

FYI 101 (05): First Year Inquiry

2022-23 Fall Semester | Deke Gould

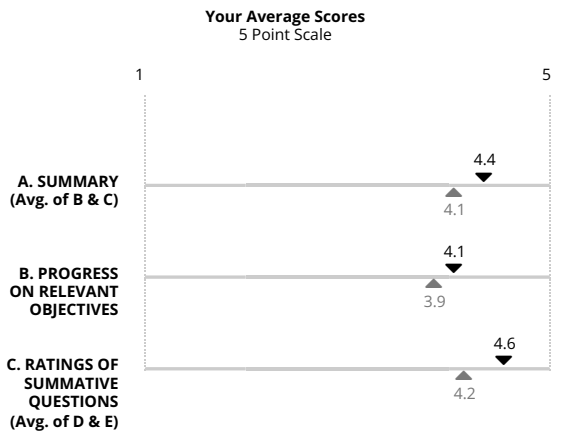
17		Students Enrolled
17		Students Responded
100%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

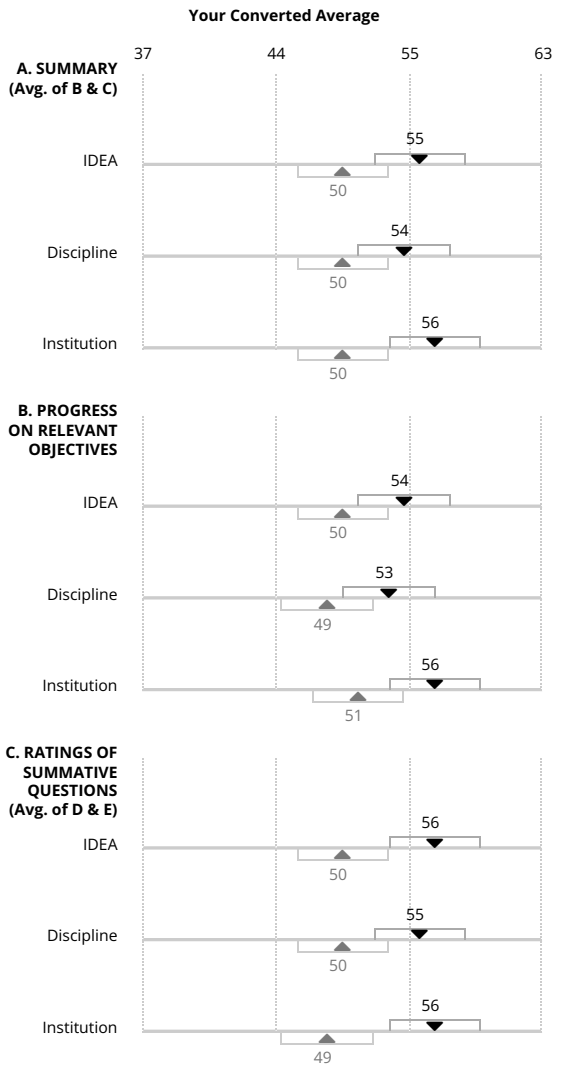
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.7
E. Excellent Course	4	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	52	56
Discipline	51	55
Institution	51	56
E. Excellent Course		
IDEA	47	55
Discipline	49	54
Institution	47	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					
		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		3.8	4	12	65	42	46	44	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M		3.8	4	6	71	48	52	46	54
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M		3.9	4.3	0	82	47	54	48	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M		3.7	4	12	59	42	48	46	52
Acquiring skills in working with others as a member of a team		M		3.1	3.2	29	35	38	40	41	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M		3.8	4.1	12	59	51	56	50	57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		I		3.6	3.8	12	59	47	50	45	52
Developing skill in expressing myself orally or in writing		E		3.8	4	6	65	48	52	47	55
Learning how to find, evaluate, and use resources to explore a topic in depth		M		3.8	4	6	71	46	51	46	56
Developing ethical reasoning and/or ethical decision making		M		3.7	4	6	59	47	52	47	57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I		4.3	4.5	0	82	55	60	55	60
Learning to apply knowledge and skills to benefit others or serve the public good		M		3.2	3.5	29	41	37	42	40	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M		2.8	2.8	35	29	33	34	41	47

