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 2022-SP-PHYS4530-001.

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

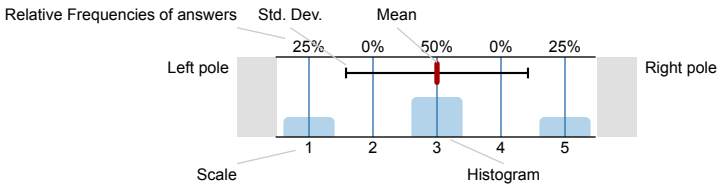
2022-SP-PHYS4530-001 (2022-SP-PHYS4530-001)
No. of responses = 15

Stanislaus State

Survey Results

Legend

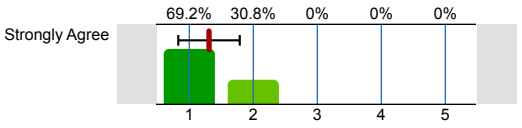
Question text



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

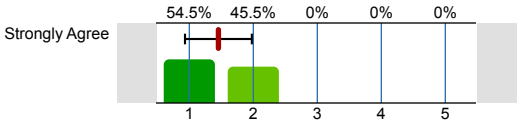
1. About the Course and Instructor....

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



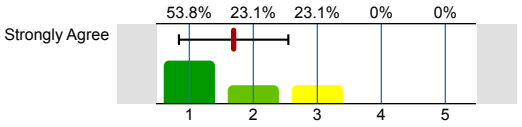
n=13
av.=1.3
dev.=0.5

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



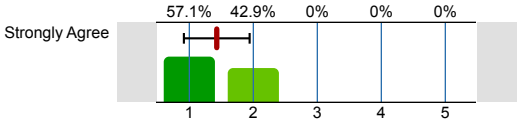
n=11
av.=1.5
dev.=0.5

1.3) The instructor provided feedback that supported my learning



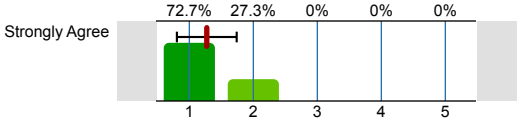
n=13
av.=1.7
dev.=0.9

1.4) The instructor offered timely responses to questions and concerns



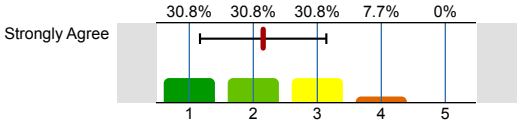
n=14
av.=1.4
dev.=0.5

1.5) The instructor encouraged communication among class members



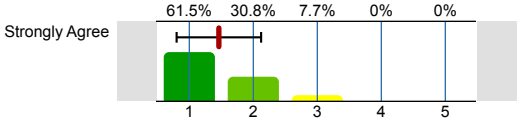
n=11
av.=1.3
dev.=0.5

1.6) The instructor communicated concepts clearly



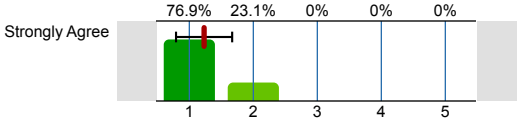
n=13
av.=2.2
dev.=1

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



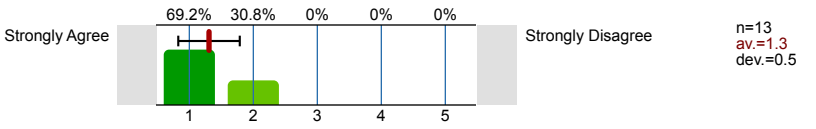
n=13
av.=1.5
dev.=0.7

1.8) The grading criteria for this course were clearly defined



n=13
av.=1.2
dev.=0.4

1.9) The grading criteria for this course were clearly applied

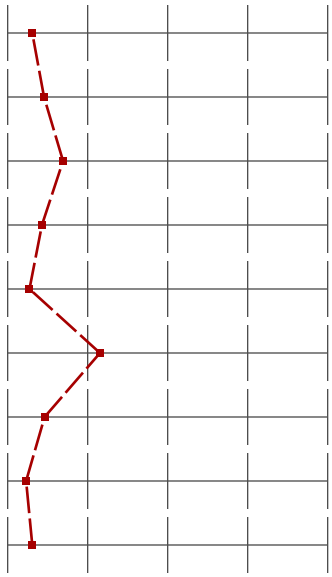


Profile

Subunit: Spring 2022 In Person
Name of the instructor: Brian Morsony
Name of the course: (Name of the survey) 2022-SP-PHYS4530-001

