

About the Instructor Report

The Instructor Report is viewable to you as the instructor of the course. It displays student responses to all questions, including the ones that you may have added to the survey. Your Department Chair or Program Director will receive a similar report to this one. However, their report will not show your Instructor Selected Questions or your students' responses to them.

The Course Experience Survey (CES) is not a direct measure of teaching effectiveness for promotion or tenure purposes. The purpose of this report is to inform understanding of student learning experiences and support reflective teaching practice. This report cannot be reasonably used to rank or highlight differences between individual instructors as it lacks contextual information (e.g. class size, student demographics, etc.). For more information about CES reports and how to interpret please click [here](#).

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Statistics: This report displays descriptive statistics (mean, standard deviation, frequency of scale options, and response count for each question) aggregated at a course level to protect student confidentiality.

Low Response: if less than 5 students responded to the overall course survey, your report will show aggregated scores instead of the response distribution for each question. This is to protect student confidentiality.

Standard Deviation of N/A: if only one student responded to a question, the standard deviation will display as N/A.

The following course sections were combined into one survey and report: Combined Sections: D100,G100

Section 1 – Response Rate

Raters	Students
Responded	11
Invited	14
Response Ratio	79%

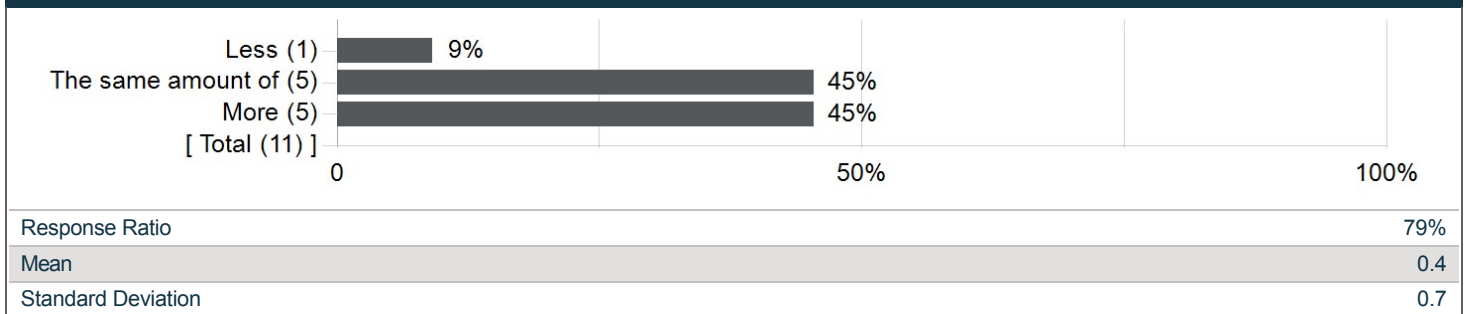
Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

2.1 Course Workload

This question is about course workload.
 SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit. For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week.

I spent _____ time on POL 452W/ 855 than expected based on its number of credits.



The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the **SFU definition of a credit**. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

2.1a You responded as having spent less time on POL 452W/ 855 than expected. Please explain.

Comments
work conflict.

