



## Report 2: Summary and Analysis of Student Response Data

**Fall Term, 2012**

(Distributed only to Course Instructor)

Course Title: Intro Psychology  
 Department: PSY  
 Course #: 115  
 Section #: 04  
 Instructor: Kurczek, Jake

### Section 1: Student Characteristics:

#### 1. Response Data:

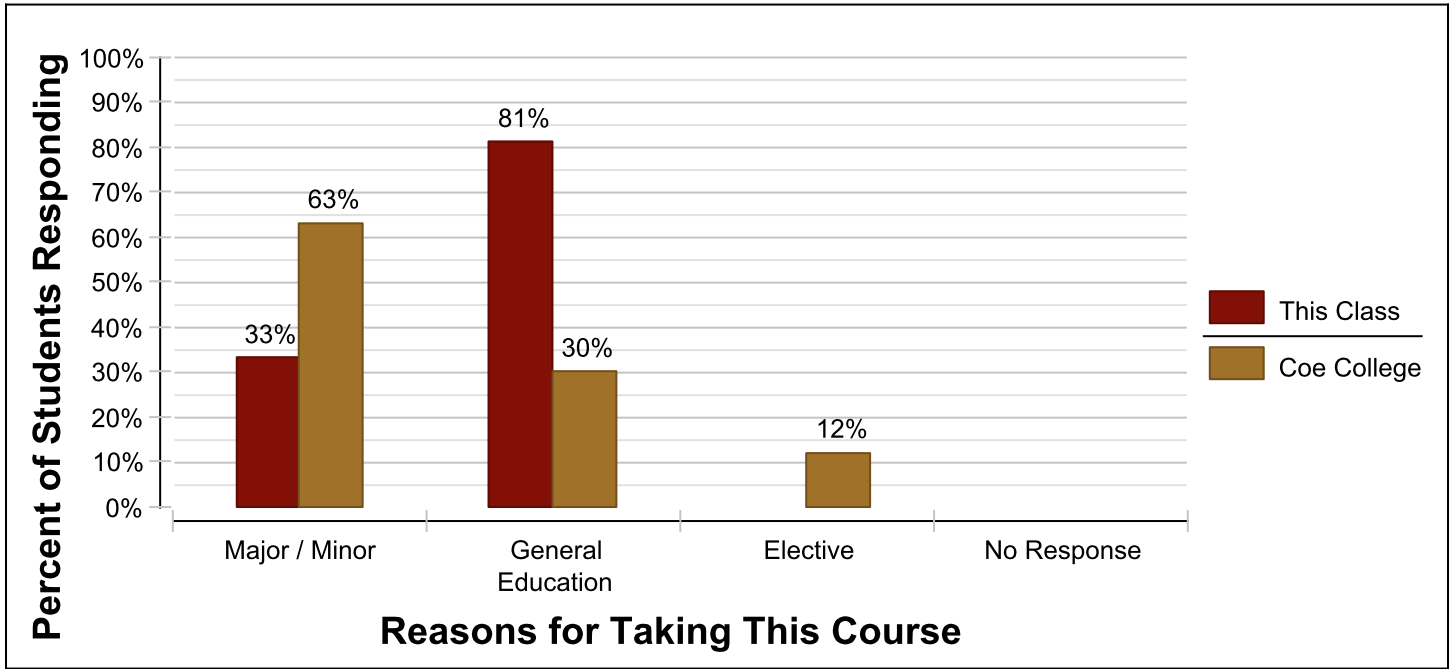
	Number of Students Enrolled	Number of Students Responding to this Survey	Survey Response Rate
<b>This Course</b>	28	21	75.00%
<b>Coe College</b>	7147	4128	57.76%

2. Why are you taking this course? (Note: Students could mark all choices that applied; thus the percentages indicated in the table below represent the percent of responding students who marked each choice; therefore percentages do not equal 100%.)

#### a. Frequency Distribution Table

	Major / Minor	General Education	Elective	No Response	Total Number Students Responding to the Survey
<b>This Course</b>	7 (33%)	17 (81%)	0 (0%)	0 (0%)	21
<b>Coe College</b>	2585 (63%)	1223 (30%)	492 (12%)	19 (0%)	4128

b. Bar Graph of Frequency Data

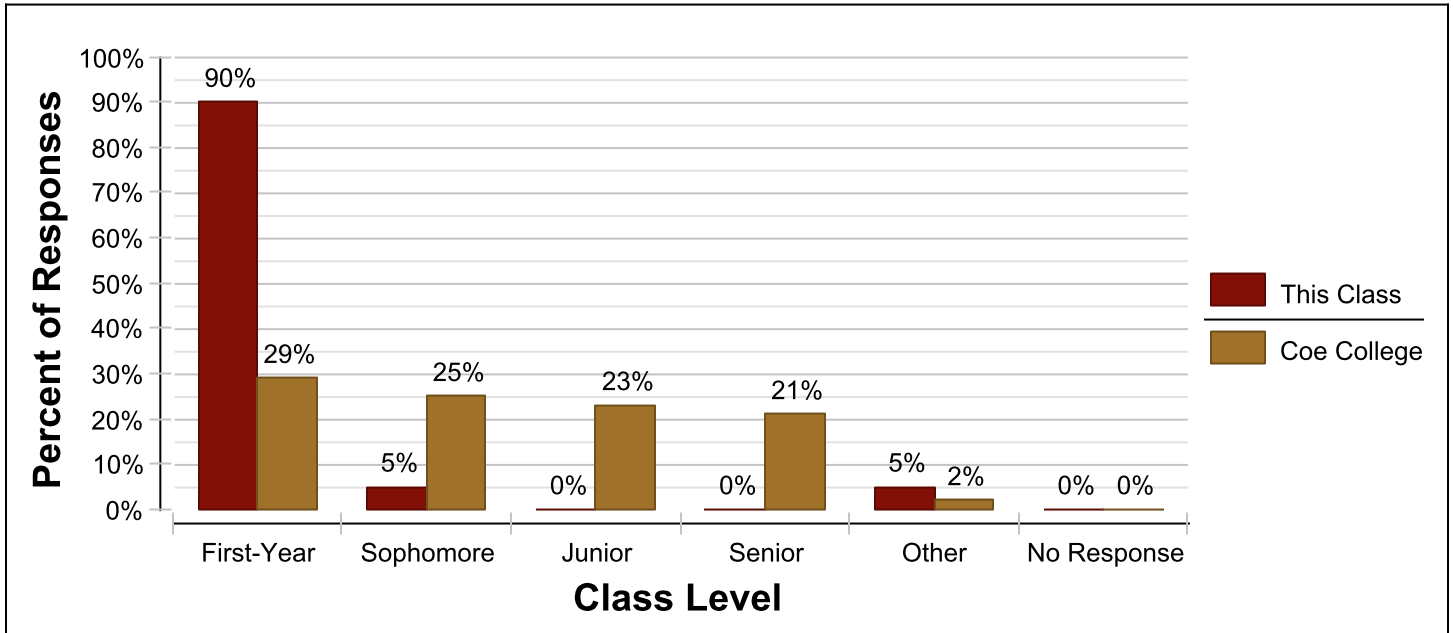


3. What is your class level?

a. Frequency Distribution Table

	First Year	Sophomore	Junior	Senior	Other	No Response
<b>This Course</b>	19 (90%)	1 (5%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)
<b>Coe College</b>	1177 (29%)	1027 (25%)	954 (23%)	860 (21%)	91 (2%)	19 (0%)

