

IDEA

Student Ratings on Instruction

Survey Report
Fall 2015





TABLE OF CONTENTS

Executive Summary	i
Recommendations	ii
I. Introduction	1
II. Methodology	2
III. Results	4
IV. Discussion	
V. Conclusion	18
Appendices	
(A) AIER Memorandum to Faculty	
(B) MyGCC Announcement for Faculty	
(C) MyGCC Announcement for Students	
(D) Directions to Faculty	
(E) IDEA Discipline Codes for GCC Classes	
(F) Faculty Information Form	
(G) Instructions for GCC Student Ratings of Instruction Survey Administrators	
(H) IDEA Script	
(I) Student Reactions to Instruction and Courses Form	
(J) Institutional Group Summary Report for GCC	
(K) IDEA Discipline Codes with Corresponding GCC Classes	

EXECUTIVE SUMMARY

Since fall 2009, Guam Community College (GCC) has been administering the IDEA Center's¹ *Student Ratings of Instruction Survey*. GCC opted to use the survey since its focus on student learning 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 subsequently shared with faculty to help guide improvement efforts at the classroom and program levels.

The following trends are based on results from Fall 2015, 2014, 2012, and 2011:

- The top four objectives selected as important or essential by the Institution are the same top four objectives selected as relevant by the IDEA System (Section I, Results).
- A substantial portion of GCC classes continue to rate the quality of instructional effectiveness higher than the national average (Section II, Results).
- The Group average summary rating of overall outcomes are comparable to institutional norm based on courses rated in previous years (Section III, Results).
- A larger portion of GCC classes continue to achieve relevant objectives in comparison with the institution and the IDEA System (Section IV, Results).
- Teaching methods and styles are used adequately by GCC classes (Section V, Results).
- The average student self-ratings on motivation, work habits, and academic effort and on course characteristics remain above the IDEA System averages (Section VI, Results).
- Faculty most frequently use lecture and skill/activity as their primary instructional approach. Less emphasis is placed on memorization now than in prior years, while most emphasis continues to be placed on critical thinking and reading activities (Section VII, Results).

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.

RECOMMENDATIONS

The following recommendations are made based on the findings:

- In an effort to improve in student learning, more instructors should consider emphasizing the following objectives as important and essential:
 - 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 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view; and
 - Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers.
- In an effort to encourage students to independently solve problems, instructors should require students to use multiple resources.
- In an effort to create an engaging classroom experience, instructors should employ non-traditional teaching methods.
- In an effort to encourage student involvement, instructors should include “hands on” projects in their courses.
- In an effort to support today’s types of learners and prepare students for jobs/careers, instructors should require more use of computer applications.

I. Introduction

In its quest to assess teaching effectiveness, GCC has been continuously administering the *IDEA Student Ratings of Instruction Survey* for the past nine (9) semesters (fall 2009, spring 2010, summer 2010, fall 2010, spring 2011, fall 2011, fall 2012, fall 2013, and fall 2014). The survey is designed to assess teaching effectiveness by its impact on students. 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)³ (See Appendix A) and the Student Reactions to Instruction and Courses Forms or Diagnostic Form (Refer to Appendix B). The FIF consists of twelve (12) 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).

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.

³ The FIF describes each course and provides critical information needed to generate individual class summary reports as well as Group Summary Reports (GSR).

II. Methodology

Survey Announcements to Faculty. The AIER Office posted two announcements to all faculty via MyGCC on September 30, 2015: a memorandum (Appendix A) and a flyer (Appendix B). A brief description on the *IDEA Student Ratings of Instruction Survey* (or, “Diagnostic Form”) was included in the memorandum, including that its results will be used for institutional assessment reporting. Faculty were informed that the Office of Assessment, Institutional Effectiveness and Research (AIER) will be administering the 2015 fall semester Diagnostic Form between October 12, 2015 and October 24, 2015.

Additionally, the AIER Office attached the faculty memorandum to the Faculty Information Form packet that was distributed to faculty on October 1, 2015.

Survey Announcements to Students. An announcement to students was posted on MyGCC on September 30, 2015 (Appendix C). The online post described that information provided in the survey will be useful in assessing student learning and guiding teaching improvement.

In addition to the MyGCC announcement, student-focused posters were strategically placed in campus bulletin boards on October 1, 2015. Posters included similar information: a brief description of the survey and its purpose, as well as the dates for survey administration.

Survey Packets. Two survey packets were directly delivered to full-time faculty but, if unavailable, were given to the department’s support staff. Adjunct faculty were instructed to pick up survey packets in the Student Support Office beginning on October 12, 2015.

