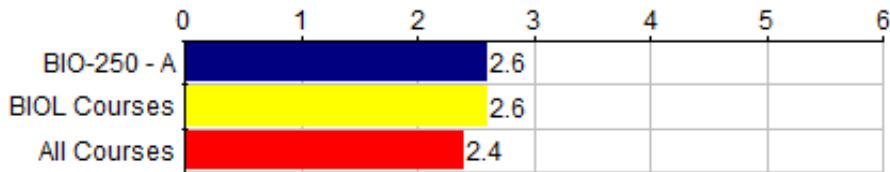|			
Merged Courses:	BIO-250 AM - Fdns of Neurobiology/Lab BIO-250 AT - Fdns of Neurobiology/Lab	Department:	BIOL
Responsible Faculty:	Stacey Dutton; Jennifer Larimore	Responses / Expected:	17 / 26 (65.38%)

Overall Mean:
6.1 Strong Disagreement to Strong Agree (150 responses)
4.0 unsatisfactory to excellent   (34 responses)
2.6 Class year   (17 responses)
2.0 Reason for taking course   (16 responses)

Graph Legend
- BIO-250 - A
- BIOL Courses
- All Courses

Student Demographics Student Year/Course Selection		BIO-250 - A												*--- Survey Comparisons ---*				
		Responses							Course				BIOL			All		
		FY	S	J	S	MAT	P	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1	What is your class year?	0	8	7	2	0	0	17	2.6	3	2	.68	270	2.6	40	2.7K	2.4	56

Responses: [FY] first year=1 [S] sophomore=2 [J] junior=3 [S] senior=4 [MAT] MAT=5 [P] PBPM=6
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q2 - If your class year is other, please specify.

Response Rate: No participants responded to this question.   (0 of 17)

**Graph Legend**
- BIO-250 - A
- BIOL Courses
- All Courses

Student Demographics Student Year/Course Selection	BIO-250 - A								--- Survey Comparisons ---					
	Responses				Course				BIOL			All		
	ADR	AMR	AE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q3 I took this course as:	0	16	0	16	2.0	2	2	0	252	1.9	63	2.6K	1.9	46

Responses: [ADR] a distributional requirement=1 [AMR] a major/minor requirement=2 [AE] an elective=3

Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q4 - If the reason you took the course is other, please explain.

Response Rate: 5.88%   (1 of 17)

1   I took this course because I was curious about the subject and wanted to learn more.

Graph Legend
- BIO-250 - A
- BIOL Courses
- All Courses
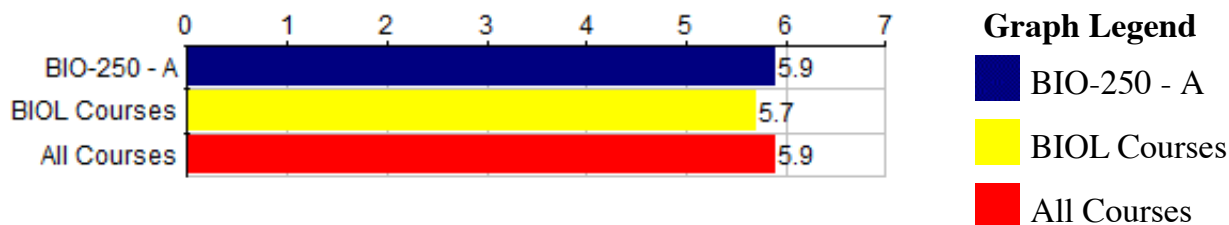
Course Questions General Questions	BIO-250 - A											--- Survey Comparisons ---					
	Responses							Course				BIOL			All		
	SD	0	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q5 There were aspects of the course that were especially effective in helping you learn.	0	0	0	3	1	7	6	17	5.9	6	6	1.06	269	5.7	52	2.7K	5.9	45

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7

Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

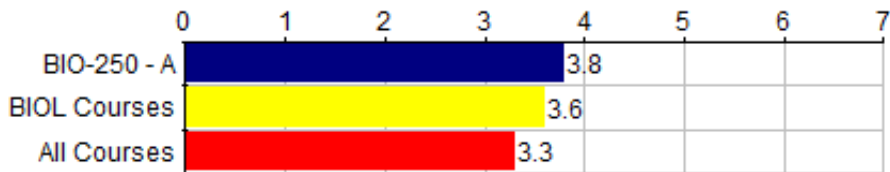Q6 - Please explain or comment on the question above .

