

L.PSY 285 (02): Drugs & Human Behavior-AH

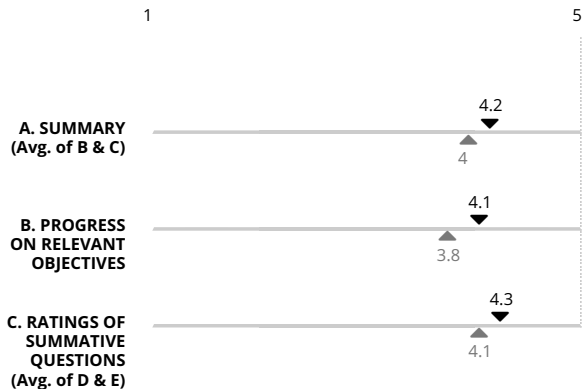
Fall 2016 | Jake Kurczek | Course CIP Code: 42.01

16 | Students Enrolled
 11 | Students Responded
 68.75% | 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 | 4.6 |
| E. Excellent Course | 3.8 | 3.9 |

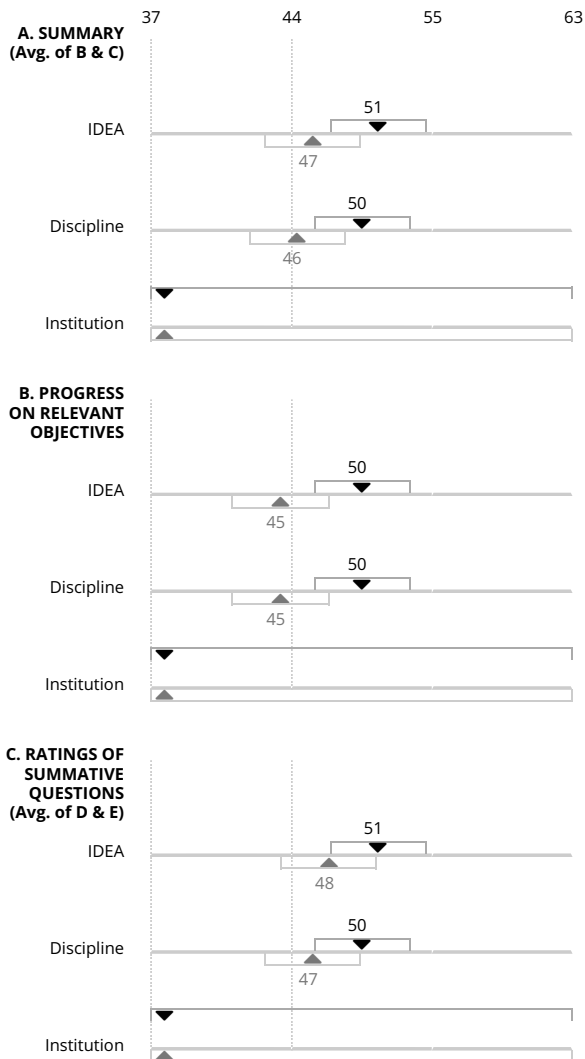
Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 51 | 55 |
| Discipline | 50 | 53 |
| Institution | | |
| E. Excellent Course | | |
| IDEA | 45 | 46 |
| Discipline | 43 | 46 |
| Institution | | |

