

About the Course Report

The Course Report (without 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 quantitative student responses to all questions, but does not include student comments. It is to be used in the case of biennial reviews for SFUFA instructors who have chosen to exclude student comments (section 28.9 of the SFUFA Collective Agreement, 2019 - 2022) from their review. If the instructor has chosen to include comments, 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	66
Invited	82
Response Ratio	80%

Section 2 – Common Core Questions

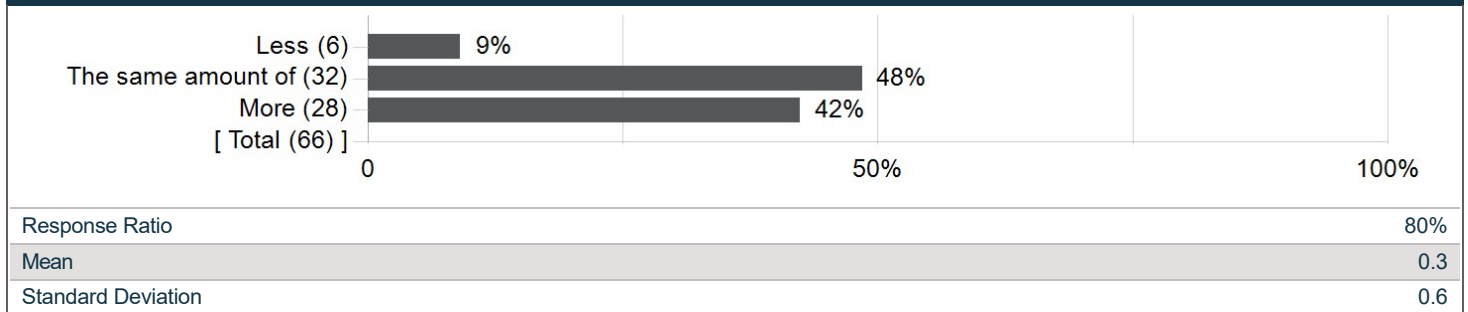
These questions appear on all course experience surveys at SFU and are selected by the Provost.

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.

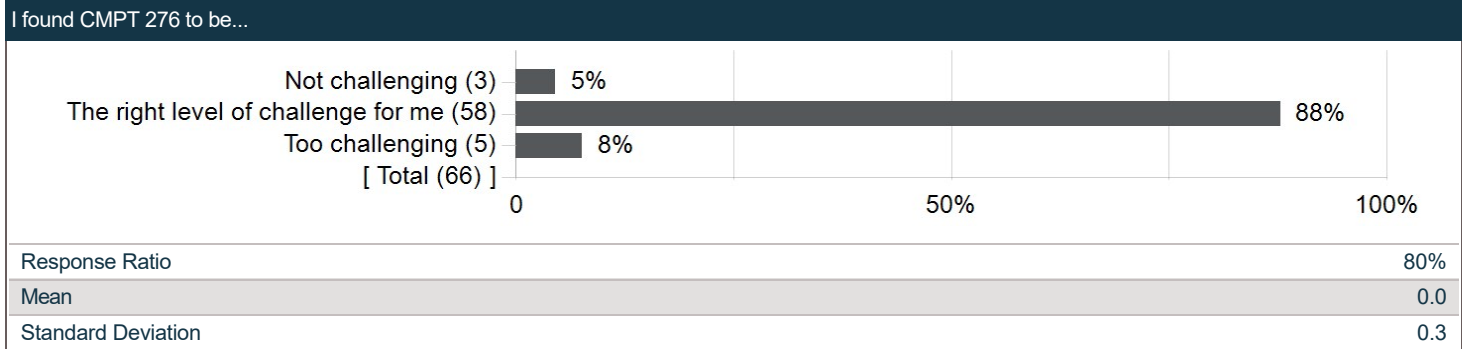
I spent _____ time on CMPT 276 than expected based on its number of credits.



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.

