

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	5
Invited	34
Response Ratio	15%

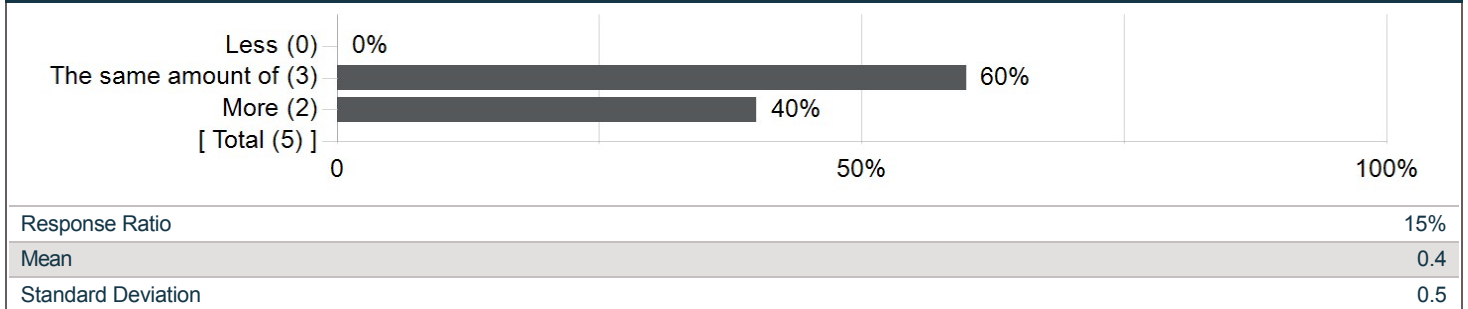
Section 2 – Common Core Questions

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 470/ 894 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.

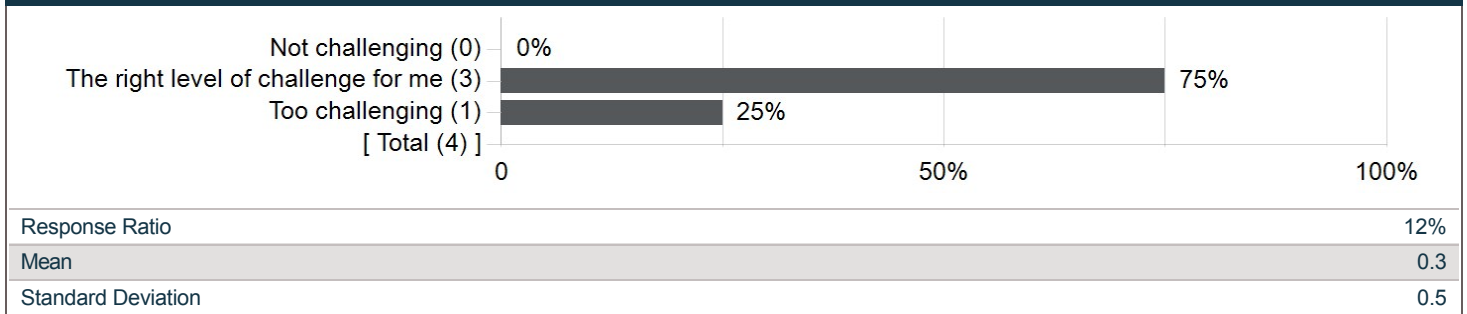
2.1b You responded as having spent more time on ENSC 470/ 894 than expected. Please explain.

Comments
Homework was quite tedious.

2.2 Course Challenge

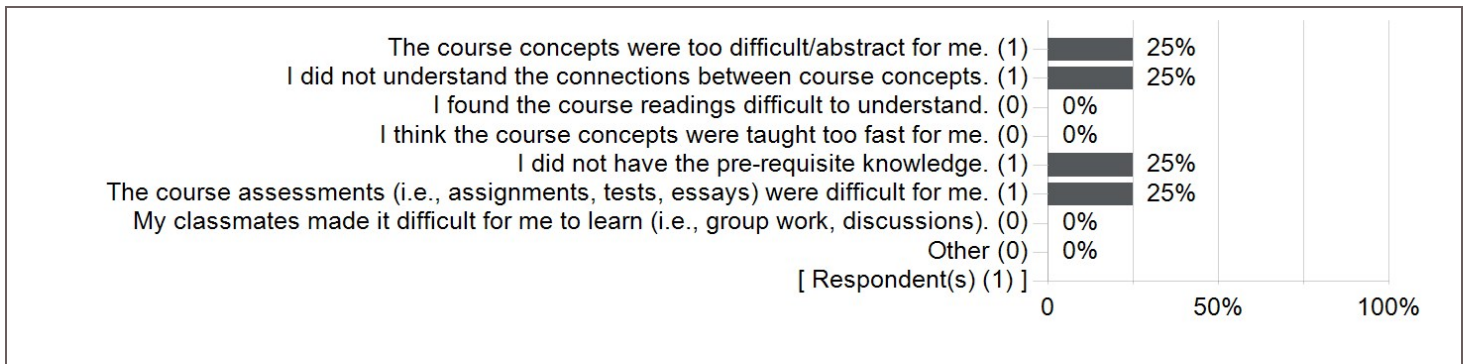
How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found ENSC 470/ 894 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 470/ 894 as too challenging?



