

Report 2: Summary and Analysis of Student Response Data

Fall Term, 2013

(Distributed only to Course Instructor)

Course Title: Intro Psychology
Department: PSY
Course #: 115
Section #: 06
Instructor: Kurczek, Jake

Section 1: Student Characteristics:

1. Response Data:

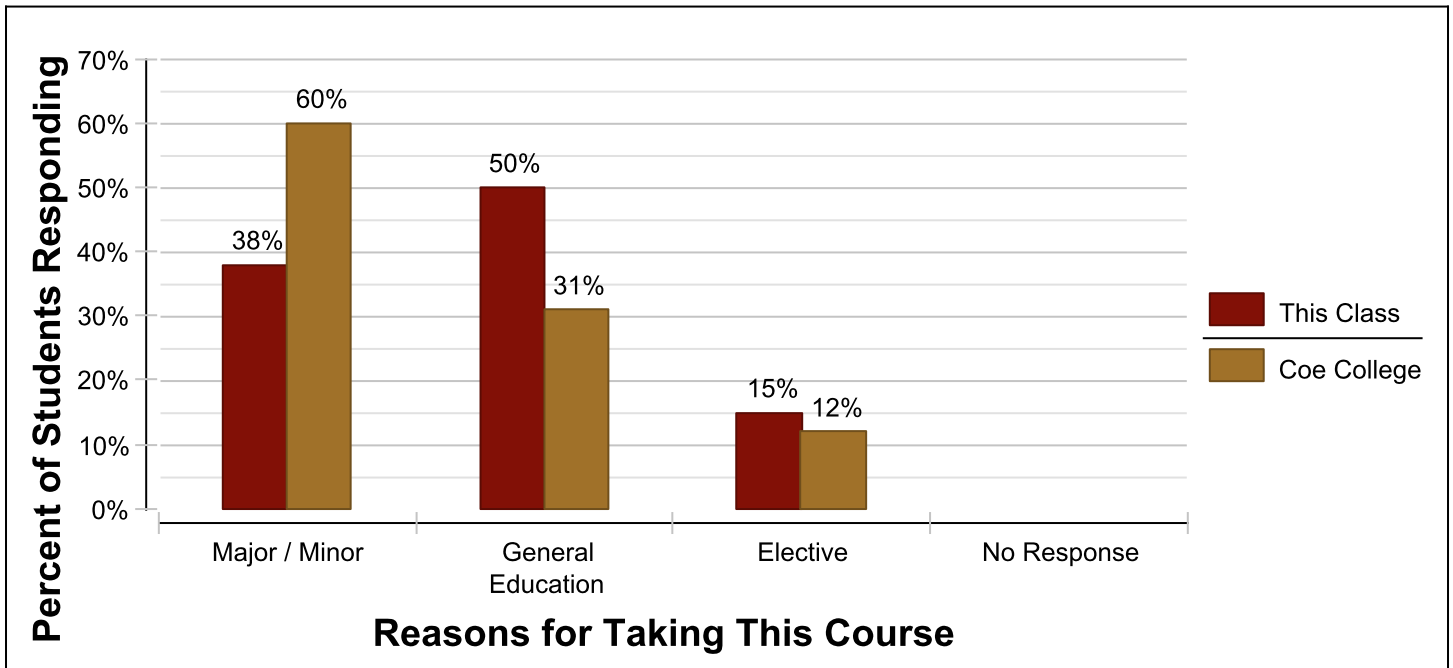
	Number of Students Enrolled	Number of Students Responding to this Survey	Survey Response Rate
This Course	30	26	86.67%
Coe College	6582	4168	63.32%

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
This Course	10 (38%)	13 (50%)	4 (15%)	0 (0%)	26
Coe College	2517 (60%)	1311 (31%)	496 (12%)	17 (0%)	4168

b. Bar Graph of Frequency Data

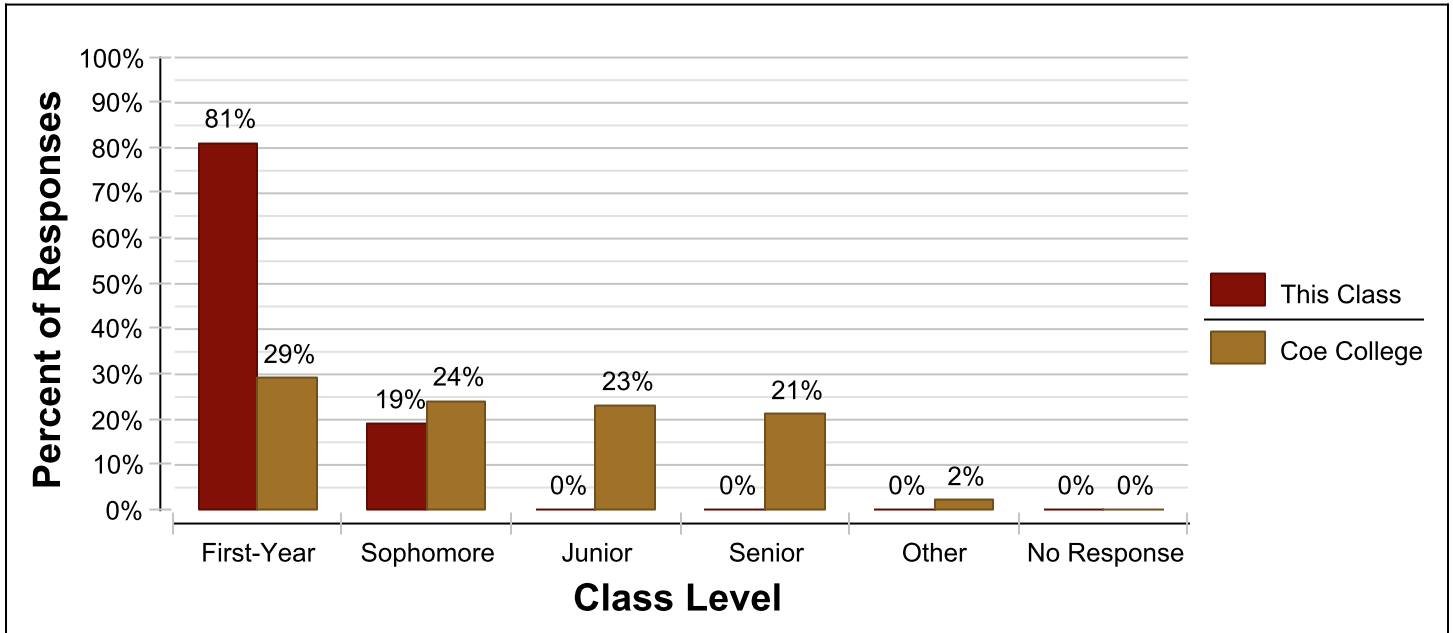


3. What is your class level?

a. Frequency Distribution Table

	First Year	Sophomore	Junior	Senior	Other	No Response
This Course	21 (81%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Coe College	1227 (29%)	998 (24%)	964 (23%)	888 (21%)	74 (2%)	17 (0%)

