

Raters	Students
Responded	7
Invited	15

Question	Response Count	Mean	Standard Deviation
My classification is	7	5.0	0.0

1. My classification is			
Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	0	0.0%
Junior	3	0	0.0%
Senior	4	0	0.0%
Graduate	5	7	100.0%
Professional	6	0	0.0%
Other	7	0	0.0%

**Reason(s) for taking course**

Options	Count	Percentage
Is a required course	7	77.8%
Is an elective	0	0.0%
Covers a topic I am interested in	2	22.2%
Choose not to rate	0	0.0%
Respondent(s)	7	

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	5	7.0	0.0	485	6.6	1.2	2670	6.4	1.2

1. My expected grade in this course			
Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	0	0.0%
A	7	5	100.0%

Question	Course	Department (Communication and Information Studies)	College (Communication and Information)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.9	2.1	2.2

1. Hours per week spent on the course (excluding class time)			
Options	Score	Count	Percentage
2 hour or less	1	1	14.3%
3 - 4 hours	2	2	28.6%
5 - 7 hours	3	3	42.9%
8 - 10 hours	4	0	0.0%
11 - 15 hours	5	0	0.0%
16 hours or more	6	1	14.3%

## Overall Course Score

### Course Specific Questions

Question	Course			Department (Communication and Information Studies)			College (Communication and Information)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	7	4.3	1.1	491	4.4	0.9	2713	4.4	0.9

1. I consider this course to be a quality course.			
Options	Score	Count	Percentage
Disagree	2	1	14.3%
Agree	4	2	28.6%
Strongly Agree	5	4	57.1%

**Course Specific Questions**

Question	Course	Department (Communication and Information Studies)	College (Communication and Information)
	Mean	Mean	Mean
The course was well organized.	4.4	4.5	4.4
Class meetings contributed to my learning of the course content.	4.0	4.4	4.3
Grading in the course was fair.	4.4	4.6	4.4
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.7	4.6	4.5
I understand how the final grade will be calculated in the course.	4.9	4.6	4.5

**1. The course was well organized.**

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%
Agree	4	2	28.6%
Strongly Agree	5	4	57.1%

**3. Grading in the course was fair.**

Options	Score	Count	Percentage
Disagree	2	1	14.3%
Agree	4	1	14.3%
Strongly Agree	5	5	71.4%

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

Options	Score	Count	Percentage
Agree	4	1	14.3%
Strongly Agree	5	6	85.7%

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

Options	Score	Count	Percentage
Strongly Disagree	1	1	14.3%
Agree	4	3	42.9%
Strongly Agree	5	3	42.9%

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

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	14.3%
Strongly Agree	5	6	85.7%

### Which aspects of the course were most helpful? Why?

Comments
Dr. Lane is definitely the most helpful aspect of the course. He provides us with an insane amount of resources so we are always able to learn more/find and synthesize information more easily.
Being able to work hands-on with our own data was beneficial for my learning.
Doing the statistical problem sets — while not my favorite assignment — did enable me to get into the trenches of SPSS and learn how to do some things. By far, the one-on-ones with Dr. Lane via zoom to walk me through certain processes were most helpful. Also, while the weekly slide decks were long, they provided a good summary of the course material.
It was a very thorough overview of quantitative methods and I appreciate that I now know how to interpret results sections of research articles.
The progression of the course from big ideas and concepts to working on exercises to working with our own data really built my understanding and grasp of the material. I believe I will really retain what I learned.
The slide decks and handouts were a Godsend!

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

Comments
I would have appreciated applying what we've learned to "real world" examples, such as by looking at an actual published journal article. I understood that we had our own data sets to work with and that was supposed to be how we applied what we were learning, but it would have been helpful to see how others have written up quantitative work or used certain tests. For example, we could have read a journal article in preparation for class and then during class could have discussed why the authors used the tests they did and why. Without "real world" or tangible examples, the concepts continue to be abstract pieces of information I do not genuinely understand.
This can't really be changed due to the nature of the course and graduate school (only meeting once a week), but sometimes it just feels like information overload and I don't even know where to begin. I find my one on one meetings so helpful!
Nothing other than I wish I had more time to learn the material. It is very fast-paced.
There was so much information it was often like drinking water from a fire hose. There was a lot to cover, but I could have probably benefited from a little slower pace.
I personally would have wanted to learn about quantitative content analysis, too, but I understand that there wasn't really time for that in the semester.
Maybe the course content could be organized in a way that would cover all the major theoretical concepts first and then move on to the hands on stuff. Sometimes it felt like we were going back and forth a lot which at times was confusing.

