

**IDEA**

# Student Ratings of Instruction

**Survey Report**  
Fall 2016



**Office of Assessment, Institutional Effectiveness and Research (AIER)**

Guam Community College

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# Executive Summary

Since Fall 2009, Guam Community College (GCC) has administered the IDEA Center's<sup>1</sup> *Student Ratings of Instruction Survey*. GCC opted to use the survey since its focus on student learning is customized to fit faculty teaching objectives.<sup>2</sup> Surveys are processed by the IDEA Center and copies of results are sent to the College. Results are subsequently shared with faculty to help guide improvement efforts at the classroom and program levels.

**The following trends are based on results from Fall 2011 to 2016:**

- GCC faculty chose the same top four relevant objectives as the IDEA System (Section I, Results).

- Over 60 percent of GCC classes rated the quality of instructional effectiveness higher than the IDEA Database average (Section II, Results).
- GCC's average quality of instruction is higher than the IDEA System average (Section III, Results).
- A higher percentage of the Institution's classes achieve relevant objectives in comparison with classes in the IDEA System (Section IV, Results).
- At GCC, the most common approach to teaching is through *Stimulating Student Interest* (Section V, Results).
- Seventy percent of GCC's classes are rated "about average" for *Difficulty in Subject Matter* (Section VI, Results).
- Over 50 percent of instructors report their primary instructional approach as *Lecture* (Section VII, Results).

## Recommendations

**The following recommendations are based on the findings:**

- In an effort to enhance student learning, instructors should consider emphasizing Objectives 8, 9, 11 and 12.
- In an effort to encourage students to solve problems, instructors should require students to use multiple resources that require more in-depth research and critical thinking.

- In an effort to create an engaging classroom experience, instructors should consider using non-traditional teaching methods, such as group discussions that stimulate collaborative work among students.
- In an effort to encourage student involvement, instructors should include "hands on" projects in their courses.
- In an effort to support today's types of learners and prepare students for future jobs/careers, instructors should require more use of computer applications, such as Excel, PowerPoint, among others.

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<sup>1</sup> Instructional Development & Evaluation Assessment tool is commonly referred to as IDEA. The IDEA Center is a non-profit organization based at Kansas State University. See <http://www.idea.ksu.edu> for a preview of the instruments used in this study.

<sup>2</sup> *Objectives* is a term used by the IDEA Center, which is analogous to the GCC term *outcomes*. The term *objectives* is no longer used in curriculum documents. However, the term *objectives* will be retained in this document for reporting purposes.

# Introduction

Guam Community College has continued to administer the *IDEA Student Ratings of Instruction Survey* at least one semester per academic year since 2009<sup>3</sup>. The survey is designed to assess teaching effectiveness through the perspective of students, particularly on their evaluation of progress on specific course learning objectives that are selected by the faculty/instructor. The focus is on student progress in achieving course objectives selected by faculty.

The *IDEA Student Ratings of Instruction System* is composed of two parts: the Faculty Information Form (FIF)<sup>4</sup> (Appendix A) and the Student Reactions to Instruction and Courses Forms or Diagnostic Form (Appendix B). The FIF contains a list of twelve (12) learning objectives that are grouped into six (6) categories: basic cognitive background, application of learning, expressiveness, intellectual development, lifelong learning, and team skills.

The *IDEA Student Ratings of Instruction System* includes the selection of three (3) to five (5) relevant (*important* or *essential*) learning objectives by faculty from a list of objectives listed in the FIF. Relevant objectives are those that require substantial effort towards their attainment and achievement. FIFs are completed by faculty prior to the administration of the Diagnostic Form.

The *IDEA Student Ratings of Instruction System* uses student ratings on the progress of relevant objectives as the primary means of measuring teaching effectiveness. Progress ratings for relevant objectives are based on the following five-point scale: 1=no apparent progress, 2=slight progress (“I made small gains on this objective”), 3=moderate progress (“I made some gains on this objective”), 4=substantial progress (“I made large gains on this objective”), and 5=exceptional progress (“I made outstanding gains on this objective”).

The overall measure of *progress on relevant objectives* is determined by combining the progress ratings of all relevant objectives. Double weight is applied to objectives identified as *essential*. *Essential* objectives count twice as much as *important* objectives in the calculation of *progress on relevant objectives*. Furthermore, teaching effectiveness is assessed by the average student agreement with statements related to faculty and the course. The summary evaluation is the average of these two (2) measures.

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<sup>3</sup> GCC administered the IDEA Survey in Fall 2009, Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Fall 2011-2016.

<sup>4</sup> The FIF describes each course and provides critical information needed to generate individual class summary reports as well as Group Summary Reports (GSR).

# Methodology

Survey Announcements to Faculty. The AIER Office posted two announcements to all faculty via MyGCC on October 7, 2016: a memorandum (Appendix A) and a flyer (Appendix B). A brief description on the *IDEA Student Ratings of Instruction Survey* (or, “Diagnostic Form”) was included in the memorandum, including that its results will be used for institutional assessment reporting. Faculty were informed that the Office of Assessment, Institutional Effectiveness and Research (AIER) will be administering the Fall 2016 Diagnostic Form between October 25, 2016 and November 15, 2016.

Additionally, the AIER Office attached the faculty memorandum to the Faculty Information Form packet that was distributed to faculty.

Survey Announcements to Students. A student announcement was posted online on MyGCC (Appendix C). The online post described that information provided in the survey will be useful in assessing student learning and guiding teaching improvement.

In addition to the MyGCC announcement, student-focused posters were pinned on campus bulletin boards. Posters included similar information: a brief description of the survey and its purpose, as well as the dates for survey administration.

Survey Packets. Two survey packets were directly delivered to full-time faculty but, if unavailable, were given to the department’s support staff. Adjunct faculty were instructed to pick up survey packets in the Student Support Office beginning.

- (1) Faculty Information Form packet. Each survey packet included the Directions to Faculty (Appendix D), the IDEA Discipline Codes for GCC Classes (Appendix E), and the Faculty Information Forms (FIFs) (Appendix F). The *Faculty Information Form* (FIF) was required to be completed by faculty prior to the administration of the survey. Completed FIFs were enveloped and dropped in boxes that were located in the Student Support Services Office, the Faculty Lounge, or the AIER Office no later than October 22, 2016.
- (2) Student Ratings on Instruction Survey packet. Each survey packet included Instructions for GCC Student Rating of Instruction Survey Administrators (Appendix G), a script for the designated survey administrator (staff or designated student volunteer) to read to each class prior to administering the survey (Appendix H), and the Student Reactions to Instruction and Courses survey form (Appendix I).

Population of Students Surveyed. The intent was to survey all classes listed in the College's Fall 2015 schedule provided by the Office of Admissions and Registration (n=450).<sup>5</sup> Classes that ended prior to the fall start date of survey administration (i.e. October 25, 2016) were excluded. Classes that started after the fall end date of survey administration (i.e. November 15, 2016) were excluded.

Survey Collection and Processing. Each survey packet was dropped off by a student representative at the Student Support Service Office, the Student Services and Administration Building, or AIER Office. The AIER Office prepared the surveys that were mailed off-island for processing.

Survey Results. The Institution received the Group Summary Report (GSR) (Appendix J) from the IDEA Center after the individual surveys were processed. Results contained in the institutional GSR are presented and discussed in this report.

Individual class summaries were provided to faculty who completed the *Faculty Information Form*. The GSRs based on IDEA discipline codes were given to respective departments for review.

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<sup>5</sup> Classes taught by full-time and adjunct faculty were assessed.

## Results

Of the 475 classes offered in Fall 2016, students from 253 classes voluntarily participated in the survey (Appendix K). Information provided by students from 250 classes were used in the Group Summary Report (GSR). Three classes were ineligible to be included in the results.

On average, 70 percent of students from each class in this Group (n=250) responded to the survey. Of the 250 classes, 107 classes had a 65 percent response rate, which is the minimum rate for dependable results. A response rate of 75 percent or higher is desirable. The average class size of participating classes was 19.

The Group Summary Report (GSR) presented a comparison between the Group (n=250)<sup>6</sup>, the Institution (n=1,798) and the IDEA System (n=44,455).

The GSR is divided into seven sections:

- **Section I.** Faculty Selection of Important and Essential Objectives
- **Section II.** Student Ratings of Overall Outcomes–Comparison to IDEA Database
- **Section III.** Student Ratings on Overall Outcomes–Comparison to This Institution
- **Section IV.** Student Ratings of Progress on Objectives Chosen as Important or Essential
- **Section V.** Teaching Methods and Styles
- **Section VI.** Student Self-ratings and Ratings of Course Characteristics
- **Section VII.** Faculty Self-report of the Institutional Context

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<sup>6</sup> The fall 2015 *IDEA Student Ratings of Instruction Survey* (or, “Diagnostic Form”) was completed by 361 classes. Two classes were excluded because the faculty members

neglected to select Important and Essential (or, “relevant”) objectives on the *Faculty Information Form*.

## Section I

### Faculty Selection of Important and Essential Objectives

**Table 1. Faculty Selection of Important and Essential Objectives**

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=250)	Institution (n=1,798)	IDEA System (n=44,455)
<i>Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)</i>	71%	70%	78%
<i>Objective 2: Learning fundamental principles, generalizations, or theories</i>	56%	61%	75%
<i>Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)</i>	76%	75%	75%
<i>Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</i>	64%	62%	55%
<i>Objective 5: Acquiring skills in working with others as a member of a team</i>	32%	26%	32%
<i>Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</i>	14%	17%	25%
<i>Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</i>	16%	15%	27%
<i>Objective 8: Developing skill in expressing myself orally or in writing.</i>	35%	30%	47%
<i>Objective 9: Learning how to find and use resources for answering questions or solving problems.</i>	31%	25%	41%
<i>Objective 10: Developing a clearer understanding of, and commitment to, personal values</i>	8%	7%	23%
<i>Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view</i>	132%	24%	49%
<i>Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers</i>	26%	22%	41%
<b>Average Number of Objectives Selected as Important or Essential (referred to as “Relevant Objectives”)</b>	4.6	4.4	5.7

The twelve objectives are listed, and the percent of classes selecting each objective as Important or Essential for this Group, the Institution, and the IDEA System are shown.

## Section II

### Student Ratings of Overall Outcomes (Comparison to IDEA Database)

**Table 2. Distribution of Converted Scores Compared to the IDEA Database**

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation <sup>7</sup>	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
<b>Much Higher</b> (63 or higher)	<b>10%</b>	24%	7%	10%	4%	40%	16%	24%	8%
<b>Higher</b> (56-62)	<b>20%</b>	45%	38%	59%	36%	36%	27%	49%	36%
<b>Similar</b> (45-55)	<b>40%</b>	27%	46%	26%	54%	20%	49%	24%	50%
<b>Lower</b> (38-44)	<b>20%</b>	4%	8%	3%	6%	3%	7%	2%	6%
<b>Much Lower</b> (37 or lower)	<b>10%</b>	0%	2%	2%	2%	0%	1%	0%	0%

The Raw and Adjusted percentages of this Institution for each of the four outcomes are compared to the IDEA Database. The Converted Score Category is divided into five areas: (1) Much Higher, (2) Higher, (3) Similar, (4) Lower, and (5) Much Lower. The Expected Distribution is concentrated in the center with the average score of 50.

