COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2018

ECON 300 A
Intermediate Microeconomics
Course type: Face-to-Face

Taught by: Elodie Marlet, Gregory Ellis, Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

Evaluation Delivery: Online
Evaluation Form: B
Responses: 28/115 (24% low)

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	**4.7**
(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: 4.2
(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 course as a whole was:	28	46%	25%	11%	11%		7%	4.4	4.5
The course content was:	28	50%	18%	18%	7%		7%	4.5	4.6
The instructor's contribution to the course was:	28	54%	25%	18%	4%			4.6	4.7
The instructor's effectiveness in teaching the subject matter was:	28	54%	21%	21%	4%			4.6	4.7

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:	28	14%	32%	14%	39%				5.2
The intellectual challenge presented was:	28	7%	25%	25%	36%	4%		4%	4.8
The amount of effort you put into this course was:	28	7%	21%	21%	46%			4%	4.5
The amount of effort to succeed in this course was:	28	11%	32%	11%	39%	4%	4%		4.8
Your involvement in course (doing assignments, attending classes, etc.) was:	28	18%	25%	11%	39%	4%		4%	4.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 4.0 Hours per credit: 0.8 (N=25)**

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%	28%	44%	8%		8%						

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 3.4 Hours per credit: 0.7 (N=25)**

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
24%	28%	32%	8%	4%	4%						

What grade do you expect in this course?   **Class median: 3.7 (N=25)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
32%	44%	12%	12%											

In regard to your academic program, is this course best described as: **(N=25)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
60%	20%	8%		8%	4%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2018

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	28	39%	29%	14%	7%	4%	7%	4.1	9
Sequential presentation of concepts was:	27	37%	37%	11%	4%	4%	7%	4.2	12
Explanations by instructor were:	28	54%	32%	11%	4%			4.6	1
Instructor's ability to present alternative explanations when needed was:	28	46%	29%	21%	4%			4.4	4
Instructor's use of examples and illustrations was:	28	39%	43%	14%	4%			4.2	13
Instructor's enhancement of student interest in the material was:	28	39%	32%	18%	11%			4.2	6
Student confidence in instructor's knowledge was:	28	46%	29%	18%	7%			4.4	18
Instructor's enthusiasm was:	28	46%	25%	18%	11%			4.4	17
Clarity of course objectives was:	28	43%	25%	14%	7%	4%	7%	4.2	5
Interest level of class sessions was:	28	36%	39%	7%	14%		4%	4.1	3
Availability of extra help when needed was:	28	46%	39%	11%	4%			4.4	7
Use of class time was:	28	43%	36%	18%	4%			4.3	2
Instructor's interest in whether students learned was:	28	46%	29%	18%	7%			4.4	11
Amount you learned in the course was:	28	39%	29%	7%	14%	7%	4%	4.1	15
Relevance and usefulness of course content were:	28	46%	25%	14%	11%		4%	4.4	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	28	43%	25%	7%	14%	7%	4%	4.2	10
Reasonableness of assigned work was:	28	43%	29%	18%	7%		4%	4.2	14
Clarity of student responsibilities and requirements was:	28	43%	25%	18%	4%	4%	7%	4.2	16

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2018

ECON 300 A
Intermediate Microeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 28/115 (24% low)

Taught by: Elodie Marlet, Gregory Ellis, Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, it clarified things that I did not really get in lectures or from the books

2. Monica came into the sections with helpful problems for us to work on. She was well prepared and walked us through the problems she allowed us to prepare for prior to class. Some of the material was challenging just because we had not done a lot like it in class, but I think this is what made her content so beneficial.

3. N/A

4. Yes

5. The quiz section mostly focussed on the math and not the theory. Being an engineering major, the math is completely doable for me, so I rarely went.

6. Yes. It requires students to connect Econ knowledge with mathematical knowledge together.

7. Yes it made me think of the calculus application in economics

8. This class was intellectually stimulating and stretched my thinking because it made clear how some of the more basic microeconomic topics were relevant and how they would be used in the real world.

9. I feel sorry for the TAs because they had to deal with a professor that was inconsistent with his teaching.

11. yes, mathematics is everywhere

12. No, this class was by far the worst I have taken at UW, there were many things that went wrong and should have been handled much better. The fault however does not fall on the TAs.

13. Your explanations and examples were much better than the professor, which helped a lot during my study.

What aspects of this class contributed most to your learning?

1. Everything

2. Her sections and the discussions in class were very beneficial to me. What helped me the most was being able to see the problem written out all the way through the solution. She was also welcoming to any questions and clarifications which I felt was not as encouraged in the main lectures.

