

### 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](#).

### Table of Contents

- Section 1: Response Rate
- Section 2: Common Core Questions
- Section 3: Discipline Questions
- Section 4: Instructor Selected Questions
- Section 5: Responses to Common Core Comment Questions

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.

## Section 1 – Response Rate

Raters	Students
Responded	9
Invited	98
Response Ratio	9%

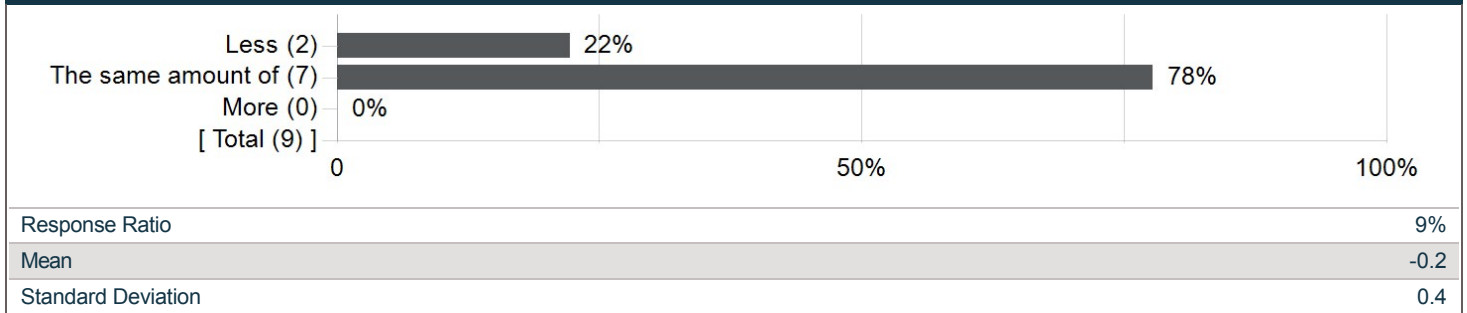
## Section 2 – Common Core Questions

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 ENSC 324 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.

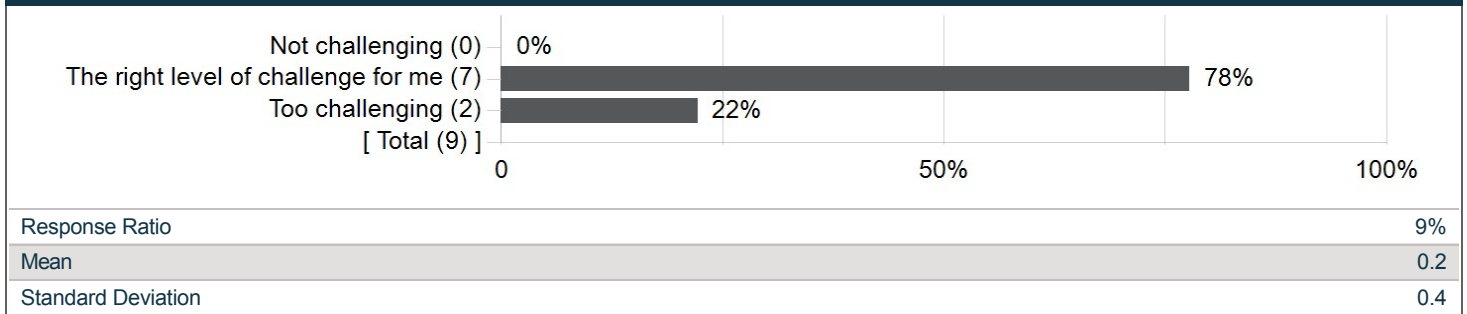
#### 2.1a You responded as having spent less time on ENSC 324 than expected. Please explain.

Comments
I found the assignments were relatively intuitive for me when i usually struggle through assignments. It took less time to get this coursework done
The course was structured in a way where the assignments would take a reasonable amount of time to do, and studying for the quizzes the same thing. But I don't think I would say that it required 8 hours of my week every single week. Although it is theoretically possible to make it take that long.

