

California State University, Stanislaus
Overall Findings for Aggregate IDEA Student Evaluations
Comparison of 2004/05 and 2005/06

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Findings for 2004/05 are displayed in **black** ink; findings for 2005/06 are displayed in **orange** ink.

Responses

<u>Year</u>	<u>Courses Taught</u>	<u>Faculty</u>	<u>Students</u>
2004/05	1245	582	26,563
2005/06	1294	636	27,134

Overall Findings for Both 2004/05 and 2005/06

Overall, there is relative consistency of student ratings between the academic years of 2004/05 and 2005/06. Faculty pedagogical elements also remain constant, including selection of learning objectives, teaching approaches, course requirements, and circumstances that impact learning.

Overall, student ratings of the quality of their courses and instructors are high.

Students also report high ratings overall for their progress on achieving each of the 12 learning objectives, as well as high ratings for those learning objectives identified by faculty as most essential. Overall, student ratings suggest *substantial progress* on learning objectives, with a rating of 4 or higher on a 5-point rating scale.

Overall, there is no discernible relationship between faculty selection of primary teaching approaches and their selection of essential learning objectives. When student ratings of progress on the 12 learning objectives are linked to the faculty's primary teaching approach, no differential rating is discernible. That is, students' ratings of their progress on learning objectives do not appear to be related to the faculty's teaching approach.

Course Type

Data were disaggregated by course type and analyses conducted of student ratings and faculty selection of learning objectives, teaching approaches, course requirements, and circumstances impacting learning. Course types included undergraduate, graduate, general education, writing proficiency, and distance education. These analyses are found in the *IDEA Summary of Findings* reports.

Learning Objectives

1. The most frequently selected essential/important learning objective by faculty is gaining factual knowledge, followed by learning fundamental principles, learning to apply course materials, and developing specific skills.
2. The most frequently selected *essential/important* learning objective is gaining factual knowledge, followed by learning fundamental principles, learning to apply course materials, and developing specific skills.
3. Overall, four learning objectives are rated as *minor*: skill in working with others, developing creative capacities, appreciation of intellectual/cultural activity, and understanding of personal values.
4. Overall, four learning objectives are rated as *minor* skill in working with others, understanding of personal values, appreciation of intellectual/cultural activity, and creative capacities.

Approaches to Teaching

5. Teaching approaches identified by the faculty as *primary* with the highest percentages are lecture, discussion/recitation, seminar, and skill/activity.
6. Teaching approaches identified by the faculty as *primary* with the highest percentages are lecture, seminar, and discussion/recitation.
7. The dominant teaching approaches, by combining *primary* and *secondary*, are lecture followed by discussion.
8. The dominant teaching approaches, by combining *primary* and *secondary*, are lecture followed by discussion.

Course Requirements

9. Faculty indicate the highest percentages for three course requirements: critical thinking, writing, and oral communication. *None* or *little* course requirements include mathematical/quantitative work, creative/artistic endeavors, and computer applications.
10. Faculty indicate the highest percentages for three course requirements: critical thinking, writing, and oral communication. *None* or *little* course requirements include mathematical/quantitative work, creative/artistic endeavors, and computer applications.

Faculty Ratings of Circumstances that Impact Learning

11. Faculty rated three circumstances as having the greatest *positive* impact on learning: desire to teach course, previous experience in teaching course, and control over course management.
12. Faculty rate three circumstances as having the greatest *positive* impact on learning: desire to teach course, previous experience in teaching course, and control over course management.
13. Faculty rate three circumstances as having the greatest *negative* impact on learning: adequacy of students' background and preparation, physical facilities/equipment, and student enthusiasm for the course.
14. Overall, faculty rate three circumstances as having the greatest *negative* impact on learning: adequacy of students' background and preparation, physical facilities/equipment, and student enthusiasm for the course.

