


# L.PSY 285 (01): Drugs & Human Behavior-AH

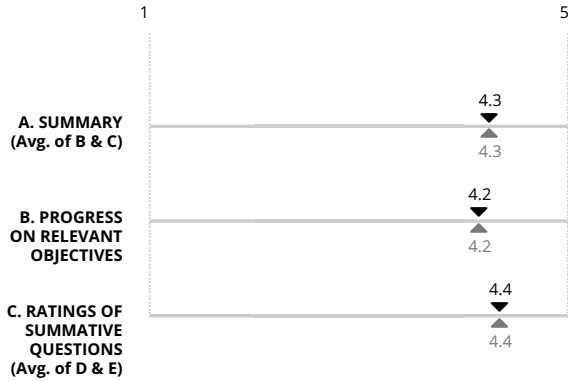
Fall 2016 | Jake Kurczek | Course CIP Code: 42.01

15   Students Enrolled
11   Students Responded
73.33%   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	4.5	4.5
E. Excellent Course	4.3	4.3

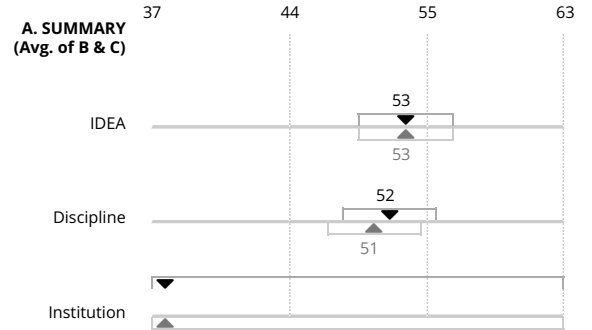
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	53
Discipline	51	51
Institution		
E. Excellent Course		
IDEA	53	53
Discipline	50	50
Institution		

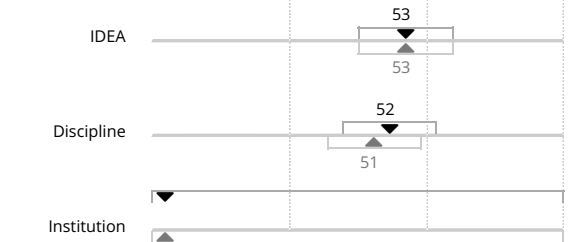
**Converted Average Buckets**  
Based on a Bell Curve

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
---	--------------------------------	------------------------------------	---------------------------------	--

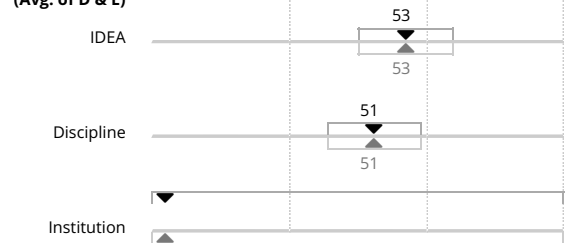
**Your Converted Average**



**A. SUMMARY**  
(Avg. of B & C)



**C. RATINGS OF SUMMATIVE QUESTIONS**  
(Avg. of D & E)



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	4.4	4.4	0	91	55	55	53	53		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4	0	64	51	51	50	51		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.9	3.9	9	73	47	47	45	45		
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	9	73	50	50	48	48		
Acquiring skills in working with others as a member of a team	I	4.2	4.3	9	82	54	56	55	56		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	3.9	9	73	52	52	54	56		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.2	4.2	0	82	56	57	55	57		
Developing skill in expressing myself orally or in writing	M	4.1	4.1	9	82	53	54	52	53		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.4	4.4	0	91	57	58	55	56		
Developing ethical reasoning and/or ethical decision making	M	4.2	4.2	9	82	54	54	53	54		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.2	4.2	9	91	53	53	52	52		
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.3	4.3	0	82	54	56	52	54		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.4	4.4	9	91	58	58	58	58		

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.8	59	59	
Difficulty of subject matter	4	62	63	

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	54	54	
I really wanted to take this course regardless of who taught it.	4	57	55	
When this course began I believed I could master its content.	3.5	40	42	
My background prepared me well for this course's requirements.	3.5	45	45	

