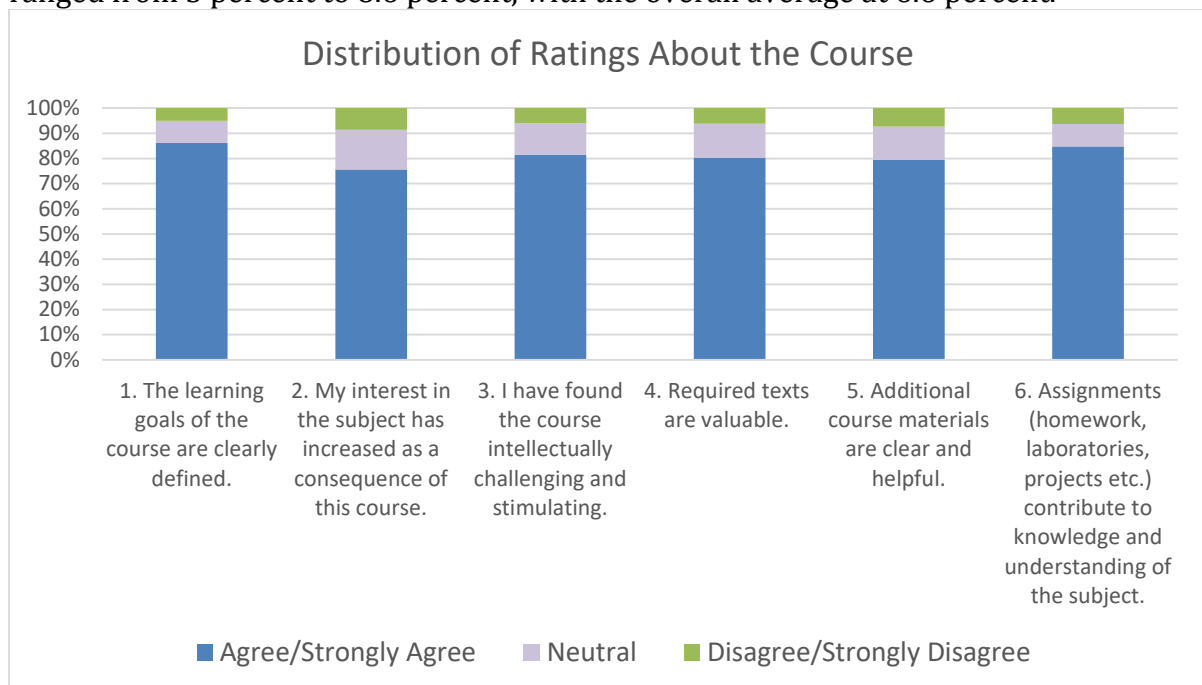# Office of Institutional Effectiveness Update

This report is an addendum to the Institutional Effectiveness update presented to the District Governing Board in February. The primary purpose of the course improvement survey is to provide NPC faculty opportunity to hear from their students regarding the courses they take during a particular semester. Student feedback is one of the many sources where faculty can draw from in improving their teaching and course design to promote student learning. In fall 2018, slightly over half of the 420 classes (54.8%) received student survey responses with the overall response rate as 47.8%. Although this response rate is considered an improvement from previous semesters, the results are not representative of all students' opinion.

Aggregate Results

The following graph shows the distribution of ratings about the courses taken by students in fall 2018. Over 80 percent of students rated five of the six categories as "Agree" or "Strongly Agree". Negative ratings ("Disagree" or "Strongly Disagree") ranged from 5 percent to 8.6 percent, with the overall average at 6.6 percent.

Distribution of Ratings About the Course

Categories:
1. The learning goals of the course are clearly defined.
2. My interest in the subject has increased as a consequence of this course.
3. I have found the course intellectually challenging and stimulating.
4. Required texts are valuable.
5. Additional course materials are clear and helpful.
6. Assignments (homework, laboratories, projects etc.) contribute to knowledge and understanding of the subject.