3. I enjoyed Rollinson's teaching. Her ability to give detailed explanations were good and her teaching style was efficient.

4. Detailed explanations and motivation to learn examples

5. Practice problems.

6. All.

7. many examples were provided

8. My QSI's were very beneficial in adding to my learning and providing extra help and explanations on topics that were confusing or challenging.

9. Thank you for coming to class to give the students a lecture last thursday on such a short notice (honestly wouldn't have minded if you decided not to show up). You did admirably for the amount of time he gave you.

10. Rollinson was the most effective teacher in this class that helped with my learning. She explained everything very well! Great use of examples in class.

11. monopoly,

12. Quiz Sections

13. The clear explanations helped a lot and the organization was great.

What aspects of this class detracted from your learning?

1. NIL

3. N/A

4. NA

5. I didn't like that the class had just one giant quiz section.

6. Little assignment.

7. I wish that TA's would have substituted for professor earlier in the quarter

8. Even though there were some personal and familial issues involved, having so many classes canceled and missing so many lectures made it hard to keep up with the track of the course and understand the material thoroughly.

9. Literally the professor cancelling class so many times this quarter did not help.

10. Ellis not showing up to class, so it had nothing to do with Rollinson

11. not much

12. The actual lectures were so problematic. Also, the quiz section was the same size as the normal class, which is not the point of a quiz section.

13. none

What suggestions do you have for improving the class?

1. NIL

3. N/A

4. Maybe more advanced and extensive examples?

5. Smaller quiz sections, more theory.

6. If there's more assignment for students, that's going to help them interpret knowledge deeper.

7. I felt that some of the quiz section questions were a lot harder than the exam questions

8. Providing more practice problems for students to familiarize themselves with the topics an problems that would be tested on.

9. I would say that if you are leading a quiz section, be sure that you can cover all the content you need to cover. Too often you and the other TA would run out of time. Whether that was because the prof didn't present enough material, or because of not enough planning, I do not know.

10. More examples. More content, because we barely even learned anything. I'm not an econ major so it didn't really pertain to me but I know econ majors in this class were not happy with what was taught.

11. need a screen to show the writings. became hard to see when we sit behind

12. SMALLER QUIZ SECTIONS

13. To have more reviews in class and do exercises together.

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2016

IASystem
The Course Evaluation Standard

ECON 201 AA
Introduction To Macroeconomics
Course type: Face-to-Face

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/49 (41% moderate)

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: 4.9

(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	20	50%	25%	20%	5%			4.5	4.4
The content of the quiz section was:	20	50%	30%	20%				4.5	4.4
The quiz section instructor's (QSI's) contribution to the course was:	20	50%	30%	15%		5%		4.5	4.4
The QSI's effectiveness in teaching the subject matter was:	20	45%	30%	15%	10%			4.3	4.2

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	20	10%	45%	15%	25%	5%			5.6
The intellectual challenge presented was:	20	5%	45%	30%	20%				5.5
The amount of effort you put into this course was:	20	5%	40%	30%	25%				5.3
The amount of effort to succeed in this course was:	20	5%	40%	30%	20%	5%			5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	20	15%	35%	25%	20%	5%			5.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 6.5   (N=19)**

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
5%	11%	16%	37%	11%	11%		11%				

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 5.7   (N=19)**

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
11%	26%	11%	26%	5%	5%	11%	5%				

What grade do you expect in this course?   **Class median: 3.3   (N=19)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
5%	37%	16%	16%	16%		5%					5%			

In regard to your academic program, is this course best described as: **(N=18)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
56%	17%			11%	17%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2016

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	20	45%	30%	20%	5%			4.3	8
QSI's use of examples and illustrations was:	20	45%	35%	20%				4.4	11
Quality of questions or problems raised by QSI was:	20	45%	35%	20%				4.4	7
QSI's enthusiasm was:	20	50%	30%	10%	10%			4.5	12
Student confidence in QSI's knowledge was:	20	50%	30%	15%		5%		4.5	15
Encouragement given students to express themselves was:	20	45%	30%	15%	5%		5%	4.3	16
Answers to student questions were:	20	50%	25%	15%	5%	5%		4.5	3
Interest level of quiz sections was:	20	35%	25%	30%	10%			3.9	17
QSI's openness to student views was:	20	50%	35%	15%				4.5	9
QSI's ability to deal with student difficulties was:	20	45%	45%	10%				4.4	6
Availability of extra help when needed was:	20	50%	25%	25%				4.5	4
Use of quiz section time was:	20	40%	40%	20%				4.2	10
QSI's interest in whether students learned was:	20	45%	30%	25%				4.3	14
Amount you learned in the quiz sections was:	20	40%	30%	20%	10%			4.2	13
Relevance and usefulness of quiz section content were:	20	50%	20%	15%	10%	5%		4.5	2
Coordination between lectures and quiz sections was:	20	45%	35%	10%	5%		5%	4.4	1
Reasonableness of assigned work for quiz section was:	20	45%	40%	10%		5%		4.4	5
Clarity of student responsibilities and requirements was:	20	35%	40%	20%	5%			4.1	18

