IDEA Benchmarking for Learning Report

Insight. Improvement. Impact.®

Summary for:

University of Alaska Anchorage

Report date: 7/29/2010

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1: How to Use This Report

The report allows campuses to compare their student ratings results to a group of 6 to 10 peers, selected by the institution, who also use the IDEA Student Ratings System. In addition, comparative data are provided for all campuses and for campuses in the same general Carnegie classification code that also use IDEA. Data are provided for at least three and up to five of the most recent academic years so trends can be examined. Rather than using averages to provide comparative data, the percentage of students or faculty offering positive ratings (usually the two highest categories of each response scale) is used.

This report is different from other IDEA summary reports because it summarizes the learning of individual students rather than summarizing class results.[1]

Comparative information, while useful, needs to be interpreted with caution. Important things to consider that may impact results:

- Response rate. It is important to review the response rates for your institution and for all of the comparison groups to see if differences exist. One advantage of using IDEA data is response rates to student ratings are typically higher than other on-campus surveys. Nonetheless, response rate differences may still exist.
- Representativeness. Differences may exist between how institutions use IDEA. Some campuses may administer IDEA to all classes every semester while others may administer to a subset of classes each semester. Also, it is important to know that the relative influence of each peer will vary as institutions you select may use IDEA at different levels. In an effort to maintain confidentiality, the percentage of ratings contributed by each peer is not provided.

The large number of cases included in a benchmarking report make finding statistical significance a frequent occurrence. However, these differences may not be of practical significance. Differences of 5% or less are likely of little importance. Differences between 5% and 10% may merit closer investigation. Differences of more than 10% are relatively rare and should be further examined.

It is always important to review findings from the IDEA benchmarking service with other sources of information that address the same or similar topics (local surveys, National [or Community College] Survey of

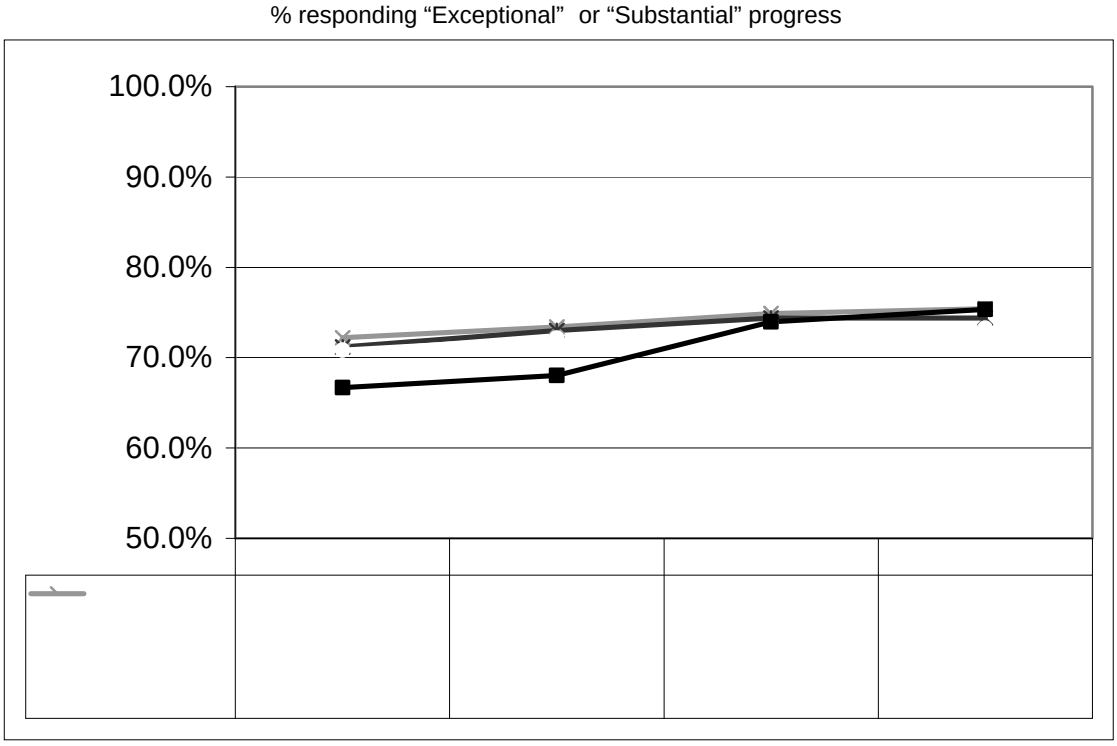
3: Overall Progress on Learning

This section addresses the amount of overall progress on learning students believed they made in their classes and allows you to compare your institution's results to the three comparison groups. The percent of students reporting "Exceptional" or "Substantial" progress on learning objectives that were selected as "Essential" or "Important" by their instructors is provided.

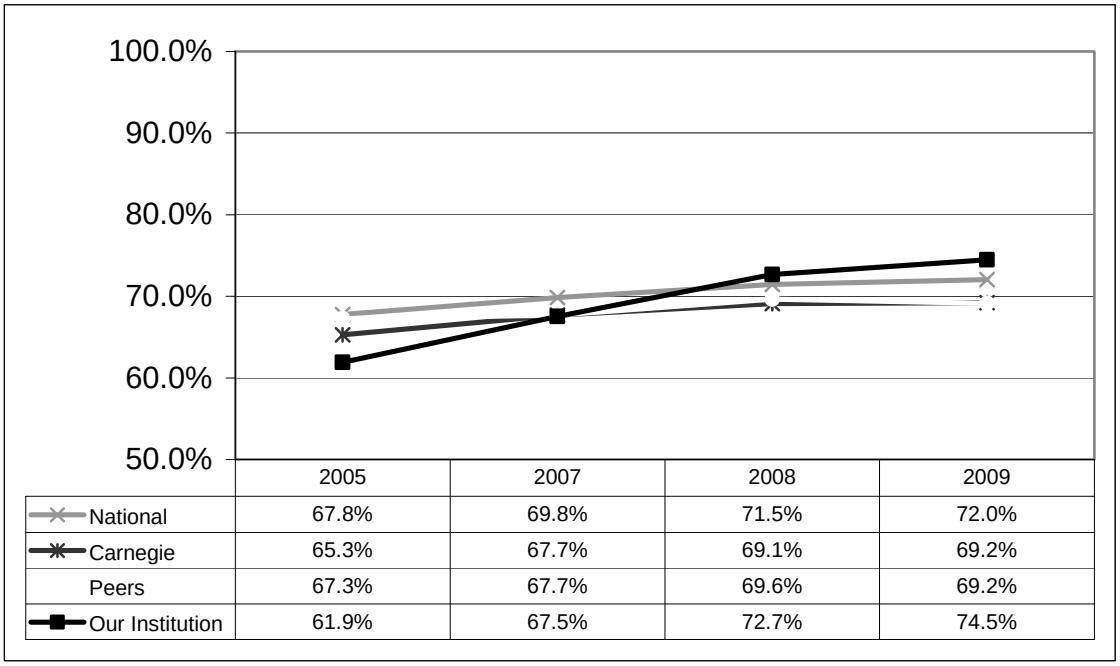
Graph 3.1 summarizes the results for all classes at all levels over time. Graphs 3.2-3.7 summarize results by course level and purpose (e.g., general education, major/certificate) as reported on the Faculty Information Form.

The information in this section can be used to explore such questions as:

- How do my institution's results compare to my peers?
- Have there been changes over time?
- Are results for certain levels and purposes different from the overall results?
- When comparing my institution's results to the comparison groups', is the pattern similar regardless of course level and purpose?