## 2.2 Course Challenge

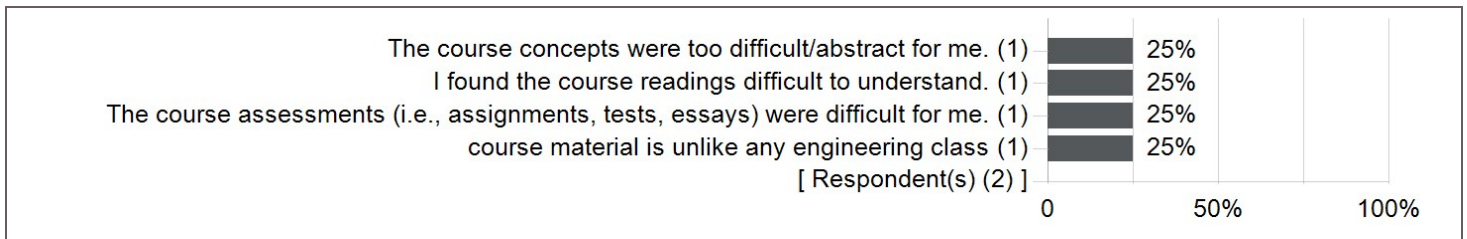
How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found ENSC 324 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 ENSC 324 as too challenging?

