

FYI 101 (21): First Year Inquiry

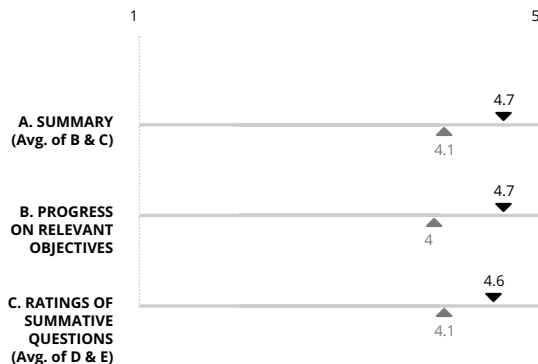
Fall Term 2020-2021 | Deke Gould | Course CIP Code: 24.0199

17 | Students Enrolled
15 | Students Responded
88.24% | 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	4.3	4.7
E. Excellent Course	3.8	4.4

Your Overall Converted Ratings

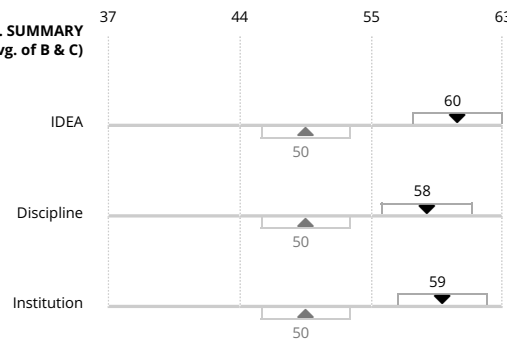
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	57
Discipline	49	55
Institution	49	57
E. Excellent Course		
IDEA	44	54
Discipline	46	54
Institution	44	55

Converted Average Buckets
Based on a Bell Curve

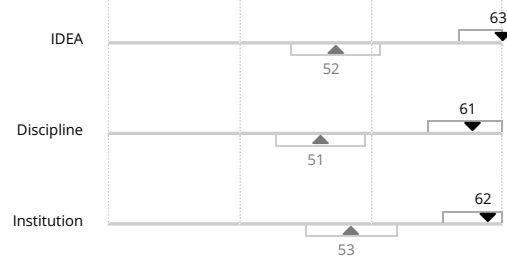
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average

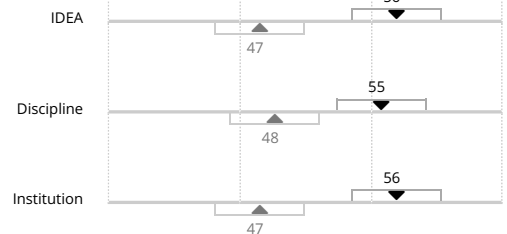
A. SUMMARY (Avg. of B & C)



B. PROGRESS ON RELEVANT OBJECTIVES



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



						Your Converted Average					
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Importance Rating											
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	M	4.3	4.9	0	100	54	66	55	63	53	64
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.3	3.8	20	40	39	47	37	46	42	51
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.2	4.9	0	87	52	66	53	63	53	64
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.8	4.4	7	60	44	56	47	56	46	57
Acquiring skills in working with others as a member of a team	M	3	3.5	20	27	36	44	39	48	42	51
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	4.1	20	47	46	56	45	56	47	57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3	3.5	33	33	37	45	36	44	39	48
Developing skill in expressing myself orally or in writing	E	4.2	5	0	87	55	68	54	66	56	65
Learning how to find, evaluate, and use resources to explore a topic in depth	I	3.9	4.6	7	73	50	61	49	59	53	62
Developing ethical reasoning and/or ethical decision making	M	3.4	4	27	67	42	52	43	52	49	57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.7	5	0	100	62	73	62	71	61	69
Learning to apply knowledge and skills to benefit others or serve the public good	M	2.8	3.3	33	27	30	39	33	44	40	49
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.1	2.4	73	13	23	26	32	37	36	42

Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.6	56	57	55
Difficulty of subject matter	3.9	59	64	59

Your Converted Average				
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.3	31	38	33
I really wanted to take this course regardless of who taught it.	3.3	40	47	39
When this course began I believed I could master its content.	3.1	27	33	30
My background prepared me well for this course's requirements.	2.7	27	31	31

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.2	0% (1 or 2) 80% (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	3.9	7% (1 or 2) 80% (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)	4.2	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.
Encouraged students to reflect on and evaluate what they have learned	3.9	13% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.1	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.
Stimulated students to intellectual effort beyond that required by most courses	4.3	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.
Created opportunities for students to apply course content outside the classroom	3.3	27% (1 or 2) 47% (4 or 5)	You employed the method less frequently than 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	3.7	7% (1 or 2) 60% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.1	7% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of 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)	13.33% (2)	60% (9)	26.67% (4)	15	0	0.62	4.13
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	6.67% (1)	66.67% (10)	26.67% (4)	15	0	0.54	4.2
Encouraged students to reflect on and evaluate what they have learned	0% (0)	13.33% (2)	13.33% (2)	40% (6)	33.33% (5)	15	0	1	3.93
Demonstrated the importance and significance of the subject matter	0% (0)	13.33% (2)	6.67% (1)	33.33% (5)	46.67% (7)	15	0	1.02	4.13
Formed teams or groups to facilitate learning	0% (0)	6.67% (1)	46.67% (7)	26.67% (4)	20% (3)	15	0	0.88	3.6
Made it clear how each topic fit into the course	0% (0)	0% (0)	20% (3)	40% (6)	40% (6)	15	0	0.75	4.2
Provided meaningful feedback on students' academic performance	0% (0)	6.67% (1)	26.67% (4)	13.33% (2)	53.33% (8)	15	0	1.02	4.13
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	6.67% (1)	53.33% (8)	40% (6)	15	0	0.6	4.33
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	6.67% (1)	33.33% (5)	46.67% (7)	13.33% (2)	15	0	0.79	3.67
Explained course material clearly and concisely	0% (0)	6.67% (1)	13.33% (2)	33.33% (5)	46.67% (7)	15	0	0.91	4.2
Describe the frequency of your instructor's teaching procedures.									
The Instructor:									
Related course material to real life situations	0% (0)	6.67% (1)	6.67% (1)	60% (9)	26.67% (4)	15	0	0.77	4.07
Created opportunities for students to apply course content outside the classroom	6.67% (1)	20% (3)	26.67% (4)	26.67% (4)	20% (3)	15	0	1.19	3.33
Introduced stimulating ideas about the subject	0% (0)	0% (0)	20% (3)	40% (6)	40% (6)	15	0	0.75	4.2
Involved students in hands-on projects such as research, case studies, or real life activities	13.33% (2)	26.67% (4)	46.67% (7)	6.67% (1)	6.67% (1)	15	0	1.01	2.67
Inspired students to set and achieve goals which really challenged them	0% (0)	6.67% (1)	13.33% (2)	60% (9)	20% (3)	15	0	0.77	3.93
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	13.33% (2)	13.33% (2)	60% (9)	13.33% (2)	15	0	0.85	3.73
Asked students to help each other understand ideas or concepts	6.67% (1)	13.33% (2)	33.33% (5)	26.67% (4)	20% (3)	15	0	1.14	3.4
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	6.67% (1)	13.33% (2)	40% (6)	40% (6)	15	0	0.88	4.13
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.67% (1)	0% (0)	13.33% (2)	60% (9)	20% (3)	15	0	0.96	3.87

