

PHIL 2303 (05): Critical Thinking

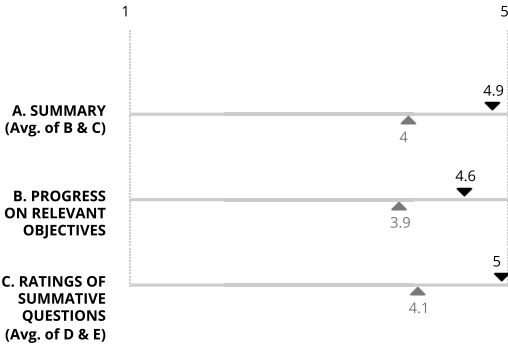
Fall 2019 | Thomas Brommage | Course CIP Code: 38.0101

36		Students Enrolled
14		Students Responded
38.89%		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	4.4	5
E. Excellent Course	3.8	5

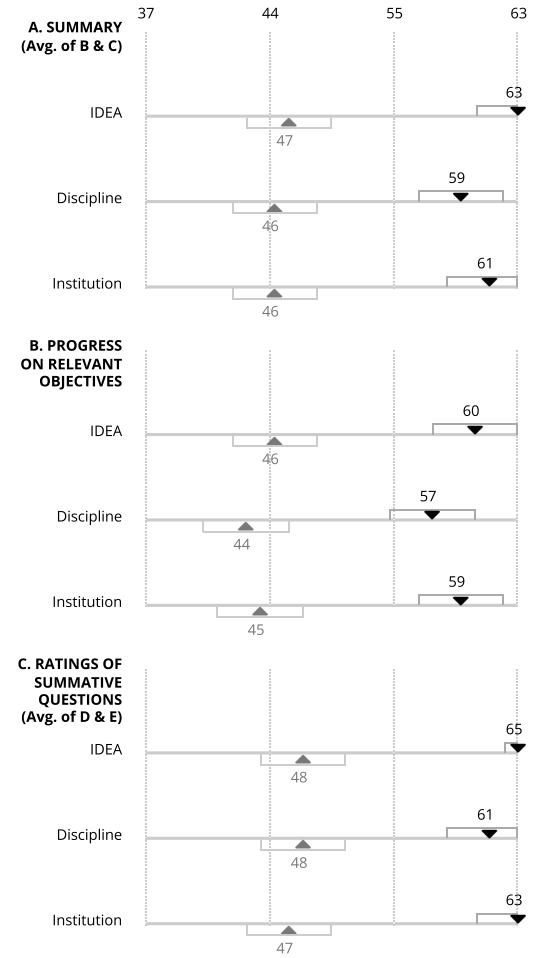
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	65
Discipline	51	62
Institution	51	64
E. Excellent Course		
IDEA	44	65
Discipline	44	60
Institution	43	62

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	4.4	15	54	41	57	41	54	41	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.3	4.1	15	46	39	53	36	48	39	53
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.3	4.2	23	54	35	52	36	50	35	51
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.1	4	23	38	30	47	34	48	30	47
Acquiring skills in working with others as a member of a team	M	1.9	2.5	69	23	19	29	31	40	22	34
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.1	3.2	62	23	27	42	28	44	24	42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.9	38	46	38	51	36	48	37	50
Developing skill in expressing myself orally or in writing	M	3	3.9	38	54	35	50	34	48	34	50
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	4.1	31	62	38	52	41	52	39	53
Developing ethical reasoning and/or ethical decision making	M	3.5	4.4	15	46	43	57	37	51	43	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.2	4.9	15	85	53	66	49	61	52	64
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	4.3	23	46	37	55	38	54	38	56
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3.4	31	31	36	43	45	51	37	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.5	35	37	34
Difficulty of subject matter	3.9	59	57	59

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	37	41	37
I really wanted to take this course regardless of who taught it.	2.2	19	27	23
When this course began I believed I could master its content.	3.1	27	37	30
My background prepared me well for this course's requirements.	2.5	22	34	25