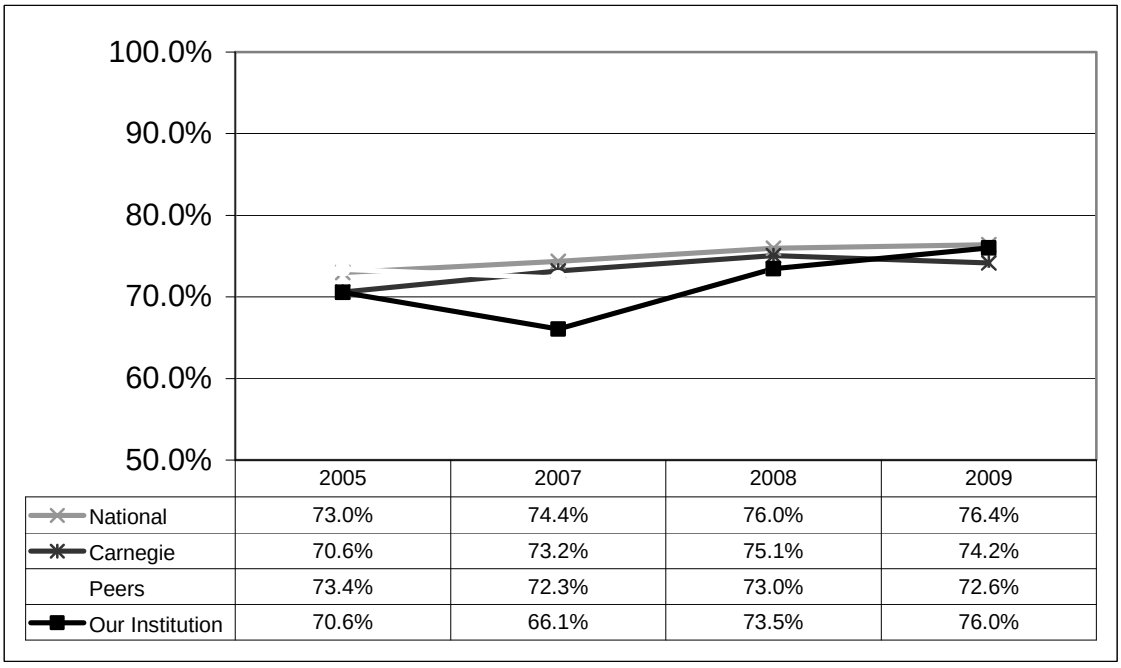


% responding “Exceptional” or “Substantial” progress



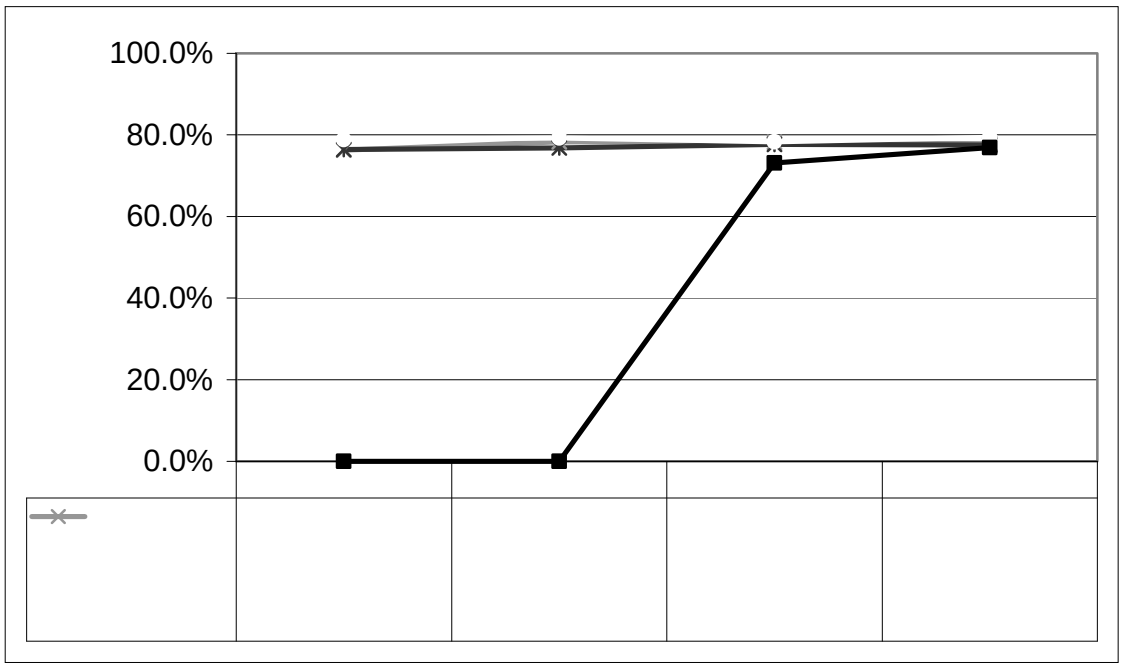
	2005	2007	2008	2009
National	67.8%	69.8%	71.5%	72.0%
Carnegie	65.3%	67.7%	69.1%	69.2%
Peers	67.3%	67.7%	69.6%	69.2%
Our Institution	61.9%	67.5%	72.7%	74.5%

% responding “Exceptional” or “Substantial” progress



	2005	2007	2008	2009
National	73.0%	74.4%	76.0%	76.4%
Carnegie	70.6%	73.2%	75.1%	74.2%
Peers	73.4%	72.3%	73.0%	72.6%
Our Institution	70.6%	66.1%	73.5%	76.0%

% responding “Exceptional” or “Substantial” progress



4: Frequency of Learning Objective Selection

The graph (4.1) below describes how frequently instructors selected each objective for classes at your institution and how those results compare to the institutions you selected as peers, aggregated over time.

This graph explores the questions:

- Does our institution emphasize certain kinds of learning more or less frequently than our peers?
-

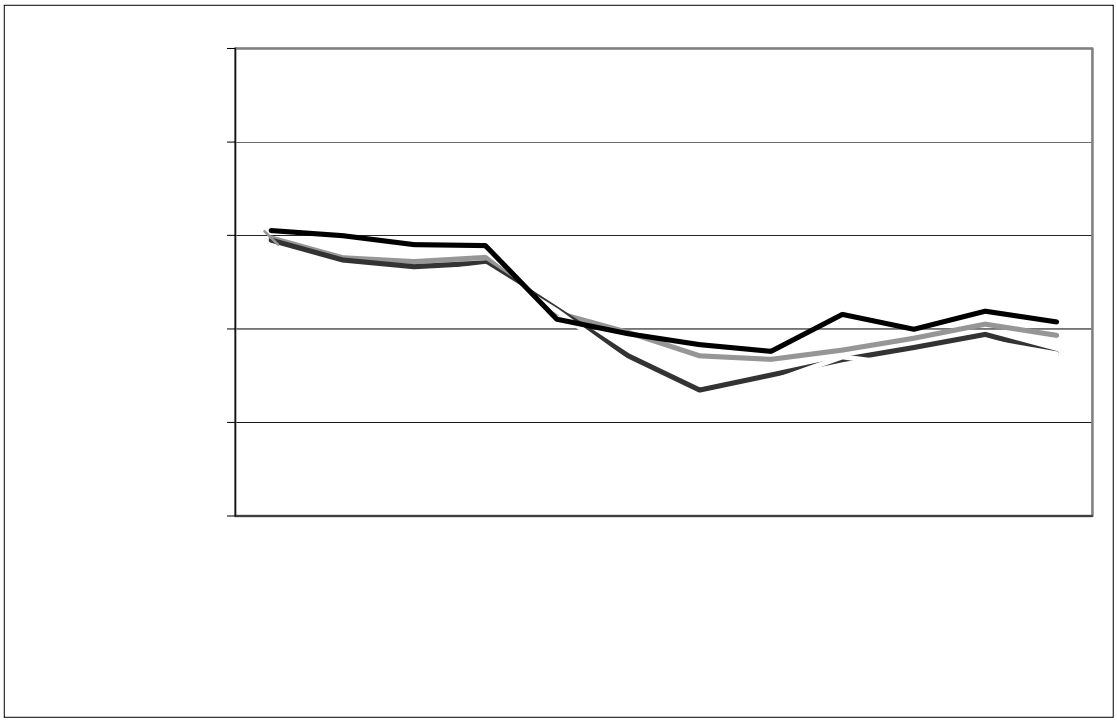
5: Progress on Learning

The graph (5.1) below reports the percentage of students who report making "Exceptional" or "Substantial" Progress on each of the 12 IDEA Learning Objectives when an instructor identified them as "Essential" or "Important" to the course. The results are aggregated over time.

Questions that may be addressed include:

- Are we more successful in addressing certain kinds of learning than others?
- Are student self-reported outcomes similar to our peers and other comparison groups?
- Is there a learning objective where improvement efforts might be focused?

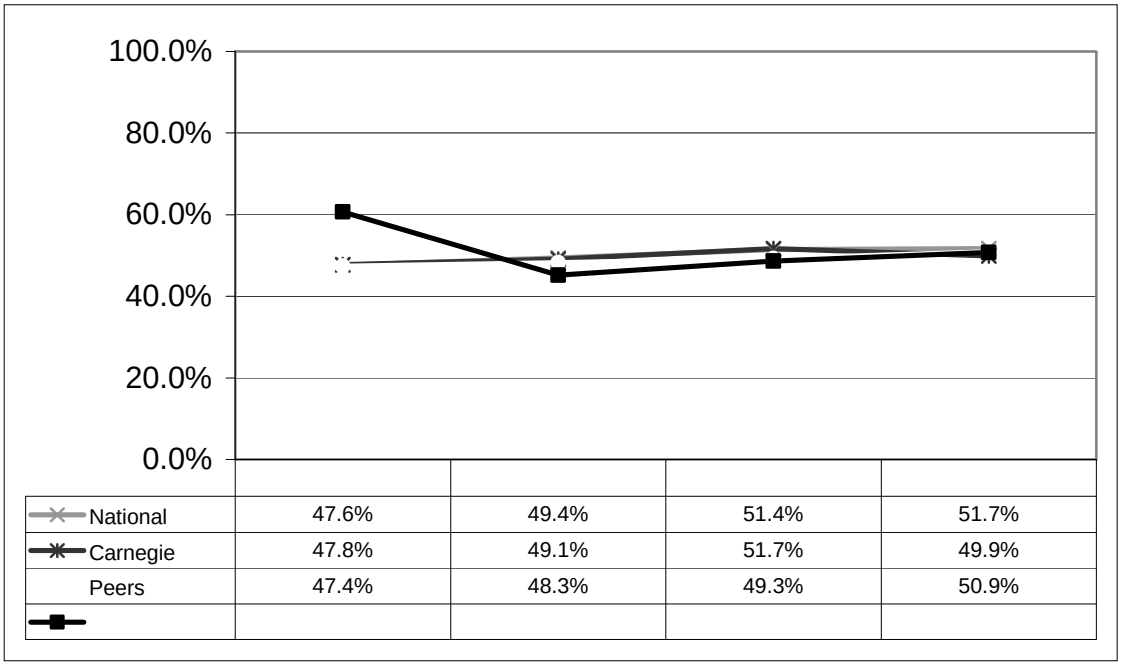
% responding "Exceptional" or "Substantial" Progress



The second graph (7.2) examines questions about instructor popularity:

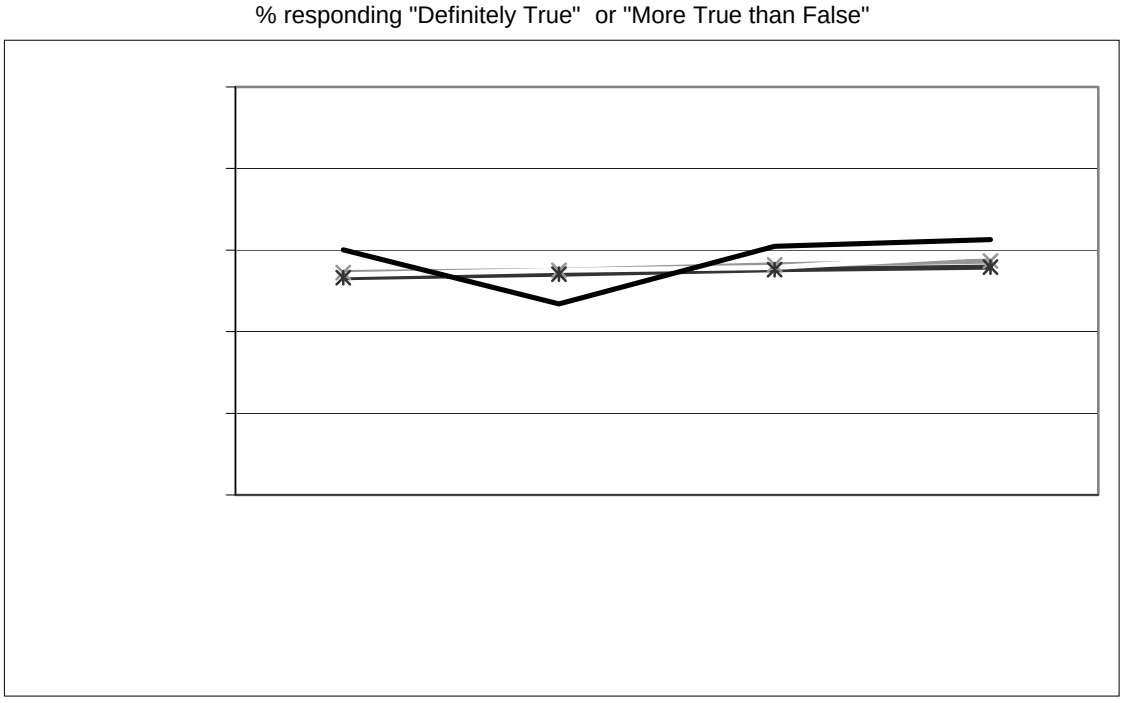
- Is instructor popularity different at our institution than at our peers or other groups?
- Has instructor popularity changed at our institution over time?

% responding "Definitely True" or "More True than False"



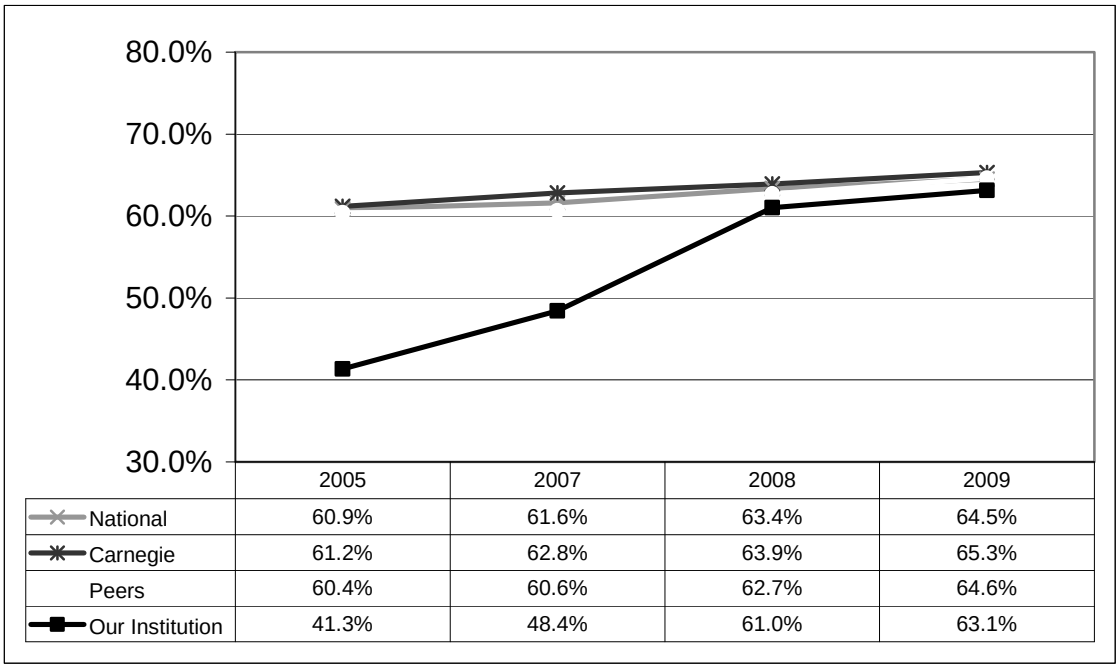
National	47.6%	49.4%	51.4%	51.7%
Carnegie	47.8%	49.1%	51.7%	49.9%
Peers	47.4%	48.3%	49.3%	50.9%

The following graph (7.3) addresses work habits by summarizing responses to how hard students worked in their classes and allows you to assess student perceptions of their course related effort. Again, comparisons with peers and other groups can be made as well as your institution's change over time.



The final graph (7.4) in this section addresses academic effort by examining how students rate their typical work habits as compared to others. Student perceptions of effort at your institution may be compared to self-reported effort by students at other institutions over time.

% responding "Definitely True" or "More True than False"



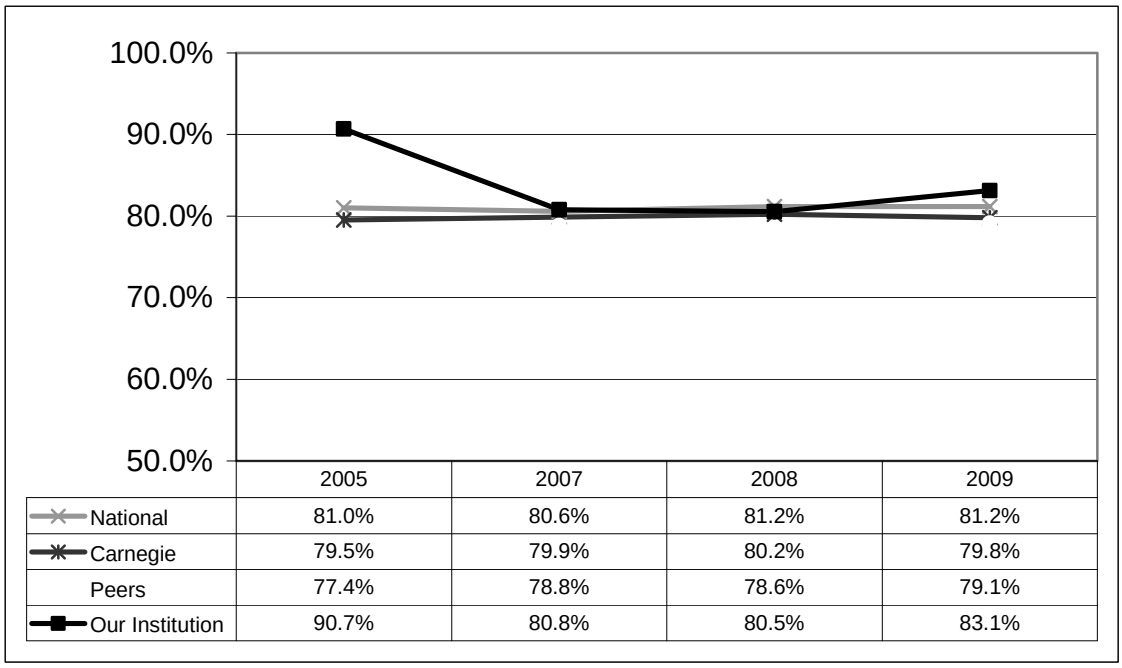
	2005	2007	2008	2009
National	60.9%	61.6%	63.4%	64.5%
Carnegie	61.2%	62.8%	63.9%	65.3%
Peers	60.4%	60.6%	62.7%	64.6%
Our Institution	41.3%	48.4%	61.0%	63.1%

8: Summary Ratings of Effectiveness

The IDEA Student Ratings of Instruction system contains three global summary evaluation items:

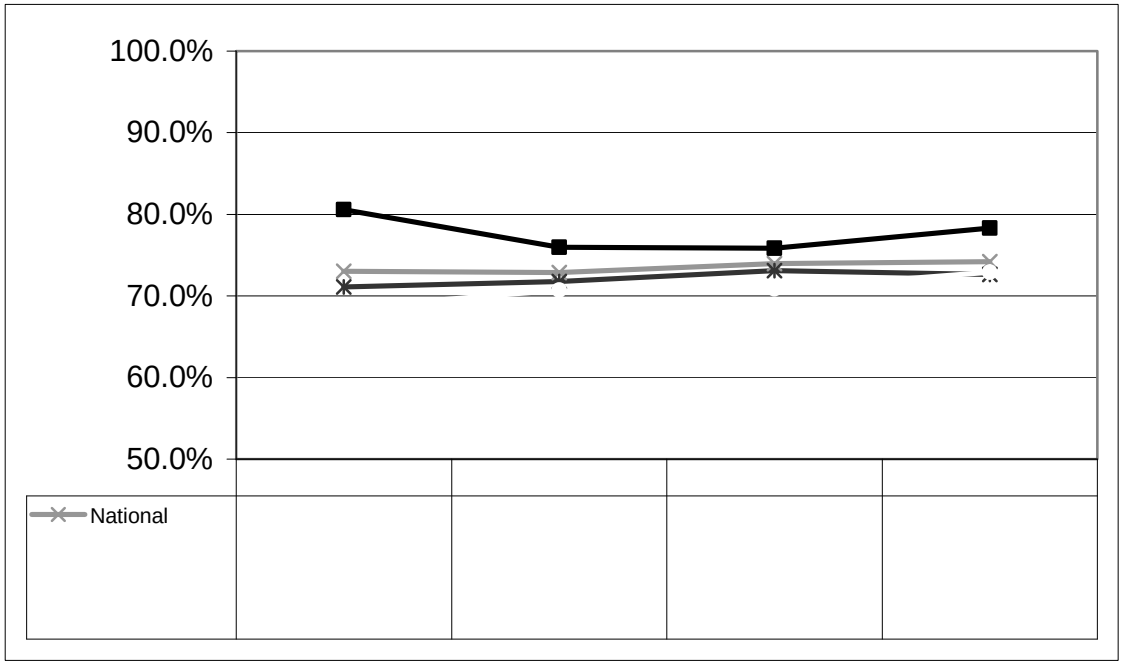
-
-

% responding "Definitely True" or "More True than False"



	2005	2007	2008	2009
National	81.0%	80.6%	81.2%	81.2%
Carnegie	79.5%	79.9%	80.2%	79.8%
Peers	77.4%	78.8%	78.6%	79.1%
Our Institution	90.7%	80.8%	80.5%	83.1%

% responding "Definitely True" or "More True than False"



9: Faculty Ratings of Other Impacts on Learning

The IDEA Student Ratings of Instruction system asks faculty to rate the impact (positive, negative, or neutral) that various circumstances had on learning in their classes.