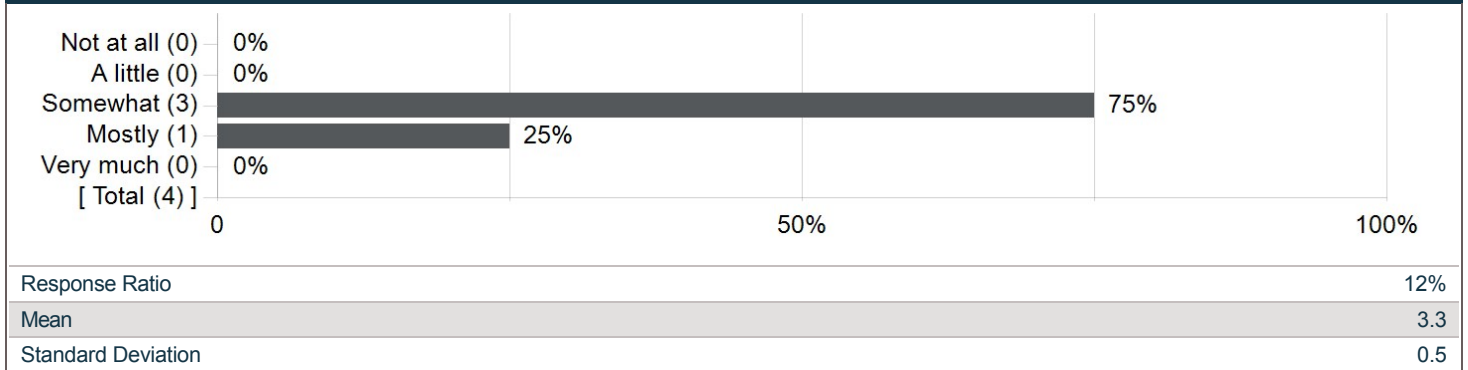
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