**Table 3. Average Scores**

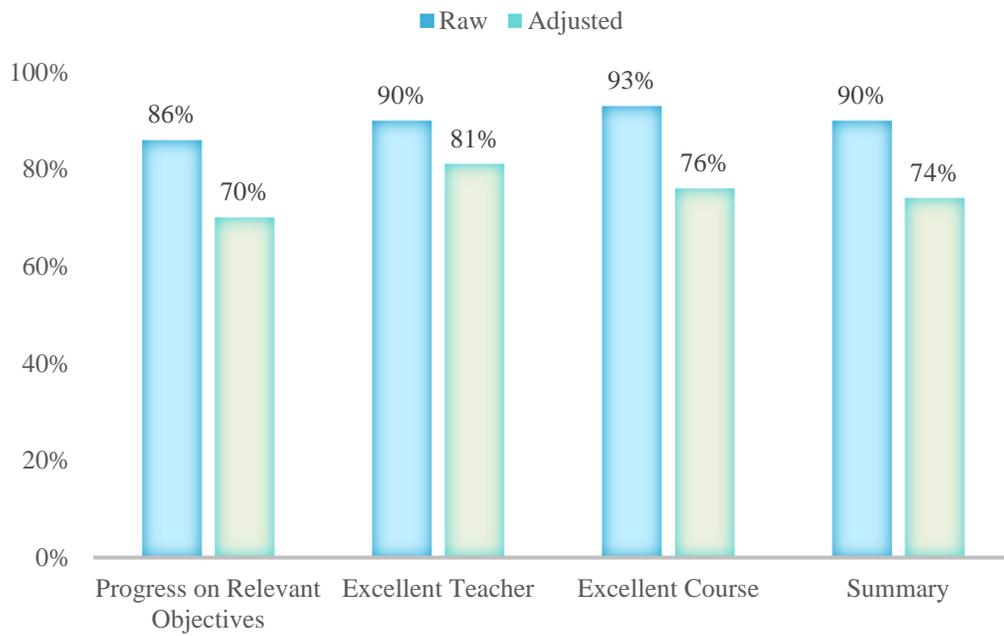
Converted Score	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation <sup>8</sup>	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
<b>This Summary Report</b>	58	54	57	53	60	55	58	54
<b>IDEA System</b>	51 <sup>9</sup>	51 <sup>9</sup>	50	50	50	50	50	51
<b>5-point Scale</b>								
<b>This Summary Report</b>	4.4	4.1	4.4	4.6	4.5	4.2	4.5	4.3
<b>IDEA System</b>	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

The Group's average converted scores (raw and adjusted) are compared to the average converted score in the IDEA Database for each of the four Outcomes. The corresponding average value based on the 5-point scale for each of the four Outcomes is also shown.

<sup>7</sup> Progress on *relevant objectives* is double weighted in the Summary Evaluation.

<sup>8</sup> Progress on *relevant objectives* is double weighted in the Summary Evaluation.

<sup>9</sup> The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning objectives that the instructor identified as Essential to the class.



**Figure 1. Percent of Classes at or Above the IDEA Database Average**

## Section III

### Student Ratings of Overall Outcomes (Comparison to this Institution)

**Table 4. Distribution of Converted Scores Compared to This Institution**

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation <sup>10</sup>	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
<b>Much Higher</b> (63 or higher)	10%	4%	6%	0%	10%	4%	6%	2%	7%
<b>Higher</b> (56-62)	20%	28%	25%	40%	24%	36%	18%	32%	27%
<b>Similar</b> (45-55)	40%	46%	46%	42%	49%	38%	49%	48%	46%
<b>Lower</b> (38-44)	20%	13%	15%	8%	10%	13%	19%	11%	14%
<b>Much Lower</b> (37 or lower)	10%	9%	7%	10%	7%	10%	7%	8%	5%

The Raw and Adjusted percentages of this Institution for each of the four outcomes are compared to the IDEA Database. The Converted Score Category is divided into five areas: (1) Much Higher, (2) Higher, (3) Similar, (4) Lower, and (5) Much Lower. The Expected Distribution is concentrated in the center with the average score of 50.

**Table 5. Average Scores**

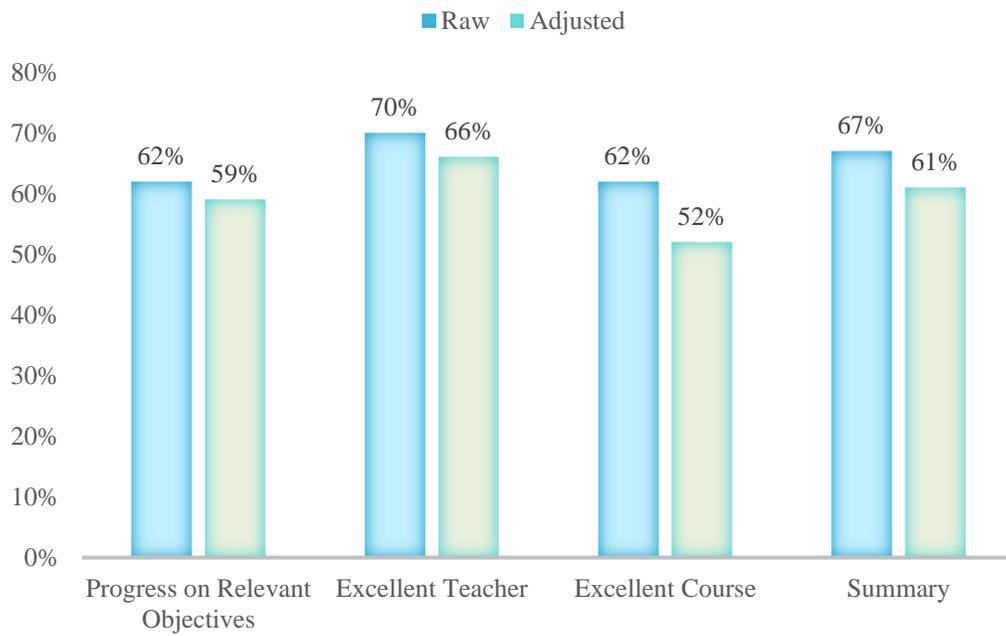
Converted Score	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation <sup>11</sup>	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
This Summary Report	51	51	51	52	51	51	51	52
IDEA System	50 <sup>12</sup>	50 <sup>12</sup>	50	50	50	50	50	50
This Institution (compared to IDEA)	57	53	56	52	59	54	57	53
<b>5-point Scale</b>								
This Summary Report	4.4	4.1	4.6	4.4	4.5	4.2	4.5	4.3
IDEA System	4.3	4.1	4.6	4.3	4.4	4.2	4.5	4.2

The GCC Group's average converted scores (raw and adjusted) are compared to the Institution's average converted score for each of the four outcomes. The corresponding average value based on the 5-point scale for each of the four outcomes is also shown.

<sup>10</sup> Progress on *relevant objectives* is double weighted in the Summary Evaluation.

<sup>11</sup> Progress on *relevant objectives* is double weighted in the Summary Evaluation.

<sup>12</sup> The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning objectives that the instructor identified as Essential to the class.



**Figure 2. Percent of Classes at or Above This Institution's Average**

## Section IV

### Student Ratings of Progress on Objectives Chosen as Important or Essential

The scale below was used by students to describe the amount of progress on each objective (Table 6):

- 1 – no apparent progress;
- 2 – slight progress; I made small gains on this objective;
- 3 – moderate progress; I made some gains on this objective;
- 4 – substantial progress; I made large gains on this objective; and,
- 5 – exceptional progress; I made outstanding gains on this objective.

**Table 6. The ratings of progress and relevance of the twelve learning objectives for this Group of GCC classes, the Institution and the IDEA Database**

		Raw Average <sup>13</sup>	Adjusted Average <sup>14</sup>	Number of Classes
<b>Objective 1:</b> Gaining factual knowledge (terminology, classifications, methods, trends)	<b>This report</b>	4.4	4.2	177
	Institution	4.4	4.2	1,265
	IDEA System	4.0	4.0	31,991
<b>Objective 2:</b> Learning fundamental principles, generalizations, or theories	<b>This report</b>	4.3	4.1	141
	Institution	4.3	4.1	1,103
	IDEA System	3.9	3.9	30,398
<b>Objective 3:</b> Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	<b>This report</b>	4.4	4.1	189
	Institution	4.4	4.1	1,358
	IDEA System	4.0	4.0	30,442
<b>Objective 4:</b> Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<b>This report</b>	4.4	4.1	169
	Institution	4.3	4.0	1,123
	IDEA System	4.0	4.0	21,568
<b>Objective 5:</b> Acquiring skills in working with others as a member of a team	<b>This report</b>	4.4	4.1	81
	Institution	4.3	4.1	469
	IDEA System	3.9	3.9	12,088

<sup>13</sup> These are indicators of self-assessed learning (How well was each objective assessed?).

<sup>14</sup> Useful primarily in comparing instructors or classes; adjusted averages take into account factors that affect learning other than instructional quality, e.g. class size.

		Raw Average <sup>15</sup>	Adjusted Average <sup>16</sup>	Number of Classes
<b>Objective 6:</b> Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	<b>This report</b>	4.4	4.2	36
	Institution	4.3	4.1	306
	IDEA System	3.9	3.9	9,290
<b>Objective 7:</b> Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<b>This report</b>	4.2	3.8	39
	Institution	4.2	3.9	278
	IDEA System	3.7	3.7	10,256
<b>Objective 8:</b> Developing skill in expressing myself orally or in writing	<b>This report</b>	4.2	4.1	88
	Institution	4.2	4.2	536
	IDEA System	3.7	3.8	18,174
<b>Objective 9:</b> Learning how to find and use resources for answering questions or solving problems	<b>This report</b>	4.3	4.2	78
	Institution	4.2	4.1	455
	IDEA System	3.7	3.7	15,656
<b>Objective 10:</b> Developing a clearer understanding of, and commitment to, personal values	<b>This report</b>	4.5	4.3	20
	Institution	4.4	4.1	126
	IDEA System	3.7	3.8	8,715
<b>Objective 11:</b> Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	<b>This report</b>	4.3	4.0	81
	Institution	4.3	4.1	425
	IDEA System	3.8	3.8	18,909
<b>Objective 12:</b> Acquiring an interest in learning more by asking my own questions and seeking answers	<b>This report</b>	4.4	4.1	66
	Institution	4.3	4.0	399
	IDEA System	3.8	3.8	15,616

<sup>15</sup> These are indicators of self-assessed learning (How well was each objective assessed?).

<sup>16</sup> Useful primarily in comparing instructors or classes; adjusted averages take into account factors that affect learning other than instructional quality, e.g. class size.