- (1) Faculty Information Form packet. Each survey packet included the Directions to Faculty (Appendix D), the IDEA Discipline Codes for GCC Classes (Appendix E), and the Faculty Information Forms (FIFs) (Appendix F). The *Faculty Information Form* (FIF) was required to be completed by faculty prior to the administration of the survey. Completed FIFs were placed into an envelope and placed in drop-boxes located in the Student Support Services Office, the Faculty Lounge, or the AIER Office.
- (2) Student Ratings on Instruction Survey packet. Each survey packet included Instructions for GCC Student Rating of Instruction Survey Administrators (Appendix G), a script for the designated survey administrator (staff or designated student volunteer) to read to each class prior to administering the survey (Appendix H), and the Student Reactions to Instruction and Courses survey form (Appendix I).

Population of Students Surveyed. The intent was to survey all classes listed in the College's Fall 2015 schedule provided by the Office of Admissions and Registration (n=450).⁴ Classes that ended prior to the fall start date of survey administration (i.e. October 12, 2015) were excluded. Classes that started after the fall end date of survey administration (i.e. October 24, 2015) were excluded.

Survey Collection and Processing. Survey packets were returned no later than October 26, 2015. The survey packets were dropped off at the Student Support Service Office, the Student Services and Administration Building, or AIER Office. The AIER Office prepared the surveys that were mailed off-island for processing.

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

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

⁴ Classes taught by full-time and adjunct faculty were assessed.

III. Results

Of the 450 classes offered in Fall 2015, students from 361 classes voluntarily participated in the survey (Appendix K). Information provided by students from 359 classes were used in the Group Summary Report (GSR). Two classes were not eligible to be included in the results.

On average, 77 percent of students from each class in this Group (n=359) responded to the survey.

The average class size of participating classes is 18. The average number of objectives selected as Important or Essential is 4.1 for this Group, 4.8 for the Institution, and 5.7 for the IDEA System.

The Group Summary Report presented a comparison between the GCC Group (n=359)⁵, the Institution (n=1,795) and the IDEA System (n=44,455). The GSR is divided into seven sections:

Section I. Faculty Selection of Important and Essential Objectives

Section II. Student Ratings of Overall Outcomes – Comparison to IDEA Database

Section III. Student Ratings on Overall Outcomes – Comparison to This Institution

Section IV. Student Ratings of Progress on Objectives Chosen as Important or Essential

Section V. Teaching Methods and Styles

Section VI. Student Self-ratings and Ratings of Course Characteristics

Section VII. Faculty Self-report of the Institutional Context

⁵ The fall 2015 *IDEA Student Ratings of Instruction Survey* (or, “Diagnostic Form”) was completed by 361 classes. Two classes were excluded because the faculty members neglected to select Important and Essential (or, “relevant”) objectives on the *Faculty Information Form*.

Section I. Faculty Selection of Important and Essential Objectives

Table 1. Faculty Selection of Important and Essential Objectives. The twelve objectives are listed, and the percent of classes selecting each objective as Important or Essential for this Group, the Institution, and the IDEA System are shown.

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=383)	Institution (n=1,635)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	72%	72%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	63%	65%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	73%	77%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	63%	62%	55%
Objective 5: Acquiring skills in working with others as a member of a team	24%	30%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	15%	20%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	13%	18%	27%
Objective 8: Developing skill in expressing myself orally or in writing.	25%	31%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems.	21%	33%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	3%	12%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically</i> evaluate ideas, arguments, and points of view	18%	30%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	17%	30%	41%
Average Number of Objectives Selected as Important or Essential ("relevant")	4.1	4.8	5.7

Section II. Student Ratings of Overall Outcomes – Comparison to IDEA Database

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

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation ⁶	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	24%	7%	9%	3%	41%	13%	24%	8%
Higher (56-62)	20%	42%	32%	56%	32%	34%	34%	49%	34%
Similar (45-55)	40%	30%	54%	30%	55%	22%	43%	24%	52%
Lower (38-44)	20%	3%	5%	3%	7%	2%	8%	2%	4%
Much Lower (37 or lower)	10%	1%	2%	2%	3%	1%	2%	1%	2%

Table 3. Average Scores. The Group's average converted scores (raw and adjusted) are compared to the average converted score in the IDEA Database for each of the four Outcomes. The corresponding average value based on the 5-point scale for each of the four Outcomes is also shown.

	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation ⁷	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Converted Score								
This Summary Report	58	53	56	52	59	54	58	53
IDEA System	51 ⁸	51 ⁸	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	4.1	4.6	4.3	4.5	4.1	4.5	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

⁶ Progress on *relevant objectives* is double weighted in the Summary Evaluation.

⁷ Progress on *relevant objectives* is double weighted in the Summary Evaluation.

⁸ The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning objectives that the instructor identified as Essential to the class.

