

## Individual report for Experimental Investigation & Analysis of Behaviour-C-I (Ms Elizabeth Howe)

### Course Instructor Evaluation - Spring 2014 (Results)

Project Audience 97

Responses Received 74

Response Ratio 76.29%

#### Report Comments

### INTRODUCTION

This report contains the results 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** Wed, May 07, 2014

## 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:

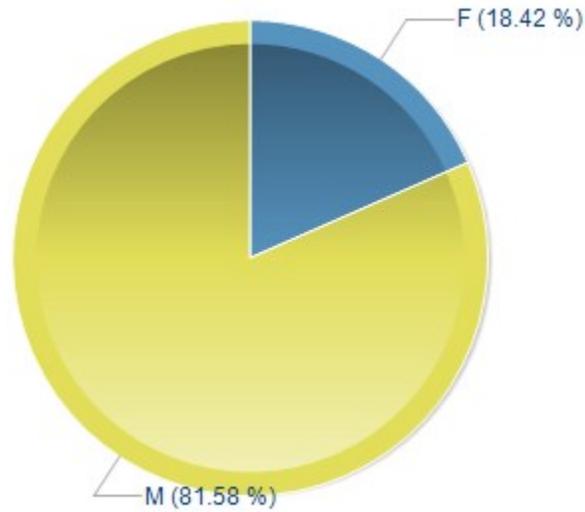
1. High
2. Low

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.

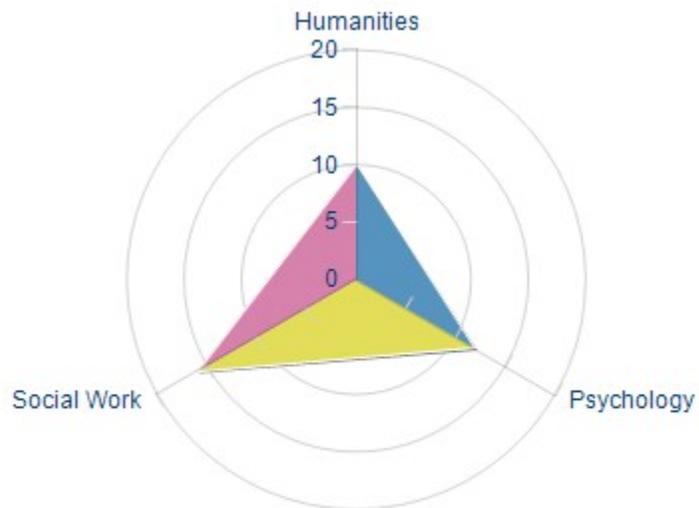
## Demographic Information

The following blocks offer an overview of the student population who shared their feedback on this course. Bear in mind, these were not questions included in the forms; this information was pulled from our institutional Student Information System (SIS)

