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Overview of Evaluation Materials:
Included in this packet are two distinct sorts of student evaluative materials.

1.  **Qualitative** Evaluative Materials
    a.  I have selected three letters received from students over the years as representative of qualitative assessment from students. These letters provide insight into the impact I have had on my students, particularly on the female students with whom I have worked.
        i.  The first, by Shaina, is by a philosophy major in her junior year. Shaina is a **first-generation college student**. Since my time working as the Director of Undergraduate Studies for the Environmental & Sustainability Studies program, I have paid significant attention to the composition of my classes, particularly looking for those students who may need extra assistance not just succeeding in my class but also flourishing in the academy as members of minority populations. Shaina is just such an individual.
        ii. The second and third letter are by two students, both of whom were ENS majors.*
    b.  Please note that the quantitative evaluations below all include qualitative comments as well.
2.  **Quantitative** Evaluative Materials: Teacher Course Evaluations (TCEs)
    a.  These are organized by academic year, fall to spring, latest to earliest, lowest- to highest-level.
        i.  **Qualitative remarks** are included in the TCEs as well.
    b.  Preceding each set of TCEs for the academic year is a summary teaching evaluation form.

\* **See also "Mentoring & Advising Individual Students"** the section of my dossier. Included among those materials are letters from former students discussing my impact upon their academic careers. These include a second letter by Tiana, written to me after completing an independent study that we designed together.

Dr. Sandmeyer,

I wanted to personally thank you for a great semester. As this was my first PHI300+ class, I didn't know what to expect, let alone understand what phenomenology meant. Humbled at times, this subject was challenging but for that I am grateful. One of the biggest goals I wanted to work on was writing. I don't think I'm an excellent writer; however, guided by your expertise has helped paved a path for me to continue. I actually have a new admiration for Husserl & Heidegger from this class. Thank you for teaching this course; you are truly an exceptional professor. Apologies for disrupting your lunch breaks at times and asking about poptarts & plastic food, sometimes I think I just need someone to talk to. When you give me life advice I take it seriously, even if it means not sitting next to people on planes who pick their nose until it bleeds & proceeding to eat it. I think your office is a safe space for many, including myself. Even though I don't have your class next semester, I hope that we can still stay in touch and hear an occasional life lesson once in a while. I know I already wrote to you asking for a letter of recommendation for law school, and can email you updates if you would still be interested.

With all that being said, I hope you have a wonderful summer & are able to spend it with loved ones. Hopefully I can stop by sometime in the fall & tell you about my study abroad/show photos. Please do not hesitate to reach out if you ever need anything. I hope that I still see you around, at least once in a while.

(give Percy a
big hug for me)

Best,

Dr. Sandmeyer,

I cannot thank you enough for your guidance this semester. On top of teaching one of my favorite classes so far, you also helped me make very exciting choices. I have a love for philosophy now that I am incredibly excited to explore. Thank you for being a life changing professor!

Dr. Sandmeyer,

My name is Haley S. (B         —when I had your PHI 336 class in Fall 2020). As I approach my graduation, I wanted to say thank you for the role you and your class played in helping me get here. Having your class during the peak of COVID gave me a nice opportunity to think a little more complex than my everyday scroll through TikTok during quarantine. Thank you for helping to make my education during COVID still worth it.

Best,

**REPORTING FORM SUMMARIZING THE TEACHING RECORD**
**Fall 2021, Spring 2022**

Name:  Bob Sandmeyer                                Rank:  Assistant Professor

Department:  Philosophy

| Sem and Year | COURSES TAUGHT Number and Title | Students Enrolled (do not include advisees) | Selected Course Evaluation Scores* | | | |
|---|---|---|---|---|---|---|
| | | | Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions) | Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2) | Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6) | Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions) |
| F 2021 | PHI100.001 Introduction to Philosophy: Knowledge & Reality | 25 | 4.0 | 3.8 | 4.5 | 4.2 |
| | PHI336.001 Environmental Ethics | 32 | 4.2 | 4.3 | 4.8 | 4.7 |
| | PHI336.002 Environmental Ethics | 32 | 4.9 | 4.7 | 4.9 | 4.9 |
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| SP 2022 | (not available) | | | | | |
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* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

| Raters | Students |
|---|---|
| Responded | 11 |
| Invited | 25 |

### My classification is

| Options | Count | Percentage |
|---|---|---|
| Freshman | 5 | 45.5% |
| Sophomore | 5 | 45.5% |
| Junior | 1 | 9.1% |
| Senior | 0 | 0.0% |
| Graduate | 0 | 0.0% |
| Professional | 0 | 0.0% |
| Other | 0 | 0.0% |