Legend: ■ Agree/Strongly Agree ■ Neutral ■ Disagree/Strongly Disagree

Northland Pioneer College

Post Office Box 610 • Holbrook, AZ 86025 • (928) 524-7311 • Fax (928) 524-7312 • www.npc.edu

The following graph shows the distribution of ratings about the instructors with whom our students took their classes in fall 2018. Over 85 percent of students rated six of the ten categories as "Agree" or "Strongly Agree". Negative ratings ("Disagree" or "Strongly Disagree") ranged from 4 percent to 7.7 percent, with the overall average at 5.7 percent.

Distribution of Ratings About the Instructor
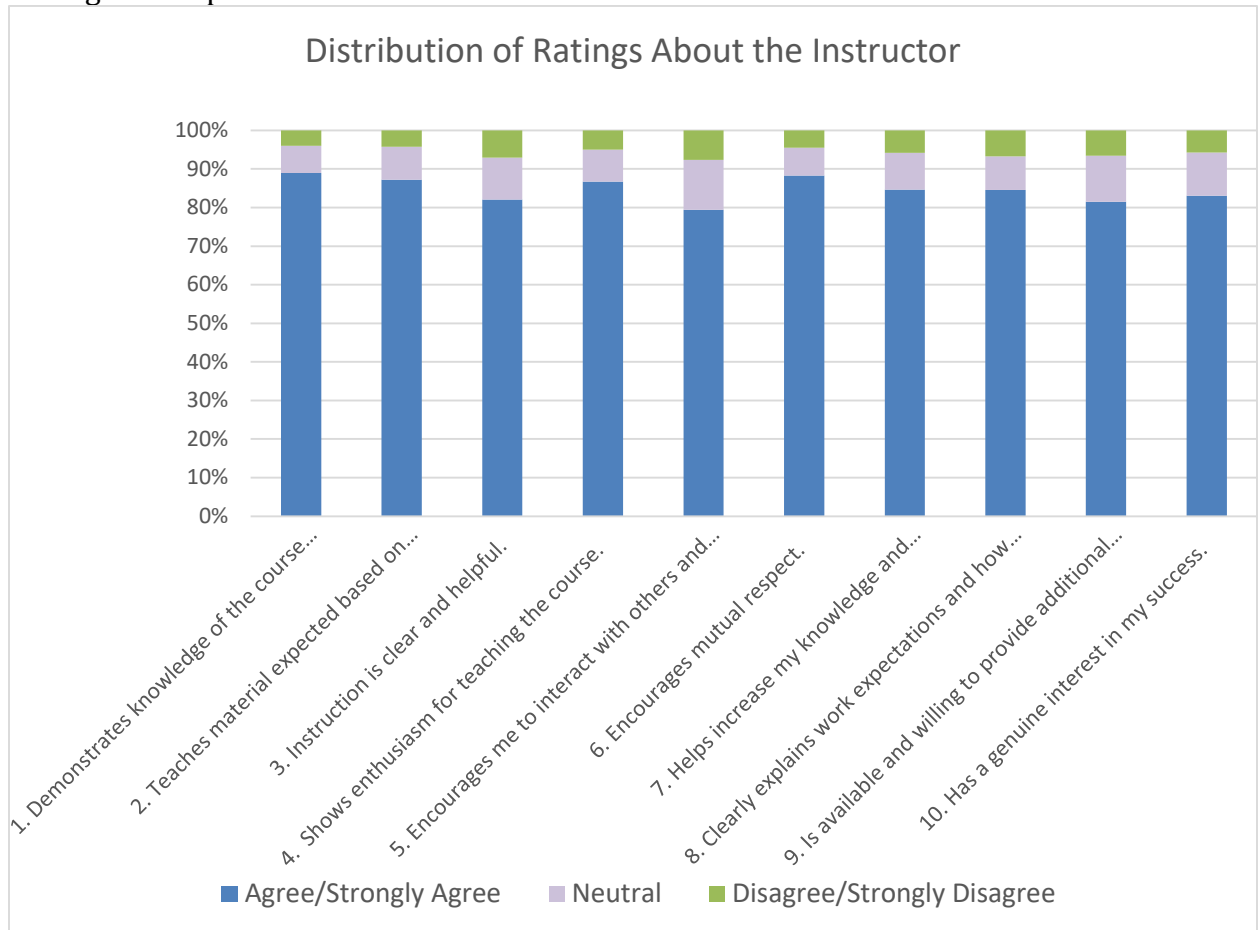
In addition to rate their courses and instructors on a list of statements based on a 5-point scale, students were also given opportunity to provide written comments. The following table shows that although not all students provide comments, majority of the comments are positive comments.

