



IDEA

Student Ratings
of Instruction
Survey Report
Fall 2011

Guam
Community
College



TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	i
I. Introduction	1
II. Methodology	2
III. Results and Discussion	4
IV. Conclusion	22
V. Recommendations	23
VI. Appendices	
<i>Appendix A Faculty Information Form (FIF)</i>	
<i>Appendix B Diagnostic Form</i>	
<i>Appendix C AIER Memo to Faculty</i>	
<i>Appendix D IDEA Script</i>	
<i>Appendix E Directions to Faculty</i>	
<i>Appendix F IDEA Discipline Codes for GCC Classes</i>	
<i>Appendix G MyGCC Announcement for Students</i>	
<i>Appendix H MyGCC Announcement for Faculty</i>	
<i>Appendix I AIER Announcement</i>	
<i>Appendix J Institutional Group Summary Report (GSR) for GCC</i>	
<i>Appendix K IDEA Discipline Codes with Corresponding GCC Classes</i>	
<i>Appendix L Instructions for GCC Student Ratings of Instruction Survey</i>	

EXECUTIVE SUMMARY

Guam Community College (GCC) has been administering the IDEA Center's¹ *Student Ratings of Instruction Survey* since fall 2009. GCC opted to use the survey since its focus on student learning is customized to fit faculty teaching objectives². 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 fall 2011 survey results highlight the following conclusions which are similar to the spring 2011 IDEA survey results:

- GCC classes consistently perform well in terms of *progress on relevant objectives*.
- Participating GCC classes (n=316) made better *progress on relevant objectives* compared to classes in the IDEA database (n=44,455).
- GCC students continue to have a positive regard for faculty and courses.
- Compared to the IDEA database, GCC students place higher regard for faculty and perceive their courses more positively.
- In general, GCC students continue to 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 perceive the teaching effectiveness of their professors in a more positive light.

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 provide timely and frequent feedback on tests, reports, projects, etc. to help students improve. The Deans and Associate Deans (as faculty evaluators) must find ways and means to emphasize this faculty responsibility during annual evaluation sessions with each and every faculty member.
- For the enhancement of teaching processes, faculty evaluators (i.e. Deans and Associate Deans) must include the discussion of prompt feedback for student work in the annual evaluation sessions between them and individual faculty members.
- Students should continue to be made part of the process of administering the IDEA survey by being designated to administer the survey on their respective classes, and given the associated responsibility of collecting and submitting completed surveys along with blank forms and other survey materials in drop boxes designated by the Assessment, Institutional, Effectiveness and Research (AIER) office. By designating a student in each class to administer the survey, it fosters student involvement in the evaluation process.

I. Introduction

In its quest to assess teaching effectiveness, GCC has been continuously administering the *IDEA Student Ratings of Instruction Survey* for the past six (6) semesters (fall 2009, spring 2010, summer 2010, fall 2011, spring 2011, and fall 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)³ (see Appendix A) and the Student Reactions to Instruction and Course Forms or Diagnostic Form (refer to 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).

³ 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

The AIER Office issued a memo (see Appendix C) dated September 26, 2011, advising faculty that the AIER Office will be administering the fall 2011 semester IDEA Student Ratings of Instruction Survey. The memo also informed faculty that AIER staff will be distributing survey packets directly to full time faculty. In the event fulltime faculty are not available, surveys will be given to their respective departments' support staff for distribution. Survey packets for adjunct faculty were made available for pick up at the Student Support Office, Building B, beginning October 17, 2011.

The AIER memo was part of the packet which was hand delivered to faculty by AIER staff. The packet included the Directions to Faculty (refer to Appendix E), the IDEA Discipline Codes for GCC Classes (located in Appendix F), and the Faculty Information Forms (FIFs) (see Appendix A). The intent was to survey all classes listed in the College's fall 2011 schedule of classes provided by the Office of Admissions and Registration.⁴ To ensure consistency in the survey administration, each survey packet included an instruction for the Student Rating of Instruction Survey (refer to Appendix L) and a script (see Appendix D) for the designated survey

⁴ Classes taught by full-time and adjunct faculty were assessed. Classes beginning August 17, 2011 and ending December 17, 2011 were excluded from the study.

administrator (staff or designated student volunteer) to read to each class prior to administering the survey.

In addition to the memo, an AIER announcement (refer to Appendix I) addressed to faculty, was posted on MyGCC⁵ on October 10, 2011, informing them about the administration of the *GCC Fall 2011 Student Ratings of Instruction Survey* from October 17, 2011 to October 31, 2011. The announcement included a description of the survey. The announcement also stated that the results of the survey will be sent off-island for processing and will be used for institutional assessment reporting.

In addition to the MyGCC announcement (refer to Appendix G), a student-focused poster announcement was placed throughout the campus on October 3, 2011. The notification included the dates for survey administration and a brief description of the survey and its purpose. Additionally, a faculty-focused MyGCC announcement (see Appendix H) was posted on October 13, 2011. The announcement contained information similar to the student announcement.

Three hundred eighty-three (383) classes were listed in the Master Schedule of Classes provided by the Office of Admissions and Registration. Forty-seven (47) practicum classes were excluded from the target population. Classes ending prior to the fall start date of the survey administration were also excluded. Another six (6) classes were excluded because faculty did not submit their FIF, did not complete their FIF correctly, or did not return packet surveys to AIER. Fourteen (14) classes were excluded due to schedule changes that were not reflected in the Master Schedule of Classes. The total number of classes that were actually surveyed was three hundred and sixteen (316).

⁵ MyGCC is the College's integrated database system with web accessible information that combines student, financial aid, finance, and human resources into one system.

III. Results and Discussion

Of the three hundred sixteen (316) classes surveyed, 11 were included in the institutional Group Summary Report (GSR) (Appendix J) for fall 2011. The GSR combines information from the individual student ratings given by students from the three hundred and sixteen (316) participating classes. Information reported in the GSR is useful for program review, curricular review, institutional planning and the identification of local norms.

Of the three hundred and sixteen (316) classes that were included in the Group Summary Report (GSR) for the College, one hundred and eleven (111) 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 twenty (20). The average number of objectives selected as *important* or *essential* is 4.3. This falls within the IDEA Center's recommended range of three (3) to five (5) *important* or *essential objectives* for each class.

The following discussion focuses on results reported in the GSR. This report conducts a comparison between the Group of participating classes, the institution (GCC) and the IDEA System.

