Guam Community College

(IDEA) Student Ratings of Instruction Survey Report

SPRING 2011

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EXECUTIVE SUMMARY

Guam Community College (GCC) has been administering the IDEA Center's[1] *Student Ratings of Instruction Survey* since fall 2009. GCC opted to use the survey because of its focus on student learning and because it is customized to fit faculty teaching objectives[2]. Surveys are processed by the IDEA Center and copies of results are sent to the College. Results are shared with faculty to help guide improvement efforts at the classroom and program levels.

Survey results highlight the following conclusions:

- GCC classes performed well in terms of *progress on relevant objectives*.
- Participating GCC classes (n=319) made better *progress on relevant objectives* compared to classes in the IDEA database (n=44,455).
- GCC students have a positive regard for faculty and courses.
- Compared to the IDEA database, GCC students have a higher regard for faculty and a more positive perception of their courses.
- In general, GCC students have a positive perception of teaching effectiveness at the College.
- Compared to the classes included in the IDEA system (n=44,455), GCC students who responded to the survey have a more positive perception of teaching effectiveness.

[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.

[2] The term *objectives*, which is a term used by the IDEA Center, though analogous to the term *outcomes* used by GCC for assessment purposes is no longer used in curriculum documents. The term *objectives* will be retained in this document only for reporting purposes.

The following recommendations are made based on the findings:

- Faculty should encourage student-faculty interaction outside of class.
- Faculty should involve students in “hands on” projects such as research, case studies, or “real life” activities.
- Faculty should provide timely and frequent feedback on tests, reports, projects, etc. to help students improve.
- AIER should designate a student in each class to administer the survey, to collect completed forms, and to place these forms along with blank forms and other survey materials in drop boxes located in the Student Support Office. AIER staff should randomly select students prior to administering the survey.

I. Introduction

In its quest to assess teaching effectiveness, GCC has been continuously administering the *IDEA Student Ratings of Instruction Survey* for the past five (5) semesters (fall 2009, spring 2010, summer 2010, fall 2011, and spring 2011). The survey is designed to assess teaching effectiveness by its impact on students. In particular, the focus is on student progress in achieving course objectives selected by faculty.

The *IDEA Student Ratings of Instruction System* is comprised of the Faculty Information Forms (FIF)[1] (Appendix A) and the Student Reactions to Instruction and Course Forms or Diagnostic Form (Appendix B). The FIF consists of twelve learning objectives that are organized into six (6) groups including basic cognitive background, application of learning, expressiveness, intellectual development, lifelong learning, and team skills.

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

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

[1] The FIF describes each course and provides critical information needed to generate individual class summary reports as well as Group Summary Reports (GSR).

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

II. Methodology

On February 10, 2011, a memo from the Office of Assessment, Institutional Effectiveness, and Research (AIER) addressed to faculty, was posted on MyGCC[2] announcing the administration of the *GCC Spring 2011 Student Ratings of Instruction Survey* from March 14, 2011 to March 25, 2011. The memo includes a description of the survey and a link to the IDEA Center website for more detailed information regarding the IDEA Student Ratings of instruction survey (Appendix C). In the memo, it was recommended that faculty discuss selected objectives with their students and inform them that they are going to be asked to rate their own progress on these objectives. The memo also informed faculty that representatives from the Committee on College Assessment (CCA)/AIER will be visiting their classrooms during the two-week period to administer the survey and that the representatives will be contacting them to schedule a date and time for survey administration. To ensure consistency in survey administration, survey administrators were provided with a script to read to each class prior to administering the survey (Appendix D).

[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 memo was part of a packet which was hand delivered to faculty by AIER staff. The packet included the Directions to Faculty (Appendix E), the IDEA Discipline Codes for GCC Classes (Appendix F), and the Faculty Information Forms (FIFs) (Appendix A). The intent was to survey all classes listed in the College's spring 2011 schedule of classes provided by the Office of Admissions and Registration.[3]

A student-focused MyGCC announcement was posted on February 11, 2011 informing students of the dates for survey administration and included a brief description of the survey and its purpose (Appendix G). Posters containing the same information were posted around campus by AIER staff. Additionally, a faculty-focused MyGCC announcement was posted on February 11, 2011 (Appendix H). The announcement contained information similar to the student announcement. A subsequent MyGCC announcement was posted on March 24, 2011 informing the campus community that the survey administration period would be extended to April 1, 2011 (Appendix I). The extension was due to scheduling conflicts.

Three hundred and seventy-three classes (373) were listed in the schedule of classes provided by the Office of Admissions and Registration. Six (6) practicum classes were excluded from the target population. Another five (5) classes were excluded because faculty did not submit their FIF to AIER or they did not complete the form correctly. Forty classes were excluded due to schedule changes that were not reflected in the schedule. The total number of classes that were actually surveyed was three hundred and twenty-two (322).

Because of the number of classes that needed to be surveyed and the amount of time required to administer the survey, assistance was requested from GCC's Center for Student Involvement (CSI) to help administer the survey. Student volunteers were provided with

[3] Classes taught by full-time and adjunct faculty were assessed. Classes ending prior to March 14, 2011 and classes starting on or after March 1, 2011 were excluded from the study.

instructions from CSI staff on how to administer the survey. Scripts were also given to the volunteers to read to each class prior to administering the survey to ensure consistency in survey administration.

III. Results and Discussion

Of the three hundred and twenty-two (322) classes surveyed, three hundred and nineteen (319) were included in the institutional Group Summary Report (GSR) for spring 2011 (Appendix J). Three (3) classes were excluded because faculty members did not select *important* or *essential* objectives for these classes. The GSR combines information from the individual student ratings given by students from the three hundred and nineteen (319) participating classes. Information reported in the GSR is useful for program review, curricular review, institutional planning and to provide local norms.

Of the three hundred and nineteen (319) classes that were included in the Group Summary Report (GSR) for the College, one hundred and sixteen (116) had a response rate below 65%. According to the IDEA Center, 65% is the minimum response rate necessary for dependable results. The average response rate for participating classes is 69%; thus, results are considered dependable. The average class size of participating classes is nineteen (19). The average number of objectives selected as *important* or *essential* is 4.2. This falls within the IDEA Center's recommended range of three (3) to five (5) objectives as *important* or *essential* for each class.

The following discussion focuses on results reported in the GSR. While it is possible to conduct a comparison between the Group of participating classes, the institution (GCC) and the IDEA System, a comparison with the institution is not possible at this time because although

GCC has reached the minimum number of classes (400) required to be in the IDEA database this past spring, updates to the IDEA database are not made until September of each year.

Table 1 on page 6 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 shown in Table 1, the most frequently selected objective considered *important* or *essential* for the Group is Objective 3 (Learning to *apply* course material to improve thinking, problem solving, and decisions). Seventy-three percent (73%) of the 319 participating classes selected this objective followed by 70% who selected Objective 1 (Gaining factual knowledge-terminology, classifications, methods, trends), 66% who selected Objective 2 (Learning fundamental principles, generalizations, or theories), 54% who selected Objective 4 (Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course), 29% who selected Objective 9 (Learning how to find and use resources for answering questions or solving problems), 28% who selected Objective 5 (Acquiring skills in working with others as a member of a team), 26% who selected Objective 12 (Acquiring an interest in learning more by asking my own questions and seeking answers), 24% who selected Objective 11 (Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view), 19% who selected Objective 8 (Developing skill in expressing myself orally or in writing), 16% who selected Objective 7 (Gaining a broader understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.), 14% who selected Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.), and 6% who selected Objective 10 (Developing a clearer understanding of, and commitment to, personal values).

