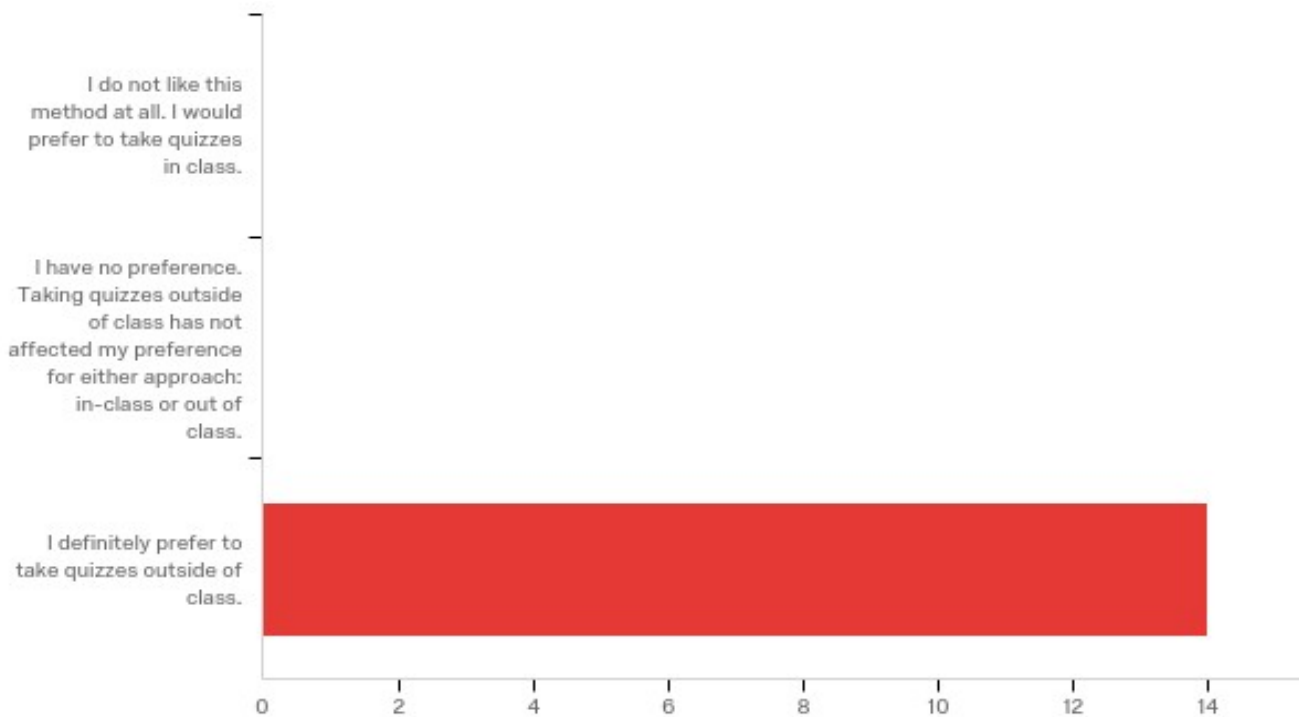


# Default Report

IMC 301 Student Feedback to UDL Elements

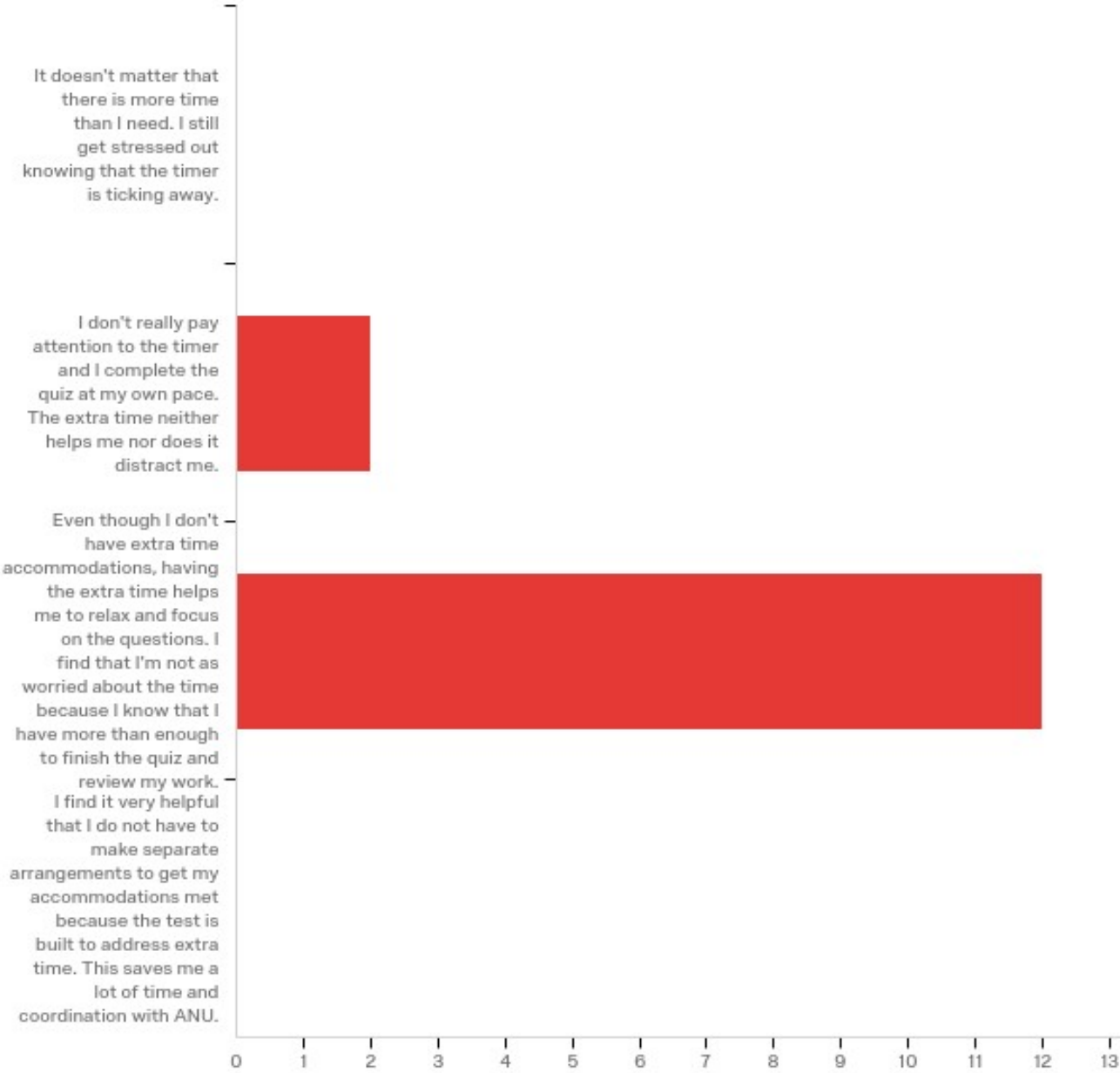
October 13th 2017, 11:32 am CDT

**Q1 - IMC 301 quizzes are available for students to take outside of the classroom and on their own schedule (as long as the quiz is complete by 11am prior to the first class of the module.)Please select the statement that best reflects your opinion on taking quizzes outside of the classroom.**



| # | Answer  | %       | Count |
|---|---|---------|-------|
| 1 | I do not like this method at all. I would prefer to take quizzes in class.  | 0.00%   | 0     |
| 2 | I have no preference. Taking quizzes outside of class has not affected my preference for either approach: in-class or out of class. | 0.00%   | 0     |
| 3 | I definitely prefer to take quizzes outside of class.   | 100.00% | 14    |
|   | Total   | 100%    | 14    |