b. Bar Graph of Frequency Data

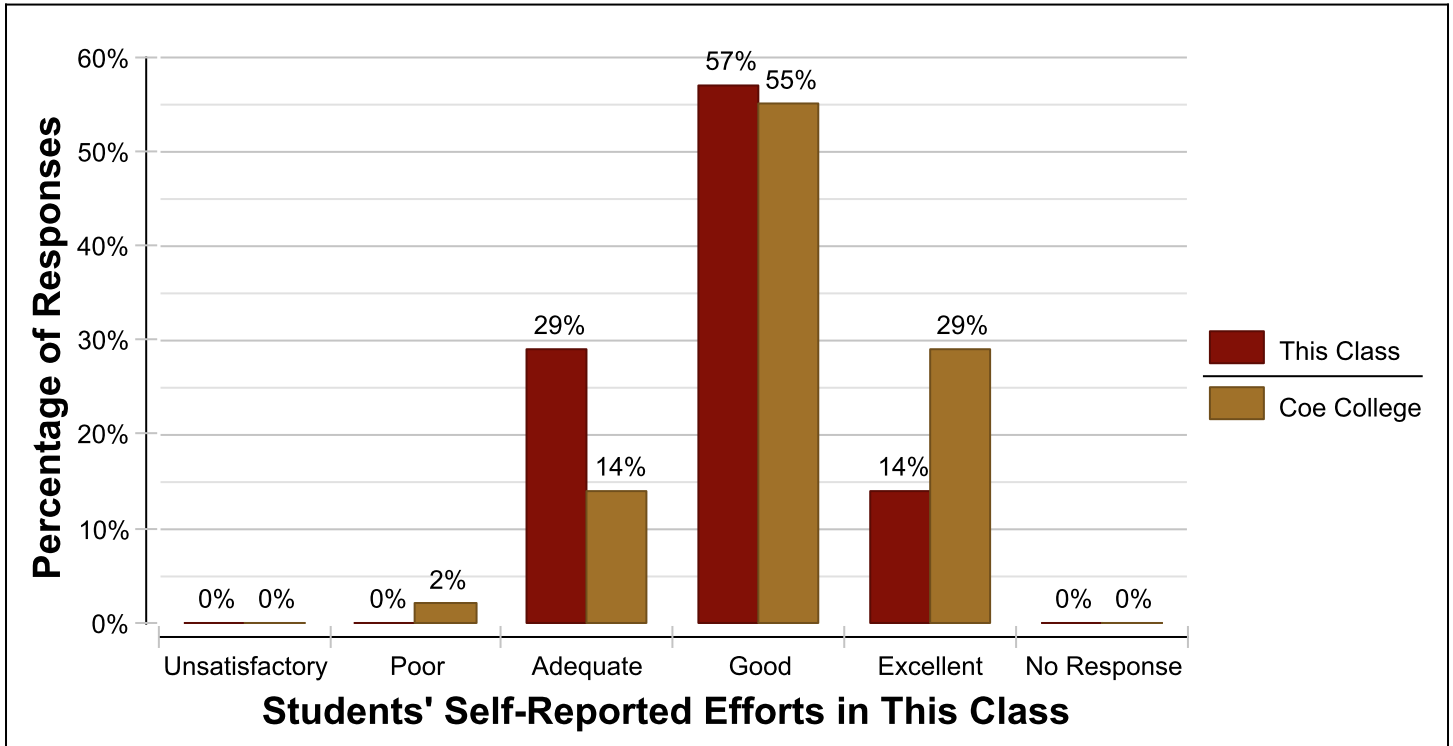


4. Overall, how would you describe your efforts in this class?

a. Frequency Distribution Table

	Unsatisfactory	Poor	Adequate	Good	Excellent	No Response
<b>This Course</b>	0 (0%)	0 (0%)	6 (29%)	12 (57%)	3 (14%)	0 (0%)
<b>Coe College</b>	7 (0%)	80 (2%)	564 (14%)	2275 (55%)	1202 (29%)	0 (0%)

**b. Bar Graph of Frequency Data**

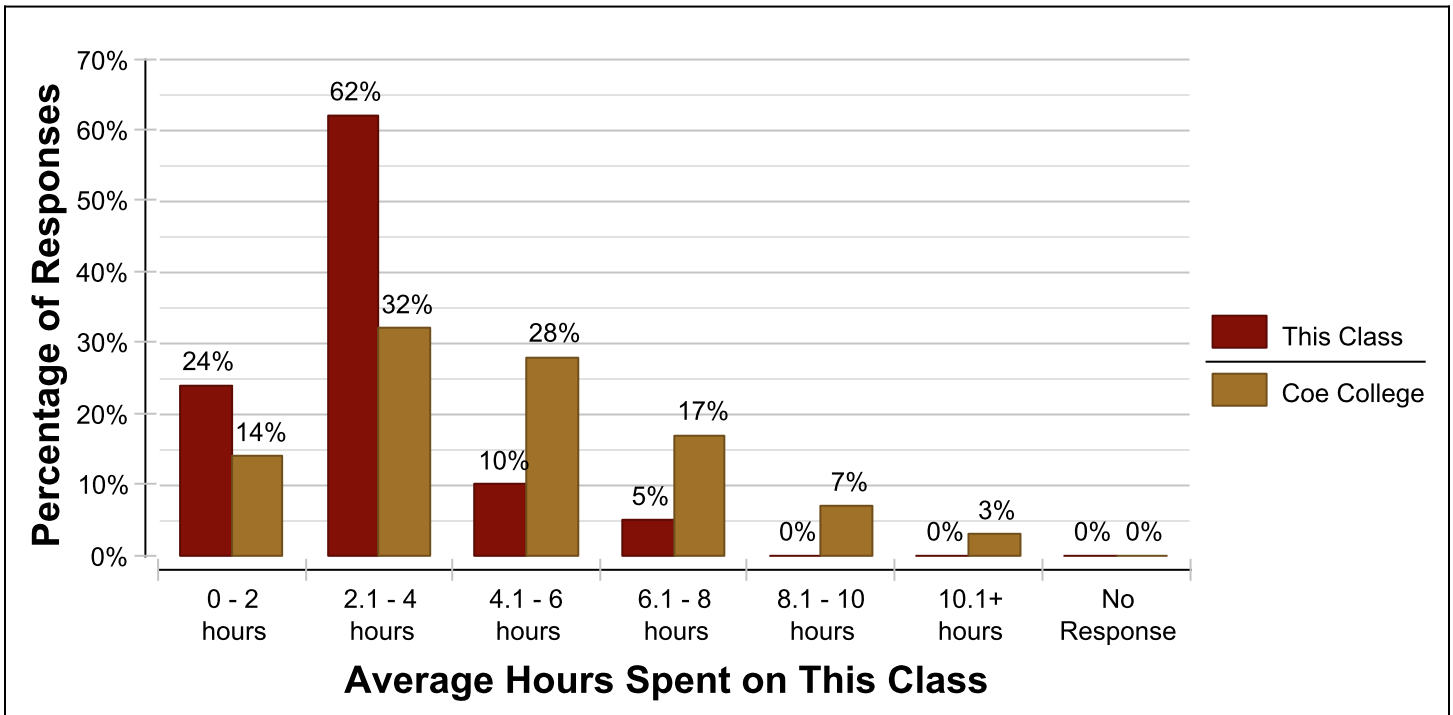


**5. Excluding class time, on the average how many hours did you spend per week on this course?**

**a. Frequency Distribution Table**

	<b>0 - 2</b>	<b>2.1 - 4</b>	<b>4.1 - 6</b>	<b>6.1 - 8</b>	<b>8.1 - 10</b>	<b>10.1 or more</b>	<b>No Response</b>
<b>This Course</b>	5 (24%)	13 (62%)	2 (10%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
<b>Coe College</b>	572 (14%)	1324 (32%)	1139 (28%)	684 (17%)	293 (7%)	116 (3%)	0 (0%)

