

### About the Course Report

The Course Report (with Comments) is viewable to department/school administrators (e.g. Chairs, Directors, Managers of Academic and Administrative Services) as well as the course instructor. It displays student responses to all questions (except for those personally selected/created by the course instructor). It is to be used for course and curriculum design, as well as general program reflection across the academic unit on matters of teaching and learning. This report can be used in the case of biennial reviews for SFUFA instructors who have chosen to include student comments (section 28.9 of the SFUFA Collective Agreement, 2019 - 2022) in their review. If the instructor has chosen to exclude comments from their biennial review, please use the "Course Report (with Comments)."

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](#).

The [Centre for Educational Excellence \(CEE\)](#) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the Course Experience Survey.

### Notes for Fall 2023:

1. The TSSU took strike action from Sept 28 - Oct 19th.
2. An extended survey period was piloted across courses in Linguistics, Resource and Environmental Management, Chemistry and Economics.

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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, the report will show aggregated scores instead of the response distribution for each question. This is to protect student confidentiality.

## Section 1 – Response Rate

Raters	Students
Responded	22
Invited	109
Response Ratio	20%

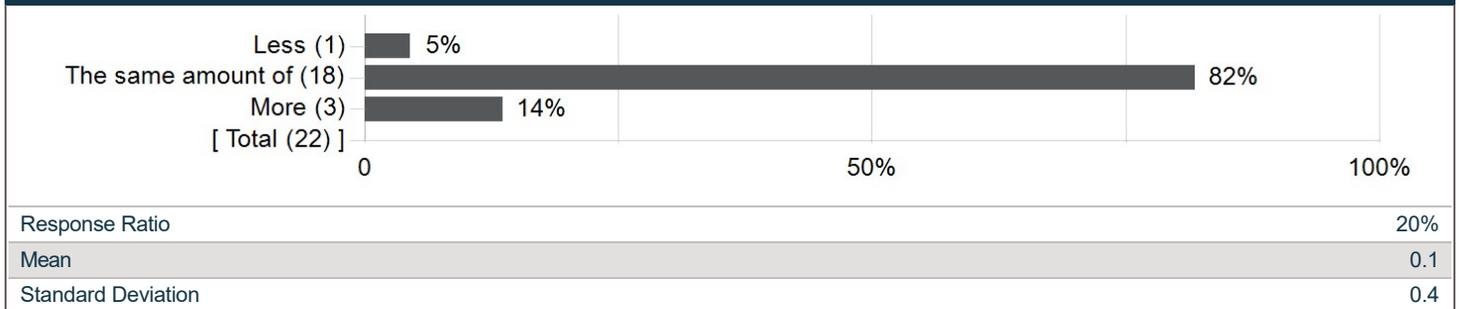
## Section 2 – Common Core Questions

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. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

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 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 just spent more of my time on other classes thats why

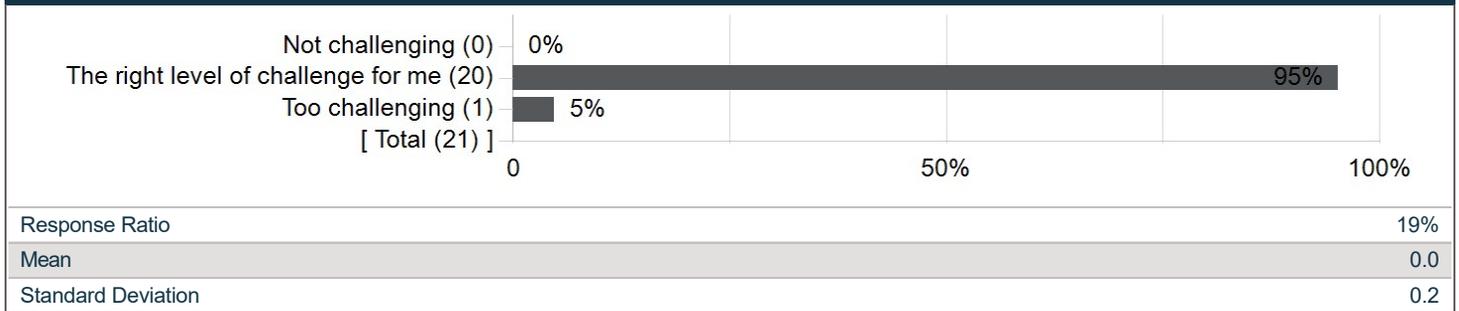
#### 2.1b You responded as having spent more time on ENSC 324 than expected. Please explain.