Category	Total Number	Number of Positive Comments	% of Total	# Negative Comments/ Suggestions	% of Total Number of Comments	% of Total Number of Student Responses (n=2292)
Course-specific	993	839	84.5%	154	15.5%	6.7%
Instructor-specific	979	926	94.6%	53	5.4%	2.3%
Additional	679	650	95.7%	29	4.3%	1.3%

Qualitative Findings Suggesting Opportunities for Improvement

Negative comments from each category, when interpreted and used properly, can be considered as opportunities for improvement in teaching and course design. The Office of Institutional Effectiveness forwarded the course-level survey summary reports to all the deans who review the reports and distribute them to the faculty. To avoid focusing on isolated negative comments, the deans are responsible for acknowledging any instructional practices as voiced by the students as beneficial or helpful to their learning, as well as for identifying any prevailing areas in need of improvement to support the faculty. Presented below are major themes with summaries of student comments in each category.

Course-Specific Negative Comments

Major Theme	Summary or Specific Examples
Assignment	• Explain more with examples; want examples discussed in class to be saved in Moodle; want more feedback/explanation on assignments • Assignments were briefly talked about without proper instructions on how to complete them. • Assignments should be taught in a way that can be seen as applicable to a job or work place. • Would be helpful to have previous work, work packets, and book when taking tests and quizzes. • Online assignments were repetitive compared to those printed in textbook. • Prefer to complete homework quizzes online through Moodle rather than in the workbook; can know right away what is missed • Unclear instructions on when the assignments were due.
Course Load	• Too heavy for an introductory course (daily quizzes not set up by chapter). • Class time not long enough to cover the material thoroughly; large amount of reading; two big assignments due in same week; essay every week. • A lot of information very quickly, making the final exam overwhelming. • Too much information without knowing what to focus on and study for final exams. • Fast-paced; unable to cover everything in each chapter; need to find a tutor to re-teach the material
Course Materials	• Did not like the textbook. Workbook is tedious and unnecessary. Textbook not helpful. Outdated textbook; difficult to find information. • Want more extra practice worksheets

Classroom Layout/Modality	• Teacher not physically in the classroom [refer to distance learning], making class discussion confusing and hard to follow
Lecture-Test Alignment	• Exam/quiz questions were written differently than in study session/guide • Lack of alignment between lectures and the assigned homework • Test questions did not have much resemblance to what was practiced in the homework.
Organization	• Putting lab/clinical papers that are due in the lecture syllabus calendar • Better label/description of videos posted so students know what is taught in that video
Teaching Style	• Want more actual lessons and discussion of reading materials in class • Certain subjects needed to be taught differently depending on the difficulty and time allowed • Lectures focused on simple concepts and case studies; preferred to focus on understanding testing materials and more difficult concepts • Redoing of quizzes 6 times was excessive; preferred to get different problems in order to understand the subject better. • Want a clear rubric available for this course • Prefer more information related to real life experiences than going through the Power Points • More class time to work on problems • Instructor needed to go over the materials in class from the textbook before assigning homework that is complicated

Instructor-Specific Negative Comments

Major Theme	Summary or Specific Examples
Availability to Help	• Explain/answer questions thoroughly or in a manner that other students can understand
Genuine Interest	• Insufficient interest to establish a connection with student
Interaction with Students	• More timely response; Ask easy questions more often to help students open up for deeper conversations • Does not interact with online students • Does not engage students in the conversation/discussion; talked the whole time
Teaching Style	• Jumps around from subject to subject; barely covers lecture material on tests; expects us to memorize whole chapters for the tests; rarely provides study guides • Skips steps and does not break things down; Very scattered; topics discussed in class were very broad and not clear, or with no relevance

Course-Specific Comments: Select Negative Student Quotes

Course Load

- "Be more specific on what is going to be on the exams."
- "More directions on what we are supposed to get out of the readings."
- "I feel like we have a lot of "busy" work."
- "The readings were extremely long, especially for the weight of the material contained within. I found myself rushing through to complete all assigned readings instead of taking my time in order to truly wrap my mind around a particular work."

