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 2019-FL-PHYS3010-001.

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.

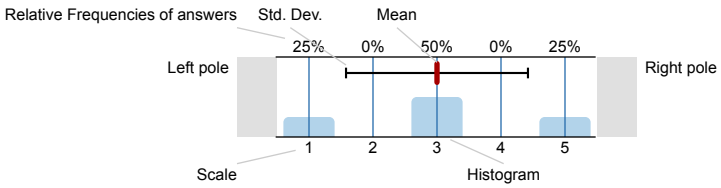
Brian Morsony

2019-FL-PHYS3010-001 (F12345)
No. of responses = 11

Survey Results

Legend

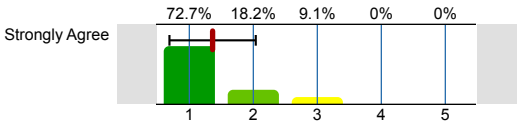
Question text



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

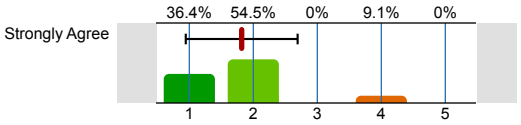
1. About the Course and Instructor....

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



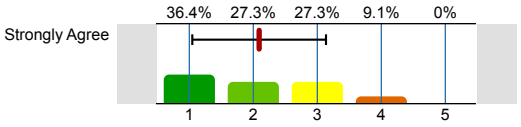
n=11
av.=1.4
dev.=0.7

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



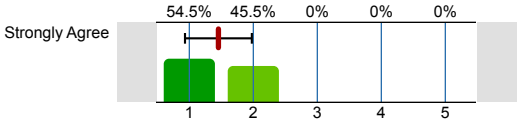
n=11
av.=1.8
dev.=0.9

1.3) The instructor provided feedback that supported my learning



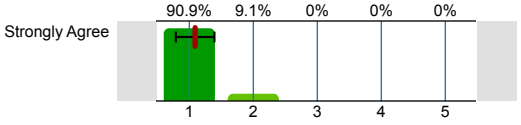
n=11
av.=2.1
dev.=1

1.4) The instructor offered timely responses to questions and concerns



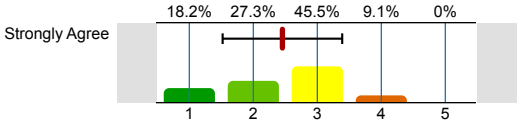
n=11
av.=1.5
dev.=0.5

1.5) The instructor encouraged communication among class members



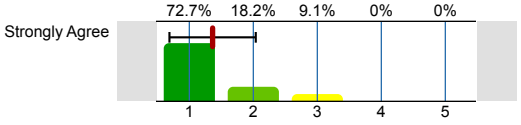
n=11
av.=1.1
dev.=0.3

1.6) The instructor communicated concepts clearly



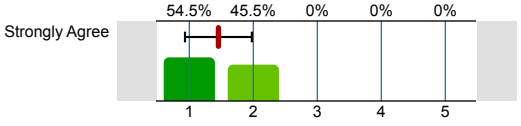
n=11
av.=2.5
dev.=0.9

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



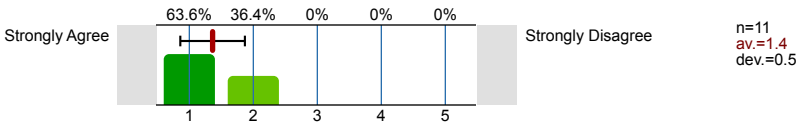
n=11
av.=1.4
dev.=0.7

1.8) The grading criteria for this course were clearly defined



n=11
av.=1.5
dev.=0.5

1.9) The grading criteria for this course were clearly applied

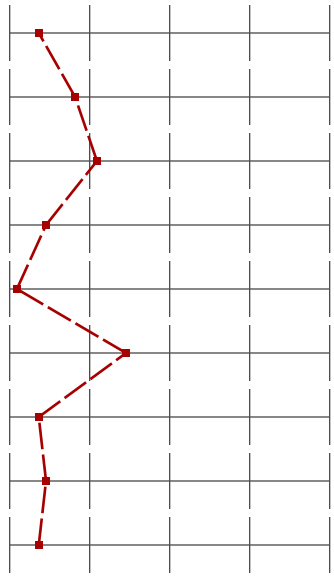


Profile

Subunit: Fall 2019 - College of Science (COS)
Name of the instructor: Brian Morsony
Name of the course: (Name of the survey) 2019-FL-PHYS3010-001