**b. Bar Graph of Frequency Data**



**c. Estimated Average Hours spent outside of class**

**This Course:** 2.9  
**Coe College:** 4.59

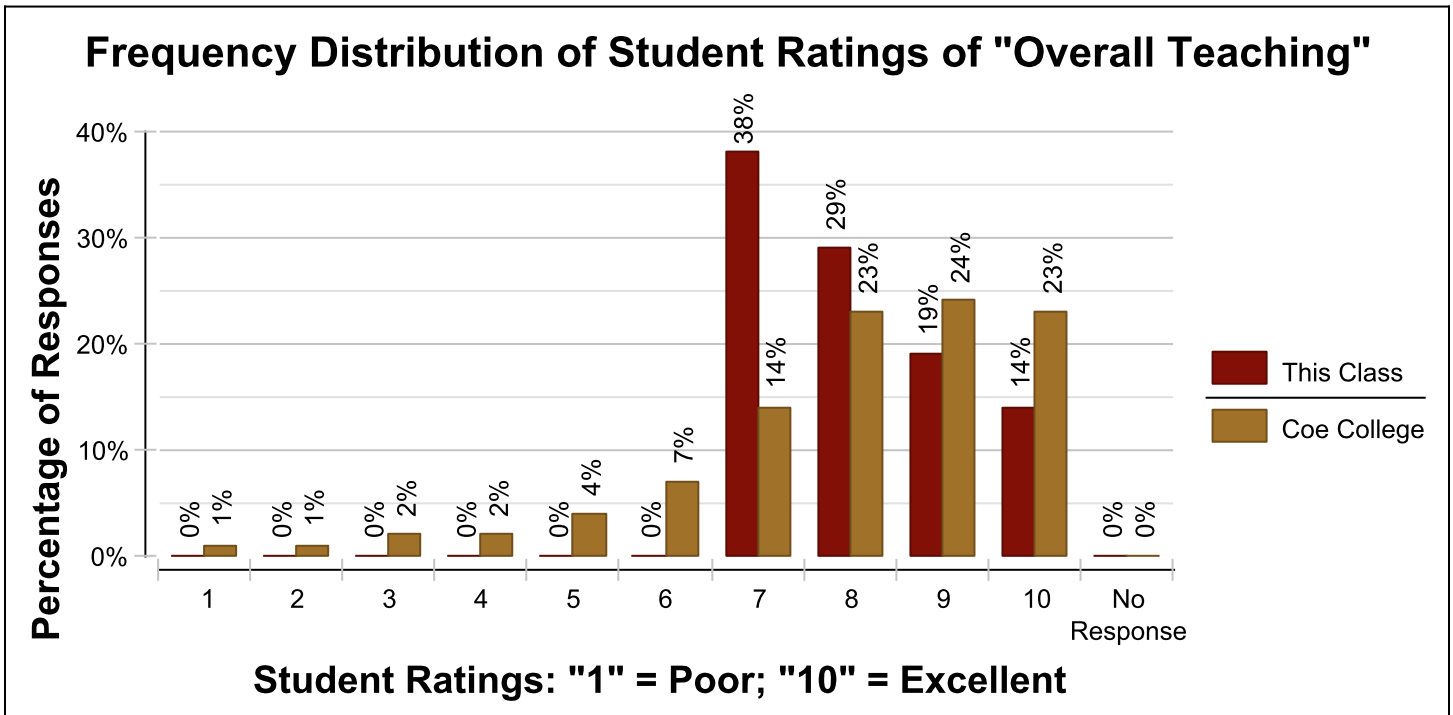
**Section 2: Evaluation of Teaching**

**6. On a scale of poor to excellent, (1 being poor and 10 being excellent), rate the overall teaching.**

**a. Frequency Distribution Table**

	1	2	3	4	5	6	7	8	9	10	No Response
<b>This Course:</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (38%)	6 (29%)	4 (19%)	3 (14%)	0 (0%)
<b>Coe College:</b>	31 (1%)	51 (1%)	62 (2%)	93 (2%)	154 (4%)	274 (7%)	584 (14%)	942 (23%)	982 (24%)	955 (23%)	0 (0%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

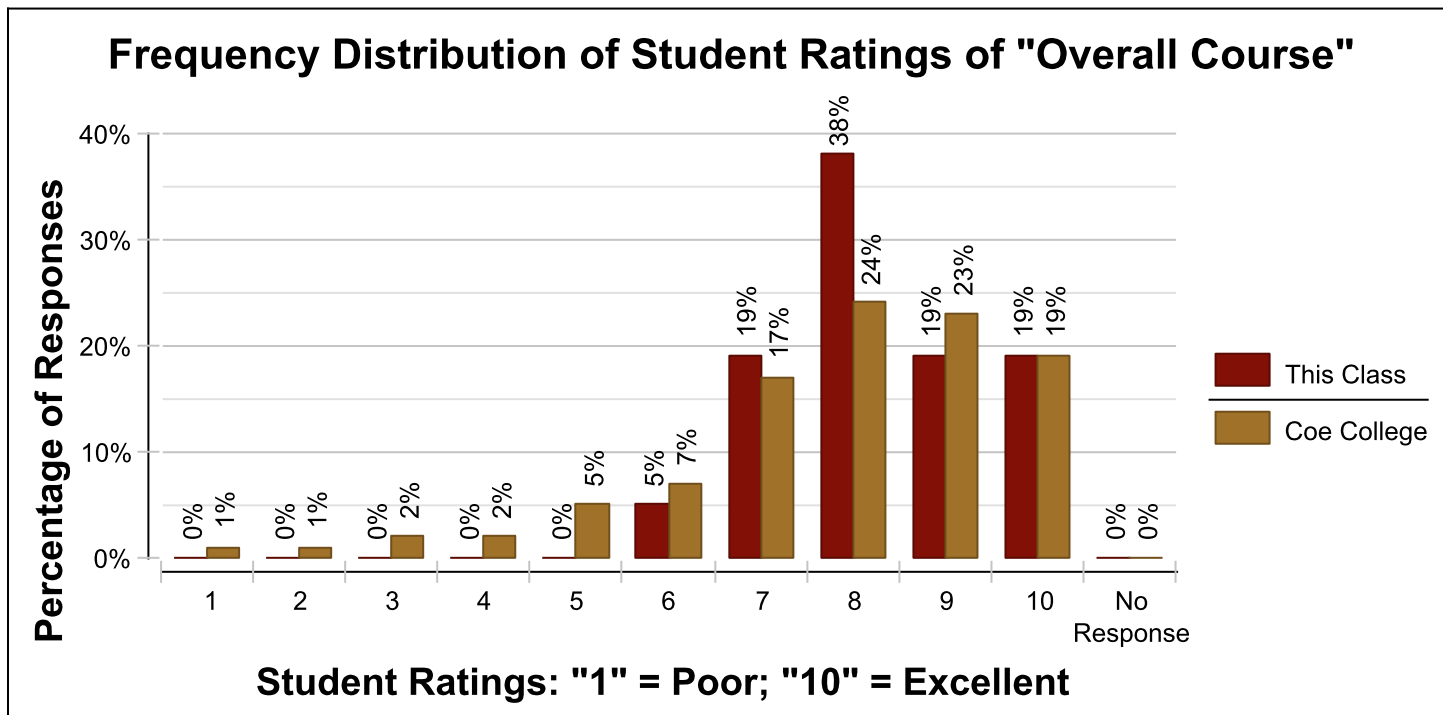
	Mean	Median	Standard Deviation
<b>This Course</b>	8.10	8.00	1.09
<b>Coe College</b>	8.02	8.00	1.86

