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ABSTRACT

The purpose of this project was to seek out systematically students' perceived needs, attitudes, and interests concerning an array of presently-available and possible new educational experience in order to guide individual faculty and their departments toward the use of instructional formats most likely to win student acceptance. A survey was distributed to 2,000 students and 13% were returned. In addition to information about experience, attitudes, and preferences concerning each major instructional method, students indicated which faculty they regarded as best at each method. Faculty nominated most often were then consulted about their approach. The results of the survey are reported in summaries of student characteristics and student and faculty opinions. Conclusions were: (1) the sample was not representative, (2) generally, student attitudes were not related to experience with the instructional method, (3) popular methods were internships, experiential learning, and student initiated courses, (4) student and faculty comments were similar, (5) student attitudes to consequences of dishonest behavior were lenient, and (6) no "best" method suited all student needs. (Author/DAG)

Attitudes toward Instructional Methods at California State College, Bakersfield

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This monograph is one in a series describing the results of projects implemented under The California State University and Colleges Fund for Innovation in the Instructional Process.

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PART I

Introduction

The CSCB campus has seen the development of many innovative approaches to instruction, including team teaching, interdisciplinary courses, and self-paced formats. Although this college publicizes the availability of these innovative courses and continues to seek financial support for their extension, there is considerable evidence that students on this campus are less than enthused about some of the approaches which have been used. There are many withdrawals from these courses, students seem frequently confused about both the demands made and the intent of these courses, and where students may exercise choice (i.e., with elective courses or multiple section courses) there are indications that many of them avoid the "innovative" courses. Although the courses were developed by well-intentioned and competent faculty and although many of the innovative curricular developments have drawn praise from some students, faculty, and off-campus experts, the lack of student involvement in the development and implementation of these courses may have led to miscalculations as to the kinds of courses and experiences which most students would find desirable.

The purpose of this project was to seek out systematically students' perceived needs, attitudes, and interests concerning an extensive array of presently-available and possible new educational experiences in order to guide individual faculty and their departments toward the use of instructional formats most likely to win student acceptance. Three benefits seem possible: (1) the college will understand better student attitudes and interests as they relate to innovation, and choices concerning course offerings will be made more rationally; (2) interest in other approaches, not yet developed on this campus, which would lead students to prefer additional types of educational experiences and course formats, may prove a good basis for development of other kinds of courses, with an adequate data base to justify external funding for new programs in innovative teaching; and (3) faculty may be able to use some of the information to improve or restructure individual courses or course requirements.

Copies of the attached survey (Appendix A) were distributed to 2,000 students at registration for Fall Quarter, 1975. Completed surveys were returned by 257 students, or about 13% of the original sample. In addition to giving information about their experiences, attitudes, and preferences concerning each major instructional method, students were asked to indicate which faculty they regarded as especially "good" at each method. Faculty nominated most often were consulted about their particular approach in the listed areas. This report summarizes the results for all students who returned the survey and for the consulted faculty. Appendix A gives the frequency distribution (or means and standard deviations) for the student data. For example, in the section called "The Lecture" 242 students checked "yes" on question 1. On page 1 of the survey, the number of questionnaires from students in each major is coded using the 2-digit registration number, e.g., 8 students were chemistry majors (code = 7).

Part II of this report summarizes the demographic characteristics of the students who returned the questionnaire. Part III deals with a summary of student opinions, and Part IV summarizes the opinions of the consulted faculty.

Separate frequency distributions for students with majors in BPA, Nursing and Health Science, other Natural Science and Mathematics departments, Behavioral Science, and Humanities are also available. A separate summary was not made for the School of Education because of the limited number of respondents in this area. Although faculty teaching courses that attract a cross-section of the student body probably will find the summaries in this paper most appropriate, faculty interested in the opinions from one of the above specified subsets of our student body may request a specific distribution from one of the co-directors of this project. We would also be happy to generate distributions for other subsets of the population. Consult Table 1 to determine if there is a sufficient number of students in the area you are interested in.

We wish to thank the students and faculty whose cooperation made this report possible.

TABLE 1

BREAKDOWN OF STUDENTS

MAJOR X CLASS LEVEL X SEX

		Freshman		Sophomore		Junior		Senior		Graduate	
		M	F	M	F	M	F	M	F	M	F
1	Undecided	6	9	5	5	2	0	0	0	1	1
2	Anthropology	0	0	1	0	0	1	0	0	0	0
4	Beh. Sci.	0	0	0	0	0	0	0	0	0	1
5	Biology	0	1	2	0	3	1	5	1	1	0
6	BPA	0	0	1	1	6	5	8	6	11	5
7	Chemistry	0	0	0	1	3	1	2	1	0	0
8	Counseling	0	0	0	0	0	0	0	0	0	1
9	Earth Sci.	0	0	0	0	0	1	0	0	0	0
10	Economics	0	0	0	0	1	0	0	0	1	0
11	Education	0	0	0	1	1	1	0	0	2	12
12	English	0	0	0	1	0	3	3	2	1	1
13	Fine Arts	0	0	1	0	0	3	0	0	0	0
15	History	1	0	1	1	1	0	2	1	1	1
16	Math	0	0	0	1	1	0	1	1	1	0
17	Health Sci.	1	3	0	2	1	2	0	3	0	0
18	H. Serv. Adm.	0	0	0	0	0	0	0	0	1	0
19	Lib. Stud.	0	0	0	1	2	10	1	3	0	2
20	Music	0	1	0	1	0	2	1	0	0	0
21	Nursing	0	1	0	2	4	5	1	3	0	3
22	P. E.	0	0	0	1	0	0	2	0	1	0
24	Philosophy	1	0	1	0	0	2	0	3	0	0
25	Poli. Sci.	1	0	0	0	3	0	2	1	0	0
26	Psychology	1	1	1	1	1	5	2	2	3	0
27	Sociology	0	0	1	1	2	1	1	0	0	2
28	Spanish	0	0	0	0	0	0	0	0	0	1
29	Special Maj.	0	0	0	0	0	0	0	1	0	0

PART II

Summary of Student Characteristics

The first page of the survey obtained demographic data on the students.

Sex

About 55% of the sample were women. In the Fall Quarter about 47% of the student body was female. Females were significantly over-represented among respondents to the questionnaire ($p < .01$).

Year

The proportional breakdown for the sample and for the CSB Fall, 1975, registration is:

	Sample	Actual Fall 1975
Freshman	.11	.14
Sophomore	.14	.13
Junior	.29	.25
Senior	.24	.19
Graduate	.22	.29

The sample appears to be representative of the various class levels, although there are significant differences ($p < .05$), notably more upper division students and fewer graduate students than one would expect in the sample.

Age

The average age for the sample was 25.65. The Fall, 1974, campus average was 27, slightly older than the present sample.

Major

The proportional breakdown for the sample and for Spring, 1975, students by School is:

	Sample	Spring 1975
Beh. Sci.	.14	.16
BPA	.17	.17
Humanities	.14	.14
N.S. & M.	.23	.14
Education	.09	.12
Other*	.22	.27

*Unclassified, Liberal Studies, etc.

All major areas are included in the sample, although not in proportion to their actual number ($p < .01$). The most notable deviation from the registration figures is the Natural Science and Math overrepresentation.

Summary

The sample is significantly non-representative of the student population in a number of ways. Female students, upper division students, and Natural Science and Math students are all overrepresented in the sample. Apparently these students are more willing to fill out and return a long questionnaire. But, all groups of students are included in the sample, so that the data probably represent the range of opinions, although not in the proper proportions. Data interpretations, then, must be made with care since the proportion of students marking each response may not be interpreted as the proportional opinion of our entire student body.

PART III

Summary of Student Opinions

Two questions are common to almost every section: (1) whether or not the student had experience with the method, and (2) general attitude toward the method. Table 2 summarizes the proportion of responding students indicating experience with each method. Virtually all of the students sampled had experienced traditional methods (e.g., lectures, written exams), a majority had experienced some methods stressed on this campus (e.g., team teaching, the inquiry method), and very few have had experience with other methods (e.g., total involvement courses, computer assisted instruction).

Table 3 summarizes student attitudes toward the various methods, giving the proportion of responding students marking "like" or "like very much." Every method was received favorably by a majority of the students who responded, but some were clearly viewed as more desirable. Perhaps because of student interest in career education, internships and experiential learning credit head the list. The correlation between parallel entries in Tables 2 and 3 is -.30, suggesting that students would like to see a different array of methods on this campus.

One question that comes to mind is the relationship between experience and attitude. Do students who have experienced a method have more favorable attitudes than students who have not experienced that method? The proper design to answer this question would be to measure attitudes before and after the experience, but some insights may come from examinining the data here. Positive relationships between experence and attitude would suggest that students with more favorable attitudes chose to take the courses and/or that experience in the course improved attitude. Two by four (Experience by Attitude) contingency tables were examined for each major method where possible. Two of the 11 chi square tests were significant at the .05 level: Interdisciplinary Courses ($\chi^2 = 11.9$, d.f. = 3, $p < .05$) and Oral Exams ($\chi^2 = 8.41$, d.f. = 3, $p < .05$). In both cases students with experience had more favorable attitudes toward the method. Since the other tests (Inquiry, Self-Pacing, Team Teaching, Competency Based Learning, Audio-Visual Techniques, Whitten Exams, Term Papers, Student Assistants, and Student Initiated Courses) were not significant it appears that either experience does not affect attitude or, if one assumes self-selection by students with more favorable attitudes, experience decreases favorable attitudes.

