

First Year Student Report

*****Course Instructor Evaluation - Spring 2014 - ORIGINAL (WITH DATA - DO NOT MODIFY)**

Report Comments

INTRODUCTION

This report contains the results from first year students gathered during the online course-instructor evaluations of Fall 2014. Students were invited to share their feedback on the teaching and the course material, ultimately to help improve the overall quality of education at our institution. It is now our collective duty to **turn this insight into action**.

As part of this mission, all instructors receive an Individual Report for **developmental purposes** i.e. to identify strengths and areas for improvement in regard to their teaching methods. Contents include graphs, tables, rankings, frequencies, statistics, and comments, as well as reflective questions to help guide you in the preparation of your personal development plan.

We urge every Faculty Member to diligently examine all the analysis, to seek to understand it, to take note of patterns, to draw logical conclusions and to take it upon yourself to **act on the valuable feedback** your students have taken the time to provide.

Creation Date Tue, Aug 04, 2015



GUIDELINES

To aid in interpreting the results, please consider the three (3) following recommendations:

1. These evaluations stem from student perception, which implies that the validity increases proportionally with the number of occurrences. Your improvement plan should be based on the **most representative results** and less on outlying responses.
2. Upon getting a general sense of direction as to what requires improvement, it is important to drill down to the related questions and consider them as distinct items. They were evaluated as such by students, and will indicate **tangible steps/actions** to incorporate into your developmental process.
3. A Likert Scale was used in the evaluation forms. It is the most widely used approach to scaling responses in survey research and is the foundation of the student course-instructor feedback. For an accurate interpretation, be sure to **keep the scale in mind** while reading through your report. The scale is as follows:
 1. Strongly Disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly Agree

N/A - Cannot Rate *[Not included in norm/average calculations]*

In general, **high scores (4+)** can be interpreted as a student consensus indicating a strength. On the other hand, **low scores (2-)** should be considered as an area that requires immediate developmental focus according to student feedback.

As part of the evaluation forms, students were also asked to indicate their perceived level of importance for every item/question. The second scale is as follows:

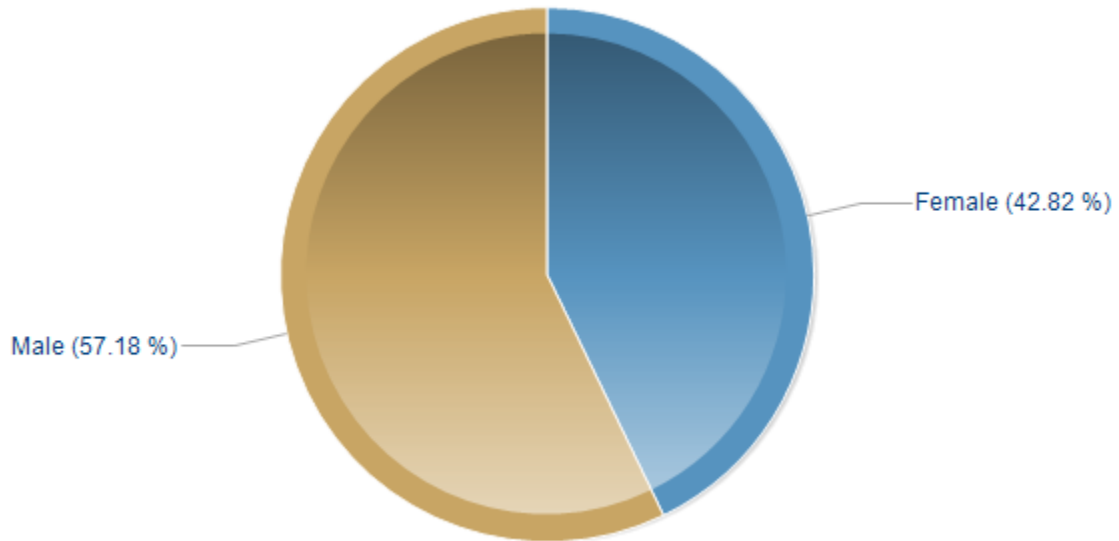
1. High
2. Low

For instructors, this simple yet efficient **importance indicator** aims to highlight the most critical elements, thus allowing you to prioritize accordingly when putting your plan to action.

