

GEOG 1710 401
Earth Science
Course type: Online

Taught by: Yuting Li

Instructor Evaluated: Yuting Li-Lecturer

Evaluation Delivery: Online
Evaluation Form: I
Responses: 84/142 (59% 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
4.2
(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: **4.3**
(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:	84	42%	27%	19%	10%	1%	1%	4.2
The course content was:	84	44%	29%	14%	11%	1%	1%	4.3
The instructor's contribution to the course was:	84	39%	31%	15%	12%	1%	1%	4.2
The effectiveness of the distance learning format was:	84	43%	30%	13%	12%	1%	1%	4.3

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:	83	20%	25%	13%	33%	6%	1%	1%	5.2
The intellectual challenge presented was:	83	12%	11%	31%	37%	6%	1%	1%	4.6
The amount of effort you put into this course was:	83	19%	23%	20%	30%	5%	1%	1%	5.1
The amount of effort to succeed in this course was:	83	17%	17%	25%	35%	5%		1%	4.9
Your involvement in course (doing assignments, attending classes, etc.) was:	83	25%	23%	16%	31%	4%	1%		5.4

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: 4.6 Hours per credit: 1.5 (N=80)

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
4%	24%	42%	12%	8%	6%	1%	1%	1%			

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

Class median: 3.8 Hours per credit: 1.3 (N=80)

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
14%	32%	29%	10%	6%	6%	1%	1%				

What grade do you expect in this course?

Class median: 3.6 (N=80)

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 2%	Credit	No Credit
34%	24%	16%	11%	4%	4%	4%				1%				

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

(N=80)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
9%	65%	14%	1%	8%	4%

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:	83	36%	25%	22%	13%	2%	1%	4.0
Student confidence in instructor's knowledge was:	84	38%	33%	19%	7%	1%	1%	4.1
Timeliness of instructor response to assignments was:	84	39%	25%	21%	12%	1%	1%	4.1
Quality/helpfulness of instructor feedback was:	84	37%	25%	25%	10%	2%	1%	4.0
Tailoring of instruction to varying student skill levels was:	84	32%	27%	23%	15%	1%	1%	3.8
Clarity of course objectives was:	84	40%	30%	14%	13%	1%	1%	4.2
The organization of the study guide was:	83	40%	29%	17%	12%	1%	1%	4.1
Content of the study guide was:	84	38%	29%	18%	13%	1%	1%	4.1
Relevance of textbook for self-study was:	83	39%	29%	13%	16%	2%	1%	4.1
Usefulness of reading assignments in understanding content was:	84	39%	25%	19%	13%	2%	1%	4.1
Usefulness of written assignments in understanding content was:	83	36%	27%	22%	12%	2%	1%	4.0
Usefulness of video media in understanding course content was:	83	42%	27%	18%	10%	2%	1%	4.2
Usefulness of on-line resources in understanding content was:	83	36%	31%	17%	13%	1%	1%	4.1
Usefulness of audio media in understanding course content was:	83	46%	18%	20%	12%	2%	1%	4.3
Relevance and usefulness of course content were:	82	38%	34%	17%	9%	1%	1%	4.1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	83	42%	28%	17%	11%	1%	1%	4.2
Reasonableness of assigned work was:	83	37%	31%	14%	12%	4%	1%	4.1
Clarity of student responsibilities and requirements was:	83	41%	31%	17%	7%	2%	1%	4.2

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STANDARD OPEN-ENDED QUESTIONS

