## Student Rating of Instruction Survey (SRIS) Data Summary - Spring 2020

The table below shows SRIS summary results for Spring 2020. As you review comparison information, considerations should be made regarding the online migration of courses due to COVID-19. The leading factor that consistently impacts response rates is incentivizing survey completion (i.e. Health Scienes) while high-yield instructional strategies have the highest impact on measures such as Excellent Teacher and Excellent Course (i.e. Education).

| Performance Ratings | Institution | A \& S | Business | Education | Health Sciences | Student <br> Success |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Avg Response Rate _Spring 2020 | 36\% | 35\% | 26\% | 42\% | 52\% | 0\% |
| Previous Avg Response Rate_Fall 2019 | 49\% | 53\% | 37\% | 40\% | 55\% | 49\% |
| \# of Classes Included _Spring 2020 | 975 | 612 | 144 | 93 | 126 | 0 |
| Previous \# of Classes Included _Fall 2019 | 1153 | 699 | 168 | 104 | 168 | 14 |
| Excellent Teacher (mean scores / max = 5) | 4.32 | 4.28 | 4.3 | 4.43 | 4.39 | 0 |
| Excellent Course (mean scores / max = 5) | 4.17 | 4.12 | 4.18 | 4.35 | 4.24 | 0 |

Student Responses: This chart shows the average score of student self-ratings from the SRIS for Spring 2020. The two comparison groups are Georgia College students and other students from the ${ }_{4}$ IDEA database. The maximum rating value obtainable was five (5).


## Improvement Suggestions:

- SRIS Repsonse Rates: Offer departmental incentives
- Excellent Teacher: Build relationships at the beginning of each course, and provide prompt and meaningful feedback

Mean Score Comparison: The table below provides mean score comparisons for each of the thirtheen (13) objectives for each GC entity.
The maximum rating value obtainable was five (5).

| Objectives | Institution | A \& S | Business | Education | Health Sciences | Student <br> Success |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Obj. 1 | 4.15 | 4.11 | 4.17 | 4.26 | 4.2 | 0 |
| Obj. 2 | 3.79 | 3.69 | 3.67 | 4.14 | 3.97 | 0 |
| Obj. 3 | 4.09 | 3.99 | 4.15 | 4.29 | 4.21 | 0 |
| Obj. 4 | 4.07 | 3.96 | 4.11 | 4.33 | 4.24 | 0 |
| Obj. 5 | 3.74 | 3.58 | 3.57 | 4.17 | 4.06 | 0 |
| Obj. 6 | 3.48 | 3.37 | 3.32 | 3.96 | 3.64 | 0 |
| Obj. 7 | 3.65 | 3.65 | 3.32 | 4.01 | 3.72 | 0 |
| Obj. 8 | 3.65 | 3.55 | 3.45 | 4.16 | 3.83 | 0 |
| Obj. 9 | 3.92 | 3.82 | 3.8 | 4.23 | 4.12 | 0 |
| Obj. 10 | 3.7 | 3.51 | 3.58 | 4.15 | 4.06 | 0 |
| Obj. 11 | 3.86 | 3.76 | 3.78 | 4.18 | 4.04 | 0 |
| Obj. 12 | 3.85 | 3.63 | 3.79 | 4.27 | 4.24 | 0 |
| Obj. 13 | 3.65 | 3.45 | 3.8 | 3.92 | 3.95 | 0 |

- Excellent Course: Incoporate Active Learning Strategies, Essential Skills \& High Impact Practices into your course where applicable
For assistance on how to incorporate improvement suggestions into your course, please contact the Center for Teaching and Learning RUSSELL LIBRARY, ROOM 375 - CAMPUS BOX $034 \bullet 478-445-2520$ • CTL@GCSU.EDU • WWW.GCSU.EDU/CTL

