IASystem *The Course Evaluation Standard*

IMT 570 B
Analytic Methods For Information Professionals
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: X1
Responses: 19/39 (49% moderate)

Taught by: Matthew Saxton, Mike Katell
Instructor Evaluated: Mike Katell-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
4.7	**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: 5.8
(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 course as a whole was:	19	58%	26%	11%	5%			4.6	4.5
The course content was:	19	58%	32%	11%				4.6	4.6
The instructor's contribution to the course was:	19	68%	11%	11%	5%	5%		4.8	4.6
The instructor's effectiveness in teaching the subject matter was:	19	58%	16%	16%	5%	5%		4.6	4.5

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:	18	39%	28%	28%	6%				6.1
The intellectual challenge presented was:	18	56%	17%	22%				6%	6.6
The amount of effort you put into this course was:	18	39%	33%	22%			6%		6.2
The amount of effort to succeed in this course was:	18	33%	44%	17%		6%			6.1
Your involvement in course (doing assignments, attending classes, etc.) was:	18	50%	28%	17%	6%				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: 10.9 Hours per credit: 2.7 (N=17)

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
		18%	6%	6%	29%	41%					

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

Class median: 8.9 Hours per credit: 2.2 (N=17)

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
6%	6%	12%	6%	29%	18%	24%					

What grade do you expect in this course?

Class median: 3.8 (N=17)

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
47%	47%		6%											

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

(N=17)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
24%	53%			24%	

STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)	Median	Relative Rank
The instructor gave very clear explanations.	18	50%	28%	6%	11%	6%			6.5	6
The instructor successfully rephrased explanations to clear up confusion.	18	56%	22%	11%	6%	6%			6.6	8
Class sessions were interesting and engaging.	18	61%	28%	6%	6%				6.7	2
Class sessions were well organized.	18	67%	22%	6%	6%				6.8	1
Student participation was encouraged.	18	67%	17%	17%					6.8	9
Students were aware of what was expected of them.	18	61%	11%	6%	6%	17%			6.7	3
Extra help was readily available.	18	61%	17%	6%	6%	6%	6%		6.7	10
Assigned readings and other out-of-class work were valuable.	18	56%	28%	6%	6%	6%			6.6	5
Grades were assigned fairly.	18	56%	22%	11%	6%	6%			6.6	11
Meaningful feedback on tests and other work was provided.	18	67%	11%	6%		11%	6%		6.8	4
Evaluation of student performance was related to important course goals.	18	61%	17%	11%	11%				6.7	7

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great (7)	(6)	(5)	Average (4)	(3)	(2)	None (1)	Median	Relative Rank
Learning the conceptual and factual knowledge of this course.	18	61%	28%		6%	6%			6.7	1
Developing an appreciation for the field in which this course resides.	18	72%	17%	6%	6%				6.8	2
Understanding written material in this field.	18	50%	39%	6%		6%			6.5	6
Developing an ability to express yourself in writing or orally in this field.	17	53%	35%		6%	6%			6.6	5
Understanding and solving problems in this field.	18	56%	28%	6%	11%				6.6	4
Applying the course material to real world issues or other disciplines.	18	56%	28%	17%					6.6	7
General intellectual development.	18	61%	28%	6%		6%			6.7	3

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STANDARD OPEN-ENDED QUESTIONS

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

1. Mike did a great job of adding on to the comments the professor made and encouraged us to think outside the box. Very engaging overall.

3. Yes. The instructor gave as explanations regarding course contents in the class and gave as assignments which enabled us to practice what we learned.

4. Class was good, stimulated and stretched thinking capabilities, new to research, good 1st experience

5. Yes, because it made me develop an understanding and appreciation for research.

7. Every class assignment was intellectually stimulating and that was the best part of this class. Most of the assignments involved some sort of data analysis, which was the reason of the intellectual stimulation.

What aspects of this class contributed most to your learning?

3. The instructor often gave us resources/materials regarding to the course topic but not included in it, which inspired us to learn more.

4. Research project, applying math to data, working in teams

5. Assignments and projects were very helpful.

6. We had very helpful instructors and TA -- we always got responses to our queries which were helpful and led us on the right path.

7. The class assignments, in-class discussions, professor Matt Saxton's amazing lectures and Mike Katell, who was always there to help.

What aspects of this class detracted from your learning?

2. Unhelpful TA.

3. No.

4. none whatsoever

5. More timely feedback would have helped me correct any mistakes.

7. None

What suggestions do you have for improving the class?

3. No. It is a perfect class and my favorite of this quarter.

4. can do a more serious research project probably under industry mentorship

5. More timely feedback.

7. More time for the final group project.

Did the technology used in the course help or hinder your learning? Please Explain.

4. NA

5. Yes, Canvas and Excel were very useful!

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.