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

1. n/a
2. This class was definitely intellectually stimulating, the discussion posts made me really apply what I was learning to real world situations and replying to my classmates stretched my thinking even more.
3. Yes because I don't know that much about Earth Science.
4. It was intellectually stimulating.
6. I think that this class was intellectually stimulating because it took earth science concepts but really put them into real world situations that affect my everyday life.
7. Yes, it made me think about Earth science in a different way and educated me on a lot of different concepts in an academic way.
8. Not really- a lot of the material was topics I was already familiar with.
9. I think it did stretch my thinking because it taught me information I had no idea about before, such as urban heat islands, soil erosion, and general information about what geographers do.
10. No most of my work was locked and I wasn't able to get what I need done or really learn anything new from the work that was finished.
11. I would say it was, I learnt some things I hadn't known about and it was interesting to learn about those things.
12. Yes, I allowed me to understand the environment way more.
13. I believe so, I reviewed topics that I personally have never covered before
14. Yes
15. no
16. It did stretch my thinking as it aligned with the readings so I had to think about what I read for certain questions or discussions.
17. no
18. Yes, this class was intellectually stimulating because it helped me better understand how Earth's systems interact and how geologic and environmental processes affect everyday life. It encouraged me to think critically about topics such as climate change, earthquakes, plate tectonics, and soil conservation, and how they impact society.
19. Yes, the labs asking us questions like why the topic is relevant, allowing you to express your thoughts, what you find interesting or important and answering questions by calculating numbers, making you think
20. yes
21. It did for sure
22. Yes, this class was intellectually stimulating because I learned very insightful things about the Earth. For example, I really like learning about impervious and pervious surfaces and how certain colors trap heat more than others. Of course I already knew that but the way the information was presented made it relearning it interesting.
23. Yes, this class was intellectually stimulating because it challenged me to think critically, analyze information from multiple perspectives, and apply concepts to real-world situations.
24. N/A
25. Yes taught me a ton of new things, challenged me in what was to study!
26. Yes, this class was intellectually stimulating because it helped me think about how Earth's natural processes affect everyday life. It stretched my thinking by connecting topics like soil erosion, agriculture, weather, and natural hazards to real-world problems and showing how science can be used to make informed decisions.
27. Yes, this class was intellectually stimulating and stretch my thinking. Because all the subject and topic we study in this class were related to world and universe we are living.
28. Yes this class made me think outside the box
29. Yes, it taught me new facts I had not learned prior.
30. This class expanded my knowledge about nature how tectonic plates and other natural factors contribute to the formation of natural landforms and how these factors are influential into what happens every day what causes natural disasters.
31. yes
32. Yes, it made me think critically about science.
33. Yes
34. Not really cause it's something I been knowing

35. Yes, because it was over I topic I knew very little about.
36. no. easy to understand
37. It was mostly stuff I learned in highschool
38. Yes. This is one of my favorite courses,
39. Yes it was stimulating. No it did not.
40. It definitely stretched my thinking through learning about a lot of topics about climate change, and how the earth works. Very interesting to learn from people's points of view.
41. Yes I would say it was stimulating. This is mainly due to the fact that the class content contains topics which I am personally interested in.
42. Yes, this class helped me better understand the climate and world around me, and how I can better contribute to this earth!
43. No
44. Yes, this class was intellectually stimulating because it helped me better understand geographic concepts and how they apply to real-world issues. It encouraged me to think critically about the relationships between people, places, and the environment.
45. Yes, it was very beneficial
46. Yes, i believe the most i did was in the discussions
47. I'd say it was inspiring, which I didn't expect. I was fascinated to learn about Earth's processes and physical geography in such a hands-on way.
48. The class was intellectually stimulating because all the definitions and term we need to know.
49. yes
50. Yes it was awesome
51. It really was! I learned a lot while taking this course! Things that I think are very important knowledge!
52. Yes it did as it allowed me to learn more about something not very related to what im primarily studying.
53. It was mostly stuff that I was taught in elementary and middle school. No new material.
54. yes, it helped me learn and think about things i haven't before
55. This class overall was intellectually stimulating as i found myself actually enjoying on learning the material.
56. nope it was hard

What aspects of this class contributed most to your learning?

