GCC STUDENT RATINGS OF INSTRUCTION SURVEY REPORT

INSTITUTIONAL GSR

Fall 2012

Good Morning. My goal for the next set of minutes is to provide you with some "ideas" on the value of this report: the IDEA Student Ratings of Instruction Survey Report Guam Community College Institutional Group Summary Report.

Without reading the entire report, I will highlight some of the many "insights" and "information" found within the report.

HOW CAN WE DETERMINE IF TEACHING IS EFFECTIVE OR INEFFECTIVE?

In an effort to answer this question, GCC utilized the *IDEA Student Ratings of Instruction System* to assess teaching effectiveness by its impact on students.

The results are not prescriptive but intended to facilitate analysis and innovative thinking about how results can be used to support improvement.

THE PRINCIPAL INDICATORS OF EFFECTIVENESS ARE DERIVED BY ANSWERING THE QUESTION:

DO STUDENTS MAKE PROGRESS IN ACHIEVING THE OBJECTIVES SELECTED BY THE INSTRUCTOR?

The focus is on student progress in achieving course objectives selected by faculty .

This assessment is tailored to what instructors selected as the learning objectives of the course.

The core of IDEA is the focus on student ratings of progress on specific objectives.

IDEA STUDENT RATINGS OF INSTRUCTION SYSTEM
(FIF & THE DIAGNOSTIC FORM)

FACULTY MUST SELECT 3-5 OBJECTIVES LISTED ON THE FIF THAT THEY CONSIDER RELEVANT

RELEVANT OBJECTIVES REQUIRE SUBSTANTIAL EFFORT TO ACHIEVE & ACHIEVEMENT IS REFLECTED IN THE ASSESSMENT OF STUDENT PROGRESS.

STUDENTS REPORT THEIR PROGRESS ON THESE OBJECTIVES ON THE DIAGNOSTIC FORM.

The FIF listed 12 learning objectives. (PAGE 6)

The 12 learning objectives are organized into 6 groups:
1.   Basic cognitive background
2.   Application of learning
3.   Expressiveness
4.   Intellectual development
5.   Lifelong learning
6.   Team skills

The RATING SCALES are all provided within the report.

Fall 2012 is the first time GCC is able to see an INSTITUTIONAL snapshot based on five years of institutional data that now resides within the IDEA system from fall 2009 thru fall 2012. AIER will be administering the IDEA Student Ratings of Instruction Surveys this upcoming October again.

This report is focused on the Group Summary Report for GCC as an Institution. All DCs were provided the Group Summary Reports for each of the groups of programs within the departments AND almost all instructors received their Individual IDEA Diagnostic Form Reports for each of their classes surveyed in fall 2012. Some instructors did not come by to pick up their reports and are still with AIER.

The individual reports help to answer the question: How am I doing and what might I do to improve?

The Group Summary Reports based on discipline codes help to answer the questions: How are we doing in supporting student learning and what might we do to improve?

The surveys were organized into 44 groups by discipline codes and sent to IDEA but only 33 were returned with a report. The discipline codes that were excluded due to the low number of classes are found listed on page 22 and 23.

The Institution Group Summary Report helps us monitor our progress over time. It allows for reflection and implementation of change with measurable improvements in student learning. We can chart improvements.

The Institution Group Summary Report helps GCC to establish a level of accountability through reporting and reflection on individual, programmatic, and institutional progress.

GCC is committed to continuous improvement through the use of ongoing self-evaluation that is based on evidence.

IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Guam Community College
Fall 2012
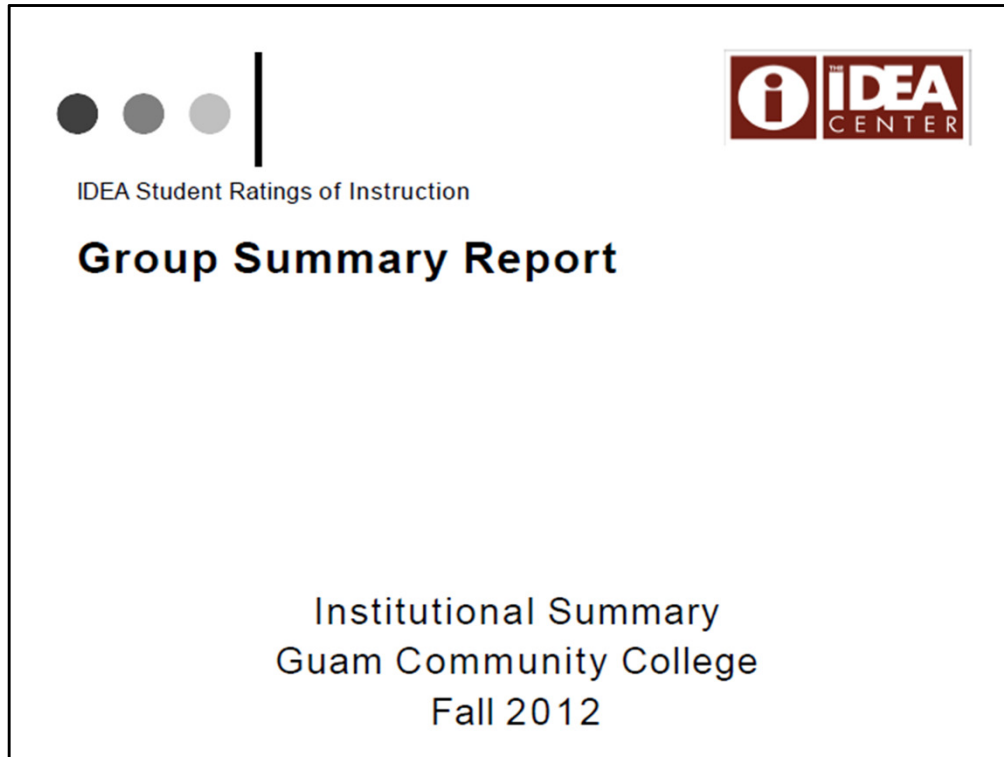
PROVIDES A SOLID NATIONAL BENCHMARK

