

# PSYC 2323 (01): Psychological Methods

2016 Spring | Aaron Baggett | Course CIP Code: 42.2799

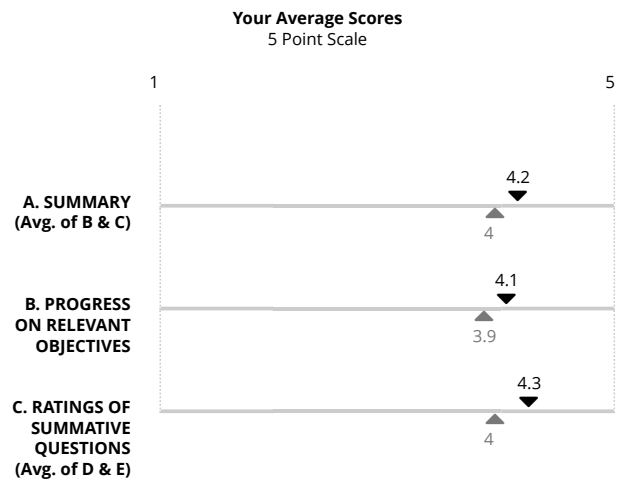
59		Students Enrolled
33		Students Responded
55.93%		Response Rate

## Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

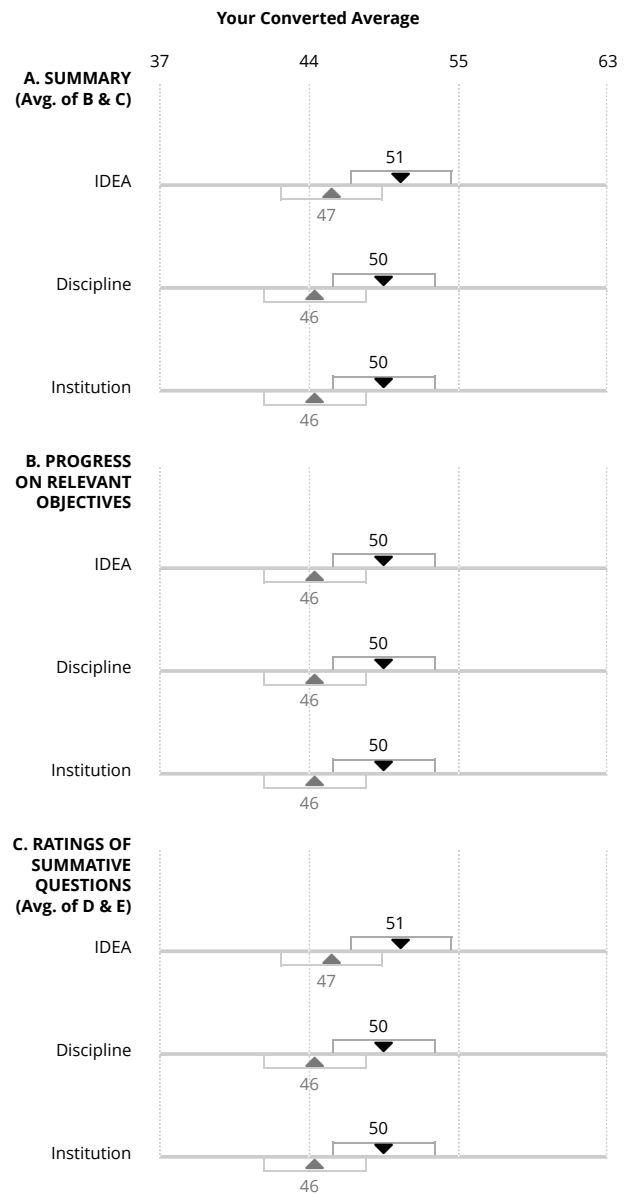
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.2	4.4
E. Excellent Course	3.8	4.1

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	51
Discipline	47	50
Institution	47	51
E. Excellent Course		
IDEA	46	50
Discipline	44	49
Institution	44	49

**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	
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	3.9	4.1	0	61	46	49	45	49	45	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.7	21	58	39	41	43	46	40	44
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4	4.2	0	70	47	52	47	52	47	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.2	6	67	46	51	46	51	45	51
Acquiring skills in working with others as a member of a team	M	4.4	4.8	0	85	56	64	57	61	56	62
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	3.8	24	55	34	44	47	55	35	44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.7	15	52	39	43	46	51		
Developing skill in expressing myself orally or in writing	M	3.3	3.8	24	52	35	45	40	49	34	45
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	4.1	15	64	44	52	46	52		
Developing ethical reasoning and/or ethical decision making	M	3.9	4	6	61	48	50	48	51		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.9	4.1	9	64	46	50	47	52	46	51
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4	12	64	45	49	44	49	46	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.1	4.5	3	76	51	59	53	58		

