

HIST 2620 5  
United States History Since 1865  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: G  
Responses: 46/114 (40% moderate)

Taught by: Robert Smith  
**Instructor Evaluated: Robert Smith-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**  
**4.7**  
(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: 4.2**  
(1=lowest; 7=highest)

**SUMMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	46	54%	28%	13%	4%			4.6
The course content was:	46	57%	22%	17%	4%			4.6
The instructor's contribution to the course was:	46	76%	13%	11%				4.8
The instructor's effectiveness in teaching the subject matter was:	46	76%	11%	11%	2%			4.8

**STUDENT ENGAGEMENT**

	N	Much Higher (7)	(6)	Average (5)	(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:	45	24%	29%	11%	29%	7%			5.6
The intellectual challenge presented was:	46	7%	17%	33%	41%		2%		4.7
The amount of effort you put into this course was:	46	9%	17%	24%	37%	2%	4%	7%	4.5
The amount of effort to succeed in this course was:	45	9%	24%	29%	33%	2%	2%		4.9
Your involvement in course (doing assignments, attending classes, etc.) was:	46	20%	24%	17%	24%	9%	4%	2%	5.1

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=46)**

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
11%	26%	43%	9%	9%	2%						

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

**Class median: 3.6 Hours per credit: 1.2 (N=46)**

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
15%	33%	30%	11%	7%	2%	2%					

What grade do you expect in this course?

**Class median: 3.6 (N=46)**

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
28%	30%	15%	15%	4%							2%	4%		

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

**(N=46)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
4%	85%			9%	2%

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Course organization was:	46	52%	35%	9%	4%			4.5
Opportunity to ask questions was:	46	65%	20%	15%				4.7
Explanations by instructor were:	46	67%	20%	13%				4.8
Instructor's contribution to your ability to solve problems was:	46	61%	17%	20%	2%			4.7
Instructor's use of examples and illustrations was:	46	74%	20%	7%				4.8
Length and difficulty of homework assignments were:	46	46%	22%	26%	7%			4.3
Contribution of exams to understanding course content was:	46	59%	24%	15%		2%		4.6
Instructor's enthusiasm was:	46	67%	26%	7%				4.8
The textbook overall was:	46	35%	28%	24%	13%			4.0
Answers to questions from class were:	46	61%	26%	11%			2%	4.7
Relationship between lectures and text was:	46	57%	28%	9%	7%			4.6
Availability of extra help when needed was:	46	59%	30%	11%				4.6
Instructor's interest in whether students learned was:	46	72%	15%	13%				4.8
Amount you learned in the course was:	46	57%	24%	13%	7%			4.6
Relevance and usefulness of course content were:	46	54%	20%	17%	7%	2%		4.6
Relevance and usefulness of homework assignments were:	46	52%	17%	20%	7%	4%		4.5
Reasonableness of assigned work was:	46	59%	20%	20%	2%			4.6
Relationship of exams to material emphasized in the course was:	46	63%	17%	15%	2%	2%		4.7

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### STANDARD OPEN-ENDED QUESTIONS

