

Fall 2020		PSY 204L.001 (15607)		Trinity College	Social Sciences
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	14	4.93	4.32	4.32
	The course had clear expectations for assignments and other work.	14	4.86	4.26	4.22
	Overall the course was:	14	4.86	4.09	4.22
	Overall, instructor 1 was:	13	4.77	4.34	4.48
	Overall, instructor 2 was:	13	4.92	4.32	4.47
	Overall, instructor 3 was:	0		4.25	4.45
Trinity College learning objectives	This course helped me gain factual knowledge.	14	4.93	4.38	4.41
	This course helped me understand fundamental concepts and principles.	14	4.86	4.43	4.48
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	14	4.79	4.34	4.44
	This course helped me learn to analyze ideas, arguments, and points of view.	14	4.50	4.06	4.36
	This course helped me learn to synthesize and integrate knowledge.	14	4.71	4.24	4.37
	This course helped me learn to conduct inquiry through methods of the field.	14	4.64	4.05	4.16
	This course helped me learn to evaluate the merits of ideas and competing claims.	14	4.57	4.00	4.29
	This course helped me to effectively communicate ideas orally.	14	4.21	3.86	3.99
	This course helped me to effectively communicate ideas in writing.	14	4.50	4.06	4.27
Course dynamics	The course had a welcoming and inclusive classroom environment.	14	4.93	4.36	4.50
	Please characterize the difficulty of the subject matter:	14	3.21	3.29	3.16
	How much did you learn from this course?	14	4.29	4.06	4.14
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	14	3.71	4.86	4.23
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	14	9.50	8.21	8.53

First, choose course:

- PSY 204L.01L (15609)
- PSY 204L.02L (15610)
- PSY 204L.03L (15611)
- PSY 204L.04L (15612)
- PSY 204L.001 (15607)

To compare means for the subject and division:

Choose division:

Social Sciences

Choose subject:

None

Subject and catalog	PSY 204L.001 (15607)
Course title	PSYCH METHODS & STATISTICS 1
Combined enrollment (all crosslists)	24
N submissions	14
Return rate (as %)	58.333333333
Instructor 1	Vieth,Angela
Instructor 2	Samanez-Larkin,Gregory
Instructor 3	

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to **Download**. Select **PDF**, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

Fall 2020		PSY 204L.002 (15608)		Trinity College	Social Sciences
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	15	4.53	4.32	4.32
	The course had clear expectations for assignments and other work.	15	4.40	4.26	4.22
	Overall the course was:	15	4.33	4.09	4.22
	Overall, instructor 1 was:	14	4.64	4.34	4.48
	Overall, instructor 2 was:	15	4.73	4.32	4.47
	Overall, instructor 3 was:	0		4.25	4.45
Trinity College learning objectives	This course helped me gain factual knowledge.	15	4.40	4.38	4.41
	This course helped me understand fundamental concepts and principles.	15	4.40	4.43	4.48
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	15	4.53	4.34	4.44
	This course helped me learn to analyze ideas, arguments, and points of view.	15	4.20	4.06	4.36
	This course helped me learn to synthesize and integrate knowledge.	15	4.27	4.24	4.37
	This course helped me learn to conduct inquiry through methods of the field.	14	4.43	4.05	4.16
	This course helped me learn to evaluate the merits of ideas and competing claims.	14	4.29	4.00	4.29
	This course helped me to effectively communicate ideas orally.	14	3.50	3.86	3.99
	This course helped me to effectively communicate ideas in writing.	15	4.20	4.06	4.27
Course dynamics	The course had a welcoming and inclusive classroom environment.	15	4.53	4.36	4.50
	Please characterize the difficulty of the subject matter:	15	2.87	3.29	3.16
	How much did you learn from this course?	15	4.07	4.06	4.14
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	15	3.53	4.86	4.23
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	15	8.53	8.21	8.53

First, choose course:

- PSY 204L.01L (15609)
 PSY 204L.02L (15610)
 PSY 204L.03L (15611)
 PSY 204L.04L (15612)
 PSY 204L.001 (15607)

To compare means for the subject and division:

Choose division:

Social Sciences

Choose subject:

None

Subject and catalog	PSY 204L.002 (15608)
Course title	PSYCH METHODS & STATISTICS 1
Combined enrollment (all crosslists)	26
N submissions	15
Return rate (as %)	57.692307692
Instructor 1	Vieth,Angela
Instructor 2	Samanez-Larkin,Gregory
Instructor 3	

