GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan
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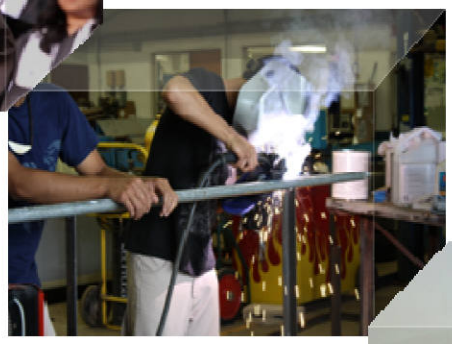
Guam Community College

Student Ratings of Instruction Survey Report

FALL 2010

This report was primarily written by Dr. Virginia Tudela, Assistant Director, Office of Assessment, Institutional Effectiveness & Research and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIER personnel Priscilla Johns, Vangie Aguon, and Marlena Montague.

GCC STUDENT RATINGS OF INSTRUCTION SURVEY REPORT
FALL 2010

EXECUTIVE SUMMARY

Guam Community College (GCC) has been administering the IDEA Center's[1] *Student Ratings of Instruction Survey* for the past four semesters (Fall 2009, Spring 2010, Summer 2010, and Fall 2010). The college chose to use the survey instrument because of its focus on student learning and because it is tailored to fit faculty teaching objectives. The results are processed by IDEA and a copy of the survey results is sent to the College for distribution to faculty to help guide improvement efforts.

Survey results highlight the following conclusions:

- Participating GCC classes performed well in terms of *progress on relevant objectives*; however, there is still room for improvement.
- GCC students who participated in the study have a high regard for their teachers and their courses.
- GCC students who participated in the study have a positive perception of teaching effectiveness at the college.
- GCC students are exposed to a variety of instructional approaches.

The following recommendations are made:

- In the future, classes should be intentionally grouped (i.e. by program-*for program review purposes*, by course- *for course comparisons*) for inclusion in the Group Summary Report (GSR).

[1] 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.

In terms of the group of GCC classes included in the Fall 2010 GSR, instructional improvement efforts should focus on encouraging student-faculty interaction outside of class (office visits, phone calls, email, etc.); involving students in "hands on" projects such as research, case studies, or "real life" activities; and providing students with timely and frequent feedback on tests, reports, projects, etc. so that they can monitor their progress and make any needed improvements.

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I. Introduction

How can we determine if teaching is effective or ineffective? In an effort to answer this critical question, GCC utilized the *IDEA Student Ratings of Instruction System* to assess teaching effectiveness by its impact on students. Its principal indicators of effectiveness are derived by answering the question: Do students make progress in achieving objectives selected by the instructor?

The *IDEA Student Ratings of Instruction System* includes Faculty Information Forms (FIF)[1] (Appendix A) and Student Reactions to Instruction and Course Forms. For this particular study, the student reaction form used is the Diagnostic Form (Appendix B) because it contains information that can be utilized for instructional development. The FIF includes 12 learning objectives which are organized into six groups (basic cognitive background, application of learning, expressiveness, intellectual development, lifelong learning, and team skills) based on statistical and conceptual similarities.

As part of the *IDEA Student Ratings of Instruction System*, faculty are instructed to select between three to five learning objectives listed in the FIF which they consider to be relevant (*important* or *essential*) to their specific class. Objectives considered relevant by faculty are those which require substantial effort towards their attainment and achievement of the objectives is reflected in the assessment of student progress.

[1] The FIF describes each course and provides critical information needed to generate class summary reports and group summary reports.

The *IDEA Student Ratings of Instruction System* uses self-report of student learning on these objectives as the primary means of measuring teaching effectiveness. Progress ratings for relevant objectives are based on a 5-point scale where 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 progress ratings on all relevant objectives. Double weight is given to objectives considered *essential*. Objectives identified as *essential*, consequently count twice as much as those considered *important* in the calculation of progress on relevant objectives. In addition to progress on relevant objectives, 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 measures.

II. Methodology

On October 4, 2010, a memo from the Office of Assessment, Institutional Effectiveness, and Research (AIER) addressed to faculty was posted on MyGCC[2] announcing the implementation of the *GCC Fall 2010 Student Ratings of Instruction Survey* from October 29, 2010 to November 12, 2010 (Appendix C). Included in the memo was a description of the *IDEA Student Ratings of Instruction System* and some helpful links to understanding the assessment process.

[2] MyGCC is the College's integrated database system with web accessible information that combines student, financial aid, finance, and human resources into one system.

The highest enrolled class of full-time instructional faculty was selected from the Fall 2010 GCC Master Schedule of Classes to participate in the study. Online classes were excluded because there was only one online class identified in the Fall 2010 Master Schedule. Classes ending prior to October 29, 2010 and classes starting after October 29, 2010 were also excluded from the study. Faculty participating in the study were provided with a copy of the memo posted on MyGCC and a packet containing Directions to Faculty, the FIF, and the IDEA Discipline Codes for GCC Courses[3] (Appendix D). In the memo, it was recommended that faculty discuss selected objectives with their students and that they inform them that they are going to be asked to rate their own progress on these objectives. The memo also advised faculty that CCA/AIER representatives will be contacting them to schedule a date and time for survey administration. To ensure consistency in survey administration, CCA/AIER representatives were provided with a script to read to each participating class prior to administering the survey (Appendix E).

A student-focused announcement regarding the survey was also posted on MyGCC on October 4, 2010. The announcement included the dates for survey administration and a brief description of the survey and its purpose. Posters with similar information were placed throughout the campus (Appendix F). A subsequent reminder of the survey was posted on MyGCC on October 27, 2010.

Prior to administering the survey, AIER staff collected the FIFs and reviewed them to ensure that they were complete. AIER staff also made certain that faculty selected only three to five objectives as *important* or *essential* for their class, as recommended by the IDEA Center. If a faculty member selected more than five objectives as *important* or *essential*, AIER staff returned the FIF to the faculty member and asked that they only select the recommended number of objectives.

[3] This document was prepared by the Dean of the School of Technology and Student Services.

III. Results and Discussion

Thirty-seven classes participated in the assessment and are included in GCC's Group Summary Report (GSR) for Fall 2010 (Appendix G). The GSR combines information from the individual student ratings given by students from the thirty-seven GCC classes[4]. Information contained in the GSR is useful for program assessment, curricular review, institutional planning or to provide local norms.

Of the 37 classes that are included in the GSR, nine had response rates that are below 65%. According to the IDEA Center, 65% is the minimum response rate necessary for dependable results. The average response rate of participating GCC classes is 74%. The average number of objectives selected as *important* or *essential* is 4.0. This falls within the recommended range of three to five.

The discussion that follows focuses on the results reported in the GSR. Although it is possible to conduct a comparison between the group of participating classes[5], the institution (GCC) and the IDEA System, for this particular study, a comparison with the institution is not feasible because GCC must first have 400 classes in the IDEA database according to the IDEA Center.[6]

The following table provides information about the extent various learning objectives are emphasized in courses. The percent of classes for which each objective was selected helps assess whether or not program objectives are addressed with appropriate frequency. As seen in Table 1, the most frequently selected objective considered *important* or *essential* for the group is

[4] Classes included in the GSR can be grouped in several ways including: (a) manual groupings when forms are shipped (or in survey groups for surveys administered using IDEA online), (b) data fields from the FIF, and (c) class ID numbers assigned during processing.

