

CPI DAY

9-1-2021

CPI DAY Agenda

- Provost Dr. Gonzales Welcome
- Associate Provost Dr. Rome's Welcome
- CPI 2.0 Implementation Update (Senior Director, Mike Lane of RADS, & Director, Shifang Li, Institutional Effectiveness)
- Presentation of the National Survey of Student Engagement (NSSE) data. New York Tech's Results disaggregated in a new Power BI dashboard (Director, Shifang Li, & Researcher Analyst, Arunima Grover, Institutional Effectiveness)
- Understanding how to use your Student Course Evaluation Report (Director, Mohammed Moizuddin, Institutional Research)
- Q&A + Suggestions

CPI 2.0 Update

Shifang Li, Director, Institutional Effectiveness

CPI 2.0 Implementation Accomplished

2019.9

- Goal: Advance NYIT's Mission and Meet MSCHE Expectations
- Conceptualize CPI 2.0

2019-2021

- CPI Committee (19-20) Developed the CPI & QI Process, Policies, KPI Selections, QI Criteria, Proposal and Report Templates
- CPI Committee (20-21) Reviewed CPI Reports and Provided Feedbacks. Reviewed and Voted QI proposals.

https://www.nyit.edu/planning/continuous_program_improvement

2020.9-Now

Implementation:

- Second Round of Academic Departments CPI Annual Reports
- Student Divisions CPI Reports (Career Services, Student Advising, Experiential and Service learning, Student life, HEOP)
- Quality Initial Proposal Submitted, Reviewed and Approved.

20-21 CPI Committee Report

31 CPI & QI Report Reviewed

Key Performance Areas Reviewed	% of All Reviewed
Student success (enrollment, graduation, experiential learning, average time to degree)	20%
Student learning outcomes (update course or program learning outcomes or assessment results, curriculum review or revision, license pass rate...)	43%
Student engagement & satisfaction (student admission criteria review & revision, students survey satisfaction, alumni survey satisfaction)	20%
Adequate resources (classroom utilization, equipment sufficiency, research space (lab) utilization, educational technology equipment)	3%
Faculty (teaching, research, service, student/faculty ratio...)	4%
Department overall (Mission and goal review and update, program market demand and supply, program strategic planning, and department policies and procedure review & revision)	4%
Others (response to covid-19, multiples)	4%

20-21 CPI Committee Commended...

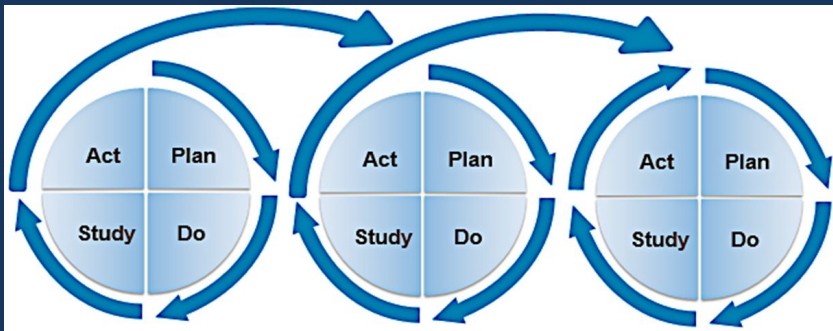
- College of Engineering & Computing Sciences
- Biological and Chemical Sciences Department
- Department of Physical Therapy
- Department of Physician Assistant Studies
- Advising & Enrichment Center
- Career Services
- Interior Design Department
- Completed multiple college-wide CPI initiatives that made improvements, especially in experiential learning
- Identified specific anticipated outcomes and responsible individuals for implementation
- Aligned Key Performance Indicators (KPIs) with each program goals
- Provided insights from data analysis that led to identifying an improvement opportunity
- Emphasized its core function in alignment with our mission and created baseline for improvement
- Clearly defined core functions of the office
- Made great efforts and achieved success in improving enrollments

https://www.nyit.edu/planning/cpi_annual_reports

Going Forward

21-22 CPI committee:

- Review the reports and provide feedback
- Review policies, process, frameworks, templates...and improve the CPI & QI process



Going Forward

Institution-Wide Assessment 2021-22

ETS Tests: A Trial to Assess Undergraduate Student Learning

Institution-Wide Assessment 2021-22: ETS HEIghten

- [Critical Thinking](#): evidence, arguments, drawing conclusions
- [Written Communication](#): purpose, audience, evidence, organization, style, grammar, conventions, writing process

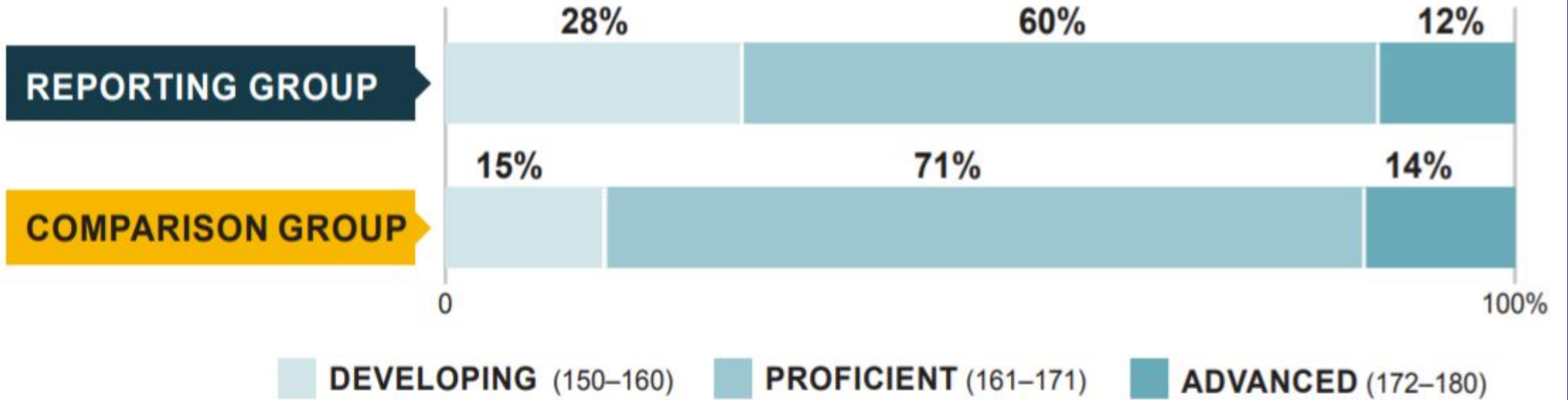
Study Design

Population	Critical Thinking Number of Students	Written Communication Number of Students	Total Number of Students
Freshman	30	30	60
Sophomore	30	30	60
Junior	30	30	60
Senior	30	30	60
Grand Total	120	120	240

Sample ETS HEIghten Score Report

PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



Funded Quality Initiative

Michael Lane, Research, Assessment and DS (RADS)
8-26-21

Do.
Make.
Innovate.
Reinvent the Future.