## Section V

### Teaching Methods and Styles

The following scale was used to rate the frequency of each teaching method (Table 7):

- 1 = hardly ever,
- 2 = occasionally,
- 3 = sometimes,
- 4 = frequently, and
- 5 = almost always.

**Table 7. Twenty Teaching Methods and Styles Employed by Faculty in this Group**

		Number of Classes	Average	s.d. <sup>19</sup>
<b>Stimulating Student Interest</b>				
4	Demonstrated the importance and significance of the subject matter	247	4.7	0.3
8	Stimulated students to intellectual effort beyond that required by most courses	250	4.4	0.4
13	Introduced stimulating ideas about the subject	250	4.5	0.4
15	Inspired students to set and achieve goals which really challenged them	250	4.4	0.5
<b>Fostering Student Collaboration</b>				
5	Formed “teams” or “discussion groups” to facilitate learning	81	4.4	0.7
16	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.	156	4.4	0.4
18	Asked students to help each other understand ideas or concepts	195	4.5	0.4
<b>Establishing Rapport</b>				
1	Displayed a personal interest in students and their learning	242	4.6	0.3
2	Found ways to help students answer their own questions	250	4.5	0.4
7	Explained the reasons for criticisms of students’ academic performance	242	4.3	0.4
20	Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	64	4.2	0.5

<sup>19</sup> Approximately two-thirds of class averages will be within  $\pm 1$  standard deviation of the group’s average.

		Number of Classes	Average	s.d. <sup>20</sup>
<b>Encouraging Student Involvement</b>				
9	Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	78	4.4	0.5
11	Related course material to real life situations	213	4.6	0.4
14	Involved students in “hands on” projects such as research, case studies, or “real life” activities	132	4.3	0.6
19	Gave projects, tests, or assignments that required original or creative thinking	186	4.4	0.4
<b>Structuring Classroom Experiences</b>				
3	Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	52	4.5	0.3
6	Made it clear how each topic fit into the course	249	4.6	0.3
10	Explained course material clearly and concisely	248	4.6	0.4
12	Gave tests, projects, etc. that covered the most important points of the course	203	4.6	0.4
17	Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

The number of classes that selected each method as relevant, the average frequency of use, and the standard deviation (s.d.) are listed.

<sup>20</sup> Approximately two-thirds of class averages will be within  $\pm 1$  standard deviation of the group's average.

## Section VI

### Student Self-Ratings and Ratings of Course Characteristics

The following scale was to describe their attitude and behavior in the course (Table 8):

- 1 = definitely false,
- 2 = more false than true,
- 3 = in between,
- 4 = more true than false, and
- 5 = definitely true.

**Table 8. Student Self-Ratings that describes Motivation, Work Habits, and Academic Effort**

			Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36.	I had a strong desire to take this course.	<b>This report</b>	4.2	0%	66%
		Institution	4.2	1%	70%
		IDEA System	3.7	16%	36%
37.	I worked harder on this course than on most courses I have taken.	<b>This report</b>	4.0	1%	58%
		Institution	3.9	2%	50%
		IDEA System	3.6	13%	24%
38.	I really wanted to take this course from this instructor.	<b>This report</b>	4.0	3%	55%
		Institution	3.9	5%	50%
		IDEA System	3.4	27%	22%
39.	I really wanted to take this course regardless of who taught it.	<b>This report</b>	3.8	4%	40%
		Institution	3.9	4%	43%
		IDEA System	3.3	25%	13%
43.	As a rule, I put forth more effort than other students on academic work.	<b>This report</b>	3.9	0%	39%
		Institution	3.8	1%	35%
		IDEA System	3.6	1%	15%

The average student self-ratings by this Group, the Institution, and the IDEA System are shown. The averages for an item are considered similar if they are within  $\pm 0.3$  of each other. The percentage of classes with averages below 3.0, and 4.0 or above are also included.

The following scale was used to rate each course in comparison to other courses they have taken at the Institution (Table 9):

- 1 = much less than most courses,
- 2 = less than most courses,
- 3 = about average,
- 4 = more than most courses, and
- 5 = much more than most courses.

**Table 9. Student Ratings of Course Characteristics**

			Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33	Amount of reading	<b>This report</b>	3.6	14%	29%
		Institution	3.7	11%	32%
		IDEA System	3.2	33%	15%
34	Amount of work in other (non-reading) assignments	<b>This report</b>	3.9	0%	40%
		Institution	3.9	2%	42%
		IDEA System	3.4	21%	18%
35	Difficulty of subject matter	<b>This report</b>	3.6	7%	22%
		Institution	3.6	8%	20%
		IDEA System	3.4	20%	18%

The average course ratings by this Group, the Institution, and the IDEA System are shown. The averages for an item are considered similar if they are within  $\pm 0.3$  of each other. The percentage of classes with averages below 3.0, and 4.0 or above are also included.

Students responded to the statement using the following scale (Table 10):

- 1 = definitely false,
- 2 = more false than true,
- 3 = in between,
- 4 = more true than false, and
- 5 = definitely true.

**Table 10. Improved Student Attitude**

		5-Point Scale		Converted Score (Compared to IDEA)	
		Raw	Adjusted	Raw	Adjusted
As a result of taking this course, I have more positive feelings toward this field of study.	<b>This report</b>	4.3	3.9	57	51
	Institution	4.3	3.9		
	IDEA System	3.9	3.9		

A summary of students' responses to the statement, *As a result of taking this course, I have more positive feelings toward this field of study*, is shown for this Group, the Institution, and the IDEA System based on a five-point scale. This statement is most meaningful for courses taken by non-majors.

## Section VII

### Faculty Self-report of the Institutional Context

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**Table 11. Primary and Secondary Instructional Approaches**

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	60%	17%
Discussion/Recitation	7%	24%
Seminar	0%	0%
Skill/Activity	15%	31%
Laboratory	6%	7%
Field Experience	2%	3%
Studio	2%	1%
Multi-Media	3%	6%
Practicum/Clinic	1%	2%
Other/Not Indicated	3%	9%

In the *Faculty Information Form*, Instructors for each course (n=359) identified one primary and one secondary instructional approach, if multiple approaches were used. The relative frequency of each of the nine instructional approaches are listed.

Instructors rated the amount required of each course activity using the following scale (Table 12):

N = None (or little) required,

S = Some required, or

M = Much required.

**Table 12. Course Emphases**

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	244	20%	41%	38%
Oral Communication	242	10%	50%	40%
Computer application	240	31%	39%	30%
Group work	236	24%	53%	24%
Mathematical/quantitative work	234	59%	22%	19%
Critical thinking	241	4%	29%	66%
Creative/artistic/design	233	51%	35%	14%
Reading	241	2%	44%	54%
Memorization	240	30%	44%	26%

The degree to which classes expose students to different types of academic activities is shown. In the *Faculty Information Form*, instructors described the amount required of each activity used in their course. In general, proficiency is associated with the amount of exposure to each activity.

Instructors rated each factor's impact on learning based on the following scale (Table 13):

P = Had a positive impact on learning,

I = Neither a positive nor a negative impact,

N = Had a negative impact on learning, or

? = Can't judge.

**Table 13. "Circumstances" Impact on Learning**

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	239	8%	10%	82%
Experience teaching course	226	0%	4%	96%
Changes in approach	204	5%	29%	66%
Desire to teach the course	241	0%	2%	98%
Control over course management decisions	234	2%	13%	85%
Student background	228	13%	24%	63%
Student enthusiasm	233	6%	8%	86%
Student effort to learn	242	6%	14%	80%
Technical/instructional support	220	34%	27%	69%

In the *Faculty Information Form*, instructors reported the impact of nine factors on learning.

## Discussion

The average number of objectives selected as Important and Essential (or, “relevant”) by this Group, the Institution, and the IDEA System is 4.6, 4.4, and 5.7 (**Table 1**). This shows that classes in the IDEA System, on average, select more objectives as relevant than do classes in this Group and the Institution. The IDEA Center recommends that three to five objectives be selected as relevant per class. If greater than five objectives are selected, the concern is that effectiveness ratings are affected because instructors are trying to accomplish too much. Instructors in this Group and the Institution selected a reasonable number of objectives, which suggests students had a positive experience in the classroom. In fact, 74 percent (adjusted) and 90 percent (raw) of classes in this Group rated Outcomes above the IDEA System average (**Figure 1**).

Similar to Group summary results from prior years, the top three objectives selected by classes in the Institution and the IDEA System are:

- Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends),
- Objective 2: Learning fundamental principles, generalizations, or theories, and
- Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions) (**Table 1**).

### Five-Year Trends (Fall 2011 to Fall 2016)

- Faculty Selection of Relevant Objectives. In comparison to Fall 2011, instructors in Fall 2016 placed more emphasis on Objective 9 (from 44 to 25 percent),

Objective 11 (from 41 to 24 percent) and Objective 12 (from 42 to 22 percent). The objectives are, respectively: learning how to find and use resources for answering questions or solving problems; learning to analyze and critically evaluate ideas, arguments, and points of view; and, acquiring an interest in learning more by asking my own questions and seeking answers. In Fall 2016, the average percent of classes that selected each objective as relevant was 36 percent by GCC and 47 percent by the IDEA System, which may indicate a greater diversity of classes taught by IDEA System instructors.

- Student Ratings of Overall Outcomes. The percent of classes at GCC that rated progress on relevant objectives (70 percent), excellence of teacher (81 percent), excellence of course (76 percent), and summary evaluation (74 percent) was above the IDEA System in Fall 2016. The percent of classes for each of the four qualities of instruction increased by 10 percent, 27 percent, 29 percent, and 15 percent from Fall 2011 to Fall 2016, respectively. Over the past five years, more students at GCC have rated the quality of instruction “higher” and “much higher” than students in the IDEA System.
- Student Ratings of Progress on Relevant Objectives. The percent of classes from the Fall 2016 GCC Group rated the excellence of course (52 percent) and the excellence of teacher (66 percent) greater than the Fall 2011 GCC Group (47 percent and 54 percent, respectively). This trend shows that the quality of instructors and the courses have improved from the perspective of students. The Fall 2016

GCC group (59 percent) rated the progress on relevant objectives greater than the Fall 2011 GCC Group (60 percent) but lower than the Fall 2012 GCC Group (67 percent). According to students, this trend shows that the ratings of progress on relevant objectives (selected by the instructors) was comparable to data five years ago, which is a positive indicator as the ratings remain above the IDEA System average. In particular, the greatest increase in ratings of substantial and exceptional progress between Fall 2011 and Fall 2016 was observed for Objective 6 (from 50 percent to 80 percent), Objective 7 (from 40 percent to 70 percent), Objective 8 (from 60 percent to 80 percent), and Objective 10 (from 60 percent to 80 percent).

