UVic CES Faculty Report for Courses Offered in BU (201601)

UVic Course Experience Survey - Spring 2016

Project Audience 2863
Responses Received 1517
Response Ratio 53%

Creation Date Wed, May 11, 2016
Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions

2. The instructor's explanations of concepts were clear

3. The instructor motivated you to learn in this course

4. The instructor was available to answer your questions or provide extra assistance as required

5. The instructor ensured that your assignments and tests were returned within a reasonable time

6. The instructor was helpful in providing feedback to you to improve your learning in this course

7. The instructor demonstrated respect for students

8. Overall, the instructor was effective in this course
and their ideas

Statistics
Response Count 1669
Mean 4.54
Median 5.00
Standard Deviation +/-0.75

Statistics
Response Count 1664
Mean 4.40
Median 5.00
Standard Deviation +/-0.83
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear

3. The assigned work helped your understanding of the course content

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning

5. The methods of assessment used to evaluate your learning in the course were fair

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)
7. Overall, the course offered an effective learning experience

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
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<tbody>
<tr>
<td>Response Count</td>
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<tr>
<td>Mean</td>
<td>4.30</td>
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<tr>
<td>Median</td>
<td>4.00</td>
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<tr>
<td>Standard Deviation</td>
<td>+/-0.82</td>
</tr>
</tbody>
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Median: 5.00

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III Statements About The Students:

My primary reason for taking the course.

- Interest (256)
- Program requirement (1214)
- Reputation of Instructor (9)
- Reputation of course (14)
- Timetable fit (22)

[Total (1515)]

The approximate number of classes or labs that I did not attend

- Missed fewer than 3 (1163)
- Missed 3-10 (133)
- Missed 11-20 (4)
- Missed more than 20 (0)

[Total (1300)]

Relative to other courses I have taken at UVic, the workload in this course was

- Extremely heavy (77)
- Somewhat heavy (384)
- Average (858)
- Somewhat light (174)
- Extremely light (20)

[Total (1513)]

The approximate number of hours per week I spent studying for this course outside of class time:

- Less than 1 (82)
- 1 to 2 (457)
- 3 to 5 (660)
- 6 to 8 (247)
- 9 to 10 (38)
- More than 10 (25)

[Total (1515)]

As a result of my experience in this course, my interest in the material:

- Decreased (131)
- Stayed the same (574)
- Increased (809)

[Total (1514)]
IV Additional Statements:

Answer only if applicable to you, how well were student exchange or international experiences integrated into course material?

![Bar chart showing responses: 1 Very Poor (0%), 2 Poor (0%), 3 Adequate (0%), 4 Good (0%), 5 Excellent (100%)]

<table>
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<tr>
<td>Standard Deviation</td>
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<tr>
<td>Population Standard Deviation</td>
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<td>Standard Error (base on SD)</td>
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<tr>
<td>Standard Error (base on PSD)</td>
<td>+/-0.00</td>
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</table>

How well were your current or previous work experiences (including co-op experiences, if applicable) integrated into the classroom experience?

![Bar chart showing responses: Very Poor (1%), Poor (3%), Adequate (42%), Good (28%), Excellent (20%)]

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<td>Mean</td>
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<tr>
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<td>Standard Deviation</td>
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My Instructor gave time in class to complete this survey.

<table>
<thead>
<tr>
<th>Options</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Yes</td>
<td>1455</td>
<td>89%</td>
</tr>
<tr>
<td>No</td>
<td>155</td>
<td>9%</td>
</tr>
<tr>
<td>Does not apply (online course, field course, etc.)</td>
<td>27</td>
<td>2%</td>
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