[5] Referred to as "this report" or "this group" in the GSR.

[6] Presently, GCC has 269 classes included in the database (Fall 2008-118; Spring 2010-114; and Fall 2010-37).

Objective 3 (Learning to *apply* course material to improve thinking, problem solving, and decisions). Sixty-two percent (62%) of participating classes selected this objective followed by 59% who selected Objective 1 (Gaining factual knowledge-terminology, classifications, methods, trends), 54% who selected Objective 2 (Learning fundamental principles, generalizations, or theories), 49% who selected Objective 4 (Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course), 35% who selected Objective 9 (Learning how to find and use resources for answering questions or solving problems), 30% who selected Objective 11 (Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view), 30% who selected Objective 12 (Acquiring an interest in learning more by asking my own questions and seeking answers), 27% who selected Objective 8 (Developing skill in expressing myself orally or in writing), 19% who selected Objective 5 (Acquiring skills in working with others as a member of a team), 14% who selected Objective 7 (Gaining a broader understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.), 11% who selected Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.), and 11% who selected Objective 10 (Developing a clearer understanding of, and commitment to, personal values).

As seen in Table 1 (see next page), the top three objectives identified as *important* or *essential* are similar for both the group of GCC classes and the IDEA System: Objective 1 (Gaining factual knowledge-terminology, classifications, methods, trends)-*Group-59%, IDEA-78%*; Objective 2 (Learning fundamental principles, generalizations, or theories)-*Group-54%, IDEA-75%*; and Objective 3 (Learning to *apply* course material to improve thinking, problem solving, and decisions)-*Group-62%, IDEA-75%*. This shows a similarity in emphasis between

the group of participating GCC classes and the IDEA System. The three objectives that are least frequently identified as *important* or *essential* are also similar for both the group of GCC classes and the IDEA System: Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.)-*Group-11%, IDEA-25%*; Objective 7 (Gaining a broader understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.)-*Group-14%, IDEA-27%*; and Objective 10 (Developing a clearer understanding of, and commitment to, personal values)-*Group-11%, IDEA-23%*.

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

	Percent of Classes Selecting Objective as *Important* or *Essential*	
	This Group (n=37)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	59%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	54%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	62%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.	49%	55%
Objective 5: Acquiring skills in working with others as a member of a team.	19%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	11%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	14%	27%
Objective 8: Developing skill in expressing myself orally or in writing	27%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	35%	41%

	Percent of Classes Selecting Objective as *Important* or *Essential*	
	This Group (n=37)	IDEA System (n=44,455)
Objective 10: Developing a clearer understanding of, and commitment to, personal values	11%	23%
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	30%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	30%	41%
Average Number of Objectives Selected As *Important* or *Essential*	**4.0**	**5.7**

Table 2 on page 9 shows the distribution of converted scores compared to the IDEA database. The quality of instruction is shown as judged by *progress on relevant objectives* (student ratings of their progress on objectives chosen by faculty), *excellence of the teacher* (ratings of individual survey items), and *excellence of course* (ratings of individual survey items). The *summary of evaluation* is the average of the three.

Results for both raw and adjusted scores are shown are shown in Table 2 as they compare to the IDEA database. When the focus is on student outcomes, unadjusted (raw) ratings are more relevant. For instructor contributions, adjusted ratings are more relevant. The converted scores all have the same average (50) and the same variability (a standard deviation of 10).[7] For purposes of this report, raw ratings will be the focus because of the emphasis on student outcomes.

As seen in Table 2, for GCC classes, *progress on relevant objectives* for the converted score category of 63 or higher is 8%, slightly lower than the expected distribution of 10%.

[7] Scores converted to standardized 0-100 "bell curve" scale, with 50=average of scores for all teachers.

Progress on relevant objectives for the converted score category of 56-62 is 38%, higher than the expected distribution of 20%. *Progress on relevant objectives* for the converted score category of 45-55 is 43%, slightly higher than the expected distribution of 40%. *Progress on relevant objectives* for the converted score category of 38-44 is 5%, much lower than the expected distribution of 20%. *Progress on relevant objectives* for the converted score category of $\pm$ 37 is 5%, lower than the expected distribution of 10%. A majority of student ratings for GCC classes fall between the converted score range of 45-62. The percentages are higher for the group in this range than the expected distribution. This reveals that GCC classes performed better than expected in terms of *progress on relevant objectives*.

Excellence of teacher ratings for the converted score category of 63 or higher is 11%, slightly higher than the expected distribution of 10%. *Excellence of teacher* ratings for the converted score category of 56-62 is 43%, much higher than the expected distribution of 20%. *Excellence of teacher* ratings for the converted score category of 45-55 is 43%, slightly higher than the expected distribution of 40%. *Excellence of teacher* ratings for the converted score category of 38-44 is 0%, much lower than the expected distribution of 20%. *Excellence of teacher* ratings for the converted score category of 37 or lower is 3%, lower than the expected distribution of 10%. Similar to *progress on relevant objectives*, the majority of the distribution of student ratings for *excellence of teacher* falls within the converted score range of 45 to 62. Likewise, the percentages are higher for the group in this range than the expected distribution. This reveals that students have a higher than expected regard for their teachers.

In terms of *excellence of course*, the ratings for the converted score category of 63 or higher is 30%, much higher than the expected distribution of 10%. *Excellence of course* ratings for the converted score category of 56-62 is 32%, higher than the expected distribution of 20%.

Excellence of course ratings for the converted score category of 45-55 is 35%, lower than the expected distribution of 40%. *Excellence of course* ratings for the converted score category of 38-44 is 0%, much lower than the expected distribution of 20%. *Excellence of course* ratings for the converted score category of 37 or lower is 3%, lower than the expected distribution of 10%. For *excellence of* course, the majority of student ratings falls within the top three converted score categories and the percentages are higher for the group in the 63+ range and the 56-62 range. This suggests that GCC students perceive their courses more positively.

The *summary evaluation* (average of *progress on relevant objectives*, *excellence of teacher*, and *excellence of course*) reveals that a majority of student ratings fall within the converted score range of 45 to 62 and the percentages are higher for the group in this range than the expected distribution. Overall, this suggests that students who participated in the survey have a positive perception of teaching effectiveness at the college.

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 (Average of A, B, C)[8]	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	8%	11%	11%	5%	30%	19%	11%	11%
Higher (56-62)	20%	38%	14%	43%	38%	32%	30%	43%	24%
Similar (45-55)	40%	43%	62%	43%	54%	35%	46%	41%	62%
Lower (38-44)	20%	5%	11%	0%	0%	0%	3%	3%	0%
Much Lower (37 or lower)	10%	5%	3%	3%	3%	3%	3%	3%	3%

[8] Progress on *relevant objectives* is double weighted in the Summary Evaluation.

Table 3 below shows that the Group's averages and ratings (on a 5-point scale) are higher than the IDEA System. Consequently, revealing that teaching effectiveness is viewed more favorably by GCC students.

