

INFO 450 A
Information Ethics And Policy
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: X
Responses: 7/13 (54% high)

Taught by: 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 |
|-----------------------|--------------------------|
| 4.6 | 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: 4.6 |
| (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: | 7 | 43% | 43% | | 14% | | | 4.3 | 4.2 |
| The course content was: | 7 | 43% | 14% | 29% | 14% | | | 4.0 | 3.9 |
| The instructor's contribution to the course was: | 7 | 86% | | 14% | | | | 4.9 | 4.8 |
| The instructor's effectiveness in teaching the subject matter was: | 7 | 57% | 29% | | 14% | | | 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: | 7 | | 43% | 14% | 29% | | | 14% | 5.0 |
| The intellectual challenge presented was: | 7 | | 43% | 29% | 29% | | | | 5.2 |
| The amount of effort you put into this course was: | 7 | 29% | | 43% | 29% | | | | 5.0 |
| The amount of effort to succeed in this course was: | 7 | 14% | 29% | 29% | 29% | | | | 5.2 |
| Your involvement in course (doing assignments, attending classes, etc.) was: | 7 | 14% | 29% | 29% | 14% | 14% | | | 5.2 |

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: 9.2 Hours per credit: 1.8 (N=7)

| 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% | | 43% | 43% | | | | | | |

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

Class median: 5.2 Hours per credit: 1 (N=7)

| 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% | 43% | 29% | 14% | | | | | | | |

What grade do you expect in this course?

Class median: 3.6 (N=7)

| 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 |
|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|---------|------|--------|-----------|
| 14% | 71% | | 14% | | | | | | | | | | | |

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

(N=7)

| In your major | A core/distribution requirement | An elective | In your minor | A program requirement | Other |
|---------------|---------------------------------|-------------|---------------|-----------------------|-------|
| 43% | | | 29% | 29% | |

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. | 7 | 71% | 29% | | | | | | 6.8 | 2 |
| The instructor successfully rephrased explanations to clear up confusion. | 7 | 86% | 14% | | | | | | 6.9 | 1 |
| Class sessions were interesting and engaging. | 7 | 29% | 29% | 14% | 14% | 14% | | | 5.8 | 10 |
| Class sessions were well organized. | 7 | 14% | 86% | | | | | | 6.1 | 9 |
| Student participation was encouraged. | 7 | 57% | 43% | | | | | | 6.6 | 7 |
| Students were aware of what was expected of them. | 7 | 57% | 43% | | | | | | 6.6 | 3 |
| Extra help was readily available. | 7 | 57% | 29% | | 14% | | | | 6.6 | 6 |
| Assigned readings and other out-of-class work were valuable. | 7 | 29% | 29% | 29% | 14% | | | | 5.8 | 11 |
| Grades were assigned fairly. | 7 | 43% | 57% | | | | | | 6.4 | 8 |
| Meaningful feedback on tests and other work was provided. | 7 | 57% | 29% | 14% | | | | | 6.6 | 4 |
| Evaluation of student performance was related to important course goals. | 7 | 57% | 29% | | | 14% | | | 6.6 | 5 |

| 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. | 7 | 43% | 29% | | 29% | | | | 6.2 | 4 |
| Developing an appreciation for the field in which this course resides. | 7 | 43% | 14% | 14% | 14% | 14% | | | 6.0 | 7 |
| Understanding written material in this field. | 7 | 43% | 43% | | | | 14% | | 6.3 | 2 |
| Developing an ability to express yourself in writing or orally in this field. | 7 | 43% | 29% | 14% | | | 14% | | 6.2 | 3 |
| Understanding and solving problems in this field. | 7 | 43% | 14% | 29% | 14% | | | | 6.0 | 6 |
| Applying the course material to real world issues or other disciplines. | 7 | 57% | 29% | 14% | | | | | 6.6 | 1 |
| General intellectual development. | 7 | 43% | 29% | 14% | | 14% | | | 6.2 | 5 |

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STANDARD OPEN-ENDED QUESTIONS

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

3. It did because by learning the philosophy terms helped me to think about issue more board and from different sides which as a more engineering student wouldn't do normally.
5. yes, we discussed a lot of things I hadn't thought of before
6. Yes, the class brought up a lot of interesting aspects to how information relates to privacy and security issues we deal with today, as well as several other topics. I learned a lot about the kinds of decisions people in the industry have to make when they design their products.

What aspects of this class contributed most to your learning?

2. Multiple perspectives
3. Class section, maybe before the discussion class form was being used, I felt learning the most from the lecture.
4. I found that learning from what was on the in class powerpoints as well as the instructors detailed descriptions of these things helped a lot.
5. in class discussions
6. Lectures were good. I would say the PowerPoint and discussion lectures were both good. I understood the readings better when we discussed them, but I felt like I could retain information better when I took notes on the slides.

What aspects of this class detracted from your learning?

3. I think the quiz because I feel like spending most of the time to read the paper for taking the quiz which it's not the best for learning. Instead, if the quiz could be made more about the general idea of the week and something bigger to shape our mind of learning would be better.
4. Sometimes in class discussions from the students would get stretched fairly far and we would begin to get off topic or go into in depth tangents that did not contribute a lot towards the topic.
5. the readings were long and hard to understand; sometimes in class only a few people monopolized the conversation
6. The readings felt a little too long sometimes, and some were definitely more difficult to process than others. It definitely helped to have slides summarizing the readings when they were long or difficult.

What suggestions do you have for improving the class?

1. less reading in summer please.....
2. I really liked the group work that we did during the beginning of the course. I would have liked to do that throughout and with different class members.
3. The quiz and the way class is being held.
5. an opportunity to get feedback on rough drafts of the critical essay and term paper
6. Keep up the good work. Maybe keep developing that balance between discussion and lecturing, although it will probably be difficult during the regular school year.

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.