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



| Student Ratings of Learning on Relevant Objectives | Importance Rating | Your Average (5 Point Scale) | | % of Students Rating | | Your Converted Average | | | | | |
|---|-------------------|------------------------------|------|----------------------|--------|------------------------|------|------------|------|-------------|------|
| | | Raw | Adj. | 1 or 2 | 4 or 5 | IDEA | | Discipline | | Institution | |
| | | | | | | Raw | Adj. | Raw | Adj. | Raw | Adj. |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | I | 3.7 | 3.8 | 9 | 55 | 41 | 44 | 41 | 45 | | |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | M | 3.8 | 4.1 | 0 | 55 | 48 | 53 | 47 | 54 | | |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | I | 3.7 | 3.9 | 9 | 55 | 43 | 47 | 42 | 47 | | |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | M | 3.7 | 4 | 18 | 55 | 43 | 47 | 42 | 47 | | |
| Acquiring skills in working with others as a member of a team | I | 3.9 | 4.5 | 9 | 64 | 50 | 59 | 52 | 58 | | |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 3.7 | 4.2 | 9 | 73 | 49 | 56 | 52 | 58 | | |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 4 | 4.4 | 9 | 73 | 53 | 60 | 53 | 59 | | |
| Developing skill in expressing myself orally or in writing | M | 3.6 | 4 | 9 | 55 | 46 | 51 | 46 | 52 | | |
| Learning how to find, evaluate, and use resources to explore a topic in depth | M | 4 | 4.4 | 0 | 55 | 50 | 57 | 50 | 55 | | |
| Developing ethical reasoning and/or ethical decision making | M | 3.9 | 4.3 | 0 | 55 | 50 | 57 | 49 | 56 | | |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | M | 3.9 | 4.1 | 0 | 64 | 48 | 52 | 48 | 53 | | |
| Learning to apply knowledge and skills to benefit others or serve the public good | I | 3.7 | 4.1 | 9 | 55 | 45 | 51 | 44 | 51 | | |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | M | 3.9 | 4.2 | 0 | 64 | 51 | 55 | 52 | 55 | | |

| Course Description | Your Average | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| Amount of coursework | 3.4 | 50 | 51 | |
| Difficulty of subject matter | 3.8 | 58 | 60 | |

| Student Description | Your Average | Your Converted Average | | |
|--|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| As a rule, I put forth more effort than other students on academic work. | 3.5 | 35 | 40 | |
| I really wanted to take this course regardless of who taught it. | 3.9 | 55 | 54 | |
| When this course began I believed I could master its content. | 3 | 25 | 30 | |
| My background prepared me well for this course's requirements. | 3.2 | 37 | 37 | |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Demonstrated the importance and significance of the subject matter | 4.3 | 0% (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 | 4.5 | 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. |
| Explained course material clearly and concisely | 3.9 | 18% (1 or 2) 64% (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 | 4.4 | 0% (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. |
| Inspired students to set and achieve goals which really challenged them | 4.1 | 0% (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. |

| 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) | 4.4 | 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. |
| Encouraged students to reflect on and evaluate what they have learned | 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. |
| Stimulated students to intellectual effort beyond that required by most courses | 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. |
| Related course material to real life situations | 4.3 | 0% (1 or 2) 73% (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 | 0% (1 or 2) 73% (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 |
|---|---------------------|-----------------------------|--|
| Formed teams or groups to facilitate learning | 4.7 | 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. |

| Active Learning | Your Average | Students Rating | Suggested Action |
|--|---------------------|-----------------------------|--|
| Involved students in hands-on projects such as research, case studies, or real life activities | 4.5 | 0% (1 or 2) 82% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |

Quantitative

| <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> | | | | | | | | | |
| Found ways to help students answer their own questions | 0% (0) | 0% (0) | 18.18% (2) | 45.45% (5) | 36.36% (4) | 11 | 0 | 0.72 | 4.18 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 0% (0) | 0% (0) | 9.09% (1) | 45.45% (5) | 45.45% (5) | 11 | 0 | 0.64 | 4.36 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 0% (0) | 9.09% (1) | 27.27% (3) | 63.64% (7) | 11 | 0 | 0.66 | 4.55 |
| Demonstrated the importance and significance of the subject matter | 0% (0) | 0% (0) | 18.18% (2) | 36.36% (4) | 45.45% (5) | 11 | 0 | 0.75 | 4.27 |
| Formed teams or groups to facilitate learning | 0% (0) | 0% (0) | 9.09% (1) | 9.09% (1) | 81.82% (9) | 11 | 0 | 0.62 | 4.73 |
| Made it clear how each topic fit into the course | 0% (0) | 0% (0) | 9.09% (1) | 27.27% (3) | 63.64% (7) | 11 | 0 | 0.66 | 4.55 |
| Provided meaningful feedback on students' academic performance | 0% (0) | 0% (0) | 36.36% (4) | 18.18% (2) | 45.45% (5) | 11 | 0 | 0.9 | 4.09 |
| Stimulated students to intellectual effort beyond that required by most courses | 0% (0) | 0% (0) | 9.09% (1) | 36.36% (4) | 54.55% (6) | 11 | 0 | 0.66 | 4.45 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 0% (0) | 0% (0) | 9.09% (1) | 18.18% (2) | 72.73% (8) | 11 | 0 | 0.64 | 4.64 |
| Explained course material clearly and concisely | 0% (0) | 18.18% (2) | 18.18% (2) | 18.18% (2) | 45.45% (5) | 11 | 0 | 1.16 | 3.91 |