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

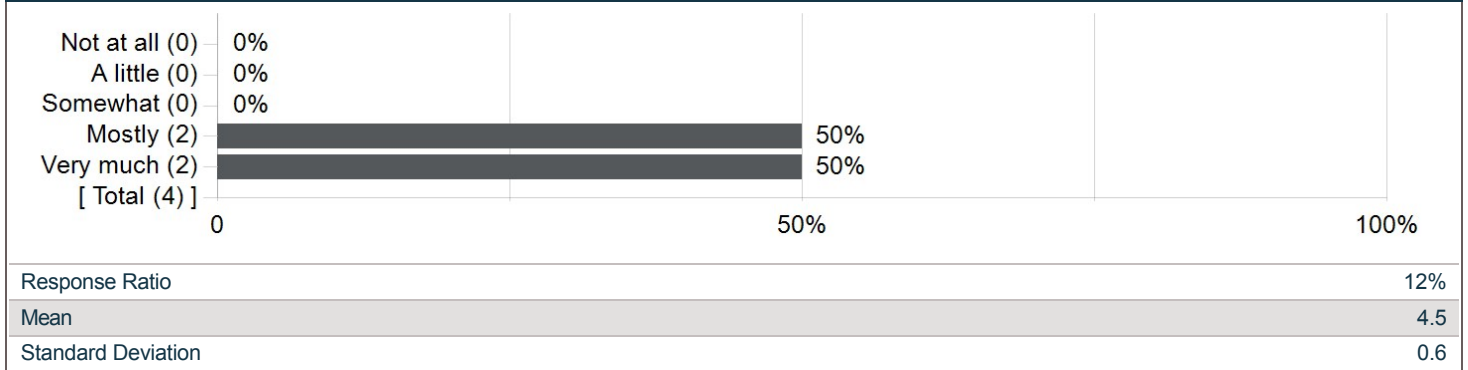
2.3a

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

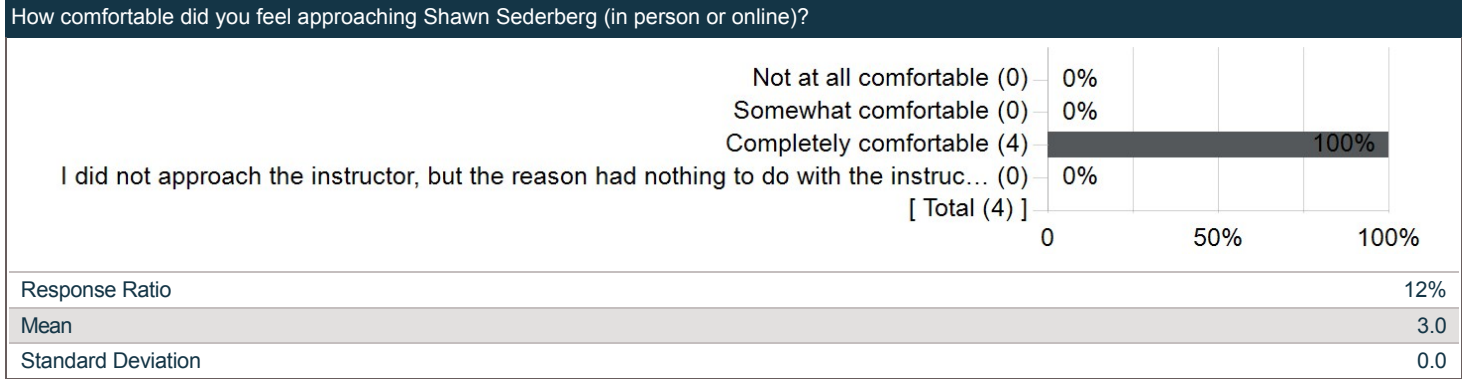


2.3b

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 Shawn Sederberg. Please explain your response.

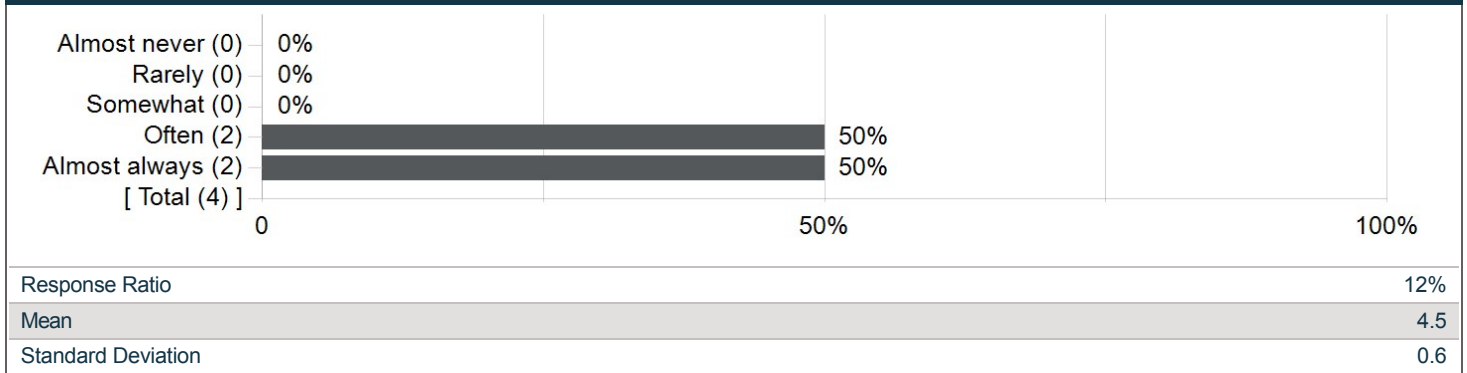
Comments
Shawn is a very good professor. He understands students and understands their situations. Shawn always wants to do better so he would ask for course evaluation in the mid-semester too. Shawn also tries really hard to make sure students from other majors (eg. Computer/Systems/Electronics) understand the concepts, and he is very approachable after class time.
Great communication with the students, open to questions and advice.
Shawn was were open to answer questions about course content during lecture as well as during office hours.

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.