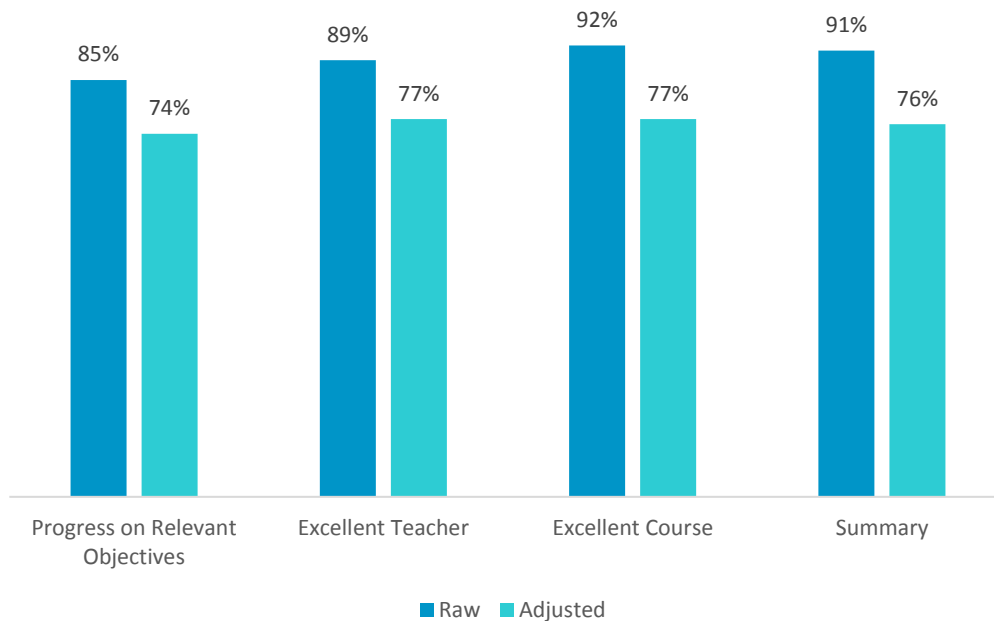


Figure 1. Percent of Classes at or Above the IDEA Database Average.

Section III. Student Ratings of Overall Outcomes – Comparison to This Institution

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

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation ⁹	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	8%	6%	0%	4%	6%	6%	3%	5%
Higher (56-62)	20%	31%	21%	32%	20%	30%	18%	32%	18%
Similar (45-55)	40%	45%	54%	52%	56%	45%	49%	49%	60%
Lower (38-44)	20%	10%	11%	9%	13%	11%	19%	8%	11%
Much Lower (37 or lower)	10%	8%	9%	7%	7%	9%	7%	8%	6%

⁹ Progress on *relevant objectives* is double weighted in the Summary Evaluation.

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

	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation ¹⁰	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Converted Score								
This Summary Report	52	50	51	50	51	50	52	50
IDEA System	50 ¹¹	50 ¹¹	50	50	50	50	50	50
This Institution (compared to IDEA)	56	53	56	52	59	54	57	53
5-point Scale								
This Summary Report	4.4	4.1	4.6	4.3	4.5	4.1	4.5	4.2
IDEA System	4.3	4.1	4.5	4.3	4.4	4.2	4.4	4.2

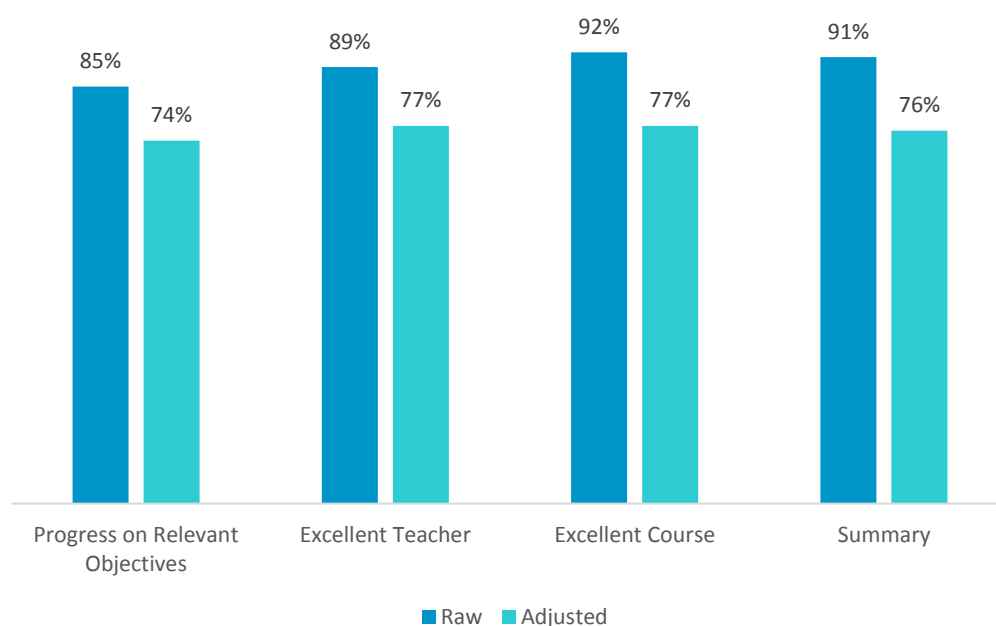


Figure 2. Percent of Classes at or Above This Institution's Average.