333 classes surveyed, 1 excluded. (PAGE 3 lists reasons for the exclusion of some classes)
The average response rate is 69% (65% is the minimum for dependable results)
The average class size is 20.
The average number of objectives selected as important or essential is 4.5 (3 to 5 are recommended)

The data reflects:
332 courses
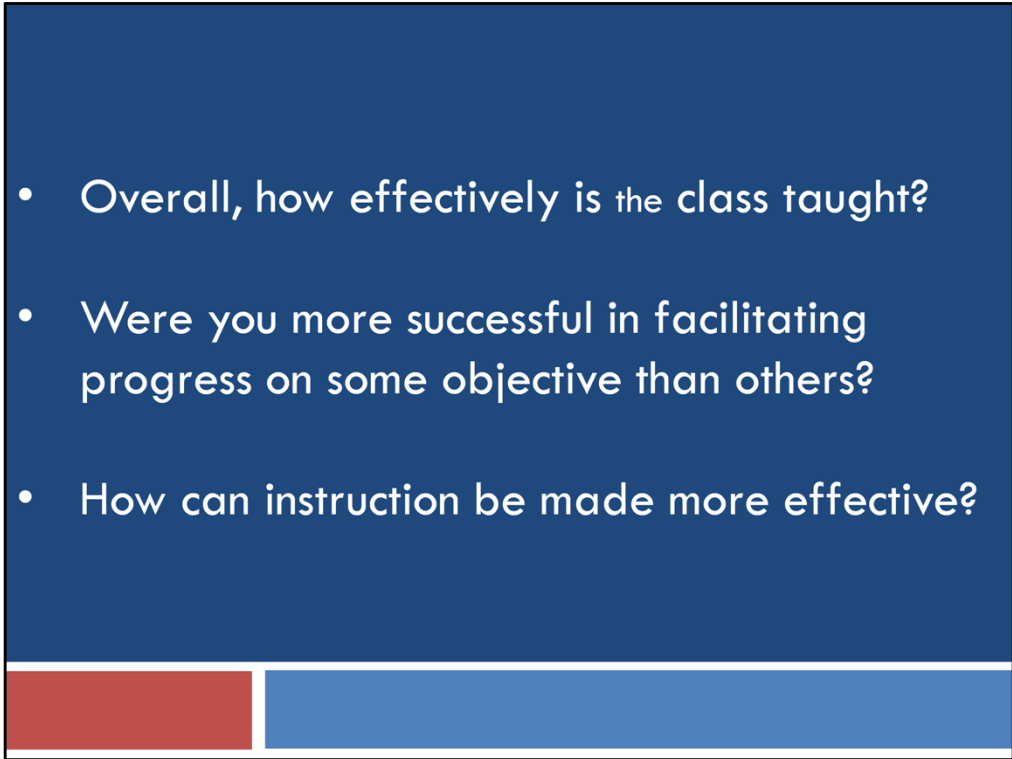895 institution courses since 2009
44,455 IDEA database courses

The table 1 reports of the extent learning objectives are emphasized in courses helps assess if program objectives are addressed with appropriate frequency

Objective 3-76% of the 332 classes HIGHEST
Objective 10-10% of the 332 classes LOWEST
(Blooms Taxonomy Revised)

Converted scores: Table 2: Reports the quality of instruction based/judged by the four overall outcomes
*Unadjusted RAW Ratings: focus on student outcomes; self assessed learning
*Adjusted Ratings: focus on instructor contributions

- Overall, how effectively is *the* class taught?

- Were you more successful in facilitating progress on some objective than others?

- How can instruction be made more effective?

What does the evidence show and how can we improve?

Identified areas of excellence and challenge.

The report gives data on the twenty teaching methods assessed in the IDEA system through the grouping of the 20 methods into 5 teaching approaches. (PAGE 15)
**Under the Structuring Classroom Experiences training approach, students at GCC in fall 2012 did not report that faculty provided timely and frequent feedback on tests, reports, projects, etc. to help students improve.

The report also gives data on student motivation, work habits, and academic effort which are variables that affect student learning.

The report also gives data on course characteristics, such as the amount of reading, amount of other assignments that are non-reading assignments, and the difficulty of the course.

The report also gives data on the relative frequency of several instructional approaches since students have different learning styles. Exposure to a variety of instructional approaches is desirable.

The report also gives the extent that classes expose students to different types of academic activity.

The report gives faculty regard to different variables that may facilitate or hinder student learning.

Because fall 2012 is the first to provide an institutional comparison, longitudinal data from IDEA can be used to identify where improvements are needed, where improvement has been achieved in areas of concern, and where expectations are being met related to student learning, overall effectiveness, use of teaching methods/strategies, and student attitudes.

When IDEA results are considered among direct and indirect sources of information, IDEEA informs the campus about areas of effectiveness and improvement.

At the University of Charleston, the GSR suggested that faculty are effective…"in using teams to facilitate learning and stimulating students' intellectual efforts." Individual faculty who contributed to this success are asked to lead workshops or provide examples of assignments.

The campus approached areas for improvement as opportunities for faculty development, program updates and curriculum changes, and changes in processes across campus.