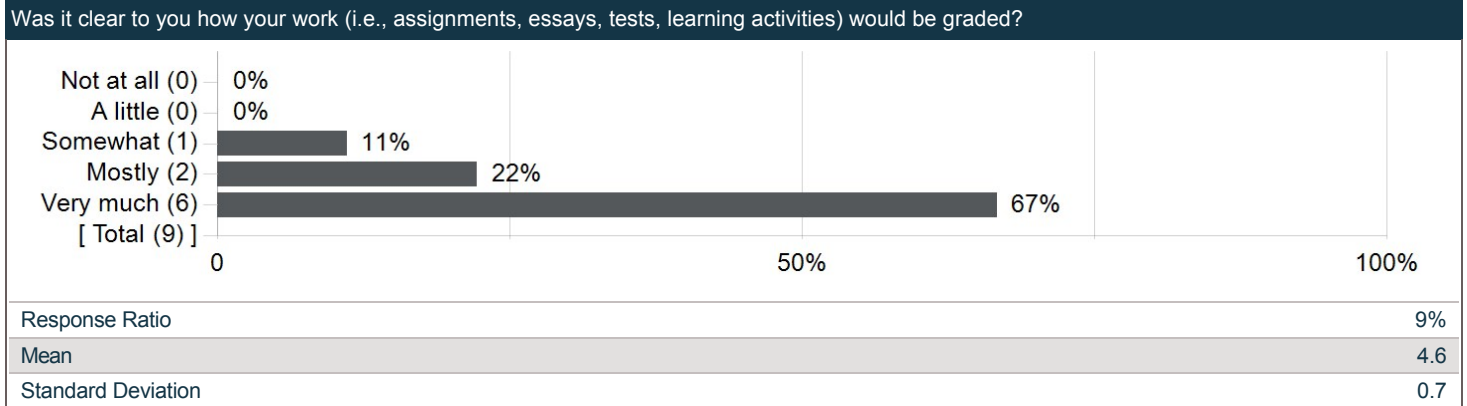


Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

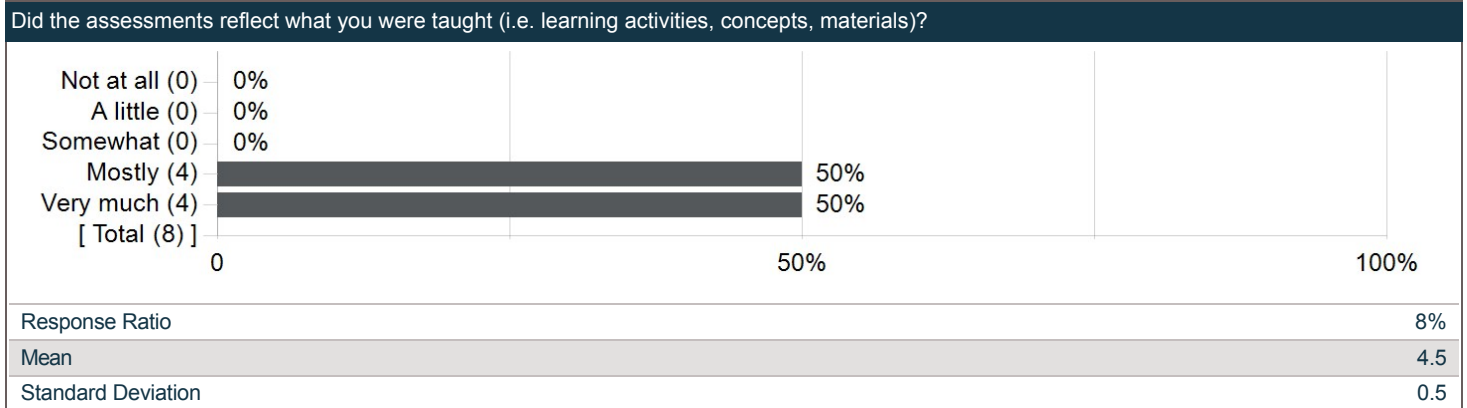
### 2.3 Assessments

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

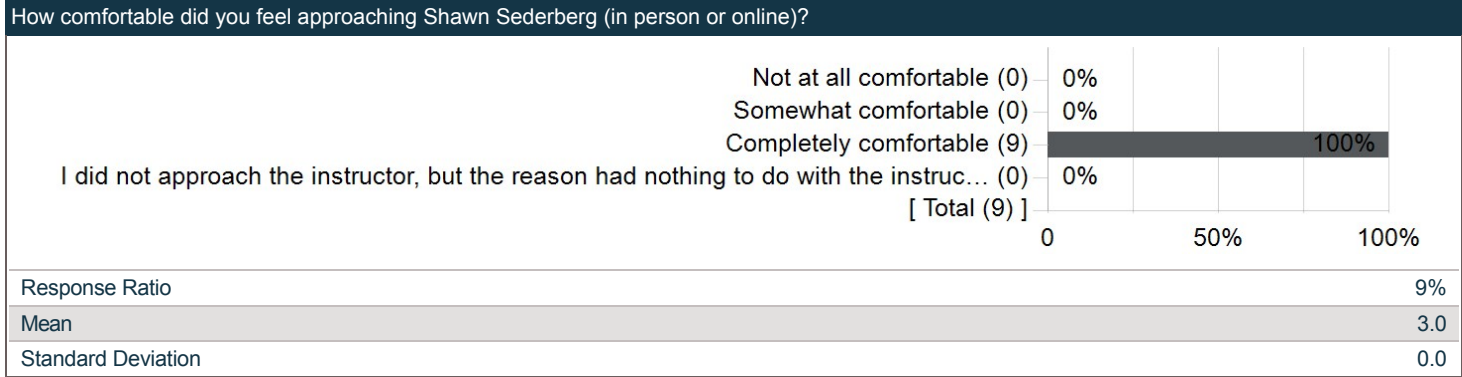
#### 2.3a



#### 2.3b



**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 Shawn Sederberg. Please explain your response.**

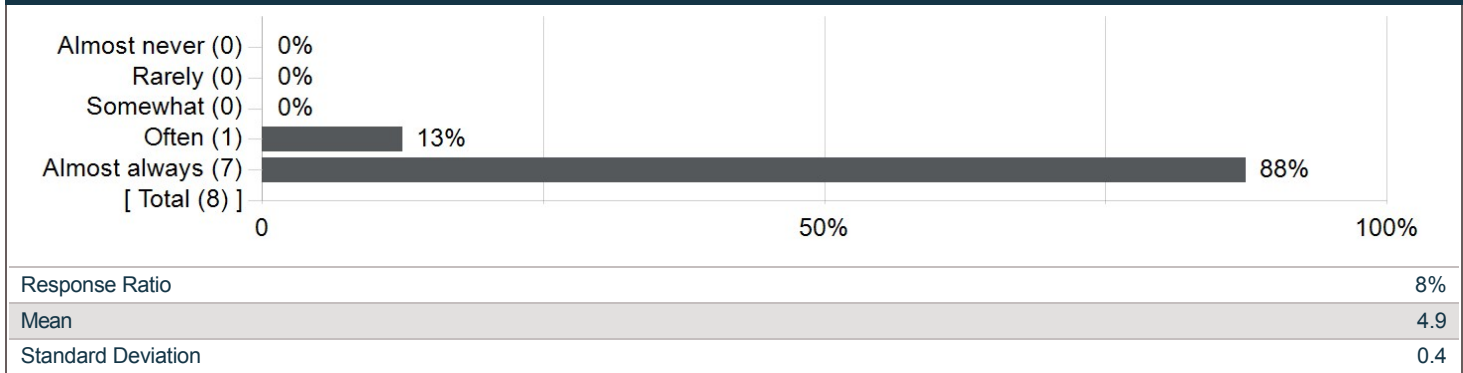
Comments
Shawn is easy to approach and always responds to questions appropriately. He takes feedback well, and gives extensions on certain assignments if the class is overwhelmed on certain weeks due to other courses. Not hard to talk to at all.
Shawn is a great professor! He's super knowledgeable in the course material and he's very good at explaining course concepts. He's even expanded office hours on zoom and in-person to accommodate for his students!
