East Tennessee State University
2021 Fall: Full & Second 7-weeks

Course: 81840.202180: PSCI-3440-001 - Research Methods
Instructor: David Miller *
Response Rate: 17/21 (80.95 %)

1 - I expect to earn the following grade in this course.

Response Option	Weight	Frequency	Percent	Percent Responses
A	(5)	2	11.76%	
B	(4)	10	58.82%	
C	(3)	5	29.41%	
D	(2)	0	0.00%	
F	(1)	0	0.00%	

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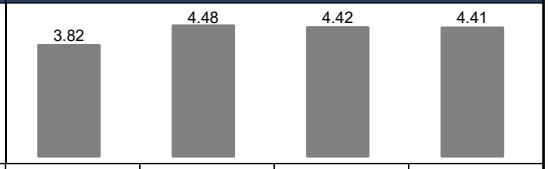

Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.82	0.64	4.00	22924	4.48	0.77	5.00	10027	4.42	0.81	5.00	182	4.41	0.70	5.00

2 - I devoted the following number of hours per week to this course (including class time attended, online assignments and activities, and/or time preparing for this course).

Response Option	Weight	Frequency	Percent	Percent Responses
2	(2)	1	5.88%	
3	(3)	1	5.88%	
4	(4)	6	35.29%	
5	(5)	3	17.65%	
6	(6)	1	5.88%	
7	(7)	1	5.88%	
8	(8)	4	23.53%	

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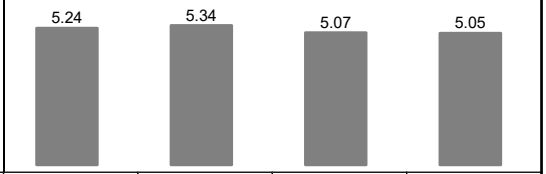

Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	5.24	1.92	5.00	22667	5.34	2.56	5.00	9916	5.07	2.42	5.00	183	5.05	2.27	5.00

3 - I completed the assigned preparatory class activities (readings, videos, discussions, etc.).

Response Option	Weight	Frequency	Percent	Percent Responses
All of the Time	(4)	10	58.82%	
Most of the Time	(3)	7	41.18%	
Some of the Time	(2)	0	0.00%	
None of the Time	(1)	0	0.00%	

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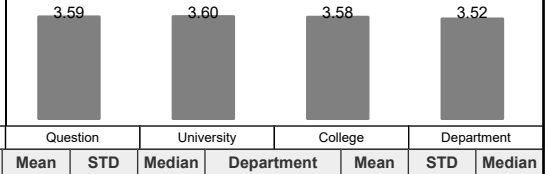

Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.59	0.51	4.00	22888	3.60	0.60	4.00	10010	3.58	0.62	4.00	185	3.52	0.61	4.00

4 - How satisfied are you with your effort in this course?

Response Option	Weight	Frequency	Percent	Percent Responses
Very Satisfied	(4)	5	29.41%	
Satisfied	(3)	11	64.71%	
Unsatisfied	(2)	1	5.88%	
Very Unsatisfied	(1)	0	0.00%	

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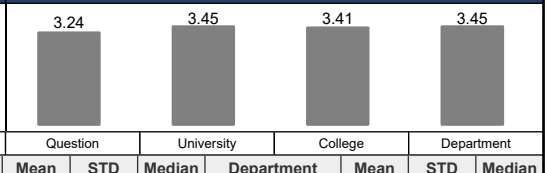

Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.24	0.56	3.00	22871	3.45	0.65	4.00	10006	3.41	0.66	3.00	185	3.45	0.64	4.00

East Tennessee State University
2021 Fall: Full & Second 7-weeks

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5 - I could have done the following to improve my performance in this course:

Response Rate	15/21 (71.43%)

- read the suggested textbook chapters.
- I could have made more of an effort to understand the material, rather than push through to get the grade.
- N/a
- actually read course material
- Being more attentive to the lecture and lab during the class sessions would have improved my performance, as well as asking the instructor more questions.
- Ask more questions, stay focused.
- Been better at math.
- I could have done the problem sets earlier.
- Asked more questions
- Speaking to computer science majors for advice.
- payed more attention during lecture
- practice more
- Started work on homework assignments sooner.
- Been a better team player and asked for help when I needed it more
- N/A

