

INSTRUCTOR FEEDBACK

Instructor: Dr. Vedder
 Course: Math
 Semester: Spring 99
 Number of students who responded to: 1st questionnaire- 26 2nd- 25 3rd- 23

STUDENT SURVEY

All percentages are averaged self-reports.

- 1. Total hours spent preparing for class in the previous two weeks:
3 % of students spent less than an hour preparing for class over the previous two weeks.
19 % of students spent a total of 1-2 hours preparing for class over the previous two weeks.
36 % of students spent a total of 3-5 hours preparing for each class over the previous two weeks.
30 % of students spent a total of 6-10 hours preparing for each class over the previous two weeks.
11 % of students spent a total of more than 10 hours preparing for each class over the previous two weeks.

- 2. Time spent, compared to other courses:
7 % of students stated that they spent *significantly less* time in your course than in others.
22 % of students stated that they spent *somewhat less* time in your course than in others.
42 % of students stated that they spent about the same amount of time in your course than in others.
26 % of students stated that they spent *somewhat more* in your course than in others.
3 % of students stated that they spent *significantly more* time in your course than in others.

- 3. Time spent preparing for most recent test:
1 % of students spent no time preparing for the last test (includes "non-applicable" responses).
19 % of students spent less than an hour preparing for the last test.
55 % of students spent 1-3 hours preparing for the last test.
18 % of students spent 4-7 hours preparing for the last test.
7 % of students spent more than 7 hours preparing for the last test.

- 4. Frequency of reviewing notes:
4 % of students never review their notes.
34 % of students occasionally review their notes, or review prior to an exam.
47 % of students review their notes weekly.
14 % of students review their notes daily.

- 5. Total number of written assignments attempted in the previous two weeks:
16 % of students did not attempt any written assignments over the previous two weeks.
23 % of students attempted about 25% of the written assignments over the previous two weeks.
15 % of students attempted about 50% of the written assignments over the previous two weeks.
16 % of students attempted about 75% of the written assignments over the previous two weeks.
27 % of students attempted all of the written assignments over the previous two weeks.
1 % of students who state there were no written assignments for the previous two weeks.

- 6. Total number of reading assignments completed in the previous two weeks:
9 % of students did not complete any reading assignments over the previous two weeks.
28 % of students completed about 25% of the reading assignments over the previous two weeks.
16 % of students completed about 50% of the reading assignments over the previous two weeks.
9 % of students completed about 75% of the reading assignments over the previous two weeks.
30 % of students completed all of the reading assignments over the previous two weeks.
4 % of students who stated there were no reading assignments for the previous two weeks.

• 7. Usefulness of instructor feedback:

- 15 % of students stated that feedback was not applicable.
- 7 % of students stated that feedback was rarely useful.
- 24 % of students stated that feedback was somewhat useful.
- 30 % of students stated that feedback was moderately useful.
- 20 % of students stated that feedback was extremely useful.

• 8a. Enrollment hours (Survey #1 only):

- 1 # of students were enrolled for 1-6 credit hours.
- 0 # of students were enrolled for 7-9 credit hours.
- 3 # of students were enrolled for 10-12 credit hours.
- 11 # of students were enrolled for 13-15 credit hours.
- 10 # of students were enrolled for more than 16 credit hours.

• 8b. Employment hours (Survey #2 only):

- 8 # of students did not work any hours in the *previous two weeks*.
- 6 # of students worked 1-15 hours over the *previous two weeks*.
- 8 # of students worked 16-40 hours over the *previous two weeks*.
- 3 # of students worked 41-80 hours over the *previous two weeks*.
- 0 # of students worked more then 80 hours over the *previous two weeks*.

• 8c. Instructor accessibility (Survey #3 only):

- 0 # of students stated that their instructor was not accessible.
- 6 # of students stated that their instructor was somewhat accessible.
- 16 # of students states that their instructor was very accessible.

• Non-required participation:

- 65 % of students stated that they talked with other students.
- 34 % of students stated that they utilized their instructor.
- 14 % of students stated that they did non-required readings.

• Ranking of grades usage (frequency) (Survey #2 only):

(1 = high rank of importance, 4 = low rank of importance)

	Rank:	1st	2nd	3rd	4th
Grades are used as reward and punishment for hard work.		<u>2</u>	<u>7</u>	<u>4</u>	<u>12</u>
Grades are used to classify different abilities.		<u>3</u>	<u>4</u>	<u>9</u>	<u>9</u>
Grades are used to assess how well students learn material.		<u>14</u>	<u>7</u>	<u>4</u>	<u>0</u>
Grades are used as an incentive to complete the course requirements.		<u>3</u>	<u>8</u>	<u>6</u>	<u>7</u>

• Factors for learning for this course (Survey #3 only):

Average of 1-7 scale (1 = not important at all, 4 = moderately important, 7 = extremely important).

- General student intelligence: 4.8
- Quality of academic preparation prior to this course: 5.7
- Instructor quality: 6
- Level of motivation/interest in this subject: 5.8
- Time-on-task/preparing for class: 5.4
- Text/course material quality: 2.0

• Perceptions of this course (Survey #3 only):

Average of 1-7 scale (1 = strongly disagree, 4 = neutral, 7 = strongly agree).

- Learned factual material in class: 5.5
- Ability to put course concepts into own words: 4.9
- Learned concepts applicable to other courses, life, or work: 4.7
- Understand organization of course concepts: 4.8
- Ability to re-organize course concepts, if necessary: 4
- Understand criteria of evaluation in field: 4.2
- Would recommend instructor: 4.4
- Would take a course from this instructor again: 4.1

PERSPECTIVES ON CLASS TIME:

The following data represent the percentage of time in class devoted to the listed activity. When considering these numbers, please keep in mind that our observations include only specific class periods, while you and your students were asked to consider blocks of two weeks, so they may involve very different samples.

	Your Perspective	Students' Perspective	Class Observation	
Lecture/Example	71.7%	51-75%	74%	
Group Activities and Discussion	0%	0-5%	0%	
Questions Asked by Students	15%	6-10%	Frequency	-
Questions Asked by Instructor	3.3%	0-5%	5	2%
Summary/Review	6.7%	6-10%	8%	
Instructor Response to Student Question*	—	—	1%	

When forced to choose, most students in your class responded that Lecture was being used *too much*. (57%)

* Only class observation.

	Ledder - Spring 99	Averaged over Three Observations	
		Percents	Frequency
Lecture		34.87	13
Orienting		8.70	6
Examples/Illustrations		38.70	13
Summarizing/Review		8.03	4
Teacher Question-sim/proc		0.07	1
Teacher Question-sim/subst		1.90	4
Teacher Response to Student Q		1.00	1
Teacher Question-com/subst		0.00	0
Teacher Cueing		0.10	1
Teacher Redirects Question		0.00	0
Teacher Extends/Elaborates		0.00	0
Student Question-procedural		0.00	0
Student Question-substantive		0.27	0
Student Response-Vol/comment		0.30	2
Student Response-Called on		0.00	0
Student Response-None		0.40	2
Cognitive Waiting		1.23	3
Praise		0.00	0
Positive Acknowledgement		0.07	1
Negative Acknowledgement		0.00	0
Discipline		0.00	0
Criticism		0.00	0
Non-academic Lagtime		0.37	1
Other		4.00	1
Group/activity		0.00	0