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

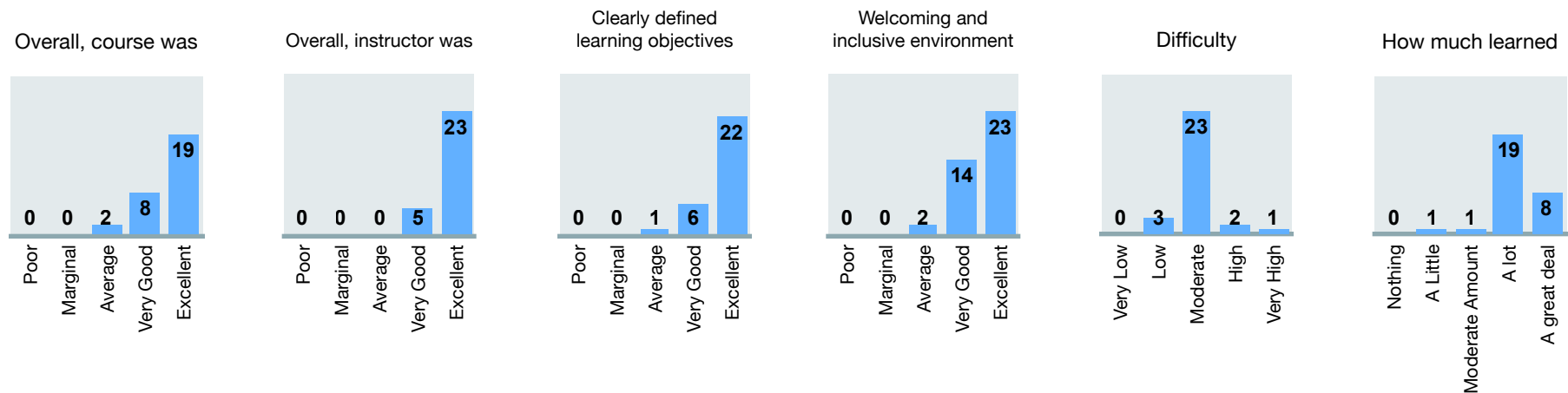
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What would you like to say about this course to a student who is considering taking it in the future?

Be prepared to integrate everything you learn and apply it to new situations.

Be prepared to learn a lot, but individually. You do not get your assignments back very quickly so often you will have to hope you did it right and build on it from there. Also don't hesitate to reach out to profs/TAs with questions. They are happy to help however they can. But still, you won't know how you are doing often until it is too late to improve for the next assignment.

Even for those not mathematically-inclined, the course is definitely manageable and well-structured

Good class to take and will help you learn specific statistical knowledge for psychology.

Great class. I tried taking Stats 101 over summer and really disliked it because of R. I did not think it was necessary for learning statistics and it was not taught well at all so I dropped out so I'm so glad that's not in this class.

I found this course to be very approachable. I had very little prior knowledge of statistics, but the material was taught in such a way that it was fairly easy to pick up. Both of the professors were wonderful. I got the impression that they genuinely cared about all of their students from day 1 and had I needed to reach out for help I would have felt comfortable reaching out to them.

I highly recommend this course to anyone interested in psychology, fulfilling the pre-med stats req, or taking a really cool course with very distinguished faculty members. The professors really care about all students and that you actually understand the material. They truly care about your learning and are so open to helping all students. You learn so much but it is not overwhelming material, nor is the work load heavy. It's a great class to add to your skills and prepare you for literally any future you pursue!

It is a must-take. It definitely gives me the skills needed to feel confident in my research skills and talk about scientific claims.

It's a really good course to take if you want to get a comprehensive understanding of methods and statistics and how to use those tools to conduct sound and accurate research. Even if you're not confident in math or statistics, the professors do a great job of breaking down the topics to make them understandable. They also genuinely care about making sure you understand the material and feel confident applying it.

It's challenging to take online, but both professors were very accommodating.

Professors Vieth and Samanez-Larkin really care about their students in and outside the classroom. They prioritize understanding and growth. They teach the class in a way that makes potentially daunting material very accessible.

The teachers are incredibly kind and want to make sure you're doing okay in the class. Reach out if there are things you don't understand.

These teachers are the most supportive and approachable! For anyone who is nervous about taking statistics, I recommend taking this course because they make it so do-able for everyone.

This class was honestly my saving grace at some points during this semester. While statistics has never been extremely exciting to me, I promise that both professors are two of the most kind and understanding people I have ever met and that meant the absolute world to me. This semester sucked for a lot of reasons but i never felt any anxiety about this class like I did for others. This class and these professors will make you feel loved, even if you are someone who isn't extremely vocal or active in class. In a time where the world felt like it was falling apart, this class was grounding and reminded me that I was going to be okay. 10/10 would recommend.

This course is a vast introduction to research methods and statistics, but both professors put a lot of effort into turning the content into easier digestible lectures. Student understanding and success were priorities, and the teaching team was always available for any questions. Overall, it's an extremely useful course for the psychology major and should be taken with enthusiasm!

This course is very manageable and expectations/assignments were very clearly shared. The professors genuinely cared about their students and clearly wanted to see everyone succeed.

This course is well run and especially for the first time it was taught! I would highly recommend the course for the time the professors took to make sure we understood content.

This course was very reasonably paced, and the professors laid out clear expectations at the beginning of the semester, including a detailed schedule of the plan for each week. The class wasn't as difficult as I anticipated, mainly because the professors were so accessible and willing to help whenever I was confused or overwhelmed.

