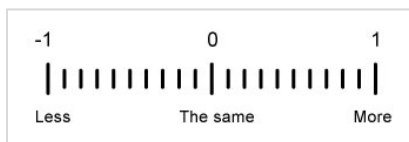


## Scale Interpretation of Common Core Questions

A content validity study was conducted in which students were interviewed about their understanding and interpretations of the response scale. For each question, this document lists examples from students about how their learning experiences led them to select their Course Experience Survey responses. These examples were given by students across SFU from different programs of study and academic levels. Make sure to consider your course context, structure, and student demographics when interpreting your unique responses.

A response scale visualization accompanies each question below:



You can mark your score from your CES report on each scale and refer to it as you work through interpreting your students' feedback.

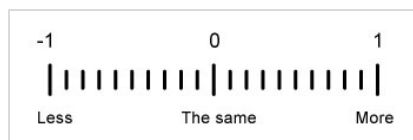
The questions are numbered and listed in the same order as they appear in the reports.

### 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 [Course name] than expected based on its number of credits.

Response	Score	Student Interpretation
Less	-1	<ul style="list-style-type: none"> <li>• Not much work is required outside of class time</li> <li>• Infrequent or easy assessments</li> <li>• Course concepts were "easy"</li> </ul>
About the same	0	<ul style="list-style-type: none"> <li>• Students gauged that the level of work they did inside and outside of class was equal to the range of hours provided in the question.</li> </ul>
More	+1	<ul style="list-style-type: none"> <li>• Assigned readings increased time spent on course (either too many readings or difficult content in readings)</li> <li>• Course concepts were "hard"</li> <li>• Assignments were time-consuming</li> <li>• Inconsistencies in the course made it time-consuming to navigate (i.e. discrepancies between textbook and lecture)</li> </ul>

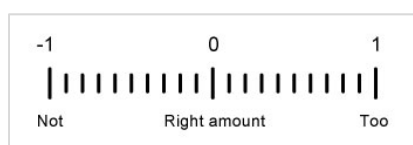


## 2.2 Course Challenge

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 [Course name] to be...

Response	Score	Student Interpretation
Not challenging	-1	<ul style="list-style-type: none"> <li>Students already knew course material (from other course or life experience)</li> <li>Assessments were too simplistic or didn't allow students to demonstrate their learning in the course</li> </ul>
The right level of challenge for me	0	<ul style="list-style-type: none"> <li>Activities in course were appropriate to achieving course goals</li> <li>Felt that they had learned something by taking the course</li> <li>Course concepts were taught clearly</li> <li>Instructor was open to questions from students</li> </ul>
Too challenge	+1	<ul style="list-style-type: none"> <li>Assessments were overly difficult</li> <li>Grading criteria did not align with what was taught</li> <li>Course concepts were not taught clearly</li> <li>Difficulty balancing priorities (i.e. high workload)</li> <li>Instructors expected higher level of pre-requisite knowledge</li> </ul>

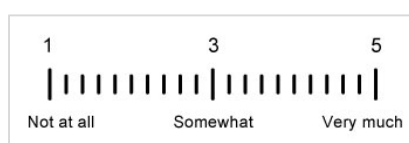


## 2.3a: Assessments

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

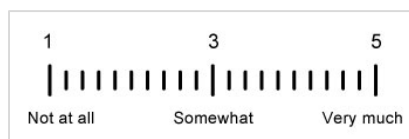
Response	Score	Student Interpretation
Not at all	1	<ul style="list-style-type: none"> <li>No syllabus or rubrics exist, or these resources are difficult to locate</li> <li>Grading seems subjective and disregards any existing rubric</li> <li>Feedback is not given to help students to improve on future assessments</li> </ul>
A little	2	<ul style="list-style-type: none"> <li>Syllabus and rubrics are outdated</li> </ul>

		<ul style="list-style-type: none"> <li>Rubrics or vague or missing key information for particular assessments</li> </ul>
Somewhat	3	<ul style="list-style-type: none"> <li>Students have general idea of what to do, but certain details or specifics are missing</li> <li>Rubrics exist but are not discussed in class</li> </ul>
Mostly	4	<ul style="list-style-type: none"> <li>Rubric is provided, but no exemplars are provided</li> <li>Most assessments are very clear, but one or two assessments are less clear</li> </ul>
Very much	5	<ul style="list-style-type: none"> <li>Instructor provides rubric for every assessment with examples</li> <li>Instructor communicates any changes made to assessments or grading on an ongoing basis</li> <li>Clear feedback is provided for each assessment</li> </ul>