- Student Ratings of Course Characteristics. According to the perception of students, the difficulty of subject matter has increased from Fall 2011 to Fall 2016. In Fall 2011, 13 percent of the Institution rated the difficulty of subject matter “more” and “much more than most courses.” Five years later, 20 percent of the Institution rated the difficulty of subject matter “more” and “much more than most courses.” The average rating of difficulty in subject matter by the Institution was 3.4 in Fall 2011 and 3.6 in Fall 2016 (where 3.0 is “about average” and 4.0 is “more than most courses”).
- Faculty Self-Report of the Institutional Context. Each year since Fall 2011, lecture was used by over 50 percent of faculty as their primary instructional

approach. Less instructors used skill/activity as their primary instructional approach in Fall 2016 (15 percent) compared to Fall 2011 (24 percent). A higher percentage of instructors use skill or activity as a secondary instructional approach in Fall 2016 (31 percent) than in Fall 2011 (19 percent).

The amount of exposure to students of specific academic activities correlate to their proficiency of that skill. Between Fall 2011 and Fall 2016, over 50 percent of instructors continued to emphasize critical thinking in their courses. A decreasing trend was observed of faculty who emphasize reading (66 percent in Fall 2011 versus 58 percent in Fall 2016) and memorization (36 percent in Fall 2011 versus 23 percent in Fall 2016). An increasing trend was observed for faculty who expose students to group work (24 percent in Fall 2011 versus 32 percent in Fall 2016).

Since Fall 2011, faculty continue to report that their teaching experience and desire to teach the course have positive effects on students. A higher percentage of faculty in Fall 2016 (82 percent) than Fall 2011 (71 percent) reported that physical facilities/equipment helps facilitate learning. Additionally, a higher percentage of faculty in Fall 2016 (86 percent) than Fall 2011 (77 percent) recognized that student enthusiasm has a positive impact on learning. Lastly, more faculty in Fall 2016 (13 percent) than Fall 2014 (3 percent) reported that student background impedes learning.

## Conclusion

In conclusion, Guam Community College continues to provide high quality education. In comparison to the IDEA System Database, GCC has been rated above-average for progress on relevant objectives, excellence of teacher, and excellence of course.

Most of GCC's instructors focus on gaining factual knowledge, teaching fundamental principles, applying course material, and developing specific skills. Although lecture continues to be the primary teaching methodology, instructors place much emphasis on oral communication, critical thinking, and reading.

Instructors recognize that their experience teaching and desire to teach the course have a great impact on learning. They must continue to engage students across all backgrounds and heighten their enthusiasm to create a positive learning environment

# **Appendix A**



OFFICE OF ASSESSMENT, INSTITUTIONAL  
EFFECTIVENESS & RESEARCH (AIER)  
GUAM COMMUNITY COLLEGE  
<http://www.guamcc.edu/Runtime/aier.aspx>

## Memorandum

**TO:** To All Faculty

**VIA:** Dr. R. Ray D. Somera  
Vice President for Academic Affairs

**FROM:** Marlena Montague, Assistant Director, AIER

**SUBJECT:** Fall 2016 IDEA Student Ratings of Instruction Survey

**DATE:** October 7, 2016

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The AIER Office will be administering the *IDEA Student Ratings of Instruction Survey* again this Fall 2016 semester. The IDEA Center is an off-island vendor that AIER has collaborated with in order to conduct an efficient and unbiased survey implementation. Results will be sent off-island for processing and will be used for institutional assessment reporting.

The *IDEA Student Ratings of Instruction Survey* is designed to assess student learning and to guide teaching improvement. Self-report of student learning on specific course objectives selected by faculty is used as a primary measure of teaching effectiveness.

Surveys will be administered between **October 25, 2016 and November 15, 2016**. The AIER Office will be contacting the instructors of courses held outside of this survey administration period to make arrangements to include these courses in the Fall 2016 semester collection.

The *IDEA Student Ratings of Instruction System* includes the Faculty Information Form (FIF) (included in your packet). The FIF includes 12 learning objectives and you must indicate which of these objectives you consider to be relevant (*important or essential*) to your class. Since effective teaching is defined in terms of progress on the objectives selected, it is important that you are thoughtful in your selection. Objectives considered *important* or *essential* are those requiring substantial and explicit effort towards their achievement, and achievement of the objective is meaningfully reflected in the appraisal of student progress.

The objectives you select should be discussed with your students. Students should be informed that they are going to be asked to rate their own progress on these objectives and that these ratings are taken seriously by the College.

**IDEA recommends that you select 3-5 objectives as *important* or *essential* for each class. When more than five (5) objectives are selected, effectiveness ratings are considered adversely affected because you may be trying to accomplish too much. A more thorough discussion of selecting objectives can be found in the Directions to Faculty document included in your packet or in the Some Thoughts on Selecting IDEA Objectives document at [www.theideacenter.org/selectingobjectives](http://www.theideacenter.org/selectingobjectives).**

Please read the Directions to Faculty document prior to completing the attached FIF. Also included in your packet is a sheet entitled IDEA Discipline Codes for GCC Courses. Please use the codes identified for your particular discipline when completing the FIF.

FIFs must be completed prior to the administration of the survey. They must be returned no later than **October 22, 2016**. Completed FIFs must be placed back into the pre-labeled brown envelope and placed in drop boxes located in the Student Support Services Office or the Faculty Lounge. You may also drop off completed forms directly to the AIER Office in the Student Services and Administration Building.

### **SURVEY ADMINISTRATION**

AIER staff will be distributing student survey packets directly to full-time faculty. If full-time faculty is not available, survey packets will be given to your department's support staff for distribution. The AIER staff will administer adjunct faculty course surveys starting October 25, 2016 - November 15, 2016.

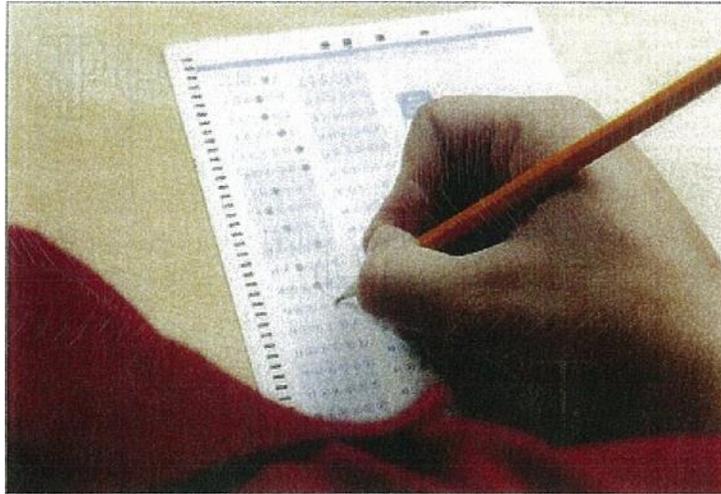
From **October 25, 2016 to November 15, 2016** you must identify a student in your class to administer the survey at any time during this three-week period. Provide the student with the survey packet on the day that the survey will be administered. Have the student review the *Instruction for GCC Student Ratings of Instruction Survey Administrators* so that he or she understands what to do.

If you have any questions, please feel free to call the AIER staff at 735-5520. The information obtained from the IDEA Student Ratings of Instruction survey will be useful to you in assessing student learning and guiding teaching improvement.

Thank you for your continued commitment to GCC's assessment efforts.

# **Appendix B**

## GCC Fall 2016 Student Ratings of Instruction Survey



The AIER Office will be administering the **Fall 2016 Student Ratings of Instruction Survey** again this semester. The IDEA Center is an off-island vendor that AIER has collaborated with in order to conduct an efficient and unbiased survey implementation. Results will be sent off-island for processing. Responses are confidential.

*The Student Ratings of Instruction Survey* is designed to assess student learning and to guide teaching improvement. Self-report of student learning on specific course objectives selected by faculty and discussed with students is used as a primary measure of teaching effectiveness. Students are going to rate their own progress on these objectives.

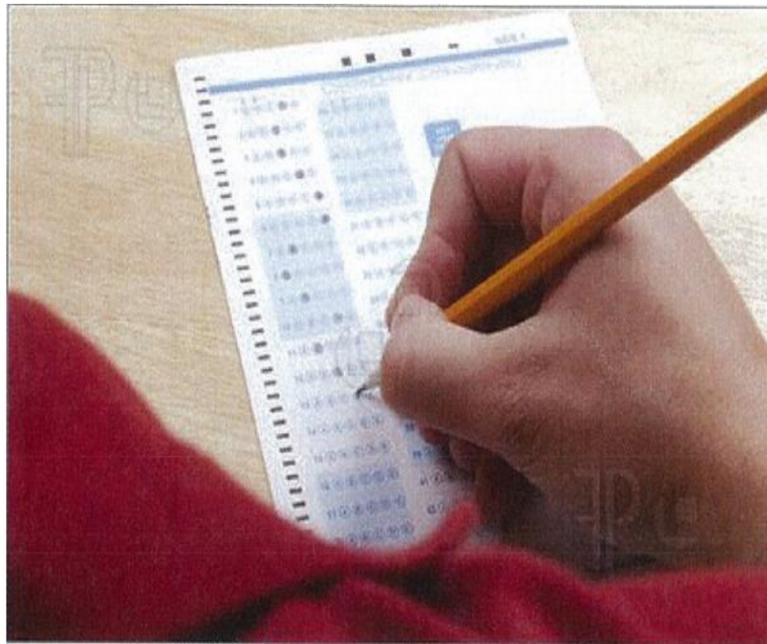
Surveys will be administered from **October 25, 2016 to November 15, 2016**. The AIER Office will be contacting the instructors of course held outside of this survey administration period to make arrangement to include these courses in the Fall 2016 semester collection.

If you have any questions regarding the survey, please feel free to call the AIER staff at 735-5520. Thank you for your participation in the survey and your continued commitment to GCC's assessment efforts.



# **Appendix C**

# ATTENTION STUDENTS!!!!



## **GCC Fall 2016 Student Ratings of Instruction Survey**

The *Student Ratings of Instruction Survey* will be administered again this semester. Surveys will be administered from October 25 to November 15, 2016. Results will be sent off island to the IDEA Center for processing. Responses are confidential.

The information obtained from the *Student Ratings of Instruction Survey* will be useful in assessing student learning and guiding teaching improvement. You will be asked to rate your progress on objectives chosen and emphasized by your instructor. The survey should take approximately 15 minutes to complete.

If you have any questions regarding the survey, please feel free to call the Assessment, Institutional Effectiveness, and Research Office (AIER) at 735-5520. Thank you for your participation in the survey and your continued commitment to GCC's assessment efforts.



# **Appendix D**

# Student Ratings of Instruction

## Directions to Faculty



This document is intended to direct the use of the IDEA Student Ratings of Instruction system in your classes. Please retain these directions for future reference. If you require more specific information in any area, please contact your On-Campus Coordinator of the IDEA Student Ratings of Instruction system. These directions are divided into the following sections:

### 1. Marking Your Faculty Information Form

- IDEA Objectives
- Instructor and Course Information
- Contextual Questions

### 2. Using Additional Questions with the IDEA System

### 3. Instructions for Classroom Administration of the IDEA System

## 1. Marking Your Faculty Information Form

The Faculty Information Form describes your course and provides critical information needed to generate your report. Use a No. 2 pencil and the proper marks as illustrated on the Faculty Information Form. If the Faculty Information Form is not marked correctly, the processing of your course may be incomplete or inaccurate.

