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.

Creation Date: **Friday, June 30, 2023**

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Section 1 – Response Rate

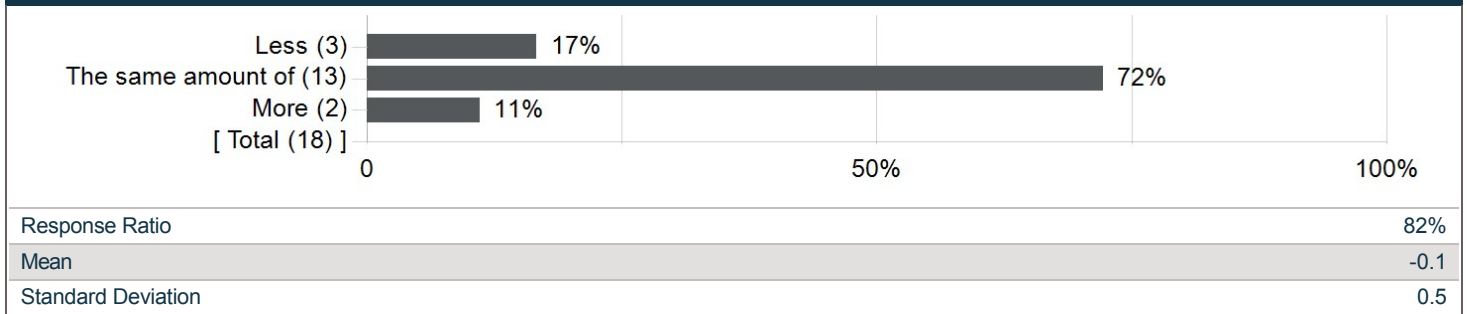| Raters	Students
Responded	18
Invited	22
Response Ratio	82%

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 IS 306 than expected based on its number of credits.

Less (3) — 17%
The same amount of (13) — 72%
More (2) — 11%
[Total (18)]

Response Ratio	82%
Mean	-0.1
Standard Deviation	0.5

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 IS 306 than expected. Please explain.

Comments
Intersession, and readings were easy
Materials in class were adequate for understanding concepts. Did not have to spend extra time study new materials.
I expected to devote significant time to the readings, but Sally's method of efficiently reading journal articles was really helpful in reducing the amount of time spent reading. Also, not having many assignments besides a midterm and a review essay due after the final class, and really in–depth seminars, helped with not needing to devote a significant amount of time to the course.

2.1b You responded as having spent more time on IS 306 than expected. Please explain.

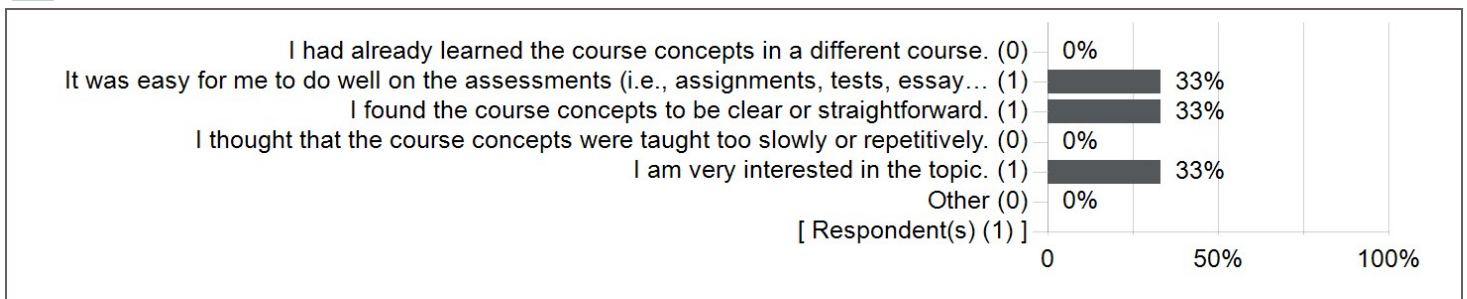| Comments |
|---|
| I had to spend more time than I thought I would have to doing the readings as there was an exam before every class. |
| Every time we have quiz at the beginning of the class and this class is intersession, so I could not make a lot of time to read. So I spent more time to do them. |

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 IS 306 to be...

