PSYC 4316 (01): Experimental Psychology

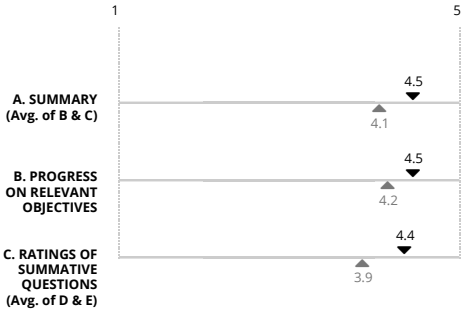
2019 Fall Term | Aaron Baggett | Course CIP Code: 42.2704

24	Students Enrolled
4	Students Responded
16.67%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4	4.3
E. Excellent Course	3.8	4.4

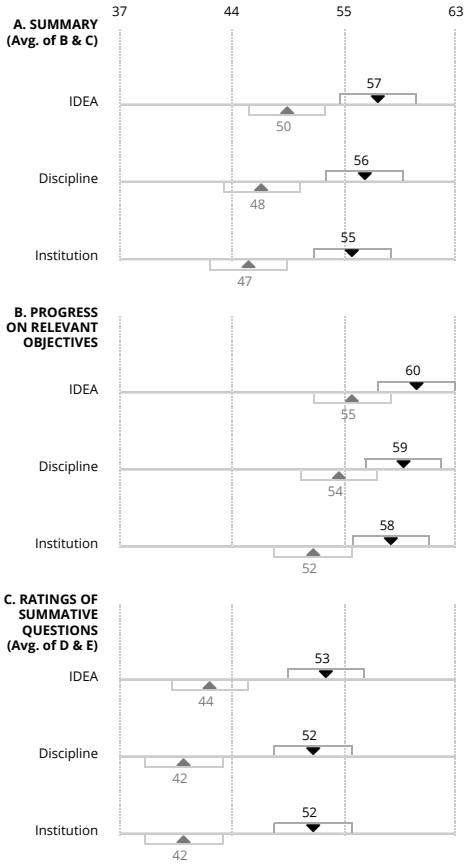
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	50
Discipline	43	50
Institution	43	50
E. Excellent Course		
IDEA	43	55
Discipline	41	54
Institution	41	54

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	M	4	4.4	0	50	47	56	46	56	45	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.8	50	50	42	47	41	48	38	44
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	3.8	4.2	25	50	43	52	42	52	42	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.6	0	50	48	60	46	58	45	58
Acquiring skills in working with others as a member of a team	M	3.8	4.1	25	50	48	53	49	56	45	54
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.5	4.1	25	50	47	55	49	58	40	51
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	4	25	50	49	54	50	55	43	50
Developing skill in expressing myself orally or in writing	I	3.8	4	25	50	48	52	47	53	44	50
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4	4.4	0	50	51	57	49	56	48	56
Developing ethical reasoning and/or ethical decision making	M	3.8	4.1	25	50	48	54	46	53	45	52
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.8	3.9	25	50	45	49	44	50	44	49
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4.3	25	50	46	55	43	55	43	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	E	4.5	4.8	0	100	60	66	59	63	57	62

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.8	39	41	38
Difficulty of subject matter	3.3	48	49	47

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.8	47	47	45
I really wanted to take this course regardless of who taught it.	2.3	20	21	21
When this course began I believed I could master its content.	3.8	45	44	44
My background prepared me well for this course's requirements.	3.5	45	42	44

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Found ways to help students answer their own questions	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	**Your Average**	**Students Rating**	**Suggested Action**
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.5	50% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4	25% (1 or 2) 75% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	**Your Average**	**Students Rating**	**Suggested Action**

Active Learning	**Your Average**	**Students Rating**	**Suggested Action**
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	25% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	**Hardly Ever**	**Occasionally**	**Sometimes**	**Frequently**	**Almost Always**	**N**	**DNA**	**SD**	**M**
Found ways to help students answer their own questions	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Made it clear how each topic fit into the course	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Provided meaningful feedback on students' academic performance	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Explained course material clearly and concisely	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75

Describe the frequency of your instructor's teaching procedures.	**Hardly Ever**	**Occasionally**	**Sometimes**	**Frequently**	**Almost Always**	**N**	**DNA**	**SD**	**M**
The Instructor:									
Related course material to real life situations	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Created opportunities for students to apply course content outside the classroom	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Introduced stimulating ideas about the subject	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Inspired students to set and achieve goals which really challenged them	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	4	0	1.66	3.5
Asked students to help each other understand ideas or concepts	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75

Describe your progress on:	**No Apparent Progress**	**Slight Progress**	**Moderate Progress**	**Substantial Progress**	**Exceptional Progress**	**N**	**DNA**	**SD**	**M**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Acquiring skills in working with others as a member of a team	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	4	0	1.66	3.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Developing skill in expressing myself orally or in writing	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Developing ethical reasoning and/or ethical decision making	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5

The Course: *On the next two items, compare this course with others you have taken at this institution.*	**Much Less than Most Courses**	**Less than Most Courses**	**About Average**	**More than Most Courses**	**Much More than Most Courses**	**N**	**DNA**	**SD**	**M**
Amount of coursework	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	4	0	0.43	2.75
Difficulty of subject matter	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)	4	0	0.43	3.25

For the following items, choose the option that best corresponds to your judgment.	**Definitely False**	**More False than True**	**In Between**	**More True than False**	**Definitely True**	**N**	**DNA**	**SD**	**M**
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
I really wanted to take this course regardless of who taught it.	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	4	0	0.83	2.25
When this course began I believed I could master its content.	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	4	0	1.09	3.75
My background prepared me well for this course's requirements.	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Overall, I rate this course as excellent.	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75

Qualitative

Comments -

- Dr. Baggett is extremely smart and knows the information well. He is also quirky and fun, he makes the class fun.
- Dr. Baggett is one of my favorite professors at UMHB.