As illustrated in Table 1, the top four (4) 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-70%, IDEA-78%*; Objective 2 (Learning fundamental principles, generalizations, or theories)-*Group- 66%, IDEA-75%*; Objective 3 (Learning to *apply* course material to improve thinking, problem solving, and decisions)-*Group-73%, IDEA-75%;* and Objective 4 (Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course)-*Group-54%, IDEA-55%*. This reveals a similar emphasis between the Group of GCC classes and the IDEA System. The three (3) objectives that are least frequently identified as *important* or *essential* are also similar for the Group and the IDEA System: Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.) -*Group-14%, IDEA-25%*, Objective 7 (Gaining a broader understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.) -*Group 16%, IDEA 27%*, and Objective 10 (Developing a clearer understanding of, and commitment to, personal values)-*Group-6%, IDEA-23%*.

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

	Percent of Classes Selecting Objective as Important or Essential	
	This Group (n=319)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	70%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	66%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	73%	75%

	Percent of Classes Selecting Objective as Important or Essential	
	This Group (n=319)	IDEA System (n=44,455)
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	54%	55%
Objective 5: Acquiring skills in working with others as a member of a team	28%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	14%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16%	27%
Objective 8: Developing skill in expressing myself orally or in writing.	19%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems.	29%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	6%	23%
Objective 11: Learning to *analyze* and *critically* evaluate ideas, arguments, and points of view	24%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	26%	41%
Average Number of Objectives Selected As Important or Essential	4.2	5.7

Table 2 on page 10 illustrates 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 teacher* (ratings of individual survey items), and *excellence of course* (ratings of individual survey items). The *summary evaluation* is the average of the three (3).

Results for both raw and adjusted scores are reported 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)[4]. For this study, raw ratings are the focus because of the emphasis on student outcomes.

As shown in Table 2, *progress on relevant objectives* ratings for the converted score category of 63 or higher is 9%, slightly higher than the expected distribution of 10%. *Progress on relevant objectives* ratings for the converted score category of 56-62 is 34%, higher than the expected distribution of 20%. *Progress on relevant objectives* ratings for the converted score category of 45-55 is 45%, higher than the expected distribution of 40%. *Progress on relevant objectives* ratings for the converted score category of 38-44 is 9%, less than half the expected distribution of 20%. *Progress on relevant objectives* ratings for the converted score category of 37 or lower is 3%, less than the expected distribution of 10%. The distribution of the Group's classes differs from the expected distribution when compared to IDEA. It appears that the Group of GCC classes made better *progress on relevant objectives* compared to IDEA.

Excellence of teacher ratings for the converted score category of 63 or higher is 9%, slightly less than the expected distribution of 10%. *Excellence of teacher* ratings for the converted score category of 56-62 is 47%, more than twice the expected distribution of 20%. *Excellence of teacher* ratings for the converted score category of 45-55 is 33%, less than the expected distribution of 40%. *Excellence of teacher* ratings for the converted score category of 38-44 is 9%, less than half the expected distribution of 20%. *Excellence of teacher* ratings for the converted score category of 37 or lower is 3%, less than the expected distribution of 10%.

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

The distribution of the Group's classes differs from the expected distribution when compared to IDEA. The Group appears to have a higher regard for faculty.

Excellence of course ratings for the converted score category of 63 or higher is 25%, more than twice the expected distribution of 10%. *Excellence of course* ratings for the converted score category of 56-62 is 40%, twice the expected distribution of 20%. *Excellence of course* ratings for the converted score category of 45-55 is 28%, less than the expected distribution of 40%. *Excellence of course* ratings for the converted score category of 38-44 is 5%, four (4) times less than the expected distribution of 20%. *Excellence of course* ratings for the converted score category of 37 or lower is 2%, five (5) times less than the expected distribution of 10%. The distribution of the Group's classes differs from the expected distribution when compared to IDEA. The Group appears to have a more positive perception of courses.

Summary evaluation ratings (average of *progress on relevant objectives, excellence of teacher,* and *excellence of course*) for the converted score category of 63 or higher is 9%, slightly less than the expected distribution of 10%. *Summary evaluation* ratings for the converted score category of 56-62 is 48%, more than twice the expected distribution of 20%. *Summary evaluation* ratings for the converted score category of 45-55 is 34%, less than the expected distribution of 40%. *Summary evaluation* ratings for the converted score category of 38-44 is 6%, less than half the expected distribution of 20%. *Summary evaluation* ratings for the converted score category of 37 or lower is 2%, five (5) times less than the expected distribution of 10%. The distribution of the Group's classes differs from the expected distribution when compared to IDEA. The Group appears to have a more positive perception of teaching effectiveness.

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)[5]	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	9%	3%	9%	3%	25%	14%	9%	5%
Higher (56-62)	20%	34%	27%	47%	33%	40%	31%	48%	29%
Similar (45-55)	40%	45%	53%	33%	50%	28%	41%	34%	53%
Lower (38-44)	20%	9%	12%	9%	11%	5%	10%	6%	10%
Much Lower (37 or lower)	10%	3%	4%	3%	3%	2%	4%	2%	3%

Table 3 below reveals that the Group's raw averages (on a 5-point scale) are higher than the IDEA System for *progress on relevant objectives*, *excellence of teacher*, *excellence of course*, and *summary evaluation*.

Table 3. Average Scores

	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C)[6]	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Converted Score This Summary Report	53	51	54	52	57	54	55	53
IDEA System	51[7]	51[8]	50	50	50	50	50	51
5-point Scale This Summary Report	4.1	4.0	4.4	4.3	4.3	4.1	4.3	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

[5] Progress on *relevant objectives* is double weighted in the Summary Evaluation.
[6] *Progress on relevant objectives* is double weighted in the Summary Evaluation.
[7] 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.
[8] 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 below illustrates the percentage of participating GCC classes with ratings at or above the converted score of the IDEA database. Both raw and adjusted scores are shown. As noted earlier, for purposes of this study, the focus is 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 instructional effectiveness is perceived as unusually high. *Progress on relevant objectives* (72%), *excellence of teacher* (77%), *excellence of course* (84%) and *summary evaluation* (82%) are all above 60%. This indicates that the Group's overall instructional effectiveness is unusually high.

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

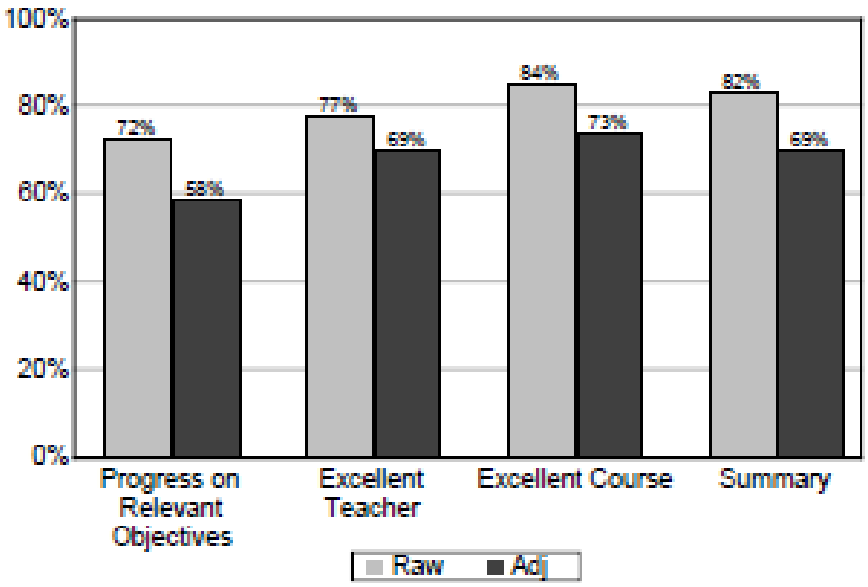

Table 4 on page 13 compares ratings of progress and relevance of the 12 objectives for the Group of GCC classes with ratings for all classes in the IDEA database. The table contains averages (raw and adjusted) for the Group and the IDEA System. Also included is the number of classes for which the objective 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 (1) or more objective(s). As noted earlier, the focus is on raw averages, which are indicators of self-assessed learning.