Describe your progress on:		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)	0% (0)	66.67% (10)	33.33% (5)					15	0	0.47	4.33	
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		0% (0)	20% (3)	40% (6)	33.33% (5)	6.67% (1)					15	0	0.85	3.27	
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		0% (0)	0% (0)	13.33% (2)	53.33% (8)	33.33% (5)					15	0	0.65	4.2	
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		0% (0)	6.67% (1)	33.33% (5)	33.33% (5)	26.67% (4)					15	0	0.91	3.8	
Acquiring skills in working with others as a member of a team		13.33% (2)	6.67% (1)	53.33% (8)	20% (3)	6.67% (1)					15	0	1.03	3	
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		0% (0)	20% (3)	33.33% (5)	33.33% (5)	13.33% (2)					15	0	0.95	3.4	
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		0% (0)	33.33% (5)	33.33% (5)	33.33% (5)	0% (0)					15	0	0.82	3	
Developing skill in expressing myself orally or in writing		0% (0)	0% (0)	13.33% (2)	53.33% (8)	33.33% (5)					15	0	0.65	4.2	
Learning how to find, evaluate, and use resources to explore a topic in depth		0% (0)	6.67% (1)	20% (3)	46.67% (7)	26.67% (4)					15	0	0.85	3.93	
Developing ethical reasoning and/or ethical decision making		13.33% (2)	13.33% (2)	6.67% (1)	53.33% (8)	13.33% (2)					15	0	1.25	3.4	
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		13.33% (2)	20% (3)	40% (6)	26.67% (4)	0% (0)					15	0	0.98	2.8	
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		33.33% (5)	40% (6)	13.33% (2)	6.67% (1)	6.67% (1)					15	0	1.15	2.13	
The Course: On the next two items, compare this course with others you have taken at this institution.		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)	40% (6)	60% (9)	0% (0)					15	0	0.49	3.6	
Difficulty of subject matter		0% (0)	0% (0)	33.33% (5)	46.67% (7)	20% (3)					15	0	0.72	3.87	
For the following items, choose the option that best corresponds to your judgment.		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)	60% (9)	33.33% (5)	0% (0)					15	0	0.57	3.27	
I really wanted to take this course regardless of who taught it.		13.33% (2)	13.33% (2)	26.67% (4)	26.67% (4)	20% (3)					15	0	1.29	3.27	
When this course began I believed I could master its content.		6.67% (1)	20% (3)	33.33% (5)	40% (6)	0% (0)					15	0	0.93	3.07	
My background prepared me well for this course's requirements.		13.33% (2)	26.67% (4)	40% (6)	20% (3)	0% (0)					15	0	0.94	2.67	
Overall, I rate this instructor an excellent teacher.		0% (0)	0% (0)	13.33% (2)	46.67% (7)	40% (6)					15	0	0.68	4.27	
Overall, I rate this course as excellent.		0% (0)	6.67% (1)	33.33% (5)	33.33% (5)	26.67% (4)					15	0	0.91	3.8	
\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	\$201-\$225	N	DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or on-line access codes required for this class?		6.67% (1) 0% (0)	0% (0) 0% (0)	33.33% (5)	13.33% (2)	33.33% (5)	13.33% (2)	0% (0)	0% (0)	0% (0) 15	0% (0) 0		1.34	4.07	

Used other texts of re-sources in place of the one assigned	Obtained the course packet	All materials were on Moodle	Purchased new at a bookstore No textbooks were required	Purchased used at a bookstore Skipped the materials (didn't buy or borrow)	Purchased new from an online bookseller Other	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan	Used library reserve copy N	Did not acquire because costs were too high DNA SD M
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).			16.67% (5) 0% (0)	13.33% (4) 6.67% (2)	20% (6) 3.33% (1)	10% (3) 3.33% (1)	6.67% (2) 3.33% (1)	6.67% (2) 3.33% (1)	6.67% (2)	0% (0)	0% (0) 30	0% (0) 0 - -

	None of them	Very few of them	Some of them	Most of them	All of them	N	DNA	SD	M
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?	0% (0)	0% (0)	20% (3)	26.67% (4)	53.33% (8)	15	0	0.79	4.33

	They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning	N	DNA	SD	M
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?	0% (0)	0% (0)	0% (0)	46.67% (7)	53.33% (8)	15	0	0.5	4.53

