

Memo

To: Dr. Robert Rhodes, Provost
Date: May 10, 2013
Re: Cornerstone Evaluations Results

Here are results on Cornerstone evaluations from 940 students in fall 2012 with 583 students in fall 2011 and 713 students in 2010. *The results for 2012 show improvement in all areas compared to 2011 and 2010.*

Students reported 22 points improvement in enjoyment of the overall course experience. 61% of students in fall 2012 reported “much more, more, or about the same” in response to “Compared to other freshman classes, I enjoyed this course. . .” compared with only 39% of students in fall 2011 and 54% in fall 2010.

Students reported 15 points improvement in “thought-provoking ideas” presented in class. 77% of students in fall 2012 reported “very often or often” in response to “Professor presented thought-provoking ideas” compared to 62% in fall 2011 and 53% in fall 2010.

Students reported 8 points improvement in “clear directions” given for assignments and projects for the course requirements. 74% of students in fall 2012 reported “very often or often” in response to “Professor gave clear directions” compared to 66% in fall 2011 and 68% in fall 2010.

Students reported 27 points improvement in helpfulness of topics. 61% of students in fall 2012 reported “strongly agree or agree” to “Considering the rest of your degree, the topics in Cornerstone will be helpful and supportive for the upper-level classes in your major” compared to 34% in fall 2011.

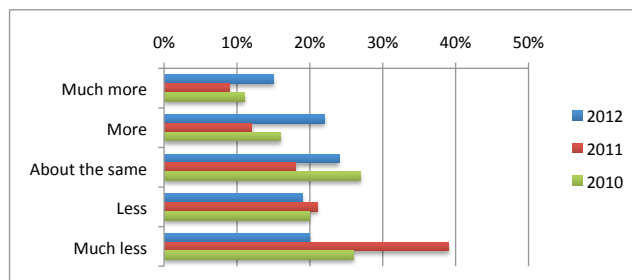
Students reported 34% more opportunities to develop their higher-order thinking skills. The last item is a new question regarding students’ awareness of the learning outcomes for the course. One of the goals of the course is to encourage students to develop higher-order thinking skills such as evaluate. We asked students to report how often they had the opportunity to “memorize facts, ideas, or methods” compared to “evaluate or make judgments about the value of information, arguments, or methods.” 68% of the students reported “very often or often” to “evaluate” compared to 34% for “memorize.”

Cornerstone Class Evaluations

Compared to other freshman classes, I enjoyed this course

	2012	2011	2010
Much more	15%	9%	11%
More	22%	12%	16%
About the same	24%	18%	27%
Less	19%	21%	20%
Much less	20%	39%	26%

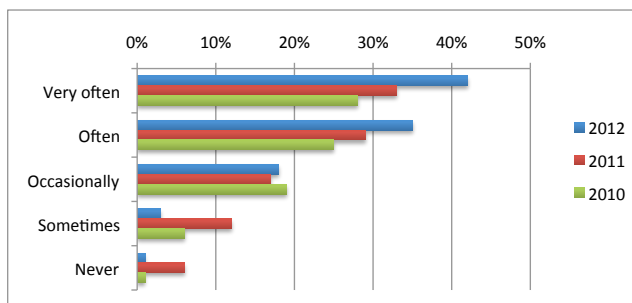
Much more, more, about the same	61%	39%	54%
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Professor presented thought-provoking ideas.

	2012	2011	2010
Very often	42%	33%	28%
Often	35%	29%	25%
Occasionally	18%	17%	19%
Sometimes	3%	12%	6%
Never	1%	6%	1%

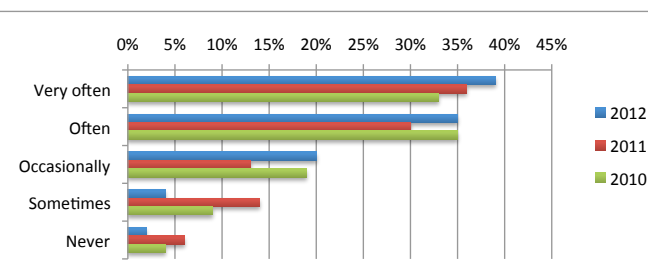
Very often or often	77%	62%	53%
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Professor gave clear directions for assignments.

	2012	2011	2010
Very often	39%	36%	33%
Often	35%	30%	35%
Occasionally	20%	13%	19%
Sometimes	4%	14%	9%
Never	2%	6%	4%

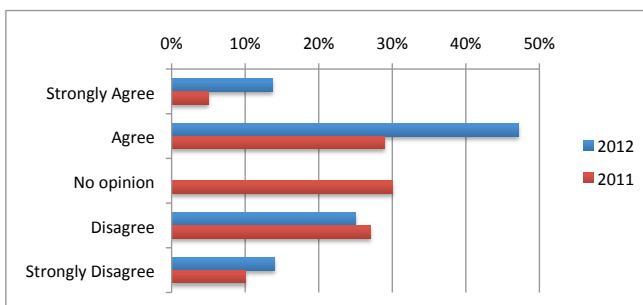
Very often or often	74%	66%	68%
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Considering the rest of your degree, the topics in Cornerstone will be

	2012	2011
Strongly Agree	14%	5%
Agree	47%	29%
No opinion	0%	30%
Disagree	25%	27%
Strongly Disagree	14%	10%

Strongly Agree or Agree	61%	34%
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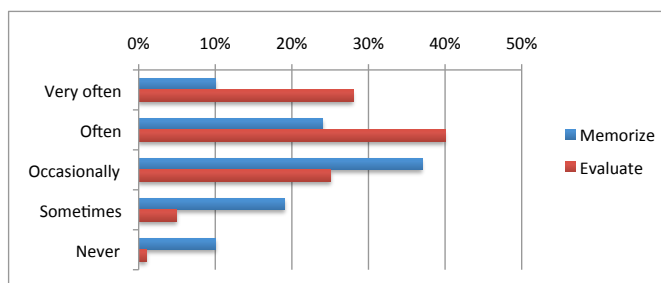
2012

Opportunity to memorize vs evaluate

	Memorize	Evaluate
Very often	10%	28%
Often	24%	40%
Occasionally	37%	25%
Sometimes	19%	5%
Never	10%	1%

We want students to evaluate (think) more than memorize

Very often or often	34%	68%
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Cornerstone Evaluations, Fall 12

Compared to other Freshman classes I am taking at ACU, I enjoyed this course

Much More	139	15%
More	208	22%
About the same	227	24%
Less	175	19%
Much Less	187	20%

My professor presented thought-provoking ideas.

Very often	390	42%
Often	330	35%
Occasionally	172	18%
Sometimes	29	3%
Never	14	1%

My professor gave clear directions for assignments.

Very often	371	39%
Often	325	35%
Occasionally	187	20%
Sometimes	41	4%
Never	16	2%

Considering the rest of your degree, the topics in Cornerstone will be helpful and supportive for the classes in your major.

Strongly Agree	97	14%
Agree	335	47%
No opinion	0	0
Disagree	177	25%
Strongly Disagree	100	14%

Opportunity to memorize facts, ideas, or methods.

Very often	90	10%
Often	231	24%
Occasionally	346	37%
Sometimes	180	19%
Never	92	10%

Opportunity to evaluate or make judgements about value of info, arguments, or methods.

Very often	266	28%
Often	374	40%
Occasionally	234	25%
Sometimes	49	5%
Never	13	1%