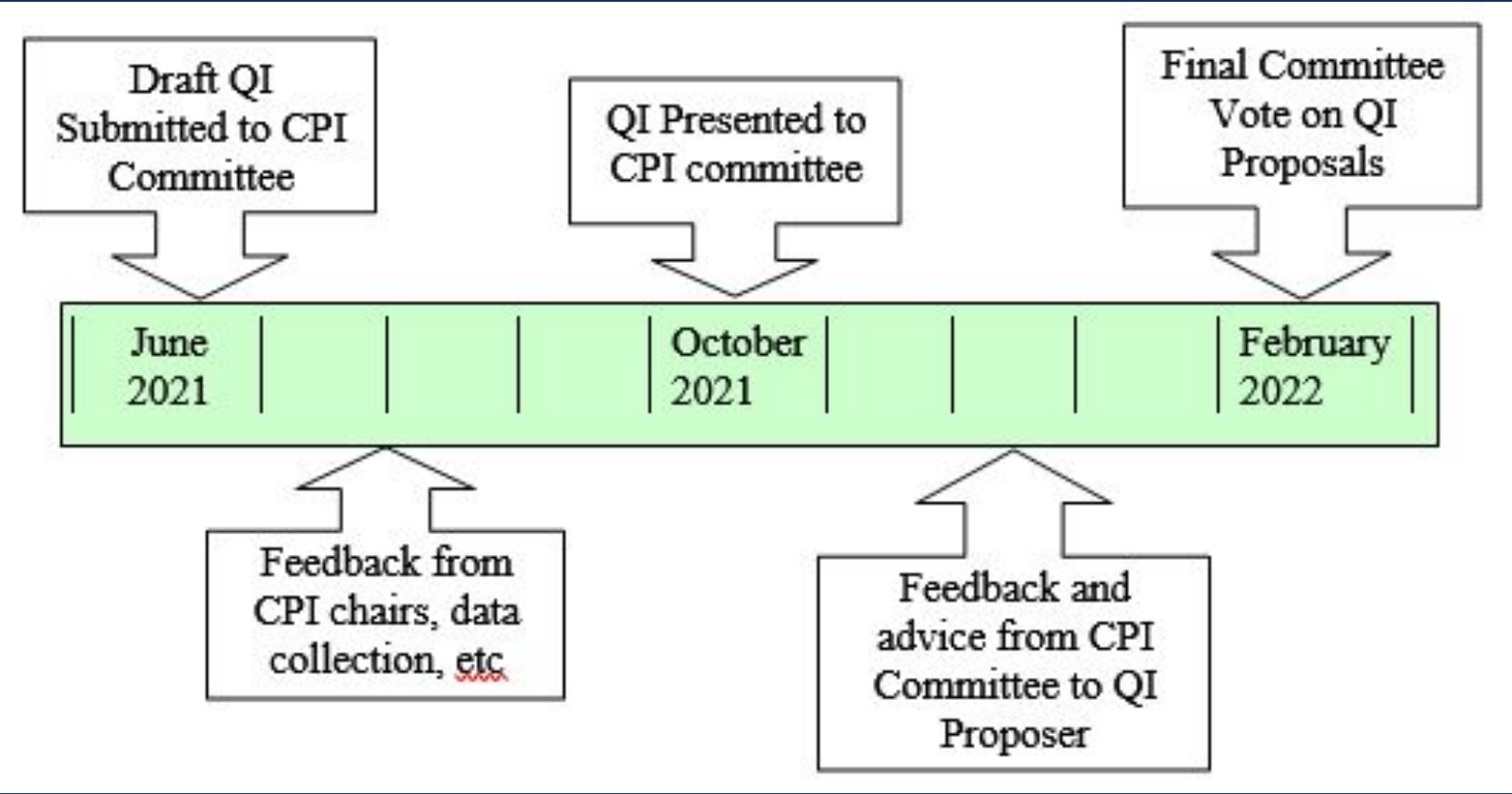
What is a Quality Initiative(QI)?

- QI (Quality Initiative): academic or administrative department determines that their CPI improvement initiative requires additional funding from the institution.
- Approval of QIs is subject to guidance and a vote by the CPI Committee, based on CPI evaluation criteria.
- The vote will determine whether the QI is recommended by the CPI Committee for funding.
- Current criteria are largely based on “Priority goals” as stated in New York Tech’s most recent SIR submitted to MSCHE in late 2020 and accepted in early 2021.

Approved QIs

- FY2021:
 - Two QI proposals submitted, and one was recommended for funding by the CPI Committee
 - The approved QI was subsequently fully funded (\$5,000)
- There are currently no submitted QIs for FY2022

Timeline (there is still time)



Why do Funded QIs?



Going Forward

- QIs will continue to be reviewed and voted on by the CPI Committee
- The evaluation criteria for QIs will be modified and the process adjusted as needed to align with the finalized Action Plan
- Continued alignment of CPI recommendation with institutional budgeting process



NSSE

NATIONAL SURVEY OF STUDENT ENGAGEMENT

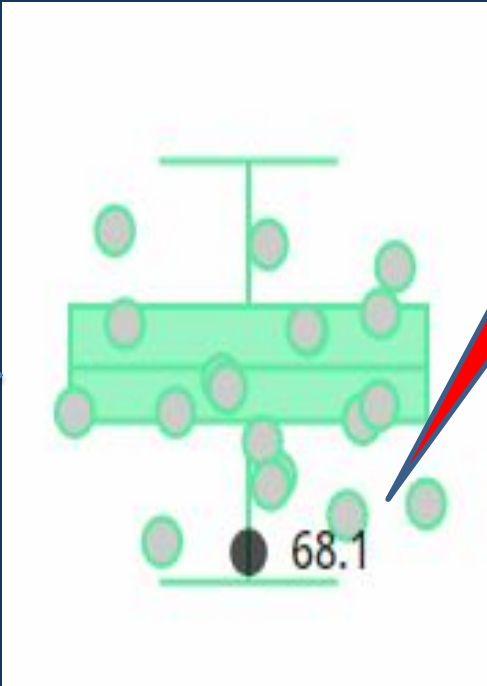
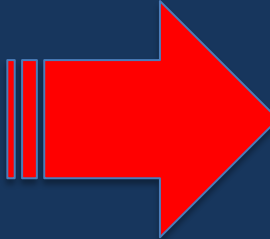
Objectives:

- Familiar with NSSE content
- Familiar with types of NSSE data reports
- Able to find information in the NSSE dashboard

THE-WSJ Ranking Survey

Engagement Ranking 20%

- 1. Application
 - 2. Connection
 - 3. Challenge
 - 4. Critical thinking
 - 5. Interaction with faculty
 - 6. Collaboration with peers
 - 7. Recommendation
- +
- Subject (3%)



Engagement
778/797

NSSE Survey Content

Themes

10 Engagement Indicators

Q Items

Academic Challenge

Higher Order Learning

Reflective & Integrative learning

17

Learning Strategies

Quantitative Reasoning

Learning with Peers

Collaborative learning

Discussions with Diverse Others

8

Experiences with Faculty

Student-Faculty Interaction

Effective Teaching Practices

9

Campus Environment

Quality of interaction

Supportive Environment

13

Themes

Engagement Indicator

Q Items

Student-Faculty Interaction

- Q Items-Rate on scale of 1-4
During the current school year, how often have you
- a) Talked about career plans with a faculty member
 - b) Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
 - c) Discussed course topics, ideas, or concepts with a faculty member outside of class
 - d) Discussed your academic performance with a faculty member

Experiences with Faculty

Effective Teaching Practices

- During the current school year, to what extent have your instructors done the following:*
- a) Clearly explained course goals and requirements
 - b) Taught course sessions in an organized way
 - c) Used examples or illustrations to explain difficult points
 - d) Provided feedback on a draft or work in progress
 - e) Provided prompt and detailed feedback on tests or completed assignments

9 items

Themes

Engagement
Indicator

Q Items

Q Indicate the quality of your interactions with the following people at your institution:

- a) Students
- b) Academic advisors
- c) Faculty
- d) Student services staff (career services, student activities, housing, etc.)
- e) Other administrative staff and offices (registrar, financial aid, etc.)

Quality of interaction

Q How much does your institution emphasize the following:

- a) Spending significant amounts of time studying and on academic work
- b) Providing support to help students succeed academically
- c) Using learning support services (tutoring services, writing center, etc.)
- d) Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- e) Providing opportunities to be involved socially
- f) Providing support for your overall well-being (recreation, health care, counseling, etc.)
- g) Helping you manage your nonacademic responsibilities (work, family, etc.)
- h) Attending campus activities and events (performing arts, athletic events, etc.)
- i) Attending events that address important social, economic, or political issues

Campus Environment

Supportive Environment

13 items

NSSE Survey Content-Continued

Which of the following have you done or do you plan to do before you graduate?