6 - The course content was consistent with the course description.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(4)	6	35.29%	
Agree	(3)	11	64.71%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	

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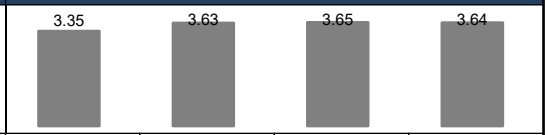

Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.35	0.49	3.00	22843	3.63	0.58	4.00	9984	3.65	0.57	4.00	182	3.64	0.55	4.00

7 - Please identify what you consider to be the strengths of this course.

Response Rate	15/21 (71.43%)

- you're learning a new skill with coding. You're also furthering your understanding of and ability to analyze statistical data.
- I enjoyed the group work aspect of this course.
- You get to learn how to use R which is a great tool to put on your resume. Its also a course that builds on itself so you're constantly refreshed on the material.
- learning how to use R software and run code for data
- The measures put forth by the instructor of this course to ensure the quality of the education that is portrayed in this class is substantial, and is a very effective measure to increase knowledge of the course. Though they do have flaws, conducting the course assignments in groups throughout the semester is a substantially effective format.
- I believe that this course is pretty in line with some real world jobs in this field including the software we use and the groupwork we do together. There is a lot of groupwork in jobs of data analyzing and researching and a lot of companies may be familiar with the software we use so I think applying the coursework to real world is a strength that this class has.
- Group work and an understanding professor.
- Learning a new programming language that will likely be beneficial in my future career. The professor has a extensive knowledge of the material being presented. The professor is very responsive and thorough in the questions asked in class.
- The labs are great practice
- The teambuilding aspects were very helpful
- R is cool
- lectures
- Professor Miller is very approachable and down-to-earth. If you struggle to understand the coursework, he will try to the best of his capabilities to help you understand.
- Very open and helpful
- Setting up the course so that we worked in groups made it a lot easier to comprehend and apply the material we learned in class. Also, Dr. Miller was great about answering questions and making sure we understood the material.

East Tennessee State University
2021 Fall: Full & Second 7-weeks

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8 - Please identify areas where you think this course could be improved.

Response Rate	15/21 (71.43%)

- coding examples from lecture would benefit from consistency and better context/breakdown of where everything comes from and why. group work/grading has some wrinkles that need to be ironed out. some parts of this course could be simplified to make it more accessible to non-mathematical students.
- The lectures are almost seem pointless to me. I feel like most students learn better when we go over a problem set that way we see a direct relation to the material.
- I wasn't very fond of the group work, or maybe have a better survey for the groups to accurately determine everyone's abilities.
- simpler terms/functions given the class is being taught to (mostly) people who have never used any kind of data processing software before
- As you think of "Research Methods," you think you will be learning about methods in which to do research. On the first day of the course, we are introduced to a program called R, and conducts the entire course in R. In doing so, the entire semester is then focused on learning the ways and means and the program R, and deters your interest and full attention to the course material. In short, using R has deterred my attention from the course material due to the difficulty proposed by R.
- I did not have any background knowledge of basically anything before this class, I kind of know what I am doing as far as coding goes (not really but I know a little bit) but I do not know why I am doing this or how it is effective in the world today. I cannot explain to anyone who does not already know about this class what I am doing, I know about code and creating it somewhat but I don't know why or how it is important.
- Clearly identify the formulas instead of hiding them in the PowerPoint/leaving them ambiguous for us to figure them out ourselves. It would make doing the labs for productive.
- Dumb down the verbiage because a lot of people have not taken a stats class in a very long time, and a lot of people don't expect to be doing quantitative research in the future.
- Better understanding how to input the formula codes
- Potentially having more individual aspects to the course, absent group members can make the course load go from moderate to near unbearable, especially if they simply refuse to help.
- More in depth lectures, just tell other students exactly what to do and why it is important. I always understood during lecture, but putting the pieces of the lecture together after class was difficult.
- more walk through of problem sets in class
- The note slides could use additional text explaining what is going on within the slide, especially in relation to r-codes, as well as interpretation of data.
- No improvements
- N/A

9 - What advice would you give to another student who is considering taking this course?

