

PSYC 2314 (A): Research Methods for Social Science

2018 Fall | Aaron Baggett | Course CIP Code: 42.2799

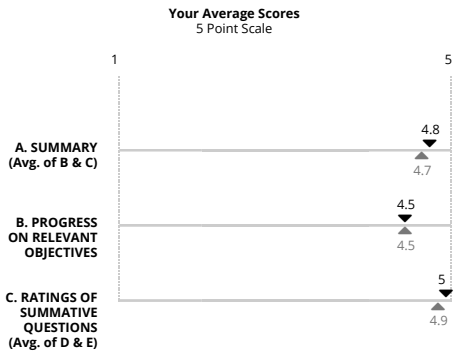
28 | Students Enrolled
7 | Students Responded
25% | Response Rate

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

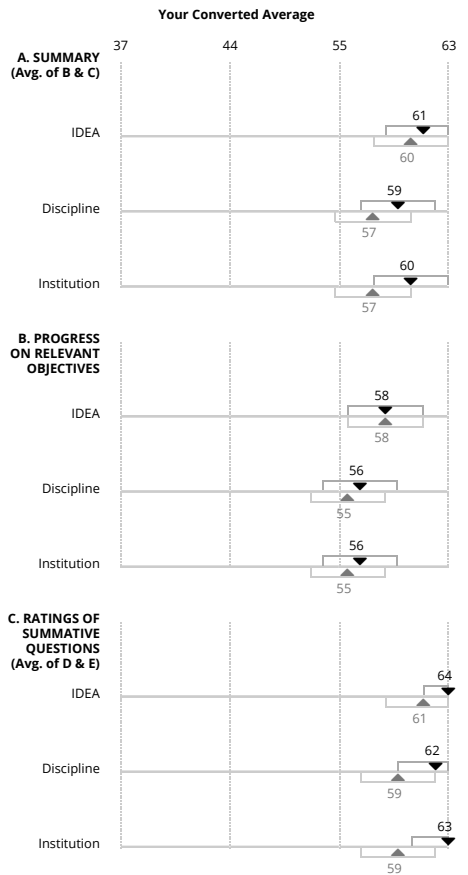
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	5	5
E. Excellent Course	4.7	5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	64
Discipline	60	63
Institution	60	63
E. Excellent Course		
IDEA	60	64
Discipline	57	61
Institution	57	62

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		Discipline
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)		E	4.4	4.4	0	86	57	57	54	55	54	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	4.4	4.6	0	86	58	60	56	59	54	56
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		I	4.6	4.7	0	86	60	62	57	59	57	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	4.4	4.5	0	86	56	57	54	55	53	56
Acquiring skills in working with others as a member of a team		M	3	3	43	43	36	36	40	40	33	33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3	3	43	43	40	40	43	46	32	35
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	4.1	4.2	14	86	56	56	55	57	49	51
Developing skill in expressing myself orally or in writing		M	3.9	3.9	14	71	50	51	49	52	45	48
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.9	3.9	0	57	48	48	47	48	46	47
Developing ethical reasoning and/or ethical decision making		M	3.9	3.9	14	71	50	50	47	48	46	46
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		M	4.4	4.4	0	86	58	58	56	56	55	55
Learning to apply knowledge and skills to benefit others or serve the public good		M	4.1	4.2	0	71	53	53	50	52	50	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	3.9	3.9	14	57	50	50	50	50	47	47

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.4	70	65	63
I really wanted to take this course regardless of who taught it.	3.9	53	51	52
When this course began I believed I could master its content.	4.3	60	56	56
My background prepared me well for this course's requirements.	3.3	40	39	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	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.
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 86% (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	0% (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	4.4	0% (1 or 2) 86% (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	3.1	43% (1 or 2) 43% (4 or 5)	You employed the method less 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	4.7	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	4.1	14% (1 or 2) 86% (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	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	3.6	14% (1 or 2) 43% (4 or 5)	You employed the method less 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.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	28.57% (2)	42.86% (3)	28.57% (2)	7	0	0.76	4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	28.57% (2)	71.43% (5)	7	0	0.45	4.71
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	28.57% (2)	71.43% (5)	7	0	0.45	4.71
Formed teams or groups to facilitate learning	42.86% (3)	14.29% (1)	14.29% (1)	0% (0)	28.57% (2)	7	0	1.68	2.57
Made it clear how each topic fit into the course	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
Provided meaningful feedback on students' academic performance	0% (0)	14.29% (1)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.07	4
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	14.29% (1)	0% (0)	42.86% (3)	42.86% (3)	7	0	0.99	4.14
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	14.29% (1)	28.57% (2)	0% (0)	57.14% (4)	7	0	1.2	4
Explained course material clearly and concisely	0% (0)	0% (0)	28.57% (2)	0% (0)	71.43% (5)	7	0	0.9	4.43