Response Rate: 35.29%   (6 of 17)

1   Yes, there were. It was a lot of information digest and strategies were implemented to help retain most of it.

2   The course was mostly based on the lectures with powerpoint slides which was good. The compelling aspect that I found useful in learning the materials where daily reading question assignments. I think it was the most effective aspect than any other.

3   The DRQ's helped prepare for the lecture and sometimes for that article analysis that would be submitted later that week.

4   I like the number of tests

5   Doing the directed reading questions

6   DRQ's, the lectures in class especially

Graph Legend

- BIO-250 - A
- BIOL Courses
- All Courses

Course Questions / General Questions	BIO-250 - A Responses								Course				--- Survey Comparisons ---					
	SD	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	BIOL N	Mean	Pct Rnk	All N	Mean	Pct Rnk
Q7 There were aspects of the course that were not effective in helping you learn.	3	4	1	2	2	3	2	17	3.8	4	2	2.10	266	3.6	60	2.6K	3.3	73

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q8 - Please explain or comment on the question above.

Response Rate: 41.18%   (7 of 17)

1   While I love reading scientific articles, and thought it was really awesome that both Dr. Dutton/Dr.Larimore had such great papers published. I also felt limited on the topics. I honestly got a little sick of epilepsy and dysbindin articles, it got really repetitive really fast. A didn't mind having to do a presentation on the articles, I would have liked more variety.

2   There were none

3   The research papers. I realize that this was in preparation for if we decide to go to graduate school, but the papers flew over our heads usually and it is not fair to expect us to memorize each image in about 5 papers order to be tested on it when we barely understood it to begin with.

    DRQ questions had to be found on the internet usually; the books required for the class were not used and very expensive.

    The requirement to know every figure from multiple articles for exams. I understand it was meant for us to apply our
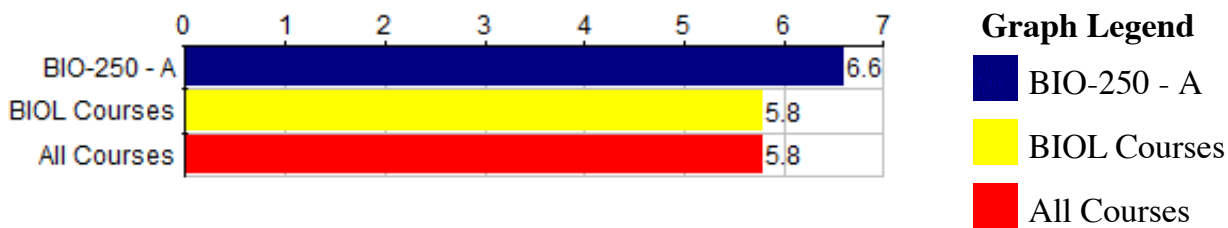
4 knowledge and to see how well we could decipher the graph but I think that's too much asking a student to know every single graph from multiple articles when each article had more than one graph. I felt it would of been more beneficial if a different article was used with a new graph and allow us to use the knowledge we know and apply it.