| <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> | | | | | | | | | |
| Related course material to real life situations | 0% (0) | 0% (0) | 27.27% (3) | 18.18% (2) | 54.55% (6) | 11 | 0 | 0.86 | 4.27 |
| Created opportunities for students to apply course content outside the classroom | 0% (0) | 0% (0) | 27.27% (3) | 36.36% (4) | 36.36% (4) | 11 | 0 | 0.79 | 4.09 |
| Introduced stimulating ideas about the subject | 0% (0) | 0% (0) | 18.18% (2) | 27.27% (3) | 54.55% (6) | 11 | 0 | 0.77 | 4.36 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 0% (0) | 0% (0) | 18.18% (2) | 18.18% (2) | 63.64% (7) | 11 | 0 | 0.78 | 4.45 |
| Inspired students to set and achieve goals which really challenged them | 0% (0) | 0% (0) | 18.18% (2) | 54.55% (6) | 27.27% (3) | 11 | 0 | 0.67 | 4.09 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 0% (0) | 0% (0) | 18.18% (2) | 36.36% (4) | 45.45% (5) | 11 | 0 | 0.75 | 4.27 |
| Asked students to help each other understand ideas or concepts | 0% (0) | 0% (0) | 9.09% (1) | 27.27% (3) | 63.64% (7) | 11 | 0 | 0.66 | 4.55 |
| Gave projects, tests, or assignments that required original or creative thinking | 0% (0) | 9.09% (1) | 9.09% (1) | 9.09% (1) | 72.73% (8) | 11 | 0 | 0.99 | 4.45 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 0% (0) | 0% (0) | 36.36% (4) | 18.18% (2) | 45.45% (5) | 11 | 0 | 0.9 | 4.09 |
| <i>Describe your progress on:</i> | 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) | 9.09% (1) | 36.36% (4) | 27.27% (3) | 27.27% (3) | 11 | 0 | 0.96 | 3.73 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 0% (0) | 0% (0) | 45.45% (5) | 27.27% (3) | 27.27% (3) | 11 | 0 | 0.83 | 3.82 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 0% (0) | 9.09% (1) | 36.36% (4) | 27.27% (3) | 27.27% (3) | 11 | 0 | 0.96 | 3.73 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 0% (0) | 18.18% (2) | 27.27% (3) | 18.18% (2) | 36.36% (4) | 11 | 0 | 1.14 | 3.73 |
| Acquiring skills in working with others as a member of a team | 0% (0) | 9.09% (1) | 27.27% (3) | 27.27% (3) | 36.36% (4) | 11 | 0 | 1 | 3.91 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 9.09% (1) | 0% (0) | 18.18% (2) | 54.55% (6) | 18.18% (2) | 11 | 0 | 1.05 | 3.73 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 0% (0) | 9.09% (1) | 18.18% (2) | 36.36% (4) | 36.36% (4) | 11 | 0 | 0.95 | 4 |
| Developing skill in expressing myself orally or in writing | 9.09% (1) | 0% (0) | 36.36% (4) | 27.27% (3) | 27.27% (3) | 11 | 0 | 1.15 | 3.64 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 0% (0) | 0% (0) | 45.45% (5) | 9.09% (1) | 45.45% (5) | 11 | 0 | 0.95 | 4 |
| Developing ethical reasoning and/or ethical decision making | 0% (0) | 0% (0) | 45.45% (5) | 18.18% (2) | 36.36% (4) | 11 | 0 | 0.9 | 3.91 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 0% (0) | 0% (0) | 36.36% (4) | 36.36% (4) | 27.27% (3) | 11 | 0 | 0.79 | 3.91 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 0% (0) | 9.09% (1) | 36.36% (4) | 27.27% (3) | 27.27% (3) | 11 | 0 | 0.96 | 3.73 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 0% (0) | 0% (0) | 36.36% (4) | 36.36% (4) | 27.27% (3) | 11 | 0 | 0.79 | 3.91 |
| <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 |
| Amount of coursework | 0% (0) | 9.09% (1) | 54.55% (6) | 27.27% (3) | 9.09% (1) | 11 | 0 | 0.77 | 3.36 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 27.27% (3) | 63.64% (7) | 9.09% (1) | 11 | 0 | 0.57 | 3.82 |