Not challenging (1)	6%
The right level of challenge for me (17)	94%
Too challenging (0)	0%
[Total (18)]	

Response Ratio	82%
Mean	-0.1
Standard Deviation	0.2
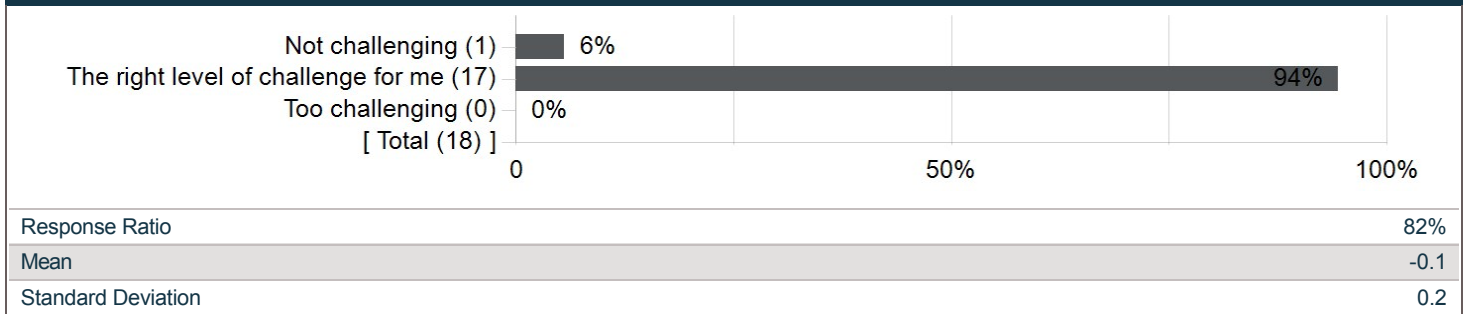
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

2.2a Why did you rate IS 306 as not challenging?

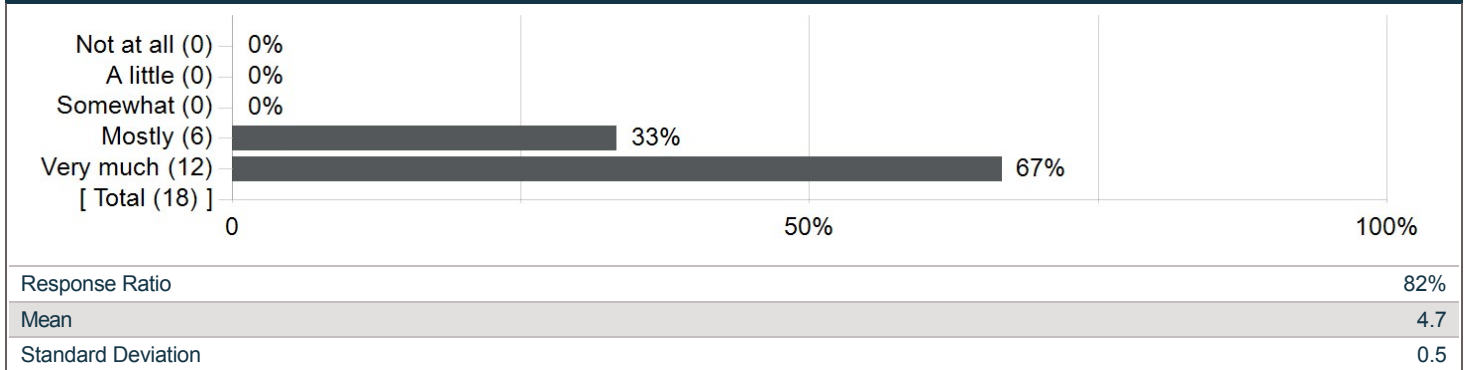|	
I had already learned the course concepts in a different course. (0)	0%
It was easy for me to do well on the assessments (i.e., assignments, tests, essay... (1)	33%
I found the course concepts to be clear or straightforward. (1)	33%
I thought that the course concepts were taught too slowly or repetitively. (0)	0%
I am very interested in the topic. (1)	33%
Other (0)	0%
[Respondent(s) (1)]	

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?

