

EDIS 796 OL1, Joint with EDIS 796 EDD
INTERNSHIP IN TALENT DEVELOPMENT EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/4 (50% 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	4.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 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:	2	50%	50%					4.5	4.5
The course content was:	2	50%	50%					4.5	4.5
The instructor's contribution to the course was:	2	50%	50%					4.5	4.5
The effectiveness of the distance learning format was:	2	50%	50%					4.5	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:	2		50%		50%				5.0
The intellectual challenge presented was:	2		50%	50%					5.5
The amount of effort you put into this course was:	2	50%		50%					6.0
The amount of effort to succeed in this course was:	2		50%	50%					5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	2	50%		50%					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: 11.5 Hours per credit: 3.8 (N=2)

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%	50%					

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

Class median: 11.5 Hours per credit: 3.8 (N=2)

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%	50%					

What grade do you expect in this course?

Class median: 4.0 (N=2)

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=2)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
				100%	

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:	2	50%	50%					4.5	5
Timeliness of instructor response to assignments was:	2	50%	50%					4.5	10
Quality/helpfulness of instructor feedback was:	2	50%	50%					4.5	9
Tailoring of instruction to varying student skill levels was:	2	50%	50%					4.5	2
Quality of questions or problems raised by the instructor was:	2	50%		50%				4.0	17
Student confidence in instructor's knowledge was:	2	50%	50%					4.5	13
Instructor's enthusiasm was:	2	100%						5.0	1
Encouragement given students to express themselves was:	2	50%	50%					4.5	12
Usefulness of reading assignments in understanding content was:	2	50%		50%				4.0	16
Usefulness of written assignments in understanding content was:	2	50%	50%					4.5	4
Usefulness of on-line resources in understanding content was:	2	50%	50%					4.5	3
Usefulness of video media in understanding course content was:	2	50%		50%				4.0	15
Usefulness of audio media in understanding course content was:	2	50%		50%				4.0	14
Relevance and usefulness of course content were:	2	50%	50%					4.5	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	2	50%	50%					4.5	6
Reasonableness of assigned work was:	2	50%	50%					4.5	7
Clarity of student responsibilities and requirements was:	2	50%	50%					4.5	11

EDIS 796 OL1, Joint with EDIS 796 EDD
INTERNSHIP IN TALENT DEVELOPMENT EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/4 (50% 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 was a good application course.
2. In this class I was able to apply knowledge learned in previous courses. It was exciting to put new methods and practices to work in the classroom.

What aspects of this class contributed most to your learning?

1. The planning and the observations.
2. The log allowed me to be conscious of the time I spend each day differentiating for my students. Opportunities to explore areas of interest through podcasts and other media allowed me to stretch my learning.

What aspects of this class detracted from your learning?

1. None
2. Having several snow days during this semester prevented me from spending as much time with my students as I would have liked.

What suggestions do you have for improving the class?

1. None
2. Continue to meet face-to-face, not only in internship, but in all classes required for endorsement.

EDUC 710 OL2
FIELD PRACTICUM IN EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/13 (38% 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	4.7
(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: 4.5
(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:	5	60%	20%		20%			4.7	5.2
The course content was:	5	20%	40%	20%	20%			3.8	4.2
The instructor's contribution to the course was:	5	40%	60%					4.3	4.8
The effectiveness of the distance learning format was:	5	20%	60%		20%			4.0	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:	5		20%		80%				4.1
The intellectual challenge presented was:	5	40%		20%	40%				5.0
The amount of effort you put into this course was:	5	20%	20%	20%	40%				5.0
The amount of effort to succeed in this course was:	5		40%	20%	40%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	5		60%		40%				5.7

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: 3.2 Hours per credit: 1.6 (N=5)

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
	60%				20%						20%

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

Class median: 3.0 Hours per credit: 1.5 (N=5)

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

What grade do you expect in this course?

Class median: 3.3 (N=5)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
20%		20%	20%									40%		

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

(N=5)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
				100%	

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:	5	60%		20%	20%			4.7	5
Timeliness of instructor response to assignments was:	5	40%	20%		20%	20%		4.0	17
Quality/helpfulness of instructor feedback was:	5	60%		40%				4.7	12
Tailoring of instruction to varying student skill levels was:	5	40%	20%	40%				4.0	15
Quality of questions or problems raised by the instructor was:	5	40%	40%			20%		4.2	16
Student confidence in instructor's knowledge was:	5	80%	20%					4.9	7
Instructor's enthusiasm was:	5	80%		20%				4.9	14
Encouragement given students to express themselves was:	5	80%			20%			4.9	8
Usefulness of reading assignments in understanding content was:	5	60%	20%	20%				4.7	4
Usefulness of written assignments in understanding content was:	5	80%			20%			4.9	1
Usefulness of on-line resources in understanding content was:	5	80%			20%			4.9	2
Usefulness of video media in understanding course content was:	5	60%	20%		20%			4.7	6
Usefulness of audio media in understanding course content was:	5	60%	20%		20%			4.7	3
Relevance and usefulness of course content were:	5	60%	20%		20%			4.7	11
Evaluative and grading techniques (tests, papers, projects, etc.) were:	5	60%	20%		20%			4.7	9
Reasonableness of assigned work was:	5	60%	20%			20%		4.7	10
Clarity of student responsibilities and requirements was:	5	60%			20%	20%		4.7	13

EDUC 710 OL2
FIELD PRACTICUM IN EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/13 (38% 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, the class focused on relevant topics that are present in the classroom today
2. Yes, it gave me the opportunity to research and implement ideas and strategies pertaining to my everyday work.

What aspects of this class contributed most to your learning?

1. Focusing on data and driving my instruction as a teacher.
2. Reading and implementing ideas gained through research

What aspects of this class detracted from your learning?

1. It was very confusing to me in the beginning and I was not even sure how to begin or when to begin. She spoke of weeks and I would prefer she used dates. I had to keep going back and counting weeks. Not sure if I got my assignments in on time or not. I even had to get a colleague to look at it and she said she did not understand it, either.

What suggestions do you have for improving the class?

1. More clarity of due dates. On a positive note: Dr. Groman was very enthusiastic professor and showed understanding as she would allow for extended time on assignments when needed.
2. quicker returns with graded assignment
3. Assignments need to be clearer with more detailed instructions.

EDIS 650 OL
NATURE/NEEDS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 9/12 (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
3.9	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: 5.0
(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:	9	22%	44%	11%	11%	11%		3.9	3.9
The course content was:	9	22%	44%		33%			3.9	3.9
The instructor's contribution to the course was:	9	44%	22%	11%	22%			4.2	4.2
The effectiveness of the distance learning format was:	9	22%	44%	33%				3.9	3.9

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	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:	9		44%	33%	11%		11%	5.3
The intellectual challenge presented was:	9	22%	22%	22%	33%			5.2
The amount of effort you put into this course was:	9	33%	11%	44%	11%			5.4
The amount of effort to succeed in this course was:	9	22%	33%	44%				5.7
Your involvement in course (doing assignments, attending classes, etc.) was:	9	22%	44%	22%	11%			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: 5.3 Hours per credit: 1.8 (N=9)

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
		56%	11%	11%					11%		11%

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

Class median: 4.5 Hours per credit: 1.5 (N=9)

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%		11%	11%	11%					

What grade do you expect in this course?

Class median: 4.0 (N=9)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
78%	11%						11%							

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

(N=9)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%		11%		44%	11%

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:	9	22%	44%	11%		22%		3.9	8
Timeliness of instructor response to assignments was:	9	22%	33%	11%		33%		3.7	12
Quality/helpfulness of instructor feedback was:	9	44%	22%		33%			4.2	4
Tailoring of instruction to varying student skill levels was:	9	22%	33%	22%		11%	11%	3.7	9
Quality of questions or problems raised by the instructor was:	9	22%	44%	11%	22%			3.9	10
Student confidence in instructor's knowledge was:	9	56%	22%	11%	11%			4.6	3
Instructor's enthusiasm was:	9	67%		33%				4.8	1
Encouragement given students to express themselves was:	9	56%	11%	22%			11%	4.6	2
Usefulness of reading assignments in understanding content was:	9	22%	33%	33%	11%			3.7	16
Usefulness of written assignments in understanding content was:	9	22%	33%	11%	33%			3.7	15
Usefulness of on-line resources in understanding content was:	9	22%	22%	33%	22%			3.3	17
Usefulness of video media in understanding course content was:	9	33%	22%	22%	22%			3.8	11
Usefulness of audio media in understanding course content was:	8	12%	38%	25%	25%			3.5	14
Relevance and usefulness of course content were:	9	33%	33%	22%	11%			4.0	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	9	33%	33%	33%				4.0	5
Reasonableness of assigned work was:	9	11%	44%	33%		11%		3.6	13
Clarity of student responsibilities and requirements was:	9	22%	56%	11%			11%	4.0	7

EDIS 650 OL
NATURE/NEEDS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 9/12 (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. Yes, most of the information was new.
3. No, it is no different than other online classes. Read articles, write a paper, post on discussion board, reply, repeat.
4. Yes, this class stretched me to think about my gifted students in a different way. I sought to integrate ideas from this class into my classroom instruction.
5. Yes it was. I learned many new theories and models to view gifted students and how those should be applied in the classroom to bring out the best in students.
6. Yes, I learned a lot of new content about the gifted field. I enjoyed the different intelligence and talent development frameworks.
7. Yes. We were able to use the knowledge to relate to our own classrooms.
8. Yes, I learned more about the topic but I also felt that I was lacking in the knowledge prior to the class.

What aspects of this class contributed most to your learning?

1. The focus questions helped to solidify my beliefs.
3. The reading and research I did.
4. The studies of characteristics of gifted learners help me identify student strengths. Instructional suggestions were relevant to my own classroom. The face-to-face logic activities were VERY relevant to my own professional development. The reading materials were relevant, and the written assignments were relevant. However, there time commitment seemed, to me, to be quite a bit more than that of an average 3-semester-hour class. The personal glossary assignment was very helpful. I learned a lot through the case study. The online discussion posts and activities were beneficial. The other written essays were relevant, but they required time-intensive work.
5. I really enjoyed the instructor's feedback on written assignments to validate observations and concerns I was having in evaluating the theoretical with the practical.
6. The focus question essays that we wrote were most beneficial to my learning.
7. We were able to use the knowledge to relate to our own classrooms.
8. The readings and outside research that I completed on my own. I really liked the face-to-face session but think that there should be two one at the beginning and one at the end.

What aspects of this class detracted from your learning?

1. Technology is newer for me, but the professor was very understanding and helpful.
3. Disorganization. The videos with the instructions were difficult for me. I am someone who learns and remembers more from reading and the syllabus is very long with the assignments and due dates at the end. It is difficult to sort through. The grade book has duplicated assignments.
4. The online nature of the course detracted from my learning for several reasons. When learning new content, it is helpful to discuss it with other students and teachers, and the online format limited my ability to do that. In addition, when writing papers, I had only my personal experiences from which to draw. Had we met in person, I would have benefited from hearing my classmates' experiences, suggestions, and ideas.
5. I think my own time management in that I underestimated some of the readings that were longer in 20-50 page range. I needed to break up the work instead of doing it all in one setting.
6. I wouldn't say that anything detracted from my learning, however I do think the use of some of the readings used for this course seem dated.
7. The APA formatting was difficult because I haven't done it in so long.
8. The lack of feedback from assignments, the comments would be 3 weeks late. Also, communication between emails was inconsistent.

What suggestions do you have for improving the class?

1. It's a great class.
2. It would be nice to have more meaningful digital content - videos or other online resources that are part of the week's topics.
3. Better organization, communication, and more timely grading.

4. I really enjoyed the face-to-face session, and I felt that it was more beneficial than reading an assignment and writing a related essay. Therefore, I would like to see an increase in face-to-face (or even video-conferencing) sessions and a corresponding decrease in written assignments. Perhaps one or two written assignments could be optionally replaced with a video-conference meeting one night or another face-to-face session. As written above, the personal glossary assignment was very helpful. I learned a lot through the case study. The online discussion posts and activities were beneficial. The other written essays were relevant, but they required time-intensive work, so perhaps 2 of these could be replaced with a face-to-face session or 2 nightly video-sessions.
5. My suggestion would be to have a formal assessment related to the readings in the middle of the week to force students to understand what they have read before undertaking a writing assignment over the reading.
6. No suggestions at this time.
7. More small projects and less papers.
8. Getting assignments back in a timely manner, more interaction with the assignments, knowledge about the basics.

EDIS 653 OL, Joint with EDIS 653 EDD
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/5 (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
4.6	4.2
(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: 5.4
(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:	5	40%	20%	20%	20%			4.0	3.6
The course content was:	5	80%	20%					4.9	4.5
The instructor's contribution to the course was:	5	60%	20%		20%			4.7	4.3
The effectiveness of the distance learning format was:	5	40%	20%	20%	20%			4.0	3.6

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:	5	20%	60%		20%				6.0
The intellectual challenge presented was:	5	20%	40%	40%					5.8
The amount of effort you put into this course was:	5	40%	20%	40%					6.0
The amount of effort to succeed in this course was:	4	50%	25%	25%					6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	5	20%	60%		20%				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: 5.0 Hours per credit: 1.7 (N=5)

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

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

Class median: 5.0 Hours per credit: 1.7 (N=5)

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

What grade do you expect in this course?

Class median: 4.0 (N=5)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
80%	20%													

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

(N=5)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
60%				40%	

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:	5	60%	20%		20%			4.7	6
Timeliness of instructor response to assignments was:	5	40%	20%	20%	20%			4.0	17
Quality/helpfulness of instructor feedback was:	5	60%	20%	20%				4.7	11
Tailoring of instruction to varying student skill levels was:	5	60%	20%	20%				4.7	2
Quality of questions or problems raised by the instructor was:	5	60%	20%	20%				4.7	13
Student confidence in instructor's knowledge was:	5	60%	20%	20%				4.7	15
Instructor's enthusiasm was:	5	60%	20%	20%				4.7	16
Encouragement given students to express themselves was:	5	60%	20%	20%				4.7	14
Usefulness of reading assignments in understanding content was:	5	60%	40%					4.7	5
Usefulness of written assignments in understanding content was:	5	60%	20%	20%				4.7	4
Usefulness of on-line resources in understanding content was:	5	60%	20%	20%				4.7	3
Usefulness of video media in understanding course content was:	5	60%	20%	20%				4.7	7
Usefulness of audio media in understanding course content was:	4	75%	25%					4.8	1
Relevance and usefulness of course content were:	5	60%	40%					4.7	10
Evaluative and grading techniques (tests, papers, projects, etc.) were:	5	60%	20%	20%				4.7	8
Reasonableness of assigned work was:	5	60%	40%					4.7	9
Clarity of student responsibilities and requirements was:	5	60%	20%	20%				4.7	12

EDIS 653 OL, Joint with EDIS 653 EDD
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/5 (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?

2. Student choices determined how challenging this course was. Students could read all of the readings or only the one they presented/created a video to explain. Similarly, students could choose a short reading or 3-4 to summarize for a later assignment.
3. Yes. Yes. Dr. Groman pushed us to express our opinions in a professional manner, with how the material taught would be used for our area. (teacher, counselor, admin.)

What aspects of this class contributed most to your learning?

2. The Dialogue project that included a small-group counseling session with gifted students was powerful and instrumental in making this course worthwhile.
3. The readings and end project.

What aspects of this class detracted from your learning?

2. There was not immediate or timely feedback from the instructor on most of our assignments. There were numerous assignments that we uploaded on Blackboard that received no feedback at all. For a required course, I expected and needed more feedback and encouragement.
3. The online process.

What suggestions do you have for improving the class?

1. I would really like to go back to the hybrid format. It would be very helpful to have every other week as face to face. I do not like the Saturday face to face because I go to church Saturday and it does not work for me.
2. I'm not sure what load of courses Dr. Groman had this semester, but from my perspective, she did not have the time to respond effectively to us and our work.
3. Please make this more of an hybrid course, with all online options for those who are further away. Teachers teach by being in front of their class. Teachers learn best by being taught by teachers in front of them. Online is a great tool for those who cannot have access due to distance, but for those of us who can, we should be given the option to be face-to-face with the instructors more than once per course.

EDIS 651 OL, Joint with EDIS 651 EDD
CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/13 (85% 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
4.2	4.1
(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: 5.6
(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:	10	30%	50%		20%			4.1	4.0
The course content was:	11	36%	36%	9%	18%			4.1	4.0
The instructor's contribution to the course was:	11	55%	27%	9%	9%			4.6	4.5
The effectiveness of the distance learning format was:	11	27%	55%	9%	9%			4.1	3.9

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		64%	18%	18%				5.7
The intellectual challenge presented was:	11	18%	36%	45%					5.6
The amount of effort you put into this course was:	11	27%	64%	9%					6.1
The amount of effort to succeed in this course was:	11	9%	64%	27%					5.9
Your involvement in course (doing assignments, attending classes, etc.) was:	11	36%	55%		9%				6.2

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: 4.9 Hours per credit: 1.6 (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
		73%	18%	9%							

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

Class median: 4.2 Hours per credit: 1.4 (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
	27%	64%	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
100%														

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
36%		9%		55%	

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:	10	40%	30%	10%	10%	10%		4.2	6
Timeliness of instructor response to assignments was:	11	18%	36%	18%	9%	18%		3.6	17
Quality/helpfulness of instructor feedback was:	11	55%	27%		18%			4.6	2
Tailoring of instruction to varying student skill levels was:	11	36%	18%	27%	18%			3.8	14
Quality of questions or problems raised by the instructor was:	11	36%	45%	9%	9%			4.2	10
Student confidence in instructor's knowledge was:	11	64%	27%	9%				4.7	3
Instructor's enthusiasm was:	11	82%		9%	9%			4.9	1
Encouragement given students to express themselves was:	10	60%	20%	20%				4.7	4
Usefulness of reading assignments in understanding content was:	11	36%	36%	18%	9%			4.1	9
Usefulness of written assignments in understanding content was:	11	27%	36%	27%	9%			3.9	15
Usefulness of on-line resources in understanding content was:	11	36%	27%	36%				4.0	7
Usefulness of video media in understanding course content was:	11	45%	27%	27%				4.3	5
Usefulness of audio media in understanding course content was:	10	20%	50%	30%				3.9	12
Relevance and usefulness of course content were:	11	36%	27%	27%	9%			4.0	13
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11	36%	36%	18%		9%		4.1	8
Reasonableness of assigned work was:	11	9%	55%	18%	18%			3.8	16
Clarity of student responsibilities and requirements was:	11	27%	55%	18%				4.1	11

EDIS 651 OL, Joint with EDIS 651 EDD
CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/13 (85% 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?

2. This class was extremely informative! The texts were outstanding and will be used after the class is over as resources. I have learned so much and I crave to know more after what I've learned!
3. This class was extremely intellectually stimulating, and it continuously stretched my thinking. This course frequently presented opportunities in which we could connect our studies and learning to practical applications that we have already used or could use in the future within our own classrooms. Such opportunities encouraged me to sincerely analyze and re-evaluate my own philosophy of differentiation and gifted curriculum development and the overall integration of these within my classroom.
4. Yes and no. Yes in that the readings were good. No in that there wasn't any discussion with peers--and online discussion doesn't count. Typing thoughts and waiting for a reply is a waste of time and superficial.
5. Yes
6. Yes. We were able to use the content in a way that fit our needs.
7. Yes. The depth of assignments and questions posed stretched my thinking.
8. Yes and no, I thought I learned more about the topics but felt that I still needed more basic instruction than what was given.

What aspects of this class contributed most to your learning?

2. The readings were very helpful and the videos from Dr. Groman kept me on track so that I was always up-to-date on what was going on.
3. Themed focused questions that required the development of practical applications as well as the overall problem-based learning curriculum project contributed most to my learning. These encouraged me to apply topics and strategies learned throughout the course to my own teaching environment.
4. The weekly writings and final project.
5. The focus questions
6. We were able to use the content in a way that fit our needs.
7. The application of the readings instead of just answering questions helped the most. We were also given many options/formats for completing assignments so I was able to apply it and respond in a way that worked for me.
8. The readings and the outside research I did on my own.

What aspects of this class detracted from your learning?

1. The number of assignments seemed higher than other courses I've taken.
2. While writing papers every week sometimes helped me organize my thoughts, there were times that my notes and reflections were just as beneficial to me.
3. No aspects of this class detracted from my learning. All elements of this course build upon one another in order to give students a thorough look at all aspects of the curriculum development process.
4. None.
6. The APA format was very hard for me. It has been a very long time since I have done it.
7. NA
8. The lack of feedback in an appropriate time frame and the lack of communication between the instructor. I also felt that the time commitment was unreasonable especially for students who are also teaching at this time.

What suggestions do you have for improving the class?

1. I think the assignments need better tailored to an online format. It seems like Dr. Groman is trying to adjust to not having in person discussions, but the task load was more than other online courses I've had. Some things were redundant, like completing a project but also completing a presentation to post about the project.
2. I did like the way the class was run with the videos keeping me informed along the way. Weekly papers in addition to a five part project seemed like a lot while working during the school year. I got it done, but it was rough at times.
3. Overall, I have enjoyed this course and benefited greatly from all learning experiences embedded within it. Dr. Groman provided effective, helpful, and thorough knowledge, support, and feedback along the way. No changes to this course are necessary.
4. Offer face-to-face version--the interaction with the instructor via video post is good, but it is difficult to ask clarifying questions about every aspect that may be causing trouble. And as I stated before, the lack of contact with people limits my ability to stretch my thinking.

6. More small projects rather than writing papers.
7. Clean up the syllabus. There are many assignments and all of them need to be explained. Maybe each assignment is in the syllabi's, but has a separate place in the course where it is explained (individually per week?).
8. Better communication, feedback in a timely manner, and more face-to-face sessions to check in on students progress.

EDFN 202 A
TEACHING AND LEARNING PROCESS
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: A5
Responses: 13/22 (59% 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	4.4
(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: 5.4
(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 course as a whole was:	13	69%	31%					4.8	4.3
The course content was:	13	77%	23%					4.8	4.4
The instructor's contribution to the course was:	13	85%	15%					4.9	4.5
The instructor's effectiveness in teaching the subject matter was:	13	77%	23%					4.8	4.3

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:	13	54%	38%		8%				6.6
The intellectual challenge presented was:	13	38%	31%	15%	15%				6.1
The amount of effort you put into this course was:	13	31%	31%	23%	15%				5.9
The amount of effort to succeed in this course was:	13	38%	23%	15%	23%				6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	13	38%	23%	31%	8%				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: 4.3 Hours per credit: 1.4 (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%	8%	46%	15%	8%							

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

Class median: 4.1 Hours per credit: 1.4 (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%	8%	62%		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
85%	8%	8%												

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
100%					

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	13	85%	8%	8%				4.9	1
Instructor's preparation for class was:	13	62%	38%					4.7	18
Explanations by instructor were:	12	75%	17%	8%				4.8	10
Instructor's ability to present alternative explanations when needed was:	12	75%	25%					4.8	9
Conduciveness of class atmosphere to student learning was:	13	92%	8%					5.0	2
Quality of questions or problems raised by the instructor was:	13	62%	31%	8%				4.7	17
Student confidence in instructor's knowledge was:	13	85%	15%					4.9	8
Instructor's enthusiasm was:	13	85%	15%					4.9	14
Encouragement given students to express themselves was:	13	92%	8%					5.0	4
Answers to student questions were:	13	69%	15%	15%				4.8	16
Availability of extra help when needed was:	13	85%	15%					4.9	5
Use of class time was:	13	69%	31%					4.8	11
Instructor's interest in whether students learned was:	13	85%	15%					4.9	7
Amount you learned in the course was:	13	69%	31%					4.8	6
Relevance and usefulness of course content were:	13	77%	23%					4.8	3
Evaluative and grading techniques (tests, papers, projects, etc.) were:	13	62%	38%					4.7	12
Reasonableness of assigned work was:	13	62%	31%	8%				4.7	13
Clarity of student responsibilities and requirements was:	13	62%	38%					4.7	15

EDFN 202 A
TEACHING AND LEARNING PROCESS
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: A5
Responses: 13/22 (59% 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?

2. The charts and Q cards that we had to write for each chapter we read
3. This class was very intellectually stimulating. It made me think deeply about my personal philosophy of education and what kind of teacher I am going to be.
4. Yes because we related the material to us and could use it in our future classroom
5. Yes because everything we discussed will be useful to me in the future and most all of it was new information
6. Yes, we did a lot of projects that made us think outside of the box as well as a lot of in class discussions. And we also had an opportunity to listen to other people's ideas as well as give our own.
7. yes, it taught me and made me think about how to be a teacher and how to connect with students.
8. Yes. We learned a lot about how to teach different learners and spoke a lot about our own philosophy of teaching and how we can be the best that we can
9. Yes because she did great activities in this class that really made us thinking while Also letting us enjoy it and express ourselves
10. Yes, I had to think about what kind of teacher I want to be and how I would incorporate ideas from this class into my future classroom.

What aspects of this class contributed most to your learning?

1. The profesor was amazing.
2. The examples and help the professor gave us
3. I loved the in-class discussions as well as the gallery walks we did.
4. Our philosophies
5. The classroom management project
6. The projects were very helpful and also engaging as well as all of the philosophy charts helped me determine the type of teacher I want to be.
7. all of it
8. My Philosophy charts and the bibliography
9. the activities we did and the learning strategies she used to help us understand the content in the book that she wanted us to learn
10. The powerpoint and parts of the lesson plan explanations were the most helpful.

What aspects of this class detracted from your learning?

2. Not having many assignments so when we did I would not be aware of them until last minute
4. None
5. None
6. None.
7. none of it
8. -
9. none
10. Nothing

What suggestions do you have for improving the class?

2. N/a
5. I enjoyed everything in the course
6. None! Keep up the great work!
7. none
8. Collecting qcards always even just to check. This way we know we actually did them for a reason
9. none
10. Nothing

EDIS 788 OL
CAPSTONE INQUIRY SEMINAR: TALENT DEVELOPMENT
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 1/1 (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
5.0	5.2
(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: 6.8
(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:	1	100%						5.0	5.2
The course content was:	1	100%						5.0	5.2
The instructor's contribution to the course was:	1	100%						5.0	5.2
The effectiveness of the distance learning format was:	1	100%						5.0	5.3

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:	1				100%				4.0
The intellectual challenge presented was:	1	100%							7.0
The amount of effort you put into this course was:	1	100%							7.0
The amount of effort to succeed in this course was:	1	100%							7.0
Your involvement in course (doing assignments, attending classes, etc.) was:	1		100%						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: 8.5 Hours per credit: 2.8 (N=1)

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
				100%							

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

Class median: 8.5 Hours per credit: 2.8 (N=1)

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
				100%							

What grade do you expect in this course?

Class median: 2.0 (N=1)

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=1)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
				100%	

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

EDIS 788 OL
CAPSTONE INQUIRY SEMINAR: TALENT DEVELOPMENT
Course type: Online
Taught by: Jennifer Groman
Instructor Evaluated: Jennifer Groman-Assist Prof

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 1/1 (100% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. It stretched my thinking because it was research based.

What aspects of this class contributed most to your learning?

1. Feedback and researching

What aspects of this class detracted from your learning?

1. none

What suggestions do you have for improving the class?

1. none

EDIS 710 OL1
FIELD PRACTICUM FOR TALENT DEVELOPMENT IN EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 1/1 (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
5.0	4.1
(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: 4.0
(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:	1	100%						5.0	4.1
The course content was:	1	100%						5.0	4.2
The instructor's contribution to the course was:	1	100%						5.0	4.2
The effectiveness of the distance learning format was:	1	100%						5.0	4.0

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:	1	100%							7.0
The intellectual challenge presented was:	1			100%					4.0
The amount of effort you put into this course was:	1		100%						6.0
The amount of effort to succeed in this course was:	1			100%					4.0
Your involvement in course (doing assignments, attending classes, etc.) was:	1	100%							7.0

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: 2.5 Hours per credit: 1.2 (N=1)

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
100%											

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

Class median: 2.5 Hours per credit: 1.2 (N=1)

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
100%											

What grade do you expect in this course?

Class median: 4.0 (N=1)

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=1)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
				100%	

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:	1		100%					4.0	14
Timeliness of instructor response to assignments was:	1			100%				3.0	17
Quality/helpfulness of instructor feedback was:	1		100%					4.0	15
Tailoring of instruction to varying student skill levels was:	1		100%					4.0	13
Quality of questions or problems raised by the instructor was:	1		100%					4.0	16
Student confidence in instructor's knowledge was:	1	100%						5.0	10
Instructor's enthusiasm was:	1	100%						5.0	12
Encouragement given students to express themselves was:	1	100%						5.0	11
Usefulness of reading assignments in understanding content was:	1	100%						5.0	2
Usefulness of written assignments in understanding content was:	1	100%						5.0	1
Usefulness of on-line resources in understanding content was:	1	100%						5.0	4
Usefulness of video media in understanding course content was:	1	100%						5.0	5
Usefulness of audio media in understanding course content was:	1	100%						5.0	3
Relevance and usefulness of course content were:	1	100%						5.0	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	1	100%						5.0	8
Reasonableness of assigned work was:	1	100%						5.0	6
Clarity of student responsibilities and requirements was:	1	100%						5.0	9

EDIS 710 OL1
FIELD PRACTICUM FOR TALENT DEVELOPMENT IN EDUCATION
Course type: Online
Taught by: Jennifer Groman
Instructor Evaluated: Jennifer Groman-Assist Prof

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 1/1 (100% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. It was a great course that allowed be to look at my own teaching situation and problem solve a better solution to an existing situation!

What aspects of this class contributed most to your learning?

1. Digging for demographics across the district!

What aspects of this class detracted from your learning?

1. NA

What suggestions do you have for improving the class?

1. NA

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.