

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

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 6/8 (75% very 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
4.8	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:

<b>CEI: 5.2</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:	6	50%	50%					4.5	4.2
The course content was:	6	83%	17%					4.9	4.6
The instructor's contribution to the course was:	6	100%						5.0	4.7
The effectiveness of the distance learning format was:	6	50%	50%					4.5	4.1

### 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:	6	17%	50%		33%				5.8
The intellectual challenge presented was:	6	50%	17%		33%				6.5
The amount of effort you put into this course was:	6	50%	17%	33%					6.5
The amount of effort to succeed in this course was:	6	17%	33%	33%	17%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	6	50%	17%	17%	17%				6.5

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 Hours per credit: 1.2 (N=6)**

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
	50%	17%				17%	17%				

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

**Class median: 3.5 Hours per credit: 1.2 (N=6)**

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%	17%	17%			17%	17%					

What grade do you expect in this course?

**Class median: 4.0 (N=6)**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
83%	17%													

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

**(N=6)**

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
50%				50%	

**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:	6	67%		33%				4.8	12
Timeliness of instructor response to assignments was:	6	50%	33%	17%				4.5	17
Quality/helpfulness of instructor feedback was:	6	83%	17%					4.9	10
Tailoring of instruction to varying student skill levels was:	6	67%	17%	17%				4.8	2
Quality of questions or problems raised by the instructor was:	6	67%	33%					4.8	16
Student confidence in instructor's knowledge was:	6	100%						5.0	6
Instructor's enthusiasm was:	6	100%						5.0	13
Encouragement given students to express themselves was:	6	100%						5.0	9
Usefulness of reading assignments in understanding content was:	6	67%	33%					4.8	8
Usefulness of written assignments in understanding content was:	6	67%	33%					4.8	7
Usefulness of on-line resources in understanding content was:	6	67%	33%					4.8	4
Usefulness of video media in understanding course content was:	6	67%	33%					4.8	11
Usefulness of audio media in understanding course content was:	6	67%	33%					4.8	3
Relevance and usefulness of course content were:	6	67%	33%					4.8	14
Evaluative and grading techniques (tests, papers, projects, etc.) were:	6	100%						5.0	1
Reasonableness of assigned work was:	6	67%	33%					4.8	15
Clarity of student responsibilities and requirements was:	6	83%	17%					4.9	5

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Creativity Studies for Teachers of the Talented  
Course type: Online

Evaluation Delivery: Online  
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Responses: 6/8 (75% very 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. The course came at the right time in my life. Not only was the course intellectually stimulating, but the content allowed a depth and complexity to apply our content to real people, self included.
2. This class stretched my thinking more than any other graduate class I can remember. I loved reading Piirto's work about high creatives in different fields and applying it to her studies. I think it was so important that this class "forced" me to make time for my own creativity via the Thought Log and Creativity Project. At times it felt a bit stressful, but I think I needed the requirements of this class to begin building a habit of creativity.
3. This class definitely made me think. Many of the questions posed in the weekly videos asked us to reflect on our thoughts, past, and future.
4. This class was absolutely stimulating. I was able to consider more creative processes than I have experience in. I loved that it called for a lot of analyzing.
5. Yes this class was intellectually stimulating. It stretched my thinking letting me learn new strategies to be creative and teach creativity.

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

1. I always rely on assigned readings to learn the most in the online world, but the Padlet interaction with my classmates was priceless!
2. Honestly, I think everything in the class was very useful. The readings were relevant and interesting. The assignments were relevant and applicable to working with gifted students. I really appreciated Dr. Groman's sharing of her own songs and creative projects; she really models what we should all be doing as teachers in doing some risk-taking by sharing her own work.
3. Analyzing characteristics of creative people while also working through my own creative process helped me gain some awareness of what my students may go through and how to help them.
4. I appreciated all activities, but relating our texts to a real person was very beneficial in applying what we were learning. The biographical sketch allowed me to learn about someone I didn't have knowledge about and evaluate their giftedness.
5. The hands on projects and the Creativity Class Padlet.

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

1. There was a lot of resources to review. At times it overwhelmed me, but I know many resources, including Dr. Gorman's professional Padlet will be very useful as I continue to teach GT students.
2. Very minor comment, but some of the assignments posted on the Blackboard 'Grades' page don't quite line up with assignments on the syllabus. Dr. Groman was quick to answer questions about this, so it wasn't a major distraction.
3. None
4. I always get anxious with recording myself, but I love how excited Dr. Gorman was about everything. So it is just a "me-problem" that I hated recording and sharing things with peers on the digital platform.
5. nothing

