

PSYC 2316 (01): Statistics for the Social Science

2019 Spring | Aaron Baggett | Course CIP Code: 42.2799

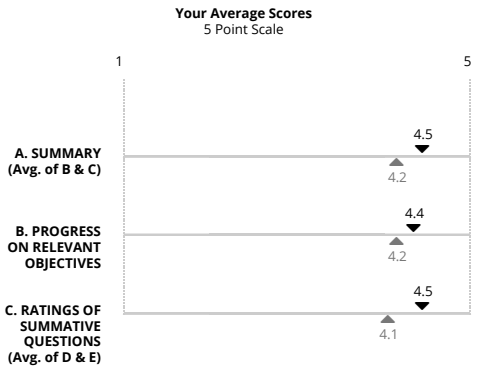
23 Students Enrolled
13 Students Responded
56.52% Response Rate

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

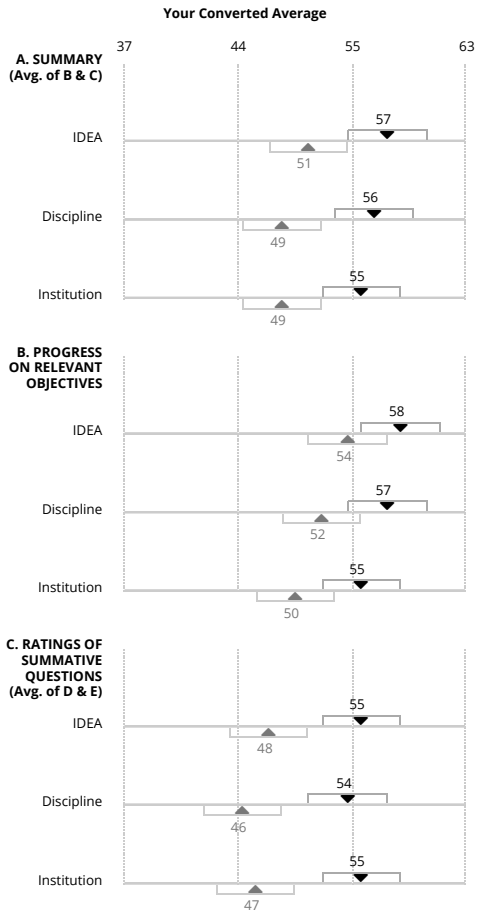
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.3	4.6
E. Excellent Course	3.9	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	50	55
Discipline	48	55
Institution	49	55
E. Excellent Course		
IDEA	46	55
Discipline	44	53
Institution	44	54

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average					
						Your Average (5 Point Scale)		% of Students Rating		IDEA	
						Raw	Adj.	1 or 2	4 or 5	Raw	Adj.
Student Ratings of Learning on Relevant Objectives										Discipline	
										Institution	
						Raw	Adj.	1 or 2	4 or 5	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)						4.1	4.4	15	77	49	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures						3.2	3.5	38	46	38	42
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)						4.1	4.5	8	69	50	58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course						4	4.4	8	69	48	56
Acquiring skills in working with others as a member of a team						3.2	3.4	31	31	39	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)						2.6	2.9	54	31	34	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)						3.2	3.4	23	38	39	43
Developing skill in expressing myself orally or in writing						2.9	3.1	38	31	34	37
Learning how to find, evaluate, and use resources to explore a topic in depth						3.2	3.4	38	46	37	40
Developing ethical reasoning and/or ethical decision making						3.3	3.6	31	54	41	45
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view						4	4.2	8	77	50	54
Learning to apply knowledge and skills to benefit others or serve the public good						3.8	4.2	15	62	46	54
Learning appropriate methods for collecting, analyzing, and interpreting numerical information						4.2	4.4	8	77	56	59

		Your Converted Average							
Course Description	Your Average	IDEA	Discipline	Institution	Student Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3	44	46	42	As a rule, I put forth more effort than other students on academic work.	3.8	48	47	45
Difficulty of subject matter	3.6	55	57	53	I really wanted to take this course regardless of who taught it.	3.1	37	37	37
					When this course began I believed I could master its content.	3.4	35	36	35
					My background prepared me well for this course's requirements.	3.2	37	36	37

