

PSYC 2316 (01): Statistics for the Social Science

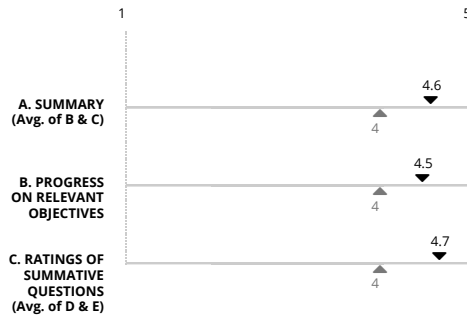
2019 Fall Term | Aaron Baggett | Course CIP Code: 42.2799

24 | Students Enrolled
8 | Students Responded
33.33% | Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | 4.4 | 5 |
| E. Excellent Course | 3.5 | 4.4 |

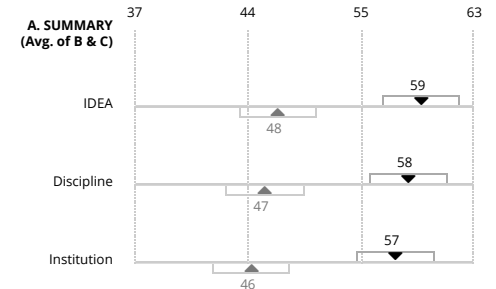
Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 51 | 62 |
| Discipline | 50 | 61 |
| Institution | 50 | 61 |
| E. Excellent Course | | |
| IDEA | 39 | 54 |
| Discipline | 37 | 53 |
| Institution | 37 | 53 |

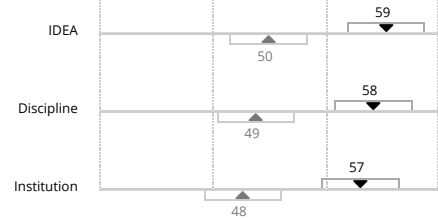
Converted Average Buckets
Based on a Bell Curve

| | | | | |
|---|--------------------------------|------------------------------------|---------------------------------|--|
| 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 |
|---|--------------------------------|------------------------------------|---------------------------------|--|

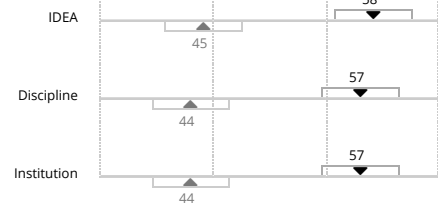
Your Converted Average



B. PROGRESS ON RELEVANT OBJECTIVES



C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)



Your Converted Average

| Your Average (5 Point Scale) | % of Students Rating | IDEA | Discipline | Institution |
|---------------------------------|-------------------------|------|------------|-------------|
|---------------------------------|-------------------------|------|------------|-------------|

| Student Ratings of Learning on Relevant Objectives | Importance Rating | Your Average (5 Point Scale) | | % of Students Rating | | Raw | | Raw | | Raw | |
|---|-------------------|------------------------------|------|----------------------|--------|-----|------|-----|------|-----|------|
| | | Raw | Adj. | 1 or 2 | 4 or 5 | Raw | Adj. | Raw | Adj. | Raw | Adj. |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | I | 3.9 | 4.5 | 13 | 63 | 45 | 57 | 43 | 56 | 43 | 56 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | M | 2.9 | 3.3 | 38 | 25 | 32 | 39 | 32 | 41 | 27 | 37 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | M | 4.1 | 5 | 13 | 75 | 51 | 67 | 49 | 64 | 49 | 64 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | M | 3.8 | 4.6 | 25 | 75 | 43 | 59 | 41 | 57 | 41 | 57 |
| Acquiring skills in working with others as a member of a team | M | 2.9 | 3.4 | 38 | 25 | 34 | 42 | 38 | 48 | 31 | 44 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 2.1 | 2.6 | 63 | 13 | 27 | 34 | 32 | 42 | 19 | 32 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 2.9 | 3.3 | 38 | 50 | 35 | 42 | 38 | 46 | 30 | 39 |
| Developing skill in expressing myself orally or in writing | M | 2.5 | 2.9 | 50 | 25 | 27 | 33 | 28 | 38 | 23 | 34 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | M | 3.4 | 3.9 | 38 | 63 | 40 | 49 | 39 | 50 | 39 | 49 |
| Developing ethical reasoning and/or ethical decision making | M | 3.1 | 3.7 | 38 | 50 | 38 | 47 | 37 | 47 | 35 | 46 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | M | 3.4 | 3.7 | 25 | 50 | 39 | 45 | 38 | 47 | 37 | 46 |
| Learning to apply knowledge and skills to benefit others or serve the public good | M | 3.1 | 3.9 | 50 | 50 | 35 | 48 | 33 | 49 | 32 | 49 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | E | 4 | 4.5 | 13 | 75 | 52 | 60 | 52 | 59 | 50 | 57 |