### IDEA Objectives

Using the scale provided, identify the relevance of each of the twelve objectives to the course. It is important to remember that no course can be all things to all students. We recommend that you select no more than 3-5 objectives either as "Essential" or "Important," prioritizing what you want students to learn in your course. As a general rule, if you choose three objectives, only one should be "Essential"; if you choose five, only two should be "Essential." The weighting system used to generate summary results in the IDEA report (Progress on Relevant Objectives) weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."

Mark each objective as:

M = "Minor or No Importance"; I = "Important"; or E = "Essential" by blackening the appropriate letter.

In selecting "Essential" or "Important" objectives, ask yourself three questions:

1. Is this a significant part of the course?
2. Do I do something specific to help the students accomplish this objective?
3. Does the student's progress on this objective affect his or her grade?

If you answer "Yes" to one or more of these questions, then that objective should probably be weighted "E" or "I" on the Faculty Information Form. The phrase "Minor or No Importance" recognizes that in most courses some of the twelve objectives will be considerably less important than others, even though some attention may be given to them. An "M" should be selected on the Faculty Information Form for such objectives.

The following brief summary organizes the objectives into six groups. The numbers used for each objective (1-12) correspond to the numbers used on the Faculty Information Form. It is recommended that the meaning of the objectives is discussed with your class early in the semester so a common understanding is reached. For a more thorough discussion about selecting IDEA Objectives, please see [Some Thoughts on Selecting IDEA Objectives](#).

### Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)

*Objective's focus: building a knowledge base*

2. Learning fundamental principles, generalizations, or theories

*Objective's focus: connecting facts, understanding relationships*

### Application of Learning

3. Learning to apply course material (to improve thinking, problem solving, and decisions)

*Objective's focus: applying what you have learned in this class to clarify thinking or solve problems*

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

*Objective's focus: developing skills, abilities, or attitudes of a beginning professional*

### Expressiveness

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

*Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality*

8. Developing skill in expressing oneself orally or in writing

*Objective's focus: effective oral and written communication*

### Intellectual Development

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature)

*Objective's focus: gaining and valuing a "Liberal Education"*

10. Developing a clearer understanding of, and commitment to, personal values

*Objective's focus: developing a sound basis for making lifestyle decisions*

11. Learning to analyze and critically evaluate ideas, arguments, and points of view

*Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)*

### Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems

*Objective's focus: functioning as an independent learner*

12. Acquiring an interest in learning more by asking questions and seeking answers

*Objective's focus: developing attitudes and behaviors to support lifelong learning*

### Team Skills

5. Acquiring skills in working with others as a member of a team

*Objective's focus: learning to function effectively in multiple team roles*

### Instructor and Course Information

**Last Name and Initials:** Space is available for the first 11 letters of your last name and your two initials. Beginning with the first box at the top of the form, print each of the letters of your last name in a separate box. Print your initials in the last two boxes at the extreme right of the name section. Then, in the columns below each box, completely darken the circle, which corresponds to the letter you have written in the box above.

**Objectives:** Because the IDEA system defines effective teaching in terms of progress (learning) on the objectives of the particular course, it is crucial that very thoughtful consideration be given to the selection of "Essential" and "Important" objectives on the Faculty Information Form. Students' report of their progress on those objectives become the primary criteria to evaluate that course and is reported as Progress on Relative Objectives, which combines the results of all objectives you selected as "Important" or "Essential." "Essential" objectives are double weighted. They count twice as much as "Important" objectives in the calculation of progress on relevant objectives.

**Days:** Blacken completely each day of the week the class meets.

**Discipline Code:** An abbreviated list of discipline codes can be found on the back of the Faculty Information Form or a more detailed list of codes is available at ([www.theideacenter.org/DisciplineCodes](http://www.theideacenter.org/DisciplineCodes)). This code is used to provide the disciplinary comparisons in the course report and helps identify your course. In some institutions, it may be helpful in developing a summary report for the department or discipline. Blacken completely the appropriate four-digit modified CIP academic code for the discipline that best represents your course.

**Time Class Begins:** Blacken completely the time the class begins. This information helps identify the class section.

**Course Number:** Blacken completely the course numbers. This number helps identify the class section. Typically, the last six digits of the course ID are used. For example, the numbers 000101 would be used for Art 101, Math 101, etc., with the departments distinguished by the previously selected discipline code.

**Number Enrolled:** Blacken completely the number of students enrolled in your class (e.g., if 9 are enrolled, mark 009; if 23 are enrolled, mark 023, etc). This information helps determine how representative your results are.

NOTE: A report cannot be generated with only 1 student completing the survey form. It is preferable to have at least 10 students complete the survey forms for minimal reliability.

**Local Code:** Please leave blank unless your IDEA On-Campus Coordinator gives other instructions.

**Contextual Questions (Research Purposes):** These questions help describe the context in which the course was taught. Future research will determine how interpretations of your results should be altered by contextual considerations. As in the previous sections, please blacken the appropriate responses. While the responses to these items are not required (i.e., the report will be processed without your answering them), your responses will provide valuable background information. If you have questions about these items consult your IDEA On-Campus Coordinator.

Contextual questions one and two (primary and secondary approach to teaching) are defined as:

- **Lecture:** Providing information, explaining ideas or concepts, demonstrating techniques or procedures. Typically, this approach to teaching allows very little or no student interaction.
- **Discussion/recitation:** Inviting students to review and discuss material provided by the instructor. Typically, a regularly scheduled session to enhance material provided in another class meeting.
- **Seminar:** A small group of advanced students who meet regularly with the instructor, typically addressing original research or intensive study.
- **Skill/Activity:** Opportunity to develop specific skills through application. For example, physical education (golf, swimming, etc.); skills related to health professions (CPR, dental hygiene, etc); simulators; or computer skills.
- **Laboratory:** Promoting learning through "hands on" experience in lab setting.
- **Field experience:** Promoting learning through "hands on" or "real life" experiences outside of the classroom.
- **Studio:** Opportunity to develop skills, talent, or expression through application. Typically involves creative work.
- **Multi-media:** (Hybrid) The combined use of media and learning environments, such as lecture, CDROMs, and/or the Internet.
- **Practicum/clinic:** A course in a specialized field study designed to give students supervised, practical experience directly related to a profession.

### 2. Using Additional Questions with the IDEA System

One of the major criticisms of using a standard form for students' ratings of instruction and courses is that such questions may not be sensitive to some of the unique aspects of a course. The IDEA system offers you the opportunity to ask additional questions to assess particular aspects of your course. The following steps should be followed when preparing additional questions:

**Step 1:** Prepare and duplicate the additional questions on a separate sheet. Up to 20 additional questions may be asked on either the Diagnostic Form (items 48 through 67) or the Short Form, (items 19 through 38).

**Step 2:** You may use up to five response options for each question; these responses should be numbered (1), (2), (3), (4), (5) – NOT lettered. Examples of common questions and options are available from your IDEA On-Campus Coordinator or [online](#).

**Step 3:** Sheets with the additional questions should be distributed along with the student response forms at the time of administration. The IDEA Report will present the distribution of the students' responses, the average, and the standard deviation for each additional question. You may also ask questions which require a written response. These questions may be answered on the back of the student response forms, which will be returned to your institution following processing. However, if you want to give your students more space, provide them with a separate sheet of paper for their written comments. Do NOT send these separate sheets to the Center; they should be kept by your institution.

### 3. Instructions for Classroom Administration of the IDEA System

The following steps outline the procedures for administering the IDEA system. The DIAGNOSTIC FORM is the burgundy opscan form with 47 items and the SHORT FORM is the red opscan form with 18 items.

**Step 1:** Complete a Faculty Information Form (orange) for each class.

**Step 2:** Distribute the student opscan forms (and the comment sheets or sheets with additional questions, if any). Remind the students to use a No. 2 Pencil. The survey administrator might consider having some extra No. 2 pencils available. Surveys completed in ink cannot be processed.

**Step 3:** Provide the students with the following general course information: (1) Institution; (2) Instructor; (3) Course number; (4) Time and days class meets. Direct the students to complete these sections on the front of their survey form.

**Step 4:** Unless your institution has its own standardized directions, the following instructions to the students should be read aloud:

*Your ratings will be most helpful to the instructor and to the institution if you answer thoughtfully and honestly. Students sometimes wonder, "If the course was well taught and I learned a lot, should I rate every item high?" The answer is "No." IDEA focuses on what the instructor was trying to teach and on what you learned. As such, an instructor is not expected to do well on every item. In recognition of this, items not related to this course are not counted in the final evaluation.*

Note: If the data will be used for personnel decisions, the following instructions to the students should be read aloud:

*As student raters, you should also know that the results of your ratings for this class will be included as part of the information used to make decisions about promotion/tenure/salary increases for this instructor. Fairness to both the individual and the institution require accurate and honest answers.*

**Step 5:** To insure objectivity and uniformity, after the instructions have been given, it is strongly recommended that the instructor leave the room while the students complete the student response forms. Have either a member of the class, a teaching assistant, or a colleague take responsibility for returning the materials to the designated office as soon as the students finish.

# **Appendix E**

## Discipline Codes for IDEA

- 1003 – Vis Com
- 1100 – Computer Science
- 1204 – Cosmetology
- 1205 – Culinary/Food and Beverage Management
- 1300 – Education
- 1313 – Driver and Safety Teacher Education
- 1503 – All EE up to 116 (electronics)
- 1504 – EE courses 211 and up
- 1511 – Surveying
- 1600 – Foreign Language
- 1905 – Nutrition
- 2002 – Early Childhood
- 2301 – EN111 and 210
- 2304 – EN110
- 2310 – EN125
- 2311 – English Technical & Business Writing
- 2600 – Science (SI110)
- 2605 – Microbiology
- 2606 – Science (SI103 & SI130)
- 2700 – Math (MA110, 161A & B)
- 3201 – Adult Ed. (GED)
- 3801 – Philosophy
- 4008 – Physics
- 4200 – Psychology (all PY courses)
- 4301 – Criminal Justice
- 4302 – Fire Protection
- 4500 – Social Sciences (government, World Civ., History)
- 4506 – Economics
- 4511 – Sociology
- 4600 – Construction Trades (carpentry, masonry, electrical installing, finishing, plumbing)
- 4700 – Mechanics and Repairers (heat, air, refrigeration, electrical)
- 4706 – Automotive (including body)
- 4801 – Drafting
- 4805 – Welding
- 5005 – Theatre
- 5100 – HL courses
- 5102 – Sign Language
- 5108 – MS courses (medical assisting)
- 5109 – Emergency Medical Technician (EMT)
- 5116 – NU courses (practical nursing)
- 5202 – Supervision and Management
- 5203 – Accounting
- 5204 – Office Technology
- 5209 – Hotel Operations & Management/Tourism & Travel Management

- 5214 – Marketing
- 5300 – Adult High (all adult high school regardless of discipline)
- 9901 – Developmental Math (085, 095, 108)
- 9902 – Reading and Basic (EN100B and R)
- 9903 – Writing (EN100W)
- 9910 – ESL

