

DIS ST 230 AC, Joint with CHID 230 AC, LSJ 230 AC
Introduction To Disability Studies
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 7/22 (32% moderate)

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
4.2	3.9
(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: 3.9
(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 quiz section as a whole was:	7	29%	43%	14%	14%			4.0	3.7
The content of the quiz section was:	7	14%	29%	43%		14%		3.3	3.1
The quiz section instructor's (QSI's) contribution to the course was:	7	57%	14%	14%	14%			4.6	4.3
The QSI's effectiveness in teaching the subject matter was:	7	71%		14%	14%			4.8	4.5

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	7	29%	43%		14%	14%			6.0
The intellectual challenge presented was:	7	14%	29%	14%	29%		14%		5.0
The amount of effort you put into this course was:	7	43%			29%	14%		14%	4.2
The amount of effort to succeed in this course was:	7	29%	14%		43%	14%			4.3
Your involvement in course (doing assignments, attending classes, etc.) was:	7	29%	29%		14%	14%		14%	5.8

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: 5.2 (N=7)

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
		57%	43%								

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

Class median: 3.8 (N=7)

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
29%	14%	43%	14%								

What grade do you expect in this course?

Class median: 3.7 (N=7)

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
43%	29%	14%	14%											

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

(N=7)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
29%	14%	14%	29%	14%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	7	71%	14%		14%			4.8	4
QSI's use of examples and illustrations was:	7	71%	14%		14%			4.8	6
Quality of questions or problems raised by QSI was:	7	71%		29%				4.8	3
QSI's enthusiasm was:	7	71%	29%					4.8	10
Student confidence in QSI's knowledge was:	7	43%	29%	14%		14%		4.2	17
Encouragement given students to express themselves was:	6	50%	17%	17%		17%		4.5	13
Answers to student questions were:	7	71%	14%		14%			4.8	7
Interest level of quiz sections was:	7	29%	14%	29%	14%		14%	3.2	18
QSI's openness to student views was:	7	71%	14%			14%		4.8	8
QSI's ability to deal with student difficulties was:	7	71%		14%	14%			4.8	5
Availability of extra help when needed was:	7	57%	29%	14%				4.6	11
Use of quiz section time was:	7	29%	43%	14%	14%			4.0	15
QSI's interest in whether students learned was:	7	57%	29%	14%				4.6	12
Amount you learned in the quiz sections was:	7	29%	43%	14%	14%			4.0	16
Relevance and usefulness of quiz section content were:	7	57%		29%		14%		4.6	9
Coordination between lectures and quiz sections was:	7	71%			14%	14%		4.8	1
Reasonableness of assigned work for quiz section was:	7	71%	14%		14%			4.8	2
Clarity of student responsibilities and requirements was:	7	43%	43%	14%				4.3	14

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STANDARD OPEN-ENDED QUESTIONS

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

1. Lots of new concepts made me think in different ways
2. Yes because we learned about things from different perspectives and I learn from some of my mistakes
3. Yes this class was intellectually stimulating for an intro class
4. Yes the instructor made the content engaging and interesting, asking and prompting insightful questions and conversation.
5. Subject matter was interesting and quiz section helped add to that, but some sections were uninteresting or did not contribute to this.

What aspects of this class contributed most to your learning?

1. Ronnie was dope
2. The readings
3. I enjoyed the discussion section, as we got to dive a bit deeper into the conversations we were having in class
4. The instructors enthusiasm and knowledge of course content, her ability to create stimulating conversation and explain information that was previously unclear in lecture.
5. Examples provided in quiz section helped further understanding of current concept(s) show how subject applies in the real world.

What aspects of this class detracted from your learning?

1. Kristin had a really dysfunctional class
2. nothing
3. nothing i can think of at this moment
5. Some quiz sections (usually those with group activities) felt less useful than others.

What suggestions do you have for improving the class?

1. Solidify the syllabus before the class starts, create reasonable and attainable class goals
2. For the instructors to understand that we do not have the same knowledge as them, I think there is a pressure of trying not to say the wrong things, and to fully understand the readings. Since they are new topics to many of us it's hard to understand those concept completely.
3. nothing I can think of at this moment
5. Increase relevancy of in-class activities.

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.