b. Bar Graph of Frequency Data

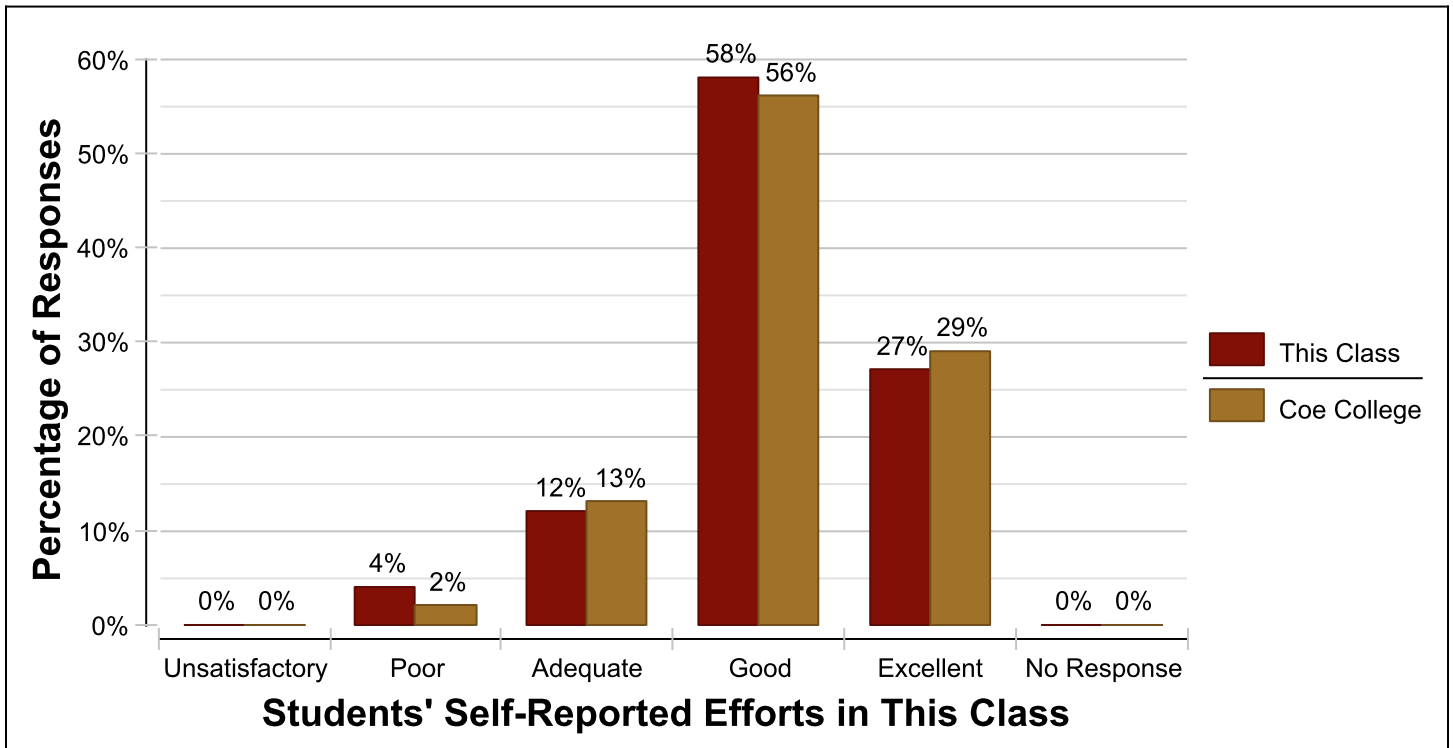


4. Overall, how would you describe your efforts in this class?

a. Frequency Distribution Table

	Unsatisfactory	Poor	Adequate	Good	Excellent	No Response
This Course	0 (0%)	1 (4%)	3 (12%)	15 (58%)	7 (27%)	0 (0%)
Coe College	5 (0%)	77 (2%)	541 (13%)	2322 (56%)	1223 (29%)	0 (0%)

b. Bar Graph of Frequency Data

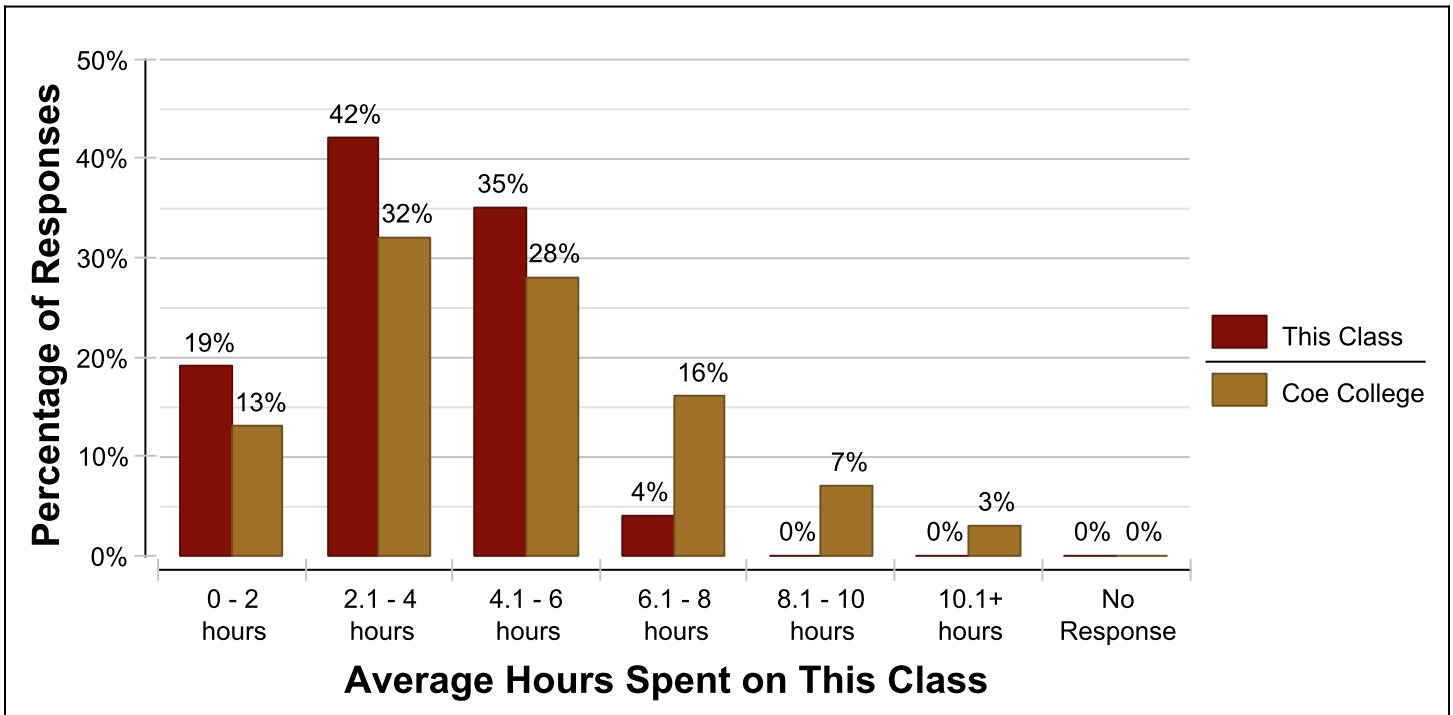


5. Excluding class time, on the average how many hours did you spend per week on this course?

a. Frequency Distribution Table

	0 - 2	2.1 - 4	4.1 - 6	6.1 - 8	8.1 - 10	10.1 or more	No Response
This Course	5 (19%)	11 (42%)	9 (35%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)
Coe College	551 (13%)	1344 (32%)	1165 (28%)	672 (16%)	311 (7%)	125 (3%)	0 (0%)

