

PSYC 2305 (01): Statistics for the Social Sciences

2016 Fall | Aaron Baggett | Course CIP Code: 42.2708

| | | |
|--------|--|--------------------|
| 24 | | Students Enrolled |
| 14 | | Students Responded |
| 58.33% | | Response Rate |

Summative

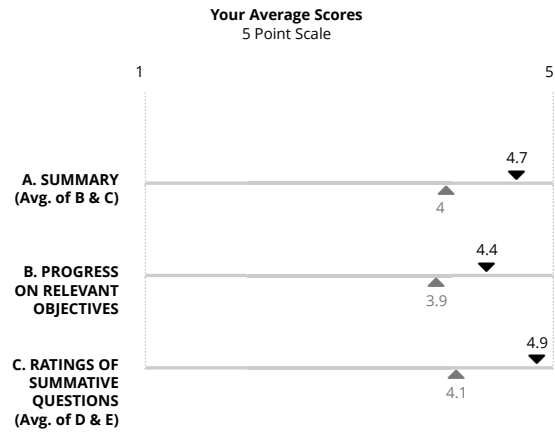
▼

Adjusted

▲

Raw

3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

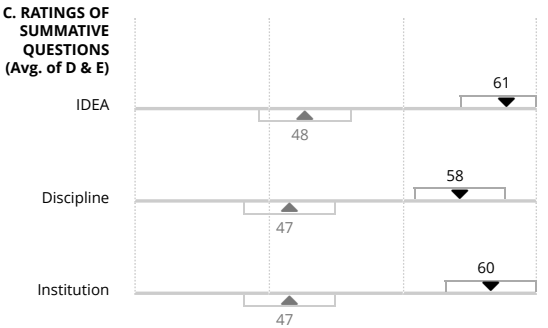
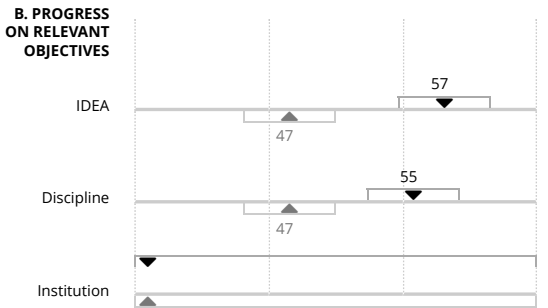
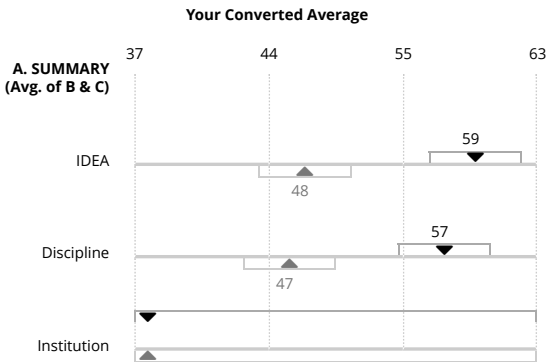
| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | 4.4 | 5 |
| E. Excellent Course | 3.8 | 4.6 |

Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 52 | 63 |
| Discipline | 51 | 60 |
| Institution | 51 | 62 |
| E. Excellent Course | | |
| IDEA | 44 | 58 |
| Discipline | 42 | 55 |
| Institution | 42 | 57 |

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



| Student Ratings of Learning on Relevant Objectives | Importance Rating | Your Converted Average | | | | | | | | | |
|---|-------------------|------------------------------|------|----------------------|--------|------|------|------------|------|-------------|------|
| | | Your Average (5 Point Scale) | | % of Students Rating | | IDEA | | Discipline | | Institution | |
| | | 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 | 4.1 | 21 | 57 | 38 | 48 | 38 | 49 | 37 | 49 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | M | 3 | 3.6 | 50 | 43 | 33 | 43 | 34 | 45 | 30 | 42 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | I | 3.4 | 4 | 36 | 57 | 36 | 48 | 36 | 48 | 35 | 49 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | M | 3.6 | 4.4 | 29 | 64 | 41 | 56 | 40 | 53 | 39 | 54 |
| Acquiring skills in working with others as a member of a team | M | 4.1 | 5 | 7 | 86 | 54 | 72 | 54 | 66 | 52 | 69 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 3.1 | 3.9 | 43 | 57 | 39 | 53 | 44 | 56 | 28 | 46 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 3 | 3.6 | 43 | 43 | 36 | 46 | 40 | 50 | | |
| Developing skill in expressing myself orally or in writing | M | 3.2 | 3.9 | 43 | 50 | 38 | 49 | 40 | 50 | 32 | 46 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | M | 3.6 | 4.3 | 29 | 64 | 43 | 56 | 44 | 54 | | |
| Developing ethical reasoning and/or ethical decision making | M | 3.2 | 3.8 | 36 | 57 | 38 | 49 | 39 | 50 | | |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | M | 3.7 | 4.2 | 29 | 71 | 44 | 54 | 44 | 54 | 42 | 53 |
| Learning to apply knowledge and skills to benefit others or serve the public good | M | 3.4 | 4.2 | 36 | 50 | 39 | 54 | 38 | 53 | 39 | 54 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | E | 4.2 | 4.8 | 7 | 79 | 56 | 66 | 56 | 62 | | |

