

LSC 300 (01): Transfer Transitions I

2022-23 Fall Semester | Deke Gould

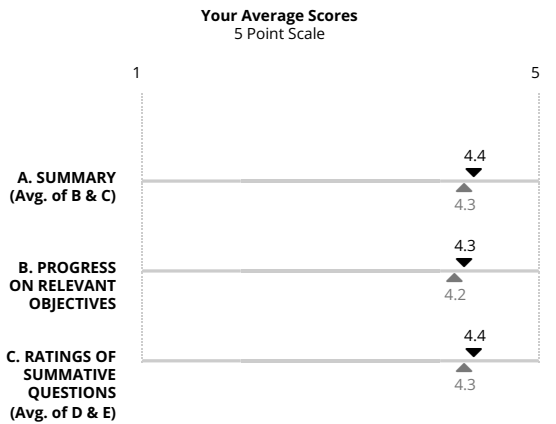
25 | Students Enrolled
9 | Students Responded
36% | Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

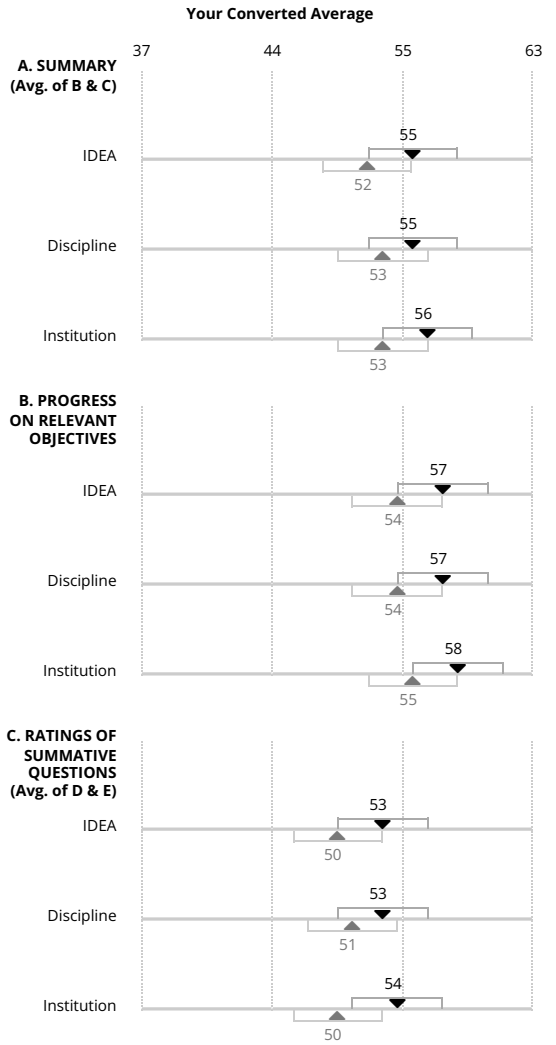
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	4.8
E. Excellent Course	3.9	4.1

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	57
Discipline	55	56
Institution	55	58
E. Excellent Course		
IDEA	45	49
Discipline	47	49
Institution	45	50

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 Stu- dents 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.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.1	4.3	0	88	50	53	51	53	50	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.4	4.4	0	75	57	57	55	55	56	57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.6	5	0	88	61	68	61	65	60	65
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4	4.3	13	63	48	53	51	54	49	55
Acquiring skills in working with others as a member of a team	I	4	4.1	13	75	52	54	53	55	54	58
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.9	3.9	13	63	53	53	52	52	53	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.3	4.3	0	63	58	58	55	56	56	57
Developing skill in expressing myself orally or in writing	I	4.3	4.3	0	75	56	57	55	56	57	58
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.1	4.3	13	63	53	55	52	54	55	58
Developing ethical reasoning and/or ethical decision making	I	4.4	4.6	0	75	58	61	57	60	60	62
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	4.8	0	88	62	64	61	63	61	63
Learning to apply knowledge and skills to benefit others or serve the public good	I	4	4.2	25	63	50	54	51	55	54	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.8	4.1	25	63	49	53	53	57	53	58

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.6	56	59	56
Difficulty of subject matter	2.8	39	48	42

		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	39	44	40
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.	4.1	55	54	53
My background prepared me well for this course's requirements.	3.4	42	45	43

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	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.
Demonstrated the importance and significance of the subject matter	4.6	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	4.6	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	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.
Inspired students to set and achieve goals which really challenged them	4.6	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	5	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)	4.6	0% (1 or 2) 89% (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	4.8	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.
Provided meaningful feedback on students' academic performance	4.2	0% (1 or 2) 67% (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	4.3	11% (1 or 2) 78% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.4	0% (1 or 2) 78% (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	4.4	0% (1 or 2) 78% (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
Formed teams or groups to facilitate learning	3.2	33% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.4	0% (1 or 2) 78% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.4	0% (1 or 2) 78% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
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.
Involved students in hands-on projects such as research, case studies, or real life activities	4	11% (1 or 2) 67% (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	4.8	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

