



IDEA Student Ratings of Instruction

# Group Summary Report

Institutional Summary  
University of Alaska Anchorage  
Summer 2010

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**Note:** Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

## Description of Courses Included in This Report

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**Number**



The quality of



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes



Percent of classes where Raw Average was at least:  
4.00  3.75  3.50

Objective 6: Developing

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 given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

**199 classes** in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. <sup>1</sup>	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
<b>A. Stimulating Student Interest</b>				
4. Demonstrated the importance and significance of the subject matter	199	4.5	0.7	
8. Stimulated students to intellectual effort beyond that required by most courses	199	4.2	0.7	
13. Introduced stimulating ideas about the subject	199	4.4	0.7	
15. Inspired students to set and achieve goals which really challenged them	199	4.1	0.8	



**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

**A. Primary and Secondary Instructional**

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

**Classes Included in this Report:**

Report includes classes with the following class IDs:

21046, 21050–21062, 21065–21072, 21074–21077, 21079–21089, 21092–21106, 21108–21112, 21114–21119, 21122–21131, 21133–21152, 21155–21158, 21160, 21162, 21164, 21166–21168, 21170–21186, 21188, 21191, 21192, 21195–21206, 21208–21211, 21213–21223, 21225–21238, 21240–21243, 21245, 21247, 21249, 21250, 21252, 21256, 21259–21261, 21263–21270, 21272–21278, 21280–21286