

PSCI 2306 5
US and Texas Constitutions and Institutions
Course type: Face-to-Face
Taught by: Nichole Gligor
Instructor Evaluated: Nichole Gligor-Other

Evaluation Delivery: Online
Evaluation Form: B3
Responses: 106/144 (74% very high)

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
4.3
(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: 4.4
(1=lowest; 7=highest)

SUMMATIVE ITEMS

| | N | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Poor (1) | Very Poor (0) | Median |
|--|-----|------------------|------------------|-------------|-------------|-------------|------------------|--------|
| The course as a whole was: | 106 | 35% | 39% | 21% | 5% | | 1% | 4.1 |
| The course content was: | 106 | 36% | 32% | 24% | 8% | | 1% | 4.1 |
| The instructor's contribution to the course was: | 106 | 58% | 25% | 15% | 2% | | | 4.6 |
| The instructor's effectiveness in teaching the subject matter was: | 106 | 50% | 30% | 14% | 6% | | | 4.5 |

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: | 106 | 20% | 36% | 18% | 25% | 2% | | | 5.7 |
| The intellectual challenge presented was: | 105 | 10% | 27% | 29% | 30% | 2% | 2% | | 5.0 |
| The amount of effort you put into this course was: | 106 | 17% | 25% | 26% | 24% | 7% | 2% | | 5.2 |
| The amount of effort to succeed in this course was: | 106 | 11% | 25% | 23% | 33% | 7% | 1% | | 4.9 |
| Your involvement in course (doing assignments, attending classes, etc.) was: | 106 | 13% | 29% | 17% | 30% | 8% | 2% | 1% | 5.1 |

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: 4.3 Hours per credit: 1.4 (N=105)

| | | | | | | | | | | | |
|----------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| 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 |
| 12% | 19% | 46% | 16% | 5% | | 2% | | | | | |

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

Class median: 3.2 Hours per credit: 1.1 (N=105)

| | | | | | | | | | | | |
|----------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| 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 |
| 21% | 34% | 32% | 8% | 3% | 1% | | | | | | 1% |

What grade do you expect in this course?

Class median: 3.8 (N=105)

| | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------|--------|-----------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | | | |
| (3.9-4.0) | (3.5-3.8) | (3.2-3.4) | (2.9-3.1) | (2.5-2.8) | (2.2-2.4) | (1.9-2.1) | (1.5-1.8) | (1.2-1.4) | (0.9-1.1) | (0.7-0.8) | (0.0) | Pass | Credit | No Credit |
| 47% | 30% | 11% | 2% | 4% | 3% | 1% | 1% | 1% | 1% | | | | | |

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

(N=105)

| | | | | | |
|----------------------|--|--------------------|----------------------|------------------------------|--------------|
| In your major | A core/distribution requirement | An elective | In your minor | A program requirement | Other |
| 4% | 80% | 4% | | 12% | |

STANDARD FORMATIVE ITEMS

| | N | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Poor (1) | Very Poor (0) | Median |
|---|-----|------------------|---------------------|-------------|-------------|-------------|---------------------|--------|
| Your overall evaluation of this instructor is | 105 | 50% | 28% | 20% | 2% | 1% | | 4.5 |
| Course organization was: | 106 | 42% | 27% | 25% | 5% | | | 4.2 |
| Sequential presentation of concepts was: | 105 | 39% | 33% | 24% | 4% | | | 4.2 |
| Explanations by instructor were: | 106 | 49% | 31% | 18% | 2% | | | 4.5 |
| Instructor's ability to present alternative explanations when needed was: | 106 | 47% | 30% | 19% | 3% | 1% | | 4.4 |
| Instructor's use of examples and illustrations was: | 106 | 50% | 26% | 17% | 7% | | | 4.5 |
| Instructor's enhancement of student interest in the material was: | 105 | 49% | 29% | 17% | 6% | | | 4.5 |
| Instructor's enthusiasm was: | 106 | 58% | 27% | 13% | 1% | | | 4.6 |
| Student confidence in instructor's knowledge was: | 106 | 58% | 26% | 12% | 3% | | | 4.6 |
| Interest level of class sessions was: | 106 | 38% | 27% | 22% | 10% | 2% | 1% | 4.1 |
| Clarity of course objectives was: | 105 | 43% | 30% | 20% | 7% | | | 4.3 |
| Availability of extra help when needed was: | 105 | 42% | 28% | 24% | 7% | | | 4.2 |
| Use of class time was: | 106 | 49% | 25% | 21% | 5% | 1% | | 4.5 |
| Instructor's interest in whether students learned was: | 106 | 40% | 33% | 24% | 3% | 1% | | 4.2 |
| Relevance and usefulness of course content were: | 105 | 47% | 29% | 19% | 6% | | | 4.4 |
| Amount you learned in the course was: | 106 | 40% | 26% | 26% | 5% | 2% | 1% | 4.1 |
| Reasonableness of assigned work was: | 106 | 42% | 26% | 19% | 10% | 1% | 1% | 4.2 |
| Evaluative and grading techniques (tests, papers, projects, etc.) were: | 106 | 42% | 24% | 25% | 7% | 2% | | 4.2 |
| Clarity of student responsibilities and requirements was: | 106 | 54% | 24% | 16% | 6% | 1% | | 4.6 |

