

FYI 101 (35): First Year Inquiry

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

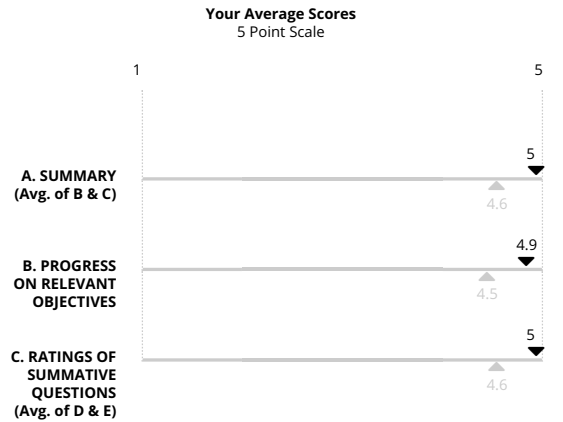
15		Students Enrolled
15		Students Responded
100%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

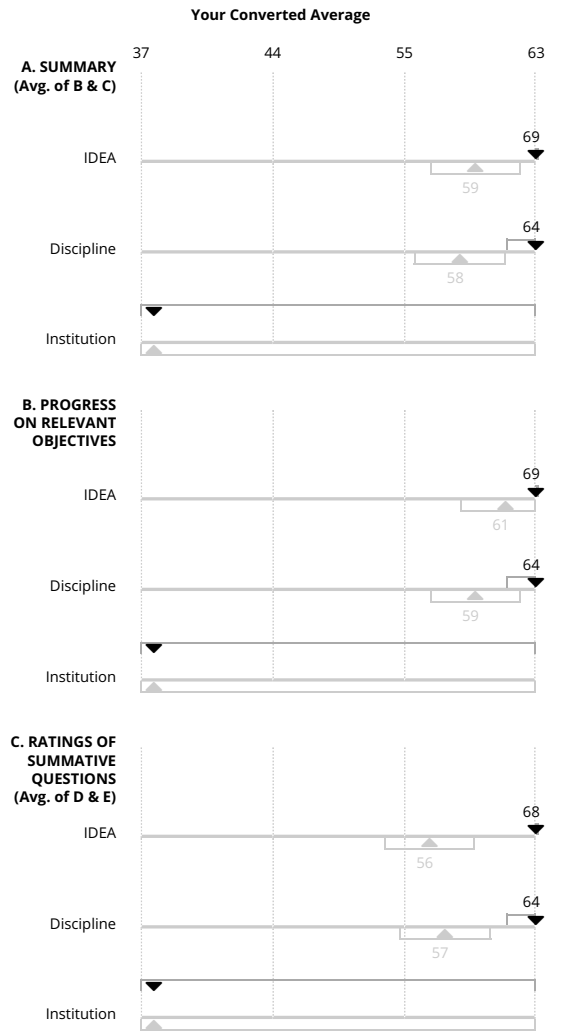
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	5
E. Excellent Course	4.4	5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	66
Discipline	57	63
Institution		
E. Excellent Course		
IDEA	55	69
Discipline	56	65
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		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives		Importance Rating		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		M		4.5	4.9	0	87	57	67	57	63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M		3.9	4.3	7	73	50	56	48	53
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M		4.7	5	0	100	63	77	62	70
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M		4.5	5	0	93	57	71	57	65
Acquiring skills in working with others as a member of a team		M		3.6	3.9	20	47	46	51	47	51
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M		4.2	4.7	13	80	57	64	55	61
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		I		4.1	4.4	7	73	55	61	51	55
Developing skill in expressing myself orally or in writing		E		4.7	5	0	100	64	73	63	70
Learning how to find, evaluate, and use resources to explore a topic in depth		I		4.5	4.9	0	87	59	67	58	62
Developing ethical reasoning and/or ethical decision making		M		4.5	4.9	7	80	59	67	58	64
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I		4.7	5	0	100	62	69	61	65
Learning to apply knowledge and skills to benefit others or serve the public good		M		3.8	4.3	20	53	47	56	47	54
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M		3.4	3.5	20	40	43	45	46	48

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	4.2	67	66	
Difficulty of subject matter	4.2	66	67	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1	58	58	
I really wanted to take this course regardless of who taught it.	3.1	39	46	
When this course began I believed I could master its content.	3	25	32	
My background prepared me well for this course's requirements.	2.4	21	27	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.7	0% (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.
Inspired students to set and achieve goals which really challenged them	4.8	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.
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) 87% (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	4.9	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.
Provided meaningful feedback on students' academic performance	4.7	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.
Stimulated students to intellectual effort beyond that required by most courses	4.8	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	7% (1 or 2) 67% (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	4.7	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.
Gave projects, tests, or assignments that required original or creative thinking	4.7	0% (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.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Formed teams or groups to facilitate learning	0% (0)	6.67% (1)	20% (3)	46.67% (7)	26.67% (4)	15	0	0.85	3.93
Made it clear how each topic fit into the course	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Provided meaningful feedback on students' academic performance	0% (0)	6.67% (1)	0% (0)	13.33% (2)	80% (12)	15	0	0.79	4.67
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Explained course material clearly and concisely	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
The Instructor:									
Related course material to real life situations	6.67% (1)	0% (0)	6.67% (1)	46.67% (7)	40% (6)	15	0	1.02	4.13
Created opportunities for students to apply course content outside the classroom	6.67% (1)	0% (0)	26.67% (4)	20% (3)	46.67% (7)	15	0	1.15	4
Introduced stimulating ideas about the subject	0% (0)	0% (0)	6.67% (1)	13.33% (2)	80% (12)	15	0	0.57	4.73
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	20% (3)	33.33% (5)	33.33% (5)	13.33% (2)	15	0	0.95	3.4
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	46.67% (7)	53.33% (8)	15	0	0.5	4.53
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	6.67% (1)	0% (0)	13.33% (2)	80% (12)	15	0	0.79	4.67

