

# PHIL 2303 (02): Critical Thinking

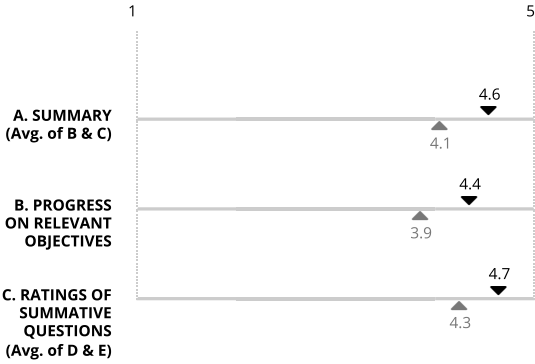
Fall 2019 | Thomas Brommage | Course CIP Code: 38.0101

29		Students Enrolled
9		Students Responded
31.03%		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	4.6	4.9
E. Excellent Course	4	4.4

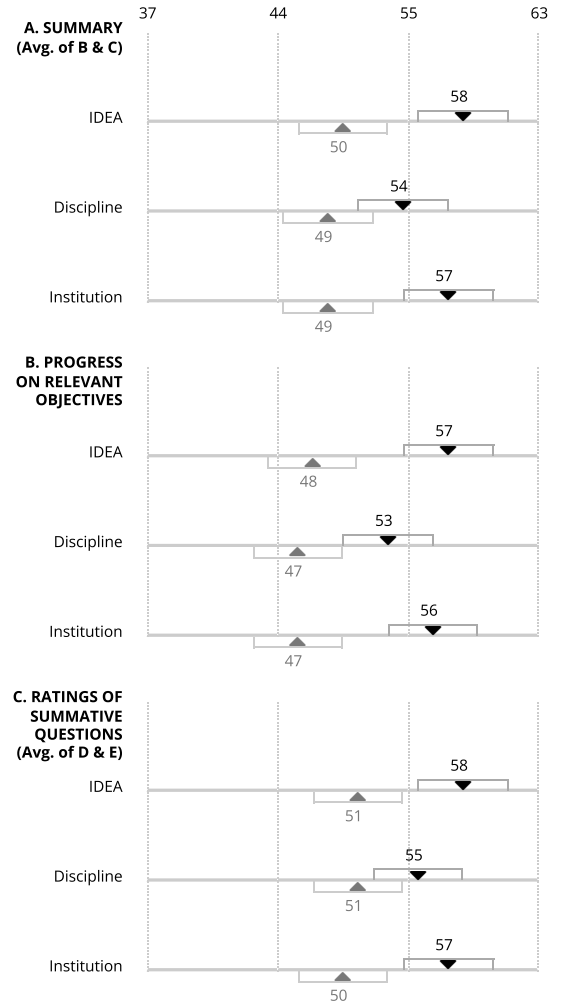
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	61
Discipline	54	58
Institution	54	60
E. Excellent Course		
IDEA	48	55
Discipline	48	51
Institution	46	53

**Converted Average Buckets**  
Based on a Bell Curve

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

**Your Converted Average**



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	3.7	4	11	67	40	47	41	45	40	48
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.3	3.9	22	33	40	50	36	45	39	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.9	4.4	11	89	46	56	47	54	45	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.2	3.6	11	33	33	39	37	42	32	41
Acquiring skills in working with others as a member of a team	M	1.9	2.2	67	11	19	24	30	36	22	31
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.4	3.2	56	22	32	42	33	43	29	41
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.3	2.8	56	11	26	33	24	31	27	35
Developing skill in expressing myself orally or in writing	M	3.1	3.8	44	33	37	48	36	46	36	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	2.6	2.9	56	22	25	31	29	35	27	36
Developing ethical reasoning and/or ethical decision making	M	3.3	3.9	33	44	41	50	35	43	42	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.1	4.6	11	89	52	62	49	57	51	61
Learning to apply knowledge and skills to benefit others or serve the public good	M	3	3.5	33	44	33	41	34	44	35	45
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.8	3	56	33	33	37	42	47	34	40

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.3	31	33	30
Difficulty of subject matter	3.6	54	51	54

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3	22	29	25
I really wanted to take this course regardless of who taught it.	3.7	49	53	50
When this course began I believed I could master its content.	3.1	28	37	31
My background prepared me well for this course's requirements.	3	34	43	35

