

TextRev Student Survey

Actual survey will be customized to the characteristics of the specific course, as indicated by the responses to the instructor survey. The instructor has the option of adding up to five of his/her own questions.

CHEM 101 - 9:30 Section - Professor X		March 11, 2002			
Page 1 of 4					
Loading survey . . .					
This survey has been initiated by Professor X to learn more about the way students in CHEM 101 are using the available educational resources.					
Please press the submit button at the bottom of the page after you have selected your answer for each question. Thank you for your participation.					
	Purchased new	Purchased a used copy	Do not have access	Borrowed a copy	
1. Do you own the textbook?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Do you own the solution manual?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Do you own the study guide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Do you own the CD-ROM?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Select the degree of challenge for each of the following:					
	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Not applicable
1. Overall scientific level of the textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. End-of-chapter textbook problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Online quiz questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="button" value="Submit -->"/>					

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Rate the following textbook characteristics	No improvement needed	Minor improvement needed	Fair improvement needed	Major improvement needed	Not applicable / Don't use
1. Clarity of explanations in textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Clarity of explanations in solutions manual	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3. Connection of textbook topics to the real-world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. User-friendliness of textbook's website	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. User-friendliness of accompanying CD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the approximate number of hours per week you spend using each of the following

	Rarely	0.5 hr	1 hr	2 hrs	3 hrs	4 hrs	5 hrs	>5 hrs
1. Reading textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Referring to solutions manual	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3. Reading study guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Visiting textbook's website	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. Navigating CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Reading or re-writing personal notes	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
7. Working on end-of-chapter problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Loading survey . . .

Select the answer that best reflects how each of the following textbook features helps your learning

	Not helpful 0	1	2	3	4	5	6	7	8	9	Extremely helpful 10	Not applicable
1. Written text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Images and photographs	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3. Examples of real-world applications/situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In-chapter example problems	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. End-of-chapter problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Chapter summaries/glossaries	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
7. Solutions manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Study guide	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
9. Animations/simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Online tutorials	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
11. Online quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Table 1. Student demographics

	1 st Year General Chemistry	2 nd Year Organic Chemistry
Number Respondents	(2084, 54% of class)	(1137, 70% of class)
Average Class Size	214	204
Average Age (yrs)	19.3	20.3
Av. Male/Female Ratio	47/53	39/61
Average Anticipated GPA ^a	3.11	2.82

^aCalculated by assigning a score of A = 4, B = 3, C = 2, D = 1.

Table 2. Average student ratings (max of 10) of textbook features.^a

Rate how much each of the following textbook features helps your learning (max of 10)	First-Year vs. Second-Year Courses			Single General Chemistry Class Over Two-Semesters ^b		
	Organic Chemistry (n=1137)	General Chemistry (n=2084)	p-value (Two-tailed Probability) ^c	1 st Semester (n=250, 48% of class)	2 nd Semester (n=168, 36% of class)	p-value (Two-tailed Probability) ^c
Written Text	7.0 ± 0.1	6.8 ± 0.1	0.110	7.2 ± 0.3	7.7 ± 0.3	0.025
Images/Photographs	7.1 ± 0.1	6.4 ± 0.1	10 ⁻¹³	6.8 ± 0.3	5.9 ± 0.4	0.001
Examples of Real World Applications/Situations	4.5 ± 0.1	5.3 ± 0.1	10 ⁻¹²	4.7 ± 0.3	3.6 ± 0.4	0.001
In-Chapter Example Problems	7.3 ± 0.1	7.4 ± 0.1	0.76	7.0 ± 0.3	7.7 ± 0.4	0.008
End-of-Chapter Problems	7.3 ± 0.1	7.1 ± 0.1	0.010	7.4 ± 0.3	7.7 ± 0.4	0.19
Chapter Summaries/ Glossaries	6.2 ± 0.1	6.1 ± 0.1	0.14	6.2 ± 0.3	5.5 ± 0.4	0.011
Solutions Manual	7.4 ± 0.1	6.4 ± 0.1	10 ⁻²¹	6.1 ± 0.4	5.9 ± 0.5	0.043
Study Guide	5.0 ± 0.2	5.1 ± 0.1	0.25	4.8 ± 0.4 ^d	3.9 ± 0.5 ^d	0.023
Animations/Simulations	4.8 ± 0.2	5.2 ± 0.1	0.004	5.3 ± 0.4	4.1 ± 0.4	0.001

^aUncertainties represent 95% confidence limits.