b. Bar Graph of Frequency Data



c. Estimated Average Hours spent outside of class

This Course: 3.46

Coe College: 4.63

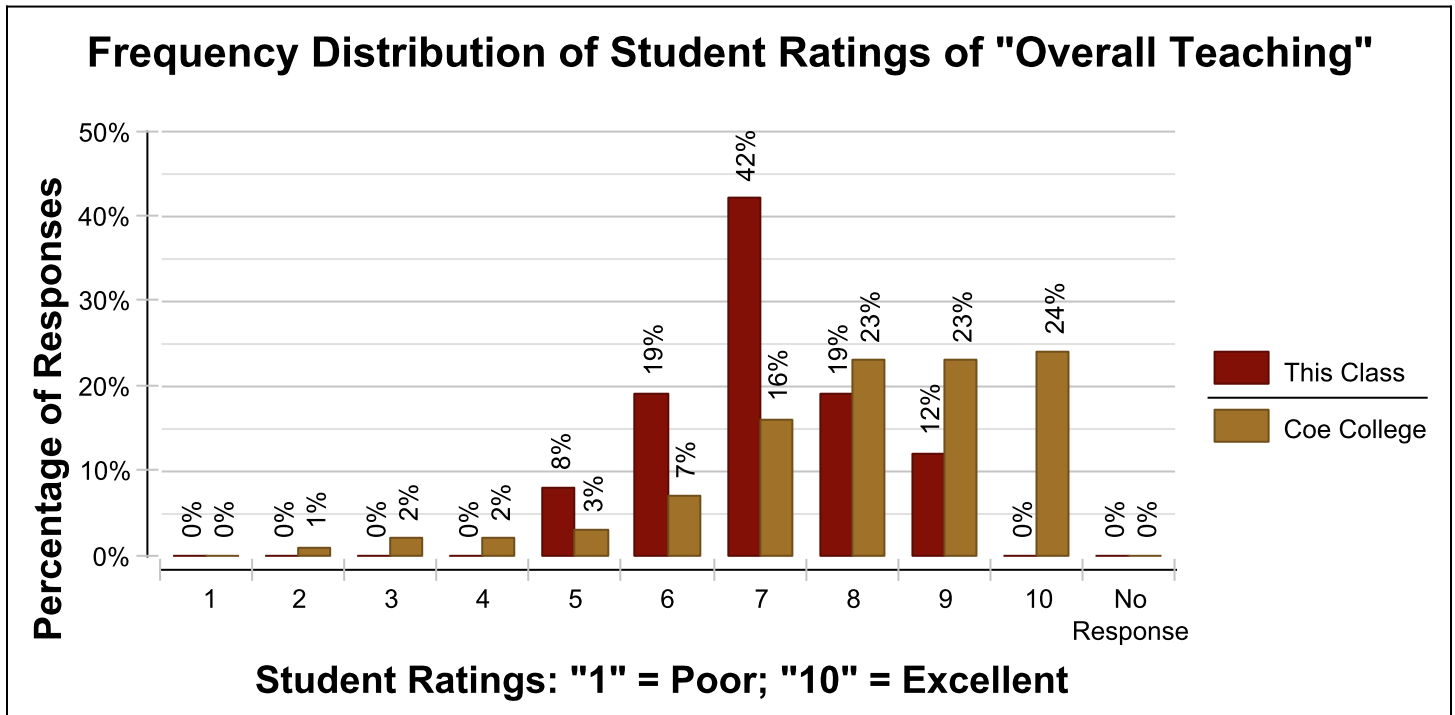
Section 2: Evaluation of Teaching

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
This Course:	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (8%)	5 (19%)	11 (42%)	5 (19%)	3 (12%)	0 (0%)	0 (0%)
Coe College:	15 (0%)	30 (1%)	69 (2%)	69 (2%)	145 (3%)	285 (7%)	649 (16%)	945 (23%)	956 (23%)	1005 (24%)	0 (0%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

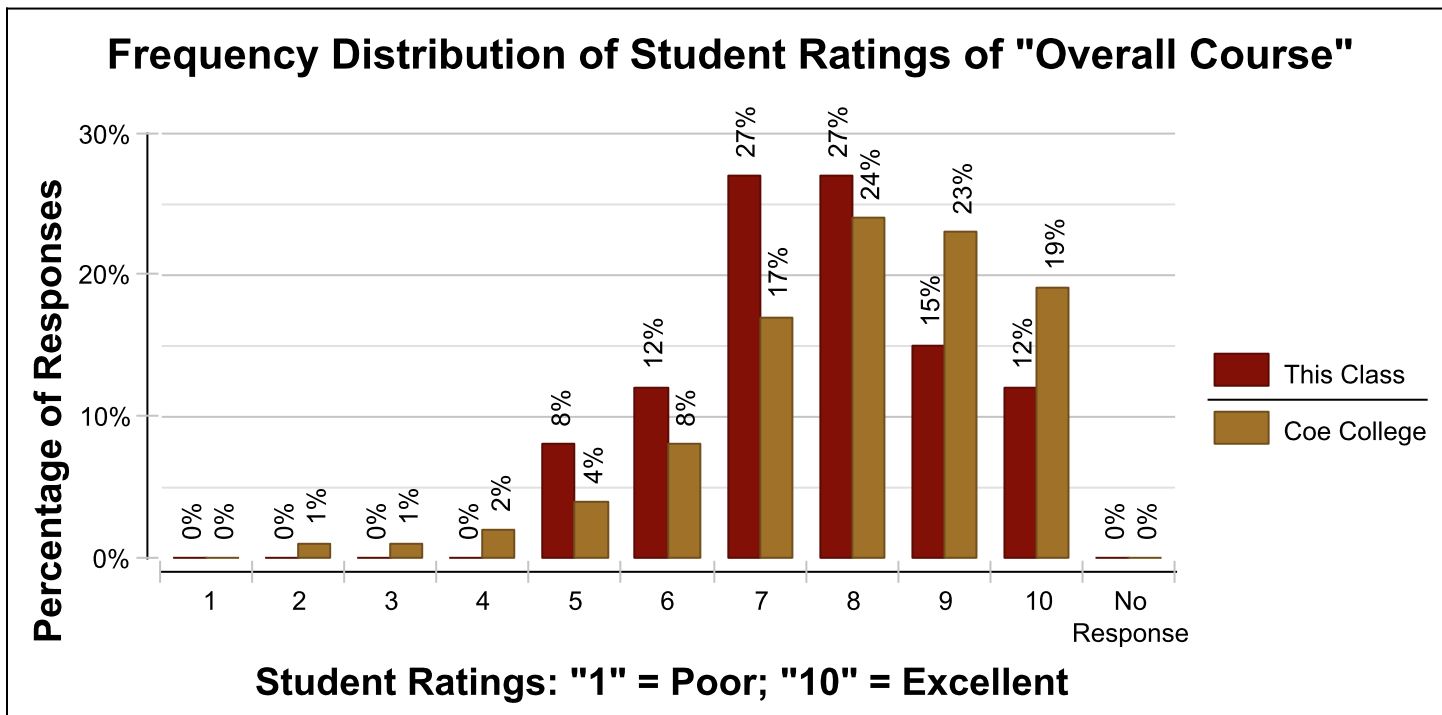
	Mean	Median	Standard Deviation
This Course	7.08	7.00	1.09
Coe College	8.10	8.00	1.74

