

Aggregate Individual Development and Educational Assessment (IDEA) 2005/06

General Education

General Education on IDEA

In an effort to fully utilize the assessment measures administered on campus, aggregate data extracted from IDEA student evaluations are used as a means to assess student achievement of general education learning goals as well as explore patterns in general education courses among faculty and students.

Data Collection/Analyses

For overall assessment of teaching and course quality of general education as described in this document, data were analyzed in the aggregate and do not include identifiers for courses, students, faculty members, departments, or colleges. The following analyses were conducted:

Faculty Information on IDEA

- A. Faculty Selection of 12 IDEA Learning Objectives
- B. Faculty Selection of 10 IDEA Approaches to Teaching
- C. Faculty Selection of 7 Course Requirements
- D. Faculty Selection of 9 Circumstances that Impact Learning

Student Information on IDEA

- E. Student Ratings of Progress on 12 IDEA Learning Objectives
- F. Student Ratings of Instructor
- G. Student Ratings of Course

Linked Data: Faculty and Student Information on IDEA

- H. Student Ratings of Progress on 12 IDEA Objectives Identified as “Essential” by Faculty
- I. Student Ratings of 12 IDEA Learning Objectives Linked to Primary Teaching Approach
- J. Faculty Selection of Primary Teaching Approaches Linked to Faculty Selection of “Essential” Learning Objectives

Faculty Information on IDEA

A. Faculty Selection of 12 Learning Objectives

The 12 IDEA learning objectives are aligned with CSU Stanislaus general education learning goals and displayed in Figure 1 below. For each course, faculty teaching general education courses identified those learning objectives that they considered *essential*, *important*, or *minor/not important*. Descriptive statistics for faculty selection of learning objectives for general education courses are included in Appendix A.

Five of the CSU Stanislaus general education learning goals (1,2,3,4 and 7) are currently addressed on the IDEA short form. See Appendix K for a listing of all general education learning goals.

Figure 1. IDEA Learning Objectives aligned with General Education Learning Goals

Goal 1: Subject Knowledge
1. Gaining factual knowledge
2. Learning fundamental principles
4. Developing specific skills, competencies, and points of view
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
Goal 2: Communication
5. Acquiring skills in working with others
6. Developing creative capacities
8. Developing skill in expressing myself orally or in writing
Goal 3: Inquiry and Critical Thinking
3. Learning to apply course material
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring interest in learning more by asking my own questions and seeking answers
Goal 4: Information Retrieval
9. Learning how to find and use resources for answering questions or solving problems
Goal 7: Social Responsibility
10. Developing a clearer understanding of, and commitment to, personal values

Findings

1. Three learning objectives for general education overall were identified as *essential/important* by 66% or more of faculty: gaining factual knowledge, learning fundamental principles, and learning to apply course materials.
2. Overall, developing creative capacities was the lowest selected learning objective for general education (73% identified as *minor/no importance*).
3. Faculty teaching upper division general education selected as *essential/important* an understanding/commitment to personal values and critical analysis/evaluation at significantly higher percentages as did faculty teaching lower division general education courses. Faculty teaching lower division general education courses selected as *essential* applying course materials and working with others at twice the rate than faculty teaching upper division general education courses.

4. For CSU Stanislaus general education goal 1, Subject Knowledge, gaining factual knowledge and learning fundamental principles were selected as *essential/important* by 79% or more of the faculty. Developing specific skills (43%) and gaining understanding of intellectual/cultural activity (39%) were selected as *essential/important*.
5. For CSU Stanislaus general education goal 2, Communication, developing skills in oral and written expression (52%), working with others (33%), and developing creative capacities (24%) were selected by the faculty overall as an *essential/important*:
6. For CSU Stanislaus general education goal 3, Inquiry and Critical Thinking, faculty selected the following as *essential/important*: applying course materials (73%), critical analysis/evaluation (55%), and acquiring interest in learning by asking own questions/seeking answers (47%).
7. For CSU Stanislaus general education goal 4, Information Retrieval, 37% of faculty selected learning how to find/use resources to solve problems as *essential/important*.
8. For CSU Stanislaus general education goal 7, Social Responsibility, 31% of the faculty selected as *essential/important* developing a clearer understanding/commitment to personal values.
9. Significant differences in percentages of faculty responses were found between lower and upper division general education as related to CSU Stanislaus general education goals and selection of learning objectives for goal 2, Communication: working with others and creative capacities. Faculty teaching lower division general education courses selected these two objectives at rates 2-3 times higher than faculty teaching upper division courses.
10. Significant differences in selection of learning objectives for general education courses in comparison to non-general education courses were found for 4 objectives. For three of these objectives, general education courses had lower means: applying course material, developing specific skills, and working with others. The mean was higher for faculty teaching general education courses than non-general education courses for gaining understanding/appreciation of intellectual and cultural activity.

B. Faculty Selection of 10 IDEA Approaches to Teaching

From 10 approaches to teaching, faculty teaching general education courses identified those that are *primary* or *secondary*. Figure 2 below identifies the teaching approaches. Descriptive statistics are included in Appendix B.

Figure 2. Teaching Approaches

a. Lecture
b. Field Experience
c. Discussion/Recitation
d. Studio
e. Seminar
f. Multi-Media
g. Skill/Activity
h. Practicum/Clinic
i. Laboratory
j. Other/Not Indicated

Findings

11. No differences in *primary* teaching approaches were found for general education courses in comparison to non-general education courses and between lower and upper division general education.

C. Faculty Selection of 7 Course Requirements

Faculty teaching general education courses selected course requirements indicating *much*, *some*, *none* or *little*. Figure 3 below identifies the 7 course requirements. Descriptive statistics are included in Appendix C.

Figure 3. Course Requirements

a. Writing
b. Oral Communication
c. Computer Applications
d. Group Work
e. Mathematical/Quantitative Work
f. Critical Thinking
g. Creative/Artistic/Design Endeavor

Findings

12. Overall, for general education courses, faculty selection of course requirements in the *much* category was similar to courses overall: critical thinking (43%), writing (27%), and oral communication (23%).
13. A comparison of lower and upper general education course requirements indicate less group work, less mathematical/quantitative work, and more creative/artistic endeavor for upper division courses.

14. A significant difference was found in faculty selection of the creative/artistic/design endeavor course requirement between lower and upper general education. Five times as many faculty teaching lower division courses selected this requirement as did faculty teaching upper division.

D. Faculty Ratings of 9 Circumstances that Impact Learning

Faculty teaching general education courses rated course circumstances that had an effect on learning, citing one of four categories: a *positive impact*, *neither positive nor negative impact*, or *negative impact*, or *can't judge impact on learning*. Figure 4 identifies the 9 questions concerning course circumstances. Descriptive statistics are included in Appendix D.