## My main reason(s) for taking this course is that it: (Select all that apply)

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 4 | 36.4% |
| Is an elective | 5 | 45.5% |
| Covers a topic I am interested in | 2 | 18.2% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 11 | |

### My expected grade in this course

| Options | Count | Percentage |
|---|---|---|
| Pass or audit | 0 | 0.0% |
| I | 0 | 0.0% |
| E/Fail | 0 | 0.0% |
| D | 0 | 0.0% |
| C | 3 | 27.3% |
| B | 3 | 27.3% |
| A | 5 | 45.5% |

### Hours per week spent on the course (excluding class time)

| Options | Count | Percentage |
|---|---|---|
| 2 hour or less | 2 | 18.2% |
| 3 - 4 hours | 7 | 63.6% |
| 5 - 7 hours | 2 | 18.2% |
| 8 - 10 hours | 0 | 0.0% |
| 11 - 15 hours | 0 | 0.0% |
| 16 hours or more | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 11 | 4.0 | 1.3 | 828 | 4.2 | 0.9 | 17849 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 9.1% |
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 5 | 45.5% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 11 | 3.9 | 1.1 | 826 | 4.3 | 0.9 | 17779 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 11 | 3.8 | 1.5 | 819 | 4.4 | 0.9 | 17561 | 4.1 | 1.1 |
| Grading in the course was fair. | 11 | 4.2 | 1.2 | 820 | 4.5 | 0.8 | 17737 | 4.3 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 11 | 4.6 | 0.5 | 824 | 4.6 | 0.7 | 17679 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 11 | 4.7 | 0.5 | 824 | 4.5 | 0.7 | 17724 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 2 | 18.2% |
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 9.1% |
| Disagree | 2 | 2 | 18.2% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 5 | 45.5% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 9.1% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 5 | 45.5% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 7 | 63.6% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 8 | 72.7% |

## Which aspects of the course were most helpful? Why?

| Comments |
| --- |
| What was taught in class really helped on understanding everything and was always in regards to the homework. |
| I benefited more by listening to class discussions and reflecting on the reading and relaying it back to the papers we were writing. This helped me keep papers and information organized. |
| the daily schedule was the most helpful because it helps you stay on course with assignments |
| The instructor was a valuable resource for this course. |
| The in class reading discussions and the power points he went over every key idea |
| The daily schedule so I knew what was going on everyday for class and homework. |

## Which aspects of the course would you change? How and Why?

| Comments |
| --- |
| Maybe a bit more class involvement. |
| I feel like the first paper was kind of thrown out at us. We didn't take time to review with peers or get examples or anything. Even though my professor is known for helping students improve their writing. |
| if i had to change one part of the class i would make more flipped classes. i feel that i would spend more time on the readings if flipped classes were scheduled for those days |
| I would change the attendance grading and the grading on papers. The teacher expects you to be perfect. |

## Overall Instructor Score

### The instructor Robert Sandmeyer provided quality teaching.

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 11 | 4.2 | 1.4 | 831 | 4.5 | 0.9 | 23594 | 4.3 | 1.0 |

### The instructor Robert Sandmeyer provided quality teaching.

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 9.1% |
| Disagree | 2 | 1 | 9.1% |
| Agree | 4 | 2 | 18.2% |
| Strongly Agree | 5 | 7 | 63.6% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 11 | 4.5 | 0.7 | 832 | 4.5 | 0.8 | 23585 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 11 | 3.8 | 1.3 | 833 | 4.3 | 0.9 | 24115 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 11 | 3.7 | 1.5 | 831 | 4.5 | 0.8 | 23500 | 4.3 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 11 | 4.1 | 0.8 | 829 | 4.5 | 0.8 | 23619 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 11 | 4.4 | 1.2 | 832 | 4.8 | 0.6 | 23649 | 4.6 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 11 | 4.5 | 0.5 | 826 | 4.6 | 0.8 | 23465 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 7 | 63.6% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 9.1% |
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 6 | 54.5% |
| Strongly Agree | 5 | 3 | 27.3% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 18.2% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 3 | 27.3% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 2 | 18.2% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 9.1% |
| Strongly Agree | 5 | 8 | 72.7% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 6 | 54.5% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
| --- |
| The daily schedule helped keep track of learning outcomes. Really well prepared. |
| n/a |
| the instructor was easy to work with during conversation. if you were uncomfortable he made you feel less anxious |
| The instructor did a fantastic job of asking students meaningful questions. Also, the instructor was widely available outside of class, which made it much easier to seek help when a student needed it. |
| He was very passionate about all the topics and helped make it engaging Probably best teacher I had this semester I like how he called on people and used lots of examples to keep us engaged and paying attention. |
| He was always kind in class |