For each section the most frequently selected responses will be summarized. The numbers indicate question numbers in the questionnaire.

The Lecture

(3) Lectures are preferred to reading assignments.

(4) The ideal class size for a lecture is from 11 to 35 students.

(5) The lecture should be aimed at the "average" student.

(6) A student with troubles in a difficult required class should be encouraged to use office hours (or to ask questions during class).

(7) Most important for lectures are (in order of frequency):

a. Carefully planned presentations

b. Enthusiasm by the lecturer

f. Communication of information

d. Fair presentation of all sides

n. Presentation of questions that "make you think" after the lecture is over

k. Tolerance for students' opinions.

Least important for lectures are (in order of frequency):

l. Personal attractiveness of the lecturer

m. Personal experiences of the lecturer that are entertaining, but not informative.

i. Spontaneous (unplanned) presentation

e. Personal opinion of the lecturer on controversial topics.

(8) Student suggestions, summarized in Appendix B-1, stress the need for organization and an interesting, exciting, clear presentation.

The Inquiry Method

(4) Students tend to find more student-faculty contact in inquiry courses.

(6) Student suggestions (Appendix B-2) stress the need for adequate supervision, help, and enthusiasm by the instructor.

Self-Paced Instruction

(6) Students believe that they get more contact with instructors in standard courses.

(7) On the question of slow completion, most students suggested that the teacher do something to motivate the students (e.g., set time limits), while a few students stated that the students should be responsible for their own rates. (See Appendix B-3)

(8) About three-fourths of the students like the "mastery approach."

(9) Students should be required to complete these courses in a quarter or two.

(10) Student suggestions for this method were varied. (See Appendix B-4).

Team Teaching

(4) Students tend to see more student-faculty contact in team-taught courses.

(5) There is a very slight trend toward viewing the team taught course as confusing.

(6) Most students see team-taught courses as slightly or highly organized.

(7) Students prefer either a highly coordinated or a relaxed, informal course to a unstructured course.

(8) It is somewhat or very important that all instructors attend most of the class meetings.

(9) Student suggestions stress coordination and joint participation in grading. (See Appendix B-5)

Interdisciplinary Courses

(3,4,5) Students tend to learn the same amount, work the same amount, and get the same amount of faculty content in interdisciplinary and disciplinary courses.

(6) Student suggestions stress covering both disciplines and their inter-relations. (See Appendix B-6)

Competency Based Learning

(3) Students suggestions on courses for competency based learning stressed the sciences, especially math. 15 students suggested that all courses should permit this approach. (See Appendix B-7)

Curricular Organization

(2) There is a slight tendency to support the use of prerequisites for most upper division courses.

(3) Most students found the prerequisites for courses they have taken to be somewhat or very necessary.

Audio-Visual Techniques

(3,4) Most movies and tape recordings or records used in the college classroom are at least "fair."

(5) Student videotape class projects might be "excellent" or "good" in some courses.

(6) Most suggestions stressed that the A-V materials should be relevant, top-quality, supplementary course materials. (See Appendix B-8)

Written Exams

(3,4,5) In-class exams are preferred in Behavioral Science and Science

courses; in-class and take-home exams are equally preferred in Humanities courses.

(6) Students most prefer in-class exams with a variety of question types. They least prefer exams which contain only long essay questions.

(7,8) Students who responded to the "percentage cheating items" reported substantial cheating, averaging about 16% on in-class exams and almost 40% on take-home exams. Both of these items had large variability; some people saw much more cheating than others.

(9) Students believe that a cheating student should be given an F on the exam. Only 16% of the responding students endorsed official campus policy (an F in the course).

(10) Students prefer exams that require both learned facts and the creation of new concepts.

(12) Students prefer several exams in a quarter.

(13) Student suggestions for written exams stressed fairness in grading and exam writing. (See Appendix B-9)

Oral Exams

(5) There is a slight trend toward viewing the oral exam as more pleasant or interesting.

(6) Instructors should do all (or at least part) of the oral testing.

(7) Student suggestions for oral exams are varied. (See Appendix B-10)

Term Papers

(3) Most students believe that students should select their own term paper topic, with the instructor's approval.

(4) 35% of the responding students have found term paper grades very fair and 28% found the grades slightly or very arbitrary.

(5) Most students learn something from writing term papers. (About 7% of responding students believe most students learn nothing from this experience.)

(6) The average estimate of the percentage of term papers involving dishonest behavior was 24%. Student estimates were extremely variable, as on the other questions concerning cheating.

(7) Most students believe that a person should receive an F for a term paper involving cheating. Only 19% of responding students endorse the official campus policy (an F in the course).

(8) The most popular student suggestion was made by 11 students: "Don't assign term papers." Other suggestions stressed fairness in grading, clarity of the assignment, time commitments to other courses, etc. (See Appendix B-11)

Grading Policies

(4) Students tend to prefer letter grades to credit/no credit grades.

(5) There is a slight tendency for a preference of grading on an absolute basis, rather than on a curve.

(6,7) Students expect about 40% A's and B's, 35% C's, and about 25% D's and F's in a letter-graded course. In a credit/no credit course they expect about 17% no credits. Student variability was high on these questions.

(8) Student definitions for a "C" grade varied from "average" to "student attended all classes." Definitions are summarized in Appendix B-12.

(9) Students weighed the different grade components (quizzes, papers, etc.) very differently.

(10) All grading schemes were endorsed. Most popular were (1) A, B, C, No Credit, and (2) A, B, C, D, F with +'s and -'s.

(11) Student suggestions were contradictory; stressing objectivity (and subjectivity), absolute standards (and curves), grading hard (and giving anyone who tries a C). (See Appendix B-13)

(12) Students' ideal grading policies were varied. (See Appendix B-14)

Student Assistants

(3) Almost half the students stated that only graduate students should serve as student assistants. The other half accepted both undergraduate and graduate students.

(4) Student assistants should not determine final grades or make up exams or assignments. They should be allowed to tutor and direct labs or discussions.

(5-10) Below are the percentage of responding students who have experienced each student assistant method and the percentage "liking" or "liking very much" the method:

	% Experience	% Liking
Leading Discussion Groups	.39	.81
Grading Exams or Homework	.65	.53
Lecturing to the Class	.35	.67
Tutoring	.34	.93
Making Up Exams	.22	.45
Determining Final Grades	.09	.25

Results parallel those for question 4. Apparently student assistants more often grade assignments than tutor, although tutoring has the highest preference score. Results suggest more use of student assistants as tutors and discussion leaders.

(11) Suggestions stress the need for faculty supervision and guidance of their student assistants and the use of students as "assistant" not "substitute" instructors. (See Appendix B-15)

Computer Assisted Instruction, Total Involvement Courses, Mini Courses, Internships

The proportion of responding students who would like to see more of each of these methods on this campus and the appendix number for the list of suggested courses are given below:

Method	% Who Want More	Appendix Number
Computer Assisted Instruction	.62	B-16
Total Involvement Courses	.80	B-17
Mini Courses	.75	B-18
Internships	.95	B-19

Experiential Learning

(a) About two-thirds of responding students are aware of experiential learning on our campus.

(c) Almost 60% of the students believe that they have the prior learning experiences to earn some experiential learning credit.

Student Initiated Courses

(c) About 90% of responding students would like to see more student initiated courses on this campus. A list of suggestions is in Appendix B-20.

TABLE 2

PROPORTION OF RESPONDING STUDENTS WHO HAVE EXPERIENCE WITH EACH METHOD*

n	Method	Proportion
242	College Level Course	.95
257	Lecture	.94
248	Written Exam	.94
240	Audio-Visual Techniques	.87
242	Term Papers	.86
233	Student Assistants	.62
229	Credit/No-Credit Grading	.57
254	Inquiry Method	.57
253	Team Teaching	.53
228	Interdisciplinary Courses	.30
239	Oral Exams	.29
237	Self-Paced Instruction	.28
213	Student Initiated Courses	.20
216	Internship	.14
244	Competency Based Learning	.13
212	Mini Courses	.12
215	Experiential Learning	.12
222	Computer Assisted Instruction	.07
214	Total Involvement Courses	.02

*Number of "Yes" responses divided by n, the number of students who responded.

TABLE 3

PROPORTION OF RESPONDING STUDENTS

EXPRESSING A FAVORABLE ATTITUDE*

n	Method	Proportion
152	Internships	.97
175	Experiential Learning	.97
142	Student Initiated Courses	.95
223	Audio-Visual Techniques	.90
143	Competency Based Learning	.89
137	Interdisciplinary Courses	.88
237	Written Exams	.80
108	Total Involvement Courses	.76
126	Mini Courses	.76
188	Team Teaching	.75
230	Grading on an A-F Basis	.75
236	Lecture	.74
198	Use of Student Assistants	.72
202	Grading on a Credit/No Credit Basis	.71
112	Computer Assisted Instruction	.69
153	Self-Paced Instruction	.68
194	Inquiry Method	.63
173	Oral Exams	.59
227	Term Papers	.56

*Number of "like" and "like very much" responses divided by n, the number of students expressing an opinion.