Figure 4. Questions concerning course circumstances

a. Physical facilities and/or equipment
b. Substantial changes in teaching approach, course assignments, content
c. Control over course management (objectives, texts, examinations)
d. Student enthusiasm for course
e. Technical/instructional support
f. Previous experience in teaching this course
g. Desire to teach course
h. Adequacy of students' background and preparation for course
i. Student effort to learn

Findings

15. For general education courses, 83% or more of faculty rated three circumstances as having the greatest *positive* impact on learning: previous experience in teaching course, desire to teach course, and control over course management. This finding parallels that for courses overall.
16. For general education courses, 34% or fewer of the faculty rated two circumstances as having the greatest *negative* impact on learning: adequacy of students' background and preparation and physical facilities/equipment.
17. No differences were found between faculty ratings of circumstances having a positive or negative impact on learning on upper and lower division general education.

Student Information on IDEA

E. Student Ratings of Progress on 12 IDEA Learning Objectives

Students in general education courses rated their progress on 12 learning objectives, using a 5-point scale ranging from *exceptional progress* to *no apparent progress*. Figure 5 below identifies the 12 learning objectives. Descriptive statistics are included in Appendix E.

Figure 5. 12 Learning Objectives

1. Gaining factual knowledge
2. Learning fundamental principles
3. Learning to apply course material
4. Developing specific skills, competencies and points of view
5. Acquiring skills in working with others
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing myself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring interest in learning more by asking my own questions and seeking answers

Findings

18. Overall, the means for progress on the 12 learning objectives for students in general education courses ranged from 4.2 to 3.3, equivalent to a rating of making substantial progress. The highest means were found for gaining factual knowledge (4.2) and learning fundamental principles (4.1), and the lowest means (range of 3.4 to 3.3) for working with others, creative capacities, and oral and written communication.
19. For CSU Stanislaus goal 1, Subject Knowledge, overall means for student ratings of progress for general education courses ranged from 4.2 to 3.3, with the highest mean of for gaining factual knowledge.
20. For CSU Stanislaus goal 2, Communication, overall mean for student ratings of progress for general education courses was 3.3, with each of the three learning objectives rated equally: working with others, creative capacities, and oral/written communication.
21. For CSU Stanislaus goal 3, Inquiry and Critical Thinking, overall means for student ratings of progress for general education courses ranged from 4.0 to 3.8, with the highest mean for learning to apply course materials.
22. For CSU Stanislaus goal 4, Information Retrieval, the overall mean for student ratings of progress for general education courses was 3.6 for finding and using resources for answering questions or solving problems.

23. For CSU Stanislaus goal 7, Social Responsibility, the overall mean for student ratings of progress for general education courses was 3.5, for developing understanding/commitment to personal values.
24. Comparing mean scores for lower and upper division general education indicate differences for student ratings of progress for general education courses for three objectives: understanding of intellectual/cultural activity, personal values, and analysis/critical evaluation, with these means significantly higher for upper division.

F. Student Ratings of Instructor

Students enrolled in general education courses rated their instructors by answering the question, "Overall, I rate this instructor as an excellent teacher." Students replied using a five-point scale: *definitely false, more false than true, in between more true than false, and definitely true*. Descriptive statistics are included in Appendix F.

Findings

25. Overall, for general education courses, 59% replied *definitely true* and 84% as *definitely true or more true than false* for instructor quality. Six percent rated instructor quality in the lowest two categories. The mean rating was 4.4.

G. Student Ratings of the Course

Students rated their general education courses by answering the question, "Overall, I rate this course as an excellent." Students replied using five-point scale: *definitely false, more false than true, in between more true than false, and definitely true*. Descriptive Statistics are included in Appendix G.

Findings

26. Overall, for the quality of general education courses, 46% of students replied *definitely true* and 78% as *definitely true or more true than false* for course quality. Seven percent rated course quality in the lowest two categories. The mean rating was 4.1. Compared to courses overall, the percentage of students rating the course in the highest categories and the overall mean are slightly lower for general education courses

Linked Data: Faculty and Student Information on IDEA

H. Student Ratings of Progress on 12 IDEA Learning Objectives Identified as “Essential” by Faculty

Using a 5-point scale ranging from *exceptional progress* to *no apparent progress*, students in general education courses rated their progress on learning objectives identified by the faculty as *essential*. Figure 5 below identifies the 12 learning objectives. Descriptive statistics are included in Appendix H.

Figure 5. 12 Learning Objectives

1. Gaining factual knowledge
2. Learning fundamental principles
3. Learning to apply course material
4. Developing specific skills, competencies and points of view
5. Acquiring skills in working with others
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing myself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring interest in learning more by asking my own questions and seeking answers

Findings

- 27. Student ratings of progress on IDEA objectives identified by faculty as *essential* for general education courses parallel those for courses overall. Mean scores ranged from 4.4 to 3.6. Overall, the percentage of students reported either *substantial or exceptional progress* for those objectives identified by faculty as *essential* ranged from 86% to 60%.
- 28. Means and percentages of student ratings of progress as either *substantial or exceptional progress* on *essential* objectives for lower and upper division general education differ on one objective. Lower division ratings were significantly higher for developing creative capacities (4.2 vs. 3.2).

I. Student Ratings of 12 Ratings of Progress on 12 IDEA Learning Objectives Linked to Faculty Selection of Primary Teaching Approach.

Student ratings of learning objectives (using a 5-point scale ranging from *exceptional progress* to *no apparent progress*) were linked to the faculty's primary teaching approach as a means to discern any possible relationship between these two elements in general education courses. Figures 2 and 5 below identify the 10 teaching approaches and 12 learning objectives. Descriptive statistics are included in Appendix I.

Figure 2. Teaching Approaches

a. Lecture
b. Field Experience
c. Discussion/Recitation
d. Studio
e. Seminar
f. Multi-Media
g. Skill/Activity
h. Practicum/Clinic
i. Laboratory
j. Other/Not Indicated

Figure 5. 12 Learning Objectives

1. Gaining factual knowledge
2. Learning fundamental principles
3. Learning to apply course material
4. Developing specific skills, competencies and points of view
5. Acquiring skills in working with others
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing myself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring interest in learning more by asking my own questions and seeking answers

Findings

- 29. Student ratings for progress toward learning objectives based on *primary* teaching approaches for general education courses, lower division general education courses, upper division courses, and a comparison of lower and upper division did not yield significant differences.
- 30. For lower division courses, the highest overall student ratings linked to *primary* teaching approach was found for multimedia courses (mean of 4.2); for upper division, laboratory and skills courses had the highest ratings (means of 4.3 and 4.0).

J. Faculty Selection of Primary Teaching Approaches Linked to Faculty Selection of “Essential” Learning Objectives

Faculty selection of primary teaching approaches were linked to the faculty’s selection of *essential* learning objectives as a means to discern possible relationships between these two elements in general education courses. Figures 2 and 5 below identify the 10 teaching approaches and 12 learning objectives. Descriptive statistics are included in Appendix J.

