STUDENT EXPERIENCES WITH TEACHING, LEARNING AND ASSESSMENT

Profile and Summary of Responses

Iowa State University Case Study

The "Student Experience with Teaching, Learning and Assessment" (SETLA) survey has been developed by the research program on Academic Programs and Students for the National Center for Postsecondary Improvement[*] (NCPI). The primary purpose of the SETLA is to examine how your institution supports teaching, learning, and assessment in the classroom. We are interested in your perception of how your institution approaches teaching, learning and assessment, how it provides support for it, the types of policies and practices used to promote it, and the uses and impacts of that information. We are interested in your perception of these topics whether or not you are directly involved with them.

Student assessment refers to various ways of evaluating students' learning. Instructors, departments schools, states and employers assess students in many ways. Please refer to this definition of assessment when completing the survey.

This survey is part of an intensive case study that examines your institution's approach to and strategy for supporting teaching, learning and assessment. The case study report describing your institution's teaching, learning and assessment strategy will include a profile of responses to this survey. This information should be helpful both in better understanding and in enhancing support for teaching, learning and assessment at your institution. Any questions concerning the survey can be addressed to:

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Undergraduate Student Survey: Experiences with Teaching, Learning and Assessment
Research Program on Academic Programs: Faculty and Students
National Center for Postsecondary Improvement

Mean Scores
April, 2001

IOWA STATE UNIVERSITY

Section I: Background and Pre-College Experiences

1. Please indicate the program you are following at this institution. (Circle <u>one</u>.)
1. Bachelor's degree (96.2%)   4. Certification only (0.8%)
2. Associate's degree (0.0%)   5. Other (1.5%)
3. Non-Degree (1.5%)

2. What is your intended major (e.g. Psychology). Indicate "undecided" if you are not yet sure.

English	7.6%	Secondary Education	0.8%
History	3.8%	Other Education	1.5%
Journalism	3.8%	Chemical Engineering	0.8%
Language-Lit	1.5%	Chemistry	3.1%
Music	0.8%	Other Physical Science	1.5%
Speech	0.8%	Medicine/Dentistry /Veterinarian	1.5%
General Biology	21.4%	Anthropology	6.1%
Biochemistry or Biophysics	1.5%	Economics	0.8%
Marine (life) Science	0.8%	Political Science	3.1%
Microbiology or Bacteriology	0.8%	Psychology	6.9%
Zoology	1.5%	Sociology	3.1%
Other Biological Science	7.6%	Communications	2.3%
Accounting	0.8%	Computer Science	9.2%
Music or Art Education	0.8%	Undecided	6.1%

3. What is your current student classification? (Circle <u>one</u>.)
1. First-year student(43.9%)   4. Senior (0.0%)
2. Sophomore (39.4%)   5. Not applicable (0.0%)
3. Junior (16.7%0

4. Please indicate how many years have you been enrolled at this institution?

Mean: 1.65

5. Did you transfer into this institution from another college? (Circle <u>one</u>.)
1. No   2. Yes

Mean: 1.02

6. Please indicate your enrollment status? (Circle <u>one</u>.)

    1. Part-time   2. Full-time

    Mean: 1.98

7. What is your current financial support during college? (Circle <u>two</u> primary sources only.)

1. Federal grant (Pell grant) …23.5%	7. Work-study job …3.7%
2. State grant/fellowship …2.7%	8. Job/employment …14.4%
3. Federal loan/GSL …40.55	9. Partial parental support …29.5%
4. Private loan …5.4%	10. Full parental support …26.4%
5. Private scholarship …10.6%	11. Personal savings…19.4%
6. Institutional scholarship …19.1%	12. Other …4.3%

(Note: Percentages add up to 200%)

8. Where did you rank in your high school graduating class?
(Circle <u>one</u>.)

6. Top 5% ……29.5%	3. Top 50%…………9.9%
5. Top 10%……18.3%	2. Below 50%………0.8%
4. Top 25%…….38.9%	1. Not Applicable…..2.3%

9. What were your scores on the SAT and/or ACT?

SAT   VERBAL   _ Mean: 666.43_____

                        MATH   _ Mean: 708.57_____

ACT   Composite   _ Mean: 26.25_____

    Never took SAT/ACT ❑ (1.5%)

10. Please indicate how often you engaged in the following activities during high school?
(Circle <u>one</u> number for each item.)