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=11	av.=1.4	md=1.0	dev.=0.7
1.2)	Activities contributed to my learning (ex:group work, discussion, presentations, field work/ trips, etc.)	Strongly Agree	Strongly Disagree	n=11	av.=1.8	md=2.0	dev.=0.9
1.3)	The instructor provided feedback that supported my learning	Strongly Agree	Strongly Disagree	n=11	av.=2.1	md=2.0	dev.=1.0
1.4)	The instructor offered timely responses to questions and concerns	Strongly Agree	Strongly Disagree	n=11	av.=1.5	md=1.0	dev.=0.5
1.5)	The instructor encouraged communication among class members	Strongly Agree	Strongly Disagree	n=11	av.=1.1	md=1.0	dev.=0.3
1.6)	The instructor communicated concepts clearly	Strongly Agree	Strongly Disagree	n=11	av.=2.5	md=3.0	dev.=0.9
1.7)	Course requirements, procedures, and expectations are clearly stated in the syllabus	Strongly Agree	Strongly Disagree	n=11	av.=1.4	md=1.0	dev.=0.7
1.8)	The grading criteria for this course were clearly defined	Strongly Agree	Strongly Disagree	n=11	av.=1.5	md=1.0	dev.=0.5
1.9)	The grading criteria for this course were clearly applied	Strongly Agree	Strongly Disagree	n=11	av.=1.4	md=1.0	dev.=0.5

Comments Report

1. About the Course and Instructor....

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

I expected to learn the math concepts and be readily prepared to apply them to my future classes.

I thought this course was going to be difficult and it was.

I thought this course was going to be more of a lecture type. I don't know if I'm disappointed or not.

A lot of math

That there would be a lot of reading also that it would be a difficult class. The name Math Physics seems intimidating.

I figured it would be slightly more difficult than other courses I've taken

Lecturing the material, go over homework with class

Doing a lot math and solving problems

To learn math methods that would prepare me for other upper division courses

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

Outside materials, online resources

working on the out line and discussing/working with other students helped alot

Reading the text book, online tools like Wolfram Alpha

Honestly the reverse classroom

Homework assignments

Reading the Book & writing Notes.

Reading the text and videos I found on the material

Usually the group activities/assignments

Working with others in groups

Group work; I got to know the students in my class and was able to ask them questions outside of class

Class assignments and take-home tests

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

I expect a, C

just to pass

Maybe a B

an A or a B

B

A or B

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

To go over ~~#~~ or lecture the material, give examples or more examples in class in better details, that would help alot, I liked how we would get ~~into~~ into groups and work on one problem then present how we did it in class, sometimes it made it easier to understand the material.

This class was very difficult in some of the topics but I learned a lot ☺

The reverse classroom seemed skeptical at the beginning, but the best way to learn math is practice problems. He ever intend to us shorter mini lectures, which he did. Should have participation points or something to ensure people show up to class.

It would help me to keep up with the pace of the class if work was checked more often.

Please lecture the material more, Concepts were ~~clearer~~ easier to understand when they were gone over in class because that gave another way of looking at the material.

Take home midterms were nice.

Do more lectures, some of the material is not explained well in the text, so more context is often needed for better understanding.

- Please lecture the material
- Please go over homework/tests w/ class

Group work is a great idea. Keep that. Thank you for setting up the class in a way where we could pass. Thank you for being approachable and open to questions whenever we have any. I actually do learn better when another peer explains it to me. So, I think group work will be beneficial to students taking this class.