Table 3. Average Scores

Converted Score This Summary Report	53	52	56	54	58	56	55	54
IDEA System	51*	51**	50	50	50	50	50	51
5-point Scale This Summary Report	4.1	4.0	4.5	4.4	4.4	4.3	4.3	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

*Progress on Relevant Objectives is double weighted in the Summary Evaluation.
** 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.

Chart 1 on page 11 shows the percentage of GCC classes with ratings at or above the converted score of the IDEA database. Both raw and adjusted scores are shown. As mentioned earlier, for purposes of this study, the focus will be on raw scores. According to IDEA, when the percentage of classes with ratings at or above the converted score of the IDEA database exceeds 60%, the Group's overall effectiveness is perceived as unusually high. The raw scores for all four categories- *progress on relevant objectives, excellent teacher*, *excellent course*, and *summary evaluation* exceeds 60%; thus revealing that instructional effectiveness for the group is perceived positively.

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

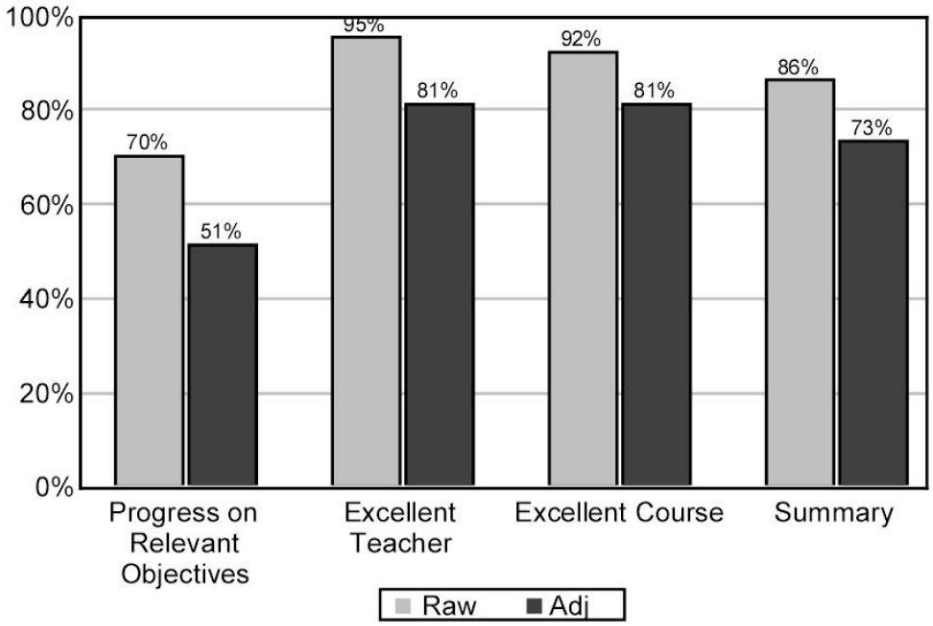

Table 4 on page 13 compares ratings of progress and relevance for the 12 objectives for the group of GCC classes with ratings for all classes in the IDEA database. The table contains averages (raw and adjusted) for the group and the IDEA System. Also included is the number of classes for which the objective was selected as *important* or *essential*.

By comparing progress ratings across the 12 learning objectives, significant differences in how well various objectives are achieved can be identified. Results in this section are useful in determining if particular attention should be given to improve student learning on one or more objective(s). As noted earlier in this report, the focus is on *raw averages*, which are indicators of self-assessed learning.

In the Diagnostic Form, students are asked to describe the amount of progress they made on each of the twelve learning objectives listed in Table 4. The scale that was used to determine progress on objectives selected as *important* or *essential* is: 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). Students reported *substantial progress* on the following eight objectives:

- Objective 1- Gaining factual knowledge (terminology, classifications, methods, trends)
- Objective 2- Learning fundamental principles, generalizations, or theories
- Objective 3- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Objective 4- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Objective 5- Acquiring skills in working with others as a member of a team
- Objective 6- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Objective 7- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Objective 8- Developing skill in expressing myself orally or in writing

Similar to the IDEA System, *moderate progress* is reported for the following four objectives:

- Objective 9- Learning how to find and use resources for answering questions or solving problems
- Objective 10- Developing a clearer understanding of, and commitment to, personal values

- Objective 11- Learning to *analyze* and *critically* evaluate ideas, arguments, and points of view
- Objective 12- Acquiring an interest in learning more by asking my own questions and seeking answers

Compared to the IDEA System, progress ratings for the group of GCC classes are higher for 10 of the 12 learning objectives. The progress rating for Objective 4 (developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course) was the same for participating GCC classes and the IDEA System (GCC-4.0, *IDEA*-4.0). The progress rating for Objective 10 (developing a clearer understanding of, and commitment to, personal values) for GCC classes is slightly lower than the IDEA System (GCC-3.7, IDEA-3.8). Overall, ratings show that there are no major differences in how well objectives are achieved between the two groups.

Table 4. Student Ratings of Progress on Objectives Chosen as *Important* or *Essential*

		Raw Avg.[9]	Adjusted. Avg.[10]	# of Classes
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	**This report**	**4.1**	**4.0**	**22**
	IDEA System	4.0	4.0	31,991
Objective 2: Learning fundamental principles, generalizations, or theories	**This report**	**4.1**	**4.0**	**20**
	IDEA System	3.9	3.9	30,398

[9] These are indicators of self-assessed learning (How well were each objective assessed?).
[10] Useful primarily in comparing instructors or classes; they take into account factors that affect learning other than instructional quality.

		Raw Avg.	Adjusted. Avg.	# of Classes
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**This Report**	**4.2**	**4.1**	**23**
	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	**This Report**	**4.0**	**3.8**	**18**
	IDEA System	4.0	4.0	21,568
Objective 5: Acquiring skills in working with others as a member of a team	**This Report**	**4.0**	**3.9**	**7**
	IDEA System	3.9	3.9	12,088
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	**This Report**	**4.2**	**4.1**	**4**
	IDEA System	3.9	3.9	9,290
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	**This Report**	**4.0**	**4.0**	**5**
	IDEA System	3.7	3.7	10,256
Objective 8: Developing skill in expressing myself orally or in writing	**This Report**	**4.2**	**4.1**	**10**
	IDEA System	3.8	3.8	18,174

		Raw Avg.	Adjusted. Avg.	# of Classes
Objective 9: Learning how to find and use resources for answering questions or solving problems	**This Report**	**3.9**	**3.9**	**13**
		3.7	3.7	15,656
Objective 10: Developing a clearer understanding of, and commitment to, personal values	**This Report**	**3.7**	**3.8**	**4**
	IDEA System	3.8	3.8	8,715
Objective 11: Learning to *analyze* and *critically* evaluate ideas, arguments, and points of view	**This Report**	**3.9**	**3.8**	**11**
	IDEA System	3.8	3.8	18,909
Objective 12: Acquiring an interest in learning more by asking my own questions	**This Report**	**3.9**	**3.8**	**11**
	IDEA System	3.8	3.8	15,616