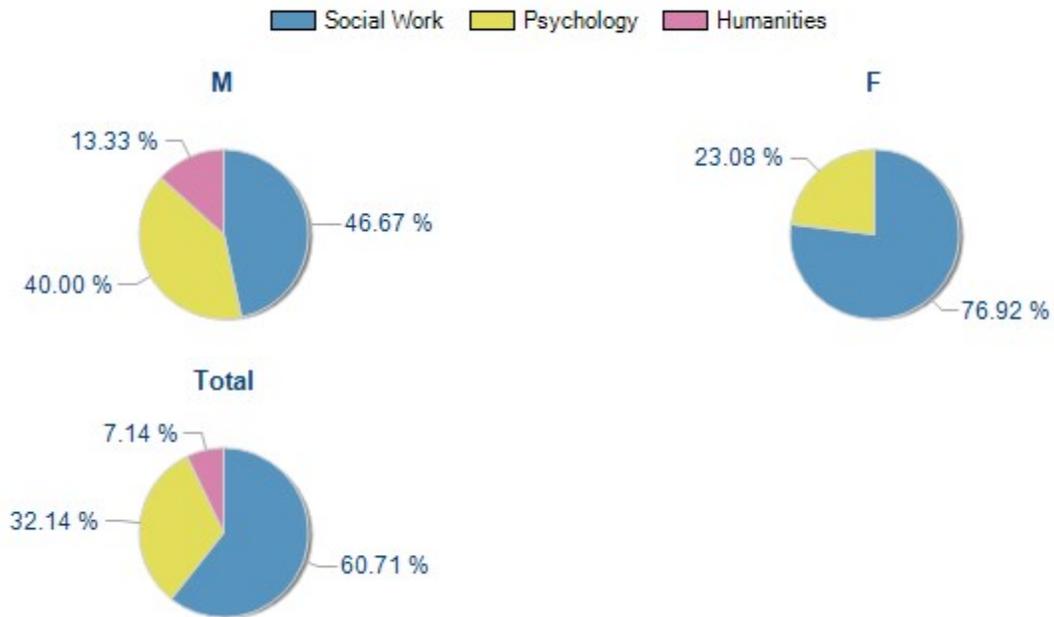
### Gender Breakdown



### Discipline Breakdown



## Discipline vs. Gender



Discipline	M		F		Total	
	Count	%	Count	%	Count	%
Social Work	7	46.67	10	76.92	17	60.71
Psychology	6	40.00	3	23.08	9	32.14
Humanities	2	13.33	0	0.00	2	7.14

### Reflective questions:

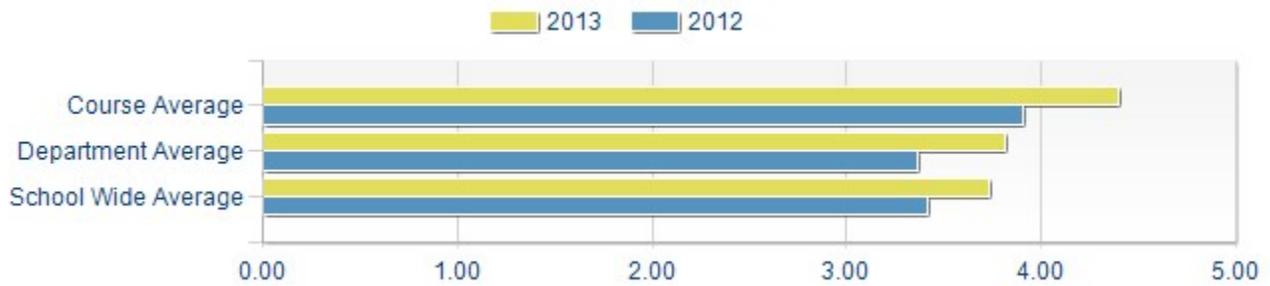
- Is there a predominant student group (a program? a gender?) or are the groups almost evenly distributed?
- Is there a potential divergence of interest or perception among the student groups?
- Having understood the student distributions, how do you think it could impact the results?

## Response Analysis - Instructor

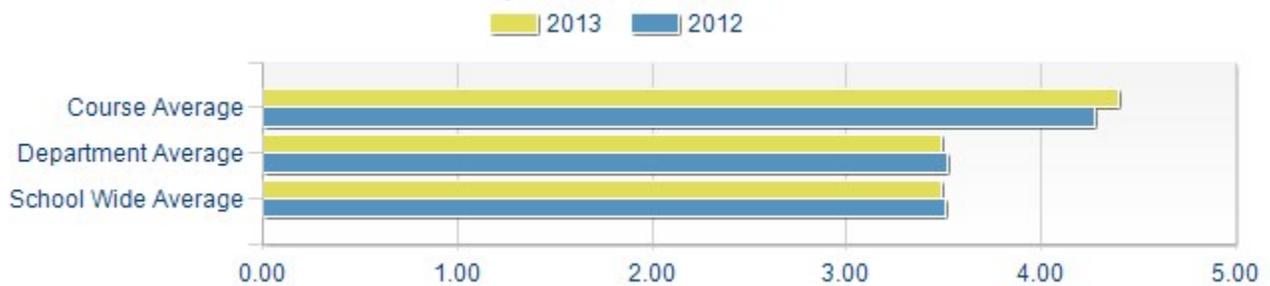
This section shows the overall instructor score, which is then broken down by question. Every individual course score is compared to that of the department and of the entire school for years 2012 and 2013.