Frequently - 3
Occasionally - 2
Never - 1

Used a high school computer	1	2	3 Mean: 2.40
Used a family-owned computer	1	2	3 Mean: 2.64
Used a computer to write a paper	1	2	3 Mean: 2.92
Studied with other students	1	2	3 Mean: 2.01
Wrote a term paper that was at least 10 pages	1	2	3 Mean: 1.67
Received extra help in English/composition	1	2	3 Mean: 1.44
Had a teacher take a personal interest in you	1	2	3 Mean: 2.24
Took Advance Placement (AP) courses	1	2	3 Mean: 1.94
Took SAT/ACT prep courses	1	2	3 Mean: 1.37
Took college (dual-enrolled) courses	1	2	3 Mean: 1.29
Took high school Honors courses	1	2	3 Mean: 1.82
Took state proficiency exam or standardized test prior to college (not including ACT/SAT)	1	2	3 Mean: 1.85
Obtained feedback from teacher about your academic work (other than course grades)	1	2	3 Mean: 2.32
Wrote a term paper that was at least 20 pages	1	2	3 Mean: 1.09
Studied with someone from a racial/ethnic group different from your own	1	2	3 Mean: 1.67
Worked for pay	1	2	3 Mean: 2.52
Volunteered for community service	1	2	3 Mean: 2.13
Held a leadership position in a student group	1	2	3 Mean: 2.02
Gave an oral presentation in class	1	2	3 Mean: 2.36
Participated in group projects in the classroom	1	2	3 Mean: 2.48
Read a newspaper daily	1	2	3 Mean: 2.05

11. Indicate which number best describes your average high school grades. (Circle <u>one</u>.)

9. A or A+   5. B-   1. D or below
8. A-   4. C+
7. B+   3. C
6. B   2. C-

Mean: 7.91

12. How would you describe the racial composition of the following? (Circle <u>one</u> number for each item.)

All or nearly all White - 5
Mostly White - 4
Half White and Half People of Color - 3
Mostly People of Color - 2
All or nearly all People of Color - 1

The neighborhood where you grew up	1	2	3	4	5 Mean: 4.54
The high school you attended	1	2	3	4	5 Mean: 4.29
Your friends on this campus	1	2	3	4	5 Mean: 4.17
Your friends in general	1	2	3	4	5 Mean: 4.15

13. What is the <u>highest</u> level of education completed by each of your parents/guardians? (Circle <u>one</u> number in <u>each</u> column.)

	Mother or Female Guardian	Father or Male Guardian
Not applicable or don't know	0	0
Elementary school	1	1
Some high school	2	2
High school graduate or G.E.D.	3	3
Vocational school	4	4
Some community college or college	5	5
Associate's degree	6	6
Bachelor's degree	7	7
Master's degree	8	8
Ph.D. or professional degree (e.g. law, medicine)	9	9

Mother or Female Guardian Mean: 5.55

Father or Male Guardian Mean: 5.69

Section II: General College and Classroom Experiences

14. Please indicate which number best describes your average college grades. (Circle <u>one</u>.)

9. A or A+   5. B-   1. D or below
8. A-   4. C+   N/A. No college G.P.A.
7. B+   3. C
6. B   2. C-

Mean: 6.37

15. How often have you engaged in the following activities during college? (Circle <u>one</u> number for each item.)

Frequently - 3
Occasionally - 2
Never - 1

Received academic advising from a faculty member...1　2　3 Mean: 2.02
Received academic advising from a staff
　member or administrator.......................................1　2　3 Mean: 1.69
Received personal feedback about your work from faculty
　before the mid-term ....1　2　3 Mean: 1.68
Provided written feedback to a faculty member about
　his/her teaching (including evaluations).................1　2　3 Mean: 2.47
Used/purchased class notes from a professional service1　2　3 Mean: 1.52
Contested a grade ....1　2　3 Mean: 1.43
Assembled a portfolio of your college work
　for review by faculty..1　2　3 Mean: 1.12
Asked a peer to explain a course concept to you ....1　2　3 Mean: 2.17

16. Please indicate how often you experienced the following during college. (Circle <u>one</u> number for each item.)
Regularly – 4, Several times – 3, Once or twice – 2, Never – 1

Used a computer in class　　　　　　　　　　　　1　　　2　　　3　　　4 Mean: 2.79
Used the Internet in course-related work　　　1　　2　　3　　4 Mean: 3.25
Used a computer during lab sessions　　　　1　　2　　3　　4 Mean: 2.67
Referred to a course web page　　　　　　　1　　2　　3　　4 Mean: 3.54
Made an oral presentation　　　　　　　　　　　1　　2　　3　　　4 Mean: 2.14
Participated in a formally assigned work group　1　　2　　3　　4 Mean: 2.57
Participated in a informal work group　　　　　1　　2　　3　　　4 Mean: 2.55
Heard the instructor lecture for a full class session 1　　2　　3　　4 Mean: 3.89
Asked a question in class　　　　　　　　　　1　　2　　3　　　4 Mean: 2.53
Participated as an assistant on a faculty
　research project　　　　　　　　　　　　　1　　2　　3　　4 Mean: 1.33
Received a grade based on group work　　　1　　2　　3　　4 Mean: 2.33