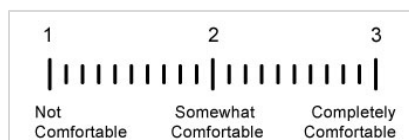
### 2.3b: Assessments

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?		
Response	Score	Student Interpretation
Not at all	1	<ul style="list-style-type: none"> <li>Feeling “blindsided” by material on tests/assignments</li> <li>Despite studying course material, students saw no payoff with regards to their grades</li> </ul>
A little	2	<ul style="list-style-type: none"> <li>More student accountability for misunderstanding than “not at all” category (i.e. students think they may have missed something)</li> <li>Feeling “blindsided” by material on tests/assignments</li> <li>Some overlap with somewhat</li> </ul>
Somewhat	3	<ul style="list-style-type: none"> <li>Some aspects of assignments differ from what was taught in class</li> <li>Some overlap with a little</li> </ul>
Mostly	4	<ul style="list-style-type: none"> <li>Assessments largely reflect what was taught in the course</li> <li>Some assessments or questions within assessments did not align with what was taught</li> </ul>
Very much	5	<ul style="list-style-type: none"> <li>Direct translation between class activities, readings, and assessments</li> </ul>



## 2.4: Comfort Approaching Instructor

How comfortable did you feel approaching Isaac Leslie (in person or online)?		
Response	Score	Student Interpretation
Not at all comfortable	1	<ul style="list-style-type: none"> <li>Negative or hostile demeanor in class</li> <li>Rejects student questions offered in class time</li> <li>Does not provide helpful answers to questions or ridicules students for asking certain questions</li> <li>Seemed busy, making students more wary of taking up their time</li> <li>Does not respond to emails in a timely manner</li> </ul>
Somewhat comfortable	2	<ul style="list-style-type: none"> <li>Encouraged students to ask questions</li> <li>Seemed busy, making students more wary of taking up their time</li> <li>Varied level of “helpful” responses to questions (some answers provided aided students, others were brushed off)</li> </ul>
Completely comfortable	3	<ul style="list-style-type: none"> <li>Easily contactable (gave students multiple options to approach them with questions)</li> <li>Non-judgmental of student questions, offering helpful responses</li> <li>Accepting of different viewpoints</li> <li>Present themselves as “warm” or “friendly”</li> <li>Encouraged students to ask questions</li> </ul>
I did not approach the instructor, but the reason had nothing to do with the instructor’s approachability.	Not scored	<ul style="list-style-type: none"> <li>Student had no need for additional support</li> <li>More common for remote courses where students cited they did not know whether contacting the instructor was allowed</li> <li>Students asking friends or TAs for help instead of the instructor (existing relationships made it easier to ask questions this way).</li> </ul>

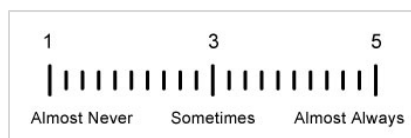


## 2.5a: Instructor

I think [Course instructor] tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).		
Response	Score	Student Interpretation



Often	4	<ul style="list-style-type: none"> <li>Variation in course activities, with some of these activities not capturing student interest</li> <li>Some overlap with sometimes identified</li> </ul>
Almost always	5	<ul style="list-style-type: none"> <li>Variation in course activities (i.e. seminar-style delivery, debates, group activities, student presentations, etc.)</li> <li>Use of technology in class (i.e. iclickers)</li> <li>Some need for students to apply themselves and be active in their learning to succeed</li> <li>A few students indicated that this would not be selected as the bar is too high</li> </ul>



### 2.5c: Instructor

How often did you understand [Course instructor]'s explanations of course concepts?		
Response	Score	Student Interpretation
Almost never	1	<ul style="list-style-type: none"> <li>Very confused/lost in class with very rare understanding of course concepts</li> <li>Student may lack foundational or pre-requisite knowledge for course</li> <li>Content delivered so poorly that student believes it would be easier to learn material themselves via textbooks, etc.</li> </ul>
Rarely	2	<ul style="list-style-type: none"> <li>Confused most of the time in class with occasional moments of understanding</li> <li>Instructor answers clarifying questions from students poorly</li> <li>Instructor is difficult to understand (unclear writing on the board, heavy accent, soft voice, etc.)</li> </ul>
Sometimes	3	<ul style="list-style-type: none"> <li>Understood about half of the concepts in the course</li> <li>Often left with some questions after a lecture or learning activity</li> </ul>
Often	4	<ul style="list-style-type: none"> <li>General level of understanding, with the occasional course concept that requires additional work to comprehend</li> <li>May already be familiar with some course concepts</li> <li>Utilization of a variety of well-designed learning aids (i.e. slides, videos, etc.)</li> </ul>
Almost always	5	<ul style="list-style-type: none"> <li>Instructor offered excellent and well-paced explanations of all concepts</li> <li>May already be familiar with some course concepts</li> <li>Limited need to ask further clarifying questions</li> <li>Instructor fostered class discussions that enhanced understanding of core concepts</li> </ul>