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
This Course:	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (8%)	3 (12%)	7 (27%)	7 (27%)	4 (15%)	3 (12%)	0 (0%)
Coe College:	13 (0%)	22 (1%)	58 (1%)	96 (2%)	185 (4%)	323 (8%)	691 (17%)	1017 (24%)	955 (23%)	808 (19%)	0 (0%)

b. Bar Graph of Frequency Data



c. Descriptive Statistics

	Mean	Median	Standard Deviation
This Course	7.7	8.0	1.4
Coe College	7.9	8.0	1.7

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

a. Frequency Distribution Table

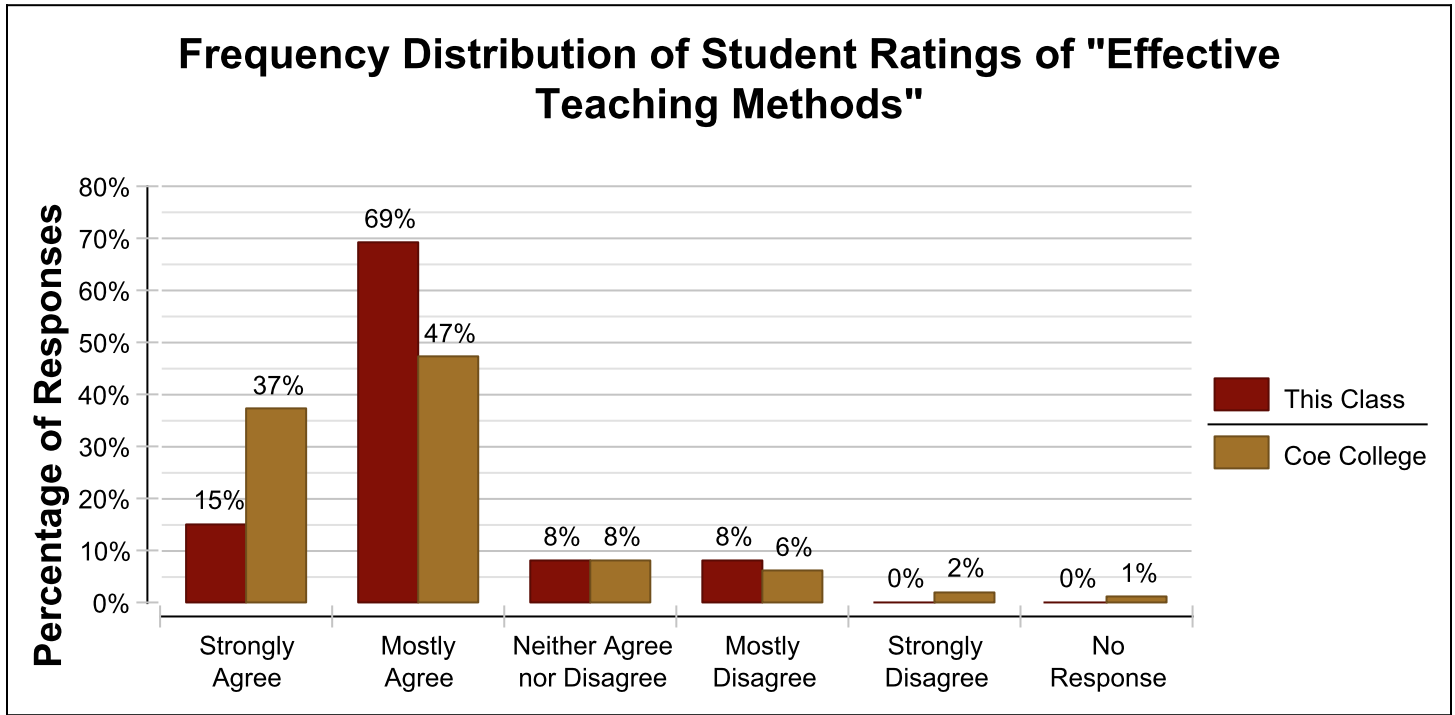
	1	2	3	4	5	6	7	8	9	10	No Response
This Course	26 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Coe College	4056 (97%)	18 (0%)	18 (0%)	3 (0%)	4 (0%)	6 (0%)	7 (0%)	20 (0%)	15 (0%)	21 (1%)	0 (0%)

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
This Course	4 (15%)	18 (69%)	2 (8%)	2 (8%)	0 (0%)	0 (0%)
Coe College	1551 (37%)	1966 (47%)	324 (8%)	236 (6%)	63 (2%)	28 (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
This Course	3.9	4.0	0.7
Coe College	4.1	4.0	0.9