Freshman:

- a) Service Learning
- b) Learning Community
- c) Research with Faculty



High Impact Practices

Senior:

- a) Service Learning
- b) Learning Community
- c) Research with Faculty
- d) Internship or Field Experiences
- e) Study abroad
- f) Culminating Senior Experience

NSSE Survey Content-Continued

Summative:

- 15. Sense of belonging (added in 2020)
- 19. Overall quality of entire education experience
- 20. Recommendations

Additional benchmark questions

1. Average hours per week preparing for class
2. Average hours per week on course reading and writing.

[NSSE Survey Instrument](#)

2020 NSSE Data & Use of Data

1. Statistical results by 10 engagement indicators
2. Highest & lowest performing relative to peers
3. Statistical results by each individual question items
4. Trend analysis: change over time by each individual items

1. Statistical Results by 10 Engagement Indicator

Statistical Results by Engagement Indicators

Engagement Indicators	2020 Freshman	2020 Senior
Higher-Order Learning	--	--
Reflective & Integrative learning	--	▽
Learning Strategies	--	--
Quantitative Reasoning	△	▲
Collaborative learning	--	△
Discussions with Diverse others	--	△
Student-faculty interaction	▽	--
Effective Teaching Practice	--	--
Quality of Interaction	--	--
Supportive Environment	▽	--

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- **No significant difference.**

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

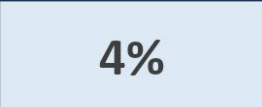
▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

2. Highest & Lowest Performing Relative to Mid East Private

Freshman

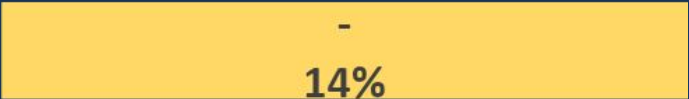
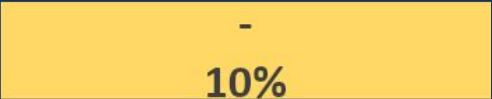
Highest Performing Relative to Mid East Private

- Quality of interactions with other administrative staff and offices (registrar, financial aid...)
- Extent to which courses challenged you to do your best work



Lowest Performing Relative to Mid East Private

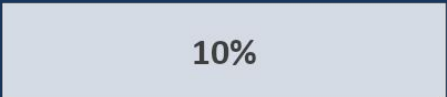
- Instructors clearly explained course goals and requirements
- Institution emphasis on providing support for your overall well-being



Senior

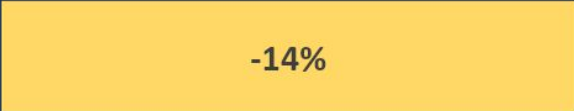
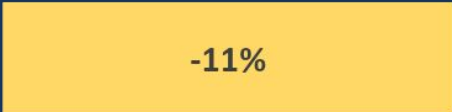
Highest Performing Relative to Mid East Private

- Discussions with... People with religious beliefs other than your own
- Worked with other students on course projects or assignments



Lowest Performing Relative to Mid East Private

- Institution emphasis on providing support for your overall well-being
- Quality of interactions with faculty



3. Statistical result by each individual items compared to peer institutions or school

Effective Teaching Practices-Freshman

Q5. During the current school year, to what extent have your instructors done the following:

a). Clearly explained course goals and requirements

Comparing our mean to peers,

Better



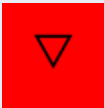
Worse









No difference



a). Clearly explained course goals and requirements (Freshman)

New York Tech	Mid East Private			
Mean	Mean	Statistical sig.	Effect size	% difference (3&4) NYIT68%-Peers78%
2.94	3.07	 *	-0.17	-10%

Effective Teaching Practices-Freshman

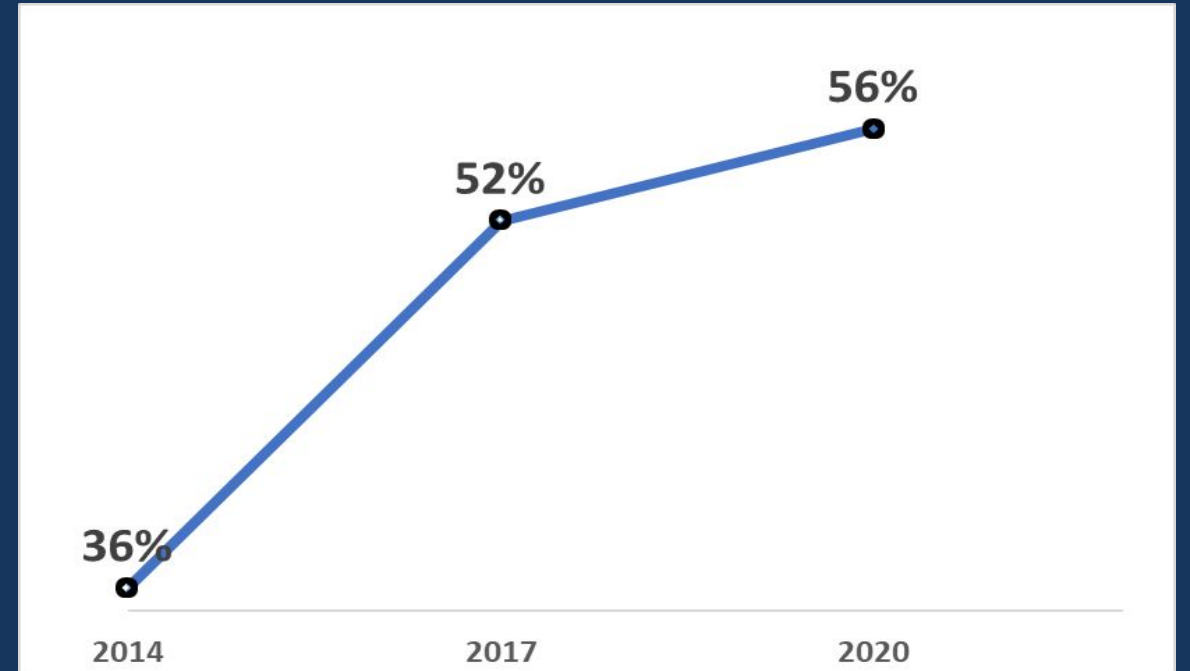
Q5. During the current school year, to what extent have your instructors done the following:	 Difference%
a). Clearly explained course goals and requirements	 -10%
b). Taught course sessions in an organized way	
c). Used examples or illustrations to explain difficult points	
d). Provided feedback on a draft or work in progress	
e) Provided prompt and detailed feedback on tests or completed assignments	 -9%

4. Trend analysis: each individual items over years

Senior: High Impact Practice 2014-2020

Q. Which of the following have you done or do you plan to do before you graduate?

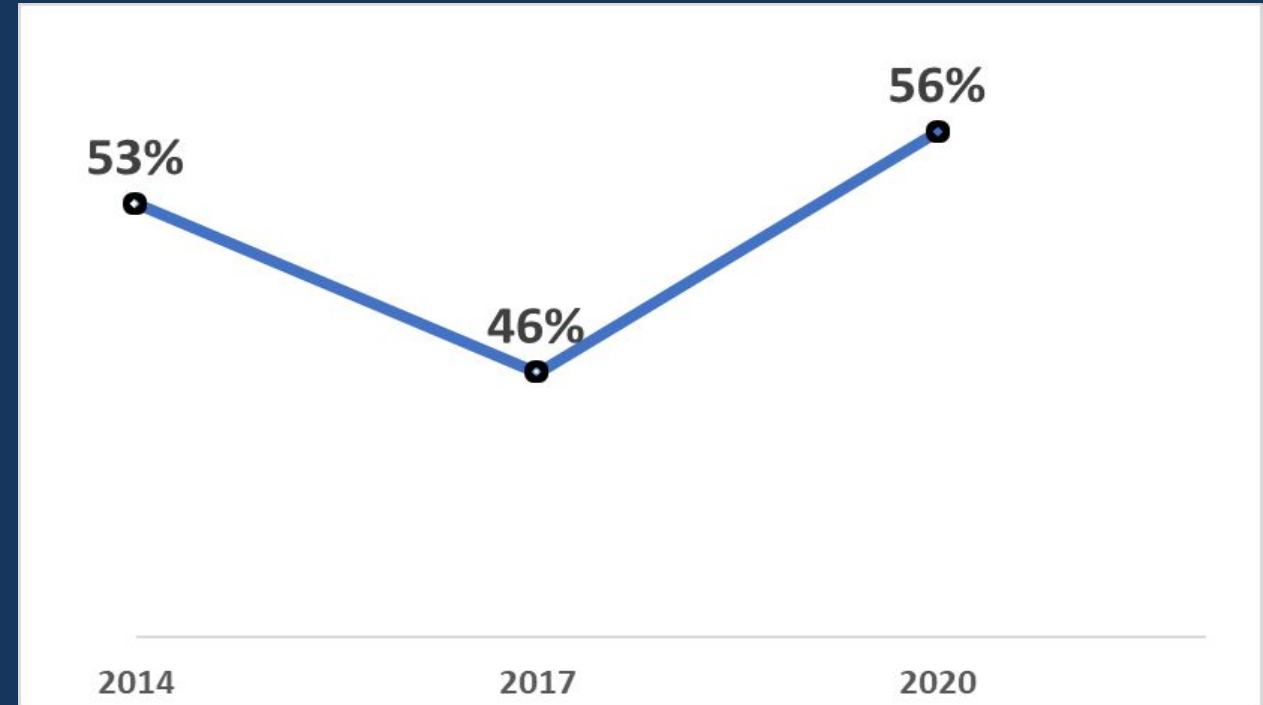
- Internship or field experiences



Senior: HIP (capstone...) over time 2014-2020

Q. Which of the following have you done or do you plan to do before you graduate?

- Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

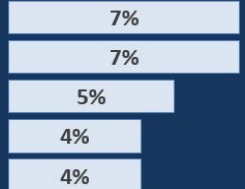


Data summary

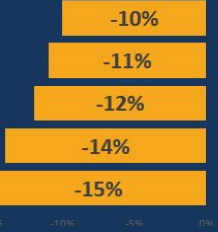
1. 10 engagement indicators

Engagement Indicators	Freshman	Senior
Higher-Order Learning	--	--
Reflective & Integrative learning	--	▼
Learning Strategies	--	--
Quantitative Reasoning	▲	▲
Collaborative learning	--	▲
Discussions with Diverse others	--	▲
Student-faculty interaction	▼	--
Effective Teaching Practice	--	--
Quality of Interaction	--	--
Supportive Environment	▼	--

