

ECON 201 AD
Introduction To Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 32/54 (59% high)

Taught by: Dmitry Brizhatyuk
Instructor Evaluated: Dmitry Brizhatyuk-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 |
|-----------------------|--------------------------|
| 4.3 | 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: 5.2 |
| (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: | 32 | 44% | 34% | 16% | | 6% | | 4.3 | 4.3 |
| The content of the quiz section was: | 32 | 44% | 44% | 6% | 3% | 3% | | 4.4 | 4.3 |
| The quiz section instructor's (QSI's) contribution to the course was: | 32 | 50% | 34% | 12% | 3% | | | 4.5 | 4.4 |
| The QSI's effectiveness in teaching the subject matter was: | 32 | 38% | 34% | 25% | | | 3% | 4.1 | 4.1 |

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: | 32 | 25% | 31% | 25% | 16% | 3% | | | 5.7 |
| The intellectual challenge presented was: | 32 | 28% | 25% | 34% | 9% | 3% | | | 5.6 |
| The amount of effort you put into this course was: | 32 | 28% | 19% | 44% | 9% | | | | 5.4 |
| The amount of effort to succeed in this course was: | 32 | 31% | 34% | 28% | 6% | | | | 6.0 |
| Your involvement in course (doing assignments, attending classes, etc.) was: | 32 | 38% | 25% | 25% | 12% | | | | 6.0 |

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: 6.2 (N=32)

| 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 |
|---------|-----|-----|-----|-----|-------|-------|-------|-------|-------|-------|------------|
| | 16% | 25% | 25% | 9% | 9% | 3% | 6% | 3% | | | 3% |

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

Class median: 4.8 (N=32)

| 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% | 16% | 47% | 6% | 19% | 3% | 3% | | | | 3% |

What grade do you expect in this course?

Class median: 3.7 (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 | Credit | No Credit |
|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|---------|------|--------|-----------|
| 27% | 57% | 3% | 3% | 10% | | | | | | | | | | |

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

(N=32)

| In your major | A core/distribution requirement | An elective | In your minor | A program requirement | Other |
|---------------|---------------------------------|-------------|---------------|-----------------------|-------|
| 50% | 16% | 3% | | 28% | 3% |

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: | 32 | 41% | 22% | 31% | | 3% | 3% | 4.1 | 9 |
| QSI's use of examples and illustrations was: | 32 | 53% | 19% | 22% | 3% | 3% | | 4.6 | 4 |
| Quality of questions or problems raised by QSI was: | 32 | 38% | 28% | 31% | | 3% | | 4.1 | 11 |
| QSI's enthusiasm was: | 32 | 38% | 34% | 25% | 3% | | | 4.1 | 13 |
| Student confidence in QSI's knowledge was: | 32 | 28% | 34% | 34% | | 3% | | 3.9 | 18 |
| Encouragement given students to express themselves was: | 32 | 31% | 25% | 34% | 6% | 3% | | 3.8 | 15 |
| Answers to student questions were: | 32 | 28% | 25% | 44% | | 3% | | 3.6 | 16 |
| Interest level of quiz sections was: | 32 | 28% | 31% | 31% | 6% | | 3% | 3.8 | 10 |
| QSI's openness to student views was: | 32 | 38% | 25% | 28% | 9% | | | 4.0 | 14 |
| QSI's ability to deal with student difficulties was: | 32 | 28% | 22% | 31% | 16% | 3% | | 3.5 | 17 |
| Availability of extra help when needed was: | 32 | 34% | 34% | 28% | 3% | | | 4.0 | 12 |
| Use of quiz section time was: | 32 | 47% | 22% | 25% | 6% | | | 4.4 | 6 |
| QSI's interest in whether students learned was: | 32 | 44% | 31% | 22% | 3% | | | 4.3 | 8 |
| Amount you learned in the quiz sections was: | 32 | 44% | 31% | 22% | | | 3% | 4.3 | 7 |
| Relevance and usefulness of quiz section content were: | 32 | 56% | 22% | 16% | 3% | | 3% | 4.6 | 3 |
| Coordination between lectures and quiz sections was: | 32 | 56% | 28% | 16% | | | | 4.6 | 1 |
| Reasonableness of assigned work for quiz section was: | 32 | 56% | 22% | 16% | 6% | | | 4.6 | 2 |
| Clarity of student responsibilities and requirements was: | 32 | 50% | 22% | 25% | 3% | | | 4.5 | 5 |

ECON 201 AD
Introduction To Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 32/54 (59% high)

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

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes. Provided content that required elevated thinking.
2. Yes the class was, I enjoyed learning about the inner workings of the economy on a macro level
4. It stretched my thinking because I was required to apply the knowledge I had gained.
5. I do not enjoy economics so I was very bored
6. Yes, this class was very difficult and intellectually stimulating.
7. Yes
8. yes, the quiz sections were interesting and used relevant practical examples
9. There were practice problems each week that stretch my thinking because I had to apply what I learned to different scenarios.
10. Yes it helped bring lecture work into test like problems
11. Yes
12. He helped me the most, when my professor couldn't
13. Yes this TA does really well
14. It was a great class! I thoroughly enjoyed it and I think Dmitry did an amazing job at teaching the quiz section!
15. yes
16. Yes it did it taught me more about the U.S. Economy
17. Yes
18. Yes, We learned about the economy in different way from last quarter

What aspects of this class contributed most to your learning?

1. Diagrams and graphs.
2. The quiz section itself was a very helpful review of the material that was presented in the week. The packets of key topics passed out every class were especially useful.
3. Instructor provided extra practice problems which was very helpful.
4. Quiz sections! Practice problems were prime.
5. Worksheets in quiz section
6. Dmitriy did a great job going over practice problems and teaching us how to do different types of work that were not explained well enough in class. He was a wonderful TA.
7. None
8. ta notes
9. Having the Quiz Section Instructor explain how to do the problem was very helpful because I was able to see the required steps in solving a problem. Also, the TA notes were very useful because it was able to summarize the weeks lecture and I was able to use the notes to better understand the content and to review the content.
10. The helpful examples on the board
11. More practical contribution
12. Him teaching me concepts in quiz
13. the practice problems does
15. TA was encouraging and very patient
16. The tests
17. Visualizing graphs on board
18. The handouts that we received every week. They were very helpful because they outlined what we had learned during the week and then had some practice problems to help us understand further.

What aspects of this class detracted from your learning?

1. n/a

2. I think that the teacher shouldn't have ended early (by only about 5 minutes once or twice) when we could've done one more practice problem.
4. None
5. Early morning
6. Nothing.
7. None
8. none
9. Some explanations of the content was hard to understand.
10. the amount of people in the section
11. Too many people
12. too many kids in my quiz section
13. nothing does detracted me from my learning
15. sometimes hard to understand explanations
16. Sometimes we started late for class, but nothing really
17. None
18. None, I thought Dimitry was a very good TA

What suggestions do you have for improving the class?

1. Answer more confidently to student questions
2. The class room we were put in was in a very obscure building and the room's equipment was outdated.
4. N/A
5. No launchpd
6. I don't have any recommendations. Dimitry does a great job teaching this class and is one of the best TA's I've had at UW.
7. None
8. none
10. Smaller class sizes
11. More practices
12. smaller quiz sections
13. I think we should take more time to talk about the article responses
15. nothing
16. Being more organized
17. None
18. None

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.

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:

| |
|-----------------------|
| CEI: 4.9 |
| (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 |
|--|----|-----------------|-----|-----|-------------|-----|-----|----------------|--------|
| Relative to other college courses you have taken: | | | | | | | | | |
| 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.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.