IASystem
The Course Evaluation Standard

INFO 350 A
Information Ethics And Policy
Course type: Face-to-Face

Taught by: Mike Katell
Instructor Evaluated: Mike Katell-Predoc TA

Evaluation Delivery: Online
Evaluation Form: X
Responses: 86/145 (59% 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
3.1	**3.7**

(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:	85	11%	20%	32%	13%	11%	14%	2.9	3.5
The course content was:	85	13%	19%	32%	19%	9%	8%	2.9	3.4
The instructor's contribution to the course was:	85	25%	24%	28%	12%	5%	7%	3.4	4.0
The instructor's effectiveness in teaching the subject matter was:	85	24%	22%	24%	12%	7%	12%	3.3	3.9

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:	79	6%	10%	18%	29%	15%	6%	15%	4.0
The intellectual challenge presented was:	78	10%	17%	27%	27%	6%	5%	8%	4.6
The amount of effort you put into this course was:	78	13%	22%	15%	24%	15%	5%	5%	4.5
The amount of effort to succeed in this course was:	79	19%	27%	24%	20%	4%	3%	4%	5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	79	18%	20%	18%	24%	11%	3%	6%	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: 6.7   Hours per credit: 1.3   (N=76)**

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
4%	5%	22%	30%	18%	11%	3%	3%	1%	3%		

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 4.0   Hours per credit: 0.8   (N=76)**

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
16%	28%	29%	13%	5%	4%		3%		1%	1%	

What grade do you expect in this course?   **Class median: 3.2   (N=76)**

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
1%	28%	28%	24%	5%	8%	7%								

In regard to your academic program, is this course best described as: **(N=77)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
60%	18%	3%	14%	5%	

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.	85	27%	26%	19%	14%	5%	5%	5%	5.6	3
The instructor successfully rephrased explanations to clear up confusion.	85	34%	25%	14%	12%	5%	6%	5%	5.9	1
Class sessions were interesting and engaging.	85	18%	15%	22%	15%	8%	7%	14%	4.7	6
Class sessions were well organized.	83	20%	34%	14%	17%	5%	6%	4%	5.6	2
Student participation was encouraged.	85	32%	29%	11%	9%	6%	6%	7%	5.9	4
Students were aware of what was expected of them.	84	21%	21%	19%	19%	6%	4%	10%	5.1	5
Extra help was readily available.	84	26%	20%	18%	15%	6%	7%	7%	5.3	8
Assigned readings and other out-of-class work were valuable.	84	18%	23%	18%	11%	7%	10%	14%	5.0	7
Grades were assigned fairly.	84	18%	24%	17%	12%	5%	14%	11%	5.0	10
Meaningful feedback on tests and other work was provided.	85	18%	16%	21%	12%	8%	6%	19%	4.8	9
Evaluation of student performance was related to important course goals.	84	21%	20%	12%	15%	8%	6%	17%	4.8	11

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.	81	19%	21%	20%	21%	1%	7%	11%	5.0	3
Developing an appreciation for the field in which this course resides.	81	17%	12%	25%	21%	5%	6%	14%	4.7	7
Understanding written material in this field.	81	19%	12%	21%	26%	9%	4%	10%	4.6	6
Developing an ability to express yourself in writing or orally in this field.	81	14%	26%	21%	17%	5%	9%	9%	5.0	1
Understanding and solving problems in this field.	80	15%	20%	24%	18%	8%	8%	9%	4.9	5
Applying the course material to real world issues or other disciplines.	81	28%	17%	19%	16%	5%	5%	10%	5.3	2
General intellectual development.	80	19%	19%	22%	21%	6%	4%	9%	4.9	4

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STANDARD OPEN-ENDED QUESTIONS

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

1. No. It limits my thoughts on ethics because students mandatorily finish all the reading and materials are provided.

2. Yes, it covered topics that I have not considered or taken a class about before

3. I would say so because the topic for this class is interesting and something I didn't know much about before taking the course. The reflections and in-class activities were definitely stimulating and it would really make me think about the topic in the class and see how it applies in our world today.