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=13	av.=1.3	md=1.0	dev.=0.5
1.2)	Activities contributed to my learning (ex:group work, discussion, presentations, field work/ trips, etc.)	Strongly Agree	Strongly Disagree	n=11	av.=1.5	md=1.0	dev.=0.5
1.3)	The instructor provided feedback that supported my learning	Strongly Agree	Strongly Disagree	n=13	av.=1.7	md=1.0	dev.=0.9
1.4)	The instructor offered timely responses to questions and concerns	Strongly Agree	Strongly Disagree	n=14	av.=1.4	md=1.0	dev.=0.5
1.5)	The instructor encouraged communication among class members	Strongly Agree	Strongly Disagree	n=11	av.=1.3	md=1.0	dev.=0.5
1.6)	The instructor communicated concepts clearly	Strongly Agree	Strongly Disagree	n=13	av.=2.2	md=2.0	dev.=1.0
1.7)	Course requirements, procedures, and expectations are clearly stated in the syllabus	Strongly Agree	Strongly Disagree	n=13	av.=1.5	md=1.0	dev.=0.7
1.8)	The grading criteria for this course were clearly defined	Strongly Agree	Strongly Disagree	n=13	av.=1.2	md=1.0	dev.=0.4
1.9)	The grading criteria for this course were clearly applied	Strongly Agree	Strongly Disagree	n=13	av.=1.3	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 learning about static & thermodynamics

I expected more in-class problems rather than the overload of homework that usually occurred.

I was expecting this course to be challenging and it was. I learned more from doing in-class worksheets than in the homework. This class was very interesting and it provided a lot of good quality information.

learning the fundamentals of thermal such as entropy, energy conservation, and work in a system

That I would be taught well, and I was.

tough

Didn't come into this class with any expectations.

Learn Thermal

Learning thermal and statistical physics

To learn more about how statistics are applied, the co hyperplane was interesting

I expected the course would be difficult, mostly because of the material.

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

Group work / worksheets contributed the most.

In-class examples, usually only given through group worksheets.

Worksheets really helped because it encouraged group collaboration which improved understanding and comprehension of the material.

The homework was a great way to practice and understand the subject

Study work combined with assignments.

Group activities, breaking down equations

Reading the textbook after lecture.

Group work, midterms

The tests.

Worksheets

Assignments, working in groups,

Hw, midterms, groupwork

Homework and tests

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

I expected to get a C⁻ or C at best.

An A or B

B

A or B.

A or B	
A or B	
A	
A, B	
B→A ish	
A	

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

In my opinion, restructuring the class may help to encourage students to participate more and put more attention to understanding.

The biggest way may be how tests are assigned. By having half at home / half in person may put more emphasis understanding the tested material.

maybe having hard group "test" questions as a portion of the test facilitate group work / learning while also testing knowledge

overall, I generally like the format of the class except the stress given in some areas.

The class was simple to follow.

Very helpful when complicated topics are explained step-by-step


Display the pages of the Reading about the sections you're discussing like in Math Physics

Do more group work as it helps us better learn the material.

About half way through the course I felt as if the lectures got dry, there were no example Q's or anything to ~~keep~~ the concepts. I understand there is a ton of material to cover, but I feel like some example Q's could have been helpful.

Do more group work and worksheets.
Slow down on HWK assignments.

More group work or daily in class questions, I felt I would benifit from a question presented in the beginning of each class wether we could do the problem or not, spend 10 mins on it, then lecture

His lectures can be a little difficult to follow. When he gets in the zone, it feels more like he's talking to the board than to us. I think he does understand the material, but it's easy to get lost after a while.