Table 5 on page 17 groups the twenty teaching methods assessed in the IDEA System into five teaching approaches. The number of classes for which a particular teaching method was linked to *important* or *essential* objectives is identified in the second column. The average of ratings and the standard deviation are identified in the third and fourth columns. The scale used to gather information regarding teaching methods and styles is: 1=hardly ever, 2=occasionally, 3=sometimes, 4=frequently, and 5=almost always. Of the twenty teaching methods listed in Table 5, students reported that fifteen *frequently* occurred:

- Demonstrated the importance and significance of the subject matter
- Stimulated students to intellectual effort beyond that required by most courses
- Introduced stimulating ideas about the subject
- Inspired students to set and achieve goals which really challenged them
- Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- Asked students to help each other understand ideas or concepts
- Displayed a personal interest in students and their learning
- Found ways to help students answer their own questions
- Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- Related course material to real life situations
- Gave projects, tests, or assignments that required original or creative thinking
- Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work
- Made it clear how each topic fit into the course
- Explained course material clearly and concisely
- Gave tests, projects, etc. that covered the most important points of the course

The following four methods are reported to *sometimes* occur:

- Formed "teams" or "discussion groups" to facilitate learning
- Explained the reasons for criticisms of students' academic performance
- Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

- Involved students in "hands on" projects such as research, case studies, or "real life" activities

Two of the above teaching methods/approaches have rather high standard deviations: formed "teams or "discussion groups" to facilitate learning (s.d., 1.1) and involved students in "hands-on" projects such as research, case studies, or "real life" activities" (s.d., 1.0) is rather high. This shows a divergence of opinion among respondents. No class reported that the instructor provided timely and frequent feedback on tests, reports, projects, etc. to help students improve. Students need to be provided with feedback so that they can improve their performance.

Table 5. Teaching Methods and Styles

	No. of Classes	**Avg.**	**s.d.**[11]
A. Stimulating Student Interest			
Demonstrated the importance and significance of the subject matter	36	4.5	0.5
Stimulated students to intellectual effort beyond that required by most courses	37	4.0	0.6
Introduced stimulating ideas about the subject	37	4.2	0.6
Inspired students to set and achieve goals which really challenged them	37	4.0	0.6
B. Fostering Student Collaboration			
Formed "teams" or "discussion groups" to facilitate learning	7	3.9	1.1
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22	4.1	0.7
Asked students to help each other understand ideas or concepts	30	4.0	0.7
C. Establishing Rapport			
Displayed a personal interest in students and their learning	35	4.4	0.5
Found ways to help students answer their own questions	37	4.3	0.5
Explained the reasons for criticisms of students' academic performance	35	3.8	0.7
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	12	3.7	0.5

[11] Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

	No. of Classes	Avg.	s.d.
D. Encouraging Student Involvement			
Encouraged students to use multiple resources (e.g., data banks, library holdings, outside experts) to improve understanding	13	4.0	0.6
Related course material to real life situations	31	4.3	0.6
Involved students in "hands on" projects such as research, case studies, or "real life" activities	19	3.7	1.0
Gave projects, tests, or assignments that required original or creative thinking	28	4.1	0.7
E. Structuring Classroom Experiences			
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	1	4.7	NA
Made it clear how each topic fit into the course	36	4.4	0.5
Explained course material clearly and concisely	35	4.4	0.5
Gave tests, projects, etc. that covered the most important points of the course	27	4.3	0.8
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

Table 6 on the next page describes student motivation, work habits, and academic effort. All three variables affect student learning. The table reports averages for the group of participating GCC classes and the IDEA System as well as the percentage of classes with averages below 3.0 and 4.0 or above. The following scale was used by respondents to describe their attitudes and behavior in their course: 1=definitely false, 2=more false than true, 3=in between, 4=more true than false, and 5=definitely true. Of the five statements listed in the table, GCC students reported that the statement "I had a strong desire to take this course" is ***m*ore true than *f*al*s*e**. The following four are areas where GCC students reported that they felt "in between":

- I worked harder on this course than on most courses I have taken
- I really wanted to take this course from this instructor

- I really wanted to take this course regardless of who taught it
- As a rule, I put forth more effort than other students on academic work

The percent of classes that are 4.0 or above fall below 50% for all but one statement: I had a strong desire to take this course. The percentages, however, for GCC classes are higher for all five statements compared to the IDEA System. Nonetheless, there is room for improvement in the areas where students felt "in between".

Table 6. Student Self-Ratings

Diagnostic Form Item Number and Item		Average	% 0f Classes Below 3.0	% of Classes 4.0 or Above
I had a strong desire to take this course	This report	4.1	3%	51%
	IDEA System	3.7	16%	36%
I worked harder on this course than on most courses I have taken	This report	3.8	3%	30%
	IDEA System	3.6	13%	24%
I really wanted to take this course from this instructor	This report	3.7	8%	43%
	IDEA System	3.4	27%	22%
I really wanted to take this course regardless of who taught it	This report	3.7	5%	32%
	IDEA System	3.3	25%	13%
As a rule, I put forth more effort than other students on academic work	This report	3.6	3%	16%
	IDEA System	3.6	1%	15%

Table 7 on page 20 provides information about course characteristics. Students are asked to compare the course being assessed with other courses they have taken at the college. The scale used to collect this information is: 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. For both participating GCC classes and those in the IDEA System, students reported *about average* amount of reading, amount of work in other (non-reading) assignments, and difficulty of subject

matter. Averages for GCC classes are similar to those in the IDEA System for difficulty of subject matter because it falls within ± .3 of the IDEA average.

For GCC, the percent of classes 4.0 or above is the greatest for the amount of work in other (non-reading) assignments (GCC-30%, IDEA-18%) followed by amount of reading (GCC-24%, IDEA-15%), and difficulty of subject matter (GCC-16%, IDEA-18%). Compared to the IDEA System, the percent of GCC classes 4.0 or above is greater for amount of reading and amount of work in other (non-reading) assignments. The percentage is less for difficulty in subject matter.

Table 7. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		**Average**	**% of Classes Below 3.0**	**% of Classes 4.0 or Above**
Amount of reading	This report	3.6	14%	24%
	IDEA System	3.2	33%	15%
Amount of work in other (non-reading) assignments	This report	3.8	5%	30%
	IDEA System	3.4	21%	18%
Difficulty of subject matter	This report	3.5	14%	16%
	IDEA System	3.4	20%	18%

Table 8 sums up students' responses to the statement "As a result of taking this course, I have more positive feelings toward this field of study." This statement is mainly significant for non-majors. The scale used by students to respond to the statement is: 1=definitely false than true, 2=more false than true, 3=in between, 4=more true than false, and 5=definitely true. As seen in Table 8, participating GCC classes reported that they felt that the statement is *more true than false*. Students in the IDEA System reported that they felt *in between*.

Table 8. 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.	This report	4.3	4.1	57	53
	IDEA System	3.9	3.9		

Table 9 on the next page illustrates the relative frequency of several instructional approaches. Since students have different learning styles, exposure to a variety of instructional approaches is desirable. In the FIF, faculty were asked to identify the primary instructional approach to their course. As seen in Table 9, 68% of participating classes reported that lecture is the primary instructional approach used in their course, followed by 11% skill/activity, 8% laboratory, 5% practicum/clinic, 5% discussion/recitation, and 3% multi-media.