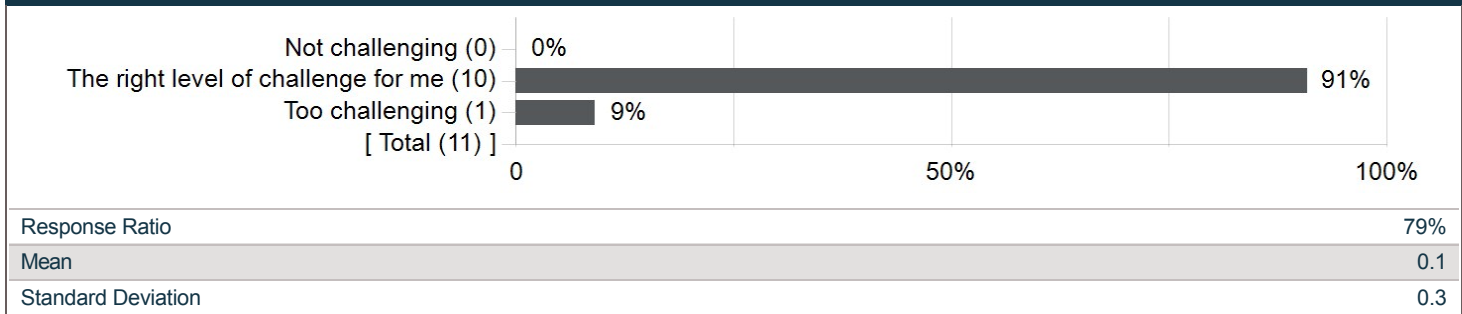
2.1b You responded as having spent more time on POL 452W/ 855 than expected. Please explain.

Comments
I am not familiar with anything regarding energy/ natural resources.
Very challenging class, but in a good way! My lack of experience and knowledge on policy writing/energy policy largely contributes to how demanding this course was, but was very rewarding. Although I spent more time on it than I had initially anticipated, the workload still felt appropriate for the aims of the course and I wouldn't necessarily consider it a negative thing to have spent more time than I expected on this course.
This is definitely a heavy work-load course, but Dr. Hira makes himself very available and approachable to students.
Everything course related consistently took more time to complete than anticipated.
This course motivated me to manage my time better in order to keep up

2.2 Course Challenge

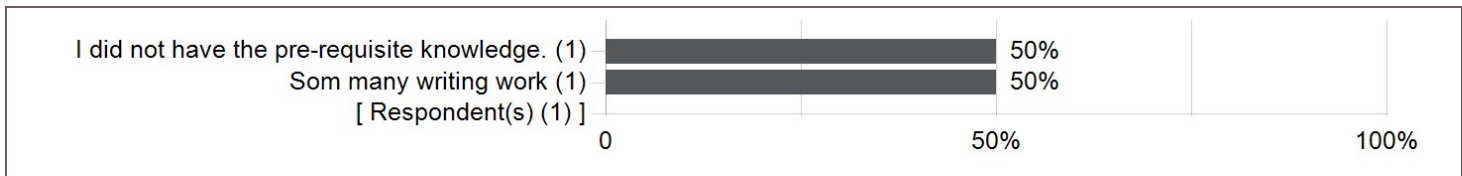
How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found POL 452W/ 855 to be...



The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

2.2b Why did you rate POL 452W/ 855 as too challenging?



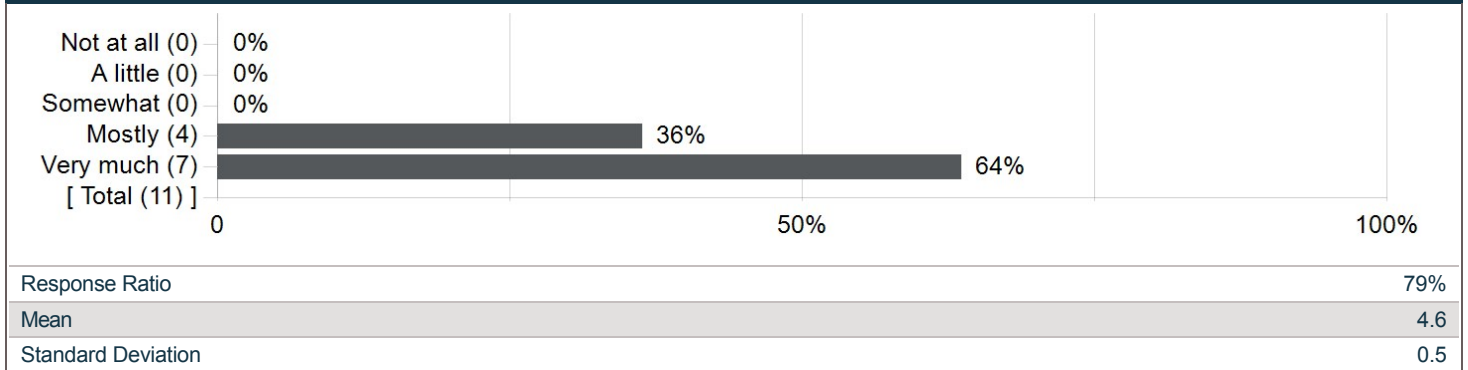
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

