

ECON 200 AB  
Introduction To Microeconomics  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 24/47 (51% high)

Taught by: Dmitry Brizhatyuk  
Instructor Evaluated: Dmitry Brizhatyuk-Predoc TA

**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:

Combined Median	Adjusted Combined Median
3.5	3.7
(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:

<b>CEI: 5.0</b>
(1=lowest; 7=highest)

### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	24	12%	29%	33%	21%		4%	3.2	3.5
The content of the quiz section was:	24	17%	38%	25%	17%		4%	3.6	3.8
The quiz section instructor's (QSI's) contribution to the course was:	24	21%	33%	17%	21%	4%	4%	3.6	3.9
The QSI's effectiveness in teaching the subject matter was:	24	21%	29%	33%	8%	4%	4%	3.5	3.8

### STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	23	4%	35%	9%	22%	13%	4%	13%	4.4
The intellectual challenge presented was:	23	17%	30%	35%	17%				5.4
The amount of effort you put into this course was:	23	17%	26%	26%	22%	9%			5.2
The amount of effort to succeed in this course was:	23	22%	48%	13%	13%	4%			5.9
Your involvement in course (doing assignments, attending classes, etc.) was:	23	17%	26%	26%	26%	4%			5.2

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

**Class median: 5.8 (N=23)**

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%	30%	13%	17%	9%	4%	13%	9%				

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

**Class median: 4.2 (N=23)**

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%	39%	17%	9%	13%	4%	9%					4%

What grade do you expect in this course?

**Class median: 3.4 (N=23)**

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)	F (0.0)	Pass	Credit	No Credit
13%	30%	13%	17%	9%	4%						4%	4%		4%

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

**(N=23)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
35%	4%	26%	4%	17%	13%

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	22	14%	32%	32%	18%		5%	3.4	13
QSI's use of examples and illustrations was:	23	22%	43%	22%	9%	4%		3.9	6
Quality of questions or problems raised by QSI was:	22	14%	41%	18%	23%		5%	3.6	11
QSI's enthusiasm was:	23	22%	30%	35%	4%	4%	4%	3.6	15
Student confidence in QSI's knowledge was:	23	22%	43%	17%	13%		4%	3.9	12
Encouragement given students to express themselves was:	23	13%	30%	22%	26%	4%	4%	3.2	18
Answers to student questions were:	22	9%	32%	27%	14%	9%	9%	3.2	16
Interest level of quiz sections was:	23	13%	39%	22%	22%		4%	3.6	3
QSI's openness to student views was:	23	13%	30%	30%	13%	9%	4%	3.3	17
QSI's ability to deal with student difficulties was:	23	13%	35%	22%	13%	9%	9%	3.4	14
Availability of extra help when needed was:	22	23%	36%	18%	14%	9%		3.8	10
Use of quiz section time was:	23	26%	48%	13%	13%			4.0	1
QSI's interest in whether students learned was:	23	17%	52%	17%	4%	4%	4%	3.9	9
Amount you learned in the quiz sections was:	23	13%	43%	35%	4%		4%	3.6	8
Relevance and usefulness of quiz section content were:	23	17%	52%	26%			4%	3.9	7
Coordination between lectures and quiz sections was:	23	22%	35%	22%	9%	13%		3.7	5
Reasonableness of assigned work for quiz section was:	23	30%	43%	22%	4%			4.0	2
Clarity of student responsibilities and requirements was:	22	23%	45%	27%		5%		3.9	4

ECON 200 AB  
Introduction To Microeconomics  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 24/47 (51% high)

Taught by: Dmitry Brizhatyuk  
**Instructor Evaluated: Dmitry Brizhatyuk-Predoc TA**

### STANDARD OPEN-ENDED QUESTIONS

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

2. Yes, It made me relate learned concepts to the outside world.
3. It did. It opened up my new interest in economics.
4. Good to look through questions with a TA
5. yes this course introduced me to lots of material I had not known before
6. it did at the beginning of the quarter when i thought that it was a part of a major i was going to pursue, but as i changed intended major i lost interest
7. yes, i enjoyed econ lecture.
9. Yes, i haven't done anything similar before
10. Yes, it allowed for a deeper understanding of core concepts that I wouldn't have gotten from the lecture.
11. No
12. Yes, I enjoyed the course and found it challenging.
14. Yes it was harder than other classes

