

MUAC3516 703 , Joint with MUAC5532 706 , MUAM3516 703 , MUAM5516 703 , MUAM6516 703
TRUMPET
Course type: Face-to-Face

Online
J
6/8 (75% very high)
Evaluation Delivery:
Evaluation Form:
Responses:

Taught by: Adam Gordon
Instructor Evaluated: Adam Gordon-Lecturer

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:

Median
4.9
(0=lowest; 5=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The rotation/studio as a whole was:	6	83%	17%					4.9
The procedures/skills taught were:	6	83%	17%					4.9
The instructor's contribution to the rotation/studio was:	6	100%						5.0
The instructor's effectiveness in teaching was:	6	83%	17%					4.9

STUDENT ENGAGEMENT

Your involvement with the instructor:											Class median: 1.8 (N=6)
Extensive			Considerable			Moderate			Slight		
			17%			50%			33%		
On average, how many hours per week have you spent on this rotation/studio?											Class median: 3.5 Hours per credit: 1.2 (N=6)
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
33%	17%	33%	17%								
From the total average hours above, how many do you consider were valuable in advancing your education?											Class median: 3.5 Hours per credit: 1.2 (N=6)
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
17%	33%	33%		17%							
Year in program:											(N=6)
First			Second			Third			Fourth		
			17%						50%		
Your program (choose one):											(N=6)
BA/BS	Masters	PhD	Professional	Resident	Postdoctoral Fellow	Other					
33%	17%	50%									

STANDARD FORMATIVE ITEMS

Rate your instructor on each of the following:	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Knowledgeable and analytical	6	100%						5.0
Clear and organized	6	67%	33%					4.8
Enthusiastic and stimulating	6	100%						5.0
Challenging	6	100%						5.0
Established rapport	6	67%	33%					4.8
Actively involved me in learning experiences	6	83%	17%					4.9
Provided direction and feedback	6	100%						5.0
Demonstrated clinical/professional skills and procedures	6	83%	17%					4.9
Accessible	6	67%	33%					4.8

MUAC3516 703 , Joint with MUAC5532 706 , MUAM3516 703 , MUAM5516 703 , MUAM6516 703
TRUMPET
Course type: Face-to-Face

Online
J
6/8 (75% very high)
Evaluation Delivery:
Evaluation Form:
Responses:

Taught by: Adam Gordon
Instructor Evaluated: Adam Gordon-Lecturer

STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Professor Gordon was and is fantastic! He obviously loves what he does and inspires and instills that passion for music in his students. It is impossible to not be motivated to improve. He is great at balancing high standards with kindness and consideration of his students. I am very much enjoying my time learning from him.
2. Professor Gordon often gave assignments that were rhythmically challenging and took a good deal of thought in order to work out.
3. Yes, because it pushed me to explore new aspects of music, and a new approach to the Trumpet.
4. Yes

What aspects of this class contributed most to your learning?

2. The way Professor Gordon taught musicality and touch helped me better make music. His emphasis on sound production and quality also helped me to improve overall.
3. The individual instruction with Prof. Gordon is priceless. I learned so much more from my time with the instructor compared to my time alone.
4. He challenged me by helping me work on my weaknesses.

What aspects of this class detracted from your learning?

2. None
4. None

What suggestions do you have for improving the class?

2. None
4. None, lessons were great!

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.