COURSE SUMMARY REPORT
Numeric Responses

Grand Valley State University
College of Liberal Arts and Sciences
Statistics
Term: Winter 2019

IASystem
The Course Evaluation Standard

STA 216 02
Intermediate Applied Stats
Course type: Face-to-Face

Taught by: Bradford Dykes
Instructor Evaluated: Bradford Dykes-Assist Prof

Evaluation Delivery: Online
Evaluation Form: A3
Responses: 24/27 (89% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
3.4	**3.8**

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.0

(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	24	17%	21%	50%	8%	4%		3.2	3.7
The course content was:	24	17%	21%	54%	8%			3.3	3.7
The instructor's contribution to the course was:	24	29%	29%	29%	4%	8%		3.8	4.2
The instructor's effectiveness in teaching the subject matter was:	24	21%	25%	42%	8%	4%		3.4	3.9

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	24	4%	33%	8%	38%	8%	8%		4.4
The intellectual challenge presented was:	24	12%	42%	25%	17%		4%		5.6
The amount of effort you put into this course was:	24	17%	33%	25%	21%		4%		5.5
The amount of effort to succeed in this course was:	24	21%	42%	17%	21%				5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	24	29%	29%	17%	21%	4%			5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.3 Hours per credit: 1.8 (N=24)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	17%	38%	38%	8%							

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.1 Hours per credit: 1.4 (N=24)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
17%	25%	29%	25%	4%							

What grade do you expect in this course?

Class median: 3.2 (N=24)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
21%	8%	25%	21%	8%		8%	4%							4%

In regard to your academic program, is this course best described as:

(N=23)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
35%	22%		9%	30%	4%

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	24	33%	38%	25%	4%			4.1	3
Explanations by instructor were:	24	25%	38%	33%	4%			3.8	7
Instructor's ability to present alternative explanations when needed was:	24	25%	46%	17%	12%			4.0	6
Instructor's use of examples and illustrations was:	24	29%	33%	17%	21%			3.9	11
Quality of questions or problems raised by the instructor was:	24	29%	33%	25%	12%			3.9	10
Student confidence in instructor's knowledge was:	24	42%	33%	25%				4.2	9
Instructor's enthusiasm was:	24	42%	33%	21%	4%			4.2	8
Encouragement given students to express themselves was:	24	50%	25%	21%		4%		4.5	2
Answers to student questions were:	24	42%	21%	29%	4%	4%		4.1	5
Availability of extra help when needed was:	24	50%	21%	25%		4%		4.5	1
Use of class time was:	24	25%	21%	42%		12%		3.4	17
Instructor's interest in whether students learned was:	24	25%	33%	38%		4%		3.8	14
Amount you learned in the course was:	24	17%	25%	50%	4%	4%		3.3	15
Relevance and usefulness of course content were:	23	26%	30%	39%	4%			3.7	12
Evaluative and grading techniques (tests, papers, projects, etc.) were:	24	17%	33%	38%	8%	4%		3.5	13
Reasonableness of assigned work was:	24	29%	21%	42%	8%			3.5	16
Clarity of student responsibilities and requirements was:	24	42%	25%	33%				4.2	4

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class took a lot out of me. The concepts were difficult for me to understand at first which required me to look over them for hours outside of class.

2. Yes

3. Yes, great course content and I learned a lot

4. I wouldn't say that I learned anything profound, but I do know how to do some statistical work beyond what is taught in 215 now.

5. I think it made me think in a different way than I'm used to since stats isn't math heavy but heavy in thinking.

6. Yes

7. No.

8. Yes. This is the first class I had where we had to code. I found it interesting

10. It stretched my thinking in regards to stats.

11. Kind of. It is stats.

12. This was material I had never learned before so it really stretched my thinking.

13. This was a good starting class for me going into Statistics

14. Yes it was, activities in class involved real data and made it more engaging.

15. This course was very intellectually stimulating. It did not always stretch my thinking; the problems assigned were not always aimed at creative thinking and problem solving. However, I think this is more of a symptom of the material rather than the instructor.

16. the professor had me engaged simply because, even thought it was a stats class, he used in his exercise real word statistical data. where I think most professor might use fake data just to illustrate a concept, he preferred to use real life data.

