

PHIL 102 AB
Contemporary Moral Problems
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 12/24 (50% high)

Taught by: Blake Hereth
Instructor Evaluated: Blake Hereth-TA

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	4.8
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.8
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	12	67%	25%		8%			4.8	4.8
The content of the quiz section was:	12	67%	17%	17%				4.8	4.8
The quiz section instructor's (QSI's) contribution to the course was:	12	83%	8%	8%				4.9	4.9
The QSI's effectiveness in teaching the subject matter was:	12	67%	25%	8%				4.8	4.8

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	12	8%	25%	25%	17%	17%	8%		4.8
The intellectual challenge presented was:	12	17%	17%	42%	8%	17%			5.1
The amount of effort you put into this course was:	12	8%	42%	25%		17%	8%		5.5
The amount of effort to succeed in this course was:	12	17%	50%	8%		25%			5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	12	25%	25%	8%	17%	25%			5.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.5 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
8%	8%		33%	25%	8%	8%	8%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.9 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
25%		17%	42%	17%							

What grade do you expect in this course?

Class median: 3.5 (N=12)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
33%	17%	25%		17%		8%								

In regard to your academic program, is this course best described as:

(N=12)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
17%	33%	42%	8%		

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	12	58%	33%		8%			4.6	10
QSI's use of examples and illustrations was:	12	75%	25%					4.8	5
Quality of questions or problems raised by QSI was:	12	58%	17%	25%				4.6	12
QSI's enthusiasm was:	12	92%	8%					5.0	6
Student confidence in QSI's knowledge was:	12	58%	25%	17%				4.6	18
Encouragement given students to express themselves was:	12	58%	33%	8%				4.6	16
Answers to student questions were:	12	58%	17%	25%				4.6	15
Interest level of quiz sections was:	12	67%	17%	17%				4.8	1
QSI's openness to student views was:	12	75%	8%	8%	8%			4.8	7
QSI's ability to deal with student difficulties was:	12	58%	17%	17%	8%			4.6	14
Availability of extra help when needed was:	12	50%	42%		8%			4.5	17
Use of quiz section time was:	12	75%	17%	8%				4.8	2
QSI's interest in whether students learned was:	12	67%	8%	25%				4.8	11
Amount you learned in the quiz sections was:	12	58%	33%		8%			4.6	9
Relevance and usefulness of quiz section content were:	12	75%	8%	17%				4.8	4
Coordination between lectures and quiz sections was:	12	67%	25%	8%				4.8	3
Reasonableness of assigned work for quiz section was:	12	58%	17%	17%	8%			4.6	13
Clarity of student responsibilities and requirements was:	12	67%	17%	17%				4.8	8

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes. Almost challenging. Mind opening. Great topics.
2. This class was intellectually stimulating and offered an opportunity to expand my knowledge in the realm of philosophy and ethics through the readings and content learned as well as the discussions in class.
3. Absolutely. The class forced me to think critically about multiple sides of issues that I hear about all the time.
4. This class was intellectually stimulating and stretch my thinking by having engaging class discussions. I liked how the class focused on contemporary problems and debates. This way, it allowed room for new opinions and various arguments that I have never even thought of.
5. Yes, it challenged me to consider many different perspectives and to establish my own stance while using evidence to logically back up my reasoning. This class also introduced new ways of approaching arguments and writing papers.
6. Learning philosophy through the examination of contemporary moral problem was very effective. I really enjoyed being pushed to articulate my opinions in detail. When you're surrounded by like minded people, it's very easy to forget the reasons behind your views.
7. Yes absolutely, it addressed arguments and counter arguments relevant to modern issues. Providing this kind of education and the platform that comes with it is key in furthering a holistic education for students across disciplines.
8. Yes, very interesting and discussion based, so heard many different views
9. Yes, because we had to discuss and compare differing claims on complex topics

What aspects of this class contributed most to your learning?

1. Multidimensional views of a practical moral case.
2. The quiz sections really helped to clarify the readings to understand the arguments of the authors.
3. The discussions in quiz section about the readings was super helpful
4. The engaging discussions contributed most to my learning because I heard various of arguments that are outside-of-the-box.
5. Quiz section was incredibly useful in further clarifying the topics discussed throughout the class and stimulated effective discussions.
6. Blake was a fantastic TA. I had a much easier time following him than the broader lectures. His explanations were clear and to the point, I really enjoyed being in his section.
7. Quiz section
8. The quiz sections and discussions that took place in them
9. Explanations given during the Quiz section that condense the reading into something understandable, succinct, and organized.

What aspects of this class detracted from your learning?

1. The readings were somehow professional and a little bit difficult for a 1xx class.
2. None.
4. I think the readings detracted from my learning because they were way too time-consuming and confusing. I felt like it was better to just have lecture and quiz discussions about the different philosophy views.
6. Nothing that has to do with the class.
7. Required attendance in lecture.
8. The readings were rather lengthy, if they had been ten pages each instead of 20 pages, it would have been much better.
9. none

What suggestions do you have for improving the class?

1. Good overall experience. Should provide more overviews or bullet points to explain things clearer.
2. None.
4. Rather than readings, I prefer class discussions.
6. I thought the class was well organized and well taught.
7. Please stop considering Poll Everywhere questions in grading. I had responsibilities that made me just a couple minutes late to every class and I unavoidably lost out on participation points because of this.

8. Slightly less reading

9. none

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.