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.5	54	57	55
Difficulty of subject matter	3.5	53	60	54

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	44	48	44
I really wanted to take this course regardless of who taught it.	3.1	37	44	36
When this course began I believed I could master its content.	3.4	36	40	38
My background prepared me well for this course's requirements.	3.2	38	41	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.2	6% (1 or 2) 82% (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	3.5	6% (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.

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) 88% (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	0% (1 or 2) 88% (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	4.3	6% (1 or 2) 82% (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	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.8	12% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	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.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DN	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	11.76% (2)	29.41% (5)	58.82% (10)	17	0	0.7	4.47
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	11.76% (2)	47.06% (8)	41.18% (7)	17	0	0.67	4.29
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	11.76% (2)	29.41% (5)	58.82% (10)	17	0	0.7	4.47
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	11.76% (2)	41.18% (7)	47.06% (8)	17	0	0.68	4.35
Formed teams or groups to facilitate learning	0% (0)	5.88% (1)	41.18% (7)	23.53% (4)	29.41% (5)	17	0	0.94	3.76
Made it clear how each topic fit into the course	0% (0)	5.88% (1)	5.88% (1)	52.94% (9)	35.29% (6)	17	0	0.78	4.18
Provided meaningful feedback on students' academic performance	0% (0)	5.88% (1)	11.76% (2)	29.41% (5)	52.94% (9)	17	0	0.89	4.29
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.88% (1)	5.88% (1)	29.41% (5)	58.82% (10)	17	0	0.84	4.41
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	11.76% (2)	11.76% (2)	58.82% (10)	17.65% (3)	17	0	0.86	3.82
Explained course material clearly and concisely	0% (0)	0% (0)	17.65% (3)	64.71% (11)	17.65% (3)	17	0	0.59	4
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DN	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	23.53% (4)	35.29% (6)	41.18% (7)	17	0	0.78	4.18
Created opportunities for students to apply course content outside the classroom	0% (0)	5.88% (1)	52.94% (9)	17.65% (3)	23.53% (4)	17	0	0.91	3.59
Introduced stimulating ideas about the subject	0% (0)	5.88% (1)	11.76% (2)	35.29% (6)	47.06% (8)	17	0	0.88	4.24
Involved students in hands-on projects such as research, case studies, or real life activities	17.65% (3)	23.53% (4)	41.18% (7)	5.88% (1)	11.76% (2)	17	0	1.18	2.71
Inspired students to set and achieve goals which really challenged them	5.88% (1)	0% (0)	47.06% (8)	29.41% (5)	17.65% (3)	17	0	0.98	3.53
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	23.53% (4)	58.82% (10)	17.65% (3)	17	0	0.64	3.94
Asked students to help each other understand ideas or concepts	5.88% (1)	0% (0)	23.53% (4)	52.94% (9)	17.65% (3)	17	0	0.94	3.76
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	23.53% (4)	76.47% (13)	17	0	0.42	4.76
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	5.88% (1)	11.76% (2)	35.29% (6)	41.18% (7)	5.88% (1)	17	0	0.96	3.29