7. On a scale of poor to excellent, (1 being poor and 10 being excellent), rate the overall course.

a. Frequency Distribution Table

	1	2	3	4	5	6	7	8	9	10	No Response
<b>This Course:</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)	4 (19%)	8 (38%)	4 (19%)	4 (19%)	0 (0%)
<b>Coe College:</b>	21 (1%)	43 (1%)	73 (2%)	91 (2%)	194 (5%)	305 (7%)	687 (17%)	1006 (24%)	936 (23%)	772 (19%)	0 (0%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

	Mean	Median	Standard Deviation
<b>This Course</b>	8.3	8.0	1.1
<b>Coe College</b>	7.9	8.0	1.8

8. As a way to verify your scaling, please mark the bubble labeled "poor".

a. Frequency Distribution Table

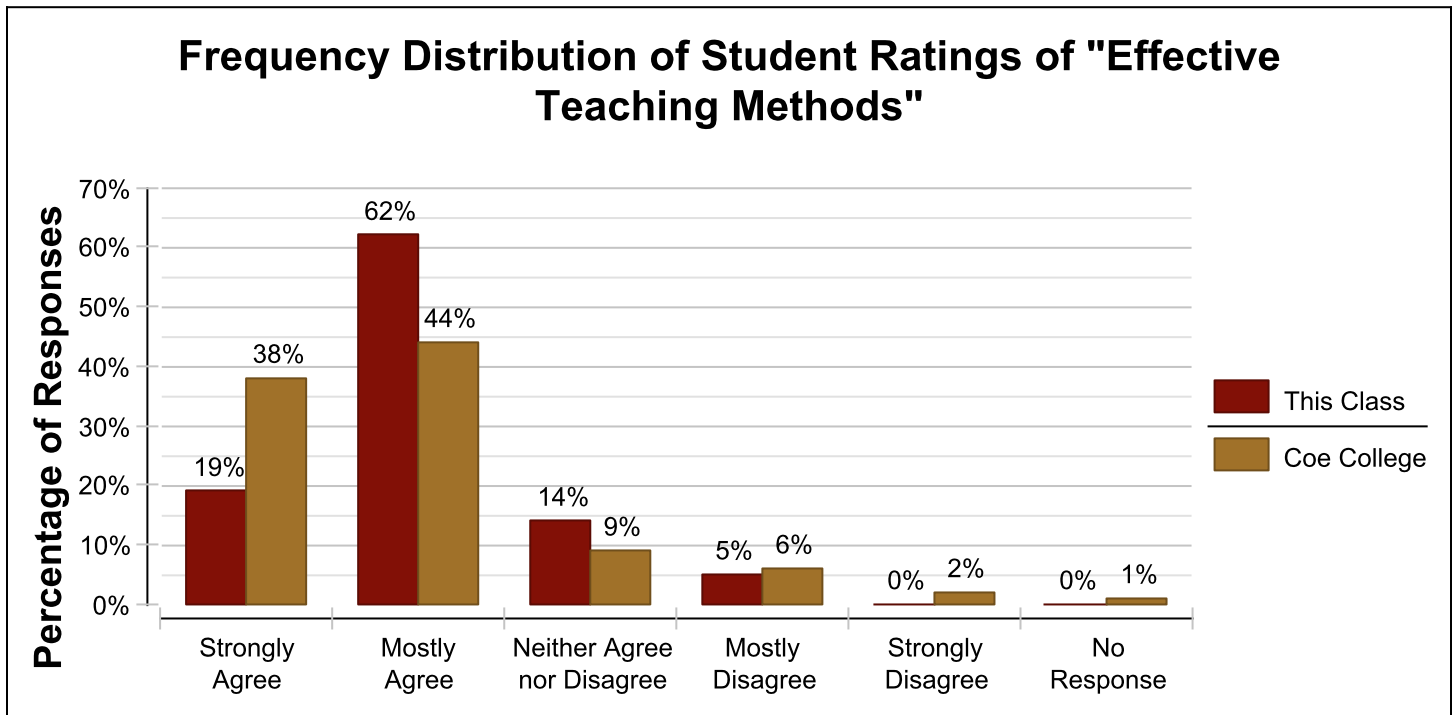
	1	2	3	4	5	6	7	8	9	10	No Response
<b>This Course</b>	21 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Coe College</b>	3969 (96%)	17 (0%)	34 (1%)	8 (0%)	7 (0%)	11 (0%)	18 (0%)	17 (0%)	19 (0%)	28 (1%)	0 (0%)

9. Teaching methods (lectures, class discussion, demonstrations, group projects, laboratories, and others) were effective in helping me learn.

a. Frequency Distribution Table

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
<b>This Course</b>	4 (19%)	13 (62%)	3 (14%)	1 (5%)	0 (0%)	0 (0%)
<b>Coe College</b>	1566 (38%)	1832 (44%)	357 (9%)	256 (6%)	94 (2%)	23 (1%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

(Note: Strongly Agree = 5, Mostly Agree = 4, Neither Agree nor Disagree = 3, Mostly Disagree = 2, Strongly Disagree = 1)

	Mean	Median	Standard Deviation
<b>This Course</b>	4.0	4.0	0.7
<b>Coe College</b>	4.1	4.0	1.0

