PHIL 2303 (01): Critical Thinking

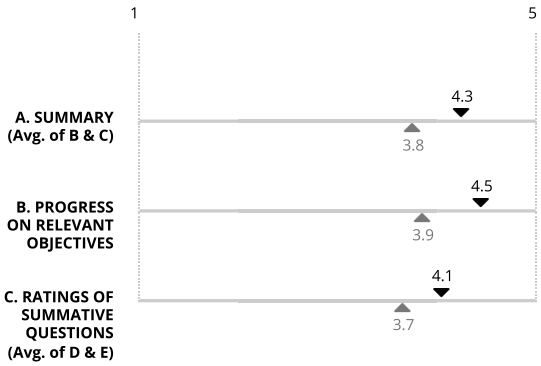
Fall 2022 | Thomas Brommage | Course CIP Code: 38.0101

135 | Students Enrolled
25 | Students Responded
18.52% | 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	3.8	4.3
E. Excellent Course	3.5	4

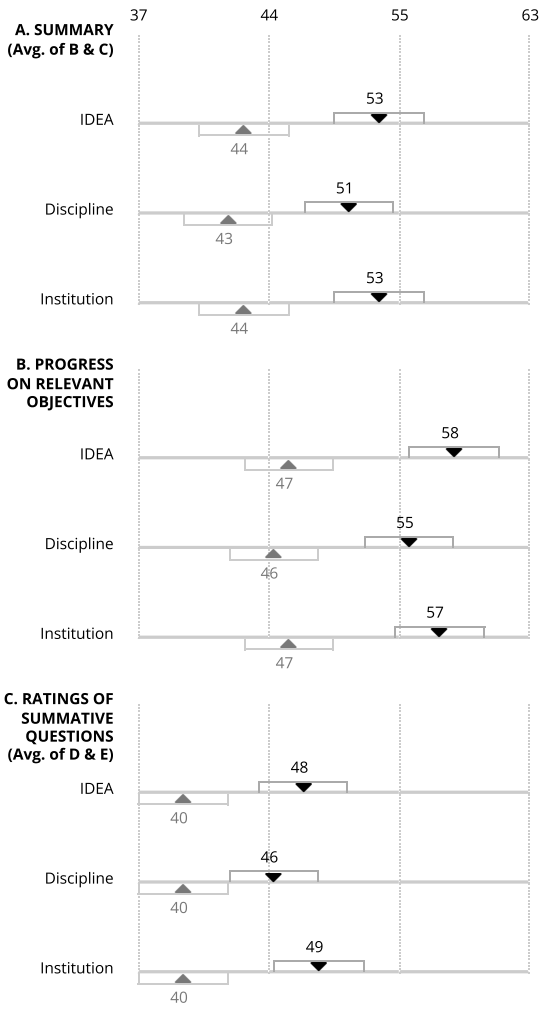
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	41	49
Discipline	41	47
Institution	42	50
E. Excellent Course		
IDEA	38	47
Discipline	39	45
Institution	38	47

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



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						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	3.7	4.1	21	67	41	50	42	48	42	50
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.6	4.3	21	63	45	56	42	52	45	56
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4	4.7	17	71	48	63	50	59	48	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.8	4.6	17	67	45	59	49	58	44	57
Acquiring skills in working with others as a member of a team	M	2.8	3.3	46	38	33	41	44	51	36	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.4	4.2	58	21	32	57	36	57	30	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3	3.9	46	42	38	52	38	50	39	51
Developing skill in expressing myself orally or in writing	M	3	4.4	38	42	36	59	36	57	36	58
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.2	4.1	29	42	37	52	41	53	39	52
Developing ethical reasoning and/or ethical decision making	M	3.8	4.4	17	63	49	58	44	51	49	58
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	E	3.9	4.6	17	67	49	60	46	56	49	59
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	4.4	21	63	45	57	47	55	46	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3.1	46	46	37	38	49	51	39	42

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.7	38	41	39
Difficulty of subject matter	4	63	63	64

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.6	43	46	44
I really wanted to take this course regardless of who taught it.	3.3	40	45	43
When this course began I believed I could master its content.	3.1	29	38	33
My background prepared me well for this course's requirements.	2.8	30	40	33