	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	N	DNA	SD	M
What final grade do you expect to receive in this class?	6.67% (1)	53.33% (8)	26.67% (4)	6.67% (1)	0% (0)	6.67% (1)	0% (0)	0% (0)	15	0	1.14	6.4

Qualitative

Comments -
<ul style="list-style-type: none"> I really enjoyed taking this class, and it helped me a lot with thinking about things from every perspective. Personally as someone who gets very nervous talking in front of a class, I liked how there were online forums to reply to people and give feedback. I would say to definitely do more of those along with the partner feedback. I really enjoyed having a small group to talk about our papers with and get feedback that way. I think that the papers and writing exercises(having the class come up with objections) with our class group is what helped me the most in developing my writing skills. Because then I was able to apply what I learned through class to an assignment. This class was, by far, one of my most difficult and most stressful classes I have ever had; it easily beat the difficulty of Advanced Chemistry. In the past, I had only ever used the five paragraph essay writing format. However, when you introduced the new way to write a paper, my brain told me I was going to fail this class. I have never been very good at writing essays in the past, but that is why I think this new way of writing forced me to grow the most. When you had us write about De La Fuente's argument right after telling us about well crafted form, I was lost. For that article, I had no clue if what I was doing was correct or on the complete opposite end of the spectrum from what you were looking for. As some advice for next year, introduce the well crafted form, and then give the kids a couple days to write a few well crafted forms on their own. Therefore, they may understand how to set up the well crafted form, for when you assign it in a couple days. That would have helped me to understand what I was writing about instead of just throwing us into the article right away. In a very challenging year I thought this class was set up for students to be successful. I thought I gained a lot of writing skills from this class and acutely enjoyed some of the readings. I will say some of the logic stuff just went over my head and I was glad when we did not have to do warm ups with it every day. My writing has definitely improved and I can much better understand others points of views. Overall I thought this was a challenging course but one that can set you up for success in the future. I feel like for the first month and a half we talked more about logic than the readings that we did. We would do the logic warmups for the majority of the time given, then we'd run out of time when we were talking about the readings. Without doing the logic warmups in the early part of the semester, I don't think I would've been able to reconstruct an article's argument in the valid way, then argue one of the premises and create a paper with that argument. I enjoyed the class and I think you taught in a very clear and understanding way. This class has helped me a lot in understanding what a liberal arts college education is like. Originally, I had assumed it'd be a school that didn't care if you actually learned anything, like my high school was, but I found relief in knowing that as long as you learned something in this class, then it was worth it. I realize now that I am not paying to get good grades, I am paying to learn, and that is something I find relief in knowing now. Although others may not have remembered the talks about what a liberal arts education is supposed to be, they stuck with me, most likely due to my ADHD, but still, I was able to remember them, which is something I have a very hard time doing. Thank you. I believe this course was definatly challenging but with the intent of trying to make the students better writers and I personally think it worked. I also loved that he had the whole course planned out on the syllabus because it really kept me on track and I was never lost in the class. Another thing I enjoyed was more towards the end when we were able to talk with our peers in the class and have then critique our essays. I think it was nice to have someone else's perspective on my writing who was actually familiar with the writing. Overall I do think this course was challenging but in a good way that made me think.

How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply). - Other
<ul style="list-style-type: none"> Other Amazon

Do you have any additional comments about particular textbooks, access codes, course packets, etc. used in this class that would help your instructor make decisions about using them in the future or not? -
<ul style="list-style-type: none"> I had to try and borrow from various different people, meaning I also had to return it to them as well, and sometimes page numbers were different depending on the copy they had. I had to do this because the book was too expensive for me, and we are tight on money. If there was some way for us to access an online version of the book with only a small fee or something of the like, I would find it much easier to use a textbook that way. no We barely used the rule of arguments book. The FYI course packet in my opinion is not something that we focused on in class after the beginning of the term. So I did not use that book as much as I did with any other textbook that we had for the course. I really enjoyed the Stone Reader and have actually recommended reading it to my dad.