17. Estimate the <u>average</u> time you spend <u>each week</u> (in a typical term) doing the following. (Circle <u>one</u> number for each item.) 26 hours or more – 7; 16 to 25 hours – 6; 11 to 15 hours – 5; 6 to 10 hours – 4; 1 to 5 hours – 3; Less than 1 hour – 2; None – 1

Preparing for class/homework...............1　2　3　4　5　6　7 Mean: 4.48
Engaging in group work in class ....1　2　3　4　5　6　7 Mean: 2.48
Engaging in group work outside
　of class...1　2　3　4　5　6　7 Mean: 2.27
Interacting informally with faculty
　outside of class.................................1　2　3　4　5　6　7 Mean: 1.82
Course-related internet discussion.........1　2　3　4　5　6　7 Mean: 1.33
Attending class lectures/seminars..........1　2　3　4　5　6　7 Mean: 5.23
Attending lab (science, language, etc.) ..1　2　3　4　5　6　7 Mean: 2.99
Commuting to campus ....1　2　3　4　5　6　7 Mean: 1.80
Working for pay...................................1　2　3　4　5　6　7 Mean: 2.77
Using E-mail.......................................1　2　3　4　5　6　7 Mean: 3.30
Surfing the web....................................1　2　3　4　5　6　7 Mean: 3.06
Attending tutoring or supplemental
　instruction sessions...........................1　2　3　4　5　6　7 Mean: 1.92
Discussing course-related topics with
　other students outside of class ....1　2　3　4　5　6　7 Mean: 2.64
Participating in sports/fitness
　activities..1　2　3　4　5　6　7 Mean: 2.63

Participating in student organizations ....1 2 3 4 5 6 7 Mean: 2.39
Volunteering for the community............1 2 3 4 5 6 7 Mean: 1.55
Attending to home responsibilities ....1 2 3 4 5 6 7 Mean: 2.40
Informally socializing with
    other students ....1 2 3 4 5 6 7 Mean: 4.56
Preparing for exams ....1 2 3 4 5 6 7 Mean: 3.37
Amount of time spent in preparation
    the day before an exam.....................1 2 3 4 5 6 7 Mean: 3.30

18. In how many of your courses do you encounter each of the following? (Circle one number for each item.)
All courses – 4 Most courses – 3 Some courses – 2 No courses - 1

Grading on a curve	1	2	3	4 Mean: 2.60
Use of short, ungraded in-class writing exercises (e.g. one-minute papers) to quickly assess your understanding of course material	1	2	3	4 Mean: 1.52
Department-wide examinations.	1	2	3	4 Mean: 2.05
Standardized tests	1	2	3	4 Mean: 1.79
Computer-based practice exercises	1	2	3	4 Mean: 1.69
Course web pages	1	2	3	4 Mean: 2.73
Extensive lecture	1	2	3	4 Mean: 3.08
Small group work/ group projects	1	2	3	4 Mean: 2.04
Service learning experiences	1	2	3	4 Mean: 1.36
Multiple drafts of written work for progressive feedback	1	2	3	4 Mean: 1.87
Instructors' explicit expression of goals for student learning	1	2	3	4 Mean: 2.42
Formal in-class presentations	1	2	3	4 Mean: 1.73
Activities that require interaction with peers from diverse racial/ethnic backgrounds	1	2	3	4 Mean: 1.72

19. How many college courses have you completed in each of the following subject areas? (e.g. 4 courses)

English / Writing Mean: 2.24 Psychology   Mean:1.64
Mathematics   Mean: 1.22 Chemistry   Mean: 1.28

Basic skills, remedial or developmental courses in writing _ Mean: 0.46____
Basic skills, remedial or developmental courses in math _ Mean: 0.39____
Courses in English as a second language   _ Mean: 0.098____
Courses which do not carry credit toward any degree   _ Mean: 1.09____

20. Have you ever done the following during college? (Circle yes or no for each.)

	No	Yes
Received college credit for exams or courses taken before graduating high school	1	2 Mean: 1.49
Received advice about courses to take, based on your performance on a placement exam	1	2 Mean: 1.80
Taken remedial/developmental courses to help you develop basic skills needed for introductory courses	1	2 Mean: 1.13
Changed your major because of academic difficulty	1	2 Mean: 1.16
Been placed on academic probation	1	2 Mean: 1.07
Received a failing final grade in a course	1	2 Mean: 1.14
Had at least one faculty member have a strong impact on your learning	1	2 Mean: 1.55
Taken or expect to complete a culminating project to meet graduation or certification requirements	1	2 Mean: 1.37
Contested course placement recommendations	1	2 Mean: 1.14
Taken or expect to complete an exam to meet graduation or certification requirements	1	2 Mean: 1.31

