



Guam Community College
Distance Education IDEA Survey Assessment
Results for Academic Year 2023-2024

IDEA Surveys Results: Academic Year 2023-2024

The following summary is extracted from an IDEA survey from Distance Education courses (online/hybrid) courses only. The information involves student responses regarding an instructor's teaching effectiveness over the most recent academic year 2023-2024. The IDEA survey evaluation includes various aspects of the instructor's performance, course quality, and student progress. The data helps provide information to conduct course evaluations, progress and student satisfaction.

The following group of survey questions describes the frequency of the DE Instructor's teaching procedures within their course as rated by the students. Provided is the average of the value in all responses on a scale of 1 to 5 as:

1 - Hardly Ever

2 - Occasionally

3 - Sometimes

4 - Frequently

5 - Almost Always

| Term: | Spring 2024 | Fall 2023 |
|--|--|--|
| Number of Respondents (N) | N = 57 (out of 207) = 27.5% Response Rate | N = 97 (out of 243) = 39.9% Response Rate |
| Question #1: Found ways to help students answer their own questions | 4.8 | 4.3 |
| Question #2: Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 4.6 | 4.2 |
| Question #3: Encouraged students to reflect on and evaluate what they have learned | 4.8 | 4.5 |
| Question #4: Demonstrated the importance and significance of the subject matter | 4.8 | 4.4 |
| Question #5: Formed teams or groups to facilitate learning | 4.2 | 3.3 |
| Question #6: Made it clear how each topic fit into the course | 4.7 | 4.4 |
| Question #7: Provided meaningful feedback on students' academic performance | 4.6 | 4.2 |
| Question #8: Stimulated students to intellectual effort beyond that required by most courses | 4.6 | 4.2 |

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| Question #9: Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 4.7 | 4.3 |
| Question #10: Explained course material clearly and concisely | 4.7 | 4.5 |
| Question #11: Related course material to real life situations | 4.8 | 4.4 |
| Question #12: Created opportunities for students to apply course content outside the classroom | 4.6 | 4.2 |
| Question #13: Introduced stimulating ideas about the subject | 4.7 | 4.4 |
| Question #14: Involved students in hands-on projects such as research, case studies, or real-life activities | 4.5 | 3.8 |
| Question #15: Inspired students to set and achieve goals which really challenged them | 4.6 | 4.1 |
| Question #16: Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 4.6 | 3.9 |
| Question #17: Asked students to help each other understand ideas or concepts | 4.5 | 3.8 |
| Question #18: Gave projects, tests, or assignments that required original or creative thinking | 4.7 | 4.2 |
| Question #19: Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 4.6 | 4.2 |

The IDEA survey next measures student progress with thirteen questions focusing on different learning objectives (not all of which will be relevant/emphasized in each class). Provided is the average of the value in all responses on a scale of 1 to 5 as:

- 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

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|---|--|--|
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| Question #20: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | 4.2 | 4.1 |
| Question #21: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 4.2 | 4.0 |
| Question #22: Learning to apply course material (to improve thinking, problem solving, and decisions) | 4.3 | 4.2 |
| Question #23: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 4.4 | 4.1 |
| Question #24: Acquiring skills in working with others as a member of a team | 4.3 | 3.6 |
| Question #25: Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 4.3 | 3.9 |
| Question #26: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 4.3 | 4.0 |
| Question #27: Developing skill in expressing myself orally or in writing | 4.2 | 4.0 |
| Question #28: Learning how to find, evaluate, and use resources to explore a topic in depth | 4.4 | 4.1 |
| Question #29: Developing ethical reasoning and/or ethical decision making | 4.4 | 4.0 |
| Question #30: Learning to analyze and critically evaluate ideas, arguments, and points of view | 4.4 | 4.1 |
| Question #31: Learning to apply knowledge and skills to benefit others or serve the public good | 4.4 | 4.1 |
| Question #32: Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 4.3 | 4.1 |

The next two IDEA survey questions Students are asked to compare their DE course with other courses they have taken at GCC. Provided is the average value in all responses on a scale of 1 to 5 as:

- 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

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| Question #33: Amount of coursework | 3.2 | 3.3 |
| Question #34: Difficulty of subject matter | 3.0 | 3.2 |

The final set of survey questions cover the student experience of their DE course. Provided is the average value in all responses in a scale of 1 to 5 as:

- 1- Definitely False
- 2 – More False than True
- 3 – In Between
- 4 – More True than False
- 5 – Definitely True

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| Question #35: As a rule, I put forth more effort than other students on academic work. | 3.4 | 3.3 |
| Question #36: I really wanted to take this course regardless of who taught it. | 3.9 | 3.9 |
| Question #37: When this course began I believed I could master its content. | 3.8 | 3.8 |
| Question #38: My background prepared me well for this course's requirements. | 3.8 | 3.6 |
| Question #39: Overall, I rate this instructor an excellent teacher. | 4.8 | 4.6 |
| Question #40: Overall, I rate this course as excellent. | 4.8 | 4.6 |

Strengths

Based on the information extracted from the IDEA survey, distance education courses demonstrate significant strengths in several areas of their online course experience between the instructors and students. DE instructors excel in ratings of helping students self-answer questions, encouraging reflection and evaluation, demonstrating the importance of the subject matter, explaining material clearly and relating course material to real life. Students-faculty interaction outside of class is also frequently encouraged which is vital in a remote learning environment where timely and constructive feedback can help bridge the gap caused by physical distance.

Student progress rating of their DE course learning objective experiences includes strengths of gaining substantial progress of developing skills needed by professionals in the field, learning how to find, evaluate and use resources to explore a topic in depth, and being able to develop ethical reasoning and decision making.

Areas of Improvement

The formation of teams for learning is less used, indicating challenges in facilitating group work remotely. About average in student rating on the difficulty of subject matter and amount of coursework could indicate a need for additional support, resources, or instructional strategies to help students navigate and master complex concepts effectively.

The institution can aim to improve the response rates of 27.5% and 39.9% to higher levels. Utilizing personalized reminders, offer incentives, leveraging faculty support to remind students and integrate surveys into the curriculum, and extending deadlines can also encourage participation. These ensures more comprehensive feedback and better-informed decisions for enhancing the distance education program.

Summary

The results indicate a consistently high level of student satisfaction across various aspects of teaching, with particular strengths in providing clear explanations, demonstrating the importance of subject matter, and stimulating intellectual effort. There are areas for improvement, especially in facilitating teamwork and increasing response rates. The results indicate a consistently high level of student satisfaction across various aspects of teaching, with particular strengths in providing clear explanations, demonstrating the importance of subject matter, and stimulating intellectual effort. Overall, the survey concludes with a high level of student experience satisfaction with the distance education faculty and their overall course experience receiving excellent ratings.