

LSJ 430 A, Joint with CHID 430 A, DIS ST 430 A
Topics In Disability Studies
Course type: Face-to-Face
Taught by: Ronnie Thibault
Instructor Evaluated: Ronnie Thibault-TA

Evaluation Delivery: Online
Evaluation Form: C
Responses: 20/25 (80% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.7	4.2
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.2
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	20	55%	35%	10%				4.6	4.0
The course content was:	20	50%	50%					4.5	4.0
The instructor's contribution to the course was:	20	70%	25%	5%				4.8	4.3
The instructor's effectiveness in teaching the subject matter was:	20	70%	20%	10%				4.8	4.3

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	20	55%	35%	10%					6.6
The intellectual challenge presented was:	20	20%	40%	30%	10%				5.8
The amount of effort you put into this course was:	20	15%	45%	35%	5%				5.7
The amount of effort to succeed in this course was:	20	20%	30%	45%	5%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	20	35%	35%	20%	10%				6.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.9 Hours per credit: 1.6 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	5%	15%	25%	25%	20%	10%					

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 6.5 Hours per credit: 1.3 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	10%	25%	30%	15%	10%	10%					

What grade do you expect in this course?

Class median: 3.8 (N=20)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
50%	45%	5%												

In regard to your academic program, is this course best described as:

(N=19)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
47%	5%		47%		

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	20	40%	50%	10%				4.3	17
Instructor's preparation for class was:	20	70%	20%	10%				4.8	13
Instructor as a discussion leader was:	20	70%	20%	10%				4.8	16
Instructor's contribution to discussion was:	20	75%	25%					4.8	14
Conduciveness of class atmosphere to student learning was:	20	70%	15%	15%				4.8	10
Quality of questions or problems raised was:	20	55%	30%	10%	5%			4.6	18
Student confidence in instructor's knowledge was:	20	75%	15%	10%				4.8	12
Instructor's enthusiasm was:	20	100%						5.0	2
Encouragement given students to express themselves was:	20	85%	10%	5%				4.9	3
Instructor's openness to student views was:	20	80%	20%					4.9	4
Interest level of class sessions was:	20	55%	20%	25%				4.6	5
Use of class time was:	20	50%	40%	10%				4.5	15
Instructor's interest in whether students learned was:	20	75%	25%					4.8	8
Amount you learned in the course was:	20	60%	30%	10%				4.7	7
Relevance and usefulness of course content were:	20	65%	25%	10%				4.7	9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	20	80%	20%					4.9	1
Reasonableness of assigned work was:	20	65%	25%	10%				4.7	6
Clarity of student responsibilities and requirements was:	20	60%	25%	10%		5%		4.7	11

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. I think this class was very intellectually stimulating simply because a lot of the content was brand new to me.
2. Yes, because we had to apply the concepts we were learning to various things that we see everyday in the media.
6. Yes the class was very stimulating. I especially liked the postcolonial week because I find comparisons of countries and cultures really interesting. It challenged my learned perspective of disabilities and discrimination and the vitality of intersectionality in all discourses. I also had no idea about the eugenics movement, and to think that I would have been continually oblivious had I not taken this class is amazing.
7. I really enjoyed this class as it allowed me to learn about disability through a different lens / perspective than I've been introduced to in the past.
8. It stretched my thinking by introducing new and unfamiliar topics.
9. Before taking this class I did not have a lot of knowledge on the intersections between disability, feminism, and representation. After taking this course I now feel that I have a lot better understanding on the subjects.
10. Yes, I enjoyed all of the resources provided to us by the instructor.
11. Yes. We need more classes which look at the intersections of feminism and disability. As a Disability Studies major, this class has greatly added to my understanding of this intersection and given me new pathways toward pursuing a better comprehension of both identities being examined as well as the ways which they combine to create unique social positioning.
12. I learned A lot on topics I wouldn't necessarily focus on so it was great.
13. It was intellectually stimulating and stretched my thinking in that I had to think more critically about disability and feminism when prior to this class, I had only known what was portrayed in news reports or protest rhetoric.
14. Yes it was intellectually stimulating.
15. Yes! I considered controversial issues, common stereotypes, and literature through a disability studies lens with a whole new mindset that really broadened my thinking. I enjoyed the material and concepts presented in the course and the discussions in class that Ronnie led were eye-opening and forced me out of my comfort zone (in a good way).
16. This class was intellectually stimulating because I learned a lot about theories pertaining to disability studies, feminism, and representation which broadened my mind to think about these subjects in terms of intersectionality. I believe that the information I learned within this class is incredibly significant and will be applied within my personal and professional life, even outside of this class.
17. Yes. I appreciated how many different angles we approached the topic of disability and feminism from. Each week built on past ideas and introduced new ones.
18. This class helped me develop understanding for a topic that I wasn't aware of until I took this course. It was stimulating because I had the opportunity to learn about things that I didn't have any background in before this class.
19. I like that the class was able to take concepts that I was aware of, but brought them to light and elaborated on them.