Describe your progress on:										N	DNA	SD	M		
	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress										
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	11.76% (2)	23.53% (4)	41.18% (7)	23.53% (4)					17	0	0.94	3.76		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	5.88% (1)	23.53% (4)	52.94% (9)	17.65% (3)					17	0	0.78	3.82		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	17.65% (3)	70.59% (12)	11.76% (2)					17	0	0.54	3.94		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	11.76% (2)	29.41% (5)	35.29% (6)	23.53% (4)					17	0	0.96	3.71		
Acquiring skills in working with others as a member of a team	11.76% (2)	17.65% (3)	35.29% (6)	23.53% (4)	11.76% (2)					17	0	1.16	3.06		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	11.76% (2)	29.41% (5)	29.41% (5)	29.41% (5)					17	0	1	3.76		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.88% (1)	5.88% (1)	29.41% (5)	41.18% (7)	17.65% (3)					17	0	1.03	3.59		
Developing skill in expressing myself orally or in writing	5.88% (1)	0% (0)	29.41% (5)	41.18% (7)	23.53% (4)					17	0	1	3.76		
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	5.88% (1)	23.53% (4)	58.82% (10)	11.76% (2)					17	0	0.73	3.76		
Developing ethical reasoning and/or ethical decision making	0% (0)	5.88% (1)	35.29% (6)	41.18% (7)	17.65% (3)					17	0	0.82	3.71		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	17.65% (3)	35.29% (6)	47.06% (8)					17	0	0.75	4.29		
Learning to apply knowledge and skills to benefit others or serve the public good	5.88% (1)	23.53% (4)	29.41% (5)	23.53% (4)	17.65% (3)					17	0	1.16	3.24		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	29.41% (5)	5.88% (1)	35.29% (6)	17.65% (3)	11.76% (2)					17	0	1.35	2.76		
The Course: On the next two items, compare this course with others you have taken at this institution.										N	DNA	SD	M		
Amount of coursework	0% (0)	5.88% (1)	47.06% (8)	35.29% (6)	11.76% (2)					17	0	0.78	3.53		
Difficulty of subject matter	0% (0)	5.88% (1)	41.18% (7)	47.06% (8)	5.88% (1)					17	0	0.7	3.53		
For the following items, choose the option that best corresponds to your judgment.										N	DNA	SD	M		
As a rule, I put forth more effort than other students on academic work.	0% (0)	5.88% (1)	47.06% (8)	23.53% (4)	23.53% (4)					17	0	0.9	3.65		
I really wanted to take this course regardless of who taught it.	5.88% (1)	11.76% (2)	58.82% (10)	11.76% (2)	11.76% (2)					17	0	0.96	3.12		
When this course began I believed I could master its content.	0% (0)	17.65% (3)	47.06% (8)	11.76% (2)	23.53% (4)					17	0	1.03	3.41		
My background prepared me well for this course's requirements.	0% (0)	29.41% (5)	35.29% (6)	23.53% (4)	11.76% (2)					17	0	0.98	3.18		
Overall, I rate this instructor an excellent teacher.	0% (0)	5.88% (1)	5.88% (1)	29.41% (5)	58.82% (10)					17	0	0.84	4.41		
Overall, I rate this course as excellent.	0% (0)	5.88% (1)	23.53% (4)	35.29% (6)	35.29% (6)					17	0	0.91	4		
\$201-\$225	\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	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?	0% (0)		5.88% (1)		47.06% (8)		17.65% (3)	23.53% (4)	5.88% (1)	0% (0)	0% (0)	0% (0)			
	0% (0)		0% (0)		0% (0)						17	0	1.06	3.76	

			Purchased new at a bookstore	Purchased used at a bookstore	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan Did not acquire because costs were too high	Used library reserve copy Used other texts of resources in place of the one assigned			
Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other							N	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).			35.71% (10)	32.14% (9)	14.29% (4)	7.14% (2)	3.57% (1)	0% (0)	0% (0)	3.57% (1)	0% (0)			
			0% (0)	0% (0)	0% (0)	3.57% (1)	0% (0)	0% (0)	0% (0)		28	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?			5.88% (1)	23.53% (4)	5.88% (1)	35.29% (6)	29.41% (5)				17	0	1.29	3.59
			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)	17.65% (3)	47.06% (8)	35.29% (6)				17	0	0.71	4.18
			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?			5.88% (1)	29.41% (5)	35.29% (6)	17.65% (3)	11.76% (2)	0% (0)	0% (0)	0% (0)	17	0	1.08	6