He is a very understanding professor and is very accommodating to each students circumstances. I appreciated his willingness to love deadlines to accommodate students.
He was easy to approach and answered questions clearly. And also accepted note corrections too!
he was a very chill person to talk to whenever I wanted to approach him. Just an overall chill guy. He gave bro vibes.
He is very friendly and welcoming
Dr. Sederberg encouraged questions during class and also adjusted his office hours to better suit his students' schedules. With the new office hours, I also tried to show up as often as possible which made approaching him easier.

**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.

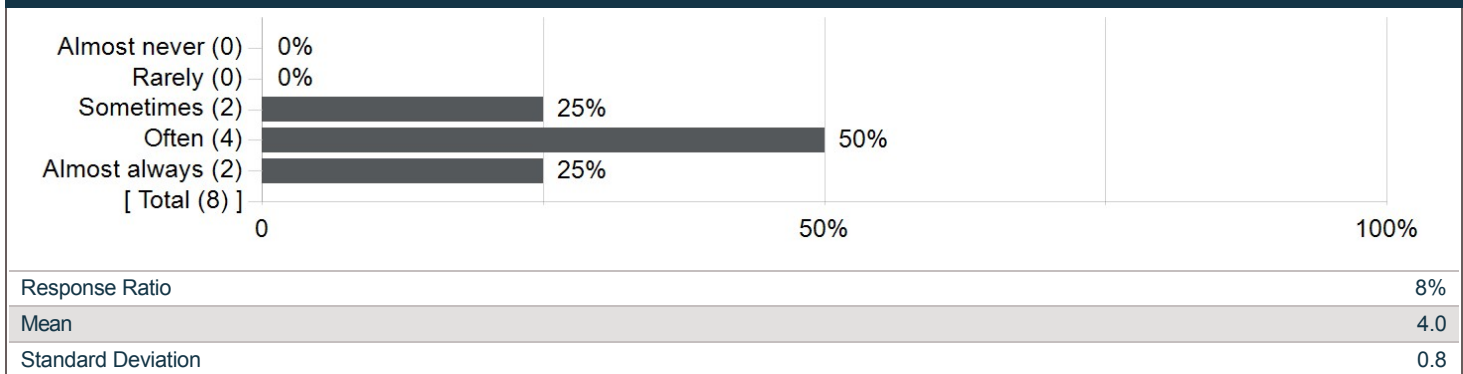
**2.5a**

I think Shawn Sederberg \_\_\_\_\_ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).