2. Highest & lowest

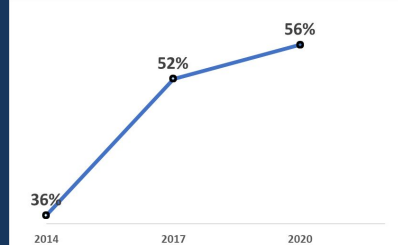


3. Items benchmarked



Mean	Mean	Statistical sig.	Effect size	% difference (3&4) NYIT68%-Peers78%
2.94	3.07	*	-0.17	-10%

4. Items change over years



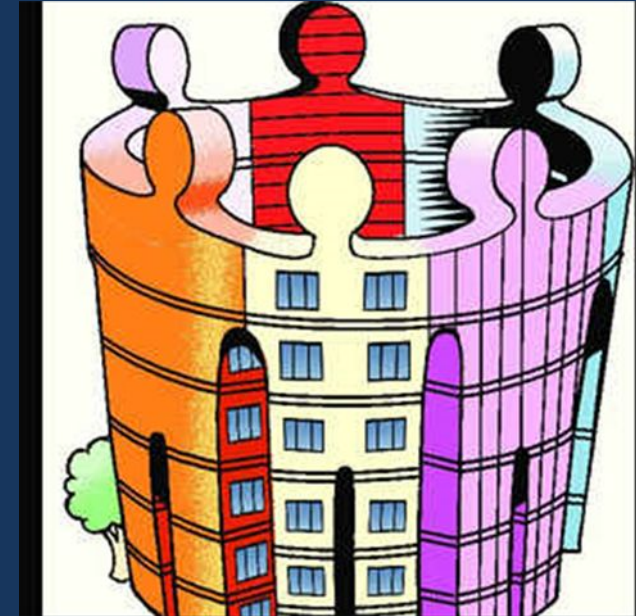
NSSE Interactive Dashboard

Arunima Grover, Research Analyst, Institutional Effectiveness

NSSE Interactive Dashboard

Find your data through interactive dashboard

- By all variables (theme, engagement indicators, Q items)
- By school
- By department
- By programs
- By year
- By ethnical groups
- By locations
- Others



Course Evaluations

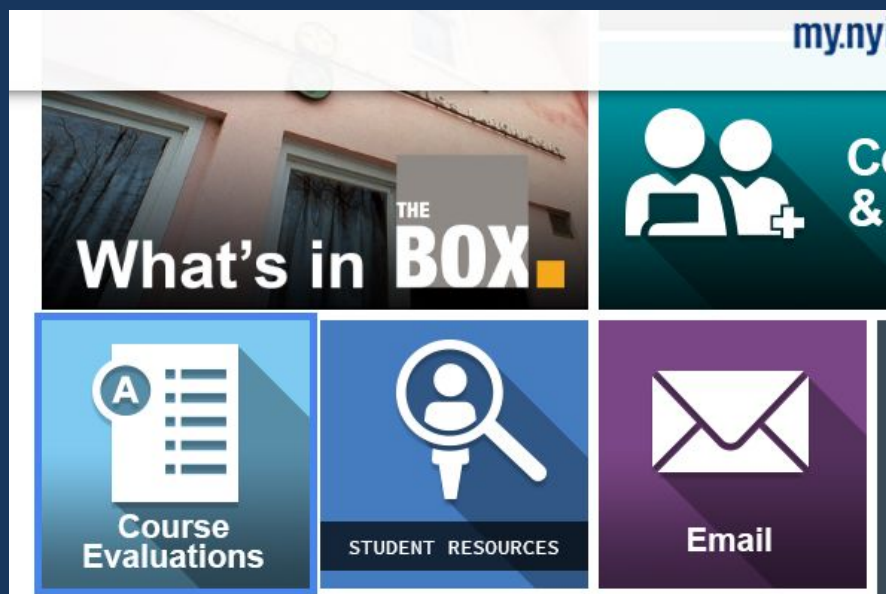
Research, Assessment, and Decision Support (RADS)

September 1, 2021

Mohammed Moizuddin
Institutional Research

How to Access Course Evaluations

1. Login to www.my.nyit.edu using your NYIT username and password
2. Click on Course Evaluation tile.
Alternatively, you may directly go to <https://www.SmartEvals.com/iNYIT> and login using your MyNYIT username and password



Instructor view

myEvalCenter

myFocus question
Responsive

[Learn More...](#)



Results Ready for Viewing

2019

Fall 2019
#2199-S-I

Began: 10/8/2019 Ended: 11/1/2019 Released: 1/15/2020

Students responded: 15/20

75% response rate

[Preview](#)
[See Reports](#)

Fall 2019
#2199-S-I

Began: 10/8/2019 Ended: 11/1/2019 Released: 1/15/2020

Students responded: 6/6

100% response rate

[Preview](#)
[See Reports](#)

Fall 2019
#2199-S-I

Began: 10/8/2019 Ended: 11/1/2019 Released: 1/15/2020

Students responded: 13/16

81% response rate

[Preview](#)
[See Reports](#)

NEW YORK INSTITUTE OF TECHNOLOGY

Student Rating of Courses/Teaching

You are previewing an evaluation which has ended. Its questions are frozen, and may not reflect the current state of your question sets!

Note to students: Results will not be given to faculty until after grades are finalized. Except for comments, faculty will see aggregated (combined) data for students in the class, not students' individual responses.

C. My class level is:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/Professional
- Other

Click here to preview the survey

Undergraduate General 2019 Fall

Custom Report: Percentile Rank Multi-Chart myfocus

2019 Fall
All courses

There were: 16 possible respondents.

Question Text	N	RR	Avg	SD	Sub Avg	Sub SD	Div Avg	Div SD	Sch Avg	Sch SD	Ud Req	Ud Elect	GR Req	GR Elect		
1 I am taking this course as scheduled time	13	81%									100%	0%	0%	0%		
2 My status is	13	81%									100%	0%				
3 My class/level	13	81%									0%	100%	0%	0%	0%	0%
4 My age is	13	81%									100%	0%	0%	0%		
5 Classes met entire scheduled time	13	81%	4.2	0.8	4.5	0.8	4.6	0.7	4.6	0.7	38%	31%	23%	0%	0%	8%
6 Professor made up missed classes	13	81%	3.8	1.5	4.5	0.8	4.5	0.8	4.5	0.7	38%	23%	8%	0%	15%	15%
7 Instructor clearly stated objectives	13	81%	3.5	1.3	4.5	0.9	4.5	0.8	4.5	0.8	15%	54%	8%	8%	15%	0%
8 Content covered	13	81%	3.7	1.1	4.5	0.8	4.5	0.8	4.5	0.8	15%	62%	8%	8%	8%	0%
9 Syllabus	13	81%	3.4	1.4	4.5	0.9	4.5	0.8	4.5	0.8	31%	23%	8%	31%	8%	0%
10 Objectives	13	81%	3.6	1.2	4.5	0.8	4.5	0.8	4.5	0.8	23%	38%	23%	8%	8%	0%
11 Responsive	13	81%	2.5	1.6	4.4	0.9	4.5	0.9	4.5	0.8	15%	15%	15%	15%	38%	0%
12 Consultation	13	81%	2.7	1.7	4.4	0.9	4.5	0.8	4.5	0.8	15%	31%	0%	0%	46%	0%