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-five percent (75%) of the 316 participating classes selected this objective followed by 67% who selected Objective 1 (Gaining factual knowledge-terminology,

classifications, methods, trends), 63% who selected Objective 2 (Learning fundamental principles, generalizations, or theories), 61% 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 8 (Developing skill in expressing myself orally or in writing) 28% who selected objective 9 (Learning how to find and use resources for answering questions or solving problems), 28% who selected Objective 12 (Acquiring an interest in learning more by asking my own questions and seeking answers), 25% who selected Objective 5 (Acquiring skills in working with others as a member of a team), 23% who selected Objective 11 (Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view), 15% who selected Objective 6 (Developing creative capacities-writing, inventing, designing, performing in art, music, drama, etc.), 13% who selected Objective 7 (Gaining a broader understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.), and 7% 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, the institution and the IDEA System: Objective 1 (Gaining factual knowledge –terminology, classifications, methods, trends)-*Group-67%, institution 75% and IDEA-78%*; Objective 2 (Learning fundamental principles, generalizations, or theories)-*Group- 63%, institution 72% and IDEA-75%*; Objective 3 (Learning to *apply* course material to improve thinking, problem solving, and decisions)-*Group-75%, institution 78% and 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-61%, IDEA-55%*. This reveals a similar emphasis between the Group of GCC classes, institution and the IDEA System. The three (3) objectives that are least frequently identified as *important* or

essential are also similar for the Group, institution and the IDEA System: Objective 6

(Developing creative capacities-writing, inventing, designing, performing in art, music, drama,

etc.) -Group-15%, institution 24% and IDEA-25%, Objective 7 (Gaining a broader

understanding and appreciation of intellectual/cultural activity-music, science, literature, etc.) -

Group 13%, institution 25% and IDEA 27%, and Objective 10 (Developing a clearer

understanding of, and commitment to, personal values)-Group-7%, institution 21% and IDEA-

23%.

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

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=316)	Institution (n=579)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	67%	75%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	63%	72%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	75%	78%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	61%	61%	55%
Objective 5: Acquiring skills in working with others as a member of a team	25%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	15%	24%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	13%	25%	27%

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=316)	Institution (n=579)	IDEA System (n=44,455)
Objective 8: Developing skill in expressing myself orally or in writing.	29%	35%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems.	28%	44%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	7%	21%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically</i> evaluate ideas, arguments, and points of view	23%	41%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	28%	42%	41%
Average Number of Objectives Selected As Important or Essential	4.3	5.6	5.7

Table 2 on page 9 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)⁶. For this study, raw ratings are the focus because of the emphasis on student outcomes.

⁶ Scores converted to standardized 0-100 “bell curve” scale, with 50-average of scores for all teachers.

As shown in Table 2, *progress on relevant objectives* ratings for the converted score category of 63 or higher is 17%, significantly higher than the expected distribution of 10%. *Progress on relevant objectives* ratings for the converted score category of 56-62 is 41%, more than double the expected distribution of 20%. *Progress on relevant objectives* ratings for the converted score category of 45-55 is 34%, lower than the expected distribution of 40%. *Progress on relevant objectives* ratings for the converted score category of 38-44 is 6%, significantly less than the expected distribution of 20%. *Progress on relevant objectives* ratings for the converted score category of 37 or lower is 2%, 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 7%, slightly less than the expected distribution of 10%. *Excellence of teacher* ratings for the converted score category of 56-62 is 53%, 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 4%, much lower than 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%. 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 30%, three times 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 25%, less than the expected distribution of 40%. *Excellence of course* ratings for the converted score category of 38-44 is 3%, significantly less than the expected distribution of 20%. *Excellence of course* ratings for the converted score category of 37 or lower is 1%, nine (9) 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 19%, nearly twice the expected distribution of 10%. *Summary evaluation* ratings for the converted score category of 56-62 is 46%, more than twice the expected distribution of 20%. *Summary evaluation* ratings for the converted score category of 45-55 is 30%, less than the expected distribution of 40%. *Summary evaluation* ratings for the converted score category of 38-44 is 4%, significantly less than half the expected distribution of 20%. *Summary evaluation* ratings for the converted score category of 37 or lower is 2%, 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) ⁷	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	17%	5%	7%	2%	30%	9%	19%	3%
Higher (56-62)	20%	41%	29%	53%	28%	40%	29%	46%	28%
Similar (45-55)	40%	34%	53%	33%	57%	25%	48%	30%	58%

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

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) ⁷	
		Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Lower (38-44)	20%	6%	8%	4%	10%	3%	9%	4%	7%
Much Lower (37 or lower)	10%	2%	5%	3%	3%	1%	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) ⁸	
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Converted Score This Summary Report	56	52	55	52	58	53	57	53
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale This Summary Report	4.3	4.0	4.5	4.3	4.4	4.1	4.4	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

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* (79%), *excellence of teacher* (82%), *excellence of course* (89%)

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

and *summary evaluation* (85%) are all above 60%. This indicates that the Group's overall instructional effectiveness is high.