#### What aspects of this class contributed most to your learning?

2. A very knowledgeable TA
3. The lectures were very informative.
4. Practice questions
5. Lectures, and attending quiz section
6. the online myEconLab
7. econ lecture and practice problems
8. The TA quiz sections went over everything the teacher taught in a very succinct manner, and after quiz section I always felt confident on the material. Dmitry was one of the most kind and knowledgeable TAs I have ever had for any class!
9. The book and the quizzes
10. Dmitri's explanations. Sometimes they were a little confusing, but on the most part he really knew his stuff and could communicate concisely.
11. None
12. Practice problems and review notes from the provided note packet in sections
14. The concepts, lecture was most helpful

#### What aspects of this class detracted from your learning?

1. The TA knows what he is teaching; however, when a student asked a question, he had an attitude. He judged the students question and answers it while rolling his eyes. Not a healthy environment to learn from. He's not that bad from a teaching aspect but the learning environment wasn't that great because of his rudeness
2. Nothing
3. None. All content helped with my learning.
4. None
6. the focus of being quizzed every quiz section. i feel as though the time could have been spent practicing more and getting more individualized by the needs of the class
7. the confusing quiz sections
9. Some poor examples in class
10. The specificity of the answers required on the quizzes that came with incredibly vague and open ended questions.
11. None
12. Vague answers to student questions and rushing to finish instruction for quizzes
14. Nothing, maybe more explanations for online homework

### What suggestions do you have for improving the class?

1. Better TA. I don't think professor should rely on TA thatttt much. Or professor should tell the TA snore things of what she does in class and have a better collaboration with the TA
2. Make exams longer so that each individual question is at a lower stake.
3. Better recording quality.
4. None
6. having the expectations of the professor more strictly outlined, not to be a surprise once you get the grades back
7. better quiz sections- better explanations
10. If the answer to a quiz is something specific, please frame the question in a way that allows the taker to know that they are looking for a specific answer and not some overall explanation
11. None
12. Clarifying exactly what is expected for answers on quizzes and exams. Providing more examples of "full answers" to questions would also be helpful.
13. There needs to be more coordination between the professor and the TA. We were asked multiple times if we knew if the final was going to be cumulative from our TA who was supposed to be teaching us. Additionally when we asked questions about what the correct answer to past quiz questions, we were instructed to, "just go off what the professor said" when there was never any discussion over the topic.
14. Longer or no breaks at all for lecture cause 60 is not enough time for anything

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.<sup>1</sup> 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).

---

<sup>1</sup> 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.

ECON 200 C  
Introduction To Microeconomics  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: B  
Responses: 30/40 (75% very high)

Taught by: Dmitry Brizhatyuk  
Instructor Evaluated: Dmitry Brizhatyuk-Predoc TA

**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:

Combined Median	Adjusted Combined Median
3.2	3.2
(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:

<b>CEI: 4.9</b>
(1=lowest; 7=highest)

### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	30	13%	23%	37%	23%	3%		3.1	3.1
The course content was:	30	17%	27%	43%	13%			3.3	3.3
The instructor's contribution to the course was:	30	23%	20%	43%	3%	10%		3.3	3.3
The instructor's effectiveness in teaching the subject matter was:	30	17%	20%	27%	27%	7%	3%	3.0	2.9

### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
<b>Relative to other college courses you have taken:</b>									
Do you expect your grade in this course to be:	30	17%	33%	3%	30%	10%		7%	5.5
The intellectual challenge presented was:	30	3%	43%	27%	20%	3%	3%		5.4
The amount of effort you put into this course was:	30	7%	50%	23%	10%	10%			5.6
The amount of effort to succeed in this course was:	30	13%	33%	33%	17%	3%			5.4
Your involvement in course (doing assignments, attending classes, etc.) was:	30	23%	40%	23%	10%	3%			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: 6.6 Hours per credit: 1.3 (N=30)**

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
	7%	23%	37%	17%	10%	3%					3%

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

**Class median: 4.9 Hours per credit: 1 (N=30)**

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
	3%	13%	47%	17%	13%	3%			3%		

What grade do you expect in this course?

**Class median: 3.6 (N=30)**

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)	F (0.0)	Pass 3%	Credit	No Credit
30%	30%	20%	10%	7%										

