

SPAN 2040 401
Intermediate Spanish
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I
Responses: 11/16 (69% high)

Taught by: Daniel Carrillo jara
Instructor Evaluated: Daniel Carrillo jara-Assist Prof

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: **5.6**
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The distance learning course as a whole was:	11	73%	9%		18%			4.8
The course content was:	11	64%	27%	9%				4.7
The instructor's contribution to the course was:	11	73%	9%	9%	9%			4.8
The effectiveness of the distance learning format was:	11	64%	9%	18%	9%			4.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	11	18%			64%	9%	9%		4.0
The intellectual challenge presented was:	11	36%	36%	18%	9%				6.1
The amount of effort you put into this course was:	11	27%	36%	18%	9%			9%	5.9
The amount of effort to succeed in this course was:	11	18%	55%	18%	9%				5.9
Your involvement in course (doing assignments, attending classes, etc.) was:	11	36%	18%	27%	18%				5.8

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: 2.2 (N=10)

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
	10%	10%	50%			10%		10%		10%	

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

Class median: 5.0 Hours per credit: 1.7 (N=10)

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
	20%	40%	10%			10%	10%	10%			

What grade do you expect in this course?

Class median: 2.9 (N=10)

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)	E (0.0)	Pass	Credit	No Credit
	20%	10%	30%	30%	10%									

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

(N=10)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
30%	30%	10%	20%	10%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The helpfulness of the distance learning staff overall was:	11	55%	18%	18%	9%			4.6
Student confidence in instructor's knowledge was:	11	73%	18%	9%				4.8
Timeliness of instructor response to assignments was:	11	73%	27%					4.8
Quality/helpfulness of instructor feedback was:	11	55%	27%	18%				4.6
Tailoring of instruction to varying student skill levels was:	11	64%	9%	18%	9%			4.7
Clarity of course objectives was:	11	73%	18%		9%			4.8
The organization of the study guide was:	11	82%	9%		9%			4.9
Content of the study guide was:	11	73%	18%		9%			4.8
Relevance of textbook for self-study was:	11	82%	9%		9%			4.9
Usefulness of reading assignments in understanding content was:	11	64%	18%	9%	9%			4.7
Usefulness of written assignments in understanding content was:	11	73%	18%		9%			4.8
Usefulness of video media in understanding course content was:	11	73%	18%		9%			4.8
Usefulness of on-line resources in understanding content was:	11	82%	9%		9%			4.9
Usefulness of audio media in understanding course content was:	11	64%	18%	9%	9%			4.7
Relevance and usefulness of course content were:	11	64%	18%	9%	9%			4.7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11	73%	9%	9%	9%			4.8
Reasonableness of assigned work was:	11	73%	18%		9%			4.8
Clarity of student responsibilities and requirements was:	11	73%	18%		9%			4.8

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes is was stimulating because I learned a lot of vocabulary.
2. It stretched more of my thinking in practicing and learning more proper grammar and pronunciation for Spanish
3. mainly confusing
4. Yes, it challenged me to get more comfortable with writing in spanish
5. Yes. The professor was very knowledgeable and provided excellent study guides and videos for this online course.
6. Yes it forced me to think and apply knowledge by myself.
7. Yes
8. It was very stimulating but good.
9. Yes

What aspects of this class contributed most to your learning?

1. The aspects that contributed most is the writing and speaking assignments of this course.
2. What contributed the most to my learning was the video recordings and the voice recording in the textbook.
3. the actual assignments
4. The homeworks and speaking/writing assignments
5. Definitely the review videos that the professor posted before the test day.
6. I think the homework assignments were most effective to my learning because I was able to practice and understand the material at my own pace.
7. Discussions
8. The lecture videos helped a lot.
9. Yes

What aspects of this class detracted from your learning?

1. Nothing.
2. none
3. practice assignments
4. N/A
5. The online component. I think I would have done much better in person, but I chose this accelerated course in order to complete my language credits sooner.
6. The harsh grading aspects of this class detracted very heavily from my learning. It made it hard to incentivize learning especially when the effort put in did not meet the grade received.
7. n/a
8. None
9. Yes

What suggestions do you have for improving the class?

1. I suggest give at least 2 hours to complete exams. Its an onlines course as everythtiing is at a rapid pace. I feel like student derserve a bit more time because we only have less than a week to prepare for each exam.
2. I like the material and way the class was organized.
3. throe explanations when something is wrong fo better clarification
4. N/A
5. None. The professor was great and very understanding with the students.
6. I think partial credit would be really helpful and effective especially to understand what students did wrong.
7. n/a

8. More lecture videos and notes.

9. Yes

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.