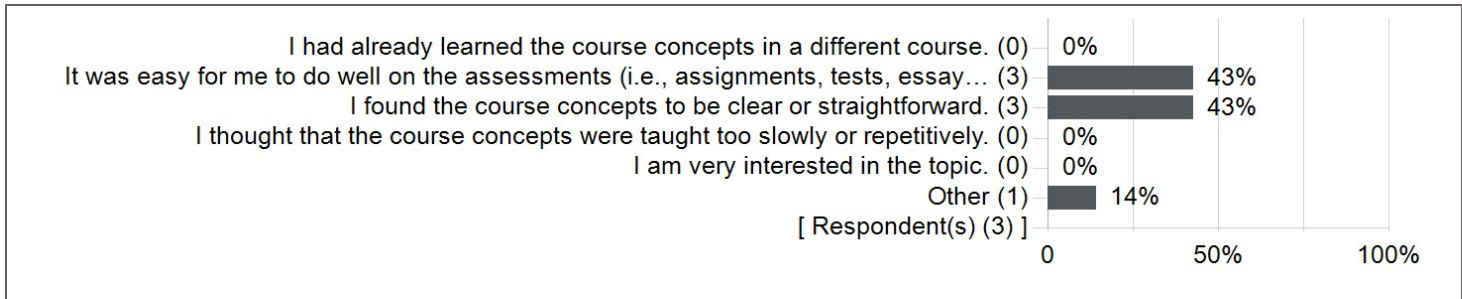
2.2 Course Challenge

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.



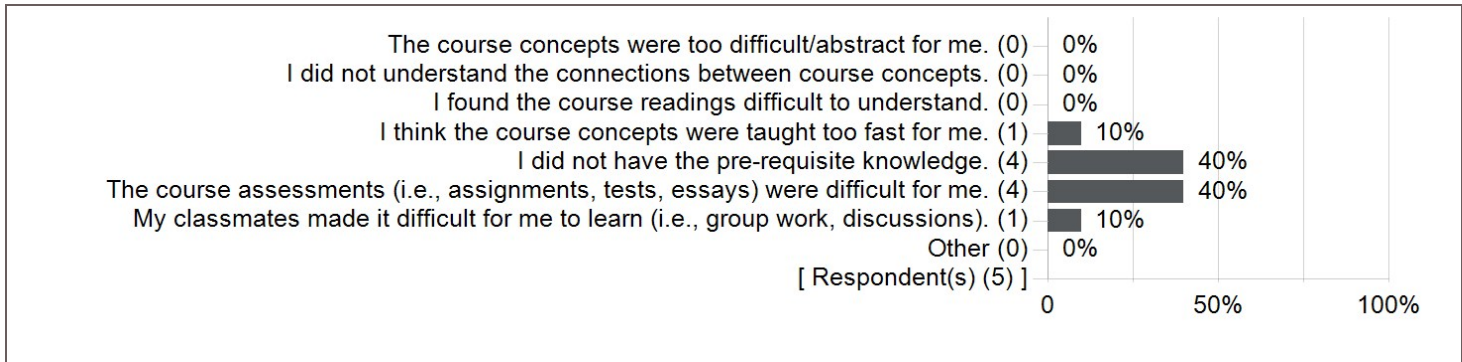
The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course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

2.2a Why did you rate CMPT 276 as not 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.

2.2b Why did you rate CMPT 276 as too challenging?



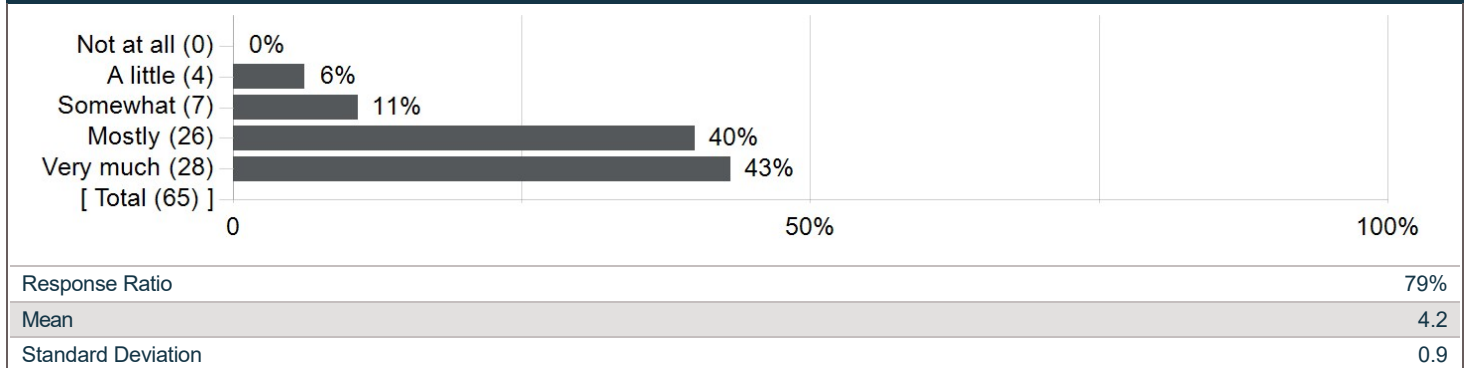
Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