PART IV

Summary of Faculty Opinions

In each major section students were asked to nominate faculty who made exceptionally good use of that particular method. Faculty who were nominated most often were contacted and invited to send a written statement of their attitudes/philosophy/practices in the area or to be interviewed by one of the project directors. Although scheduling problems forced the omission of some faculty opinions, enough people responded in each area that the summaries here represent the shared opinions of several teachers nominated by students as excellent in the use of each method. Summarizing the opinions could not be accomplished without introducing some subjective bias, but every effort has been made to represent their opinions, not ours. (It should be mentioned that no information about the names, departments, etc. for the contacted faculty members have been given or will be given to anyone. Whether or not instructors were among the most frequently nominated is obviously a function of the types of courses they regularly teach and the types of students who will fill out a long questionnaire. All information gathered in this survey about particular faculty is strictly confidential.)

For each section here are summaries of points made by the nominated faculty.

The Lecture

1. Lecture is well-organized and planned. Some instructors write out the lecture in detail, but do not use or only casually refer to these notes in the classroom. Others stressed that they did not write out a complete lecture, but did carefully plan the areas to be covered.

2. Encourage two-way communication and active student involvement (vs. the passive note-taker). Encourage student questions, interruptions, opinions. Several faculty deliberately stated that class participation is not to be graded, so that students could speak freely.

3. Stress the "affective" component: open, friendly, lively, energetic, informal.

4. Lecturer is sensitive to student needs, very deliberately sees that all students know what the lecturer is trying to communicate.

5. Outline of the lecture is frequently distributed or put on blackboard.

6. Frequent summaries and use of examples. Main points often repeated.

7. Respect for students' opinions and questions. Never make their questions or opinions appear foolish.

8. Some mentioned using the blackboard to stress major points.

9. Some mentioned that they avoid lectures, preferring the discussion format. Others stressed that they loved to lecture.

10. Some mentioned frequent hand-outs, work sheets, etc.

11. Several stressed their competence and interest in the subject matter they taught.

12. Some deliberately queried students during class, in a non-threatening way.

Inquiry Method

1. Virtually all of the instructors mentioned that the definition of "inquiry method" is not really clear.

2. Stress learning through doing scientific investigations, rather than passively memorizing facts.

3. Stress on the hardest problems; motivating students to ask questions and giving them the confidence to seek the answers.

4. The instructors tended to view their roles as motivators, guides, and role models.

Self-Paced Instruction

1. Most had regularly scheduled meetings for lab or discussion.

2. Most had experienced some difficulty with student incompletions and had eliminated the totally self-paced format by setting some guidelines (e.g., finish 3 modules by January 24 or drop the course).

Team Teaching

1. Most stressed that all faculty attend all sections. Others did "sequential teaching," each faculty member independently teaching one part of the course.

2. Joint grading of exams and students. Often this is done independently with final grades worked out together.

3. Lectures as a dialogue, with all faculty giving opinions.

4. Several stressed how time-consuming (and rewarding) this type of teaching is.

Interdisciplinary Courses

1. Faculty nominated in this area shared a deep philosophical commitment to interdisciplinary instruction.

Competency Based Learning

1. Nominated faculty in this area tended to have "behavioral" or "course" objectives or "study questions" on which exams were based.

2. Emphasis on clear delineation of requirements, no "tricks."

Audio-Visual Techniques

1. Faculty stressed the careful selection of these techniques to supplement the course, not to be used as a "filler."

2. Some used videotaped playbacks for students to learn by viewing themselves.

Written Exams

1. Some of the faculty give only essay exams, some give only objective exams (especially in lower division courses), most give a combination of objective and short essay questions.

2. Objective questions (e.g., multiple choice questions) are very carefully thought out to be unambiguous and nontrivial.

3. Most stressed analytic thought and applications of the concepts, rather than rote memorization. But, several mentioned that some test items deliberately asked for a replay of readings or lecture (to reward the diligent student).

4. Several mentioned giving liberal time limits so all students could complete the exam easily.

5. Several mentioned post-exam class discussions of each question.

6. Many write extensive comments on papers before returning them to students.

7. Grading criteria and expectations made clear before the exam. Some faculty distributed study questions that may be on the exams.

8. Several stress that exams are a learning experience.

Oral Exams

1. Most gave the exams and also had student assistants give exams.

2. Stress on making the student feel relaxed and comfortable.

3. Some mentioned that many students do better on oral exams than they do on written exams because they brought out points in the discussion that they would forget to mention on a written test.

4. Gives the tester a greater insight into exactly what the students do and do not know.

5. Some mentioned that the oral exam is an excellent learning experience because of instant feedback and discussion.

6. Most distributed study questions. Exams were randomly selected for each student from this list.

Term Papers

1. Stress on student self-learning, development of logical, original ideas.

2. Detailed comments put on papers before they are returned to the students.

3. Students usually allowed to pick their own topics.

4. Faculty member has high expectations and clearly communicates the requirements.

5. Stress on individual help. Students sometimes allowed to rewrite paper for a better grade, sometimes required to turn in (or report orally) periodic progress reports.

Student Assistants

1. Student assistants used as tutors, in laboratories and discussion groups and as oral examiners in self-paced courses.

2. Some stressed regular meetings with the student assistant(s) to clarify issues and plan future work.

PART V

General Conclusions

1. The sample is not proportionately representative of the total student body at CSB, Fall, 1975.

2. Every major method was "liked" by a majority of the students, but at least one-fourth of the responding students did not "like" term papers, oral exams, the inquiry method, self-paced instruction, computer assisted instruction, credit/no credit grading, using student assistants, lectures, grading on an A to F scale, and team teaching. With the exceptions of interdisciplinary courses and oral exams, student attitudes were not related to experience with the method. That is, attitudes were the same among students who did and did not have experience with the method. Most striking is the attitude toward term papers. Although 86% of those who answered the term paper items had written college level term papers, 44% indicated that they "disliked" them.

3. The most popular methods were internships, experiential learning, and student initiated courses, although few students had experience with these methods.

4. Student suggestions and faculty comments on the same areas were very similar. The nominated "exceptional" faculty were philosophically or behaviorally in tune with expressed student needs.

5. Student attitudes on the proper consequences of dishonest academic behavior are rather lenient. Most suggest an F on the particular assignment, rather than an F in the course. There is large variability on the estimates of the proportion of cheating students. Instructors who assign take-home exams may expect about 40% of their students to cheat. The high reported cheating rates suggest that in-class exams should be more carefully monitored and term paper assignments should be more carefully selected to discourage such dishonest behavior.

6. To no one's surprise there was much student disagreement on virtually every topic. Opinions endorsed every option available, so that there is not an "ideal" method that best suits all students' needs. In areas with considerable lack of consensus faculty may elect to give students options (e.g., a term paper or an exam) to maximize student satisfaction and, perhaps, learning.

APPENDICES

APPENDIX A
FREQUENCY DISTRIBUTION FOR ALL SUBJECTS

California State College, Bakersfield
9001 STOCKDALE HIGHWAY • BAKERSFIELD, CALIFORNIA 93309

Office of the Academic Vice President

September 16, 1975

TO: CSB Students

FROM: P. S. Wilder

Please help us help you.

From its beginning, Cal State Bakersfield has been committed to having as much student input as possible into academic planning. The attached questionnaire is one current attempt to accomplish this goal.

Since we did not want to delay or complicate the registration process we did not require the filling out of this questionnaire as a part of registration. We do, however, need responses from as large a proportion as possible of the people who will be our student body this fall.

Please answer the questions which are relevant in your situation and return the completed questionnaire as soon as possible to the box which you will find outside my office, Dorothy Donahoe Hall C100.

The following information is requested to help us provide separate summaries for students at various levels and with various interests.

Sex Males = 114, Females = 141, Omit = 2

Year (Freshman, Sophomore, etc.) Fr = 29, So = 35, Jun = 75, Sen = 61, Grad = 55, omit = 2

Number of Quarters at CSCB not counting Fall, 1975 $\bar{X}$ = 5.41, σ = 3.31

Age $\bar{X}$ = 25.65 yrs. σ = 7.72

Major omit = 3, 1 = 29, 2 = 2, 4 = 1, 5 = 14, 6 = 44, 7 = 8, 8 = 1, 9 = 1, 10 = 2, 11 = 17, 12 = 11, 13 = 4, 15 = 9, 16 = 5, 17 = 12, 18 = 1, 19 = 19, 20 = 5, 21 = 19, 22 = 4, 24 = 7, 25 = 7, 26 = 17, 27 = 8, 28 = 1, 29 = 2, 99 = 4

Approximate GPA (4.0=A, 3.0=B, 2.0=C, 1.0=D) $\bar{X}$ = 30.87, σ = 5.24, omit = 15

THE LECTURE

In the lecture the instructor delivers a formal talk to you, usually with minimal student interruption for discussion. The student's main task is to take notes and seek occasional clarification during or after the lecture.