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STANDARD OPEN-ENDED QUESTIONS

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

1. It did stretch my thinking because it made me think in different ways on how to look at our government and how it runs.
2. It was intellectually stimulating but not necessarily challenging. It was very in depth and though provoking.
3. yes
4. This class made me think a lot more about my self and my engagement with the course content in the real word.
5. Yes it was, immediately I was challenged to be more aware of government and how it works
6. This class was intellectually stimulating, especially through the teaching of the instructor. The instructor allowed for interactive examples that really helped me understand and learn from the content at hand.
7. The discussions made me think a lot because a lot of the times I had to go out and find extra examples of certain things to help my understanding of the concept.
8. At some points, yes. Because I had taken AP Govt in high school (last year), it felt like information I already knew with a little extra Texas content sprinkled in. Overall, since I was familiar with the concepts I don't feel like my thinking was super stretched, but now since I actually can (and did vote) it felt more relevant to me.
9. Not really, I'm not a big fan or have a huge interest in political science or politics in general so it wasn't very sitimulating.
10. Yes because I had to look at both sides
11. This class is stimulating, and it makes you think on so much more about politics. It stretched my thinking a lot by trying to understand how the system works and what is happening in today's society. This course made me enjoy more about politics.
12. Yes because it gave me insight into politics.
13. Yes, because the professor wanted us to apply what we learned in real world applications.
14. Not really, but it is mostly because I am not really interested in political science or politics in general.
15. I was stimulated in this course due to in-class discussions. I found myself to be engaged and enjoy the topics we talked about. A lot of the material I learned in this class, I had heard in AP government in high school, just a lot less in depth.
16. At times during discussion boards yes it did as research on topics were very necessary.
17. yes because we talked about current politics
18. Yes a lot of writing and yes it did stretch the way I think because I had to think a lot.
19. Yes, thinking about politics from a formal standpoint was difficult.
20. I have always been fascinated by the interworkings of the government and learning exactly how it worked. While many of the basics of how the different branches of government worked were reviewed, I developed a better cumulative understanding by digging deeper into previously known topics.
21. I didn't find it intellectually stimulating, but that's because I'm deeply uninterested in political science. I think objectively, the content of the course was very good and stimulating.
22. The course did cause me to think critically during certain assignments, which stretched my thinking. However, I did not feel that it was intellectually stimulating. I do not find politics interesting at all and quite a waste of time, but the questions asked during discussion did make one have to think about different outcomes orwhy certain outcomes came to be.
23. Yes, because I learned a lot of new things that I never knew about before.
24. The class was intellectually stimulating as I was able to learn a lot about politics and our state government and it was usually things that I had never thought about. I was able to stretch my thinking as I was able to learn more about the misconceptions that I had about government and politics.
25. sometimes yes in discussion boards
26. It did stretch my thinking because it brought a new light to government
27. It was, we talked about real world examples and I really liked that too, the instructor was also good at talking about the other side
28. This class was intellectually stimulating, because it challenged me to have a broader understanding about politics.
29. Yes, I found the class very interesting because it was partially information, I already knew that she built on.
30. Yes, it did. The lectures were engaging, and I loved her ability to make you think from multiple perspectives.
31. yes, it taught me many thing about the government that I didn't know
32. Yes, mostly for the fact you had to engage with other students in discussions.
33. The class was intellectually simulating. I learned things about how and why politics works the ways it does.
34. n/a

