



Project Title: **UVic Course Experience Survey - Spring 2021**

Courses Audience: **32**
Responses Received: **17**
Response Ratio: **53%**

Subject Details

| | |
|---------|-----------|
| CRN | 22239 |
| VNUMBER | V00902854 |

I Instructor's Teaching - Students' Ratings on the Following Statements:

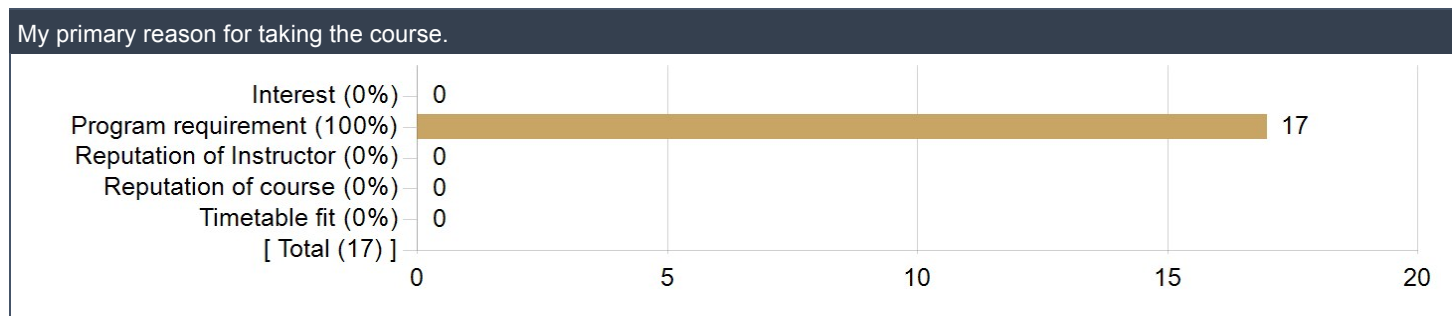
| <p>1. The instructor was prepared for course sessions</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Adequate (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Good (5)</td> <td>5</td> <td>29%</td> </tr> <tr> <td>Excellent (7)</td> <td>7</td> <td>41%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (1) | 1 | 6% | Poor (1) | 1 | 6% | Adequate (3) | 3 | 18% | Good (5) | 5 | 29% | Excellent (7) | 7 | 41% | Total | 17 | 100% | Statistics | Value | Response Count | 17 | <p>2. The instructor's explanations of concepts were clear</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Poor (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Adequate (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Good (9)</td> <td>9</td> <td>53%</td> </tr> <tr> <td>Excellent (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (1) | 1 | 6% | Poor (3) | 3 | 18% | Adequate (2) | 2 | 12% | Good (9) | 9 | 53% | Excellent (2) | 2 | 12% | Total | 17 | 100% | Statistics | Value | Response Count | 17 |
|---|-----------|-------------|------------|---------------|---|----|----------|---|-----|--------------|---|-----|----------|---|-----|----------------|----|-----|--------------|-----------|-------------|------------|-------|----------------|----|--|--------|-------|------------|---------------|---|----|----------|---|-----|--------------|---|-----|----------|---|-----|----------------|----|-----|--------------|-----------|-------------|------------|-------|----------------|----|
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (5) | 5 | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (7) | 7 | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (9) | 9 | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. The instructor motivated you to learn in this course</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Poor (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Adequate (4)</td> <td>4</td> <td>24%</td> </tr> <tr> <td>Good (8)</td> <td>8</td> <td>47%</td> </tr> <tr> <td>Excellent (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (1) | 1 | 6% | Poor (2) | 2 | 12% | Adequate (4) | 4 | 24% | Good (8) | 8 | 47% | Excellent (2) | 2 | 12% | Total | 17 | 100% | Statistics | Value | Response Count | 17 | <p>4. The instructor was available to answer your questions or provide extra assistance as required</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Adequate (4)</td> <td>4</td> <td>24%</td> </tr> <tr> <td>Good (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Excellent (10)</td> <td>10</td> <td>59%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (0) | 0 | 0% | Poor (0) | 0 | 0% | Adequate (4) | 4 | 24% | Good (3) | 3 | 18% | Excellent (10) | 10 | 59% | Total | 17 | 100% | Statistics | Value | Response Count | 17 |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (4) | 4 | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (8) | 8 | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (4) | 4 | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (10) | 10 | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. The instructor ensured that your assignments and tests were returned within a reasonable time</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Adequate (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Good (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Excellent (11)</td> <td>11</td> <td>65%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (0) | 0 | 0% | Poor (0) | 0 | 0% | Adequate (3) | 3 | 18% | Good (3) | 3 | 18% | Excellent (11) | 11 | 65% | Total | 17 | 100% | Statistics | Value | Response Count | 17 | <p>6. The instructor was helpful in providing feedback to you to improve your learning in this course</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Adequate (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Good (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Excellent (12)</td> <td>12</td> <td>71%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (0) | 0 | 0% | Poor (1) | 1 | 6% | Adequate (1) | 1 | 6% | Good (3) | 3 | 18% | Excellent (12) | 12 | 71% | Total | 17 | 100% | Statistics | Value | Response Count | 17 |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (11) | 11 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (3) | 3 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (12) | 12 | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7. The instructor demonstrated respect for students and their ideas</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Adequate (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Good (5)</td> <td>5</td> <td>29%</td> </tr> <tr> <td>Excellent (10)</td> <td>10</td> <td>59%</td> </tr> <tr> <td>Total</td> <td>17</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (0) | 0 | 0% | Poor (0) | 0 | 0% | Adequate (2) | 2 | 12% | Good (5) | 5 | 29% | Excellent (10) | 10 | 59% | Total | 17 | 100% | Statistics | Value | Response Count | 17 | <p>8. Overall, the instructor was effective in this course</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Adequate (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Good (6)</td> <td>6</td> <td>38%</td> </tr> <tr> <td>Excellent (8)</td> <td>8</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>16</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>16</td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (0) | 0 | 0% | Poor (1) | 1 | 6% | Adequate (1) | 1 | 6% | Good (6) | 6 | 38% | Excellent (8) | 8 | 50% | Total | 16 | 100% | Statistics | Value | Response Count | 16 |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (5) | 5 | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (10) | 10 | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (6) | 6 | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (8) | 8 | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 16 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Response Count | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