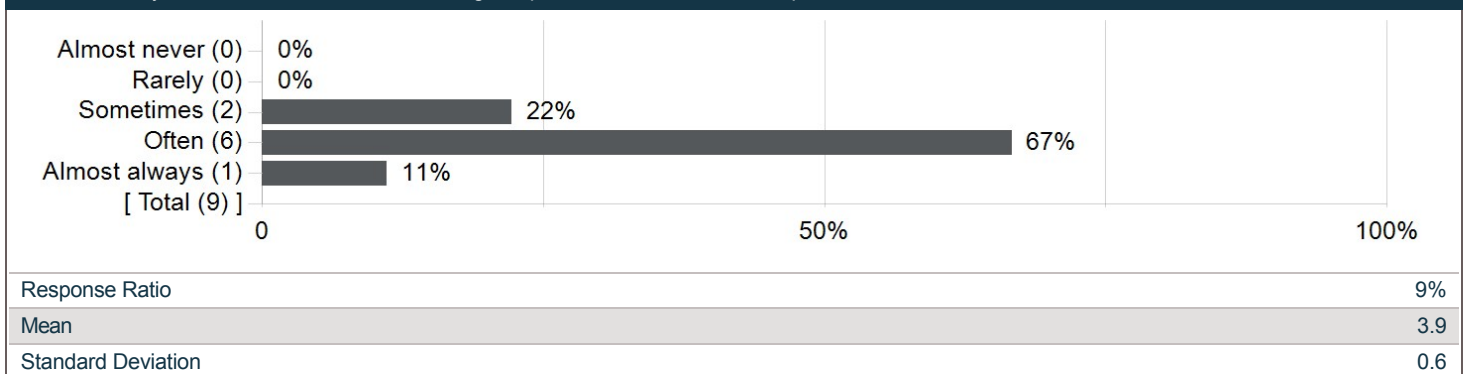
**2.5b**

I \_\_\_\_\_ felt engaged by Shawn Sederberg's teaching approach (i.e., activities, lectures, discussions).



**2.5c**

How often did you understand Shawn Sederberg'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



## 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 ENSC 324 helped you learn and why?

Comments
Tutorials and examples helped me learn the most. Lectures introduce a lot of equations and a lot of constants, so it was nice to get an explanation on how to use certain equations in certain problems
Shawn often has tutorial sessions where he shows applications of the theoretical concepts learned in class and the assignments often contain such practices.
The assignments were very helpful to grasp the course concepts for the quiz and the quizzes really reinforced our understanding of the course material
The tutorials and assignments were great tools.
the course lecture notes were fantastic. they explained everything amazingly and honestly i dont think i wouldve gotten through the course without them
I think having the zoom option was great since i could attend class over zoom whenever i was sick or not feeling well and thus i did not miss a letcure
Assignments and quizzes
The tutorials we did every 2 weeks helped apply the formulas and map out a way to solve certain problems since the slides did not have any examples up until the last month.

### How would you improve ENSC 324 for future students?

Comments
Introduce more fundamental theory based content in lecture summary. This course seems the more difficult of the courses for a level-300, it would be nice to have a stronger description with key information of the topics before attempting to discuss the bulk of it.
Everything about the course is awesome! Just maybe don't schedule it at 8:30am XD
Offer a lab session to see the material in a practical setting
Maybe more time for quizzes.
cut out all the fluffy extra material of the course and really focus only on what is super important. then add fluff later. the course concepts are very foreign to the average engineering student as this class focussed much more on the quantum level and the very small micro level of the microelectronic components we learn about in other classes. it's a good class in terms of content, but the language of the course is very wierd for a first timer so it really takes some time to get acquainted with it before you can start adding on more complex concepts
Ask more theoretical questions in the homework to better understand the diagrams and how processes flow