

STA 215 05
Intro Applied Statistics
Course type: Face-to-Face

Taught by: Bradford Dykes

Instructor Evaluated: **Bradford Dykes-Assist Prof**

Evaluation Delivery: Online
Evaluation Form: A3
Responses: 10/16 (62% 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
3.2	4.1
(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: 4.8
(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:	10		30%	60%	10%			3.2	4.1
The course content was:	10		10%	80%	10%			3.0	3.8
The instructor's contribution to the course was:	10	50%	10%	30%	10%			4.5	5.2
The instructor's effectiveness in teaching the subject matter was:	10	20%	30%	30%	10%	10%		3.5	4.4

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:	10		10%		40%	20%	20%	10%	3.5
The intellectual challenge presented was:	10	30%	10%	30%	30%				5.2
The amount of effort you put into this course was:	10	20%	20%	30%	20%		10%		5.2
The amount of effort to succeed in this course was:	10	10%	30%	40%	20%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	10	20%	20%	20%	20%	20%			5.0

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: 7.8 Hours per credit: 2.6 (N=9)

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
	11%	11%	22%	44%	11%						

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

Class median: 4.0 Hours per credit: 1.3 (N=9)

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
22%	22%	22%	33%								

What grade do you expect in this course?

Class median: 2.5 (N=9)

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
11%		11%	11%	22%	11%	11%	11%	11%						

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

(N=9)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
	67%			33%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	10	30%	20%	30%	20%			3.5	6
Explanations by instructor were:	10	10%	40%	40%	10%			3.5	7
Instructor's ability to present alternative explanations when needed was:	10	30%	20%	30%	10%	10%		3.5	8
Instructor's use of examples and illustrations was:	10	30%	20%	50%				3.5	13
Quality of questions or problems raised by the instructor was:	10	20%	20%	40%	20%			3.2	15
Student confidence in instructor's knowledge was:	10	30%	60%	10%				4.2	2
Instructor's enthusiasm was:	10	60%	30%		10%			4.7	1
Encouragement given students to express themselves was:	10	40%	10%	40%	10%			3.5	16
Answers to student questions were:	10	10%	40%	20%	20%	10%		3.5	11
Availability of extra help when needed was:	9	33%	22%	22%	22%			3.8	9
Use of class time was:	10	20%	40%	30%	10%			3.8	5
Instructor's interest in whether students learned was:	10	30%	40%	30%				4.0	3
Amount you learned in the course was:	10	20%	20%	30%	10%	20%		3.2	14
Relevance and usefulness of course content were:	10	10%	20%	30%	40%			2.8	17
Evaluative and grading techniques (tests, papers, projects, etc.) were:	10	30%	20%	50%				3.5	10
Reasonableness of assigned work was:	10	30%	20%	40%	10%			3.5	12
Clarity of student responsibilities and requirements was:	10	30%	30%	40%				3.8	4

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STANDARD OPEN-ENDED QUESTIONS

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

1. It hurt my head a few times, not gonna lie
2. In general, I guess so. The class material made me think in a very different way. I'm not a person who is very interested in any topics relating to math. It's not that I'm bad at it; it just doesn't interest me at all. It took a lot of concentration to sit through the class after working all day and not being interested in the material.
3. Yes,
4. In some ways sure. It required me to flex muscles that I hadn't flexed in awhile.
5. It was more difficult than I was expecting, intellectually speaking, and it expanded slightly.
6. It did build on many principals that i already knew about, it taught me new ways to consider stats.
7. Yes. We were trying hard to put our head together contributing to the wholeteam
8. yes this class was intellectually stimulating. It is a very hard course to take in a 6 week time span.

What aspects of this class contributed most to your learning?

1. Team Based Learning
2. I'm definitely a visual learner; if you show me how to do something once, I'll remember it and understand it better. So when you would go over examples in class and explain things the book had talk about, I understood things so much better.
3. Working on problems in class as a team and helping each other
4. Relearning old stuff.
5. The team based learning.
6. doing the activities provided the best contribution to learning.
7. The team work was great. It was an extra helping hand to have, and helped me understand way better
8. What contributed most to my education was going over activities as a class vs with my group

What aspects of this class detracted from your learning?