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.1	41	45	43
Difficulty of subject matter	3.3	48	49	46

		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	45	48	44
I really wanted to take this course regardless of who taught it.	3.3	49	44	43
When this course began I believed I could master its content.	3.8	46	47	46
My background prepared me well for this course's requirements.	3.5	42	43	43

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	3% (1 or 2) 82% (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	4.3	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.
Introduced stimulating ideas about the subject	4.2	6% (1 or 2) 79% (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	3.7	21% (1 or 2) 64% (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
Encouraged students to reflect on and evaluate what they have learned	4.2	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.
Stimulated students to intellectual effort beyond that required by most courses	3.8	9% (1 or 2) 64% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.5	0% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.8	12% (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
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Active Learning	Your Average	Students Rating	Suggested Action
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## Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	3.03% (1)	12.12% (4)	45.45% (15)	39.39% (13)	33	0	0.77	4.21
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	6.06% (2)	18.18% (6)	36.36% (12)	39.39% (13)	33	0	0.9	4.09
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	15.15% (5)	48.48% (16)	36.36% (12)	33	0	0.69	4.21
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	3.03% (1)	15.15% (5)	45.45% (15)	36.36% (12)	33	0	0.78	4.15
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	6.06% (2)	21.21% (7)	72.73% (24)	33	0	0.59	4.67
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	15.15% (5)	39.39% (13)	45.45% (15)	33	0	0.72	4.3
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	6.06% (2)	12.12% (4)	42.42% (14)	39.39% (13)	33	0	0.86	4.15
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	9.09% (3)	27.27% (9)	39.39% (13)	24.24% (8)	33	0	0.91	3.79
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	12.12% (4)	9.09% (3)	12.12% (4)	36.36% (12)	30.3% (10)	33	0	1.32	3.64
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	18.18% (6)	42.42% (14)	39.39% (13)	33	0	0.73	4.21

<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)	9.09% (3)	36.36% (12)	54.55% (18)	33	0	0.66	4.45
<b>Created opportunities for students to apply course content outside the classroom</b>	6.06% (2)	6.06% (2)	21.21% (7)	36.36% (12)	30.3% (10)	33	0	1.12	3.79
<b>Introduced stimulating ideas about the subject</b>	0% (0)	6.06% (2)	15.15% (5)	33.33% (11)	45.45% (15)	33	0	0.9	4.18
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	6.06% (2)	3.03% (1)	12.12% (4)	39.39% (13)	39.39% (13)	33	0	1.09	4.03
<b>Inspired students to set and achieve goals which really challenged them</b>	3.03% (1)	18.18% (6)	15.15% (5)	36.36% (12)	27.27% (9)	33	0	1.15	3.67
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	3.03% (1)	6.06% (2)	18.18% (6)	42.42% (14)	30.3% (10)	33	0	1	3.91
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	6.06% (2)	45.45% (15)	48.48% (16)	33	0	0.6	4.42
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	9.09% (3)	9.09% (3)	48.48% (16)	33.33% (11)	33	0	0.89	4.06
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	3.03% (1)	6.06% (2)	18.18% (6)	39.39% (13)	33.33% (11)	33	0	1.01	3.94
<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)	0% (0)	39.39% (13)	27.27% (9)	33.33% (11)	33	0	0.85	3.94
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	6.06% (2)	15.15% (5)	21.21% (7)	33.33% (11)	24.24% (8)	33	0	1.18	3.55
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	30.3% (10)	39.39% (13)	30.3% (10)	33	0	0.78	4
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	6.06% (2)	27.27% (9)	30.3% (10)	36.36% (12)	33	0	0.94	3.97
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	0% (0)	15.15% (5)	33.33% (11)	51.52% (17)	33	0	0.73	4.36
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	15.15% (5)	9.09% (3)	21.21% (7)	30.3% (10)	24.24% (8)	33	0	1.35	3.39
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	12.12% (4)	3.03% (1)	33.33% (11)	27.27% (9)	24.24% (8)	33	0	1.23	3.48
<b>Developing skill in expressing myself orally or in writing</b>	21.21% (7)	3.03% (1)	24.24% (8)	30.3% (10)	21.21% (7)	33	0	1.4	3.27
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	6.06% (2)	9.09% (3)	21.21% (7)	33.33% (11)	30.3% (10)	33	0	1.16	3.73
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	6.06% (2)	33.33% (11)	24.24% (8)	36.36% (12)	33	0	0.96	3.91
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	9.09% (3)	27.27% (9)	27.27% (9)	36.36% (12)	33	0	1	3.91
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	3.03% (1)	9.09% (3)	24.24% (8)	33.33% (11)	30.3% (10)	33	0	1.07	3.79
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	3.03% (1)	21.21% (7)	42.42% (14)	33.33% (11)	33	0	0.81	4.06