II Course Design - Students' Ratings on the Following Statements:

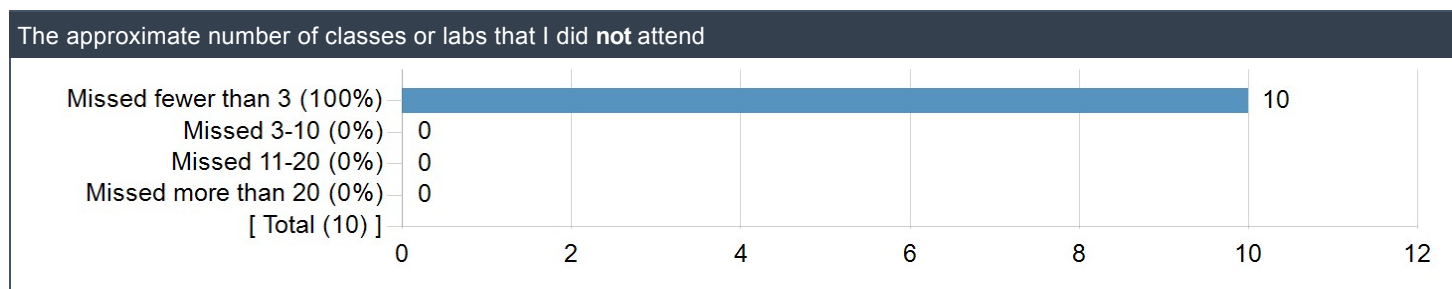
| <p>1. The course structure, goals and requirements were clear</p> | <p>2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|------------|---------------|---------------|-----|----------|----------|-----|--------------|--------------|-----|----------|----------|-----|---------------|---------------|----|--------------|--------------|-----------|--|--------|-------|------------|---------------|---|-----|----------|---|-----|--------------|---|-----|----------|---|----|---------------|---|----|--------------|-----------|--|
| <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (5)</td> <td>5</td> <td>29%</td> </tr> <tr> <td>Poor (8)</td> <td>8</td> <td>47%</td> </tr> <tr> <td>Adequate (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Good (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Excellent (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (5) | 5 | 29% | Poor (8) | 8 | 47% | Adequate (3) | 3 | 18% | Good (1) | 1 | 6% | Excellent (0) | 0 | 0% | Total | 17 | | <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Poor (6)</td> <td>6</td> <td>35%</td> </tr> <tr> <td>Adequate (7)</td> <td>7</td> <td>41%</td> </tr> <tr> <td>Good (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Excellent (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (3) | 3 | 18% | Poor (6) | 6 | 35% | Adequate (7) | 7 | 41% | Good (1) | 1 | 6% | Excellent (0) | 0 | 0% | Total | 17 | |
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| Total | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Statistics Value</p> <p>Response Count 17</p> | <p>Statistics Value</p> <p>Response Count 17</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. The assigned work helped your understanding of the course content</p> | <p>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</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (4)</td> <td>4</td> <td>24%</td> </tr> <tr> <td>Poor (9)</td> <td>9</td> <td>53%</td> </tr> <tr> <td>Adequate (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Good (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Excellent (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (4) | 4 | 24% | Poor (9) | 9 | 53% | Adequate (2) | 2 | 12% | Good (2) | 2 | 12% | Excellent (0) | 0 | 0% | Total | 17 | | <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (7)</td> <td>7</td> <td>41%</td> </tr> <tr> <td>Poor (7)</td> <td>7</td> <td>41%</td> </tr> <tr> <td>Adequate (3)</td> <td>3</td> <td>18%</td> </tr> <tr> <td>Good (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Excellent (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> | Rating | Count | Percentage | Very Poor (7) | 7 | 41% | Poor (7) | 7 | 41% | Adequate (3) | 3 | 18% | Good (0) | 0 | 0% | Excellent (0) | 0 | 0% | Total | 17 | |
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| Poor (9) | 9 | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Statistics Value</p> <p>Response Count 17</p> | <p>Statistics Value</p> <p>Response Count 17</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. The methods of assessment used to evaluate your learning in the course were fair</p> | <p>6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (5) | 5 | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (8) | 8 | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (2) | 2 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellent (0) | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Very Poor (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poor (7) | 7 | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequate (7) | 7 | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good (1) | 1 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Statistics Value</p> <p>Response Count 17</p> | <p>Statistics Value</p> <p>Response Count 16</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7. Overall, the course offered an effective learning experience</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Statistics Value</p> <p>Response Count 17</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