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Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	5.0
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.5
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	20	70%	25%	5%				4.8	5.0
The content of the quiz section was:	20	60%	35%	5%				4.7	4.8
The quiz section instructor's (QSI's) contribution to the course was:	20	75%	25%					4.8	5.0
The QSI's effectiveness in teaching the subject matter was:	20	75%	20%	5%				4.8	5.0

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	20	5%	10%	30%	35%	5%	5%	10%	4.4
The intellectual challenge presented was:	20	20%		45%	20%	15%			4.8
The amount of effort you put into this course was:	20	20%	15%	30%	20%	15%			5.0
The amount of effort to succeed in this course was:	20	25%	15%	35%	20%	5%			5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	20	20%	20%	35%	25%				5.2

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.0 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
5%	30%	20%	10%	20%	5%	5%	5%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.9 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
20%	25%	25%	10%	10%	5%	5%					

What grade do you expect in this course?

Class median: 3.5 (N=19)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
5%	53%	11%	5%	11%	5%					5%		5%		

In regard to your academic program, is this course best described as:

(N=20)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
5%	35%	40%	10%	5%	5%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	20	60%	30%	10%				4.7	14
QSI's use of examples and illustrations was:	20	85%	15%					4.9	2
Quality of questions or problems raised by QSI was:	19	84%	16%					4.9	1
QSI's enthusiasm was:	20	85%	15%					4.9	12
Student confidence in QSI's knowledge was:	20	85%	15%					4.9	11
Encouragement given students to express themselves was:	20	65%	30%		5%			4.7	18
Answers to student questions were:	20	70%	25%	5%				4.8	10
Interest level of quiz sections was:	20	55%	40%	5%				4.6	8
QSI's openness to student views was:	20	65%	30%		5%			4.7	17
QSI's ability to deal with student difficulties was:	20	75%	25%					4.8	5
Availability of extra help when needed was:	20	80%	10%	10%				4.9	4
Use of quiz section time was:	20	65%	30%	5%				4.7	6
QSI's interest in whether students learned was:	20	65%	25%	10%				4.7	16
Amount you learned in the quiz sections was:	20	55%	40%	5%				4.6	15
Relevance and usefulness of quiz section content were:	20	70%	30%					4.8	7
Coordination between lectures and quiz sections was:	20	60%	35%	5%				4.7	9
Reasonableness of assigned work for quiz section was:	20	75%	25%					4.8	3
Clarity of student responsibilities and requirements was:	20	65%	35%					4.7	13

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class very intellectually stimulating! It definitely stretched my thinking in many ethical topics that I didn't really think much about. It made me go out of my comfort zone when writing about certain topics and also even made me think and see things in a different and better way than I used to.
2. Sure - the topics were interesting and the concepts applied very well to everyday decision making
3. Yes, it made me think a lot
4. Yes because he had asked us lots of questions that we had to think about.
5. Yes, this class encouraged me to put reasoning to my intuitions and I found that challenging.
6. Incredibly!
7. Yes, this class did stretch my thinking. I was able to learn how to look at arguments alike and different from my own regarding contemporary moral problems.
8. Yes it did. The ideas presented helped to challenge the way we think in different ways.
9. Yes the content was this class was relevant and stimulating.
10. Yes, brought up many difficult moral problems
11. Yes, put forward opinions I hadn't had before
12. Yes it forced me to analyze the strength of arguments and be creative in my own arguments.
13. Yes
14. yes, a lot of extra examples were added into explanations
15. Yes it did.

What aspects of this class contributed most to your learning?

1. The lectures topics and readings! They were all very interesting, although at first it was hard to read and understand what they were trying to say.
2. discussion section and debate with classmates
3. discussion
4. How he asked us questions, and we talked in groups.
5. Quiz section discussions and the readings.
6. I loved how approachable Blake was, and how quickly he could come up with counter/examples to help answer our questions.
7. Quiz section and lecture contributed to my learning.
8. The quiz section the most.
9. Papers.
10. The questions and open debate in class
11. The TA's enthusiasm
13. The quiz section was most helpful
14. lots of examples
15. The discussion

What aspects of this class detracted from your learning?

1. none
2. papers but I guess you can't avoid that
3. nothing
4. When he had to explain things for a long period of time I tended to zone out a little bit because I was still tired.
5. The fact that the lectures were at 8:30 and I was always tired.
6. None.
7. The grading of our essays. I thought the way our papers were graded was very discouraging moving forward in the course. Very harsh for an 100 level course.

8. Nothing.
9. Not much
11. 8:30am lectures
13. Not knowing how to write parts of the papers we needed to write
14. none

What suggestions do you have for improving the class?

1. do a part 2 of this class!!! I would love to retake or take something similar as to ethics in a philosophical way. Blake you are an amazing TA! Although quiz was early I never fell asleep because of the way you teach! I can tell you are very enthusiastic about philosophy!
2. maybe just 2 papers that are a little longer instead of 3. Also, the topics on the last paper seemed a bit uninteresting to me and I know a lot of people (that I've talked to) didn't like them either.
3. making hw points worth more so papers aren't worth most of the grade
4. Just more in class contribution, but we did that already so it was pretty good.
5. The lecture slides are difficult to understand on their own so if my notes aren't enough, studying them before quizzes or essays isn't usually helpful.
6. None! I so enjoyed it!
7. improve grading to be equal with that of an 100 level course.
8. The points based system for this class. It makes it more complicated.
9. Not much
10. Blake would make a great lecturer
11. Later class, less readings, I could never fully finish
12. Easier grading.
13. explain more about how to writing philosophy papers
14. none