**Which aspects of the instructor Robert Sandmeyer would you change? How and Why?**

| Comments |
| --- |
| not using cuss words to teach a lesson to his students |
| n/a |
| N/A |
| He didn't care if you failed or passed. He was not willing to go out of his way to help. He picked his favorite students in the first couple of weeks and if you aren't one of his favorites the class is awful. |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 11 | 4.3 | 0.9 | 200 | 4.2 | 1.0 | 1136 | 4.2 | 0.9 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 11 | 4.5 | 0.7 | 201 | 4.3 | 1.0 | 1135 | 4.2 | 1.0 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 11 | 4.2 | 1.1 | 199 | 4.2 | 1.0 | 1134 | 4.2 | 0.9 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 10 | 4.6 | 0.5 | 199 | 4.2 | 1.0 | 1133 | 4.2 | 1.0 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 11 | 4.5 | 0.7 | 199 | 4.3 | 1.0 | 1133 | 4.2 | 0.9 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 5 | 45.5% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 7 | 63.6% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 2 | 18.2% |
| Strongly Agree | 5 | 6 | 54.5% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 4 | 40.0% |
| Strongly Agree | 5 | 6 | 60.0% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 7 | 63.6% |

| Raters | Students |
|---|---|
| Responded | 12 |
| Invited | 32 |

### My classification is

| Options | Count | Percentage |
|---|---|---|
| Freshman | 0 | 0.0% |
| Sophomore | 1 | 8.3% |
| Junior | 8 | 66.7% |
| Senior | 3 | 25.0% |
| Graduate | 0 | 0.0% |
| Professional | 0 | 0.0% |
| Other | 0 | 0.0% |

## My main reason(s) for taking this course is that it: (Select all that apply)

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 12 | 70.6% |
| Is an elective | 0 | 0.0% |
| Covers a topic I am interested in | 5 | 29.4% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 12 | |

### My expected grade in this course

| Options | Count | Percentage |
|---|---|---|
| Pass or audit | 0 | 0.0% |
| I | 0 | 0.0% |
| E/Fail | 0 | 0.0% |
| D | 1 | 9.1% |
| C | 0 | 0.0% |
| B | 0 | 0.0% |
| A | 10 | 90.9% |