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

1. It is very minor, but most challenging aspect of this course were the syllabus tweaks. I printed the syllabus at the beginning and by the end, I was a day late on an assignment because I had added it to my calendar and the date was changed to a day earlier. I do not like to use the grace period that is generously offered, but for this assignment I was glad it was in place. Other than that, smooth sailing!!! AU is fortunate to have Dr. G!!
2. Again, a very minor thought: I felt like I would have benefited from reading UC chapter 3 and C21CS chapters 2, 3, 4, & 5 earlier in the course. I actually found myself spending time in those chapters earlier on in the class (than where they were assigned on the syllabus for FQs4 & 5) while I worked on the biographical sketch and jigsaw assignment. I think there's probably a reason that they are assigned in the order they are, but this was the only suggestion I had, so I thought I'd share.
3. None
4. N/A Dr. Gorman's enthusiasm is contagious and I hope I get the chance to meet her face to face some day.
5. nothing

EDIS 653 OLSB  
Guidance and Counsel for the Talented  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 20/21 (95% very 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:

<b>Combined Median</b>	<b>Adjusted Combined Median</b>
<b>4.8</b>	<b>5.1</b>
(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: 4.8</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:	20	60%	30%	10%				4.7	5.0
The course content was:	20	65%	30%	5%				4.7	5.0
The instructor's contribution to the course was:	20	85%	10%	5%				4.9	5.2
The effectiveness of the distance learning format was:	20	60%	35%	5%				4.7	5.0

**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:	20	5%	35%	10%	50%				4.5
The intellectual challenge presented was:	20	10%	30%	35%	25%				5.2
The amount of effort you put into this course was:	20	15%	40%	20%	25%				5.6
The amount of effort to succeed in this course was:	20	15%	30%	30%	25%				5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	20	20%	30%	10%	35%	5%			5.5

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: 5.5 Hours per credit: 1.8 (N=20)**

<b>Under 2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-11</b>	<b>12-13</b>	<b>14-15</b>	<b>16-17</b>	<b>18-19</b>	<b>20-21</b>	<b>22 or more</b>
5%	5%	40%	15%	5%	15%	10%	5%				

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=20)**

<b>Under 2</b>	<b>2-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-11</b>	<b>12-13</b>	<b>14-15</b>	<b>16-17</b>	<b>18-19</b>	<b>20-21</b>	<b>22 or more</b>
5%	20%	40%	10%	10%	5%	5%	5%				

What grade do you expect in this course?

**Class median: 4.0 (N=20)**

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>	<b>Pass</b>	<b>Credit</b>	<b>No Credit</b>
85%	10%	5%												

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

**(N=20)**

<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>
25%				65%	10%

**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:	20	65%	30%	5%				4.7	13
Timeliness of instructor response to assignments was:	20	55%	30%	15%				4.6	15
Quality/helpfulness of instructor feedback was:	20	85%	15%					4.9	8
Tailoring of instruction to varying student skill levels was:	19	42%	32%	26%				4.2	17
Quality of questions or problems raised by the instructor was:	20	55%	35%	10%				4.6	16
Student confidence in instructor's knowledge was:	20	90%	10%					4.9	10
Instructor's enthusiasm was:	20	100%						5.0	12
Encouragement given students to express themselves was:	20	95%	5%					5.0	11
Usefulness of reading assignments in understanding content was:	20	80%	15%	5%				4.9	1
Usefulness of written assignments in understanding content was:	20	70%	20%	10%				4.8	4
Usefulness of on-line resources in understanding content was:	20	75%	20%	5%				4.8	2
Usefulness of video media in understanding course content was:	20	70%	25%	5%				4.8	7
Usefulness of audio media in understanding course content was:	18	72%	22%	6%				4.8	3
Relevance and usefulness of course content were:	20	75%	20%	5%				4.8	5
Evaluative and grading techniques (tests, papers, projects, etc.) were:	20	70%	25%	5%				4.8	14
Reasonableness of assigned work was:	20	75%	20%	5%				4.8	9
Clarity of student responsibilities and requirements was:	20	80%	15%	5%				4.9	6