Qualitative

- I like the fact that this course taught me the importance of critical thinking skills and how logic needs to be more used in and known.
- I enjoyed the class much more than I originally thought I would. I liked the way you were able to make a lot of the less interesting topics more interesting. Also, I thought the way you made us think about how we got to an answer rather than just what the answer was is something that was very beneficial to me. I would say that I would want to take another course that I found interesting with you because you helped me get a better understanding of certain topics throughout the course. Finally, I would say don't cut the hair.
- I believe professor Gould should definitely keep the materials for the future students who intend to take this class. As well as his teaching method of explaining everything clearly and precisely. However, I suggest that spending some more class time to reflect on the students' work after every big assignment is also necessary in order to create a more understanding academic environment.
- Dr. Gould provided an electric classroom environment. He was always engaging, kind, and helpful. His lectures stimulated thought so that everyone wanted to say something when the discussion opened to the class. If what they said may be wrong, he would always guide us to figure that out ourselves through lines of critical questioning. I think his most effective tool as an instructor is his attitude. Dr. Gould is also a strict grader. Not a harsh one, as he leaves room and flexibility for each person's writing style and viewpoint. However, a strict grader in the expectation of what thought process we employed before writing the paper, and the strictness of showing our critical understanding of the subject. I think this is beneficial, although somewhat difficult. Lastly, Dr. Gould has been very understanding with me personally regarding family situations. He has been by far my favorite instructor of this semester.
- Dr. Deke Gould did an outstanding job with the course. I really enjoyed how diverse each lesson was and the respectful and intelligent conversations on tough matters and controversial subjects. I think he should keep having these conversations with classes. The skills I learned about writing papers was very beneficial to not just FYI 101 but every class. I think the emphasis on papers should also stay as a part of class.
- Dr. Gould offered an FYI course that was unlike others but it was really beneficial to my writing. I have gained the skill of breaking down arguments and using them to form ideas of my own. The initial thoughts forum at the beginning of the week was also beneficial because it forced you to read the articles and form thoughts and ideas about them before the class discussions for the week began. The class discussions are also beneficial because it helps create a deep understanding of the article.
- This class had me more engaged than any other class in my entire time in school, and that is all due to Dr. Gould. This class made me really think about whatever it was that we were discussing for the day, and even other things such as the random discussions, unrelated to our readings and the logic warmups. It has been my favorite class that I have ever taken, because with my ADD most classes would never intrigue me enough to have me this engaged, and my engagement is what I feel most helped me to not only develop as a student, but as a person who can now navigate the world in different ways, with all my new skills and ideas, because of the careful thinking that we do daily. I will leave your class with a new view on the world, and with other's perspective's and ideas in mind, which will help me to be more selfless and think more about others, and their lives. The skills which I have been taught, not only helped me to think more about others, but these skills are applicable in real life, which is not something that I can say about a majority of the classes I have taken in my entire time in school. This class has made a legitimate impact on my life.
- Some things that I would advise you keep for future years are the logic warm-ups, the comparisons of our reconstructions to yours, and challenging us to form counterarguments. I have found arguments in different forms of literature to be much more apparent (even in different courses) because of the work we do in class. Something that I think could be improved in future years would be a more clear set of instructions/feedback for the initial thoughts forums.
- The course was good overall, and the reading given was very informative.
- Dr. Deke Gould is a great professor. In his class, I learned a lot, and he made me want to pay attention to class discussions. I enjoyed the not-so-off-class discussions and telling the class some stories and topics. It is an enjoyable class, and I like how you teach the class I liked the class. I have nothing wrong with what you did or anything about the class. I had fun and liked being a part of your class
- I feel that having many discussions with multiple different view points helped tremendously. Being able to reconstruct papers helped with understanding the content in each article very well. I also am very glad that I was taught how to write argument papers and unlearn my old learning habits.
