IASystem *The Course Evaluation Standard*

PUBPOL 201 AA
Introduction To Public Policy And Governance
Course type: Face-to-Face

Taught by: Vedavati Patwardhan
Instructor Evaluated: Vedavati Patwardhan-TA

Evaluation Delivery: Online
Evaluation Form: A1
Responses: 15/19 (79% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
3.7	**3.6**

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

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

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	15	20%	33%	47%				3.6	3.5
The course content was:	15	20%	33%	47%				3.6	3.5
The instructor's contribution to the course was:	15	27%	40%	33%				3.9	3.8
The instructor's effectiveness in teaching the subject matter was:	15	27%	33%	40%				3.8	3.7

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:	14		43%	14%	29%	14%			5.0
The intellectual challenge presented was:	15	13%	33%	13%	33%	7%			5.2
The amount of effort you put into this course was:	14	7%	36%	21%	29%	7%			5.2
The amount of effort to succeed in this course was:	14	14%	21%	29%	36%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	15	13%	33%	13%	40%				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: 5.2 (N=15)

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
13%	13%	27%	27%	7%	13%						

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

Class median: 4.3 (N=15)

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
27%	7%	40%	13%		13%						

What grade do you expect in this course?

Class median: 3.5 (N=14)

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
7%	50%	36%	7%											

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

(N=15)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
		47%	7%		47%

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	15	20%	33%	47%				3.6	8
Clarity of instructor's voice was:	15	20%	40%	40%				3.8	17
Explanations by instructor were:	15	27%	27%	40%	7%			3.6	12
Instructor's ability to present alternative explanations when needed was:	15	27%	20%	53%				3.4	16
Instructor's use of examples and illustrations was:	15	20%	40%	40%				3.8	10
Quality of questions or problems raised by the instructor was:	15	27%	33%	40%				3.8	7
Student confidence in instructor's knowledge was:	15	33%	13%	53%				3.4	18
Instructor's enthusiasm was:	15	27%	40%	33%				3.9	13
Encouragement given students to express themselves was:	15	40%	20%	40%				4.0	5
Answers to student questions were:	15	33%	27%	40%				3.9	6
Availability of extra help when needed was:	14	29%	29%	43%				3.8	15
Use of class time was:	15	27%	27%	27%	20%			3.6	9
Instructor's interest in whether students learned was:	15	33%	27%	40%				3.9	11
Amount you learned in the course was:	15	20%	40%	40%				3.8	4
Relevance and usefulness of course content were:	15	20%	40%	40%				3.8	14
Evaluative and grading techniques (tests, papers, projects, etc.) were:	14	21%	43%	36%				3.8	3
Reasonableness of assigned work was:	15	33%	33%	33%				4.0	2
Clarity of student responsibilities and requirements was:	13	38%	31%	31%				4.1	1
How comfortable were students expressing opinions in class?	15	33%	33%	33%				4.0	
To what degree were multiple perspectives represented in class discussions and reading assignments?	15	40%	20%	40%				4.0	
How effectively were diversity issues brought into the course (e.g. race, gender, sexual orientation, disability, political ideology, socio-economic class)?	14	43%	21%	36%				4.2	

IASystem
The Course Evaluation Standard

PUBPOL 201 AA
Introduction To Public Policy And Governance
Course type: Face-to-Face

Taught by: Vedavati Patwardhan
Instructor Evaluated: Vedavati Patwardhan-TA

Evaluation Delivery: Online
Evaluation Form: A1
Responses: 15/19 (79% very high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Good class overall, Veda was a great TA, and was very nice. Course topics were interesting and stretched my thinking because they were often relevant to current issues.

2. Yes, because it gave us a chance to apply class content to potential real world scenarios

3. The class was intellectually stimulating but heard to grasp at times. Some concepts needed like graduate school topics that were difficult to conceptualize.

4. Yes. Valuable combination of theory and practical instruction. Many examples,discussions and class and section exercises. Good mix.

5. Yes - I learned a great deal about public policy issues

6. Yes it did, group activities in quiz section allowed me to view policy issues in a new way and listen to different perspectives that stretched my thinking and understanding of policy problems

7. Yes

8. Yes. It presented a lot of topics from an economic and political standpoint that I have no background or knowledge in.

9. Yes. I really enjoyed learning about public policy. It has so many applications and it was great getting an overview of how policy gets made.

10. Decline to answer.

11. yes! And Vedavati did a great job of clarifying concepts that we went over in class.

What aspects of this class contributed most to your learning?

1. Good, Friendly TA. Easily approachable

3. I thought review of the concepts presented in class was very helpful.

4. I was most interested in aspects of the course dealing with identifying and defining issues, working between groups, understanding competition in the policy sphere.

5. everything

6. Readings, reading discussions, review in quiz section and in-quiz section group activities

7. Section readings and group work helped me further understand course concepts and contributed to my success in writing my memos.

8. I liked how the section was a complement to lectures. It's hard to digest what is presented in lecture, and it's nice to have a way to reinforce and reiterate (or state in another way) the concepts brought up in lecture. Practicing memo writing in groups - that way we get input from classmates on how to write it Veda really wanted to know if sections were helping us or not. She seemed genuinely interested in whether or not the layout and content presented in section met our needs, which I thought was incredibly considerate.

9. Learning about a current event and breaking down a policy initiative for the issue.

10. Decline to answer.

11. When we would do examples that would help us with our policy memos.

What aspects of this class detracted from your learning?

1. Long quiz sections, did the same thing every section

3. I think the group activities did not help me because I ended up teaching everyone else. I wish that the TA was more engaging and exciting in section as well to get people to contribute more.

4. Nothing detracted exactly. The more administrative topics did not hold my attention like the more overtly political.

5. none

6. Quiz section and lecture topics didn't always align perfectly and could have been better matched content wise

7. The length of section seemed unnecessarily long. I often felt like I was not being productive during my time in class.

8. I can't think of any right now.

9. Sometimes the concepts felt too theoretical and I didn't know how to apply them in a situation. But I could always ask for help.

10. Decline to answer.

11. Nothing

What suggestions do you have for improving the class?

1. Shorter quiz sections and review reading material from the class more, because it was not always reviewed in lecture.

4. I think the course could be made more relevant to young people with, perhaps less journal style readings, where possible. Some intro to management of projects, issues and people may interest undergraduates. I perceived that some of the latter topics were hard to cover well in a single class session.

5. NA

6. More policy examples and inclass hands on activities. I think a 50 min quiz section is an adequate amount of time

7. Shorten the length of section

8. Just keep doing what you're doing. Perhaps more practice on "doing" and applying course concepts - like writing memos

9. A midterm might be helpful to make it more test based.

10. Decline to answer.

11. N/A

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.