



Instructor: John Smith

Institution: Campus

Course Name: Science

Course #:

Section #: 001

Number of Students Responding: 13

Gender: Male: 0% Female: 100%

Classification Year: Freshman: 0% Sophomore: 0% Junior: 69% Senior: 31% Graduate: 0% Non-degree: 0%

Ethnicity: American Indian: 0% African American: 15% Hispanic: 0% White: 85% Other: 0%

Reasons for taking this course? (Students may have marked more than one.)

- 31% - It meets a general education requirement
- 77% - It is required for my major
- 0% - I am interested in the topic
- 0% - Other
- 38% - It is required for certification
- 0% - I would like to teach this subject
- 0% - It is a prerequisite for another course

Students intending to become certified as teachers: 100% - Yes 0% - No 0% - Maybe

Table 1 summarizes survey responses according to the eight TxCETP *Indicators for Effective Learning and Teaching*. The table also includes a summary of results for all surveyed courses, subdivided into math and science. The summaries for the eight indicators are based on specific items from the survey. Table 2 and Table 3 contain the responses to individual survey items. The individual items are grouped according to the *Indicators for Effective Learning and Teaching*, and include both student and instructor responses for this class.

Table 1: Survey Summary by Eight TxCETP Indicators for Effective Learning and Teaching

Percent of All Item Responses That Were Usually or Always		Course Design**	Prior Knowledge	Instructional Strategies	Assessments	Problem Solving**	Multiple Representations	Learning Environment	Books, Materials & Tech.**
This Course	Students (n=13)	15	23	17	26	19	18	15	15
	Instructor (n=0)*								
All Courses	Students (n=1384)	76	81	80	82	79	81	78	70
	Instructors (n=79)	86	86	90	85	86	83	89	74
All Math Courses	Students (n=925)	76	82	82	84	83	83	80	68
	Instructors (n=53)	88	89	93	86	90	84	93	70
All Science Courses	Students (n=355)	72	77	72	72	65	77	69	73
	Instructors (n=20)	77	73	73	77	67	76	71	80

*No survey received

** Includes fewer than 3 items to measure component, please interpret with caution. Refer to item results on following pages for more detail information on student responses in your class.

Table 2: Instructor and Student Perceptions of Instructional Strategies

Did the instructor (Numbers Reported are Percentages)	Student Responses				Instructor Response	
	Almost Never	Sometimes	Usually	Always		
Explain expectations, goals, responsibilities, teaching philosophy, and assessment methods?	31	62	8	0		Course Design
Reflect "less is more"; that is, an emphasis on fewer topics with more depth in	62	15	23	0		
Pre-assess students for their current levels of thinking?	62	15	15	8		Prior Knowledge & Conceptual Understanding
Help students confront misconceptions and correct them?	46	31	23	0		
Explicitly connect new learning to preconceptions?	54	38	8	0		
Ask higher-level questions that required analysis, synthesis, and evaluation of data and	38	23	23	15		
Present information appropriate to student level of understanding?	46	31	23	0		Instructional Strategies
Challenge students' ideas and solicit alternative explanations?	46	38	15	0		
Check for level of student understanding during lessons?	62	23	8	8		
Adjust instruction on the basis of assessments?	62	15	23	0		
Use instructional strategies that encourage student discussion and exchange of ideas?	54	31	15	0		Assessments
Routinely ask for student input and questions?	62	8	23	8		
Encourage students to assess their own levels of understanding?	54	23	23	0		
Encourage students to explain their understanding of concepts?	62	15	15	8		
Invite alternative explanations from students?	54	31	8	8		Problem Solving
Model problem solving by using "think-aloud" strategies?	54	23	15	8		
Stress connections between computation and formulas in understanding and solving	38	38	23	0		Multi-Representations
Use visualization/animations to enhance conceptual understanding of concepts?	46	38	8	8		
Use a variety of materials and technologies in class?	77	8	15	0		
Demonstrate flexibility and patience in pacing instruction to fit student needs?	54	31	15	0		Student Centered Learning Environment
Address multiple learning styles of students?	62	15	23	0		
Build a sense of community to enhance learning and teaching?	69	23	8	0		
Provide multiple learning resources for students in the library, via the Internet, and/or in the laboratory?	62	23	15	0		Books/ Materials

Table 3: Class Contribution to Student Skill Development

How much did students think this class added to their skill development and how much opportunity did you feel you provided. (Numbers Reported are Percentages)	Student Responses				Instructor Response
	Nothing	A little	Somewhat	A lot	
Solving problems	69	15	15	0	
Writing papers	77	23	0	0	
Designing questions for investigations	69	0	31	0	
Finding trends in data	77	8	8	8	
Critically reviewing articles	100	0	0	0	
Working effectively with others	31	8	31	31	
Giving oral presentations	54	31	15	0	

Table 4: Gains made in Understanding and Ability as a results of this class

To what extent did students feel they made gains in understanding, ability or confidence as a results of this class, and to what extent did you feel you emphasized the following. (Numbers Reported are Percentages)	Student Responses				Instructor Response
	Not At All	A little	Somewhat	A lot	
Understanding the main concepts	46	23	31	0	
Understanding the relationship between concepts	54	23	23	0	
Understanding how ideas in this class relate to those in other classes	77	0	15	8	
Understanding the relevance of this subject area to real world issues	54	23	8	15	
Appreciating this subject area	62	15	15	8	
Ability to think through a problem or argument	54	31	15	0	
Confidence in your ability in this subject area	54	31	15	0	
Feeling comfortable with complex ideas	69	15	15	0	

Table 5: What contributed most significantly to your learning in this course?

The only way I learned anything was to read the textbook, and if I had no prior experience in science the awful teaching style Dr. Smith would have left me lost. He is the worst prof I have ever had, he is sexist & should not be allowed to teach.

This course is appropriate for upper levels, but the content is far above the level I will ever apply in a lower level classroom. I do not envision the Textet testing me on the content of this course.

Me reading the book. Lectures a little bit.

This course has lead to total frustration in my knowledge of science that I will take to EC-4 level. I am totally disappointed in the content of the material taught.

Reading my book outside of class.

My peers.

Nothing. However this instructor is extremely prejudiced towards women & even told us that the one male student in the class was most important simply because he was male, we needed to be quiet when he wanted to talk.

My other classmates.

====>>>>> End of student comments for this class <<<=====