35. Yes, reading about Texas history is interesting.
36. Yes, it was great getting to hear arguments from all sides of the political spectrum.
37. I recently moved back to Texas after high school. Due to COVID19, my senior year government and economic class was cut short, so I didn't learn as much as I should've about state and federal policies. I think this class was beneficial to remind me of Texas and country institutions.
38. Yeah especially on the homework because it forced me to read and also do research on the terms used in the book
39. Yes, I am from a different state so it was interesting to learn how another state functions
40. It stretched my thinking in politics and expanded my learning for politics. I have never been very interested in politics but I have learned a lot from this course.
41. Yes it did a very good job in utilizing real world situations around me and actually stuck with me outside of the classroom and was applied to the real world.
42. Yes, it incorporated many examples of events or things that branched off into other intriguing avenues.
43. It required a lot of explaining and examples that the students needed to provide.
44. Yes, we went more in depth on concepts that were lightly touched on in previous classes I have had.
45. It did, I forced me to think about today's world.
47. Yes, I would say the discussions in class and speakers we had advanced our thinking about not just the typical gov class but what all the government is about.
48. Discussion boards are what stretched my thinking in this course because they included multiple questions.
49. It made me expand on my ideas and beliefs
50. Yes. I thought that the discussion boards were very stimulating, and made me think.
51. Yes because we had class discussions that stimulated thinking and taught me a lot.
52. The class does talk about some political stuff from past and present
53. It wasn't very intellectually stimulating because it was a matter of memorizing from the textbook rather than any problem solving
54. I learned about many aspects of politics that I did not know before. So, in that regard, I was stimulated when we talked about things I did not know about.
55. Yes, it did, brought new ways of thinking and looking from other perspectives.
56. I really enjoyed this class because of the instructor's efforts. My critical thinking went beyond to understand politics and political leaders. I was educated to make more appropriate decisions about voting.
57. Yes it made me more comfortable when expressing my political views
58. Yes
59. This class was intellectually stimulating and stretched my thinking because I learned a lot more about our state's government than before I took this class.
60. I absolutely loved having Mrs. Gligor as my instructor. She is very energetic, which helps me get interested and engaged in her content and is easily one of the best teachers I've ever encountered. I love how her class has made me a better writer and someone who is more aware of politics and education. The growth I experienced was phenomenal.
61. Yes, the discussion posts make you think a lot
62. No I didn't go to class but not because of the teacher or school but because of personal issues
63. The homework assignments were intellectually stimulating because the work required critical thinking and the ability to convey a concise message
64. It's enhanced my thinking by telling me how the government works and how the government systems work
65. Yes, especially the discussion post.
66. Yes, it was intellectually stimulating. The discussions we held in class and the ones we had online asked very important questions that could not be answered with just a yes/no.
67. Yes, this class I learned a lot about American government.
68. Yes, because the discussion board posts pushed me academically.
69. Yes, it did! Professor Gligor did nothing but stimulate our brains in every class with content. She made us apply the information we were learning over multiple centuries and had us consider how it affects our daily lives. I think when a person begins to capture the idea that a concept affects them, they learn much more from it and get more from the concept. Professor Gligor is incredibly witty to apply this type of teaching to her lectures.
70. The class did stretch my thinking, the discussion boards were very interesting and are honestly the subjects I remembered.
71. It was incredibly stimulating. As someone who has no interest at all in political science, I was captivated by the questions the professor asked and developed a liking to the material.
72. Yes, forces me to actively think on a subject I know nothing about
73. I think the way the professor lectured made the course stimulating, but in terms of actual material, very little of it was new information to me.
74. Kind of.
75. I think it was because I feel that I learned a lot.
76. It was intellectually stimulating because the instructor helped to encourage and start conversations with the class. Most students are actively participating in the lecture and answering questions during class.
77. Yes the class discussions challenged my thinking as Professor Gligor asked us challenging questions in class.

