PSYC 2316 (02): Statistics for the Social Science

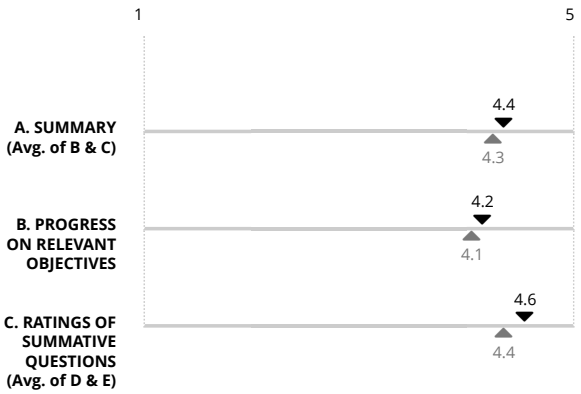
2017 Fall | Aaron Baggett | Course CIP Code: 42.2799

24	Students Enrolled
12	Students Responded
50%	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	4.6	4.8
E. Excellent Course	4.1	4.3

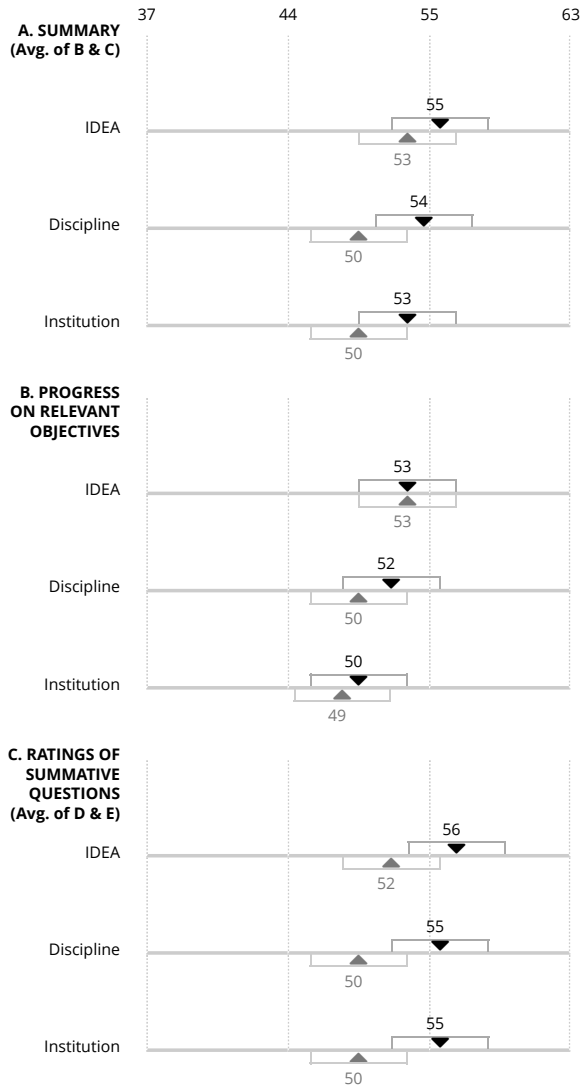
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	58
Discipline	53	57
Institution	53	57
E. Excellent Course		
IDEA	49	54
Discipline	46	52
Institution	47	53

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**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	3.6	3.6	8	58	38	39	37	41	37	41
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.7	4	17	67	45	52	44	51	40	48
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	3.7	3.8	17	58	42	44	40	44	41	46
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.5	0	75	51	57	49	54	49	55
Acquiring skills in working with others as a member of a team	M	4.3	4.7	8	83	57	63	57	61	54	62
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.8	4.4	17	75	52	61	53	60	43	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	4.1	17	75	50	56	51	56	42	50
Developing skill in expressing myself orally or in writing	M	3.8	4.2	17	75	49	55	48	54	44	52
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.4	8	75	52	57	50	55	50	55
Developing ethical reasoning and/or ethical decision making	M	4.1	4.4	17	75	53	58	51	56	50	54
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	4.2	4.3	8	83	53	56	51	54	50	54
Learning to apply knowledge and skills to benefit others or serve the public good	M	4	4.4	8	67	50	56	47	54	47	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	E	4.4	4.5	0	83	60	60	57	58	55	55

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3.1	45	46	44
Difficulty of subject matter	4	62	64	60

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.8	50	49	47
I really wanted to take this course regardless of who taught it.	3.5	46	45	46
When this course began I believed I could master its content.	3.4	36	37	36
My background prepared me well for this course's requirements.	3.3	41	40	40

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Found ways to help students answer their own questions	4.3	8% (1 or 2) 92% (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	4.5	8% (1 or 2) 92% (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	4.4	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.3	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.3	8% (1 or 2) 83% (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)	4.4	8% (1 or 2) 92% (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	4.3	8% (1 or 2) 83% (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	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.6	8% (1 or 2) 92% (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

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	8.33% (1)	0% (0)	41.67% (5)	50% (6)	12	0	0.85	4.33
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
Encouraged students to reflect on and evaluate what they have learned	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
Demonstrated the importance and significance of the subject matter	8.33% (1)	0% (0)	0% (0)	33.33% (4)	58.33% (7)	12	0	1.11	4.33
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
Made it clear how each topic fit into the course	0% (0)	8.33% (1)	0% (0)	25% (3)	66.67% (8)	12	0	0.87	4.5
Provided meaningful feedback on students' academic performance	8.33% (1)	0% (0)	0% (0)	41.67% (5)	50% (6)	12	0	1.09	4.25
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	25% (3)	75% (9)	12	0	0.43	4.75
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
Explained course material clearly and concisely	0% (0)	8.33% (1)	0% (0)	33.33% (4)	58.33% (7)	12	0	0.86	4.42