## Overall Instructor Score

Question	Course		Department (Communication and Information Studies)		College (Communication and Information)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	4.3	1.1	4.6	0.7	4.5	0.8

Question	Course	Department (Communication and Information Studies)	College (Communication and Information)
	Mean	Mean	Mean
The instructor Derek Lane was prepared for class.	4.9	4.7	4.6
The instructor Derek Lane presented material clearly.	4.0	4.6	4.5
The instructor Derek Lane responded to questions in a manner that aided my understanding of the material.	4.0	4.7	4.5
The instructor Derek Lane provided material at an appropriate pace.	3.8	4.6	4.5
The instructor Derek Lane treated students with respect.	4.6	4.8	4.7
The instructor Derek Lane asked questions that stimulated deep consideration of the course content.	4.6	4.6	4.5

1. The instructor Derek Lane was prepared for class.			
Options	Score	Count	Percentage
Agree	4	1	14.3%
Strongly Agree	5	6	85.7%

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	14.3%
Neither Disagree or Agree	3	1	14.3%
Agree	4	1	14.3%
Strongly Agree	5	4	57.1%

5. The instructor Derek Lane treated students with respect.			
Options	Score	Count	Percentage
Disagree	2	1	14.3%
Strongly Agree	5	6	85.7%

1. The instructor provided quality teaching.			
Options	Score	Count	Percentage
Disagree	2	1	14.3%
Agree	4	2	28.6%
Strongly Agree	5	4	57.1%

2. The instructor Derek Lane presented material clearly.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	14.3%
Neither Disagree or Agree	3	1	14.3%
Agree	4	1	14.3%
Strongly Agree	5	4	57.1%

4. The instructor Derek Lane provided material at an appropriate pace.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	14.3%
Disagree	2	1	14.3%
Strongly Agree	5	4	57.1%
Choose not to rate	NRP	1	14.3%

6. The instructor Derek Lane asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Disagree	2	1	14.3%
Strongly Agree	5	6	85.7%

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

Comments
Dr. Lane was very flexible and helpful in transitioning to online. Even though it would have been easier to meet in person and have him help us with our work, he still managed to help us virtually via Zoom.
He is always willing to meet with us one on one to make sure we understand things. In fact, he normally insists! I have been to his office more times this semester than any other professors collectively in undergrad. Even now, he is always willing to set up a zoom meeting to make sure we are getting things. If he wasn't so willing to meet with us outside of class, I don't know how well I'd be doing. He really knows his stuff and cares about what we're interested in studying too. I have never been too research-oriented and was very scared to take this course, but his personal and helpful way with his students has made a huge difference in that.
He was always willing to meet with students one-on-one and made himself VERY available.
Always willing to help any time you needed it. I learned a lot just from one-on-one consults. Plus Dr. Lane is very approachable.
Dr. Lane was incredibly prepared for every class and it really showed. He also held consistent office hours and was flexible in arranging meetings with us. His enthusiasm for the subject was obvious and really helped to motivate me in the course.
Deep commitment to student learning vs. just presenting the required information. Also, the instructors technique of overlapping review and new content worked really well for me.
He is always there to help and knowing that makes all the difference.

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

Comments
The amount of material presented each class was overwhelming. The amount of slides on the Powerpoints was always over 80, which was message overload every class period. I understood that working with our own data sets would help us better learn the concepts covered in class, and as a master's student, getting a data set and/or collecting my own data was extremely stressful.
I'm not sure I would change anything. Again, sometimes we go too fast, but that's the course and life!
Nothing!
Slow down — particularly when demonstrating SPSS. To his credit, he constantly checks for understanding from the class. But when everyone else says yes, I'm not going to be the one who says no. I don't doubt there were others that felt that way too.
I wouldn't change a thing.
There are times, when being asked a question or presented a scenario, the instructor jumped in with answers before hearing out the entire question.
N/A