1. n .a
2. I think the pace of this class ,an although it was fast was really great for me . I think the way the instructors struttred our assignments contributed most to my leaning. It was organized and well delivered.
3. The exams and quizzes challenged my ability to retain the knowledge in a shorter period of time.
4. The lab work
6. The videos included in the modules were very helpful to my learning in this course.
7. Watching the videos and applying the concepts before the exams.
8. doing the labs
9. The videos for the labs helped most with my undertanding of the course material.
10. N/a
11. I would say the labs contributed the most to my learning.
12. Videos
13. I would say the video lectures
14. The Labs
15. none
16. The articles and textbooks contibuted the most to my learning.
17. nothing
18. The reading contributed the most to my learning. They allowed me to apply concepts from the lectures and readings to real-world examples, which helped me better understand and remember the material.
19. The videos the professor included in the modules for labs and the book that explained the information thoroughly
20. it being online
21. Learning the aspects of the atmosphere
22. i think how accessible everything was to me and being able to sit down in the comfort of my own home and really soak the information.
23. The discussions, assignments, and critical thinking activities contributed most to my learning by helping me engage deeply with the course material and apply it in meaningful ways.
24. N/A
25. The lecture and the labs
26. The different modules for different sections helping to divide each week of work and assignments.

27. All the aspects of this class contributed most to my learning, and was really interesting to learn more about earth and what is going on in the world we are living and how it is changing throughout the time.
28. It made me want to go outside more
29. The assignments mainly
30. I think learning about tectonic plates and earthquakes was the most interesting since I was always curious on how they happened and how we were able to track an measure their strength. The labs contributed the most to my learning since I was able to apply what I learned and they were more hands on.
31. the videos for the lab
32. The videos were very good, and I enjoyed them over the textbook.
34. Everything
35. The online book, served as a great tool to learn more about the topics. Also the discussion post because I was able to read about how my other classmates felt.
36. self learning
37. Graphs, images, diagrams, and in general anything for visual learning
38. Everything.
39. I liked the comments.
40. the small assignment of the actual course was insightful and fun to learn about. Specially the videos once I really got through them.
41. The Labs.
42. The labs and discussion were very helpful in helping me better understand the topics at hand.
43. Quizzes
44. The lectures, assignments, and course materials contributed most to my learning. The examples and activities helped reinforce key concepts and made the information easier to understand.
45. The fact that there was alot of discussions
46. Learning about topics that are important to my daily life without knowing how it affects me
47. Modules were very well organized, and the standards were quite clear, so there was not much catching up to do in the short time (a 5-week summer term). Examples used in real-life applications really drove the geography concepts in.
48. videos
49. The discussion posts made me think more about the subject
50. I learned the most in the labs
51. The videos and lab! They really helped better understand the assignments!
52. The lab
53. Interactive homework
54. learning more about our eaeth
55. The Lab helped me on my learning, including the lecture videos and lab videos, alongside resources for the assigments.
56. the readings

What aspects of this class detracted from your learning?

1. na
2. Nothing, it was a fairly easy class as long as I stayed up with my due dates and communication with the instructor was great. If I had a problem , my email would be answered in no later than two days which gave me lots of peace.
3. Not being able to do assignments until they open the week of. I understand that policy for exams, but with this being a summer online course, I expect for flexibility on the availability of assignments.
4. The videos
6. I do not think there were any aspects of this class that detracted from my learning.
7. Nothing really.
8. having to wait for discussions and exams to open when I could've gotten it all done much sooner
9. I thought that some of the discussions were a bit more disconnected from what we were learning in a given unit.
10. N/a
11. I wouldn't really say any aspect of the course detracted from my learning.
12. nothing
13. Nothing that I can think of
14. Nothing
15. none
16. Nothing detracted me from learning.
17. nothing