4. No, because only half of the class was actual content while the rest was just talking about current events.

5. I found the lectures rather boring and long. Perhaps one 2 hour lecture plus two 1.5 hour discussion sections (with small group discussions and activities) would have been better.

6. no. The class was not interesting or stimulating with the topics discussed.

8. Yes. I liked this class because it took the concept of ethics which I normally found boring and applied it to the industries many of us would be working in. It made the lack of clarity and suggestibility behind ethics more concrete.

9. Yes this class is intellectually stimulating, you learn a lot about ethics and arguments

10. Yes, class concepts were very interesting and Mike connected it really well to real-world problems.

11. Absolutely, it was very interesting, and challenging.

12. Yes, Mike did a great job of making the material interesting and relevant

13. Yes, a lot of the concepts and topics were new to me. Had to occasionally read readings in which I've never exposed myself to.

14. Yes, it helped me look at different ways and ideologies of ethics.

15. Yes, really delved deep into the material

16. it did because although most info seems to be intuitive, we don't really think of them in our lives

17. Yes it was, a lot of new concepts were revealed to me in the case of ethics, especially those that are relevant today.

18. yes it was stimulating. stretches in thinking were more due to obtuse or older language/paper writing standards (not necessarily "easy to read"/clean writing).

20. It did, as it revolved around modern day issues.

21. readings

22. This class did a good job introducing me to many of the concepts and ideas in the realm of information ethics. It stretched my thinking because it made me think of things that i normally wouldnt think of such as the repurcussions of the actions people in the technology industry have

23. Yeah.

24. It was stimulating, but I don't think the material was presented in a way that would engage students.

25. A bit, some topics were challenging

26. The conversations were stimulating in class. I don't like the quizzes

27. It made me think about ethical issues that were directly planted in the tech industry.

28. The clsas just stated facts we knew. Hence it did not stretch my thinking. The topics were already covered in previous classes and in a much better manner. The professor had a monotone voice and was not loud. People like me got disinterested. A student went to sleep in each lecture in the back row.

30. It was a very interesting class that touched on subjects that no other tech class really discusses and I think it's really important that we all have a understanding of the ethics behind the products that we'll eventually design.

31. I really enjoyed the topics, and how everything related to real and trending topics.

32. The class was intellectually stimulating and brought up a lot of interesting topics and issues relating to current world problems which aided in the learning of many topics

33. It was but it was overloaded with useless information as well

35. The content was interesting, but the way it was taught was dry. I like how applicable it was and that Mike brought in real examples occurring in current issues now.

36. Yes

37. I responded to this in the prompt in canvas.

38. Discussions were interesting and intellectually stimulating

39. The ethical concepts are thought provoking and up for debate. They are important to consider for future career paths.

40. Kinda, it was hard to follow through lectures though because of the boring content.

41. I liked the material, but hated the way in which it was presented and applied.

42. I think the class was intellectually stimulating because of the content not because of the instructor. I keep up with daily news and have considered the ethical implications in the tech industry before. This is an area that interests me a lot. However, I just don't think this class tackled them too well. While theory is important -- and I have taken theory classes before in my other major -- i don't think it was done well. I would much rather do case study analysis of current events than focus on other papers.

43. No, most of the time the course content was good, but the assessment of knowledge were were horrible.

44. No

45. no, he was unfair for grading and administrated the quizzes unfairly.

46. Ethics is not something I have studied before, so the content was stimulating.

48. No

49. I enjoyed learning about the ethics of technology.

What aspects of this class contributed most to your learning?

1. ethics system

2. Lectures

3. In-class activities, reflections and probably taking the quiz since i had to review the material to study for the quizzes

4. A couple of the slides for studying for quizzes.

6. Nothing

8. I think lectures were organized and conducted well and included space for activities and discussions

9. lecture, just going to lecture helped and i really liked ethics in the news

10. Lectures and Quiz sections

11. Lectures were very engaging, subject matter was almost always pertinent and really expanded my knowledge.

12. Daily look at ethics in the news

13. The readings and the lectures are informative. Lecture can be a little dry at times since it repeats/go over the readings.

14. The lectures and in-the-news happenings were applicable.

15. I really enjoyed the lecture reflections.

16. information news

17. I think the policy law and ethics in the news was great for my learning as I did not really know the current state of affairs very well. I also thought that learning terms and argumentation was helpful as well.