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

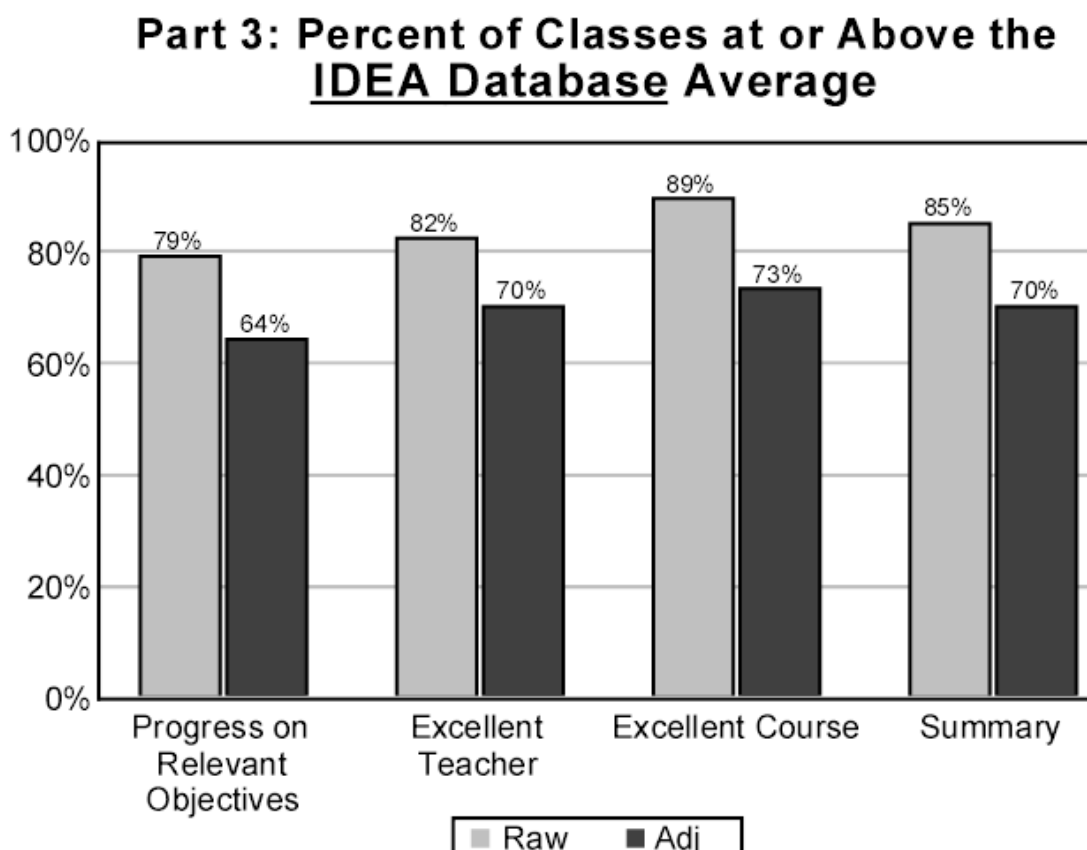


Table 4 on page 13 compares ratings of progress and relevance of the 12 objectives for the Group of GCC classes with ratings for all classes in the IDEA database. The table contains averages (raw and adjusted) for the Group institution and the IDEA System. Also included is the number of classes for which 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 (Appendix B), 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 all twelve objectives:

- Objective 1- Gaining factual knowledge (terminology, classifications, methods, trends)
- Objective 2- Learning fundamental principles, generalizations, or theories
- Objective 3- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Objective 4- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Objective 5- Acquiring skills in working with others as a member of a team
- Objective 6- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Objective 7- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Objective 8- Developing skill in expressing myself orally or in writing
- Objective 9- Learning how to find and use resources for answering questions or solving problems.

- Objective 10- Developing a clearer understanding of, and commitment to, personal values
- Objective 11- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- Objective 12- Acquiring an interest in learning more by asking my own questions and seeking answers

Compared to the IDEA System, progress ratings for participating GCC classes for this report and overall institution met or exceeded all of the twelve objectives.

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	4.3	4.1	213
	Institution	4.2	4.1	435
	IDEA System	4.0	4.0	31,991
Objective 2: Learning fundamental principles, generalizations, or theories.	This report	4.2	4.1	199
	Institution	4.1	4.0	416
	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	4.3	4.1	238
	Institution	4.2	4.1	453
	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	4.2	4.0	193
	Institution	4.2	4.0	353
	IDEA System	4.0	4.0	21,568
Objective 5: Acquiring skills in working with others as a member of a team	This report	4.3	4.0	78
	Institution	4.2	4.0	211
	IDEA System	3.9	3.9	12,088

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. ⁹	Adjusted Avg. ¹⁰	# of Classes
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	This report	4.4	4.2	48
	Institution	4.0	3.8	139
	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	4.1	3.7	40
	Institution	4.0	3.7	145
	IDEA System	3.7	3.7	10,256
Objective 8: Developing skill in expressing myself orally or in writing	This report	4.2	4.1	91
	Institution	4.0	4.0	201
	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	4.1	4.0	87
	Institution	4.1	4.0	257
	IDEA System	3.7	3.7	15,656
Objective 10: Developing a clearer understanding of, and commitment to, personal values	This report	4.3	4.0	22
	Institution	4.2	4.0	124
	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	4.2	4.0	73
	Institution	4.1	4.0	237
	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	4.1	89
	Institution	4.1	4.0	243
	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 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 nineteen 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 student-faculty interaction outside of class (office visits, phone calls, e-mail etc)
- Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- Related course material to real life situations
- Involved students in “hands on” projects such as research, case studies, or “real life” activities
- 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 all nineteen teaching methods and styles frequently occur.

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. ¹¹
A. Stimulating Student Interest			
Demonstrated the importance and significance of the subject matter	316	4.6	0.4
Stimulated students to intellectual effort beyond that required by most courses	316	4.2	0.5
Introduced stimulating ideas about the subject	316	4.3	0.5
Inspired students to set and achieve goals which really challenged them	316	4.2	0.5
B. Fostering Student Collaboration			
Formed “teams” or “discussion groups” to facilitate learning	78	4.3	0.7
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.	193	4.3	0.6
Asked students to help each other understand ideas or concepts	255	4.2	0.5
C. Establishing Rapport			
Displayed a personal interest in students and their learning	308	4.5	0.4
Found ways to help students answer their own questions	316	4.5	0.4
Explained the reasons for criticisms of students’ academic performance	311	4.1	0.5
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	68	4.0	0.5
D. Encouraging Student Involvement			
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	87	4.2	0.4
Related course material to real life situations	278	4.5	0.5
Involved students in “hands on” projects such as research, case studies, or “real life” activities	140	4.1	0.7
Gave projects, tests, or assignments that required original or creative thinking	234	4.2	0.6
E. Structuring Classroom Experiences			
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	46	4.4	0.4
Made it clear how each topic fit into the course	316	4.5	0.4
Explained course material clearly and concisely	316	4.5	0.4

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

	No. of Classes	Avg.	s.d. ¹¹
Gave tests, projects, etc. that covered the most important points of the course	252	4.5	0.5
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

Table 6 below 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, the institution 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 institutional average for this statement (4.1) also reveals that the GCC classes included in the IDEA database view the statement as more true than false. The following are four (4) statements where GCC students (both for this report and the institution) 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.”

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	4.2	1%	68%
	Institution	4.1	1%	63%
	IDEA System	3.7	16%	36%
I worked harder on this course than on most courses I have taken.	This report	3.9	3%	45%
	Institution	3.8	2%	37%
	IDEA System	3.6	13%	24%
I really wanted to take this	This report	3.8	8%	43%

Diagnostic Form Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
course from this instructor.	Institution	3.7	11%	40%
	IDEA System	3.4	27%	22%
I really wanted to take this course regardless of who taught it.	This report	3.9	4%	41%
	Institution	3.8	6%	38%
	IDEA System	3.3	25%	13%
As a rule, I put forth more effort than other students on academic work.	This report	3.8	1%	30%
	Institution	3.6	2%	19%
	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 institution and 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	3.6	14%	30%
	Institution	3.5	17%	24%
	IDEA System	3.2	33%	15%
Amount of work in other (non-reading) assignments	This report	3.8	3%	40%
	Institution	3.8	4%	32%
	IDEA System	3.4	21%	18%
Difficulty of subject matter	This report	3.5	9%	17%
	Institution	3.4	13%	13%
	IDEA System	3.4	20%	18%

Table 8 on the next page 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 included in this report, institution and the IDEA database 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	4.2	3.9	56	50
	Institution	4.2	3.9		
	IDEA System	3.9	3.9		

Table 9 below 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, seven (7) primary instructional approaches were reported (lecture-57%; skill/activity-26%; discussion/recitation-7%; laboratory-4%; multi-media-3%; other/not indicated-2%; and practicum/clinical-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 (discussion/recitation-26%; lecture-24%; skill/activity-19%; laboratory-13%; other/not indicated-6%; multi-media-5%; field experience-3%; practicum/clinic-3%; and studio-1%). Seminar was not identified as a primary or secondary instructional approach.