21. How often have you experienced each of the following during college? (Circle one number for each.)
Frequently – 4 Sometimes – 3 Rarely – 2 Never – 1

Felt stimulated and excited about your studies	1	2	3	4	Mean: 3.05
Participated in class discussion	1	2	3	4	Mean: 2.83
Felt like you were becoming a professional in your field	1	2	3	4	Mean: 2.30
Felt certain about your career goals	1	2	3	4	Mean: 2.82
Fell asleep in class	1	2	3	4	Mean: 2.24
Felt challenged to think more broadly about an issue	1	2	3	4	Mean: 2.98
Put forth your best effort in a course	1	2	3	4	Mean: 3.42
Felt like your mind was on automatic pilot in class	1	2	3	4	Mean: 2.85
Used the library to find books and articles on course topics	1	2	3	4	Mean: 2.60
Felt challenged by course material	1	2	3	4	Mean: 3.27
Reviewed notes that you took in class	1	2	3	4	Mean: 3.32
Felt instructors were both challenging and supportive of you	1	2	3	4	Mean: 2.90
Believed faculty had high expectations of you	1	2	3	4	Mean: 2.96
Felt like instructors were giving the same lectures they gave ten years ago	1	2	3	4	Mean: 2.66
Studied with students from a racial/ethnic background different from your own	1	2	3	4	Mean: 2.41

22. How much have you changed in the following ways since entering this institution? (Circle one number for each item.)
Greatly increased – 5 Increased somewhat – 4 Stayed about the same – 3 Decreased somewhat – 2 Greatly decreased – 1

Critical thinking ability	1	2	3	4	5	Mean: 3.90
Knowledge of other cultures	1	2	3	4	5	Mean: 3.95
Leadership ability	1	2	3	4	5	Mean: 3.63
Mathematical ability	1	2	3	4	5	Mean: 3.39
Oral presentation skills	1	2	3	4	5	Mean: 3.25

Written communication skills...........................1 2 3 4 5 Mean: 3.79
Ability to work cooperatively with
    others to accomplish goals...........................1 2 3 4 5 Mean: 3.59
Understanding others' points of view ....1 2 3 4 5 Mean: 3.79
General self-confidence...................................1 2 3 4 5 Mean: 3.63
Competitiveness on the job-market ....1 2 3 4 5 Mean: 3.44
General academic ability................................1 2 3 4 5 Mean: 3.51
Problem solving ability ....1 2 3 4 5 Mean: 3.62
Ability to interact in multicultural
    environments..1 2 3 4 5 Mean: 3.69
Acceptance of people with different beliefs.....1 2 3 4 5 Mean: 3.76
Understanding your own strengths,
    weaknesses and learning processes.............1 2 3 4 5 Mean: 3.92

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23. Indicate the extent to which you are satisfied with the following aspects of your undergraduate education. (Circle <u>one</u> number for each item.)

Very Satisfied – 5 Satisfied – 4 Neutral – 3 Dissatisfied – 2 Can't rate / no experience – 1

Science and mathematics courses	1	2	3	4	5 Mean: 3.38
Humanities courses	1	2	3	4	5 Mean: 3.52
Social science courses	1	2	3	4	5 Mean: 3.75
Courses in major field	1	2	3	4	5 Mean: 3.99
General education requirements	1	2	3	4	5 Mean: 3.34
Relevance of coursework in your major to everyday life	1	2	3	4	5 Mean: 3.37
Relevance of coursework outside your major to everyday life	1	2	3	4	5 Mean: 3.33
Quality of instruction	1	2	3	4	5 Mean: 3.54
Opportunity for interdisciplinary courses	1	2	3	4	5 Mean: 3.22
Opportunity to discuss coursework and/or assignments outside of class with professors	1	2	3	4	5 Mean: 3.46
Academic tutoring or assistance you received on campus	1	2	3	4	5 Mean: 2.61
Academic advising	1	2	3	4	5 Mean: 3.63
Formal opportunities to take stock of your academic progress and/or achievement	1	2	3	4	5 Mean: 2.88
Contact with faculty and administrators	1	2	3	4	5 Mean: 3.23
Overall relationships with faculty and administrators	1	2	3	4	5 Mean: 3.34
Opportunity to learn about racially/ethnically diverse populations in the U.S.	1	2	3	4	5 Mean: 3.37
Tests that assess what you have learned in class	1	2	3	4	5 Mean: 3.22

24. How frequently do your instructors do the following?
(Circle <u>one</u> number for each item.) Frequently – 3 Occasionally – 2 Not at all – 1