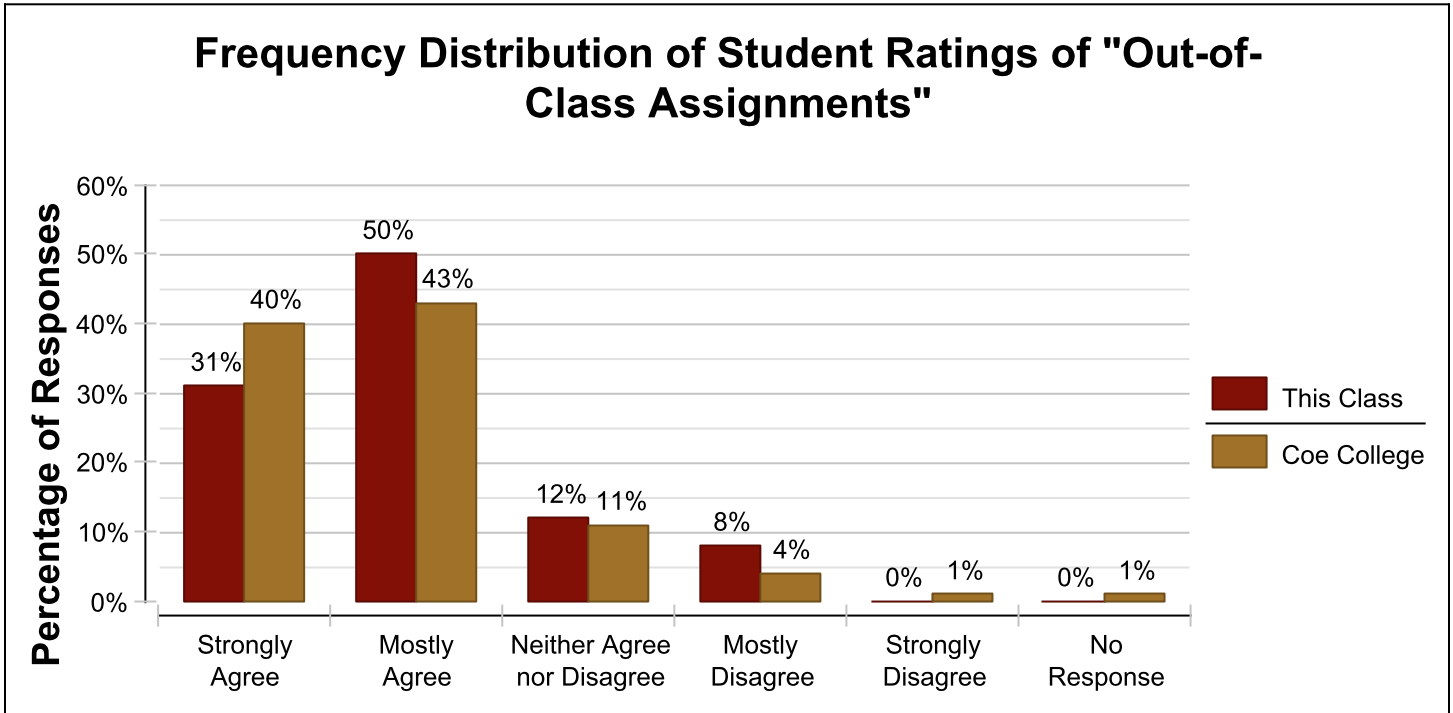
10. Out-of-class assignments (reading, papers, projects, etc.) effectively supported classroom experiences.

a. Frequency Distribution Table

	Strongly Agree	Mostly Agree	Neither Agree nor Disagree	Mostly Disagree	Strongly Disagree	No Response
This Course	8 (31%)	13 (50%)	3 (12%)	2 (8%)	0 (0%)	0 (0%)

Coe College	1670 (40%)	1784 (43%)	478 (11%)	151 (4%)	50 (1%)	35 (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)

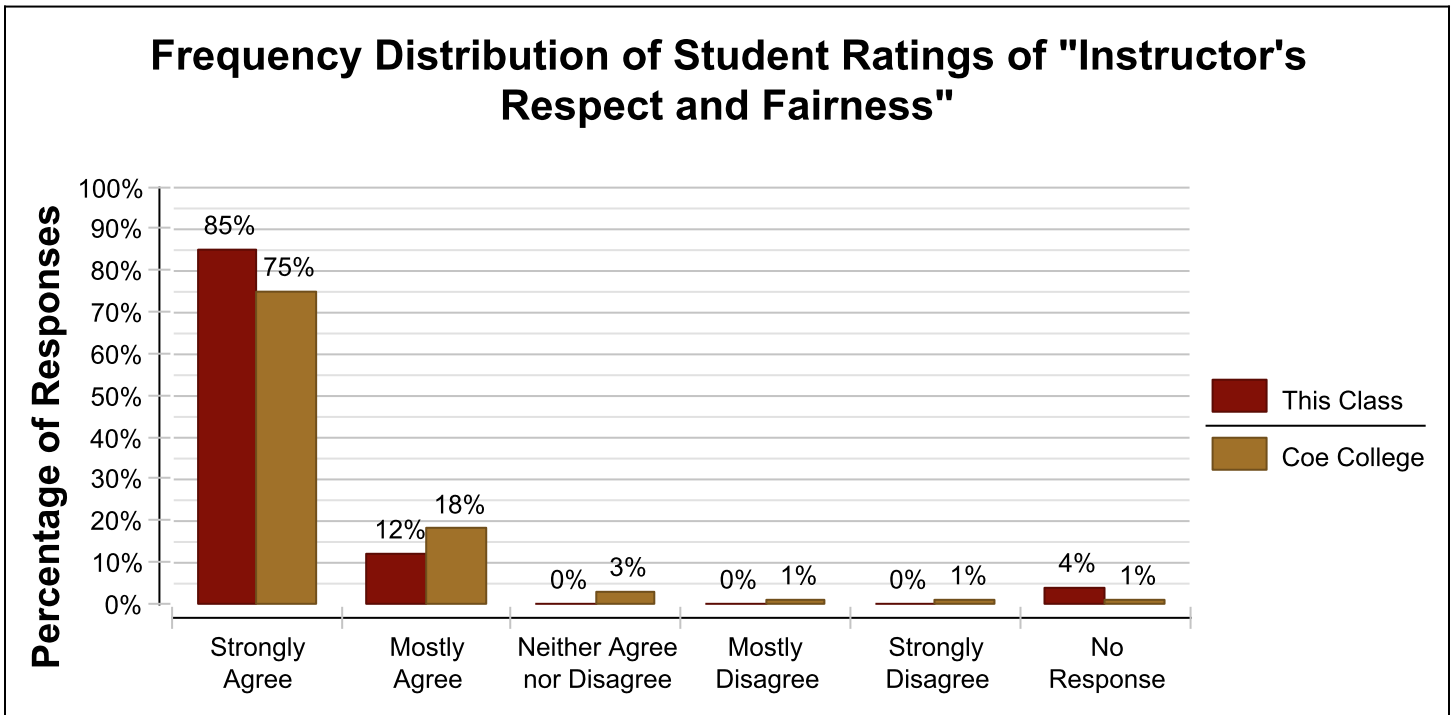
	Mean	Median	Standard Deviation
This Course	4.0	4.0	0.9
Coe College	4.2	4.0	0.9

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
This Course	22 (85%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
Coe College	3137 (75%)	755 (18%)	134 (3%)	54 (1%)	50 (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)