Comments
too difficult
the course proved more difficult than i thought it would be

## 2.2 Course Challenge

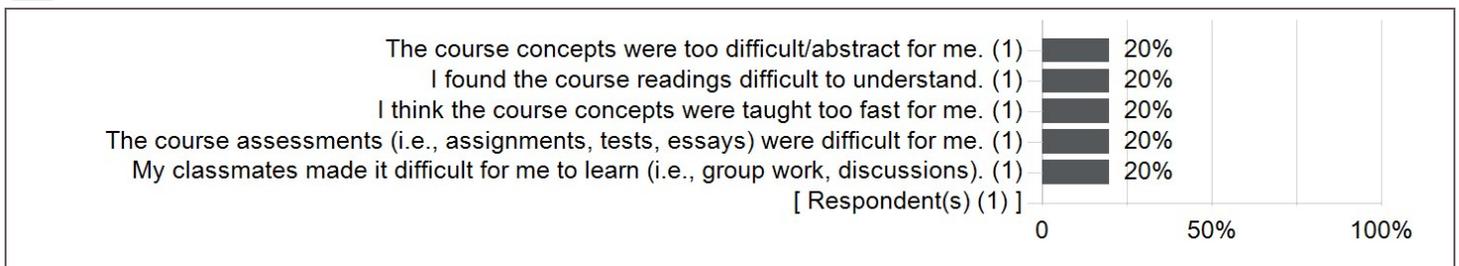
How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

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?



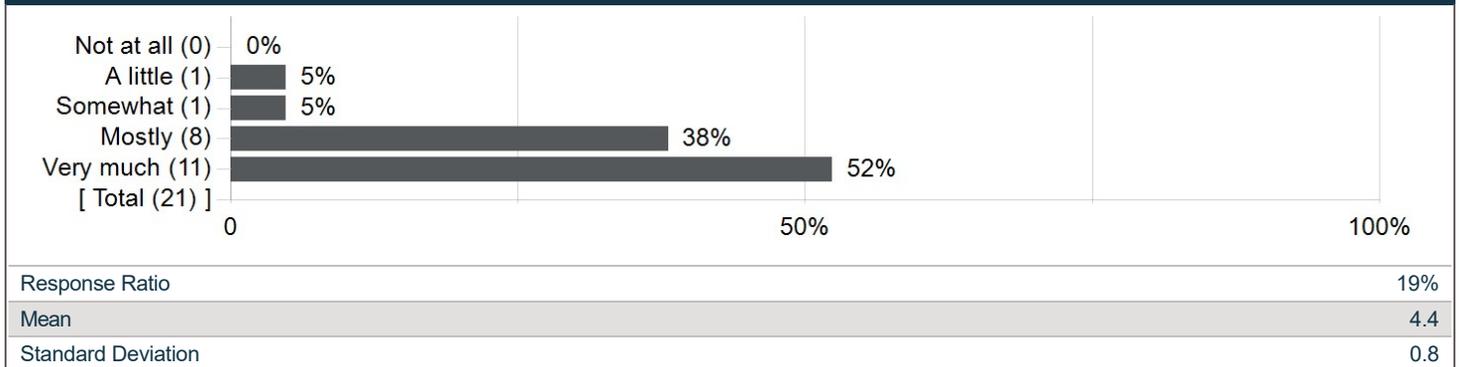
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

