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: 4.8
  - (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: 5.5
  - (1=lowest; 7=highest)

### SUMMATIVE ITEMS

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Very Poor (0)</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>The distance learning course as a whole was:</td>
<td>9</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>The course content was:</td>
<td>9</td>
<td>67%</td>
<td>11%</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>The instructor's contribution to the course was:</td>
<td>9</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>The effectiveness of the distance learning format was:</td>
<td>9</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
</tbody>
</table>

### STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Much Higher (7)</th>
<th>Average (4)</th>
<th>Much Lower (1)</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative to other college courses you have taken:</td>
<td></td>
<td>(7)</td>
<td>(4)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Do you expect your grade in this course to be:</td>
<td>9</td>
<td>33%</td>
<td>22%</td>
<td>22%</td>
<td>5.8</td>
</tr>
<tr>
<td>The intellectual challenge presented was:</td>
<td>9</td>
<td>11%</td>
<td>56%</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>The amount of effort you put into this course was:</td>
<td>9</td>
<td>44%</td>
<td>33%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>The amount of effort to succeed in this course was:</td>
<td>9</td>
<td>22%</td>
<td>33%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Your involvement in course (doing assignments, attending classes, etc.) was:</td>
<td>9</td>
<td>33%</td>
<td>44%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

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: 5.2 Hours per credit: 1.7 (N=9)

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

- Class median: 4.1 Hours per credit: 1.4 (N=9)

What grade do you expect in this course?

- Class median: 4.0 (N=9)

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

- (N=9)
## STANDARD FORMATIVE ITEMS

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>The helpfulness of the distance learning staff overall was:</td>
<td>9</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Student confidence in instructor's knowledge was:</td>
<td>9</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Timeliness of instructor response to assignments was:</td>
<td>9</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Quality/helpfulness of instructor feedback was:</td>
<td>8</td>
<td>88%</td>
<td></td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Tailoring of instruction to varying student skill levels was:</td>
<td>9</td>
<td>67%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>Clarity of course objectives was:</td>
<td>9</td>
<td>89%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>The organization of the study guide was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Content of the study guide was:</td>
<td>9</td>
<td>67%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>Relevance of textbook for self-study was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Usefulness of reading assignments in understanding content was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Usefulness of written assignments in understanding content was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td></td>
<td>22%</td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Usefulness of video media in understanding course content was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td>11%</td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Usefulness of on-line resources in understanding content was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td></td>
<td>22%</td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Usefulness of audio media in understanding course content was:</td>
<td>9</td>
<td>67%</td>
<td>11%</td>
<td></td>
<td>22%</td>
<td></td>
<td></td>
<td>4.8</td>
</tr>
<tr>
<td>Relevance and usefulness of course content were:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Evaluative and grading techniques (tests, papers, projects, etc.) were:</td>
<td>9</td>
<td>89%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Reasonableness of assigned work was:</td>
<td>9</td>
<td>78%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Clarity of student responsibilities and requirements was:</td>
<td>9</td>
<td>89%</td>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
</tbody>
</table>
STANDARD OPEN-ENDED QUESTIONS

How well-prepared do you feel to take the Science of Teaching Reading test? Why?

1. My initial thought is "not very," mostly because I don't feel like I've taken a thorough look at the framework for the exam. I do think, though, that I've learned a lot through this course and other courses about the science of teaching reading, so I'm probably more prepared than I think I am.
2. Mostly prepared. I feel like I have a strong understanding of theories related to literacy, however I know there is a portion that requires discussion of teaching strategy which may still be challenging.
3. I didn't know I had to take that, but I'll figure it out.
4. I feel very well prepared because I have been teaching reading for the past 12 years. If I can't pass the test, I shouldn't be teaching.
5. I feel the curated class material, projects and discussions fully prepared me to excel.
6. Very the assignments and text went indepth
7. I feel like I will pass the test if I would take it, because this course was very informative and helpful to my education.