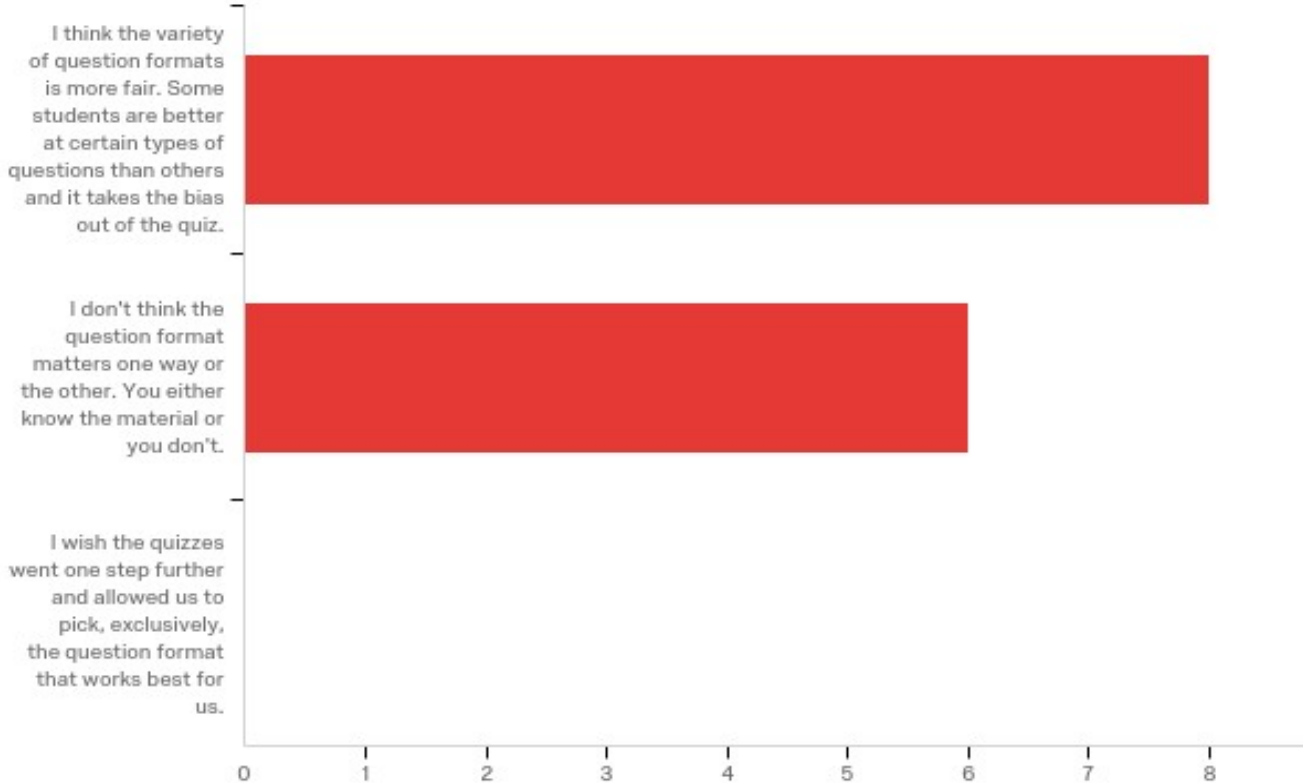
Q2 - IMC 301 quizzes are designed with extra time built-in to eliminate the need for accommodations. The quiz used to be a 30 minute timed quiz; now, it is available for 60 minutes to address everyone's processing speed. Please select the statement that reflects your opinion of the extended time for the quiz.



| # | Answer   | %      | Count |
|---|--|--------|-------|
| 1 | It doesn't matter that there is more time than I need. I still get stressed out knowing that the timer is ticking away.                    | 0.00%  | 0     |
| 2 | I don't really pay attention to the timer and I complete the quiz at my own pace. The extra time neither helps me nor does it distract me. | 14.29% | 2     |