Figure 2. Teaching Approaches

a. Lecture
b. Field Experience
c. Discussion/Recitation
d. Studio
e. Seminar
f. Multi-Media
g. Skill/Activity
h. Practicum/Clinic
i. Laboratory
j. Other/Not Indicated

Figure 5. 12 Learning Objectives

1. Gaining factual knowledge
2. Learning fundamental principles
3. Learning to apply course material
4. Developing specific skills, competencies and points of view
5. Acquiring skills in working with others
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing myself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring interest in learning more by asking my own questions and seeking answers

Findings

31. Overall, there was no discernible relationship between faculty selection of essential learning objectives and faculty selection of primary teaching approaches.

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Appendix A

**Faculty Selection of the 12 IDEA Learning Objectives :
All General Education Course Sections 2005/2006 -- Goals**

Objectives	Percentage of Responses				<i>Subtotal Important and Essential</i>
	Total	Minor	Important	Essential	
Goal 1: Subject Knowledge					
1. Gaining factual knowledge	211	16.6%	37.0%	46.4%	83.4%
2. Learning fundamental principles	209	21.1%	36.4%	42.6%	78.9%
4. Developing specific skills, competencies and points of view	213	56.8%	31.9%	11.3%	43.2%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	214	61.2%	22.9%	15.9%	38.8%
Goal 2: Communication					
5. Acquiring skills in working with others	208	66.8%	22.6%	10.6%	33.2%
6. Developing creative capacities	213	75.6%	15.5%	8.9%	24.4%
8. Developing skill in expressing myself orally or in writing	213	48.4%	33.8%	17.8%	51.6%
Goal 3: Inquiry and Critical Thinking					
3. Learning to apply course material	205	26.8%	46.8%	26.3%	73.2%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	216	40.7%	32.9%	21.8%	54.6%
12. Acquiring interest in learning more by asking my own questions and seeking answers	212	51.9%	35.8%	10.8%	46.7%
Goal 4: Information Retrieval					
9. Learning how to find and use resources for answering questions or solving problems	207	63.3%	30.4%	6.3%	36.7%
Goal 7: Social Responsibility					
10. Developing a clearer understanding of, and commitment to, personal values	207	69.1%	23.2%	7.7%	30.9%

NOTE: Scale used to indicate level of relevance to the selected class - M-Minor or no importance, I-Important, E-Essential

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Appendix A

**Faculty Selection of the 12 IDEA Learning Objectives :
 Lower-Division General Education Course Sections 2005/2006 -- Goals**

Objectives	Percentage of Responses				<i>Subtotal Important and Essential</i>
	Total	Minor	Important	Essential	
Goal 1: Subject Knowledge					
1. Gaining factual knowledge	148	15.5%	37.8%	46.6%	84.5%
2. Learning fundamental principles	147	19.0%	38.1%	42.9%	81.0%
4. Developing specific skills, competencies and	152	55.9%	32.2%	11.8%	44.1%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	153	60.1%	25.5%	14.4%	39.9%
Goal 2: Communication					
5. Acquiring skills in working with others	150	65.3%	22.0%	12.7%	34.7%
6. Developing creative capacities	154	73.4%	16.9%	9.7%	26.6%
8. Developing skill in expressing myself orally or	152	50.0%	30.3%	19.7%	50.0%
Goal 3: Inquiry and Critical Thinking					
3. Learning to apply course material	145	24.8%	44.8%	30.3%	75.2%
11. Learning to analyze and critically evaluate	216	32.4%	21.3%	13.9%	35.2%
12. Acquiring interest in learning more by asking	212	38.2%	22.6%	9.0%	31.6%
Goal 4: Information Retrieval					
9. Learning how to find and use resources for answering questions or solving problems	147	63.3%	29.3%	7.5%	36.7%
Goal 7: Social Responsibility					
10. Developing a clearer understanding of, and commitment to, personal values	147	72.8%	20.4%	6.8%	27.2%

NOTE: Scale used to indicate level of relevance to the selected class - M-Minor or no importance, I-Important, E-Essential

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Appendix A

**Faculty Selection of the 12 IDEA Learning Objectives :
Upper-Division General Education Course Sections 2005/2006 -- Goals**

Objectives	Percentage of Responses				<i>Subtotal Important and Essential</i>
	Total	Minor	Important	Essential	
Goal 1: Subject Knowledge					
1. Gaining factual knowledge	63	19.0%	34.9%	46.0%	81.0%
2. Learning fundamental principles	62	25.8%	32.3%	41.9%	74.2%
4. Developing specific skills, competencies and points of view	61	59.0%	31.1%	9.8%	41.0%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	61	63.9%	16.4%	19.7%	36.1%
Goal 2: Communication					
5. Acquiring skills in working with others	58	70.7%	24.1%	5.2%	29.3%
6. Developing creative capacities	59	81.4%	11.9%	6.8%	18.6%
8. Developing skill in expressing myself orally or in writing	61	44.3%	42.6%	13.1%	55.7%
Goal 3: Inquiry and Critical Thinking					
3. Learning to apply course material	60	31.7%	51.7%	16.7%	68.3%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	216	8.3%	11.6%	7.9%	19.4%
12. Acquiring interest in learning more by asking my own questions and seeking answers	212	13.7%	13.2%	1.9%	15.1%
Goal 4: Information Retrieval					
9. Learning how to find and use resources for answering questions or solving problems	60	63.3%	33.3%	3.3%	36.7%
Goal 7: Social Responsibility					
10. Developing a clearer understanding of, and commitment to, personal values	60	60.0%	30.0%	10.0%	40.0%

NOTE: Scale used to indicate level of relevance to the selected class - M-Minor or no importance, I-Important, E-Essential

**Faculty Selection of the 12 IDEA Learning Objectives :
All Non-General Education Course Sections 2005/2006 -- Goals**

Objectives	Percentage of Responses				<i>Subtotal Important and Essential</i>
	Total	Minor	Important	Essential	
Goal 1: Subject Knowledge					
1. Gaining factual knowledge	1,034	16.6%	35.1%	48.3%	83.4%
2. Learning fundamental principles	1,024	22.4%	40.4%	37.2%	77.6%
4. Developing specific skills, competencies and points of view	1,028	31.4%	37.2%	31.4%	68.6%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	995	70.3%	20.9%	8.8%	29.7%
Goal 2: Communication					
5. Acquiring skills in working with others	1,010	61.5%	27.9%	10.6%	38.5%
6. Developing creative capacities	994	73.9%	16.5%	9.6%	26.1%
8. Developing skill in expressing myself orally or in writing	1,005	50.9%	31.8%	17.2%	49.1%
Goal 3: Inquiry and Critical Thinking					
3. Learning to apply course material	1,025	24.8%	39.4%	35.8%	75.2%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	990	50.8%	30.1%	19.1%	49.2%
12. Acquiring interest in learning more by asking my own questions and seeking answers	980	55.4%	32.0%	12.6%	44.6%
Goal 4: Information Retrieval					
9. Learning how to find and use resources for answering questions or solving problems	982	57.2%	29.7%	13.0%	42.8%
Goal 7: Social Responsibility					
10. Developing a clearer understanding of, and commitment to, personal values	988	69.2%	21.8%	9.0%	30.8%