78. Due to the information taught being current, it was useful and intellectually stimulating to discuss and dive deeper into a subject. My professor encouraged us to discuss and have different points-of-view on a different subjects. The basic foundations of certain aspects of political sciences could be dull to learn and remember, but the application of said aspects were interesting to learn and explore since they are still used currently.
79. The assignments were intellectually stimulating, as well as with the in-class discussions.
80. It was very intellectually stimulating allowing me to evaluate my political position.
81. Yes, this class stretched my thinking.
82. This class thoroughly walked me through the material and challenged me on discussion boards.
83. Yes, the discussion board and the class lectures were really interesting and made me look at politics differently.
84. I took government in high school and many parts of the course content was just repeated information that I already knew. Most of the class was certain specifics of circumstances or fancy words to describe how and why people make decisions but most of the class was outside of the actual history portion and specifics of certain fields was common sense and general information.
85. This class was intellectually stimulating because of instances in assignments where I would be forced to consider the ideas and goals of bills passed by partisanship that I do not typically agree with.

What aspects of this class contributed most to your learning?

1. It was definitely the discussions we had in class. That always helped provide more clarity for things I did not understand.
2. The lectures.
3. relating it to real life like the election
4. The conversations held in class where the students and professor were able to discuss course content.
5. Research
6. The interactive learning during class and the instructor's general upbeat mood contributed most to my understanding.
7. N/A
8. The in class conversations contributed the most.
9. The current election information
10. All of it
11. What helped most from this class was having the mini group discussions or hearing different people inputs on what people thought about a certain topic that we were discussing that day.
12. The lectures and homework.
13. Class
14. Her examples and everyday situations contributed most to my learning.
15. Class discussions and lectures that I took notes about. Also discussion posts.
16. The discussion boards we did online.
17. lectures
18. The discussion post
19. Discussion boards and policy letter
20. The ability where course due dates were extremely self-paced and schedule friendly.
21. The InQuizitive Assignments
22. The discussion boards contributed most to my learning as I did the most research into political science topics during these assignments.
23. The in-class videos.
24. The in-class discussions helped the most in terms of understanding the course material. The ability to ask questions after class was also very helpful to my learning.
25. the quizzes
26. Since there was an election occurring, talking about it contributed the most to my learning
27. Just talking about things and being honest about self interest and voting behaviors as our age group
28. The Inquizitives
29. Her real world examples.
30. The discussion boards made me really analyze the content and gave me a better understanding.
31. everything
32. Discussions with the class and professor, the homework modules taught me a fair bit
33. The Lectures
34. n/a
35. Weekly news quiz.
36. Class discussions
37. The simulations and weekly news quiz with relevant information was most valuable to me.
38. The discussion boards because they made me really have to understand a topic to answer and ask questions

39. Probably the simulous assignments
40. Mostly the elections and the federal government. My family and I had conversations about the election and I had a lot of knowledge about it so it was fun to talk about.
41. The use of powerpoint notes and the examples given by the professor. Also the continuation of the professor asking us questions.
42. The use of outside info to help students better understand the content.
43. Instructional time when the professor explain or go through the slides.
44. Lectures contributed the most.
45. The fact that we used real world examples
46. I liked the discussion boards and how we went over the questions in class. I felt like that allowed me to be prepared for the discussion boards when the time came.
47. The lectures and discussion posts!
48. I learned most through the discussion boards because I would spend the whole week working on my answers and doing research.
49. the inquizitives and class sessions, the discussions tested my understanding but i enjoyed them
50. The discussion boards. I often have to study and look up resources and learn new things to complete them.
51. Being in class and listening to the interactive discussions.
52. I think it's helped me know more about ongoing issues that or that've already happened
54. In class discussions are what I thought were the most significant in the learning I did in this class.
55. I think the discussions really force me to learn the material and think deeper on subjects.
56. I would say the resources and my instructor in class having discussions really made me understand concepts. Hearing peoples opinions on different matters is important and a way of growing up and maturing so you can see different point of views.
57. the lectures and discussions
58. Politics
59. The discussion posts contributed most to my learning.
60. The discussion boards were the most impactful to my growth as a student and an American citizen. I feel like my critical thinking has bettered thanks to her. Oh and the weekly news assignments were great as well!
61. lectures are good and out of the box, does not really correlate with info on PowerPoint but rather an alternate explanation
62. Discussion
63. discussion boards
64. The class discussions in the class interactions
65. Weekly quizzes
66. The class discussion post.
67. I believe all the aspects of this class worked together.
68. The PowerPoints, inquistives and discussion board posts.
69. She understood what needed to be taught in the curriculum and took real-world situations and applied them to lectures. She was clear on what she NEEDED us to know and what we should learn but wouldn't be as necessary. She kept us engaged with different types of assignments and videos in class, and she showed how much she cared about political science by the way she taught. I could keep raving and raving, but I bet many others will praise her well for her teaching.
70. In person call and Discussion Boards
71. There was never anything that went unexplained. The class was open to questions and the professor often asked for students to explain concepts back to her to assure understanding.
72. The lecture
73. The professor and the textbook.
74. The inquizitives.
75. The notes and assignments.
76. Topics that related to the textbook.
77. class discussions
78. I'd say actually going to class and the discussions posts played the biggest roles. A lot of the assignments were a completion grade, but the discussion posts were critically grades and were designed to really test our knowledge on the modules we learned. You technically did not have to go to class, but I think it was valuable to since it opened up actual discussion and interaction with my peers. Also, my professor kept an open mind to a lot of different political views and showed interests in understanding why certain parts of political styles are what they are.
79. The discussion boards contributed the most to my learning because it made me think critically as to why certain things happen in politics.
80. The openness to any political opinion
81. The teaching.
82. The inQuizitives
83. I think the discussion board was very important, as it helped me put what I've learned into real-life situations and examples.
84. I appreciated the questions that the professor asked during lectures as it opened my mind to think broader over many different factors and to understand that everyone has a point of view.