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Demonstrated the importance and significance of the subject matter	4.3	8% (1 or 2) 84% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4	8% (1 or 2) 72% (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	3.8	20% (1 or 2) 72% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4	12% (1 or 2) 72% (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	3.5	24% (1 or 2) 56% (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)	4.1	8% (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.
Encouraged students to reflect on and evaluate what they have learned	4.4	8% (1 or 2) 92% (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	8% (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.
Related course material to real life situations	4.2	8% (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.
Created opportunities for students to apply course content outside the classroom	3.6	20% (1 or 2) 52% (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	3.6	28% (1 or 2) 68% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	8% (2)	0% (0)	8% (2)	28% (7)	56% (14)	25	0	1.14	4.24
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	8% (2)	0% (0)	16% (4)	24% (6)	52% (13)	25	0	1.18	4.12
Encouraged students to reflect on and evaluate what they have learned	4% (1)	4% (1)	0% (0)	36% (9)	56% (14)	25	0	0.97	4.36
Demonstrated the importance and significance of the subject matter	8% (2)	0% (0)	8% (2)	24% (6)	60% (15)	25	0	1.15	4.28
Formed teams or groups to facilitate learning	48% (12)	28% (7)	12% (3)	4% (1)	8% (2)	25	0	1.22	1.96
Made it clear how each topic fit into the course	8% (2)	0% (0)	20% (5)	24% (6)	48% (12)	25	0	1.18	4.04
Provided meaningful feedback on students' academic performance	12% (3)	4% (1)	24% (6)	24% (6)	36% (9)	25	0	1.32	3.68
Stimulated students to intellectual effort beyond that required by most courses	4% (1)	4% (1)	4% (1)	32% (8)	56% (14)	25	0	1.01	4.32
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	20% (5)	8% (2)	20% (5)	32% (8)	20% (5)	25	0	1.39	3.24
Explained course material clearly and concisely	8% (2)	12% (3)	8% (2)	36% (9)	36% (9)	25	0	1.26	3.8

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	8% (2)	0% (0)	12% (3)	28% (7)	52% (13)	25	0	1.16	4.16
Created opportunities for students to apply course content outside the classroom	16% (4)	4% (1)	28% (7)	12% (3)	40% (10)	25	0	1.44	3.56
Introduced stimulating ideas about the subject	12% (3)	0% (0)	16% (4)	20% (5)	52% (13)	25	0	1.33	4
Involved students in hands-on projects such as research, case studies, or real life activities	28% (7)	24% (6)	20% (5)	20% (5)	8% (2)	25	0	1.3	2.56
Inspired students to set and achieve goals which really challenged them	12% (3)	12% (3)	20% (5)	24% (6)	32% (8)	25	0	1.36	3.52
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	12% (3)	8% (2)	20% (5)	28% (7)	32% (8)	25	0	1.33	3.6
Asked students to help each other understand ideas or concepts	12% (3)	4% (1)	12% (3)	24% (6)	48% (12)	25	0	1.35	3.92
Gave projects, tests, or assignments that required original or creative thinking	16% (4)	12% (3)	4% (1)	28% (7)	40% (10)	25	0	1.49	3.64
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	12% (3)	4% (1)	32% (8)	52% (13)	25	0	0.99	4.24

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)	8.33% (2)	12.5% (3)	12.5% (3)	33.33% (8)	33.33% (8)	24	0	1.27	3.71
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	8.33% (2)	12.5% (3)	16.67% (4)	33.33% (8)	29.17% (7)	24	0	1.25	3.63
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	8.33% (2)	8.33% (2)	12.5% (3)	16.67% (4)	54.17% (13)	24	0	1.32	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	8.33% (2)	8.33% (2)	16.67% (4)	25% (6)	41.67% (10)	24	0	1.28	3.83
Acquiring skills in working with others as a member of a team	29.17% (7)	16.67% (4)	16.67% (4)	25% (6)	12.5% (3)	24	0	1.42	2.75
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	33.33% (8)	25% (6)	20.83% (5)	12.5% (3)	8.33% (2)	24	0	1.28	2.38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	12.5% (3)	33.33% (8)	12.5% (3)	20.83% (5)	20.83% (5)	24	0	1.37	3.04
Developing skill in expressing myself orally or in writing	16.67% (4)	20.83% (5)	20.83% (5)	29.17% (7)	12.5% (3)	24	0	1.29	3
Learning how to find, evaluate, and use resources to explore a topic in depth	12.5% (3)	16.67% (4)	29.17% (7)	20.83% (5)	20.83% (5)	24	0	1.29	3.21
Developing ethical reasoning and/or ethical decision making	4.17% (1)	12.5% (3)	20.83% (5)	25% (6)	37.5% (9)	24	0	1.19	3.79
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	4.17% (1)	12.5% (3)	16.67% (4)	20.83% (5)	45.83% (11)	24	0	1.22	3.92
Learning to apply knowledge and skills to benefit others or serve the public good	8.33% (2)	12.5% (3)	16.67% (4)	29.17% (7)	33.33% (8)	24	0	1.28	3.67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	20.83% (5)	25% (6)	8.33% (2)	25% (6)	20.83% (5)	24	0	1.47	3