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Spring 2016

ECON 201 AA
Introduction To Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 20/49 (41% moderate)

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

STANDARD OPEN-ENDED QUESTIONS

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

1. yes

2. Yes, I learned about inflation, GDP, assets, loans, money, etc.

3. Yes, the examples that were given in class are really helpful!

4. YES

6. Yes it was a good intro course.

7. Yes. Good concepts.

8. Yes, because it made me think about economic concepts in a different way.

10. None

11. Yes; I was thoroughly impressed by Yuan's presentations, and think they contributed a great asset to approaching the worksheet content.

12. I thought the section was good at summarizing the material in lecture and helped me better understand.

What aspects of this class contributed most to your learning?

1. worksheet

2. Quiz section reviews

3. Study questions from the past years.

4. MACROECONOMY

5. Monica was a great TA who was always eager to answer questions and interact with students.

6. Lectures and worksheets

7. Work sheets.

8. The quiz section slides

9. I really appreciate your hard work into putting the powerpoint together for every section and spent time going over important topics thoroughly. Thank You So Much!

10. None

11. Yuan's PowerPoints.

12. The worksheets were very helpful for tests.

What aspects of this class detracted from your learning?

1. None

2. Nothing

3. None

4. NONE

6. None

7. Nothing

8. nothing

10. Nonee

11. N/A

12. None

What suggestions do you have for improving the class?

1. None

2. More practice problems

3. More practice would be perfect

4. NONE

5. Have more practice problems to do throughout the entire class. I feel like this will get people involved more.

6. None

7. Nothing

8. make quiz section an hour instead of an hour and a half

10. Noneee

11. N/A. I think her curriculum is great as-is.

12. I think there should be a little more time for office hours.

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Spring 2020

IASystem
The Course Evaluation Standard

SOC 225 BA
Data And Society
Course type: Online

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 10/39 (26% low)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.7	4.3

(0=lowest; 5=highest)

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

CEI: 4.4

(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 remote learning course as a whole was:	10	50%	40%	10%				4.5	4.1
The course content was:	10	60%	30%		10%			4.7	4.3
The instructor's contribution to the course was:	10	70%	20%	10%				4.8	4.4
The instructor's effectiveness in teaching the subject matter was:	10	60%	30%		10%			4.7	4.3

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:	10	50%	50%						6.5
The intellectual challenge presented was:	10	20%	30%	20%	30%				5.5
The amount of effort you put into this course was:	10	10%	40%		50%				5.0
The amount of effort to succeed in this course was:	10	20%	30%	10%	40%				5.5
Relative to similar courses taught in person, your participation in this course was:	10	20%	30%	10%	30%	10%			5.5
Relative to similar courses taught in person, your success in this course was:	10	50%	30%	10%	10%				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: 4.0 (N=10)**

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
	40%	40%			10%	10%					

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 3.5 (N=10)**

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%	30%	30%			10%	10%					

What grade do you expect in this course? **Class median: 4.0 (N=10)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
100%														

In regard to your academic program, is this course best described as: **(N=10)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
30%	10%	10%	30%	10%	10%

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Spring 2020

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	10	50%	40%	10%				4.5	
Timeliness of instructor response to assignments was:	10	70%	20%	10%				4.8	9
Quality/helpfulness of instructor feedback was:	10	70%	20%	10%				4.8	8
Clarity of course objectives was:	10	70%	20%	10%				4.8	1
Clarity of student responsibilities and requirements was:	10	70%	20%	10%				4.8	5
Usefulness of reading assignments in understanding course content was:	10	60%	20%	10%	10%			4.7	7
Usefulness of written assignments in understanding course content was:	10	70%	20%	10%				4.8	4
Usefulness of online resources in understanding course content was:	10	70%	20%	10%				4.8	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	10	70%	20%	10%				4.8	2
Reasonableness of assigned work was:	10	70%	20%	10%				4.8	3
Organization of materials online was:	10	70%	20%	10%				4.8	

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Spring 2020

SOC 225 BA
Data And Society
Course type: Online

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 10/39 (26% low)

STANDARD OPEN-ENDED QUESTIONS

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

1. yes, I learned new things

2. Really enjoyed the instructor helping me through my R code, thank you very much for the extra help. Really got me though some of the assignments.