18. lecture, lab

20. The professor was effective at teaching.

22. The lectures, Mike did a good job presenting the slides and conveying the ideas on the concepts. Activities where we would group up and share our ideas were very helpful. they helped me remember specific things and

23. The reading materials.

24. Honestly the quizzes sucked a lot. It was the only thing that made reading the readings important. However, the quizzes were poorly worded occasionally. Support for reviewing for this quiz was poor. The quizzes no matter how terrible they were, were the only thing that made the materials in this course engaging.

25. Daily headlines

26. Lab session

27. Mostly outside articles and lecture portions about ongoing events.

28. I believe the TA section and the paper. I really liked the discussion posts but they were really short. You need more time to truly critically think over such a problem. Keep it is an assignment to do after class therefore.

29. I appreciated the examples and case studies.

30. The lectures were very engaging.

31. All of the interesting articles and how they could be applied to our learning and textbook material.

32. the most useful aspects of the class were the lectures and readings, as well as the essay papers

34. I liked lab activities and in lecture prompts. It was a really great review and practice of readings and class lectures.

36. The ethical discussions I had with my TA. Not with Mx We but with Amiria after she took over.

37. Section was very stimulating. Learning to write about arguments was also very helpful.

38. Discussions in class and in lab sections

39. The real world applications and how our concepts we learned related to that. Discussions about ethics were helpful too.

40. Engaging in class activities

41. Professor Katell did a good job in trying to engage the class with the material. He always had a good attitude and went out of his way to make sure the class was as engaging as possible.

42. It was a good refresher good on ethical terminology. Other than that, nothing really.

43. Lecture & Quiz Section

45. nothing, to be honest

46. The in-class participation portions made me interact and think about the material.

48. Idk

49. The daily lectures helped contribute to my learning.

What aspects of this class detracted from your learning?

1. limits study interest especially expends thinking of how ethics interact/involve in the real world.

3. Nothing really

4. Talking about current events and the professor's point of view for a majority of the class. Not going over content that would be tested on the quiz.

5. The exams. See comments under suggestions for improvement.

6. Guest lecturers

8. The quizzes were kind of a shot in the dark as far as what we should study which was not useful to my learning. 8:30's suck. Also the guest lecturer we had was not very interesting.

9. quizzes and essays

10. The quizzes in this class were not very good. Answers to questions could be any of the multiple choices and asking which other quoted something in an article were unfair questions to ask since we had 2 - 3 articles to read per class.

11. The readings were sometimes very dense and could be hard to understand. Also the volume of reading was a lot, which, coupled with a couple other tough classes, made it harder to keep up with this class. I wish I had taken this class alongside easier other classes, because I wanted to spend more time on this one.

12. None

14. The quizzes asked about minute details that did not test our understanding of knowledge.

15. There are none that I can think of. I really enjoyed my section but I also think that a quiz section for this class is unnecessary.

16. time

17. Not much, possibly the one guest lecture from Baek.

18. excessive reading of time consuming material and dissonance between readings and lectures

19. We have way too much reading in this course. It did not give us the time or space to think critically about those reading. Towards the end I feel like I was only reading for a good grade and not for my personal development in the field of ethics. I think the lectures are engaging, especially the ethics in the news section. That has always been my favorite section and I feel like I learn a lot from it.

20. The quizzes were very heavily focused on "Who said what" rather than on the concepts.

21. confusingly phrased test questions

22. The 8:30 start time and the long readings

23. The long lecture.

24. The lectures were too long. The in class reflection doesn't help much. The quizzes were TOO specific for a class that is mainly lecture with reading as support.

25. Having to memorize weirdly specific details from reading just to pass the test but contribute little to understanding

26. quizzes

27. NA

28. The professor (Mike Katell) lack of interest in replying to emails at the start of the quarter. Use of quizzes to evaluate us. I do not become an ethical person by just knowing which author said what. I become an ethical person if I am forced to think about the decisions I make. I never really had that chance.

29. The readings were a bit lengthy and unnecessary but the lectures dd a god job at pointing out the vital information and main points.

