

FYI 101 (10): First Year Inquiry

Fall Term 2017-18 | Deke Gould | Course CIP Code: 24.0199

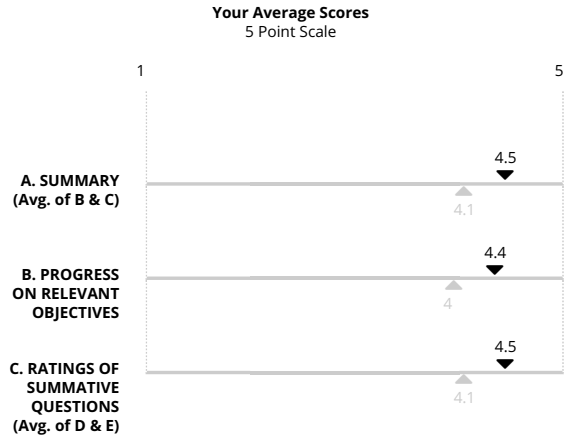
16		Students Enrolled
14		Students Responded
87.5%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

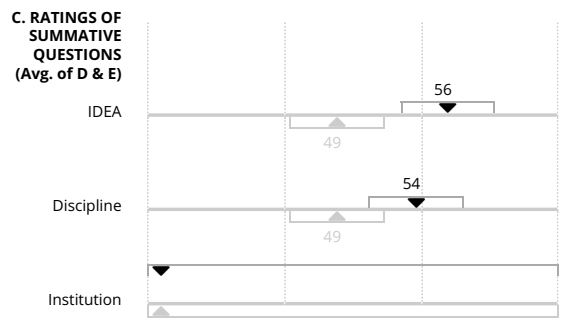
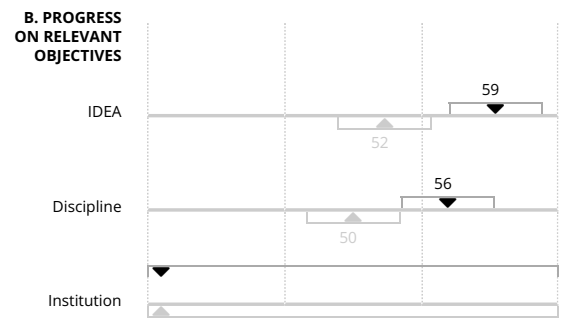
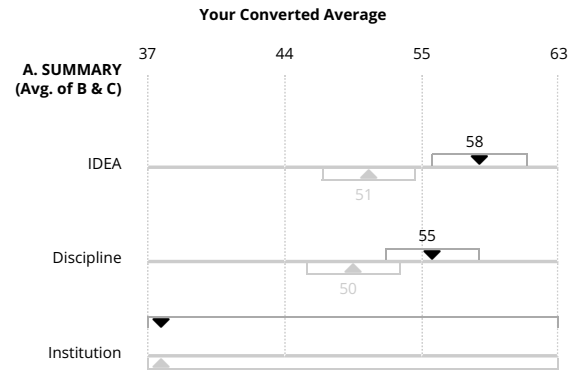
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.3	4.6
E. Excellent Course	3.9	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	50	56
Discipline	49	53
Institution		
E. Excellent Course		
IDEA	47	55
Discipline	49	55
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
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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)	M	3.9	4.3	0	79	46	53	47	52		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.7	4.2	14	71	46	54	44	51		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.9	4.4	7	79	47	56	48	54		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.5	7	71	48	58	50	57		
Acquiring skills in working with others as a member of a team	M	3	3.3	29	29	37	42	39	45		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	4.1	29	64	48	56	46	54		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.9	4.3	14	71	51	58	47	53		
Developing skill in expressing myself orally or in writing	E	4	4.5	7	79	52	60	51	58		
Learning how to find, evaluate, and use resources to explore a topic in depth	I	3.9	4.4	7	79	50	58	49	55		
Developing ethical reasoning and/or ethical decision making	M	4.1	4.7	7	86	54	63	53	60		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.1	4.5	7	86	53	59	51	56		
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	4.3	14	64	45	55	46	53		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.3	36	50	39	42	42	46		

Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.8	59	59	
Difficulty of subject matter	4.1	63	65	

Your Converted Average				
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	38	44	
I really wanted to take this course regardless of who taught it.	3.3	42	48	
When this course began I believed I could master its content.	3.4	37	41	
My background prepared me well for this course's requirements.	2.9	32	37	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.4	7% (1 or 2) 86% (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	3.6	14% (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.