18. At times, some of the assignments could be confusing, and it was occasionally difficult to determine exactly what was expected. More detailed examples or explanations would have been helpful.
19. Nothing, other than the lab manual takes a little to mail, difficulty in completing labs at first
20. nothing
21. Not a lot to be exact
22. Probably how many assignments were assigned in one week. It was very easy to get caught up and stressed some of times. zEspecially since the instruction in the lab manual were not very clear.
23. The fast pace of some assignments occasionally detracted from my learning by limiting the amount of time available to fully explore certain topics in depth.
24. N/A
25. Nothing
26. The instructions on then discussions were unclear.
27. None of the aspects of this class detracted from my learning.
28. Some of the quizzes
29. None
30. none
31. the 15 assignments due on one day
32. None.
34. Nothing
35. Not enough informational videos.
36. nothing
37. I don't do great with online classes. It's harder to keep track of assignments and I can't read on screens for very long.
38. Nothing.
39. Nothing detracted it.
40. The amount of work load for the album to do was overwhelming that I didn't finish or had too much to do that I rushed through it.
41. close due dates.
42. N/A
43. None
44. The fast pace of the summer session sometimes made it challenging to fully absorb all of the material. However, the course remained organized and manageable overall.
45. Online
46. None
47. The things that negatively impacted it weren't that significant. Given the high-volume nature of 5W1, I found it was sometimes overwhelming to absorb in such a short time, though it wasn't unbearable.
48. none
49. none
50. None
51. Some on the videos were pretty long so I would speed up the video to go by faster, I was still able to get the information I needed doing so!
52. N/A
53. The amount of quizzes before and post lab.
54. no aspects
55. None.
56. difficult/confusing stuff

What suggestions do you have for improving the class?

1. n/a
2. Nothing really. Announcements really helped me stay on track as well.
3. N/A
4. More fun
6. I do not have any.
7. Allow students to take the exams earlier, but other than that the class was great.
8. have all assignments/exams open since the first day of class instead of unlocking them each week
9. I think that more clarity on how the class is organized, when it comes to the lab being a separate class on Canvas and the course material being separate, could be helpful.
10. N/a

11. The course was pretty good for an online course so it would be hard to say on what to change.
12. nothing
13. Nothing that I can think of
14. Nothing
15. not having a million assignments due by Tuesday.
16. Nothing
17. don't make the students need to buy a damn textbook for an online summer class. and don't make 16 assignments due all in one damn.
18. Providing additional examples for lab assignments and clearer instructions for some activities would improve the learning experience. More opportunities to connect course concepts to current events and real-world applications would also be beneficial.
19. Nothing that you can control, just the lab manuals. Online options instead of ordering a real book would be beneficial, but all other parts of the classes were good.
20. nothing
21. nothing much
22. i think more spaced out due dates. Like Instead of everything being due one day, for the assignments to be spread out the week.
23. Providing more instructor feedback and participation in class discussions, along with additional time for major assignments, could further enhance student understanding and engagement.
24. N/A
25. Nothing
26. Provide more information on expectations for assignments so no confusion is had.
27. Everything was great, the videos, quizzes, Exams, and overall the class structure and methods of teaching. Thank you very much.
28. Making the course longer for the amount of assignments there are
29. None
30. I would say making lab instructions a little more clear in the videos.
31. space it out
32. None.
34. Nothing
35. N/a
36. nothing
37. Fixing the volume on the lecture videos. The 1st one was so quiet that even with video and device on full volume and headphones it was hard to hear.
38. it's perfectly fine.
39. I believe the two cameras are unnecessary.
40. Distributing the assignments of the lab through the week for the due date and not having all of them due in tuesday night.
41. spread out due dates.
42. N/A - Great class!
43. None
44. Providing additional practice activities or review materials for major topics could help students better prepare for assessments. Otherwise, the course was well-structured and informative.
45. Its perfect the way it is
46. None
47. Keep up with the pace of the modules; perhaps include short video summaries or diagrams of the weekly reading for easy review before quizzes.
48. none
49. none
50. None
51. I think it was great! You had to be engaged in the videos but doing that made the assignments really simple to complete!
52. Making the lab packet more accessible, maybe coming out with an online version so it's more accessible than waiting for it to be delivered and having to fall back on some content.
53. Use more unfamiliar material.
54. n/a
55. I have no suggestions currently.
56. less assignments from the lab. it was way too MUCH

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

We welcome your written comments below. What's something/are some things that the instructor does well, e.g., something you hope the instructor will continue to do in the class in the future?