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

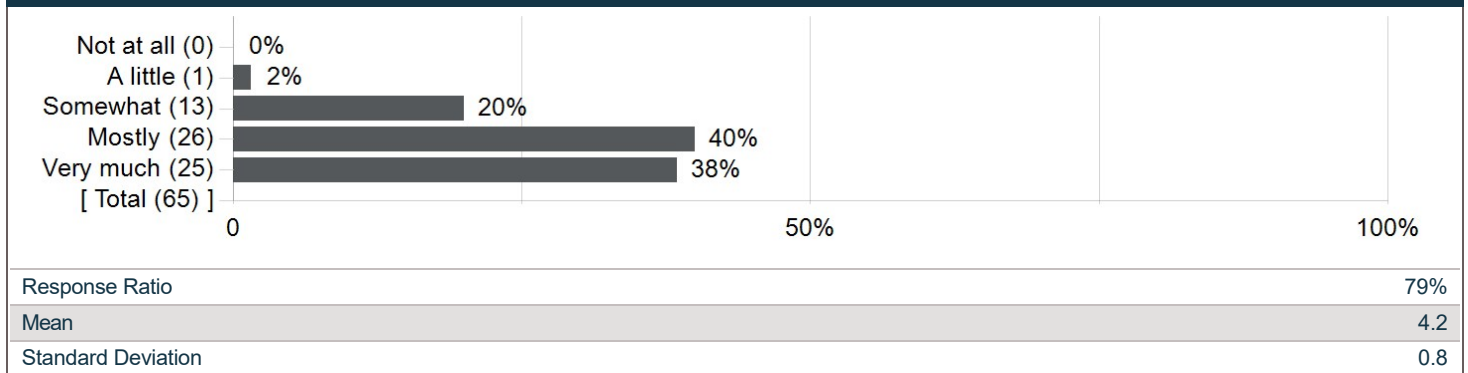
2.3a

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

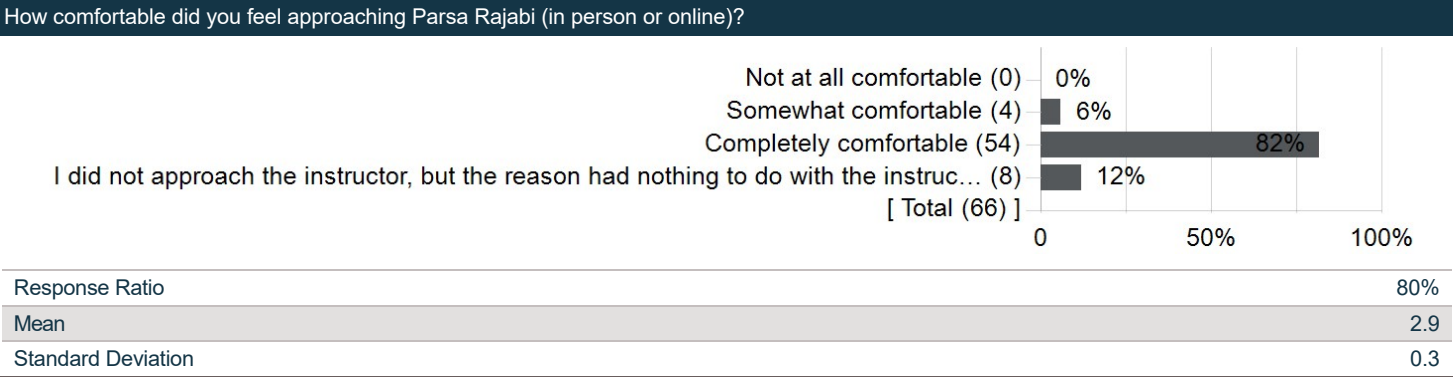


2.3b

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



2.4 Comfort Approaching Instructor



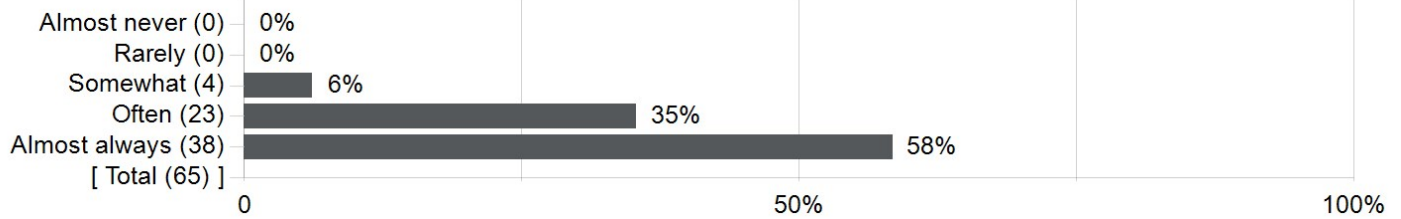
The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "I did not approach..." are excluded from the mean score.

2.5 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

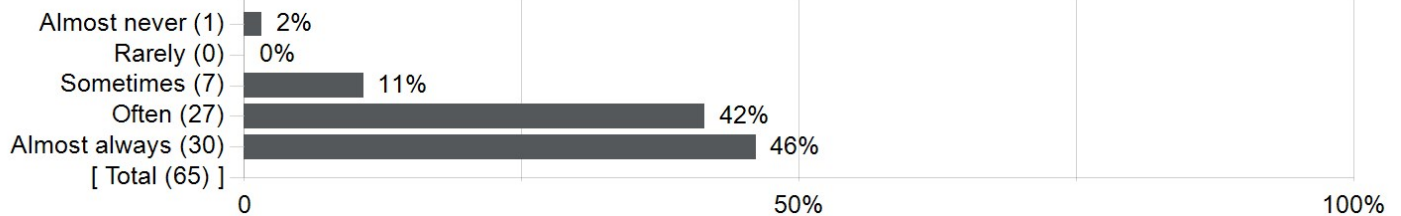
