IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary

University of Alaska Anchorage

Spring 2018

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are in 7401(it:(IEA3)0.30.2)re0i0090.22Tc–20530 Td ( )Tj(This.)Tj(h0i00)29529T40.34897 50 TdaObjectives)c0.002217

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
      e   r   c   e   n   t

The quality of instruction in

Section III:

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.
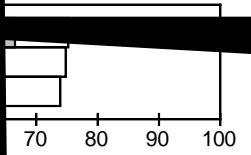
Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest 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.

Perc **ge was at least:**
3.50 ☐

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

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	451
Institution	3.9	3.6	6,105
IDEA System	3.9	3.9	9,290

This report
Institution
IDEA System

70 80 90 100
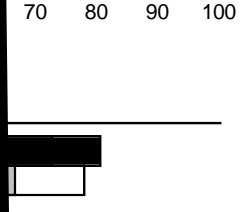
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	513
Institution	4.0	3.7	7,314
IDEA System	3.7	3.7	10,256

This report
Institution
IDEA System

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 for 44bfor

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.

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	NA	NA	NA
	Institution	4.0	8%	59%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	NA	NA	NA
	Institution	3.8	7%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	NA	NA	NA
	Institution	3.6	19%	37%
	IDEA System	3.4	27%	22%

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: 1437

Percent indicating instructional approach as:	
Primary	

Classes Included in this Report:
Report includes classes with the following class IDs:
58791–58795, 58797, 58801–58808, 58811–58824, 58826–58828, 58830–58835, 58837, 58839–58846, 58848, 58850, 58851, 58854–58857, 58860, 58864–58868, 58870, 58872–58878, 58880–58888, 58892, 58897–58899, 58901, 58903, 58912, 58915, 58917, 58927, 58929, 58930, 58932, 58935, 58938, 58940, 58943, 58944, 58946, 58949, 58951, 58952, 58954, 58957–58967, 58969–58973, 58975, 58976, 58979–58984, 58987–58989, 58991–58995, 58997–58999, 59001–59005, 59007, 59009, 59010, 59012, 59013, 59015, 59016, 59018–59045, 59051–59060, 59063–59066, 59068–59076, 59078–59089, 59091–59093, 59096, 59100–59141, 59144–59168, 59170–59174, 59176–59187, 59190–59199, 59201–59204, 59206–59221, 59229–59241, 59243–59264, 59266–59268, 59270–59272, 59274–59276, 59280–59290, 59292–59294, 59297–59318, 59320, 59321, 59324, 59326–59330, 59332–59356, 59361–59367, 59369, 59371–59378, 59381, 59385, 59386, 59388, 59390, 59394–59404, 59407–59410, 59412, 59413, 59415–59417, 59419–59427, 59429–59450, 59452–59459, 59461, 59463–59467, 59469–59484, 59486–59488, 59490–59492, 59494–59497, 59500–59507, 59509, 59510, 59512–59550, 59552, 59553, 59555–59557, 59559–59568, 59570, 59571, 59573, 59577–59586, 59589–59594, 59596–59598, 59600–59602, 59605–59610, 59612, 59613, 59615–59617, 59619, 59621, 59623–59629, 59632, 59633, 59635, 59638–59657, 59659, 59661–59670, 59672–59708, 59711, 59713, 59715–59719, 59721, 59725–59727, 59729–59735, 59737–59740, 59743, 59745–59753, 59755–59759, 59761–59768, 59770–59774, 59777, 59778, 59781–59790, 59792–59790, 59781–59790,