5 The articles and lectures did not seem to compliment each other, and it was difficult for us students to understand the content of the articles in the beginning of the course. We did not have the necessary vocabulary or knowledge to have a clear understanding of the results or the methods. The necessity for us to be scientifically literate and to be familiar with articles is very much understood, but it is not helpful to read articles if no knowledge is known about the subject. It is also difficult to Google some of the vocabulary or ideas because there is no clear answer or information given on Google; most often, only articles would be in the search results, so it seemed overwhelming and still did not provide any further understanding. The book was also not helpful at all with the DRQs, and most of the questions would need to be Googled (which incurs the same problem as stated previously). Google should not be relied on to teach the information, it should serve as a supplement; however, it seemed like most of the information I taught to myself using Google (when it came to DRQs and articles).

6 The amount of assignments due per week was very overwhelming. I felt as though I couldn't complete some assignments to the best of my ability because of the many other assignments that were also do. I would have liked to study the brain, its structures, and more general neurobiology information more in depth to gain a better understanding so that I was better equipped to understand and analyze scientific articles. It would have been beneficial for professors to explain big takeaways and major points of each article after every groups presentations. It was difficult to answer DRQs without supplementary resources of any kind and instead of learning the information on the DRQs I was stuck pondering what explanation from google was correct.

7 Lectures were very content heavy and important topics were often rushed through. The group presentations were a good idea, but since we were being tested on the information it would've helped to have professors point important things they wanted us to know in the article. Although this was the point of presentations if groups did not present well students were left confused and didn't know what to make of the articles.

Graph Legend

■ (navy)	BIO-250 - A
■ (yellow)	BIOL Courses
■ (red)	All Courses

	BIO-250 - A										--- Survey Comparisons ---					
Course Questions / General Questions	Responses							Course				BIOL			All		
	SD 0 0 0 0 0 SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q9	This course was intellectually challenging.	0 0 0 0 1 4 12	17	6.6	7	7	.59	270	5.8	90	2.7K	5.8	84

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7

Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q10 - Please explain or comment on the question above.

1 This class was challenging

The class was hard. Very hard. Not because the professors had a vendetta against us because it was so much information. Some of the topics and the expectations placed on us for this 200 level course are better suited to a 400
2 level class where the students are about to enter grad school.
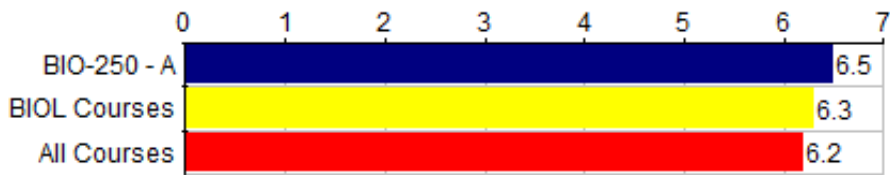
Some of the work was also a bit repetitive.

3 Lots of the time, this course required memorization which I found intellectually challenging.

4 Lots of challenging course material in a short amount of time.

I believe this course was very challenging because we had to analyze articles each week, which to some of us may
5 have been. It typically took me between 2-3 hours to complete because it took time for the information to sink in and make sense so that I may actually do the analysis.

6 Extremely challenging and time consuming course for a 200 level. It also seemed like the professors didn't realize we had other classes to focus on and gave us a lot of work to where my other classes suffered.

Graph Legend
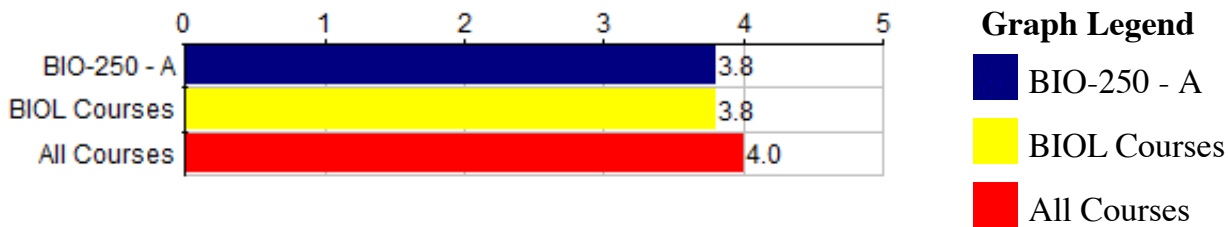
- BIO-250 - A
- BIOL Courses
- All Courses

	BIO-250 - A											--- Survey Comparisons ---				
Course Questions General Questions	Responses							Course				BIOL		All		
	SD	0	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q11 I made positive contributions to this course (for example, preparing for class, attending class regularly, participating in class discussions, and listening to others).	0	0	0	1	0	6	10	17	6.5	7	7	.78	270	6.3	52	2.7K	6.2	66

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q12 - Please explain or comment on the question above.