85. The inquizative assignments helped a lot with my understanding because many of the answers were very word specific so it required me to be precise in what I was learning and understanding.

What aspects of this class detracted from your learning?

1. None
2. Nothing.
3. it being in the morning
4. No aspects stand out to me as detracting from my learning.
5. Na
6. Personally, I believe the time of day and the class length detracted from my learning, as I tend to drift off during class.
7. N/A
8. Having assignments that were "required" but seemed more like busy work... we had a lot of assignments (inquizitives, weekly news quizzes, simulations and time plot exercises) that could be done without much thought if need be that I spent a fair amount of time on to receive all 100s, then many of them seem to have been counted as drop grades or something like that. It feels like my efforts have been wasted a little.
9. The long period of time the class was
10. n/a
11. What sometimes took away from my learning was how fast it was going and sometimes when a professor is going through quickly with a topic, I get lost.
12. nothing at all.
13. Some of the busy work.
14. N/A
15. None.
16. Nothing in particular
17. none
18. Nothing it was really good class
19. Early class time
20. Inability to attend class
21. The sudden switch-up with discussion boards in which they were suddenly more based on in-class discussion
22. Inquizitive quizzes detracted from my learning as I often found myself just trying to get through them as quickly as possible rather than learning the content. Reading from a textbook is terrible.
23. Other class homework.
24. There was not a single thing that detracted from my learning. I felt that the class was well-organized, well-instructed, easy to follow, helpful, and reasonable. I really enjoy the class and I would not really want any changes to be made.
25. the simulations i guess
26. Nothing really
27. I think the discussion boards could be pretty lengthy but they were challenging in a good way
28. I don't think that there was an aspect of this class that detracted from my personal will to learn.
29. The few times we got off track, but I didn't mind because it wasn't often.
30. Nothing
31. nothing
32. The fact the school required me to spend thousands of dollars to take a class like this that i do not need.
33. Nothing
34. n/a
35. None.
36. The organization of the powerpoints only made sense within the context of class discussion and were not conducive for note taking. I was also not a fan of the inQuizitive quizzes, as they felt more like a time-sink rather than adding to my knowledge of the course.
37. I did appreciate that there were discussion posts as an alternative to standards tests, but the format of the discussion posts I found to be overwhelming.
38. I'm not forced to show up so sometimes I will walk into homework blindly and not have the necessary context clues to answer everything correctly
39. Inquizitive
40. The inquisitive were just very long and tiring.
41. N/A
42. Smart kids always asking questions.
43. Too much reading and got lost.
44. Nothing distracted me from learning.
45. N/A

