Scantron

Mr./Ms Brian Morsony

# Survey Evaluation Results

Dear Mr./Dear Ms Morsony,

In the attachment you will find the evaluation results of the survey Intro Mathematical Physics I.

In AY 2017-2018, according to 20/AS/18/FAC, the Ad Hoc Committee on Student Opinions of Instruction Surveys “was formed ‘to consider the ramifications, and make recommendations, concerning the announced move by IDEA to eliminate paper survey instruments in favor of online-only instruments for student opinion of instruction.’ The Ad Hoc Committee’s recommendations, in summary, include: dispensing with IDEA as our survey instrument; replacing it with a campus–based instrument that is designed, reviewed and modified as necessary through the faculty governance process (with Faculty Affairs Committee taking primary responsibility for these tasks, in consultation with other appropriate parties); that this campus–based instrument be implemented and analyzed at the campus level as well; and that such a survey instrument, once implemented, be clearly understood as only one component of the process of reviewing faculty members’ teaching performance (as specified under Article 15 of the CBA).”

Consistent with those committee recommendations, the Student Perceptions of Teaching and Learning (SPOT) Survey, which has received both Senate and Presidential approval, will replace the current teaching evaluation instrument (IDEA) beginning this fall (2019). The statements and questions to which students will respond are new. In addition, unlike IDEA, the new SPOT survey is not nationally normed. Only CSU Stanislaus students will respond to this instrument.

This means that half of the courses surveyed will be below the median scores. In view of the novelty of this instrument, departments are urged to review their RPT elaborations and update them as necessary. Also, faculty members preparing WPAFs are encouraged to include additional methods/instruments of assessing student perceptions of teaching, take advantage of SPOT training sessions that will be organized by the FDC this academic year, and consult with the other faculty members of their department regarding this important component
of WPAF preparation. Lastly, the URPTC and the Academic Senate discourages those reviewing files from making personnel decisions solely or primarily based on the teaching assessment reports derived from SPOT. The new instrument will enable the collection of useful information, but it is important to understand that information in the context of the new approach to soliciting student perceptions on teaching.

INSTRUCTIONS ON HOW TO READ REPORT:
The overall indicator is followed by the individual average values of the scales.
In the second part of the analysis, the average values of all individual questions are listed.

If you have any further questions do not hesitate to contact the Academic Senate Office.

Thank you.

# Brian Morsony

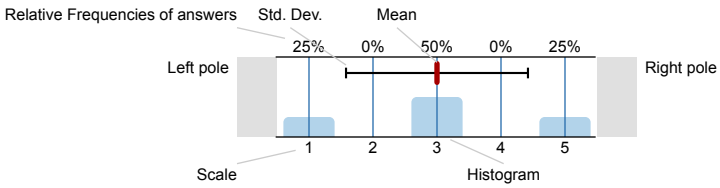
Intro Mathematical Physics I (PHYS3010-001)
No. of responses = 5

Stanislaus State

## Survey Results

## Legend

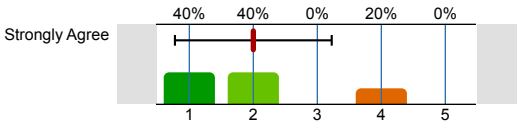
Question text




n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

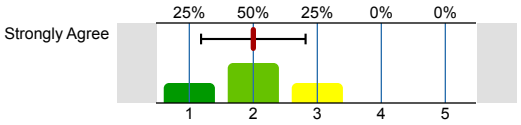
## 1. About the Course and Instructor....

1.1) Assignments contributed to my learning (ex: research papers, homework, etc.)



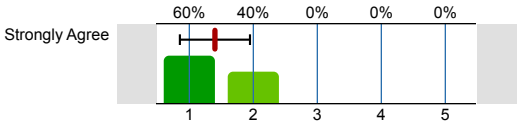

n=5
av.=2
dev.=1.2

1.2) Activities contributed to my learning (ex:group work, discussion, presentations, field work/trips, etc.)



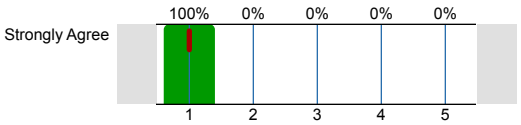

n=4
av.=2
dev.=0.8
ab.=1

1.3) The instructor provided feedback that supported my learning



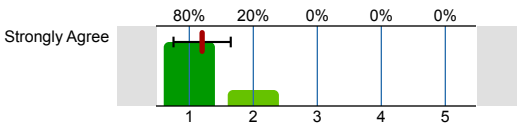

n=5
av.=1.4
dev.=0.5

1.4) The instructor offered timely responses to questions and concerns



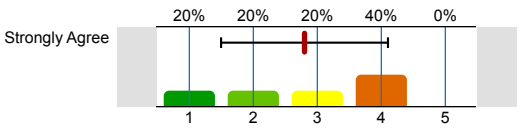

n=5
av.=1
dev.=0

1.5) The instructor encouraged communication among class members



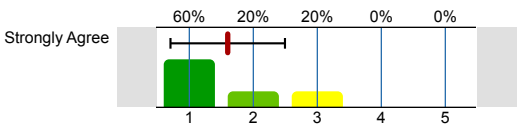

n=5
av.=1.2
dev.=0.4

1.6) The instructor communicated concepts clearly



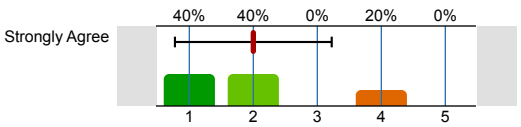

n=5
av.=2.8
dev.=1.3

1.7) Course requirements, procedures, and expectations are clearly stated in the syllabus