NOTE: Scale used to indicate level of relevance to the selected class - M-Minor or no importance, I-Important,

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**Faculty Selection of the 10 IDEA Approaches to Teaching:
All General Education Course Sections 2005/2006**

Teaching Approaches	Overall		Primary		Secondary	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Lecture	173	39.0%	140	63.1%	33	14.9%
2. Discussion/Recitation	75	16.9%	16	7.2%	59	26.6%
3. Seminar	13	2.9%	10	4.5%	3	1.4%
4. Skill/Activity	41	9.2%	16	7.2%	25	11.3%
5. Laboratory	24	5.4%	9	4.1%	15	6.8%
6. Field Experience	2	0.5%	0	0.0%	2	0.9%
7. Studio	7	1.6%	7	3.2%	0	0.0%
8. Multi-Media	11	2.5%	0	0.0%	11	5.0%
9. Practicum/Clinic	0	0.0%	0	0.0%	0	0.0%
10. Other/Not Indicated	98	22.1%	24	10.8%	74	33.3%
Total	444		222		222	

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**Faculty Selection of the 10 IDEA Approaches to Teaching:
Lower-Division General Education Course Sections 2005/2006**

Teaching Approaches	Overall		Primary		Secondary	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Lecture	121	38.1%	98	61.6%	23	14.5%
2. Discussion/Recitation	47	14.8%	10	6.3%	37	23.3%
3. Seminar	7	2.2%	5	3.1%	2	1.3%
4. Skill/Activity	36	11.3%	16	10.1%	20	12.6%
5. Laboratory	22	6.9%	8	5.0%	14	8.8%
6. Field Experience	2	0.6%	0	0.0%	2	1.3%
7. Studio	7	2.2%	7	4.4%	0	0.0%
8. Multi-Media	4	1.3%	0	0.0%	4	2.5%
9. Practicum/Clinic	0	0.0%	0	0.0%	0	0.0%
10. Other/Not Indicated	72	22.6%	15	9.4%	57	35.8%
Total	318		159		159	

IDEA Analysis 2005-2006

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**Faculty Selection of the 10 IDEA Approaches to Teaching:
Upper-Division General Education Course Sections 2005/2006**

Teaching Approaches	Overall		Primary		Secondary	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Lecture	52	41.3%	42	66.7%	10	15.9%
2. Discussion/Recitation	28	22.2%	6	9.5%	22	34.9%
3. Seminar	6	4.8%	5	7.9%	1	1.6%
4. Skill/Activity	5	4.0%	0	0.0%	5	7.9%
5. Laboratory	2	1.6%	1	1.6%	1	1.6%
6. Field Experience	0	0.0%	0	0.0%	0	0.0%
7. Studio	0	0.0%	0	0.0%	0	0.0%
8. Multi-Media	7	5.6%	0	0.0%	7	11.1%
9. Practicum/Clinic	0	0.0%	0	0.0%	0	0.0%
10. Other/Not Indicated	26	20.6%	9	14.3%	17	27.0%
Total	126		63		63	

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**Faculty Selection of the 10 IDEA Approaches to Teaching:
All Non-General Education Course Sections 2004/2005**

Teaching Approaches	Overall		Primary		Secondary	
	Number	Percentage	Number	Percentage	Number	Percentage
1. Lecture	623	25.0%	513	41.2%	110	8.8%
2. Discussion/Recitation	428	17.2%	108	8.7%	320	25.7%
3. Seminar	173	6.9%	134	10.8%	39	3.1%
4. Skill/Activity	235	9.4%	97	7.8%	138	11.1%
5. Laboratory	103	4.1%	33	2.7%	70	5.6%
6. Field Experience	51	2.0%	10	0.8%	41	3.3%
7. Studio	23	0.9%	17	1.4%	6	0.5%
8. Multi-Media	46	1.8%	9	0.7%	37	3.0%
9. Practicum/Clinic	33	1.3%	19	1.5%	14	1.1%
10. Other/Not Indicated	429	17.2%	132	10.6%	297	23.9%
Total	2144		1072		1072	

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**Faculty Selection of Course Requirements on IDEA:
All General Education Course Sections 2005/2006**

Course Requirements	Total	Percentage of Responses		
		None or Little	Some	Much
1. Writing	192	15.6%	57.8%	26.6%
2. Oral communication	192	32.8%	44.3%	22.9%
3. Computer applications	189	70.4%	24.9%	4.8%
4. Group work	191	37.7%	44.0%	18.3%
5. Mathematical/quantitative work	190	63.2%	16.3%	20.5%
6. Critical thinking	190	8.9%	47.9%	43.2%
7. Creative/artistic/design endeavor	190	75.3%	16.8%	7.9%

IDEA Analysis 2005/2006

General Education Data

**Faculty Selection of Course Requirements on IDEA:
Lower-Division General Education Course Sections 2005/2006**

Course Requirements	Total	Percentage of Responses		
		None or Little	Some	Much
1. Writing	141	17.7%	56.7%	25.5%
2. Oral communication	141	36.9%	39.0%	24.1%
3. Computer applications	139	68.3%	26.6%	5.0%
4. Group work	140	32.1%	45.7%	22.1%
5. Mathematical/quantitative work	139	56.1%	20.1%	23.7%
6. Critical thinking	139	10.1%	48.2%	41.7%
7. Creative/artistic/design endeavor	139	70.5%	19.4%	10.1%

IDEA Analysis 2005/2006

General Education Data

**Faculty Selection of Course Requirements on IDEA:
Upper-Division General Education Course Sections 2005/2006**

Course Requirements	Total	Percentage of Responses		
		None or Little	Some	Much
1. Writing	51	9.8%	60.8%	29.4%
2. Oral communication	51	21.6%	58.8%	19.6%
3. Computer applications	50	76.0%	20.0%	4.0%
4. Group work	51	52.9%	39.2%	7.8%
5. Mathematical/quantitative work	51	82.4%	5.9%	11.8%
6. Critical thinking	51	5.9%	47.1%	47.1%
7. Creative/artistic/design endeavor	51	88.2%	9.8%	2.0%