17. Yes it was. Assignments stretched my thinking especially ones with SAS. SAS is a new program to me and it was interesting to learn how to use.

18. Yes, it helped me with the ability to read data and interpret it much easier prior to taking the course.

19. Yes, I had to learn coding

20. The TBL structure was an adjustment but one that I liked.

What aspects of this class contributed most to your learning?

1. Reviewig the TAPs reinforced my learning and helped prepare me for the exams.

2. I think the homeworks and tests did. The class activities prepared me for the tests.

3. In Class assignments and Homework

4. Team based learning, in my opinion, contributed the most to my learning in this course.

5. I think that the group learning would've been really great had my group actually showed up to class. I think he did a very good job of teaching and explaining and I didn't feel scared to ask him a question like i do in some of my other classes.

6. I liked working on things in class. GOOGLE DRIVE WAS GREAT. PLEASE KEEP USING IT. It was nice to go back over notes and unhighlight everything and then re-answer things to prepare for the tests. With a physical document, this would be much more difficult.

7. None

8. instructors explanations about learning module problems

9. Professor Dykes explaining the class work

10. Group work helped

11. Reading

12. Being able to talk with a team and share ideas and opinions.

13. The TBL experience was helpful for me

14. TBL

15. Nothing stands out

16. the teacher when he went over the team based in class exercises.

17. Homework assignments.

18. The in class examples and explanations.

19. Doing Homework

20. Group work in class

What aspects of this class detracted from your learning?

1. The amount of class work is daunting.

2. Sometimes I wished that we had more guidance before doing the activities.

3. none

4. The text book seemed superfluous at times, and snow week made the class a little more difficult than a semester without snow week would have been, though that is at no fault of the instructor or GV as a whole.

5. Of the 6 people in my group only one showed up every day. Also maybe giving more time for the tests since i ran out on both of them and the time crunch effected my grade

6. I didn't love the TBL model, I wish we had more autonomy over who we were placed with and where we sat. Personalities didn't work well together. The book was also pretty confusing, I wish the book were more accessible.

7. Tbl, taps, rats

8. when my group was confused about something on the learning module

9. I did not like the Team Based Learning format at all honestly, class would have been much better had there been lectures.

10. Only being group work instead of any real teachings/lectures. Felt a lot like I was teaching myself.

11. TBL

12. The set of up of the class was very difficult to be in team based learning. When going to the professor's office for questions he often said he could not help me answer many things. I did not really know how to learn in the class even though I was doing all the necessary reading and more.

13. N/A

14. Nothing

15. Nothing stands out

16. not having a tradition lecture format to discuss what was read in the textbook.

17. The in class assignments were helpful but not as helpful as they could have been. I feel that early on in the semester we were really thrown into the topics without any direction or help. This was reflected by our first exam scores and the opportunity to replace those. But I think the professor realized about halfway through the semester that he needed to do better after we did midterm feedback to him. After that in class was much better and he actually began to teach and direct our learning much more and provide examples and actually write on the board and things like that. It became a more engaging class experience supplemented by the professor, rather than sitting behind a computer and just going over the answers with no reasoning.

18. The lack of cooperation between the group in some cases.

19. I-Rats

20. My attendence issues

What suggestions do you have for improving the class?

1. Less work and more reinforcement of the concepts learned in class.

2. If the class reverts back from google docs to using paper hand outs, there are two problems: 1. You can't look back at the activities while studying or doing homework 2. Not everyone would be able to see the handouts the way the classroom is arranged. 6 people sharing 3 is hard. I think it would be a lot more reasonable if there were 4 packets being shared.

3. More review for the test

4. I can't think of anything major to change about the class.

5. Maybe if you see a trend of people not showing up every day combine two smaller groups together

7. More teaching

8. more mini lectures

9. Completely remove team based learning.

10. More lectures instead of just group work

11. Remove TBL from all GVSU stats courses.

12. More mini-lectures should be included each day to build off our reading and team activities, otherwise having a professor stay in the class seems almost unnecessary at times. Also, I never had enough time to finish exams because their were several packets of output data and questions and many of us discussed getting lost in it and wasting time flipping pages rather than working on problems.

