

# PSYC 4355 (01): Psychological Perspectives on Human

2017 Fall | Aaron Baggett | Course CIP Code: 42.2706

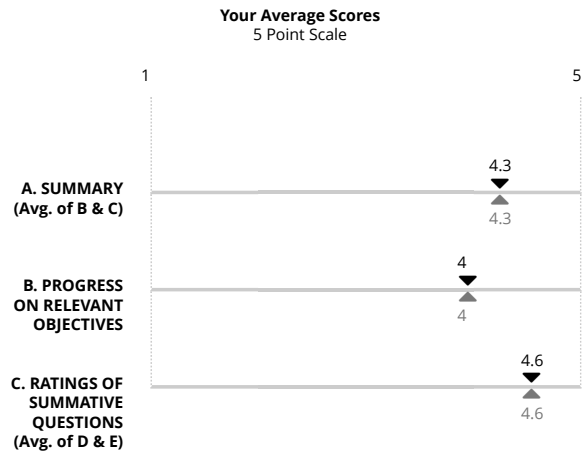
30		Students Enrolled
12		Students Responded
40%		Response Rate

## Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

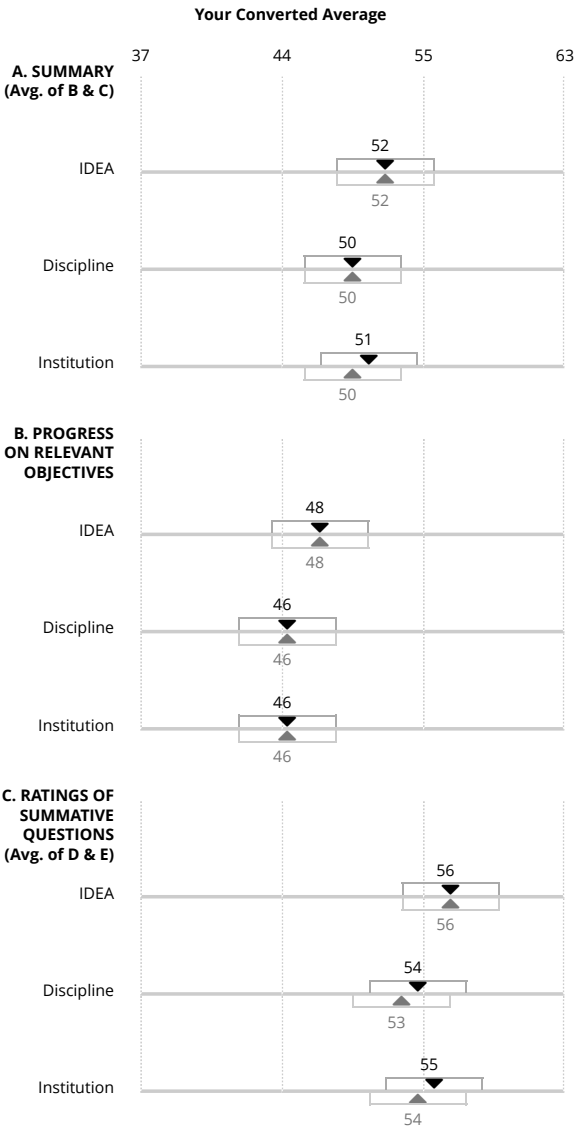
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.5	4.5
E. Excellent Course	4.6	4.7

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	54
Discipline	51	51
Institution	52	52
E. Excellent Course		
IDEA	58	59
Discipline	55	56
Institution	55	57

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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		Your Average (5 Point Scale)		% of Stu- dents 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)	E	4	4	8	83	47	47	45	45	46	46
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4	8	75	51	51	49	49	46	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.3	4.3	8	83	53	53	51	51	51	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.1	4.1	8	75	50	50	47	48	47	48
Acquiring skills in working with others as a member of a team	M	3.8	3.8	8	58	48	48	50	50	45	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	2.8	42	42	36	36	40	40	24	24
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.9	2.9	42	42	36	36	39	39	26	27
Developing skill in expressing myself orally or in writing	M	3.1	3.1	33	50	37	37	37	37	31	31
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	3.8	17	67	48	48	47	47	46	46
Developing ethical reasoning and/or ethical decision making	M	3.4	3.4	25	58	42	42	41	41	38	38
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4	4	8	75	50	50	48	48	47	47
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.6	17	67	43	43	40	41	40	40
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.2	33	42	39	39	41	41	38	38

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	42	43	41
Difficulty of subject matter	3	43	44	42

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	53	52	49
I really wanted to take this course regardless of who taught it.	3.7	50	48	49
When this course began I believed I could master its content.	3.7	43	43	42
My background prepared me well for this course's requirements.	3.8	50	48	49

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.2	0% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than 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)	4.5	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	8% (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.
Created opportunities for students to apply course content outside the classroom	4.1	17% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of 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
Gave projects, tests, or assignments that required original or creative thinking	3.4	33% (1 or 2) 42% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	8.33% (1)	50% (6)	41.67% (5)	12	0	0.62	4.33
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	8.33% (1)	0% (0)	25% (3)	66.67% (8)	12	0	0.87	4.5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	16.67% (2)	83.33% (10)	12	0	0.37	4.83
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	50% (6)	50% (6)	12	0	0.5	4.5
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	25% (3)	75% (9)	12	0	0.43	4.75
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	41.67% (5)	58.33% (7)	12	0	0.49	4.58
Provided meaningful feedback on students' academic performance	0% (0)	16.67% (2)	16.67% (2)	25% (3)	41.67% (5)	12	0	1.11	3.92
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	8.33% (1)	16.67% (2)	25% (3)	50% (6)	12	0	0.99	4.17
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	25% (3)	16.67% (2)	8.33% (1)	50% (6)	12	0	1.28	3.83
Explained course material clearly and concisely	0% (0)	0% (0)	33.33% (4)	16.67% (2)	50% (6)	12	0	0.9	4.17