# **Appendix F**



# Faculty Information Form

## IMPORTANT!

See Directions to Faculty:  
[www.theideacenter.org/directions](http://www.theideacenter.org/directions)



Institution: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course Number: \_\_\_\_\_

Time and Days Class Meets: \_\_\_\_\_

**Objectives:** Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."  
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Developing skill in expressing oneself orally or in writing
- Learning how to find and use resources for answering questions or solving problems
- Developing a clearer understanding of, and commitment to, personal values
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- Acquiring an interest in learning more by asking questions and seeking answers

Last Name (Up to 11 letters)											Init.	
A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Days Class Meets	Discipline Code	Time Class Begins	Course Number	Number Enrolled	Local Codes:								
					A	B	C	D	E	F	G	H	
<input type="radio"/> Mon	0 0 0 0	0 0 0 0	0 0 0 0 0 0	0 0 0	0	0	0	0	0	0	0	0	0
<input type="radio"/> Tues	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1	1	1	1	1	1	1	1	1	1
<input type="radio"/> Wed	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2	2	2	2	2	2	2	2	2	2
<input type="radio"/> Thu	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3	3	3	3	3	3	3	3	3	3
<input type="radio"/> Fri	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4	4	4	4	4	4	4	4	4	4
<input type="radio"/> Sat	5 5 5 5	5 5 5 5	5 5 5 5	5 5 5	5	5	5	5	5	5	5	5	5
<input type="radio"/> Sun	6 6 6 6	6 6 6 6	6 6 6 6	6 6 6	6	6	6	6	6	6	6	6	6
	7 7 7 7	7 7 7 7	7 7 7 7	7 7 7	7	7	7	7	7	7	7	7	7
	8 8 8 8	8 8 8 8	8 8 8 8	8 8 8	8	8	8	8	8	8	8	8	8
	9 9 9 9	9 9 9 9	9 9 9 9	9 9 9	9	9	9	9	9	9	9	9	9

### Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the **primary** approach to this course? (Mark only one)

① = Lecture  
 ② = Discussion/recitation  
 ③ = Seminar  
 ④ = Skill/activity  
 ⑤ = Laboratory  
 ⑥ = Field Experience  
 ⑦ = Studio  
 ⑧ = Multi-Media  
 ⑨ = Practicum/clinic  
 ⑩ = Other

2. If multiple approaches are used, which **one** represents the **secondary approach**? (Mark only one)

① = Lecture  
 ② = Discussion/recitation  
 ③ = Seminar  
 ④ = Skill/activity  
 ⑤ = Laboratory  
 ⑥ = Field Experience  
 ⑦ = Studio  
 ⑧ = Multi-Media  
 ⑨ = Practicum/clinic  
 ⑩ = Other

3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:  
 N = None (or little) required  
 S = Some required  
 M = Much required

N S M

A. Writing  
   B. Oral communication  
   C. Computer applications  
   D. Group work  
   E. Mathematical/quantitative work  
   F. Critical thinking  
   G. Creative/artistic/design endeavor  
   H. Reading  
   I. Memorization

## Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

**P = Had a positive impact on learning**  
**I = Neither a positive nor a negative impact**  
**N = Had a negative impact on learning**  
**? = Can't judge**

**P I N ?**

- A. Physical facilities and/or equipment
- B. Your previous experience in teaching this course
- C. Substantial changes in teaching approach, course assignments, content, etc.
- D. Your desire to teach this course
- E. Your control over course management decisions (objectives, texts, exams, etc.)
- F. Students' level of preparation for taking the course
- G. Students' level of enthusiasm for the course
- H. Students' level of effort to learn
- I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

- ① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
- ② = First-year students/sophomores seeking to develop background needed for their intended specialization
- ③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement
- ④ = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
- ⑤ = Graduate or professional school students
- ⑥ = Combination of two or more of the above types

6. Is this class:

- a. Team taught?  Yes  No
- b. Taught through distance learning?  Yes  No

### Discipline Codes (Modified CIP Codes)

0100 Agricultural Business and Production	9902 Developmental Reading	2700 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5009 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Architecture and Related Programs	4506 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3900 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	<b>Vocational/Technical Programs</b> (see Website: Department codes 4600-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

To see an expanded list of discipline codes go to: [www.theideacenter.org/DisciplineCodes](http://www.theideacenter.org/DisciplineCodes)

# **Appendix G**

## INSTRUCTIONS FOR GCC STUDENT RATINGS OF INSTRUCTION SURVEY ADMINISTRATORS

- The faculty teaching your select class must not be present in the classroom during survey administration. Kindly ask them to return to the classroom after 20 minutes (it should take approximately 15 to 20 minutes for students to complete the survey).
- Please read the enclosed script to students prior to administering the survey. Students can only use a #2 pencil to complete the survey. Pencils are included in the survey packet and must be collected at the same time completed surveys are being collected.
- Surveys (completed and blank), and survey materials must be placed back in the brown envelope provided. You must drop off the envelopes containing these materials immediately into a return box located in the Student Support Office (Bldg. B) or the Rotunda of the Student Services and Administration Building after collecting all survey materials. Survey packets can also be returned directly to the AIER Office (Student Services and Administration Bldg., Rm. #2227) from 8 AM to 5 PM.
- If you have any questions or concerns, please contact Vangie Aguon at 735-5520.

# **Appendix H**

**Good Morning/Afternoon/Evening Everyone:**

- My name is \_\_\_\_\_ and I am here to administer the IDEA Student Ratings of Instruction Survey.
- The survey is designed to assess student learning and to guide teaching improvement.  
You must rate your progress on the objectives of the class as indicated by your instructor.
- Your ratings are taken seriously by the College.
- Results will be sent off-island for processing and all responses are confidential.
- Your ratings will be most helpful to faculty and to the College if you answer thoughtfully and honestly.
- The survey **focuses on what the instructor was trying to teach and on what you learned.**
- The survey will take approximately 15 minutes to complete.
- Please use only the pencils provided to you to complete the survey.
- Don't start completing the survey until I say "you may start".
- Please take a look at your survey form.
  - In the upper left hand side of your survey form you will see the word **institution**, please write-in Guam Community College.
  - In the **instructor** field, please write (mention name of instructor).
  - For **course number**, write (mention course number-i.e., AC100 section 1)
  - For **time and days class meets**, write (mention information on the envelope label).
- Only choose one response per item.
- Once you've identified your response to an item, please fill in the appropriate circle completely (refer to the example on the upper right hand side of the form).
- When you are done, please return the survey as well as the pencil to me.

- Do you have any questions? ----THANK YOU FOR PARTICIPATING IN THE SURVEY.
- You may start!

# **Appendix I**



# SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

## IMPORTANT!



**Institution:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

**Time and Days Class Meets:** \_\_\_\_\_

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever      2=Occasionally      3=Sometimes      4=Frequently      5=Almost Always

**The Instructor:**

- 1.  1  2  3  4  5 Displayed a personal interest in students and their learning
- 2.  1  2  3  4  5 Found ways to help students answer their own questions
- 3.  1  2  3  4  5 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4.  1  2  3  4  5 Demonstrated the importance and significance of the subject matter
- 5.  1  2  3  4  5 Formed "teams" or "discussion groups" to facilitate learning
- 6.  1  2  3  4  5 Made it clear how each topic fit into the course
- 7.  1  2  3  4  5 Explained the reasons for criticisms of students' academic performance
- 8.  1  2  3  4  5 Stimulated students to intellectual effort beyond that required by most courses
- 9.  1  2  3  4  5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10.  1  2  3  4  5 Explained course material clearly and concisely
- 11.  1  2  3  4  5 Related course material to real life situations
- 12.  1  2  3  4  5 Gave tests, projects, etc. that covered the most important points of the course
- 13.  1  2  3  4  5 Introduced stimulating ideas about the subject
- 14.  1  2  3  4  5 Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15.  1  2  3  4  5 Inspired students to set and achieve goals which really challenged them
- 16.  1  2  3  4  5 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17.  1  2  3  4  5 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18.  1  2  3  4  5 Asked students to help each other understand ideas or concepts
- 19.  1  2  3  4  5 Gave projects, tests, or assignments that required original or creative thinking
- 20.  1  2  3  4  5 Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

**Progress on:**

- 21.  1  2  3  4  5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 22.  1  2  3  4  5 Learning fundamental principles, generalizations, or theories
- 23.  1  2  3  4  5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 24.  1  2  3  4  5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25.  1  2  3  4  5 Acquiring skills in working with others as a member of a team
- 26.  1  2  3  4  5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27.  1  2  3  4  5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28.  1  2  3  4  5 Developing skill in expressing myself orally or in writing
- 29.  1  2  3  4  5 Learning how to find and use resources for answering questions or solving problems
- 30.  1  2  3  4  5 Developing a clearer understanding of, and commitment to, personal values
- 31.  1  2  3  4  5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32.  1  2  3  4  5 Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses

2=Less than Most Courses

3=About Average

4=More than Most Courses

5=Much More than Most Courses

The Course:

33. 1 2 3 4 5 Amount of reading
34. 1 2 3 4 5 Amount of work in other (non-reading) assignments
35. 1 2 3 4 5 Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False

2=More False Than True

3=In Between

4=More True Than False

5=Definitely True

36. 1 2 3 4 5 I had a strong desire to take this course.
37. 1 2 3 4 5 I worked harder on this course than on most courses I have taken.
38. 1 2 3 4 5 I really wanted to take a course from this instructor.
39. 1 2 3 4 5 I really wanted to take this course regardless of who taught it.
40. 1 2 3 4 5 As a result of taking this course, I have more positive feelings toward this field of study.
41. 1 2 3 4 5 Overall, I rate this instructor an excellent teacher.
42. 1 2 3 4 5 Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False

2=More False Than True

3=In Between

4=More True Than False

5=Definitely True

43. 1 2 3 4 5 As a rule, I put forth more effort than other students on academic work.
44. 1 2 3 4 5 The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. 1 2 3 4 5 The instructor expected students to take their share of responsibility for learning.
46. 1 2 3 4 5 The instructor had high achievement standards in this class.
47. 1 2 3 4 5 The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

### EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. 1 2 3 4 5
49. 1 2 3 4 5
50. 1 2 3 4 5
51. 1 2 3 4 5
52. 1 2 3 4 5
53. 1 2 3 4 5
54. 1 2 3 4 5
55. 1 2 3 4 5
56. 1 2 3 4 5
57. 1 2 3 4 5
58. 1 2 3 4 5
59. 1 2 3 4 5
60. 1 2 3 4 5
61. 1 2 3 4 5
62. 1 2 3 4 5
63. 1 2 3 4 5
64. 1 2 3 4 5
65. 1 2 3 4 5
66. 1 2 3 4 5
67. 1 2 3 4 5

Use the space below for comments (unless otherwise directed).  
*Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.*

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

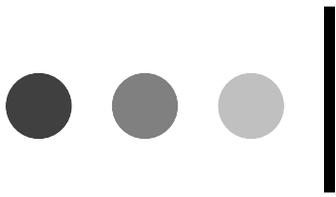
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Appendix J**