EDIS 653 OLSB  
Guidance and Counsel for the Talented  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 20/21 (95% very 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. This was an intellectually stimulating class. I was given many resources to read and think. I have spent very little time working with gifted students and this course made me realize how important it is to see their needs met.
2. Yes. I really enjoyed the content, and I was able to learn a lot from the readings and peers too.
3. This class took me into an area I had no experience with. It was helpful to learn in depth about students' social and emotional needs.
4. Yes - pointed out the differences gifted students may have from peers that can affect learning so teachers need to be made aware.
5. I knew next to nothing about the SEL needs of gifted learners before beginning this course, so I felt the focus was interesting and helpful.
6. It was really great to be able to answer focus questions in a method of our choosing. This in itself stretched me to think about not only what was important from the reading but also how best to get that message across.
7. Yes! The text selections were appealing & the projects were practical so that we could use these resources in the future.
8. I do feel that this class was intellectually stimulating. This class gave me the opportunity to think about things I hadn't thought about before.
9. yes. many topics I had not read about as of yet. Direct applications to current teaching were great!
10. Yes, it gave me resources and strategies to help gifted learners.
12. This class broadened my thinking about gifted students and their social and emotional needs and how to counsel them on the issues. The content was covered in a variety of topics that allowed us to connect to the learning in a similar way the students would experience.
13. Yes, I learned a lot and was challenged to think about the best ways to help my students.
14. Yes - I felt it was the right amount of stretch. I learned a lot and really like this course in particular.
15. This class was absolutely intellectually stimulating. I learned and applied things to my own life which will allow me to better implement them in my classroom. The instructor Dr. Groman is by far one of the best instructors in the program. She was excellent in creating activities that were meaningful and that I wanted to complete.
16. Yes this class was intellectually stimulating. I enjoyed the reading and felt I learned a lot.
17. Yes

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

1. Completing the dialogue project contributed most to my learning. I saw the unit as more than just a lesson but rather it gave me insight to the students needs.
2. I enjoyed reading and reflecting in my own way on a reading through writing or a presentation.
3. The weekly readings and articles helped me gain the most information.
4. Weekly videos helped me succeed in this class. The MBTI helped me understand myself as a person and can help me understand how my students think, make decisions, etc. Padlet is a better tool for discussion and is much easier to navigate and see all of the posts compared to the discussion board option in blackboard.
5. The instructor's videos were very helpful as well as several resources she shared.
6. Completing the collaborative chart - having to find that information, and the type of information it was asking for - added much to my learning for this class. The MBTI short assignments were helpful, as well.
7. I appreciate the chance to write & reflect on readings.
8. I thought that the focus questions and reading were a big part of my learning.
9. ALL the readings and Dr. Groman's videos
10. The articles and projects.
11. The assignments were realistic and applicable.
12. Being able to choose our own topics of chapters was beneficial, not everything applied to me and I was able to select readings that were pertinent to my position and interests. Also, completing the personality test and reflecting on how personalities would impact the students in my classroom was interesting.
13. The readings.
14. All since I know I will be applying everything when I start my own program.
15. The videos Dr. Groman provided each week were well thought out and engaging. I really enjoyed the process of the dialogue project.
16. Readings

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

1. All of the class seemed important.
2. N/A
3. None!
5. It was confusing to have to post things to Padlet and Blackboard and it also made me nervous that things were public.
7. Non thing.
8. There were no aspects that distracted me.
9. padlet responses - hard for me to use that as a collaborative / meaningful tool.
10. Nothing.
12. Nothing really.
13. Nothing
14. None
15. N/A
16. Glossary Chart

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

1. Dr. Groman does a great job on her online learning. If there were issues, everything was corrected immediately.
2. N/A
3. This class was fantastic! The only confusion I had was flipping back and forth through the syllabus to find assignments, instructions to answer questions, and project requirements. Once I figured it out, it was no problem. Great course!
5. I don't see the value in the Padlet.
6. None. I appreciate the weekly videos, the scaffolding of the assignment chart and focus question instructions, the collaborative needs chart was super helpful, and the ability to do a presentation rather than a paper for the dialogue project (although I had a lot more to say than time would allow - so maybe more than 7 minutes for that?) Thank you - I really enjoyed this course.
7. I think the required padlet posts should all have the same amount of responses so that we all read everything.
8. I think this class taught me a lot and I do not feel it needs improving.
10. Nothing.
12. It's a nice pace, although there was a lot due week 6.
13. None
14. None
15. None! Thank you Dr. Groman for being organized, kind, and enthusiastic about what you do! I really see and appreciate the time and energy put into your work.
16. N/A

EDIS 650 OLSA  
Nature and Needs of the Talented  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 13/15 (87% very 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
4.8	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: 5.6</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:	13	62%	38%					4.7	4.6
The course content was:	13	77%	23%					4.8	4.8
The instructor's contribution to the course was:	13	92%	8%					5.0	4.9
The effectiveness of the distance learning format was:	13	69%	31%					4.8	4.7

### 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:	13	15%	31%	23%	31%				5.3
The intellectual challenge presented was:	13	15%	54%	23%	8%				5.9
The amount of effort you put into this course was:	13	23%	54%	15%	8%				6.0
The amount of effort to succeed in this course was:	13	23%	54%	8%	15%				6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	13	31%	38%	15%	15%				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: 6.9 Hours per credit: 2.3 (N=13)**

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
		23%	38%	15%	23%						

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

**Class median: 5.3 Hours per credit: 1.8 (N=13)**

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
	15%	38%	31%	8%	8%						

What grade do you expect in this course?