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

**(N=30)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
50%	17%			27%	7%

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	30	17%	40%	27%	13%	3%		3.7	6
Sequential presentation of concepts was:	30	20%	37%	33%	10%			3.7	8
Explanations by instructor were:	30	10%	23%	27%	30%	10%		2.9	15
Instructor's ability to present alternative explanations when needed was:	30	17%	3%	27%	40%	13%		2.4	18
Instructor's use of examples and illustrations was:	30	23%	23%	27%	23%	3%		3.4	11
Instructor's enhancement of student interest in the material was:	30	20%	10%	30%	23%	17%		2.8	14
Student confidence in instructor's knowledge was:	30	27%	17%	40%	17%			3.3	17
Instructor's enthusiasm was:	30	20%	17%	37%	27%			3.1	16
Clarity of course objectives was:	30	13%	20%	57%	10%			3.2	13
Interest level of class sessions was:	30	17%	20%	33%	23%	7%		3.1	10
Availability of extra help when needed was:	30	27%	30%	37%	7%			3.7	9
Use of class time was:	30	33%	23%	30%	10%	3%		3.8	4
Instructor's interest in whether students learned was:	30	27%	23%	30%	17%	3%		3.5	12
Amount you learned in the course was:	30	30%	33%	20%	17%			3.9	2
Relevance and usefulness of course content were:	30	27%	40%	23%	10%			3.9	5
Evaluative and grading techniques (tests, papers, projects, etc.) were:	30	27%	37%	30%	7%			3.9	3
Reasonableness of assigned work was:	30	33%	47%	10%	10%			4.1	1
Clarity of student responsibilities and requirements was:	30	33%	27%	30%	10%			3.9	7

ECON 200 C  
Introduction To Microeconomics  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: B  
Responses: 30/40 (75% very high)

Taught by: Dmitry Brizhatyuk  
**Instructor Evaluated: Dmitry Brizhatyuk-Predoc TA**

### STANDARD OPEN-ENDED QUESTIONS

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

1. The class was intellectual and thought provoking. Economics is a very interesting subject and the material presented was relevant to my major; however, the way it was presented could have been slightly better.
2. Not really, it did not really challenge me to think beyond the class material as it was easy to simply memorize and apply.
3. Yes
4. Yes there are so many brand new things for me to learn but they are very interesting
5. Yes, there were many concepts that related to the real world and I enjoyed that.
7. I found myself having to learn most of the material on my own, and felt like my independent studying helped me learn the material better than in class. So, I do feel the class was intellectually stimulating and I had to study and work a lot harder than in my other classes.
8. This class challenged me a lot. I had to spend hours studying and practicing concepts outside of the classroom in order to do well on tests. It stretched my thinking because all the aspects and topics of economics were new to me. A lot of these concepts are very useful in the real-world so I enjoyed learning the curriculum in this class.
10. I found there are many concepts relating to real life economic problems and the knowledge I learned in class can help me apply to solve these problems.
11. Yes. Growing up in a small town and going to a public school, I had no previous opportunity to take Economics. Every idea/concept was brand new to me, so it definitely pushed my limits and made me think.
12. This class is intellectually stimulating because this course is basically introducing some concepts of microeconomics and can expand the topics to the real world scenarios
13. Stretched my thinking because it was a new class I have never taken before!
14. This class is interesting, but it does not stretch my thinking, it's more about knowing the concept.
15. This class was very interesting, and I enjoyed learning about the topic.
16. Yes, this class was very challenging. I did not expect economics to be the way it was.
17. Yes, I learned a lot about economics and I find myself looking at businesses in a different way.
18. Yes, the lecture covered most of knowledge that we suppose to know.
19. Yes, it made me think more critically about the responses that business people have in figuring out the market; the responses aren't as intuitive as I thought that they would be when talking about how the market reacts to fluxes in consumers and producers.
20. Sure
21. It is not because I've taken a similar course in my high school.
22. Yes, made me look at things that I never have before.

#### What aspects of this class contributed most to your learning?

1. The part that enhanced my learning was the times where I would meet with him during office hours. It reinforced what we talked about in class and he was able to explain in a different manner.
2. The real life examples provided were very good and helped me understand the material better. Also, Dmitry definitely shows that he cares for the class and was willing to add and change his office hours which I greatly appreciated and made me more confident in this class.
3. Quizzes and exams
4. The ability to analyze problems
5. I thought the lectures contributed most to my learning as well as the practice problems we did.
7. The most beneficial parts of the class was going through practice problems and going over the homework. I learn best by doing and the incorporation of working on problems during class helped me.
8. I liked having weekly quizzes because I was able to discern from the topics that I grasped and concepts that I did not fully understand.
9. Professor was very good at helping us when we needed, offering various office hours and help even if it was not during office hours. When I did not understand something, I never hesitated to ask questions and during office hours, he would attempt to explain it in different ways so I could understand it better.
10. Lecture slides
11. The instructor made sure that we all understood every concept, and we didn't move on until everyone has a clear understanding of what we were discussing. This was extremely helpful, and made the environment very comfortable. I felt at ease when asking questions, I didn't feel nervous or made to feel stupid.