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

1. Made me learn about this time period in a new way than I was taught.
2. Yes
3. I liked the extra learning material besides the textbook for self-learning and further research. This allowed me to fully understand an idea if I was more interested.
5. There was a lot of information in this class that made me more aware of the unspoken parts of our history. While there was bits that I knew from previous history classes, there still a lot of information that went more in depth into different parts of history.
6. This class was very historical but I like the way the professor always kept it relevant and engaging.
7. Yes. I'm glad to have learned a lot
8. I absolutely loved this class, and the professor was amazing. He really made sure the students were engaged in what was being taught and he made sure every student understood the lessons/events being taught.
9. Yes because I loved that we had an open discussion on what truly happened in history.
10. This class was intellectually stimulating and it stretched my thinking in that the lectures brings on a more interesting perspective to history than just facts and dates and names, and the discussion posts allow us to have a better understanding of the material.
11. Yes and yes. Because I feel this is the most unbiased, whitewashed history I've ever learned.
12. I learned a lot more about American history in the course than I have in the past. While the class itself was not particularly challenging, I was surprised at the amount of history I learned.
13. Yes, It made me think of ways to relate history to present day problems and reflect on past issues.
14. It was a stimulating class because the professor made it fun and opened
15. No, it was just a lot of reading without great explanations.
16. It did, honestly I liked it better than my previous history class.
17. Yes I've learned a lot more into depth this year I'm history.
19. This class did stretch my thinking in the ways of not knowing the details after the civil war of what black people still had to endure.
20. yes
22. Classes were not very stimulating just because it was mostly lectures with no words on the slides.
23. It was a very intellectual class, that expanded my thinking of past history and how it relates to the present.
24. yes
25. Yes, it gave me a fuller understanding of American history.
26. The professor did a good job of inviting questions and discussion.
27. Yes, new perspectives and points were presented by the professor in a neutral manor.
28. Yes, this class was intellectually stimulating. I think that the content of the course helped draw me in more and pushed me to learn more about the content.
29. This was in between for me personally, it took me back to times where I wasn't necessarily alive but the instructor made it as vivid as possible which made it almost like I was still there. He did this without offending anyone in the class.
30. Yes
31. I was not too excited about having to take history at first, but this class was super enlightening and changed the way I think about so many things- especially systematic racism. Dr. Smith did an awesome job presenting the good, bad, and ugly.
32. Yes, the content was fairly interesting to me and I enjoyed the lectures.
33. Yes.
34. Yes this class really made me think about the history of the united states and how we became this country
35. This class was intellectually stimulating and did stretch my thinking, because it covered for the most part topics I knew that my high school wouldn't teach me but I sought for so however the topics centering around Native Americans I did not have as much knowledge on and now I do.
36. Yes. He presented many points of views and different understandings of material.
37. It was as stimulating as a history class can be for me, it showed me new topics so it stretched my thinking
38. Yes, I have never had a history class that is so willing to share the story of America's history from marginalized perspectives as opposed to the same course of White male history I have had to take multiple times in the past.

39. This class was intellectually stimulating because it showed me the further truth of a history I thought I already knew.
40. Yes, I thought it was.

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

2. Interactive teaching
3. Self-paced textbook learning.
4. The videos we watched to get a good visual idea of what was happening
5. The slides helped me the most. I found it easier to follow along with the lecture if I could take notes from the slides.
6. Everything in this class was very interesting. I had already learned about it but the way the professor presented the material it was very easy to learn and stay engaged in the lectures.
7. The extra help and the very well explained lectures
8. The professor's slideshows for class really helped me understand more about what took place in the events being taught about.
9. The open class discussions and the discussion boards as well.
10. The lectures and discussion posts contributed most to my learning.
11. The instructor not being afraid to show that our history is messed up and that there were things that happened that were dark and terrible.
12. The textbook and lectures were helpful
13. The professor gave stimulating lectures and made the content enjoyable
14. The PowerPoints
15. Using the control-F function to find key words in the textbook and skim over the chapter that way.
16. The way professor Smith lectures and the examples he gives during class like the videos and document fragments make the class more easy to understand since we can see visually what was going on during that time period.
17. Learning about black history.
18. The teacher is friendly
19. The professor and TA's enthusiasm and help throughout the semester.
20. diversity, everyone felt open to speak
22. The exam reviews were incredibly helpful
23. The fact that the instructor didn't rely entirely on the textbook
24. very very good lectures
25. Textbook reading and exams, especially essays.
26. The instructor. The lectures were generally stimulating
27. Integration of text, lecture, and outside sources as well as the professor's excellent lecturing skills.
28. I think the textbook was very easy to read which made learning the content much easier.
29. The examples given and the videos the teacher showed that gave us a flash of what it was like to live during the time period .
30. IDK
31. I enjoyed the relevant snippets of clips that Dr. Smith showed us, as well as the textbook itself. American Yawp is far from boring or dry and I appreciate that. Also, our TA gave us multiple opportunities to have him review our essays so we could receive the best grade possible.
32. The personal accounts and stories as applied to history were awesome.
33. I just like history.
34. The lectures they were very engaging and I learned a lot
35. The lectures contributed the most to my learning.
36. The class time was great! His lectures were great, the environment welcomed discussions and questions, and he would show us videos or music and different mediums, which helped keep class interesting and the information memorable.
37. the professor is very good at talking
38. The lectures, the textbook, and the assignment that encouraged the students to interact with the book and other materials.
39. The textbook given was extremely helpful. It was easy to read and understand and very informative.
40. all of it

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

2. The length of the class
3. The textbook was really frustrating to decipher if the sentences were even the slightest bit complex.
5. One thing is that a lot of the slides, if there were any, was that they mostly had pictures. Slides that just have pictures makes it harder to go back and review, because I don't always remember what those pictures meant out of context. It's also annoying that the discussion post assignments were a unit ahead, so I am basically having to learn one unit in class, and read about another unit for the assignment.
6. Students getting up and leaving every few minutes. But other than that nothing the professor did was bad.
7. Nothing