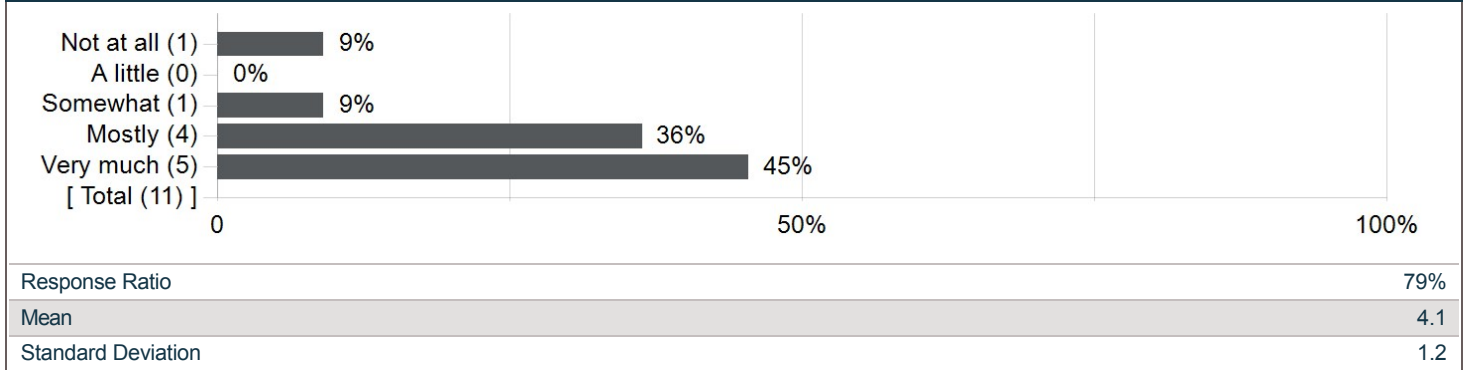
2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?

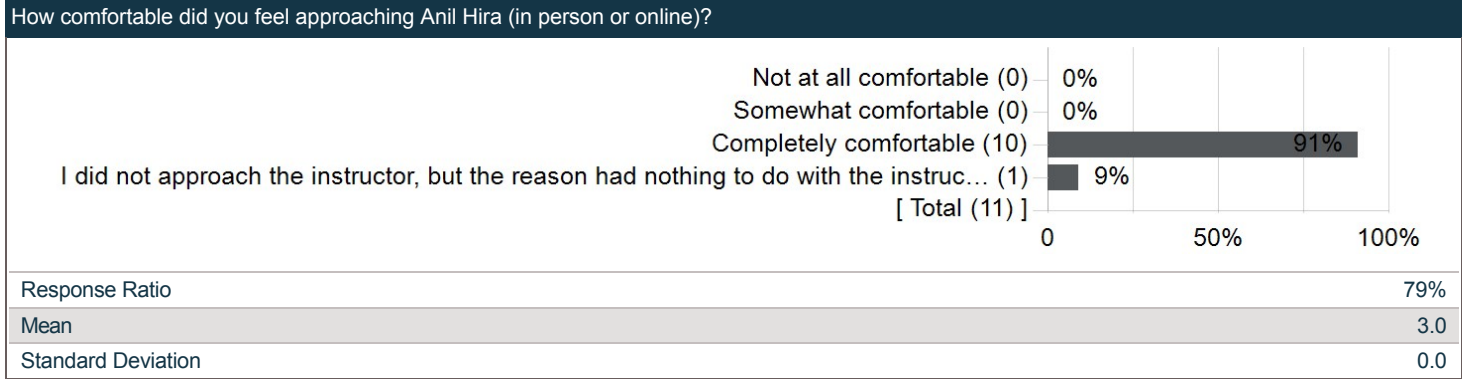


2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?