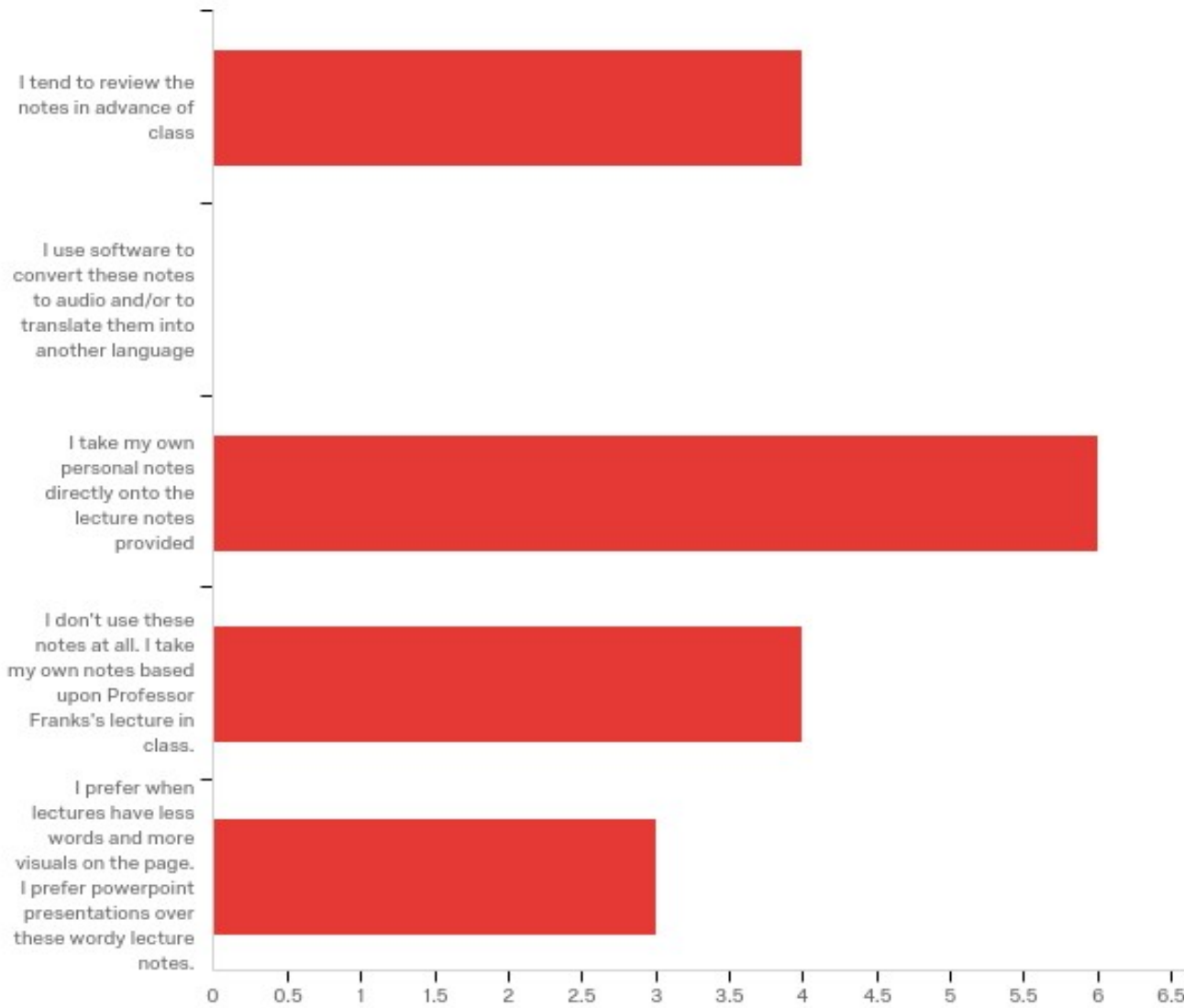
|   |  |        |    |
|---|--|--------|----|
| 3 | Even though I don't have extra time accommodations, having the extra time helps me to relax and focus on the questions. I find that I'm not as worried about the time because I know that I have more than enough to finish the quiz and review my work. | 85.71% | 12 |
| 4 | I find it very helpful that I do not have to make separate arrangements to get my accommodations met because the test is built to address extra time. This saves me a lot of time and coordination with ANU.   | 0.00%  | 0  |
|   | Total  | 100%   | 14 |