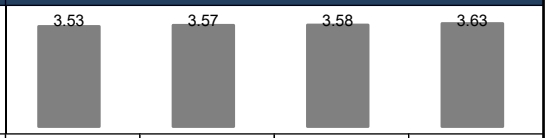
Response Rate	15/21 (71.43%)

- Definitely take this course the semester after your prob & stats course because having that course fresh in your mind plays an advantage in this course as it is prob & stats based. Ask questions, be open with communication, take notes, participate.
- Make sure your professor accommodates to your learning style.
- Ask all the questions... it will benefit you in the long run.
- if you HAVE to take it to graduate then just try your best. if you do not HAVE to take it, don't.
- If you take the course, make sure you attend the labs that discuss the weekly material and how to conduct such code in R for that week. Make sure to ask questions when lost, because everything is built upon its predecessor.
- Please stay focused and ask plenty of questions if you do not understand. GO TO CLASS! Meet with your group members often and not just the day something is due, work together and ask questions together.
- Communicate with your group.
- Download R immediately and start fooling around with it. Be prepared to not know anything of what you are doing, but also be prepared to learn a lot.
- Ask questions and make sure you understand how to input the formula codes
- Understand how a computer works as well as a cursory knowledge of coding.
- ask questions
- ask questions
- Have some knowledge of statistics and computers, that will help greatly.
- Be ready to work closely with people and to be in a group environment
- Make sure to come to class and take notes. It is more difficult to comprehend the material if you miss a lecture and it really helps to ask questions.

10 - The instructor made course expectations clear (e.g. objectives, policies, and assignments).

David Miller

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(4)	9	52.94%	
Agree	(3)	8	47.06%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	



Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.53	0.51	4.00	28372	3.57	0.69	4.00	12547	3.58	0.67	4.00	184	3.63	0.60	4.00

East Tennessee State University
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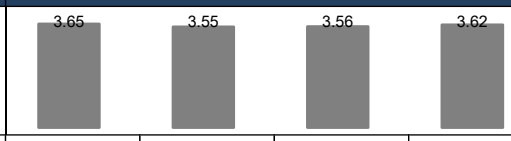
11 - The instructor was well prepared.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	12	70.59%
Agree	(3)	4	23.53%
Disagree	(2)	1	5.88%
Strongly Disagree	(1)	0	0.00%

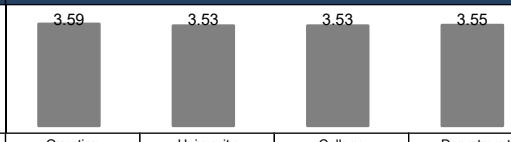


Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.65	0.61	4.00	28023	3.55	0.70	4.00	12293	3.56	0.68	4.00	182	3.62	0.65	4.00

12 - The instructor managed course time effectively.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	11	64.71%
Agree	(3)	5	29.41%
Disagree	(2)	1	5.88%
Strongly Disagree	(1)	0	0.00%

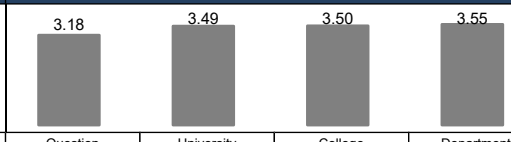


Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.59	0.62	4.00	27908	3.53	0.72	4.00	12233	3.53	0.72	4.00	184	3.55	0.71	4.00

13 - The instructor clearly explained course content.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	5	29.41%
Agree	(3)	11	64.71%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	1	5.88%

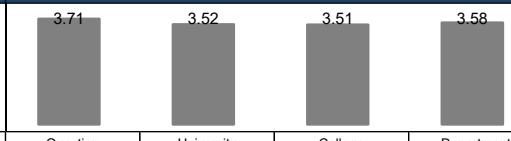


Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.18	0.73	3.00	27895	3.49	0.77	4.00	12211	3.50	0.76	4.00	184	3.55	0.71	4.00