In the Diagnostic Form, students were 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). Substantial progress was reported for the following eleven 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 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

- 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

Moderate progress was reported for Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.).

Compared to the IDEA System, progress ratings for participating GCC classes are higher for eleven of the twelve objectives. The progress rating for Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.) was the same for the Group and the IDEA System (*Group-3.9, IDEA-3.9*).

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**	4.2	4.1	222
	IDEA System	4.0	4.0	31,991
Objective 2: Learning fundamental principles, generalizations, or theories.	**This report**	4.1	4.0	210
	IDEA System	3.9	3.9	30,398
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**This report**	4.2	4.0	233
	IDEA System	4.0	4.0	30,442

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

		Raw Avg.[11]	Adjusted Avg.[12]	# of Classes
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.	**This report**	4.1	4.0	171
	IDEA System	4.0	4.0	21,568
Objective 5: Acquiring skills in working with others as a member of a team	**This report**	4.2	4.0	88
	IDEA System	3.9	3.9	12,088
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	**This report**	3.9	3.8	46
	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	3.7	50
	IDEA System	3.7	3.7	10,256
Objective 8: Developing skill in expressing myself orally or in writing	**This report**	4.1	4.1	61
	IDEA System	3.8	3.8	18,174
Objective 9: Learning how to find and use resources for answering questions or solving problems	**This report**	4.0	4.0	92
	IDEA System	3.7	3.8	18,174
Objective 10: Developing a clearer understanding of, and commitment to, personal values	**This report**	4.2	4.1	18
	IDEA System	3.8	3.8	8,715
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	**This report**	4.1	4.1	77
	IDEA System	3.8	3.8	18,909
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	**This report**	4.0	3.9	82
	IDEA System	3.8	3.8	15,616

Table 5 on page 16 groups the twenty teaching methods assessed in the IDEA System into five (5) 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

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

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. Students reported that the following seventeen teaching methods *frequently* occur:

- 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
- Formed "teams" or "discussion groups" to facilitate learning
- 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
- Explained the reasons for criticisms of students' academic performance
- 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

Students reported that the following two (2) teaching methods *sometimes* occur: (1) encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) and (2) involved students in "hands on" projects such as research, case studies, or "real life" activities. Students did not report that faculty provided timely and frequent feedback on tests, reports, projects, etc. to help students improve.

Table 5. Teaching Methods and Styles

	No. of Classes	Avg.	s.d.[13]
A. Stimulating Student Interest			
Demonstrated the importance and significance of the subject matter	317	4.5	0.5
Stimulated students to intellectual effort beyond that required by most courses	319	4.0	0.5
Introduced stimulating ideas about the subject	318	4.2	0.6
Inspired students to set and achieve goals which really challenged them	319	4.0	0.6
B. Fostering Student Collaboration			
Formed "teams" or "discussion groups" to facilitate learning	88	4.1	0.8
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.	195	4.1	0.7
Asked students to help each other understand ideas or concepts	263	4.0	0.6
C. Establishing Rapport			
Displayed a personal interest in students and their learning	297	4.4	0.5
Found ways to help students answer their own questions	319	4.3	0.5
Explained the reasons for criticisms of students' academic performance	310	4.0	0.6
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	73	3.9	0.5
D. Encouraging Student Involvement			
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	92	4.0	0.6
Related course material to real life situations	272	4.3	0.5
Involved students in "hands on" projects such as research, case studies, or "real life" activities	170	3.9	0.9
Gave projects, tests, or assignments that required original or creative thinking	238	4.0	0.7

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

	No. of Classes	Avg.	s.d.[14]
E. Structuring Classroom Experiences			
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	65	4.3	0.7
Made it clear how each topic fit into the course	317	4.4	0.5
Explained course material clearly and concisely	315	4.4	0.5
Gave tests, projects, etc. that covered the most important points of the course	265	4.4	0.5
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

Table 6 on the following page describes student motivation, work habits, and academic effort. All three (3) variables affect student learning. The table reports averages for the Group of GCC classes and the IDEA System as well as the percentage of classes with averages below 3.0 and the percentage of classes 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. The Group of GCC classes felt that the statement "I had a strong desire to take this course" is **more true than false**. The following are four (4) statements 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."

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

Table 6. Student Self-Ratings

Diagnostic Form Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
I had a strong desire to take this course.	This report	4.1	1%	61%
	IDEA System	3.7	16%	36%
I worked harder on this course than on most courses I have taken.	This report	3.8	3%	33%
	IDEA System	3.6	13%	24%
I really wanted to take this course from this instructor.	This report	3.7	15%	34%
	IDEA System	3.4	27%	22%
I really wanted to take this course regardless of who taught it.	This report	3.7	6%	37%
	IDEA System	3.3	25%	13%
As a rule, I put forth more effort than other students on academic work.	This report	3.6	2%	15%
	IDEA System	3.6	1%	15%

Table 7 below provides information about course characteristics. Students were 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. Participating GCC classes reported that the amount of reading, the amount of work in other (non-reading) assignments, and the difficulty of subject matter was **about average**, similar to the IDEA System.

Table 7. Student Ratings of Course Characteristics

Diagnostic Form Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
Amount of reading	This report	3.5	18%	21%
	IDEA System	3.2	33%	15%
Amount of work in other (non-reading) assignments	This report	3.8	4%	33%
	IDEA System	3.4	21%	18%
Difficulty of subject matter	This report	3.4	14%	14%
	IDEA System	3.4	20%	18%

Table 8 below 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, 2=more false than true, 3=in between, 4=more true than false, and 5=definitely true. As seen in Table 8, GCC students reported that they felt that the statement was **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	4.1	3.9	55	50
	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 Faculty Information Form (FIF), faculty were asked to identify the primary instructional approach to their course. As seen in Table 9, eight (8) primary instructional approaches were reported (lecture-58%; skill/activity-23%; discussion/recitation-9%; laboratory-4%; multi-media-2%; practicum/clinic-2%; other/not indicated-2%; and field experience-1%). Also in the FIF, faculty were asked the question "if multiple approaches are used, which one represents the secondary approach?" According to Table 9, nine (9) secondary instructional approaches were used (skill/activity-26%; lecture-24%; discussion/recitation-21%; laboratory-12%; field experience-5%; multi-media-5%; other/not indicated-4%; practicum/clinic-2%; and studio-1%). Seminar was not identified as a primary or secondary instructional approach.

Table 9. Primary and Secondary Instructional Approaches (Number Rating: 319)

	Percent indicating instructional approach as:	
	Primary	**Secondary**
Lecture	58%	24%
Discussion/Recitation	9%	21%
Seminar	0%	0%
Skill/Activity	23%	26%
Laboratory	4%	12%
Field Experience	1%	5%
Studio	0%	1%
Multi-Media	2%	5%
Practicum/Clinic	2%	2%
Other/Not Indicated	2%	4%

Table 10 below 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, faculty were 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, student exposure was the greatest for reading (65%), followed by critical thinking (63%), and oral communication (47%). Student exposure was the least for mathematical/quantitative work (55%), followed by creative/artistic/design (54%), and computer application (32%). It is important to note, however, that the type of class being offered usually determines the instructional approach that is used.