^bDifferent samples were taken of a single student population across two semesters. Students had the same instructor and textbook each semester.

^cTwo-sample t-test assuming unequal variances. See Note 1.

^dStudy guide was suggested but not required.

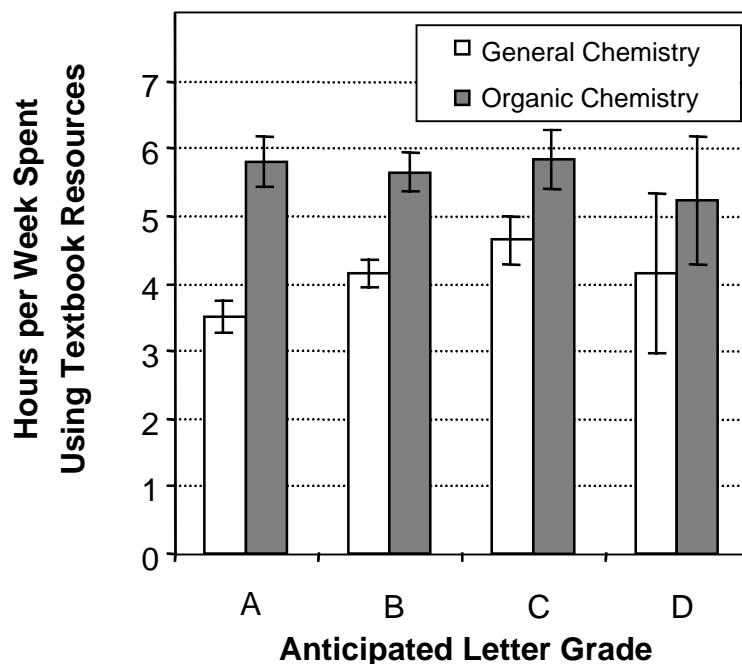
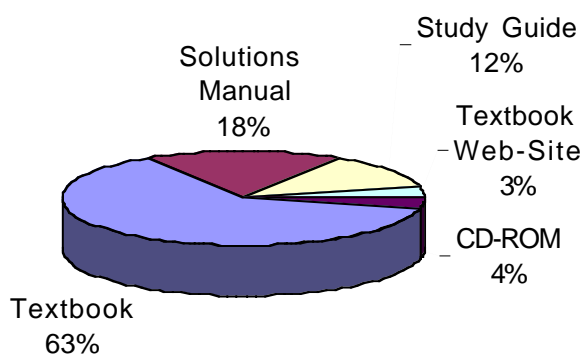


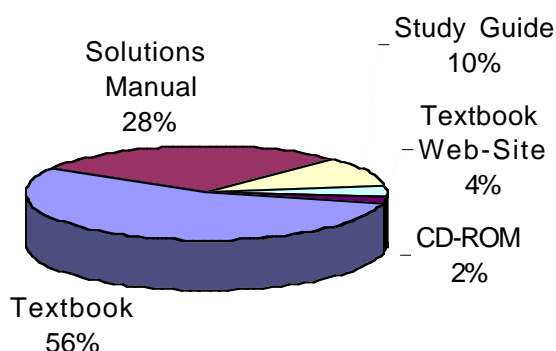
Figure 1. Self-reported hours per week spent using the following textbook resources: Textbook, Study Guide, Solutions Manual, Textbook's Web-Site, and Accompanying CD. The data are sorted according to the student's anticipated grade in the course. Error bars correspond to 95% confidence limits.

All General Chemistry Students

All Organic Chemistry Students



N=2084 <hrs> = 4.1 <GPA> = 3.11



N=1187 <hrs> = 6.0 <GPA> = 2.82

Figure 2. Self-Reported Hours per Week Spent Using Different Textbook Resources. Typically, the Study Guide and Solutions Manual are combined into a single book for Organic Chemistry.