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	12.5% (3)	25% (6)	50% (12)	4.17% (1)	8.33% (2)	24	0	1.02	2.71
Difficulty of subject matter	0% (0)	4.17% (1)	16.67% (4)	50% (12)	29.17% (7)	24	0	0.79	4.04

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)	4.17% (1)	50% (12)	25% (6)	20.83% (5)	24	0	0.86	3.63
I really wanted to take this course regardless of who taught it.	20.83% (5)	0% (0)	33.33% (8)	20.83% (5)	25% (6)	24	0	1.4	3.29
When this course began I believed I could master its content.	16.67% (4)	8.33% (2)	37.5% (9)	20.83% (5)	16.67% (4)	24	0	1.27	3.13
My background prepared me well for this course's requirements.	20.83% (5)	16.67% (4)	29.17% (7)	25% (6)	8.33% (2)	24	0	1.25	2.83
Overall, I rate this instructor an excellent teacher.	8.33% (2)	4.17% (1)	25% (6)	25% (6)	37.5% (9)	24	0	1.22	3.79
Overall, I rate this course as excellent.	16.67% (4)	8.33% (2)	16.67% (4)	29.17% (7)	29.17% (7)	24	0	1.41	3.46

Qualitative

Comments -

- Course is hard but I think I'm just an idiot 10/10 would recommend
- excellent professor, cares about his students and wants them to succeed
- I am not very fond of Critical Thinking being a required course for my major especially since I have taken a Philosophy course at another University, however Professor Brommage did did not give us much work to help us improve our grades. I do believe he should have given out a bit more assignments to help us better understand the material. I am not a very skilled test taker and rely on homework or writing assignments to help me better my grade or knowledge of the topic we are discussing in class. Professor Brommage did offer critical thinking sheets we could do on our own and discuss in class altogether, but I would have liked doing the extra work for a small extra credit grade or have it count towards our homework grade.
- This course is 100% the hardest course I have ever taken at Sam Houston. I've heard other students complain about how hard the class is (no matter the professor) and I didn't believe them. But honestly I think that this class is a waste of time and money. Dr B. is a great professor but the course material is just hard for no reason at all. I don't see why any major should have to take this class.
- It was a pretty good class, I'm just really bad at remembering the important things for tests so that's why I felt as if I didn't do so well in the class .
- I wish there was a choice of horrible. That would be the buttons I would have chosen for all of them!!!
- This course gave me a bit of trouble, but mostly because I was not putting my maximum effort into it. I spent a lot of time talking through the material with Professor Brommage after realizing I needed a bit of extra help. He was very open and helpful while going over the material and never turned down an opportunity to meet. The content of the class is very difficult, but that is to no fault of Professor Brommage. He did an excellent job of teaching the class and helping those who reached out. Those who are unhappy with him or their performance in this course simply did not put in an effort. Even with the material being a bit tricky, he gave us all of the tools we needed to help us understand the material, answered all of the questions we had as a class, and offered multiple opportunities for one on one and even group tutoring. Professor Brommage is an excellent professor who truly cares for the success of his students. He takes into account that the material is tricky and creates a safe learning environment. He embraces discussions and offers credit to alternate answers with justification. Professor Brommage makes it known that there are no stupid questions and encourages everyone in the class to speak up and participate, whether it's to ask a question, ask for clarification, or simply participate while answering the exercises in class.
- Overall class was good but with the couple setbacks in class we ran short on time