### Hours per week spent on the course (excluding class time)

| Options | Count | Percentage |
|---|---|---|
| 2 hour or less | 3 | 25.0% |
| 3 - 4 hours | 6 | 50.0% |
| 5 - 7 hours | 2 | 16.7% |
| 8 - 10 hours | 1 | 8.3% |
| 11 - 15 hours | 0 | 0.0% |
| 16 hours or more | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 12 | 4.2 | 1.1 | 828 | 4.2 | 0.9 | 17849 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 8.3% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 5 | 41.7% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 11 | 4.5 | 0.8 | 826 | 4.3 | 0.9 | 17779 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 12 | 4.5 | 0.7 | 819 | 4.4 | 0.9 | 17561 | 4.1 | 1.1 |
| Grading in the course was fair. | 12 | 4.9 | 0.3 | 820 | 4.5 | 0.8 | 17737 | 4.3 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 12 | 5.0 | 0.0 | 824 | 4.6 | 0.7 | 17679 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 12 | 4.8 | 0.4 | 824 | 4.5 | 0.7 | 17724 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 1 | 9.1% |
| Strongly Agree | 5 | 8 | 72.7% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 7 | 58.3% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 8.3% |
| Strongly Agree | 5 | 11 | 91.7% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 0 | 0.0% |
| Strongly Agree | 5 | 12 | 100.0% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 2 | 16.7% |
| Strongly Agree | 5 | 10 | 83.3% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| This was the most organized course I have ever taken, I knew exactly what to do, when to do it, and how to do it every single time. |
| I loved all of the readings that we covered and the class meetings were extremely helpful deepening my understanding of the material, especially, for the older dated readings. This class has really expanded my thinking when considering the relationship between people and the environment. |
| The class was interesting and it focused on opening up our thinking about environmental ethics, and was good at that |
| I liked the group discussion |
| The Daily Schedule!! It made it very easy to understand what was due and when. |
| Having to read the texts before class made it so that when Sandmeyer was talking about them I already had a good idea of what he was talking about. This made it less confusing to grasp the concepts because I went over it at least twice. |
| The professor was very understanding and super organized which made this course enjoyable. I loved taking this course! |
| We did a lot of interesting readings, particularly Braiding Sweetgrass. The course was well organized in that it was split into clear sections and the Canvas page was one of the best I've ever seen – so detailed and easy to navigate. |
| The Daily schedule structure was very helpful and accessible. The readings were excellent and complimented each other perfectly. Assignment design was friendly and easy to keep up with (despite my failure to do so). Themes and chronological order of material fit together perfectly. Abundance of additional resources gave the class depth and made sure that any intellectual curiosity was satiated. |
| The reading quizzes were helpful. |
| the canvas page was incredibly helpful and allowed me to know exactly what to expect during the duration of the course. Readings were well integrated and activities were reflective of the material/discussion. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| I feel as if in class discussion very often got off track and a little confusing. |
| Not a whole lot, the class made sense and so did the structure |
| I would make this class an hour and 15–minute class. It took us a while to get going and then by the time we did we had like 10 minutes left |
| The structure of the reading journals. They felt sort of out of place |
| I wouldn't change anything. |
| This was a LOT of work for a 3 credit hour class. There were typically 3 assignments due a week in addition to the readings. Though not super intensive, it felt like I could never catch up. |
| Having to imbed video/audio. Never could figure out what made it work sometimes and not others. |
| I believe this course to be a waste of time. I did not really learn anything of value, and most of the work felt like busy work. |
| n/a |

## Overall Instructor Score

### The instructor Robert Sandmeyer provided quality teaching.

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 12 | 4.7 | 0.7 | 831 | 4.5 | 0.9 | 23594 | 4.3 | 1.0 |

### The instructor Robert Sandmeyer provided quality teaching.

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 2 | 16.7% |
| Strongly Agree | 5 | 9 | 75.0% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 12 | 4.8 | 0.4 | 832 | 4.5 | 0.8 | 23585 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 12 | 4.3 | 0.7 | 833 | 4.3 | 0.9 | 24115 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 12 | 4.3 | 0.8 | 831 | 4.5 | 0.8 | 23500 | 4.3 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 12 | 4.5 | 0.7 | 829 | 4.5 | 0.8 | 23619 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 12 | 4.8 | 0.9 | 832 | 4.8 | 0.6 | 23649 | 4.6 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 12 | 4.8 | 0.4 | 826 | 4.6 | 0.8 | 23465 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 2 | 16.7% |
| Strongly Agree | 5 | 10 | 83.3% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 5 | 41.7% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 2 | 16.7% |
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 6 | 50.0% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 7 | 58.3% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 1 | 8.3% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 0 | 0.0% |
| Strongly Agree | 5 | 11 | 91.7% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 2 | 16.7% |
| Strongly Agree | 5 | 10 | 83.3% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
|---|
| THE MOST ORGANIZED COURSE I HAVE EVER TAKEN!!! I cannot brag enough on Sandmeyers ability to make his course requirements so clear daily. |
| I really appreciate the effort he put into the class all of which made for deeper and clearer understanding (e.g. providing articles/videos that weren't required but enhanced and provided more context for the subject, etc). He also exhibited a real passion for the subject which made it much more fun/interesting to learn. I'm super grateful to have taken this class and learn from Professor Sandmeyer. The information I've learned this semester will definitely continue to stick with me as a move forward in my life/career. |
| He obviously cared about his students and their ability to think critically. It reminded me of one of my favorite teachers from high school, so it was fairly comforting for me to have someone who cared like that again |
| His extensive knowledge of the content makes it easier to learn and have questions answered and his flexibility/understanding is nice to have because professors often act like their students are just school homework robots. |
| He is very passionate about his subject and it shows in his teaching. He wants students to be engaged and learn via discussion. |
| Dr Sandmeyer allowed his lecture to be informed by student discussion. Was extremely friendly and entertained my curiosity about the ideas discussed in the course. Dr Sandmeyer's depth of knowledge on the subject was clear and he did an excellent job of sharing his knowledge. Did everything possible to keep the class engaged and thinking about the course material. I loved the organic, almost stand–up, feeling of the lecturing style. |
| Appreciated that he was excited to teach. |
| instructor presented material clearly and was cognizant and considerate of the covid–context of the course |