Encourage students to collaborate on course work through study groups...	1	2	3 Mean:2.03
Encourage students to collaborate on course work through internet discussions	1	2	3 Mean: 1.34
Ask you directly whether you understand course material	1	2	3 Mean: 1.81
Encourage students to act as "peer mentors" to others in review or discussion sections	1	2	3 Mean: 1.59
Create assignments that have many	1	2	3 Mean: 1.79
Seem to depend on the same teaching routines year after year..	1	2	3 Mean: 2.22
Design classes to be highly interactive	1	2	3 Mean: 1.84
Listen to students' concerns, and take them into account in their teaching..	1	2	3 Mean: 2.04
Work to get students to ask questions during class	1	2	3 Mean: 2.16
Expect students to guide the discussion and activities for a majority of class time	1	2	3 Mean: 1.62
Introduce new or experimental teaching strategies in class	1	2	3 Mean: 1.68
Spend a substantial amount of class time addressing student questions......................................	1	2	3 Mean: 1.71
Include reading on theories and scholarship from other fields in your courses......................................	1	2	3 Mean: 1.53
Incorporate short class activities or exercises into class sessions..	1	2	3 Mean: 1.95
Stop lectures to see if students understand the material..	1	2	3 Mean: 2.02

25. How often have you experienced each of the following in <u>math and science</u> courses you have taken? (Circle <u>one</u> for each.)

If you have <u>never</u> taken a math or science course during college, mark N/A here and proceed to question 26:   ❏ N/A
Percentage: 5.4%

Regularly – 4 Several times – 3 Once or twice – 2 Never – 1

Made an oral presentation	1	2	3	4 Mean: 1.42
Submitted a term paper or other extensive written assignment	1	2	3	4 Mean: 1.84
Used a graphing calculator	1	2	3	4 Mean: 3.14
Participated in a formally-assigned work group	1	2	3	4 Mean: 2.09
Participated in a informal work group	1	2	3	4 Mean: 2.30
Heard the instructor lecture for a full class session	1	2	3	4 Mean: 3.75
Asked a question in class	1	2	3	4 Mean: 2.23
Encountered exam questions applying course material to an unfamiliar context or format	1	2	3	4 Mean: 2.53
Received a grade based on group work	1	2	3	4 Mean: 2.03
Took a class in which the primary class meetings included fewer than 35 students	1	2	3	4 Mean: 2.06
Received feedback on homework from a teaching assistant	1	2	3	4 Mean: 2.50
Received feedback on homework directly from faculty	1	2	3	4 Mean: 1.99
Discussed your understanding of course material with the instructor	1	2	3	4 Mean: 1.83
Felt encouraged to take advanced courses in science or math	1	2	3	4 Mean: 2.07
Felt you could apply course concepts in real-world situations	1	2	3	4 Mean: 2.29

26. In the past year, how often have you experienced each of the following in your courses?
(Circle <u>one</u> number for each item.) Regularly – 4 Several times – 3 Once or twice – 2 Never – 1

Took a test before a course began and then a similar exam subsequent to completing the course	1	2	3	4 Mean: 1.40
Received advice based on your performance on exams, homework, etc	1	2	3	4 Mean: 1.98
Felt encouraged to ask questions in class................	1	2	3	4 Mean: 2.66
Discussed your goals for learning with an instructor, either in or outside of class	1	2	3	4 Mean: 1.77
Received feedback more than three times in a term	1	2	3	4 Mean: 2.10
Rated an instructor highly on teaching evaluations .	1	2	3	4 Mean: 2.85
Received feedback only in the form of a final course grade	1	2	3	4 Mean: 2.34
Met with faculty outside of formally scheduled times	1	2	3	4 Mean: 1.92
Felt inhibited from participating in class discussion	1	2	3	4 Mean: 2.02
Received oral feedback	1	2	3	4 Mean: 2.04

Section III: Attitudes About Teaching /Learning
27. For each item, indicate how well it describes you.
(Circle <u>one</u> number for each item.) Very much like me – 4 Like me – 3 A little bit like me – 2 Not at all like me – 1

I prefer lecture-based classes over classes that require students to work things out on our own.	1	2	3	4 Mean:2.43
I learn more working in group-project settings than on my own	1	2	3	4 Mean: 1.91
I find lecture-only classes boring and would rather be doing something active in class	1	2	3	4 Mean: 2.54
I think repetitive exercises are the most reliable way to learn course material	1	2	3	4 Mean: 2.30
I try to relate ideas presented in one class to material from other courses whenever possible	1	2	3	4 Mean: 2.83
I think group projects are a waste of my time	1	2	3	4 Mean: 2.04
When reading for a class, I try to relate the material to what I already know	1	2	3	4 Mean: 2.89
I can learn important things with other students.	1	2	3	4 Mean: 2.69
I try to understand course material by making connections between the readings and the concepts from the lectures	1	2	3	4 Mean: 3.02
When studying for a course I try to determine which concepts I don't understand well	1	2	3	4 Mean: 2.99
I try to share my ideas and materials with other students when I think it will help them	1	2	3	4 Mean: 2.78
I often go beyond required reading to learn more about a topic	1	2	3	4 Mean: 1.87
I often discuss theories and ideas with students outside of class	1	2	3	4 Mean: 2.39
I think it is a good idea for students to help each other learn	1	2	3	4 Mean: 3.01
I am most satisfied when instructors give a clear summary of specific material covered on an upcoming exam	1	2	3	4 Mean: 3.65
I expect instructors to provide a guide detailing how to succeed in their courses	1	2	3	4 Mean: 2.91