Table 9. Primary and Secondary Instructional Approaches (Number Rating: 316)

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	57%	24%
Discussion/Recitation	7%	26%
Seminar	0%	0%
Skill/Activity	26%	19%

	Percent indicating instructional approach as:	
Laboratory	4%	13%
Field Experience	0%	3%
Studio	0%	1%
Multi-Media	3%	5%
Practicum/Clinic	1%	3%
Other/Not Indicated	2%	6%

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 (66%), followed by critical thinking (61%), and oral communication (42%). Student exposure was the least for mathematical/quantitative work (54%), followed by creative/artistic/design (53%), and group work (28%). 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	304	15%	53%	32%
Oral Communication	302	8%	50%	42%
Computer application	302	26%	45%	29%
Group work	301	28%	48%	24%
Mathematical/quantitative work	300	54%	24%	22%
Critical thinking	304	3%	36%	61%
Creative/artistic/design	295	53%	35%	13%
Reading	303	4%	29%	66%
Memorization	297	20%	44%	36%

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 (96%), followed by desire to teach the course (93%), control over course management decisions (87%), student effort to learn (82%), student enthusiasm (77%), physical facilities/equipment (71%), changes in approach (62%), technical/instructional support (60%), and student background (59%). The variable most frequently reported to have a negative impact on student learning is student background (11%), followed by physical facilities/equipment (9%), technical/instructional support (7%), student effort to learn (5%), student enthusiasm (2%), changes in approach (1%), 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	297	9%	20%	71%
Experience teaching course	273	0%	4%	96%
Changes in approach	235	1%	37%	62%
Desire to teach the course	306	0%	6%	93%
Control over course management decisions	297	1%	12%	87%
Student background	266	11%	30%	59%
Student enthusiasm	294	2%	22%	77%
Student effort to learn	291	5%	13%	82%
Technical/instructional support	278	7%	33%	60%

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. Forty-three groups of classes were sorted based on the codes and sent to the IDEA Center for processing. Thirty-seven 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 classes in driver's education, economics, medical assisting, microbiology, philosophy, and theatre.

IV. Conclusions

Survey results from the fall 2011 GSR report highlight the following conclusions which are similar to the fall 2010 and spring 2011 GSR reports:

- GCC classes continue to perform well in terms of *progress on relevant objectives*.
- Participating GCC classes (n=316) 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 continue to 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 perceive the teaching effectiveness of their professors more favorably.

V. Recommendations

The following recommendations are made based on the findings:

- Consistent with the results of the *fall 2010 and spring 2011 Student Ratings of Instruction Survey*, the fall 2011 survey indicated that faculty needs to provide timely and frequent feedback on tests, reports, projects, etc. to help students improve.
- For improvement of teaching processes, faculty evaluators (i.e. Deans and Associate Deans) must include the discussion of prompt feedback for student work in the annual evaluation sessions between them and individual faculty members.
- Students should continue to be made part of the process of administering the IDEA survey by being designated to administer the survey on their respective classes, and given the associated responsibility of collecting and submitting completed surveys along with blank forms and other survey materials in drop boxes designated by the AIER office. By designating a student in each class to administer the survey, it fosters student involvement in the evaluation process, which is so critical in the improvement of the teaching and learning processes at the college.

Appendix A



Faculty Information Form

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

IMPORTANT!

USE NO. 2 PENCIL ONLY



Institution: _____

Instructor: _____

Course Number: _____

Time and Days Class Meets: _____

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

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

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		

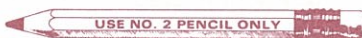
To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes

Appendix B



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: _____

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 2011 IDEA Student Ratings of Instruction Survey

DATE: September 26, 2011

The AIER Office will be administering the *IDEA Student Ratings of Instruction Survey* again this Fall 2011 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.

Classes beginning after August 17, 2011 and ending prior to December 9, 2011 are excluded from the study. Additionally, co-op, practicum, internship, and clinical classes are also excluded. Surveys will be administered from October 17, 2011 to October 31, 2011.

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 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 *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 7, 2011.** 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.

SURVEY ADMINISTRATION:

Student surveys will be given to you prior to October 17, 2011. AIER staff will be distributing survey packets directly to full-time faculty. If full-time faculty is not available, surveys 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 17, 2011.

From October 17, 2011 to October 31, 2011, you must identify a student in your class to administer the survey at any time during this two-week period. Please provide your designated student with a copy of the enclosed instructions a day or two prior to administering the survey so that he or she understands what to do. Provide the student with the survey packet on the day that the survey will be administered.

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 will be administering 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 the 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 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**
 - IDEA Objectives
 - Instructor and Course Information
 - Contextual Questions
- II. **Using Additional Questions with the IDEA System**
- III. **Instructions for Classroom Administration of the IDEA System**

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 (Fall 2011)

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 - 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
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

Discipline Codes for IDEA (Fall 2011)

5300 - Adult High (All adult high school regardless of discipline)

9901 – Developmental Math (085, 095, 108)

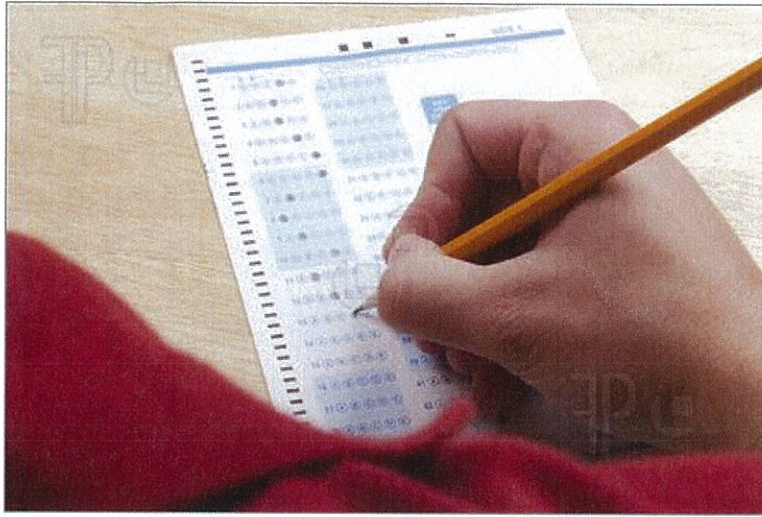
9902 – Reading and Basic (EN100B and R)

9903 – Writing (EN100W)

9910 – ESL

Appendix G

ATTENTION STUDENTS!!!!!!



GCC Fall 2011 Student Ratings of Instruction Survey

The *Student Ratings of Instruction Survey* will be administered again this semester. Surveys will be administered sometime from October 17, 2011 to October 31, 2011. Results will be sent off-island to the IDEA Center for processing. Responses are confidential.