III Statements About The Students:

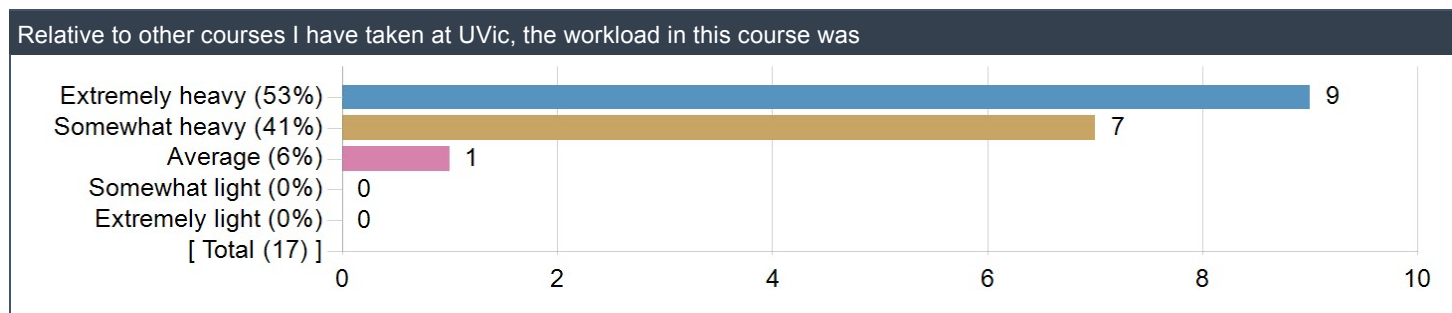
My primary reason for taking the course.



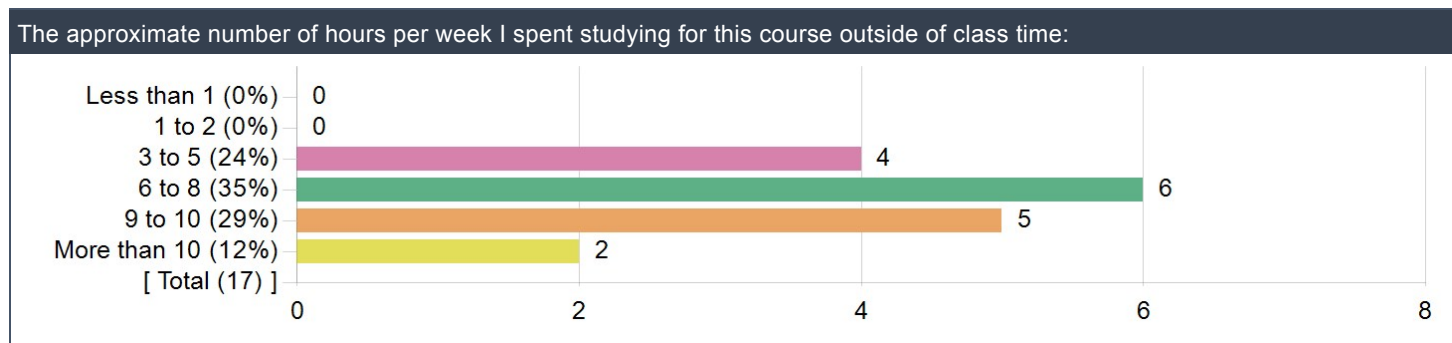
The approximate number of classes or labs that I did not attend