What aspects of this class contributed most to your learning?

1. The class-wide activities, both those led by the instructor and by students were the most stimulating for me. These activities helped to solidify my understanding of various concepts and helped me hone my learning.
2. Using picture and video examples and examining them as a group using the information we learned from recent readings.
3. The in class discussions.
4. This class was structured very well and I learned a lot. Ronnie was a fantastic instructor that cared about the subject matter. Her enthusiasm every day was quite impressive, even when she was doing her exams.
5. The facilitations were actually very helpful in unpacking the readings. I also enjoyed the paper on the organizations because it never felt very overwhelming but throughout the quarter I was able to think about the subject that week and understand how that applies or does not apply to my organization I was looking in to. Ronnie also responded very quickly to emails and was willing to meet and make time in her schedule for us which was very helpful.
6. Lessons that incorporated media helped keep the class engaging which was great. Also, using the modules on Canvas was really helpful in keeping track of assignments.
7. I found that the discussion posts really helped me engage with the readings, and allowed me to pick one article that I really enjoyed to talk about.
8. I found the presentation contributed the most.
9. I really enjoyed our discussion on representation and disability. I think that working on the final paper throughout the quarter was a great idea and allowed me to better understand my organization. I also think that I gained a much better understanding of the content the week I did the group facilitation.
10. I enjoyed small group work the most and just having conversations with my peers about relevant topics that relate to disability and intersectionality.

11. The group discussions of the readings were facilitated in an open and honest way which allowed for people to ask questions as needed and not feel ashamed. It also allowed the class to learn collaboratively, helping each other to fill in any gaps. Ronnie thoughtfully conducted these group discussions, adding information when needed and skillfully guiding the class toward a better understanding of the subjects at hand.
12. I think Ronnie was great as using canvas and other tools like that.
13. I think what contributed most to my learning was the lectures recapping the readings. The assigned readings were really dense sometimes and I had a hard time understanding it until we went over it in class.
14. The organization research project has really put into perspective the different models and realities of disability. I really appreciate getting to tailor what I did in this course to what I was already focused on.
15. The in class discussions did a great job of helping me to understand the topics we were covering and the reading materials we were given. The readings were a bit challenging and slow at times, but the discussions we had about them were always very helpful and enlightening. The assignments we had also seemed to be very thought out and contributed greatly in my understanding of course materials.
16. The aspects of this class that contributed most to my learning were the class discussions, readings, assigned essays, videos, and lectures.
17. The in class participation/discussions, and weekly discussion posts.
18. I would say the interactive class activities and class discussions.
19. Probably, the activities. I liked that they incorporated what we were learning and allowed us to expand on what we had learned. I also liked that we were constantly building on what we have learned. I never felt as if I had to start from the very beginning.

What aspects of this class detracted from your learning?