### 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

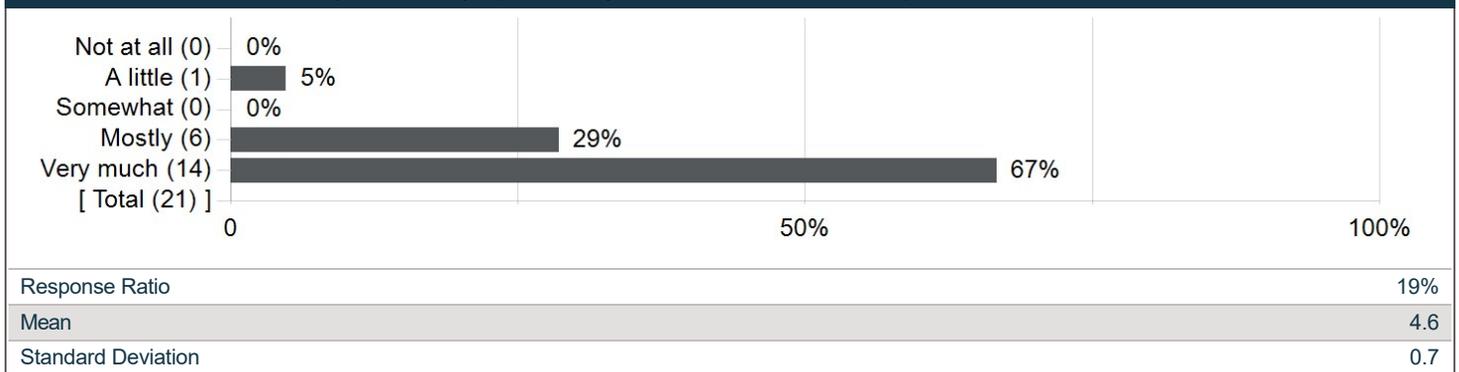
#### 2.3a

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

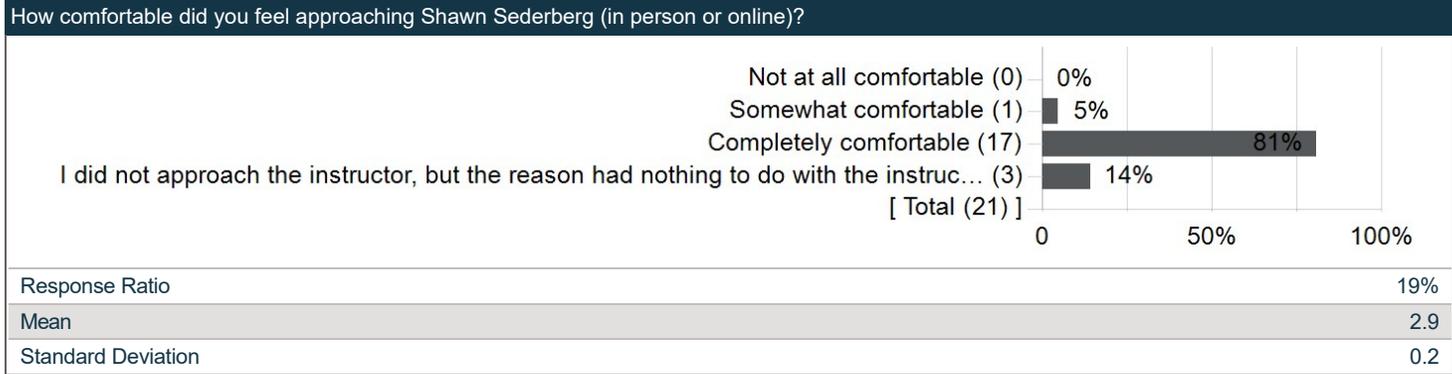


#### 2.3b

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 "I did not approach..." are excluded from the mean score.

**2.4b You responded as having felt somewhat comfortable approaching Shawn Sederberg. Please explain your response.**

**Comments**  
concept explanations are still not clear enough although the practice questions help to solve problems

**2.4c You responded as having felt completely comfortable approaching Shawn Sederberg. Please explain your response.**

**Comments**  
Shawn does a great job making himself available for extra help, and is very approachable.  
Friendly and always open to questions. Explains concepts at a good pace.  
Great guy.  
He is a caring professor who is open to all students and open to improvement and changes.  
He was an approaching Professor  
Very welcoming classroom environment  
Nice guy  
Shawn was very open for questions and did not feel intimidating talking to him or approaching for questions  
Always made himself available and was friendly  
A very good lecturer, helpful with the tutorial sections  
Shawn was easily approachable online and in person and was very helpful in all course content patiently explaining any and all doubts.  
Shawn goes above and beyond to accommodate his students and answer questions, ranging from Calculus, Physics or theory in general. Shawn understands the material in so much detail he immediately knows what you are asking him and how to respond.  
I could ask questions but sometimes he wouldn't explain clearly enough  
The office hours were the most effective office hours I have ever gone to.  
This professor was never impatient, and always gave clear advice.  
This professor was willing to change his office hour schedule based on student's availability, and had the assignment/tutorial pdfs readily on hand if they were needed to be pulled up.