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

1. Yes - I had to work harder in this class than any other class in my program so far because of the visual aid assignments. These assignments challenged me to think outside the box to present the material I had learned (which meant I had to actually learn it first). It made the work feel more authentic and more applicable to my future classroom. Was I thrilled to be spending the extra hours on the assignments? Not really, but I knew they were helping me grow. I also thought that the way Dr. Randall structured the online discussions was helpful, because we were required to EXTEND the discussion with our responses to our peers and provide an outside link (versus just saying, "I agree! Great post!").
2. I found this class to be very stimulating. I have a lot of experience with kids who have reading struggles so it was interesting learning about the theories related to literacy.
3. Yeah, sure. I don't know. I don't really want to teach (like, at all) but I need health insurance because I get chronic migraines and can't afford my medication.
4. Not really. I answered questions based on my experience more than what was in the book or class discussions.
5. This class stretched me in many ways. The professor requests innovative and engaging responses and thinking - not a regurgitation of textbook material. The discussions and assignments took me through many learning rabbit holes that were invaluable.
6. Yes resources on how to present information more interesting.
7. Yes this class was intellectually stimulating, it had me think outside the box on multiple objectives and ideas.

What aspects of this class contributed most to your learning?

1. - The visual aid assignments. - The fact that the reading assignments for the discussion posts were short! This allowed me to really process the information and take my post to the next level.
2. The visual aid assignments. While some took a lot of time, the assignment required me to engage with the material so I feel like I learned more through those tasks.
3. Writing
4. Having to learn how to use a different program to do my assignments every other week. That was the hardest most time consuming part.
5. The discussions and responses, and the creation of the visual aid projects were invaluable learning opportunities.
6. Assignments
7. Discussion boards

What aspects of this class detracted from your learning?
1. I always wanted to get my work done earlier in the week, so that often meant that I didn't actually read all of my classmates' discussion posts. I usually just read the first few that were written after mine and responded to two of those. That was absolutely a personal choice, and I could have gone back and read them later, but I know I didn't get as much out of the discussions as I could have.
2. None. The class was good.
3. Life
4. Having to learn a new program every other week to discuss the book information.
5. I wish there was a synchronous aspect to the class every once in a while. I think it would be easier to get to know classmates, collaborate, etc... But I don't know that anything detracted from my learning - it was an excellent class.
6. N/a
7. Nothing as far as I can tell

What suggestions do you have for improving the class?
1. This course kind of felt like "one week on, one week off" because of the stark contrast between the amount of work necessary to complete a discussion post and the amount of work necessary to complete a visual aid. I'm not sure how to fix that, or if it needs to be fixed.
2. None
3. None
4. Zoom meetings so the teacher could actually teach something and not just assign book readings.
5. I don't have any suggestions, other than occasional optional synchronous virtual chats.
6. N/a
7. Nothing, the class has a very streamlined feel.

In your opinion, what could have been done differently to create a better experience for students?
1. I would have liked just a little more structure to the visual aids, or maybe a few more examples before we got too far into the semester. I appreciated seeing what my classmates did the week prior, but by then, we'd been assigned a new platform to use for the next visual aid, so I didn't find the examples as helpful.
2. None
3. Idk
4. I would like to be taught by a person and not by a book. I'm spending a lot of money to teach myself.
5. See above.
6. N/a
7. Nothing as the class was well structured.

In your experience, what aspects of the transition to online delivery were challenging or difficult?
1. N/A
2. I was already online so not applicable
3. Remembering to do stuff
4. None. I'm not a big fan on online only learning and not being given a choice of in person classes for the whole degree...even before COVID was a factor.
5. This was a virtual class.
6. N/a
7. No, I am used to online classes, so this was not difficult

In your experience, what aspects of the transition to online delivery of courses worked well?
1. N/A
2. I was already online so not applicable
3. This was always an online class for me
4. I didn't have to commute.
5. This was a virtual class - no transition.
6. N/a
7. Having due dates and clear guidelines.
Interpreting IASystem Course Summary Reports

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. 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).