| | | Your Converted Average | | | | | | | |
|------------------------------|--------------|------------------------|------------|-------------|--|--------------|------|------------|-------------|
| Course Description | Your Average | IDEA | Discipline | Institution | Student Description | Your Average | IDEA | Discipline | Institution |
| Amount of coursework | 2.9 | 41 | 43 | 41 | As a rule, I put forth more effort than other students on academic work. | 3.6 | 43 | 44 | 42 |
| Difficulty of subject matter | 3.4 | 50 | 51 | 49 | I really wanted to take this course regardless of who taught it. | 2.5 | 25 | 25 | 26 |
| | | | | | When this course began I believed I could master its content. | 2.8 | 18 | 22 | 21 |
| | | | | | My background prepared me well for this course's requirements. | 2.6 | 26 | 26 | 28 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Found ways to help students answer their own questions | 4 | 0% (1 or 2) 88% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Made it clear how each topic fit into the course | 4.3 | 0% (1 or 2) 88% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Explained course material clearly and concisely | 4 | 13% (1 or 2) 75% (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 | 3.8 | 25% (1 or 2) 63% (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 | 0% (1 or 2) 50% (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) | 4.3 | 0% (1 or 2) 75% (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 | 4.1 | 0% (1 or 2) 88% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Stimulated students to intellectual effort beyond that required by most courses | 4 | 0% (1 or 2) 50% (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 | 4 | 13% (1 or 2) 63% (4 or 5) | You employed the method more frequently than 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

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always | N | SD | SD | M |
|---|-------------|--------------|-----------|------------|---------------|---|----|------|------|
| <i>The Instructor:</i> | | | | | | | | | |
| Found ways to help students answer their own questions | 0% (0) | 0% (0) | 12.5% (1) | 75% (6) | 12.5% (1) | 8 | 0 | 0.5 | 4 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 12.5% (1) | 12.5% (1) | 37.5% (3) | 25% (2) | 12.5% (1) | 8 | 0 | 1.17 | 3.13 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 0% (0) | 12.5% (1) | 62.5% (5) | 25% (2) | 8 | 0 | 0.6 | 4.13 |
| Demonstrated the importance and significance of the subject matter | 0% (0) | 0% (0) | 25% (2) | 12.5% (1) | 62.5% (5) | 8 | 0 | 0.86 | 4.38 |
| Formed teams or groups to facilitate learning | 25% (2) | 0% (0) | 37.5% (3) | 25% (2) | 12.5% (1) | 8 | 0 | 1.32 | 3 |
| Made it clear how each topic fit into the course | 0% (0) | 0% (0) | 12.5% (1) | 50% (4) | 37.5% (3) | 8 | 0 | 0.66 | 4.25 |
| Provided meaningful feedback on students' academic performance | 0% (0) | 12.5% (1) | 37.5% (3) | 25% (2) | 25% (2) | 8 | 0 | 0.99 | 3.63 |
| Stimulated students to intellectual effort beyond that required by most courses | 0% (0) | 0% (0) | 50% (4) | 0% (0) | 50% (4) | 8 | 0 | 1 | 4 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 0% (0) | 37.5% (3) | 12.5% (1) | 12.5% (1) | 37.5% (3) | 8 | 0 | 1.32 | 3.5 |
| Explained course material clearly and concisely | 0% (0) | 12.5% (1) | 12.5% (1) | 37.5% (3) | 37.5% (3) | 8 | 0 | 1 | 4 |