¹⁰ Progress on relevant objectives is double weighted in the Summary Evaluation.

¹¹ The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning objectives that the instructor identified as Essential to the class.

Section IV. Student Ratings of Progress on Objectives Chose as Important or Essential

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

		Raw Average ¹²	Adjusted Average ¹³	Number of Classes
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	This report	4.4	4.2	252
	Institution	4.3	4.2	1,257
	IDEA System	4.0	4.0	31,991
Objective 2: Learning fundamental principles, generalizations, or theories	This report	4.3	4.1	213
	Institution	4.3	4.1	1,120
	IDEA System	3.9	3.9	30,398
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	This report	4.4	4.1	262
	Institution	4.3	4.1	1,347
	IDEA System	4.0	4.0	30,442
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	This report	4.3	4.0	219
	Institution	4.3	4.0	1,093
	IDEA System	4.0	4.0	21,568
Objective 5: Acquiring skills in working with others as a member of a team	This report	4.4	4.1	102
	Institution	4.3	4.1	462
	IDEA System	3.9	3.9	12,088
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	This report	4.3	4.0	69
	Institution	4.3	4.0	287
	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	4.3	3.9	77
	Institution	4.2	3.8	256
	IDEA System	3.7	3.7	10,256
Objective 8: Developing skill in expressing myself orally or in writing	This report	4.3	4.2	134
	Institution	4.3	4.1	473
	IDEA System	3.8	3.8	18,174

¹² These are indicators of self-assessed learning (How well was each objective assessed?).

¹³ Useful primarily in comparing instructors or classes; adjusted averages take into account factors that affect learning other than instructional quality

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

		Raw Average ¹²	Adjusted Average ¹³	Number of Classes
Objective 9: Learning how to find and use resources for answering questions or solving problems	This report	4.3	4.1	92
	Institution	4.2	4.1	468
	IDEA System	3.7	3.7	15,656
Objective 10: Developing a clearer understanding of, and commitment to, personal values	This report	4.4	4.1	37
	Institution	4.3	4.1	111
	IDEA System	3.8	3.8	8,715
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	This report	4.3	4.1	99
	Institution	4.2	4.1	414
	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	4.3	4.0	81
	Institution	4.2	4.0	411
	IDEA System	3.8	3.8	15,616

Ratings of progress and relevance of the twelve learning objectives for this Group of GCC classes, the Institution and the IDEA Database. The following scale was used by students to describe the amount of progress on each objective:

- 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.

Section V. Teaching Methods and Styles

Table 7. Twenty Teaching Methods and Styles Employed by Faculty in this Group. The number of classes that selected each method as relevant, the average frequency of use, and the standard deviation (s.d.) are listed.

		Number of Classes	Average	s.d. ¹⁴
Stimulating Student Interest				
4	Demonstrated the importance and significance of the subject matter	354	4.6	0.3
8	Stimulated students to intellectual effort beyond that required by most courses	359	4.4	0.4
13	Introduced stimulating ideas about the subject	359	4.4	0.4
15	Inspired students to set and achieve goals which really challenged them	359	4.3	0.5
Fostering Student Collaboration				
5	Formed “teams” or “discussion groups” to facilitate learning	102	4.4	0.6
16	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.	210	4.4	0.4
18	Asked students to help each other understand ideas or concepts	250	4.5	0.4
Establishing Rapport				
1	Displayed a personal interest in students and their learning	344	4.6	0.3
2	Found ways to help students answer their own questions	359	4.5	0.4
7	Explained the reasons for criticisms of students’ academic performance	349	4.3	0.5
20	Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	58	4.2	0.5
Encouraging Student Involvement				
9	Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	92	4.4	0.5
11	Related course material to real life situations	293	4.5	0.4
14	Involved students in “hands on” projects such as research, case studies, or “real life” activities	155	4.3	0.7
19	Gave projects, tests, or assignments that required original or creative thinking	245	4.4	0.5
Structuring Classroom Experiences				
3	Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	81	4.5	0.5
6	Made it clear how each topic fit into the course	358	4.6	0.4
10	Explained course material clearly and concisely	356	4.5	0.4
12	Gave tests, projects, etc. that covered the most important points of the course	281	4.5	0.4
17	Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

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

The following scale was used by students to rate the frequency of each teaching method:

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

Section VI. Student Self-Ratings and Ratings of Course Characteristics

Table 8. Student Self-Ratings that describes Motivation, Work Habits, and Academic Effort. The average student self-ratings by this Group, the Institution, and the IDEA System are shown. The averages for an item are considered similar if they are within ± 0.3 of each other. The percentage of classes with averages below 3.0, and 4.0 or above are also included.

			Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36.	I had a strong desire to take this course.	This report	4.2	0%	67%
		Institution	4.2	1%	68%
		IDEA System	3.7	16%	36%
37.	I worked harder on this course than on most courses I have taken.	This report	4.0	2%	52%
		Institution	3.9	2%	46%
		IDEA System	3.6	13%	24%
38.	I really wanted to take this course from this instructor.	This report	3.9	7%	52%
		Institution	3.9	7%	46%
		IDEA System	3.4	27%	22%
39.	I really wanted to take this course regardless of who taught it.	This report	3.9	2%	44%
		Institution	3.8	4%	41%
		IDEA System	3.3	25%	13%
43.	As a rule, I put forth more effort than other students on academic work.	This report	3.9	0%	42%
		Institution	3.8	1%	30%
		IDEA System	3.6	1%	15%

The following scale was used by students to describe their attitude and behavior in the course:

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

Table 9. Student Ratings of Course Characteristics. The average course ratings by this Group, the Institution, and the IDEA System are shown. The averages for an item are considered similar if they are within ± 0.3 of each other. The percentage of classes with averages below 3.0, and 4.0 or above are also included.

			Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33	Amount of reading	This report	3.7	9%	34%
		Institution	3.3	13%	30%
		IDEA System	3.2	33%	15%
34	Amount of work in other (non-reading) assignments	This report	3.9	2%	45%
		Institution	3.8	3%	40%
		IDEA System	3.4	21%	18%
35	Difficulty of subject matter	This report	3.6	5%	23%
		Institution	3.5	10%	19%
		IDEA System	3.4	20%	18%

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

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

Table 10. Improved Student Attitude. A summary of students' responses to the statement, *As a result of taking this course, I have more positive feelings toward this field of study*, is shown for this Group, the Institution, and the IDEA System based on a five-point scale. This statement is most meaningful for courses taken by non-majors.

		5-Point Scale		Converted Score (Compared to IDEA)	
		Raw	Adjusted	Raw	Adjusted
As a result of taking this course, I have more positive feelings toward this field of study.	This report	4.3	3.9	57	50
	Institution	4.3	3.9		
	IDEA System	3.9	3.9		

Students responded to the statement using the following scale:

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

Section VII. Faculty Self-report of the Institutional Context

Table 11. Primary and Secondary Instructional Approaches. In the *Faculty Information Form*, Instructors for each course (n=359) identified one primary and one secondary instructional approach, if multiple approaches were used. The relative frequency of each of the nine instructional approaches are listed.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	54%	21%
Discussion/Recitation	9%	22%
Seminar	0%	0%
Skill/Activity	23%	25%
Laboratory	6%	10%
Field Experience	1%	5%
Studio	0%	0%
Multi-Media	3%	6%
Practicum/Clinic	2%	1%
Other/Not Indicated	2%	9%

Table 12. Course Emphases. The degree to which classes expose students to different types of academic activities is shown. In the *Faculty Information Form*, instructors described the amount required of each activity used in their course. In general, proficiency is associated with the amount of exposure to each activity.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	347	17%	46%	37%
Oral Communication	344	11%	46%	43%
Computer application	331	23%	47%	30%
Group work	334	22%	47%	32%
Mathematical/quantitative work	332	53%	27%	20%
Critical thinking	340	9%	32%	59%
Creative/artistic/design	336	55%	29%	16%
Reading	341	2%	40%	58%
Memorization	333	31%	46%	23%

Instructors rated the amount required of each activity in their course using the following scale:

N = None (or little) required,

S = Some required, or

M = Much required.

Table 13. “Circumstances” Impact on Learning. In the *Faculty Information Form*, instructors reported the impact of nine factors on learning.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	304	10%	13%	77%
Experience teaching course	290	0%	4%	96%
Changes in approach	265	1%	47%	52%
Desire to teach the course	303	0%	5%	95%
Control over course management decisions	295	1%	22%	77%
Student background	284	8%	36%	56%
Student enthusiasm	298	5%	18%	77%
Student effort to learn	298	2%	19%	80%
Technical/instructional	274	3%	39%	58%

Instructors rated each factor’s impact on learning based on the following scale:

- P = Had a positive impact on learning,
- I = Neither a positive nor a negative impact,
- N = Had a negative impact on learning, or
- ? = Can’t judge.

IV. Discussion

The average number of objectives selected as Important and Essential (or, “relevant”) by this Group, the Institution, and the IDEA System is 4.6, 4.3, and 5.7 (**Table 1**). This shows that classes in the IDEA System, on average, select more objectives as relevant than do classes in this Group and the Institution. The IDEA Center recommends that three to five objectives be selected as relevant per class. If greater than five objectives are selected, the concern is that effectiveness ratings are affected because instructors are trying to accomplish too much. Instructors in this Group and the Institution selected a reasonable number of objectives, which suggests students have a positive experience in the classroom. In fact, over 75 percent of classes in this Group and the Institution rated Outcomes above the IDEA System average (**Figure 1**). However, because the percent of classes is above 60, the inference is that the Group’s overall instructional effectiveness was unusually high.