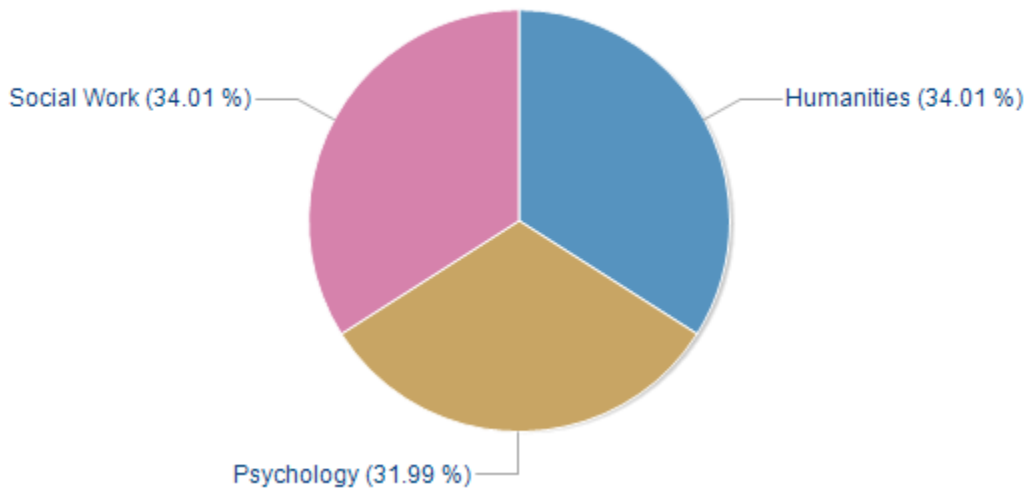
Demographic Information

The following blocks offer an overview of the first year student population who shared their feedback during the course evaluation. Bear in mind, these were not questions included in the forms; this information was pulled from our institutional Student Information System (SIS). Blue grabs the feedback from first year students by using the information listed in the student file.