2.4 Comfort Approaching Instructor



The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for “Did not approach...” were excluded from the mean score.

2.4c You responded as having felt completely comfortable approaching Anil Hira. Please explain your response.

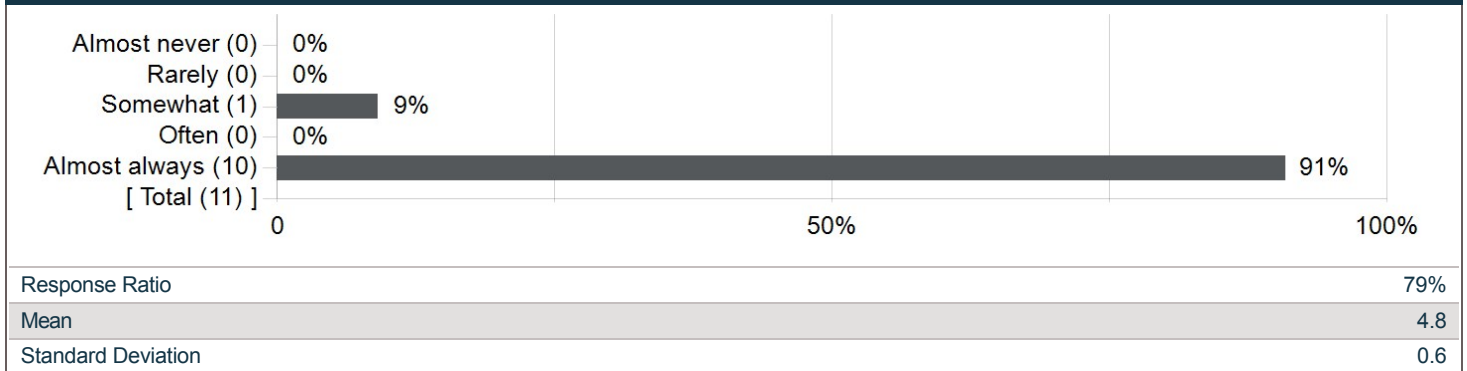
Comments
Prof Hira is very approachable although he needs to hold several other positions at the same time. He really cares about his students.
Well, he is pretty soft spoken and when a professor provides constant detailed feedback that's aiming to help improve your work it is hard not to feel comfortable reaching out. Though I will say it may be a little intimidating at first just because of the higher level and course expectations.
Dr. Hira is extremely approachable, both through email and in person. I felt very encouraged to reach out whenever needed, which ended up being a lot throughout the semester. Emails were answered very quickly, which was much appreciated given that much of our correspondence concerned feedback on assignments. I got the sense very quickly that Dr. Hira was eager to help with building up critical and practical skills, and never felt afraid to reach out because of that. It made learning such a challenging topic a lot more manageable.
He was quick in responding to emails and was always willing to take questions or concerns about the course after class or during office hours
He was answering my emails and arranging office hours for me very quickly.
Dr. Hira has been one of the most approachable professors during my 4 years at the University. Truly a class act prof. Would highly recommend to friends considering taking one of his courses.
Prof Hira was always accommodating and approachable, hence it never felt uncomfortable to approach him for any matter pertaining to the class or otherwise
The prof was very helpful when approached and always provided helpful feedback and tried to be flexible when trying to set up meeting times
The professor was kind, understanding, and constructive. Even past the point where I believed it reasonable for him to be so.
Dr Hira is extremely approachable and makes time for students, he provides in depth feedback in person and online to help you improve your work

2.5 Instructor

For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.