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

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

The student ratings of progress on all twelve objectives for this Group is much greater than the progress reported by students in the IDEA System. Over 70 percent of classes in this Group rated their progress on each of the twelve objectives as “substantial” or “exceptional,” whereas that same rating was not achieved for any one objective by greater than 60 percent of classes in the IDEA System. Two inferences can be made from this observance: (1) This Group and the Institution have excellent instructors who use teaching methods that allow students to achieve relevant objectives, or (2) This Group and the Institution have classes that are not as rigorous as the average class in the IDEA System.

- (1) First Inference: This Group and the Institution have excellent instructors who use teaching methods that allow students to achieve relevant objectives. This inference is supported by the 88 percent (raw) and 77 percent (adjusted) of classes in this Group who rated the excellence of teacher above the IDEA System average (**Figure 1**). However, the IDEA Center recognizes this result is unusual. Additionally, the Group’s teaching effectiveness is not considered to be superior to that in the IDEA System. The percentage of classes in the “higher” and “much higher” categories for the Excellence of Teacher (Outcome B) does not exceed 30 percent. Lastly, teaching effectiveness is not considered highly favorable for Excellence of Teacher (**Table 3**). Based on the 5-point scale, the adjusted score for this Group is 4.3, which is similar to the adjusted score for the IDEA System (4.2). Therefore, the results do not directly support the first inference.
- (2) Second Inference: This Group and the Institution have classes that are not as rigorous as the average class in the IDEA System. This inference is supported by the “unusually high” rating on instructional effectiveness, particularly of Outcome B (Excellence of Teacher) (**Figure 1**). Additionally, over 70 percent of classes in this Group rated progress on each of the twelve objectives as “substantial” or “exceptional” (**Table 6**). Majority of students felt they “made large gains on this objective” or “made outstanding gains on this objective.” Teaching standards or expectations in this Group may be a concern. A striking result that is inconsistent with the second inference is the minimal number of students who rated the difficulty of subject matter as “less than most courses” and “much less than most courses” taken at the Institution: 5 percent of students in this Group, 10 percent of students at the Institution, and 20 percent of students in the IDEA System (**Table 9**). In other words, a fraction of students in this Group and the Institution find the difficulty of subject matter as “less than” or “much less than” most courses taken at the Institution.

The difficulty of subject matter can also be further explored. A student may hold the opinion that class difficulty is proportional with the amount of assigned work. A concern is the 45 percent of classes in this Group (and 40 percent at the Institution) who describe the amount of work in non-reading assignments as “more than” and “much more than most courses” at the Institution. In comparison, more than half the percentage of classes in the IDEA System (18 percent) similarly describe the amount of non-reading work. Moreover, the amount of reading is described as “more than” or “much more than most courses” by 34 percent of classes in this Group and 30 percent at the Institution, which is double that of classes in the IDEA System (**Table 9**).

The amount of reading and other work described by students correlates with student motivation, work habits, and academic effort. Course emphases on these three academic activities and the frequent use of lecture as a primary teaching approach (**Table 11**) suggests the classroom experience involved the instructor more than the student. One in every two students describe the following statement as “more true than false” or “definitely true”: I worked harder on this course than on most courses I have taken (**Table 8**). In this Group of classes, faculty reported that “much” critical thinking (59 percent), reading (58 percent), and writing (37 percent) were required in their courses (**Table 12**).

Furthermore, a valid concern is, on average, students are not engaged in the classroom. Understandably, long-time instructors may be continuing to use traditional teaching styles; however, such methods may not be most effective on students of today. One of every two instructors use lecture as their primary approach to achieve course objectives (**Table 11**). The teaching styles and methods related to the relevant objectives selected by faculty show that areas within student collaboration and student rapport can be improved. In this Group (n=359): (a) One-fourth of classes had relevant objectives associated with forming “teams or discussion groups to facilitate learning,” and (b) One-sixth of classes had relevant objectives associated with encouraging “student-faculty interaction outside of class” (**Table 7**).

More than half of instructors require “much” critical thinking and reading, yet only 92 classes (n=359) had relevant objectives related to the following teaching method: “Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding” (**Table 7**). On a similar note, only one-third of instructors (n=331) require “much” use of computer applications in their courses and 23 percent require “none.” Students appear to be disconnected from the use of technology, which is surprising considering the heavy reliance on technology in the modern workplace. “Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view” (Objective 4) was selected as relevant by 28 percent and 23 percent of classes in this Group and the Institution, which is about half the percentage in the IDEA System (**Table 1**). Additionally, 155 classes (n=359) had relevant objectives related to “‘hands on’ projects such as research, case studies, or ‘real life’ activities.”