### Teacher Rating Score Analysis

#### Overall



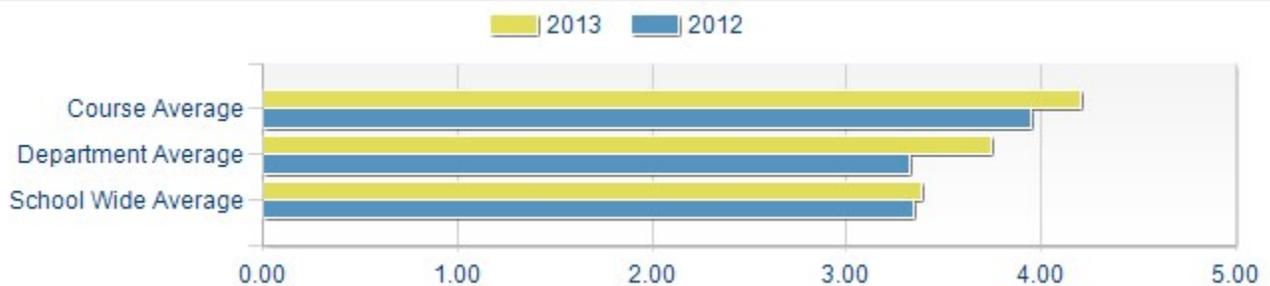
#### 1. Ms Elizabeth Howe communicates clearly



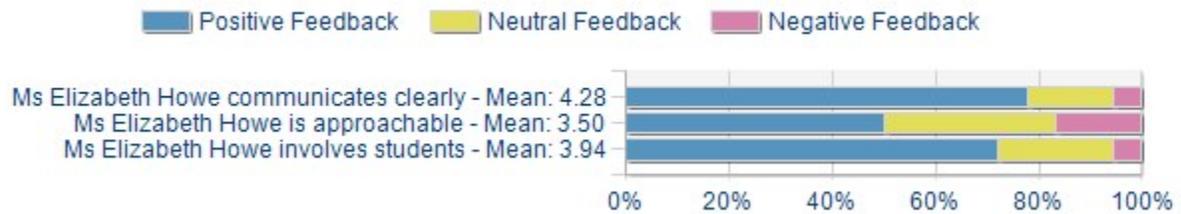
#### 2. Ms Elizabeth Howe is approachable



#### 3. Ms Elizabeth Howe involves students



## Teacher Rating Aggregate Frequency Analysis



### Reflective questions:

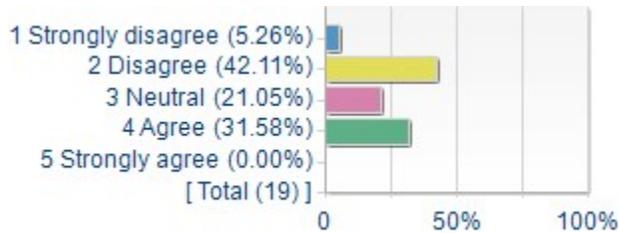
- When comparing this year to the previous year, what areas have shown improvement?
- What areas remain to be improved and what are the necessary steps/actions to do so?
- Are there colleagues who could potentially guide me in the direction?
- Are there issues that require departmental or institutional consideration?