Also in the FIF, faculty are asked the question "if multiple approaches are used, which one represents the secondary approach?" According to Table 9, 27% of participating classes reported that *skill/activity* is a secondary instructional approach used in the class followed by 22% discussion/recitation, 16% lecture, 11% laboratory, 8% multimedia, 8% practicum/clinic, 5% field experience, and 3% other/not indicated. Seminar and studio are not identified as either a primary or secondary instructional approach by participating GCC classes. This is understandable given the types of programs offered at the College. In general, it appears that students are exposed to a variety of instructional approaches

Table 9. Primary and Secondary Instructional Approaches (Number Rating: 37)

	Percent indicating instructional approach as:	
	Primary	**Secondary**
Lecture	68%	16%
Discussion/Recitation	5%	22%
Seminar	0%	0%
Skill/Activity	11%	27%
Laboratory	8%	11%
Field Experience	0%	5%
Studio	0%	0%
Multi-Media	3%	8%
Practicum/Clinic	5%	8%
Other/Not Indicated	0%	3%

Table 10 on page 23 illustrates the extent to which classes expose students to different types of academic activities. In general, proficiency is associated with the amount of exposure to various activities. In the FIF, instructors are asked to describe their course in terms of its requirements as it relates to a list of academic activities included in the first column of Table 10. Based on the information reported in the table, the academic activity with the greatest student exposure is *reading* (78%-much). This is followed by critical thinking (60%-much). The academic activity with the least student exposure is mathematical/quantitative work (57%-none or little). Overall, it appears that faculty are giving students the opportunity to develop the skills necessary for the workforce. It is important to keep in mind, however, that the type of class being offered typically determines the instructional approach used.

Table 10. Course Emphases

	Number Rating	Percent indicating amount required was: None or Little	Some	Much
Writing	36	11%	58%	31%
Oral communication	37	5%	51%	43%
Computer application	37	38%	41%	22%
Group work	37	27%	49%	24%
Mathematical/quantitative work	37	57%	22%	22%
Critical thinking	35	3%	37%	60%
Creative/artistic/design	37	46%	49%	5%
Reading	36	3%	19%	78%
Memorization	37	24%	54%	22%

Table 11 on the next page shows how GCC faculty regard different variables that may facilitate or hinder student learning. In the FIF, faculty are asked to rate the variables listed on the first column of the table using the following code: P=had a positive impact on learning, I=neither a positive nor a negative impact, N=had a negative impact on learning, and ?=can't judge. According to the information reported in the table, the variable with the most positive impact on student learning is desire to teach the course (92%), followed by experience teaching course (88%), control over course management decisions (78%), student enthusiasm (74%), student effort to learn (69%), student background (65%), physical facilities/equipment (62%), changes in approach (59%), and technical/instructional support (59%). The variable most frequently reported to have a negative impact on student learning is student background (13%), followed by student enthusiasm (6%), student effort to learn (6%), technical/instructional support (6%), changes in approach (4%), and physical facilities/equipment (3%). As noted in the GCC's GSR, "Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning are affected by these factors."

Table 11. "Circumstances" Impact on Learning

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	34	3%	35%	62%
Experience teaching course	33	0%	12%	88%
Changes in approach	27	4%	37%	59%
Desire to teach the course	37	0%	8%	92%
Control over course management decisions	36	0%	22%	78%
Student background	31	13%	23%	65%
Student enthusiasm	35	6%	20%	74%
Student effort to learn	35	6%	26%	69%
Technical/instructional support	33	6%	48%	45%

In addition to the GSR, individual class summaries will be provided to faculty who participated in the study. These results are reported in the IDEA Diagnostic Form Report which is designed to answer the following questions: Overall, how effectively is the class taught?; How does this compare with ratings of other teachers?; Were you more successful in facilitating progress on some class objectives than others?; How can instruction be made more effective?; and Do some salient characteristics of this class and its students have implications for instruction? The IDEA Diagnostic Form Report along with an interpretative guide and a sample diagnostic report with explanations will be given to faculty who participated in the study. Additionally, a presentation on the Fall 2010 IDEA Student Ratings of Instruction Survey is scheduled for mid-Spring semester to provide faculty with an overview of the comprehensive assessment results. This is one of the AIER "brown bag" information sessions scheduled for Spring 2011.

IV. Conclusions

Survey results highlight the following conclusions:

- Participating GCC classes performed well in terms of *progress on relevant objectives*; however, there is still room for improvement.
- GCC students who participated in the study have a high regard for their teachers and their courses.
- GCC students who participated in the study have a positive perception of teaching effectiveness at the college.
- GCC students are exposed to a variety of instructional approaches.

V. Recommendations

- In the future, classes should be intentionally grouped (i.e. by program-*for program review purposes*, by course- *for course comparisons*) for inclusion in the GSR.
- In terms of the group of GCC classes included in the Fall 2010 GSR, students reported that the following teaching methods were employed infrequently:
    a) encourage student-faculty interaction outside of class (office visits, phone calls, email, etc.);
    b) involve students in "hands on" projects such as research, case studies, or "real life" activities; and
    c) provide timely and frequent feedback on tests, reports, projects, etc.

Instructional improvement efforts should focus on increasing the use of these three teaching methods in order to improve student progress on relevant class objectives.

Appendix A

Faculty Information Form

See Directions to Faculty:
www.theideacenter.org/directions

IMPORTANT!

Proper Marks ●●●●●●
Improper Marks ⊙✓⊗⊙◒⊕

Institution: _____ **Instructor:** _____

Course Number: _____ **Time and Days Class Meets:** _____

Last Name (Up to 11 letters) | **Init.**

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

Days Class Meets
○ Mon ○ Tues ○ Wed ○ Thu ○ Fri ○ Sat ○ Sun

Discipline Code

Time Class Begins

Course Number

Number Enrolled

Local Codes: A B C D E F G H

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
0 = 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
0 = 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

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Continue on back page

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.	◯	◯	◯	◯	Adequacy of students' background and preparation for the course
G.	◯	◯	◯	◯	Student enthusiasm for the course
H.	◯	◯	◯	◯	Student effort to learn
I.	◯	◯	◯	◯	Technical/instructional support