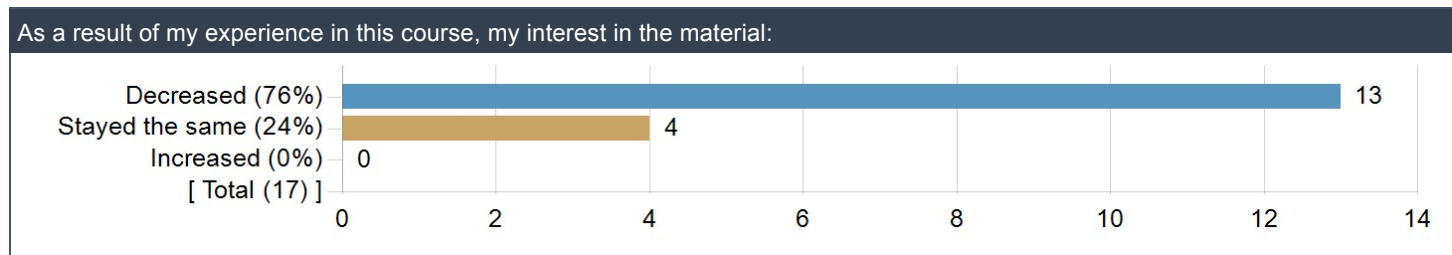
Relative to other courses I have taken at UVic, the workload in this course was



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

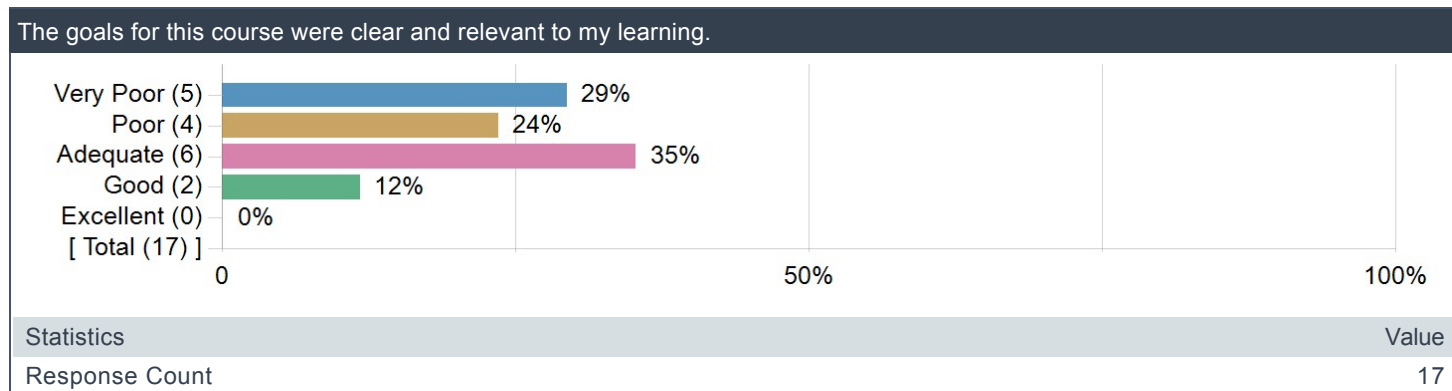


As a result of my experience in this course, my interest in the material:

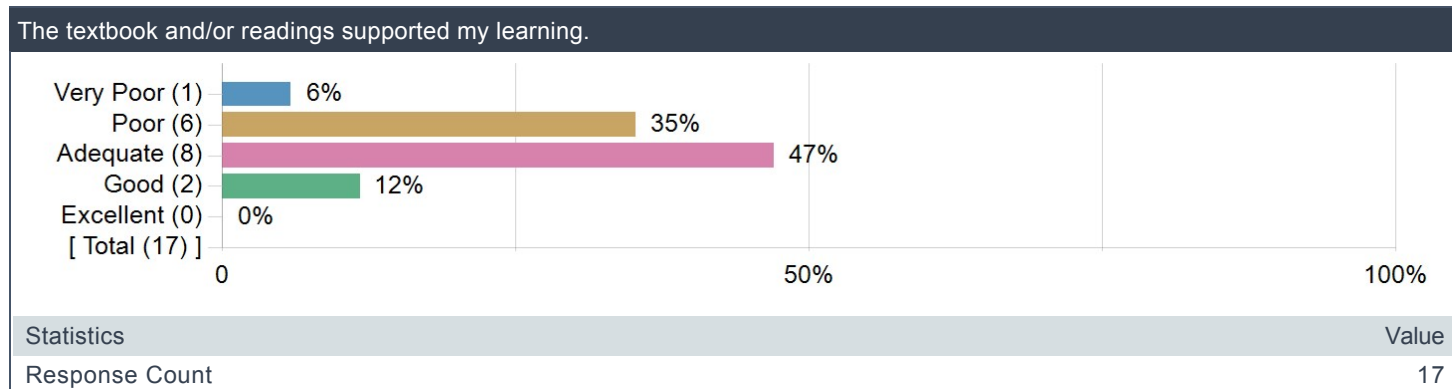


IV Additional Statements:

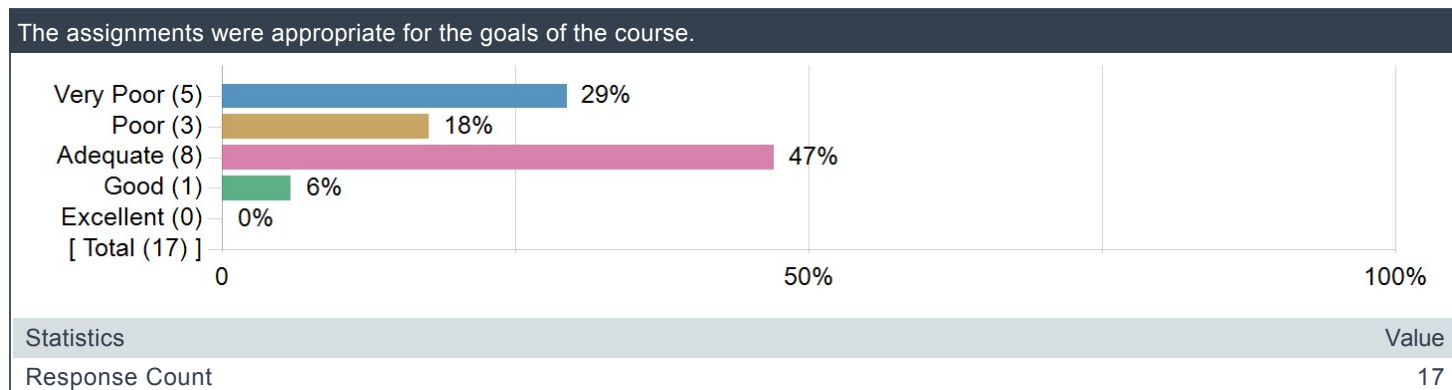
The goals for this course were clear and relevant to my learning.



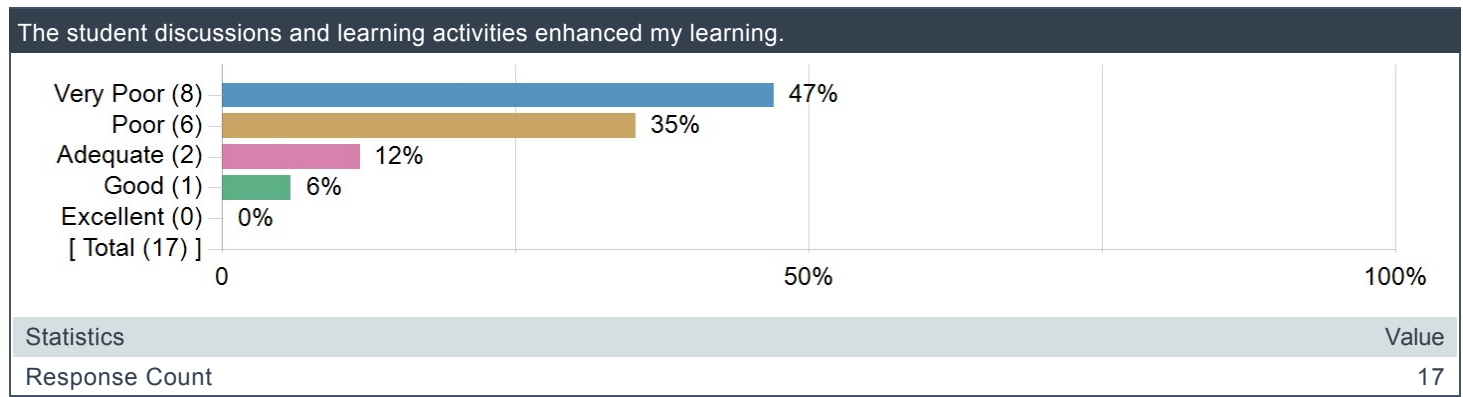
The textbook and/or readings supported my learning.