13. N/A

14. Nothing

15. Nothing significant

16. I think the team based computer exercises where great, but with a class 3 days a week maybe one of those days could of been devoted to lectures and understanding the concepts out of the textbook.

17. I always found the tests to be confusing. You are given so many packets of paper and each question is spread out with possible information in another packet. And some of the data sets in a packet might not even be used. It was a jumbled mess in my opinion. Have 1 separate answer sheet and a 1 packet of questions and leave it at that.

18. No suggestions for this course.

19. More in class SAS Practice

20. More class involvement

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

Identify one or two specific "things" the instructor did to help make the TBL experience beneficial for you.

1. The RATs are beneficial but I wish I could look at them outside of taking them in class.

2. I think being able to adjust the course as needed

3. google drive was awesome to share docs

4. The shared google documents were a massive help in resource pooling and note taking.

5. there was a lot more information in the classwork which made it easier to understand what was happening in the problems also he was floating around the classroom constantly listening in and giving help when needed which I had never had a TBL teach do before, most of them just sit and do nothing at their desk and then complain that you don't know what you're doing

6. I guess I don't know what goes on behind the scenes, but I liked that things were always prepared. I also really liked that he let us use the computers and Google Drive was actually super super super helpful. I liked it a lot.

7. None

8. mini lectures

9. Going through the assingments at the end of class

10. Answered questions when presented

11. office hours and emails

12. Peer evaluations were helpful so it felt like we at least had a say, but also he encouraged us to talk to one another often.

13. It was beneficial to talk through all the concepts with my group and then the Professor.

14. Made sure we talked as groups during activities, t-rats do the same.

15. Nothing stands out

16. by being available to help us should we run into problems, and that he encouraged us to solve problems as a group.

17. 1. Allowed us to use google docs with our group

18. He made sure that we had the correct answers to the questions after we worked through them ourselves. He also provided guidance on the parts that were confusing or may have been hard to interpret.

19. Clarifying SAS

20. Encouraged group work, made us talk

Identify one or two specific "things" the instructor could have done (either better or at all) which would have helped make the TBL experience more beneficial for you.

1. Possibly have more mini quizzes that don't count towards relatively any points. Just to stretch our learning within the classroom.

2. Read more thouroughly

3. explain more. But overall it was great

4. Nothing comes to mind in terms of improvement for the instructor.

5. trying to keep the team accountable. its hard to have a TBL class when only one person from your team comes to class everyday and then when someone else shows up after missing a few days you spend more time filling them in on what they missed vs actually doing the assignment

6. I wish I got to choose where I sat in the class.

7. Instructor cant change it, but seating was not optimal for groups larger than 2 or 3. I would have preferred to be in a group with my friends, but I couldn't because the groups were already picked for us

8. provided practice problems for exams

9. NO TBL.

10. More lectures

11. n/a

12. Taking attendance is necessary for this course, not many people showed up and they got away with since we filled the documents in for them.

13. Less TAP activities on the computer and more on worksheets.

14. Nothing

15. Nothing significant

16. probably made his worksheets more user friendly.

17. 1. Explain the answers to questions more 2. Possibly do an ungraded post test after the module to test your learning before you take the actual exam.

18. Not much that could have been done that I believe would have made the experience better. Other than the suggestion of rotating the groups ever so often s students are able to work with others and learn different techniques while cooperating with different students.

19. Not sure

20. N/a

1. My group would review together in preparation for the homework and exams. We created a study guide for both and contributed all of our individual ideas within it.

2. I used the book to hlep me go through the activities and I asked my group members what they thought.

3. Pay more attention

4. While it took a bit of the semester for me to start talking to my group-mates, I found communication and trying to gather everyone's opinions on problems was a great way to get new insight.

5. I tried watching the videos before coming to class and explaining things to the group members when they didn't understand

6. I did all the readings and required things

7. None

8. strong communication with group

9. Study hard online, with youtube.

10. Made sure I was at class to help my group

11. i tried, i really did. TBL just isn't for me i guess.