This is a very good introductory course to statistics. If you don't have much experience, I recommend this course. It's also very helpful in terms of applying concepts to real life.

This was a really good course. i was initially nervous because I don't consider myself to be a math/stats person but this class made it really approachable for me and I was pleasantly surprised by how well i understood the material.

Would you like to provide any other comments about this course?

Amazing.

I really appreciated the emphasis on recognizing student well-being. It meant a lot to know that you guys cared and were willing to help us. I fell behind on Week 8, I got really intimidated by the new material introduced then and it felt like the connection between what was in the lectures and what was in JASP was hard. I also had a hard time connecting each independent piece to the big picture and to each other (like correlation, regression, multiple regression, GLM, etc.). I also had a hard time figuring out how to write my findings out in the assignments. It would be great to have an example of these within the lectures so I have an idea of what is necessary to accurately report my findings.

I really appreciated the instructors understanding that things aren't normal right now and they really did their best to support students even though we were not meeting face to face

I really, really appreciate how kind both instructors were. They have been incredibly understanding of what a difficult time this is for both students and instructors which was so helpful and refreshing.

I really, really liked this course. I wish that the Gradescope rubrics were available before turning in assignments to help me write better. Additionally, I feel like some of the phrasing on the assignment and exam questions were vague, maybe consider being more detailed.

I think the way we framed the proposal could've been done different. I know the paragraphs were grouped based on the relevance to one another, however, it made me feel like I was repeating myself. Putting together was also a bit more difficult than it should've been because of how distant each assignments were.

I thought that the grading on gradescope for both the individual assignments and group assignments were a little bit harsh and too detailed oriented. sometimes it felt like that points being taken off were too specific and nit-picky.

I was someone that was dreading the stats section of this course because I never considered myself to be good at math and just from looking at the analysis sections of papers that I've read in the past, it all just seemed very complicated and scary. But this class did a good job of breaking it down in a way that was easy to understand. I also like how Prof SL was always very patient and took the time to let us know that it is okay if we don't get it the first time, it helped validate what I (and I'm sure others) was feeling (the general vibe that I've gotten from math teachers in the past was a kind of ridiculous expectation that we were going to understand the content right away and I remember always feeling like I was behind the class because it took me lots of practice to grasp math concepts). As for Professor Vieth's methods section, even though there was a lot of content (I had no idea there were that many types of validity!), she always gave really good examples and was thorough in her explanations. Overall, I don't think I would want to learn stats or methods from anyone else!

I was understanding everything fairly well until week 8, when things became less and less clear. I wish we had spent slightly more time on what I see as "complicated" (ie regression) and less time on methods. I just think that I could've used more time to comprehend and understand the later material of the course. I also think that from week 8-on the lab could've been included more review-based content (as opposed to application-based). Also, I went to multiple virtual Office Hours that either didn't exist, or the prof was in the wrong room, etc... I wish the office hours on zoom were more consistent with reality, and I wish OH were advertised more during class. These are my only critiques, overall I really liked this course!!! I loved the positive psychology aspect of it, it was helpful to stay motivated. I'm super grateful this class was put together because although I've never taken a stats class, this was probably far better.

I wish I could have learned R, that's kind of a bummer--lots of my bio and neuro major friends took Stat 102 (intro to Biostats) and are rocking and rolling applying to MUSERs that list "R skills" as a requirement, but as someone stuck cold emailing professors to try to get into psych research labs, I feel like I could strengthen my case as a researcher with R knowledge

Love!

My only suggestions would be to be more transparent from the beginning about the fact that it essentially transitions to flipped classroom during the stats section, which is most of the class. This was less of a big deal when the interactive portions started at 2:30, because it then wasn't adding an hour or so of work/lectures unexpectedly to Monday and Wednesday nights, but I do think it's worth letting you guys know that even if the 3 recorded lecture pieces add up to 45 minutes, it usually takes much longer than that (sometimes even 50-75% longer, for the detailed stats ones) to watch because they go pretty quickly when you're trying to take detailed and useful notes for later assignments, so lots of us have to pause and rewind a lot. That minor note aside, this class was fantastic and I'm looking forward to having you both again next semester.

No.

Preferred lecture from 145-3 than 3 asynchronous lectures and one 30 minute synchronous - did not feel we got much done in those 30 minutes and would have been more useful to just have the whole time in class.

Thanks!

The professors are working very hard considering the current pandemic. It is tough to keep up right now, and it is really helpful to have that transparency. However, I feel that the grade cutoff is really high and sometimes feels unattainable. As a student, the material is easy to follow and well-organized.

This class was great, the TA was not amazing. I felt the TA never really answered questions, they would try and then get distracted mid sentence or something. Also, it just wasn't useful. I would rather have another meeting with the main class than that. I would also ask for some more guidance on the project proposal, maybe working on that in discussions instead.