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.5	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.
Made it clear how each topic fit into the course	4.4	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	9% (1 or 2) 91% (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	4.6	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.
Inspired students to set and achieve goals which really challenged them	4.2	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.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	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.
Encouraged students to reflect on and evaluate what they have learned	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.
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	4.6	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.
Created opportunities for students to apply course content outside the classroom	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.
<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Formed teams or groups to facilitate learning	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.
<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Involved students in hands-on projects such as research, case studies, or real life activities	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.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</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>Found ways to help students answer their own questions</b>	0% (0)	9.09% (1)	9.09% (1)	54.55% (6)	27.27% (3)	11	0	0.85	4
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	54.55% (6)	45.45% (5)	11	0	0.5	4.45
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	0% (0)	27.27% (3)	72.73% (8)	11	0	0.45	4.73
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	63.64% (7)	36.36% (4)	11	0	0.48	4.36
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	18.18% (2)	45.45% (5)	36.36% (4)	11	0	0.72	4.18
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	9.09% (1)	36.36% (4)	54.55% (6)	11	0	0.66	4.45
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	0% (0)	63.64% (7)	36.36% (4)	11	0	0.48	4.36
<b>Explained course material clearly and concisely</b>	0% (0)	9.09% (1)	0% (0)	72.73% (8)	18.18% (2)	11	0	0.74	4

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</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)	0% (0)	36.36% (4)	63.64% (7)	11	0	0.48	4.64
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	36.36% (4)	63.64% (7)	11	0	0.48	4.64
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	36.36% (4)	63.64% (7)	11	0	0.48	4.64
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	18.18% (2)	45.45% (5)	36.36% (4)	11	0	0.72	4.18
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	0% (0)	54.55% (6)	45.45% (5)	11	0	0.5	4.45
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	11	0	0.5	4.55
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	9.09% (1)	0% (0)	27.27% (3)	63.64% (7)	11	0	0.89	4.45
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	9.09% (1)	18.18% (2)	18.18% (2)	54.55% (6)	11	0	1.03	4.18
<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)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	36.36% (4)	27.27% (3)	36.36% (4)	11	0	0.85	4
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	9.09% (1)	18.18% (2)	45.45% (5)	27.27% (3)	11	0	0.9	3.91
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	9.09% (1)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	0.94	4.18
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	9.09% (1)	0% (0)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	1.16	3.91
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	0% (0)	18.18% (2)	45.45% (5)	36.36% (4)	11	0	0.72	4.18
<b>Developing skill in expressing myself orally or in writing</b>	9.09% (1)	0% (0)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	1.16	4.09
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	9.09% (1)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	0.94	4.18
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	9.09% (1)	0% (0)	0% (0)	45.45% (5)	45.45% (5)	11	0	1.11	4.18
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	9.09% (1)	0% (0)	36.36% (4)	54.55% (6)	11	0	0.88	4.36
<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)	9.09% (1)	18.18% (2)	54.55% (6)	18.18% (2)	11	0	0.83	3.82
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	27.27% (3)	45.45% (5)	27.27% (3)	11	0	0.74	4

<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)	36.36% (4)	27.27% (3)	36.36% (4)	11	0	0.85	4
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	9.09% (1)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	0.95	4
<b>When this course began I believed I could master its content.</b>	9.09% (1)	18.18% (2)	18.18% (2)	18.18% (2)	36.36% (4)	11	0	1.37	3.55
<b>My background prepared me well for this course's requirements.</b>	18.18% (2)	9.09% (1)	18.18% (2)	9.09% (1)	45.45% (5)	11	0	1.56	3.55
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	9.09% (1)	36.36% (4)	54.55% (6)	11	0	0.66	4.45
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27

## Qualitative

### Comments -

- Jake- this class was amazing. It was awesome to watch you be flexible and change your content and style to accommodate the differing majors of all our class. You are a great teacher, and as you get more comfortable you will become many students' favorite professor! It was great to have you teach me in my last semester here. Keep Supporting Duhawks and buying into the culture here!
- Good
- We finally got the gist after awhile which was good. The lectures were more comprehensive. Sometimes I did not understand some of your feedback so being more concise would help. Thanks for the great year.
- The course started off a little extreme with the content. With Jake being a new professor, he didn't understand that the students involved in this class were not majors on the field. As the course moved on though, he did seem to understand and brought the material down to the students' level.
- For a first year teaching an AH i'd say you did a pretty good job, some things i would change is to make the information more clear for people that are not a neuroscience major and when lecturing through the power points, slowing down would help the students attempt to get a better grasp on the material
- I really enjoy Jake as a teacher. He does a good job connecting real life to our class. The other comment I would make is that for the first month or so I was extremely lost in class. Lectures are sometimes a little dry and difficult for students that don't have a science background. I enjoyed the discussion leading groups in lab. I also think that how to write a lab needs to be explained better because my group had no idea how to until after we got a few bad grades back. The expectations were not exactly clear.
- I think that it was hard to understand a topic for some lessons because of not having the background of psychology or neuroscience before taking this class.