| Course Description | Your Average | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| Amount of coursework | 3 | 42 | 44 | 41 |
| Difficulty of subject matter | 3.9 | 59 | 60 | 57 |

| Student Description | Your Average | Your Converted Average | | |
|--|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| As a rule, I put forth more effort than other students on academic work. | 3.6 | 40 | 43 | 39 |
| I really wanted to take this course regardless of who taught it. | 3 | 37 | 38 | 36 |
| When this course began I believed I could master its content. | 2.9 | 22 | 27 | 24 |
| My background prepared me well for this course's requirements. | 2.6 | 25 | 27 | 27 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Found ways to help students answer their own questions | 3.9 | 14% (1 or 2) 64% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Demonstrated the importance and significance of the subject matter | 4.1 | 7% (1 or 2) 71% (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 | 4.3 | 7% (1 or 2) 79% (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 | 3.9 | 21% (1 or 2) 71% (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 | 3.7 | 14% (1 or 2) 57% (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 | 3.6 | 21% (1 or 2) 57% (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) | 3.8 | 29% (1 or 2) 64% (4 or 5) | You employed the method with frequency typical of 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 | 7% (1 or 2) 79% (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 | 3.8 | 21% (1 or 2) 57% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Related course material to real life situations | 4.3 | 0% (1 or 2) 79% (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 | 3.4 | 21% (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. |
| 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 | Occasionally | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|---|-------------|--------------|------------|------------|---------------|----|-----|------|------|
| The Instructor: | | | | | | | | | |
| Found ways to help students answer their own questions | 0% (0) | 14.29% (2) | 21.43% (3) | 21.43% (3) | 42.86% (6) | 14 | 0 | 1.1 | 3.93 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 7.14% (1) | 14.29% (2) | 21.43% (3) | 21.43% (3) | 35.71% (5) | 14 | 0 | 1.29 | 3.64 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 7.14% (1) | 14.29% (2) | 35.71% (5) | 42.86% (6) | 14 | 0 | 0.91 | 4.14 |
| Demonstrated the importance and significance of the subject matter | 0% (0) | 7.14% (1) | 21.43% (3) | 21.43% (3) | 50% (7) | 14 | 0 | 0.99 | 4.14 |
| Formed teams or groups to facilitate learning | 7.14% (1) | 0% (0) | 7.14% (1) | 7.14% (1) | 78.57% (11) | 14 | 0 | 1.12 | 4.5 |
| Made it clear how each topic fit into the course | 0% (0) | 7.14% (1) | 14.29% (2) | 21.43% (3) | 57.14% (8) | 14 | 0 | 0.96 | 4.29 |
| Provided meaningful feedback on students' academic performance | 0% (0) | 7.14% (1) | 28.57% (4) | 14.29% (2) | 50% (7) | 14 | 0 | 1.03 | 4.07 |
| Stimulated students to intellectual effort beyond that required by most courses | 0% (0) | 21.43% (3) | 21.43% (3) | 14.29% (2) | 42.86% (6) | 14 | 0 | 1.21 | 3.79 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 14.29% (2) | 14.29% (2) | 42.86% (6) | 0% (0) | 28.57% (4) | 14 | 0 | 1.36 | 3.14 |
| Explained course material clearly and concisely | 0% (0) | 21.43% (3) | 7.14% (1) | 28.57% (4) | 42.86% (6) | 14 | 0 | 1.16 | 3.93 |