**2.4d You responded that you didn't approach Shawn Sederberg, but the reason had nothing to do with their approachability. Please explain your response.**

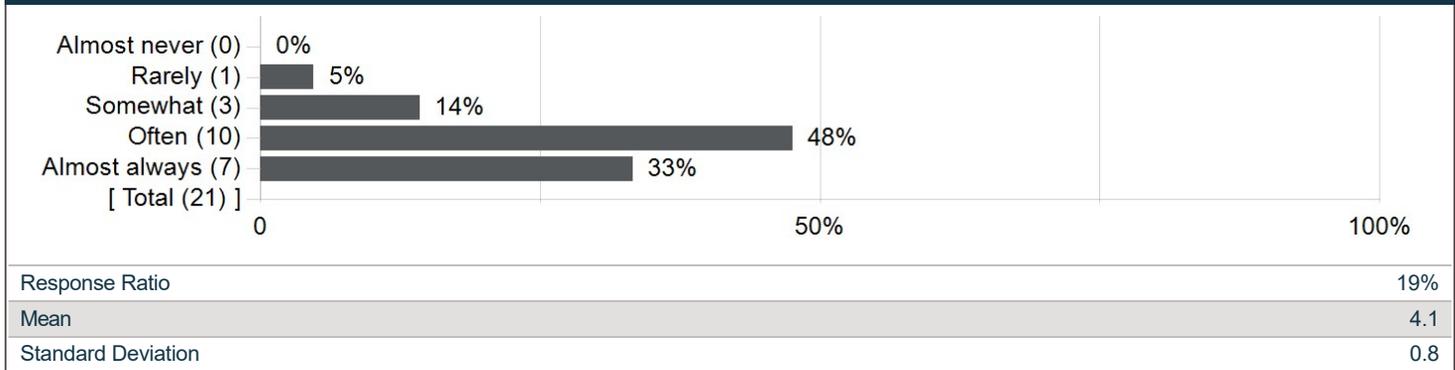
**Comments**  
I never felt the need to approach him, but he is approachable and I wouldn't have hesitated if I needed to

**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.

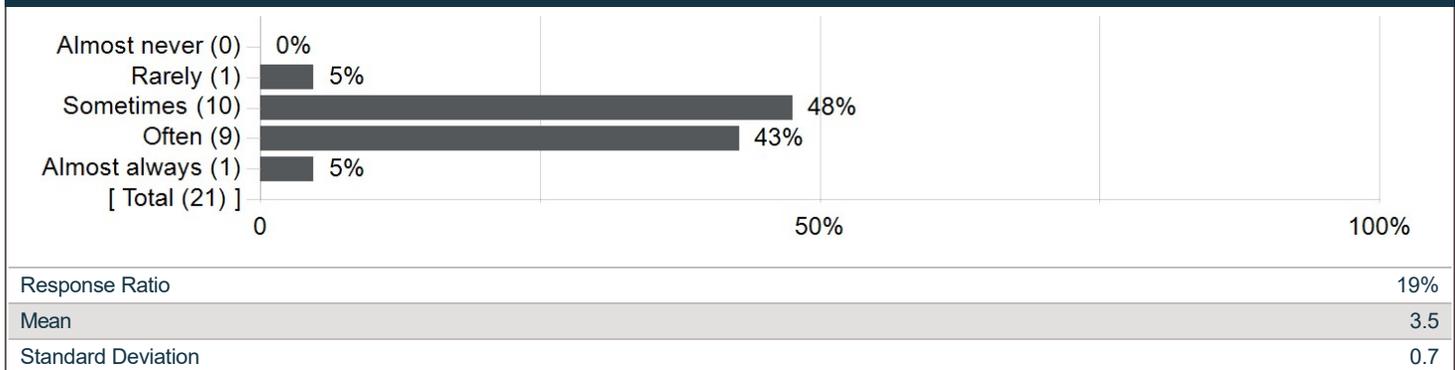
**2.5a**

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).