| <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 |
|---|-------------------------|-----------------------------|-------------------|-----------------------------|------------------------|----------|------------|-----------|----------|
| As a rule, I put forth more effort than other students on academic work. | 0% (0) | 9.09% (1) | 54.55% (6) | 18.18% (2) | 18.18% (2) | 11 | 0 | 0.89 | 3.45 |
| I really wanted to take this course regardless of who taught it. | 0% (0) | 9.09% (1) | 18.18% (2) | 45.45% (5) | 27.27% (3) | 11 | 0 | 0.9 | 3.91 |
| When this course began I believed I could master its content. | 18.18% (2) | 9.09% (1) | 45.45% (5) | 9.09% (1) | 18.18% (2) | 11 | 0 | 1.28 | 3 |
| My background prepared me well for this course's requirements. | 18.18% (2) | 9.09% (1) | 27.27% (3) | 27.27% (3) | 18.18% (2) | 11 | 0 | 1.34 | 3.18 |
| Overall, I rate this instructor an excellent teacher. | 0% (0) | 0% (0) | 9.09% (1) | 45.45% (5) | 45.45% (5) | 11 | 0 | 0.64 | 4.36 |
| Overall, I rate this course as excellent. | 9.09% (1) | 0% (0) | 18.18% (2) | 45.45% (5) | 27.27% (3) | 11 | 0 | 1.11 | 3.82 |

Qualitative

Comments -

- Dr. Jake was really good at explaining things when I found it confusing. I wish his lectures weren't so complex and they were more structured. Also he had us do a lot of group work which is difficult for us students with such diverse schedules. I did enjoy the smaller group projects but the large paper has been difficult.
- Professor came into this course as a new Loras professor and was not sure what to expect teaching an advanced Gen Ed with a diverse population of student education backgrounds. He made accommodations on the fly as needed and made this course relevant and interesting to all students. Class and labs were interactive and engaging. Overall: excellent course, excellent professor.
- Overall, Jake was an excellent instructor. Although the course material was difficult to learn, he would always take the time to explain it in a way we would better understand. There was a wide variety of class lectures such as guest speakers, group work, creating info graphics, and lab, and that made it more fun to learn. The only suggestion I would have would be to be more clear about assignments and having more guidelines for projects would be helpful.
- Although I was not and am still not a neuroscience expert, I can say that after taking this course I have gained substantial knowledge about how certain drugs effect different parts of the brain and the human body.
- Professor Kurczek I thought was a great professor and assigned us many different assignments throughout the course rather than just exams, which I really liked. Also, whenever I had any questions he was extremely helpful.
- I felt that I gained a good sense of the course. I am majoring within the topics related to science but I felt that this professor made it easy for students within other majors to adapt well. I felt that the Professor overall did an amazing job at this course and I did not think that any of the assignments were unreasonable.
- It's always an adventure being in a class the first time a professor teaches it, and this semester was no different. I think Professor Kurczek did the best anyone could expect when a new professor is teaching an advanced gen ed. At times it was hard to follow the lecture because it got heavy into neuroscience, and some of the assignment guidelines were a bit confusing, but I'm sure all of that will get better the more he teaches this course. Overall, I enjoyed the class and would take it again.
- Most course material was way over my head, but that wasn't your fault. This is my first science class since Junior year of high school. Overall you did a good job of teaching the material and added some much needed humor to keep the classes attention.
- Overall I really enjoyed the class and the content. I think a few things that could make it better is to try to refine all of the information and that way we could really understand a lot of the material. There was just so much that it seemed overwhelming at times. It would also be helpful to have rubrics for some of the assignments. There were descriptions of the assignments, but a more in depth rubric would have helped. Also it was really hard to write such a long paper in a group. I ended up writing almost the whole thing because it was just too hard to facilitate the delegation of some of the work to other people, especially if they didn't have a science background.
- My primary only suggestion is that he finds a way to slow down to allow students to be able to take note of the subject matter. This was most requested thing that he work on in class when he asked for our input midway through the semester.