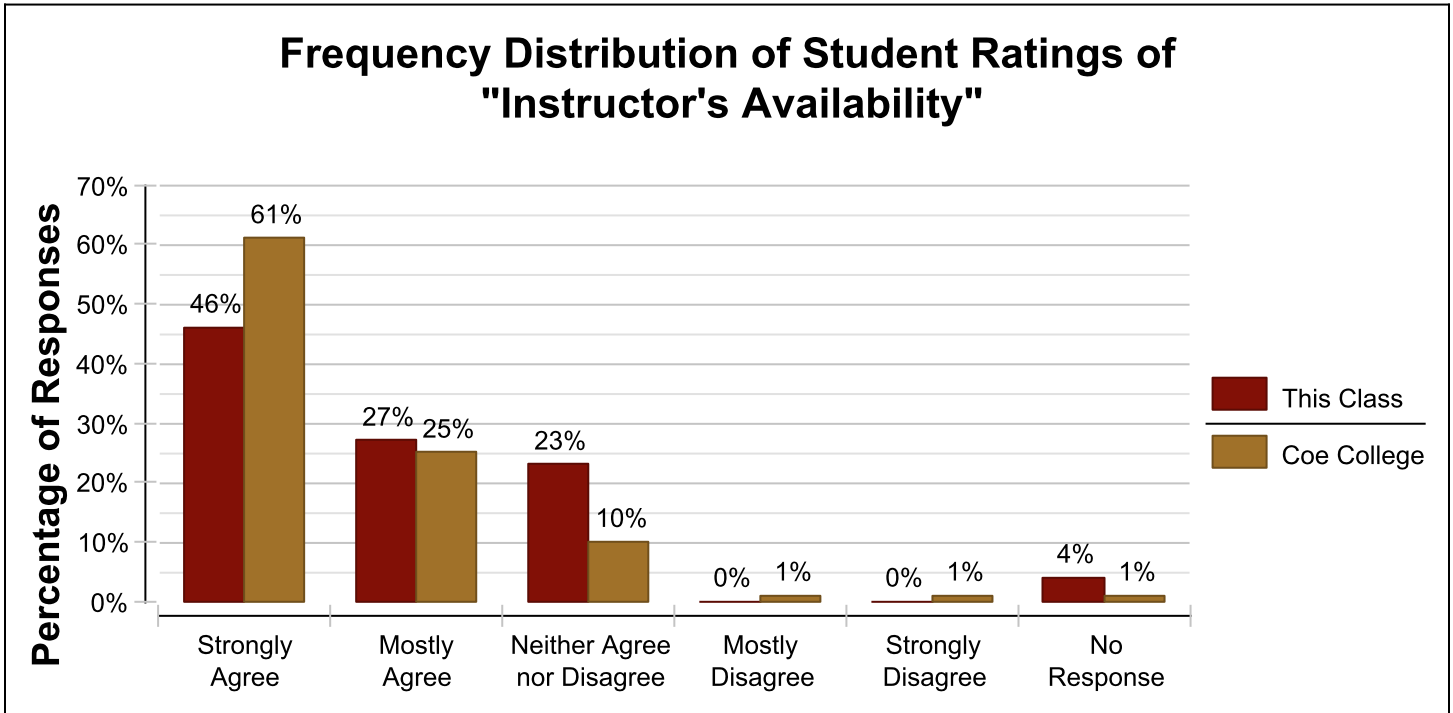
	Mean	Median	Standard Deviation
This Course	4.9	5.0	0.3
Coe College	4.7	5.0	0.7

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
This Course	12 (46%)	7 (27%)	6 (23%)	0 (0%)	0 (0%)	1 (4%)
Coe College	2539 (61%)	1060 (25%)	435 (10%)	57 (1%)	43 (1%)	34 (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)

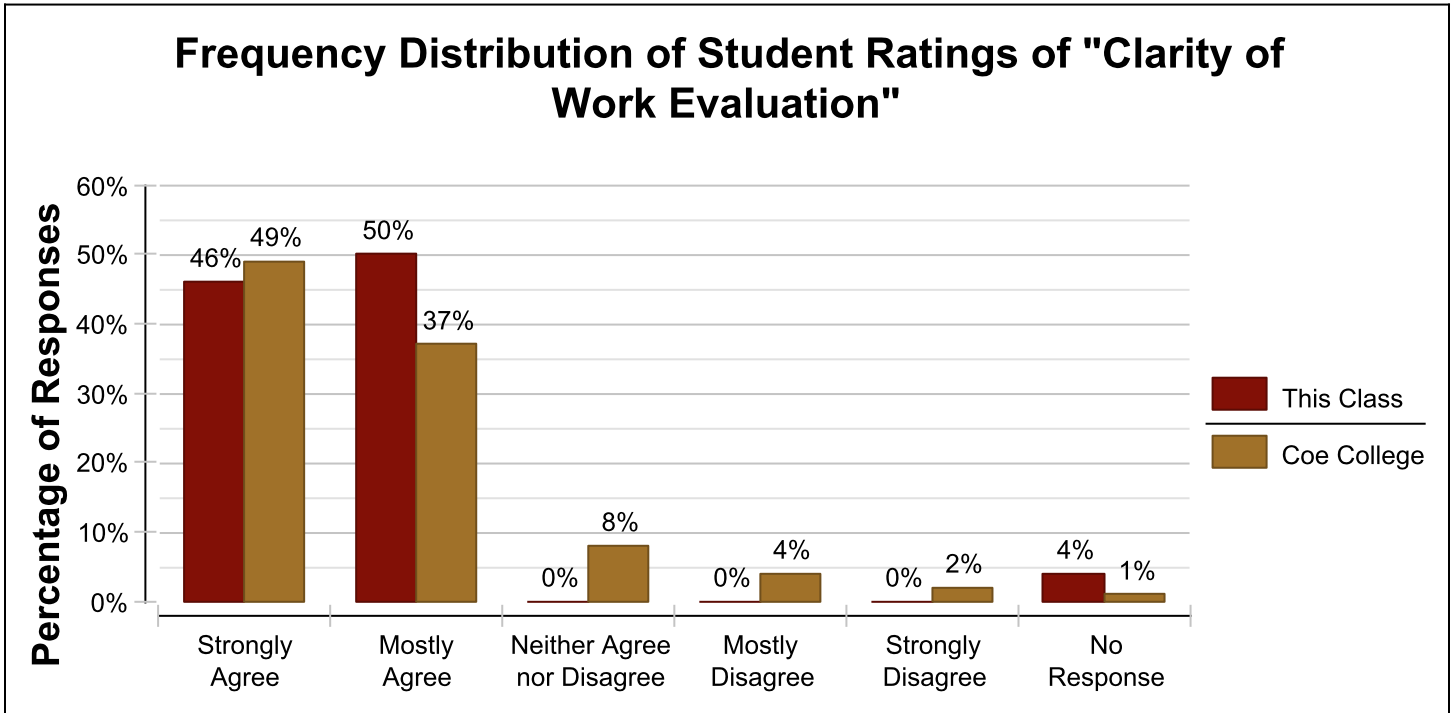
	Mean	Median	Standard Deviation
This Course	4.2	4.0	0.8
Coe College	4.5	5.0	0.8

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
This Course	12 (46%)	13 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
Coe College	2024 (49%)	1526 (37%)	314 (8%)	185 (4%)	81 (2%)	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)