10. Out-of-class assignments (reading, papers, projects, etc.) effectively supported classroom experiences.

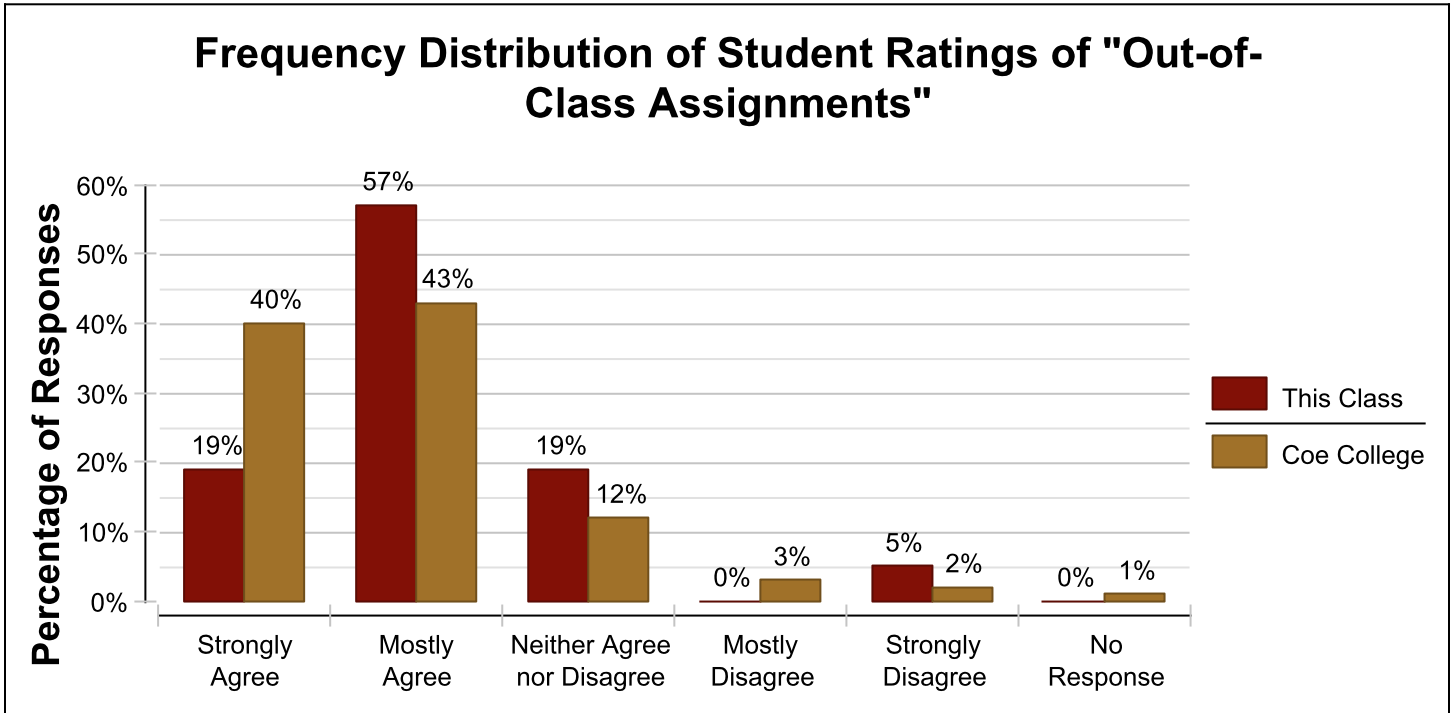
a. Frequency Distribution Table

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
<b>This Course</b>	4 (19%)	12 (57%)	4 (19%)	0 (0%)	1 (5%)	0 (0%)



<b>Coe College</b>	1651 (40%)	1761 (43%)	480 (12%)	139 (3%)	66 (2%)	31 (1%)
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**b. Bar Graph of Frequency Data**



**c. Descriptive Statistics**

(Note: Strongly Agree = 5, Mostly Agree = 4, Neither Agree nor Disagree = 3, Mostly Disagree = 2, Strongly Disagree = 1)

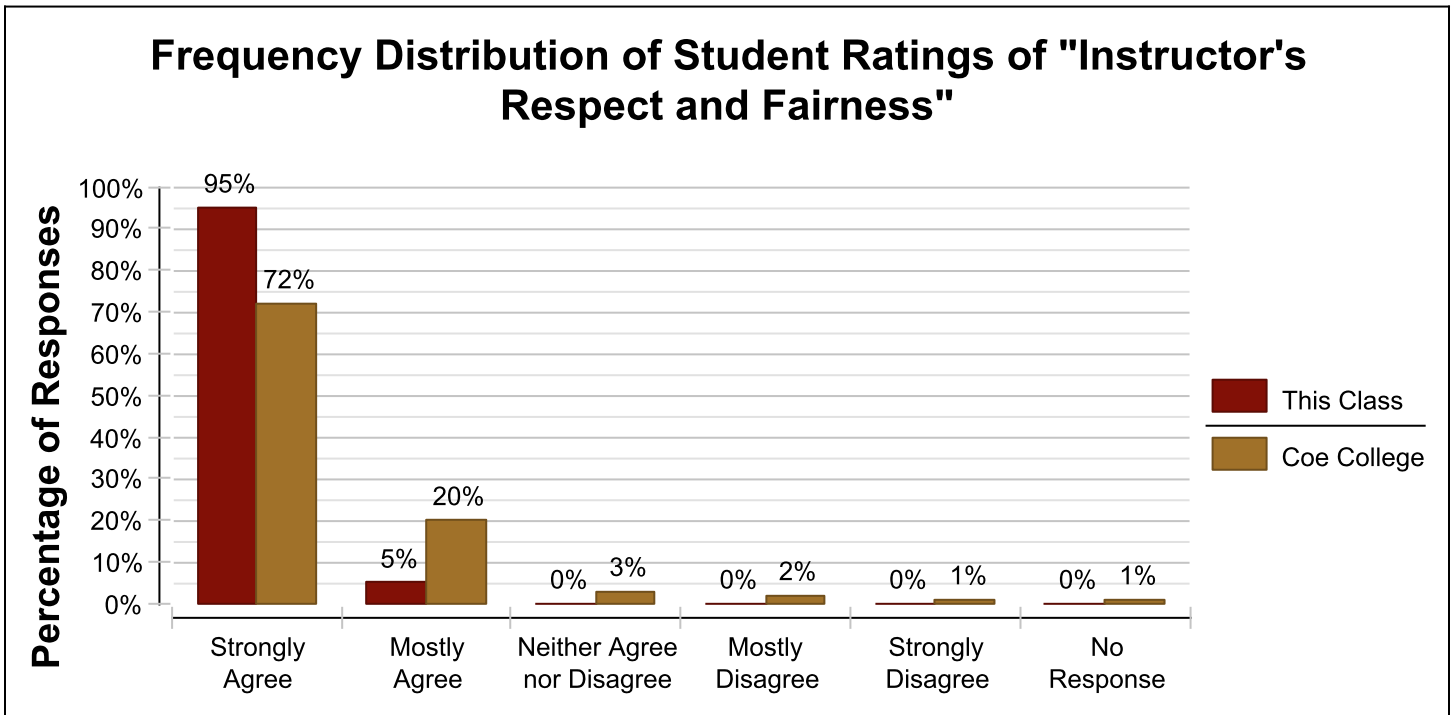
	Mean	Median	Standard Deviation
<b>This Course</b>	3.9	4.0	0.9
<b>Coe College</b>	4.2	4.0	0.9

11. The Instructor was respectful of students and treated them fairly.

**a. Frequency Distribution Table**

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
<b>This Course</b>	20 (95%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Coe College</b>	2980 (72%)	835 (20%)	140 (3%)	77 (2%)	58 (1%)	38 (1%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

(Note: Strongly Agree = 5, Mostly Agree = 4, Neither Agree nor Disagree = 3, Mostly Disagree = 2, Strongly Disagree = 1)

