

GEOG 245 AC
Geodemographics: Population, Diversity, And Place
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 10/20 (50% high)

Taught by: Ronnie Thibault

Instructor Evaluated: Ronnie Thibault-TA

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
4.8	4.5
(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: 4.3
(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 remote learning course as a whole was:	10	60%	20%	20%				4.7	4.3
The course content was:	10	80%	10%	10%				4.9	4.6
The instructor's contribution to the course was:	10	80%		20%				4.9	4.6
The instructor's effectiveness in teaching the subject matter was:	10	80%	10%	10%				4.9	4.5

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:	10	30%	40%	10%	20%				6.0
The intellectual challenge presented was:	10		20%	30%	50%				4.5
The amount of effort you put into this course was:	10	20%	10%	40%	20%	10%			5.0
The amount of effort to succeed in this course was:	10		20%	30%	50%				4.5
Relative to similar courses taught in person, your participation in this course was:	9	11%	44%	33%	11%				5.6
Relative to similar courses taught in person, your success in this course was:	9	33%	33%	22%	11%				6.0

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: 3.5 (N=10)

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%	40%	40%				10%					

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

Class median: 3.0 (N=10)

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
20%	40%	30%				10%					

What grade do you expect in this course?

Class median: 3.8 (N=10)

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%	40%		10%											

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

(N=10)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
	10%	60%	10%	20%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	10	60%	10%	20%	10%			4.7	1
Timeliness of instructor response to assignments was:	10	70%	30%					4.8	11
Quality/helpfulness of instructor feedback was:	10	80%	20%					4.9	10
Clarity of course objectives was:	10	80%	20%					4.9	4
Clarity of student responsibilities and requirements was:	10	80%	20%					4.9	9
Usefulness of reading assignments in understanding course content was:	10	70%	30%					4.8	5
Usefulness of written assignments in understanding course content was:	10	70%	20%	10%				4.8	8
Usefulness of online resources in understanding course content was:	10	80%	10%		10%			4.9	2
Evaluative and grading techniques (tests, papers, projects, etc.) were:	10	80%	20%					4.9	6
Reasonableness of assigned work was:	10	80%	20%					4.9	7
Organization of materials online was:	10	90%	10%					4.9	3

GEOG 245 AC
Geodemographics: Population, Diversity, And Place
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 10/20 (50% high)

Taught by: Ronnie Thibault

Instructor Evaluated: Ronnie Thibault-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. This class was intellectually stimulating, and it did stretch my thinking. I felt like the classes with Ms. Thibault was valuable in the sense that she really pushed us to apply our knowledge to specific circumstances in order for us to gain a better understanding of the content-- because of things like this, I do feel that it was a really engaging and intellectually stimulating class.
2. Yes, there was a variety of open ended questions for discussion
3. yes in our discussions
4. Yes, I enjoyed the material and it all felt very relevant to this times we are living in.
5. It is always helpful to have a live discussion weekly! Very helpful in knowing where I am compared to my peers.
6. Not overly stimulating because content was not cryptic in any sense. Everything was simply laid out and easy to follow. Almost everything was given.
7. Yes this class was great, it did stretch my thinking the discussion sections were helpful to use dialogue to understand core concept.
8. Yes, many of the topics and issues discussed were new to me and I found them intellectually stimulating.
9. Yes, she presented questions in this course that we talked further about and thought about.

What aspects of this class contributed most to your learning?

1. Ms. Thibault helped to make the class feel like a welcoming environment. She was patient, but always pushed us to engage with our content on a deeper level, which I felt contributed the most to my learning. It was always interesting to see what questions we would be discussing, and the ways that Ms. Thibault would engage with the material herself, and therefore the class. It was also always helpful to hear the point of view of other students, which Ms. Thibault always made time for.
2. Video lectures, reviews of assignments in class
3. our section discussions and workshops
4. The exercises were actually pretty enjoyable, and definitely added some context to what we were learning. Ronnie was also very engaging and it definitely felt like she cared about our education
5. Organization
6. The organisation was key to my learning.
7. The weekly discussion posts and BOTH sections were extremely helpful.
8. Both the lectures where new information was presented and the synchronous section times where we applied the information to class discussions and exercises.
9. I think the Monday non mandatory class contributed the most to my learning because she would go further in depth on the assignments and give us the reasons for why that is the answer.

What aspects of this class detracted from your learning?

1. I don't think there were any aspects that detracted from my learning.
3. the optional monday sections, I always went to them but we always just got the answers, made it very easy to succeed which I am not complaining about because I certainly put in the effort to go to the zooms. also, people not having their cameras on, I think you should require people to turn them on.
4. There were a lot of small assignments that could be hard to remember to complete on time
5. N/A
7. Breakout groups were not that helpful because it felt rushed and some people did not contribute as much
8. The asynchronous style of the lectures that led me to procrastinate quite often.
9. Nothing in particular.

What suggestions do you have for improving this class generally?

1. Currently, I don't have any suggestions. As a first year, I think this class was really beneficial for me.
2. It would be nice if this class offered W credit since there seems to be opportunity for that in the content.
3. Ronnie was a fantastic TA, always able to reach out to her and she would get back to me quickly, great facilitator of conversation and really cared about her students
4. N/A

5. N/A
7. I don't have many suggestions, I would say to make sure there is enough time for discussion and assignments in breakout groups
8. None
9. nothing in particular.

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. I think the structure of this class is great for a remote setting, I'm not sure what could be done to improve it.
3. make everyone have their cameras on
4. N/A
5. What an AWESOME job Ronnie did! She made the course fun, engaging, and she was so helpful. 4.0
6. If it were online again, or even in person, having the weekly modules posted ahead would entice students rather than detract. The self paced effect of this class is beneficial
7. Breakout groups were awkward sometimes I think working as a small class works better for me but that is because I talk a lot so I'm not sure how other students feel.
8. None
9. Nothing in particular.

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.