

CSS 390 A  
Special Topics  
Course type: Online

Evaluation Delivery: Online  
Evaluation Form: Y  
Responses: 3/22 (14% low)

Taught by: Yusuf Pisan

Instructor Evaluated: Yusuf Pisan-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>4.5</b> (0=lowest; 5=highest)	<b>College Decile</b> <b>6</b> (0=lowest; 9=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: 6.0</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	DECILE RANK Inst College	
The remote learning course as a whole was:	3	33%	33%		33%			4.0	4	5
The course content was:	3	33%	67%					4.2	5	6
The instructor's contribution to the course was:	3	67%				33%		4.8	7	7
The instructor's effectiveness in teaching the subject matter was:	3	67%					33%	4.8	7	8

### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst College	
<b>Relative to other college courses you have taken:</b>											
Do you expect your grade in this course to be:	3			33%	67%				4.2	1	1
The intellectual challenge presented was:	3	67%		33%					6.8	9	9
The amount of effort you put into this course was:	3	33%	33%	33%					6.0	7	7
The amount of effort to succeed in this course was:	3	33%	33%	33%					6.0	7	6
Relative to similar courses taught in person, your participation in this course was:	3	33%	33%		33%				6.0		
Relative to similar courses taught in person, your success in this course was:	3		33%		67%				4.2		

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: 20.5 Hours per credit: 4.1 (N=3)**

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
									33%	33%	33%

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

**Class median: 18.5 Hours per credit: 3.7 (N=3)**

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
				33%					33%	33%	

What grade do you expect in this course?

**Class median: 3.9 (N=3)**

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
67%		33%												

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

**(N=3)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
		100%			

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK	
									Inst	College
The effectiveness of this remote course in facilitating my learning was:	3	67%					33%	4.8		
Timeliness of instructor response to assignments was:	3	67%			33%			4.8		
Quality/helpfulness of instructor feedback was:	3	67%			33%			4.8		
Clarity of course objectives was:	3	67%				33%		4.8	7	
Clarity of student responsibilities and requirements was:	3	67%				33%		4.8	8	8
Usefulness of reading assignments in understanding course content was:	3	67%		33%				4.8		
Usefulness of written assignments in understanding course content was:	3	67%			33%			4.8		
Usefulness of online resources in understanding course content was:	3	67%			33%			4.8		
Evaluative and grading techniques (tests, papers, projects, etc.) were:	3	67%			33%			4.8	8	8
Reasonableness of assigned work was:	3		100%					4.0	3	4
Organization of materials online was:	3	67%			33%			4.8		

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### STANDARD OPEN-ENDED QUESTIONS

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

1. This class did stretch my thinking, but most of my learning came from videos I'd watch on my own time.
2. It did, and allowed to to learn a lot more about AI and how it works and how it is implemented.
3. Yes and the quizzes were graded but low stakes so it was better for learning.

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

1. The projects contributed most to my learning, as this was when I had to put the concepts learned in class into practice.
2. A lot of the group quizzes and assignments, the group quizzes were nice because it allowed for multiple thought processes to take place and allow the group to get the correct answer. As sometimes you think you know something, but misread the problem or went too fast. So it's nice to have extra pairs of eyes and minds helping.
3. The projects and the in class activities

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

1. The lectures heavily detracted from my learning. The professor covered highly complicated material on a surface level, and then expected us to understand the material more deeply for the quizzes/projects.
2. Nothing from the class detracted from my learning, it's an online course so it can be difficult to pay attention sometimes, but that's just of the circumstances.
3. the fact that we did not get the answer to the quizzes until after the next day.

#### What suggestions do you have for improving this class generally?

1. Don't rely heavily on lecture slides and exercises from UC Berkeley. This makes it seem as if the professor is unsure of how to adequately explain the concepts taught without relying on someone else's work. Unfortunately, it shows in the lectures.
2. The one suggestion I have is to allow the students to see which questions they got wrong on a quiz, not show them the answer, but show them which ones they got wrong. I noticed a lot of times I would do guess and check to try and figure out which i got wrong, but dont feel like that's the best way of going about things.
3. I would show what problems on the quizzes were wrong so then we could look them up later on our own time.

#### If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. Professor should find a way to teach the material in their own way, so that it better makes sense to them and to the students. Then, create original assignments or revise assignments to better reflect what was learned in the lectures.
2. Definitely keeping up with the group quizzes, those are quite useful and help a lot.
3. I thought that the remote experience was great and think that there is not a lot of room for improvement. Everything was well laid out and organized.

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.