

EDIS 654 OLS  
Creativity Studies for Teachers of the Talented  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 7/13 (54% high)

Taught by: Jennifer Groman  
**Instructor Evaluated: Jennifer Groman-Assist Prof**

**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
4.5	4.8
(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:

<b>CEI: 4.4</b>
(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 distance learning course as a whole was:	7	43%	43%	14%				4.3	4.7
The course content was:	7	43%	29%	29%				4.2	4.6
The instructor's contribution to the course was:	7	71%	14%	14%				4.8	5.1
The effectiveness of the distance learning format was:	7	43%	29%	29%				4.2	4.6

**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:	7		29%	14%	57%				4.4
The intellectual challenge presented was:	7	14%	43%		29%	14%			5.7
The amount of effort you put into this course was:	7		29%	43%	29%				5.0
The amount of effort to succeed in this course was:	7	14%	29%	14%	43%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	7	14%	14%	29%	43%				4.8

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 Hours per credit: 1.8 (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
		57%	29%		14%						

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

**Class median: 4.8 Hours per credit: 1.6 (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
	14%	57%	14%	14%							

What grade do you expect in this course?

**Class median: 3.9 (N=7)**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
57%	14%	14%	14%											

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

**(N=7)**

<b>In your major</b>	<b>Distribution requirement</b>	<b>An elective</b>	<b>In your minor</b>	<b>A program requirement</b>	<b>Other</b>
43%				57%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	7	43%	29%	29%				4.2	12
Timeliness of instructor response to assignments was:	7	43%	57%					4.4	10
Quality/helpfulness of instructor feedback was:	7	57%	29%	14%				4.6	7
Tailoring of instruction to varying student skill levels was:	7	29%	71%					4.2	8
Quality of questions or problems raised by the instructor was:	7	29%	71%					4.2	16
Student confidence in instructor's knowledge was:	7	71%	29%					4.8	5
Instructor's enthusiasm was:	7	86%	14%					4.9	3
Encouragement given students to express themselves was:	7	71%	29%					4.8	4
Usefulness of reading assignments in understanding content was:	7	43%	43%	14%				4.3	9
Usefulness of written assignments in understanding content was:	7	29%	57%	14%				4.1	15
Usefulness of on-line resources in understanding content was:	7	29%	57%	14%				4.1	14
Usefulness of video media in understanding course content was:	7	57%	29%	14%				4.6	2
Usefulness of audio media in understanding course content was:	7	57%	29%	14%				4.6	1
Relevance and usefulness of course content were:	7	29%	43%	29%				4.0	17
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	57%	43%					4.6	6
Reasonableness of assigned work was:	7	43%	57%					4.4	11
Clarity of student responsibilities and requirements was:	7	43%	43%	14%				4.3	13

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Taught by: Jennifer Groman

**Instructor Evaluated: Jennifer Groman-Assist Prof**

### STANDARD OPEN-ENDED QUESTIONS

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

1. It was definitely interesting. I'd say it did help me learn more information. It wasn't challenging, but that isn't a bad thing.
2. Yes, it stretched my thinking to gain knowledge of the gifted in creative thinking student.
3. This course really stretched me because my personality is not very creative, so I was enriched greatly from this course.
4. Yes it stretched my thinking in regards to being creative. It helped me to have confidence to try creative activities in my classroom.
5. This class was intellectually stimulating and stretched my thinking because Professor G. provided opportunities to experience creativity firsthand and these made me look at creativity in a way that I had never done before.

#### What aspects of this class contributed most to your learning?

1. I appreciated the professor's passion and organization which contributed to my learning.
2. Learning the Piirto ways core concepts of creative thinkers.
3. I loved the understanding of the instructor and feedback from other students as well.
4. Videos, reading, focus questions
5. I really enjoyed the project where we were able to explore creativity on our own and then reflect on the experience. I also enjoyed the mini-biography project because not only did I get to share what I learned about the individual I selected, but I also learned a lot from the presentations of the others.

#### What aspects of this class detracted from your learning?

1. The timeline of a 15-week class drew out the content so the pacing was quite slow. I've learned I best like the 7-week courses which keep me on my toes. However, since fall semester can be stressful, esp. during C19, the 15-week course allowed me more flexibility. I was not stressed at all regarding this course which was nice.
2. The thought log a little
3. I took this course and 796 together as well as online/hybrid teaching at the same time, so I was overwhelmed, but I wouldn't be if these classes were at separate times. :)
5. This really has nothing to do with the class itself, or Professor G., but it remains difficult to always put forth best effort in an online class when you are also having to balance other commitments related to work, family, etc. One thing that helps me get through is the enthusiasm and knowledge that Professor G. demonstrates at all times.

