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## Report Comments

**About the Low Response Instructor Report:** This report is generated when less than five students in a course respond to the Course Experience (CE) survey. In order to protect student confidentiality this report does not include frequency distributions. For smaller classes, it may provide some insights into learning experience that can be useful for teaching practice reflection and course design. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform your unique inquiry.

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 CE Survey.

*Reporting concerning comments:* Any individual (e.g., instructor, Chair, or administrator) can submit a student comment for review if they believe it violated principles of respect, safety or constructive feedback. The comment should be submitted by emailing [cesurvey@sfu.ca](mailto:cesurvey@sfu.ca) with the course name, semester and concerning comment. More details about the process can be found [here](#).

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## Section 1 – Response Rate

Raters	Students
Responded	3
Invited	55
Response Ratio	5%

## 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

Question	Response Count	Mean	Standard Deviation
<p>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.</p> <p>I spent _____ time on ENSC 416 than expected based on its number of credits.</p>	3	0.3	0.6

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.

### 2.1c You responded as having spent more time on ENSC 416 than expected. Please explain.

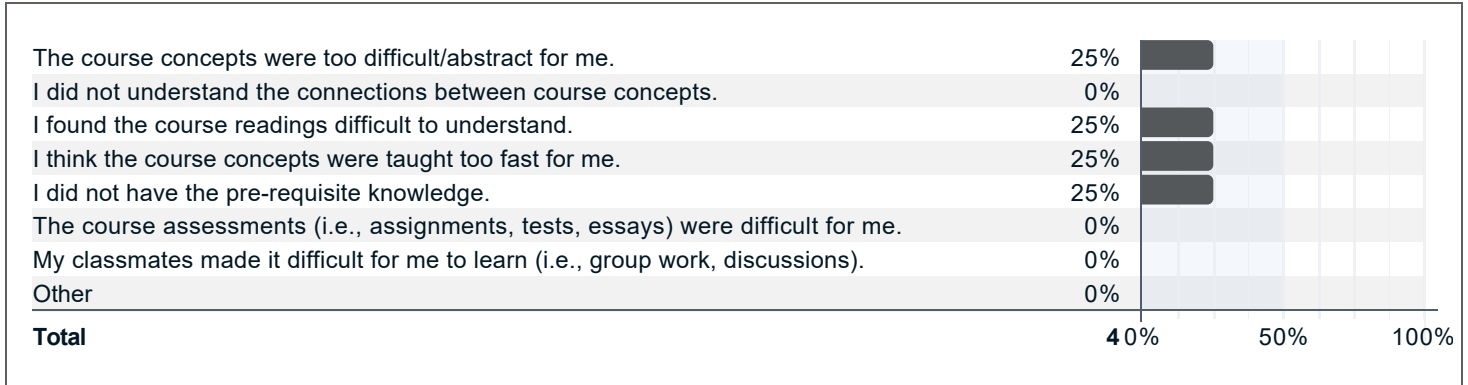
Comments
Having 110 minute lecture was not enough for me. I always had to go over the lectures slides and did self-taught to actually grasp the concept. It is not that Shawn teaching was bad. It was actually good but I guess it was just too much for me to absorb everything during class that I had to review whatever was discussed during that day.

**2.2 Course Challenge**

Question	Response Count	Mean	Standard Deviation
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.	3	0.3	0.6
I found ENSC 416 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, Right amount of challenge = 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 416 as too challenging?**



Students were provided with a list of reasons to select and 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**

Question	Response Count	Mean	Standard Deviation
Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?	3	3.3	1.2

**2.3b**

Question	Response Count	Mean	Standard Deviation
Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?	3	4.7	0.6

**2.4 Comfort Approaching Instructor**

Question	Response Count	Mean	Standard Deviation
How comfortable did you feel approaching Shawn Sederberg (in person or online)?	3	2.7	0.6

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 contact..." were excluded from the mean score.

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

Comments
Sometimes I am just too embarrassed to approach and ask him questions that sound really "stupid" or a question that I should know the answer since it's the prerequisite of the course.

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

Comments
Good Professor
Shawn is a nice person :)

**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 = 3, Often = 4, Almost always = 5.

**2.5a**

Question	Response Count	Mean
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).	3	5.0

**2.5b**

Question	Response Count	Mean	Standard Deviation
I _____ felt engaged by Shawn Sederberg's teaching approach (i.e., activities, lectures, discussions).	3	4.3	0.6

**2.5c**

Question	Response Count	Mean	Standard Deviation
How often did you understand Shawn Sederberg's explanations of course concepts?	3	4.0	1.0

**2.6 Which aspects of ENSC 416 helped you learn and why?**

Comments
Tutorials, Worksheets, and assignments were very useful.
Assignments and weekly tutorials were very effective at teaching core concepts
During the tutorial sessions.

**2.7 How would you improve ENSC 416 for future students?**

Comments
If possible, assignments should be released earlier so students who read the textbook (i.e. slightly ahead of lecture material) can have more time to work on them. Assignments also had to be modified several times after publication, but it seems like this is because it's Shawn's first time teaching this course, and this was never very disruptive.
I would say make it easier for students to grasp the concept, less abstract. Also it would be easier to understand or at least imagine the concept if it was demonstrated with some animations or something since we don't have a lab part for this course.

### Section 3 – Discipline Questions

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

How helpful did you find the assigned practice problems in this course?			
Not very helpful	1	Response Count	3
A little helpful	2	Mean	4.7
Somewhat helpful	3	Standard Deviation	0.6
Helpful	4		
Very helpful	5		

Shawn Sederberg highlighted the connections between theory, practice, and research in the course.			
Strongly Agree	5	Response Count	3
Agree	4	Mean	4.7
No Opinion	3	Standard Deviation	0.6
Disagree	2		
Strongly Disagree	1		

Shawn Sederberg moved through course concepts at a ____ pace for me.			
Slow	1	Response Count	3
Comfortable	2	Mean	2.3
Fast	3	Standard Deviation	0.6

Do you think Shawn Sederberg was organized and prepared?			
No	1	Response Count	3
Somewhat	2	Mean	2.7
Yes	3	Standard Deviation	0.6

## 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 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