1. Have you taken a college course in which the instructor lectured?
   242 → Yes 15 → No

2. My general overall opinion of the lecture approach (compared to other methods of college instruction) is
   28 → I like it very much.
   147 → I like it.
   49 → I dislike it.
   12 → I dislike it very much.
   12 → I have no experience with any other methods.
   omit = 9

3. Would you prefer a lecture or a reading assignment on the same topic?
   80 → Lecture is much better.
   101 → Lecture is a little better.
   36 → Reading is a little better.
   21 → Reading is much better.
   omit = 19

4. What is the ideal class size for a lecture?
   11 → 0-10
   82 → 11-20
   81 → 21-35
   12 → 36-50
   3 → ~~51 or more~~
   61 → Does not matter.
   omit = 7

5. The level of the lecture should be aimed at
   10 → the "slowest" students in the class.
   191 → the "average" students in the class.
   40 → the "above average" students in the class.
   5 → the "best" students in the class.
   omit = 11

6. If a student in a difficult required class cannot understand the lectures, the best thing for the instructor to do is
   0 → ask the student to drop the class.
   97 → encourage the student to ask questions during the lecture.
   124 → ask the student not to ask questions during the lecture, but to see the instructor during office hours.
   omit = 36

7. In the list below, check the three aspects of lecturing you consider most important and the three aspects of lecturing you consider least important. (Please mark 3 aspects for each category. Omit this item if you have never taken a college course in which the instructor lectured.)

	3 Most Important	3 Least Important	
omits = 112	142	3	a. Carefully planned presentation
omit = 148	107	2	b. Enthusiasm by the lecturer
omit = 198	22	37	c. Humor by the lecturer
omit = 168	82	7	d. Fair presentation of all sides on controversial topics
omit = 172	6	79	e. Personal opinion of the lecturer on controversial topics
omit = 151	105	1	f. Communication of information
omit = 216	16	25	g. Relevance to student's day-to-day life
omit = 195	1	61	h. Detailed answers to questions by the "best" students
omit = 167	2	88	i. Spontaneous (unplanned) presentation
omit = 204	5	48	j. Detailed answers to questions by the "slowest" students
omit = 192	62	3	k. Tolerance for students' opinjons
omit = 101	0	156	l. Personal attractiveness of the lecturer
omit = 154	1	102	m. Personal experiences of the lecturer that are entertaining, but not informative
omit = 169	77	11	n. Presentation of questions that "make you think" after the lecture is over.

8. What advice or suggestions would you like to give to your instructors about the use of lectures?

blank = 115

something written = 142

9. What CSB faculty members from whom you have taken courses are unusually good lecturers? (Faculty who are named will be interviewed by us.)

	Faculty Member	Course
	# of names	
a.		3 = 48
b.	0 = 113	
c.	1 = 36	4 = 8
	2 = 51	5 = 1

THE INQUIRY METHOD

Inquiry methods of teaching are based on the concept that students learn best by asking questions and finding their own answers. The instructor serves as a guide to aid the student find his own answers to his own questions. Inquiry methods have primarily been used in science courses on this campus, but could be used in most disciplines.

1. Have you ever taken a college course that uses the inquiry method?
   146 → ☐ Yes. 108 → ☐ No omit = 3

2. In general, what is your attitude toward the inquiry method?
   32 → ☐ I like it very much.
   90 → ☐ I like it.
   49 → ☐ I dislike it.
   23 → ☐ I dislike it very much.
   omit = 63

IF YOU HAVE NEVER TAKEN A COLLEGE COURSE USING THE INQUIRY METHOD, YOU MAY SKIP TO THE NEXT SECTION.

3. In my experience with the inquiry method students
   55 → ☐ learned more than in a traditional class.
   48 → ☐ learned less than in a traditional class.
   31 → ☐ no difference.
   omit = 123

4. In my experience, there is more student-faculty contact
   88 → ☐ in an inquiry method course.
   24 → ☐ in a traditional course.
   30 → ☐ no difference.
   omit = 115

5. If a course were offered in both ways, I would prefer
   43 → ☐ inquiry method.
   52 → ☐ traditional method.
   40 → ☐ They are equally preferred.
   omit = 122

6. What advice or suggestions do you have for instructors using the inquiry method?

   blank = 168

   something written = 89

7. What courses have you taken that made effective use of the inquiry method?

	Faculty Member	Course
	# of names	
a.	0 = 187	2 = 18
b.	1 = 43	3 = 9
c.		

SELF-PACED INSTRUCTION

On the CSB campus our self-paced courses are usually called MOD courses. These courses allow the student to work at his own pace and take exams when he feels competent to pass them.

1. Have you ever taken a college course which was self-paced?
67 → Yes 170 → No omit = 20

2. My general overall opinion of self-paced courses (compared with standard courses) is
30 → I like them very much.
74 → I like them.
35 → I dislike them.
14 → I dislike them very much.
omit = 104

IF YOU HAVE NEVER TAKEN A SELF-PACED COLLEGE COURSE, YOU MAY SKIP TO THE NEXT SECTION.

3. List below the self-paced college courses you have taken.
# of courses
0 = 200 2 = 16 4 = 1
1 = 35 3 = 5

4. Based on my experience, students learn
30 → more in a standard course.
12 → more in a self-paced course
22 → equally in both.
omit = 193

5. Based on my experience, students work
30 → harder in a standard course.
26 → harder in a self-paced course.
10 → equally in both.
omit = 191

6. Based on my experience, students get more contact with the instructor in
41 → standard courses.
16 → self-paced courses.
8 → equally in both.
omit = 192

7. At CSB some students have trouble with MOD courses, working too slowly, and perhaps never finishing the course. What can the instructor do to help students pace themselves better?

blank = 210 something written = 47

8. Some self-paced courses use the "mastery approach." Students are not allowed to progress until they have been successful on each exam. Failed exams must be retaken until passed. In general, how do you feel about this approach?
13 → I like it very much.
38 → I like it.
10 → I dislike it.
6 → I dislike it very much
omit = 190

9. In general, students should be required to complete self-paced courses in
20 → one quarter.
33 → two quarters.
3 → three quarters.
1 → four quarters
11 → as long as they want.
omit = 189

10. What advice or suggestions would you like to give instructors about self-paced courses?

blank = 227 Something written = 30

11. What CSB faculty have offered exceptionally good self-paced courses?

	Faculty Member	Course
a.	# of names	
b.	0 = 234	1 = 16, 2 = 7
c.		

27

INTERDISCIPLINARY COURSES

Interdisciplinary courses relate to more than one discipline, for example, the course in Freud and Literature covers both Psychology and English. These courses are often taught by more than one instructor, each representing one discipline. At CSB interdisciplinary courses generally have non-departmental labels, e.g., they are called Village, Behavioral Science, Humanities, Interdisciplinary, etc., rather than English or Biology.

1. Have you ever taken a college course which is interdisciplinary?
   68 → ☐ Yes 160 → ☐ No omit = 29

2. My general overall opinion of interdisciplinary courses is
   37 → ☐ I like them very much.
   84 → ☐ I like them.
   13 → ☐ I dislike them.
   3 → ☐ I dislike them very much.
   omit = 120

IF YOU HAVE NEVER TAKEN AN INTERDISCIPLINARY COURSE, YOU MAY SKIP TO THE NEXT SECTION.

3. Based on my experience, students learn more in
   8 → ☐ disciplinary (departmental) courses.
   17 → ☐ interdisciplinary courses.
   40 → ☐ equally in both.
   omit = 192

4. Based on my experience, students work harder in
   13 → ☐ disciplinary courses.
   14 → ☐ interdisciplinary courses.
   38 → ☐ equally in both.
   omit = 192

5. Based on my experience, students tend to get more contact with instructors in
   6 → ☐ disciplinary courses.
   15 → ☐ interdisciplinary courses.
   43 → ☐ equally in both.
   omit = 193

6. What advice or suggestions would you like to give instructors about interdisciplinary courses?

blank = 237

something written = 20

7. What CSB faculty have offered exceptionally good interdisciplinary courses?

	Faculty Member	Course
a.	# of names	
b.	0 = 232, 1 = 19	2 = 6
c.		

28

TEAM TEACHING

A team taught course is taught by more than one instructor.

1. Have you taken a college course that was team taught?
134 → Yes 119 → No omit = 4

2. My general overall opinion of team teaching is
38 → I like it very much.
103 → I like it.
36 → I dislike it
11 → I dislike it very much.
omit = 69

3. If the same course were available in both ways, I would prefer
74 → a team-taught version.
75 → a single instructor version.
43 → they are equally preferred.
omit = 65

IF YOU HAVE NEVER TAKEN A TEAM-TAUGHT COLLEGE COURSE, YOU MAY SKIP TO THE NEXT SECTION.

4. In general, a team-taught course
32 → greatly increases student-faculty contact
65 → slightly increases student-faculty contact.
19 → slightly decreases student-faculty contact.
5 → greatly decreases student-faculty contact.
omit = 136

5. In general, team teaching makes the course
15 → very confusing to students.
54 → slightly confusing to students.
55 → not at all confusing to students.
omit = 133

6. In most team-taught courses, the instructors
47 → present a highly coordinated, organized course.
40 → present a slightly coordinated, organized course.
28 → present a slightly uncoordinated disorganized course.
7 → present a highly uncoordinated disorganized course.
omit = 135

7. In a team-taught course, I prefer
55 → a highly coordinated, organized course.
66 → a relaxed, informal course.
2 → a highly unstructured course.
omit = 134

8. When instructors are team-teaching a course, how important is it that the instructors attend together most of the class-meetings?
59 → Very important
53 → Somewhat important
14 → Not at all important
omit = 131

9. What advice or suggestions would you like to give your instructors about team-teaching?

blank = 189 something written = 68

10. What CSB faculty from whom you have taken a team-taught course have done it excellently?

	Faculty	Course
a.	# of names	2 = 10
b.	0 = 216	3 = 1
c.	1 = 29	5 = 1

AUDIO-VISUAL TECHNIQUES

Audio-visual techniques include the use of films, videotapes, tape recordings, records, etc., in the classroom.

