

INFO 300 BB  
Research Methods  
Course type: Face-to-Face  
Taught by: Mike Katell  
**Instructor Evaluated: Mike Katell-TA**

Evaluation Delivery: Online  
Evaluation Form: W27  
Responses: 8/35 (23% 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
3.6	4.0
(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:

<b>CEI: 3.7</b> (1=lowest; 7=highest)
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### 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:	8	12%	50%	12%	12%		12%	3.8	4.1
The course content was:	8	12%	25%	38%	12%		12%	3.2	3.5
The instructor's contribution to the course was:	8	50%	12%		25%		12%	4.5	4.8
The instructor's effectiveness in teaching the subject matter was:	8	38%	12%	12%	25%		12%	3.5	3.8

### 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:	8	25%		12%	50%	12%			4.2
The intellectual challenge presented was:	8	12%		25%	38%	12%		12%	4.2
The amount of effort you put into this course was:	8	12%		25%	38%	12%		12%	4.2
The amount of effort to succeed in this course was:	8	12%		12%	50%	12%		12%	4.0
Your involvement in course (doing assignments, attending classes, etc.) was:	8	12%	25%	25%	25%			12%	5.0

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: 4.5 (N=8)**

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
25%	25%		25%		25%						

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

**Class median: 1.5 (N=8)**

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
50%	12%	25%		12%							

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
	71%		29%											

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

**(N=8)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
25%	25%			50%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The Teaching Assistant's (TA) effectiveness in teaching the subject matter was:	8	38%	25%	12%	12%		12%	4.0	
The TA gave very clear explanations:	8	62%		25%			12%	4.7	
My confidence in the TA's knowledge was:	8	62%	12%	12%			12%	4.7	
The TA was accessible when I had questions or concerns about this class:	8	62%	25%				12%	4.7	
The TA provided meaningful feedback on assignments:	8	50%	12%		25%		12%	4.5	
The TA assigned grades fairly:	8	38%	25%	12%	12%		12%	4.0	
The timeliness of communications with my TA was:	8	50%	25%	12%			12%	4.5	
Lab/discussion sessions were interesting and engaging:	8	25%	12%	12%	38%		12%	2.5	
Lab/discussion sessions were well-organized:	8	38%	25%	12%	12%		12%	4.0	

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**STANDARD OPEN-ENDED QUESTIONS****What suggestions or feedback do you have for the TA?**

1. Dude stop talking about random stuff and just let us work if you don't have content
4. I think that he was a little bit of a harder grader on some of our assignments compared to the other TAs. Other than that, he's a really great teacher and I would choose him as a TA again in the future.
5. Teach another class. You clearly know your stuff and are great at teaching. To be honest you're wasted as a TA. I'm glad to see you'll have your own class for 350 next quarter.
6. It seemed like sometimes the TA didn't really seem to know what was going on in lecture or the requirements for our assignments and more time than was necessary explaining things the majority students in his class already knew (how canvas works, how to do citations, where to find scholarly articles, R- a prerequisite to the info major is taught completely in R, etc.)

**What aspects of the TA's role contributed most to your learning?**

1. Not much
2. Mike is a good TA and his explanations are better than those presented in lecture. He had great structured activities. He made working on our project interesting.
3. I really appreciate the feedback you give.
4. Mike explains concepts clearly and is able to rephrase complex concepts well for everyone to understand. He is also really knowledgeable.

**What aspects of the TA's role detracted from your learning?**

1. Most of it
2. He did not need to spend as much time explaining Zotero as he did.
3. Nothing, you are a great TA.
4. N/A - Mike is an excellent TA
5. Sections were too long (not that you can do anything about that). There just wasn't enough content to justify 2 hour sections.

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.<sup>1</sup> 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).

<sup>1</sup> 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.