## Response Analysis - course

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

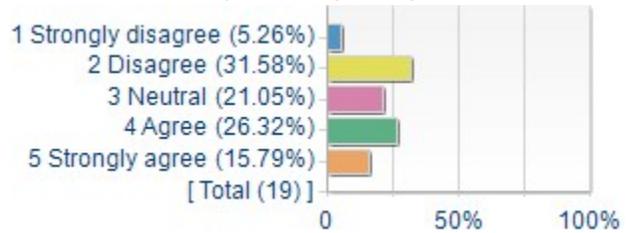
### About the course - Experimental Investigation & Analysis of Behaviour-C-I

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



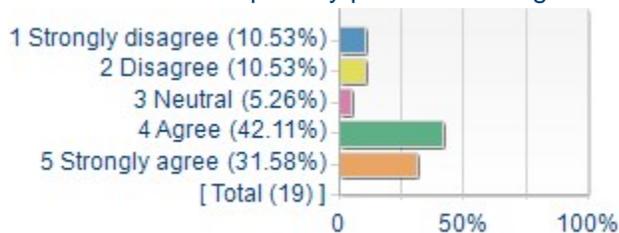
Statistics	Value
Response Count	19
Mean	2.79
Median	3.00
Semi-Interquartile Range	1.00
Mode	2
50th Percentile	3.00
Standard Deviation	+/-0.98
Standard Error (base on SD)	+/-0.22

2. This course sharpened my analytical skills



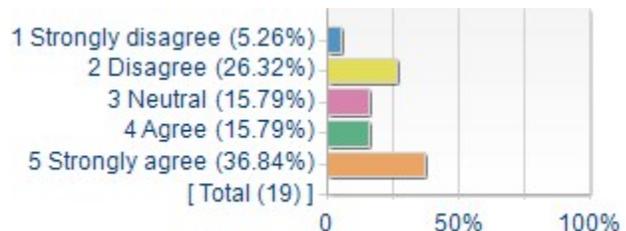
Statistics	Value
Response Count	19
Mean	3.16
Median	3.00
Semi-Interquartile Range	1.00
Mode	2
50th Percentile	3.00
Standard Deviation	+/-1.21
Standard Error (base on SD)	+/-0.28

3. This course developed my problem solving skills



Statistics	Value
Response Count	19
Mean	3.74
Median	4.00
Semi-Interquartile Range	1.00
Mode	4
50th Percentile	4.00
Standard Deviation	+/-1.33
Standard Error (base on SD)	+/-0.30