Table 10. Course Emphases

	Number Rating	**Percent indicating amount required was:**		
		None or Little	**Some**	**Much**
Writing	311	16%	52%	32%
Oral Communication	309	5%	48%	47%
Computer application	310	32%	31%	37%
Group work	309	26%	50%	25%
Mathematical/quantitative work	304	55%	24%	21%

		Percent indicating amount required was:		
		None or Little	Some	Much
Critical thinking	311	5%	32%	63%
Creative/artistic/design	302	54%	35%	10%
Reading	313	5%	30%	65%
Memorization	314	23%	49%	28%

Table 11 on the next page shows how GCC faculty regard different variables that may facilitate or hinder student learning. In the FIF, faculty were asked to rate the nine (9) 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. The variable most frequently reported to have a positive impact is experience teaching the course (93%), followed by desire to teach the course (91%), student enthusiasm (78%), control over course management decisions (77%), student effort to learn (76%), physical facilities/equipment (72%), changes in approach (61%), technical/instructional support (59%), and student background (54%). The variable most frequently reported to have a negative impact on student learning is student background (10%), followed by physical facilities/equipment (7%), technical/instructional support (5%), student effort to learn (4%), student enthusiasm (2%), changes in approach (2%), and control over course management decisions (1%). Two (2) variables that were not reported to have a negative impact on learning are experience teaching the course and desire to teach the course. As indicated in the GSR, "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".

Table 11. "Circumstances" Impact on Learning

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	306	7%	21%	72%
Experience teaching course	291	0%	6%	93%
Changes in approach	262	2%	36%	61%
Desire to teach the course	315	0%	8%	91%
Control over course management decisions	292	1%	22%	77%
Student background	291	10%	36%	54%
Student enthusiasm	297	2%	20%	78%
Student effort to learn	297	4%	20%	76%
Technical/instructional support	271	5%	35%	59%

Nine (9) additional questions (multiple-choice) were included in the IDEA survey (questions 48-56). The Dean of the School of Technology and Student Services developed these questions. The questions concern online courses. Table 12 below reports the mean and standard deviation for each question. Standard deviations for questions #54, #55, and #56 are rather high, 1.18, 1.07, and 1.17 respectively; thus revealing a divergence in opinion among respondents.

Table 12. Additional Questions

Question #48	**Mean**, or the average of the value in all responses on a scale of 1 to 3 where 1=Yes, 2=No, and 3=Don't know	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Are you interested in taking an online course- where most of the work is done through the Internet and you do not physically come to the campus?	1.6	0.73

Question #49	**Mean**, or the average of the value in all responses on a scale of 1 to 2 where 1=Yes, 2=No	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Do you feel online courses will help you complete your educational goals more rapidly?	1.5	0.58
Question #50	**Mean**, or the average of the value in all responses on a scale of 1 to 2 where 1=Yes, 2=No	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Are you comfortable enough on a computer to interact with your instructors only via the computer?	1.5	0.57
Question #51	**Mean**, or the average of the value in all responses on a scale of 1 to 4 where 1=Home, 2=School, 3=Work, and 4=Other	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
If you take an online course, where will you access the computer to do your work?	1.3	0.81
Question #52	**Mean**, or the average of the value in all responses on a scale of 1 to 2 where 1=Yes and 2=No	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Do you have a computer at home to take advantage of online courses?	1.2	0.47
Question #53	**Mean**, or the average of the value in all responses on a scale of 1 to 2 where 1=Yes and 2=No	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Do you expect support to be immediately available to assist you in troubleshooting problems with access to your online course?	1.3	0.52

Question #54	**Mean**, or the average of the value in all responses on a scale of 1 to 5 where 1=Not at all confident, 2=Not very confident, 3=Moderately confident, 4=Very confident, and 5=Extremely confident	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
How confident are you in taking an on-line class from GCC that it will work successfully throughout an academic semester?	2.9	1.18
Question #55	**Mean**, or the average of the value in all responses on a scale of 1 to 5 where 1=MySpace, 2=Facebook, 3=Linked In, 4=Xanga, and 5=Other	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
If you use a social networking site, which one do you use?	2.4	1.07
Question #56	**Mean**, or the average of the value in all responses on a scale of 1 to 5 where 1=Always, 2=Very often, 3=Sometimes, 4=Rarely, and 5=Never	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
How often do you access the social networking site?	2.3	1.17

In addition to the institutional GSR, individual class summaries will be provided to faculty who participated in the study. These results are reported in the IDEA Diagnostic Form Report (Appendix B) 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 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 interpretive guide and a sample diagnostic report with explanations will be given to all faculty who participated in the study.

Additionally, GSRs based on IDEA discipline codes will be given to respective departments. When completing the FIF, faculty selected a discipline code from the list of IDEA Discipline Codes for GCC Classes which they felt was most relevant to their course. Appendix K includes the list of discipline codes and the corresponding GCC classes that selected each code. Thirty-nine groups of classes were sorted based on the codes and sent to the IDEA Center for processing. Thirty-three GSRs were returned. A GSR was not provided by the IDEA Center for six (6) Groups because they had too few classes (<2) to construct a GSR. These Groups include driver's education, economics, mechanics & repairers, microbiology, philosophy, and physics.

IV. Conclusions

Survey results highlight the following conclusions:

- GCC classes performed well in terms of *progress on relevant objectives*.
- Participating GCC classes (n=319) made better *progress on relevant objectives* compared to classes in the IDEA database (n=44,455).
- GCC students have a positive regard for faculty and courses.
- Compared to the IDEA database, GCC students have a higher regard for faculty and a more positive perception of their courses.
- In general, GCC students have a positive perception of teaching effectiveness at the College.

- Compared to the classes included in the IDEA system (n=44,455), GCC students who responded to the survey have a more positive perception of teaching effectiveness.

V. Recommendations

The following recommendations are made based on the findings:

- Similar to the results of the *Fall 2010 Student Ratings of Instruction Survey*, students who responded to the Spring 2011 survey reported that faculty *sometimes* encouraged student-faculty interaction outside of class and involved students in "hands on" projects such as research, case studies, or "real life" activities. For both the *Fall 2010 and Spring 2011 Student Ratings of Instruction Survey*, students did not report that faculty provided timely and frequent feedback on tests, reports, projects, etc. to help students improve. Full-time faculty should reiterate to students that they have office hours and students can come by to see them at any time if they have questions or need assistance. Adjunct faculty should provide students with a contact number or email address for students to communicate with them if they have any questions. Faculty should be encouraged to participate in service learning. They should be informed about the resources available for service learning through the Center for Civic Engagement (e.g., training opportunities). Include a presentation on service learning during adjunct orientation or new faculty orientation. Faculty should consider using online resources (e.g., student email) to provide feedback to students on their work.
- Designate a student in each class to administer the survey, to collect completed forms, and to place these forms along with blank forms and other survey materials in drop boxes located in the Student Support Office in Building B. AIER staff should randomly select students prior to administering the survey.

Appendix A

Faculty Information Form

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

IMPORTANT!

USE NO. 2 PENCIL ONLY

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 (0–9 in each of 4 columns)

Time Class Begins (0–9 in each of 4 columns)

Course Number (0–9 in each of 6 columns)

Number Enrolled (0–9 in each of 3 columns)

Local Codes:

A	B	C	D	E	F	G	H

(0–9 in each column)

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.	◯	◯	◯	◯	Students' level of preparation for taking the course
G.	◯	◯	◯	◯	Students' level of enthusiasm for the course
H.	◯	◯	◯	◯	Students' level of effort to learn
I.	◯	◯	◯	◯	Technical/instructional support

5. Please identify the <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 Architecture 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: _____

Appendix C

OFFICE OF ASSESSMENT, INSTITUTIONAL EFFECTIVENESS & RESEARCH
GUAM COMMUNITY COLLEGE
http://www.guamcc.edu/aie

Memorandum

TO: Faculty

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

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

SUBJECT: Fall 2010 and Spring 2011 Student Ratings of Instruction Survey

DATE: February 10, 2011

Fall 2010 Student Ratings of Instruction Survey Results

If you taught a class in Fall 2010 that was selected to complete the *Student Ratings of Instruction Survey*, your results are ready for pick up at the AIER Office in Rm. 2227 in the Student Services and Administration Bldg. You may pick up your results beginning February 8, 2011 through February 18, 2011. If your results are not picked up by February 18, 2011, you may pick them up from your Dean. The information obtained from the survey will be useful to you in assessing student learning and guiding teaching improvement efforts.