Results show that 47 percent of instructors (n=290) feel that “changes in approach” has neither a negative nor positive impact on learning (**Table 13**). Instructors may be reluctant or hesitant to try new instructional methods. The primary instructional approach among 54 percent of classes is lecture (**Table 11**). Moreover, this is reflected by the 61 percent of classes that emphasize Objective 4: “Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course” (**Table 1**). (Note: Objective 4 is the only objective emphasized more by classes in this Group and the Institution than by classes in the IDEA System.) This may be more evident in classes taught by adjunct faculty since, typically, these instructors simultaneously work in the field.

At a small Institution, a final concern is the 52 percent of students in this Group (and 46 percent at the Institution) who described the following statement as “more true than false” or “definitely true”: “I really wanted to take this course from this instructor” (**Table 8**). In comparison, 22 percent of students in the IDEA System agree with that statement, while nearly a third of students feel its “more false than true” or “definitely true.” Similarly, 44 percent and 41 percent of students in this Group and the Institution described the following statement as “more true than false” or “definitely true”: “I really wanted to take this course regardless of who taught it” (**Table 8**). This may suggest that students wait to enroll in classes taught by a particular instructor.

V. Conclusion

In conclusion, Guam Community College instructors need to reflect on the survey results and consider improvements in their instruction based on student ratings. The information provided in the Group Summary Report raise several concerns that need to be addressed to ensure the Institution continues to provide quality education to each student. Substantial and exceptional gains made in the classroom show instructors that standards are being met, but new targets need to be established. Instructors introduce stimulating ideas, but students need to be challenged to improve understanding through use of multiple resources and student-faculty interaction. Instructors need to align the academic activities they emphasize in courses to their approaches to instruction.

This page is intentionally left blank.

Appendix A



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

Memorandum

TO: To All Faculty

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

FROM: Marlena Montague, Assistant Director, AIER

SUBJECT: Fall 2015 IDEA Student Ratings of Instruction Survey

DATE: September 23, 2015

The AIER Office will be administering the *IDEA Student Ratings of Instruction Survey* again this Fall 2015 semester. The IDEA Center is an off-island vendor that AIER has collaborated with in order to conduct an efficient and unbiased survey implementation. Results will be sent off-island for processing and will be used for institutional assessment reporting.

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

Surveys will be administered between **October 12, 2015 to October 24, 2015**. The AIER Office will be contacting the instructors of courses held outside of this survey administration period to make arrangements to include these courses in the Fall 2015 semester collection.

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

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

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

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

FIFs must be completed prior to the administration of the survey. They must be returned no later than **October 9, 2015**. Completed FIFs must be placed back into the pre-labeled brown envelope and placed in drop boxes located in the Student Support Services Office or the Faculty Lounge. You may also drop off completed forms directly to the AIER Office in the Student Services and Administration Building.

SURVEY ADMINISTRATION

AIER staff will be distributing student survey packets directly to full-time faculty. If full-time faculty is not available, survey packets will be given to your department's support staff for distribution. Survey packets for adjunct faculty will be available for pick-up in the Student Support Office (Bldg. B) starting **October 12, 2015**.

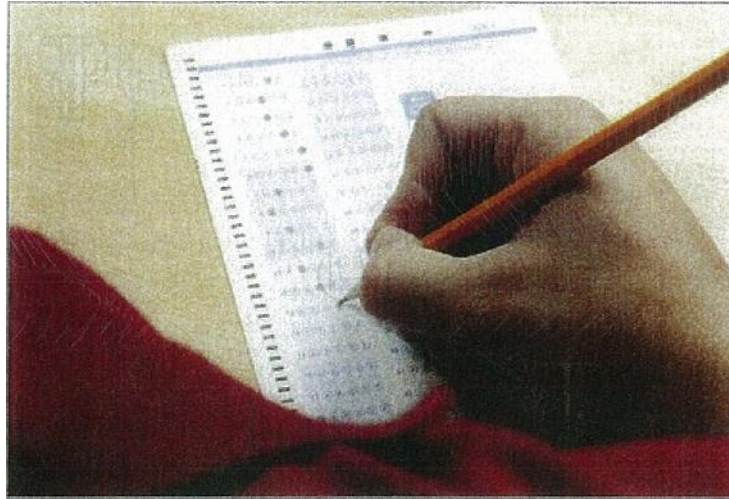
From **October 12, 2015 to October 24, 2015**, you must identify a student in your class to administer the survey at any time during this two-week period. Provide the student with the survey packet on the day that the survey will be administered. Have the student review the *Instruction for GCC Student Ratings of Instruction Survey Administrators* so that he or she understands what to do.

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

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

Appendix B

GCC Fall 2015 Student Ratings of Instruction Survey



The AIER Office will be administering the **Fall 2015 Student Ratings of Instruction Survey** again this semester. The IDEA Center is an off-island vendor that AIER has collaborated with in order to conduct an efficient and unbiased survey implementation. Results will be sent off-island for processing. Responses are confidential.