Historical Reporting

Choose The Questions You Want To See

Use Until Logout



Save Permanently

Reload Saved Values



Cancel

Select All

“	“	“	“
Appears on report as: “Responsive”	Appears on report as: “Consultation”	Appears on report as: “Exams”	Appears on report as: “Technology”
<input checked="" type="checkbox"/> Include	<input type="checkbox"/> Include	<input type="checkbox"/> Include	<input checked="" type="checkbox"/> Include
“ 13. Prior to taking this course I was very interested...” ”	“ 14. The amount of work in this course was appropriate. ”	“ 15. I was prepared for each class. ”	“ 16. The pace of the course was appropriate. ”
Appears on report as: “Prior interest”	Appears on report as: “Amount of work”	Appears on report as: “Prepared”	Appears on report as: “Pace”
Numeric Min: 1 Max: 5	Numeric Min: 1 Max: 5	Numeric Min: 1 Max: 5	Numeric Min: 1 Max: 5
<input type="checkbox"/> Include	<input type="checkbox"/> Include	<input type="checkbox"/> Include	<input type="checkbox"/> Include

2016 Improvement

AY 2013

Dept. Chair/Dean view

The screenshot displays the myEvalCenter interface for a Department Chair/Dean. On the left is a navigation menu with options: An Instructor, A Division, A Course Title, Schedule A Training, and Watch Training Videos. An 'Export to...' dropdown menu is open, showing options for XLS, XLSX, PDF, and CSV. The main area features a table of reports with columns for Standard Reports, Download PDFs, Name, and Email. A detailed report view for 'Fall 2019 #2199-S-I' is overlaid on the right, showing a 72% Overall Response Rate and a table of student response data for the years 2015 through 2021.

Year	Students responded:	response rate
2021	15 / 20	75%
2021	6 / 6	100%
2020	13 / 16	81%
2015		
2015		14
2013		3
2018		2
2014		2

Dept. Chair/Dean Reports

Response Rates

Response Rate Wizard

What Do You Want to See?

Current Classes

Released Classes

Calendar Year + semester	Division	N	Tot	Pct
Total:		149952	343073	44%
2018	College of Business Administration	86	185	46%
2018	College Of Arts and Sciences	64297	151052	43%
2018	Division Of Athletics	904	3110	29%

Choose Classes

By Evaluation Period

By Instructor

Open (0)

All Classes (22)

Not Started (0)

Waiting For Release (22)

Narrow Your Results For This Visit *

Filter by:

* Affects all wizard reports you view, as well as **charts**

Academic Year <u>+ sem</u>	Division	Type	Trait	# Classes	N	Tot N	Pct
Total:				22	210	422	50%
2020-2021				14	94	169	56%
2020-2021				8	116	253	46%

Dept. Chair/Dean Reports

Survey Results

Report Wizard

Which Reports Do You Want to See?

- Class-by-Class Reports
- Division Totals
- Charts
- Instructor Totals
- Course Title Totals

Choose an Academic Year Use Calendar Years

- 2020Fall-2021Spr
- 2019Fall-2020Spr
- 2018Fall-2019Spr
- 2017Fall-2018Spr
- 2016Fall-2017Spr

Show all years

Global Filtering Options *

Filter by: **Years** Course Types Course Traits Semesters

* Affects all wizard reports you view, as well as **charts**

Dept. Chair/Dean Survey Results

Course Evaluation Results in the 2019 Academic Year

Wizard Questions: **None** **See** Choose **Customize**

See	See	New	Year	Dept	Course Name	Sec	Instructor	N	Tot N	Instructor clearly stated objectives	Prior interest	Prepared	Content covered	Classes met entire scheduled time	Technology	Recommend	Pace	Presentation	Class time	Prepared 73943	Course work	Assignments	Subject matter	Amount of work	Instructor effectiveness		
				Sch Avg							4.5	4.3	4.4	4.5	4.6	4.5	4.4	4.4	4.4	4.5	4.5	4.4	4.4	4.4	4.4	4.4	4.4
				Fall 2019 - Summer 2020	Total:					228	565	4.7	4.4	4.5	4.7	4.8	4.7	4.5	4.6	4.7	4.8	4.6	4.6	4.6	4.5	4.7	
			2019					18	22	4.9	4.5	4.3	4.8	4.7	4.7	4.7	4.3	4.7	4.7	4.8	4.8	4.6	4.7	4.4	4.8		
			2019					15	17	4.9	3.9	4.2	4.9	4.9	4.7	4.8	4.3	4.7	4.9	4.9	4.9	4.7	4.7	4.3	4.9		
			2019					5	11	5.0	4.8	4.4	5.0	5.0	5.0	4.8	4.2	5.0	5.0	5.0	4.8	4.6	4.6	4.6	5.0		
			2019					9	11	5.0	4.4	4.3	5.0	4.9	4.8	4.9	4.2	4.7	4.9	4.9	4.9	4.8	4.7	4.3	4.9		
			2019					9	11	4.8	4.7	4.3	4.8	4.8	4.8	4.8	4.1	4.7	4.7	4.8	4.8	4.8	4.6	4.2	4.8		
			2019					4	6	5.0	4.8	4.3	5.0	5.0	4.8	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	4.8	5.0		
			2019					4	7	4.8	4.0	4.3	5.0	4.5	4.8	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0		

Narrow Your Results For This Visit *

Filter by: **Divisions** **Years** **Course Levels** **Course Types** **Course Traits** **Eval periods** **Semesters**