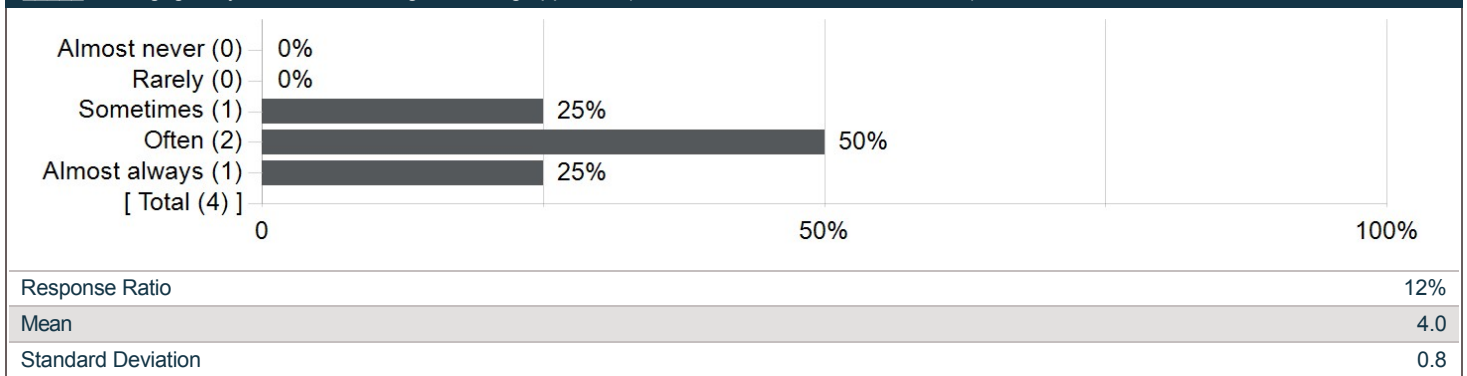
2.5a

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).



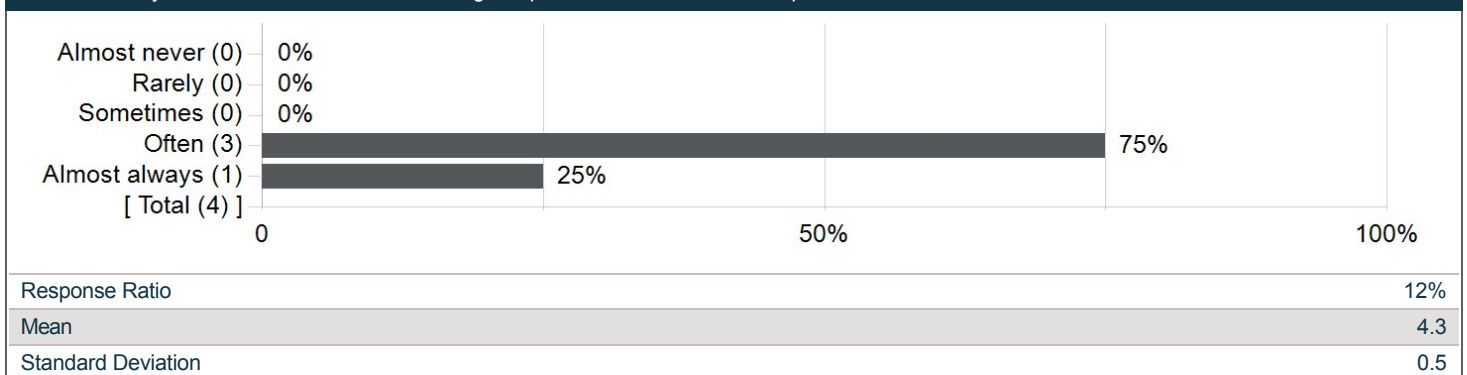
2.5b

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 470/ 894 helped you learn and why?

Comments
The tutorial sessions when Shawn goes through questions and examples. Recordings also help a lot!
I enjoyed the lectures, tutorials and labs, I think they all contributed towards the overall experience.
Having tutorial questions and solutions, and having homework solutions were great to see where I went wrong.
The tutorial questions helped me understand course content, and helped for homework assignments as well as preparation for exams.

How would you improve ENSC 470/ 894 for future students?

Comments
Maybe do more examples on the typical midterm/final questions. I find the assignments and exams are really hard for undergrad students.
I should start by saying that this was my last term of classes and the class was at 8:30 am. This made it quite challenging to be always tuned in and paying attention during class. This was no fault of the teacher, it is just a byproduct of the fact that we have class already at 8:30. One thing that I think could be done to improve the class is to spend less time summarizing what was talked about at the previous lecture and moving straight on to the new material. I also feel like we could have spent less time on some of the sections, geometric optics for example, and spent more time on the later material. Since it wasn't really a mathematical class some of the derivation sections could have just been included as notes and not been covered. We did do this a few times but could have been done more. I really enjoyed the optics demos at the beginning. It would be cool if there was a few towards the end of the class as well. I think that is one of the neat aspects about this class is that the work can be visualized.
Nothing much, my problems with this course mostly stemmed from work from other courses causing me to have less time to work on 470 content.
I think that the review of previous lecture material at the beginning of every class could be shorter. This would provide more time to cover new material and not rush the explanations.

Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.

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.

Section 5 – 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