Five of those circumstances are summarized in this section. They are:

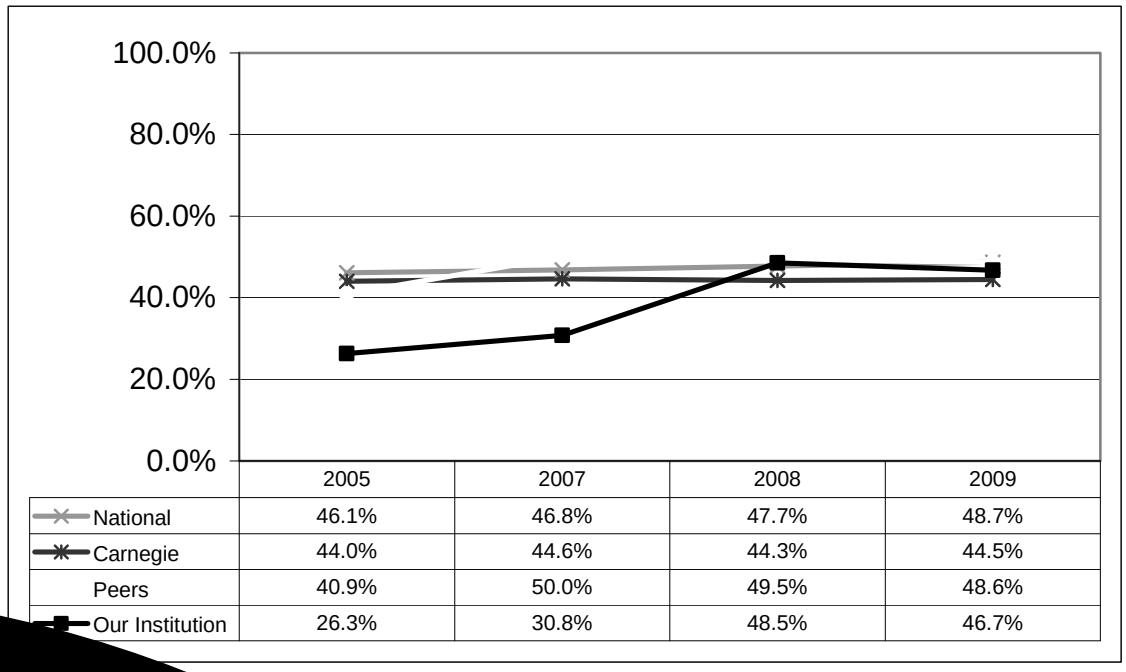
- Physical facilities and/or equipment
- Technical/instructional support
- Adequacy of students' background and preparation for the course
- Student enthusiasm for the course
- Student effort to learn

This information is useful in assessing faculty perceptions of instructional support (facilities, equipment, technology) and student characteristics. It allows you to address questions such as:

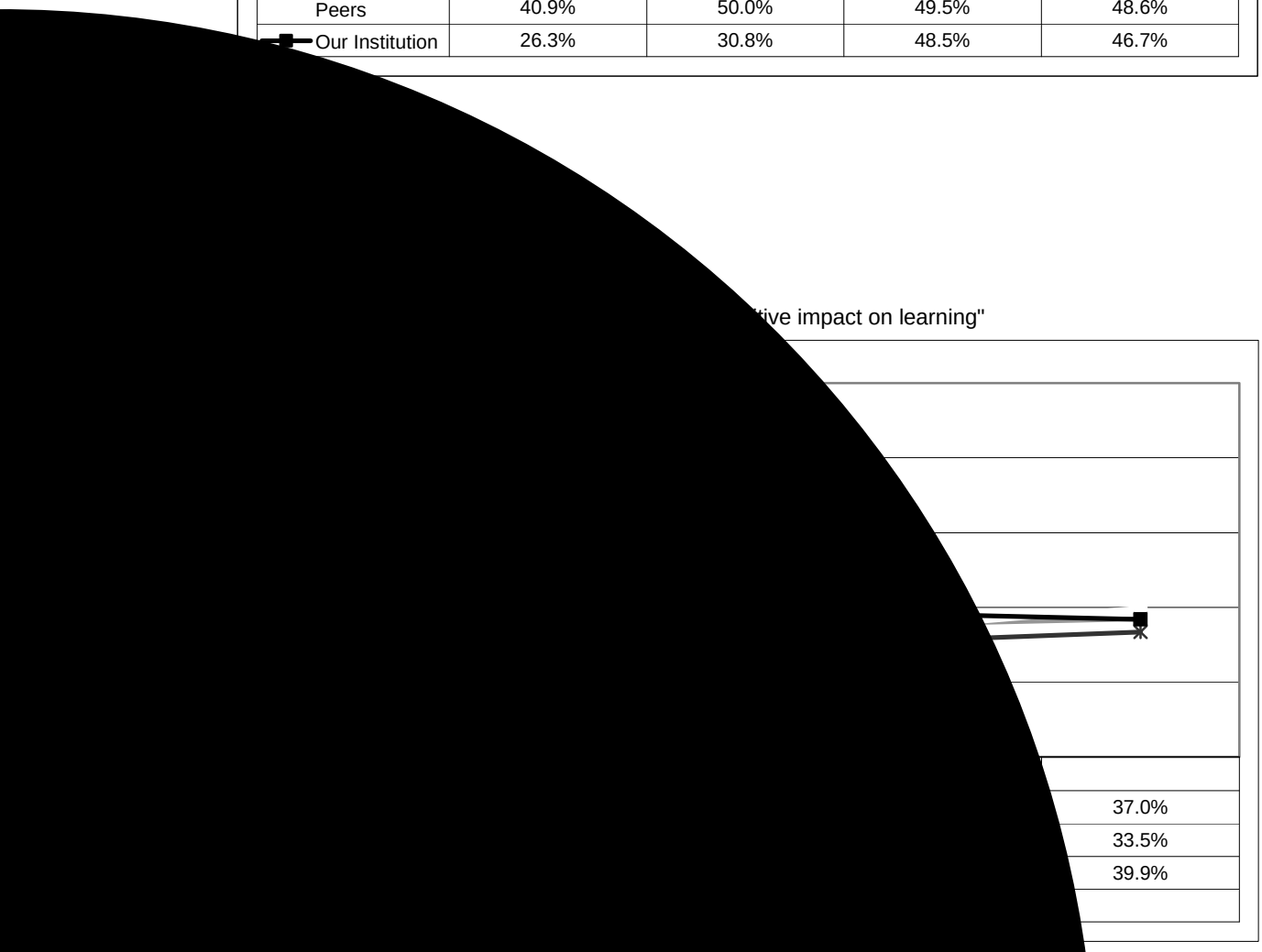
- Have faculty views about students at our institution changed over time?
- Are our facilities and technology viewed to positively support student learning?
- How do our results compare to those of our peers and other comparison groups?

: Instructors are not required to respond to these items on the Faculty Information Form; the percent of faculty who opt to complete them may vary substantially across institutions. This needs to be taken into consideration when you review the following five "circumstance" graphs (9.1 – 9.5).