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.2	0% (1 or 2) 69% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.5	0% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.2	8% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.3	0% (1 or 2) 69% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.8	15% (1 or 2) 54% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.5	0% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.2	8% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.3	8% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.7	23% (1 or 2) 62% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action

Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	SD	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	30.77% (4)	15.38% (2)	53.85% (7)	13	0	0.89	4.23
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	15.38% (2)	30.77% (4)	7.69% (1)	46.15% (6)	13	0	1.17	3.85
Encouraged students to reflect on and evaluate what they have learned	0% (0)	7.69% (1)	15.38% (2)	30.77% (4)	46.15% (6)	13	0	0.95	4.15
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	23.08% (3)	15.38% (2)	61.54% (8)	13	0	0.84	4.38
Formed teams or groups to facilitate learning	23.08% (3)	0% (0)	30.77% (4)	7.69% (1)	38.46% (5)	13	0	1.55	3.38
Made it clear how each topic fit into the course	0% (0)	0% (0)	15.38% (2)	15.38% (2)	69.23% (9)	13	0	0.75	4.54
Provided meaningful feedback on students' academic performance	0% (0)	7.69% (1)	30.77% (4)	7.69% (1)	53.85% (7)	13	0	1.07	4.08
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	7.69% (1)	7.69% (1)	30.77% (4)	53.85% (7)	13	0	0.91	4.31
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	15.38% (2)	0% (0)	23.08% (3)	15.38% (2)	46.15% (6)	13	0	1.42	3.77
Explained course material clearly and concisely	7.69% (1)	0% (0)	7.69% (1)	38.46% (5)	46.15% (6)	13	0	1.1	4.15