47. Nothing I can think of.
48. n/a
49. none
50. The inquizitive. It was probably helpful overall, but I felt like I was just pushing through it getting things wrong until I got it right.
51. N/A
52. None
55. the lack of participation and attendance in class is kind of startling.
56. Not really much distracted me from learning in this course. If you sit in front you should not really get distracted at all.
57. not any
58. Nothing
59. Nothing.
60. None at all. She's an amazing instructor and I don't think she could have done it any better.
61. optional attendance
62. Discussions
63. inquizitives
64. None
65. ltnquizitives
66. A part of the class that detracted from my learning was the time required for discussion posts and the amount of time available to do them and receive a high grade. The assignment opened on Tuesday and then was due on Thursday. I wish that the assignment opened on Sunday instead so I have more time throughout the week to do the discussion, as it takes several hours to complete if you want a high score on the assignment. With only having two days to do a several-hour-long assignment, it took away lots of time from my other classes because I would have to spend nearly all day working on the assignment after I got out of class on Wednesday or Thursday because it was due so soon. I just wish that the assignment was open earlier in the week so I could spread out the workload over a few days instead of working for 4-5 hours on an assignment in one day.
67. I was tired, but that is because I had work late in the night the day before.
68. None
69. I think the TAs were not so kind about understanding. This is obviously nothing on her end but I felt as though they were harsh and I didn't feel much connection.
70. Inquizitive. I found it incredibly infuriating and confusing. Many questions were not clear and were up to the interpretation of the writer. I believe it was fair, but it was very repetitive, especially with the overabundance of drag in the answer choices that if out of the four minimum, if you got one wrong you lost half of your points instead of an even percentage. I would have found canvas test to be much more enjoyable and beneficial than inquizitive.
71. The Inquizitive assignments were mildly infuriating and I often ended up too frustrated with getting a 100 than learning.
72. nothing
73. N/A.
74. Videos.
75. n/a
76. Sometimes I had a hard time connecting lecture topics to the textbook assignments, so the chapter quizzes and textbook helped the most with understanding course content.
77. nothing
78. Sometimes, we would go off topic, but we would go back on topic eventually. Besides that, not a lot was distracting, some students were distracting themselves (watching a movie and talking during lecture), but that isn't the professor's fault. In fact, they said on the first day that if you were gonna be distracting, than leave or stay home.
79. Nothing.
80. None
81. The lack of understanding.
82. N/A
83. None.
84. The lectures were interesting most of the time because of the great professor but it got long sometimes because the class itself was longer than it should have been, especially since the information that was being spoken about was on a PowerPoint that could be accessed on your own.
85. While the inquizative assignments contributed greatly to my understanding of concepts, there were many instances in which answers seemed to contradict the ebook leading to confusion.
86. The use of InQuizitive. I liked the Idea, however, the points system is pretty brutal and if you choose to use it to learn, it can become so discouraging that it becomes easy to justify taking a failing grade for the assignment.

What suggestions do you have for improving the class?

1. None
2. Nothing.
3. n/a

4. no suggestions
5. Na
6. I do not really have any suggestions for improving the class. I believe the class is well taught and simple to understand.
7. N/A
8. Building on my last response, I would suggest the expectations on those assignments become clearer. I thought they were required, but they do not seem to have contributed to my grade at this point. Hopefully, time will pass and they will be counted for something, or perhaps I am reading the grade book incorrectly, because otherwise I will feel that I put in 110% (attending every class, doing every assignment, etc.) and got essentially the same grade as somebody who did not do much. I do not regret learning, but I would feel a little sad if I put in a lot of extra effort having already understood the concepts.
9. Nothing
10. n/a
11. A suggestion that I would give would be to slow down just a little bit.
12. none.
13. A little less busy work.
14. I would suggest shortening discussion boards or having them open for a longer period of time.
15. None.
16. Extend the discussion board due dates
17. none
18. Nothing
19. Good class keep it up
20. N/A
21. The class seemed really good, and as someone who was constantly engaged in the material but did not attend class, I wish the reality of low attendance was not met with frustration that one time. I felt a little cheated when a fourth of the one discussion board was based on something I could only have answered if I went to class. The frustration was probably valid, but given the explicit lack of an attendance requirement, it was a little frustrating on my end as well.
23. Nothing comes to my mind.
24. I really do not have many suggestions. I think that opening the discussion boards earlier could be helpful. However, the class was great for the entirety of the semester.
25. none
26. Allow flexible turn in time when there was a mistake with the assignment turn in spot
27. No suggestions. Class was good.
28. Make some of the assignments in person.
29. no
30. Nothing. Thought it was great.
31. no suggestions
32. .
33. Nothing... It was a great class
34. n/a
35. None.
36. Better organize the powerpoints for note taking and reconsider the use of inQuizitive.
37. The amount of questions included in the discussion posts does not bother me, but how it is initially presented is extremely overwhelming and hard to read through. This may be more of a personal need, but I found it beneficial to copy and paste the questions and separate them line by line to help me relax while answering.
38. Force participation on some days. People won't like it but I feel like they would get more out of the class
40. I would say not make the policy letter due so much in advance or dont make it available until I say a month before. I stress a lot about homework and I think I spent a total of 3 and a half weeks on the policy letter.
41. N/A
42. The every other week post isn't too much but it's annoying.
44. No suggestions I think this was a very great class
45. N/A
47. Nothing, I love attending this class.
48. n/a
49. keep it the same
50. A clearer idea of when classes are not in person.
51. N/A
52. None, she taught it very well and kept us entertained
53. I believe it has been set up in the best way possible

