COURSE SUMMARY REPORT
Numeric Responses
University of North Texas
College of Health and Public Service
Criminal Justice
Term: Summer 5W1 2020

CJUS 2100 900, Joint with CJUS 2100 950
Crime and Justice in the United States
Course type: Online
Taught by: Haley Zettler
Instructor Evaluated: Haley Zettler-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:

<table>
<thead>
<tr>
<th></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 course as a whole was:</td>
<td>54</td>
<td>56%</td>
<td>26%</td>
<td>15%</td>
<td>4%</td>
<td></td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td>The course content was:</td>
<td>54</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td>4%</td>
<td></td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td>The instructor's contribution to the course was:</td>
<td>54</td>
<td>65%</td>
<td>17%</td>
<td>13%</td>
<td>4%</td>
<td>2%</td>
<td></td>
<td>4.7</td>
</tr>
<tr>
<td>The instructor's effectiveness in teaching the subject matter was:</td>
<td>54</td>
<td>61%</td>
<td>19%</td>
<td>17%</td>
<td>4%</td>
<td></td>
<td></td>
<td>4.7</td>
</tr>
</tbody>
</table>

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: 5.0
(1=lowest; 7=highest)

SUMMATIVE ITEMS

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: 4.0  Hours per credit: 1.3  (N=53)

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

Class median: 3.7  Hours per credit: 1.2  (N=53)

What grade do you expect in this course?

Class median: 3.6  (N=53)

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

(N=53)
### STANDARD FORMATIVE ITEMS

<table>
<thead>
<tr>
<th>How frequently was each of the following a true description of this course?</th>
<th>N</th>
<th>Always</th>
<th>About Half</th>
<th>Never</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor gave very clear explanations.</td>
<td>54</td>
<td>59%</td>
<td>15%</td>
<td>6%</td>
<td>6.7</td>
</tr>
<tr>
<td>The instructor successfully rephrased explanations to clear up confusion.</td>
<td>53</td>
<td>60%</td>
<td>13%</td>
<td>6%</td>
<td>6.7</td>
</tr>
<tr>
<td>Class sessions were interesting and engaging.</td>
<td>54</td>
<td>54%</td>
<td>13%</td>
<td>6%</td>
<td>6.6</td>
</tr>
<tr>
<td>Class sessions were well organized.</td>
<td>54</td>
<td>72%</td>
<td>7%</td>
<td>4%</td>
<td>6.8</td>
</tr>
<tr>
<td>Student participation was encouraged.</td>
<td>54</td>
<td>70%</td>
<td>9%</td>
<td>4%</td>
<td>6.8</td>
</tr>
<tr>
<td>Students were aware of what was expected of them.</td>
<td>53</td>
<td>68%</td>
<td>6%</td>
<td>4%</td>
<td>6.8</td>
</tr>
<tr>
<td>Extra help was readily available.</td>
<td>54</td>
<td>57%</td>
<td>13%</td>
<td>7%</td>
<td>6.6</td>
</tr>
<tr>
<td>Assigned readings and other out-of-class work were valuable.</td>
<td>54</td>
<td>61%</td>
<td>7%</td>
<td>2%</td>
<td>6.7</td>
</tr>
<tr>
<td>Grades were assigned fairly.</td>
<td>54</td>
<td>57%</td>
<td>13%</td>
<td>6%</td>
<td>6.6</td>
</tr>
<tr>
<td>Meaningful feedback on tests and other work was provided.</td>
<td>54</td>
<td>50%</td>
<td>11%</td>
<td>4%</td>
<td>6.5</td>
</tr>
<tr>
<td>Evaluation of student performance was related to important course goals.</td>
<td>53</td>
<td>58%</td>
<td>13%</td>
<td>6%</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### Relative to other college courses you have taken, how would you describe your progress in this course with regards to:

<table>
<thead>
<tr>
<th>N</th>
<th>Great</th>
<th>Average</th>
<th>None</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning the conceptual and factual knowledge of this course.</td>
<td>54</td>
<td>59%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Developing an appreciation for the field in which this course resides.</td>
<td>54</td>
<td>63%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Understanding written material in this field.</td>
<td>54</td>
<td>57%</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>Developing an ability to express yourself in writing or orally in this field.</td>
<td>54</td>
<td>54%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Understanding and solving problems in this field.</td>
<td>54</td>
<td>57%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Applying the course material to real world issues or other disciplines.</td>
<td>54</td>
<td>61%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>General intellectual development.</td>
<td>54</td>
<td>59%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>
STANDARD OPEN-ENDED QUESTIONS