The *GCC Student Ratings of Instruction Survey Report* for Fall 2010 will be posted on the AIER website by Friday, February 11, 2011. It provides an overview of the Group Summary Report for participating classes.

A presentation on the IDEA Student Ratings of Instruction Survey is scheduled for March 18, 2011 at 10:00 a.m. in Rm. TC-1107.

Spring 2011 Student Ratings of Instruction Surveys

The AIER Office will also be administering the *IDEA Student Ratings of Instruction Survey* this Spring 2011 semester. The IDEA Center is an off-island vendor that AIER 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 March 14, 2011 to March 25, 2011. Representatives from CCA/AIER will visit each of your classrooms during this two-week period to administer the survey. CCA/AIER 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 FIF. Also included in your packet is a sheet entitled **IDEA Discipline Codes for GCC Courses.** Please use the codes identified for your particular discipline when completing the FIF.

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 AIER Office in the Student Services and Administration Building. FIFs must be completed and returned no later than February 28, 2011.

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

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

Appendix D

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

- My name is _____ and I am a member of _____. 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.**
- Additional questions have been added to the survey (show students the separate sheet of questions). Please respond to these items by marking only one response for each question. Use your pencil to shade your responses in the main survey form (under the EXTRA QUESTIONS section). No responses should be written on the separate sheet of questions.

- 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 E

Directions to Faculty

IDEA Student Ratings of Instruction

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

I. Marking Your *Faculty Information Form*

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

IDEA Objectives

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

Mark each objective as:
M = "**Minor or No Importance**"; **I** = "**Important**"; or **E** = "**Essential**" by blackening the appropriate letter.

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

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

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

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

Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)
   Objective's focus: building a knowledge base
2. Learning fundamental principles, generalizations, or theories
   Objective's focus: connecting facts, understanding relationships

Application of Learning

3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
   Objective's focus: applying what you have learned in this class to clarify thinking or solve problems
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
   Objective's focus: developing skills, abilities, or attitudes of a beginning professional

Expressiveness

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
   Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality
8. Developing skill in expressing oneself orally or in writing
   Objective's focus: effective oral and written communication

Intellectual Development

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
   Objective's focus: gaining and valuing a "Liberal Education"
10. Developing a clearer understanding of, and commitment to, personal values
    Objective's focus: developing a sound basis for making lifestyle decisions
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
    Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)

Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems
   Objective's focus: functioning as an independent learner
12. Acquiring an interest in learning more by asking questions and seeking answers
    Objective's focus: developing attitudes and behaviors to support lifelong learning

Team Skills

5. Acquiring skills in working with others as a member of a team
   Objective's focus: learning to function effectively in multiple team roles

Instructor and Course Information

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

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

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

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

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

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

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

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

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

Contextual Questions (Research Purposes):

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

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

Lecture: Providing information, explaining ideas or concepts, demonstrating techniques or procedures. Typically, this approach to teaching allows very little or no student interaction.

Discussion/recitation: Inviting students to review and discuss material provided by the instructor. Typically, a regularly scheduled session to enhance material provided in another class meeting.

Seminar: A small group of advanced students who meet regularly with the instructor, typically addressing original research or intensive study.

Skill/Activity: Opportunity to develop specific skills through application. For example, physical education (golf, swimming, etc.); skills related to health professions (CPR, dental hygiene, etc); simulators; or computer skills.

Laboratory: Promoting learning through "hands on" experience in lab setting.

Field experience: Promoting learning through "hands on" or "real life" experiences outside of the classroom.

Studio: Opportunity to develop skills, talent, or expression through application. Typically involves creative work.

Multi-media: (Hybrid) The combined use of media and learning environments, such as lecture, CD-ROMs, and/or the Internet.

Practicum/clinic: A course in a specialized field study designed to give students supervised, practical experience directly related to a profession.

II. Using Additional Questions with the IDEA System

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

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

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

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

III. Instructions for Classroom Administration of the IDEA System

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

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

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

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

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

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

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

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

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

Appendix F

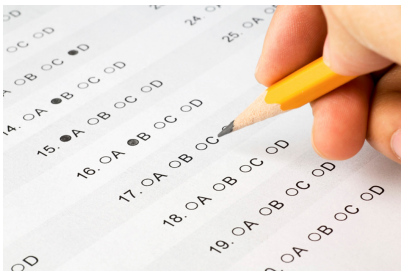
Discipline Codes for IDEA (Spring 2011)

1003 – Vis Com
1100 – Computer Science
1204 – Cosmetology
1205 – Culinary/Food and Beverage Management
1300 – Education
1503 – all EE up to 116 (electronics)
1504 – EE courses 211 and up
1505—Waterworks
1511 – Surveying
1600 – Foreign Language
1905 - Nutrition
2002 – Early Childhood
2301 - EN 111 and 210
2304 – EN110
2310 – EN125
2600 – Science (SI110)
2605—Microbiology
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 – Hotel Operations & Management/Tourism & Travel Management
5214 – Marketing
5300 - Adult High (All adult high school regardless of discipline)
9901 – Developmental Math (085, 095, 108)

9902 – Reading and Basic (EN100B and R)
9903 – Writing (EN100W)
9910 – ESL

Appendix G

ATTENTION STUDENTS!!!!!!



GCC Spring 2011 Student Ratings of Instruction Survey

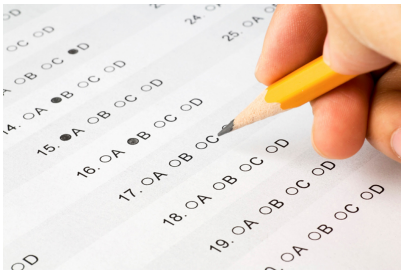
The *Student Ratings of Instruction Survey* will be administered again this semester. Your classes will be visited by a college representative who will administer the survey sometime from March 14, 2011 to March 25, 2011. Results will be sent off-island to the IDEA Center for processing. Responses are confidential.

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

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

AIER

Appendix H



GCC Spring 2011 Student Ratings of Instruction Survey

The AIER Office will be administering the *Spring 2011 Student Ratings of Instruction Survey* again this semester. Postsecondary courses will be included in the assessment. Classes ending prior to March 14, 2011 and classes starting on or after March 1, 2011 are excluded from the study. The IDEA Center is an off-island vendor that AIER has partnered with in order to conduct an efficient and unbiased survey implementation. Results will be sent off-island for processing. Responses are confidential.

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

Surveys will be administered from March 14, 2011 to March 25, 2011. Representatives from CCA/AIER will visit selected classrooms during this two-week period to administer the survey. 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.

AIER

Appendix I

AIER Announcement

The administration period for the Spring 2011 IDEA Student Ratings of Instruction Survey will be extended to April 1, 2011.

Thank you for your cooperation and support as we administer the survey.

AIER Staff

Appendix J

IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Guam Community College
Spring 2011

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	319
Short Form	0
Total	319
Number of Excluded Classes	3
Response Rate	
Classes below 65% Response Rate	116
Average Response Rate	69%
Class Size	
Average Class Size	19

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

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

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

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

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

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

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=319)	Institution (n=NA)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	70%	NA%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	66%	NA%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	73%	NA%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	54%	NA%	55%
Objective 5: Acquiring skills in working with others as a member of a team	28%	NA%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	14%	NA%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16%	NA%	27%
Objective 8: Developing skill in expressing myself orally or in writing	19%	NA%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	29%	NA%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	6%	NA%	23%
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	24%	NA%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	26%	NA%	41%
Average Number of Objectives Selected As Important or Essential	4.2	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 shows the **percentage of classes** in each of the five performance categories.