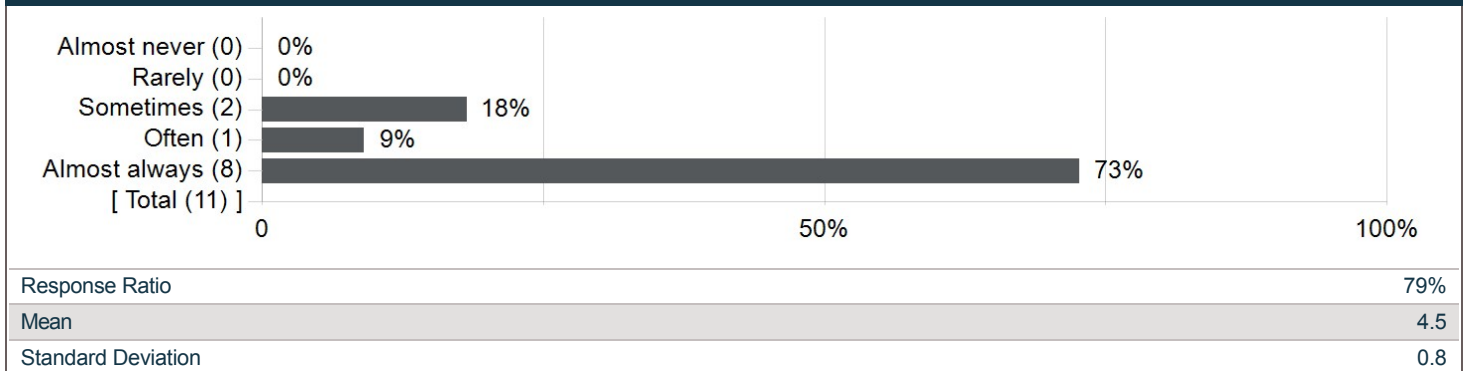
2.5a

I think Anil Hira _____ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).



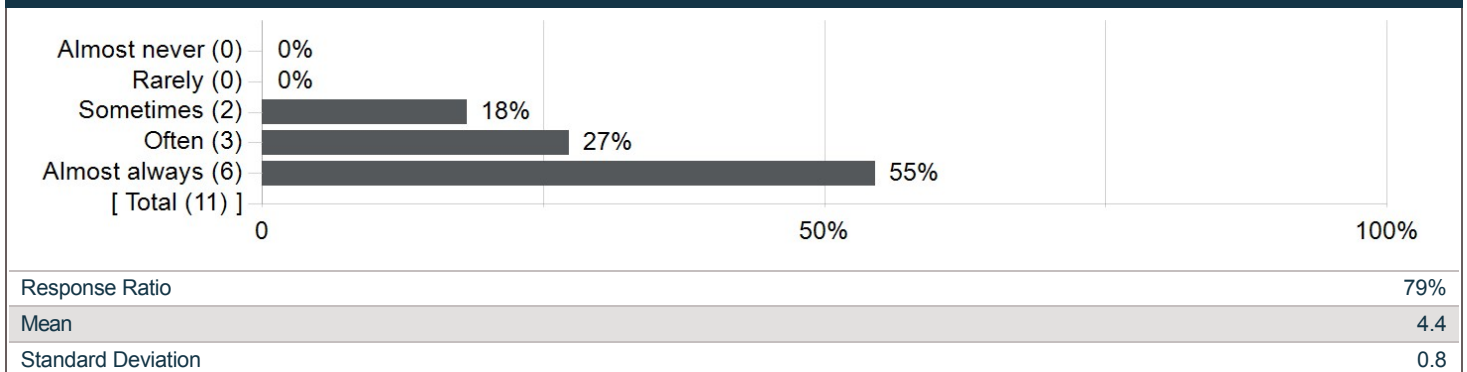
2.5b

I _____ felt engaged by Anil Hira's teaching approach (i.e., activities, lectures, discussions).



