17 Fall (2016) Standard TCE v2	
Raters	**Students**
Responded	9
Invited	11
Response Ratio	81.82%

Classification

Options	Score	Count	Percentage
Freshman	1	0	0.00%
Sophomore	2	0	0.00%
Junior	3	0	0.00%
Senior	4	0	0.00%
Graduate	5	9	100.00%
Professional	6	0	0.00%
Other	7	0	0.00%
Choose not to rate	0	0	0.00%

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	5.00	9	0.00	1.65	1252	1.21	2.73	4426	1.38

Reason(s) for taking course

Options	Count	Percentage
is a required course	9	75.00%
is an elective	0	0.00%
covers a topic I am interested in	3	25.00%
Choose not to rate	0	0.00%
Respondent(s)	**9**	

Expected Grade in Course

Options	Score	Count	Percentage
Pass or audit	1	0	0.00%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	0	0.00%
B	6	2	22.22%
A	7	6	66.67%
Choose not to rate	0	1	11.11%

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.00	9	2.29	6.55	1252	1.07	6.41	4426	1.05

Hours per week spent on course outside of class time

Options	Score	Count	Percentage
1 hour or less	1	0	0.00%
2 hours	2	0	0.00%
3 hours	3	0	0.00%
4 - 5 hours	4	2	22.22%
6 - 7 hours	5	4	44.44%
8 hours or more	6	3	33.33%
Choose not to rate	0	0	0.00%

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	5.11	9	0.78	2.81	1252	1.26	2.75	4426	1.27

Course Specific Questions

1. The course was well organized

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Disagree	2	1	11.11%
Neither Disagree or Agree	3	1	11.11%
Agree	4	1	11.11%
Strongly Agree	5	5	55.56%

2. Class meetings contributed to my learning of the course content.

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.22%
Neither Disagree or Agree	3	2	22.22%
Strongly Agree	5	5	55.56%

3. Grading in the course was fair.

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.22%
Disagree	2	1	11.11%
Agree	4	1	11.11%
Strongly Agree	5	5	55.56%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.22%
Agree	4	1	11.11%
Strongly Agree	5	6	66.67%

5. I understand how the final grade will be calculated in the course.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Agree	4	3	33.33%
Strongly Agree	5	5	55.56%

6. I consider CJT665-001-2017010 - QUANT METHODS IN COM RES to be a quality course.

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.22%
Agree	4	1	11.11%
Strongly Agree	5	6	66.67%

Course Specific Questions (continued)

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	3.89	9	1.54	4.39	1252	0.83	4.28	4426	0.90
Class meetings contributed to my learning of the course content.	3.67	9	1.73	4.21	1252	0.94	4.25	4426	0.93
Grading in the course was fair.	3.67	9	1.80	4.33	1252	0.89	4.24	4426	0.94
Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.	4.00	9	1.73	4.34	1252	0.80	4.36	4426	0.79
I understand how the final grade will be calculated in the course.	4.22	9	1.30	4.48	1252	0.71	4.40	4426	0.79
I consider CJT665-001-2017010 - QUANT METHODS IN COM RES to be a quality course.	4.00	9	1.73	4.28	1252	0.89	4.28	4426	0.91

Which aspects of the course were most helpful? Why?

Comments
The readings in the course helped with my understanding of quantitative methods. The SPSS and paper assignments allowed for less stress of writing the final paper.
The hands on, applied nature of the class was invaluable.
The expertise of the instructor and the way all of the assignments rolled together for a final product.
Powerpoints, repetitiveness, vast amounts of resources, open office policy, readings.
This class not only focuses on method but also provides a view how theory and method work in the research.
Having scheduled one-on-one meeting outside of class to work on our own sets of data

Which aspects of the course would you change? How and Why?

Comments
The only aspect that I would like to change is providing rubrics for the grading before turning in assignments. There were several times where an assignment was submitted and points were taken off because of things that were not communicated in class (e.g., points were taken off because I did not state that items on a scale were reverse coded. The instructor did not state that we needed to discuss reverse coding of items on a scale in the paper we submitted).
Also, while all of the handouts and slide decks are useful, there are so many that it really becomes pretty impossible to keep up with early on in the semester. I don't have a solution, just an observation. Lastly, while I am more grateful than I can say for Dr. Lane's willingness to meet outside of class, it is difficult to commit so much time to one class. I estimate that I spent approximately 20 hours this semester in his office working through the assignments, etc. in addition to the almost 3 hour class a week. It has paid off, but I can see how the time commitment might be a problem for some students. Again, I don't have a solution, just an observation.
I would add quizzes over terminology to make sure that students are a sharp and prepared as possible.
I felt that the room was distracting at times, but I liked its capabilities. I felt that the midterm did not quite cover as much of the readings as necessary to be able to use the information. I also felt the last 4 days of class were very repetitive and had too much space. Would have rather spent more time on the various tests and had 1 day of writing/presenting and maybe 1 work day, but as it is now there were too many days where it didn't seem worth it to attend classes.
I would change how in class time is broken up. I like the emphasis on certain concepts, however, I did not like speeding through the slides to get to hands on work.