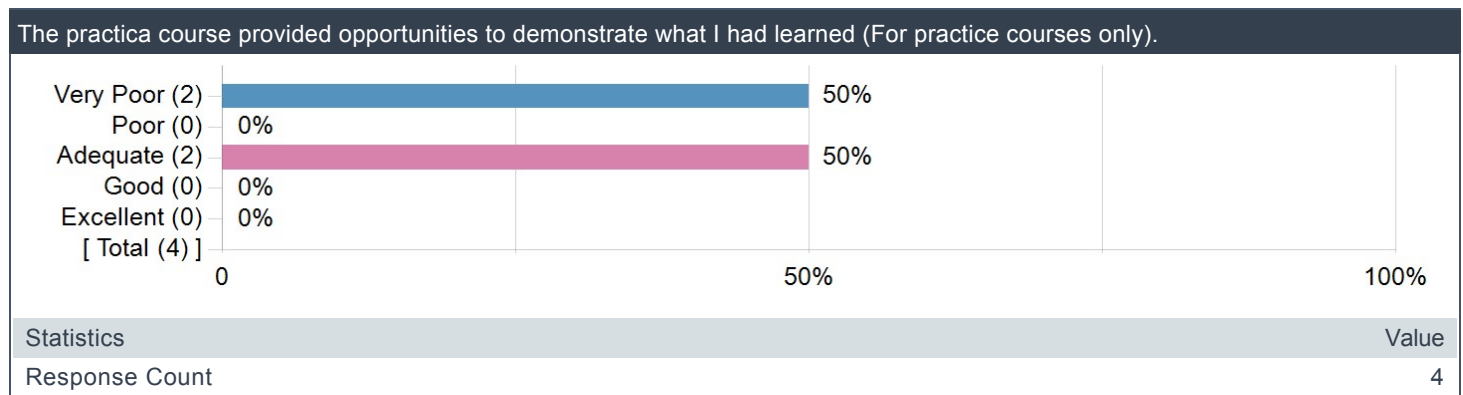
The assignments were appropriate for the goals of the course.



The student discussions and learning activities enhanced my learning.



The practica course provided opportunities to demonstrate what I had learned (For practice courses only).



IIV Student Comments:

What strengths did your instructor (Nancy Clark) demonstrate that helped you learn in this course?

| Comments |
|--|
| Nancy was wonderful. Nancy always tried to go out of her way to provide students with extra resources to help us understand the complicated material. She was fast with marking, direct with feedback, and always listened and took action where she could on student concerns. |
| Nancy held an extra zoom session for us to ask questions which was extremely valuable and I made sure to go each time. She really respected our ideas and empathized when we were struggling with concepts. She is very quick to reply on discussion postings or email which makes communication seamless. She is very busy but made sure our work was returned to us quickly with honestly the most amount of feedback i've recieved on a paper! well done nancy, couldn't thank her enough. |
| Nancy was an amazing teacher! She was great with giving really helpful feedback and supporting students with additional class time. She was very clear with expectations and helped students as much as possible. |
| Nancy was the calm in the storm of 360. She ended up offering extra time outside of GSS to teach and help of with the extremely difficult content. |
| Nancy provided extra time outside of weekly sessions to help our group in particular with our assignment and going over content, as well as answering our questions. She went above and beyond on providing feedback on assignment, and showed understanding when mistakes in submission occurred. |
| Nancy was a fantastic instructor in a very difficult course. This course should NOT have been asynchronous. When questions arose, Nancy was quick to reply on discussion boards. She provided additional material to engage with course concepts (like video powerpoints) and provided helpful feedback in a timely manner. Each successive assignment I saw my grade rise due to her feedback. Nancy had reasonable expectations and was very understanding when I did not understand concepts as she took the time to explain them. When she made the blunder of answering questions regarding a different article, she took ownership and provided us extra time to complete the learning activity with the correct advice. Thank you for all your hard work this semester. |
| Nancy was empathetic towards her students. She structured her study sessions around the needs of the students. She was knowledgeable about the content. She was reasonable with her expectations. She provided a lot of helpful feedback on assignments and returned assignments promptly. |
| Nancy was great, she was responsive and provided good feedback. |
| amazing, displayed a want to help us succeed |
| providing extra help/GSS gave insightful feedback within a timely manner |
| Understanding if I needed an extension |
| Nancy went above and beyond as an instructor to help us students understand the concepts. |
| I really appreciated Nancy in this course. She did the best she could with the poor situation she had and the poor organization of this class. |
| Kind enough to host a one hour zoom session outside of the GSS. Responded to students questions in a timely fashion. Very respectful. |
| Nancy took time out of her busy day to give us one extra zoom meeting every Monday to ensure that we understand materials and well prepare for the assignments. She also responded Q&A in timely manner and gave back assignments on time with explicit feedback that helped us do well for the next assignments. |

