PSYC 4316 (01): Experimental Psychology

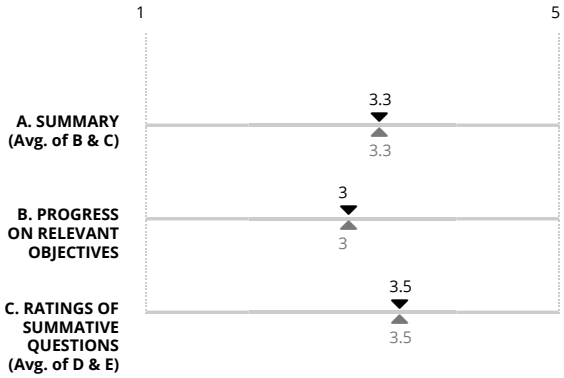
2019 Spring | Aaron Baggett | Course CIP Code: 42.2704

16	Students Enrolled
6	Students Responded
37.5%	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
E. Excellent Course	3	3

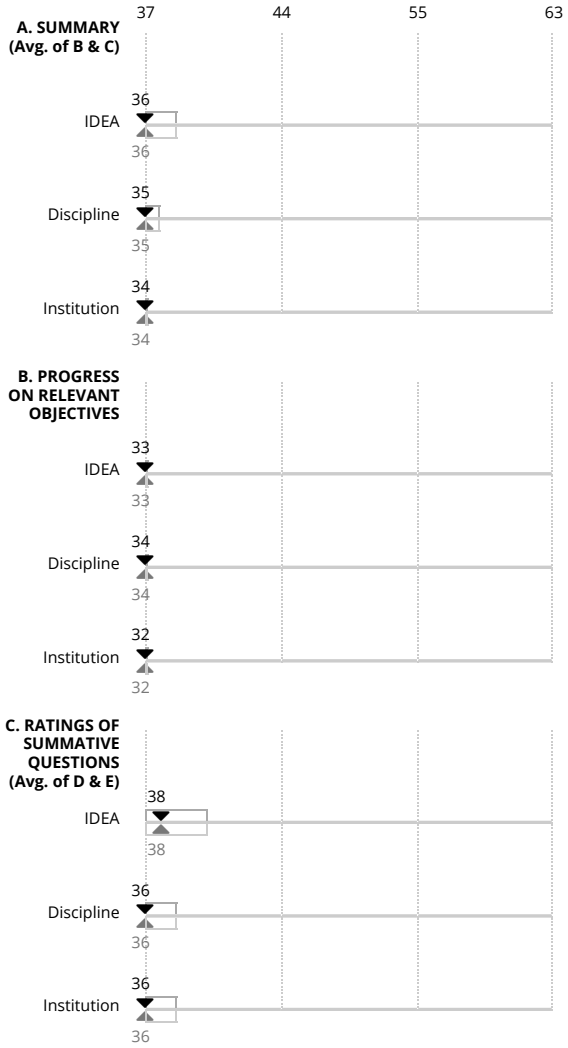
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	45
Discipline	43	43
Institution	43	43
E. Excellent Course		
IDEA	30	30
Discipline	28	28
Institution	29	29

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**

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)	I	2.5	2.5	50	17	15	15	16	16	17	17
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.2	2.2	67	17	20	20	21	21	14	14
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	2.8	2.8	50	33	25	25	25	25	26	26
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	2.8	2.8	50	33	25	25	25	25	25	25
Acquiring skills in working with others as a member of a team	M	3.7	3.7	17	50	47	47	49	49	44	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.5	2.5	50	33	33	33	37	37	24	24
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	1.8	1.8	67	0	18	18	24	24	12	12
Developing skill in expressing myself orally or in writing	M	2.5	2.5	50	17	27	27	29	29	23	23
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.2	3.2	33	50	36	36	36	36	36	36
Developing ethical reasoning and/or ethical decision making	M	2.3	2.3	67	17	25	25	25	25	20	20
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	2.7	2.7	50	33	26	26	26	26	24	24
Learning to apply knowledge and skills to benefit others or serve the public good	M	2.5	2.5	67	17	25	25	22	22	21	21
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	E	3.3	3.3	33	50	42	42	43	43	40	40

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.2	27	30	26
Difficulty of subject matter	2.5	34	34	33

		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	56	53	51
I really wanted to take this course regardless of who taught it.	3.7	49	47	48
When this course began I believed I could master its content.	4	52	50	50
My background prepared me well for this course's requirements.	4.2	59	56	57

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Found ways to help students answer their own questions	3.2	33% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.2	33% (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.
Explained course material clearly and concisely	3	33% (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.
Introduced stimulating ideas about the subject	3.3	33% (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	3.7	0% (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.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.8	17% (1 or 2) 83% (4 or 5)	You employed the method less 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	3.3	33% (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.
Stimulated students to intellectual effort beyond that required by most courses	3	33% (1 or 2) 33% (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	3	33% (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.