Response Rate: 23.53%   (4 of 17)

1 I never missed any classes. This course forced me to prepare for class because we were assigned to do assignment before class.

2 I attended every class, took notes, actively engaged when I could, and ultimately I did very well in the course.

3 I always prepared for class and attended class regularly

4 I always attended class, completed most of my DRQs (I would accidentally confuse the due date even if I had 90% of it done by due date), struggled but did my article analysis and studied for my exams but I did not get the grade I wanted.

Graph Legend

- BIO-250 - A
- BIOL Courses
- All Courses

		BIO-250 - A										--- Survey Comparisons ---				
Course Questions General Questions		Responses						Course				BIOL			All		
		U	P	G	VG	E	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q13	Overall rating of the course.	0	1	7	4	5	17	3.8	4	3	.94	270	3.8	31	2.7K	4.0	28

Responses: [U] unsatisfactory=1 [P] poor=2 [G] good=3 [VG] very good=4 [E] excellent=5

Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q14 - Please explain or comment on the question above.

Response Rate: 52.94%   (9 of 17)

1 Too difficult for an introduction to neurobiology class.

2 This should be a 300+ level course for the amount of work and content in this class. Also it would have made sense to go into the brain and its parts in depth for the full semester instead of just briefly discussing them at the beginning. As the semester progressed a better understanding of brain regions and their functions would've helped to connect everything.

3 This may have been the least enjoyable class in my college career thus far. The constant coursework was very overwhelming throughout the semester.

4 It was alright.

5 It was a great class. With the minor blimps, I still loved it.

6	It could have been organized better as in focusing more on the content taught and spending time to review it rather than doing other activities.
7	I think there was a lot of materials to learn. It would be more beneficial if those materials were split. I felt overload sometimes because we covered a lot of things in one day. Overall, it was a great course which helped me.
8	I enjoyed class
9	High expectations are expected making it an issue to confront professors, especially if you are not Acing course, because it makes it seem that the grade you have in course explains who you are even though its not.

Graph Legend
- Jennifer Larimore
- BIOL Faculty
- All Faculty

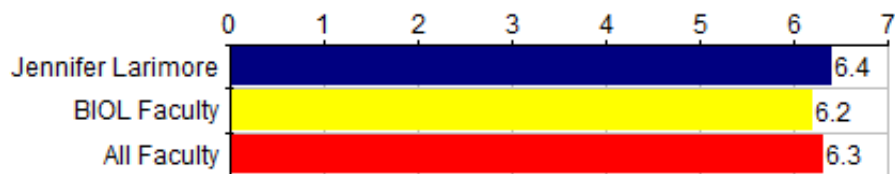| Instructor Questions General Instructor Questions	Jennifer Larimore												--- Survey Comparisons ---				
	Responses							Individual				BIOL		All		
	SD	0	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q15 The instructor defined the plan for the course, including what was required of students (for example, stated the plan for the course in the syllabus, in the class).	0	0	0	1	0	4	12	17	6.6	7	7	.77	286	6.3	56	2.7K	6.4	56

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q16 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 11.76% (2 of 17)

1	The plan for the course was clearly communicated in the syllabus and was not changed throughout the semester.
2	She stated the plan for course in the class

	0	1	2	3	4	5	6	7		
Jennifer Larimore								6.4		
BIOL Faculty								6.2		
All Faculty								6.3		