| Describe the frequency of your instructor's teaching procedures. | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|--|-------------|--------------|------------|------------|---------------|----|-----|------|------|
| The Instructor: | | | | | | | | | |
| Related course material to real life situations | 0% (0) | 0% (0) | 21.43% (3) | 28.57% (4) | 50% (7) | 14 | 0 | 0.8 | 4.29 |
| Created opportunities for students to apply course content outside the classroom | 21.43% (3) | 0% (0) | 28.57% (4) | 14.29% (2) | 35.71% (5) | 14 | 0 | 1.5 | 3.43 |
| Introduced stimulating ideas about the subject | 0% (0) | 14.29% (2) | 28.57% (4) | 28.57% (4) | 28.57% (4) | 14 | 0 | 1.03 | 3.71 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 0% (0) | 14.29% (2) | 14.29% (2) | 28.57% (4) | 42.86% (6) | 14 | 0 | 1.07 | 4 |
| Inspired students to set and achieve goals which really challenged them | 14.29% (2) | 7.14% (1) | 21.43% (3) | 14.29% (2) | 42.86% (6) | 14 | 0 | 1.44 | 3.64 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 14.29% (2) | 21.43% (3) | 21.43% (3) | 21.43% (3) | 21.43% (3) | 14 | 0 | 1.36 | 3.14 |
| Asked students to help each other understand ideas or concepts | 7.14% (1) | 7.14% (1) | 21.43% (3) | 14.29% (2) | 50% (7) | 14 | 0 | 1.28 | 3.93 |
| Gave projects, tests, or assignments that required original or creative thinking | 7.14% (1) | 35.71% (5) | 7.14% (1) | 0% (0) | 50% (7) | 14 | 0 | 1.55 | 3.5 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 7.14% (1) | 21.43% (3) | 7.14% (1) | 14.29% (2) | 50% (7) | 14 | 0 | 1.42 | 3.79 |

| <i>Describe your progress on:</i> | 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) | 0% (0) | 21.43% (3) | 21.43% (3) | 35.71% (5) | 21.43% (3) | 14 | 0 | 1.05 | 3.57 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 21.43% (3) | 28.57% (4) | 7.14% (1) | 14.29% (2) | 28.57% (4) | 14 | 0 | 1.56 | 3 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 0% (0) | 35.71% (5) | 7.14% (1) | 42.86% (6) | 14.29% (2) | 14 | 0 | 1.11 | 3.36 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 0% (0) | 28.57% (4) | 7.14% (1) | 35.71% (5) | 28.57% (4) | 14 | 0 | 1.17 | 3.64 |
| Acquiring skills in working with others as a member of a team | 0% (0) | 7.14% (1) | 7.14% (1) | 50% (7) | 35.71% (5) | 14 | 0 | 0.83 | 4.14 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 28.57% (4) | 14.29% (2) | 0% (0) | 35.71% (5) | 21.43% (3) | 14 | 0 | 1.58 | 3.07 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 28.57% (4) | 14.29% (2) | 14.29% (2) | 14.29% (2) | 28.57% (4) | 14 | 0 | 1.6 | 3 |
| Developing skill in expressing myself orally or in writing | 21.43% (3) | 21.43% (3) | 7.14% (1) | 14.29% (2) | 35.71% (5) | 14 | 0 | 1.61 | 3.21 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 14.29% (2) | 14.29% (2) | 7.14% (1) | 28.57% (4) | 35.71% (5) | 14 | 0 | 1.45 | 3.57 |
| Developing ethical reasoning and/or ethical decision making | 21.43% (3) | 14.29% (2) | 7.14% (1) | 35.71% (5) | 21.43% (3) | 14 | 0 | 1.47 | 3.21 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 7.14% (1) | 21.43% (3) | 0% (0) | 35.71% (5) | 35.71% (5) | 14 | 0 | 1.33 | 3.71 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 7.14% (1) | 28.57% (4) | 14.29% (2) | 21.43% (3) | 28.57% (4) | 14 | 0 | 1.34 | 3.36 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 0% (0) | 7.14% (1) | 14.29% (2) | 28.57% (4) | 50% (7) | 14 | 0 | 0.94 | 4.21 |
| <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 | N | DNA | SD | M |
| Amount of coursework | 0% (0) | 7.14% (1) | 85.71% (12) | 7.14% (1) | 0% (0) | 14 | 0 | 0.38 | 3 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 35.71% (5) | 42.86% (6) | 21.43% (3) | 14 | 0 | 0.74 | 3.86 |
| <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 | N | DNA | SD | M |
| As a rule, I put forth more effort than other students on academic work. | 7.14% (1) | 0% (0) | 42.86% (6) | 28.57% (4) | 21.43% (3) | 14 | 0 | 1.05 | 3.57 |
| I really wanted to take this course regardless of who taught it. | 14.29% (2) | 28.57% (4) | 21.43% (3) | 14.29% (2) | 21.43% (3) | 14 | 0 | 1.36 | 3 |
| When this course began I believed I could master its content. | 14.29% (2) | 28.57% (4) | 28.57% (4) | 14.29% (2) | 14.29% (2) | 14 | 0 | 1.25 | 2.86 |
| My background prepared me well for this course's requirements. | 21.43% (3) | 28.57% (4) | 21.43% (3) | 21.43% (3) | 7.14% (1) | 14 | 0 | 1.23 | 2.64 |
| Overall, I rate this instructor an excellent teacher. | 0% (0) | 0% (0) | 14.29% (2) | 28.57% (4) | 57.14% (8) | 14 | 0 | 0.73 | 4.43 |
| Overall, I rate this course as excellent. | 0% (0) | 14.29% (2) | 28.57% (4) | 21.43% (3) | 35.71% (5) | 14 | 0 | 1.08 | 3.79 |