Student Ratings of Progress on Learning Objectives

15. Student ratings of their progress in achieving the 12 course learning objectives are equivalent to a rating of making *substantial progress*.
16. Student ratings of their progress in achieving the 12 course learning objectives range equivalent to a rating of making *substantial progress*
17. The highest mean ratings by students are for gaining factual knowledge, learning fundamental principles, learning to apply course materials, and developing specific skills/competencies/points of view.
18. The highest mean ratings by students are for gaining factual knowledge, learning fundamental principles, learning to apply course materials, and developing specific skills/competencies/points of view.
19. Although means are in the *moderate to substantial* progress, students report the least amount of progress in achieving course learning objectives for creative capacities, appreciation of intellectual/cultural activity, oral/written communication, working with others, and personal values.
20. Although means are in the *moderate to substantial* progress, students report the least amount of progress in achieving course learning objectives for creative capacities, appreciation of intellectual/cultural activity, oral/written communication, working with others, and personal values .

Student Rating of Instructor Quality

21. For excellence of the instructor, 63% of students replied *definitely true* and 85% as *definitely true or more true than false*. Six percent rate the quality of the faculty in the lowest two categories. The mean is 4.4, with 5 the highest possible rating.
22. For excellence of the instructor, 62% of students replied *definitely true* and 85% as *definitely true or more true than false*. Six percent rate the quality of the faculty in the lowest two categories. The mean rating is 4.4, with 5 the highest possible rating.

Student Rating of Course Quality

23. For excellence of the course, 51% replied *definitely true* and 79% as *definitely true or more true than false*. Seven percent rated course quality in the lowest two categories. The mean rating was 4.2, with 5 the highest possible rating.
24. For excellence of the course, 52% replied *definitely true* and 80% as *definitely true or more true than false*. Two percent rate course quality in the lowest two categories. The mean rating was 4.2, with 5 the highest possible rating.

Student Ratings of Progress on Essential Learning Objectives

25. The largest percentage of students report either *substantial or exceptional progress* for those objectives identified by the faculty as *essential*.
26. The largest percentage of students report either *substantial or exceptional progress* for those objectives identified by the faculty as *essential*.
27. The highest means for student ratings are for specific skills, working with others, gaining factual knowledge, and learning fundamental principles. The lowest mean is for learning by asking own questions/seeking answers.

28. The highest means for student ratings are for specific skills, working with others, gaining factual knowledge, and learning fundamental principles. The lowest mean is for learning by asking own questions/seeking answers.

Student Ratings of Learning Objectives Linked to Primary Teaching Approach

29. There is no discernible relationship between student ratings of their progress in achieving learning objectives and faculty's primary teaching approaches. Mean ratings fall in the *substantial to moderate progress* range for all learning objectives.
30. There is no discernible relationship between student ratings of their progress in achieving learning objectives and faculty's primary teaching approaches. Mean ratings fall in the *moderate to substantial progress* range for all learning objectives.
31. The highest student ratings on progress (*substantial and exceptional*) toward learning objectives are in courses using practicum as the *primary* teaching approach, followed by seminar, skill/activity, and discussion.
32. The highest student ratings on progress (*substantial and exceptional*) toward learning objectives are in courses using the field experience as the *primary* teaching approach, followed by seminar, discussion, and skill/activity.
33. The lowest student ratings on progress (*moderate progress*) toward learning objectives are in courses using the lecture teaching approach.
34. The lowest student ratings (*moderate progress*) on progress toward learning objectives are in courses using the lecture teaching approach.

Faculty Selection of Primary Teaching Approaches Linked to Faculty Selection of Learning Objectives

35. There is no discernible relationship between faculty selection of *primary* teaching approaches and faculty selection of *essential* learning objectives. The lecture is the most often selected *primary* teaching approach for 11 of the 12 essential learning objectives. The exception is for developing creative capacities in which faculty selected skill/activity and studio as *primary* teaching approaches.
36. There is no discernible relationship between faculty selection of *primary* teaching approaches and faculty selection of *essential* learning objectives. The lecture is the most often selected *primary* teaching approach for 11 of the 12 essential learning objectives. The exception is for developing creative capacities in which faculty selected skill/activity and studio as *primary* teaching approaches.