<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>	3.03% (1)	18.18% (6)	57.58% (19)	12.12% (4)	9.09% (3)	33	0	0.89	3.06
<b>Difficulty of subject matter</b>	0% (0)	12.12% (4)	57.58% (19)	21.21% (7)	9.09% (3)	33	0	0.79	3.27

<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)	3.03% (1)	42.42% (14)	30.3% (10)	24.24% (8)	33	0	0.85	3.76
<b>I really wanted to take this course regardless of who taught it.</b>	3.03% (1)	18.18% (6)	39.39% (13)	21.21% (7)	18.18% (6)	33	0	1.06	3.33
<b>When this course began I believed I could master its content.</b>	0% (0)	3.03% (1)	42.42% (14)	27.27% (9)	27.27% (9)	33	0	0.88	3.79
<b>My background prepared me well for this course's requirements.</b>	0% (0)	15.15% (5)	39.39% (13)	30.3% (10)	15.15% (5)	33	0	0.92	3.45
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	18.18% (6)	45.45% (15)	36.36% (12)	33	0	0.72	4.18
<b>Overall, I rate this course as excellent.</b>	0% (0)	9.09% (3)	30.3% (10)	27.27% (9)	33.33% (11)	33	0	0.99	3.85

<i>Please select the most appropriate response to the following questions:</i>	Definitely false	More false than true	In between	More true than false	Definitely true	N	DNA	SD	M
<b>A variety of options for interacting with the content were available (examples might include video, PowerPoint, reading, discussion boards, chats, assignments, recordings).</b>	0% (0)	0% (0)	30.3% (10)	24.24% (8)	45.45% (15)	33	0	0.86	4.15
<b>Videos within the course enhanced the learning environment.</b>	3.03% (1)	9.09% (3)	21.21% (7)	36.36% (12)	30.3% (10)	33	0	1.06	3.82
<b>This course was easy to navigate.</b>	0% (0)	3.03% (1)	21.21% (7)	39.39% (13)	36.36% (12)	33	0	0.83	4.09
<b>Interactions with other students contributed to mastery of the learning objectives.</b>	0% (0)	3.03% (1)	18.18% (6)	27.27% (9)	51.52% (17)	33	0	0.86	4.27

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>I almost felt like I didn't need to be in class other than to take quizzes. I could've read the book and learned everything taught in class.</li> <li>The group aspects to this course made it frustrating at times, especially since a huge weight of our grade is dependent upon what our team mates think of us, not our own academic achievement.</li> <li>you're an awesome professor, but this material was really boring and it was often too much reading to do. Could we space the reading out and do intermittent individual chapter quizzes every few days versus three huge chapters every few weeks? I might be able to retain the information a lot better by doing it that way.</li> <li>I do not enjoy the structure of this class, in my case it does not facilitate learning. To go through the material itself then to test over it I feel is none productive. For I have already taught myself the material so the tests are done purely for grade and the classes following have no meaning, because the classes following are just purely going over the content I have read and tested on. I felt no point in going to the classes leaving no motivation to in-class learning. The teams are pointless, because relying on someone for your grade is terrible as well as inconsistent. Overall Dr. Baggett is by no means a bad teacher, the structure of the class is what is bad.</li> <li>Dr. Baggett is a great teacher. I just think that a lot of the time students don't really need to go to class because we take a quiz and then talk about that quiz and what we did wrong until we have another quiz. I think there should be a Midterm Exam or something like that to force the students to stay interested in the class.</li> <li>He is great! He knows how to make students laugh but at the same time can teach the course.</li> <li>Great class.</li> <li>In class we worked in teams most of the time; I personally didn't like this way of learning. Some members of the team put little effort into the assignment or weren't on the same level as others on the team. I don't see this as being fair towards the members who put in the effort or could excel further in the subject. I know one of the top attributes in the workplace is the ability to work in teams, but maybe there is another way of working on this attribute.</li> <li>Thank you for being a wonderful professor Dr. Baggett!</li> <li>Enjoyed this class and professor.</li> <li>I fairly enjoyed this class. You are a really cool professor!</li> <li>Great teacher and a great class. I learned a substantial amount. I love the way that we learned in groups. I feel that doing the IRQ and TRQ was great because when we get into groups we could talk things out and figure out things that we couldn't when we took the individual quiz.</li> </ul>