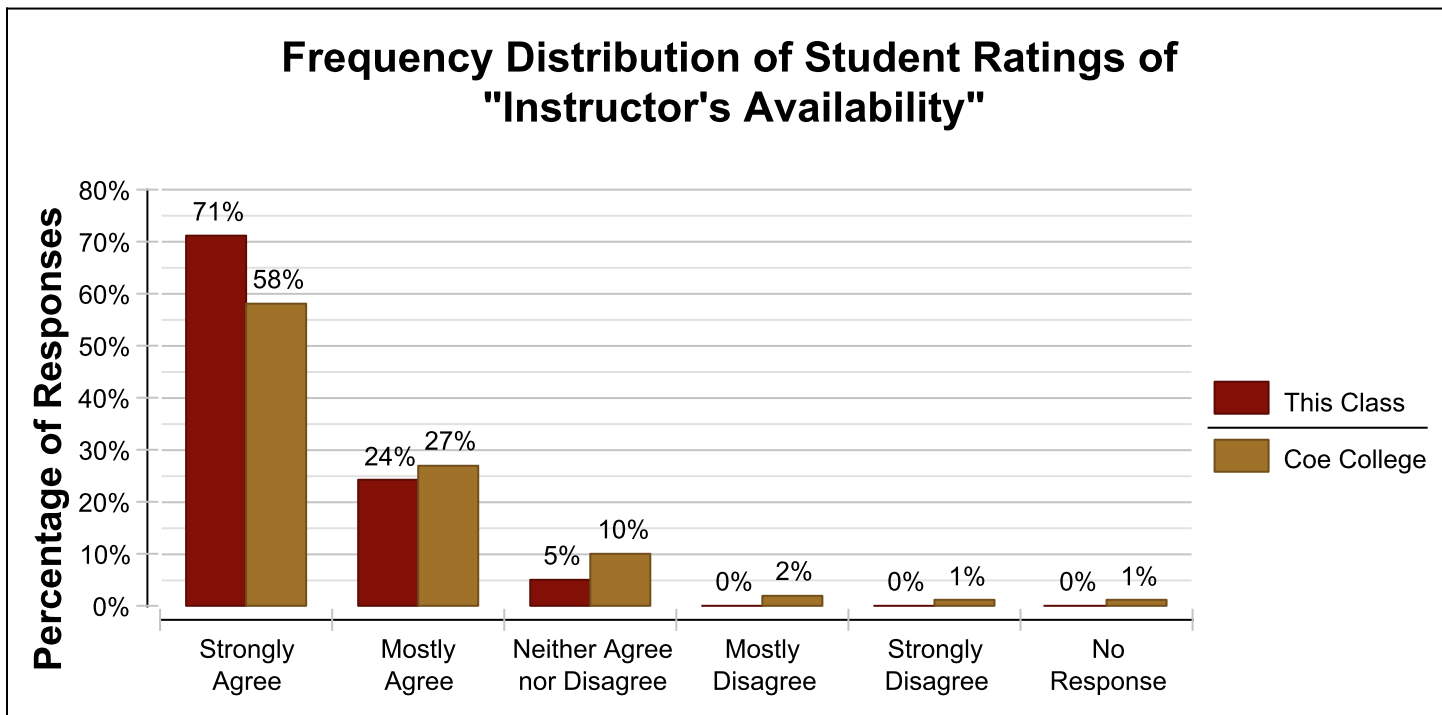
	Mean	Median	Standard Deviation
<b>This Course</b>	5.0	5.0	0.2
<b>Coe College</b>	4.6	5.0	0.8

12. The instructor was available for consultation outside of class.

a. Frequency Distribution Table

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
<b>This Course</b>	15 (71%)	5 (24%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
<b>Coe College</b>	2412 (58%)	1129 (27%)	415 (10%)	90 (2%)	42 (1%)	40 (1%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

(Note: Strongly Agree = 5, Mostly Agree = 4, Neither Agree nor Disagree = 3, Mostly Disagree = 2, Strongly Disagree = 1)

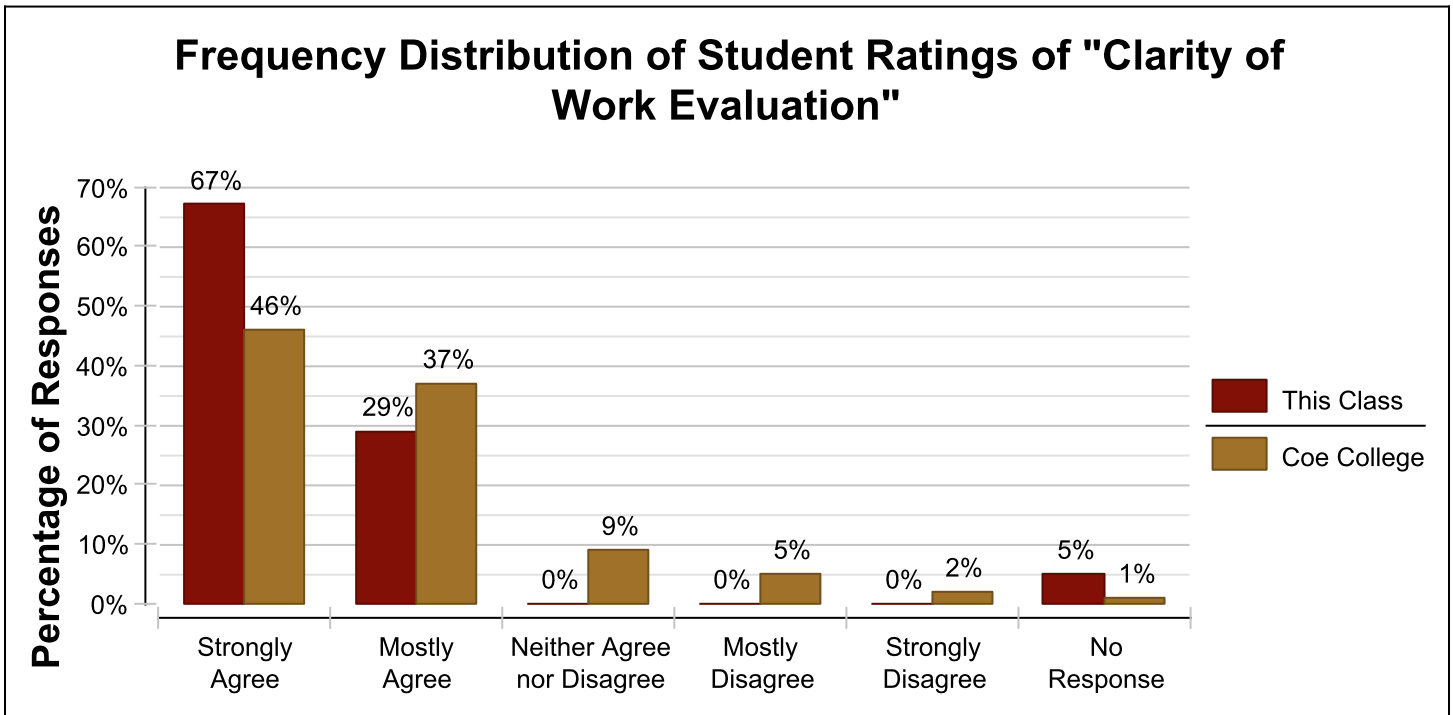
	Mean	Median	Standard Deviation
<b>This Course</b>	4.7	5.0	0.6
<b>Coe College</b>	4.4	5.0	0.8

13. It was clear to me how my work was evaluated.

a. Frequency Distribution Table

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
<b>This Course</b>	14 (67%)	6 (29%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)
<b>Coe College</b>	1886 (46%)	1531 (37%)	376 (9%)	214 (5%)	86 (2%)	35 (1%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

(Note: Strongly Agree = 5, Mostly Agree = 4, Neither Agree nor Disagree = 3, Mostly Disagree = 2, Strongly Disagree = 1)

