

B EDUC 470 A
Disability Culture In Schools And Society
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I
Responses: 24/43 (56% high)

Taught by: Paulina Abustan
Instructor Evaluated: Paulina Abustan-Assist Prof

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:

Median 4.8 (0=lowest; 5=highest)	College Decile 7 (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:

CEI: 4.3 (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 distance learning course as a whole was:	24	71%	12%	8%	8%			4.8	8	7
The course content was:	24	71%	12%	8%	8%			4.8	8	6
The instructor's contribution to the course was:	24	75%	17%	8%				4.8	8	5
The effectiveness of the distance learning format was:	24	83%		12%	4%			4.9	9	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	DECILE RANK Inst	College
Do you expect your grade in this course to be:	23	43%	22%	13%	17%	4%			6.2	9	8
The intellectual challenge presented was:	23	22%	22%	17%	30%	4%	4%		5.1	2	2
The amount of effort you put into this course was:	23	30%	22%	17%	17%	4%	9%		5.6	4	4
The amount of effort to succeed in this course was:	23	22%	17%	17%	22%	9%	9%	4%	4.9	1	1
Your involvement in course (doing assignments, attending classes, etc.) was:	23	39%	17%	22%	17%		4%		5.9	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: 5.0 Hours per credit: 1 (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
9%	22%	26%	26%	9%	9%						

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

Class median: 3.7 Hours per credit: 0.7 (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
22%	26%	26%	22%	4%							

What grade do you expect in this course?

Class median: 3.9 (N=23)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Pass	Credit	No Credit
(3.9-4.0)	(3.5-3.8)	(3.2-3.4)	(2.9-3.1)	(2.5-2.8)	(2.2-2.4)	(1.9-2.1)	(1.5-1.8)	(1.2-1.4)	(0.9-1.1)	(0.7-0.8)	(0.0)			
57%	30%	4%	9%											

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
22%	30%	22%	17%	4%	4%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK	
									Inst	College
The helpfulness of the distance learning staff overall was:	23	70%	9%	17%	4%			4.8	8	
Student confidence in instructor's knowledge was:	23	83%	13%		4%			4.9	8	6
Timeliness of instructor response to assignments was:	23	83%	9%	9%				4.9	8	8
Quality/helpfulness of instructor feedback was:	23	83%	9%	9%				4.9	8	7
Tailoring of instruction to varying student skill levels was:	23	87%	4%	9%				4.9	8	
Clarity of course objectives was:	23	78%	4%	9%	9%			4.9	8	6
The organization of the study guide was:	23	74%	13%	13%				4.8	8	
Content of the study guide was:	23	78%	13%	4%	4%			4.9	8	
Relevance of textbook for self-study was:	23	78%	9%	9%	4%			4.9	8	
Usefulness of reading assignments in understanding course content was:	23	74%	13%	9%	4%			4.8	8	6
Usefulness of written assignments in understanding course content was:	23	74%	13%	9%	4%			4.8	8	6
Usefulness of video media in understanding course content was:	23	87%	9%		4%			4.9	8	
Usefulness of online resources in understanding course content was:	23	74%	13%	9%	4%			4.8	8	7
Usefulness of audio media in understanding course content was:	23	78%	9%	9%	4%			4.9	8	
Relevance and usefulness of course content were:	23	78%	13%		9%			4.9	8	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	23	74%	17%	9%				4.8	8	6
Reasonableness of assigned work was:	23	83%	17%					4.9	9	8
Clarity of student responsibilities and requirements was:	23	83%	9%	9%				4.9	9	7

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, I got to see/ analyze how our system treats people with disabilities.
2. Yes it was! I learned so much from Dr. Paul about disability culture as this is a topic that I have not learned much about. I think more people need to learn about disability culture!
3. at times
4. It was very intellectually stimulating. It helped expand my knowledge on disability rights and how to apply what I learned into my every day life.
5. This class was intellectually stimulating and did stretch my thinking. I learned a lot of new things from this class and professor.
6. this class was intellectually stimulating. It stretched my thinking. I benefited greatly from this course. It has given me a new perspective on how to look at people and how to view every individual as fully human.
7. Yes, it showed me a lot for different perspectives from people.
8. The only parts of the course I found really intellectually stimulating were the midterm and the final papers. All of the work in between was very simple.
10. It was good because I got to learn more on disabilities and how they are seen in the world
11. I do believe it was very interesting and has given me insight in to the world. Unfortunately, the distance learning did not make it as engaging of a class as it could have been in person. I believe Dr. Paul tried their best to engage us, but virtual made it difficult.
12. This class was very intellectually stimulating and did stretch my thinking. It focused on our ideas and allowed for critical thinking rather than other classes where you sit down and simply do work.
13. This class was intellectually stimulating with insightful activities, class sessions, and work given to us! Everything was insightful and engaging being concise and having us open our eyes.
14. This was a great class and stretched my thinking about disabilities and its intersections in ways I had never thought about!
15. It was similar to content I had taken in prior sociology, psychology, and philosophy classes.
16. I loved this class since this was the first time I learned more about this topic
17. very intellectually stimulating. lots of varying course materials that made me think about disability culture in a different perspective. i really enjoyed that the course didn't learn completely on one source material and allowed students to find which works best for them. everyone was encouraged to share their authentic selves and make sure the class was enjoyable and encouraged change not just testing material.
18. Very, Dr. Leena was amazing throughout the quarter, I truly felt as if she cared about each student!
19. This class stretched thinking in many ways, including looking at lots of different stories and videos.
20. This course showed different perspectives which is appreciated.
21. Yes. I learned about topics and things about disability culture that i had never realized were to prevalent in society.
22. Yes, essays were good for the class