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	15.38% (2)	15.38% (2)	69.23% (9)	13	0	0.75	4.54
Created opportunities for students to apply course content outside the classroom	7.69% (1)	15.38% (2)	15.38% (2)	23.08% (3)	38.46% (5)	13	0	1.32	3.69
Introduced stimulating ideas about the subject	0% (0)	0% (0)	30.77% (4)	7.69% (1)	61.54% (8)	13	0	0.91	4.31
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	30.77% (4)	23.08% (3)	0% (0)	46.15% (6)	13	0	1.33	3.62
Inspired students to set and achieve goals which really challenged them	7.69% (1)	7.69% (1)	30.77% (4)	7.69% (1)	46.15% (6)	13	0	1.31	3.77
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	38.46% (5)	7.69% (1)	7.69% (1)	7.69% (1)	38.46% (5)	13	0	1.8	3
Asked students to help each other understand ideas or concepts	7.69% (1)	7.69% (1)	23.08% (3)	23.08% (3)	38.46% (5)	13	0	1.25	3.77
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	15.38% (2)	15.38% (2)	23.08% (3)	46.15% (6)	13	0	1.11	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	15.38% (2)	15.38% (2)	69.23% (9)	13	0	0.75	4.54
<i>Describe your progress on:</i>	No Appar-ent Progress	Slight Progress	Moderate Progress	Substan-tial Progress	Exception-al Progress	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	15.38% (2)	7.69% (1)	30.77% (4)	46.15% (6)	13	0	1.07	4.08
Developing knowledge and understand-ing of diverse perspectives, global awareness, or other cultures	7.69% (1)	30.77% (4)	15.38% (2)	23.08% (3)	23.08% (3)	13	0	1.31	3.23
Learning to <i>apply</i> course material (to im-prove thinking, problem solving, and decisions)	0% (0)	7.69% (1)	23.08% (3)	23.08% (3)	46.15% (6)	13	0	1	4.08
Developing specific skills, competencies, and points of view needed by profes-sionals in the field most closely related to this course	0% (0)	7.69% (1)	23.08% (3)	30.77% (4)	38.46% (5)	13	0	0.96	4
Acquiring skills in working with others as a member of a team	7.69% (1)	23.08% (3)	38.46% (5)	7.69% (1)	23.08% (3)	13	0	1.23	3.15
Developing creative capacities (invent-ing; designing; writing; performing in art, music, drama, etc.)	38.46% (5)	15.38% (2)	15.38% (2)	7.69% (1)	23.08% (3)	13	0	1.6	2.62
Gaining a broader understanding and appreciation of intellectual/cultural ac-tivity (music, science, literature, etc.)	23.08% (3)	0% (0)	38.46% (5)	15.38% (2)	23.08% (3)	13	0	1.41	3.15
Developing skill in expressing myself orally or in writing	23.08% (3)	15.38% (2)	30.77% (4)	7.69% (1)	23.08% (3)	13	0	1.44	2.92
Learning how to find, evaluate, and use resources to explore a topic in depth	15.38% (2)	23.08% (3)	15.38% (2)	15.38% (2)	30.77% (4)	13	0	1.48	3.23
Developing ethical reasoning and/or eth-ical decision making	23.08% (3)	7.69% (1)	15.38% (2)	23.08% (3)	30.77% (4)	13	0	1.54	3.31
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	7.69% (1)	0% (0)	15.38% (2)	38.46% (5)	38.46% (5)	13	0	1.11	4
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	15.38% (2)	23.08% (3)	30.77% (4)	30.77% (4)	13	0	1.05	3.77
Learning appropriate methods for col-lecting, analyzing, and interpreting nu-merical information	7.69% (1)	0% (0)	15.38% (2)	15.38% (2)	61.54% (8)	13	0	1.19	4.23
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Amount of coursework	0% (0)	7.69% (1)	84.62% (11)	7.69% (1)	0% (0)	13	0	0.39	3
Difficulty of subject matter	0% (0)	7.69% (1)	30.77% (4)	53.85% (7)	7.69% (1)	13	0	0.74	3.62
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
As a rule, I put forth more effort than other students on academic work.	0% (0)	15.38% (2)	23.08% (3)	30.77% (4)	30.77% (4)	13	0	1.05	3.77
I really wanted to take this course re-gardless of who taught it.	15.38% (2)	7.69% (1)	46.15% (6)	15.38% (2)	15.38% (2)	13	0	1.21	3.08
When this course began I believed I could master its content.	7.69% (1)	7.69% (1)	46.15% (6)	15.38% (2)	23.08% (3)	13	0	1.15	3.38
My background prepared me well for this course's requirements.	7.69% (1)	15.38% (2)	46.15% (6)	15.38% (2)	15.38% (2)	13	0	1.1	3.15
Overall, I rate this instructor an excel-lent teacher.	0% (0)	7.69% (1)	7.69% (1)	30.77% (4)	53.85% (7)	13	0	0.91	4.31
Overall, I rate this course as excellent.	7.69% (1)	7.69% (1)	7.69% (1)	38.46% (5)	38.46% (5)	13	0	1.21	3.92

Qualitative

Comments -

- Even with things outside of class and his control, he did a very good job of keeping us on track and not rushing us through the course material. Would take him again for another course in the future.
- This professor was excellent and very helpful. He did a great job of teaching the course.
- Great professor, very helpful and very detail oriented when explaining material.
- This course was difficult however Baggett did everything he could to help and aid students in the labs and course work. Despite the different things that came up over the semester, he made efforts to ensure the class understood the information and could complete the labs. I found the course to be very manageable and fair.
- Dr. Baggett is an excellent professor who makes class extremely enjoyable. I was worried that this class would be hard, but Dr. Baggett explains the material well and in a way that makes it easy to understand. I would recommend this class to anyone.
- I honestly feel bad for Dr. Baggett in class because most of the students showed no motivation and were often pleading for ways out of assignments and tests. However, he taught the course material clearly and in a timely manner and provided help whenever it was needed.
- Learning R was fun even if I'm not sure when I'll get the chance to use it. I will probably end up using something like though. And at the very least I understood a joke referring to it outside of class. But in general what we learned about was nice because I like math even though I'm not a major in it. Thank you for teaching me!
- This class is very hard and confusing. I don't think that rstudio was explained well enough in the beginning of the course, which has made it insanely hard to complete the labs. It takes me about 4 1/2 hours to complete the labs, which takes a ton of time out of my other courses that I need to work on as well. I think that putting us into groups of 2 or 3 would be beneficial for the labs. Also, a more elaborate study guide would be nice. The power-points are so long it's hard to pin-point what to study and focus on.