31. The emphasis on discussion posts in and outside of class. It got hard to keep up with when and what to do, as opposed to thoughtfully engaging.

32. The most distracting aspects were the quizzes and guest lecturer

33. There was way too much unneeded busy work for no reason in particular. In addition, the quizzes asked questions that were stupidly specific about single lines in the readings that were often 20+ pages long, usually not important relative to the ideas being presented

35. The essay was never really mentioned in class. It's our biggest assignment, but expectations weren't really provided for the first critical paper and final unless you go in outside of class to ask questions.

36. Being required to show up to every lecture and being docked down in participation points if we were not there.

37. Having to wake up early.

38. Cramming for quizzes

39. Too much reading over a short period of time makes it difficult to retain the information.

40. Readings were way too long and were very difficult to read entirely

41. Readings were way too long - Professor need to take into account that we have more than one class to focus on.

42. The quizzes were terrible. I am not a good test taker and have major test anxiety. Never am I going to be quizzed on my ethical knowledge and I don't understand why the quizzes need to be open note. In the real world, you are going to have access to the internet to pull on ethical theory. Also, I think it would be so much more helpful if ethical frameworks were applied in the quiz rather than being tested on those theories. I do believe ethics is extremely important. I am of the belief that I won't work for a company if I don't believe in their ethics. However the way it is tackled in this class is detracting more than any form of learning -- that is something I have heard many other info students voice as well.

43. The quizzes

45. quizzes

46. The unnecessary specificity of questions in the quizzes was unhelpful. The quizzes should test understanding of general concepts, not if a student remembers a specific example that one particular author used.

48. Idk

49. The class was way to early in the morning, and some of the guest lecturers were uncomfortable to listen to.

What suggestions do you have for improving the class?

1. - change the quiz form (do not do it in canvas!) - more group discussion - more tips for term paper

3. It's just a really long class (2 hours long) and many students are on their laptops or phones and could get distracted easily. Maybe taking some moments to make the class entertain the students to engage everyone and bring people back into the lecture? It may help students pay attention to the lecture if there are interesting and entertaining moments in the lecture. Also, it would be nice if there were full study guides for the quizzes and maybe even study sessions in section time?

4. Make it an hour long class focused on actual content and don't waste students time/money talking about what's going on with current events or what the professor sees as correct.

5. The subject matter of this class does not lend itself well to testing. I think that the exams were unnecessary, and potentially detracted from my learning. Here's why: - They required students to memorize specific details from various authors/texts (E.g., "What company was mentioned in the text book for having some significant data breach") - Questions (especially multiple choice) were often ambiguous, having multiple possible answers with one perhaps being the "best" answer - Multiple choice format limits student understanding of subject area to only the perspectives provided by authors of the assigned readings - Preoccupation with "studying to do well on the exams" rather than "studying to learn more about different ethical perspectives / issues" My suggestions: - I took a similar class that also had exams, but the format was different (and in my opinion, better): make exams short answer questions ONLY, and give students 5-6 prompts -- of which they must respond to 3-4. This way, students can choose to discuss articles/readings that really resonated with them, and they will practice critical thinking, rather than memorization of names and terms. - Allocate time for students to review graded exams, ask questions, and view the correct responses - Do paper (rather than electronic) exams. Students with friends in the class could abuse the system by telling their friends outside of class what the passcode was - As an alternative to exams, perhaps issue weekly "problem sets", to which students must respond to a set of questions/prompts based on the readings. This encourages synthesis of course material without forcing memorization, which generally goes in one side (studying for exam) and out the other (after the exam).

6. need to be more chill teaching a boring subject

7. I would improve the readings for the course. The textbook reading was a bit more dense than other class readings and it was hard to keep up with. The other academic journals and case studies are good. I would also suggest including readings that would give us more opportunities to expand our thinking when writing our critical essays. The 4 quizzes and 1 drop is good because it helps with accountability. Class activities and reflections are also good to keep the class engaged through a long lecture.