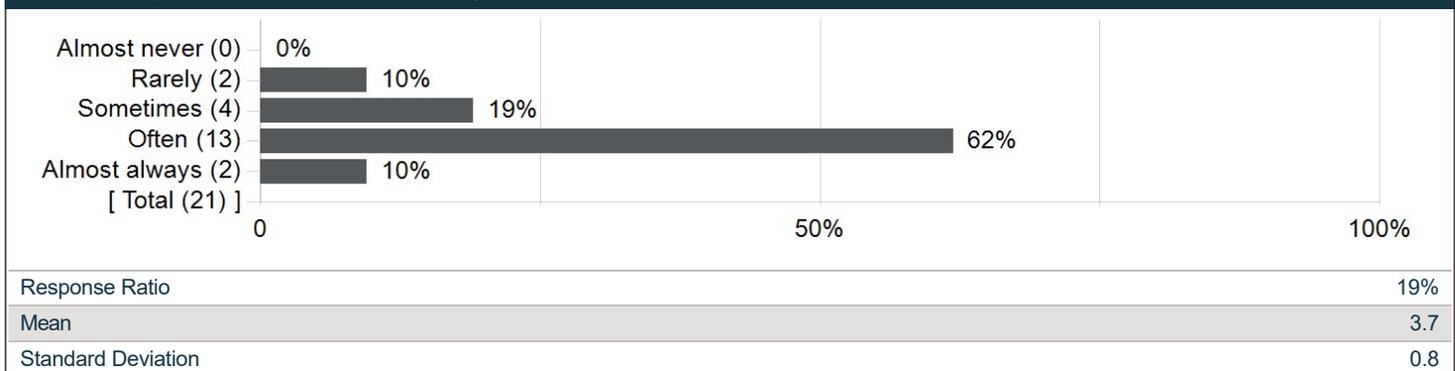
**2.5b**

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?