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	14% (1 or 2) 86% (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	4.4	7% (1 or 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.1	14% (1 or 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.9	14% (1 or 2) 71% (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	3.3	43% (1 or 2) 43% (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)	4.4	7% (1 or 2) 86% (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	7% (1 or 2) 86% (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	4.1	14% (1 or 2) 79% (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	3.8	21% (1 or 2) 64% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.4	36% (1 or 2) 50% (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
Gave projects, tests, or assignments that required original or creative thinking	4.1	14% (1 or 2) 71% (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
<i>The Instructor:</i>									
Found ways to help students answer their own questions	7.14% (1)	0% (0)	0% (0)	28.57% (4)	64.29% (9)	14	0	1.05	4.43
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	7.14% (1)	0% (0)	7.14% (1)	14.29% (2)	71.43% (10)	14	0	1.12	4.43
Encouraged students to reflect on and evaluate what they have learned	7.14% (1)	0% (0)	7.14% (1)	7.14% (1)	78.57% (11)	14	0	1.12	4.5
Demonstrated the importance and significance of the subject matter	7.14% (1)	7.14% (1)	0% (0)	14.29% (2)	71.43% (10)	14	0	1.23	4.36
Formed teams or groups to facilitate learning	64.29% (9)	0% (0)	7.14% (1)	0% (0)	28.57% (4)	14	0	1.79	2.29
Made it clear how each topic fit into the course	7.14% (1)	0% (0)	14.29% (2)	7.14% (1)	71.43% (10)	14	0	1.17	4.36
Provided meaningful feedback on students' academic performance	7.14% (1)	0% (0)	7.14% (1)	14.29% (2)	71.43% (10)	14	0	1.12	4.43
Stimulated students to intellectual effort beyond that required by most courses	7.14% (1)	7.14% (1)	7.14% (1)	21.43% (3)	57.14% (8)	14	0	1.25	4.14
Encouraged students to use multiple resources (e.g., internet, library holdings, outside experts) to improve understanding	28.57% (4)	0% (0)	28.57% (4)	7.14% (1)	35.71% (5)	14	0	1.61	3.21
Explained course material clearly and concisely	14.29% (2)	0% (0)	7.14% (1)	14.29% (2)	64.29% (9)	14	0	1.41	4.14

<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	21.43% (3)	0% (0)	14.29% (2)	7.14% (1)	57.14% (8)	14	0	1.61	3.79
Created opportunities for students to apply course content outside the classroom	14.29% (2)	21.43% (3)	14.29% (2)	14.29% (2)	35.71% (5)	14	0	1.49	3.36
Introduced stimulating ideas about the subject	14.29% (2)	0% (0)	14.29% (2)	28.57% (4)	42.86% (6)	14	0	1.36	3.86
Involved students in hands-on projects such as research, case studies, or real life activities	50% (7)	14.29% (2)	0% (0)	7.14% (1)	28.57% (4)	14	0	1.76	2.5
Inspired students to set and achieve goals which really challenged them	14.29% (2)	28.57% (4)	14.29% (2)	0% (0)	42.86% (6)	14	0	1.58	3.29
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	21.43% (3)	21.43% (3)	7.14% (1)	0% (0)	50% (7)	14	0	1.72	3.36
Asked students to help each other understand ideas or concepts	14.29% (2)	0% (0)	28.57% (4)	7.14% (1)	50% (7)	14	0	1.42	3.79
Gave projects, tests, or assignments that required original or creative thinking	14.29% (2)	0% (0)	14.29% (2)	0% (0)	71.43% (10)	14	0	1.46	4.14
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	7.14% (1)	14.29% (2)	14.29% (2)	64.29% (9)	14	0	0.97	4.36
<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)	15.38% (2)	0% (0)	30.77% (4)	7.69% (1)	46.15% (6)	13	0	1.43	3.69
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	15.38% (2)	0% (0)	38.46% (5)	30.77% (4)	15.38% (2)	13	0	1.2	3.31
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	15.38% (2)	7.69% (1)	23.08% (3)	38.46% (5)	15.38% (2)	13	0	1.26	3.31
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	15.38% (2)	7.69% (1)	38.46% (5)	30.77% (4)	7.69% (1)	13	0	1.14	3.08
Acquiring skills in working with others as a member of a team	61.54% (8)	7.69% (1)	7.69% (1)	23.08% (3)	0% (0)	13	0	1.27	1.92
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	53.85% (7)	7.69% (1)	15.38% (2)	23.08% (3)	0% (0)	13	0	1.27	2.08
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	23.08% (3)	15.38% (2)	15.38% (2)	23.08% (3)	23.08% (3)	13	0	1.49	3.08
Developing skill in expressing myself orally or in writing	23.08% (3)	15.38% (2)	7.69% (1)	46.15% (6)	7.69% (1)	13	0	1.36	3
Learning how to find, evaluate, and use resources to explore a topic in depth	30.77% (4)	0% (0)	7.69% (1)	30.77% (4)	30.77% (4)	13	0	1.64	3.31
Developing ethical reasoning and/or ethical decision making	15.38% (2)	0% (0)	38.46% (5)	15.38% (2)	30.77% (4)	13	0	1.34	3.46
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	15.38% (2)	0% (0)	0% (0)	23.08% (3)	61.54% (8)	13	0	1.41	4.15
Learning to apply knowledge and skills to benefit others or serve the public good	23.08% (3)	0% (0)	30.77% (4)	23.08% (3)	23.08% (3)	13	0	1.42	3.23
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	23.08% (3)	7.69% (1)	38.46% (5)	7.69% (1)	23.08% (3)	13	0	1.41	3
<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	30.77% (4)	7.69% (1)	46.15% (6)	7.69% (1)	7.69% (1)	13	0	1.22	2.54
Difficulty of subject matter	0% (0)	7.69% (1)	23.08% (3)	46.15% (6)	23.08% (3)	13	0	0.86	3.85