8. Make study guides well in advance for the quizzes so that if we would like to we can study early.

9. easier quixzes more focus on argumentation if there is an argument essay

10. I believe that you should restructure how points get distributed in class. I don't think it is fair to have the majority of the points come from quizzes only. There should be a way to earn more points and perhaps have less of the student's grade weighed less on the quizzes. I think it is unfair to have the only points that really weigh your grade to fall under quizzes and nothing else. There are students like myself who attend all lectures, quiz sections, complete all discussion, participate in class, and in-class activities and still do poorly in the class because of test anxiety. The tests were difficult in terms of multiple choice because the answers could all be potentially correct. Either restructure the class so quizzes don't weigh too much on your grade or include more ways to earn points. I loved the class and Mike as a professor, I just believe the course structure was unfair and once you fell behind in terms of quizzes, there is almost no way to recover. I also spoke to many students and they all felt the same way about the quizzes. I also recommend sending out the study guide well in advance versus sending it out the day before the quiz day.

11. I hate to say easier readings... because these were really good, it was just hard to keep up with them at times as a full time, working student. Great class overall, I will miss being in this one.

12. None

13. Assignments instead of quizzes!

14. Please do not ask questions on quizzes such as whether an author appeared in an article.

15. I would get rid of quiz section.

16. maybe get it more engaging no early class AND two-hour class together

17. Not much, possibly make certain questions on the quizzes a little bit more clear, however I believe that you have already tried to fix that situation throughout the class.

18. focus on relevant details and leave irrelevant ones out

19. Less reading and more critical thinking

20. Focus more on the concepts when giving quizzes.

21. in multiple choice test questions, try not to ask for "One example" and then provide multiple possible responses ("a and b", "all of the above"), as it seems like a way to trick students rather than testing their ability. if you asked that question in a short answer, the student could expand their answer.

22. a better study guide for the quizzes

23. It is hard to teach ethic topics in an attractive and interesting way.

24. Make it very obvious that the quizzes are going to be specific because it wasn't in the beginning. The study guides for the quizzes were also released the day before or days before. Not very helpful for students trying to plan study sessions.

25. The quizes are way too detailed, and at this point, they test if you memorized every detail of the reading rather than if you learned anything from the reading.

26. case studies instead of quizzes. Info students learn better when applying knowledge, not memorizing facts

27. NA

28. Please use a different learning pedagogy. Replace the quiz with weekly assignments which are different case studies which prepare us for the world of IT.

30. Make the class not an 8:30 AM class.

31. Clear understanding of what is expected from us, when things are due--across all quiz sections. Not assigning 84 page extra credit reads, but explicitly stating what portion to read.

32. Better identify what is important for students to learn from the class and better reflect those goals in the quizzes, many times it felt like questions were off topic or unrelated to important topics. If bringing in guest lecturers, make sure they are going to talk about something interesting at least, also relevant to what the course learning goals are as well.

33. Less readings

34. Please consider revising quiz questions to not have so many choices. Instead of it being a & b, b & c, all of the above, none of the above, consider just having straight forward options. Also, consider having questions only cover overall concepts of the course content and not information that's from memorization of the readings.

35. The 3rd and 4th quizzes tested my knowledge of the class content so much better than first two quizzes. Those two were very detailed and frustrating.

36. Make the lectures discussions among the students and not a two hour speech given by the professor.

37. Find a later start time.

38. Have quizzes be open note

39. Reduce the reading load and have less of the class grade representative based off of our quiz grades.

40. Readings were way too long and were very difficult to read entirely

41. Change the reading heavy format - Do more engaging exercise in class. Teaching methods are outdated - quizzes should be open note if they are going to be heavily focused on readings.

42. 1. Case studies on today's ethical policies. 2. More papers to defend an ethical standpoint 3. Taking an ethical standpoint and discussing it 4. Learning how to stand for ethics in professional environments 5. Open note quizzes 6. Less quizzes overall

43. change the structure

45. make in-person paper quiz

46. Please allow students to view the answers for the quizzes. When students can't see what they got right and what they got wrong, then students can't learn.

47. I can tell Mike really put in a lot of works into this class, but the instructor is more expected to have much more solid foundation in philosophy

48. Idk

49. The quizzes were, in my opinion, too difficult compared to what was taught in class. Also, if possible, try to make an even amount of people use the same article for their essays. Being the only person in lab with that essay article was often daunting and difficult.

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.