% responding "Had a positive impact on learning"



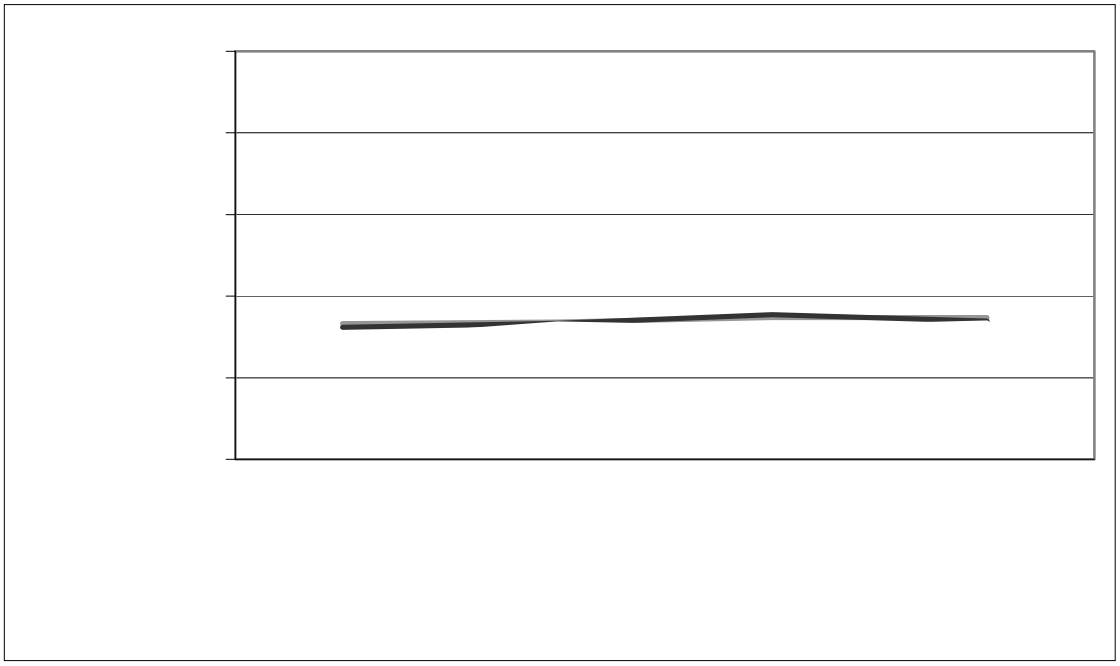
	2005	2007	2008	2009
National	46.1%	46.8%	47.7%	48.7%
Carnegie	44.0%	44.6%	44.3%	44.5%
Peers	40.9%	50.0%	49.5%	48.6%
Our Institution	26.3%	30.8%	48.5%	46.7%



ive impact on learning"

				37.0%
				33.5%
				39.9%

% responding ”Had a positive impact on learning"

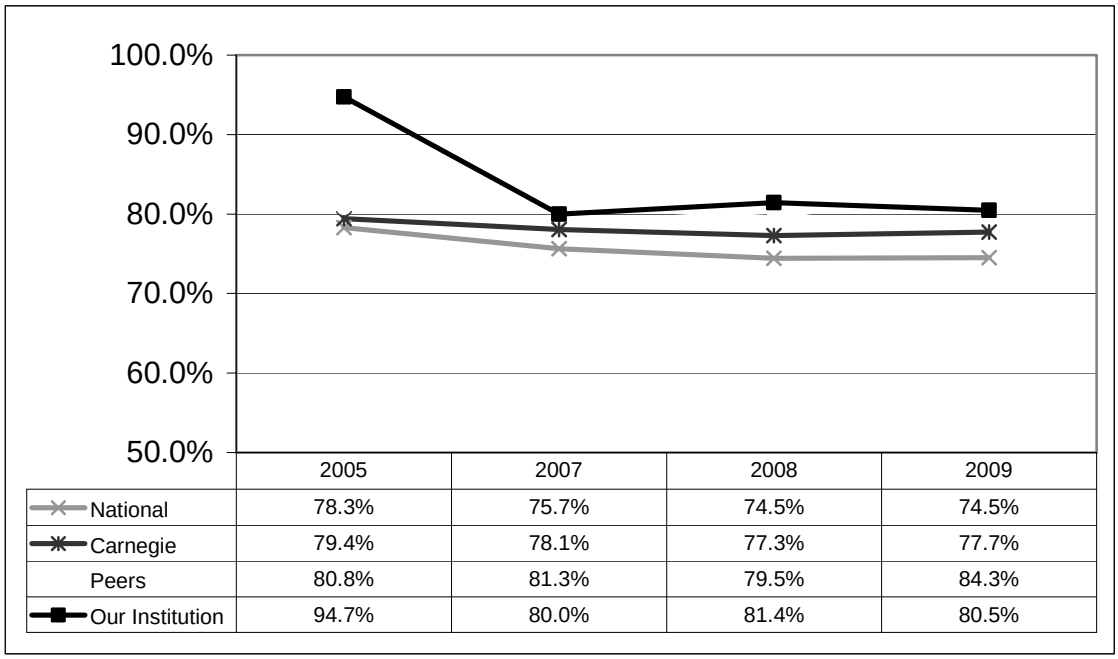


% responding "Had a positive impact on learning"

Appendix A: Learning Objective Selection and Progress Over Time

- Have there been changes in the kinds of learning our institution is emphasizing?
- Has our relative standing when compared to peers and other groups changed over time?
- If there are changes in our institutional data, are they expected because of curricular or program initiatives that have been instituted?
- Has self-reported learning at our institution changed over time for one or more objectives?
- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the objectives over time?
- Do the results for our institution reflect changes we have made in curricular or teaching initiatives?

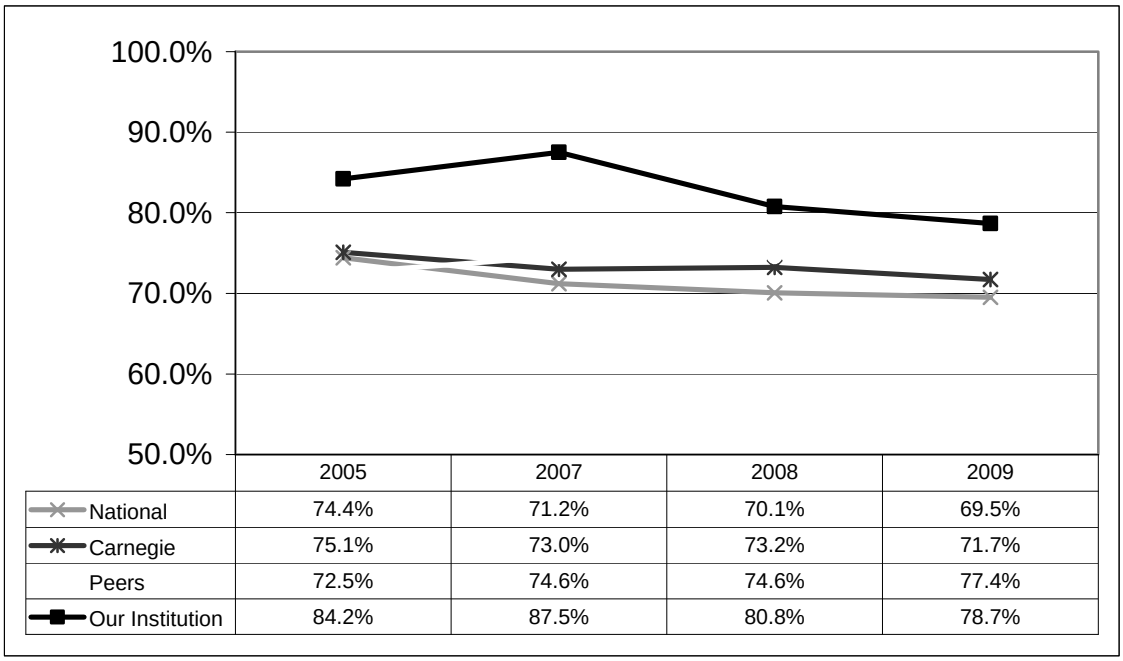
% of total classes where instructor selected objective as “Essential” or “Important”



	2005	2007	2008	2009
National	78.3%	75.7%	74.5%	74.5%
Carnegie	79.4%	78.1%	77.3%	77.7%
Peers	80.8%	81.3%	79.5%	84.3%
Our Institution	94.7%	80.0%	81.4%	80.5%

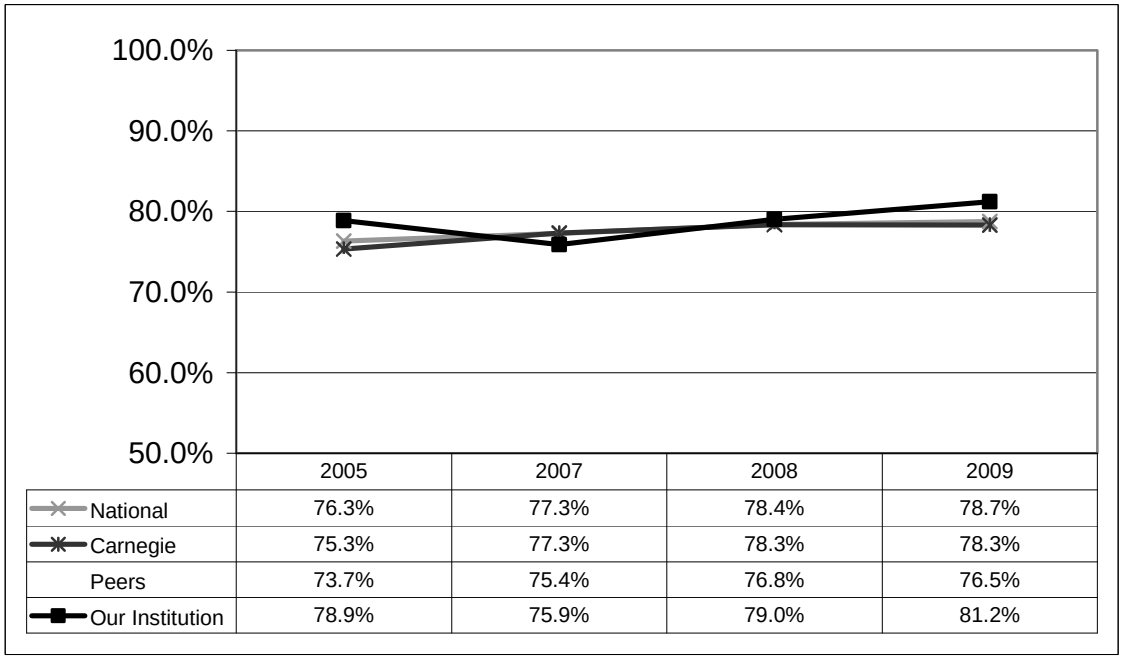
% responding “Exceptional” or “Substantial” progress

% of total classes where instructor selected objective as "Essential" or "Important"



