

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

Evaluation Delivery: Online
Evaluation Form: I
Responses: 19/28 (68% high)

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

Median	College Decile
4.7	5
(0=lowest; 5=highest)	(0=lowest; 9=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: 4.8
(1=lowest; 7=highest)

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:	19	63%	16%	11%	11%			4.7	8	6
The course content was:	19	63%	21%	11%	5%			4.7	8	6
The instructor's contribution to the course was:	19	63%	26%	5%	5%			4.7	6	5
The effectiveness of the distance learning format was:	19	58%	16%	21%	5%			4.6	6	5

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:	18	39%	11%	11%	33%			6%	5.5	6	4
The intellectual challenge presented was:	18	22%	17%	33%	17%	6%		6%	5.2	2	3
The amount of effort you put into this course was:	18	22%	22%	28%	17%		6%	6%	5.3	2	3
The amount of effort to succeed in this course was:	18	22%	28%	22%	17%	6%		6%	5.5	4	5
Your involvement in course (doing assignments, attending classes, etc.) was:	18	33%	22%	11%	17%	11%		6%	5.8	4	5

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: 6.8 Hours per credit: 1.4 (N=17)

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
	18%	18%	24%	12%	12%	6%					12%

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

Class median: 5.8 Hours per credit: 1.1 (N=17)

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
	24%	24%	24%	12%	6%	6%					6%

What grade do you expect in this course?

Class median: 3.9 (N=16)

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)			
62%	19%	6%		6%							6%			

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

(N=17)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
24%	6%	41%	18%	6%	6%

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:	18	67%	17%	11%	6%			4.8	8	
Student confidence in instructor's knowledge was:	18	67%	22%	6%	6%			4.8	6	4
Timeliness of instructor response to assignments was:	18	61%	11%	22%	6%			4.7	6	6
Quality/helpfulness of instructor feedback was:	18	61%	11%	22%	6%			4.7	6	4
Tailoring of instruction to varying student skill levels was:	18	56%	22%	11%	11%			4.6	6	
Clarity of course objectives was:	18	67%	6%	17%	6%	6%		4.8	7	6
The organization of the study guide was:	18	67%	22%	6%	6%			4.8	7	
Content of the study guide was:	18	61%	22%	11%	6%			4.7	7	
Relevance of textbook for self-study was:	18	50%	22%	11%	17%			4.5	5	
Usefulness of reading assignments in understanding course content was:	18	67%	17%	11%	6%			4.8	8	7
Usefulness of written assignments in understanding course content was:	18	67%	11%	17%	6%			4.8	8	7
Usefulness of video media in understanding course content was:	18	67%	17%	11%	6%			4.8	7	
Usefulness of online resources in understanding course content was:	18	67%	22%	6%	6%			4.8	8	8
Usefulness of audio media in understanding course content was:	18	67%	11%	17%	6%			4.8	8	
Relevance and usefulness of course content were:	18	78%	6%	6%	11%			4.9	9	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	18	72%	6%	17%	6%			4.8	8	7
Reasonableness of assigned work was:	18	67%	17%	11%	6%			4.8	8	6
Clarity of student responsibilities and requirements was:	18	67%	17%	11%	6%			4.8	8	6

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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 have learned and think about what disability is and how they applied in our environment.
2. Yes it did because the professor brought in current information and made the class fun and engaging! I really appreciated that she took the time to let all students share out their ideas because it made me understand the material more.
3. It was because it has taught me things that I didn't even know about and that is coming from someone who is disabled.
4. yes
5. I am grateful that I took this class, because I feel like I have learned so much/analyzed our society in a way that I never have before. This class was intellectually stimulating, I was excited to attend the class sessions because the conversations we had expanded my perspectives and were real-world, relevant lessons. It has been awhile since I have enjoyed a class and professor as much as I have, because I feel like the information and experience I gained will stay with me forever.
6. GOOD
7. This class was intellectually stimulating and it stretched my thinking about disability cultures and what we can do to educate others to become more equitable and understand that we all have our differences but we can learn from each other.
8. yes b/c it was different
9. Yes, it gave me more insights to disability culture in schools.
10. interesting topic
11. It made me question my own perceptions and biases and how I Would treat others
12. Yes, the course was extremely mind-opening. I had to open my mind to new theories and read a lot of insightful texts which helped a lot.
13. I was challenged in my knowledge about disability, ableism and racism. Content was very stimulating and will be built on going forward.
14. Yes, there is a lot more to disability culture studies than I thought there was. Gave me a whole new perspective.