1. Have you taken a college course in which audio-visual materials have been used?
208 → ☐ Yes 32 → ☐ No omit = 17

2. My general overall opinion of the use of audio-visual materials (compared with other course materials) is
89 → ☐ I like it very much.
111 → ☐ I like it.
23 → ☐ I dislike it.
0 → ☐ I dislike it very much.
omit = 34

3. Most movies that I have seen in college classrooms are
39 → ☐ excellent.
111 → ☐ good.
49 → ☐ fair.
8 → ☐ poor.
10 → ☐ I have not seen any.
omit = 40

4. Most tape recordings or records that I have heard in college classrooms are
22 → ☐ excellent.
82 → ☐ good.
66 → ☐ fair.
13 → ☐ poor.
36 → ☐ I have not heard any.
omit = 38

5. Some students make videotapes as part of class projects. I think that in some courses this type of project would be
96 → ☐ excellent.
90 → ☐ good.
25 → ☐ fair.
5 → ☐ poor.
omit = 41

6. What advice or suggestions would you like to give to your instructors about the use of audio-visual materials?

blank = 156

something written = 101

7. What CSB faculty members from whom you have taken courses have made highly effective use of audio-visual materials?

	Faculty Member	Course
	# of name	
a.	0 = 174	2 = 23
b.		
c.	1 = 52	3 = 8

COMPETENCY BASED LEARNING

One way to teach a course is to specify exactly what the student must know. Students can earn credit by displaying these required competencies, and can acquire these competencies in any way they choose. For example, in a Statistics course you must know how to calculate a mean. If you already know how to do this, you can demonstrate this competency to your instructor and progress through the course faster. Competency based instruction allows a student to earn course credit for skills or knowledge gained through previous work experience or independent study.

1. Have you ever taken a college course that involved competency based learning?
31 → ☐ Yes 213 → ☐ No omit = 13

2. My general overall opinion of competency based learning is
52 → ☐ I like it very much.
75 → ☐ I like it.
14 → ☐ I dislike it.
2 → ☐ I dislike it very much.
omit = 114

3. What particular courses on this campus should permit competency based learning?

blank = 174 something written = 83

4. What CSB courses that you have taken have made effective use of competency based learning?

	Faculty Member	Course
a.	0 = 250	
b.	1 = 7	
c.		

CURRICULAR ORGANIZATION

At CSB the curriculum is based on levels, with 100 level courses being primarily designed for freshmen, 400 level courses for seniors, etc.

1. Have you taken any college courses?
229 → ☐ Yes 13 → ☐ No omit = 15

2. Some courses are structured with prerequisites, e.g., you must take course A before you take Course B. Other courses are "open access" so that any student may enroll. In general, would you prefer most upper division (junior, senior level) courses
101 → ☐ to permit open access.
130 → ☐ to have required prerequisites.
omit = 26

3. Based on your experience, how necessary or useful were the prerequisites for courses which required them
63 → ☐ Very necessary.
130 → ☐ Somewhat necessary.
18 → ☐ Not necessary at all.
14 → ☐ I have taken no courses requiring prerequisites.
omit = 32

ORAL EXAMINATIONS

Oral examinations are interviews by the course instructor (or an assistant) that are used instead of written exams.

1. Have you ever taken a college course requiring oral exams?
   70 → ☐ Yes 169 → ☐ No omit = 18

2. My general overall opinion of oral exams (compared with written exams) is
   26 → ☐ I. like them very much.
   76 → ☐ I like them.
   49 → ☐ I dislike them.
   22 → ☐ I dislike them very much.
   omit = 84

   IF YOU HAVE NEVER TAKEN A COLLEGE COURSE REQUIRING ORAL EXAMS, YOU MAY SKIP TO THE NEXT SECTION.

3. Based on your college experience, would you generally prefer
   81 → ☐ written exams?
   15 → ☐ oral exams?
   24 → ☐ They are equally preferred.
   omit = 18.7

4. Based on your experience, which type of exam is more fair in evaluating the student?
   20 → ☐ written exams.
   24 → ☐ oral exams.
   24 → ☐ They are equally fair.
   omit = 189

5. Based on your experience, which type of exam is more pleasant or interesting?
   22 → ☐ written
   38 → ☐ oral
   9 → ☐ They are equally pleasant and interesting.
   omit = 188

6. If a large course requires oral exams, the testing should be done
   43 → ☐ only by the instructor or another faculty member.
   2 → ☐ only by student assistants.
   21 → ☐ by both the instructor and student assistants.
   omit = 191

7. What advice or suggestions would you like to give instructors about oral exams?

   blank = 226

   something written = 31

8. What CSB faculty members have made effective use of oral exams?

	Faculty Member	Course
a.	# of names	
b.	0 = 239	2 = 1
c.	1 = 16	3 = 1

WRITTEN EXAMINATIONS

Written exams on the course material usually involve essays, definitions, solution of problems, or multiple choice questions, etc. (Oral exams will be discussed in the next section.)

1. Have you ever taken a college course requiring written exams? 232 → ☐ Yes 16 → ☐ No omit = 9

2. My general overall opinion of written exams (compared with other exams) is
44 → ☐ I like them very much.
146 → ☐ I like them.
39 → ☐ I dislike them.
8 → ☐ I dislike them very much.
omit = 20

IF YOU HAVE NEVER TAKEN A COLLEGE COURSE REQUIRING WRITTEN EXAMS, YOU MAY SKIP TO THE NEXT SECTION.

3. In the typical Humanities course (Philosophy, History, Language, etc.), I would prefer
119 → ☐ in-class exams.
103 → ☐ take-home exams.
omit = 35

4. In the typical Behavioral Science course (Anthropology, Economics, Psychology, etc.), I would prefer
141 → ☐ in-class exams
82 → ☐ take-home exams.
omit = 34

5. In the typical Science course (Biology, Chemistry, Mathematics, etc.), I would prefer
146 → ☐ in-class exams.
72 → ☐ take-home exams.
omit = 39

6. Generally, I most prefer in-class exams which ~~are~~
17 → ☐ essay exams (several page essays)
41 → ☐ short essay exams (answered in a paragraph or two).
43 → ☐ multiple choice exams.
107 → ☐ exams which include several of the above types of questions.
omit = 49

7. From your experience in the typical college course, what percentage of the students cheat on take-home exams? $\bar{X} = 37.9\%$ $\sigma = 30.45\%$

8. From your experience in the typical college course, what percentage of the students cheat on in-class exams? $\bar{X} = 16.09\%$ $\sigma = 15.2$

9. If a student is caught cheating on an exam, the instructor should
35 → ☐ give the student an F in the course.
148 → ☐ give the student an F on the exam.
36 → ☐ give another chance, allowing the student to take a later exam.
omit = 38

10. Some exams require the student mostly to state facts while other exams ask the student to create new concepts or ideas based on the facts. In my opinion, the best exams
28 → ☐ require a statement of learned facts.
19 → ☐ require use of new concepts or ideas.
175 → ☐ require both of the above.
omit = 35

11. If most of my grade in a typical college course were to be based on one thing, I would like it to be
75 → ☐ an in-class exam.
37 → ☐ a term paper.
39 → ☐ an oral interview by the instructor.
31 → ☐ class participation.
22 → ☐ a take-home exam.
omit = 53

12. In a typical 10-week college course, the best number of written exams is $\bar{X} = 3.65$, $\sigma = 2.05$

13. What advice or suggestions would you like to give your instructors about written exams?

blank = 144 Something written = 113

14. What CSB faculty members from whom you have taken courses give unusually good exams?

	Faculty Member	Course
a.	# of names	2 = 28
b.	0 = 156	3 = 35
c.	1 = 35	4 = 3

THE TERM PAPER

Term papers are usually 10 or more pages of scholarly thought, research, or analysis on specified or student selected topics. Students are generally expected to work at least several weeks on the paper, often including library research or literary analysis.

1. Have you taken a college course in which a term paper was required?
207 → Yes 35 → No omit = 15

2. My general overall opinion of term paper assignments (compared to other course work) is
25 → I like them very much.
101 → I like them
74 → I dislike them.
27 → I dislike them very much.
omit = 30

IF YOU HAVE NEVER TAKEN A COLLEGE COURSE REQUIRING A TERM PAPER, YOU MAY SKIP TO THE NEXT SECTION.