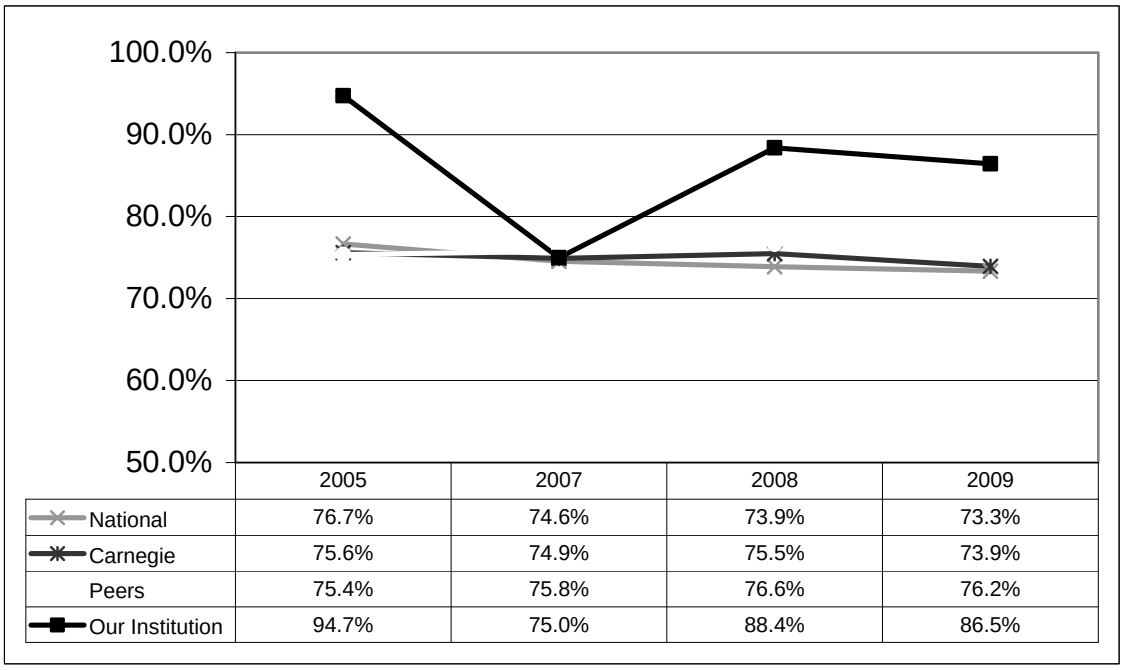
	2005	2007	2008	2009
National	74.4%	71.2%	70.1%	69.5%
Carnegie	75.1%	73.0%	73.2%	71.7%
Peers	72.5%	74.6%	74.6%	77.4%
Our Institution	84.2%	87.5%	80.8%	78.7%

% responding "Exceptional" or "Substantial" progress



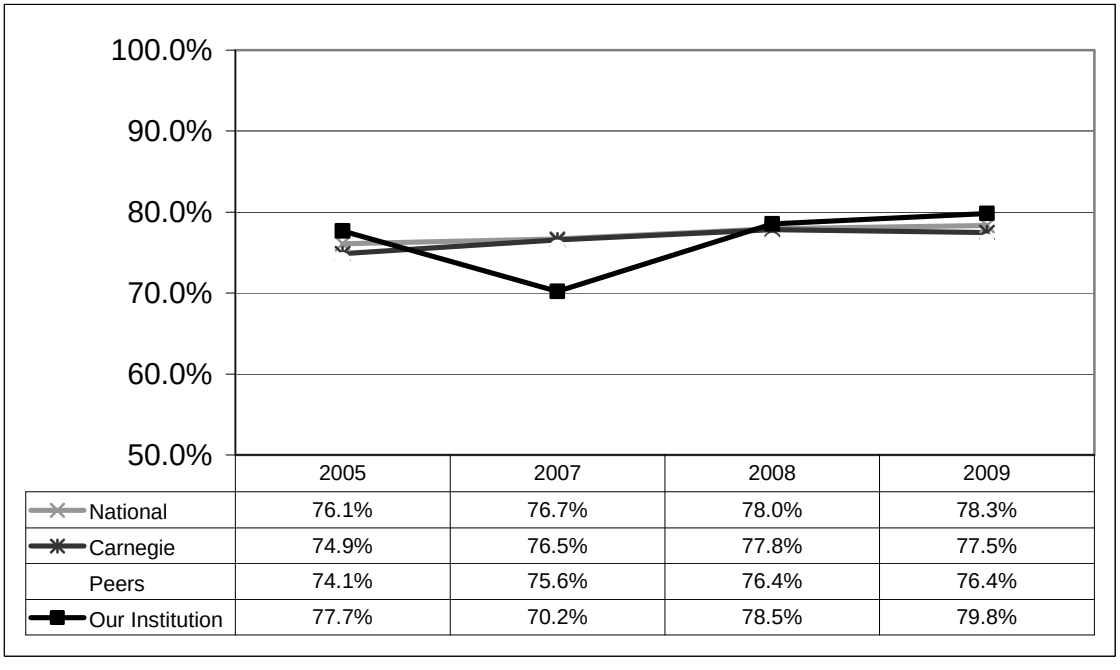
	2005	2007	2008	2009
National	76.3%	77.3%	78.4%	78.7%
Carnegie	75.3%	77.3%	78.3%	78.3%
Peers	73.7%	75.4%	76.8%	76.5%
Our Institution	78.9%	75.9%	79.0%	81.2%

% of total classes where instructor selected objective as "Essential" or "Important"



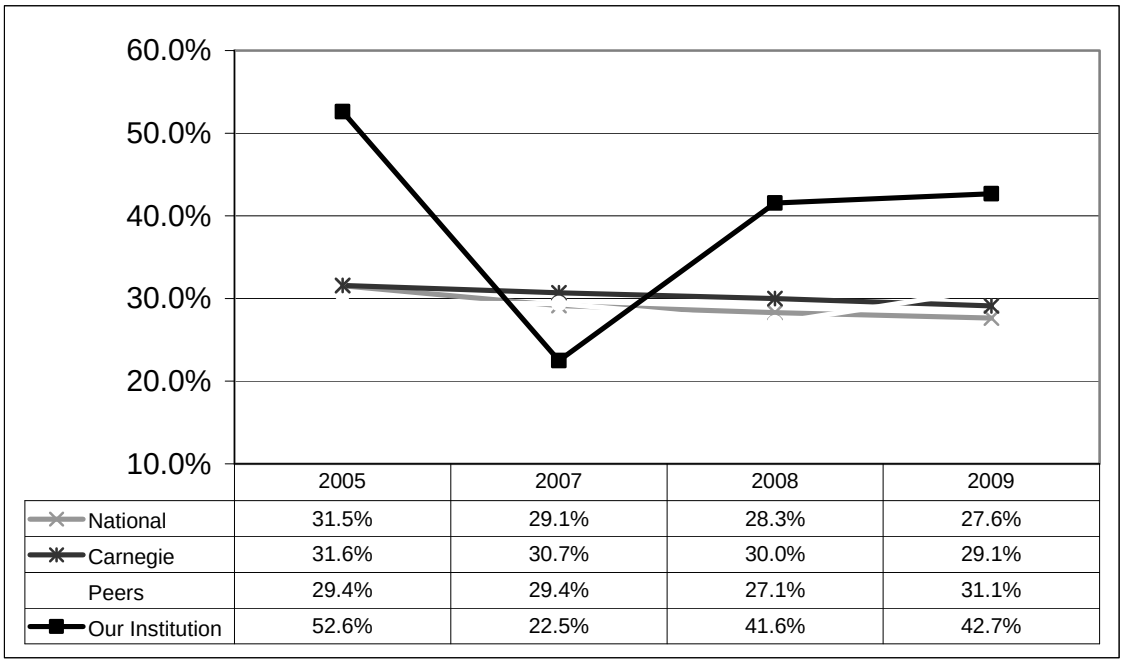
	2005	2007	2008	2009
National	76.7%	74.6%	73.9%	73.3%
Carnegie	75.6%	74.9%	75.5%	73.9%
Peers	75.4%	75.8%	76.6%	76.2%
Our Institution	94.7%	75.0%	88.4%	86.5%

% responding "Exceptional" or "Substantial" progress



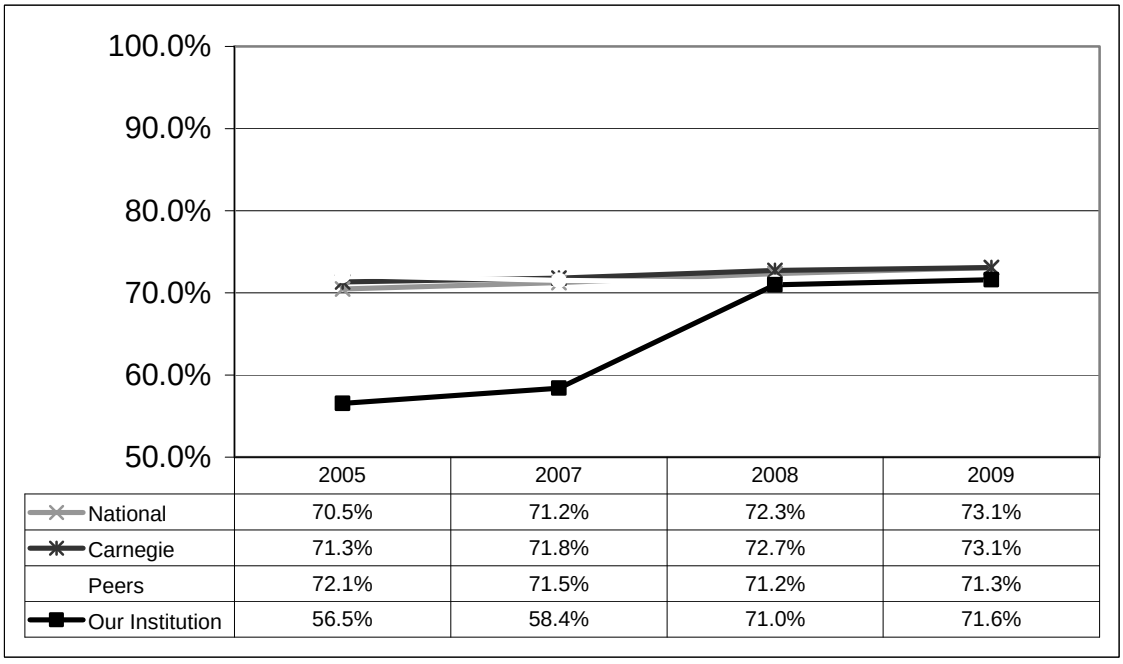
	2005	2007	2008	2009
National	76.1%	76.7%	78.0%	78.3%
Carnegie	74.9%	76.5%	77.8%	77.5%
Peers	74.1%	75.6%	76.4%	76.4%
Our Institution	77.7%	70.2%	78.5%	79.8%