Not at all (0)	0%
A little (0)	0%
Somewhat (0)	0%
Mostly (6)	33%
Very much (12)	67%
[Total (18)]	

Response Ratio	82%
Mean	4.7
Standard Deviation	0.5

2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?

Not at all (0)	0%
A little (0)	0%
Somewhat (0)	0%
Mostly (3)	17%
Very much (15)	83%
[Total (18)]	

Response Ratio	82%
Mean	4.8
Standard Deviation	0.4
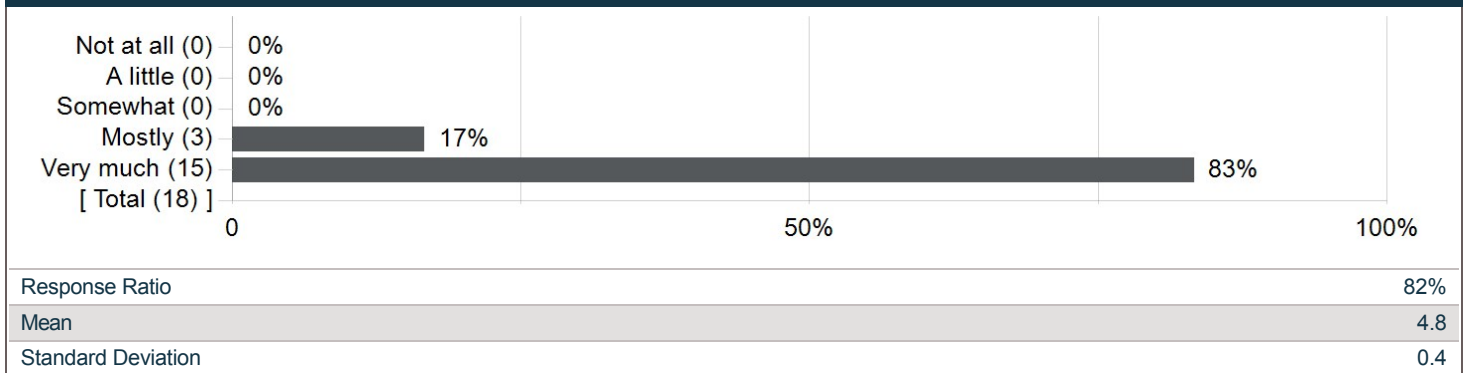
2.4 Comfort Approaching Instructor

How comfortable did you feel approaching Sally Sharif (in person or online)?

Response	%
Not at all comfortable (0)	0%
Somewhat comfortable (0)	0%
Completely comfortable (16)	89%
I did not approach the instructor, but the reason had nothing to do with the instruc… (2)	11%
[Total (18)]	

Response Ratio	82%
Mean	3.0
Standard Deviation	0.0
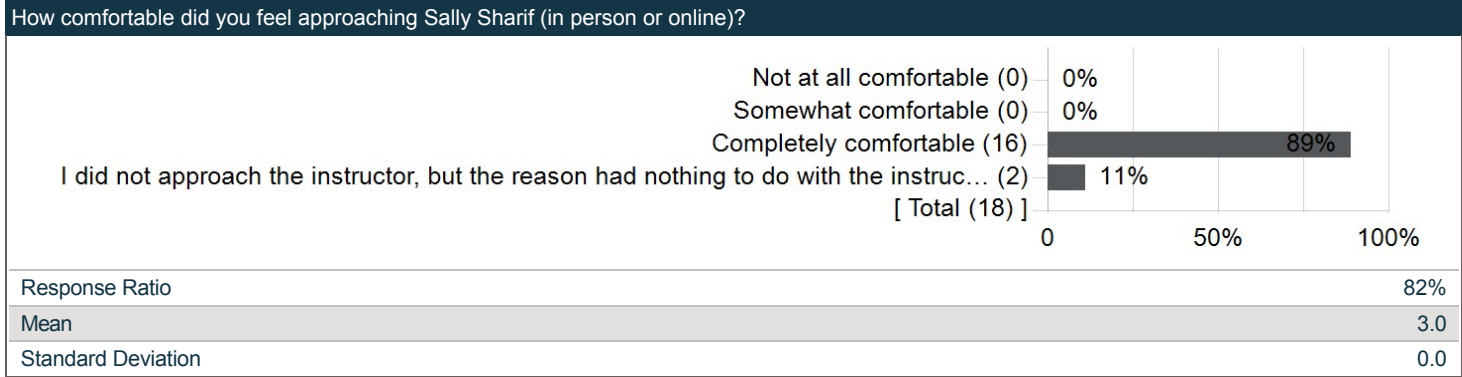
The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle 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 Sally Sharif. Please explain your response.