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)	4.3	0% (1 or 2) 86% (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	7% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.4	7% (1 or 2) 86% (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	4.4	7% (1 or 2) 86% (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	3.9	7% (1 or 2) 57% (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
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.4	0% (1 or 2) 79% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.5	7% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

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>									
Found ways to help students answer their own questions	7.14% (1)	0% (0)	7.14% (1)	35.71% (5)	50% (7)	14	0	1.08	4.21
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	14.29% (2)	42.86% (6)	42.86% (6)	14	0	0.7	4.29
Encouraged students to reflect on and evaluate what they have learned	0% (0)	7.14% (1)	0% (0)	28.57% (4)	64.29% (9)	14	0	0.82	4.5
Demonstrated the importance and significance of the subject matter	0% (0)	7.14% (1)	0% (0)	21.43% (3)	71.43% (10)	14	0	0.82	4.57
Formed teams or groups to facilitate learning	0% (0)	14.29% (2)	14.29% (2)	35.71% (5)	35.71% (5)	14	0	1.03	3.93
Made it clear how each topic fit into the course	0% (0)	7.14% (1)	21.43% (3)	21.43% (3)	50% (7)	14	0	0.99	4.14
Provided meaningful feedback on students' academic performance	7.14% (1)	0% (0)	7.14% (1)	21.43% (3)	64.29% (9)	14	0	1.11	4.36
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	7.14% (1)	7.14% (1)	21.43% (3)	64.29% (9)	14	0	0.9	4.43
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	21.43% (3)	21.43% (3)	57.14% (8)	14	0	0.81	4.36
Explained course material clearly and concisely	7.14% (1)	0% (0)	7.14% (1)	57.14% (8)	28.57% (4)	14	0	1	4

<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)	7.14% (1)	7.14% (1)	7.14% (1)	78.57% (11)	14	0	0.9	4.57
Created opportunities for students to apply course content outside the classroom	0% (0)	7.14% (1)	35.71% (5)	14.29% (2)	42.86% (6)	14	0	1.03	3.93
Introduced stimulating ideas about the subject	0% (0)	7.14% (1)	7.14% (1)	28.57% (4)	57.14% (8)	14	0	0.89	4.36
Involved students in hands-on projects such as research, case studies, or real life activities	7.14% (1)	21.43% (3)	21.43% (3)	28.57% (4)	21.43% (3)	14	0	1.23	3.36
Inspired students to set and achieve goals which really challenged them	7.14% (1)	7.14% (1)	35.71% (5)	21.43% (3)	28.57% (4)	14	0	1.18	3.57
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	7.14% (1)	21.43% (3)	14.29% (2)	57.14% (8)	14	0	1.01	4.21
Asked students to help each other understand ideas or concepts	7.14% (1)	0% (0)	28.57% (4)	35.71% (5)	28.57% (4)	14	0	1.08	3.79
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	7.14% (1)	7.14% (1)	14.29% (2)	71.43% (10)	14	0	0.91	4.5
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	7.14% (1)	0% (0)	21.43% (3)	42.86% (6)	28.57% (4)	14	0	1.06	3.86