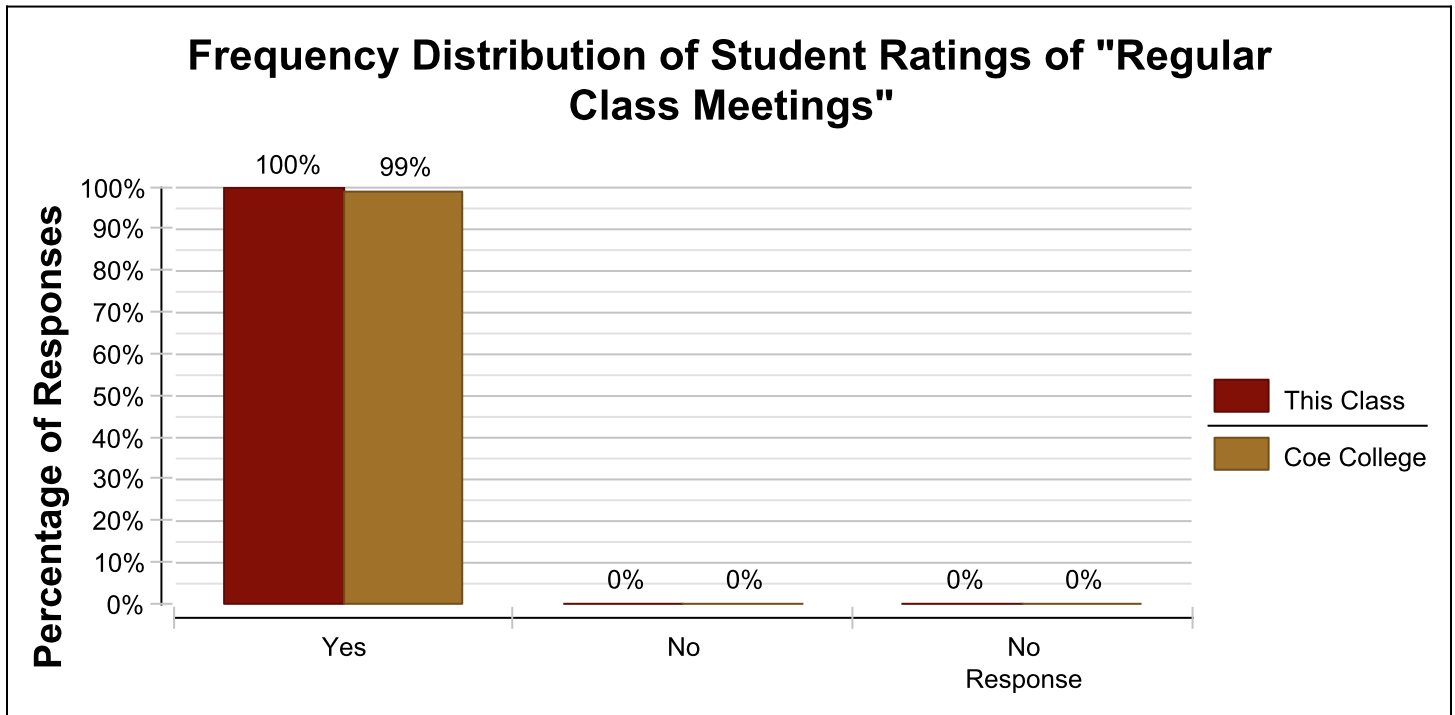
	Mean	Median	Standard Deviation
This Course	4.5	4.0	0.5
Coe College	4.3	4.0	0.9

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

a. Frequency Distribution Table

	Yes	No	No Response
This Course	26 (100%)	0 (0%)	0 (0%)
Coe College	4136 (99%)	15 (0%)	17 (0%)

b. Bar Graph of Frequency Data



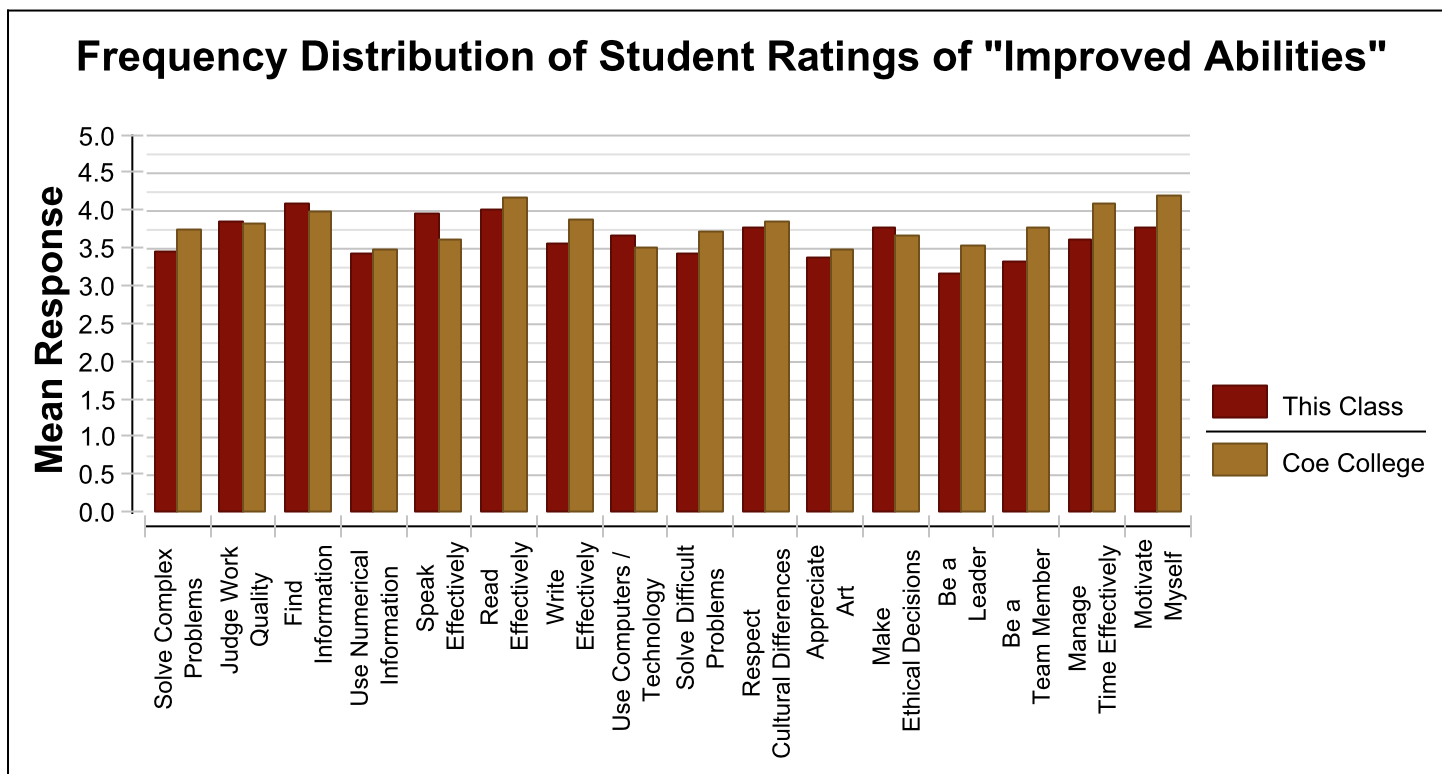
15. My work in this course improved by ability to: (Note: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