Comments
She was always willing to teach & offered extra help when need.
She is very enthusiastic instructor, open to any comment or questions and even open the office hour in weekend
Dr. Sharif has always made herself available to meet in person and online. She is also always willing to answer questions in class which helps students feel conformable approaching her.
She was very approachable and did not make us feel uncomfortable.
The professor has great personality that extends ro her teaching style. Little tidbits of information here and there about her research and life (while maintaining professional boundaries) builds rapport with her students and makea one feel comfoetable approaching her with problems.
She replied my email within 24 hours.
I was able to go to Sally with any questions I had for the class or assignments. She was able to provide me with the support necessary and continuously reminded students that she was available to help us with any issues.
Very approachable before and after class. Appreciated prompt replies to questions via email.
she is open to chatting at all times after class and is also very responsive to online communications
she tries to comfort the classroom people. she has lots of passion and knowledge about what she try to teach students.
Sally was really conscious about helping us out if we were struggling to fully understand a topic/reading in the seminars and encouraged us to reach out to her in–person or through email with questions about our review essay. I think for a lot of us, her interest in the course, expertise, and passion about teaching us skills about critical thinking and interpreting studies made approaching her with questions a lot easier for us.
She is very approachable but stern. Very wonderful person to interact with

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

Comments
I did disagree a lot

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.
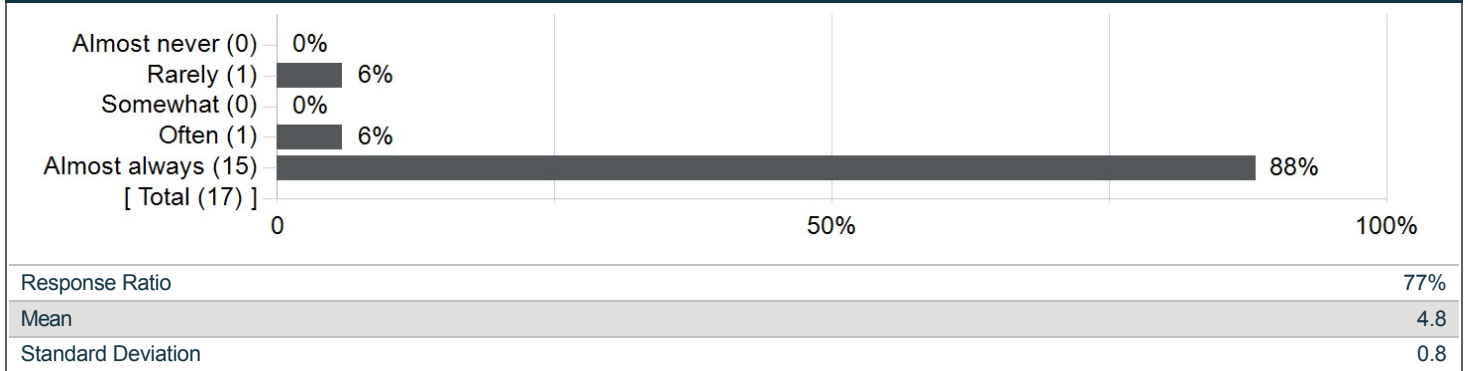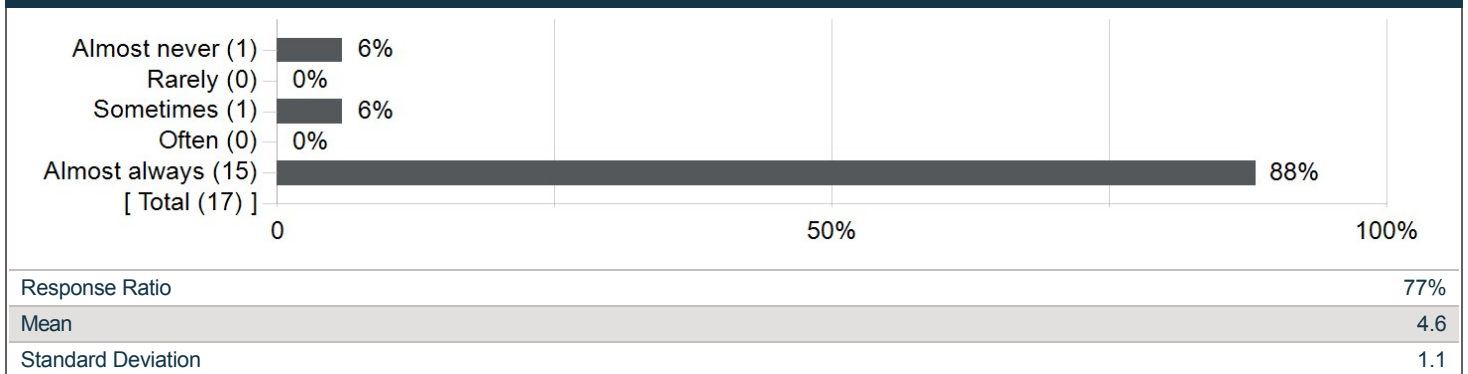
2.5a