* Affects all wizard reports you view, as well as **charts**

Dept. Chair/Dean Survey Results

Course Evaluation Results in the 2019 Academic Year

Wizard Questions: **None** **See** Choose **Customize**

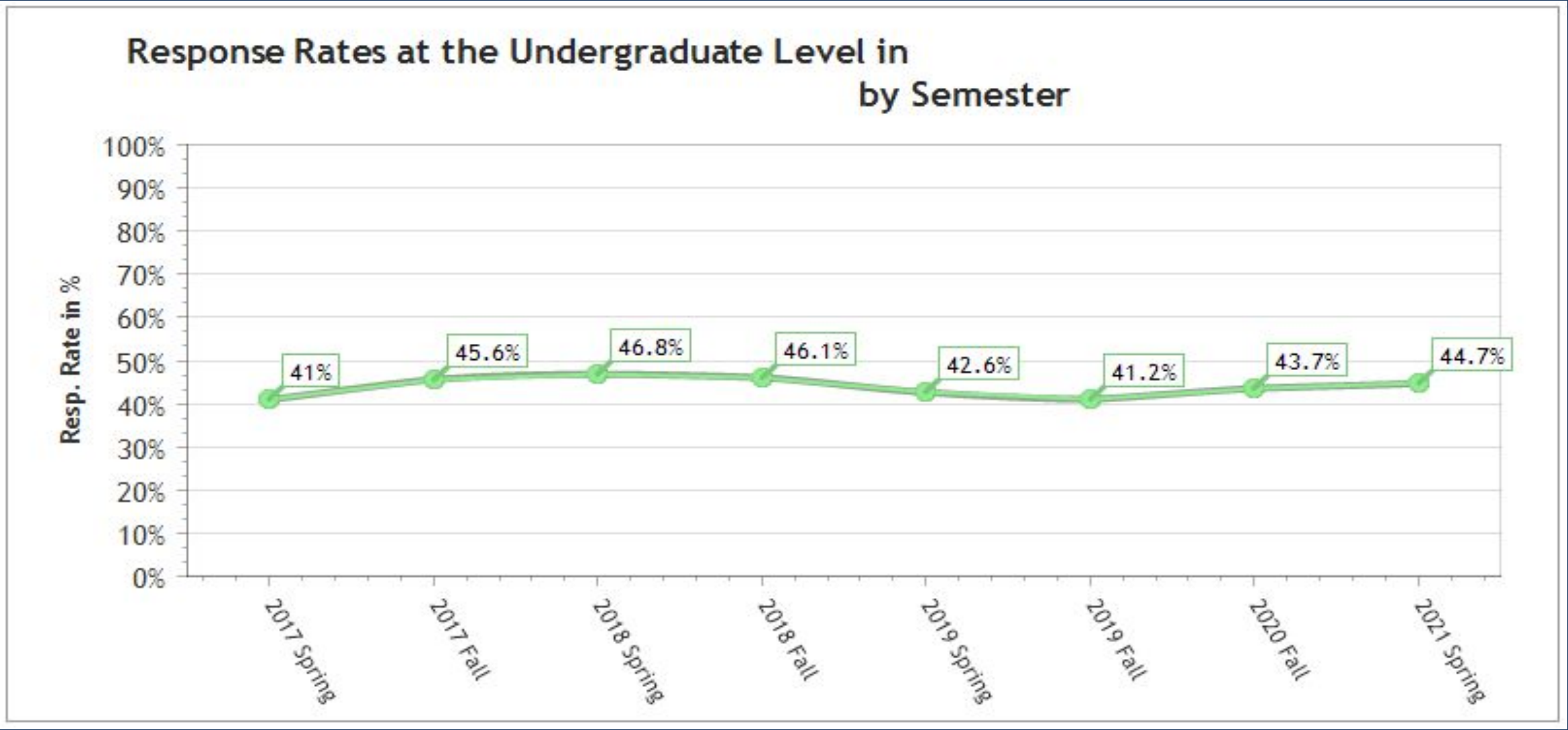
See	See	New	Year	Dept	Course Name	Sec	Instructor	N	Tot N	Instructor clearly stated objectives	Prior interest	Prepared	Content covered	Classes met entire scheduled time	Technology	Recommend	Pace	Presentation	Class time	Prepared 73943	Course work	Assignments	Subject matter	Amount of work	Instructor effectiveness		
				Sch Avg							4.5	4.3	4.4	4.5	4.6	4.5	4.4	4.4	4.4	4.5	4.5	4.4	4.4	4.4	4.4	4.4	4.4
				Fall 2019 - Summer 2020	Total:					228	565	4.7	4.4	4.5	4.7	4.8	4.7	4.5	4.6	4.7	4.8	4.6	4.6	4.6	4.5	4.7	
			2019					18	22	4.9	4.5	4.3	4.8	4.7	4.7	4.7	4.3	4.7	4.7	4.8	4.8	4.6	4.7	4.4	4.8		
			2019					15	17	4.9	3.9	4.2	4.9	4.9	4.7	4.8	4.3	4.7	4.9	4.9	4.9	4.7	4.7	4.3	4.9		
			2019					5	11	5.0	4.8	4.4	5.0	5.0	5.0	4.8	4.2	5.0	5.0	5.0	4.8	4.6	4.6	4.6	5.0		
			2019					9	11	5.0	4.4	4.3	5.0	4.9	4.8	4.9	4.2	4.7	4.9	4.9	4.9	4.8	4.7	4.3	4.9		
			2019					9	11	4.8	4.7	4.3	4.8	4.8	4.8	4.8	4.1	4.7	4.7	4.8	4.8	4.8	4.6	4.2	4.8		
			2019					4	6	5.0	4.8	4.3	5.0	5.0	4.8	5.0	4.5	5.0	5.0	5.0	5.0	5.0	5.0	4.8	5.0		
			2019					4	7	4.8	4.0	4.3	5.0	4.5	4.8	5.0	5.0	5.0	5.0	5.0	4.5	5.0	5.0	5.0	5.0		

Narrow Your Results For This Visit *

Filter by: **Divisions** **Years** **Course Levels** **Course Types** **Course Traits** **Eval periods** **Semesters**

* Affects all wizard reports you view, as well as **charts**

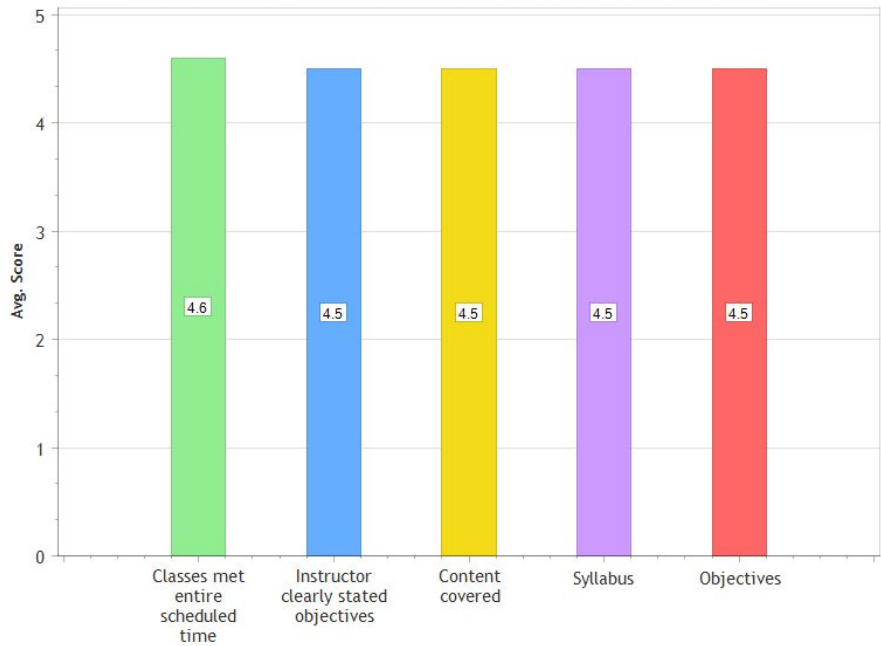
Dept. Chair/Dean Survey Results



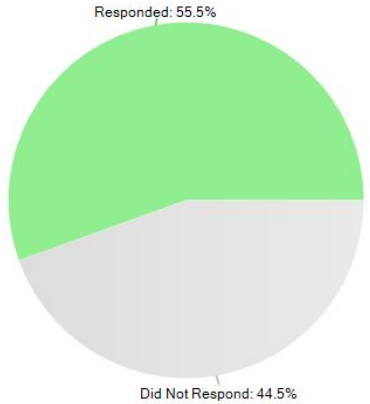
Dept. Chair/Dean Survey Results

Charting Your Results

Key Questions Schoolwide in the 2019-2020 Academic Year



Response Rate Schoolwide in the 2019-2020 Academic Year



Narrow Your Results For This Visit *

Filter by: [Divisions](#) [Years](#) [Course Levels](#) [Course Types](#) [Course Traits](#) [Eval periods](#) [Semesters](#)

* Affects all wizard reports you view, as well as **charts**

Dept. Chair/Dean Survey Results

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New York Institute of Technology

Fall 2020,
Instructor:

NEW YORK INSTITUTE
OF TECHNOLOGY

There were: 40 possible respondents.

	Question Text	N	RR	Avg	SD	Avg	SD	Div Avg	Div SD	Sch Avg	Sch SD	Str Agree	Agree	Neither	Disagree	Str Disagree	N/A
5	Classes met entire scheduled time	35	88%	4.7	0.5	4.6	0.6	4.6	0.7	4.6	0.7	71%	26%	3%	0%	0%	0%
6	Professor made up missed classes	35	88%	4.7	0.6	4.6	0.7	4.5	0.7	4.5	0.7	71%	20%	6%	0%	0%	3%
7	Instructor clearly stated objectives	35	88%	4.6	0.5	4.6	0.7	4.5	0.8	4.5	0.8	57%	43%	0%	0%	0%	0%
8	Content covered	35	88%	4.5	0.7	4.6	0.7	4.5	0.8	4.5	0.8	60%	31%	6%	3%	0%	0%
9	Syllabus	35	88%	4.4	0.8	4.5	0.7	4.5	0.8	4.5	0.8	54%	37%	3%	6%	0%	0%
10	Objectives	35	88%	4.5	0.7	4.5	0.7	4.5	0.8	4.5	0.8	57%	37%	3%	3%	0%	0%
11	Responsive	35	88%	4.8	0.5	4.6	0.7	4.5	0.8	4.5	0.8	80%	17%	3%	0%	0%	0%
12	Consultation	35	88%	4.7	0.5	4.6	0.7	4.5	0.8	4.5	0.8	69%	29%	3%	0%	0%	0%
13	Exams	35	88%	4.5	0.7	4.5	0.9	4.5	0.8	4.5	0.8	54%	40%	3%	3%	0%	0%
14	Technology	35	88%	4.4	0.8	4.5	0.7	4.5	0.8	4.5	0.8	49%	37%	9%	3%	0%	3%
15	Academic Integrity	35	88%	4.7	0.5	4.6	0.6	4.6	0.7	4.6	0.7	71%	29%	0%	0%	0%	0%
16	Recommend	35	88%	4.4	0.8	4.5	0.9	4.4	0.9	4.4	1.0	54%	34%	9%	3%	0%	0%

[\(Re\)Generate Selected](#)

Click on column header to change sort order.