Please provide specific suggestions as to how the instructor (Nancy Clark) could have helped you learn more effectively.

| Comments |
|---|
| I think issues with this course stemmed from the non-lecture format and the assignments. Nancy did all she could to support us in the face of all this. |
| Issues with the course (not enough room): *Nothing to do with Nancy* -It may be useful for us to take stats first as we are asked to evaluate the statistical significance and statistical analysis in articles. We are asked to do this without much knowledge of how this works. This expectation required a lot of research and self-teaching that is far beyond what was expected in other courses -A lecture format is ESSENTIAL as this material is too complex to self-teach and apply all in one step. PowerPoints and readings were insufficient for assignment expectations. This course was detrimental to many student's (including my own) mental health and well-being. |
| Some of the concepts or assignment criteria weren't explained well by the course lead so then nancy wasn't really able to answer clearly when we asked those questions. But I don't think that was her fault really. |
| If we had actual class time it would have been nice to have a more thorough explanation of concepts in a sequential manner |
| Nancy did her very best! |
| Not related to Nancy but more of the course. Every instructor had different criteria for assignments that were posted at random times. Instead of having a session for questions for all, every instructor needs to either have same expectations or meet individually with their groups to go over assignment criteria. |
| I think Nancy did all that she could given the circumstance. She did a wonderful job and I thank her for being dedicated to teaching us the content. It does not go unnoticed and it is greatly appreciated. |
| She did the best with what she had with this course |
| She should become more familiar with quantitative research. She can answer questions as clearly and directly as possible. I found that often her answers were so convoluted that I questioned if she even knew what she was talking or writing about. |
| What Nancy did for our section helped me learn effectively. I hope she can continue to do that in the future to help other students as well |

Please provide specific suggestions as to how this course could be improved.

| Comments |
|---|
| -The GSS format was unnecessary and unhelpful as it resulted in confusion in assignment expectations as teachers expected different things. Individual sessions were much more helpful, however, this was in the teacher's own time and not all teachers provided this option nor did they all respond to their student's questions on the discussion boards. -There were too many repetitious assignments that required too much time outside of class. For example, in the first week of quantitative research students were expected to appraise their first article, yet even the assigned readings didn't cover all the expectations outlined in the assignment criteria. If the course was to be repeated in this format, I would suggest maybe group assignments where students are offered the opportunity to work with the material first and then maybe individual assignments. This would allow students to teach each other and divide up the initial learning workload. They could then use this understanding to complete complex individual assignments. -Discussions in the GSS where students brought up concerns were extremely frustrating to attend as responses were often belittling and invalidating. Concerns were often deflected and put back on the students regardless of the number of students raising the same concern -Instructors also stated that the course was designed without a lecture format and could not provide lectures yet they offered lectures on subjects that were irrelevant to assignments and not tested. During these sessions, the teaching team also asked students to not ask questions about their assignments. -Overall, this course was poorly designed and was inflexible to student concerns |
| It needs a lecture, the powerpoints do very little for my learning. Not using terms that aren't in the textbook because it takes learners a really long time to determine what they mean. Less papers, having one due every week was very overwhelming when we are taking 4 other courses. |
| I think this course really needed a lecture component. I found it challenging to apply concepts in assignments that I didn't fully understand. I think I was very lucky to have Nancy as my instructor because she helped explain concepts and important things to know for the assignments, but I know other students did not have this same experience. Having the GSS was very confusing because each instructor had different ideas and understandings so I would swap the GSS for actual lecture time with our instructors to mitigate confusion and make expectations clear. |
| This course was horrible, it made me want to quit nursing. There were too many strenuous learning activities and assignments that were not clear in their expectations and we were not taught any of the content so no one knew what they were doing. The GSS sessions were not beneficial and when any student asked questions regarding the assignments they were often shut down or |