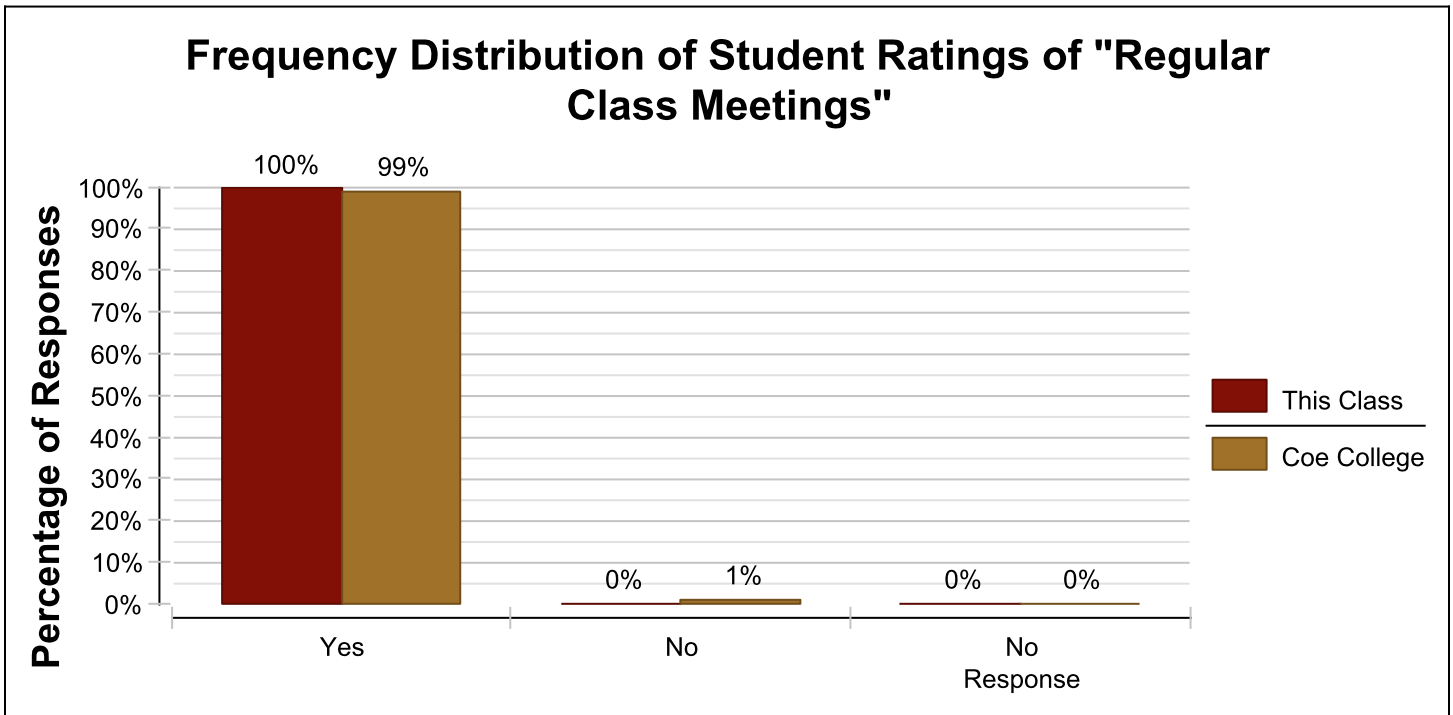
	Mean	Median	Standard Deviation
<b>This Course</b>	4.7	5.0	0.5
<b>Coe College</b>	4.2	4.0	1.0

14. In general, did the class meet regularly and at the designated time?

a. Frequency Distribution Table

	Yes	No	No Response
<b>This Course</b>	21 (100%)	0 (0%)	0 (0%)
<b>Coe College</b>	4085 (99%)	24 (1%)	19 (0%)

b. Bar Graph of Frequency Data



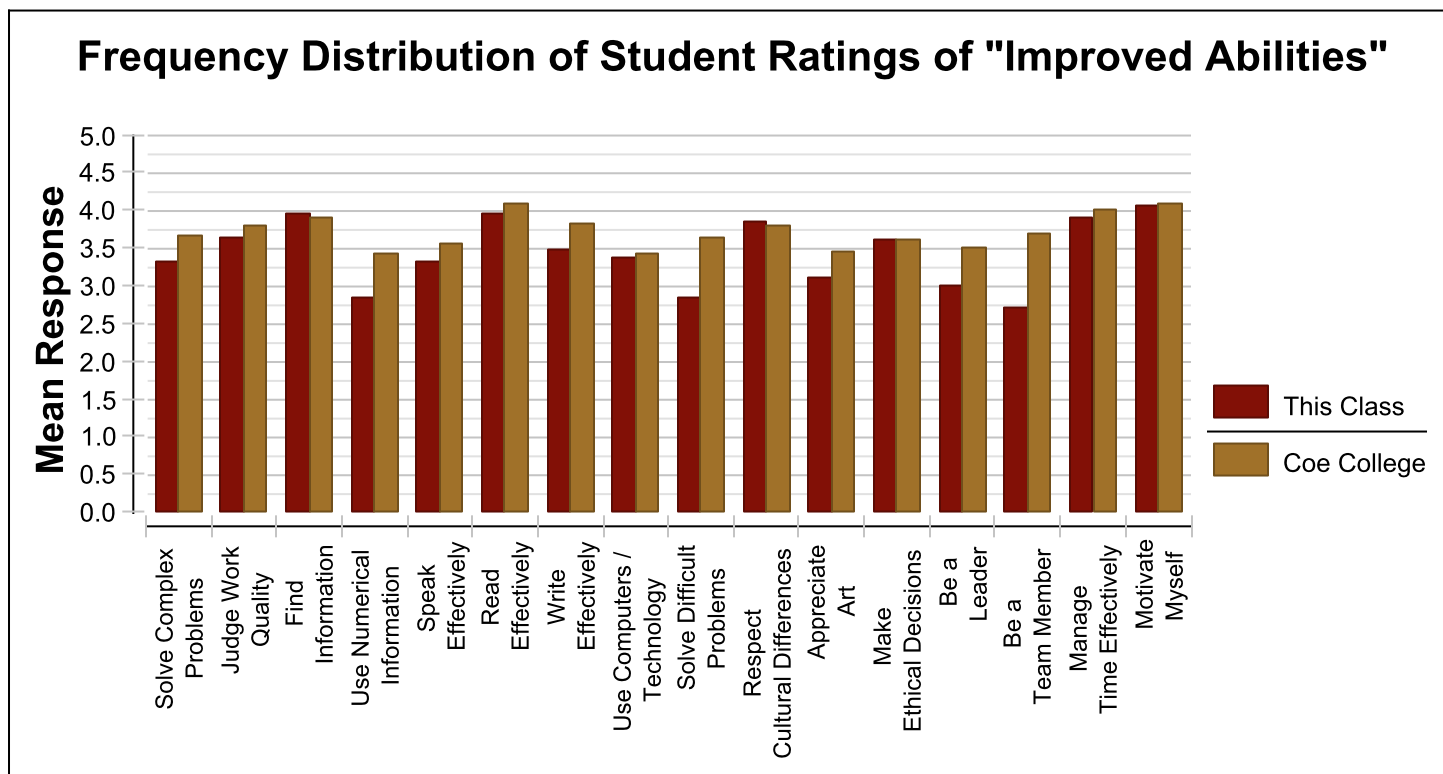
15. My work in this course improved by ability to: (Note: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