% of total classes where instructor selected objective as "Essential" or "Important"



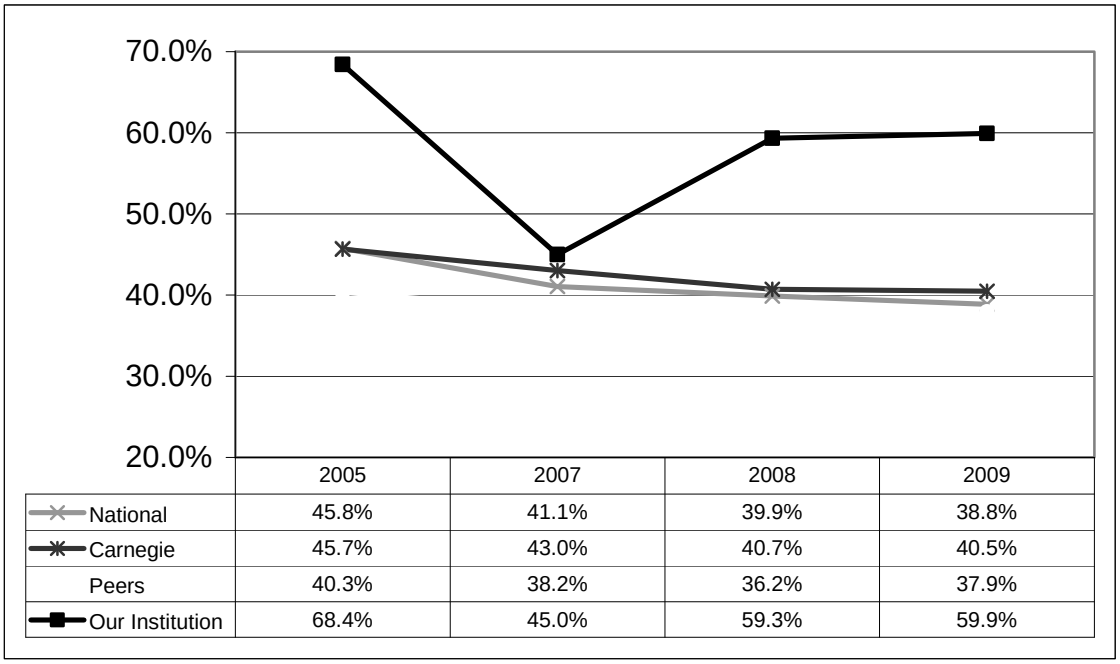
	2005	2007	2008	2009
National	31.5%	29.1%	28.3%	27.6%
Carnegie	31.6%	30.7%	30.0%	29.1%
Peers	29.4%	29.4%	27.1%	31.1%
Our Institution	52.6%	22.5%	41.6%	42.7%

% responding "Exceptional" or "Substantial" progress



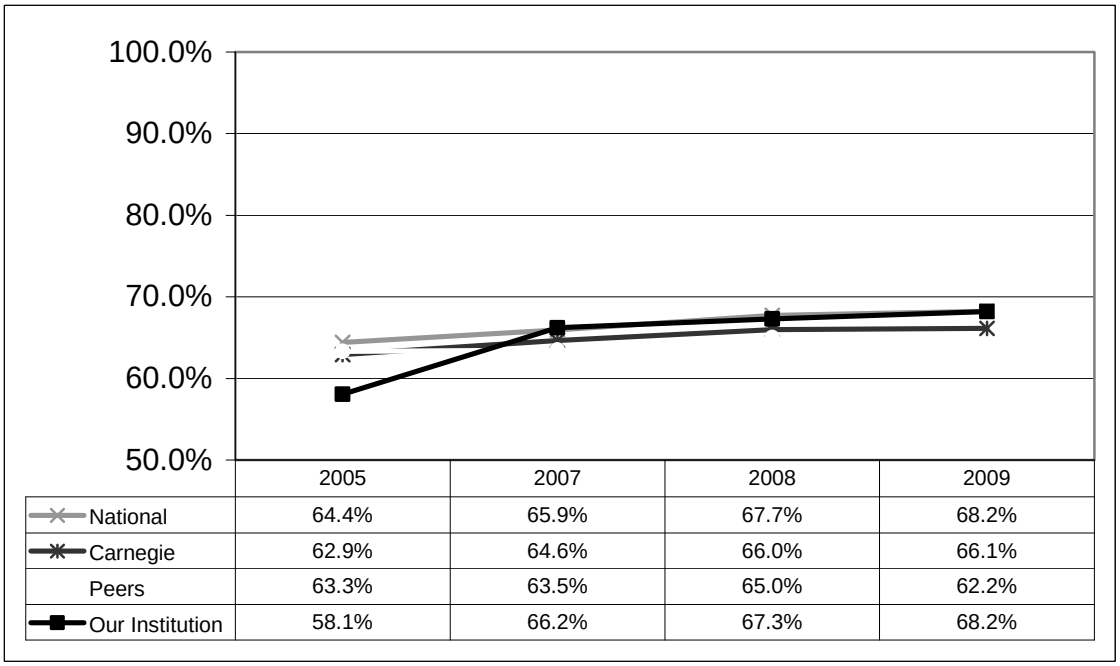
	2005	2007	2008	2009
National	70.5%	71.2%	72.3%	73.1%
Carnegie	71.3%	71.8%	72.7%	73.1%
Peers	72.1%	71.5%	71.2%	71.3%
Our Institution	56.5%	58.4%	71.0%	71.6%

% of total classes where instructor selectedobjective as “Essential” or “Important”



	2005	2007	2008	2009
National	45.8%	41.1%	39.9%	38.8%
Carnegie	45.7%	43.0%	40.7%	40.5%
Peers	40.3%	38.2%	36.2%	37.9%
Our Institution	68.4%	45.0%	59.3%	59.9%

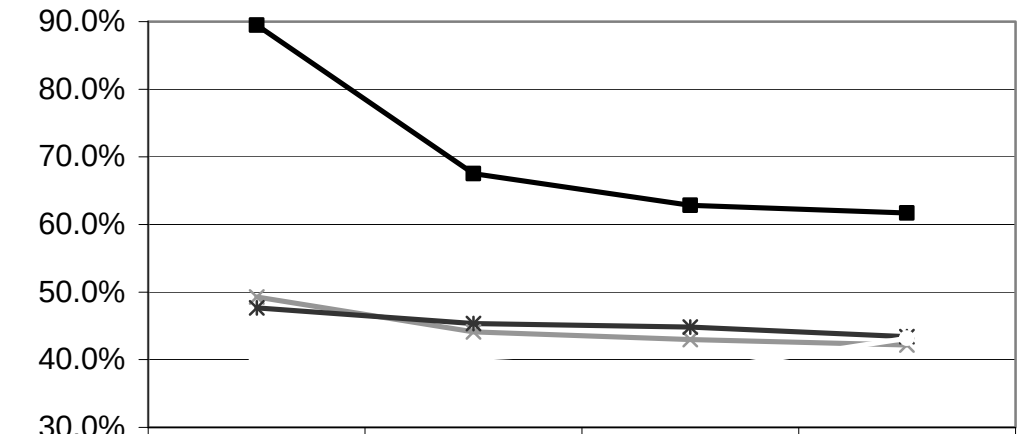
% responding “Exceptional” or “Substantial” Progress



	2005	2007	2008	2009
National	64.4%	65.9%	67.7%	68.2%
Carnegie	62.9%	64.6%	66.0%	66.1%
Peers	63.3%	63.5%	65.0%	62.2%
Our Institution	58.1%	66.2%	67.3%	68.2%

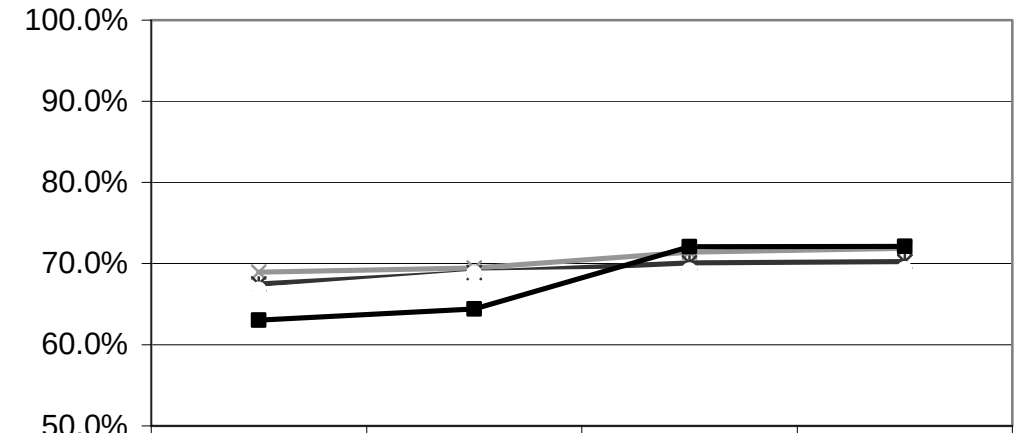
% of total classes where instructor selected objective as “Essential” or “Important”