<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)	15.38% (2)	38.46% (5)	30.77% (4)	15.38% (2)	13	0	0.93	3.46
I really wanted to take this course regardless of who taught it.	30.77% (4)	38.46% (5)	15.38% (2)	7.69% (1)	7.69% (1)	13	0	1.19	2.23
When this course began I believed I could master its content.	15.38% (2)	15.38% (2)	30.77% (4)	23.08% (3)	15.38% (2)	13	0	1.27	3.08
My background prepared me well for this course's requirements.	38.46% (5)	7.69% (1)	30.77% (4)	15.38% (2)	7.69% (1)	13	0	1.34	2.46
Overall, I rate this instructor an excellent teacher.	0% (0)	7.69% (1)	7.69% (1)	23.08% (3)	61.54% (8)	13	0	0.92	4.38
Overall, I rate this course as excellent.	7.69% (1)	15.38% (2)	15.38% (2)	15.38% (2)	46.15% (6)	13	0	1.37	3.77

Qualitative

Comments -

- Best teacher ever. Loved your class and I'm going to miss it. You're always making class fun and enjoyable.
- He is great professor who made philosophy very interesting and very helpful when clarification is needed!
- Not all students are good test takers. I feel like your class only works if you learn one type of way. Regardless of how you might've learned/taught in the past doesn't guarantee it'll work for all of your students. Yes it was nice not technically having homework but if you're going to include open response questions then you should give us examples to do at home. Not on the slides that already don't give a clear understanding of what we're learning. I had you for 2 classes and dropped one due to being scared of failing when in reality I should dropped this course too. Very witty professor though. I would say respectful but every time you pass out a test, if somebody tells you thank you you're quick to respond but every single time I've thanked you for giving me my test, you've ignored me. You're obviously not obligated to speak back to me but I hate this class with every being in my body. The first and last philosophy course I'll be taking. Also it's fine to challenge us with no doing all multiple choice questions but if you're going to write and form your tests the way they do, then the study guide should actually reflect and actually help when it comes to studying for it.
- I honestly did not think i would prepared enough to take this class, As i had taken it online previously and quickly dropped it once i realized the content of the course were extremely difficult. I now realize it was only difficult because my past teacher was not as involved in her work as my teacher is now. He's excellent and really cares about his students. I wish more teachers were as understanding and patient with their students as he is. As he really takes the time to explain any misconceptions or misunderstandings about the material. He's also really funny, so thats a bonus.
- Dr. Brommage Is very passionate about his coursework and wants to help people succeed!
- Great professor. Very engaging, even though most students would never talk (including me).
- Ive taken his classes before. I appreciate that he's enthusiastic about what he teaches. Philosophy is a subject I wasn't completely interested in but he made it fun to learn. He's very witty and thankfully lectures weren't ever a drag. I would take him again in the future if given the opportunity.
- I did not enjoy this class, but the professor really was a good teacher & tried his best. You can tell he really wants you to learn the subject & help you. This subject just wasn't my specialty.