5. Please identify the <u>principal</u> 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
0200 Agricultural Sciences
0300 Conservation and Renewable Natural Resources
0400 Agricultural and Related Programs
0500 Area Ethnic and Cultural Studies
5007 Art (Painting, Drawing, Sculpture)
3201 Basic Skills
2600 Biological Sciences/Life Sciences
5201 Business, General
5202 Business Administration and Management
5203 Business - Accounting
5208 Business - Finance
5212 Business Information and Data Processing Services
5214 Business - Marketing
4005 Chemistry
0900 Communications
1100 Computer and Information Sciences
4301 Criminal Justice and Corrections
1205 Culinary Arts and Related Services
1103 Data Processing Technology (2-year program)
5004 Design and Applied Arts
9901 Developmental Math
9902 Developmental Reading
9903 Developmental Writing
9904 Developmental Natural Sciences
4506 Economics
1300 Education
1400 Engineering
1500 Engineering-Related Technologies
9910 English as Second Language
2301 English Language and Literature
5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)
1600 Foreign Languages and Literatures
3105 Health and Physical Education/Fitness
5100 Health Professions and Related Sciences (EXCEPT Nursing)
5199 Health Professions and Related Sciences (2-year program)
4508 History
1900 Human Sciences/Family and Consumer Sciences
2400 Liberal Arts & Sciences, General Studies and Humanities
2200 General Legal Studies (Undergraduate)
2500 Library Science
2700 Mathematics and Statistics
5009 Music (Performing, Composing, Theory)
5116 Nursing
3100 Parks, Recreation, Leisure, and Fitness Studies
3801 Philosophy
4000 Physical Science (EXCEPT Physics and Chemistry)
4008 Physics
4510 Political Science and Government
4200 Psychology
4400 Public Administration and Services (EXCEPT Social Work)
3900 Religion and Theological Studies
4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
4407 Social Work and Service
4511 Sociology
2310 Speech and Rhetorical Studies

Vocational/Technical Programs (see Website: Department codes 4600-4900)

9900 Other (to be used when none of the above codes apply)

To see an expanded list of discipline codes go to: <u>www.theideacenter.org/DisciplineCodes</u>

Appendix B

SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT! USE NO. 2 PENCIL ONLY

Proper Marks ●●●●●●

Improper Marks ⊙ ✓ ⊗ ○ ◒ ⊕

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

Continued on back page

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: _____

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Appendix C

OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)
GUAM COMMUNITY COLLEGE
http://www.guamcc.edu/aie

Memorandum

TO: All Concerned Faculty

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

FROM: Dr. Gina C. Tudela
Assistant Director, AIE

SUBJECT: GCC Fall 2010 Student Ratings of Instruction Survey

DATE: October 4, 2010

The AIE Office will be administering the *IDEA Student Ratings of Instruction Survey* this Fall 2010 semester. The IDEA Center is an off-island vendor that AIE has partnered 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 from October 29, 2010 to November 12, 2010. Representatives from CCA/AIE will visit each of your classrooms during this two-week period to administer the survey. CCA/AIE representatives will contact you to schedule a date and time for survey administration.

The *IDEA Student Ratings of Instruction System* includes Faculty Information Forms (FIF) (included in your packet) and Student Reactions to Instruction and Course forms (Diagnostic Form). 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 on 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 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 *Some Thoughts on Selecting IDEA Objectives* document at www.theideacenter.org/selectingobjectives.

Please read the **Directions to Faculty** document prior to completing the survey. 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.

Completed FIFs may be 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 AIE Office in the Student Services and Administration Building. FIFs must be completed and returned no later than October 15, 2010.

If you have any questions, please feel free to call the AIE staff at 735-5520. The information obtained from the *IDEA Student Ratings of Instruction* will be useful to you useful in assessing student learning and guiding teaching improvement. Your commitment to this assessment effort is very important.

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

Appendix D

IDEA Discipline Codes for GCC Courses

1003 – Vis Com
1100 – Computer Science
1204 – Cosmetology
1205 – Culinary
1300 – Education
1503 – all EE up to 116 (electronics)
1504 – EE courses 211 and up
1600 – Foreign Language
1905 - Nutrition
2002 – Early Childhood
2301 - EN 111 and 210
2304 – EN110
2310 – EN125
2600 – Science (SI110)
2606 – Science (SI 103 and 130)
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 (Gov't, World Civ., History.....)
4506 – Econ
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 (All AE classes)
4805 – Welding
5100 – HL courses
5102 - Sign Language
5108 – MS courses (medical assisting)
5116 – NU courses (practical nursing)
5202 – Supervision and Management
5203 – Accounting
5204 – Office Technology
5209 – Travel & Hospitality 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 E

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

- My name is _____ and I am a member of the College Committee on Assessment. 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 <u>one</u> 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 F

AIER

GCC Fall 2010 Student Ratings of Instruction Survey

GCC Students: Once again, the *IDEA Student Ratings of Instruction Survey* will be administered. Randomly selected classes will be visited by a college representative who will administer the survey sometime from October 29, 2010 to November 12, 2010. Results will be sent off-island to the IDEA center for processing. Responses are confidential.

The information obtained from *IDEA Student Ratings of Instruction Survey* will be useful in assessing student learning and guiding teaching improvement. Students are going to rate their own progress on objectives chosen and emphasized by their instructor. The survey should take approximately 15 minutes to complete.

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.

11/3/10 gp

Appendix G

IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Guam Community College
Fall 2010

December 16, 2010

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

Number of Classes Included	
Diagnostic Form	37
Short Form	0
Total	37
Number of Excluded Classes	0
Response Rate	
Classes below 65% Response Rate	9
Average Response Rate	74%
Class Size	
Average Class Size	22

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=37)	Institution (n=NA)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	59%	NA%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	54%	NA%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	62%	NA%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	49%	NA%	55%
Objective 5: Acquiring skills in working with others as a member of a team	19%	NA%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	11%	NA%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	14%	NA%	27%
Objective 8: Developing skill in expressing myself orally or in writing	27%	NA%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	35%	NA%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	11%	NA%	23%
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	30%	NA%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	30%	NA%	41%
Average Number of Objectives Selected As Important or Essential	4.0	NA	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)[1]	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	11%	11%	5%	30%	19%	11%	11%
Higher (56–62)	20%	38%	14%	43%	38%	32%	30%	43%	24%
Similar (45–55)	40%	43%	62%	43%	54%	35%	46%	41%	62%
Lower (38–44)	20%	5%	11%	0%	0%	0%	3%	3%	0%
Much Lower (37 or lower)	10%	5%	3%	3%	3%	3%	3%	3%	3%

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: Average Scores

Converted Score								
This Summary Report	53	52	56	54	58	56	55	54
IDEA System	51[2]	51[2]	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.1	4.0	4.5	4.4	4.4	4.3	4.3	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

[1] Progress on Relevant Objectives is double weighted in the Summary Evaluation.
[2] 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.