All [Instructor](#) [Course](#) [Generated](#)

Question Set

Demographics



A. I am taking this course as (select one):

- An undergraduate program requirement
- An undergraduate elective
- A graduate program requirement
- A graduate elective



B. My status is:

- Full-time
- Part-time



C. My class level is:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/Professional
- Other



D. My age is:

- 16-24
- 25-29
- 30-34
- 35 and over

Question Set

Section A: Questions 1 - 12

Results available to faculty member, chairperson, and deans

Question	Short Question
1. Classes met for the entire scheduled time period.	Classes met entire scheduled time
2. The professor made appropriate arrangements for any class (s)he missed.	Professor made up missed classes
3. The instructor clearly stated the objectives of the course and each topic.	Inst. clearly stated objectives
4. The content of the course and the material covered was directly related to the objectives of the course.	Content covered
5. The syllabus was clear and explained what was expected in the course.	Syllabus
6. The course objectives as stated in the syllabus were met.	Objectives
7. The instructor was responsive to student questions.	Responsive
8. The instructor was available for course-related consultation and advice.	Consultation
9. The instructor graded and returned student work and exams promptly.	Exams
10. The instructor incorporated information technology (e.g., computer-assisted instruction, internet resources) into the course where appropriate.	Technology
11. The instructor encouraged honesty and academic integrity.	Academic Integrity
12. I would recommend this instructor.	Recommend

Five-point scale:	Numerical value
Strongly Agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly Disagree	1
Not Applicable	Excluded

Question Set

Section B: Questions 13 – 25 plus comments

Results available to faculty member, and chairperson only

Question	Short Question
13. Prior to taking this course I was very interested in the subject matter	Prior interest
[follow-up for those who answered "disagree" or "disagree strongly": >>>My interest in the subject increased as a result of taking this course	
14. The amount of work in this course was appropriate.	Amount of work
15. I was prepared for each class.	Student Prepared
16. The pace of the course was appropriate.	Pace
17. The instructor presented material clearly and logically.	Presentation
18. The instructor was responsive to student needs and concerns.	Concerns
19. The instructor used class time efficiently.	Class time
20. The instructor was prepared for each class.	Instructor Prepared
21. The instructor assigned challenging course work.	Course work
22. The instructor provided helpful, constructive feedback on assignments and course work.	Assignments
23. The instructor acknowledged cultural differences and diversity among students.	Diversity
24. The instructor helped me understand the subject matter.	Subject matter
25. Overall, I would rate the instructor's effectiveness in this course as:	Instructor effectiveness
What did you like best about the course or the instructor?	Like best
What improvements would you like to see in the course or the instructor's teaching?	Improvements
What other comments and/or suggestions would you like to offer?	Other comments

Five-point scale:	Numerical value
Strongly Agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly Disagree	1
Not Applicable	Excluded

Only for Q25	
Five-point scale:	Numerical value
Very Good	5
Good	4
Average	3
Poor	2
Very Poor	1

Mohammed Moizuddin Teaching all types in all course levels in all course traits in the Spring

division 2014

Custom Report Percentile Rank Multi-Chart myFocus

2014 Spring All departments
 All courses See all course levels / types / traits
 All sections of this course

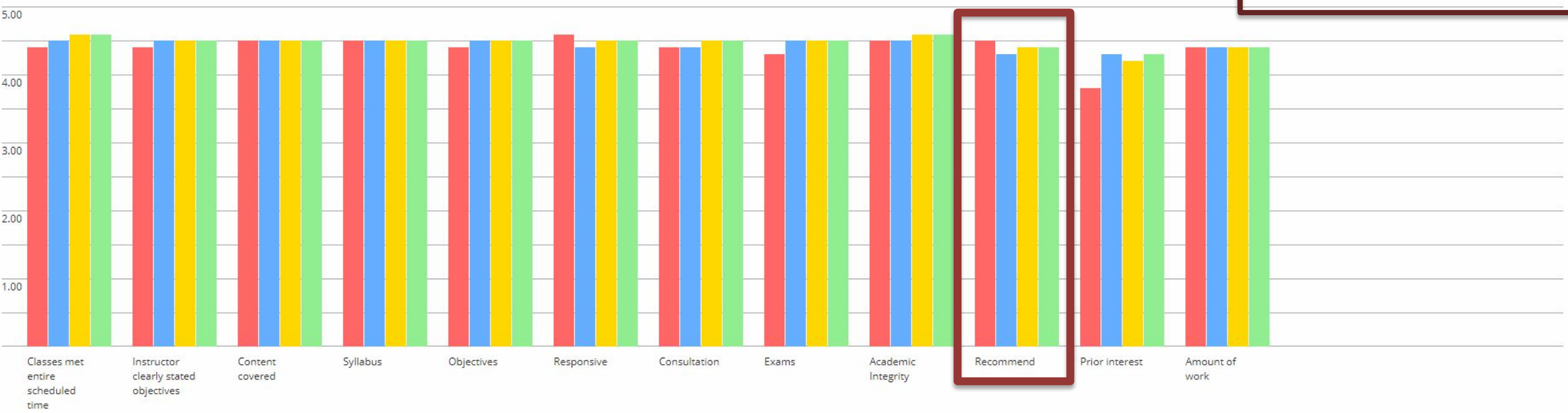
Export Choose Columns Choose Questions

There were: 64 possible respondents.

	Question Text	N	RR	Avg	SD	Div Avg	Div SD	Sch Avg	Sch SD	Str Agree	Agree	Neither	Disagree	Str Disagree	N/A
5	◇ Classes met entire scheduled time	44	69%	4.5	0.7	4.6	0.7	4.6	0.7	55%	27%	5%	2%	0%	11%
6	◇ Professor made up missed classes	43	67%	4.7	0.5	4.5	0.8	4.5	0.7	58%	30%	0%	0%	0%	12%
7	◇ Instructor clearly stated objectives	44	69%	4.5	0.8	4.5	0.8	4.5	0.8	59%	27%	9%	2%	0%	2%
8	◇ Content covered	44	69%	4.5	0.7	4.5	0.8	4.5	0.8	64%	30%	5%	2%	0%	0%
9	◇ Syllabus	44	69%	4.6	0.6	4.5	0.8	4.5	0.8	68%	25%	7%	0%	0%	0%
10	◇ Objectives	44	69%	4.4	0.8	4.5	0.8	4.5	0.8	59%	30%	9%	0%	2%	0%
11	◇ Responsive	43	67%	4.6	0.6	4.5	0.9	4.5	0.8	63%	30%	5%	0%	0%	2%
12	◇ Consultation	44	69%	4.5	0.7	4.5	0.8	4.5	0.8	64%	25%	11%	0%	0%	0%
13	◇ Exams	44	69%	4.4	0.8	4.5	0.8	4.5	0.8	57%	30%	7%	5%	0%	2%
14	◇ Technology	44	69%	4.3	0.8	4.5	0.9	4.5	0.8	55%	25%	16%	2%	0%	2%
15	◇ Academic Integrity	43	67%	4.5	0.7	4.6	0.7	4.6	0.7	60%	30%	7%	2%	0%	0%
16	◇ Recommend	44	69%	4.5	0.8	4.4	1.0	4.4	1.0	66%	27%	5%	0%	2%	0%
17	◇ Prior interest	44	69%	3.7	1.3	4.2	1.1	4.3	1.0	39%	25%	16%	11%	9%	0%
18	◇ Amount of work	44	69%	4.3	0.9	4.4	0.9	4.4	0.9	48%	41%	7%	2%	2%	0%