**Faculty Selection of Course Requirements on IDEA:
All Non-General Education Course Sections 2005/06**

Course Requirements	Total	Percentage of Responses		
		None or Little	Some	Much
Writing	926	12.4%	49.5%	38.1%
Oral communication	929	18.0%	48.2%	33.8%
Computer applications	910	52.1%	33.2%	14.7%
Group work	916	33.0%	40.6%	26.4%
Mathematical/quantitative work	909	71.1%	16.1%	12.9%
Critical thinking	922	12.8%	41.9%	45.3%
Creative/artistic/design endeavor	914	64.6%	26.3%	9.2%

**Faculty Contextual Questions Concerning Course Circumstances:
 All General Education Course Sections 2005/06**

Course Circumstances	Percentage of Responses		
	Had a negative impact on learning	Neither a positive nor a negative impact	Had a positive impact on learning
1. Physical facilities and/or equipment	24.1%	39.9%	36.1%
2. Your previous experience in teaching this course	1.9%	6.5%	91.6%
3. Substantial changes in teaching approach, course assignments, content, etc.	5.2%	57.0%	37.8%
4. Your desire to teach this course	0.6%	9.0%	90.4%
5. Your control over course management decisions (objectives, texts, exams, etc.)	1.3%	15.6%	83.1%
6. Adequacy of students' background and preparation for the course	34.4%	40.3%	25.3%
7. Student enthusiasm for the course	19.3%	30.4%	50.3%
8. Student effort to learn	17.7%	26.6%	55.7%
9. Technical/Instructional support	10.7%	56.7%	32.7%

California State University, Stanislaus
IDEA Analysis 2005/06
General Education Data

Appendix E

**Student Ratings of 12 IDEA Learning Objectives:
All General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	6,143	1.1%	3.5%	14.7%	36.1%	44.6%	4.20
2. Learning fundamental principles	6,134	1.3%	4.4%	17.6%	35.9%	40.8%	4.10
4. Developing specific skills, competencies and points of view	6,065	2.4%	6.4%	22.0%	33.3%	35.8%	3.94
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	6,056	10.5%	10.7%	19.7%	26.3%	32.7%	3.60
Goal 2: Communication							
5. Acquiring skills in working with others	6,069	14.0%	12.0%	22.7%	24.0%	27.3%	3.38
6. Developing creative capacities	6,066	15.4%	13.3%	23.8%	23.8%	23.7%	3.27
8. Developing skill in expressing myself orally or in writing	6,087	14.1%	12.4%	23.4%	25.1%	24.9%	3.34
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	6,099	2.3%	6.0%	19.8%	32.1%	39.8%	4.01
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	6,098	6.7%	8.6%	20.6%	28.5%	35.6%	3.78
12. Acquiring interest in learning more by asking my own questions and seeking answers	6,100	6.4%	9.8%	21.5%	29.1%	33.2%	3.73
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	6,095	7.2%	10.5%	24.2%	29.8%	28.2%	3.61
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	6,065	11.4%	11.1%	23.3%	26.2%	28.0%	3.48

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

California State University, Stanislaus
IDEA Analysis 2005/06
General Education Data

Appendix E

**Student Ratings of 12 IDEA Learning Objectives:
 Lower-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	4,497	1.2%	3.9%	15.7%	37.8%	41.4%	4.14
2. Learning fundamental principles	4,492	1.4%	4.9%	18.8%	36.7%	38.1%	4.05
4. Developing specific skills, competencies and points of view	4,443	2.5%	6.8%	23.0%	34.1%	33.5%	3.89
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	4,434	12.3%	12.0%	20.3%	26.6%	28.8%	3.48
Goal 2: Communication							
5. Acquiring skills in working with others	4,474	14.1%	12.3%	22.9%	24.6%	26.2%	3.36
6. Developing creative capacities	4,446	17.5%	14.3%	24.1%	22.8%	21.3%	3.16
8. Developing skill in expressing myself orally or in writing	4,450	16.5%	13.3%	24.0%	23.9%	22.3%	3.22
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	4,467	2.4%	6.5%	20.8%	32.6%	37.8%	3.97
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4,464	7.7%	9.4%	22.1%	28.7%	32.1%	3.68
12. Acquiring interest in learning more by asking my own questions and seeking answers	4,468	7.3%	10.7%	22.3%	29.1%	30.6%	3.65
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	4,464	7.7%	11.1%	24.5%	29.9%	26.8%	3.57
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	4,446	13.0%	12.3%	24.1%	26.2%	24.4%	3.37

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

California State University, Stanislaus
IDEA Analysis 2005/06
General Education Data

**Student Ratings of 12 IDEA Learning Objectives:
Upper-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	1,646	0.9%	2.4%	11.9%	31.6%	53.3%	4.34
2. Learning fundamental principles	1,642	1.0%	2.9%	14.3%	33.6%	48.2%	4.25
4. Developing specific skills, competencies and points of view	1,622	2.2%	5.2%	19.2%	31.1%	42.2%	4.06
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	1,622	5.8%	7.2%	18.0%	25.5%	43.5%	3.94
Goal 2: Communication							
5. Acquiring skills in working with others	1,595	14.0%	11.1%	22.2%	22.4%	30.3%	3.44
6. Developing creative capacities	1,620	9.8%	10.6%	22.9%	26.5%	30.3%	3.57
8. Developing skill in expressing myself orally or in writing	1,637	7.5%	10.0%	22.0%	28.5%	32.1%	3.68
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	1,632	2.0%	4.6%	17.2%	30.8%	45.5%	4.13
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	1,634	4.1%	6.2%	16.6%	27.8%	45.2%	4.04
12. Acquiring interest in learning more by asking my own questions and seeking answers	1,632	4.1%	7.1%	19.2%	29.2%	40.4%	3.95
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	1,631	5.9%	9.0%	23.5%	29.5%	32.1%	3.73
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	1,619	6.9%	8.0%	20.9%	26.1%	38.0%	3.80

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of 12 IDEA Learning Objectives:
All Non-General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	20,943	1.0%	3.0%	11.6%	31.6%	52.7%	4.32
2. Learning fundamental principles	20,934	1.3%	3.8%	14.0%	32.1%	48.8%	4.23
4. Developing specific skills, competencies and points of view	20,727	1.6%	4.4%	14.6%	30.6%	48.8%	4.21
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	20,665	11.1%	9.0%	18.9%	24.1%	36.9%	3.67
Goal 2: Communication							
5. Acquiring skills in working with others	20,832	8.6%	8.3%	19.4%	24.6%	39.1%	3.77
6. Developing creative capacities	20,734	10.6%	10.1%	21.0%	24.8%	33.5%	3.61
8. Developing skill in expressing myself orally or in writing	20,801	8.7%	9.4%	20.3%	26.3%	35.3%	3.70
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	20,863	1.7%	4.3%	14.4%	29.5%	50.1%	4.22
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	20,806	5.3%	7.0%	18.1%	28.8%	40.8%	3.93
12. Acquiring interest in learning more by asking my own questions and seeking answers	20,821	4.4%	6.8%	18.5%	27.7%	42.6%	3.97
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	20,815	4.7%	7.4%	18.8%	29.7%	39.4%	3.92
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	20,737	8.4%	8.2%	20.0%	26.7%	36.7%	3.75