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	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)	33.33% (3)	66.67% (6)	9	0	0.47	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	22.22% (2)	77.78% (7)	9	0	0.42	4.78
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56
Formed teams or groups to facilitate learning	33.33% (3)	0% (0)	11.11% (1)	22.22% (2)	33.33% (3)	9	0	1.69	3.22
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	11.11% (1)	88.89% (8)	9	0	0.31	4.89
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	33.33% (3)	11.11% (1)	55.56% (5)	9	0	0.92	4.22
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	11.11% (1)	11.11% (1)	11.11% (1)	66.67% (6)	9	0	1.05	4.33
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	9	0	0.47	4.67
Explained course material clearly and concisely	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	22.22% (2)	11.11% (1)	66.67% (6)	9	0	0.83	4.44
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	22.22% (2)	11.11% (1)	66.67% (6)	9	0	0.83	4.44
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	11.11% (1)	88.89% (8)	9	0	0.31	4.89
Involved students in hands-on projects such as research, case studies, or real life activities	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.33	4
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	22.22% (2)	11.11% (1)	66.67% (6)	9	0	0.83	4.44
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	22.22% (2)	11.11% (1)	66.67% (6)	9	0	0.83	4.44
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	22.22% (2)	77.78% (7)	9	0	0.42	4.78
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	0% (0)	100% (9)	9	0	0	5
<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)	12.5% (1)	62.5% (5)	25% (2)	8	0	0.6	4.13
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	8	0	0.7	4.63
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	12.5% (1)	25% (2)	12.5% (1)	50% (4)	8	0	1.12	4
Acquiring skills in working with others as a member of a team	0% (0)	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)	8	0	1	4
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	12.5% (1)	25% (2)	25% (2)	37.5% (3)	8	0	1.05	3.88
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	37.5% (3)	0% (0)	62.5% (5)	8	0	0.97	4.25
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	25% (2)	25% (2)	50% (4)	8	0	0.83	4.25
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	12.5% (1)	25% (2)	0% (0)	62.5% (5)	8	0	1.17	4.13
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	8	0	0.7	4.63
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	25% (2)	12.5% (1)	0% (0)	62.5% (5)	8	0	1.32	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	12.5% (1)	12.5% (1)	12.5% (1)	12.5% (1)	50% (4)	8	0	1.48	3.75
<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)	12.5% (1)	25% (2)	50% (4)	12.5% (1)	8	0	0.86	3.63
Difficulty of subject matter	12.5% (1)	12.5% (1)	62.5% (5)	12.5% (1)	0% (0)	8	0	0.83	2.75

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)	0% (0)	50% (4)	50% (4)	0% (0)			8	0	0.5	3.5		
I really wanted to take this course regardless of who taught it.			12.5% (1)	12.5% (1)	37.5% (3)	25% (2)	12.5% (1)			8	0	1.17	3.13		
When this course began I believed I could master its content.			0% (0)	0% (0)	12.5% (1)	62.5% (5)	25% (2)			8	0	0.6	4.13		
My background prepared me well for this course's requirements.			0% (0)	25% (2)	25% (2)	37.5% (3)	12.5% (1)			8	0	0.99	3.38		
Overall, I rate this instructor an excellent teacher.			0% (0)	0% (0)	0% (0)	37.5% (3)	62.5% (5)			8	0	0.48	4.63		
Overall, I rate this course as excellent.			12.5% (1)	12.5% (1)	0% (0)	25% (2)	50% (4)			8	0	1.45	3.88		
\$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?			100% (8)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)				
			0% (0)	0% (0)	0% (0)							8	0	0	1
			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	N	DNA	SD	M
Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other											
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).			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)				
			0% (0)	7.69% (1)	0% (0)	46.15% (6)	46.15% (6)	0% (0)	0% (0)			13	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?			12.5% (1)	0% (0)	0% (0)	0% (0)	87.5% (7)					8	0	1.32	4.5
			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)	12.5% (1)	0% (0)	87.5% (7)					8	0	0.66	4.75
			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?			87.5% (7)	12.5% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)		8	0	0.33	7.88

Qualitative

Comments -
<ul style="list-style-type: none">Deke Gould is a great professor. LSC-300 is not a great course, I don't need to learn to read and write as a transfer student. I have been in college before. The course work was uninteresting and bland. It lead me to not reading some of it because I knew there wouldn't be meaningful conversations to be had about any of it. Any meaning in this course was added by the professor, so at least it was Dr. Gould because the course was still enjoyable.Really enjoy the class and the instructor was a great teacherThis was a great class altogether. I enjoyed the readings and the discussions with the instructor and the students!Overall, this class was good for finding resources on campus and stimulating discussion on what it means to achieve a liberal arts education. One critique I had was with the class structure. I liked going to the different resources, but I did often forget details about the reading with the trips mixed in with lecture/discussion content. I know 7 weeks is not a lot of time to squeeze in material, but maybe separating the readings in one class period and the trips on another would help. I know there are some common readings augie has for students, but as someone who has performed at the college level for two years prior, some of the content as far as reading and writing felt redundant, especially with internship work and previous classes I've taken. I know not everyone feels the same and has different experiences, but I wanted to share my experience.I enjoyed the class discussions
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">Just happy I didn't have to buy a book