a. Frequency Distribution Table

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Course Mean	College Mean	College SD
Solve Complex Problems	2 (10%)	5 (24%)	9 (43%)	3 (14%)	0 (0%)	3.32	3.65	0.91
Judge Work Quality	2 (10%)	9 (43%)	7 (33%)	1 (5%)	0 (0%)	3.63	3.79	0.87
Find Information	3 (14%)	13 (62%)	2 (10%)	1 (5%)	0 (0%)	3.95	3.91	0.84
Use Numerical Information	1 (5%)	2 (10%)	9 (43%)	5 (24%)	1 (5%)	2.83	3.43	1.03
Speak Effectively	2 (10%)	7 (33%)	8 (38%)	4 (19%)	0 (0%)	3.33	3.56	0.97
Write Effectively	2 (10%)	7 (33%)	11 (52%)	1 (5%)	0 (0%)	3.48	3.83	0.97
Read Effectively	4 (19%)	12 (57%)	5 (24%)	0 (0%)	0 (0%)	3.95	4.09	0.82
Use Computers/Technology	1 (5%)	9 (43%)	6 (29%)	2 (10%)	1 (5%)	3.37	3.43	1.01
Solve Difficult Problems	1 (5%)	7 (33%)	8 (38%)	2 (10%)	1 (5%)	2.83	3.63	0.95
Respect Cultural Differences	4 (19%)	10 (48%)	5 (24%)	1 (5%)	0 (0%)	3.85	3.80	1.02
Appreciate Art	3 (14%)	4 (19%)	6 (29%)	4 (19%)	2 (10%)	3.11	3.44	1.04
Make Ethical Decisions	4 (19%)	7 (33%)	6 (29%)	3 (14%)	0 (0%)	3.60	3.60	0.99
Be a Leader	1 (5%)	4 (19%)	8 (38%)	4 (19%)	1 (5%)	3.00	3.49	0.97

<b>Be a Team Member</b>	1 (5%)	2 (10%)	7 (33%)	7 (33%)	1 (5%)	2.72	3.69	0.98
<b>Manage Time Effectively</b>	3 (14%)	13 (62%)	5 (24%)	0 (0%)	0 (0%)	3.90	4.01	0.86
<b>Motivate Myself</b>	4 (19%)	15 (71%)	1 (5%)	1 (5%)	0 (0%)	4.05	4.09	0.89

**b. Bar Graph of Frequency Data**



**Section 3: Student Comments:**

**16. What features of the course were most successful and ought to be preserved? Why?**

- The lectures were informative and thorough. Definitely should be kept, just needs homework assignments added to it.
- The forum posts on Moodle were really interesting. It's nice to have a conversation with your professor about things that interest you about the subject we are studying.
- The lectures were very detailed and went into depth about the topics.
- I liked the summarization of each chapter in chronological order instead of learning "whatever the professor liked." The tests were straightforward and tested the students' knowledge of each chapter
- I think you need to keep the forum posting and lecture updates on moodle.
- Powerpoint lectures were very helpful when it comes to exams in terms of what to study. Also, the study guides are always very helpful. It gives you an idea of what to focus on.

- I liked that the powerpoints from each chapter were always available.
- I thought it was really helpful that Jake didn't just lecture from the text book. He always had something to add that expanded on what we'd read about, and it made the lectures a lot more interesting.
- The moodle posts because the students in the class can find ways that psychology affects their lives.
- Understanding when other classes had exams and scheduling exams accordingly so that students were not overwhelmed. It meant that I could spend more time in a week studying solely for these exams and so I performed better.
- The review sessions, really helped, and the review sheets helped too.
- The project that we have in class makes up the points for the tests if you did bad on the tests.
- The book is easy to read and helpful.
- The syllabus because all of the assignments and tests were on there and never differed from the dates scheduled.
- The power point teching because it helped us understand the miterial.
- Videos that were shown that corresponded with the subject being taught were a postivie.
- lectures
- The moodle forums to me were very effective because it gave us the chance to talk about what we were interested in and that was one of my favorite aspects of the class.
- The portion on gender were the most interesting to me, and I believe to many of my classmates as well. The experience of getting to listen to the transgender guest speaker was particularly effective.
- Incorporating other teaching techniques besides lecture. It's important to appeal to all types of learning styles.
- In class videos

### 17. Are there features of the course that ought to be revised or eliminated? Why?

- The only area that should be looked into is the homework. The class should have incorporated homework for students to practice the material provided to them.
- I think PowerPoint should be used as more of a visual aid than something for the professor to lecture from. It is helpful, but tediously boring.
- No, I think the course works well the way that it is. There isn't much more that can be done with an intro level class.
- The amount of coursework needs to be greatly revised. After receiving the lecture each day, there was no way to reinforce the information when no assignments were given. The only true assignment was at the end of the semester, and was not directly related to the material.
- Lecturing everyday is boring and there should be more discussion/handouts to keep students engaged.
- I think that there should be actual weekly assignments besides the forum because it would be beneficial to students to enhance their knowledge of the topic discussed beforehand.
- Maybe the forum postings because I did not put much thought into them and did not know why we did them.

- The only problem I'd say I have is that having a poster, a presentation, and two papers due in such a short time is a little bit hard to handle along with all my other coursework, but that could just be my finals-week panic talking.
- I'd prefer if there were more teaching methods than just lectures. It's easier to learn through different ways.
- Not just lecturing all the time. Mix it up with classroom activities to keep students' attention.
- if possible more activities, less lectures
- Do some more activities in the class rather than just talking the whole time.
- nope
- The length of the lectures because they were extremely long and boring.
- No. It was all saticefactory.
- No
- noe
- I think with an intro class, there's a lot of material to cover so it's hard to really go into detail with every topic.
- There were some chapters in the text that were "fluff" chapters, and felt like a waste of time.
- No.
- Don't only be power points

### 18. Please provide helpful feedback on any other aspect of the course.

- The course had very good lectures. The only thing missing was homework.
- The class needs to get more involved. It seemed as though only a few people talked. While it made the comments more awkward, it felt more personal for those of us who alstay engaged in the conversation.
- I enjoy the video clips. They make lecture more fun and connected to the real world.
- I liked the professor's teaching style and pace of teaching, but homework is NECESSARY.
- Very intriguing/engaging videos used.
- N/A
- Maybe make it so everyone in the class has to participate because it seemed like the same people always answered the questions.
- In general, Jake is awesome. I know he's new at teaching, and he was a little bit rocky at first, but the thing that stands out about him is how good he is at asking for and listening to feedback from students. Watching him improve, and just seeing how much he cared about making a basic intro-psych course useful to everyone involved, was just as interesting as the course material itself.
- It's good material, actually quite exciting, and teaching it should be equally so.
- I like the idea of the moodle forum postings, but it's easy to fall behind with them.



- Good lecture class
- Study guides help out a lot for preparing for the tests.
- Sometimes the powerpoints were monotonous. I really liked the quizzes and such that we did during class. I would have liked if we could have finished some of them. It seemed like when we did take a quiz for our personality or something, like we were rushed for time.
- I think the tests were fair; there were never any questions that the professor did not go over in class
- It was all well thought out.
- The professor was very sociable and approachable. Any questions asked he made it a point to answer effectively.
- great man
- Some of the things that stuck in class were the videos we watched so I think that maybe next time more videos can be used to teach some topics.
- This FYS did an awesome job of providing a support system for first year students. My professor was incredibly warm and welcoming and I felt that I could approach her with any concern, regardless of whether it applied to the class.
- The course covers a lot of material and it felt as though we were constantly moving from one topic to the next and nothing was really sticking in terms of retention.
- I have none