

EDUC 710 OL
Field Practicum in Education
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/15 (73% 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
4.7	4.6
(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 distance learning course as a whole was:	11	64%	27%	9%				4.7	4.5
The course content was:	11	55%	36%	9%				4.6	4.4
The instructor's contribution to the course was:	11	73%	27%					4.8	4.6
The effectiveness of the distance learning format was:	11	73%	18%	9%				4.8	4.6

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:	11	9%	55%	9%	27%				5.8
The intellectual challenge presented was:	11	27%	64%		9%				6.1
The amount of effort you put into this course was:	11	18%	36%	18%	27%				5.6
The amount of effort to succeed in this course was:	11	9%	27%	45%	18%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	11	18%	36%	27%	18%				5.6

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: 3.8 Hours per credit: 1.9 (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%	36%	27%	9%	18%							

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

Class median: 3.8 Hours per credit: 1.9 (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
	45%	36%		18%							

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
73%			9%	9%								9%		

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
73%				27%	

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

EDUC 710 OL
Field Practicum in Education
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/15 (73% 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. It required a lot of thinking.
2. This class really challenged me to think outside the box and come up with a project that would really work for me in the future. I really felt like I was able to gear my learning towards something that will benefit me later in my career.
4. Yes, it made me dive deeper into looking at the breakdown of the strengths and weaknesses of my district.
5. This class utilized our teaching experience, made students think critically about student needs, and allowed us to reflect upon our instruction.
6. As a field practicum, it related directly to what I was doing in the classroom.
7. Yes I liked that it was a self-created adventure!

What aspects of this class contributed most to your learning?

1. Every assignment
2. The professors willingness to listen to my thoughts on my project. It was so helpful to have someone who was open to something out of the box.
3. Freedom to choose our own project. This class is the most applicable class I have taken. Great feedback from instructor, helpful videos.
4. I was able to create my own project based on my individual needs as a teacher. Spending time on something I will actually use year after year was huge!
5. The project allowed us to have real life experiences rather than having just a discussion or a reading assignment. The flexibility of the final project will allow me to show my colleagues what I have learned.
6. Being able to utilize the research I completed in my classes.
7. The open-guided design to let us pursue a project that aligned with our own interests and needs.
8. Dr. Groman's feedback was very helpful. I appreciate the specific and timely feedback as well as her genuine interest in my project. Module videos were very helpful as well.

What aspects of this class detracted from your learning?

1. N/A
2. I wanted to do more but the time constraints were what limited it.
4. none
5. N/A
6. None
7. none

What suggestions do you have for improving the class?

2. I think the class was the best graduate class I have had. It was the one that I know I gained the most knowledge and the one that I know I will use in the future.
4. none
5. N/A Thank you for a wonderful experience!
6. None
7. none

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 6/7 (86% 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
4.7	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:

CEI: 4.8
(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	67%	17%	17%				4.8	4.8
The course content was:	6	50%	33%	17%				4.5	4.6
The instructor's contribution to the course was:	6	83%		17%				4.9	5.0
The effectiveness of the distance learning format was:	6	50%	33%	17%				4.5	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:	6	17%		67%	17%				5.0
The intellectual challenge presented was:	6	33%	17%	17%	33%				5.5
The amount of effort you put into this course was:	6	33%		33%	33%				5.0
The amount of effort to succeed in this course was:	6	33%		50%	17%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	6	33%		50%	17%				5.2

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=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: 5.5 Hours per credit: 1.8 (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
17%	33%			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
50%												50%		

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
17%				83%	

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

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 6/7 (86% 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, it allowed me to put all the course work I have completed in the last 2 years in to practice.
2. It did, but more in an individual way. It was up to each student to get something out of the capstone class.
3. This was an internship course so it helped me connect research and theory to my practice as a teacher.
4. This class served as a culmination of coursework that will yield for me a license/certification in gifted education. The assignments and expectations were understandable and valuable and served as a way to tie everything I have learned together in a meaningful way.

What aspects of this class contributed most to your learning?

1. Learning about the differentiation practices and applying them with my students.
2. Putting information together will be useful for the future.
3. Having the professor meet one on one to discuss the planning for a lesson then do an observation and discuss the lesson that with me was extremely helpful.
4. I appreciated the flexibility to design a project that fit my needs. Dr. Groman was thoughtful, supportive, and pushed me to think beyond the scope of the assignments.

What aspects of this class detracted from your learning?

1. Nothing
2. I wish there was more interaction with classmates and the instructor. It was rare we heard from the instructor when in other courses, she was more present.
3. This is a self paced class so I would say that there were not any detractions.
4. Time is always a factor. I am in a new role and have taken on many additional and challenging responsibilities. As such, I wasn't able to focus as much attention on my work for this class as I would have liked. The log was an understandable requirement, but it was the least valuable of the work assigned.

What suggestions do you have for improving the class?

1. Nothing
2. I'd suggest making weekly updates and helping the class connect more as a group.
3. After covid maybe a collaborative meeting with other gifted teachers could be helpful.
4. None. Having access to Dr. Groman each week (as needed) was a huge benefit and was greatly appreciated. Her knowledge and expertise is beyond valuable, and I am grateful to have learned from her. Overall, my experience in this program has been extremely positive and worthwhile.

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 8/17 (47% 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
3.4	3.2
(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 distance learning course as a whole was:	8	38%		62%				3.3	3.1
The course content was:	8	25%	12%	62%				3.3	3.1
The instructor's contribution to the course was:	8	38%	25%	38%				4.0	3.8
The effectiveness of the distance learning format was:	8	38%	12%	38%	12%			3.5	3.2

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%	43%	14%	14%				6.0
The intellectual challenge presented was:	7	14%	43%	29%	14%				5.7
The amount of effort you put into this course was:	7	14%	57%	29%					5.9
The amount of effort to succeed in this course was:	7	14%	29%	57%					5.4
Your involvement in course (doing assignments, attending classes, etc.) was:	7	14%	57%	29%					5.9

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: 2.5 Hours per credit: 0.8 (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%	43%		29%								

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

Class median: 3.2 Hours per credit: 1.1 (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%								

What grade do you expect in this course?

Class median: 4.0 (N=7)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
71%												29%		

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

(N=7)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
29%			14%	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	71%		29%				4.8	1
Timeliness of instructor response to assignments was:	7	71%		29%				4.8	7
Quality/helpfulness of instructor feedback was:	7	71%	14%	14%				4.8	6
Tailoring of instruction to varying student skill levels was:	7	57%		43%				4.6	2
Quality of questions or problems raised by the instructor was:	7	57%		43%				4.6	17
Student confidence in instructor's knowledge was:	7	86%		14%				4.9	4
Instructor's enthusiasm was:	7	86%		14%				4.9	11
Encouragement given students to express themselves was:	7	71%	14%	14%				4.8	12
Usefulness of reading assignments in understanding content was:	7	57%		43%				4.6	9
Usefulness of written assignments in understanding content was:	7	57%		43%				4.6	8
Usefulness of on-line resources in understanding content was:	7	57%		43%				4.6	3
Usefulness of video media in understanding course content was:	7	57%	14%	29%				4.6	10
Usefulness of audio media in understanding course content was:	7	57%		43%				4.6	5
Relevance and usefulness of course content were:	7	57%		43%				4.6	15
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	57%		43%				4.6	14
Reasonableness of assigned work was:	7	57%	14%	29%				4.6	13
Clarity of student responsibilities and requirements was:	7	57%	14%	14%	14%			4.6	16

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 8/17 (47% 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, this class was intellectually stimulating because it allowed me to practice the things that I had studied for the past few years in other courses. I had to think back to things I had learned on the spot to apply in various situations that I encountered.
2. I would consider some of the assignments to be intellectually stimulating and stretching my thinking. I learned a lot about myself and was able to see my growth.
3. This class was about putting what I learned from the other classes into practice in the classroom.
4. Yes because of the committee work

What aspects of this class contributed most to your learning?

1. The internship portion has been extremely helpful.
2. The reflection assignment contributed most to my learning because I was able to see the growth I have gone through over the course of my gifted classes.
3. Working with my colleagues for the gifted committees was the most beneficial to my learning.
4. The committee

What aspects of this class detracted from your learning?

1. None
3. I would prefer some face-to-face class meetings. However, in a global pandemic that was not possible.
4. None

What suggestions do you have for improving the class?

1. Continuing to allow for flexibility is great for this course.
2. None
3. None
4. Cross fingers that future students will get in person learning!