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

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

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

Part 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%	9%	3%	9%	3%	25%	14%	9%	5%
Higher (56−62)	20%	34%	27%	47%	33%	40%	31%	48%	29%
Similar (45−55)	40%	45%	53%	33%	50%	28%	41%	34%	53%
Lower (38−44)	20%	9%	12%	9%	11%	5%	10%	6%	10%
Much Lower (37 or lower)	10%	3%	4%	3%	3%	2%	4%	2%	3%

Part 2: Average Scores

Converted Score								
This Summary Report	53	51	54	52	57	54	55	53
IDEA System	51[2]	51[2]	50	50	50	50	50	51
5−point Scale								
This Summary Report	4.1	4.0	4.4	4.3	4.3	4.1	4.3	4.1
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.

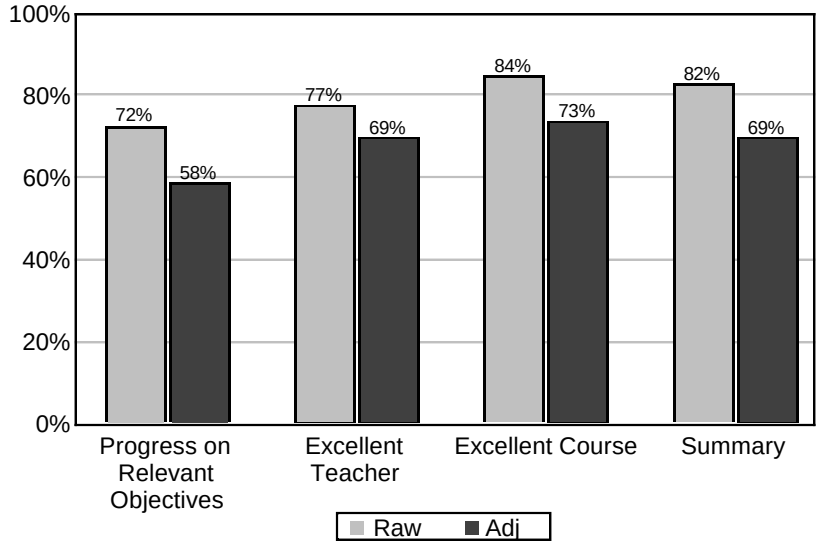
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 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



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.

Part 1: Distribution of Converted Scores Compared to This Institution

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (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	4.4	4.3	4.3	4.1	4.3	4.1
This Institution	NA	NA	NA	NA	NA	NA	NA	NA

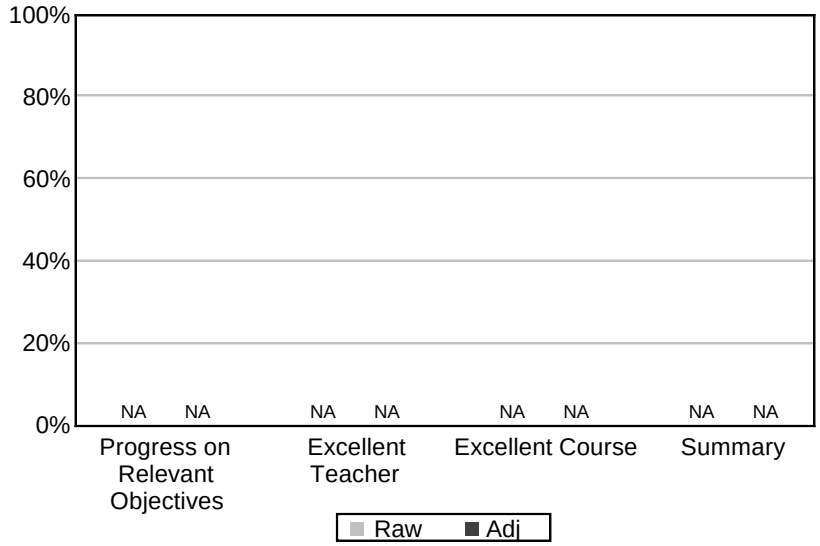
[1] Progress on Relevant Objectives is double weighted in the Summary Evaluation.

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?

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



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.

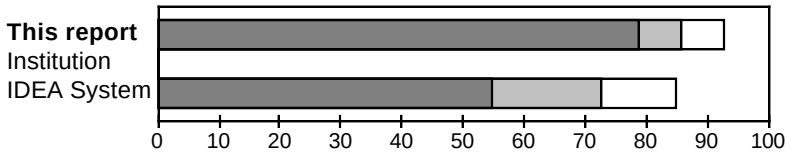
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

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**

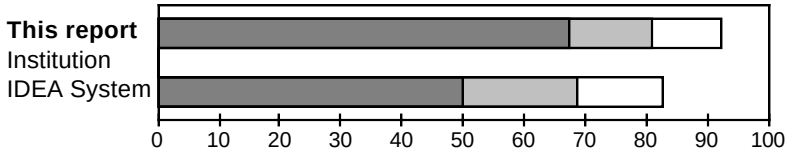
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	222
Institution	NA	NA	NA
IDEA System	4.0	4.0	31,991



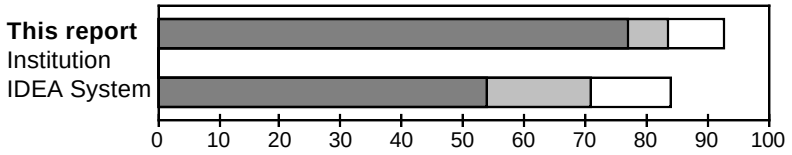
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	210
Institution	NA	NA	NA
IDEA System	3.9	3.9	30,398



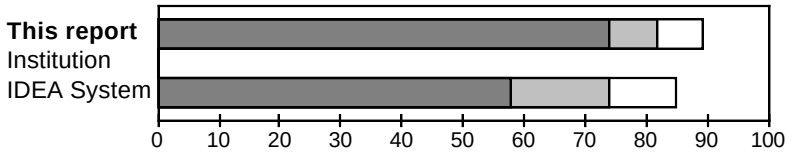
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	233
Institution	NA	NA	NA
IDEA System	4.0	4.0	30,442



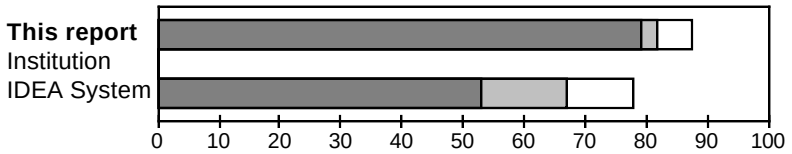
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	171
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

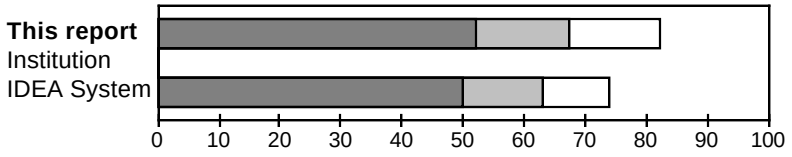
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	88
Institution	NA	NA	NA
IDEA System	3.9	3.9	12,088



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

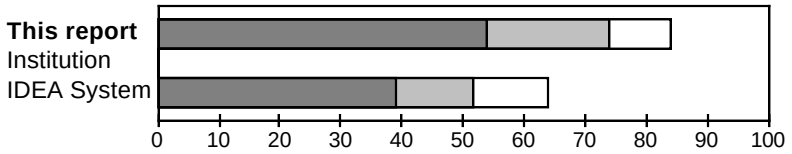
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	46
Institution	NA	NA	NA
IDEA System	3.9	3.9	9,290