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
Created opportunities for students to apply course content outside the classroom	0% (0)	8.33% (1)	0% (0)	16.67% (2)	75% (9)	12	0	0.86	4.58
Introduced stimulating ideas about the subject	8.33% (1)	0% (0)	0% (0)	41.67% (5)	50% (6)	12	0	1.09	4.25
Involved students in hands-on projects such as research, case studies, or real life activities	8.33% (1)	0% (0)	0% (0)	16.67% (2)	75% (9)	12	0	1.12	4.5
Inspired students to set and achieve goals which really challenged them	8.33% (1)	0% (0)	8.33% (1)	25% (3)	58.33% (7)	12	0	1.16	4.25
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	8.33% (1)	16.67% (2)	0% (0)	16.67% (2)	58.33% (7)	12	0	1.41	4
Asked students to help each other understand ideas or concepts	0% (0)	8.33% (1)	0% (0)	33.33% (4)	58.33% (7)	12	0	0.86	4.42
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	8.33% (1)	33.33% (4)	58.33% (7)	12	0	0.65	4.5
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	8.33% (1)	0% (0)	33.33% (4)	58.33% (7)	12	0	0.86	4.42

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	8.33% (1)	0% (0)	33.33% (4)	41.67% (5)	16.67% (2)	12	0	1.04	3.58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	16.67% (2)	0% (0)	16.67% (2)	33.33% (4)	33.33% (4)	12	0	1.37	3.67
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	16.67% (2)	25% (3)	33.33% (4)	25% (3)	12	0	1.03	3.67
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	25% (3)	33.33% (4)	41.67% (5)	12	0	0.8	4.17
Acquiring skills in working with others as a member of a team	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (2)	0% (0)	8.33% (1)	33.33% (4)	41.67% (5)	12	0	1.4	3.83
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.33% (1)	8.33% (1)	8.33% (1)	41.67% (5)	33.33% (4)	12	0	1.21	3.83
Developing skill in expressing myself orally or in writing	16.67% (2)	0% (0)	8.33% (1)	33.33% (4)	41.67% (5)	12	0	1.4	3.83
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	8.33% (1)	16.67% (2)	33.33% (4)	41.67% (5)	12	0	0.95	4.08
Developing ethical reasoning and/or ethical decision making	16.67% (2)	0% (0)	8.33% (1)	8.33% (1)	66.67% (8)	12	0	1.5	4.08
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	8.33% (1)	0% (0)	8.33% (1)	33.33% (4)	50% (6)	12	0	1.14	4.17
Learning to apply knowledge and skills to benefit others or serve the public good	8.33% (1)	0% (0)	25% (3)	16.67% (2)	50% (6)	12	0	1.22	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	16.67% (2)	25% (3)	58.33% (7)	12	0	0.76	4.42

The Course: *On the next two items, compare this course with others you have taken at this institution.*	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	8.33% (1)	75% (9)	16.67% (2)	0% (0)	12	0	0.49	3.08
Difficulty of subject matter	0% (0)	0% (0)	33.33% (4)	33.33% (4)	33.33% (4)	12	0	0.82	4

For the following items, choose the option that best corresponds to your judgment.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	8.33% (1)	0% (0)	25% (3)	33.33% (4)	33.33% (4)	12	0	1.14	3.83
I really wanted to take this course regardless of who taught it.	8.33% (1)	8.33% (1)	25% (3)	41.67% (5)	16.67% (2)	12	0	1.12	3.5
When this course began I believed I could master its content.	8.33% (1)	8.33% (1)	33.33% (4)	33.33% (4)	16.67% (2)	12	0	1.11	3.42
My background prepared me well for this course's requirements.	8.33% (1)	16.67% (2)	25% (3)	33.33% (4)	16.67% (2)	12	0	1.18	3.33
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	8.33% (1)	25% (3)	66.67% (8)	12	0	0.64	4.58
Overall, I rate this course as excellent.	0% (0)	8.33% (1)	0% (0)	66.67% (8)	25% (3)	12	0	0.76	4.08

Qualitative

Comments -

- I absolutely love Professor Baggett! He is funny and easy to listen too. He also knows the material well and is always eager to help students if they need it. I personally struggled in this class because it is a difficult course however Baggett made it doable.
- Dr. Baggett is a great professor! I think it would be helpful to have more hands-on worksheets to help us understand how the formulas work.
- This class helps to give an intro to Stats well, I just don't believe I understood most of the material due to family issues going on in my home I could not concentrate.
- He tried very hard to make the subject interesting. I also enjoyed the 2nd part of the exam being with a group.
- The instructor should find ways to relate the topics of the class to more interesting things. The use of R Studio is confusing, and I don't recommend using it in future classes. It was a hassle, and I think geared more toward students who will be pursuing a career that is focused on numbers and statistics rather than a class full of psychology and social work majors. I looked forward to learning statistics because I did not take it in high school, and sadly, I was let down. I was excited to do math since I filled my required math courses before coming to college, and I was disappointed when we didn't actually apply the math to what we learned. This is a challenging subject and a challenging class, but it is not impossible to do well.