28. How much do you agree with the following statements about your learning experience?
(Circle one number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly – 1

I understand material better when I also hear course concepts explained by peers............	1	2	3	4 Mean: 3.02
I often make connections across concepts that the instructor had not anticipated.......................	1	2	3	4 Mean: 2.60
I have a better grasp of course concepts when I discuss concepts with peers............................	1	2	3	4 Mean: 3.12
I learn best through repetition of material in lectures, texts, and exams.	1	2	3	4 Mean: 3.09
I understand the complexity of a topic better after exchanging ideas with peers	1	2	3	4 Mean: 3.12
If I do not grasp a concept right away, I will probably never master it	1	2	3	4 Mean: 1.78
I want more feedback than grades or scores provide	1	2	3	4 Mean: 3.21
I learn more when the instructor keeps questions and discussions to a minimum............	1	2	3	4 Mean: 1.88
I can communicate what I learn through methods outside of formal tests	1	2	3	4 Mean: 3.19
I am capable of learning basic concepts taught in my courses	1	2	3	4 Mean: 3.59
I often feel underprepared for college-level work ...	1	2	3	4 Mean: 2.16
I have difficulty asking good questions	1	2	3	4 Mean: 2.22
It is a good idea for students to help each other learn	1	2	3	4 Mean: 3.37
In-class presentations reinforce important skills	1	2	3	4 Mean: 2.77
Written assignments help me make sure I understand the course material	1	2	3	4 Mean: 2.92

29. How much do you agree with these statements about what you expect from your instructors at this institution. (Circle one number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly - 1
I expect…

A challenging learning experience	1	2	3	4 Mean:3.41
Instructors to describe clearly all their expectations for coursework	1	2	3	4 Mean: 3.49
High grades	1	2	3	4 Mean: 3.18
Opportunities to pursue subject matter further	1	2	3	4 Mean: 3.25
Frequent summaries of key concepts	1	2	3	4 Mean: 3.25
Extensive one-on-one interaction	1	2	3	4 Mean: 2.40
Extensive use of audio/visual aids	1	2	3	4 Mean: 2.82
An entertaining lecture style	1	2	3	4 Mean: 3.13
Outlines and other printed course aids	1	2	3	4 Mean: 3.23
Opportunities to redo assignments to improve grades	1	2	3	4 Mean: 2.70
A clear indication of what material will appear on course exams	1	2	3	4 Mean: 3.53
To be evaluated based on my direct recall of material presented in class	1	2	3	4 Mean: 2.84
Instructors to be available during office hours	1	2	3	4 Mean: 3.72
Frequent and extensive feedback on my work	1	2	3	4 Mean: 2.88
Assignments that require me to spend several hours in preparation for each class session	1	2	3	4 Mean: 2.19
Support for exploring topics further on my own	1	2	3	4 Mean: 2.93
Opportunities to synthesize what I am learning across different courses	1	2	3	4 Mean: 3.02

30. For each item, indicate how well it describes you.
(Circle <u>one</u> number for each item.)   Very much like me – 4   Like me – 3   A little bit like me – 2 Not at all like me – 1

When I analyze an argument in class or in reading, I
    often find that it is based on hidden assumptions1 2 3 4 Mean: 2.32
I believe that news stories generally represent
    unbiased, objective reporting of events..............1 2 3 4 Mean: 1.82
 I believe that there are two sides to every
    question and try to look at them both.................1 2 3 4 Mean: 3.14
If I am sure I'm right about something, I don't waste
    much time listening to other people's arguments1 2 3 4 Mean: 1.84
I sometimes find it difficult to see things from
    "the other person's" point of view ....1 2 3 4 Mean: 1.73
I try to relate course content to current events.........1 2 3 4 Mean: 2.46
I try to look at everybody's side of a
    disagreement before I make a decision ....1 2 3 4 Mean: 2.95
I really enjoy analyzing the causes of other
    people's behavior ....1 2 3 4 Mean: 2.91
I think a lot about the relationship between
    what I learn in my courses and what I notice
    happening in the world ....1 2 3 4 Mean: 2.72
I don't enjoy getting into discussions about
    the causes for other people's behavior ....1 2 3 4 Mean: 1.65
I prefer simple rather than complex explanations
    for people's behavior...1 2 3 4 Mean: 2.05
I tend to take people's behavior at face value and not
    worry about the inner causes for their behavior .1 2 3 4 Mean: 1.74
When I analyze a person's behavior I often find the
    causes form a chain that goes back in time ....1 2 3 4 Mean: 2.59
I think a lot about the influence that society
    has on other people..1 2 3 4 Mean: 2.96
I think a lot about the influence that society
    has on my behavior and personality...................1 2 3 4 Mean: 2.88
 I tend to notice the relationships between current
    events and what I learn in class..........................1 2 3 4 Mean: 2.50