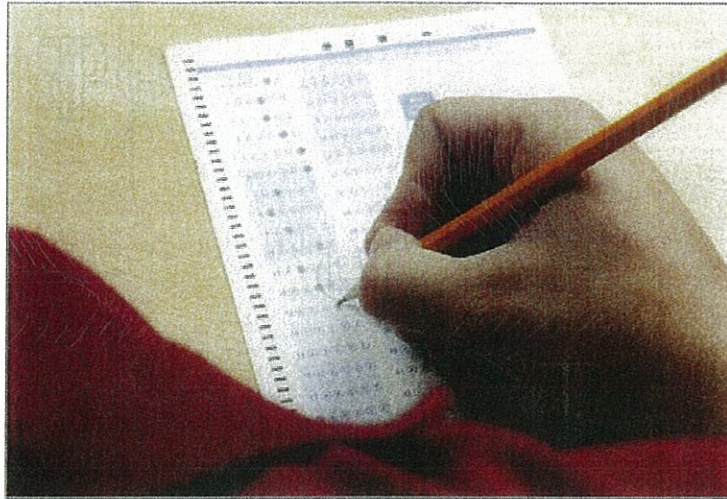
The information obtained from the *Student Ratings of Instruction Survey* will be useful in assessing student learning and guiding teaching improvement. You will be asked to rate your progress on objectives chosen and emphasized by your instructor. The survey should take approximately 15 minutes to complete.

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.



Appendix H

GCC Fall 2011 Student Ratings of Instruction Survey



The AIER Office will be administering the *Fall 2011 Student Ratings of Instruction Survey* again this semester. Postsecondary courses will be included in the assessment. Classes beginning after August 17, 2011 and ending prior to December 9, 2011 are excluded from the study. Additionally, co-op, practicum, internship, and clinical classes are also excluded. 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 from October 17, 2011 to October 31, 2011. You will be asked to identify a student in your class 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.



Appendix I

AIER Announcement

IDEA Student Ratings of Instruction Survey

The AIER Office will be administering the *IDEA Student Ratings of Instruction Survey* again this Fall 2011 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.

Student surveys will be given to you prior to October 17, 2011. AIER staff will be distributing survey packets directly to full-time faculty. If full-time faculty is not available, surveys 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 17, 2011.

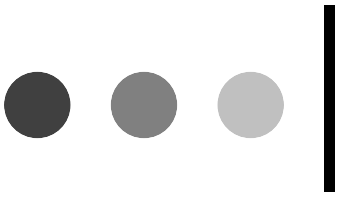
From October 17, 2011 to October 31, 2011, you must identify a student in your class to administer the survey at any time during this two-week period. Please provide your designated student with a copy of the enclosed instructions a day or two prior to administering the survey so that he or she understands what to do. Provide the student with the survey packet on the day that the survey will be administered.

The survey packet must be returned no later than October 31, 2011 and may be placed in drop boxes located in the Student Support Services Office (Bldg. B) or the Rotunda in the Student Services and Administration Building (Bldg. 2000). You may also drop off completed forms directly to the AIER Office in the Student Services and Administration Building.

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 J



IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Guam Community College
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

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	316
Short Form	0
Total	316

Number of Excluded Classes 0

Response Rate

Classes below 65% Response Rate	111
Average Response Rate	69%

Class Size

Average Class Size	20
--------------------	----

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=316)	Institution (n=579)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	67%	75%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	63%	72%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	75%	78%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	61%	61%	55%
Objective 5: Acquiring skills in working with others as a member of a team	25%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	15%	24%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	13%	25%	27%
Objective 8: Developing skill in expressing myself orally or in writing	29%	35%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	28%	44%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	7%	21%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	23%	41%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	28%	42%	41%
Average Number of Objectives Selected As Important or Essential	4.3	5.6	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	17%	5%	7%	2%	30%	9%	19%	3%
Higher (56–62)	20%	41%	29%	53%	28%	40%	29%	46%	28%
Similar (45–55)	40%	34%	53%	33%	57%	25%	48%	30%	58%
Lower (38–44)	20%	6%	8%	4%	10%	3%	9%	4%	7%
Much Lower (37 or lower)	10%	2%	5%	3%	3%	1%	4%	2%	3%

Part 1 shows the **percentage of classes** in each of the five performance categories.

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

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

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

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
	56	52	55	52	58	53	57	53	57	53
	51 ²	51 ²	50	50	50	50	50	50	50	51
	4.3	4.0	4.5	4.3	4.4	4.1	4.4	4.2	4.4	4.2
	3.8	3.8	4.2	4.2	3.9	3.9	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.

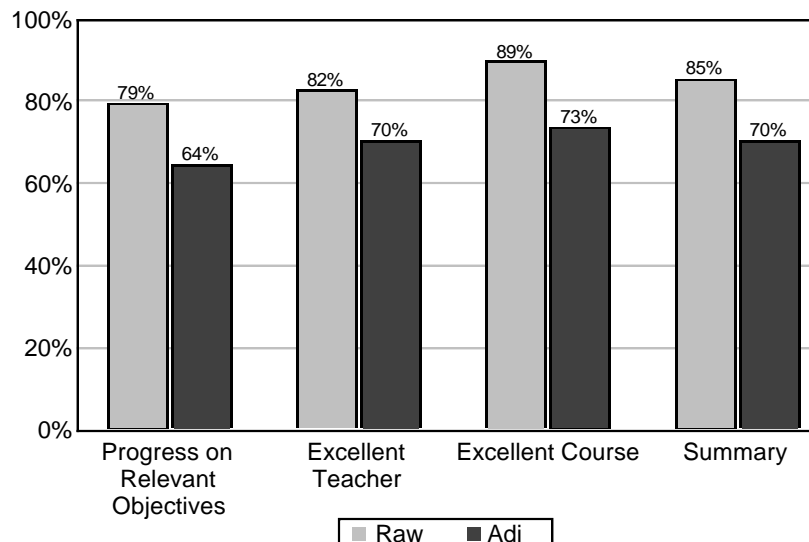
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds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



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

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

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	9%	6%	0%	3%	4%	4%	4%	3%
Higher (56–62)	20%	32%	22%	32%	18%	31%	19%	34%	18%
Similar (45–55)	40%	43%	52%	47%	52%	44%	49%	45%	58%
Lower (38–44)	20%	10%	13%	13%	16%	10%	17%	11%	15%
Much Lower (37 or lower)	10%	6%	8%	8%	10%	11%	12%	6%	7%

Part 2: Average Scores

Converted Score									
This Summary Report	52	51	50	49	50	49	52	50	
This Institution	50	50	50	50	50	50	50	50	
This Institution (compared to IDEA)	54	52	55	53	58	54	55	53	
5-point Scale									
This Summary Report	4.3	4.0	4.5	4.3	4.4	4.1	4.4	4.2	
This Institution	4.1	4.0	4.5	4.4	4.4	4.2	4.3	4.2	