12. PPT
13. My outside studying.
14. writing practice problem
15. I thought the lectures were very helpful, along with the homework. Going over homework and practice problems as very helpful.
16. I liked how he posted the answers for the homework so you could check.
17. Dmitry gave great explanations, and he really helped me understand the concepts through his illustrations and simple explanations.
19. Going step by step through the practice problems was the largest part. I didn't feel like I understood the concepts until we actually used them in real problems.
20. Lecture
21. Connection to the real world problems.
22. The examples gone over on the board and the explanation of visuals that were in lecture slides.

#### What aspects of this class detracted from your learning?

1. Mistakes were made during class explanations. Easily resolved and simple mistakes could have been avoided, but he does have to translate in his head very quickly and that gives him opportunity to make simple mistakes.
2. Dmitry did not ask a lot of questions from the students, which I think could have enhanced the learning experience much more.
3. The confusing explanation from the instructor
4. No
7. Lectures were hard to follow, and I felt like many people were confused and would ask Dmitry questions which would confuse him as well. There were times where I wouldn't go to class at all if we didn't have a quiz, because the lectures did not help me understand the material.
8. For most of the days, there was not enough time in the class period to learn all of the concepts the teacher intended to lecture on.
9. Taking the time to draw everything out on the board was time consuming as well as going over the homework problems one-by-one. Towards the end of the quarter, the professor switched to posting the solutions online so we could check over our homework which was better because we didn't take lecture time to do it.
11. Initially, we had some trouble with too many students asking questions and getting confused, then class time would be taken up with trying to make sure everyone understood. Now, at the end of the course, we ask less questions and our instructor answers them more proficiently and concisely, which saves time and helps out both the students and the professor.
12. some of instructor's explanation. sometimes he cannot make it very clear though he may know the answer, these questions are not strictly bind to the content we are taught in the class but rather in a broader fields
13. Not having a clear concept of what was happening.
14. too many people in the class, blocking the board.
15. If there was confusion, our professor had a hard time providing an alternative explanation. His explanations often made the subject more confusing than it was initially.
16. I didn't find his teaching very good. A few other students that I talked to felt the same way. His teaching style wasn't good and I could not understand him. I ended up hiring a tutor and skipping out on class because her teaching helped me in 30 minutes more than his 2 hour lectures. His lectures were a waste of time.
17. We seemed to go really slowly at some points, and I felt like we weren't going to be able to cover all the course content in time.
19. I understand that it was the teacher's first time teaching the material; I'm confident he understands the material himself, but oftentimes, it was hard to understand what he was saying because he would try and explain it in multiple ways that confused the content further.
20. Other students not pay attention or talking
21. Some dumb questions asked by classmates.
22. Fast pace at times, there weren't always alternative explanations to concepts.

#### What suggestions do you have for improving the class?

1. Relax and slowdown. He is a good instructor if he can get pass the intimidation of teaching more than five students. The content is great and the way it was presented was good, but remembering the glass is just a class and the students know they do not understand the concepts and look to the instructor for guidance. It's ok to make a mistake, but relax the tension because it causes mistakes. It's not an easy task, but imagine teaching to a class of 10 instead. Pay attention only to the front row or don't even give eye contact unless they have a question.
2. I think Dmitry should have more experience teaching a class and should believe in himself more. He's a very knowledgeable and resourceful teacher but he seems to stumble and show that he's not so sure what to do sometimes.
3. Nothing much
4. To be More organized
5. I think more practice problems would be helpful.
6. I hope the instructor can slow down his pace because I tend to have difficulty learning when he is rushing through the syllabus.
8. No suggestions.
10. Ask more questions and stimulate more discussions
11. The solutions to practice problems and homework being posted online (Canvas) at the end of the course saved lots of time in class and made our understanding more efficient and clear. I would suggest doing that from the start!

12. it could be more interesting
13. Make it clear what you are testing on like concepts or actually solving the equations or both. It just was hard to follow some times, and since it is only the tests that are being graded in this class.
14. no everything was fine, only hope that there's extra credit to boost the score.
15. The class was very good. The only problem I had was the occasional confusing explanation.
16. To have a professor and not a TA. I feel like a professor would care more about their students academic success.
19. More experience on the teacher's part in teaching the material.
20. Teacher was very good just needs to be more confident
21. I suggest the instructor assign more homeworks
22. Explain concepts more thoroughly. Some concepts I knew how to do but didn't necessarily understand enough where I could teach someone else.

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.<sup>1</sup> 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).

<sup>1</sup> 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.