Section IV: Attitudes About Assessment

Assessment refers to various ways of evaluating students' learning. Instructors, departments, schools, states, and employers assess students in many ways. Please refer to this definition of assessment when completing the remainder of the survey.

31. When it comes to succeeding in your intended major, how important is your performance on each of the following types of assessment? (Circle <u>one</u> number for each item.)
Not applicable - n/a   Extremely important – 4 Somewhat important – 3 Not very important – 2 Not important at all – 1

Exams determining course placement	1	2	3	4 Mean: 3.05	n/a (15.4%)
Departmentally reviewed projects or performances	1	2	3	4 Mean: 3.08	n/a (18.5%)
Departmental exams	1	2	3	4 Mean: 3.23	n/a (9.2%)
State exams or requirements	1	2	3	4 Mean: 2.94	n/a (24.6%)
Professional exams (e.g. teaching certification, CPA)	1	2	3	4 Mean: 3.40	n/a (30.0%)

32. Please indicate your level of agreement on the following statements about <u>student assessment</u> at this institution. (Circle <u>one</u> number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly – 1

In general, the tests in my courses
    accurately measure what I have learned........1 2 3 4 Mean: 2.72
The main purpose of assessment is to help
    instructors improve their teaching.................1 2 3 4 Mean: 2.47
Student grades reflect the standards of
    this institution ....1 2 3 4 Mean: 2.60
Most faculty do a good job of assessing what
    students are learning in the classroom...........1 2 3 4 Mean: 2.66
The main purpose of assessment is to help
    give students feedback on their progress........1 2 3 4 Mean: 2.85
I usually have ample opportunity to express
    what I have learned on course exams............1 2 3 4 Mean: 2.52
Most faculty regularly assess what their
    students are learning in the classroom...........1 2 3 4 Mean: 2.59
Faculty should spend more time assessing
    student learning...1 2 3 4 Mean: 2.88
Student grades provide the best measure
    of what students learn..................................1 2 3 4 Mean: 2.06
Multiple-choice or fill-in-the-blank type
    exams allow me to convey what I learned.....1 2 3 4 Mean: 2.48
The main purpose of assessment is to help
    the institution improve.................................1 2 3 4 Mean: 2.47
Students here are assessed more than
    is really necessary ....1 2 3 4 Mean: 2.12
I hardly ever get a chance to show
    what I have learned in a class at all...............1 2 3 4 Mean: 2.36
Departmental tests reflect what I learned in class   1 2 34 Mean: 2.28
My performance on placement exams usually
    reflects my skill-level accurately. ....1 2 3 4 Mean: 2.50
Essay-type exams allow me to convey
    what I learned...1 2 3 4 Mean: 3.11

Section VI: Demographics

33. What is your gender? (Circle <u>one</u>.)

  1. Male   Mean: 1.72   2. Female

34. What is your marital status? (Circle <u>one</u>.)

  1. Single   (97.0%)   5. Widowed
  2. Married (0.8%)   6. Living with someone
  3. Divorced   in a marriage-like
  4. Separated   relationship   (2.3%)

35. For how many children do you have primary caregiver responsibilities? _____ Mean: 0_____

36. What is your age? _____ Mean: 19-20_____

37. What is your racial/ethnic background?
(Circle **all** that apply.)

    African American or Black 2.3%
    Asian or Asian American 3.8%
    Hispanic or Latino..0.8%
    Native American (indicate tribe:_____) 0.0%
    White 90.9%
    Other:_____ 3.0%

38. Are you a U.S. citizen or permanent resident?
(Circle <u>one</u>.)

    1. No   Mean: 1.96 2. Yes

39. How many family members (including yourself) lived with you in your final year of high school?
    _____ Mean: 4.05_____ family members

40. What is your best estimate of your family's annual income in the year you entered this college?
    $_____ Mean: 45,000-50,000_____

41. Did you leave a full-time job to attend college?
(Circle <u>one</u>.)

    1. No   Mean: 1.09   2. Yes

42. Are you legally considered a resident of the state in which you attend college? (Circle <u>one</u>.)

    1.   No, out-of-state resident
    2.   Yes, recently became state resident
    3.   Yes, always been a state resident

    Mean: 2.44

43. What is the highest degree that you ever plan to earn? (Circle <u>one</u>.)

    1. No degree   0.8%
    2. Associate's degree
    3. Bachelor's degree   25.8%
    4. Master's degree   34.1%
    5. Ph.D. or professional degree (law, medicine) 39.4%

    Mean: 4.11

Thank you for participating in this important study designed to help us learn more about teaching, learning and assessment from the student perspective.