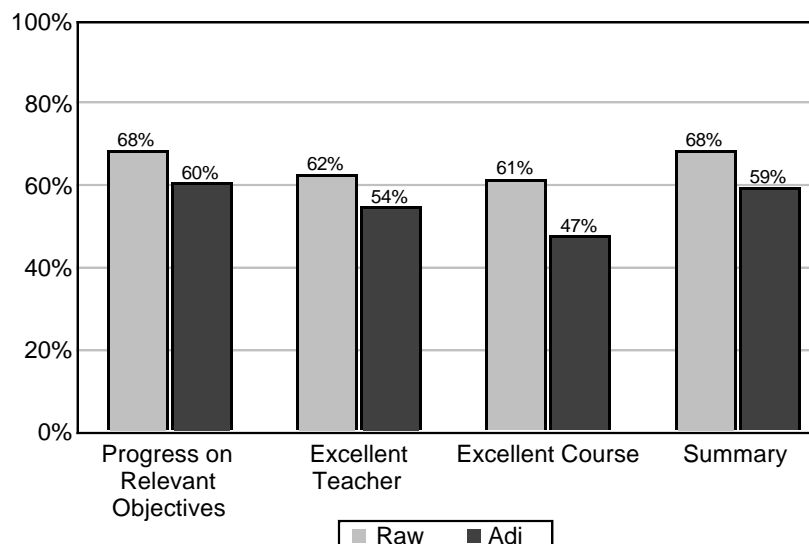
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

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

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

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

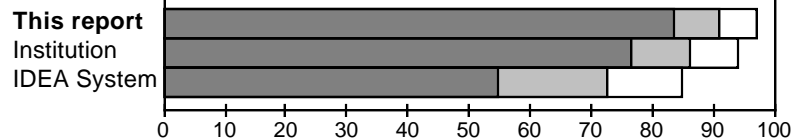
Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

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

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	213
Institution	4.2	4.1	435
IDEA System	4.0	4.0	31,991

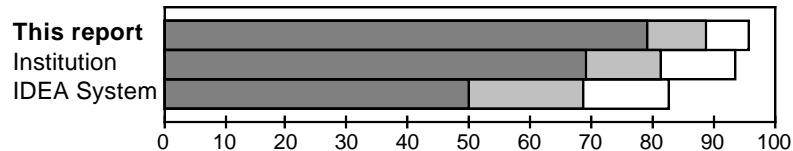
Percent of classes where Raw Average was at least:

4.00 3.75 3.50



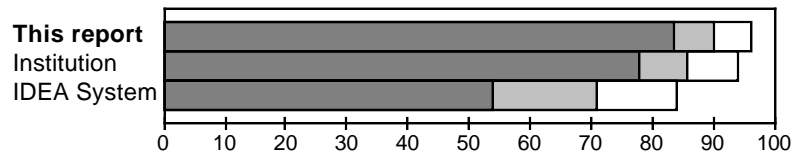
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	199
Institution	4.1	4.0	416
IDEA System	3.9	3.9	30,398



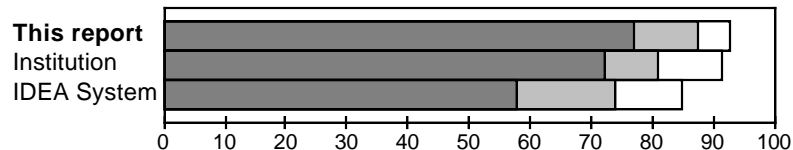
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	238
Institution	4.2	4.1	453
IDEA System	4.0	4.0	30,442



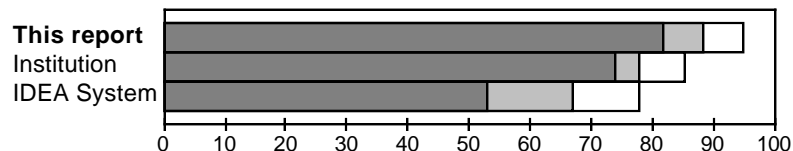
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	193
Institution	4.2	4.0	353
IDEA System	4.0	4.0	21,568



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

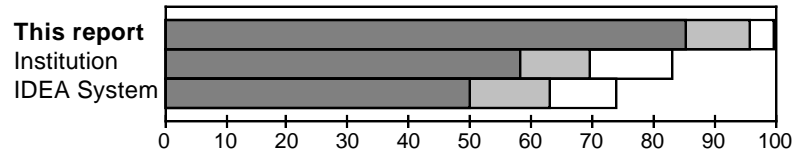
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	78
Institution	4.2	4.0	211
IDEA System	3.9	3.9	12,088



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

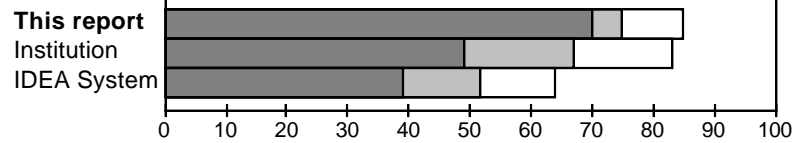
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	48
Institution	4.0	3.8	139
IDEA System	3.9	3.9	9,290

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



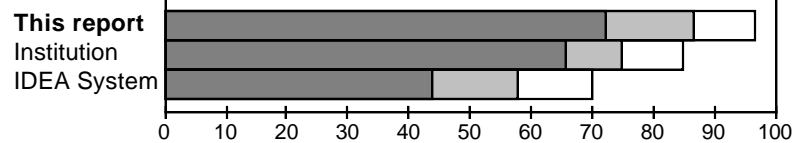
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	40
Institution	4.0	3.7	145
IDEA System	3.7	3.7	10,256



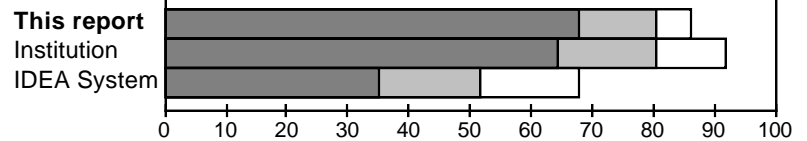
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	91
Institution	4.0	4.0	201
IDEA System	3.8	3.8	18,174



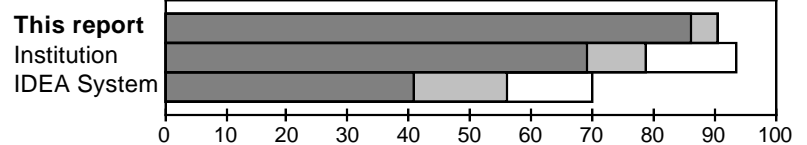
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	87
Institution	4.1	4.0	257
IDEA System	3.7	3.7	15,656