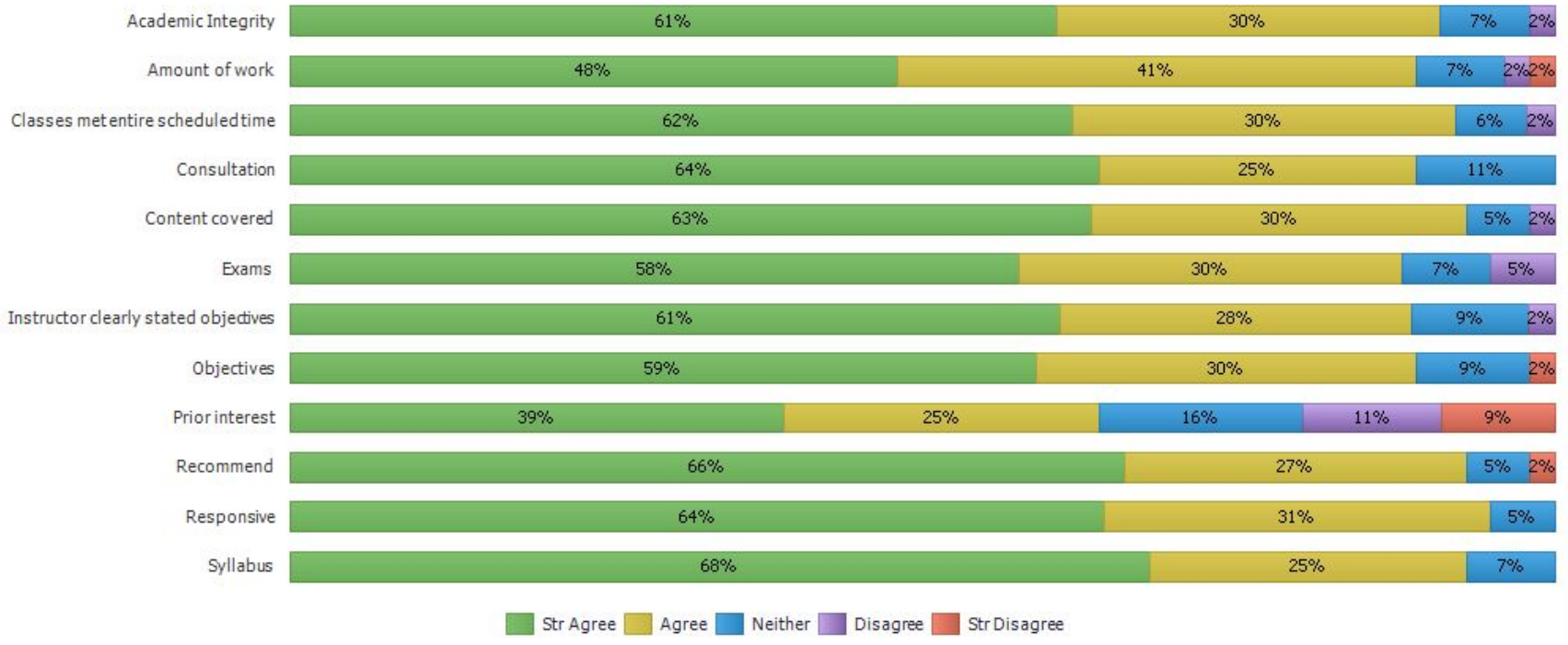
18	◇ Amount of work	44	69%	4.3	0.9	4.4	0.9	4.4	0.9	48%	41%	7%	2%	2%	0%
19	◇ Student Prepared	43	67%	4.4	0.7	4.4	0.8	4.4	0.8	49%	40%	7%	2%	0%	2%
20	◇ Pace	44	69%	4.3	1	4.4	0.9	4.4	0.9	52%	32%	9%	5%	2%	0%
21	◇ Presentation	44	69%	4.3	0.9	4.4	1.0	4.4	0.9	52%	36%	5%	7%	0%	0%
22	◇ Concerns	44	69%	4.5	0.6	4.4	0.9	4.5	0.9	52%	41%	7%	0%	0%	0%
23	◇ Class time	44	69%	4.4	0.8	4.5	0.9	4.5	0.9	48%	34%	5%	0%	2%	11%
24	◇ Instructor Prepared	44	69%	4.6	0.6	4.5	0.8	4.5	0.8	59%	27%	5%	0%	0%	9%
25	◇ Course work	44	69%	4.4	0.7	4.4	0.8	4.4	0.8	55%	34%	11%	0%	0%	0%
26	◇ Assignments	44	69%	4.4	1	4.4	0.9	4.4	0.9	59%	27%	9%	0%	5%	0%
27	◇ Diversity	44	69%	4.4	0.8	4.5	0.8	4.5	0.8	52%	23%	16%	0%	0%	9%
28	◇ Subject matter	44	69%	4.4	0.8	4.4	1.0	4.4	0.9	55%	30%	9%	2%	0%	5%
										Great	Good	Average	Poor	Worst	
29	◇ Instructor effectiveness	44	69%	4.6	0.7	4.4	0.9	4.4	0.9	73%	20%	5%	2%	0%	
										UG Req	UG Elect	GR Req	GR Elect		
	◇ Am taking this course as	45	70%							87%	7%	7%	0%		
										Full	Part				
	◇ My status is	44	69%							91%	9%				
										Fr	Soph	Jr	Sr	Grad	Other
	◇ My class level	45	70%							36%	33%	16%	13%	2%	0%
										16-24	25-29	30-34	35+		
	◇ My age is	45	70%							89%	4%	2%	4%		
	Follow up									Str Agree	Agree	Neither	Disagree	Str Disagree	N/A
	◇ Interest increased	4	6%	2.5	1.9	2.0	1.3	2.1	1.3	25%	0%	25%	0%	50%	0%
	◇ Interest increased	5	8%	3.4	1.1	3.0	1.1	3.0	1.1	20%	20%	40%	20%	0%	0%

Question Averages



[Hide chart of averages](#) [Edit all chart questions](#)

Mohammed Moizuddin Teaching all types in all course levels in all course traits in the College of Arts and Sciences division 2014 Spring



[Hide chart of Scores](#)
[Edit all chart questions](#)

Questions	Text Responses
Like best	The instructor taught the class very well, he is a veyr good guy, a hard grader but fair professor. Students really love it and learned from it.
Like best	He's a good professor.
Like best	Professor was clear and made coursework easy to understand. Professor was very approachable.
Like best	The lab were very interesting
Like best	It was a handled very professionally.
Like best	His beard
Like best	The professor was very helpful during the experiments, and explained the difficult portions very well. He also ensured that we understood what we were doing throughout the experiment without wasting much time.
Like best	Very helpful when performing experiments
Like best	Excellent teacher and cares about students
Like best	he was a good teacher
Like best	Professor Moizuddin gladly answered any questions that were asked during class. He provided help before and after the class; he showed that he cared for the well being of the students.
Like best	The instructor was very nice and kind when it came to helping the students
Like best	Instructor was perfect.
Like best	The instructor really knew the material he was teaching and was never frustrated with having to explain things on great detail and made every effort for us to understand everything as much as we could
Like best	The course is interesting because it brings theoretical physics to life. It helped me learn how to use various lab equipment. The instructor is polite and helpful.
Like best	He would stay late after class if you needed help, he is very interested in making sure you understand the material get a good grad.
Like best	Nothing.
Like best	He was approachable and responded quickly. I've always had a fear of Physics prior to taking this course. The instructor made it easy to understand.
Like best	His beard
Improvements	He is very good, he should teach more labs.
Improvements	None.
Improvements	He does a great job, and I don't see any need to change what he is doing.
Improvements	When asked to give us a couple seconds to catch up he wait literally a couple seconds and starts up again. Hard to keep up because he teaches to the board
Improvements	slow down
Improvements	He is doing a great job, no improvements needed.

Improvements	None.
Improvements	He does a great job, and I don't see any need to change what he is doing.
Improvements	When asked to give us a couple seconds to catch up he wait literally a couple seconds and starts up again. Hard to keep up because he teaches to the board
Improvements	slow down
Improvements	He is doing a great job, no improvements needed.
Improvements	None
Improvements	Maybe go a bit slower. All else was good.
Improvements	The class is really fast paced. I don't think that is the professors fault because there is lots to cover in a short period of time
Improvements	Introduction of graphics and videos. A final project to express our understanding of the subject matter
Improvements	An online class with the midterm and final in class was rather cheeky, and unexpected. It defies the notion of an online class. Online classes are meant to be online, not in a classroom, so think about that.
Improvements	The catalog description saying "for non-science students" is misleading. This course is very challenging for non science students. It also covers a ton of material, something that should be potentially scaled back for an elective course.
Improvements	I can't think of anything off the top of my head.
Improvements	Brow the beard longer
Other comments	Mouzzidini really knows how to conduct and teach a physics lab. Great guy, great professor, I learned the laws and experiments very well.
Other comments	I enjoyed taking the class very much!
Other comments	Na
Other comments	...
Other comments	Give more time to figure out the answers
Other comments	It was a great time attending your class Professor Moizuddin!
Other comments	None. Overall perfect class.
Other comments	Learn to use blackboard. Why does the instructor manually enter homework grades??
Other comments	N/A
Other comments	lather the beard

THANK YOU

Q & A