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Perceptions - Instructor :
General Education Course Sections 2005/06**

Student Perceptions	Percentage of Responses					Mean
	1	2	3	4	5	
2. Excellent Instructor - Overall, I rate this instructor an excellent teacher	2.0%	3.4%	11.3%	24.5%	58.8%	4.35

Note: 1 = Definitely False, 5 = Definitely True

**Student Perceptions- Course :
General Education Course Sections 2005/06**

Student Perceptions	Percentage of Responses					Mean
	1	2	3	4	5	
3. Excellent Course - Overall, I rate this course as excellent	2.6%	4.8%	17.0%	28.9%	46.8%	4.13

Note: 1 = Definitely False, 5 = Definitely True

**Student Ratings of Progress on Objectives Identified as "Essential" by Faculty:
All General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	3,007	1.0%	3.2%	14.4%	37.0%	44.4%	4.20
2. Learning fundamental principles	2,567	1.1%	4.4%	15.7%	36.5%	42.3%	4.14
4. Developing specific skills, competencies and points of view	479	3.3%	5.0%	17.7%	33.6%	40.3%	4.03
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	885	4.0%	8.1%	14.4%	26.2%	47.3%	4.05
Goal 2: Communication							
5. Acquiring skills in working with others	458	2.0%	4.1%	8.1%	24.5%	61.4%	4.39
6. Developing creative capacities	355	5.4%	7.9%	17.2%	27.0%	42.5%	3.94
8. Developing skill in expressing myself orally or in writing	739	3.7%	5.8%	16.2%	30.2%	44.1%	4.05
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	1,327	1.4%	4.9%	18.7%	30.7%	44.3%	4.12
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	1,050	2.4%	3.4%	16.2%	27.0%	51.0%	4.21
12. Acquiring interest in learning more by asking my own questions and seeking answers	488	7.8%	8.0%	25.2%	29.5%	29.5%	3.65
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	277	5.4%	4.0%	22.4%	30.7%	37.5%	3.91
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	350	5.4%	10.3%	20.3%	27.4%	36.6%	3.79

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Progress on Objectives Identified as "Essential" by Faculty:
 Lower-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	2,238	1.1%	3.6%	16.1%	38.3%	40.9%	4.14
2. Learning fundamental principles	1,922	1.2%	5.2%	17.4%	37.8%	38.4%	4.07
4. Developing specific skills, competencies and points of view	344	4.1%	3.5%	18.6%	34.0%	39.8%	4.02
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	556	5.0%	9.7%	15.6%	26.6%	43.0%	3.93
Goal 2: Communication							
5. Acquiring skills in working with others	421	1.7%	3.8%	7.6%	24.9%	62.0%	4.42
6. Developing creative capacities	257	1.6%	4.3%	15.2%	28.4%	50.6%	4.22
8. Developing skill in expressing myself orally or in writing	547	2.4%	4.0%	14.4%	31.6%	47.5%	4.18
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	1,123	1.5%	5.5%	19.7%	31.2%	42.1%	4.07
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	642	3.0%	4.0%	17.8%	27.6%	47.7%	4.13
12. Acquiring interest in learning more by asking my own questions and seeking answers	418	9.1%	8.6%	26.6%	28.7%	27.0%	3.56
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	246	6.1%	4.1%	22.8%	32.1%	35.0%	3.86
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	204	5.4%	9.3%	19.6%	28.4%	37.3%	3.83

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Progress on Objectives Identified as "Essential" by Faculty:
Upper-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	769	0.8%	2.2%	9.5%	33.2%	54.4%	4.38
2. Learning fundamental principles	645	0.6%	2.2%	10.9%	32.6%	53.8%	4.37
4. Developing specific skills, competencies and points of view	135	1.5%	8.9%	15.6%	32.6%	41.5%	4.04
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	329	2.1%	5.5%	12.2%	25.5%	54.7%	4.25
Goal 2: Communication							
5. Acquiring skills in working with others	37	5.4%	8.1%	13.5%	18.9%	54.1%	4.08
6. Developing creative capacities	98	15.3%	17.3%	22.4%	23.5%	21.4%	3.18
8. Developing skill in expressing myself orally or in writing	192	7.3%	10.9%	21.4%	26.0%	34.4%	3.69
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	204	0.5%	1.5%	13.2%	28.4%	56.4%	4.39
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	408	1.5%	2.5%	13.7%	26.0%	56.4%	4.33
12. Acquiring interest in learning more by asking my own questions and seeking answers	70	0.0%	4.3%	17.1%	34.3%	44.3%	4.19
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	31	0.0%	3.2%	19.4%	19.4%	58.1%	4.32
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	146	5.5%	11.6%	21.2%	26.0%	35.6%	3.75

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Progress on Objectives Identified as "Essential" by Faculty:
All Non-General Education Course Sections -- Goals 2005/2006**

Objectives	Total	Percentage of Responses					Mean
		1	2	3	4	5	
Goal 1: Subject Knowledge							
1. Gaining factual knowledge	10,746	1.0%	3.1%	12.0%	31.8%	52.0%	4.31
2. Learning fundamental principles	7,998	1.0%	3.8%	13.2%	32.2%	49.8%	4.26
4. Developing specific skills, competencies and points of view	5,552	1.1%	3.5%	12.6%	28.5%	54.3%	4.31
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	1,615	5.0%	5.8%	13.3%	24.9%	51.0%	4.11
Goal 2: Communication							
5. Acquiring skills in working with others	2,060	2.3%	3.9%	12.9%	26.7%	54.2%	4.27
6. Developing creative capacities	1,500	4.2%	5.5%	15.1%	26.6%	48.5%	4.10
8. Developing skill in expressing myself orally or in writing	2,863	3.7%	5.6%	16.1%	28.6%	46.0%	4.08
Goal 3: Inquiry and Critical Thinking							
3. Learning to apply course material	6,956	1.7%	3.7%	13.2%	29.4%	52.1%	4.27
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	3,406	3.2%	5.3%	15.6%	29.8%	46.1%	4.10
12. Acquiring interest in learning more by asking my own questions and seeking answers	2,238	4.1%	5.5%	17.1%	27.5%	45.8%	4.06
Goal 4: Information Retrieval							
9. Learning how to find and use resources for answering questions or solving problems	2,354	2.7%	6.1%	17.9%	29.4%	43.9%	4.06
Goal 7: Social Responsibility							
10. Developing a clearer understanding of, and commitment to, personal values	1,683	3.8%	6.1%	15.9%	26.3%	47.8%	4.08