<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)	13.33% (2)	26.67% (4)	60% (9)	15	0	0.72	4.47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	6.67% (1)	20% (3)	46.67% (7)	26.67% (4)	15	0	0.85	3.93
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	6.67% (1)	40% (6)	53.33% (8)	15	0	0.62	4.47
Acquiring skills in working with others as a member of a team	0% (0)	20% (3)	33.33% (5)	13.33% (2)	33.33% (5)	15	0	1.14	3.6
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	13.33% (2)	6.67% (1)	26.67% (4)	53.33% (8)	15	0	1.05	4.2
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	6.67% (1)	20% (3)	26.67% (4)	46.67% (7)	15	0	0.96	4.13
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	13.33% (2)	26.67% (4)	60% (9)	15	0	0.72	4.47
Developing ethical reasoning and/or ethical decision making	0% (0)	6.67% (1)	13.33% (2)	6.67% (1)	73.33% (11)	15	0	0.96	4.47
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	33.33% (5)	66.67% (10)	15	0	0.47	4.67
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	20% (3)	26.67% (4)	6.67% (1)	46.67% (7)	15	0	1.22	3.8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	13.33% (2)	6.67% (1)	40% (6)	6.67% (1)	33.33% (5)	15	0	1.36	3.4
<i>The Course:</i> <i>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)	6.67% (1)	66.67% (10)	26.67% (4)	15	0	0.54	4.2
Difficulty of subject matter	0% (0)	0% (0)	6.67% (1)	66.67% (10)	26.67% (4)	15	0	0.54	4.2
<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)	6.67% (1)	13.33% (2)	46.67% (7)	33.33% (5)	15	0	0.85	4.07
I really wanted to take this course regardless of who taught it.	13.33% (2)	13.33% (2)	40% (6)	13.33% (2)	20% (3)	15	0	1.26	3.13
When this course began I believed I could master its content.	0% (0)	40% (6)	26.67% (4)	26.67% (4)	6.67% (1)	15	0	0.97	3
My background prepared me well for this course's requirements.	40% (6)	20% (3)	13.33% (2)	13.33% (2)	13.33% (2)	15	0	1.45	2.4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Overall, I rate this course as excellent.	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4

Qualitative

Comments -

- The emphasis on improving writing helped me enormously. Peer editing as well as the provided comments were a great resource.
- One of the most intellectually stimulating classes I have ever been a part of. The course truly helped me develop my critical thinking skills and also helped me be able to spot the fallacies in every day life. Definitely happy that I was a part of this class.
- I complained a lot about the workload at the beginning of the year because I didn't want to stress out too much during my first trimester of college. I definitely have cried over the class a lot but I am grateful for taking it because it allowed me to prepare for harder classes I will take later on. I also didn't know how to properly form an argument before this class, so I am much more prepared to write better papers that make logical sense.
- Despite being a more difficult class, I did learn a lot of useful thinking skills to use when analyzing arguments. The difficulty of this class pushed me to focus and really make myself understand the material we were learning. I should have committed more earlier in the term, but the transition to college has involved much more work than I faced in previous academic situations.
- Professor Gould is an exceptional professor who challenges students to explore their own ideas in ways that their past education may never have done. He encourage students to really reflect on why they believe what they believe through the presentation of arguments and objections about a given topic. Overall, this course possesses immense value and is an excellent introduction to a liberal arts education.
- This course built a basic foundation for forming and supporting my arguments in a way that I think would have been difficult without this specific instructor. The content really pushed me, but I know that it's rigor has helped me improve greatly from the beginning of the term.
- This class has really helped me in my college experience. When looking at other FYI classes they seem so easy and not at lot of work but having a tougher teacher for FYI helped my transition to college tremendously. Which will help me in all the future classes I take.
- I have genuinely enjoyed Dr. Gould's class for a lot of reasons. I can tell he is passionate and extremely knowledgeable about what he teaches and he has led me to make great improvements in my writing and defending my own opinions and arguments. I've come to really admire him, he makes class enjoyable and teaches in a way that i can understand and retain the information and has been very helpful to me individually with any questions i've had or advice i've sought from him. I also feel as if he treats his students as equals. I feel very respected and even cared for in this class. Overall, one of the best teachers i've ever had.
- Dr. Gould really took FYI 101 as a serious class where otherwise some professors did not. He wanted to inform us on how to have a good college experience, and gave us as many tips as he could.
- Deke Gould is a very demanding professor and only expects the best work. I thank him for always pushing me and expecting better despite the grade I would get on papers. My reading and writing skills have increased dramatically, and I enjoy the liveliness of his attitude toward learning.
- Despite the fact of being a really hard class, it was good because helped me a lot with my writing skills, how to think critically about my work
- Deke Gould was an excellent professor, however his course was quite challenging. He demands and expects a lot out of his students, but he stresses the importance behind it. Overall, his class was very difficult and I believe that it may be a bit too much for first-year students. This class was mainly based on philosophy since Deke is a philosophy teacher, so I didn't feel like I was in an FYI class, rather taking one of his actual philosophy class. His course work was heavy compared to my other classmates FYI classes. However, I have seen improvements in my reading and writing skills.
- I'm glad that I could take his class. It was really hard but I'm sure that I learned a lot of things. Dr. Gould made this class really interesting and it was helpful that we had a lot of discussions in class. Also, I would never thought to learn philosophy but I found out that it is kind of interesting topic for me. Maybe I want to try to take his class as a philosophy when I become confident with my English class. He is a awesome professor and I am thankful for all of his help.