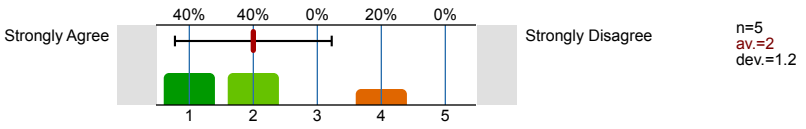

n=5
av.=1.6
dev.=0.9

1.8) The grading criteria for this course were clearly defined




n=5
av.=2
dev.=1.2

1.9) The grading criteria for this course were clearly applied

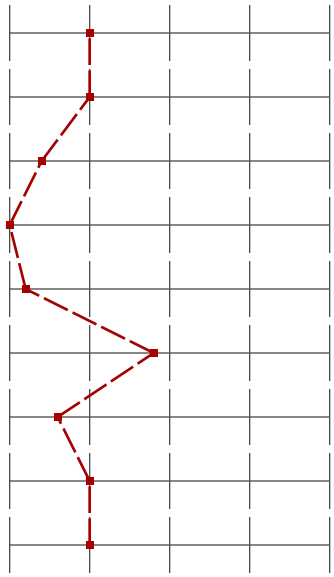


# Profile

Subunit: Fall 2021 College of Science (COS)
Name of the instructor: Brian Morsony
Name of the course: (Name of the survey) Intro Mathematical Physics I

Values used in the profile line: Mean

## 1. About the Course and Instructor....



| | | | | | | |
|---|---|---|---|---|---|---|
| 1.1) | Assignments contributed to my learning (ex: research papers, homework, etc.) | Strongly Agree | Strongly Disagree | n=5 | av.=2.0 | md=2.0 dev.=1.2 |
| 1.2) | Activities contributed to my learning (ex:group work, discussion, presentations, field work/ trips, etc.) | Strongly Agree | Strongly Disagree | n=4 | av.=2.0 | md=2.0 dev.=0.8 |
| 1.3) | The instructor provided feedback that supported my learning | Strongly Agree | Strongly Disagree | n=5 | av.=1.4 | md=1.0 dev.=0.5 |
| 1.4) | The instructor offered timely responses to questions and concerns | Strongly Agree | Strongly Disagree | n=5 | av.=1.0 | md=1.0 dev.=0.0 |
| 1.5) | The instructor encouraged communication among class members | Strongly Agree | Strongly Disagree | n=5 | av.=1.2 | md=1.0 dev.=0.4 |
| 1.6) | The instructor communicated concepts clearly | Strongly Agree | Strongly Disagree | n=5 | av.=2.8 | md=3.0 dev.=1.3 |
| 1.7) | Course requirements, procedures, and expectations are clearly stated in the syllabus | Strongly Agree | Strongly Disagree | n=5 | av.=1.6 | md=1.0 dev.=0.9 |
| 1.8) | The grading criteria for this course were clearly defined | Strongly Agree | Strongly Disagree | n=5 | av.=2.0 | md=2.0 dev.=1.2 |
| 1.9) | The grading criteria for this course were clearly applied | Strongly Agree | Strongly Disagree | n=5 | av.=2.0 | md=2.0 dev.=1.2 |

# Comments Report

## 1. About the Course and Instructor....

1.10) What expectations did you have going into this course?

- I expected it to be a lot of review from past classes.
- That it would be a rigorous class since the number of math classes I have is lower then some of the others taking this course.

1.11) What contributed most to your learning in this course?

- Reading the book contributed the most to my learning
- The feedback  on preparation for the tests.
- The take-home tests provided a phenomenal opportunity to truly master difficult concepts, without the stress of time.

1.12) What grade did you expect to get in this course?

- A or B
- B
- I expected C-B

1.13) What additional comments or feedback would you like to offer this instructor

- For many students, myself included, Dr. Morsony was a great professor and is very approachable and understanding. My only criticism would be more thorough lecturing of the topics. To be more specific, I would appreciate some step by step guidelines to solving a problem to use as a reference when taking on homework and exams. Most of the material learned was brand new and it was a big task to comprehend the material being given.
- I enjoyed this course and look forward to taking more over the next few semesters.
- Thank you Dr. Morsony for a wonderful course. I really appreciate your teaching style with providing time in class for us to work and ask questions, and as Ive previously stated, the take-home test is such a wonderful style to ensure students are learning the material, and having it stick.