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**IDEA Analysis 2005/06
General Education Data**

**Student Ratings of 12 IDEA Learning Objectives Linked to Faculty Selection of Primary Teaching Approach:
All General Education Course Sections -- Goals 2005/06**

Objectives	Mean Scores on Objectives linked to teaching approach (primary)									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	4.20	4.03	4.23	4.22	4.26	N/A	3.90	N/A	N/A	4.25
2. Learning fundamental principles	4.10	4.01	4.09	4.12	4.15	N/A	3.80	N/A	N/A	4.19
4. Developing specific skills, competencies and points of view	3.92	3.97	4.04	4.29	4.05	N/A	3.94	N/A	N/A	4.04
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	3.55	3.72	4.06	3.94	3.81	N/A	3.93	N/A	N/A	3.53
Goal 2: Communication										
5. Acquiring skills in working with others	3.31	3.78	3.84	4.17	4.35	N/A	3.11	N/A	N/A	3.38
6. Developing creative capacities	3.26	3.73	3.82	4.03	3.45	N/A	4.20	N/A	N/A	3.23
8. Developing skill in expressing myself orally or in writing	3.34	3.99	3.99	4.13	3.30	N/A	3.07	N/A	N/A	3.51
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	3.99	4.14	4.34	4.33	4.13	N/A	3.76	N/A	N/A	4.14
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	3.77	4.14	4.23	3.92	3.62	N/A	3.22	N/A	N/A	3.80
12. Acquiring interest in learning more by asking my own questions and seeking answers	3.70	3.88	4.01	3.97	3.91	N/A	3.48	N/A	N/A	3.87
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	3.62	3.68	3.88	3.92	3.77	N/A	3.06	N/A	N/A	3.64
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	3.42	3.75	4.11	3.78	3.23	N/A	3.22	N/A	N/A	3.53

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Learning Objectives Linked to Faculty Selection of Primary Teaching Approach:
 Lower-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Mean Scores on Objectives linked to teaching approach (primary)									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	4.13	3.82	4.23	4.22	4.29	N/A	3.90	N/A	N/A	4.16
2. Learning fundamental principles	4.03	3.76	4.00	4.12	4.21	N/A	3.80	N/A	N/A	4.10
4. Developing specific skills, competencies and points of view	3.85	3.84	3.99	4.29	4.04	N/A	3.94	N/A	N/A	3.96
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	3.39	3.51	3.88	3.94	3.85	N/A	3.93	N/A	N/A	3.34
Goal 2: Communication										
5. Acquiring skills in working with others	3.26	3.89	4.01	4.17	4.45	N/A	3.11	N/A	N/A	3.50
6. Developing creative capacities	3.11	3.74	3.81	4.03	3.46	N/A	4.20	N/A	N/A	3.02
8. Developing skill in expressing myself orally or in writing	3.17	3.97	4.02	4.13	3.36	N/A	3.07	N/A	N/A	3.35
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	3.93	4.02	4.39	4.33	4.11	N/A	3.76	N/A	N/A	4.11
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	3.66	4.04	4.13	3.92	3.75	N/A	3.22	N/A	N/A	3.50
12. Acquiring interest in learning more by asking my own questions and seeking answers	3.59	3.68	4.04	3.97	3.99	N/A	3.48	N/A	N/A	3.73
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	3.56	3.60	4.05	3.92	3.77	N/A	3.06	N/A	N/A	3.49
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	3.26	3.48	4.13	3.78	3.30	N/A	3.22	N/A	N/A	3.32

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Learning Objectives Linked to Faculty Selection of Primary Teaching Approach:
Upper-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Mean Scores on Objectives linked to teaching approach (primary)									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	4.34	4.37	4.23	4.09	N/A	N/A	N/A	N/A	N/A	4.40
2. Learning fundamental principles	4.26	4.44	4.19	3.64	N/A	N/A	N/A	N/A	N/A	4.34
4. Developing specific skills, competencies and points of view	4.08	4.18	4.08	4.09	N/A	N/A	N/A	N/A	N/A	4.17
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	3.92	4.06	4.23	3.50	N/A	N/A	N/A	N/A	N/A	3.84
Goal 2: Communication										
5. Acquiring skills in working with others	3.44	3.61	3.67	3.55	N/A	N/A	N/A	N/A	N/A	3.18
6. Developing creative capacities	3.60	3.72	3.83	3.36	N/A	N/A	N/A	N/A	N/A	3.56
8. Developing skill in expressing myself orally or in writing	3.71	4.02	3.97	2.82	N/A	N/A	N/A	N/A	N/A	3.79
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	4.15	4.35	4.29	4.27	N/A	N/A	N/A	N/A	N/A	4.20
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.01	4.30	4.34	2.64	N/A	N/A	N/A	N/A	N/A	4.31
12. Acquiring interest in learning more by asking my own questions and seeking answers	3.95	4.20	3.99	3.27	N/A	N/A	N/A	N/A	N/A	4.10
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	3.76	3.82	3.71	3.73	N/A	N/A	N/A	N/A	N/A	3.88
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	3.79	4.21	4.09	2.73	N/A	N/A	N/A	N/A	N/A	3.87

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Student Ratings of Learning Objectives Linked to Faculty Selection of Primary Teaching Approach:
All Non-General Education Course Sections -- Goals 2005/2006**

Objectives	Mean Scores on Objectives linked to teaching approach (primary)									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	4.34	4.26	4.36	4.33	4.11	4.57	4.33	4.14	4.36	4.42
2. Learning fundamental principles	4.27	4.20	4.27	4.21	3.97	4.41	4.21	3.84	4.16	4.32
4. Developing specific skills, competencies and points of view	4.16	4.26	4.38	4.37	3.99	4.65	4.41	4.12	4.34	4.30
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	3.62	3.82	3.80	3.89	3.52	4.04	4.30	3.51	3.65	3.69
Goal 2: Communication										
5. Acquiring skills in working with others	3.57	4.11	4.12	4.19	4.04	4.46	3.33	4.06	4.20	3.74
6. Developing creative capacities	3.49	3.92	3.94	4.05	3.41	4.12	4.51	3.88	3.60	3.71
8. Developing skill in expressing myself orally or in writing	3.60	4.07	4.17	3.87	3.39	4.42	3.42	3.74	3.72	3.81
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	4.20	4.26	4.37	4.34	3.99	4.59	4.31	4.06	4.35	4.30
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	3.91	4.09	4.21	3.81	3.57	4.32	3.65	3.73	3.75	4.06
12. Acquiring interest in learning more by asking my own questions and seeking answers	3.94	4.09	4.21	4.03	3.89	4.51	4.03	3.92	3.98	4.08
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	3.89	4.02	4.16	3.93	3.82	4.52	3.47	4.18	3.97	4.05
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	3.66	3.93	4.06	3.89	3.40	4.33	3.72	3.65	3.86	3.75