**Q3 - IMC 301 quizzes contain a few different question formats. How does having a variety of formats affect your performance on the quiz? Please select the one statement that most closely matches your sentiment.**



| # | Answer  | %      | Count |
|---|---|--------|-------|
| 1 | I think the variety of question formats is more fair. Some students are better at certain types of questions than others and it takes the bias out of the quiz. | 57.14% | 8     |
| 2 | I don't think the question format matters one way or the other. You either know the material or you don't.  | 42.86% | 6     |
| 3 | I wish the quizzes went one step further and allowed us to pick, exclusively, the question format that works best for us.                                       | 0.00%  | 0     |
|   | Total   | 100%   | 14    |

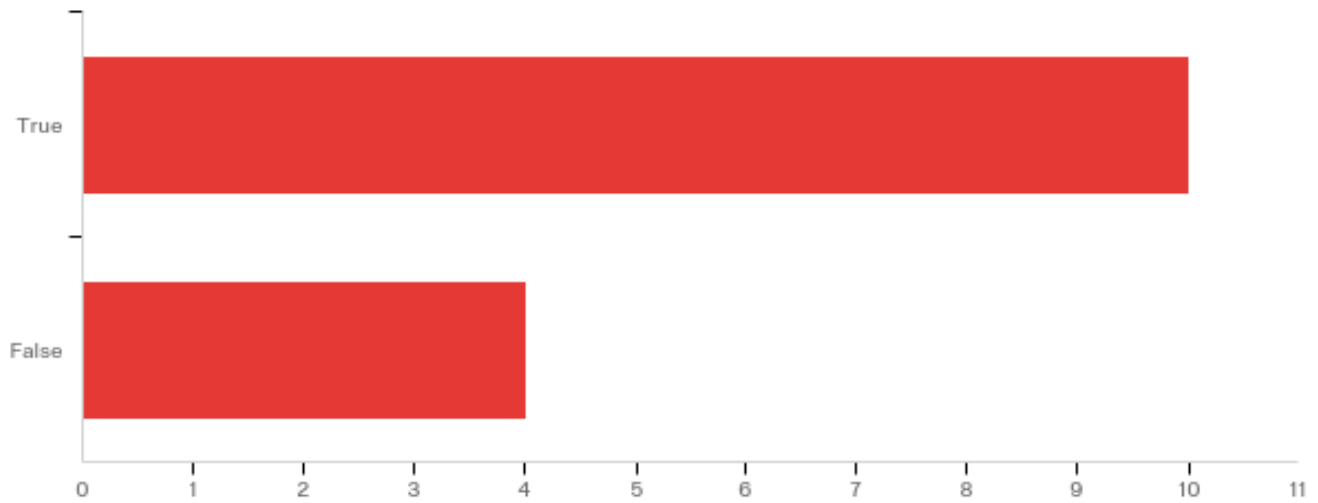
**Q4 - In IMC 301, Professor Franks has made her lecture notes available to students in advance of class. The notes contain heavy text and are in pdf file format. Please select all the statements below that match how you interact with these notes:**



| # | Answer   | %      | Count |
|---|--|--------|-------|
| 1 | I tend to review the notes in advance of class   | 23.53% | 4     |
| 2 | I use software to convert these notes to audio and/or to translate them into another language  | 0.00%  | 0     |
| 3 | I take my own personal notes directly onto the lecture notes provided  | 35.29% | 6     |
| 4 | I don't use these notes at all. I take my own notes based upon Professor Franks's lecture in class.                                    | 23.53% | 4     |
| 5 | I prefer when lectures have less words and more visuals on the page. I prefer powerpoint presentations over these wordy lecture notes. | 17.65% | 3     |