% of total classes where instructor selected objective as "Essential" or "Important"



	2005	2007	2008	2009
National	49.3%	44.1%	43.0%	42.2%
Carnegie	47.7%	45.3%	44.8%	43.4%
Peers	39.9%	39.9%	38.2%	43.2%
Our Institution	89.5%	67.5%	62.8%	61.7%

% responding "Exceptional" or "Substantial" Progress



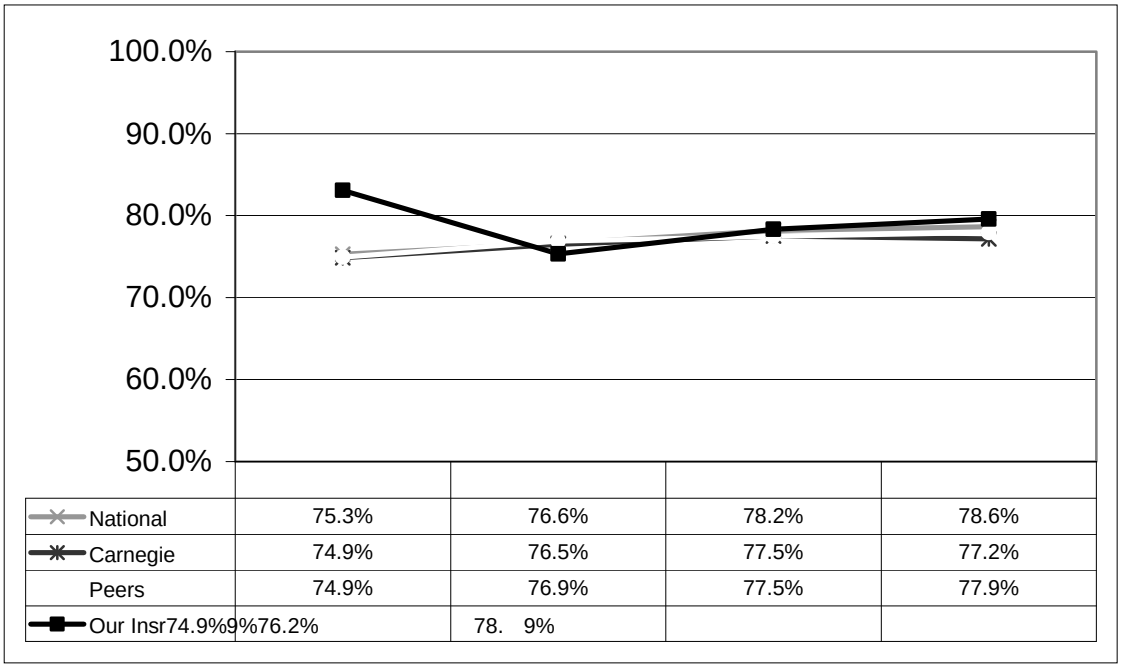
	2005	2007	2008	2009
National	68.9%	69.5%	71.4%	71.9%
Carnegie	67.5%	68.9%	70.1%	70.2%
Peers	66.8%	68.8%	69.2%	69.3%
Our Institution	63.0%	64.4%	72.1%	72.1%

% of total classes where instructor selected

Appendix B: Teaching Methods Emphasis Over Time

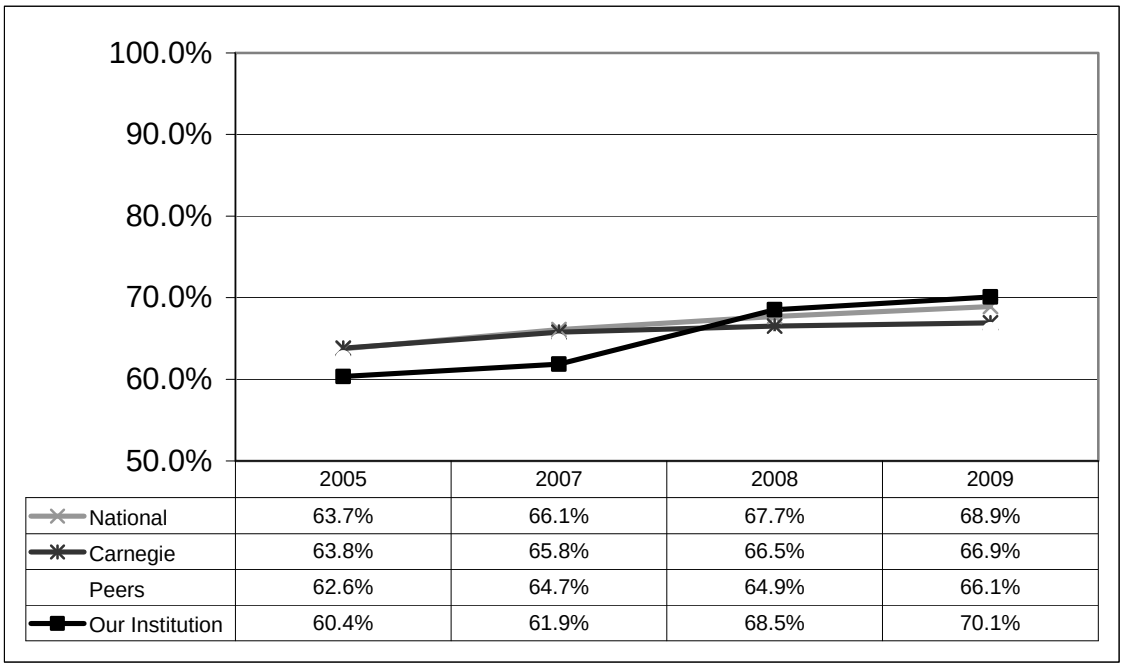
- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the objectives over time?
- Do the results for our institution reflec t changes we have made in curricular or teaching initiatives?

% responding that instructor employed methods "Almost Always" or "Frequently"



National	75.3%	76.6%	78.2%	78.6%
Carnegie	74.9%	76.5%	77.5%	77.2%
Peers	74.9%	76.9%	77.5%	77.9%
Our Insr74.9%9%76.2%		78. 9%		

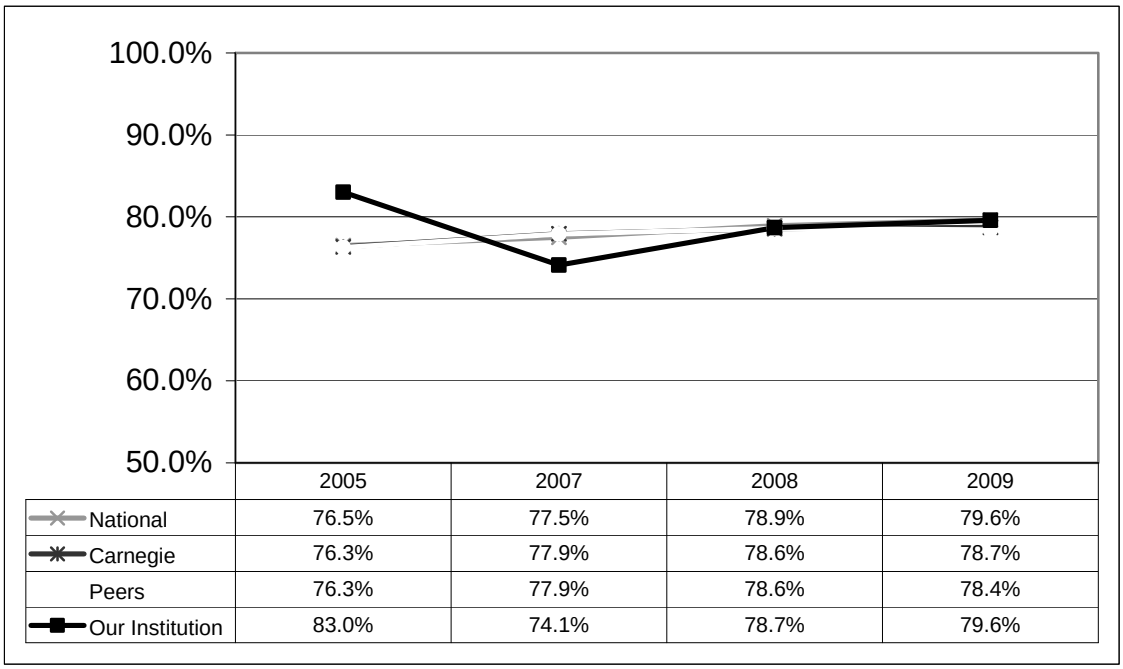
% responding that instructor employed methods "Almost Always" or "Frequently"



	2005	2007	2008	2009
National	63.7%	66.1%	67.7%	68.9%
Carnegie	63.8%	65.8%	66.5%	66.9%
Peers	62.6%	64.7%	64.9%	66.1%
Our Institution	60.4%	61.9%	68.5%	70.1%

5. Formed “teams” or “discussion groups” to facilitate learning
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
18. Asked students to help each other understand ideas or concepts

% responding that instructor employed methods "Almost Always" or "Frequently"



	2005	2007	2008	2009
National	76.5%	77.5%	78.9%	79.6%
Carnegie	76.3%	77.9%	78.6%	78.7%
Peers	76.3%	77.9%	78.6%	78.4%
Our Institution	83.0%	74.1%	78.7%	79.6%

1. Displayed a personal interest in students and their learning
2. Found ways to help students answer their own questions
7. Explained the reasons for criticisms of students' academic performance
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

% responding that instructor employed methods "Almost Always" or "Frequently"