MID-QUARTER FEEDBACK SUMMARY
Numeric Responses

University of Washington, Bothell
Sci, Tech, Engr. & Math
Science, Tech, Engr. & Math
Term: Spring Mid Quarter 2020

IASystem
The Course Evaluation Standard

CSS 430 A
Operating Systems
Course type: Online

Taught by: Yusuf Pisan
Instructor Evaluated: Yusuf Pisan-Lecturer

Evaluation Delivery: Online
Evaluation Form: Z
Responses: 12/41 (29% low)

MID-QUARTER FEEDBACK

	N	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
My ability to engage with course concepts is:	12	17%	25%	42%	8%		8%	3.3
My ability to keep up with course requirements and assignments is:	12	17%	25%	25%	17%	17%		3.2
My instructor's communication regarding course requirements and assignment is:	12	33%	42%	17%	8%			4.1
My instructor's responsiveness to student questions and concerns is:	12	25%	58%	8%	8%			4.1

From where are you engaging with this course this quarter? **(N=12)**

58% **US: Greater Seattle Metropolitan Area** **International: North America (not US)**
42% **US: Washington State outside of the Seattle area** **International: South America**
 US: California or Oregon **International: Africa**
 US: Alaska or Hawaii **International: Asia**
 US: Mountain time zone **International: Australia**
 US: Central time zone **International: Europe**
 US: Eastern time zone

MID-QUARTER FEEDBACK SUMMARY
Student Comments

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OPEN-ENDED QUESTIONS

What is helping you to learn in this course?

1. Textbbook Reading Homework assignments help me to understand the key points of the readings.

2. Prof does a great job at knowing the teaching technologies. This is pretty evident because he has been making effective use of zoom features like Breakout rooms since the beginning of the quarter (seemingly without issue). My other professors have had trouble making the lecture recordings discoverable on canvas, unmuting/muting students, delegating groups for breakout rooms, etc. Effectively using zoom greatly benefits us students as we adjust to online learning. Breakout rooms, polls, hand-raising, etc are a huge step up in interactivity from all of us just sitting there watching the lecture. I bet this increases learning & memory formation fairly substantially.

3. lectures and talking with classmates

4. The lectures, and working with other students

5. Learning from other/external resources

6. lecture material, reading, and projects

7. Going over what is needed in the assignments with the showing of the code and running it so we can all understand what the output is and why the program is outputting what it's outputting.

8. The homework's help the most, the in-class breakout rooms do help a little

9. The lectures

What is hindering your learning in this course?

1. I have to keep up with the reading to fully understand the lectures

3. not being in a class room

4. Other classes have big projects at the same time as the programs for this class, so time management has been really hard. I'm planning start early and take advantage of office hours from now on

5. Procrastination. hard to pay attention to online lectures

6. too much lecture time spent on group activities. lack of C programming experience.

7. There's nothing that's hindering my learning in this course, it's just tough to have online classes as it's easier to get distracted.

8. Having this course all online is a n obvious hindrance. With high level courses that are meant to be taught in person now being taught online is very hard to focus and pay attention since my home is a place where I relax and don't focus on school normally. I normally stay on campus and finish school work there since it is a learning environment and helps me with staying focused. the professor is doing a great job on being understanding with students and is pushing students to attend in the class more than usual to help them stay focused on the topics being covered.

9. The feeling of stress and overwhelmed. I think that some parts of the lectures are going too fast.

What can your instructor do to improve your learning in this course?

1. give students longer time to do their group exercise

3. Nothing. he is doing a stand up job. honestly this is one of the best CSS classes ive taken and I only imagine it would be much better in person

4. A very very minor problem, but I can't focus on the lecture if we haven't taken a break halfway through the class. It would help to have one break before or after the in-class group thing

5. More code examples

6. Work through more programming examples and exercises in class. Spend more time explaining material at a slightly slower pace. Give 5-10 minute breaks every lecture to allow people to stretch, get water, etc. Group activities are not a substitute for breaks.

7. There's nothing more my instructor can do to improve my learning in this course.

8. i feel that our professor could be lenient on grading and expectations from students and the quality of work being submitted. It has been difficult for me to manage my time as a student and prioritize work so far this quarter.

9. Slowing down on some of the sections that are hard to comprehend.

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).

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[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.