I think Sally Sharif _____ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).

Almost never (0)	0%
Rarely (1)	6%
Somewhat (0)	0%
Often (1)	6%
Almost always (15)	88%
[Total (17)]	

Response Ratio	77%
Mean	4.8
Standard Deviation	0.8

2.5b

I _____ felt engaged by Sally Sharif's teaching approach (i.e., activities, lectures, discussions).

Almost never (1)	6%
Rarely (0)	0%
Sometimes (1)	6%
Often (0)	0%
Almost always (15)	88%
[Total (17)]	

Response Ratio	77%
Mean	4.6
Standard Deviation	1.1

2.5c

How often did you understand Sally Sharif's explanations of course concepts?

Almost never (1)	6%
Rarely (0)	0%
Sometimes (0)	0%
Often (2)	11%
Almost always (15)	83%
[Total (18)]	

Response Ratio	82%
Mean	4.7
Standard Deviation	1.0
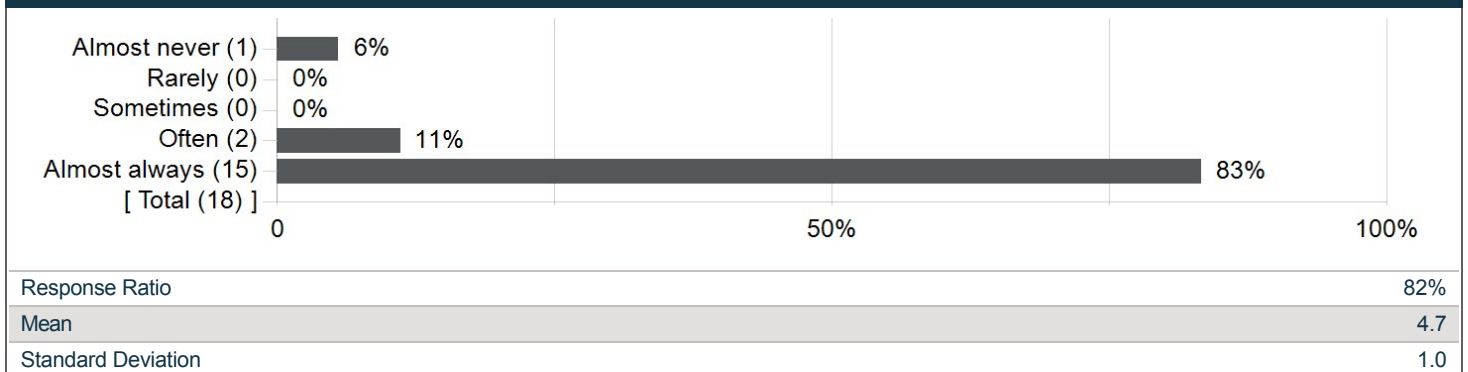
Which aspects of IS 306 helped you learn and why?