1. I think that the group presentations distracted most from my learning, as well as the over-abundance of readings. The group presentations took up a lot of class time, were hard to coordinate, and were worth only 5% of my grade. Additionally, since there were so many readings, I don't think I had enough time to process all of the content or understand key concepts fully.
2. None
5. The only thing that I struggled with is how much freedom we were given in assignments which isn't even a bad thing! Ronnie knew what it was like to be a student and gave us freedom to write about what interested us, I was just not used to that through my college career. After learning her style though it was easier and more relaxing to do assignments.
6. The reading load was really heavy, and I really struggled to finish them on top of my other course loads and working two part time jobs. Additionally, I think it would be helpful to make essay prompts more concise.
7. Sometimes some of the readings would be very confusing. I think if we had a pre-discussion to these authors theories it would help understand them more effectively. I think a few theories were so complex that I did not get the full idea from it.
8. A variety of topics seemed very abstract and intangible and made it slightly hard to grasp an idea. They made me feel like I understood the course less.
9. While I think that I understood the content much better the week I facilitated the class, I feel like I didn't gain as much watching the other presentations. I think in the future having shorter presentations would be better.
10. Weak organization.
11. None, this course was one of the best that I have taken at the UW.
12. I found most of the lectures confusing but online usually helped to clarify
13. Nothing really detracted from my learning, but it was a little difficult to connect with the readings when other students would be giving their presentations every week. Sometimes it felt like a really big summary and I couldn't really think about the content critically.
14. Students not putting forth much effort in discussions.
15. The amount of readings in the beginning of the course (i.e. the first week especially) were intimidating and made me wonder if the class would involve too much work. This didn't end up being the case, but the amount of readings were a bit challenging.
16. No aspect of this class detracted from my learning.
17. Some of the student lectures were bland and a but boring.
18. N/a
19. I can't really think of anything. I was usually very excited to come to class. I think if I had to pick anything, I would comment on the discussion board. I felt as if there could have been more that we could have done with them. It almost something that felt more like a chore rather than something that enhances the experience.

What suggestions do you have for improving the class?

1. Reduce readings, grade more harshly, and increase the weight (in grade) of the group presentation (or remove it completely).
2. None
3. Less reading, more interactive lectures.
4. The reading was a bit much for me personally. I had another class that assigned the same amount of reading and I found myself either doing each class reading half way, or doing one classes readings fully and none of the other one. If the reading was a little less I would've felt more compelled to do all of the reading which in turn would advance my education more.
5. I really enjoyed this class but if I'm honest it was exactly the same material as the DIS ST 230 intro to disability studies class. In that class we also talked about intersectionality, representation, and the basic ideas of the class. But I found Ronnie to be much more engaging and interesting than my 230 professor. She went more in depth with the material and made me think more critically about the ideas. Not so much a suggestion than a comment about the class.

6. I think the group project should be worth more than 5% of the total grade because I put a lot of effort into something that had very little impact on my grade.
7. I suggest focusing on just a few ideas or theories and bringing them all back together. Some of the themes in the class I feel like we didn't ever really go back to, while others seemed to be more of a factor in the overall picture.
8. More time spent on odd and conceptual theories that have more than one meaning.
9. This quarter all of my classes were very reading heavy, so the amount of reading we had for this class was a little much for me. I think avoiding having 30 page or more readings would be better. Overall, I really enjoyed this class and am glad I had the opportunity to take it. Thank you!
10. Work closer with student groups facilitating, make sure their confident and are as prepared as they can be because when groups were prepared the class facilitations were very fun.
11. Keep Ronnie as the instructor. She is an asset to the UW and should be valued as such. I felt that the course readings were appropriate in both subject and number.
12. I think some of the lectures need a little work otherwise it was great.
13. More guidance for the group leading sessions, and more interaction encouraged for them.
14. Make more participation mandatory. Discuss issues like sexual assault more.
15. No big suggestions other than maybe switching up the first few weeks of readings to make it a bit lighter in the beginning! Overall though this class was SO great, I can't stress that enough! Ronnie was such a compassionate and determined instructor who was very understanding and made the class environment feel super welcoming!
16. This was truly one of the best classes I've taken while attending UW! As a Sociology major and Disability Studies minor, this class was very influential in broadening my understanding of both subjects, as well as the importance of representation and intersectionality in everyday life. The only suggestion I have for improving the class would be a less focus on assigned readings when it comes to group presentations. It should be expected that everyone has done the readings and therefore, when groups present, people can engage in critical discussions or similar activities. Otherwise, this was an incredible class with a great instructor! I would highly recommend it to any of my peers.
17. Ronnie is overall a wonderful instructor and did a great job of informing us all on important issues through different approaches. I loved how the ideas were related to real world things and how we got to expand on our knowledge of a specific organization. In the future, I would possibly diversify the scaffolding assignments for the final paper. I felt that I did a lot of copy and pasting from the past assignments when completing my paper so therefore I didn't feel quite as challenged towards the end of the quarter as I did throughout.
18. Probably just having a little less reading but otherwise I really enjoyed this course
19. This is by far one of my favorite classes that I have taken during my time at the university. Ronnie did a fabulous job!

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5)*; *Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7)*; *Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.