<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)	0% (0)	0% (0)	100% (7)	7	0	0	5
Created opportunities for students to apply course content outside the classroom	0% (0)	14.29% (1)	42.86% (3)	14.29% (1)	28.57% (2)	7	0	1.05	3.57
Introduced stimulating ideas about the subject	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	14.29% (1)	14.29% (1)	0% (0)	71.43% (5)	7	0	1.16	4.29
Inspired students to set and achieve goals which really challenged them	14.29% (1)	28.57% (2)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.46	3.14
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	28.57% (2)	71.43% (5)	7	0	0.45	4.71
Asked students to help each other understand ideas or concepts	0% (0)	14.29% (1)	14.29% (1)	14.29% (1)	57.14% (4)	7	0	1.12	4.14
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	14.29% (1)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.07	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	28.57% (2)	42.86% (3)	28.57% (2)	7	0	0.76	4
<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)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Acquiring skills in working with others as a member of a team	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.6	3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.6	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	14.29% (1)	0% (0)	0% (0)	28.57% (2)	57.14% (4)	7	0	1.36	4.14
Developing skill in expressing myself orally or in writing	14.29% (1)	0% (0)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.36	3.86
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	42.86% (3)	28.57% (2)	28.57% (2)	7	0	0.83	3.86
Developing ethical reasoning and/or ethical decision making	14.29% (1)	0% (0)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.36	3.86
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	28.57% (2)	28.57% (2)	42.86% (3)	7	0	0.83	4.14
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	14.29% (1)	0% (0)	28.57% (2)	0% (0)	57.14% (4)	7	0	1.46	3.86
<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)	14.29% (1)	71.43% (5)	0% (0)	14.29% (1)	7	0	0.83	3.14
Difficulty of subject matter	0% (0)	0% (0)	42.86% (3)	28.57% (2)	28.57% (2)	7	0	0.83	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	<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)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
I really wanted to take this course regardless of who taught it.	14.29% (1)	14.29% (1)	0% (0)	14.29% (1)	57.14% (4)	7	0	1.55	3.86
When this course began I believed I could master its content.	0% (0)	14.29% (1)	0% (0)	28.57% (2)	57.14% (4)	7	0	1.03	4.29
My background prepared me well for this course's requirements.	28.57% (2)	0% (0)	14.29% (1)	28.57% (2)	28.57% (2)	7	0	1.58	3.29
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)	7	0	0	5
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	28.57% (2)	71.43% (5)	7	0	0.45	4.71

Please select the most appropriate response to the following questions:	Definitely false	More false than true	In between	More true than false	Definitely true	N	DN	SD	M
A variety of options for interacting with the content were available (examples might include video, PowerPoint, reading, discussion boards, chats, assignments, recordings).	0% (0)	0% (0)	14.29% (1)	0% (0)	85.71% (6)	7	0	0.7	4.71
Videos within the course enhanced the learning environment.	0% (0)	0% (0)	0% (0)	0% (0)	100% (7)	7	0	0	5
This course was easy to navigate.	0% (0)	0% (0)	0% (0)	28.57% (2)	71.43% (5)	7	0	0.45	4.71
Interactions with other students contributed to mastery of the learning objectives.	0% (0)	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	7	0	0.7	4.29

Qualitative

Comments -
<ul style="list-style-type: none">• Thank you for the encouragement halfway through. I appreciate professors that encourage their students instead of put them down.• He sent a personal email updating me on how I was doing in the course and encouraging me to keep up the good work and it was very nice.• I learned a lot of knowledge from this class, and the textbook very good.• I understand the purpose of a timed quiz. However, with this information being completely new to me, timed quizzes made me panic when taking them and caused me to not be able to fully think out each questions. The wording of the quiz questions was difficult to understand and only having roughly a minute to answer each question caused more panic and confusion. This lead to me personally having lower scores that I could have. I often found myself reviewing the ones I missed and saying to myself, "I knew that! I just panicked because I didn't think I had enough time to reread any question or think in depth about the answers!"• Very supportive!