**Class median: 4.0 (N=13)**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
100%														

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

**(N=13)**

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
46%				46%	8%



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:	13	62%	38%					4.7	16
Timeliness of instructor response to assignments was:	13	46%	54%					4.4	17
Quality/helpfulness of instructor feedback was:	13	92%	8%					5.0	7
Tailoring of instruction to varying student skill levels was:	13	62%	38%					4.7	8
Quality of questions or problems raised by the instructor was:	13	77%	23%					4.8	12
Student confidence in instructor's knowledge was:	13	92%	8%					5.0	10
Instructor's enthusiasm was:	13	92%	8%					5.0	15
Encouragement given students to express themselves was:	12	92%	8%					5.0	11
Usefulness of reading assignments in understanding content was:	13	77%	23%					4.8	3
Usefulness of written assignments in understanding content was:	13	77%	23%					4.8	2
Usefulness of on-line resources in understanding content was:	12	58%	33%	8%				4.6	13
Usefulness of video media in understanding course content was:	13	85%	15%					4.9	1
Usefulness of audio media in understanding course content was:	12	67%	33%					4.8	5
Relevance and usefulness of course content were:	13	77%	23%					4.8	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	13	77%	23%					4.8	9
Reasonableness of assigned work was:	13	85%	15%					4.9	4
Clarity of student responsibilities and requirements was:	13	69%	31%					4.8	14

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Nature and Needs of the Talented  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: I4  
Responses: 13/15 (87% very 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 found this class to be very intellectually stimulating. I am walking away from this class with a lot of new information to retain and to apply to my future endorsement coursework.
2. Yes. It provided a great introduction to gifted education and brought up many theories and concepts which I had never heard about or considered.
3. It was stimulating. This was my first course in gifted studies and I learned a lot but also made me reflect on my school and teaching approaches.
4. Yes. Nearly all of the information was new but was directly related to the students I interact with every day. My thinking was stretched by professor feedback.
5. This course was intellectually stimulating. I learned a great deal about the gifted and talented child.
6. Yes, I learned a lot about gifted education.
7. This class was intellectually stimulating and it did stretch my thinking.
8. Yes - the questioning was great and really make us think and research to understand.
9. The class was intellectually stimulating. There were ideas about gifted education that I did not know and new ways to synthesize information.
10. There were many readings that resulted in AHA moments.
11. This class required me to learn new information and then apply it to a real world situation in my classroom.

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

1. I very much enjoyed learning about the characteristics of gifted students. Completing the case study was challenging but I walked away with so much new found information. I was very proud of my work.
2. Reading about different characteristics of giftedness and performing a case study on a gifted individual.
3. Reading and watching peer projects to see their experiences both similar and different than mine.
4. Applying theories and models to a Case Study individual, the culminating assignment, was such a valuable experience. Earlier in the semester the readings seemed interesting, but applying and comparing them with students we know was what will be most memorable. The collaborative glossary seems a really great way to both cover important material and allow us to go through the process of determining which topics/people are most important.
5. The readings that were required were very informative. The instructors videos were very helpful in understanding what was required each week for the course.
6. Videos explaining each week's tasks were very helpful. It would have been difficult to take the course without the videos. The case study forced me to learn more about my district's gifted education policy, which I liked.
7. The articles were interesting to read.
8. All
9. I enjoyed the focus questions and the case study.
10. The Case Study allowed us to connect what were were reading back to a real person.
11. the case study was a great learning opportunity

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

1. On a personal level, I struggled a bit with the technology expectations. I have not taken a college class in quite a while so I am a bit behind in the new and improved programs used to complete coursework.
2. None
3. Not having the opportunity for group face to face discussion. If I had a question or comment I would send an email or wait a few days for office hours. It would put my work on hold until I got a response.
5. Nothing detracted from this course. All of the videos and readings were exceptional to the course material.
7. Learning how to use screen cast o matic.
8. None
9. I tend to be one of the last people to post, which means few comments from peers. I understand that's due to my own timeline, however it would have been nice to hear from more peers. With that being said, I am not sure how to solve the issue (besides getting the work done sooner).
10. Nothing
11. n/a

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

1. I would have liked if the requirements did not limit us. I had difficulty fitting everything I wanted to share in the time and word limits set for students.
2. None
3. I would have liked a zoom in the beginning to meet some of my classmates. This way I could have met a "buddy" to communicate with about assignments.
5. One suggestion would be a quicker response time to grading. Overall, it was quick, but I am an individual who likes to correct mistakes for additional learning on my part before I begin my section.
7. None.
8. None
9. None
10. Nothing
11. Dr. Groman is excellent at facilitating an online learning course. I have never been in an online course with a professor who makes the learning so clear and makes videos to help explain EVERYTHING. She is by far, the best online professor I have had. I appreciate everything she did for this course. Thank you!

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).

<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.