, and explanations.
Solid in class material with labs that support the classwork.
The straight forwardness.
The course includes a mixture of math, physics, and intuition / critical thinking.
I found that the course provided a good overview of motor controllers and different applications. The order in which the content was delivered was also effective in providing baseline knowledge and in building on it.
The course covers a lot of important concepts. Everything about motors!
Demos are very engaging.
The fundamental understanding of motor drives and how it applies to real application.
Great blend of many interesting topics. Content consistently builds into very large multi-stage problems. Ended up being one of my favourite courses from this semester.
I think this course was well developed to continuously build on concepts we had previously learned and gave good insight into motor drive functions in different environments such as physical labs, simulations or general conceptual teachings.
Very engaging and interesting content that will be useful and practical in real world contexts

Please provide suggestions on how this course might be improved.**Comments**

If Jared keeps teaching it.

Less labs

There were a lot of resources provided note wise, I would love to see them combined into something more manageable if that makes sense. (The lecture notes and the supplemental notes)

I feel that there was an too many labs/assignments, felt as though some of the labs didn't aid in learning as material was truly explained in class.

This course required a lot of work: labs (including reports), assignments, and a project. I believe it would be more reasonable in future years to take out the "take-home" labs (the labs that we completed on our own time) from the course.

I found that Lab 2 had an extremely high expectation of microelectronic understanding. As a mechanical student, it is far beyond the scope of what I would be able to achieve without having a microelectronic prerequisite. This should be changed, in my opinion.

As mentioned above, I wish we got actual feedback (or sample solutions) to the labs and lab problems.

For the exams, I wish we didn't need to memorize all the waveforms. I found that super tedious and mentally taxing, for what I argue little benefit.

I think it would be more beneficial if we were given the waveforms but asked to apply them or something instead.

Less deliverables. Also for mechanical students the labs were extremely difficult as we were expected to know the ins and outs of breadboards and circuit components we hadn't used in years.

Not sure. Enjoyed the content as well as the labs.

I think a little more in depth looks into simulation labs would further improve course knowledge on the fundamental topics being taught throughout. The simulations sometimes felt like plug and chug with less involvement in actually developing your own systems. With that being said there was a lot of lab work so this type of change may increase the workload too significantly so it is tough to say for sure.

Hire more guys like Jared to teach it, but definitely hire Jared before anyone else first

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.