What aspects of this class contributed most to your learning?

1. Videos of real personal experience
2. Dr. Paul's lectures contributed the most to my learning. Listening to her talking about different aspects of disability culture was very insightful and engaging.
3. videos
4. Every aspect of the class contributed to my learning, from the lectures to the course work, everything.
5. Zoom class meetings
6. The lectures and the reading contributed most to my learning. The films that we watched did an amazing job of putting all of the good things in the class into video format.
7. The aspects that I understood and remembered the most were the lectures and movies/videos.
8. Certainly the only aspect that contributed was the writing practice I gained from the midterm and final papers.
10. Yes
11. The readings
12. All aspects. There wasn't a single aspect in this class I didn't find useful. Everything one way or another helped and was extremely beneficial to my learning and growth.
13. Definitely, the zoom sessions and the work has given to us are to be finished before our zoom sessions of films and articles/readings!
14. Class and group discussion

15. I liked that I could compare what I learned in this class and apply it for my future. It was super informative on disability culture and how it surrounds us in our every day lives.
16. The videos and films were super helpful for this course
17. the google docs were very helpful. it kept me accountable for being present in class and get a quick overview of thoughts of everyone.
18. The interaction!
19. In-class lectures.
20. Lecture and readings.
21. The discussion groups in class.
22. Lectures

What aspects of this class detracted from your learning?

1. Nothing
2. Nothing much.
3. rather not say
4. Nothing as far as I'm aware.
5. Nothing
6. Covid
7. I don't think that there was anything that detracted from my learning.
8. I wouldn't say anything detracted from the learning, I just found the content to be repetitive.
10. None
11. small groups (did not feel like people were prepared or contributing)
12. Nothing
13. I would say some of the readings or length and points in the lectures were detracting sometimes of the main points being made for the week.
15. I did not like having to attend every class session, and then being deducted class points for nothing showing up. I don't think it was necessary to attend every class period in order to learn successfully in this class.
16. Nothing
17. just take a few more seconds when calling on people to share from small groups. just a little bit of a longer moment in case people are still typing and need a little extra to type out their message.
18. Perhaps the reading
19. Lack of total class discussion, with the entire class.
20. Small groups, my small group as nonbeneficial I wish there were more whole class conversations. I also think it would help engage my if you required people to turn their cameras on and didn't have as long of small group break outs.
21. n/a
22. Nothing

What suggestions do you have for improving the class?

1. Non
2. Nothing much, great course! Everyone should take this course with Dr. Paul!
3. rather not say
4. Nothing, the professor is doing amazing work and should continue on with their amazing work, everyone deserves to take this course, it should be mandatory.
5. Upload the module for the week earlier
6. This class was amazing. One of the best professors I have ever had. Really caring. Wants everybody to do well and learn. Made the class truly an accessible course.
7. No, suggestions for improvement. It was great.
8. I suggest changing the name to something involving intersectionality. I came into the course expecting to learn about disabilities, autism, etc. but I feel like we spent more time talking about racism.
9. Professor Abustan is an amazing instructor.
10. None
11. In person!
12. Nothing. Easily one, if not the best class I've taken so far.
13. Maybe change up the groups time to time and also find a way for the lecture to be more engaging!
15. Not require attendance and have other forms of participation count for credit. I really appreciated being to make up my missed classes but it was a nuisance to have to try to attend class every time/do a makeup assignment in addition to my busy life
16. None

17. n/a really enjoyed the class and hope you are able to retain employment for next school year! would love to see this class continue to be offered on campus and more frequently.
18. Your accommodations were absolutely amazing, I appreciate all you did for us this quarter!
19. Pretty good course, just requires more discussion and opinions throughout to make the course more grounded.
20. Lessen small group time and require cameras on, if we engage in the class you deserve that respects to have cameras on. It would increase engagement regardless if people didn't want to have them on
21. n/a
22. Nothing

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.