Graph Legend
■ Jennifer Larimore
■ BIOL Faculty
■ All Faculty

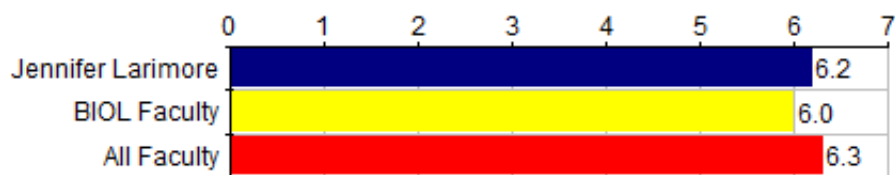| Instructor Questions General Instructor Questions	Jennifer Larimore													--- Survey Comparisons ---					
	Responses								Individual				BIOL			All		
	SD	0	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q17 The instructor was available to students outside of class (for example, held office hours, responded to emails and other student efforts to contact the instructor).	0	0	0	2	0	4	10	16	6.4	7	7	.99	274	6.2	50	2.6K	6.3	39

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q18 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 17.65%   (3 of 17)

1 Super good about this.

2 She could take her time to respond, but she always responded to my emails.

3 Always made herself available to students outside of class

	0	1	2	3	4	5	6	7		
Jennifer Larimore								6.2		
BIOL Faculty								6.0		
All Faculty								6.3		

Graph Legend
■ Jennifer Larimore
■ BIOL Faculty
■ All Faculty

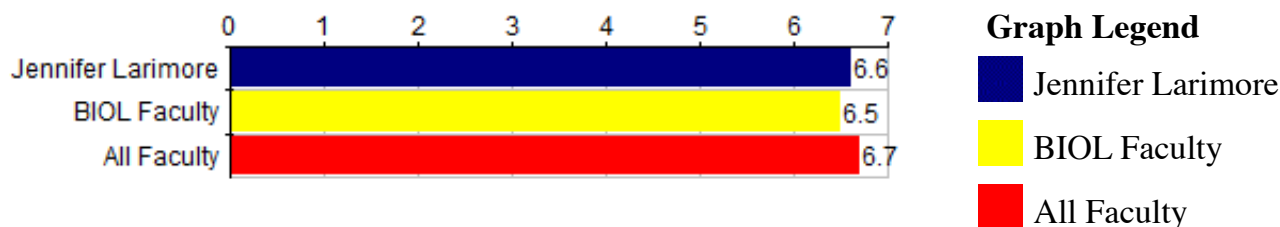	Instructor Questions General Instructor Questions	Jennifer Larimore Responses							Individual				BIOL			All		
	SD	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q19 The instructor clarified material that required further explanation (for example, listened to questions, responded to students).	0	0	0	1	2 6	7	16	6.2	6	7	.88	286	6.0	34	2.7K	6.3	30

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7

Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q20 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 17.65%   (3 of 17)

1 She listened to questions and responded to students

2 I often found Dr. Larimore's lecture challenging to process. I would want her to try her best to put the materials in simple version since it's an intro course.