12. I started and contributed to documents to make sure the team collaborated about homework and other readings. This way I could learn from others.

13. I tried to communicate with my teammates as much as possible.

14. Spoke with group members, presented my ideas and the reasoning for them.

15. Nothing significant

16. working with the group to figure out problems.

17. 1. Used my book for help 2. Asked my group questions when I needed to

18. I would try to come to every class with an overall basic understanding of the material to be able to contribute to my group effectively. Also attended a many classes as possible to be able to consistently contribute to group assignments.

19. Homework

20. When I made my attendence more important, it helped quite a bit

1. I could meet with my class mates after class to review what we just did on a TAP.

2. If people participated more.

3. get more sleep so I could contribute more

4. I should have spoken to my group more at the beginning of the semester.

5. I could've read more outside class and tried to fully understand the material before coming into class and asked more questions when i was confused about things

6. I could have worked with group members better

7. None

8. more practice outside of class

10. Review 215 information more

11. Eliminate TBL

12. Confronting those who rarely showed up to class would have been a good idea.

13. Trying to get my teammates to communicate more often.

14. Been more confident in my answers during t-rats.

15. Nothing significant

16. by practicing and studying the materials for the I-rats and T-rats ahead of time.

17. 1. Engage with my group more

18. One thing that makes a huge difference is attendance, missing one or two classes in any module really hurts you and your group so that is something I could have improved over the semester.

19. Prepare more for RATS

20. shown up more earlier in the semester

1. TBL section all the way. Going over concepts and coursework as a team only reinforces the material to the learner. I would be way behind if it wasn't for my awesome team.

2. I don't think i'd tell them to take it or tell them not to take it. I'd just explain what the TBL course was like and I'd try to do it objectively, since I'm not sure which way they learn better.

3. Yes, helped so much and sharing ideas was really beneficial

4. I would recommend TBL to my friend. I had it recommended to me for this semester and I found it much easier to work in groups and have people to ask questions to than in 215 and studying solo.

5. I hate TBL it's not my type of learning and I typically struggle in a team setting and having to rely on other people. I would only say the them to take TBL if you have Dykes as a teacher. I've been in TBL classes since high school and I have never had a good experience with it until this class. He's the only teacher that has successfully done TBL

6. I would recommend that they switch if they can because this was where you had to teach yourself and the regular model is where you can learn from the teacher and that's just easier

7. Non-TBL. Being forced into a group for an entire semester is usually not fun regardless of the course

8. I would recommend non-TBL sections. I would have liked a more note-taking structured class because that is how I learn best

9. Switch to a different definitely. Team based learning mostly detracted from my learning, I felt much more could have been learned had we had a lecture format.

10. TBL section because it pushes you to attend more but be ready to learn it yourself

11. NON-TBL. Not my learning style. I didnt know it was TBL when i signed up

12. STA 216 is not a class that fits the TBL learning environment. Some concepts need to simply be taught by an instructor in class. Its hard to build off others ideas in a stats class when most of the answers are either right or wrong.

13. TBL experience is better than any other teaching method I have had. It allows me to talk to my peers on situations first and then talk to the instructor after if I am still having problems.

14. Stay in TBL. I felt like I learned the material without really doing anything. The activities teach you it without you knowing

15. I would recommend TBL over non-TBL. I appreciated the structure of TBL and prefer it over courses structured in other manners.

16. so, if you hate the lecture format and prefer to be more hands on then TBL is the right option. but if your like me and wanted a mixture of TBL with lecture then I would advise against it. like I said being a 3 day a week class I would of preferred to have one day devoted just to lecture and have the other days devoted to TBL.

17. Depends on your learning style. TBL section is much more all on you learning. It is not lecture based at all. Overall I think I would have preferred a non-TBL section because of this.

18. I would say it depends on how the students feels they learn best. My first suggestion would be to take the TBL course to be able to learn from the professor with the assistance from other students. This way allows for you to learn the material the best, but if they learn better on their own I would recommend non-TBL section.

19. If you prefer not to work in teams, you would probably switch out, if you are perfectly fine with teams, remain where you are.

20. I would recommend the TBL class because of the uniqueness of the system and in my personal expierience it has worked well for me.