

PSYC 2305 (01): Statistics for the Social Sciences

2017 Spring | Aaron Baggett | Course CIP Code: 42.2708

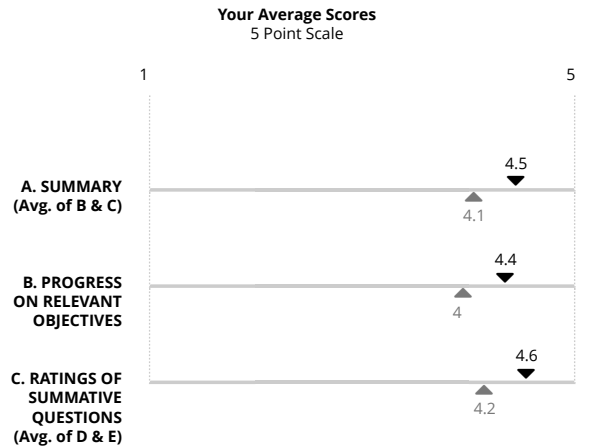
15		Students Enrolled
8		Students Responded
53.33%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

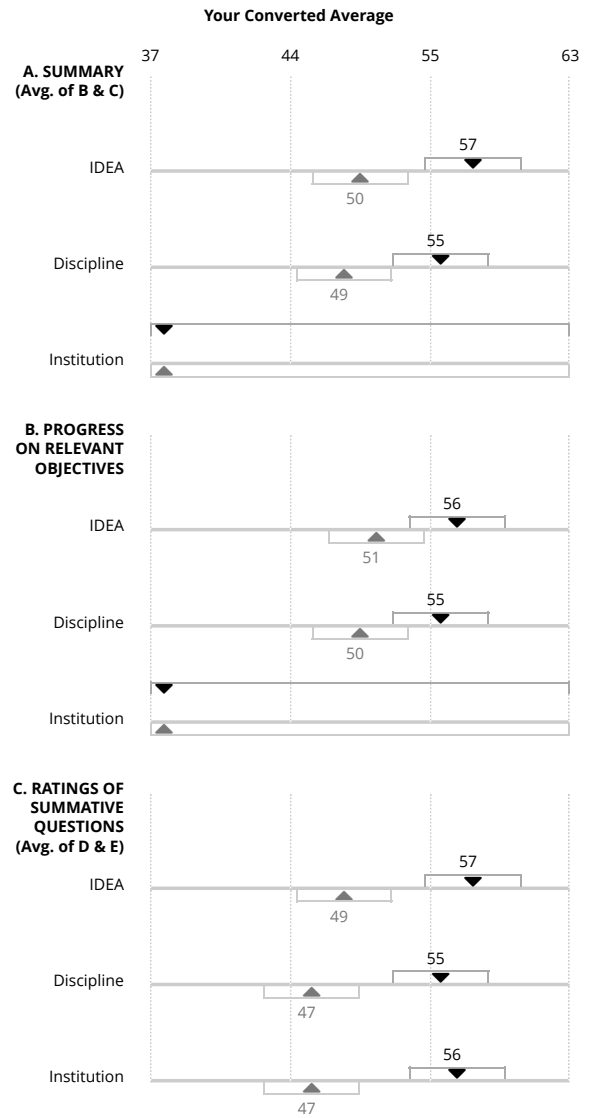
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.8
E. Excellent Course	3.9	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	52	59
Discipline	51	56
Institution	51	58
E. Excellent Course		
IDEA	46	55
Discipline	43	53
Institution	43	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 Stu- dents Rating								
						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	3.9	4.2	25	63	45	50	44	50	43	50
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures						M	3.3	3.4	38	63	38	40	38	43	34	39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)						I	4	4.4	25	63	48	57	47	54	47	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course						M	4.1	4.7	13	75	51	61	49	57	48	58
Acquiring skills in working with others as a member of a team						M	4.1	4.6	13	63	54	62	54	59	52	60
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)						M	3	3.2	38	38	38	42	43	49	27	33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)						M	3.5	3.7	25	63	44	48	47	51		
Developing skill in expressing myself orally or in writing						M	2.9	2.9	50	38	32	33	35	38	26	27
Learning how to find, evaluate, and use resources to explore a topic in depth						M	3.5	3.7	38	50	41	45	43	47		
Developing ethical reasoning and/or ethical decision making						M	3.4	3.5	38	63	41	44	41	46		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view						M	3.8	3.9	25	63	45	48	45	49	43	48
Learning to apply knowledge and skills to benefit others or serve the public good						M	3.6	4.1	25	50	44	51	42	51	43	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information						E	4.1	4.4	13	63	55	59	55	58		

					Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution	Student Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.6	54	55	52	As a rule, I put forth more effort than other students on academic work.	4	54	54	51
Difficulty of subject matter	3.7	56	57	54	I really wanted to take this course regardless of who taught it.	2.7	31	33	31
					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.	3.3	40	40	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	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.
Demonstrated the importance and significance of the subject matter	4.5	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	4.6	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	4.3	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.
Introduced stimulating ideas about the subject	3.8	13% (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.
Inspired students to set and achieve goals which really challenged them	4	13% (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.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.3	0% (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.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.6	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.
Stimulated students to intellectual effort beyond that required by most courses	4.5	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.
Related course material to real life situations	4.5	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	3.9	13% (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.
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
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	12.5% (1)	25% (2)	37.5% (3)	25% (2)	8	0	0.97	3.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	37.5% (3)	62.5% (5)	8	0	0.48	4.63
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	12.5% (1)	25% (2)	62.5% (5)	8	0	0.71	4.5
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	8	0	0	5
Made it clear how each topic fit into the course	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	8	0	0.7	4.63
Provided meaningful feedback on students' academic performance	0% (0)	12.5% (1)	12.5% (1)	25% (2)	50% (4)	8	0	1.05	4.13
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	50% (4)	50% (4)	8	0	0.5	4.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	25% (2)	12.5% (1)	25% (2)	37.5% (3)	8	0	1.2	3.75
Explained course material clearly and concisely	0% (0)	0% (0)	25% (2)	25% (2)	50% (4)	8	0	0.83	4.25
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	50% (4)	50% (4)	8	0	0.5	4.5
Created opportunities for students to apply course content outside the classroom	0% (0)	12.5% (1)	25% (2)	25% (2)	37.5% (3)	8	0	1.05	3.88
Introduced stimulating ideas about the subject	0% (0)	12.5% (1)	37.5% (3)	12.5% (1)	37.5% (3)	8	0	1.09	3.75
Involved students in hands-on projects such as research, case studies, or real life activities	12.5% (1)	0% (0)	25% (2)	12.5% (1)	50% (4)	8	0	1.36	3.88
Inspired students to set and achieve goals which really challenged them	0% (0)	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)	8	0	1	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	12.5% (1)	12.5% (1)	12.5% (1)	12.5% (1)	50% (4)	8	0	1.48	3.75
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	25% (2)	0% (0)	75% (6)	8	0	0.87	4.5
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	12.5% (1)	25% (2)	12.5% (1)	50% (4)	8	0	1.12	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	37.5% (3)	0% (0)	62.5% (5)	8	0	0.97	4.25

<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)	25% (2)	12.5% (1)	12.5% (1)	50% (4)	8	0	1.27	3.88
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	25% (2)	12.5% (1)	0% (0)	37.5% (3)	25% (2)	8	0	1.56	3.25
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	25% (2)	12.5% (1)	0% (0)	62.5% (5)	8	0	1.32	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	12.5% (1)	12.5% (1)	25% (2)	50% (4)	8	0	1.05	4.13
Acquiring skills in working with others as a member of a team	0% (0)	12.5% (1)	25% (2)	0% (0)	62.5% (5)	8	0	1.17	4.13
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (2)	12.5% (1)	25% (2)	12.5% (1)	25% (2)	8	0	1.5	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	12.5% (1)	12.5% (1)	12.5% (1)	37.5% (3)	25% (2)	8	0	1.32	3.5
Developing skill in expressing myself orally or in writing	25% (2)	25% (2)	12.5% (1)	12.5% (1)	25% (2)	8	0	1.54	2.88
Learning how to find, evaluate, and use resources to explore a topic in depth	12.5% (1)	25% (2)	12.5% (1)	0% (0)	50% (4)	8	0	1.58	3.5
Developing ethical reasoning and/or ethical decision making	25% (2)	12.5% (1)	0% (0)	25% (2)	37.5% (3)	8	0	1.65	3.38
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	12.5% (1)	12.5% (1)	12.5% (1)	12.5% (1)	50% (4)	8	0	1.48	3.75
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	25% (2)	25% (2)	12.5% (1)	37.5% (3)	8	0	1.22	3.63
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	12.5% (1)	25% (2)	0% (0)	62.5% (5)	8	0	1.17	4.13
<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)	0% (0)	42.86% (3)	57.14% (4)	0% (0)	7	1	0.49	3.57
Difficulty of subject matter	0% (0)	14.29% (1)	28.57% (2)	28.57% (2)	28.57% (2)	7	1	1.03	3.71
<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.	0% (0)	0% (0)	42.86% (3)	14.29% (1)	42.86% (3)	7	1	0.93	4
I really wanted to take this course regardless of who taught it.	14.29% (1)	28.57% (2)	42.86% (3)	0% (0)	14.29% (1)	7	1	1.16	2.71
When this course began I believed I could master its content.	14.29% (1)	14.29% (1)	57.14% (4)	0% (0)	14.29% (1)	7	1	1.12	2.86
My background prepared me well for this course's requirements.	14.29% (1)	14.29% (1)	28.57% (2)	14.29% (1)	28.57% (2)	7	1	1.39	3.29
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	1	0.73	4.43
Overall, I rate this course as excellent.	0% (0)	14.29% (1)	14.29% (1)	42.86% (3)	28.57% (2)	7	1	0.99	3.86

Qualitative

Comments -

- Props to Dr. Baggett for making this course somewhat interesting. I don't see the need for the labs though, I think we should have spent less time on those, and more time on actually understanding statistics.
- Dr. Baggett always encouraged communication and questions, and gave useful feedback for assignments. He explained a difficult subject matter with ease and clarity, and would give real examples and situations to keep us engaged in the material. He teaches very well, and though I was not looking forward to taking this class, Dr. Baggett made it enjoyable and helped me to grasp the concepts quickly.
- I really liked the professor and the course. Our professor really tried to turn a not so fun course into an exceptional class. The only thing I did not like was the incorporation of the R studio website program into the class because I couldn't really see why we needed to learn about a computer program. It would make sense if there were a specific website statistics class that had the program, but our class was strictly a stats class. I feel like we needed preparation for the website program prior to this class and since we didn't, it took up a lot of wasted class time trying to figure it out.
- I was not thrilled to take this class, initially. However, I've developed a sense of curiosity to delve into more social statistics as it relates to my current field. The information is an extension of Basic Statistics which helps prepare you for this class. I wish I had taken this class with my previous undergrad biology science degree. It would have given me a better insight of how to properly analyze statistical research.