

PSYC 4316 (01): Experimental Psychology

2018 Fall | Aaron Baggett | Course CIP Code: 42.2704

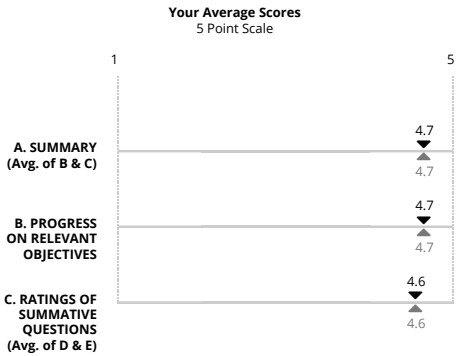
24 | Students Enrolled  
13 | Students Responded  
54.17% | Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

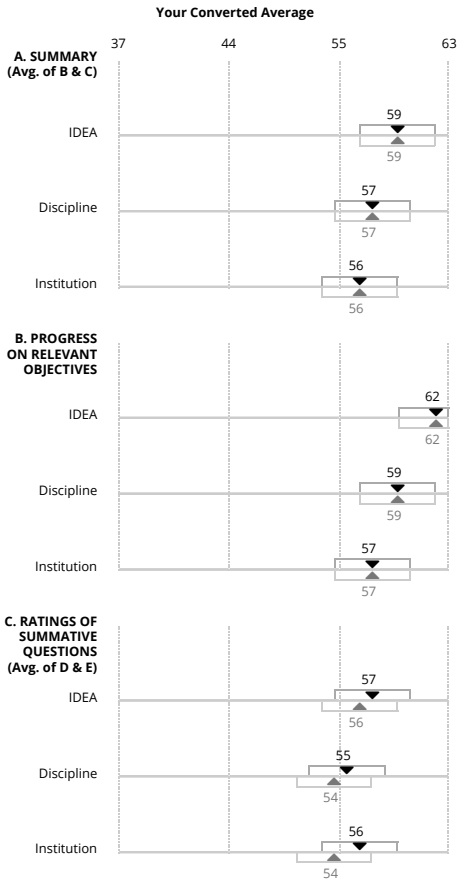
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	4.8
E. Excellent Course	4.4	4.4

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	58
Discipline	56	57
Institution	56	57
E. Excellent Course		
IDEA	54	55
Discipline	51	53
Institution	52	54

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 Converted Average					
						Your Average (5 Point Scale)		% of Students Rating		IDEA	
						Raw	Adj.	1 or 2	4 or 5	Raw	Adj.
Student Ratings of Learning on Relevant Objectives						Importance Rating					
						Raw	Adj.	1 or 2	4 or 5	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)						4.2	4.2	8	77	51	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures						3.6	3.6	15	62	45	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)						4.4	4.4	8	92	56	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course						4.5	4.6	0	92	59	59
Acquiring skills in working with others as a member of a team						4.6	4.6	0	92	62	62
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)						4	4	8	77	54	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)						4.2	4.2	15	85	57	57
Developing skill in expressing myself orally or in writing						4.5	4.5	0	100	61	61
Learning how to find, evaluate, and use resources to explore a topic in depth						4.7	4.7	0	100	63	63
Developing ethical reasoning and/or ethical decision making						4.2	4.2	15	85	54	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view						4.7	4.7	0	100	63	63
Learning to apply knowledge and skills to benefit others or serve the public good						4.1	4.1	8	77	52	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information						4.9	4.9	0	100	68	68

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3	44	46	42
Difficulty of subject matter	3.5	52	53	51

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.2	61	57	55
I really wanted to take this course regardless of who taught it.	3.6	48	46	47
When this course began I believed I could master its content.	4.2	56	53	53
My background prepared me well for this course's requirements.	3.9	52	49	51

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	0% (1 or 2) 77% (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	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.
Explained course material clearly and concisely	4.4	0% (1 or 2) 77% (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	4.5	0% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.2	15% (1 or 2) 85% (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)	4.5	0% (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.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.4	8% (1 or 2) 85% (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	4.3	8% (1 or 2) 85% (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	4.4	0% (1 or 2) 77% (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

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	SD	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	23.08% (3)	15.38% (2)	61.54% (8)	13	0	0.84	4.38
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	7.69% (1)	15.38% (2)	23.08% (3)	53.85% (7)	13	0	0.97	4.23
Encouraged students to reflect on and evaluate what they have learned	0% (0)	7.69% (1)	7.69% (1)	23.08% (3)	61.54% (8)	13	0	0.92	4.38
Demonstrated the importance and significance of the subject matter	0% (0)	7.69% (1)	0% (0)	15.38% (2)	76.92% (10)	13	0	0.84	4.62
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	7.69% (1)	92.31% (12)	13	0	0.27	4.92
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	30.77% (4)	69.23% (9)	13	0	0.46	4.69
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	15.38% (2)	23.08% (3)	61.54% (8)	13	0	0.75	4.46
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	7.69% (1)	7.69% (1)	30.77% (4)	53.85% (7)	13	0	0.91	4.31
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	7.69% (1)	30.77% (4)	61.54% (8)	13	0	0.63	4.54
Explained course material clearly and concisely	0% (0)	0% (0)	23.08% (3)	15.38% (2)	61.54% (8)	13	0	0.84	4.38