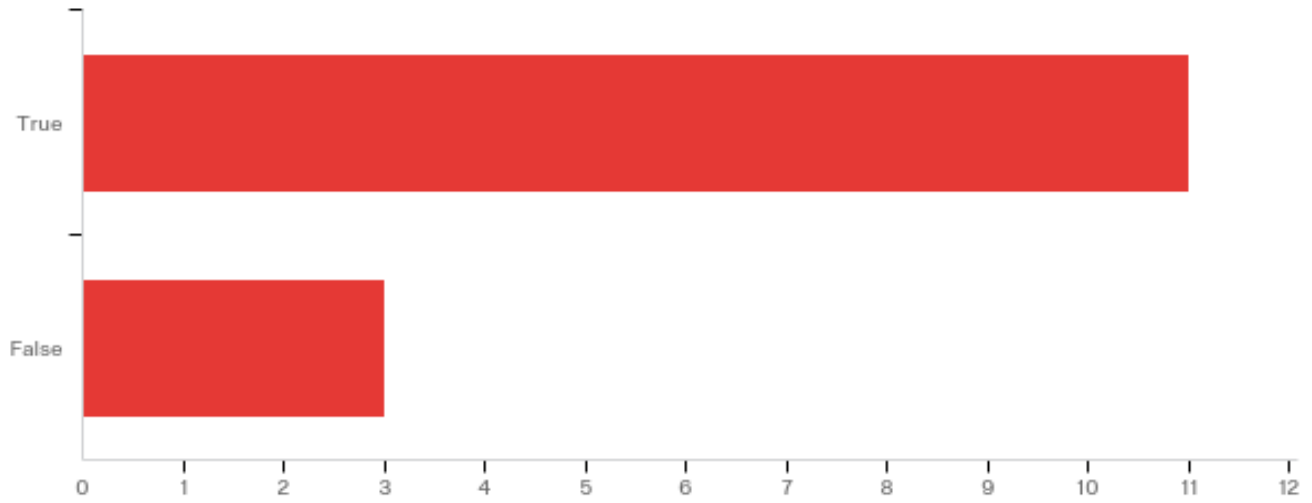
|  |  |       |      |    |
|--|--|-------|------|----|
|  |  | Total | 100% | 17 |
|--|--|-------|------|----|

**Q5 - The assignment rubrics in the course are very detailed and clear. I know what the expectations of each assignment are, and how the assignment will be graded.**



| # | Answer | %      | Count |
|---|--------|--------|-------|
| 1 | True   | 71.43% | 10    |
| 2 | False  | 28.57% | 4     |
|   | Total  | 100%   | 14    |