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

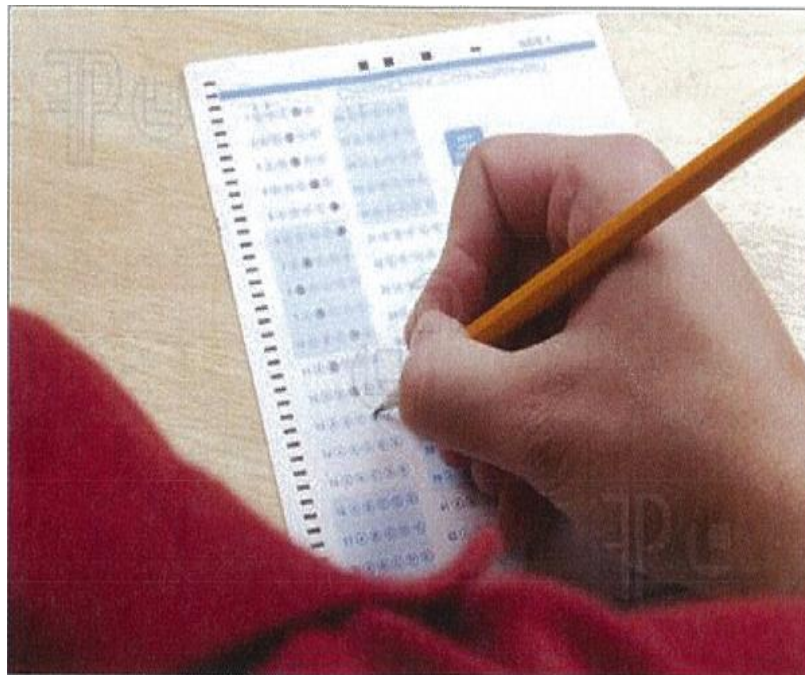
Surveys will be administered between **October 12, 2015 to October 24, 2015**. The AIER Office will be contacting the instructors of courses held outside of this survey administration period to make arrangements to include these courses in the Fall 2015 semester collection.

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



Appendix C

ATTENTION STUDENTS!!!!



GCC Fall 2015 Student Ratings of Instruction Survey

The *Student Ratings of Instruction Survey* will be administered again this semester. Surveys will be administered beginning October 12 to October 24, 2015. Results will be sent off island to the IDEA Center for processing. Responses are confidential.

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

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



Appendix D

Student Ratings of Instruction

Directions to Faculty



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

1. Marking Your Faculty Information Form

- IDEA Objectives
- Instructor and Course Information
- Contextual Questions

2. Using Additional Questions with the IDEA System

3. Instructions for Classroom Administration of the IDEA System

1. Marking Your Faculty Information Form

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

IDEA Objectives

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

Mark each objective as:

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

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

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

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

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

Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)
Objective's focus: building a knowledge base

2. Learning fundamental principles, generalizations, or theories
Objective's focus: connecting facts, understanding relationships

Application of Learning

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

Expressiveness

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

Intellectual Development

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

Lifelong Learning

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

Team Skills

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

Instructor and Course Information

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

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

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

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

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

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

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

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

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

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

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

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

2. Using Additional Questions with the IDEA System

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

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

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

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

3. Instructions for Classroom Administration of the IDEA System

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

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

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

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

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

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

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

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

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

Appendix E

Discipline Codes for IDEA

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

5214 – Marketing

5300 – Adult High (all adult high school regardless of discipline)

9901 – Developmental Math (085, 095, 108)

9902 – Reading and Basic (EN100B and R)

9903 – Writing (EN100W)

9910 – ESL

Appendix F



Faculty Information Form

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

IMPORTANT!



Institution: _____

Instructor: _____

Course Number: _____

Time and Days Class Meets: _____

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

M I E

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

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

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

Contextual Questions (Research Purposes):

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

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

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

Contextual Questions Continued:

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

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

P I N ?

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

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

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

6. Is this class:

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

Discipline Codes (Modified CIP Codes)

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

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

Appendix G

INSTRUCTIONS FOR GCC STUDENT RATINGS OF INSTRUCTION SURVEY ADMINISTRATORS

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

Appendix H

Good Morning/Afternoon/Evening Everyone:

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

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

Appendix I



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution:

Instructor:

Course Number:

Time and Days Class Meets:

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

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

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

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

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | ① | ② | ③ | ④ | ⑤ | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | ① | ② | ③ | ④ | ⑤ | Learning fundamental principles, generalizations, or theories |
| 23. | ① | ② | ③ | ④ | ⑤ | Learning to <i>apply</i> 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 <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | ① | ② | ③ | ④ | ⑤ | Acquiring an interest in learning more by asking my own questions and seeking answers |

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

Use the space below for comments
(unless otherwise directed).

*Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.*

Comments:

