

EDIS 654 OLA, Joint with EDIS 654 EDD
CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 14/16 (88% 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
4.0	4.0
(0=lowest; 5=highest)	

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

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:	14	7%	79%	14%				4.0	3.9
The course content was:	14	14%	64%	21%				3.9	3.9
The instructor's contribution to the course was:	14	50%	43%	7%				4.5	4.5
The effectiveness of the distance learning format was:	14	21%	50%	14%	14%			3.9	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:	14	21%	29%	7%	43%				5.5
The intellectual challenge presented was:	14	7%	29%	43%	21%				5.2
The amount of effort you put into this course was:	14	14%	50%	21%		14%			5.8
The amount of effort to succeed in this course was:	14	7%	36%	43%	7%	7%			5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	14	29%	29%	36%		7%			5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.2 Hours per credit: 2.1 (N=14)

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%	29%	21%	7%	14%		7%			7%	

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=14)

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%	36%	21%		7%	14%					7%

What grade do you expect in this course?

Class median: 4.0 (N=14)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
93%	7%													

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

(N=14)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
57%				43%	

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	23%	69%	8%				4.1	9
Timeliness of instructor response to assignments was:	14	43%	43%		14%			4.3	6
Quality/helpfulness of instructor feedback was:	14	64%	21%	14%				4.7	3
Tailoring of instruction to varying student skill levels was:	14	29%	50%	14%	7%			4.1	7
Quality of questions or problems raised by the instructor was:	14	43%	36%	14%	7%			4.3	8
Student confidence in instructor's knowledge was:	14	64%	36%					4.7	4
Instructor's enthusiasm was:	14	93%	7%					5.0	2
Encouragement given students to express themselves was:	14	86%	14%					4.9	1
Usefulness of reading assignments in understanding content was:	14	29%	50%	21%				4.1	12
Usefulness of written assignments in understanding content was:	14	21%	50%	29%				3.9	14
Usefulness of on-line resources in understanding content was:	14	7%	64%	29%				3.8	13
Usefulness of video media in understanding course content was:	14	29%	50%	21%				4.1	11
Usefulness of audio media in understanding course content was:	13	23%	54%	23%				4.0	10
Relevance and usefulness of course content were:	14	29%	29%	36%	7%			3.8	16
Evaluative and grading techniques (tests, papers, projects, etc.) were:	14	50%	36%	14%				4.5	5
Reasonableness of assigned work was:	14	7%	43%	43%	7%			3.5	17
Clarity of student responsibilities and requirements was:	14	21%	43%	21%	14%			3.8	15

EDIS 654 OLA, Joint with EDIS 654 EDD
CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 14/16 (88% 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?

3. This class was not stimulating because most of what we discussed and read were things we already knew as teachers.
4. It was a challenge because it was unfamiliar content
5. Yes, it made me try things I would not normally do.
7. This is a whole new topic for me so yes. My school does not service creativity.
8. Yes. This class was very intellectually stimulating and made me stretch my thinking with all the varied assignments and required readings.
9. Yes, it stretched my ability to consider and understand creativity and creative thinking.
10. Yes; as a creative, this was the class helped me understand the way I think and will help me foster creativity in others.
11. The class pushed me from my comfort zone and challenged me to be personally creative. I struggled to make meaningful connections to classroom practice.
12. It was. I appreciated the text readings--very insightful and helpful to my teaching. The projects were varied and required different levels of engagement.

What aspects of this class contributed most to your learning?

3. The creative process
4. It was outside my comfort zone.
5. Thinking of ways to use the ideas in the texts in my classroom.
7. The creativity project and meditation day.
8. The projects and the sharing between classmates contributed the most.
9. Meditation day field trip was amazing.
10. The videos and readings were all very good.
11. The readings from Understanding Creativity gave me the strongest foundation for the content of the class. The meditation field trip was a great experience too. Finally, I really enjoyed the final creativity project, and I see a lot of value in leaving that piece in the syllabus.
12. The readings and the creativity project. Though it took a lot of time, I am happy and proud of my work.

What aspects of this class detracted from your learning?

3. N/A
4. none
5. SO much reading.
7. none
8. I did not care for the Piirto texts. The smaller one had much material printed in the larger one so it felt like I wasted my money purchasing both texts and wasted my time rereading the same or extremely similar information.
9. The syllabus and weekly videos were somewhat confusing for me.
10. Thought Log- I wasn't as motivated to do this (although I know it was a big Piirto thing)
11. The synchronous session seemed to be difficult to set up and use. I'm not sure it was worth the extra effort. I did not feel that I got much from the exercises like the scavenger hunt, clay sculpture, and creativity monster. The more traditional assignments like focus questions and the biography project felt more helpful to me. Also, I know that the point of the daily thought log was to build self-discipline, but it was a difficult commitment. Compared to other online courses that I've taken, this one felt less flexible. I typically do online coursework in one or two large chunks of time each week, but this course was not very conducive to that, so I had to adjust my schedule, especially at the end of the school year.
12. The stress of having so much to do in a 7-week time period. Of course, I knew it would be compacted, but it was still a lot to handle. I also did not enjoy trying to coordinate an assignment with a small group--the jigsaw of Piirto's Understanding Creativity. It worked out and everyone did their part, but I would have preferred doing it on my own--my schedule allowed me to be "done" before others and I would have liked to have checked it off my "to do" list. Type A personality here...

What suggestions do you have for improving the class?

1. I would like more real world applications of how to teach students in creativity. I understand that the course was about exploring our own creativity, but found that many of the tasks felt like a chore instead of valuable uses of my time.

2. Providing rubrics for all major assignments.
4. I am usually not a fan of the online format because you miss the discussions with colleagues. However, this creativity course, in which there is a lot more risk-taking, it was almost better to not have to see people face to face.
5. More focused reading
6. As this was offered at the end of a school year, I felt extremely overwhelmed trying to fit all the huge assignments in around my classroom and district needs.
7. none
8. Streamline the projects. There were so many assignments to do for this course that it became overwhelming the final week. The last week was overloaded with things that needed to be completed. The syllabus also needs to be updated to clarify assignments. It was probably fine when it was an in-person course, but now that it is online, it needs more detail. It was difficult to impossible to work ahead on assignments because we had to wait for the weekly videos to be uploaded before we would know exactly what was expected of us.
9. Streamline the syllabus and maybe condense the weekly videos so they're easier to follow
10. Keep the weekly videos and making montages of our creative works! It was really awesome to see what everyone came up with, even from a distance
11. Some of the activities and content felt disjointed to me. I suggest covering more of the Understanding Creativity text early in the semester to build the theoretical foundation first before getting into the activities. A little more direction on the daily thought-log may have made the task less intimidating to approach, or perhaps it should have been a shorter time-frame assignment. 10 minutes a day for 7 weeks ends up being a pretty major assignment. In general, the class just felt like it had a lot of things going on at once (journaling, reading biography, working on a creative project, reading and responding to focus questions, etc).
12. Try to avoid overlaps in assignments--writing and then posting a video about the assignment took a lot of time, and honestly, videos that others make are pretty awful to watch. I would have also appreciated more specific guidelines regarding the Creativity Project. I appreciated being able to do whatever we wanted, I just think I spent too much time on it in comparison to my classmates.

EDIS 650 OLSA
NATURE/NEEDS 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	4.6
(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: 6.0
(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:	6	67%	33%					4.8	4.6
The course content was:	6	67%	17%	17%				4.8	4.6
The instructor's contribution to the course was:	6	83%	17%					4.9	4.8
The effectiveness of the distance learning format was:	6	50%	33%	17%				4.5	4.4

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:	6	17%	33%	33%	17%				5.5
The intellectual challenge presented was:	6	33%	50%	17%					6.2
The amount of effort you put into this course was:	6	67%	17%	17%					6.8
The amount of effort to succeed in this course was:	6	50%	33%	17%					6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	6	67%	33%						6.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 8.5 Hours per credit: 2.8 (N=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%	17%	17%		33%		17%				

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=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%		50%			17%		17%				

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=6)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%		17%		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	50%	17%	33%				4.5	11
Timeliness of instructor response to assignments was:	6	67%	17%		17%			4.8	8
Quality/helpfulness of instructor feedback was:	6	67%	17%	17%				4.8	7
Tailoring of instruction to varying student skill levels was:	6	67%	33%					4.8	1
Quality of questions or problems raised by the instructor was:	6	83%	17%					4.9	5
Student confidence in instructor's knowledge was:	6	83%	17%					4.9	6
Instructor's enthusiasm was:	6	83%	17%					4.9	9
Encouragement given students to express themselves was:	6	67%	33%					4.8	12
Usefulness of reading assignments in understanding content was:	6	67%	17%	17%				4.8	3
Usefulness of written assignments in understanding content was:	6	50%	33%	17%				4.5	10
Usefulness of on-line resources in understanding content was:	6	67%	17%	17%				4.8	2
Usefulness of video media in understanding course content was:	6	67%	33%					4.8	4
Usefulness of audio media in understanding course content was:	6	33%	50%	17%				4.2	17
Relevance and usefulness of course content were:	6	50%	33%	17%				4.5	15
Evaluative and grading techniques (tests, papers, projects, etc.) were:	6	50%	33%	17%				4.5	13
Reasonableness of assigned work was:	6	50%	33%		17%			4.5	14
Clarity of student responsibilities and requirements was:	6	50%	50%					4.5	16

EDIS 650 OLSA
NATURE/NEEDS 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

STANDARD OPEN-ENDED QUESTIONS

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

1. I did learn a few new things through this course.
2. This class was stimulating because the I did not know the majority of the information. Focus questions that were given stretched my thinking and made me evaluate the material and show how I would apply the information.
3. I received a lot of new information in this course. I felt that the information was helpful in understanding the needs of the gifted learner.
4. Yes, I do believe that it was intellectually stimulating and allowed for room to think.
5. Yes. I thought about things in new ways and really challenged my existing viewpoints. I honestly feel much more prepared and have a much better understanding of what I am doing.

What aspects of this class contributed most to your learning?

1. programs (models) synchronous session
2. The readings from the text. Also the weekly videos from Dr. Groman were always informative.
3. I appreciated discussion board assignments because they allowed me to see what others thought of the material and what they were doing in class. It was helpful to get other perspectives. I also really enjoyed the case study! Meeting my student was fantastic and an opportunity I would not have had otherwise. Dr. Groman also understood and was accommodating to the fact that we began this course at the end of the school year when we are often the busiest. I definitely felt supported in this course.
4. Readings from the book and also getting valid feedback from Dr. G on some of the assignments. I would suggest trying to provide feedback on more of them if possible.
5. I enjoyed the reading and writing as well as the professor feedback.

What aspects of this class detracted from your learning?

1. too much reading too much writing
2. none
4. Making videos
5. I really do not like distance learning, but the face-to-face opportunities helped. I find that I learn best when able to interact with others, to hear their ideas, to express my own, and to make them all one piece.

What suggestions do you have for improving the class?

1. instructor needs to be more available
2. I enjoyed the class content. I am always a fan of face-to-face, but realize the purpose of online classes
4. I would remove the video aspect of it. It was so stressful to get it properly recorded and attached to Blackboard. Overall, the technology glitches took about four hours to fix, including re-recording a video because it was deleted in the system.
5. I don't know that I have any at this time.

EDIS 653 OLSB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 8/14 (57% 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	4.4
(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: 6.2
(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%					4.3	4.2
The course content was:	8	50%	38%	12%				4.5	4.4
The instructor's contribution to the course was:	8	75%	25%					4.8	4.7
The effectiveness of the distance learning format was:	8	38%	50%	12%				4.2	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:	8	12%	50%	12%	25%				5.8
The intellectual challenge presented was:	8	50%	50%						6.5
The amount of effort you put into this course was:	8	50%	50%						6.5
The amount of effort to succeed in this course was:	8	50%	50%						6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	8	25%	75%						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: 10.0 Hours per credit: 3.3 (N=8)

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
		12%	25%		50%	12%					

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

Class median: 7.5 Hours per credit: 2.5 (N=8)

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
		25%	25%	25%	12%	12%					

What grade do you expect in this course?

Class median: 3.9 (N=8)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
62%	12%	25%												

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

(N=8)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
12%				88%	

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:	8	50%	38%	12%				4.5	10
Timeliness of instructor response to assignments was:	8	50%	25%	25%				4.5	12
Quality/helpfulness of instructor feedback was:	8	62%	38%					4.7	7
Tailoring of instruction to varying student skill levels was:	8	50%	50%					4.5	5
Quality of questions or problems raised by the instructor was:	8	62%	38%					4.7	8
Student confidence in instructor's knowledge was:	8	100%						5.0	1
Instructor's enthusiasm was:	8	100%						5.0	4
Encouragement given students to express themselves was:	8	100%						5.0	2
Usefulness of reading assignments in understanding content was:	8	38%	62%					4.3	15
Usefulness of written assignments in understanding content was:	8	50%	38%	12%				4.5	9
Usefulness of on-line resources in understanding content was:	8	38%	50%	12%				4.2	13
Usefulness of video media in understanding course content was:	8	62%	25%	12%				4.7	3
Usefulness of audio media in understanding course content was:	8	38%	50%	12%				4.2	14
Relevance and usefulness of course content were:	8	62%	38%					4.7	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	8	50%	50%					4.5	11
Reasonableness of assigned work was:	8	38%	50%	12%				4.2	17
Clarity of student responsibilities and requirements was:	8	38%	62%					4.3	16

EDIS 653 OLSB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 8/14 (57% 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. I learned a lot about the counseling aspect of gifted students.
2. Focus questions stretched thinking as it made you have to apply what was read.
3. I enjoyed the readings.
4. This class required me to delve into the social/emotional aspect students, in general, which was very stimulating.
5. Yes. There were a lot of new ideas presented that I had not thought about previously.
6. This class was intellectually stimulating and it did stretch my thinking. I have not had much experience with graduate level classes and they cause you to look at things and question them more than undergraduate classes do. I think this happened because it forced you to look at your current beliefs on a topic and then provided info that made you question how you were previously looking at it.

What aspects of this class contributed most to your learning?

2. Readings
3. The articles and the videos posted each week
4. the writing
5. Dr. Groman's comments on my assignments to affirm or offer discussion about my own thoughts were the best part of the class.
6. I thought that the articles I read as part of the research for the Dialogue Project were very impact-full and contributed the most to my learning. It was interesting to see how a common perception of a topic could be strengthened, or weakened, based on a particular experiment. It also was helpful to consider the suggestions that were made and how they would work with the students in my classroom.

What aspects of this class detracted from your learning?

1. The dialogue project was difficult to do in the summer without a class.
2. The amount of reflection started to make my thinking a bit fuzzy. I understand the need to show we can apply knowledge. It just felt like I was writing and running out of things to say by the end of the semester.
4. the reading
5. I thought that the annotated bibliography was stressful in not knowing where to look for scholarly articles in the field of gifted education.
6. This was the first online class that I have taken and while it was a little intimidating at first, the Professor did a great job of providing video and other online resources to make the expectations and assignments very clear.

What suggestions do you have for improving the class?

2. More discussion forums with classmates and less focus question responses. I enjoy having dialogue with other students.
4. maybe another face-to-face toward the beginning
5. none.

EDIS 653 OLB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/7 (71% 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	4.0
(0=lowest; 5=highest)	

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

CEI: 5.8
(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:	5	20%	80%					4.1	3.9
The course content was:	5	20%	80%					4.1	4.0
The instructor's contribution to the course was:	5	60%	40%					4.7	4.5
The effectiveness of the distance learning format was:	5	20%	80%					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:	5		60%		40%				5.7
The intellectual challenge presented was:	5	40%	20%	40%					6.0
The amount of effort you put into this course was:	5	40%	40%	20%					6.2
The amount of effort to succeed in this course was:	5	40%	60%						6.3
Your involvement in course (doing assignments, attending classes, etc.) was:	5	40%	20%	20%	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: 6.5 Hours per credit: 2.2 (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%	60%		20%						

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=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%	60%	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
100%														

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
40%				60%	

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	40%	40%	20%				4.2	8
Timeliness of instructor response to assignments was:	5	40%	40%	20%				4.2	11
Quality/helpfulness of instructor feedback was:	5	60%	40%					4.7	3
Tailoring of instruction to varying student skill levels was:	5	20%	60%	20%				4.0	12
Quality of questions or problems raised by the instructor was:	5	20%	60%	20%				4.0	16
Student confidence in instructor's knowledge was:	5	60%	40%					4.7	4
Instructor's enthusiasm was:	5	100%						5.0	1
Encouragement given students to express themselves was:	5	80%	20%					4.9	2
Usefulness of reading assignments in understanding content was:	5	40%	40%	20%				4.2	9
Usefulness of written assignments in understanding content was:	5	20%	60%	20%				4.0	15
Usefulness of on-line resources in understanding content was:	5	20%	60%	20%				4.0	13
Usefulness of video media in understanding course content was:	5	40%	60%					4.3	6
Usefulness of audio media in understanding course content was:	5	40%	60%					4.3	5
Relevance and usefulness of course content were:	5	20%	80%					4.1	14
Evaluative and grading techniques (tests, papers, projects, etc.) were:	5	40%	60%					4.3	7
Reasonableness of assigned work was:	5	20%	40%	20%	20%			3.8	17
Clarity of student responsibilities and requirements was:	5	40%	60%					4.3	10

EDIS 653 OLB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 5/7 (71% 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 because I have never taken a class like this before, it was all new and relevant information.
2. This class was most definitely intellectually stimulating. It stretched my thinking by providing interactive course materials (readings, videos, resources, reflections) that encouraged me to consider the gifted child as a whole, including their social and emotional needs.
3. Absolutely.

What aspects of this class contributed most to your learning?

1. The readings and the focus papers with helpful feedback.
2. The assigned, but personally selected, readings contributed most to my learning because they gave me the opportunity to more closely explore the characteristics, contributing factors, and coping strategies related to various social and emotional needs experienced by gifted students.
3. The Dialogue Project.

What aspects of this class detracted from your learning?

2. No aspects of this class detracted from my learning.
3. Taking another class at the same time.

What suggestions do you have for improving the class?

1. I do like the timeline you had for the dialogue paper, but I do think 7-8 weeks is a little short especially for the summer.
2. This was an excellent course! I do not think it needs to be changed in any way. All assignments were very valuable to understanding the content.
3. None
4. This course seemed to have a large amount of assignments for a 7 week course. I understand that the content needs to be comparable to the regular semester course, but it was a large work load for a short amount of time.

EDIS 781 OL1
THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/2 (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
4.5	4.8
(0=lowest; 5=highest)	

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

CEI: 6.0
(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:	2	50%	50%					4.5	4.8
The course content was:	2	50%	50%					4.5	4.8
The instructor's contribution to the course was:	2	50%	50%					4.5	4.8
The effectiveness of the distance learning format was:	2	50%	50%					4.5	4.9

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:	2				100%				4.0
The intellectual challenge presented was:	2		100%						6.0
The amount of effort you put into this course was:	2	100%							7.0
The amount of effort to succeed in this course was:	2	50%		50%					6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	2	50%	50%						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: 12.5 Hours per credit: 4.2 (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
50%												50%		

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

EDIS 781 OL1
THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION
Course type: Online
Taught by: Jennifer Groman
Instructor Evaluated: Jennifer Groman-Assist Prof

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/2 (100% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, this course helped me dig deeper into topics that are relevant to my current teaching position.
2. I enjoyed being able to explore a topic of my choosing in depth.

What aspects of this class contributed most to your learning?

1. reading and research
2. Dr. Groman provides excellent feedback that is specific and detailed.

What aspects of this class detracted from your learning?

1. APA

What suggestions do you have for improving the class?

1. Updating handbook to match actual requirements

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.