#### What suggestions do you have for improving the class?

1. I think Dr. Groman is a lovely human. She's artistic and passionate - keep at it! Overall, I enjoyed the class.
2. Nothing. Dr. Groman is a wonderful instructor and a gift to Ashland University!
3. I loved this class the most out of all the ones for the gifted endorsement.
5. My only suggestion, and this could be said about a lot of post graduate classes, is that the textbooks are not cheap, and then it seems that they are not used all that much.

EDIS 654 ACLU  
Creativity Studies for Teachers of the Talented  
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Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 11/17 (65% high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

**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	4.0
(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:

<b>CEI: 5.7</b>
(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 distance learning course as a whole was:	11	36%	18%	45%				3.8	3.5
The course content was:	11	36%	36%	18%	9%			4.1	3.9
The instructor's contribution to the course was:	11	64%	27%	9%				4.7	4.5
The effectiveness of the distance learning format was:	11	36%	18%	36%	9%			3.8	3.4

### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
<b>Relative to other college courses you have taken:</b>									
Do you expect your grade in this course to be:	11	36%	45%	18%					6.2
The intellectual challenge presented was:	11	18%	64%	18%					6.0
The amount of effort you put into this course was:	11	18%	64%	9%	9%				6.0
The amount of effort to succeed in this course was:	11	18%	64%	9%	9%				6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	11	18%	64%	9%	9%				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: 3.1 Hours per credit: 1 (N=11)**

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
	64%	18%	9%		9%						

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

**Class median: 2.8 Hours per credit: 0.9 (N=11)**

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
	9%	64%	9%	9%	9%						

What grade do you expect in this course?

**Class median: 4.0 (N=11)**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
82%	18%													

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

**(N=11)**

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
27%				73%	

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	11	55%	27%	18%				4.6	10
Timeliness of instructor response to assignments was:	11	45%	45%	9%				4.4	15
Quality/helpfulness of instructor feedback was:	11	82%	18%					4.9	1
Tailoring of instruction to varying student skill levels was:	11	55%	27%	9%	9%			4.6	2
Quality of questions or problems raised by the instructor was:	11	55%	36%	9%				4.6	13
Student confidence in instructor's knowledge was:	11	82%	18%					4.9	3
Instructor's enthusiasm was:	11	82%	9%	9%				4.9	9
Encouragement given students to express themselves was:	11	73%	27%					4.8	8
Usefulness of reading assignments in understanding content was:	11	55%	36%	9%				4.6	7
Usefulness of written assignments in understanding content was:	11	55%	27%	9%	9%			4.6	6
Usefulness of on-line resources in understanding content was:	11	55%	27%	18%				4.6	4
Usefulness of video media in understanding course content was:	11	45%	45%	9%				4.4	14
Usefulness of audio media in understanding course content was:	11	45%	45%	9%				4.4	12
Relevance and usefulness of course content were:	11	45%	36%	9%	9%			4.4	16
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11	64%	36%					4.7	5
Reasonableness of assigned work was:	11	55%	27%	18%				4.6	11
Clarity of student responsibilities and requirements was:	11	45%	36%	18%				4.4	17

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Creativity Studies for Teachers of the Talented  
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Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 11/17 (65% high)

Taught by: Jennifer Groman

**Instructor Evaluated: Jennifer Groman-Assist Prof**

### STANDARD OPEN-ENDED QUESTIONS

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

1. Yes! I loved the assignments in this course and being challenged to try new creative things.
2. Creative aspects were challenging, yet satisfying. The connection to Piirto's gifted areas was very helpful.
3. Would have been more effective if not bound by the restrictions of a pandemic
4. Some of it was stimulating, but other things I had to do seemed mundane. Some of the assignments didn't seem beneficial or applicable to my teaching profession.
5. I love this course and the professor. The timing of this course and the activities had such a positive impact on my and thus my students.
6. The class forced me to look at and develop my own creativity.
7. This class took me past where I could go by myself because I am more creative with hands on tasks. The course exposed me to different types of creativity.

#### What aspects of this class contributed most to your learning?

1. ways to add creativity into my class.
2. The readings and the projects were very helpful.
3. mini-biography mini-project padlet entries
4. I liked some of the readings we had to do, the different ideas we were exposed to, and the day of relaxation. I realized how important it is to work on breathing, relaxation, and getting a peace of mind is really beneficial. I liked having the options on some of the assignments on what we could do.
5. The meditation exercises especially the meditation day.
6. The reading assignments were most helpful in my understanding.
7. The introduction to different types of creativity and ways to utilize them in class.