Comments
The quizzes
Video was so interesting to me in particular. related to the class and make conversation more engagable
I think sally's course structure helped me to improve my reading significantly. Her passion and energy and her ability to connect different works across the weeks helped me to develop a deeper appreciation for the course themes.
IS306 helped me practice how to analyze articles and how they speak to each other. I also learned how to read articles more efficiently by focusing on the thesis of each paragraphs.
discussions because we broke down concepts
The tests each class really helped
Having Sally use different media and ways of teaching allowed for a better way of learning rather than simply listening to a monologue lecture. She had students engaged and continuously allowed us to make our own predictions of topics allowing us to learn in our own ways. I enjoyed her first–person experiences in the topics that she taught – bringing works that she has completed was interesting and fueled my interest in the class.
Course discussions that deconstructed ideas of each journal article were helpful in understanding the substance of theories and how they are supported. I enjoyed practical tips on understanding articles and on how to write a review essay. Class was very interactive in a way that was constructive.
The readings were really well selected and oriented
the quizzes made it so that i was always aware of the content that we would study, and Sally's ability to breakdown concepts and explain things from the bottom–up was very helpful. Moreover, I really enjoyed the collaborative aspect of the class and how every ones opinion and questions were valid within the space.
i learned the definition of the state and how is fail and success.
Learning a more efficient method of reading journal articles was a really great way for me to focus on the main points of the readings rather than get bogged down in all of the details, and this helped me better understand the topics we were learning and their importance. I also think the quizzes in the seminars helped with that understanding as well and I really appreciated how Sally went through the quizzes to explain the questions and answers. The seminars were overall interesting and helpful in building that understanding of the topics as well as teaching us both why certain issues occur and why authors take certain routes in their journal articles.
The daily quizzes and her want to make our life easier by testing our analysis ability rather than our memory

How would you improve IS 306 for future students?

Comments
Nill
nothing. it is perfect!
I think this course was one of my favorite since coming to Sfu, I feel that the term paper was stuffed in at the end a bit but overall I think this was a really really good class.
i wouldn't change anything
I would go through how to best choose journal articles for the review paper (ie a rubric)
I cant think of anything
More honest discussions
overall i think this course is already at the perfect level for students to understand, engage with and retain knowledge. the only way to improve may be in terms of class structure (which was developed as we continued the class) but sometimes it feels like we do not cover all the information that we assigned to us. However, i do know that there is reasons for this – and the collaborative atmosphere probably contributes to the timing issue. So basically, don't change anything and everything will be good :)
so far so good for now
Nothing, its perfection

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

This course helped me with my research skills.

Strongly Agree (9)	50%
Agree (7)	39%
Neutral (2)	11%
Disagree (0)	0%
Strongly Disagree (0)	0%
[Total (18)]	

Response Ratio	82%
Mean	4.4
Standard Deviation	0.7

This course helped me identify a research area I am passionate about.

Strongly Agree (6)	33%
Agree (7)	39%
Neutral (5)	28%
Disagree (0)	0%
Strongly Disagree (0)	0%
[Total (18)]	

Response Ratio	82%
Mean	4.1

This course taught me how theories are built and tested.

Strongly Agree (10)	56%
Agree (7)	39%
Neutral (1)	6%
Disagree (0)	0%
Strongly Disagree (0)	0%
[Total (18)]	

Response Ratio	82%
Mean	4.5
Standard Deviation	0.6

This course improved my ability to read journal articles.

Strongly Agree (14)	78%
Agree (4)	22%
Neutral (0)	0%
Disagree (0)	0%
Strongly Disagree (0)	0%
[Total (18)]	

0   50%   100%

Response Ratio	82%
Mean	4.8
Standard Deviation	0.4