

PSY 101 03  
Introductory Psychology  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: W9  
Responses: 19/55 (35% moderate)

Taught by: Seif Sekalala  
Instructor Evaluated: Seif Sekalala-Other

**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:

<b>Median</b> <b>2.5</b> (0=lowest; 5=highest)
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**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: 4.2</b> (1=lowest; 7=highest)
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### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	19	5%	5%	37%	21%	21%	11%	2.4
The course content was:	19	16%	16%	58%		11%		3.2
The instructor's contribution to the course was:	19	11%	11%	26%	21%	5%	26%	2.4
The instructor's effectiveness in teaching the subject matter was:	19	5%	5%	11%	32%	11%	37%	1.6

### 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:	19	5%	32%	16%	42%			5%	4.7
The intellectual challenge presented was:	19	5%	5%	32%	42%	5%	5%	5%	4.3
The amount of effort you put into this course was:	19		37%	42%	11%	5%		5%	5.2
The amount of effort to succeed in this course was:	19	16%	32%	11%	32%	5%		5%	5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	19	26%	26%	11%	32%	5%			5.6

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: 4.1 Hours per credit: 1.4 (N=19)**

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
5%	32%	47%	11%	5%							

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

**Class median: 2.2 Hours per credit: 0.7 (N=19)**

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
32%	53%	11%	5%								

What grade do you expect in this course?

**Class median: 3.5 (N=19)**

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	Credit	No Credit
26%	26%	26%	11%	5%	5%									

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

**(N=19)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
47%	21%	5%	5%	11%	11%

**STANDARD FORMATIVE ITEMS**

	N	Agree Strongly (6)	(5)	(4)	(3)	(2)	Disagree Strongly (1)	Median
Did you have one or more of the following experiences in this course: Collaborative Assignment or Project, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, or Internship?	19	5%	11%	26%	16%	16%	26%	3.0

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Student confidence in instructor's knowledge was:	19	11%	16%	32%	26%	11%	5%	2.8
Timeliness of instructor responses was:	19	5%	5%	26%	26%	26%	11%	2.0
Quality/helpfulness of instructor feedback was:	19	5%	5%	37%	21%	21%	11%	2.4
Clarity of course objectives was:	19	5%	16%	5%	37%	11%	26%	1.9
The organization and ease of navigation of the course website was:	19	5%	16%	26%	26%	11%	16%	2.4
Usefulness of assignments in understanding course content was:	19	5%	16%	42%	21%	11%	5%	2.8
Online interactions to accomplish learning outcomes were:	18	6%	11%	11%	50%	22%		2.1
Instructor's use of technology to support learning outcomes was:	19	5%	11%	21%	42%	11%	11%	2.2
Relevance and usefulness of course content were:	19	5%	21%	37%	26%	5%	5%	2.9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	19	11%	16%	37%	21%	16%		2.9
Reasonableness of assigned work was:	19	21%	16%	42%	21%			3.2
Clarity of student responsibilities and requirements was:	19	5%	5%	37%	11%	32%	11%	2.2

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### STANDARD OPEN-ENDED QUESTIONS

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

1. This course was intellectually stimulating and made me think about not only the course content but how it related to my life and the world around me.
2. It did not because the assignments were straight out of the book and didn't require much thinking.
3. yes, he was an excellent teacher
4. Yes it was but I was intellectually stimulating because I had to teach myself all of the material. The professor never taught the class and barely went over his own slides. He did say to pass the test you needed to read the online textbook but in class ge never lectured well enough that made my time being online For an hour and a half beneficial
5. No, the instructor did not take much time teaching us anything on zoom. He spent most of the time jumping to different topics without ever completing his original thought.
6. yes it did, although kid of tough due to online it was well explained and it strretched my thinking alot doing the reading responces
7. Not very stimulating, it was a very base level of thinking. We did not go in depth on any topics and the professor did not teach almost any of the material in a way that could be understood.
8. yes
9. I don't believe this class was intellectually stimulating at all. I had taken AP Psychology in high school and this class was formatted very poorly and I have not had to try hard for a grade, or feel like I am retaining information provided. This could be due to the fact that it is an online class but the professor at times is extremely jumpy and spends time highlighting slides and bolding information rather than teaching.
10. yes
11. it was basically stuff that i already knew
12. Yes the course content was very good and expanded my thinking by providing a very good intro to psychology class.
13. I think that it did mainly because of the things that we were talking about throughout the course and it informed me on things that i did not know about before

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

1. The reading reaction assignmments stimulated my learning the most.
2. The papers that he made us write
3. rr's
4. No aspects of this class has contributed to my learning
5. The textbook readings
6. the reading responces and the online zoom class sessions
7. The book
8. the reading reaction assignments
9. Most of the topics learned in this class, I taught myself using the textbook. Classes did not help me in this case.
10. The RR papers
11. the meetings and time that we talked
12. The class periods where content was discussed and the Reading Reaction papers were the most beneficial in me learning the content.
13. the rr papers that we had to write because it gave the opportunity to read the chapters deep enough so you can write an entire paper about a few at a time
15. How the book was laid out very easy

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

1. the lectures were for the most part worthless and we achieved nothing within that time period.
2. His organization, explanations, and instructions were all very unclear. His zoom meetings were also all over the place and were often not relevant to the course because of him rambling about random topics.
3. extra credit
4. The entire class was terrible and detracted me from my learning but the professor himself is an aspect in itself that detracted me from my learning
5. The zoom calls because out of the hour and a half he probably taught for a total of twenty minutes.

6. how long it sometimes took to actually get the class started
7. the professor
8. the speed of the notes
9. The professor often times would jump between slides or get off topic. Asking students unrelated questions such as the origin of their name while we are supposed to be talking about brain waves etc. It was hard to focus when the professor himself seemed to be having trouble focusing. Professor also sent questionable emails involving details of his personal life.
10. The unorganized content and tons of emails
11. how much time we spent going over past stuff. there could've been a better way of doing housekeeping so it didn't take up like an hour of our time
12. Our precious time being spent on house keeping because of a couple of students not being able to solve problems.
13. none really
15. How he sent out emails and instructions made it very confusing with using different fonts colors you name it

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

1. work more on teaching the content rather than mindlessly talking.
2. Better organization and instruction in the class
3. not updating rubric
4. To improve this class. No student should be allowed to take this class with this professor. That is quite literally the only way to improve future students learning in this course.
5. The instructor was VERY unclear about his expectations for us. All of his assignments and emails made no sense to us, so we never knew what to expect.
6. maybe explaining more of what is expected of us and due on the zoom class because the emails can be alot sometimes, just too detaied and alot of extra information
7. Different Professor
8. Explain more and plan out the assignments and the explanations better
9. I think the online format for this class doesn't work extremely well. For a psychology class, this was formatted way differently than it is supposed to be, questions asked for definitions rather than an application of knowledge, which really hurt my learning. I also think maybe a different professor could be useful.
10. Better with tech stuff would be useful for the teacher, Answering emails from students would be useful.
11. be more concise with your explanations and stop dragging everything out too much with a bunch of filler words.
12. Eliminate the presentations. It is not possible in a class that meets for 1.5 hours once week. Also change the structure so it meets more than 1 time per week as we had almost zero time to cover content after the mid term.
13. none
14. different teacher
15. Just use one font and color make things more clear!

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.