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. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	33.33% (2)	0% (0)	0% (0)	50% (3)	16.67% (1)	6	0	1.57	3.17
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	33.33% (2)	16.67% (1)	0% (0)	33.33% (2)	16.67% (1)	6	0	1.57	2.83
Encouraged students to reflect on and evaluate what they have learned	0% (0)	33.33% (2)	16.67% (1)	33.33% (2)	16.67% (1)	6	0	1.11	3.33
Demonstrated the importance and significance of the subject matter	0% (0)	16.67% (1)	16.67% (1)	50% (3)	16.67% (1)	6	0	0.94	3.67
Formed teams or groups to facilitate learning	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Made it clear how each topic fit into the course	0% (0)	33.33% (2)	16.67% (1)	50% (3)	0% (0)	6	0	0.9	3.17
Provided meaningful feedback on students' academic performance	16.67% (1)	16.67% (1)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.49	3.33
Stimulated students to intellectual effort beyond that required by most courses	16.67% (1)	16.67% (1)	33.33% (2)	16.67% (1)	16.67% (1)	6	0	1.29	3
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	16.67% (1)	16.67% (1)	50% (3)	16.67% (1)	6	0	0.94	3.67
Explained course material clearly and concisely	33.33% (2)	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	6	0	1.53	3

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	16.67% (1)	0% (0)	0% (0)	66.67% (4)	16.67% (1)	6	0	1.25	3.67
Created opportunities for students to apply course content outside the classroom	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	0% (0)	6	0	1.15	3
Introduced stimulating ideas about the subject	16.67% (1)	16.67% (1)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.49	3.33
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	0% (0)	66.67% (4)	33.33% (2)	6	0	0.47	4.33
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	50% (3)	33.33% (2)	16.67% (1)	6	0	0.75	3.67
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	16.67% (1)	16.67% (1)	0% (0)	50% (3)	16.67% (1)	6	0	1.37	3.33
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	16.67% (1)	33.33% (2)	33.33% (2)	16.67% (1)	6	0	0.96	3.5
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	16.67% (1)	0% (0)	66.67% (4)	16.67% (1)	6	0	0.9	3.83

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)	16.67% (1)	33.33% (2)	33.33% (2)	16.67% (1)	0% (0)	6	0	0.96	2.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	50% (3)	16.67% (1)	16.67% (1)	0% (0)	16.67% (1)	6	0	1.46	2.17
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	50% (3)	16.67% (1)	33.33% (2)	0% (0)	6	0	0.9	2.83
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	50% (3)	16.67% (1)	33.33% (2)	0% (0)	6	0	0.9	2.83
Acquiring skills in working with others as a member of a team	16.67% (1)	0% (0)	33.33% (2)	0% (0)	50% (3)	6	0	1.49	3.67
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	33.33% (2)	16.67% (1)	16.67% (1)	33.33% (2)	0% (0)	6	0	1.26	2.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	50% (3)	16.67% (1)	33.33% (2)	0% (0)	0% (0)	6	0	0.9	1.83
Developing skill in expressing myself orally or in writing	16.67% (1)	33.33% (2)	33.33% (2)	16.67% (1)	0% (0)	6	0	0.96	2.5
Learning how to find, evaluate, and use resources to explore a topic in depth	16.67% (1)	16.67% (1)	16.67% (1)	33.33% (2)	16.67% (1)	6	0	1.34	3.17
Developing ethical reasoning and/or ethical decision making	16.67% (1)	50% (3)	16.67% (1)	16.67% (1)	0% (0)	6	0	0.94	2.33
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	16.67% (1)	33.33% (2)	16.67% (1)	33.33% (2)	0% (0)	6	0	1.11	2.67
Learning to apply knowledge and skills to benefit others or serve the public good	16.67% (1)	50% (3)	16.67% (1)	0% (0)	16.67% (1)	6	0	1.26	2.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	33.33% (2)	16.67% (1)	33.33% (2)	16.67% (1)	6	0	1.11	3.33

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	16.67% (1)	50% (3)	33.33% (2)	0% (0)	0% (0)	6	0	0.69	2.17
Difficulty of subject matter	16.67% (1)	33.33% (2)	33.33% (2)	16.67% (1)	0% (0)	6	0	0.96	2.5

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)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4
I really wanted to take this course regardless of who taught it.	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	33.33% (2)	6	0	1.11	3.67
When this course began I believed I could master its content.	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
Overall, I rate this instructor an excellent teacher.	0% (0)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4
Overall, I rate this course as excellent.	16.67% (1)	16.67% (1)	33.33% (2)	16.67% (1)	16.67% (1)	6	0	1.29	3

Qualitative

Comments -

- This class was different from the other classes that I have had with Dr. Baggett, and not in the best way. Dr. Baggett either canceled or told our class to work in our groups for what felt like over half of the class meeting times. I'm not an ungrateful college student and love when class is canceled, and I understand that things come up, but I would also appreciate actually having the class that I am paying so much to take. Canceling one or two classes is fine, but once you start canceling more than five, that is a little bit ridiculous. I feel like I haven't actually learned anything useful in this class, or anything at all really. I understand that it is a senior level class and we should know what we are doing, but that does not allow the professor to not actually teach. On the day that Dr. Baggett was evaluated by Dr. G, we actually had a lecture and somewhat of a discussion. The students were not very engaged because we aren't used to him actually teaching and he normally does not care what we actually get done during our class time. There was a point in time where Dr. Baggett was going to have our groups teach the class for a day, but only two of the five groups ever "presented" and the dates for the other groups have passed. Basically, as long as our research is getting done and our papers are being written (which we all want to do because we all want to graduate) he doesn't even care if we really show up to class on those rare days that he does.
- Guiding students more on what you want experiments could be and what you thinking shouldn't be an experiment. Giving guidelines like; data has to be collected in the classroom, restrictions on physical activity.