- Overall, I feel that this course made me a stronger critical thinker and a better writer. The writing assignments and the discussions during class were largely responsible for this. But even though I took Chemistry this semester, I still put much more time into this class, and my grade does not reflect that. At the beginning of the semester, I feel that it was unclear what was needed to do well on assignments. Compared to other 101 classes, this one has to be one of the most difficult.
- I really liked this class and how the homework was divided. Having the work due before every Monday made me do it instead of pushing it off. I didn't like how everything had to be printed but I retain the material better. I also liked working with a partner on making the arguments. It helped me to know if I was on the right track or not and to find different ways to describe things. I wish when talked in class, we didn't have to raise our hands and that we were talking in a circle. I felt very disconnected from my peers when I was having a conversation about the material with them. In high school, we talked in a 'Socratic circle' and I felt that I was actually hearing their opinions versus when I had to raise my hand I felt that I had to find the perfect response to please my professor.
- I'm thankful for the suggestions this teacher made for my drafts. I'm hoping there will be opportunities for us to talk in the future.
- I'll begin with what I liked about the course. I thoroughly enjoyed the cadence with which you talk. You make me want to listen to what you have to say, and you know how to command a room. You explained logic forms well, and the logic warm-ups each day were very helpful. Also, I like your ponytail. Now, I'll move on to what I disliked. I do not know what you want when I'm writing your essays. For years and years, I have worked hard to perfect my style of writing, but you hate it. I do not believe I should be penalized for my voice in my essays, especially since when I can't use my own style and voice, I don't feel as passionate about the topic I'm writing about. Instead of focusing on the material, I begin focusing on making sure my sentences are written in a way that you'll enjoy. Furthermore, you have penalized me for my grammar even though my grammar is correct. I have spent years also mastering my grammar, but you docked points for grammatically correct sentences on my essays, and I was too scared to talk to you in person about it, because I know you get upset when we focus on the grades of our paper and not just the content. However, I need to get good grades to keep my scholarships and pay for college. And I need to get good grades to get into my dream grad school one day. I understand that you're a harsh grader, but when I read through my friend's paper that he wrote two hours before it was due while intoxicated, and it is littered with grammatical mistakes, yet he still got a grade 10% higher than mine, I get very confused. I think a clear rubric of what you want is needed, because while you may not see that grades are very important, they are for some people, because their future is riding on them. I will argue that you need clearer expectations, you need to not take points off for each student having their own individual writing style, and you need to not take points off for bad grammar especially when the grammar is all correct. If you do all these things, then students will have more time and energy to focus on the actual content and arguments of their paper instead of the general structure and trying to please you to get a good grade. You should want your students to spend the majority of their time digging deeper into their argument and their opponent's argument. Therefore, you should send out a clear rubric, deduct grammar points uniformly, and not penalize students for not perfectly matching your writing voice. It was a pleasure having you as a teacher, and I do see how logic will positively impact my writing, however I plan on keeping my style, because it's what makes my writing passionate, and I think passion is a very important thing to have in an argument.
- I did not like that there was so much logic involved, or philosophy.
- What I like most about this class is that it encourage you to participate in class, and that's not something I feel very comfortable doing in some of my other classes. I really like all the topics that we have discussed during class, because most of them are current topics or problems that we have been seen for a long time as well as new problems that society is having. Finally, I like that this course teaches you to think logically when writing or creating your own argument or when trying to understand someone else's.

- No
- The only thing that I think you should prioritize changing is shortening the amount of readings each week by only a little. I feel that when we had less assigned i read and understood each chapter more deeply.
- I liked the textbooks we used for class, especially the stone reader. The content inside was really insightful.
- No
- no
- I like the Stone Reader book as it contains so many authors with different point of view in certain area so definitely keep the book for the next year students.