| Comments |
|---|
| made to feel stupid. For the complexity of the content, they should have started the semester off with lecture sessions. One hour once a week with 160 students was not helpful. The instructors also marked very differently, so I think there should have been clear rubrics for each assignment so students could see where they went wrong. All in all, after taking this course, I never want to partake in research and feel unprepared for statistics in September. |
| This has been the worst learning experience I have ever had in my 5 years of postsecondary learning. I hope to never have to deal with Anastasia Mallidou again. |
| The amount of content in this course warrants an actual lecture rather than just providing PowerPoints and textbook to read. Many students were confused at the end and some even expressed how the course made them depressed. Main instructor of the course was not clear in explanations; she also stated she posted announcements to change assignment criteria but not all students received it. A change in delivery that would be beneficial would be to provide a lecture going over a brief overview of main concepts from PowerPoint material at beginning of week for all sections (not all slides as there are a ton), guide students on what to review for the week, AND hold question answer sessions at the END instead of beginning of week separated by section as assignments are different for all sections. |
| GSS sessions should have been for each individual section, not a mix of all 5 sections. There are different expectations from each instructor and we should be taught as such. In reality, this should not have been an asynchronous course. The concepts are too dense for people to teach themselves when you have NEVER engaged with such content. The powerpoints provided were extremely long and frankly were not helpful. Maybe if there was a commentary? Or someone recorded themselves teaching the content? Additionally, the workload was very heavy. There was an assignment each week, and they were often the same assignment, just a different article – this was not very helpful. Maybe mixing up the different kind of activities and assignments? Quizzes? Written activities and assignments? |
| I have heard that Statistics may be taught in this format? I URGE YOU NOT TO DO THIS!!! As someone who has taken stats at UVic, asynchronous instruction would be detrimental to the understanding of course concepts. I think that my peers would be upset and would not take the time needed to understand it. |
| This course was very poorly designed. The material in this course was foreign to us as we have never had a statistics or research course before. There was very minimal instruction and the guided study sessions did not address assignment criteria (which was the only thing we were graded on). There was very little support available for students. Expectations were unclear and inconsistent between instructors. Student concerns were not taken seriously. This course was a huge cause of stress this semester. |
| The self directed format of this class is a very poor choice. These are complicated concepts and terms that cannot be properly understood through simply reading them. Th use of a GSS right the entire cohort was unhelpful, confusing, and frustrating. It is also unfair to pay full price for a course that was entirely self taught. Luckily my specific teacher was willing to set up sessions outside of scheduled time to assist with understanding concepts. |
| The overall course was a disaster. The GSS format was terrible, everything was confusing. The content was difficult to understand unless you had experience in statistics. The instructors all had different expectations and different opinions. Two instructors in particular were notoriously difficult to deal with. There was no formal lecture component, students had to self teach from the textbook or help each other. Student's with experience in statistics helped others and those with responsive instructors helped the others but sometimes there was little they could do because of the differences between teacher expectations. Overall this class was an enormous disapointment and many students felt their concerns were invalidated and struggled with the content. |
| less weekly assignement. actual classes |
| have a scheduled class with your own instructor. |
| Class seemed disorganized. the weekly zoom where students could go ask for help was useless. Having one 2 hour zoom for that many students was not useful at all and did not provide any real information. I think the instructors should hold a zoom every week. What are we paying them to do if they don't teach us? also the bright space page was poorly set up with it difficult to find assignment criteria and other information. |
| Overall, the course was incredibly stressful and difficult to understand. During GSS, different instructors told us different things and it was confusing to know what was right/wrong and what our specific instructors wanted. |
| We needed a real class. The amount of distress I had by just being told to teach myself the content and the topic as complex as this is really disheartening. We needed an actual class with an actual lecture to ensure that we understood the content. I always read the weekly material and yet I still struggled in fully comprehending this content. IF you do not implement a class you are going to create a generation of UVIC nurses who will stay away and be scared of research because this class and the poor experience I had has totally pushed me away from pursuing research in the future. I do want to say that my poor experience has very little to do with Nancy as she has really tried to do her best for us and I know many of my nursing friends who did not have her had an even worse time so I do see that I am fortunate. Please consider having an actual class and lecture for the future so future nursing students don't have to have as poor of a time with this class as I did. |
| Do not allow Anastasia to teach, and if this is not possible, do not allow her to be the course lead. She is a bully and does not have an open mind. The GSS meetings hosted by Anastasia were a waste of time and was not a safe space to ask questions. The material was not easy to self-teach and lectures should be implemented into the curriculum. I personally feel like I paid a lot of money to not have any of the material taught and very little learning support throughout. |

Comments

the Guided Study Section did not work well for the big group for some reasons. firstly, there were more than 100 students in the meeting with 5 instructors. how could it work while each instructor had different expectation on students and different ways of grading? Why didn't each group have their own zoom meeting with their instructor? it saved time for both instructors and students and worked effectively and productively that way. secondly, GSS often ended with frustration from students because their questions were not answered appropriately. after few sections, less and less students attended because they felt wasting of their time. they preferred to meet with their own instructor. finally, the learning activities went far beyond the weekly lecture. for example, to complete the learning activity of week 8, students must read the readings of week 8,9, and 10, as well as some external readings from google or library. otherwise, they could not complete the assignment.