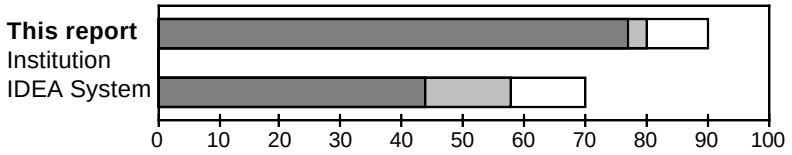
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.7	50
Institution	NA	NA	NA
IDEA System	3.7	3.7	10,256



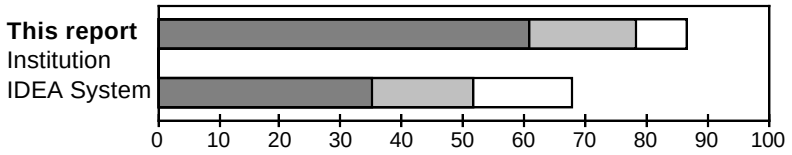
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.1	61
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,174



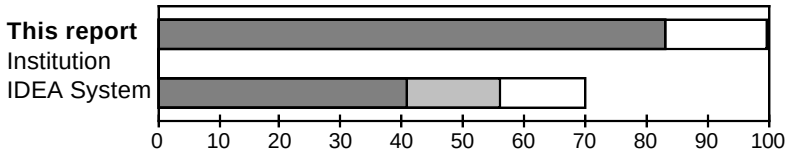
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	4.0	92
Institution	NA	NA	NA
IDEA System	3.7	3.7	15,656



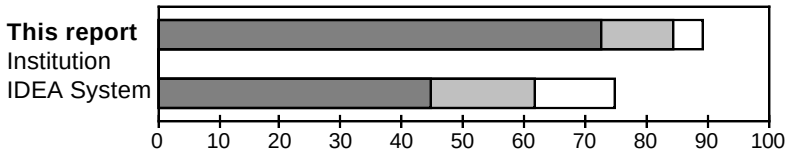
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	18
Institution	NA	NA	NA
IDEA System	3.8	3.8	8,715



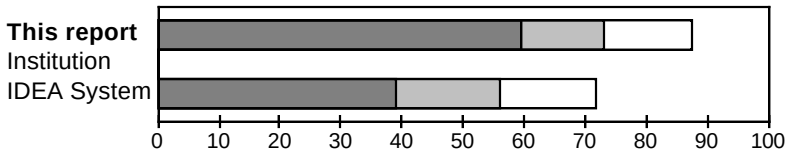
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.1	77
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	4.0	3.9	82
Institution	NA	NA	NA
IDEA System	3.8	3.8	15,616

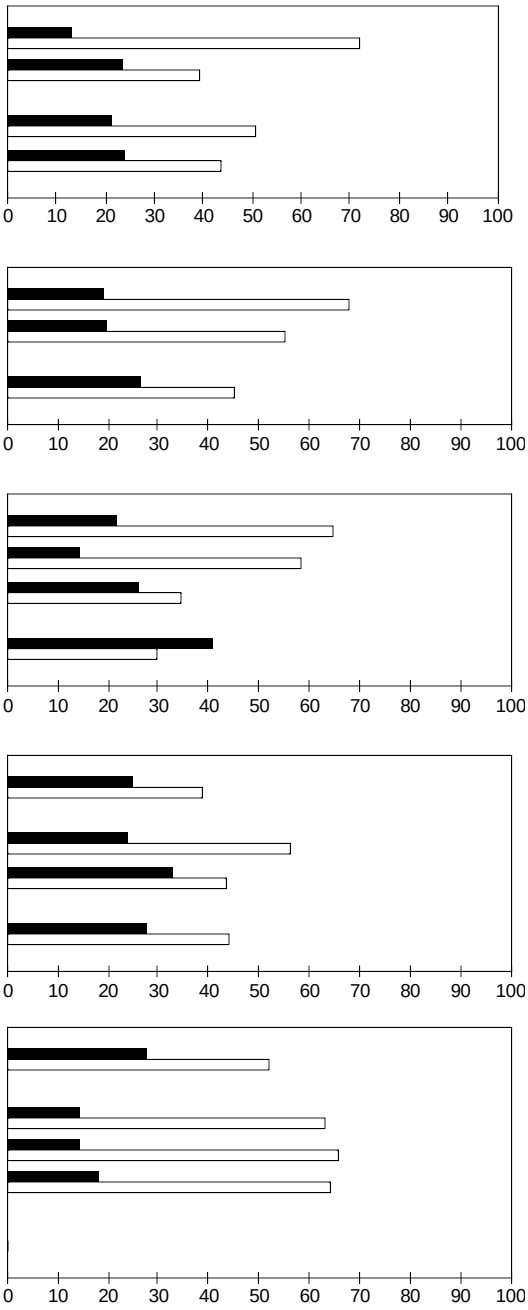


This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the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

319 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d.[1]
A. Stimulating Student Interest			
4. Demonstrated the importance and significance of the subject matter	317	4.5	0.5
8. Stimulated students to intellectual effort beyond that required by most courses	319	4.0	0.5
13. Introduced stimulating ideas about the subject	318	4.2	0.6
15. Inspired students to set and achieve goals which really challenged them	319	4.0	0.6
B. Fostering Student Collaboration			
5. Formed "teams" or "discussion groups" to facilitate learning	88	4.1	0.8
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	195	4.1	0.7
18. Asked students to help each other understand ideas or concepts	263	4.0	0.6
C. Establishing Rapport			
1. Displayed a personal interest in students and their learning	297	4.4	0.5
2. Found ways to help students answer their own questions	319	4.3	0.5
7. Explained the reasons for criticisms of students' academic performance	310	4.0	0.6
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mail, etc.)	73	3.9	0.5
D. Encouraging Student Involvement			
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	92	4.0	0.6
11. Related course material to real life situations	272	4.3	0.5
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	170	3.9	0.9
19. Gave projects, tests, or assignments that required original or creative thinking	238	4.0	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	65	4.3	0.7
6. Made it clear how each topic fit into the course	317	4.4	0.5
10. Explained course material clearly and concisely	315	4.4	0.5
12. Gave tests, projects, etc. that covered the most important points of the course	265	4.4	0.5
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	1%	61%
	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%	33%
	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	15%	34%
	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	6%	37%
	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	2%	15%
	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	3.5	18%	21%
	Institution	NA	NA%	NA%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non−reading) assignments	This report	3.8	4%	33%
	Institution	NA	NA%	NA%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	14%	14%
	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	4.1	3.9	55	50
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: 319

	Percent indicating instructional approach as:	
	Primary	**Secondary**
Lecture	58%	24%
Discussion/Recitation	9%	21%
Seminar	0%	0%
Skill/Activity	23%	26%
Laboratory	4%	12%
Field Experience	1%	5%
Studio	0%	1%
Multi−Media	2%	5%
Practicum/Clinic	2%	2%
Other/Not Indicated	2%	4%

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	311	16%	52%	32%
Oral communication	309	5%	48%	47%
Computer application	310	32%	31%	37%
Group work	309	26%	50%	25%
Mathematical/quantitative work	304	55%	24%	21%
Critical thinking	311	5%	32%	63%
Creative/artistic/design	302	54%	35%	10%
Reading	313	5%	30%	65%
Memorization	314	23%	49%	28%

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	306	7%	21%	72%
Experience teaching course	291	0%	6%	93%
Changes in approach	262	2%	36%	61%
Desire to teach the course	315	0%	8%	91%
Control over course management decisions	292	1%	22%	77%
Student background	291	10%	36%	54%
Student enthusiasm	297	2%	20%	78%
Student effort to learn	297	4%	20%	76%
Technical/instructional support	271	5%	35%	59%