Course Materials

- "I think that I just do not like the subject. We were required to get books from our high school, and not from the college. Then we never even had to use the book. I thought that the amount of information that we had to learn was too much for the time that we had."

Classroom Layout/Modality

- "The content would be more easily understood if we could see the instructor the whole time and see where the instructor was pointing at. I had struggle transitioning my learning skills to learning from a web-cam."
- "When I signed up for the course, I thought I would be attending a class with the teacher physically present. If I had known that she would actually be at a different campus and only on a monitor, I would not have taken this class. I feel I am at a disadvantage with technical difficulties, talkative classmates, etc."

Lecture-Test Alignment

- "Nothing I studied in the book was on the test"
- "There was a lot of uncertainty on what was and was not important. The instructor would spend a significant amount of time teaching something and then state that it was not something that would be on the test. The result was that the lecture was spent on insignificant concepts and left little to no time to finish the remaining portion that we were expected to know and would be quizzed on."

Organization

- "Chapters are rushed. Moving onto next chapter before completing test of previous chapters."
- "Communication between lecture and lab instructors needs to be improved."
- "The 5 p.m. deadlines made it difficult to get things turned in timely for single patients with two jobs."
- "The Moodle is very stressful. I always get lost and never know when quizzes are due until the instructor emails us. I like to see from the beginning what quizzes will be opening and closing because of this I did miss one quiz."
- "The power points posted on Moodle continuously changed up until the last minute, which made it difficult to bring them to class. I found them convoluted, and contradictory to our text and reference books."

Teaching Style

- "Read more. Speak more slowly"

- "Instructor mostly showed videos and talked mostly about own life experiences."
- "Wish we went over more chapters in the book rather than just picking what we were interested in, but I like that the instructor wants to teach what we want to learn more about."

Instructor-Specific Comments: Select Negative Student Quotes

Availability to Help
- "I had some trouble understanding the material, and the instructor sent me to a tutoring website instead of helping me one on one."
- "I honestly didn't feel very comfortable going to this instructor for help, in fact I reached out to another professor of mine who teaches a completely different subject when I felt I was struggling. I felt that when questions were asked in class, they were not always answered without that person feeling like the answer was obvious to everyone but them."
- "It was frustrating at times because it seems like the instructor doesn't want to answer questions in class. That seems to throw the instructor off but sometimes it's important to stop and answer questions."

Genuine Interest
- "I did not feel that this instructor was interested in my success in the course subject, rather, I felt that information was simply presented, and was expected to be absorbed. I did not feel there was a connection with the instructor because of this. The lecture is spent either watching YouTube videos or going off on tangents that inevitably end in the instructor's saying that it's not relevant to what we are supposed to be learning. There is no clear instructions on what to study, nor study guide provided."

Interaction with Students

- "The instructor was rude and unclear on the instructor's lesson planning. The instructor changed the syllabus in the middle of the semester. The assignment never made sense so every student had to redo it. If all the students have to redo assignment which just shows the instructor is not doing his/her job well and that the students aren't understanding the material in the course. The class was not interactive most of the time. The instructor would read out of the chapter which was boring because the students have already have read it before we got to class. So no one would do anything because the instructor was basically repeating everything back to us. So the instructor assumed we didn't read the information and would lecture on us for an hour about us not reading the material. The instructor needs to change his/her ways of teaching or just retire. It was a waste of my time."

Teaching Style

- "I felt like the instructor's teaching methods are very unorganized. None of the resources that were posted really helped me to study. Most of the study resources cost extra money to have, and the ones that didn't focused on other material that we were not even tested on. I felt like questions on exams were worded specifically to confuse you. I also did not like that I could not see what my whole grade was during the course. I am not even sure if I am going to pass, due to the fact that half of my grades aren't even in the system (lab grades, inner fish, lab quizzes, extra credit, etc.)."
- "I just wish certain problems will be worked out as a class, instead of already written out, I just feel better if I go step by step instead of trying to copy down already written problems. The hand-out notes are great, but I just wished we worked out more problems rather than just having to copy them."