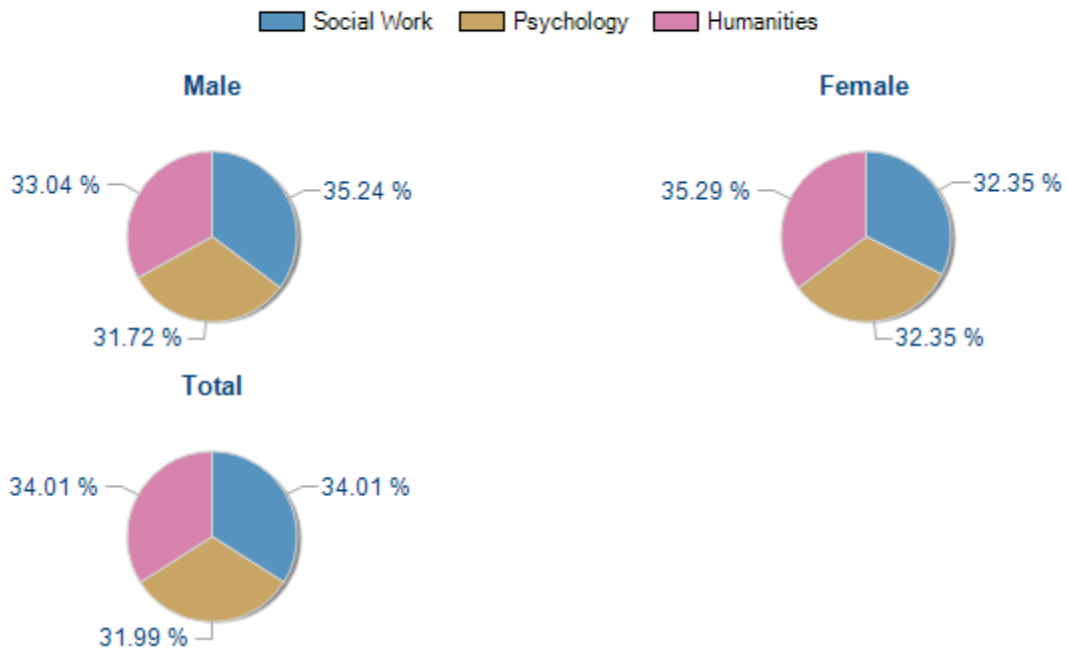
Gender Breakdown



Discipline Breakdown



Discipline vs. Gender

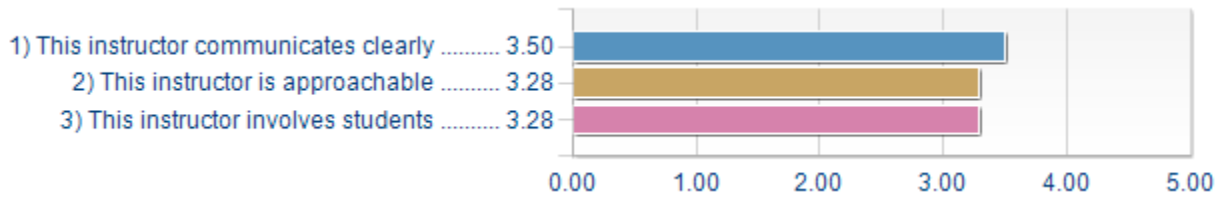


Discipline	Male		Female		Total	
	Count	%	Count	%	Count	%
Social Work	80	35.24	55	32.35	135	34.01
Psychology	72	31.72	55	32.35	127	31.99
Humanities	75	33.04	60	35.29	135	34.01

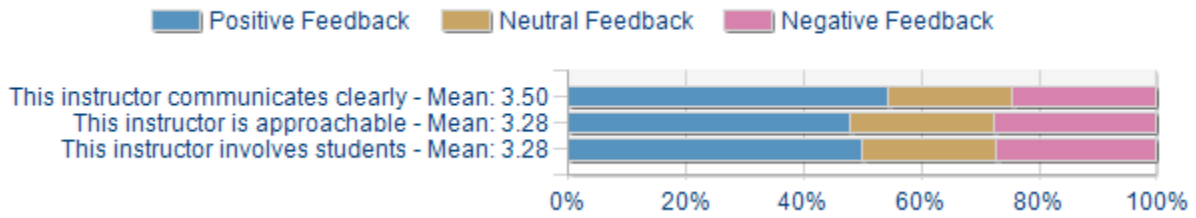
Reflective questions:

- Is there a predominant student group (a program? a gender?) or are the groups almost evenly distributed?
- Is there a potential divergence of interest or perception among the student groups?
- Having understood the student distributions, how do you think it could impact the results?

Response Analysis - Instructor



Teacher Rating Aggregate Frequency Analysis

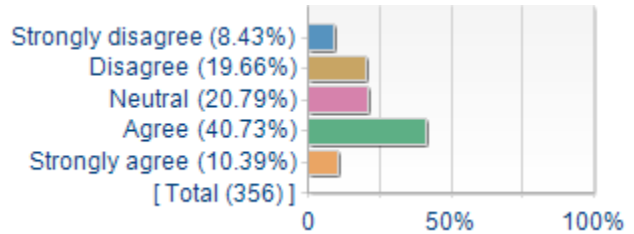
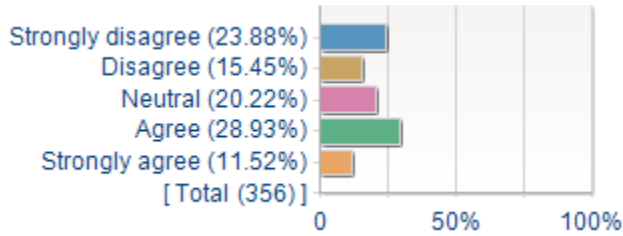


Response Analysis - Course

This section displays frequency analysis for all the course questions, with a variety of statistics

About the course -

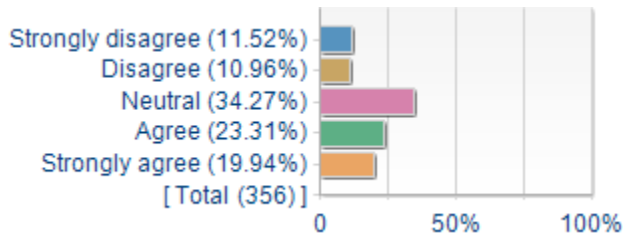
1. This course helped me develop my ability to work as a team member



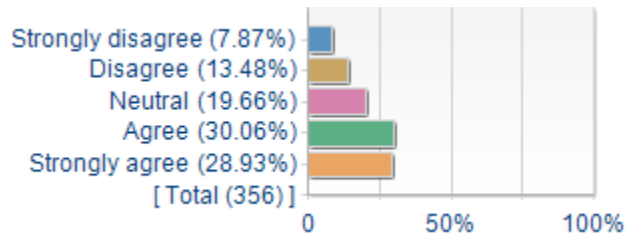
Statistics	Value
Response Count	356
Mean	2.89
Median	3.00
Semi-Interquartile Range	1.00
Mode	4
50th Percentile	3.00
Standard Deviation	+/-1.36
Standard Error (base on SD)	+/-0.07