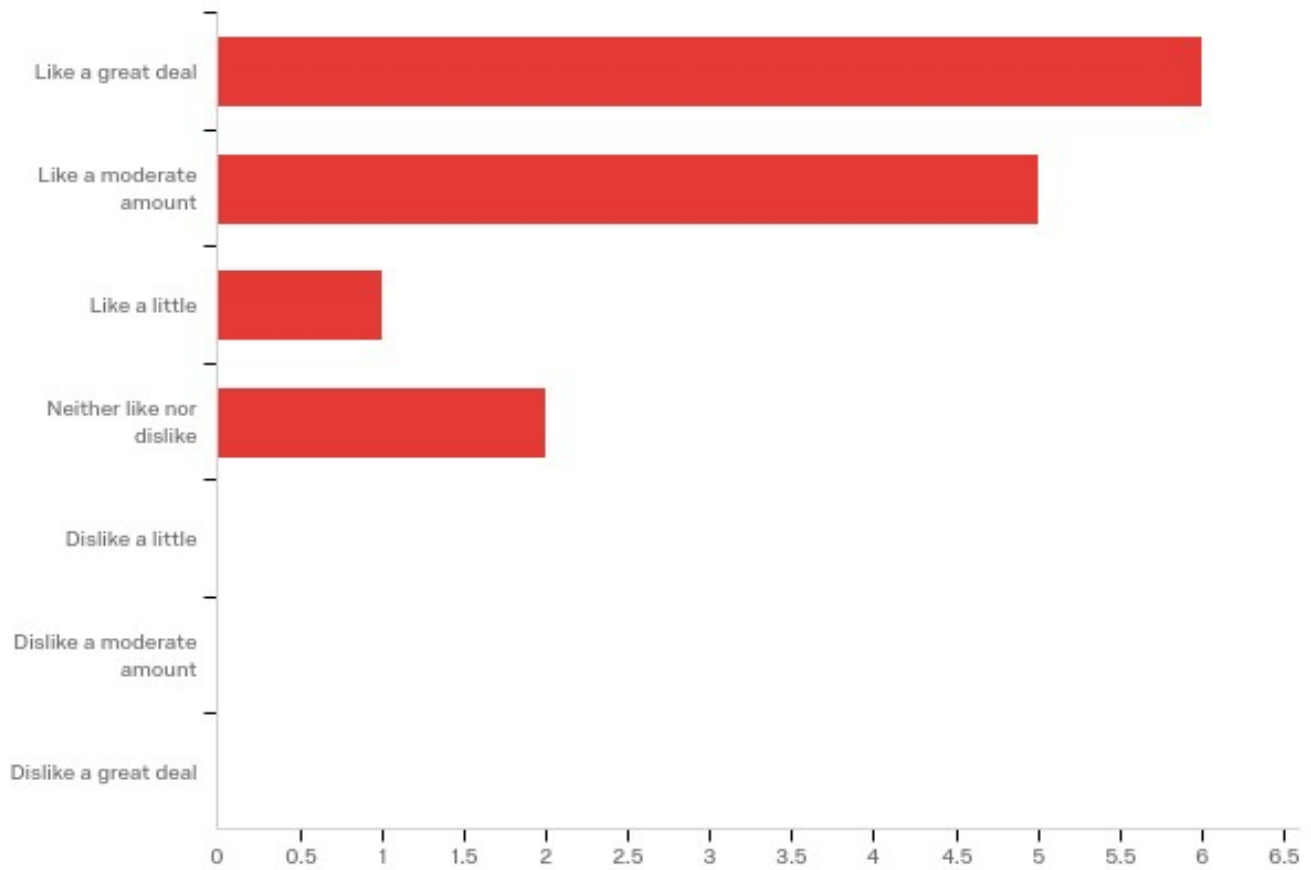
Q6 - IMC 301 is organized in a logical sequence. It's very easy to find things and to know what is expected of me each week.



| # | Answer | %      | Count |
|---|--------|--------|-------|
| 1 | True   | 78.57% | 11    |
| 2 | False  | 21.43% | 3     |
|   | Total  | 100%   | 14    |



**Q7 - IMC 301 is like a flipped classroom. The readings and quizzes mainly happen outside of class and the majority of class time is spent working in groups to try out the concepts that we are learning. Please select the statement below that expresses whether you prefer this method (if you like the flipped classroom approach, please select among the "like" scale) or whether you prefer a more traditional lecture method (in this instance select among the "dislike" scale).**



| # | Answer                    | %      | Count |
|---|---------------------------|--------|-------|
| 1 | Like a great deal         | 42.86% | 6     |
| 2 | Like a moderate amount    | 35.71% | 5     |
| 3 | Like a little             | 7.14%  | 1     |
| 4 | Neither like nor dislike  | 14.29% | 2     |
| 5 | Dislike a little          | 0.00%  | 0     |
| 6 | Dislike a moderate amount | 0.00%  | 0     |
| 7 | Dislike a great deal      | 0.00%  | 0     |
|   | Total                     | 100%   | 14    |