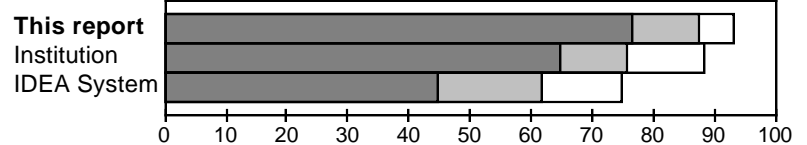
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	22
Institution	4.2	4.0	124
IDEA System	3.8	3.8	8,715



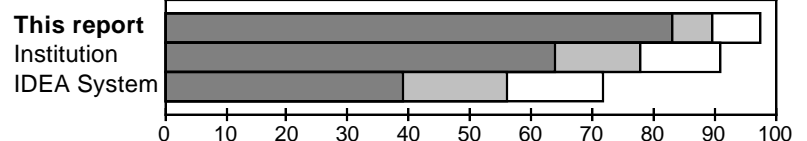
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	73
Institution	4.1	4.0	237
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

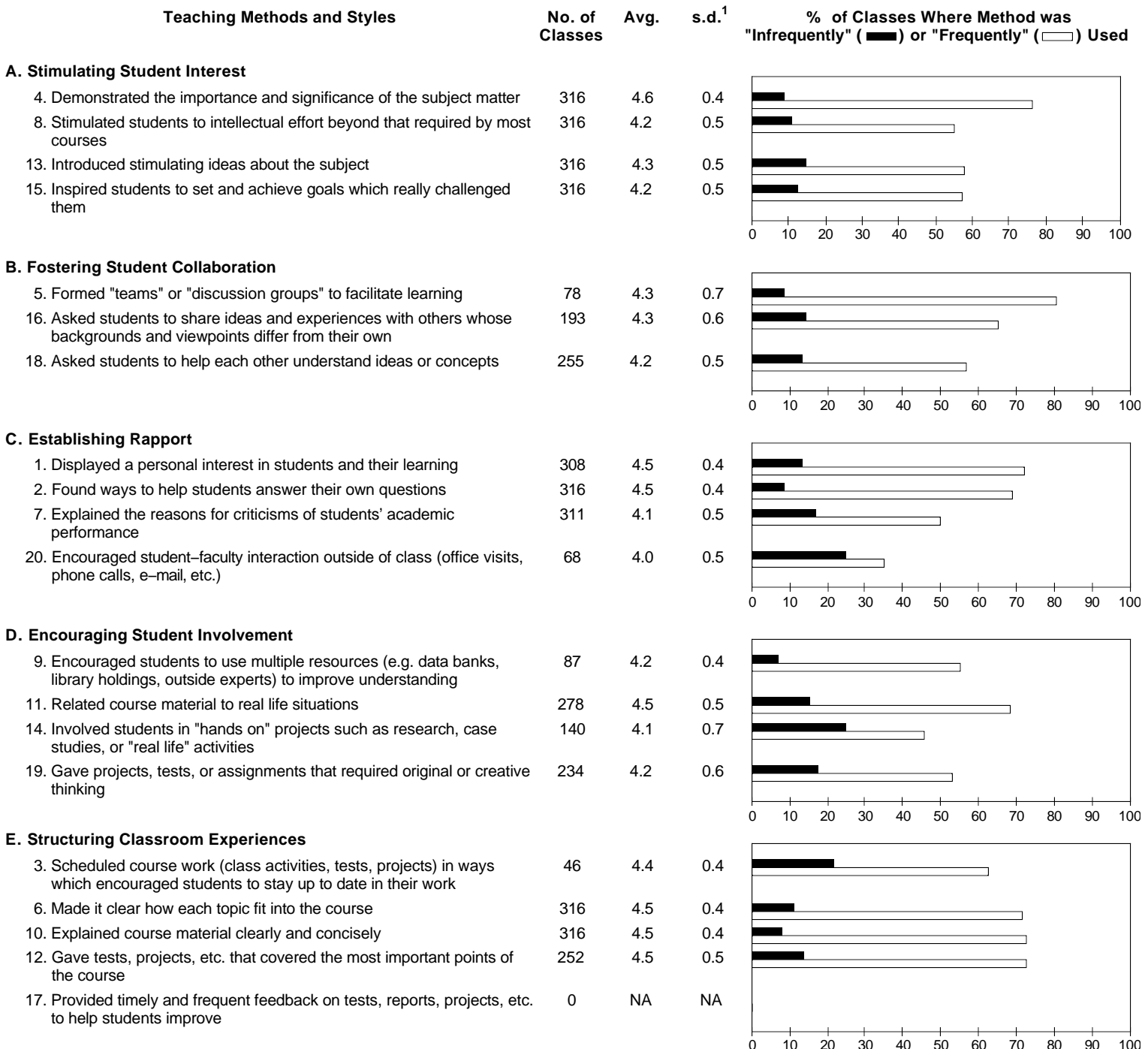
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	89
Institution	4.1	4.0	243
IDEA System	3.8	3.8	15,616



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).

316 classes in this Group used the Diagnostic Form.



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 $\pm .3$ of the Institution or the IDEA average, respectively.

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 $\pm .3$ of the Institution or the IDEA average, respectively.

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)?

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	4.2	1%	68%
	Institution	4.1	1%	63%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.9	3%	45%
	Institution	3.8	2%	37%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	8%	43%
	Institution	3.7	11%	40%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	4%	41%
	Institution	3.8	6%	38%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.8	1%	30%
	Institution	3.6	2%	19%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	14%	30%
	Institution	3.5	17%	24%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	3%	40%
	Institution	3.8	4%	32%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	9%	17%
	Institution	3.4	13%	13%
	IDEA System	3.4	20%	18%

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	4.2	3.9	56	50
Institution	4.2	3.9		
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: 316	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		57%	24%
Discussion/Recitation		7%	26%
Seminar		0%	0%
Skill/Activity		26%	19%
Laboratory		4%	13%
Field Experience		0%	3%
Studio		0%	1%
Multi-Media		3%	5%
Practicum/Clinic		1%	3%
Other/Not Indicated		2%	6%

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	304	15%	53%	32%
Oral communication	302	8%	50%	42%
Computer application	302	26%	45%	29%
Group work	301	28%	48%	24%
Mathematical/quantitative work	300	54%	24%	22%
Critical thinking	304	3%	36%	61%
Creative/artistic/design	295	53%	35%	13%
Reading	303	4%	29%	66%
Memorization	297	20%	44%	36%

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	297	9%	20%	71%
Experience teaching course	273	0%	4%	96%
Changes in approach	235	1%	37%	62%
Desire to teach the course	306	0%	6%	93%
Control over course management decisions	297	1%	12%	87%
Student background	266	11%	30%	59%
Student enthusiasm	294	2%	22%	77%
Student effort to learn	291	5%	13%	82%
Technical/instructional support	278	7%	33%	60%