#### What aspects of this class detracted from your learning?

1. n/a
2. I honestly did not enjoy the meditation.
3. not a fan of the thought log and
4. Some of the assignments, such as the sculpture because I got frustrated and overwhelmed by it. I didn't like always having to share our assignments with the rest of the group because I am not creative and having to see what others made in comparison to my own.
5. My own life nothing from this course.
6. In this school year, with all the changes to schedules (hybrid/remote learning) I was at times overwhelmed by trying to meet my obligations to my job and to this class. However, I feel this answer would be different during any other year.
7. There are a vast array of tactics and information, and I am very limited in my ability to be able to use it in a classroom setting.

#### What suggestions do you have for improving the class?

1. I would have enjoyed more creative assignments; weird to ask for more work I know.
2. None that can be changed under our current mode of learning. Face to fact classes would be better for me.
3. not the instructor's fault, but trying to be creative in a really stressful school year seemed like a huge task
4. Make posting to the group optional, but still post to the professor.
5. Keep it as it is. It is a great course!
7. The class was done about as well as it could have been given the current situation. Dr. Groman is very knowledgeable, and even more enthusiastic about the course.

EDIS 796 OLS  
Internship in Talent Development Education  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 3/9 (33% moderate)

Taught by: Jennifer Groman

**Instructor Evaluated: Jennifer Groman-Assist Prof**

**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	4.3
(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:

<b>CEI: 5.5</b>
(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 distance learning course as a whole was:	3	33%	67%					4.2	4.3
The course content was:	3	33%	67%					4.2	4.4
The instructor's contribution to the course was:	3	33%	67%					4.2	4.3
The effectiveness of the distance learning format was:	3	33%	67%					4.2	4.3

### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
<b>Relative to other college courses you have taken:</b>									
Do you expect your grade in this course to be:	3		33%	33%	33%				5.0
The intellectual challenge presented was:	3		67%	33%					5.8
The amount of effort you put into this course was:	3		67%	33%					5.8
The amount of effort to succeed in this course was:	3		33%	33%	33%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	3		67%	33%					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: 8.5 Hours per credit: 2.8 (N=3)**

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
	33%			33%							33%

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

**Class median: 6.5 Hours per credit: 2.2 (N=3)**

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
	33%		33%								33%

What grade do you expect in this course?

**Class median: 4.0 (N=3)**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
67%												33%		

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

**(N=3)**

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%				67%	

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	3	33%	33%	33%				4.0	15
Timeliness of instructor response to assignments was:	3	33%	67%					4.2	9
Quality/helpfulness of instructor feedback was:	3	33%	33%	33%				4.0	17
Tailoring of instruction to varying student skill levels was:	3	33%	67%					4.2	3
Quality of questions or problems raised by the instructor was:	3	33%	67%					4.2	14
Student confidence in instructor's knowledge was:	3	33%	67%					4.2	16
Instructor's enthusiasm was:	3	67%	33%					4.8	2
Encouragement given students to express themselves was:	3	67%		33%				4.8	1
Usefulness of reading assignments in understanding content was:	3	33%	67%					4.2	8
Usefulness of written assignments in understanding content was:	3	33%	67%					4.2	7
Usefulness of on-line resources in understanding content was:	3	33%	67%					4.2	4
Usefulness of video media in understanding course content was:	3	33%	67%					4.2	6
Usefulness of audio media in understanding course content was:	3	33%	67%					4.2	5
Relevance and usefulness of course content were:	3	33%	67%					4.2	12
Evaluative and grading techniques (tests, papers, projects, etc.) were:	3	33%	67%					4.2	10
Reasonableness of assigned work was:	3	33%	67%					4.2	11
Clarity of student responsibilities and requirements was:	3	33%	67%					4.2	13



EDIS 796 OLS  
Internship in Talent Development Education  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 3/9 (33% moderate)

Taught by: Jennifer Groman

**Instructor Evaluated: Jennifer Groman-Assist Prof**

#### STANDARD OPEN-ENDED QUESTIONS

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

1. Yes. It made me apply what I have learned to my teaching.
2. I loved the applying what we have learned in all the courses in one at the end with the evaluation of a lesson. I wish it would have been better with students in the actual rooms, but we did the best we could with what we were given.
3. The internship was intellectually stimulating and stretched my thinking by allowing me to put the into practice the strategies, research and best practices I have been studying throughout my coursework.

##### What aspects of this class contributed most to your learning?

2. I loved the feedback, which was very helpful on what to do to reach more gifted and accelerated students.
3. Implementing the education that was provided throughout my coursework.

##### What aspects of this class detracted from your learning?

2. As I stated in 654, I took 796 and 654 together as well as teaching hybrid/virtual at the same time, so I was more stressed than I normally would have been, but I made it through. :)
3. none

##### What suggestions do you have for improving the class?

2. I loved how this class was laid out and how to the point all the assignments were.
3. none. Thank you for your ongoing support! Your instruction and guidance is very much appreciated!

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.<sup>1</sup> 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).

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<sup>1</sup> 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.