3. Term paper topics should be
5 → the same for all students, selected by the instructor.
47 → selected by the student from a list the instructor provides
134 → selected by the student with the instructor's approval.
10 → selected by the student without need for the instructor's approval.
omit = 61

4. In my experience the term paper grades given by most college instructors are
90 → very fair.
57 → slightly fair.
42 → slightly arbitrary.
14 → very arbitrary.
omit = 54

5. In my experience most students
100 → learn a great deal writing term papers
91 → learn a little writing term papers.
15 → learn nothing writing term papers
omit = 51

6. It is well known that some students "cheat" on term papers by copying, handing in the same paper to two or more instructors (without prior consent), or buying term papers written by other people.

a. In your opinion, what percentage of term papers involve dishonest behavior? $\bar{X} = 24.18$ % $\sigma = 20.80$

b. If a student is caught "cheating" on a term paper, the instructor should
37 → give the student an F in the course.
121 → give the student an F for the paper
39 → give the student a second chance, allowing the student to turn in the re-written paper late.
omit = 60

7. In grading a term paper, the instructor should place the most emphasis on
23 → originality of ideas.
86 → quality of ideas.
25 → amount of scholarly research.
5 → amount of time spent in preparation.
0 → length of the paper.
0 → quality of the writing style
omit = 118

8. What advice or suggestions would you like to give your instructors about term papers?

blank = 175 something written = 823

9. What CSB faculty from whom you have taken courses have used term papers to greatly enhance learning?

	Faculty Member	Course
a.	# of names	2 = 13
b.	0 = 197	3 = 7
c.	1 = 39	5 = 1

34

GRADING POLICIES

The typical course grades are A, B, C, D, and F. Other courses are offered on a Credit/No Credit basis. Instructors believe that course grades reflect the degree of student mastery of course materials.

1. My general overall opinion of an A to F grade scale is
   - 40 → I like it very much.
   - 133 → I like it.
   - 49 → I dislike it.
   - 8 → I dislike it very much.

   omit = 27

2. Have you ever taken a college course that was graded on a Credit/No Credit basis? 131 → Yes 98 → No omit = 28

3. My general overall opinion of a Credit/No Credit grading policy is
   - 46 → I like it very much.
   - 97 → I like it.
   - 48 → I dislike it.
   - 11 → I dislike it very much.

   omit = 55

4. Generally, I prefer being graded
   - 126 → on an A to F scale.
   - 57 → on a Credit/No Credit basis.
   - 49 → they are equally preferred.

   omit = 25

5. Some courses are graded "on a curve" (with a fixed percentage of A's, B's, etc.), others are graded on an "absolute" basis (where, in theory, everyone could earn an A or an F). In general, I prefer
   - 79 → grading on a curve.
   - 104 → grading on an absolute basis.
   - 39 → they are equally preferred.

   omit = 35

6. If an instructor chooses to grade on a curve, what do you think would be a reasonable percentage for each letter grade?

	Lower Division Courses (Primarily for Freshmen and Sophomores)		Upper Division Courses (Primarily for Juniors and Seniors)	
A's	$\bar{X} = 13.27\%$ $\sigma = 7.40$	%	$\bar{X} = 15.97\%$ $\sigma = 10.88$	%
B's	$\bar{X} = 24.29\%$ $\sigma = 9.76$	%	$\bar{X} = 26.10\%$ $\sigma = 12.14$	%
C's	$\bar{X} = 35.44\%$ $\sigma = 12.97$	%	$\bar{X} = 36.24\%$ $\sigma = 12.13$	%
D's	$\bar{X} = 15.20\%$ $\sigma = 5.59$	%	$\bar{X} = 14.93\%$ $\sigma = 6.77$	%
F's	$\bar{X} = 10.32\%$ $\sigma = 10.33$	%	$\bar{X} = 15.06\%$ $\sigma = 19.78$	%

7. In a Credit/No Credit course, about what percentage of students should typically receive No Credit? $\bar{X} = 17.01\%$ $\sigma = 14.46$

8. If an A means that the student has mastered the material and an F means that the student has learned very little or nothing from the course, what does a C mean?

blank = 67 something written = 190

9. Usually course grades are based on several components (e.g., 30% midterms, 70% final). In a typical college class, what percentage of the grade should be based on each of the following? (The numbers you put in below should add up to 100%.)
   - ___ % homework assignments $\bar{X} = 13.42$, $\sigma = 10.20$
   - ___ % weekly quizzes $\bar{X} = 13.24$, $\sigma = 9.09$
   - ___ % midterms $\bar{X} = 23.91$, $\sigma = 12.02$
   - ___ % term papers $\bar{X} = 19.80$, $\sigma = 12.52$
   - ___ % class participation $\bar{X} = 13.34$ $\sigma = 12.44$
   - ___ % oral reports $\bar{X} = 9.62$ $\sigma = 5.86$
   - ___ % final exam $\bar{X} = 25.31$, $\sigma = 9.46$

10. If all courses were to be graded in the same way, the best grading policy would involve
    - 36 → A, B, C, D, F
    - 51 → A, B, C, D, F with +'s and -'s (e.g., B+, C-)
    - 25 → Credit/No Credit
    - 74 → A, B, C, No Credit
    - 14 → Other. Please specify. _____

    omit = 57

11. What advice or suggestions would you like to give instructors about grading?

blank = 171 something written = 86

12. What would be your ideal grading policy?

blank = 169 something written = 88

STUDENT ASSISTANTS

Some instructors use student assistants to help grade papers, direct laboratories, tutor, etc.

1. Have you ever taken a college course that used student assistants?
144 → ☐ Yes 89 → ☐ No omit = 24

2. My general overall opinion of the use of student assistants is
33 → ☐ I like it very much.
109 → ☐ I like it.
44 → ☐ I dislike it.
12 → ☐ I dislike it very much.
omit = 59

3. Student assistants should be
96 → ☐ only graduate students.
1 → ☐ only undergraduate students.
107 → ☐ either graduate or undergraduate students.
omit = 53

4. Which of the following should a student assistant *not* be allowed to do? (Check all that apply.)
- ☐ make up exams or assignments. checked = 141, not checked = 116
- ☐ grade exams or homework assignments. checked = 64, not checked = 193
- ☐ direct laboratories or discussions. checked = 33, not checked = 224
- ☐ lecture to the class. checked = 91, not checked = 166
- ☐ tutor. checked = 1, not checked = 256
- ☐ determine final grades. checked = 194, not checked = 63

5. Have you taken a college course in which a student assistant led discussion groups?
83 → ☐ Yes 128 → ☐ No omit = 46

If yes, what is your attitude toward this?
15 → ☐ I like it very much.
52 → ☐ I like it.
15 → ☐ I dislike it.
1 → ☐ I dislike it very much.
omit = 174

6. Have you taken a college course in which a student assistant has graded exams or homework assignments?
135 → ☐ Yes 73 → ☐ No omit = 49

If yes, what is your attitude toward this?
8 → ☐ I like it very much.
65 → ☐ I like it.
48 → ☐ I dislike it.
17 → ☐ I dislike it very much.
omit = 119

7. Have you taken a college course in which a student assistant has lectured to the class?
73 → ☐ Yes 137 → ☐ No omit = 47

If yes, what is your attitude toward this?
8 → ☐ I like it very much.
45 → ☐ I like it.
20 → ☐ I dislike it.
6 → ☐ I dislike it very much.
omit = 178

36

8. Have you taken a college course with a student tutor?
74 → ☐ Yes 141 → ☐ No omit 42

If yes, what is your attitude toward this?
28 → ☐ I like it very much.
51 → ☐ I like it.
5 → ☐ I dislike it.
1 → ☐ I dislike it very much.
omit = 172

9. Have you taken a college course in which a student assistant made up exams?
44 → ☐ Yes 158 → ☐ No omit = 55

If yes, what is your attitude toward this?
5 → ☐ I like it very much.
18 → ☐ I like it.
18 → ☐ I dislike it.
10 → ☐ I dislike it very much.
omit = 206

10. Have you taken a college course in which a student assistant determined the final grades?
18 → ☐ Yes 185 → ☐ No omit = 54

If yes, what is your attitude toward this?
1 → ☐ I like it very much.
8 → ☐ I like it.
9 → ☐ I dislike it.
18 → ☐ I dislike it very much.
omit = 221

11. What advice or suggestions would you like to give instructors about student assistants?

blank = 191

something written = 66

12. What CSB courses have you taken that made highly effective use of student assistants?

	Faculty Member # of courses	Course
a.		
b.	0 = 221	2 = 3
c.	1 = 31	3 = 2

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OTHER METHODS

Below is a list of unusual teaching techniques or ways to earn credit. For each one indicate in your opinion if you would like to see more of the technique used on this campus, and what courses you think it would be effective in.