2.5c

How often did you understand Anil Hira's explanations of course concepts?



Section 3 – Discipline Questions

This section may be blank if your department/school has not added Discipline Questions yet.

Section 4 – Instructor Selected Questions

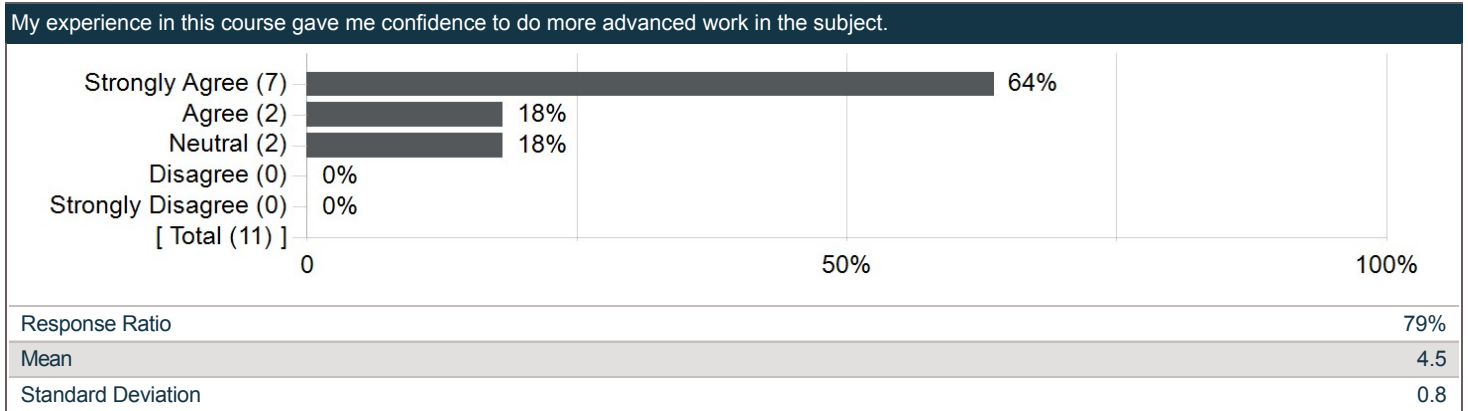
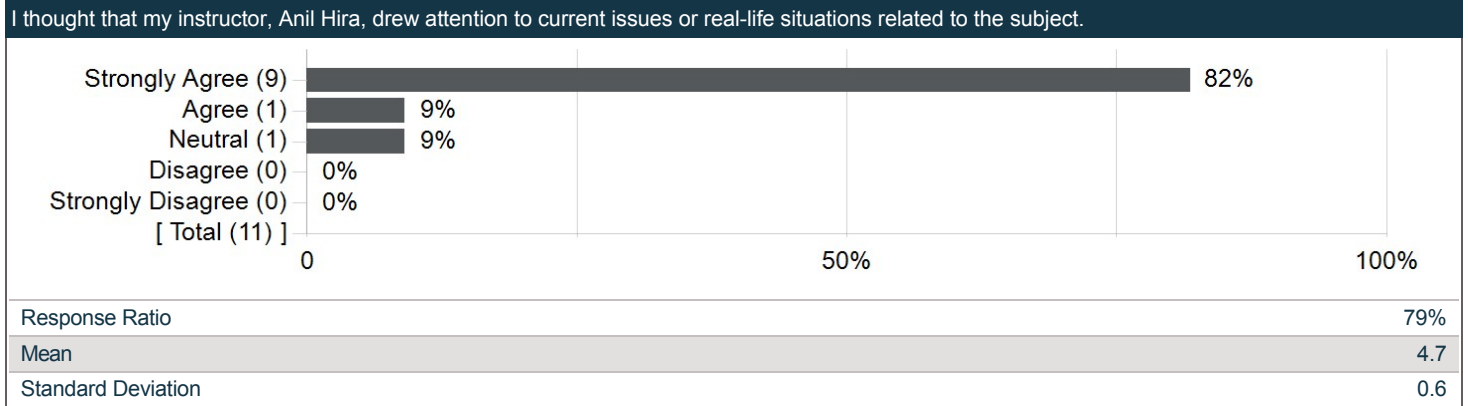
This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:

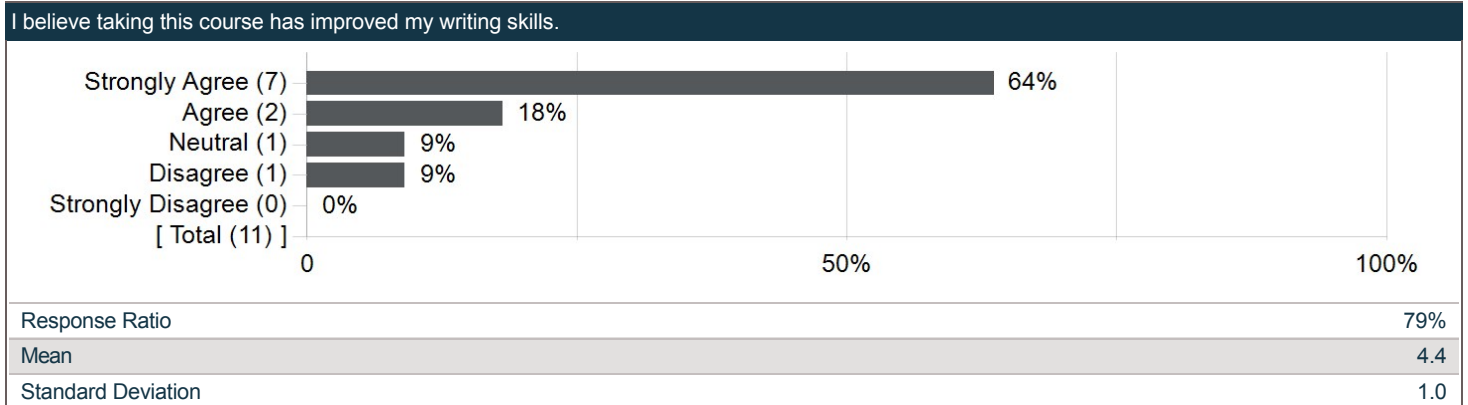
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1

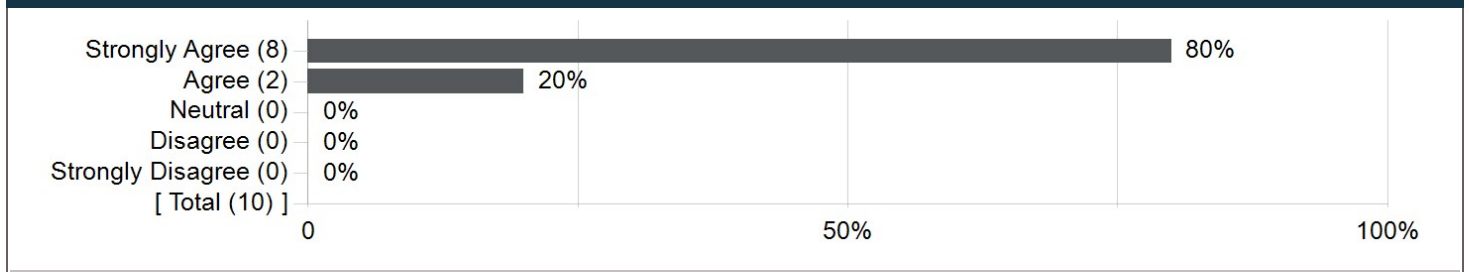
Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1



I believe taking this course has improved my writing skills.



This course helped me to improve skills that are useful for my professional goals.