Statistics	Value
Response Count	356
Mean	3.25
Median	4.00
Semi-Interquartile Range	1.00
Mode	4
50th Percentile	4.00
Standard Deviation	+/-1.14
Standard Error (base on SD)	+/-0.06

3. This course helped develop my problem solving skills



4. This course improved my skills in written communication



Statistics	Value
Response Count	356
Mean	3.29
Median	3.00
Semi-Interquartile Range	0.50
Mode	3
50th Percentile	3.00
Standard Deviation	+/-1.23
Standard Error (base on SD)	+/-0.07

Statistics	Value
Response Count	356
Mean	3.59
Median	4.00
Semi-Interquartile Range	1.00
Mode	4
50th Percentile	4.00
Standard Deviation	+/-1.25
Standard Error (base on SD)	+/-0.07

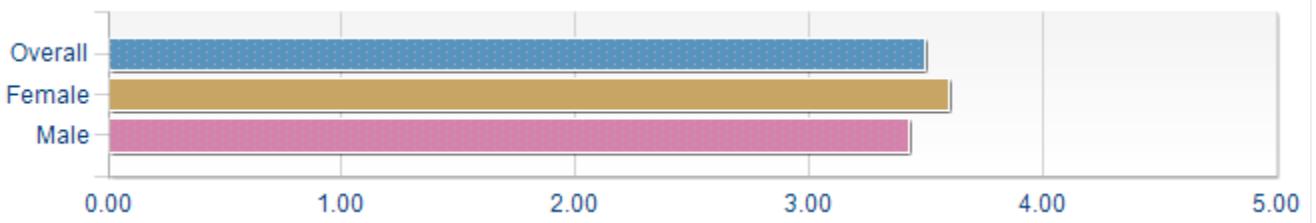
Reflective questions:

- What elements of the course are perceived to be lacking?
- What could have negatively influenced the student perception?
- What improvements could be incorporated to the course material?

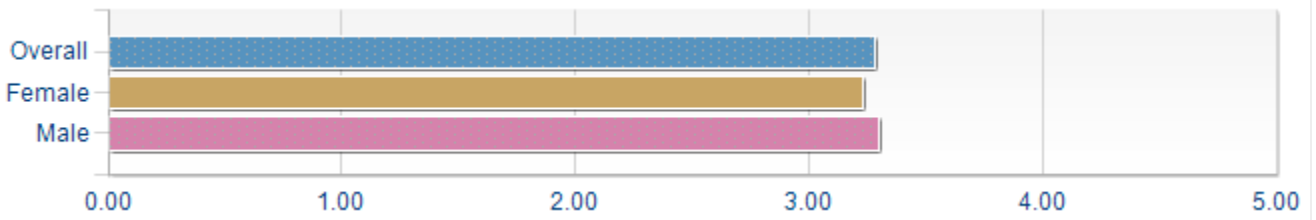
Cross Tabulation

Teacher Rating vs Gender

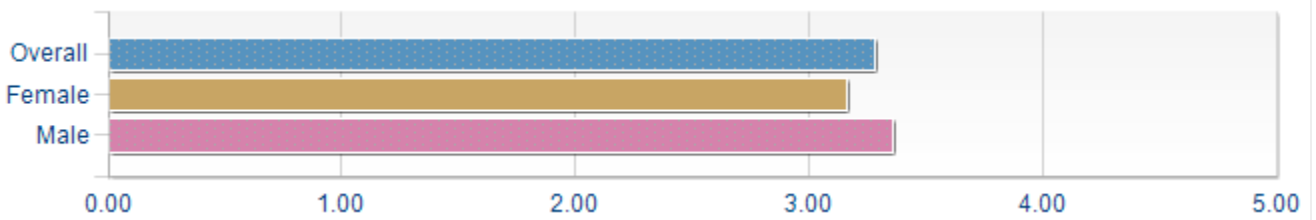
This instructor communicates clearly



This instructor is approachable



This instructor involves students



Evaluation Summary

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Top Questions		Agreement	Importance
1	This course improved my skills in written communication	About the course - 3.59	1.49
2	This course helped develop my problem solving skills	About the course - 3.29	1.48
3	This course sharpened my analytical skills	About the course - 3.25	1.46

Lowest Questions		Agreement	Importance
1	This course helped me develop my ability to work as a team member	About the course - 2.89	1.53
2	This course sharpened my analytical skills	About the course - 3.25	1.46
3	This course helped develop my problem solving skills	About the course - 3.29	1.48