IDEA Student Ratings of Instruction

# Group Summary Report

Institutional Summary  
Guam Community College  
Fall 2016

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

**Note:** Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

## Description of Courses Included in This Report

<b>Number of Classes Included</b>	
Diagnostic Form	250
Short Form	0
<b>Total</b>	<b>250</b>
Number of Excluded Classes	3
<b>Response Rate</b>	
Classes below 65% Response Rate	107
Average Response Rate	70%
<b>Class Size</b>	
Average Class Size	19

**Number of Classes:** The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

**Response Rate:** A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=250)	Institution (n=1,798)	IDEA System (n=44,455)
<b>Objective 1:</b> Gaining factual knowledge (terminology, classifications, methods, trends)	71%	70%	78%
<b>Objective 2:</b> Learning fundamental principles, generalizations, or theories	56%	61%	75%
<b>Objective 3:</b> Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	76%	75%	75%
<b>Objective 4:</b> Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	64%	62%	55%
<b>Objective 5:</b> Acquiring skills in working with others as a member of a team	32%	26%	32%
<b>Objective 6:</b> Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	14%	17%	25%
<b>Objective 7:</b> Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16%	15%	27%
<b>Objective 8:</b> Developing skill in expressing myself orally or in writing	35%	30%	47%
<b>Objective 9:</b> Learning how to find and use resources for answering questions or solving problems	31%	25%	41%
<b>Objective 10:</b> Developing a clearer understanding of, and commitment to, personal values	8%	7%	23%
<b>Objective 11:</b> Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	32%	24%	49%
<b>Objective 12:</b> Acquiring an interest in learning more by asking my own questions and seeking answers	26%	22%	41%
<b>Average Number of Objectives Selected As Important or Essential</b>	4.6	4.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

**Part 1: Distribution of Converted Scores Compared to the IDEA Database**

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) <sup>1</sup>	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
<b>Much Higher</b> (63 or higher)	10%	24%	7%	10%	4%	40%	16%	24%	8%
<b>Higher</b> (56–62)	20%	45%	38%	59%	36%	36%	27%	49%	36%
<b>Similar</b> (45–55)	40%	27%	46%	26%	54%	20%	49%	24%	50%
<b>Lower</b> (38–44)	20%	4%	8%	3%	6%	3%	7%	2%	6%
<b>Much Lower</b> (37 or lower)	10%	0%	2%	2%	2%	0%	1%	0%	0%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

**Part 2: Average Scores**

Converted Score	This Summary Report		IDEA System	
This Summary Report	58	54	57	53
IDEA System	51 <sup>2</sup>	51 <sup>2</sup>	50	50
5-point Scale	This Summary Report		IDEA System	
This Summary Report	4.4	4.1	4.6	4.4
IDEA System	3.8	3.8	4.2	4.2

<sup>1</sup> Progress on Relevant Objectives is double weighted in the Summary Evaluation.

<sup>2</sup> The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

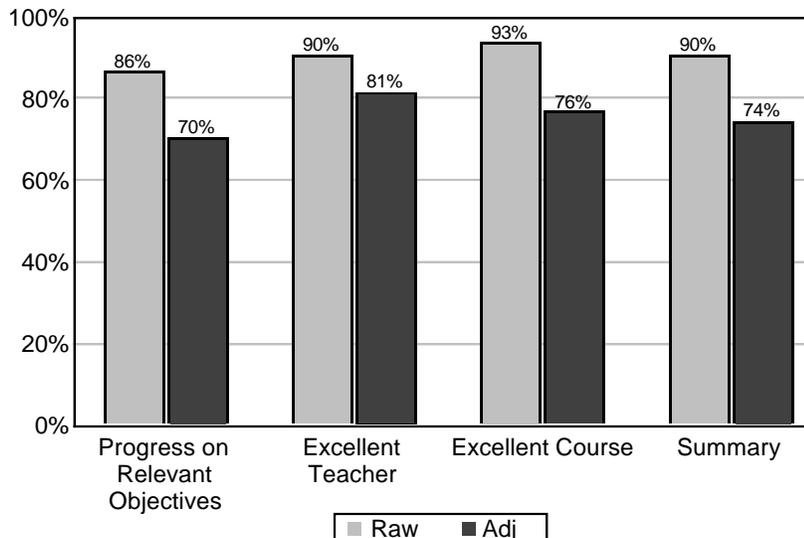
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

**Part 3: Percent of Classes at or Above the IDEA Database Average**



**Part 1: Distribution of Converted Scores Compared to This Institution**

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

**Part 1** shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group’s classes similar to the expected distribution when compared to the Institution?

**Part 2** provides the **averages** for the Group and for Institutional norms.

- Are the Group’s averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) <sup>1</sup>	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
<b>Much Higher</b> (63 or higher)	10%	4%	6%	0%	10%	4%	14%	2%	7%
<b>Higher</b> (56–62)	20%	28%	25%	40%	24%	36%	19%	32%	27%
<b>Similar</b> (45–55)	40%	46%	46%	42%	49%	38%	43%	48%	46%
<b>Lower</b> (38–44)	20%	13%	15%	8%	10%	13%	16%	11%	14%
<b>Much Lower</b> (37 or lower)	10%	9%	7%	10%	7%	10%	8%	8%	5%

**Part 2: Average Scores**

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5–point Scale		This Summary Report		This Institution	
	51	51	50	50	57	53	4.4	4.1	4.5	4.2	4.5	4.3
	51	52	50	50	56	52	4.6	4.4	4.5	4.2	4.6	4.3
	51	51	50	50	59	54	4.5	4.2	4.5	4.2	4.5	4.2
	51	52	50	50	57	53	4.5	4.3	4.5	4.2	4.5	4.2

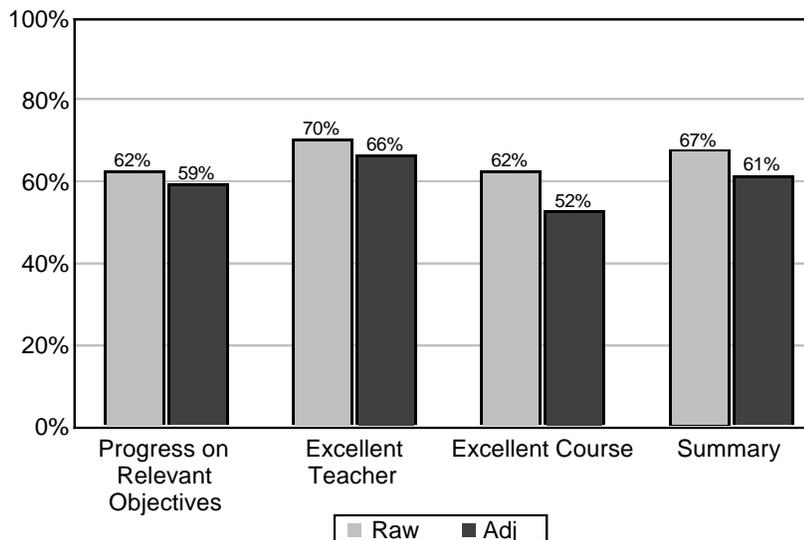
<sup>1</sup> Progress on Relevant Objectives is double weighted in the Summary Evaluation.

**Part 3: Percent of Classes at or Above This Institution’s Average**

**Part 3** shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

**Raw Average:** Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

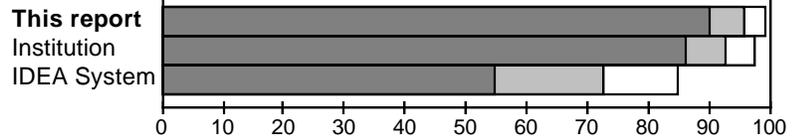
**Adjusted Average:** Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

**Bar Graphs:** Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

**Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)

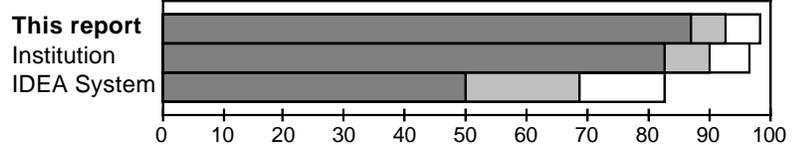
	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.4	4.2	177
Institution	4.4	4.2	1,265
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:  
 4.00 (darkest bar)    3.75 (medium bar)    3.50 (lightest bar)



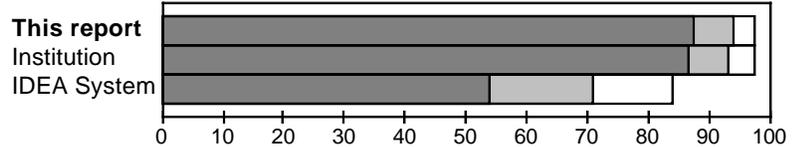
**Objective 2:** Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.3	4.1	141
Institution	4.3	4.1	1,103
IDEA System	3.9	3.9	30,398



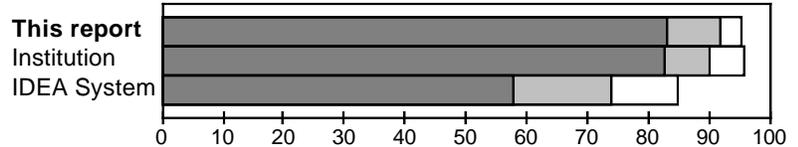
**Objective 3:** Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.4	4.1	189
Institution	4.4	4.1	1,353
IDEA System	4.0	4.0	30,442



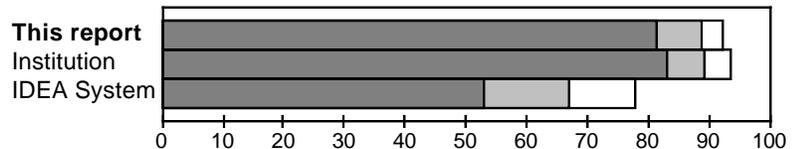
**Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.4	4.1	160
Institution	4.3	4.0	1,123
IDEA System	4.0	4.0	21,568



**Objective 5:** Acquiring skills in working with others as a member of a team

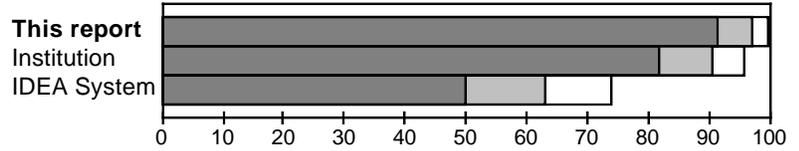
	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.3	4.1	81
Institution	4.3	4.1	469
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:  
 4.00 ■ 3.75 ■ 3.50 □

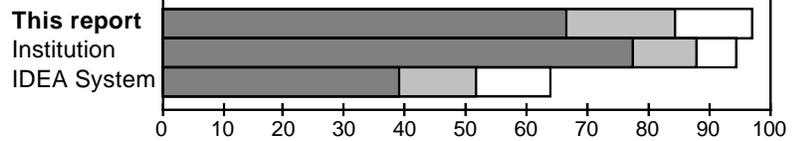
**Objective 6:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.4	4.2	36
Institution	4.3	4.1	306
IDEA System	3.9	3.9	9,290