Instructor Specific Questions

1. The instructor Derek Lane was prepared for class.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Strongly Agree	5	8	88.89%

2. The instructor Derek Lane presented material clearly.

Options	Score	Count	Percentage
Strongly Disagree	1	2	22.22%
Disagree	2	1	11.11%
Agree	4	2	22.22%
Strongly Agree	5	4	44.44%

3. The instructor Derek Lane responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Disagree	2	2	22.22%
Agree	4	1	11.11%
Strongly Agree	5	5	55.56%

4. The instructor Derek Lane provided material at an appropriate pace.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Disagree	2	2	22.22%
Neither Disagree or Agree	3	1	11.11%
Agree	4	1	11.11%
Strongly Agree	5	4	44.44%

5. The instructor Derek Lane treated students with respect.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Strongly Agree	5	8	88.89%

6. The instructor Derek Lane asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Disagree	2	1	11.11%
Agree	4	2	22.22%
Strongly Agree	5	5	55.56%

7. Derek Lane provided quality teaching.

Options	Score	Count	Percentage
Strongly Disagree	1	1	11.11%
Disagree	2	1	11.11%
Neither Disagree or Agree	3	1	11.11%
Strongly Agree	5	6	66.67%

Instructor Specific Questions (continued)

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Derek Lane was prepared for class.	4.56	9	1.33	4.61	1252	0.73	4.53	4460	0.75
The instructor Derek Lane presented material clearly.	3.56	9	1.74	4.52	1252	0.80	4.43	4460	0.86
The instructor Derek Lane responded to questions in a manner that aided my understanding of the material.	3.78	9	1.64	4.53	1252	0.80	4.43	4460	0.86
The instructor Derek Lane provided material at an appropriate pace.	3.56	9	1.59	4.49	1252	0.83	4.39	4460	0.88
The instructor Derek Lane treated students with respect.	4.56	9	1.33	4.66	1252	0.72	4.54	4460	0.79
The instructor Derek Lane asked questions that stimulated deep consideration of the course content.	4.00	9	1.50	4.36	1252	0.88	4.34	4460	0.90
Derek Lane provided quality teaching.	4.00	9	1.58	4.53	1252	0.82	4.43	4460	0.88

Which aspects of the instructor Derek Lane were most helpful? Why?

Comments
Dr. Lane did a great job leaving his door open for students to come in and receive help on the assignments. This was great when things were not clear from class or the readings. His knowledge about SPSS and computers was great.
Dr. Lane being so accessible outside of class was also critical for success in this class.
I felt throughout the semester like I was getting a world-class education. Dr. Lane was knowledgable, prepared, and passionate about helping his students. Overall, an exceptional instructional experience.
Dr. Lane is extremely helpful and always available to meet. His genuine desire to see students succeed was evident in transferring his knowledge effectively to his students, as well as ensuring that all students had the available tools necessary to learn well.
Clear instruction, great energy and passion for the subject.
Dr. Lane is a very patient and nice mentor. He would like to help students even outside of his office hours so that he could make sure every student in this class obtain the knowledge and skills.
His enthusiasm for his students and their ideas was helpful. I found encouragement from working with him.

Which aspects of the instructor Derek Lane would you change? How and Why?

Comments
Dr. Lane should attempt to provide rubrics before submitting assignments, because points were taken off when there was no reference for students to include items in the paper or document. Also, there were times when Dr. Lane stated that I would receive full points if I submitted my assignment the way it was, but then I would receive a B on the assignment for some reason. There appeared to be more favoritism for particular students that went to his office hours and received help. I felt I understood all the material in the course and executed my assignments well, but received points off. Dr. Lane reviewed items from prior weeks a lot. I felt like we learned the same material every week and barely learned more about the new material. For example, we learned about reliability and validity material for several weeks. This made the class not as exciting because we were answering very similar questions and and responses each week (i.e., the difference between MANOVA and ANOVA). Lastly, there were several times when students in the course would ask a question, and Dr. Lane would not answer the question that was asked or would give a response that was not related to the question. This occurred several times and created some confusion among students.
I appreciate Dr. Lane's confidence that as PhD students, we are capable of moving (much) more rapidly than non-PhD students, but there were times when he really did move so quickly through the content and his demonstrations that it was impossible to keep up.
Nothing.
I felt that many days were so fast that questions were rushed through. Also did not like implying who made highest grades or who was not doing as well.
Slow down Derek! That is it.