14 - The instructor showed interest in my learning.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	13	76.47%
Agree	(3)	3	17.65%
Disagree	(2)	1	5.88%
Strongly Disagree	(1)	0	0.00%



Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.71	0.59	4.00	27816	3.52	0.75	4.00	12185	3.51	0.74	4.00	183	3.58	0.67	4.00

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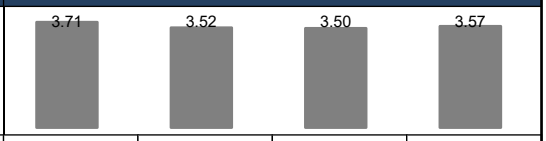
15 - The instructor helped increase my knowledge and/or skills in the content of this course.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	14	82.35%
Agree	(3)	1	5.88%
Disagree	(2)	2	11.76%
Strongly Disagree	(1)	0	0.00%

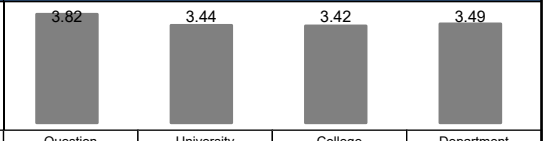


Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.71	0.69	4.00	27805	3.52	0.75	4.00	12172	3.50	0.75	4.00	183	3.57	0.72	4.00

16 - The instructor provided me with meaningful feedback.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	14	82.35%
Agree	(3)	3	17.65%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%

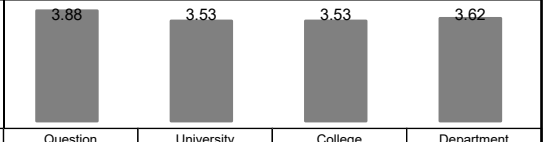


Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.82	0.39	4.00	27692	3.44	0.82	4.00	12117	3.42	0.82	4.00	183	3.49	0.80	4.00

17 - The instructor was helpful when I had questions and/or sought assistance.

David Miller

Response Option	Weight	Frequency	Percent
Strongly Agree	(4)	15	88.24%
Agree	(3)	2	11.76%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%



Response Rate	Mean	STD	Median	University	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
17/21 (80.95%)	3.88	0.33	4.00	27585	3.53	0.75	4.00	12058	3.53	0.74	4.00	180	3.62	0.64	4.00

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2021 Fall: Full & Second 7-weeks

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Instructor: David Miller *

Response Rate: 17/21 (80.95 %)

18 - What suggestions do you have to improve the instructor's effectiveness?	
David Miller	
Response Rate	14/21 (66.67%)

- more context in lecture slides would be beneficial. more accurate and relative examples of code in lecture/labs that can be referenced in problem sets (not always an issue in every case).
- Contiune with the use of group work. Maybe instead of doing a lab just go over it step by step so that it is clear everyone understands and is on the same page.
- Nothing you are great and thanks for answering my million questions.
- be more aware that your students are not on the same level as you are with the material, so things that might seem trivial or really easy to you could be the step that is hindering a student from fully understanding the material
- Suggestively, it would be more effective to conduct the lab with the class, in a means of viewing the code that will be used on the problem sets and exams.
- Edit your PowerPoint presentations before class.
- I feel at times the course is treated as a higher level than it actually is. Essentially, just be sure that it is treated as an undergraduate course.
- I believe Dr. Miller could have provided more examples to help with understanding the codes in his content, but he was very helpful when students needed additional assistance to understand his content or codes
- The instructor is phenomenal, the material is just very dense and can sometimes be confusing, especially if the entire class is group based.
- please explain concepts in layman's terms as much as possible, even knowing what concepts are it's hard to follow when things are explained almost entirely through course-specific terminology, especially when putting things in R
- Maybe run through the labs and explain what you are doing in R instead of just doing a slide show. I think if people followed along they would understand it more.
- go over each problem set with the class.
- No improvements
- N/A