I think Parsa Rajabi _____ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).



Response Ratio	79%
Mean	4.5
Standard Deviation	0.6

2.5b

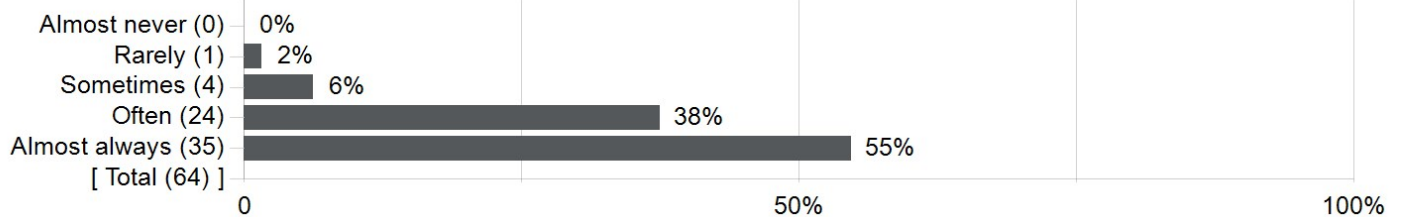
I _____ felt engaged by Parsa Rajabi's teaching approach (i.e., activities, lectures, discussions).



Response Ratio	79%
Mean	4.3
Standard Deviation	0.8

2.5c

How often did you understand Parsa Rajabi's explanations of course concepts?



Response Ratio	78%
Mean	4.5
Standard Deviation	0.7

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.