1. n/a
2. I think communication and direction from the instructor made me successful in this course. It wasn't hard to communicate with her or reach out, many instructors take forever to answer a simple email and her rapidness made me stress less. very organized class would highly recommend other people take this course over the summer!
3. She posts reminders and deadlines which is very kind, most professors don't do so. Her feedback is straightforward and helpful in guidance.
4. Good job
5. Everything is very clear and the instructions and the teaching are good gives us extra things for us to watch videos about the subject for us to understand it even better
6. The setup of the modules and assignments in canvas were very organized and easy to understand. It was very easy to keep track of my work and assignments because the canvas was set up perfectly. I really appreciated that and it helped me a lot.
7. My instructor always gives clear instructions and helpful reminders for due dates. I hope that they will continue to do this and be involved in their students learning.
9. I really appreciated the timeliness of the email responses when I had questions and that the instructor was understanding of the issues or questions I had.
10. N/a
11. I do hope they are able to keep in touch with the students as they already do by sending out things like announcements and messages, it's nice to see for an online course.
12. Good at reminders and easy to communicate with.
13. The instructor did great at explaining all the topics and going into detail about what was needed for each assignment. I hope this continues in the future.
14. Very Organized
15. n/a
16. I hope they continue with the textbook and videos as they were really helpful to understand the modules.
17. this class was a waste of time I did not learn anything from it. half of the assignments that I had to do I was practically required to be on campus to do it even though I was over 4 hours away and in a different state, it's a summer class for gods sake I should not be told that I can only do the labs on campus with supplies that only campus provides. there should be no reason that there are over 16 assignments due all on the same day that is absolutely ridiculous. and for the love of god do not make your students buy a text book that they can only get through until for an ONLINE SUMMER CLASS!!!
19. The instructor is good at explaining the information and what is needed from you as a student in answering lab questions.
20. very accommodating to students
21. Distribute the work excellently!
23. The instructor explains course material clearly, maintains an organized class structure, and creates a supportive learning environment that encourages student success. I hope they continue providing clear expectations and engaging course content.
24. N/A
25. Communication with students and a great syllabus with all information you need!
26. Separation of work
27. Overall, everything was good. The exams, discussions, quizzes and additional and fun videos. The only suggestion I have is to have lecture slides because the textbook is kind of a lot to read a summary and important note in slides were more helpful. Thank you so much.
28. n/a
29. Nothing to note
30. The course material and course structure are very informational although the amount of labs can feel a bit overwhelming when completing them which may be because there are certain parts of the lab which the instructions are not that clear but overall I think that the time given to complete the labs is enough and allows for flexibility to finish them by the deadline.
31. The instructor was good at answering emails in a timely manner as well as sending out reminders.
32. Appreciate your quick response time to emails and how you made the class manageable. I've seen some 5 week classes be very overwhelming, your class structure allowed for me to have a good school, work, and life balance.
35. The due dates were very spread out, giving us time to really learn about each chapter.
37. Accessibility friendly syllabus being right with the regular one in canvas would be nice
38. This was a very easy and simple class.
39. I like that the instructor communicated positively.
40. Instead of so many lecture in videos, maybe having more interaction between the class and assignments that are less complex as to finding frequencies of earthquakes.
41. Good feedback on assignments.
42. Professor Li was very communicative and always there to help which was very important and appreciated since it was a 100% online course.
45. Its all good
46. I don't know
47. The organization of the entire course and the instructions provided are clear and concise. Please continue providing a well-organized syllabus and modules, as they are very helpful in a busy summer course.

- 48. what the instructor does well is providing materials for the students to learn and I hope they keep do it.
- 50. I love the class thanks for running it in the summer
- 52. n/a
- 53. The course was very well organized.
- 54. great communication
- 55. My instructor does very well in organizing the schedule for the lectures, assignments, and exams overall, including the content as well.
- 56. Very nice and understanding

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.