3. Yes

4. Learned a lot of coding and using them in practice was challenging but fun

6. Yes, it made me think of different ways to contribute remotely and think about data and society differently.

7. Yes, it was.

What aspects of this class contributed most to your learning?

1. lab

2. R code and data visualization

3. The TA was super helpful and provided very good feedback and was very supportive

4. Great communication and structure for this class

6. The labs were extremely helpful to understand R.

7. Group work

What aspects of this class detracted from your learning?

1. final project video

2. Nothing was really bad for the R code portion of the class, really enjoyed it.

5. Reading were not useful to complete assignments

6. Remote learning was quite difficult.

7. Zoom meetings

What suggestions do you have for improving this class generally?

1. no final project video

2. Not much, really appriciated the TA.

5. Learned a lot about data I wish we had more discussion on sociology and their connection.

7. Pre-record class video and zoom meeting hours

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. no final project video

2. Nope, I recommend the class. Thanks for the experience.

6. At first, the class was a week behind due to remote learning and it was quite confusing during the first two weeks of class because there was no set up or modules/assignments listed. In my opinion, we didn't start learning until week 3. I would recommend to have a better/clearer set up of the class and the layout of what we're doing.

7. Make sure to have internet access at home.

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Statistics
Term: Autumn 2019

IASystem
The Course Evaluation Standard

STAT 221 AB, Joint with CS&SS 221 AB, SOC 221 AB
Statistical Concepts And Methods For The Social Sciences
Course type: Face-to-Face

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-TA

Evaluation Delivery: Paper
Evaluation Form: F
Responses: 25/27 (93% very high)

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	4.9

(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: 4.3

(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 quiz section as a whole was:	25	68%	20%	12%				4.8	4.8
The content of the quiz section was:	25	60%	24%	12%	4%			4.7	4.7
The quiz section instructor's (QSI's) contribution to the course was:	25	96%	4%					5.0	5.0
The QSI's effectiveness in teaching the subject matter was:	25	76%	12%	12%				4.8	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:	25	16%	16%	36%	24%		8%		5.0
The intellectual challenge presented was:	25	16%	32%	12%	28%	8%		4%	5.3
The amount of effort you put into this course was:	25	8%	36%	12%	28%	12%	4%		5.0
The amount of effort to succeed in this course was:	25	8%	32%	20%	24%	12%		4%	5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	25	20%	32%	20%	24%			4%	5.6

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? **Class median: 6.5 (N=25)**

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
8%	8%	16%	36%	12%	4%	8%	8%				

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 4.0 (N=25)**

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
8%	36%	24%	12%	4%	8%	4%	4%				

What grade do you expect in this course? **Class median: 3.5 (N=25)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
28%	24%	24%	16%	4%		4%								

In regard to your academic program, is this course best described as: **(N=24)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
33%	4%	8%		54%	

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Statistics
Term: Autumn 2019

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	25	68%	20%	8%	4%			4.8	14
QSI's use of examples and illustrations was:	25	72%	20%	8%				4.8	12
Quality of questions or problems raised by QSI was:	25	76%	16%	8%				4.8	5
QSI's enthusiasm was:	25	100%						5.0	8
Student confidence in QSI's knowledge was:	25	92%	8%					5.0	13
Encouragement given students to express themselves was:	25	76%	12%	12%				4.8	16
Answers to student questions were:	25	76%	16%	8%				4.8	9
Interest level of quiz sections was:	25	64%	8%	8%	12%	8%		4.7	3
QSI's openness to student views was:	25	88%	12%					4.9	7
QSI's ability to deal with student difficulties was:	25	84%	12%	4%				4.9	1
Availability of extra help when needed was:	25	84%	16%					4.9	4
Use of quiz section time was:	25	64%	12%	16%	8%			4.7	10
QSI's interest in whether students learned was:	25	80%	16%	4%				4.9	11
Amount you learned in the quiz sections was:	25	72%	12%	12%	4%			4.8	2
Relevance and usefulness of quiz section content were:	25	76%	12%	4%	4%	4%		4.8	6
Coordination between lectures and quiz sections was:	25	48%	16%	20%	4%	8%	4%	4.4	18
Reasonableness of assigned work for quiz section was:	25	64%	16%	8%	8%	4%		4.7	15
Clarity of student responsibilities and requirements was:	25	64%	16%	12%	4%	4%		4.7	17