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

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

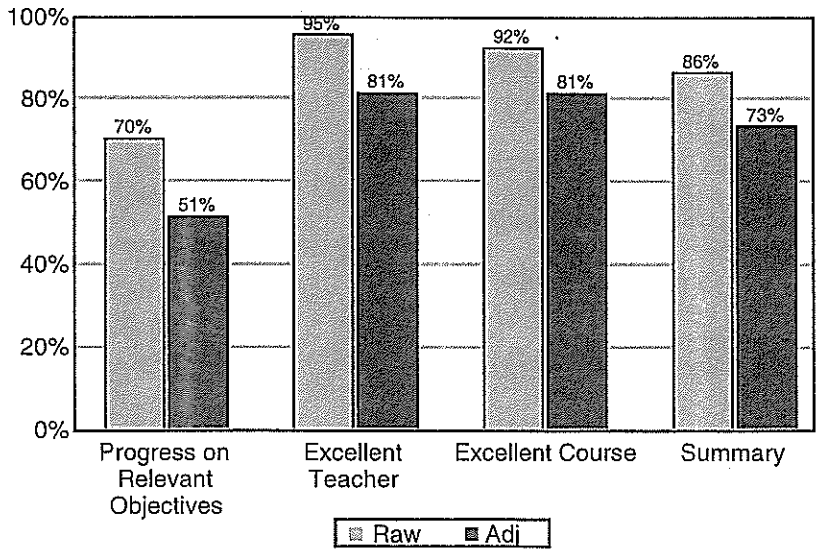
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 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)[1]	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	0%	0%	0%	0%	0%	0%	0%
Higher (56–62)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Similar (45–55)	40%	0%	0%	0%	0%	0%	0%	0%	0%
Lower (38–44)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Much Lower (37 or lower)	10%	0%	0%	0%	0%	0%	0%	0%	0%

Part 2: Average Scores

Converted Score								
This Summary Report	NA	NA	NA	NA	NA	NA	NA	NA
This Institution	NA	NA	NA	NA	NA	NA	NA	NA
This Institution (compared to IDEA)	NA	NA	NA	NA	NA	NA	NA	NA
5-point Scale								
This Summary Report	4.1	4.0	4.5	4.4	4.4	4.3	4.3	4.2
This Institution	NA	NA	NA	NA	NA	NA	NA	NA

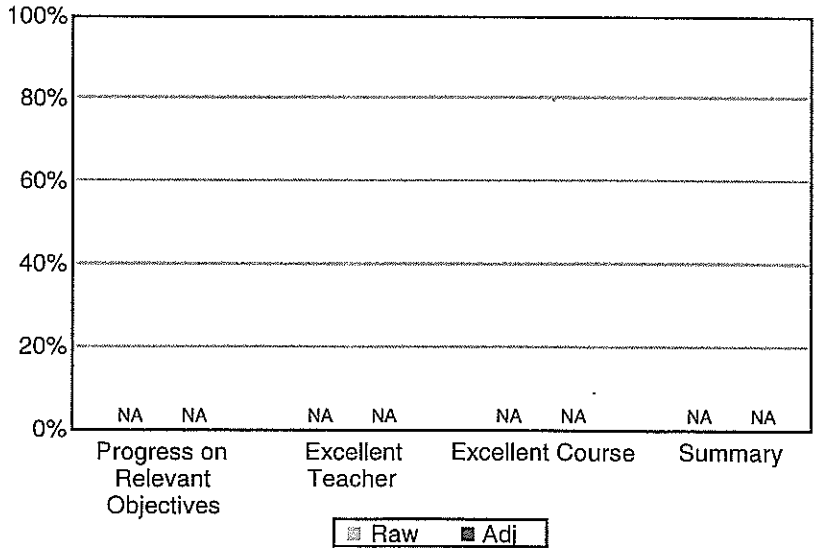
[1] Progress on Relevant Objectives is double weighted in the Summary Evaluation.

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.

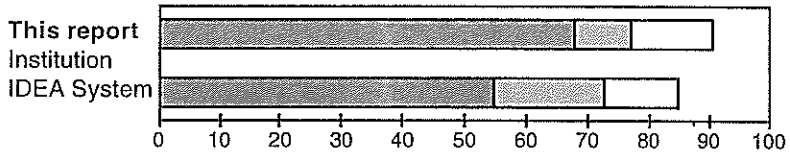
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

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.

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

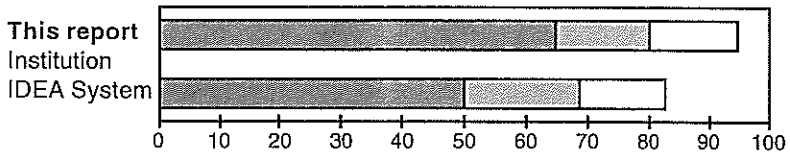
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	22
Institution	NA	NA	NA
IDEA System	4.0	4.0	31,991



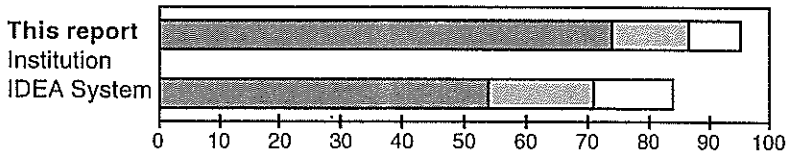
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	20
Institution	NA	NA	NA
IDEA System	3.9	3.9	30,398



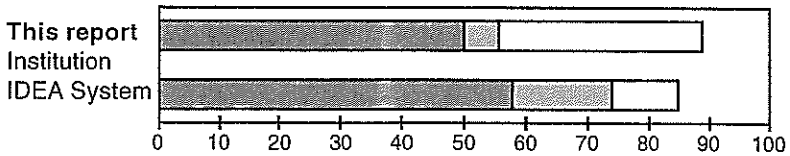
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	23
Institution	NA	NA	NA
IDEA System	4.0	4.0	30,442



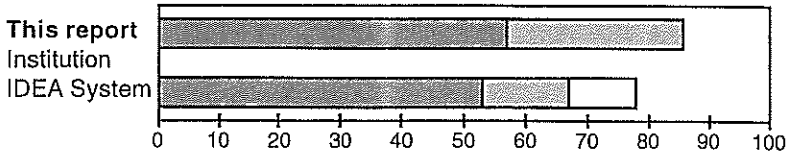
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	18
Institution	NA	NA	NA
IDEA System	4.0	4.0	21,568



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

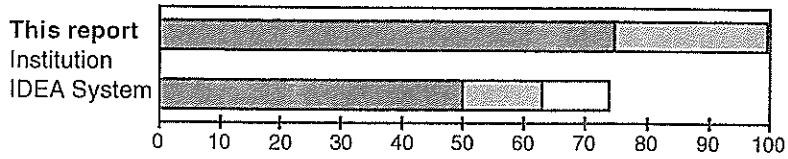
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.9	7
Institution	NA	NA	NA
IDEA System	3.9	3.9	12,088



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

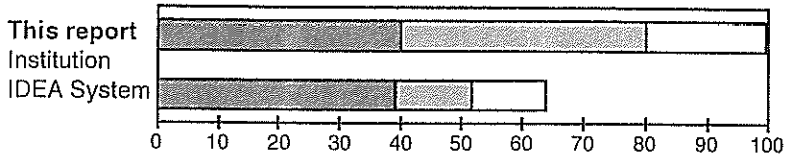
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	4
Institution	NA	NA	NA
IDEA System	3.9	3.9	9,290



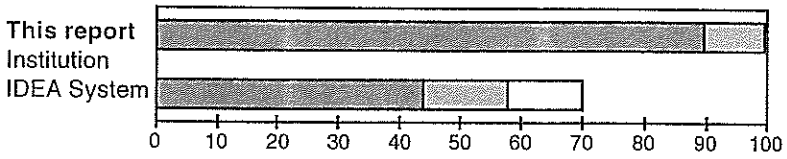
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	4.0	5
Institution	NA	NA	NA
IDEA System	3.7	3.7	10,256