4. This course improved my skills in written communication



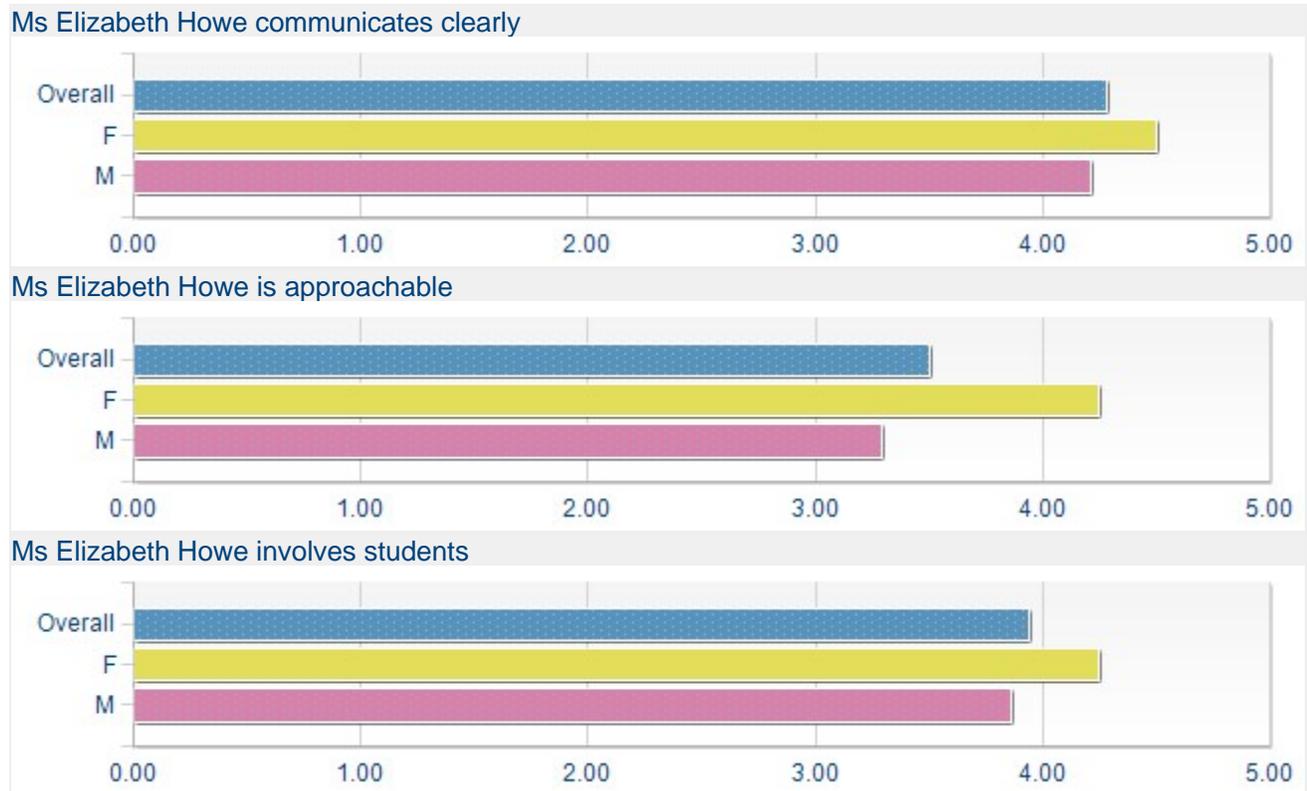
Statistics	Value
Response Count	19
Mean	3.53
Median	4.00
Semi-Interquartile Range	1.50
Mode	5
50th Percentile	4.00
Standard Deviation	+/-1.39
Standard Error (base on SD)	+/-0.32

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



# Evaluation Summary

## Ranking Summary

Strengths	Importance	Agreement
1 This course improved my skills in written communication	2.00	3.53
2 This course helped me develop my ability to work as a team member	1.75	2.79
3 This course sharpened my analytical skills	1.50	3.16

Areas for improvement	Importance	Agreement
1 This course sharpened my analytical skills	1.50	3.16
2 This course developed my problem solving skills	1.50	3.74
3 This course helped me develop my ability to work as a team member	1.75	2.79

## General comments concerning the teacher

Comment
She was super good! The assignments were tough but they were do able. Some concepts were not exactly clear but she makes clear what she wants you to know. I did fairly well on the midterm and it is understood what is going to be on it.
Pretty important to go to class. she does lots of good examples. Some of the stuff on the final was pretty out there though, so make sure youre trying problems out of the textbook in addition to the webassign stuff.
Was thorough in her notes, but the content gets somewhat boring. Did lots of examples, but of course the final was pretty much full of questions you've never seen before. Textbook was pretty much useless.
Very good teacher and provides very good feedback
Fantastic prof. If you pay attention, understand her examples and do the practice questions/midterms, you will do very well. The questions on her exams and midterms can be found in the notes. Answers questions very accurately and leaves almost no confusion. Would highly recommend.
the exams were very hard
This prof was pretty bad. She was rude to the students when asked for help, and not nice in class either. She made the midterm way too long for the 50 minute period allowed, and was not very lenient on marking it. The examples shown in class were very easy, and when it came to doing the assignments, the questions were often very difficult.
Very easy to understand, even though she has a slight accent. Very clear examples and easy to read her writing. I took calculus in high school which definitely helped. Never even opened the textbook though. Exams are fair. Very good prof.
AMAZING professor. Exams were tricky but noting you shouldn't be capable of if you pay attention and understand material. notes are amazing and she really explains concepts well. textbook was not necessary but should be used as reference.
Ms Howe did a terrific job in explaining the key concepts in a way that was concise and easy to understand.