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Summer 2020

IASystem
The Course Evaluation Standard

SOC 221 A, Joint with CS&SS 221 A, STAT 221 A
Statistical Concepts And Methods For The Social Sciences
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 7/17 (41% moderate)

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-Predoc TA

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
4.1	**3.8**
(0=lowest; 5=highest)	

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

CEI: 4.8
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The remote learning course as a whole was:	7	29%	43%	14%	14%			4.0	3.7
The course content was:	7	43%	29%	14%	14%			4.2	4.0
The instructor's contribution to the course was:	7	57%	14%	14%	14%			4.6	4.4
The instructor's effectiveness in teaching the subject matter was:	7	14%	57%	14%	14%			3.9	3.6

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	7	14%	43%	29%	14%				5.7
The intellectual challenge presented was:	7		43%	29%	29%				5.2
The amount of effort you put into this course was:	7	29%	43%		14%	14%			6.0
The amount of effort to succeed in this course was:	7		57%		29%	14%			5.6
Relative to similar courses taught in person, your participation in this course was:	7		57%		43%				5.6
Relative to similar courses taught in person, your success in this course was:	7		71%		29%				5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 8.2   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
		33%		50%	17%						

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 7.5   Hours per credit: 1.5   (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%	50%							

What grade do you expect in this course?   **Class median: 3.7   (N=6)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
33%	50%		17%											

In regard to your academic program, is this course best described as: **(N=6)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
50%		17%		33%	

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Summer 2020

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	7	29%	43%	14%	14%			4.0	
Timeliness of instructor response to assignments was:	7	29%	57%		14%			4.1	7
Quality/helpfulness of instructor feedback was:	7	43%	29%	14%	14%			4.2	5
Clarity of course objectives was:	7	43%	43%		14%			4.3	1
Clarity of student responsibilities and requirements was:	7	43%	43%		14%			4.3	4
Usefulness of reading assignments in understanding course content was:	7	29%	29%	29%	14%			3.8	9
Usefulness of written assignments in understanding course content was:	7	43%	14%	29%	14%			4.0	8
Usefulness of online resources in understanding course content was:	7	43%	29%	14%	14%			4.2	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	43%	43%		14%			4.3	2
Reasonableness of assigned work was:	7	43%	43%		14%			4.3	3
Organization of materials online was:	7	57%	29%		14%			4.6	

COURSE SUMMARY REPORT
Student Comments

University of Washington, Seattle
College of Arts and Sciences
Sociology
Term: Summer 2020

SOC 221 A, Joint with CS&SS 221 A, STAT 221 A
Statistical Concepts And Methods For The Social Sciences
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 7/17 (41% moderate)

Taught by: Yuan Rollinson
Instructor Evaluated: Yuan Rollinson-Predoc TA

STANDARD OPEN-ENDED QUESTIONS

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

1. It is a course that you need to think and do a little math, the practice worksheet are really helpful.

2. I thought it was good. Sometimes the lectures were a little confusing but the textbook made sense

3. I love this course, it definitely taught me how to read scientific paper more critically and to identify false information. In general this course taught me to think more deeply.

4. Yes. It pushed me to be more analytic about the relevance and significance of data.

What aspects of this class contributed most to your learning?

1. The lecture

2. The textbook

3. lecture, homework and exam.

4. Reading quizzes, lectures, homework, in-class worksheets, office hours

What aspects of this class detracted from your learning?

1. Nothing

2. Sometimes the lectures confused me a little bit but that might just be because it was online and that's no ones fault

4. The class took a bit too long, so it was hard to stay focused for the entirety of the sessions

What suggestions do you have for improving this class generally?

1. Nothing to add, perfect

2. I like the poll questions because they force me to think and it can be easy to get distracted when everything's online.

3. more examples and assignment to work with.

4. I suggest being given shorter breaks more frequently than having a longer break once.

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. Really need to go Zoom on time and listen, ask questions if you are stuck

2. I think the reading quizzes are helpful. Sometimes I wish there were more questions on them that really focus on what's important because sometimes they ask questions that I never see anything about again and I wish they weren't times. Also, I would make the class more interactive and ask more questions that we have to reply to to help keep us engaged. It can be really hard when everything's online for us to stay focused because we don't have anyone around who we can see.

3. The course structure, instructor's ability to teach and the materials used are excellent! Ms Rollinson was very understanding and responsive to students' request. I would definitely take class with her again. The only improvement i can think of is more exercises to work with. I ended up doing exercises from textbook but I would appreciate if some can come from her. She offers both excellent colloquial and paper instruction and explanations.

4. Same answer as above.