1. N/A
2. I absolutely hated reading the book. I'm not the type of learner that can read something, understand it and then be able to put the new material in to practice without some sort of explanation. It was not beneficial for me to read the book and be expected to understand things.
4. It's not of any interest to me or my career
5. Instructors determination to have us figure it out ourselves. Helped sometimes, other times we just need a straight forward answer.
6. the length of the class
7. Nothing. Just people talking about irrelevant stuff.
8. The group work. My group barely engaged in conversation with me. Everyone basically did their own thing

What suggestions do you have for improving the class?

1. Do not take Stats in Summer unless you are good at math
2. PLEASE consider adding in a mini lecture explaining the readings. Not everyone is the type of learner where just reading without explanation is beneficial. It doesn't have to be extensive, just a little supplement to give context for the material.
3. The flow chart might have been more helpful towards the beginning of the semester rather than the end.
4. Idk...
5. Not taking it in the summer. It has too much content to be covered so shortly.
6. none
7. N/A
8. Less TBL it doesn't appeal to everyone learning style or at least make it optional for sum. It should not be required for everyone

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

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

1. He explained how the process worked and he explained to ask him questions if we needed help with anything
2. Nothing.
3. helpful handouts (CI and HT examples, sections to focus on reading for RATs) allowing "cheat sheets"
4. Encouraging us to work together and moving through the problems quickly.
5. Made sure everyone participated and made the team based activities weighted more than individual.
6. the use of activities in class and group quizzes
8. I hated TBL. Not being forced to work with people who barely wanted to work with me would have been more helpful

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. Helped groups with "difficult members" as to how to handle with them.
2. Again, a mini lecture would be very helpful.
3. "curve" exam grades
5. Been more hands-on in the learning. The team working together is good, but the teacher still needs far more involvement.
6. no comment
8. As mentioned above, not make it a requirement and not have grades based of TRAT's because days that I were absent from class and my group did poorly on TRAT's it impacted my grade!

Identify one or two specific “things” you did to help make the TBL experience beneficial for yourself.

1. I worked closely with members in our group that wanted to succeed in the course.
2. I tried my best to come to class prepared.
3. flashcards wrote extra explanatory notes on handouts
4. Checking answers with my teammates and relying on them to help me learn what I didn't understand.
5. Made sure to show up every day. Try to be as little dead weight as possible on the team.
6. I actually tried to be part of the group
8. I tried to engage with my group and participate in activities

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

1. I could have had more patience with out difficult members but that is easier said than done.
2. I wish I had had more time to read more extensively.
3. met with the team outside of class
4. Communicated with my team more frequently
5. The preparation before class
6. I could like being in groups more and could have done more participation from the beginning
8. Maybe switched groups early on, spent less time on my phone

A friend is taking STA 216 next term & wants a section on certain days/at a particular time. The friend learns the section is being taught using TBL; knowing you have experienced TBL, the friend asks your advice on whether to remain in the section or switch to a different same days/time section. Regardless of who the TBL-section instructor is, would you recommend your friend take the TBL section or switch to a non-TBL section? What justification would you offer if you are asked “Why?”

1. I would do the TBL section because it really can help when you learn with others but keep in mind that you will have at least one member in your group who will not want to participate and will not help in anyway.
2. I wish there was a combination of the two. I think TBL can be really helpful if everyone comes knowing the material. But not everyone does, so having a bit of a lecture would help supplement the group learning.
3. I would suggest the TBL section because it's more helpful to work on the activities and example problems in class rather than at home alone.
4. Yes, because you'll be able to check your work as you move rather than being unsure and just sitting and listening to someone talk sucks.
5. It depends on the individual. If they work well in groups TBL is fantastic. But its suicide if they hate collaboration
6. I would say it didn't really help or hinder my learning of the material and it would depend on weather or not that friend learns better in a group or individual
8. I would say, If you work will in groups or are favorable of group work activities, and being graded off group work then yes take the course. It would also be beneficial to you if you like less lecture work and more figuring things out on your own. However if you learn best one on one and with lecture based classes then no.