1. Computer Assisted Instruction (CAI) Students interact with a computer that is programmed to teach or test the course material. The computer responds to students' answers and responses, giving immediate feedback on the progress of learning.

   a. Have you ever taken a college course using CAI?
   15 → ☐ Yes 207 → ☐ No omit = 35

   b. In general, my overall opinion of Computer Assisted Instruction is
   16 → ☐ I like it very much.
   61 → ☐ I like it
   28 → ☐ I dislike it.
   7 → ☐ I dislike it very much.
   omit = 145

   c. Would you like to see more CAI on this campus?
   78 → ☐ Yes 47 → ☐ No omit = 132

   If yes, what courses or kinds of courses could effectively use this technique?

   blank = 209 something written = 48

2. Total Involvement Courses. Usually students take three five-unit classes each quarter. A total involvement program involves one fifteen-unit course that is the only course taken in a quarter. This allows for intensive involvement in one area for the whole quarter.

   a. Have you ever taken a college level total involvement course?
   5 → ☐ Yes 209 → ☐ No omit = 43

   b. In general, my overall opinion of total involvement courses is
   28 → ☐ I like it very much.
   54 → ☐ I like it
   22 → ☐ I dislike it.
   4 → ☐ I dislike it very much
   omit = 149

   c. Would you like to see some total involvement courses on this campus?
   113 → ☐ Yes. 30 → ☐ No omit = 174

   If yes, what courses or kinds of courses could effectively use this technique?

   blank = 175 something written = 82

3. Mini-Courses. Under a mini-course program, brief total involvement courses would be taken one-at-a-time. For example, two unit courses could be offered in one or two weekends. The quarter could be divided up into three three-week sessions with students taking only one five-unit course per session. A one-unit course may meet for a week or less.

   a. Have you ever taken a college level mini-course?
   25 → ☐ Yes 187 → ☐ No omit = 45

   b. In general, my overall opinion of mini-courses is
   31 → ☐ I like them very much.
   65 → ☐ I like them.
   26 → ☐ I dislike them.
   4 → ☐ I dislike them very much.
   omit = 131

   c. Would you like to see some mini-courses on this campus? 112 → ☐ Yes 37 → ☐ No omit = 108

   If yes, what courses or kinds of courses could effectivley be offered in this way?

   blank = 212 something written = 45

38

4. Internships. Students enrolled in internship programs usually spend about half their time in class and about half their time working in relevant community settings. For example, a student in chemistry might work at a local chemical company as his internship.

a. Have you ever been in a college-level internship program?
31 → Yes 185 → No omit = 41

b. In general, my overall opinion of internship programs is
67 → I like them very much.
81 → I like them.
3 → I dislike them.
1 → I dislike them very much.
omit = 105

c. Would you like to see more internship programs on this campus?
157 → Yes 9 → No omit = 91

If yes, what departments could make effective use of this technique?

blank = 163 something written = 94

5. Experiential Learning On the CSCB campus, students who have learned college-level material on their own, usually through relevant work experience, can petition to receive credit for this knowledge.

a. Were you aware of this?
146 → Yes 69 → No omit = 42

b. Have you ever received experiential learning credit?
24 → Yes 182 → No omit = 51

c. Do you believe you have talents or knowledge that should earn you some experiential learning credit?
107 → Yes 76 → No omit = 74

If yes, you should consult the college catalog for further information.

d. In general, my overall opinion of experiential learning credit is
74 → I like it very much.
96 → I like it.
5 → I dislike it.
0 → I dislike it very much.
omit = 82

6. Student Initiated Courses. Students desiring courses not regularly offered on this campus can speak to appropriate faculty members about taking the course through independent study or as a 477 (Special Topics) or Village course

a. Have you ever taken a Student Initiated Course?
43 → Yes 170 → No omit = 44

b. In general, my overall opinion of Student Initiated Courses is
60 → I like them very much.
75 → I like them.
5 → I dislike them.
2 → I dislike them very much.
omit = 115

c. Would you like to see more Student Initiated Courses on this campus?
134 → Yes 16 → No omit 107

If yes, what courses do you suggest?

blank = 208 something written = 49

APPENDIX B
FREQUENCY OF STUDENT RESPONSES TO FREE-RESPONSE ITEMS

APPENDIX B-1

Student Suggestions for Lectures

(32)	Make them well-organized.
(25)	Present the material in an exciting, interesting way.
(19)	Follow-up the lecture with discussion.
(16)	Use lectures to expand the readings, to give a better understanding.
(14)	Make the material relevant to other subjects, periods, and events.
(10)	Don't jump from topic to topic.
(7)	Leave out unnecessary details.
(6)	Add some humor.
(6)	Present an outline of what you will do.
(6)	Stress important words and definitions.
(5)	Don't talk too fast.
(4)	Make your goals clear.
(4)	Have an open mind to student opinions.
(4)	Make lectures short and concise.
(4)	Make a fair presentation and include personal opinions.
(4)	Enjoy the lectures yourself.
(3)	Illustrate points on the blackboard.
(3)	Know the material.
(3)	Add audio-visual aids.
(3)	Have students ask questions any time.
(2)	Carefully planned lectures sometimes get boring.
(2)	Use other methods too.
(2)	Let students ask questions but not monopolize time!

APPENDIX B-2

Student Suggestions for the Inquiry Method

(16)	Be there to help the students.
(16)	Instructor must lead the way.
(12)	Don't use this method to cover up for lack of expertise.
(12)	Require readings or supplementary materials.
(7)	Work closely with confused students.
(5)	Let students experiment with questions.
(4)	This method is unproductive, should not be used.
(4)	Organize the course to fit student's goals.
(3)	Use only in smaller classes.
(3)	This method requires instructor enthusiasm.
(3)	Help students develop self-confidence.
(2)	You can't cover as much material with this method.
(2)	Don't assume students who don't ask questions understand the material.
(2)	Don't play Devil's Advocate!
(2)	Make sure the information is available to student.
(2)	Only use this method in upper division classes.
(2)	Tell students the answers they can't find.
(2)	Try to keep students from getting behind.

APPENDIX B-3

Student Comments for Self-Paced Instruction-Question 7

What can the instructor do to help students pace themselves better?

(23) Set arbitrary time limits for completion of modules.
(5) The student must bear the responsibility.
(5) The teacher should be available more often.
(3) Make at least one mandatory meeting a week.
(2) Keep warning and encouraging students.
(2) Make sure that the material is worth learning.
(2) Don't discourage students by making them redo the module because of a "lousy point or two."

APPENDIX B-4

Student Suggestions for Self-Paced Instruction

(4) Be available to help students.
(4) Try another approach.
(3) Check to see if students want to learn the material.
(2) It's up to the student to be responsible.
(2) Know your material.
(2) Give some guidance.

APPENDIX B-5

Student Suggestions for Team Teaching

(36) Be sure you're coordinated.
(15) Teachers should agree on how to handle their differences.
(4) Jointly decide on final grades.
(4) All teachers should attend all sessions.
(4) Avoid content coverage overlap among instructors.
(4) Don't contradict each other.
(3) Share the grading of papers and exams.
(2) There should be more courses taught this way.
(2) Present all your opinions if you disagree.

APPENDIX B-6

Student Suggestions for Interdisciplinary Courses

(8) Be sure to cover all the disciplines equally.
(6) Stress connections between the disciplines.
(4) Coordinate the teacher's presentations.

APPENDIX B-7

Student Suggestions for Areas for Competency Based Learning

(15)	All courses
(4)	All Lower Division Required Courses
(2)	Accounting
(4)	Art
(3)	Biology
(3)	BPA
(6)	Chemistry
(2)	Computer Science
(2)	Education
(8)	English
(1)	Finance
(8)	Foreign Policy
(1)	Fine Arts
(1)	Government
(3)	History
(1)	Library Study
(1)	Logic
(43)	Math
(1)	Methods Courses
(2)	Music
(1)	Management Science
(2)	Nursing Labs
(1)	Psychology
(3)	Physics
(1)	P.E.
(16)	Science
(8)	Statistics
(1)	Sociology

APPENDIX B-8

Student Suggestions for A-V Techniques

(21)	Make sure they are relevant to the course.
(18)	Use them only as a supplement.
(13)	They're good for learning.
(13)	Use more of them.
(8)	Use only top quality A-V materials.
(7)	Review the materials first to be sure they're relevant.
(6)	Make the A-V personnel more responsive to problems.
(5)	Be sure the materials are at an appropriate level for the students.
(3)	Have enough copies available so students don't have to wait.
(2)	Use up-to-date materials.
(2)	Don't use too much.
(2)	Use more slides in art classes.
(2)	Use overhead projectors more.
(2)	Do not tape lectures. It's boring.

APPENDIX B-9

Student Suggestions for Written Exams

(15) When time is limited don't expect as complete answers as on take-home exams.
(15) Give students a list of exam questions. Tell the students what to expect. No tricks!
(12) Be sure that answers to questions were covered in the course (lectures, readings, etc.).
(8) Give more frequent, smaller exams (not just midterm and final).
(7) Use them to teach, not just to assess memorization.
(6) Avoid ambiguous questions.
(5) Use both objective and essay questions.
(4) Proof-read the exams. Remove blatant errors.
(3) Cover less material in each exam.
(3) Keep out trivial questions. Test on major ideas and concepts.
(3) Give thought-provoking, creativity-provoking questions.
(3) Use short-essay questions, emphasizing concepts, not details.
(2) Don't give too many exams.
(2) Deemphasize creative thinking.
(2) Give extra credit for questions requiring the use of new concepts or ideas.
(2) Give more open book exams.
(2) Make exams more difficult.
(2) Don't give exams.
(2) Make objectives clear and have test assess these given objectives.
(2) Aim exams at the average student (not a Ph.D.).

APPENDIX B-10

Student Suggestions for Oral Exams

(5) Use them more frequently.
(4) Don't use them at all (except public speaking courses).
(3) Help the student express himself.
(3) Be fair to all students. No bias.
(2) They create too much tension.
(2) Keep them short.
(2) Cover same material for all students.
(2) Allow enough time for ample discussion.