a. Frequency Distribution Table

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Course Mean	College Mean	College SD
Solve Complex Problems	2 (8%)	10 (38%)	10 (38%)	3 (12%)	0 (0%)	3.44	3.74	0.89
Judge Work Quality	5 (19%)	12 (46%)	7 (27%)	1 (4%)	0 (0%)	3.84	3.83	0.85
Find Information	7 (27%)	14 (54%)	5 (19%)	0 (0%)	0 (0%)	4.08	3.98	0.83
Use Numerical Information	2 (8%)	10 (38%)	9 (35%)	2 (8%)	1 (4%)	3.42	3.48	1.01
Speak Effectively	5 (19%)	14 (54%)	6 (23%)	0 (0%)	0 (0%)	3.96	3.60	0.95
Write Effectively	5 (19%)	7 (27%)	10 (38%)	3 (12%)	0 (0%)	3.56	3.87	0.96
Read Effectively	7 (27%)	14 (54%)	3 (12%)	2 (8%)	0 (0%)	4.00	4.17	0.79
Use Computers/Technology	5 (19%)	9 (35%)	7 (27%)	3 (12%)	0 (0%)	3.67	3.49	0.99
Solve Difficult Problems	3 (12%)	10 (38%)	9 (35%)	3 (12%)	0 (0%)	3.42	3.72	0.92
Respect Cultural Differences	6 (23%)	10 (38%)	8 (31%)	2 (8%)	0 (0%)	3.77	3.86	0.98
Appreciate Art	5 (19%)	4 (15%)	12 (46%)	3 (12%)	1 (4%)	3.36	3.47	1.04
Make Ethical Decisions	5 (19%)	12 (46%)	7 (27%)	2 (8%)	0 (0%)	3.77	3.65	0.94
Be a Leader	2 (8%)	4 (15%)	15 (58%)	4 (15%)	0 (0%)	3.16	3.53	0.92

Be a Team Member	3 (12%)	7 (27%)	11 (42%)	3 (12%)	1 (4%)	3.32	3.76	0.95
Manage Time Effectively	4 (15%)	11 (42%)	9 (35%)	1 (4%)	1 (4%)	3.62	4.09	0.81
Motivate Myself	5 (19%)	12 (46%)	7 (27%)	2 (8%)	0 (0%)	3.77	4.18	0.84

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?

- All of the information was in the in class presentation which made the book more supplementary.
- Wiki project, because it allowed us to earn points on something other than a test.
- The information that we covered was very interesting and gave a good background to all parts of psychology.
- The wiki projects. They give a good opportunity to relate what we're learning to the real world, and giving us the choice on the topic makes it a lot more meaningful.
- Power points and presentations of students. Also the videos to help explain different concepts
- The lectures because they gave the necessary information needed for the test
- the wiki project, and the question participation

- The basic structure of the class is fine...it's just an intro course, so lectures going through the book chronologically is to be expected.
- I loved the activities we did in class, where we challenged our minds, but in a way that didn't infuriate us.
- The power points really helped during class and the study guides that he started to use at the end of the class.
- In class activities
- All of them.
- Nothing
- Giving lectures that were over the same topic as what we just read in our book, if we did decide to look through the text.
- I liked how students had to give little presentations throughout the course. It really helped to break up the class and the majority of them were really interesting.
- The powerpoints provided a great visual
- The powerpoints were good for notetaking
- The in class presentations and the wiki project because they helped connect the information in class to important things that occur in our daily lives and that was a very helpful way of applying the information we have learned. The weekly questions were helpful too.
- Activities/exercises during class. pocket presentations. I felt as though I actually learned something during these.
- Lots of links and interactive sources were available for better understanding
- Some of the videos were entertaining and helpful.
- The lectures were very well planned and even though it covered the material in the class, there were always other examples to better understand the material.
- Presentations, wiki page
- The projects were engaging and provided nice views of various topics in psychology
- .
- I really liked the 2 presentations. It broke up the class some while still learning some about psychology.

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

- The wiki project. It's just a bad idea in general but I do understand the idea of a final project.
- Go slower with lectures
- The fact that every class is reading off the powerpoint. I know we need to cover a lot of information, but more creative ways to teach it would help.
- na
- I can't think of any

- The questions because I don't feel they were necessary and they were hard to remember to do.
- make the multiple choice questions of the test more valuable. Otherwise I only spent time learning the short answer topics
- Maybe more interactive elements to teaching in order to break up lectures, but there was actually a good amount of that in this course.
- The speed of the course needs to slow down. Mostly in the beginning, and give more direction.
- Add more in class activities to help learn the material better.
- Not having the power points before class
- Perfect.
- Wiki
- I don't really think so, I found it a great intro to psychology and it definitely has me wanting to study the subject a little more.
- I believe the Powerpoints should be revised. Instead of having everything we need to know listed out on the slides they should just contain the main idea/concept or pictures of diagrams that go along with the material and then the teacher should lecture us based on what is on the slide. This way we would have to actively learn and pay attention to what he is saying so we know what to right down.
- no it was all good
- Maybe the slides should say less on them and more visual?
- Less lecturing and more discussion and activities
- lectures in general (even some pictures on the power points would help. They were just to easy to loose focus during)
- break some chapters up into smaller chunks?
- Presentations should be eliminated because it's not really necessary. I realize that you wanted us to practice and improve our skills but that's what an FYS is for.
- Some of the lectures could get a little long with a lot of information in them so I wouldn't feel that I truly understood the new information.
- Lecture slides should be less wordy and not as long- makes it easier for taking notes and comprehension
- I feel as though there needs to be more of a break up between information
- .
- I think that the wiki instructions should be revised some to make it more clear.

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

- The professor should try to be less monotone because the class is eighty minutes long and that makes us sleepy.
- N/A

- Break up class time. Maybe read off the powerpoint for half, then do a demonstration, experiment, group work for the other half because it gets to be long and hard to focus.
- Maybe more multimedia sort of stuff relating what we're learning to current events. I find lectures to be super boring and not very effective.
- He does a good job explaining and used many resources to help us. The links he puts on moodle are helpful
- none
- try to make the lectures more enjoyable. maybe use more media to keep the students engaged
- I was a little shaky about Jake at first but over the course of the semester I really came to appreciate his teaching style.
- The info was presented in a way that kept my attention through the speaking abilities of the teacher.
- It was a very good course and I learned a lot.
- Intro to psych has a lot of wiggle room to do fun stuff maybe use the time to do some learning activities instead of having so much information that does not correspond with the chapter
- This course was run excellently but I honestly wish there were more assignments with in correlation with the course.
- Nothing
- I really liked how the teaching progressed in the class. It was kept very constant, but he managed to throw in a little information about something a little different and in a different way in each lecture.
- Overall I believe this class went well. My only suggestion would be to alter the Powerpoints. I only feel this way about them because I know that I had a tendency not to really listen to what the teacher was saying since all the information we needed to know was on the presentation.
- i think Jake did great
- I liked any kind of group chat things!
- I enjoyed the course and learned a lot of new and interesting pieces of information
- n/a
- I think the mini presentations helped get us comfortable with speaking in front of a class
- Other than the first test which was half the length, I did not feel like I had enough time to adequately finish the tests. Also, I would classify myself as a fairly fast test taker. So keep that in mind while writing the tests, that they are a little lengthy for the allotted time period.
- I thought the structure of the class was great. The mini presentations weren't difficult, but gave more practice for us first-year students and the projects were fun yet challenging.
- This class was very good. Only this is there should be more structure to assignments
- I find the course to be fine
- .
- You should add activities with movement in more often to keep the focus of the class and add some energy.