3 I heard from other students that even after further explanation it was hard to understand content.

Graph Legend
- Jennifer Larimore
- BIOL Faculty
- All Faculty

Jennifer Larimore: 6.6
BIOL Faculty: 6.5
All Faculty: 6.7

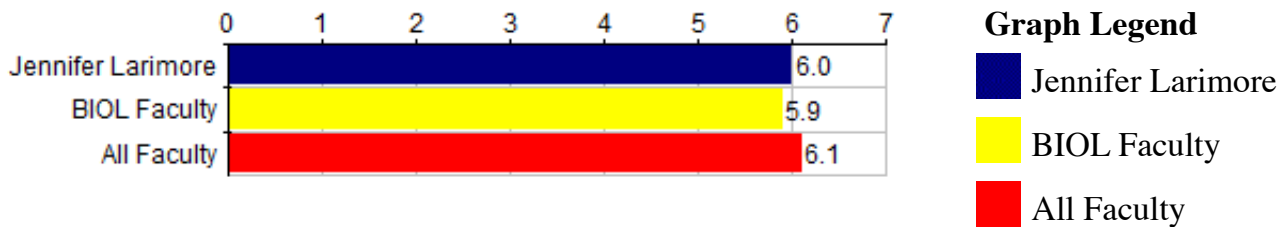	Instructor Questions General Instructor Questions	Jennifer Larimore Responses							Individual				BIOL			All		
	SD	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q21 The instructor treated students with respect.	0	0	0	1	1 2	13	17	6.6	7	7	.84	287	6.5	30	2.7K	6.7	29

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7

Q22 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 11.76% (2 of 17)

1 During all of the article presentations, both professors were whispering loudly, so some information was missed and would negatively reflect in the students' grades. It was also very distracting for the presenters and the students who were taking notes because it was difficult to hear the presentations at certain points.

2 Always treated students with respect

	0	1	2	3	4	5	6	7
Jennifer Larimore							6.0	
BIOL Faculty							5.9	
All Faculty							6.1	

Graph Legend
- Jennifer Larimore
- BIOL Faculty
- All Faculty

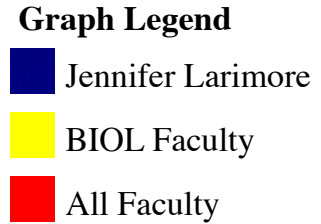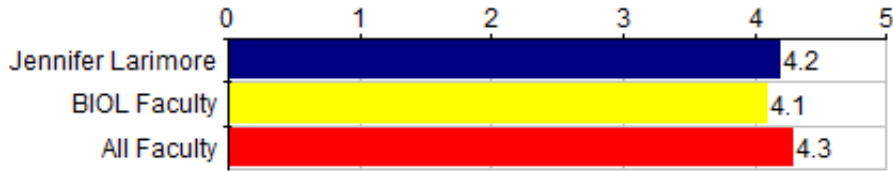| Instructor Questions General Instructor Questions	Jennifer Larimore Responses								Individual				--- Survey Comparisons ---					
													BIOL			All		
	SD	0	0	0	0	SA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	The instructor clearly defined how assignments would be evaluated.	0	0	0	1	4	5	6	16	6.0	6	7	.94	285	5.9	48	2.7K	6.1	30

Responses: [SD] Strongly Disagree=1 [0] 0=2 [0] 0=3 [0] 0=4 [0] 0=5 [0] 0=6 [SA] Strongly Agree=7
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q24 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 17.65% (3 of 17)

1 More direction on lab report sections would have been helpful

2 In lecture assignments were clearly defined, but lab manuscript section expectations were not clearly defined. No template or expectations were given making it hard to know what to expect. Also assignments were graded harshly for having no clear understanding of what was expected.

3 Defined how assignments were to be evaluated

Graph Legend
- ■ Jennifer Larimore
- ■ BIOL Faculty
- ■ All Faculty

Instructor Questions General Instructor Questions		Jennifer Larimore										--- Survey Comparisons ---					
		Responses						Individual				BIOL			All		
		U	P	G	VG	E	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q25	Overall rating of the teaching of the course.	0	0	3	8	6	17	4.2	4	4	.71	288	4.1	38	2.7K	4.3	35

Responses: [U] unsatisfactory=1 [P] poor=2 [G] good=3 [VG] very good=4 [E] excellent=5
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Q26 - Please explain or comment on the question above.

Faculty: Larimore, Jennifer

Response Rate: 11.76% (2 of 17)

1. The professors were great, they both are brilliant neuroscientists and they showed that through their lectures and how they were capable of making sense of the material, it was just way too much information and too much depth to be considered an introductory class. It seemed more like a weed-out course, which I thought I was over with after the introductory biology classes.

2. I enjoyed having Dr Larimore