<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)	0% (0)	21.43% (3)	64.29% (9)	14.29% (2)	14	0	0.59	3.93
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	7.14% (1)	7.14% (1)	14.29% (2)	50% (7)	21.43% (3)	14	0	1.1	3.71
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	7.14% (1)	14.29% (2)	57.14% (8)	21.43% (3)	14	0	0.8	3.93
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	7.14% (1)	21.43% (3)	35.71% (5)	35.71% (5)	14	0	0.93	4
Acquiring skills in working with others as a member of a team	7.14% (1)	21.43% (3)	42.86% (6)	21.43% (3)	7.14% (1)	14	0	1	3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	21.43% (3)	7.14% (1)	7.14% (1)	21.43% (3)	42.86% (6)	14	0	1.59	3.57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	7.14% (1)	7.14% (1)	14.29% (2)	35.71% (5)	35.71% (5)	14	0	1.19	3.86
Developing skill in expressing myself orally or in writing	7.14% (1)	0% (0)	14.29% (2)	42.86% (6)	35.71% (5)	14	0	1.07	4
Learning how to find, evaluate, and use resources to explore a topic in depth	7.14% (1)	0% (0)	14.29% (2)	50% (7)	28.57% (4)	14	0	1.03	3.93
Developing ethical reasoning and/or ethical decision making	0% (0)	7.14% (1)	7.14% (1)	50% (7)	35.71% (5)	14	0	0.83	4.14
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	7.14% (1)	0% (0)	7.14% (1)	42.86% (6)	42.86% (6)	14	0	1.06	4.14
Learning to apply knowledge and skills to benefit others or serve the public good	7.14% (1)	7.14% (1)	21.43% (3)	35.71% (5)	28.57% (4)	14	0	1.16	3.71
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	14.29% (2)	21.43% (3)	14.29% (2)	35.71% (5)	14.29% (2)	14	0	1.3	3.14

<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)	0% (0)	42.86% (6)	35.71% (5)	21.43% (3)	14	0	0.77	3.79
Difficulty of subject matter	0% (0)	0% (0)	14.29% (2)	64.29% (9)	21.43% (3)	14	0	0.59	4.07

<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)	0% (0)	57.14% (8)	35.71% (5)	7.14% (1)	14	0	0.63	3.5
I really wanted to take this course regardless of who taught it.	7.14% (1)	14.29% (2)	42.86% (6)	14.29% (2)	21.43% (3)	14	0	1.16	3.29
When this course began I believed I could master its content.	0% (0)	28.57% (4)	14.29% (2)	42.86% (6)	14.29% (2)	14	0	1.05	3.43
My background prepared me well for this course's requirements.	7.14% (1)	35.71% (5)	21.43% (3)	28.57% (4)	7.14% (1)	14	0	1.1	2.93
Overall, I rate this instructor an excellent teacher.	7.14% (1)	0% (0)	0% (0)	42.86% (6)	50% (7)	14	0	1.03	4.29
Overall, I rate this course as excellent.	7.14% (1)	0% (0)	28.57% (4)	21.43% (3)	42.86% (6)	14	0	1.16	3.93

Qualitative

Comments -
<ul style="list-style-type: none">• Prof. Deke is committed to give students the best that he has. He is a devoted, inspiring, talented teacher.• Really did a good job at teaching and relating to his students. I was very interested in every topic because I could relate it, and use it in my everyday life. He pushes his students to be better and challenges them. I would recommend this class to anyone.• Amazing teacher!• Dr. Gould is an amazing teacher. In my opinion, he was the hardest teacher I've had in all of my acedemic career. He really push me and made me think about the materials. I expected coming into class and achieving an easy A but that was the opposite, I have been fighting to earn a B. With his help Ive started to think less about the grade and more about the content I am learning. I would love to take another class with Dr. Gould because he pushes me and makes me a better person. His higher thinking and class is what college should be. Even though it's a hard class he makes the effort to help you learn the content unlike some other teacher here.• I wish I could have taken this course at a later time when I was "In the swing of things". It was hard to adjust to a difficult course while also adjusting to college, however, the course and the professor provided me with an immense amount of insight.• This was a great experience for me and I have changed the way I think about conversation. I feel that any other FYI class would not have prepared me as much as this one. It may be difficult at times to gather thoughts for an assignment but it is a positive experience in the end.• You're class was very fun. You're really fun to talk to and I really want to impress you.• Dr. Gould is definitely a tough grader but he is an amazing teacher and I feel like I have learned a substantial amount of information in this class that I will be able to use the rest of my life. Highly recommend his classes to other students.• Dr. Gould was a demanding teacher who expected a lot from his students. If the students worked hard, they could achieve good grades. Overall, the course was very tough but very fair.• To difficult of instructor for first year class. Also felt forced to take a philosophy class• I wish we would have started the group arguments sooner. It would have helped learn to argue out loud better than on paper arguments.