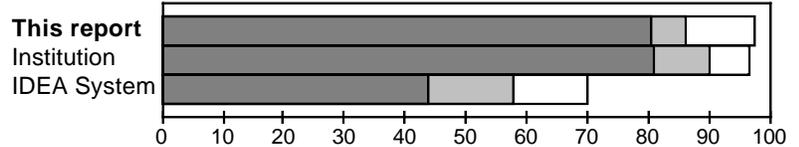
**Objective 7:** Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.2	3.8	39
Institution	4.2	3.9	278
IDEA System	3.7	3.7	10,256



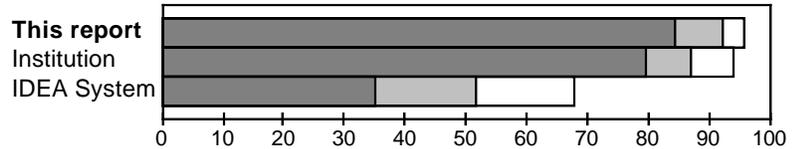
**Objective 8:** Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.3	4.1	88
Institution	4.3	4.2	536
IDEA System	3.8	3.8	18,174



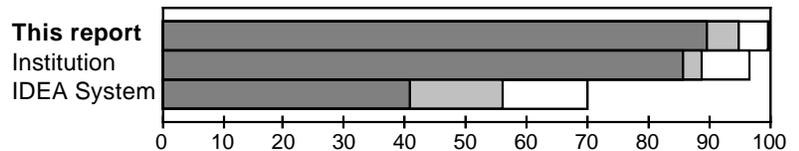
**Objective 9:** Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.3	4.2	78
Institution	4.2	4.1	455
IDEA System	3.7	3.7	15,656



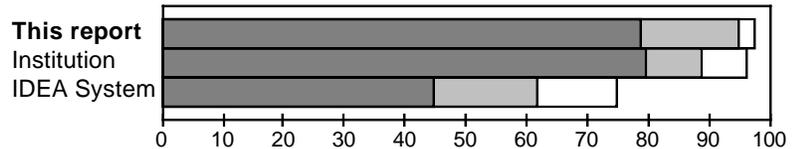
**Objective 10:** Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.5	4.3	20
Institution	4.4	4.1	126
IDEA System	3.8	3.8	8,715



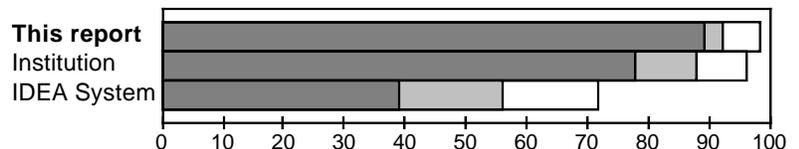
**Objective 11:** Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.3	4.0	81
Institution	4.3	4.1	425
IDEA System	3.8	3.8	18,909



**Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.4	4.1	66
Institution	4.3	4.0	399
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

250 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. <sup>1</sup>	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
<b>A. Stimulating Student Interest</b>				
4. Demonstrated the importance and significance of the subject matter	247	4.7	0.3	
8. Stimulated students to intellectual effort beyond that required by most courses	250	4.4	0.4	
13. Introduced stimulating ideas about the subject	250	4.5	0.4	
15. Inspired students to set and achieve goals which really challenged them	250	4.4	0.5	
<b>B. Fostering Student Collaboration</b>				
5. Formed "teams" or "discussion groups" to facilitate learning	81	4.4	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	156	4.4	0.4	
18. Asked students to help each other understand ideas or concepts	195	4.5	0.4	
<b>C. Establishing Rapport</b>				
1. Displayed a personal interest in students and their learning	242	4.6	0.3	
2. Found ways to help students answer their own questions	250	4.5	0.4	
7. Explained the reasons for criticisms of students' academic performance	242	4.3	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	64	4.3	0.4	
<b>D. Encouraging Student Involvement</b>				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	78	4.4	0.5	
11. Related course material to real life situations	213	4.6	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	132	4.3	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	186	4.4	0.4	
<b>E. Structuring Classroom Experiences</b>				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	52	4.5	0.3	
6. Made it clear how each topic fit into the course	249	4.6	0.3	
10. Explained course material clearly and concisely	248	4.6	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	203	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

<sup>1</sup> Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

**Part A** describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within  $\pm .3$  of the Institution or the IDEA average, respectively.

**A. Student Self-ratings**

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	0%	66%
	Institution	4.2	1%	70%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	1%	58%
	Institution	3.9	2%	50%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	3%	55%
	Institution	3.9	5%	50%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	4%	40%
	Institution	3.9	4%	43%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.9	0%	39%
	Institution	3.8	1%	35%
	IDEA System	3.6	1%	15%

**Part B** provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within  $\pm .3$  of the Institution or the IDEA average, respectively.

**B. Student Ratings of Course Characteristics**

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	14%	29%
	Institution	3.7	11%	32%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.9	0%	40%
	Institution	3.9	2%	42%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.6	7%	22%
	Institution	3.6	8%	20%
	IDEA System	3.4	20%	18%

**Part C** summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

**C. Improved Student Attitude**

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.9	57	51
Institution	4.3	3.9		
IDEA System	3.9	3.9		

**A. Primary and Secondary Instructional Approaches**

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 250		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			60%	17%
Discussion/Recitation			7%	24%
Seminar			0%	0%
Skill/Activity			15%	31%
Laboratory			6%	7%
Field Experience			2%	3%
Studio			2%	1%
Multi-Media			3%	6%
Practicum/Clinic			1%	2%
Other/Not Indicated			3%	9%

**B. Course Emphases**

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	244	20%	41%	38%
Oral communication	242	10%	50%	40%
Computer application	240	31%	39%	30%
Group work	236	24%	53%	24%
Mathematical/quantitative work	234	59%	22%	19%
Critical thinking	241	4%	29%	66%
Creative/artistic/design	233	51%	35%	14%
Reading	241	2%	44%	54%
Memorization	240	30%	44%	26%

**C. "Circumstances" Impact on Learning**

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	239	8%	10%	82%
Experience teaching course	226	0%	4%	96%
Changes in approach	204	5%	29%	66%
Desire to teach the course	241	0%	2%	98%
Control over course management decisions	234	2%	13%	85%
Student background	228	13%	24%	63%
Student enthusiasm	233	6%	8%	86%
Student effort to learn	242	6%	14%	80%
Technical/instructional support	220	4%	27%	69%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

**Classes Included in this Report:**

Report includes classes with the following class IDs:  
2408–2482, 2484–2488, 2490–2499, 2501–2660

# **Appendix K**

**IDEA DISCIPLINE CODES WITH CORRESPONDING GCC CLASSES**

IDEA DISCIPLINE CODE	CORRESPONDING GCC COURSE NUMBER
1003 – Visual communications	VC101-01, VC101-02, VC101-03, VC101-04, VC102-01, VC125-01, VC125-03, VC126-01, VC126-03, VC172-01
1100 – Computer Science	CS101-01, CS101-02, CS102-01, CS103-01, CS104-01, CS110-01, CS112-01, CS151-01, CS151-02, CS151-03, CS151-04, CS151-05, CS151-07, CS151-08, CS151-09, CS152-02, CS202-01, CS203-01
1204 – Cosmetology	CM201-01, CM203L-01
1205 – Culinary/Food and Beverage Management	HS140-01, HS140-02, HS203A-02, HS203B-02, HS208-01, HS222-01, HS244-01, HS244-02
1300 – Education	ED150-01, ED150-02, ED150-03, ED180-01, ED180-02, ED180-03, ED200-01, ED220-01, ED220-02, ED220-03, ED220-04, ED220-05, ED220-06, ED220-07, ED220-08, ED270-01, ED270-02
1503 – Electronics (EE course up to 116)	EE103-01, EE104-01, EE116-01
1504 – Electronics (EE course 211 and up)	EE215-01
1511 – Surveying	SU250-01
1600 – Foreign Language	JA110-01, JA110-02, JA110-03, JA111-01
1905 – Nutrition	HL202-01, HL202-02, HL202-03
2002 – Early Childhood Education	CD110-01, CD110-02, CD140-01, CD180-01, CD180-02, CD180-03, CD221-02, CD240-01, CD240-02, CD280-01
2301 – English (EN111 and EN210)	EN111-01, EN111-02, EN111-03, EN210-01, EN210-03
2304 – English (EN110)	EN110-01, EN110-02, EN110-03, EN110-04, EN110-05, EN110-06, EN110-07, EN110-08, EN110-09, EN110-10, EN110-11, EN110-12
2310 – English (EN125)	EN125-01, EN125-02

4801 – Architectural Engineering	AE103-01
5005 – THEATER	TH101-01
5100 – HL Courses	HL120-01, HL120-02, HL120-03, HL150-01
5102 – Sign Language	ASL100-01, ASL100-02, ASL100-03, ASL100-04 ASL100-05, ASL110-01
5108 – MS Courses (Medical Assisting)	MS101-01
5109 – Health & Medical Diagnostic & Treatment Services	EMS103-01
5116 – NU Courses (Practical Nursing)	NU101-01, NU230-01, NU240-01
5202 – Supervision and Management	SM108-01, SM108-02, SM205-01, SM208-01 SM215-01, SM220-01, SM225-01, SM230-01 SM240-01
5203 – Accounting	AC100-01, AC100-02, AC211-01, AC212-01, AC225-01, AC233-01
5204 – Office Technology	OA101-01, OA101-02, OA101-03, OA101-04 OA101-05, OA101-06, OA101-07, OA101-08 OA101-09, OA101-10, OA101-11, OA101-12 OA101-13, OA101-14, OA101-15, OA101-16 OA101-17, OA101-18, OA103-01, OA109-01 OA130-01, OA211-01
5209 – Hotel Operations and Management/Tourism & Travel Management	HS145-01, HS150-01, HS152-01, HS155-01, HS254-01, HS257-01
5214 – Marketing	MK123-01, MK123-02, MK124-01, MK224-01
5300 – Adult High (All adult high school regardless of discipline)	EN066-01, EN066-02, EN067-01, EN091-01, EN091-02, MA052-01, MA052-02, MA065-01, MA065-02 SO099-01, SO099-02, SS063-01, SS063-02, SS081-01, SS082-02
9901 – Reading Basic (EN100B and EN100R)	EN100B-01, EN100B-02, EN100B-03, EN100R-01 EN100R-02, EN100R-03, EN100R-04, EN100R-05 EN100R-06, EN100R-07, EN100R-08, EN100R-09, EN100R-10, EN100R-11
9903 – Writing (EN100W)	EN100W-01, EN100W-02, EN100W-03, EN100W-04, EN100W-05, EN100W-06, EN100W-07 EN100W-08, EN100W-09, EN100W-10 EN100W-11, EN100W-12, EN100W-13, EN100W-14, EN100W-15, EN100W-16, EN100W-17, EN100W-18, EN100W-19, EN100W-21

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