**Which aspects of ENSC 324 helped you learn and why?**

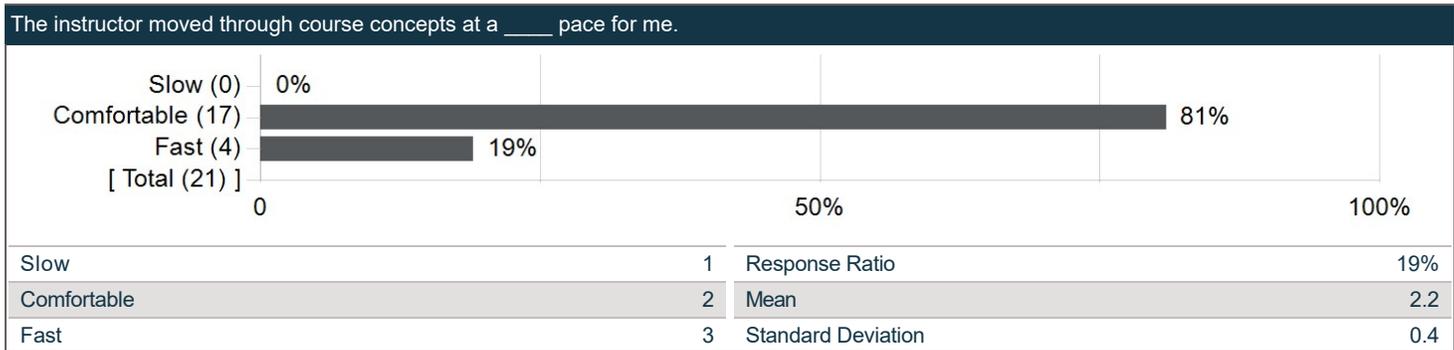
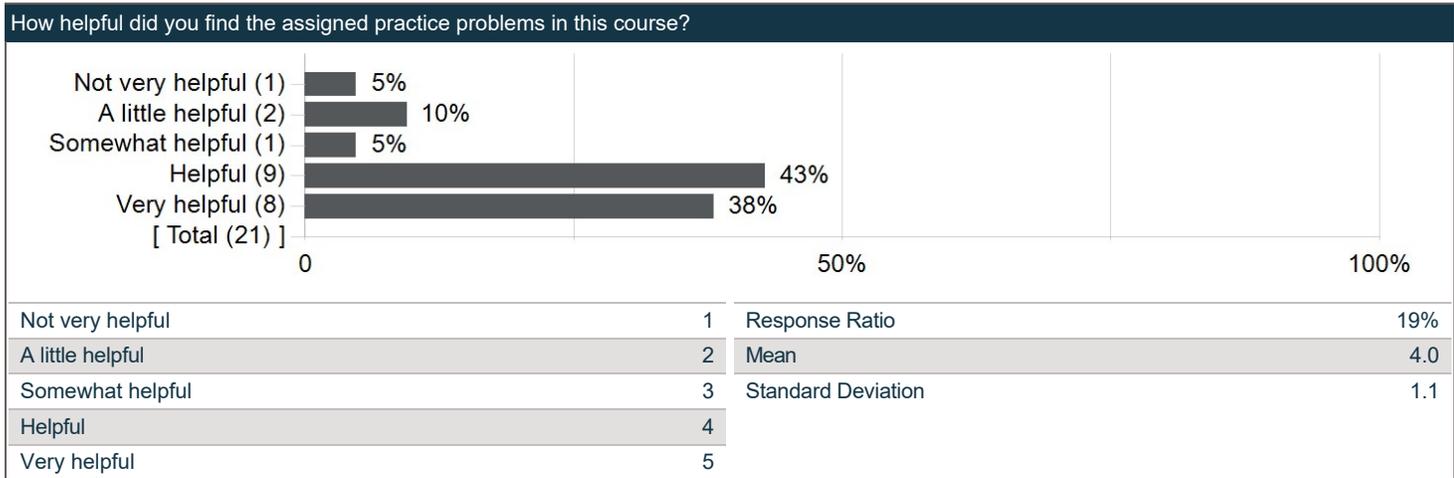
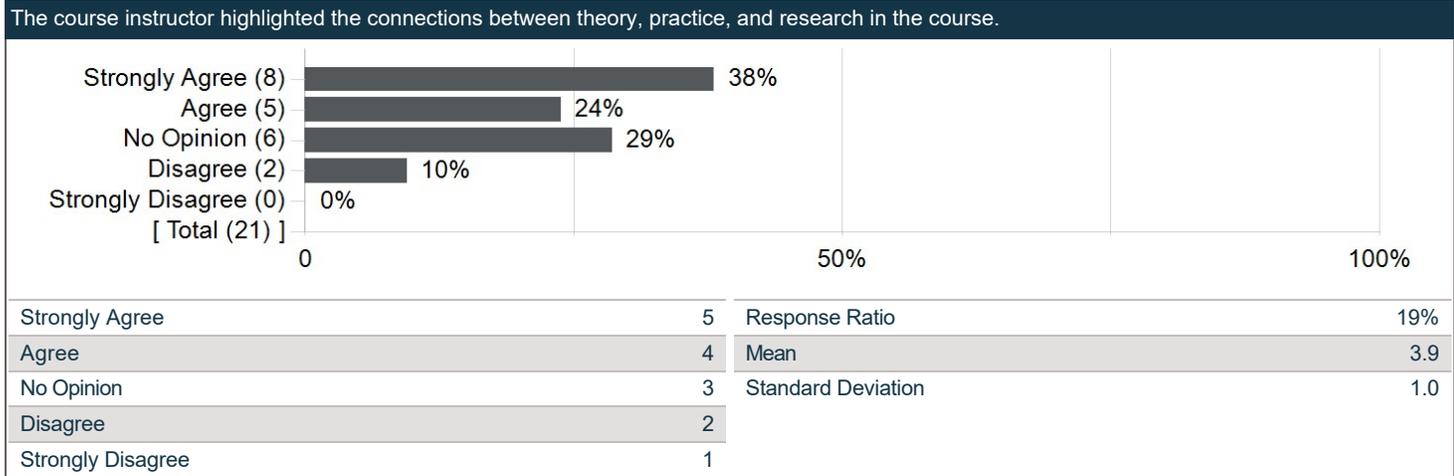
Comments
The tutorial questions and practice exams were very helpful, and most importantly, were somewhat closely related to exam questions. I also appreciated that Shawn was extremely responsive over email, something that a lot of professors lack. It was clear that teaching this class was a priority for him, and simply being available goes a long way.
Tutorial questions and hearing the instructor's explanation of theory
Shawn always does tutorial questions for the last 30 minutes of each lecture. These sessions help greatly in preparation with exams along with reinforcing the knowledge learned in lecture.
Really enjoyed the tutorials. Those tutorial questions at the end of class helped bring everything back down to a simpler level after a lecture that was heavy. These tutorial questions were often referenced as I was doing assignments.
The homework and tutorials, as that's where we applied the formulas and theory that we learned in class.
Assignment questions
The tutorial reviews and homework assignments we're well structured
Tutorials were helpful, they helped connect lecture concepts to problems.
learnt nothing
Assignment questions to help reinforce my knowledge.
I enjoyed the tutorials in the lectures. I find 2hr lectures hard to focus in and splitting it up into designated tutorial time is great.
Lectures and Assignments
I found the assignments and the textbook were very helpful in helping me to understand the content
Assignments and tutorials
The Tutorials and solved problems were extremely helpful to learn the material.
homework was good at helping me learn and the sample quizzes
The tutorial questions at the end of each class helped me with applying whatever information i got from the lectures. Putting all the important formulas in red boxes throughout the lecture slides was also a very helpful for traversal.