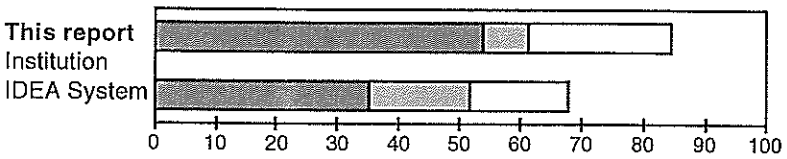
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	10
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,174



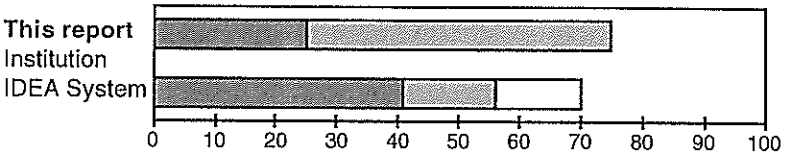
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.9	13
Institution	NA	NA	NA
IDEA System	3.7	3.7	15,656



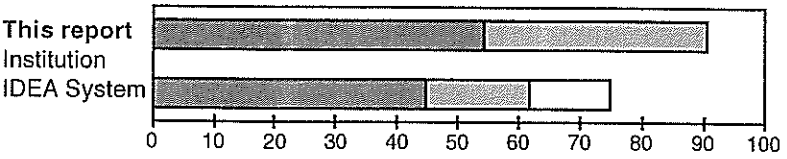
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.8	4
Institution	NA	NA	NA
IDEA System	3.8	3.8	8,715



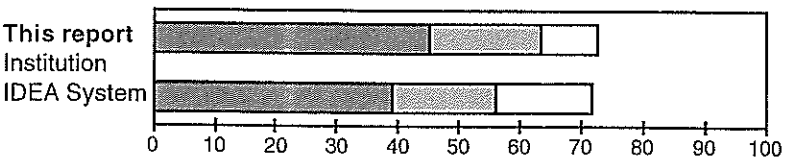
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	11
Institution	NA	NA	NA
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
This report	3.9	3.8	11
Institution	NA	NA	NA
IDEA System	3.8	3.8	15,616

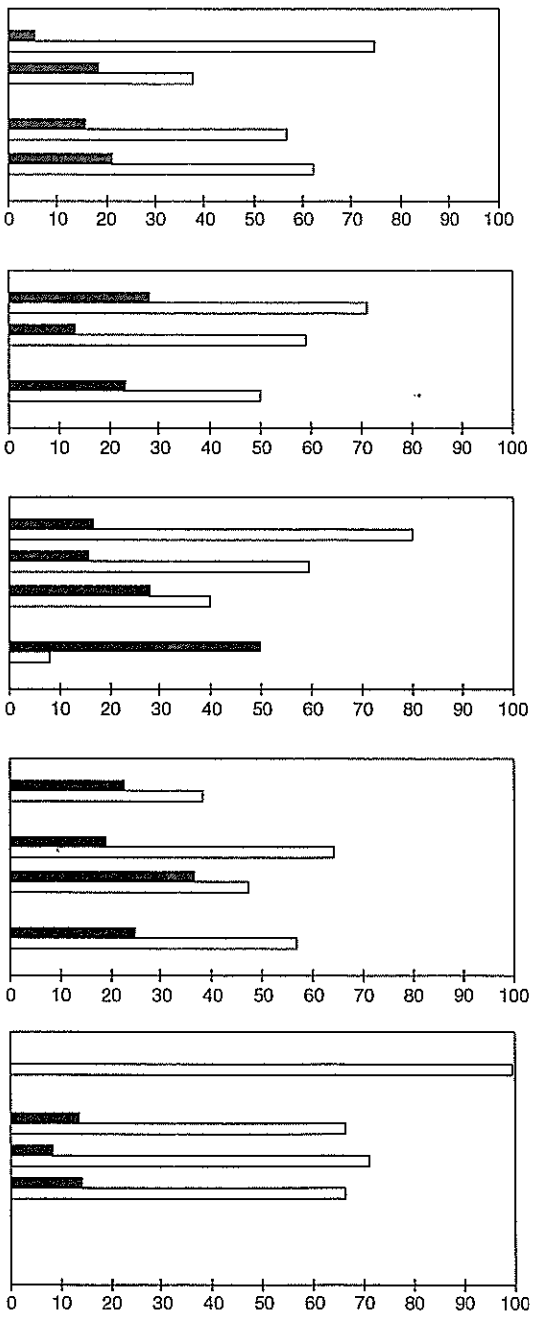


This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the 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).

37 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d.[1]	% of Classes Where Method was "Infrequently" ( ) or "Frequently" ( ) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	36	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	37	4.0	0.6	
13. Introduced stimulating ideas about the subject	37	4.2	0.6	
15. Inspired students to set and achieve goals which really challenged them	37	4.0	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	7	3.9	1.1	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22	4.1	0.7	
18. Asked students to help each other understand ideas or concepts	30	4.0	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	35	4.4	0.5	
2. Found ways to help students answer their own questions	37	4.3	0.5	
7. Explained the reasons for criticisms of students' academic performance	35	3.8	0.7	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mail, etc.)	12	3.7	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	13	4.0	0.6	
11. Related course material to real life situations	31	4.3	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	19	3.7	1.0	
19. Gave projects, tests, or assignments that required original or creative thinking	28	4.1	0.7	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	1	4.7	NA	
6. Made it clear how each topic fit into the course	36	4.4	0.5	
10. Explained course material clearly and concisely	35	4.4	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	27	4.3	0.8	
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)
[1] 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 ± .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	4.1	3%	51%
	Institution	NA	NA%	NA%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.8	3%	30%
	Institution	NA	NA%	NA%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.7	8%	43%
	Institution	NA	NA%	NA%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	5%	32%
	Institution	NA	NA%	NA%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.6	3%	16%
	Institution	NA	NA%	NA%
	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 ± .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%	24%
	Institution	NA	NA%	NA%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	5%	30%
	Institution	NA	NA%	NA%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	14%	16%
	Institution	NA	NA%	NA%
	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	4.1	57	53
Institution	NA	NA		
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: 37	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	68%	16%
Discussion/Recitation	5%	22%
Seminar	0%	0%
Skill/Activity	11%	27%
Laboratory	8%	11%
Field Experience	0%	5%
Studio	0%	0%
Multi-Media	3%	8%
Practicum/Clinic	5%	8%
Other/Not Indicated	0%	3%

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	36	11%	58%	31%
Oral communication	37	5%	51%	43%
Computer application	37	38%	41%	22%
Group work	37	27%	49%	24%
Mathematical/quantitative work	37	57%	22%	22%
Critical thinking	35	3%	37%	60%
Creative/artistic/design	37	46%	49%	5%
Reading	36	3%	19%	78%
Memorization	37	24%	54%	22%

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	34	3%	35%	62%
Experience teaching course	33	0%	12%	88%
Changes in approach	27	4%	37%	59%
Desire to teach the course	37	0%	8%	92%
Control over course management decisions	36	0%	22%	78%
Student background	31	13%	23%	65%
Student enthusiasm	35	6%	20%	74%
Student effort to learn	35	6%	26%	69%
Technical/instructional support	33	6%	48%	45%

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:
233–269