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 7/7 (100% 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
4.9	4.7
(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: 5.9
(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 distance learning course as a whole was:	7	86%	14%					4.9	4.7
The course content was:	7	86%	14%					4.9	4.7
The instructor's contribution to the course was:	7	86%	14%					4.9	4.7
The effectiveness of the distance learning format was:	7	86%	14%					4.9	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		71%		29%				5.8
The intellectual challenge presented was:	7	29%	43%	29%					6.0
The amount of effort you put into this course was:	7	43%	57%						6.4
The amount of effort to succeed in this course was:	7	29%	71%						6.2
Your involvement in course (doing assignments, attending classes, etc.) was:	7	29%	57%	14%					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: 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%	14%		14%			14%			

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

Class median: 5.2 Hours per credit: 1.7 (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%	43%	14%	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
71%	14%	14%												

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

(N=7)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
29%				71%	

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	71%	14%	14%				4.8	12
Timeliness of instructor response to assignments was:	7	86%		14%				4.9	16
Quality/helpfulness of instructor feedback was:	7	86%		14%				4.9	13
Tailoring of instruction to varying student skill levels was:	7	71%	14%	14%				4.8	9
Quality of questions or problems raised by the instructor was:	7	86%	14%					4.9	14
Student confidence in instructor's knowledge was:	7	100%						5.0	11
Instructor's enthusiasm was:	7	100%						5.0	17
Encouragement given students to express themselves was:	7	100%						5.0	15
Usefulness of reading assignments in understanding content was:	7	100%						5.0	1
Usefulness of written assignments in understanding content was:	7	86%	14%					4.9	2
Usefulness of on-line resources in understanding content was:	7	86%	14%					4.9	3
Usefulness of video media in understanding course content was:	7	86%	14%					4.9	7
Usefulness of audio media in understanding course content was:	7	86%	14%					4.9	4
Relevance and usefulness of course content were:	7	100%						5.0	5
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	100%						5.0	8
Reasonableness of assigned work was:	7	100%						5.0	6
Clarity of student responsibilities and requirements was:	7	86%	14%					4.9	10

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

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 7/7 (100% 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. It was definitely intellectually stimulating. I appreciated the readings that we were required to do. They were all very relevant and connected to not only the course but also to my current classroom. I found myself looking at things throughout my normal workday through the lens of the readings that I had done for the week, and it helped me see things a little differently.
2. Dr. Groman's weekly videos connected to the required readings and assignments and provided an anchor to help organize the information. I often would re-watch her videos to get clarity.
3. yes- all new material
4. Absolutely! In all my Master courses previously completed this course was the most interesting and stimulating. Dr. Groman kept the content interesting and relative, while also challenging our ideas and knowledge on Gifted and Talented content. I very much enjoyed this course and feel it has prepared me for future career in Gifted Education.
5. Yes, it pushed me to think about all of the characteristics, placement, and identification of gifted and talented students.
6. Yes. Dr. Groman gave a variety of assignments, and provided plenty of resources, besides the text book, to enhance and deepen understanding of covered topics. I never lost interest in what we were working on.

What aspects of this class contributed most to your learning?

1. The variety of readings that we did helped me gain a better grasp on gifted education in general.
2. Very organized syllabus, knowing expectations, and Dr. Groman's videos to provide guidance. I also utilized her office hours when I needed to gain clarification.
3. readings
4. Dr. Groman's knowledge and guidance.
5. - Case study - Focus questions and reading Every focus question was specific to a different part of gifted education that I needed to understand to best reach my gifted and talented students.
6. The way assignments were designed, as well as viewing other students work to gain different perspectives contributed to my learning. Dr. Groman also did a great job of explaining assignments and expectations in the weekly videos. Feedback on assignments was significant and meaningful.

What aspects of this class detracted from your learning?

1. Honestly, none! I found everything valuable in some way!
2. None that I can think.
3. not a fan of padlet
4. N/A
5. N/A
6. Nothing detracted from my learning.

What suggestions do you have for improving the class?

1. The only suggestion that I might make is that it might be nice to have 1 or 2 whole group meetings to reflect on certain readings. However, I recognize that schedules are difficult and that the given format is more flexible for everyone.
2. None - this was by far, the most meaningful and well planned graduate level course that I have taken at Ashland and Cleveland State.
3. none
4. I do not suggest changing anything. In all my courses earning my Masters Degree (Ohio Dominican University 2012) and Undergrad (The Ohio State University 2004) this course has been my favorite course thus far. It was challenging, but I learned a great amount to be the most effective in my teaching and future goal positions.
6. I believe the class is just fine as is.

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.