54. The discussion boards we did were so frequent (every other week) and they were so much work each time. To adequately answer all parts of each question (some questions would go to 7 parts) would take me several hours just for one of the boards. I would have liked for the discussions to be maybe a question after each class, a question a week, or have them less frequently.
55. Do a few quizzes that don't count too much as well as discussion board.
56. I think a suggestion would be maybe more discussions for the other students.
57. none
58. Nothing
59. Nothing.
60. None at all honestly. It was a pleasure taking this course.
61. have a few days as mandatory attendance for better incentive
62. I don't feel as if I'm qualified to probably answer that
63. n/a
64. None
65. Make the discussion post question a little less complicated.
66. Stated in the previous question.
67. I think the class is pretty great for a mandatory class.
68. None
69. I think if the class had an opportunity to discuss the discussion boards and what we wrote after the discussions (if it's possible to fit that in) I think it would foster more of the material to be learned in the class.
70. Either remove inquisitive entirely, or find a way to get questions that can be found directly in the text instead of some theological question that is up for interpretation. Also, stop grading the Discussion boards so harshly, I know I've received a low grade on many boards soles because I missed one little description in your multipart section (The discussion boards are set up like each paragraph is a section, then it has multiple micro-sections, and more little details inside those sections. EX: Part 1: Part A-a.1 a.2 a.3 Part B-b.1 b.2 b.3, Part C- c.1 c.2 c.3 , Part D- d.1 d.2 d.3 Part 2: Part A-a.1 a.2 a.3 Part B-b.1 b.2 b.3, Part C- c.1 c.2 c.3 , Part D- d.1 d.2 d.3 Part 3:Part A-a.1 a.2 a.3 Part B-b.1 b.2 b.3, Part C- c.1 c.2 c.3 , Part D- d.1 d.2 d.3) And those micro sections are graded incredibly harshly if you miss even the most minuscule detail in the LONG wording
71. I know we didn't use the book that was required for the class, and I only read it once to help on a discussion board, so I don't really think its needed.
72. keep the lectures as you have them
73. None. I just wish it wasn't a core requirement since I learned most of this information in high school.
74. Less videos.
75. n/a
76. Sometimes I was confused by the way certain assignments like simulations were labeled. I had trouble with getting a layout for the class early in the semester after missing the first week of school due to illness.
77. nothing
78. I would say that the class and the content is fine. Inquisitive is great, and I wish it would be a part of other classes. I also think my professor should continue to encourage people to go to lecture by rewarding the people who do with extra credit and help for the discussion. It encourages me to stay involved in class while actually learning its contents. All in all, not a bad class, and its relevance is important.
79. Nothing.
80. None
81. Take your time.
82. N/A
83. I have none.
84. Although class participation and homework would increase, I think I would have enjoyed the class more if we had lectures less about general preaching of course content and instead had power points or readings assigned to use before hand so we could head to class knowing a bit about a topic and then talking about it knowing a bit about something to ask more educated questions and get some more specific answers to things during class.
85. As class attendance was optional I found myself more often opting out of being present in class, so perhaps having occasional days where attendance is necessary would improve class.
86. The class was very thought provoking and I hated that I couldn't attend more. I would have loved for lecture to have been posted on canvas from zoom recording or something like that.

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.