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

1. Yes! I would have an easier time in person, though.
2. Yes it was the textbook was easy to read and worked well with the assignments that we needed to complete. I learned a lot from this course and it didn't really feel hard to learn the material the way she set the class up.
3. This class helped me learn more about the criminal justice and why it is important.
4. The class did stretch my thinking as it had discussions between students and open-ended responses. This class was intellectually stimulating.
5. Yes, it was a very interesting class.
6. It gave me a lot to think about given current events.
7. Yes, especially listening to my peers opinions
8. Yes it was very informative. Stretched knowledge of the criminal justice system
9. This course was intellectually stimulating because it stretched my thinking and motivated me to study more often.
10. Yes, especially the discussion boards. They were stimulating and sometime controversial which made them even more interesting.
11. It was intellectually very stimulating. First of all, the biggest reason was that the discussion claims of people of different opinions made me feel different and intellectually very good discussion.
12. Yes, this course made me think about different real-world situations and how the justice system deals with them while using the law.
13. Yes, the course material, as well as the discussions, allowed me to learn and apply the things I've learned in order to learn more from other perspectives
14. Yes, this class paired perfectly with the textbook.
15. It did because i have got to learn things about criminal justice like i never did before. With this time i took the course and with everything going on in the news it seemed very interesting to me.
16. Yes! All the material introduced was new to me and it made me think in new ways. Much of the material related to current events, I got to discuss with peers, and see from many perspectives.
17. Yes. It provided me with the terminology for understanding the Criminal Justice System and how it works at a basic level. Considering that this class was only the first Criminal Justice course I have taken as of yet, I feel like I learned a great deal.
18. Yes, the discussions helped me with my learning by giving me a broad idea of what every classmate was thinking of and how they perceived each
19. Yes, I learn things I didn't know
20. Yes
21. No
22. I mean yes
23. n/a
24. Yes, I learned a lot from this class especially through the readings and videos on canvas.
25. It was an interesting course, especially with everything going on in the world right now.
26. Yes so many ways to think of in criminal justice
27. Yes the discussions made you think about your own opinion on the subjects.
28. Yes. It provided me with the terminology for understanding the Criminal Justice System and how it works at a basic level. Considering that this class was only the first Criminal Justice course I have taken as of yet, I feel like I learned a great deal.
29. This class was not only intellectually stimulating, but also related to real world, current circumstances. I felt that the information that was provided and taught throughout this course will be fundamental to furthering my education and gives a great amount of knowledge that will be needed for my next level of classes.
30. Yes
31. This class challenged me to think alot! I learned many things that I can now share with others!

What aspects of this class contributed most to your learning?

1. The discussions and well organized slides
2. This class paired perfectly with the textbook.
3. Dr Z took the time to adjust the class to what has been happening currently and it really gave me a new appreciation for criminal justice. I was hesitant to learn about it while feeling so against police and prison systems but she changed the course a bit and added optional material that really helped my learning.
4. The lecture notes and the videos provided helped my learning.
5. The discussions helped me with my learning by giving me a broad idea of what every classmate was thinking of and how they perceived each chapter/topic.
6. The sociology aspect of it.
7. The online discussions
8. The discussion boards
9. Textbook
10. I really liked the use of Ponopto because I feel like I got a lot more out of the notes.
11. The weekly readings and modules/videos that Dr. Zettler created.
12. Social knowledge gained through many incidents and knowledge gained through communication
13. Positive discussion posts.
14. The discussions are a good learning tool.
15. Being able to see different perspectives from different students via discussion posts.
16. Learning about police use of force
17. The discussion posts and the organization/clarity of the content.
18. The textbook reading
19. Modules
21. The lecture videos were great sources of information.
22. No
23. Maybe the probation and super vision
24. n/a
25. Considering I learn through hearing, the videos on canvas were very helpful for me to listen to.
26. Discussion posts and article readings
27. The brief notes with examples
28. The textbook and lectures
29. I really appreciated the way the modules were laid out. They were clear and concise, providing enough detail to apply to real-world situations without being too difficult for an introductory level course. I also really enjoyed the videos. I appreciated how they were not too long but still contained valuable information and broke up the monotony of taking notes simply by reading.
30. The self regulated pace.
31. The aspects of CJUS 2100 that I felt contributed to my learning the most were definitely the thorough approach taken by the professor. She coordinated times to be available for extra help, when needed, always answered emails almost immediately, and most of all, provided additional readings and videos that although they were optional, they were extremely informational. These extras were very helpful to see topics that were being taught in a real life aspect.
32. Everything
33. Powerpoints and the activities that my teacher assigned.

What aspects of this class detracted from your learning?

1. Just being online
2. N/A
5. Zettler is a magnificent professor, but online notes are not her strong suit. The notes were very broad and did not go into detail like it needed to.
6. N/A
7. Nothing
8. n/a
9. None
10. The online thing that detracted me from my learning is the fact that the course was online.
11. None of them.
12. It has never been a hindrance.
13. hard grading on discussion posts.
14. Reading the book would confuse me sometimes.
15. N/A
16. How jurisdictions work
17. Nothing.
18. nothing
19. Na
22. No
23. Nothing
24. n/a
25. There was nothing in this course that took away from my learning.
26. N/a
27. Nothing
30. The lack of teacher commentary on my work.
31. I did not seem to have any issues with learning detraction in this class.
32. Nothing
33. N/A

What suggestions do you have for improving the class?

1. None
2. I will take her classes again and again!
3. I like the class as it is.
4. If this course is online again, there should be some way the powerpoints are explained or some way they are brought out to make the notes not seem confusing or too broad.
5. N/A
6. Maybe an online lecture component.
7. n/a - Dr. Z is amazing!!
8. None
9. None
10. Overall, I think the course was well planned out and effective.
11. I think the class was great but if there was anything to be done to improve it I would say maybe more of the panopto videos because they were very informative.
12. Keep the deadline, submit assignments, and follow the class well.
13. Extra assignments that help with real-world experiences.
14. N/A
15. Not really anything
16. I would suggest making this a core requirement for all majors! It's important to understand how our criminal justice system came to be, what improvements need to be done, and how it affects all of our daily lives!
17. Be a bit more lenient in discussion grading. I tried extremely hard on the first two discussions and still didn't get a 100, which made me try not as hard on the third and I still got the same grade.
18. Na
22. No
23. The grading
24. n/a
25. It would be helpful for me to have longer and more in-depth audio videos.
26. N/a
27. Nothing
28. Added material. Maybe videos or movies or articles describing real-life events to go with the material.
29. I would suggest increased amounts of teacher suggestions on our work and how we can improve in the future.
30. None.
32. Nothing
33. Nothing, Professor is doing a great job! maybe interacting more with students.
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).

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