

SAN DIEGO CITY COLLEGE PEDAGOGICAL INSIGHT PROCESS* *Not Just Another Student Survey!*

The City College Pedagogical Insight (PI) Process is designed to help faculty gain an understanding of the scope and effectiveness of pedagogical practices used in the classroom, specifically in relation to important/essential learning objectives - *defined by participating faculty for their respective classes.*

The PI Process utilizes 62 questions, including the **IDEA Student Ratings of Instruction Instrument** from **The IDEA Center** with the addition of questions relating to:

- Cultural capital
- Learning styles
- City College support services, including *Counseling* and *Tutorial Services*
- and the eight student principles from **On Course**:
 1. Self-Responsibility
 2. Self-Motivation
 3. Self-Management
 4. Interdependence
 5. Self-Awareness
 6. Life-Long Learning
 7. Emotional Intelligence
 8. Self-Esteem



A detailed survey report provides critical insight into the following areas related to teaching and learning:

- Student Ratings of Learning on Relevant Objectives – Based on a five-level Likert scale, this section provides an average of student ratings on the progress that they see themselves making on each of the “Important” and “Essential” classroom learning objectives. Out of 12 possible learning objectives, faculty typically select 3-5 objectives as being “Important” or “Essential”. Also included is the percent of students who rate their progress as “1” or “2” (either “no” or “slight” progress) and as “4” or “5” (“substantial” or “exceptional” progress).
*The results in this section are very helpful in identifying both student learning strengths and learning objectives where improvement efforts might best be focused. These results are also helpful when they coincide with desired **Student Learning Outcomes (SLO’s)**.*
- Improving Teaching Effectiveness – This section provides an average of student ratings on 20 teaching methods (pedagogy) that are most correlated with achieving the desired learning objectives. The teaching methods are grouped into 1 of 5 distinct teaching styles:
 - + Stimulating Student Interest
 - + Fostering Student Collaboration
 - + Establish Rapport
 - + Encouraging Student Involvement
 - + Structuring Classroom Experiences

For each teaching method, the report provides an average of student ratings, the percent of students rating a “4” or “5” (“frequently” or “almost always”), the learning objective(s) that is most relevant (i.e., correlated) and suggested actions, including:

- + Strength to retain
 - o Retain current use or consider increasing
 - Consider increasing use

In addition to the suggested actions, The IDEA Center has detailed resources on each of the learning objectives and teaching methods that faculty can use to strengthen teaching effectiveness.

- Statistical Detail – This section provides the statistical detail for each survey question, including the number of students responding “1”, “2”, “3”, etc; the average of student ratings and a standard deviation. The statistical detail is helpful for understanding the distribution of student responses on any particular item.

Statistical detail is also provided for the additional survey questions. This information is helpful for understanding teaching effectiveness related to cultural capital, learning styles, support services and On Course student principles. Dependent on faculty interest and needs, various resources are available to assist faculty in improving teaching effectiveness in these areas.

- Other Insights
 - + Comparisons to other Classes – In addition to the individual class results, the report provides a comparison to “all classes” and “all classes from the same discipline” in the IDEA database. The IDEA database comparison data represents over 44,000 class surveys – including nearly 10,000 community college classes and 128 institutions.
 - + Description of Course and Students – Based on student ratings, the report also provides an insight into the class “level of academic challenge” and the students’ academic motivation and work habits.

This is not just another student survey. Combining substantive information, guidance and rich resources, the City College Pedagogical Insight Process is a powerful tool for improving teaching effectiveness. The IDEA Center has over 30 years of success with the Student Ratings of Instruction Instrument, and City College is the first California community college to adopt the IDEA instrument – making it the core of a comprehensive pedagogical inventory survey.

The survey is administered prior to the end of each semester. It is best administered in the classroom, however, it can also be assigned to students as homework to minimize the impact on classroom time. For additional information, please visit:

www.sdccity.edu/support/lc/facultyresources.asp

* NOTE - The Pedagogical Insight Process is designed as a tool for improving teaching effectiveness – related to learning objectives specified by faculty, and guiding individual faculty development. It is not designed, nor will be used in any way for purposes of faculty evaluation or classroom assessment, as defined in Article XV – Evaluation of Faculty of the SDCCD/AFT-Guild, Local 1931 – Collective Bargaining Agreement for College Faculty