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasionally | 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) | 12.5% (1) | 12.5% (1) | 25% (2) | 50% (4) | 8 | 0 | 1.05 | 4.13 |
| Created opportunities for students to apply course content outside the classroom | 0% (0) | 12.5% (1) | 25% (2) | 12.5% (1) | 50% (4) | 8 | 0 | 1.12 | 4 |
| Introduced stimulating ideas about the subject | 0% (0) | 25% (2) | 12.5% (1) | 25% (2) | 37.5% (3) | 8 | 0 | 1.2 | 3.75 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 12.5% (1) | 12.5% (1) | 12.5% (1) | 12.5% (1) | 50% (4) | 8 | 0 | 1.48 | 3.75 |
| Inspired students to set and achieve goals which really challenged them | 0% (0) | 0% (0) | 50% (4) | 25% (2) | 25% (2) | 8 | 0 | 0.83 | 3.75 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 25% (2) | 12.5% (1) | 25% (2) | 12.5% (1) | 25% (2) | 8 | 0 | 1.5 | 3 |
| Asked students to help each other understand ideas or concepts | 12.5% (1) | 0% (0) | 37.5% (3) | 12.5% (1) | 37.5% (3) | 8 | 0 | 1.32 | 3.63 |
| Gave projects, tests, or assignments that required original or creative thinking | 0% (0) | 0% (0) | 37.5% (3) | 25% (2) | 37.5% (3) | 8 | 0 | 0.87 | 4 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 0% (0) | 0% (0) | 25% (2) | 25% (2) | 50% (4) | 8 | 0 | 0.83 | 4.25 |
| <i>Describe your progress on:</i> | No Apparent Progress | Slight Progress | Moderate Progress | Substantial Progress | Exceptional 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) | 12.5% (1) | 25% (2) | 25% (2) | 37.5% (3) | 8 | 0 | 1.05 | 3.88 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 25% (2) | 12.5% (1) | 37.5% (3) | 0% (0) | 25% (2) | 8 | 0 | 1.45 | 2.88 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 0% (0) | 12.5% (1) | 12.5% (1) | 25% (2) | 50% (4) | 8 | 0 | 1.05 | 4.13 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 12.5% (1) | 12.5% (1) | 0% (0) | 37.5% (3) | 37.5% (3) | 8 | 0 | 1.39 | 3.75 |
| Acquiring skills in working with others as a member of a team | 25% (2) | 12.5% (1) | 37.5% (3) | 0% (0) | 25% (2) | 8 | 0 | 1.45 | 2.88 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 50% (4) | 12.5% (1) | 25% (2) | 0% (0) | 12.5% (1) | 8 | 0 | 1.36 | 2.13 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 37.5% (3) | 0% (0) | 12.5% (1) | 37.5% (3) | 12.5% (1) | 8 | 0 | 1.54 | 2.88 |
| Developing skill in expressing myself orally or in writing | 37.5% (3) | 12.5% (1) | 25% (2) | 12.5% (1) | 12.5% (1) | 8 | 0 | 1.41 | 2.5 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 25% (2) | 12.5% (1) | 0% (0) | 25% (2) | 37.5% (3) | 8 | 0 | 1.65 | 3.38 |
| Developing ethical reasoning and/or ethical decision making | 37.5% (3) | 0% (0) | 12.5% (1) | 12.5% (1) | 37.5% (3) | 8 | 0 | 1.76 | 3.13 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 12.5% (1) | 12.5% (1) | 25% (2) | 25% (2) | 25% (2) | 8 | 0 | 1.32 | 3.38 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 25% (2) | 25% (2) | 0% (0) | 12.5% (1) | 37.5% (3) | 8 | 0 | 1.69 | 3.13 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 0% (0) | 12.5% (1) | 12.5% (1) | 37.5% (3) | 37.5% (3) | 8 | 0 | 1 | 4 |
| <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) | 12.5% (1) | 87.5% (7) | 0% (0) | 0% (0) | 8 | 0 | 0.33 | 2.88 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 62.5% (5) | 37.5% (3) | 0% (0) | 8 | 0 | 0.48 | 3.38 |
| <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) | 0% (0) | 37.5% (3) | 62.5% (5) | 0% (0) | 8 | 0 | 0.48 | 3.63 |
| I really wanted to take this course regardless of who taught it. | 25% (2) | 25% (2) | 25% (2) | 25% (2) | 0% (0) | 8 | 0 | 1.12 | 2.5 |
| When this course began I believed I could master its content. | 12.5% (1) | 37.5% (3) | 25% (2) | 12.5% (1) | 12.5% (1) | 8 | 0 | 1.2 | 2.75 |
| My background prepared me well for this course's requirements. | 12.5% (1) | 37.5% (3) | 37.5% (3) | 0% (0) | 12.5% (1) | 8 | 0 | 1.11 | 2.63 |
| Overall, I rate this instructor an excellent teacher. | 0% (0) | 0% (0) | 12.5% (1) | 37.5% (3) | 50% (4) | 8 | 0 | 0.7 | 4.38 |
| Overall, I rate this course as excellent. | 0% (0) | 12.5% (1) | 37.5% (3) | 37.5% (3) | 12.5% (1) | 8 | 0 | 0.87 | 3.5 |

Qualitative

Comments -

- Dr. Baggett is an excellent instructor and a subject matter expert. His teaching style is unique to him; he makes things easier to understand with real life scenarios. He answers questions outside of class time and is easily approached for more guidance and information. I'd happily take another one of Dr. Baggett's courses.
- Although I was not a fan of the class itself, I did enjoy the professor. He mentioned at one point that not everyone likes his e-teaching style, and I agree. Except that I was in between. I like that he cracked jokes and was ready to help us and answer questions when needed. Available in the office to talk if needed. He is a great professor. If anything, I did not like the class itself because the material for me was just hard to understand and grasp. I think it just takes a lot more studying than I was probably willing to give this semester. Not a bad class overall.
- The class was a really good course, I enjoyed the subject matter and latched onto it quickly. From day one, Dr. Baggett encouraged his students to succeed step-by-step. The classroom discussion do need to be more organized. It is hard to keep up and pay attention when we move off of the subject matter. The youtube videos DO help with R-Studio. Everything needs to be up to date to make it easier to keep up with everything. If it is a different chapter in the ppt vs. The book, it needs to be posted somewhere in my campus for clarification.
- Dr. Baggett is a great professor, and I have loved having him in stats. He does his best to help everyone understands and is always willing to explain further if anyone is confused.