What aspects of this class contributed most to your learning?

1. I learned a lot about disability from this class.
2. The lectures and papers in the class contributed to most of my learning along with the readings.
3. The essays really helped because I love to write so putting my thoughts on papers really helped me understand the material.
4. Films, readings, group discussions
5. Attending class was the most beneficial for my learning, because it was the discussions I had with my peers and then with the whole class that really put deeper, relevant meanings to what we were reading. I loved every reading we were assigned, and how Dr. Abustan made the readings and videos accessible and with closed captions. Each resource we analyzed really built off of each other, and created a solid, whole conception of disability culture and all the components of it. The sequence of the readings were helpful, starting with the Garland-Thomson text got me completely interested and engaged in understanding disability culture because it was teaching me things that I have subliminally thought of, but brought it to life and with clear ideas and connections which has given me a stronger passion for providing inclusion for students in my future career. Dr. Abustan was a strong facilitator of our learning because of the in-depth conversations we would have in class and provided clear expectations, guidelines, and schedules that really helped me be successful and prepared.
6. GOOD
7. The aspect of this class that most contributed to my learning was the class readings, discussion about the readings, and the paper essays.
8. all of them
9. The movies we watched.
10. class discussion and lecture
11. The class discussions as well as the various videos we watched
12. I think the class discussions were the ones that contributed the most to my learning
13. Listening to the professor speak and watching videos was the most impactful for my learning.
14. The research that came with the essays.

What aspects of this class detracted from your learning?

1. I should be more fair and nice to disabled people
2. None

3. Nothing. Everything is good.
5. The only difficult aspect of the class was when we would watch videos in class and we'd have to take notes during it. Only because I like watching videos for class on my own. I can take the time to pause it to get the exact sentences correct, so I can reflect on it more. That way I can make a stronger paraphrase than if I am in a rush to paraphrase something while the video continues to play and I might miss something more. But I like that we were given 24 hours to submit the notes because then I could rewatch parts I wanted more clarity on for my notes.
6. GOOD
7. No aspects of this class detracted from my learning.
8. none
9. The long zoom meetings were very hard for me because I would get distracted easily. Not the teacher's fault, I think online school is very hard for me.
10. nothing
11. In smaller groups often times it was just quiet/awkward as usually the same students would be talking
12. Nothing at all
13. Sometimes class activities felt repetitive and the engagement was low.
14. Nothing.

What suggestions do you have for improving the class?

1. It can be more fun
2. For breakout rooms pop in for reading discussions to check on students if they have read or not. But overall she was amazing! I could tell she really cared about the subject matter and all of the students in the class! Which means a lot to me for a professor to check in on every student every day to see how they are feeling!
3. Nothing.
5. For it to have been in-person, but other than that I wouldn't have changed it. This was one of my favorite classes I have ever taken. I am thankful for the lessons I learned, the connections I made with my peers and professor, and I would recommend this class and its lessons to anyone.
6. GOOD
7. No suggestions for improving this class. Professor Abustan is awesome! She made sure to engage in activities with the readings and made the class interesting! I will definitely take another class with her if I had the chance to. I learn a lot about the disability culture through historical, cultural, and theoretical frameworks. As well reflected on my own values and assumptions regarding physical, intellectual, and social ability.
8. none
9. Nothing, they made the class really enjoyable.
10. amazing course
11. Spend less time in breakout rooms during zoom classes since a lot of time is silent anyways
12. I like watching documentaries and videos in class because I know I will watch it last minute if it is up to me. However, I do think some would benefit from watching those on their own time.
13. I like the structure, but I think changing up things here and there will help fatigue from doing the same activities every class.
14. 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.