SUMMARY

This report summarizes some general insights from the following frequency distribution profile of undergraduate student responses to the "Student Experiences with Teaching, Learning, And Assessment" questionnaire distributed as part of our case study of student assessment at Iowa State University. The survey was designed to obtain respondent perceptions of the institution's patterns of undergraduate student assessment in departments focusing on the arts and sciences.

The instrument was distributed to a random sample of 400 undergraduate students at the College of Liberal Arts and Sciences, based on information provided by the Registrar. A total of 132 usable responses were received.

The following comments are organized by sections of questionnaire but readers are encouraged to review the item by item results.

I.   Background

Of the 132 respondents, 96.2 percent of them are pursuing a Bachelor's degree, with the largest number of responses coming from students who are classified as first or second-year students (83.3 percent). Students reported their top two sources of financial support federal grant or Pell grant and federal or guaranteed student loans.

Pre-college environmental variables indicate that racial environment was mostly white for both the neighborhood in which the students grew up and the high school attended. 29.8 percent of respondents indicated that they were in the top five percent of their high school graduating class, another 18.3 percent of respondents indicated that they were in the top ten percent of their graduating class. Average high school grades were in the B-plus to A-minus range, and very close to A-minus level. Students generally had good experience with computer in the high school. Most students had used a computer to write a paper in high school (with a mean of 2.97 in a 3-point scale). Only a very limited number of students had the written a paper of at least 20 pages (with a mean of 1.09 in a 3-point scale). Students reported that their parents/guardians have an average of education level between some community college or college and an associate degree.

II.   General College and Classroom Experiences

Respondents indicated a mean GPA between the B to B-plus range. Mean scores indicate that the most widespread experiences during the student's time in college is based on two items; the highest mean relates to the statement "heard the instructor lecture for a full class session," and the second highest is "used the Internet in course-related work." This theme is reflected as the highest or second highest mean in several following questions (18 and 25), in which students are prompted to quantify the number of classes in which they have experienced "extensive" lecturing.

Respondents indicated they have very limited chance to participate as an assistant on a faculty research project (1.33 on a 4 point scale), and to carry out course-related Internet discussion (1.33 on a 7 point scale).

Students reported they increase somewhat in various knowledge and skills, but no big increases (means are between 3.25 and 3.95 on a 5 point scale). Students reported completing the most classes in English/writing, with Psychology courses being the second most widely taken course. Students tended to be satisfied with the course offerings in their major (3.99 on a 5 point scale). Students also indicated that their instructors seem to depend on the same teaching routines year after year (2.22 on a 3 point scale).

III.   Attitudes about Teaching and Learning

Attitudinal questions asking the student to describe herself or himself yielded the highest means in areas such as "instructors give a clear summary of specific material covered on an upcoming exam" and trying "to understand course material by making connections between the readings and the concepts from the lectures." Response means did indicate that students tend to agree that they are able to learn basic concepts in their classes, but the want more feedback than grades or scores can provide. This feedback issue is also reflected in respondent expectations of faculty, with the second highest expectation mean reflecting their wish for "instructors to describe clearly all their expectations for coursework." Students also indicated that they could not learn more in group-project settings than on their own (1.91 on a 4 point scale).

IV.   Attitudes about Assessment

Assessment refers to various ways of evaluating students' learning. Instructors, departments, schools, states, and employers assess students in many ways. When the respondents were prompted for levels of importance regarding success within one's major, mean results showed that professional exams is viewed as the most important, with departmentally-reviewed projects or performances being seen as the next most important. Students were also asked to share their level of agreement with a wide array of statements on assessment techniques at the institution.   The most widely-agreed upon statements are that essay-type exams allowed them to convey what they had learned, and that faculty should spend more time assessing student learning. Students also believed that the main purpose of assessment in general is to help give students feedback on their progress.

V.   Demographics

Respondents tend to be female (72 percent), single (96.8 percent), and Caucasian/White (94.6 percent). Mean student age between 19 and 20 years old, with 96 percent identifying as U.S. citizens or permanent residents, and over half as in-state residents. Typical family size during their final year of high school was slightly over 4 people, with estimated familial income in the $45,000 to $50,000 range. 73.5 percent of the students plan to earn a master degree or higher