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

Question Number	Number Responding:						Average	Standard Deviation
	Omit	1	2	3	4	5		
1	92	2002	1612	477	11	19	1.6	0.73
2	92	2113	1937	43	9	19	1.5	0.58
3	102	2272	1784	26	11	18	1.5	0.57
4	136	3241	525	64	224	23	1.3	0.81
5	93	3544	526	17	15	18	1.2	0.47
6	110	3040	1013	28	6	16	1.3	0.52
7	367	586	689	1540	575	456	2.9	1.18
8	407	153	3049	64	22	518	2.4	1.07
9	493	1171	1073	932	327	217	2.3	1.17
10	4054	51	27	54	19	8	2.4	1.20
11	4209	1	2	0	0	1	2.5	1.73
12	4209	1	0	0	1	2	3.8	1.89
13	4211	1	0	0	0	1	3.0	2.83
14	4210	0	0	1	0	2	4.3	1.15
15	4211	0	1	0	0	1	3.5	2.12
16	4210	0	0	0	1	2	4.7	0.58
17	4210	0	0	1	1	1	4.0	1.00
18	4210	0	0	2	0	1	3.7	1.15
19	4210	0	0	0	0	3	5.0	0.00
20	4210	1	1	0	0	1	2.7	2.08

Classes Included in this Report:
Report includes classes with the following class IDs:
270−363, 365−402, 404−495, 497−591

Appendix K

IDEA DISCIPLINE CODES WITH CORRESPONDING GCC CLASSES

IDEA DISCIPLE CODE	CORRESPONDING GCC COURSE NUMBER
1003 – Visual Communications	VC101-01, VC101-02, VC101-03, VC125-01, VC125-02, VC126-01, VC126-02, VC135, VC141, VC172-01, VC201-01
1100 – Computer Science	CS101-02, CS101-03, CS102-01, CS103-01, CS110-01, CS151-01, CS151-02, CS151-03, CS151-04, CS151-05, CS151-06, CS151-07, CS151-08, CS151-09, CS151-10, CS152-01, CS202-01, CS205-01, CS206-01, CS252-01
1204 - Cosmetology	CM101-01, CM102, CM102L-01, CM102L-01, CM201-01, CM202L
1205 – Culinary/Food and Beverage Management	HS140-01, HS145-01, HS150-02, HS203B-01, HS238-07, HS245-08, HS245-18, HS246-07
1300 – Education	CD281-02, ED150-01, ED150-02, ED200-01, ED220-01, ED220-02, ED231-01, ED231-02, ED270-01, ED281-01
1313 – Driver and Safety Teacher Education	ME051-01
1503 – Electronics (EE courses up to 116)	EE103-01, EE103-02, EE104-01, EE112
1504 – Electronics (EE courses 211 and up)	EE211-01, EE215-01
1505 – Waterworks	WT100-01, WT110-01
1511 – Surveying	SU101-01, SU251-01
1600 – Foreign Language	CH110-01, CH111-01, JA110-02, JA110-03, JA111-01
2002 – Early Childhood Education	CD110-01, CD110-02, CD140-01, CD221-02, CD240-01, CD260-01, CD260-02, CD280-01, CD285-01
2301 – English (EN111 and EN210)	EN110-01, EN111-02, EN210-01, EN210-02,
2304 –English (EN110)	EN110-01, EN110-02, EN110-03, EN110-04, EN110-05, EN110-06, EN110-07, EN110-08, EN110-09, EN110-10
2310 – English (EN125)	EN125, EN125-02
2400 – General Studies and Humanities	HU120-01, HU220-01
2600 – Science (SI110)	SI110-01, SI110-02, SI110-03, SI110-04, SI110-05, SI110-06
2605 – Microbiology	SI150-01
2606 – Science (SI103 and SI130)	SI103-01, SI103-02, SI103-03, SI130-01, SI130-02, SI130-04
2700 – Math (MA110, MA161A and MA161B)	MA110A-01, MA110A-05, MA161A-01, MA110-02, MA110A-03, MA110A-04, MA110A-06, MA110A-08, MA161B-01
3801 – Philosophy	PI101
4008 – Physics	SI141-01
4200 – Psychology (All PY courses)	PY120-03, PY125-02, PY125-01, PY120-02, PY120-04, PY125-03, PY120-05, PY100-01, PY120-01
4301 – Criminal Justice	CJ100, CJ100, CJ100-01, CJ100-03, CJ101-01, CJ102, CJ122, CJ150-01, CJ200-01, CJ204-01, CJ205-01, CJ206-01, CJ225, CJ250-01
4500 – Social Sciences (Gov't, World Civ., History)	HI122-01, HI122-02, PS140-01, SS063-01, SS081-01, SS081-02
4506 – Economics	EC110-01
4511 – Sociology	SO130-01, SO130-02, SO130-03, SO130-04, SO130-05
4600 – Construction Trades	CT140-01, CT153-01, CT182-01

IDEA DISCIPLINE CODES WITH CORRESPONDING GCC CLASSES

4700 – Mechanics and Repairers (Heat, air, refrigeration, electrical)	CT185-01
4706 – Automotive (Including body)	AST100-01, AST100-02, AST100-03, AST110-01, AST120-01, AST160-01, AST170-01, AST180A-01, AST230-01, AST240-01, AST250-01, ME161B-01, MHT130-01, MHT160-01
4805 – Welding	CT197-01, CT196A-01
5100 – HL Courses	HL120-01, HL120-02, HL120-03, HL140-01, HL150-01, HL202-01, HL202-03, HL252-01
5102 – Sign Language	ASL100-01, ASL100-02, ASL100-03, ASL110-01, ASL110-02
5108 – MS Courses (Medical Assisting)	MS101-01, MS140-01, MS140-02, MS141-01, MS210-01
5116 – NU Courses (Practical Nursing)	NU110-01, NU110-01, NU110-02, NU110-02, NU110-02, NU160-01, NU160-01, NU160-02
5202 – Supervision and Management	SM108-01, SM108-02, SM208-01, SM211-01, SM215-01, SM220-01, SM230-01, SM245-01
5203 – Accounting	AC100-01, AC100-02, AC201-01, AC110-01, AC210-01, AC211-01, AC250-01
5204 – Office Technology	OA101-01, OA101-02, OA101-03, OA101-04, OA101-05, OA101-06, OA101-07, OA101-08, OA101-09, OA101-10, OA101-11, OA101-12, OA101-13, OA109-01, OA109-02, OA220-01, OA220-02, OA240-01
5209 – Hotel Operations and Management/Tourism & Travel Management	HS152-01, HS155, HS158-01, HS169-01, HS206, HS211, HS215, HS257, HS260-01, HS265-01
5214 – Marketing	MK123-01, MK205, MK207-01
5300 – Adult High (All adult high school regardless of discipline)	EN066-01, EN066-02, EN067-01, EN091-01, MA052-01, MA052-03, MA065-01, SO099-01, SO099-02, SS063-02
5801 -	AE103-01, AE105-01
9901 – Developmental Math (MA085, MA095, MA108)	MA085-01, MA085-02, MA085-04, MA085-03, MA085-05, MA085-06, MA085-07, MA085-08, MA085-09, MA085-10, MA095-01, MA095-02, MA095-03, MA095-04, MA095-05, MA095-06, MA095-07, MA095-08, MA095-09,MA095-10, MA108-01, MA108-02, MA108-03, MA108-04, MA108-05, MA108-06, MA108-07, MA108-08, MA108-09, MA108-10, MA108-11,
9902 – Reading and Basic (EN100B and EN100R)	EN1004-08, EN100R-06, EN100B-03, EN100B-01, EN100B-02, EN100R-01, EN100R-04, EN100R-07, EN100R-10, EN100R-09, EN100R-02, EN100R-03