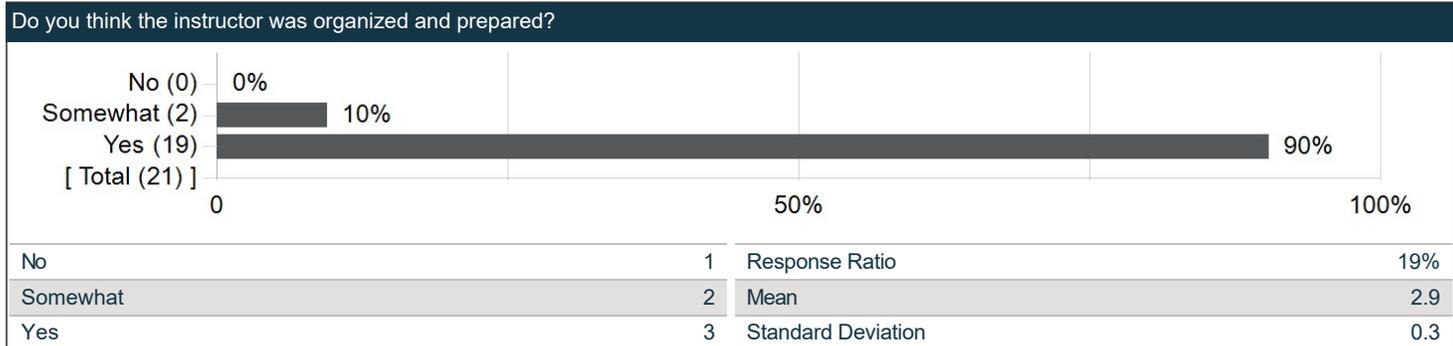
**How would you improve ENSC 324 for future students?**

Comments
The course material is fairly difficult for someone learning it for the first time, and obviously that's something that can't be helped. However, the lecture slides tend to be very wordy, and for many students it is hard to get a good feeling for theoretical concepts that way. I think the more models/pictures/simple diagrams that are used, the better.
not have the class at 8:30 am
I think the nature of this course is a lot of equations and a lot to get through, working up from quantum mechanics all the way to MOSFETS. The lectures can be difficult sometimes, but continued revision and tutorial questions make it all better. Assignment questions definitely help too.
Nothing to improve unless I missed something.
let shawn keep teaching this course
Pay attention and review given tutorials, assignments, practice midterms, etc because the questions are based off this. There aren't really any surprises and the tests are pretty fair.
split into two courses
More assignments but making the lectures even more engaging so far the lectures are a bit dry
I think it was well done.
Better timeslot, 8:30–10:30 can be a bit of a slough to study this course, everything else is good with Prof. Shawn
Make the class slightly more engaging. With a majorly theoretical content, it can get easy to want to skip.
The classes seem a bit early for a Fall class. Maybe putting them a bit later would help attendance or attention span.
I little boring in the lecture
Every once in a while, include a real image of a PN junction diode or the INSIDE of a real transistor in the lecture slides. You could also go to Youtube to play a short video of a transistor working while explaining the BJT concepts that are happening as a part of the lecture.
An idea equally as bizarre is bringing a piece of actual silicon metal (in a container) on the first day of lectures, when all students will be there, and passing it around for people to hold while you explain its semiconductor properties.
I believe the main reason why this course is difficult is because the knowledge feels abstract, and people can't "attach" it anywhere. When you remind them what the concepts actually look like, people feel better.
Also, when allowing questions, do not phrase it as "are there any questions?". Instead, phrase it as "I am now ready for your questions."

### Section 3 – Discipline Questions

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





## **Section 4 - Course Context Questions**

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models.