8. N/A
9. Nothing detracted from my learning.
10. None
11. Nothing really.
12. Nothing
13. I don't like history classes
14. Nothing really distracted me
15. I'm someone who has a hard time fully understanding what a history textbook is saying, but instead of clearing that up, most of the time his lectures were just YouTube videos of small portions of the text or relating the text to today. Lectures honestly felt like a waste of time.
16. Maybe the length of some lectures but that would be an unfair statement.
17. Nothing
19. none
21. The fact that our exams were short question answers and an essay. On both of my essays so far I provided almost 2 pages in one sitting and somehow that got me 60's.
22. The slideshows without bullet points
23. nothing
24. long
25. Textbook quizzes felt unnecessary since you could just lookup the answers online or from the text.
26. The organization of the course. The TA never responded to questions either
27. n/a
28. There weren't many things in the class that distracted me from my learning.
29. No aspects distracted me during the class.
30. IDK
31. Not much comes to mind off of the bat- I found myself genuinely excited to go to class.
32. Sometimes I think political bias intertwined in the lectures but thats my only gripe.
33. Myself.
34. n/a
35. I can't really think of any aspects from the class that detracted from my learning.
36. For me personally, this type of class is hard for me to do the homework for, just because I have a hard time reading through a ton of material, and I have a hard time making myself sit down and do writing assignments, but that is just a personal study problem I need to work through. Everything in the professor's control was done well.
37. its history, i'm bad at history, the professor was wonderful
38. I really did enjoy Professor Smith's lectures, they were highly informative and generally useful to life today, but for the sake of the exams I wish they could have included a little more of what to expect on the exams. (This was done for the most part really, but I feel like they could have done this a little more!)
39. The fact that some of the class was just watching videos.
40. none

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

2. Attendance at the end of the class
3. Post more slides with some more bullet points to keep the class a bit more engaged.
4. For the test I noticed the short answer topics given in the review are not the same as the ones we get on the test. It confused me personally because it's something I didn't focus on when studying
5. Add more lecture points to the slides. For me, it's harder to flow along with class if the slides are just full of pictures, so I have to write down everything you say. Maybe you can add some talking points in the slides, and go more into detail during the lecture, that way I can still write down the basics and listen to you go more in depth.
7. Nothing
8. N/A
9. Maybe do exams on the computer and just do a lockdown browser. My hand would cramp up writing essays and answering questions on paper.
10. None
11. None.
12. I would like topics in the class to be taught in relation to more ethical issues (in addition to racism).
13. n/a
14. I would say post the PowerPoints more often
15. I wish lectures gave more of an outline of the chapter, capturing the most important elements and explaining what's happening and why it matters.
17. No suggestions

18. I have nothing to suggest
19. none
21. Multiple choice exams.
22. Quite honestly, Mr. Soefje's lectures were outstanding. I really wish the slides from class had bullet points on them to make reviewing much easier in case we missed anything from class.
23. nothing
24. none
25. Smaller class size may make it easier to improve class participation.
26. Make it more synchronous with the lectures
27. n/a
28. I have no comments about improving the class.
29. Not doing discussion post every week but keeping the 5 question quizzes .
30. None
31. N/A
32. Honestly nothing really, I genuinely enjoyed this class and wouldn't mind having a historical-oriented conversation with the professor for fun.
33. None, it was pretty good.
34. n/a
35. I don't have any suggestions for improving this class.
36. The professor tried to be very nondiscriminatory towards different opinions on different subjects, but there was still a definite lens through which some controversial topics were presented that I strongly disagree with. Not the events itself, but sometimes the motives, or the moral implications of certain issues made me feel invalidated and scoffed at for my point of view. Even though my thoughts were not verbalized, students still scoffed at the views similar to mine that were presented and the professor hinted at not agreeing with. I am not surprised because this is a very "inclusive" school to the extent that many people being represented are excluded, but it is still something that should be improved. Respect and acceptance is preached here, but only applies to those with a certain perspective. Overall though, I did enjoy this professor and his lectures, and I think he was trying his best to be considerate, but I still felt that discrimination sometimes.
37. N/A
38. Again, Professor Smith's lectures were really great, but there was one class where Mr. Soefje did a lecture that felt very comprehensive of what would be on the exams, (likely because he was in charge of what was on the exams) so the one suggestion I have is to allow a lecture like Mr. Soefje's every once in a while, which would help with what I described in the question prior to this one. Overall, the class was really well done!
39. In the lectures go further in depth about the subject just a little bit more.
40. No suggestions. It was a good class.

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).

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<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.