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

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:
592–907

Appendix K

IDEA DISCIPLINE CODES WITH CORRESPONDING GCC CLASSES

IDEA DISCIPLINE CODE	CORRESPONDING GCC COURSE NUMBER
1003 – Visual Communications	VC101-01, VC101-02, VC101-03, VC102-01, VC125-01 VC125-02, VC126-01, VC126-02, VC161-01, VC165-01 VC172-01
1100 – Computer Science	CS101-01, CS101-02, CS101-03, CS103-01, CS104-01 CS110-01, CS151-01, CS151-02, CS152-03, CS151-04 CS151-05, CS151-06, CS151-07, CS151-08, CS151-09 CS151-10, CS202-01, CS203-01, CS204-01
1204 – Cosmetology	CM101-01, CM102L-01, CM201-01, CM202L-01
1205- Culinary/Food and Beverage Management	HS140-01, HS208-01, HS222-01
1300 – Education	ED150-01 ED150-02, ED180-01, ED180-02, ED200-01, ED220-01 ED220-02, ED220-03, ED220-04, ED220-05, ED220-06 ED220-08, ED270-01
1313 – Driver and Safety Teacher Education	ME051-01
1503 – Electronics (EE course up to 116)	EE103-01, EE103-02, EE104-01, EE116-01
1504 – Electronics (EE course 211 and up)	EE211-01, EE211-02, EE215-01,
1511 – Surveying	CE211-01, SU250-01,
1600 – Foreign Language	CH110-01, JA110-01, JA110-02, JA110-03, JA111-01
2002 – Early Childhood Education	CD110-01, CD110-02, CD140-01, CD180-01, CD180-02 CD221-02, CD240-01, CD240-02, CD280-01
2301 – English (EN111and EN210)	EN111-01, 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 EN110-11
2310 – English (EN125)	EN125-01, EN125-02
2400 – General Studies and Humanities	HU120-01
2600 – Science (SI110)	SI110-02, SI110-03, SI110-05, SI110-06
2605 – Microbiology	SI150-01
2606 – Science (SI103 and SI130)	SI103-01, SI103-02, SI103-03, SI103-04, SI103-05 SI130-01, SI130-02
2700 – Math (MA110, MA161A and MA161B)	MA110A-01, MA110A-02, MA110A-06, MA110A-07 MA161A-01
3801 – Philosophy	PI101-01
4808 – Physics	SI141-01, SI142-01
4200 – Psychology (All PY courses)	PY100-01, PY120-01, PY120-2, PY120-03, PY120-04 PY120-05, PY120-06, PY125-01, PY125-02, PY125-03
4301 – Criminal Justice	CJ100-01, CJ100-02, CJ100-03, CJ100-04, CJ107-01 CJ122-01, CJ135-01, CJ150-01, CJ150-02, CJ200-01 CJ205-01, CJ209-01, CJ225-01
4500 – Social Sciences (Gov't, World Civ., History)	HI121-01, HI121-02, PS140-01
4506 – Economics	EC110-01
4511 – Sociology	SO130-01, SO130-02, SO130-03, SO130-04, SO130-05 SO130-06
4600 – Construction Trades	CT140-01, CT152-01, CT165A-01, CT165B-01, CT173- 01
4700 – Mechanics and Repairers (Heat, air refrigeration, electrical)	CT185A-01
4706 – Automotive	AST100-01, AST100-02, AST100-03, AST130-01 AST140-01, AST150-01, AST180B-01, AST210-01 AST220-01, AST270-01, AST280-01, ME161A-01 MHT150-01, MHT170-01

IDEA DISCIPLINE CODES WITH CORRESPONDING GCC CLASSES

4801 – Architectural Engineering	AE103-01, AE121-01
5005 – Theater	TH101-01
5100 – HL Courses	HL120-02, HL120-03, HL150-02, HL202-01, HL202-02 HL202-03
5102 – Sign Language	ASL100-02, ASL100-03, ASL110-01, ASL110-02
5108 – MS Courses (Medical Assisting)	MS101-01
5109 – Health & Medical Diagnostic & Treatment Services	EMS103-01
5116 – NU Courses (Practical Nursing)	NU230-01, NU240-01,
5202 – Supervision and Management	SM108-01, SM108-02, SM205-01, SM208-01, SM220-01 SM225-01, SM230-01, SM240-01
5203 – Accounting	AC100-02, AC211-01, AC150-01, AC212-01
5204 – Office Technology	OA101-01, OA101-03, OA101-04, OA101-05, OA101-06 OA101-07, OA101-08, OA101-09, OA101-10, OA101-11 OA101-12, OA101-13, OA101-14, OA101-15, OA103-01, OA109-03, OA130-01, OA210-01, OA211-01
5209 – Hotel Operations and Management/Tourism & Travel Management	HS140-01, HS140-02, HS145-01, HS150-01, HS152-01 HS153-01, HS155-01, HS208-01, HS219-01, HS222-01 HS251A-01, HS251B-01, HS254-01
5214 – Marketing	MK123-01, MK123-02, MK124-01, MK224-01, MK208-02,
5300 – Adult High (All adult high school regardless of discipline)	EN066-01, EN066-02, EN091-01, MA052-01, MA052-02 MA065-01, MA085-10, MA095-01, MA108-01, MA108-03, MA108-08, MA108-09, MA110A-03, MA110A-05 SO099-01, SS063-01, SS063-02, SS082-02
9901 – Developmental Math (MA085, MA095, MA108)	MA085-01, MA085-02, MA085-03, MA085-04, MA085-05, MA085-06, MA085-07, MA085-08, MA085-09 MA085-11, MA095-02, MA095-03, MA095-04, MA095-05, MA095-06, MA095-07, MA095-08, MA095-09 MA095-10, MA095-11, MA095-12, MA095-14, MA095-13, MA108-02, MA108-04, MA108-05, MA108-06 MA108-07, MA108-10, MA108-11, MA108-12
9902 – Reading Basic (EN100B and EN100R)	EN100B-01, EN100B-02, EN100B-03, EN100R-01 EN100R-02, EN100R-03, EN100R-04, EN100R-05 EN100R-06, EN100R-07, EN100R-08, EN100R-09 EN100R-10, EN100R-11
9903 – Writing (EN100W)	EN100W-01, EN100W-02, EN100W-03, EN100W-04 EN100W-05, EN100W-06, EN100W-07, EN100W-8 EN100W-09, EN100W-10, EN100W-11, EN100W-12 EN100W-13, EN100W-15, EN100W-16, EN100W-17 EN100W-18, EN100W-19

Appendix L

**INSTRUCTION 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.



This report was prepared primarily by Joseph Benavente, Planner IV,
Office of Assessment, Institutional Effectiveness & Research.
Administrative assistance was provided by AIER personnel
Priscilla Johns, Vangie Aguon, and Marlena Montague.