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Faculty Selection of Primary Teaching Approaches Linked to Selection of “Essential” Learning Objectives:
All General Education Course Sections -- Goals 2005/2006**

Objectives	Percentage of Responses									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	79.6%	1.0%	3.1%	3.1%	3.1%	0.0%	1.0%	0.0%	0.0%	9.2%
2. Learning fundamental principles	83.1%	1.1%	1.1%	3.4%	1.1%	0.0%	0.0%	0.0%	0.0%	10.1%
4. Developing specific skills, competencies and points of view	41.7%	8.3%	8.3%	37.5%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	64.7%	8.8%	8.8%	5.9%	0.0%	0.0%	8.8%	0.0%	0.0%	2.9%
Goal 2: Communication										
5. Acquiring skills in working with others	40.9%	13.6%	4.5%	18.2%	4.5%	0.0%	4.5%	0.0%	0.0%	13.6%
6. Developing creative capacities	36.8%	5.3%	0.0%	26.3%	0.0%	0.0%	31.6%	0.0%	0.0%	0.0%
8. Developing skill in expressing myself orally or in writing	28.9%	21.1%	13.2%	26.3%	0.0%	0.0%	0.0%	0.0%	0.0%	10.5%
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	48.1%	16.7%	9.3%	13.0%	5.6%	0.0%	3.7%	0.0%	0.0%	3.7%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	53.2%	17.0%	12.8%	10.6%	0.0%	0.0%	0.0%	0.0%	0.0%	6.4%
12. Acquiring interest in learning more by asking my own questions and seeking answers	56.5%	13.0%	4.3%	13.0%	0.0%	0.0%	4.3%	0.0%	0.0%	8.7%
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	61.5%	23.1%	0.0%	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	50.0%	12.5%	18.8%	18.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

California State University, Stanislaus
IDEA Analysis 2005/06
General Education Data

Faculty Selection of Primary Teaching Approaches Linked to Selection of “Essential” Learning Objectives: Lower-Division General Education Course Sections -- Goals 2005/2006

Objectives	Percentage of Responses									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	81.2%	1.4%	1.4%	4.3%	2.9%	0.0%	1.4%	0.0%	0.0%	7.2%
2. Learning fundamental principles	85.7%	0.0%	1.6%	4.8%	1.6%	0.0%	0.0%	0.0%	0.0%	6.3%
4. Developing specific skills, competencies and points of view	33.3%	5.6%	5.6%	50.0%	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	63.6%	9.1%	4.5%	9.1%	0.0%	0.0%	13.6%	0.0%	0.0%	0.0%
Goal 2: Communication										
5. Acquiring skills in working with others	36.8%	10.5%	5.3%	21.1%	5.3%	0.0%	5.3%	0.0%	0.0%	15.8%
6. Developing creative capacities	20.0%	6.7%	0.0%	33.3%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%
8. Developing skill in expressing myself orally or in writing	23.3%	23.3%	10.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	47.7%	15.9%	4.5%	15.9%	6.8%	0.0%	4.5%	0.0%	0.0%	4.5%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	56.7%	20.0%	6.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
12. Acquiring interest in learning more by asking my own questions and seeking answers	63.2%	10.5%	0.0%	15.8%	0.0%	0.0%	5.3%	0.0%	0.0%	5.3%
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	54.5%	27.3%	0.0%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	40.0%	20.0%	10.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

California State University, Stanislaus
IDEA Analysis 2005/06
General Education Data

**Faculty Selection of Primary Teaching Approaches Linked to Selection of “Essential” Learning Objectives:
Upper-Division General Education Course Sections -- Goals 2005/2006**

Objectives	Percentage of Responses									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	75.9%	0.0%	6.9%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	13.8%
2. Learning fundamental principles	76.9%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19.2%
4. Developing specific skills, competencies and points of view	66.7%	16.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	66.7%	8.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%
Goal 2: Communication										
5. Acquiring skills in working with others	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6. Developing creative capacities	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8. Developing skill in expressing myself orally or in writing	50.0%	12.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	50.0%	20.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	47.1%	11.8%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.6%
12. Acquiring interest in learning more by asking my own questions and seeking answers	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress

**Faculty Selection of Primary Teaching Approaches Linked to Selection of “Essential” Learning Objectives:
All Non-General Education Course Sections -- Goals 2005/2006**

Objectives	Percentage of Responses									
	LE	DIS	SE	SK	LA	FE	ST	MM	PR	O
Goal 1: Subject Knowledge										
1. Gaining factual knowledge	62.5%	6.8%	9.6%	5.0%	3.4%	0.6%	0.2%	0.6%	1.2%	10.0%
2. Learning fundamental principles	60.1%	6.3%	12.1%	6.0%	2.4%	0.5%	0.5%	0.5%	1.0%	10.5%
4. Developing specific skills, competencies and points of view	32.2%	14.9%	16.7%	16.7%	3.7%	1.5%	0.9%	1.9%	3.4%	8.0%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	48.9%	12.5%	13.6%	14.8%	1.1%	1.1%	3.4%	0.0%	0.0%	4.5%
Goal 2: Communication										
5. Acquiring skills in working with others	29.9%	11.2%	23.4%	17.8%	7.5%	0.9%	0.0%	0.0%	3.7%	5.6%
6. Developing creative capacities	20.0%	13.7%	13.7%	24.2%	5.3%	0.0%	16.8%	0.0%	0.0%	6.3%
8. Developing skill in expressing myself orally or in writing	29.5%	16.8%	23.7%	12.7%	4.6%	0.6%	0.0%	0.0%	1.7%	10.4%
Goal 3: Inquiry and Critical Thinking										
3. Learning to apply course material	40.3%	14.2%	17.4%	10.6%	3.5%	1.4%	0.0%	1.6%	3.5%	7.4%
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	40.7%	14.8%	21.7%	10.6%	4.8%	0.0%	0.0%	2.1%	1.1%	4.2%
12. Acquiring interest in learning more by asking my own questions and seeking answers	36.6%	17.1%	17.1%	13.0%	4.9%	0.8%	0.8%	2.4%	3.3%	4.1%
Goal 4: Information Retrieval										
9. Learning how to find and use resources for answering questions or solving problems	40.6%	10.2%	21.1%	10.2%	5.5%	2.3%	0.0%	3.1%	3.1%	3.9%
Goal 7: Social Responsibility										
10. Developing a clearer understanding of, and commitment to, personal values	36.0%	13.5%	32.6%	13.5%	0.0%	0.0%	0.0%	0.0%	2.2%	2.2%

NOTE: 1-No apparent progress, 2-Slight progress, 3-moderate progress, 4-Substantial progress, 5-Exceptional progress