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.9	11% (1 or 2) 78% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.8	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.1	11% (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	11% (1 or 2) 78% (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	2.9	33% (1 or 2) 33% (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)	3.9	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.1	11% (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.
Stimulated students to intellectual effort beyond that required by most courses	4	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.1	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	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.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.1	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	11.11% (1)	0% (0)	0% (0)	22.22% (2)	66.67% (6)	9	0	1.25	4.33
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	11.11% (1)	0% (0)	11.11% (1)	44.44% (4)	33.33% (3)	9	0	1.2	3.89
<b>Encouraged students to reflect on and evaluate what they have learned</b>	11.11% (1)	0% (0)	0% (0)	44.44% (4)	44.44% (4)	9	0	1.2	4.11
<b>Demonstrated the importance and significance of the subject matter</b>	11.11% (1)	0% (0)	11.11% (1)	44.44% (4)	33.33% (3)	9	0	1.2	3.89
<b>Formed teams or groups to facilitate learning</b>	77.78% (7)	11.11% (1)	11.11% (1)	0% (0)	0% (0)	9	0	0.67	1.33
<b>Made it clear how each topic fit into the course</b>	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.4	3.78
<b>Provided meaningful feedback on students' academic performance</b>	11.11% (1)	0% (0)	11.11% (1)	11.11% (1)	66.67% (6)	9	0	1.31	4.22
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	11.11% (1)	22.22% (2)	33.33% (3)	22.22% (2)	11.11% (1)	9	0	1.15	3
<b>Explained course material clearly and concisely</b>	11.11% (1)	0% (0)	0% (0)	44.44% (4)	44.44% (4)	9	0	1.2	4.11
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.29	4.11
<b>Created opportunities for students to apply course content outside the classroom</b>	22.22% (2)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.47	3.22
<b>Introduced stimulating ideas about the subject</b>	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	66.67% (6)	11.11% (1)	0% (0)	11.11% (1)	11.11% (1)	9	0	1.45	1.89
<b>Inspired students to set and achieve goals which really challenged them</b>	22.22% (2)	11.11% (1)	33.33% (3)	22.22% (2)	11.11% (1)	9	0	1.29	2.89
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	22.22% (2)	11.11% (1)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.55	3.22
<b>Asked students to help each other understand ideas or concepts</b>	22.22% (2)	22.22% (2)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.59	3.11
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.29	4.11
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	11.11% (1)	11.11% (1)	22.22% (2)	11.11% (1)	44.44% (4)	9	0	1.41	3.67

<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)	11.11% (1)	0% (0)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	1.15	3.67
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	11.11% (1)	11.11% (1)	44.44% (4)	0% (0)	33.33% (3)	9	0	1.33	3.33
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	11.11% (1)	0% (0)	0% (0)	66.67% (6)	22.22% (2)	9	0	1.1	3.89
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	11.11% (1)	0% (0)	55.56% (5)	22.22% (2)	11.11% (1)	9	0	1.03	3.22
Acquiring skills in working with others as a member of a team	66.67% (6)	0% (0)	22.22% (2)	0% (0)	11.11% (1)	9	0	1.37	1.89
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	22.22% (2)	33.33% (3)	22.22% (2)	22.22% (2)	0% (0)	9	0	1.07	2.44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33.33% (3)	22.22% (2)	33.33% (3)	0% (0)	11.11% (1)	9	0	1.25	2.33
Developing skill in expressing myself orally or in writing	11.11% (1)	33.33% (3)	22.22% (2)	0% (0)	33.33% (3)	9	0	1.45	3.11
Learning how to find, evaluate, and use resources to explore a topic in depth	22.22% (2)	33.33% (3)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.26	2.56
Developing ethical reasoning and/or ethical decision making	22.22% (2)	11.11% (1)	22.22% (2)	0% (0)	44.44% (4)	9	0	1.63	3.33
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	11.11% (1)	0% (0)	0% (0)	44.44% (4)	44.44% (4)	9	0	1.2	4.11
Learning to apply knowledge and skills to benefit others or serve the public good	22.22% (2)	11.11% (1)	22.22% (2)	33.33% (3)	11.11% (1)	9	0	1.33	3
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	11.11% (1)	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	9	0	1.23	2.78
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
Amount of coursework	11.11% (1)	44.44% (4)	44.44% (4)	0% (0)	0% (0)	9	0	0.67	2.33
Difficulty of subject matter	11.11% (1)	0% (0)	22.22% (2)	55.56% (5)	11.11% (1)	9	0	1.07	3.56
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
As a rule, I put forth more effort than other students on academic work.	0% (0)	22.22% (2)	66.67% (6)	0% (0)	11.11% (1)	9	0	0.82	3
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	55.56% (5)	22.22% (2)	22.22% (2)	9	0	0.82	3.67
When this course began I believed I could master its content.	11.11% (1)	11.11% (1)	44.44% (4)	22.22% (2)	11.11% (1)	9	0	1.1	3.11
My background prepared me well for this course's requirements.	0% (0)	33.33% (3)	44.44% (4)	11.11% (1)	11.11% (1)	9	0	0.94	3
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56
Overall, I rate this course as excellent.	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.05	4

## Qualitative

### Comments -

- He talks too fast, always gets out of track and it's really hard to understand.
- Although I thought this class was very crucial in practical life application, learning and applying this course work was much more difficult than I initially anticipated. This was not to the fault of the teacher, it's just the nature of this course and the amount of time you were able to put into this course. Although my grades were not the best I actually really enjoyed the class and the teacher. It was just the test format that made it ultimately more difficult for me in the long run with some of the topics blending together and not being completely clear and although the teacher tried his best to explain the examples it came down to practical application and scenarios rather than the definitions themselves to really learn the content.
- Dr. Brommage is an overall amazing professor, I love his enthusiasm for this class and how energetic he can be. He actually cares for his students and wants to see them succeed.