APPENDIX B-11

Student Suggestions for Term Papers

(11) Don't assign term papers.
(7) Grade on content, not grammar.
(7) Quality should be more important than length.
(7) Be more clear on what is expected.
(6) Don't assign them in the last two weeks.
(5) Help students with their term papers.
(4) Teachers shouldn't let their personal opinions bias their grading.
(4) Make them more directly related to the class.
(4) Term papers should be graded to give credit for creativity, writing ability, preparation time, etc.
(3) Deemphasize them. Some people can't write well.
(3) Drop them unless course requires demonstration of research skills.
(3) Assign several short ones instead of a long one.
(2) Remember that students have other courses to spend time on.
(2) Assign papers requiring critical thought.
(2) Don't assign too many for one course.
(2) Help student limit topic to manageable area.

APPENDIX B-12

Student Answers to Grading Policies, #8:

"If an A means that the student has mastered the material and an F means that the student has learned very little or nothing from the course, what does a C mean?"

(53) Average
(28) The student has a general idea of what the class was about.
(21) The student has learned about half the course.
(20) Minimum requirements were completed.
(14) Student did not grasp the more difficult concepts.
(12) Student has done satisfactory work.
(10) Student has learned enough to put the materials into practice.
(7) Student tried hard but didn't make it.
(6) Student participated and understands pretty well.
(5) Student attended all classes.
(5) Student lacked enthusiasm.
(4) The student learned as much as an A student.
(4) Student has benefited, but not much.
(4) Something in between A and F.
(3) Student learned enough to go on to the next level.
(3) Student learned enough to complete the course.
(2) Who knows?
(2) Student learned what was valuable and ignored the garbage. (A students learn the garbage, too.)
(2) Student made mistakes, did not demonstrate what he knows.

APPENDIX B-13

Student Suggestion for Grading Policies

(10)	Be objective.
(6)	Make grading flexible for different students.
(6)	Don't give grades.
(6)	Consider many factors (papers, tests, participations, etc.).
(5)	Don't use a curve or "quota" system.
(4)	Use absolute grading, so students know where they stand.
(4)	Give credit for extra effort (regardless of the results).
(4)	Don't play favorites.
(4)	If using a curve remember that all students don't begin on the same level.
(4)	Make grading policies clear from the beginning.
(3)	Stick with your grades. Don't let students talk you into changing their grades.
(3)	Base grade on work done, not a subjective opinion of overall performance.
(3)	Don't be afraid to give low grades, even F's.
(2)	Use Credit/No Credit only.
(2)	Use grades to assess, not intimidate students.
(2)	Use both a curve and absolute standards.
(2)	Use A, B, C, D, F with +'s and -'s.
(2)	If students demonstrate anything, they deserve C's.

APPENDIX B-I4

Student Ideal Grading Policies

(20)	Credit/No Credit
(8)	A, B, C, no credit
(6)	A, B, C, D, F
(6)	An absolute grading scale, made known to the students from the start.
(5)	"I haven't found one yet."
(4)	A, B, C, D, F with +'s and -"s.
(4)	Don't use grade. Have periodic discussions with each student.
(3)	Assign grades where the natural "breaks" in the class fall.
(3)	Let students choose between A, B, C D, F and Credit/No Credit.
(3)	A, B, C, D, F with a chance to repeat course to get higher grade.
(2)	Credit/No Credit with summaries of student's work.
(2)	Teachers should agree on system so that it is standard for all teachers.
(2)	Don't use grades. They're used for the wrong reasons.
(2)	Don't give F's if all classes attended and all assignments handed in.
(2)	Point scale with proportions based on top students' points (e.g., 50% of top student's points = lowest C).

Appendix B-15

Student Suggestions for the Use of Student Assistants

(13)	Supervise them.
(9)	Don't use them to do your job.
(7)	Use them more often.
(6)	Make sure they know the material and your approach.
(5)	Let them run labs, but instructor should lecture.
(5)	Don't use them. Do it yourself.
(4)	Let them assist, not run the course.
(4)	Don't use them too much.
(2)	Don't let them assign grades.
(2)	Use only good graduate students.
(2)	Trust them. Give them responsibilities.
(2)	They help the class relax because they're students too.

APPENDIX B-16

Student Suggestions of Courses Appropriate for CAI

(4)	Accounting
(9)	All courses
(1)	Anthropology
(1)	Archeology
(1)	Basic courses
(3)	Biology
(3)	Business
(3)	Behavioral Science
(2)	Computer Science
(2)	Chemistry
(1)	Education
(1)	Earth Science
(4)	Factual courses
(2)	Foreign language
(2)	Finance
(2)	History
(1)	Language
(20)	Math
(1)	Management Science
(2)	Microbiology
(1)	Mod courses for examination purposes
(1)	Music
(1)	Nursing
(1)	Not creative or controversial courses
(1)	Old Testament
(3)	Physics
(1)	PLATO (Programmed Logic for Automatic Teaching Operations)
(1)	Political Science
(6)	Science

APPENDIX B-17

Student Suggestions of Total Involvement Courses

(16)	Any course to be pursued in depth
(2)	Art
(7)	All courses
(1)	All lab courses
(1)	All professional fields
(1)	Any technical courses
(2)	Anthropology
(1)	Anatomy
(2)	Archeological field studies
(1)	Accounting
(7)	Business
(1)	Biofeedback
(1)	Behavior Modification
(7)	Biology
(1)	Behavioral Science
(1)	Creative Writing
(6)	Chemistry
(1)	Criminal Justice
(6)	English
(6)	Education
(1)	English History
(4)	English Literature
(1)	Environmental field studies
(1)	Foreign Affairs
(6)	Foreign language
(1)	Fine Arts
(1)	Geology
(1)	Government
(4)	History
(5)	Humanities
(1)	Health
(1)	Japanese History (learn langauge)
(1)	Interdisciplinary Literature
(1)	Management
(2)	Music
(1)	Med tech
(1)	Methods
(3)	Math
(3)	Nursing
(2)	Physics
(3)	Political Science
(1)	Public Administration
(1)	Physiology
(1)	Philosophy
(12)	Psychology
(1)	Religious Studies
(2)	Research courses
(8)	Sociology
(7)	Science
(1)	Student teaching
(1)	Special Education
(2)	Research courses
(1)	Thesis

APPENDIX B-18

Student Suggestions for Mini-Courses

(4)	Arts and crafts
(13)	All types
(1)	Audio-visual aids
(1)	Auto maintenance
(2)	All courses except lab
(1)	Agriculture
(1)	A. A.
(1)	Business
(1)	Biology of cancer
(1)	Behavioral Science
(1)	Current topics
(1)	Crisis intervention
(1)	Career opportunities
(1)	Don't do it-need more time
(1)	Drug and alcohol problems
(1)	English
(1)	English author study
(3)	Education Workshops
(1)	Environmental Science
(1)	First aid
(1)	Forestry
(1)	Group discussion with instructor in the discipline area
(1)	Homemaking
(1)	Houseplants
(1)	Methods
(4)	Music instruction
(1)	Metrics
(1)	Management classes
(4)	P.E.
(4)	Psychology
(1)	Reading
(1)	Refresher skills-teachers
(6)	Specialty seminars
(2)	Sociology
(1)	Sewing
(1)	Specialty science
(1)	Sexuality
(1)	Transactional analysis
(1)	Updating courses
(3)	Village courses
(1)	Women's studies

APPENDIX B-19

Student Suggestions of Areas for Internships

(1)	Agriculture
(3)	Anywhere you can find outside work
(2)	Anthropology
(4)	All sciences
(1)	Criminal Justice
(2)	Accounting
(26)	Business
(6)	Behavioral Science
(8)	Biology
(12)	Chemistry
(2)	Computer Science
(22)	Education
(1)	Everything but Humanities
(2)	Economics
(1)	Health
(2)	Humanities
(3)	Law
(1)	Liberal Studies
(6)	Math
(24)	Most all courses
(4)	Med tech
(2)	Mechanics or Engineering
(2)	Music
(2)	Medical
(0)	Nursing
(15)	Psychology
(1)	P.E.
(1)	Professional fields
(4)	Political Science
(1)	Public Administration
(1)	Religions
(16)	Science
(7)	Sociology
(2)	Student Teaching
(1)	Teach occupational trainees

APPENDIX B-20

Student Suggestions for Student-Initiated Courses

(1)	Astronomy
(15)	Anything that generates interest
(1)	Communication techniques
(2)	Crafts
(1)	Child psychology, guidance
(1)	Chemistry
(1)	Crisis intervention
(1)	Cybernetics
(1)	Developmental techniques-stage theories
(1)	Estate planning
(1)	English-John Steinbeck (300 level)
(1)	Greek mythology
(1)	Graduate history
(1)	Guitar (classical)
(1)	History
(1)	Human sexuality
(1)	Intern type programs
(2)	Interdisciplinary literature
(1)	Knitting
(1)	Language
(1)	Learning disabilities
(2)	Local or state political inquiry
(1)	Local businessmen-trades
(1)	Logic
(1)	Morality
(1)	Modern square dance
(2)	Nutrition
(1)	Philosophy
(1)	Physiology
(1)	Physical fitness
(1)	Religion and folklore
(1)	Sociology
(1)	Speech courses-graduate
(1)	Small arms-shooting, safety
(1)	Sign language
(1)	Suicide prevention
(1)	Transportation courses
(2)	Transcendental meditation
(1)	U. S. military history
(1)	Women's studies