Qualitative

Comments -

- Dr. Baggett is a great teacher, and I really enjoy taking his classes.
- Dr. Baggett has been one of my favorite teachers. Statistics is a hard class to teach, as many majors are required to take the course rather than selecting it out of personal preference. However, for the subject matter, I think Dr. Baggett exceeded expectations. Because stats is a hard subject to teach, he paid great attention to how his students reacted over each topic we covered. He would then gage how much time, or the depth in which he would cover the topic based on our reactions. Dr. Baggett did an excellent job in providing examples, and well- prepared us for the assignments we had due outside of the classroom. If we had questions on assignments, he would answer our emails in a matter of minutes. Furthermore, he displayed the greatest character I have ever seen in a professor throughout my whole collegiate career. Dr. Baggett was severely challenged with my class this semester. We had one student who was extremely disrespectful to him whether he was in the middle of teaching a topic, or just having a light- hearted discussion with the class. However, he kept his composure and never once lost his temper. Even though I could tell through his body language when he was having a particularly difficult days with the students, he always kept a positive attitude in the classroom. I appreciated every one of his silly puns and could not have enjoyed/respected him any more. He is a phenomenal professor, and his character speaks volumes about his secure relationship with the Lord. What an awesome example he has set, even when faced with tremendous challenges in the classroom!
- The statistics course was taught well and was an enjoyable class. The class that I was in was very talkative and was not the easiest one to handle. The progress that was and was not made should fall on the students because the information was presented in a tangible way that could have been absorbed and retained.
- Dr. Baggett is a caring professor and will explain as much as asked. A course like this is quite hard to learn and it was for me but Dr. Baggett did help alleviate that. I only wish that unpreparedness of my group members did not have to affect my grade so much.
- Dr. Baggett' s love for numbers and math sometimes made it hard for him to relay how to do some problems. However, he tried and in most cases availed in explaining the course materials to the class and I. The laughter in the class was both need at time and a distraction. Overall, I enjoyed learning in the class and would recommend Dr. Baggett.
- Dr. Baggett is an awesome teacher and is great at what he does.
- Love the teacher but hate the class.
- Dr. Baggett is an excellent professor. I am an older student and math besides money is no longer one of my strong points. He guided me tremendously to be able to do the work. The course is very difficult for me but I am confident that I will pass with a B or better due to his dedication. There needs to be a new code of conduct and disciplinary measures for students. The professor can not teach when the students are exceptionally loud, disrespectful, and obnoxious. We are in college to become professionals and need to conduct ourselves accordingly. I have had to have confrontations with some of the students so that I could understand the subject. Minus the unruly students and the class would be great and my grade could be greater.
- I think Dr. Baggett is a great teacher, but statistics is a really hard concept to grab for me personally.
- Dr. Baggett definitely knows what he is talking about, but sometimes explains concepts in unclear ways and is highly disorganized.