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	8.33% (1)	91.67% (11)	12	0	0.28	4.92
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	16.67% (2)	16.67% (2)	8.33% (1)	58.33% (7)	12	0	1.19	4.08
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	16.67% (2)	0% (0)	0% (0)	25% (3)	58.33% (7)	12	0	1.44	4.08
<b>Inspired students to set and achieve goals which really challenged them</b>	8.33% (1)	8.33% (1)	25% (3)	16.67% (2)	41.67% (5)	12	0	1.3	3.75
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	8.33% (1)	33.33% (4)	58.33% (7)	12	0	0.65	4.5
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	8.33% (1)	16.67% (2)	8.33% (1)	66.67% (8)	12	0	1.03	4.33
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	33.33% (4)	25% (3)	8.33% (1)	33.33% (4)	12	0	1.26	3.42
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	8.33% (1)	0% (0)	8.33% (1)	41.67% (5)	41.67% (5)	12	0	1.11	4.08
<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	8.33% (1)	8.33% (1)	58.33% (7)	25% (3)	12	0	0.82	4
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	8.33% (1)	16.67% (2)	41.67% (5)	33.33% (4)	12	0	0.91	4
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	8.33% (1)	8.33% (1)	33.33% (4)	50% (6)	12	0	0.92	4.25
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	8.33% (1)	16.67% (2)	33.33% (4)	41.67% (5)	12	0	0.95	4.08
<b>Acquiring skills in working with others as a member of a team</b>	8.33% (1)	0% (0)	33.33% (4)	25% (3)	33.33% (4)	12	0	1.16	3.75
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	41.67% (5)	0% (0)	16.67% (2)	25% (3)	16.67% (2)	12	0	1.59	2.75
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	33.33% (4)	8.33% (1)	16.67% (2)	16.67% (2)	25% (3)	12	0	1.61	2.92
<b>Developing skill in expressing myself orally or in writing</b>	25% (3)	8.33% (1)	16.67% (2)	33.33% (4)	16.67% (2)	12	0	1.44	3.08
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	8.33% (1)	8.33% (1)	16.67% (2)	25% (3)	41.67% (5)	12	0	1.28	3.83
<b>Developing ethical reasoning and/or ethical decision making</b>	16.67% (2)	8.33% (1)	16.67% (2)	33.33% (4)	25% (3)	12	0	1.38	3.42
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	8.33% (1)	0% (0)	16.67% (2)	33.33% (4)	41.67% (5)	12	0	1.15	4
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	16.67% (2)	0% (0)	16.67% (2)	41.67% (5)	25% (3)	12	0	1.32	3.58
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	16.67% (2)	16.67% (2)	25% (3)	16.67% (2)	25% (3)	12	0	1.4	3.17
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
<b>Amount of coursework</b>	0% (0)	33.33% (4)	50% (6)	8.33% (1)	8.33% (1)	12	0	0.86	2.92
<b>Difficulty of subject matter</b>	0% (0)	16.67% (2)	66.67% (8)	16.67% (2)	0% (0)	12	0	0.58	3

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	33.33% (4)	41.67% (5)	25% (3)	12	0	0.76	3.92
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	8.33% (1)	50% (6)	8.33% (1)	33.33% (4)	12	0	1.03	3.67
<b>When this course began I believed I could master its content.</b>	8.33% (1)	8.33% (1)	16.67% (2)	41.67% (5)	25% (3)	12	0	1.18	3.67
<b>My background prepared me well for this course's requirements.</b>	0% (0)	25% (3)	16.67% (2)	16.67% (2)	41.67% (5)	12	0	1.23	3.75
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	8.33% (1)	33.33% (4)	58.33% (7)	12	0	0.65	4.5
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	41.67% (5)	58.33% (7)	12	0	0.49	4.58

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>I always enjoy classes with Dr. Baggett. There were some ups and downs in the course, but overall I think it went well. I think a smaller discussion-based course would fit the material better; we had much more interesting classes when we were just discussing the material rather than having a lecture. I disliked the team projects. I actually think he should have made them more difficult - graded more strictly, I mean - because most people didn't put in that much effort and everyone ended up getting an A. Which was great for our overall grades, but I would have liked to see other students making stronger presentations. I thought the quiz format was great. However, I found the quizzes to be a bit scattered; some were very straightforward and others were very obscure. As a result my grades for the IRQs went up and down throughout the semester. I know Dr. Baggett is very busy, but I would encourage him to engage with the students outside of class a bit more and encourage students to get in touch outside of class via office hours or emails. Overall I think this was a good course and I think it will get better as it is taught again.</li> <li>Dr. Baggett is a great professor. He is funny and that helps keep the attention of the students. He is great at starting conversations between classmates to help understand and apply to content of the course.</li> <li>Dr. Baggett is a great professor. He tries his absolute best in teaching us, even if he might not have the answer to all of our questions.</li> <li>Possibly cut down on the amount of critical thinking question assignments that are required for the course</li> <li>Great instructor</li> <li>Great professor overall. I personally felt like the critical thinking questions were just busy work, and a waste of time.</li> <li>He cool :)</li> </ul>