PHIL 3364 (01): Ancient & Medieval Philosophy
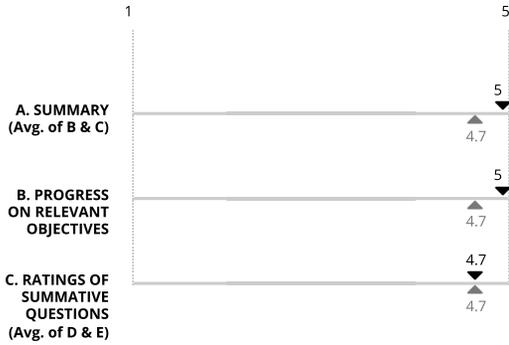
Fall 2022 | Thomas Brommage | Course CIP Code: 38.0101

14	Students Enrolled
4	Students Responded
28.57%	Response Rate

Summative

▼	Adjusted
▲	Raw
⬜	3 Point Plus/Minus

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**

Your Average Scores
5 Point Scale

Your Converted Average

Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	4.8
E. Excellent Course	4.5	4.5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	59
Discipline	57	57
Institution	57	59
E. Excellent Course		
IDEA	56	56
Discipline	56	56
Institution	55	55
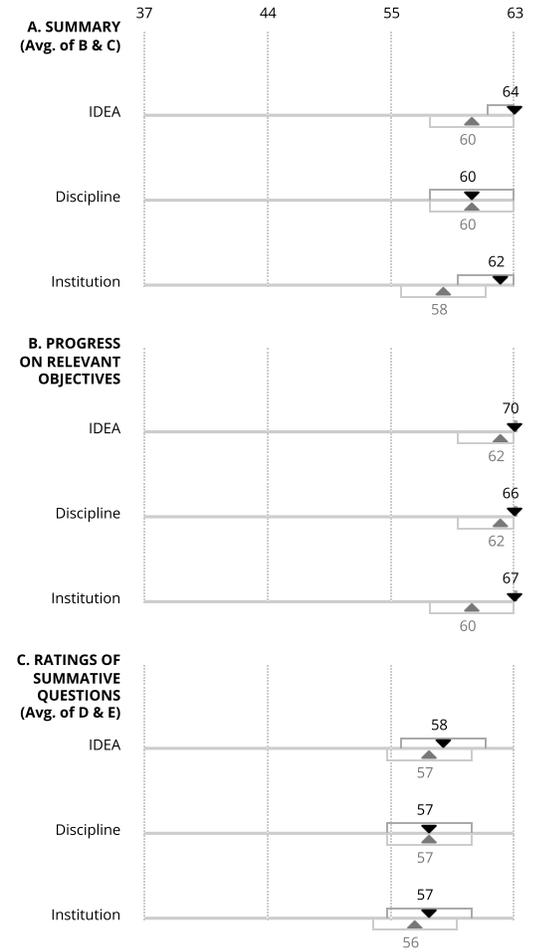
Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale) Raw	Adj.	% of Students Rating 1 or 2	4 or 5	Your Converted Average IDEA Raw	Adj.	Discipline Raw	Adj.	Institution Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.3	4.4	0	75	53	56	52	53	52	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4.7	0	75	51	61	49	57	50	61
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.8	5	0	100	63	71	63	65	61	66
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.5	4.8	0	100	58	63	60	61	55	60
Acquiring skills in working with others as a member of a team	M	2.8	3	50	25	33	36	44	47	36	41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	4.8	25	75	54	66	57	64	51	61
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.8	5	0	100	65	77	64	72	62	71
Developing skill in expressing myself orally or in writing	I	4.5	5	0	100	60	72	61	69	58	69
Learning how to find, evaluate, and use resources to explore a topic in depth	M	5	5	0	100	69	80	68	74	65	74
Developing ethical reasoning and/or ethical decision making	M	4	4.5	25	75	52	60	48	53	52	59
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	E	5	5	0	100	68	76	66	72	65	72
Learning to apply knowledge and skills to benefit others or serve the public good	M	4	4.4	0	50	50	57	52	56	50	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.5	3.5	25	50	45	45	55	55	46	46

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.3	29	32	30
Difficulty of subject matter	3.8	57	57	58

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.3	31	36	34
I really wanted to take this course regardless of who taught it.	4.5	65	67	65
When this course began I believed I could master its content.	3.8	45	51	46
My background prepared me well for this course's requirements.	3.5	45	51	45

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	4.5	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.
Explained course material clearly and concisely	4.3	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.
Introduced stimulating ideas about the subject	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.
Inspired students to set and achieve goals which really challenged them	4	0% (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.

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)	4.5	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.
Encouraged students to reflect on and evaluate what they have learned	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.
Provided meaningful feedback on students' academic performance	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.
Stimulated students to intellectual effort beyond that required by most courses	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.
Related course material to real life situations	3.5	0% (1 or 2) 25% (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	3.8	0% (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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	0% (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.
Gave projects, tests, or assignments that required original or creative thinking	4	0% (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.

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	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Formed teams or groups to facilitate learning	75% (3)	0% (0)	0% (0)	25% (1)	0% (0)	4	0	1.3	1.75
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25

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	0% (0)	0% (0)	75% (3)	0% (0)	25% (1)	4	0	0.87	3.5
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Involved students in hands-on projects such as research, case studies, or real life activities	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	4	0	0.83	1.75
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5

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)	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Acquiring skills in working with others as a member of a team	25% (1)	25% (1)	25% (1)	0% (0)	25% (1)	4	0	1.48	2.75
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (1)	0% (0)	0% (0)	0% (0)	75% (3)	4	0	1.73	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Developing ethical reasoning and/or ethical decision making	25% (1)	0% (0)	0% (0)	0% (0)	75% (3)	4	0	1.73	4
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	1	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	4	0	1.66	3.5

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	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	4	0	0.83	2.25
Difficulty of subject matter	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	4	0	0.43	3.75

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)	75% (3)	25% (1)	0% (0)	4	0	0.43	3.25
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
When this course began I believed I could master its content.	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
My background prepared me well for this course's requirements.	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5

Qualitative

Comments -
• A philosophy course that is very thought-provoking which made it an enjoyable class, however for future improvement I suggest the instructor to go over material in class at a less rapid pace.

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)	75% (3)	25% (1)	0% (0)				