Response Ratio	71%
Mean	4.8
Standard Deviation	0.4

Section 5 – Responses to Common Core Comment Questions

This section is only visible if student comments were submitted, otherwise this section may be empty.

None selected.

Which aspects of POL 452W/ 855 helped you learn and why?

Comments
I like the simulation!
The breakdown of the course was excellent and paced very well. For a 4–hour block the use of breaks was good as I never really felt I was burning out. The course content was relevant too which is a huge help in getting interested in the course.
The way deadlines for the policy paper were scheduled was very helpful. It made the workload feel manageable and I felt like I was able to actually engage with the content that I was reading/learning about in a meaningful way.
bringing guest speaker helped a lot with learn the course material. The whole class was well structured which kept me engaged and learned a lot from his class. Overall a great class, I learned a lot, he was a clear speaker, explained the concept very well and taught us some valuable skills.
The writing of the paper and the gathering of the data
The vocabulary, as well as the difficulty of writing a policy memorandum; rejection of papers are normal, but at times it felt discouraging. However, it also motivated me to try and improve the quality of the paper each time. I think most students at this level feel the same way. It's my first time taking a course that is actually practical in the real world, maybe that's the very reason why it was so challenging for me. Did I dislike it? No, but I didn't necessarily enjoy it. To be fair, it's completely on me, Professor Hira was supportive from the beginning to end, and is a fair professor, almost too kind that students take him for granted. Overall, this course was definitely an eye opener, I think every student should take it. Sometimes, the not so fun activities are the very activities we should all participate in; I'm still learning to do that myself. So, who reads these messages? Is there a secret robot? Oh, maybe it's the professor. If so, thank you.
All of it. Top to bottom, this class has been designed to help students learn legitimate skills in an academic setting.
The policy brief step–wise procedure was a great learning experience as it helped in understanding how research in the real world setting is synthesized
How the different subjects were broken up, how the writing assignments were broken up as well and the instructions along with prof feedback
The lectures and term project combined to make this course one of the most content rich, and instructive courses that I have taken in university thus far.
The professor's feedback on my writing really helped me to improve my writing skills/logic in papers. Having guest speakers was great as well

How would you improve POL 452W/ 855 for future students?

Comments
maybe less frequency of quizzes
My only thing that I would recommend is maybe before the first assignment is due is go through a little bit more explanation about policy briefs and how the students will begin to set theirs up. And while I recognize there were good examples and good instructions, I honestly found it a little confusing and intimidating at first as it was my first time attempting a project of this type but eventually got to understand it a lot more by the second assignment. I would have reached out to confer but I just think I misunderstood the task a little.
I was very pleased with this class and doesn't need much improvement . His attendance policy was a bit too strict. Needing a doctors note to excuse an absents is a bit much. I would recommend giving students 1 unexcused absent per semester without losing points. If a student was mildly sick, it does not make sense for them to wait in a clinic for hours to get a doctors note.
The examples that Dr. Hira put on Canvas do not really reflect the grading assessment. In addition, some pieces of writing work require further explanation about them. For example, when we talk about the key stakeholder map, there should be some clarification about the meaning of that concept. In addition, the explanation of Dr. Hira sometimes seems a little bit confusing or not arranged in a comfortable sequence.
Not so much improve POL 452W itself, but SFU Political Science Department should re–evaluate its course difficulty for students. It's a bit silly in nearing my last years to finally have a professor who is competent to teach a course that is practical, relevant, and challenging. I think practice makes a student become more well–rounded, how to properly write papers should be taught in lower division courses, so when the student ascends to the upper division, they wouldn't struggle so poorly in their last years.
Greater grading weight on attendance may help get more students in class.
– having more group discussions for policy papers in class
n/a
Some of the instructional documents for the term project could be made clearer. Mainly in terms of titling. Making the language that speaks about different parts of the projects between documents homogenous would be helpful. A master chart detailing exactly what parts of the project are due when would be helpful.