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	15.38% (2)	30.77% (4)	53.85% (7)	13	0	0.74	4.38
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	23.08% (3)	15.38% (2)	61.54% (8)	13	0	0.84	4.38
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	15.38% (2)	23.08% (3)	61.54% (8)	13	0	0.75	4.46
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	7.69% (1)	92.31% (12)	13	0	0.27	4.92
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	15.38% (2)	0% (0)	30.77% (4)	53.85% (7)	13	0	1.05	4.23
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	15.38% (2)	0% (0)	7.69% (1)	7.69% (1)	69.23% (9)	13	0	1.46	4.15
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	7.69% (1)	7.69% (1)	30.77% (4)	53.85% (7)	13	0	0.91	4.31
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	7.69% (1)	38.46% (5)	53.85% (7)	13	0	0.63	4.46
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	7.69% (1)	30.77% (4)	61.54% (8)	13	0	0.63	4.54
<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	7.69% (1)	15.38% (2)	30.77% (4)	46.15% (6)	13	0	0.95	4.15
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	15.38% (2)	0% (0)	23.08% (3)	30.77% (4)	30.77% (4)	13	0	1.33	3.62
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	7.69% (1)	0% (0)	38.46% (5)	53.85% (7)	13	0	0.84	4.38
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	7.69% (1)	30.77% (4)	61.54% (8)	13	0	0.63	4.54
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	0% (0)	7.69% (1)	23.08% (3)	69.23% (9)	13	0	0.62	4.62
<b>Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)</b>	7.69% (1)	0% (0)	15.38% (2)	38.46% (5)	38.46% (5)	13	0	1.11	4
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	15.38% (2)	0% (0)	0% (0)	15.38% (2)	69.23% (9)	13	0	1.42	4.23
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	0% (0)	0% (0)	46.15% (6)	53.85% (7)	13	0	0.5	4.54
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	0% (0)	30.77% (4)	69.23% (9)	13	0	0.46	4.69
<b>Developing ethical reasoning and/or ethical decision making</b>	15.38% (2)	0% (0)	0% (0)	23.08% (3)	61.54% (8)	13	0	1.41	4.15
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	0% (0)	30.77% (4)	69.23% (9)	13	0	0.46	4.69
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	7.69% (1)	0% (0)	15.38% (2)	30.77% (4)	46.15% (6)	13	0	1.14	4.08
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	0% (0)	0% (0)	7.69% (1)	92.31% (12)	13	0	0.27	4.92
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	7.69% (1)	84.62% (11)	7.69% (1)	0% (0)	13	0	0.39	3
<b>Difficulty of subject matter</b>	0% (0)	7.69% (1)	46.15% (6)	38.46% (5)	7.69% (1)	13	0	0.75	3.46
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	30.77% (4)	23.08% (3)	46.15% (6)	13	0	0.86	4.15
<b>I really wanted to take this course regardless of who taught it.</b>	7.69% (1)	7.69% (1)	30.77% (4)	23.08% (3)	30.77% (4)	13	0	1.21	3.62
<b>When this course began I believed I could master its content.</b>	0% (0)	7.69% (1)	7.69% (1)	46.15% (6)	38.46% (5)	13	0	0.86	4.15
<b>My background prepared me well for this course's requirements.</b>	0% (0)	15.38% (2)	23.08% (3)	23.08% (3)	38.46% (5)	13	0	1.1	3.85
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	23.08% (3)	76.92% (10)	13	0	0.42	4.77
<b>Overall, I rate this course as excellent.</b>	0% (0)	7.69% (1)	7.69% (1)	23.08% (3)	61.54% (8)	13	0	0.92	4.38

## Qualitative

#### Comments -

- It is very clear that Dr. Baggett cares about his students and their success. This is a well-organized course, and Dr. Baggett is an excellent professor!
- Going into this course, I expected it to be very challenging. I heard from previous students and even professors that experimental psychology was really tough and would be a lot of work. However, this course has not proven to be as challenging as expected or hoped. Classes were canceled too often. Some days we had nothing on the agenda for our class meetings. Not enough work was put on the students. I feel that we were all babied and not expected to do much. I would have rather been more involved in the IRB approval of our experiments, the process of writing the IRB application, creating the poster for Scholar's Day, creating our experiment materials etc. I can say I have taken the experimental psychology course, but I feel that I have nothing to prove from it. Going to graduate school, I feel that because this course was not challenging and did not push me, I am at a disadvantage to other graduate school applicants who may actually understand the course.
- Dr. Baggett really demonstrated concern for students and helped us understand the course material better. I wish we had stuck a little closer to the syllabus because it was difficult to find where we were in the class and to be prepared for the next class session. Dr. Baggett's passion for the subject matter definitely showed which made the class more enjoyable to be in.
- Dr. Baget is a wonderful person and professor. He truly cares if he students understand the subject.
- N/A
- Dr. Baggett is a wonderful professor. He is passionate about the subject matter and worked hard to help us learn.
- Baggett was very helpful this year. Statistics is his life so he is more than competent for the job. Experimental and Statistics are hard topics for me but he helped us the entire semester and made it to where we could understand. I enjoyed his class and the experiment we were assigned. There were difficulties this semester but he made it easier.
- This course very very hard and it concepts where great I think we were in a great learning environment where students learned among one another under the careful guidance of the instructor.
- Dr. Baggett is a great professor, always dedicated to student success and very understanding
- Dr. Baggett really helps guide his students in the learning process. He wants the best for them and makes sure that they can succeed. Though his subject matter may be more difficult than other classes, he is able to teach it eloquently and with such knowledge. Very grateful for a professor that cares so much for his students!