**Which aspects of the instructor Robert Sandmeyer would you change? How and Why?**

| Comments |
|---|
| It takes a very long time to hear back from the professor on his email. Often the question or concern had already passed by in a week by the time he would respond. |
| Nothing, he is great |
| I wouldn't change anything. I like him just fine both as an instructor and as a person. |
| There were some days that he asked a lot of us as students (i.e. for us to come to class when he couldn't attend). A little unrealistic given that attendance was not great even on typical days. |
| Absolutely nothing. Dr Sandmeyer is a wonderful fellow. |
| I thought his teachings to be incredibly biased. I never felt comfortable voicing my real opinion because it would have made me a target for forced explanations and ridicule. |
| n/a |

| Raters | Students |
|---|---|
| Responded | 10 |
| Invited | 32 |

### My classification is

| Options | Count | Percentage |
|---|---|---|
| Freshman | 0 | 0.0% |
| Sophomore | 2 | 20.0% |
| Junior | 2 | 20.0% |
| Senior | 4 | 40.0% |
| Graduate | 0 | 0.0% |
| Professional | 0 | 0.0% |
| Other | 2 | 20.0% |

## My main reason(s) for taking this course is that it: (Select all that apply)

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 9 | 81.8% |
| Is an elective | 0 | 0.0% |
| Covers a topic I am interested in | 2 | 18.2% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 10 | |

### My expected grade in this course

| Options | Count | Percentage |
|---|---|---|
| Pass or audit | 0 | 0.0% |
| I | 0 | 0.0% |
| E/Fail | 0 | 0.0% |
| D | 0 | 0.0% |
| C | 1 | 10.0% |
| B | 1 | 10.0% |
| A | 8 | 80.0% |

### Hours per week spent on the course (excluding class time)

| Options | Count | Percentage |
|---|---|---|
| 2 hour or less | 3 | 30.0% |
| 3 - 4 hours | 2 | 20.0% |
| 5 - 7 hours | 3 | 30.0% |
| 8 - 10 hours | 1 | 10.0% |
| 11 - 15 hours | 1 | 10.0% |
| 16 hours or more | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 10 | 4.9 | 0.3 | 828 | 4.2 | 0.9 | 17849 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 10 | 4.7 | 0.5 | 826 | 4.3 | 0.9 | 17779 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 10 | 4.7 | 0.5 | 819 | 4.4 | 0.9 | 17561 | 4.1 | 1.1 |
| Grading in the course was fair. | 10 | 4.8 | 0.4 | 820 | 4.5 | 0.8 | 17737 | 4.3 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 10 | 4.9 | 0.3 | 824 | 4.6 | 0.7 | 17679 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 10 | 4.9 | 0.3 | 824 | 4.5 | 0.7 | 17724 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 3 | 30.0% |
| Strongly Agree | 5 | 7 | 70.0% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 3 | 30.0% |
| Strongly Agree | 5 | 7 | 70.0% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 2 | 20.0% |
| Strongly Agree | 5 | 8 | 80.0% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

## Which aspects of the course were most helpful? Why?

| Comments |
| --- |
| Dr.Sandmeyer himself was the most helpful. His individual and group interactions impacted my success the most. His passion and commitment gave me real interest in the material we studied. |
| The use of the daily schedule and having all the information easily accesible. |
| Breaking up into discussion groups, because it was easier to discuss things with classmates. |
| This course provided a great overview to think critically about our relationship to nature. It invited students to explore their own ethics and experience environmentalism or the lack thereof from multiple perspectives. The reading selection was top notch. |
| The Daily Schedule on was enormously helpful. The instructor provided lesson objectives and an outline of that day's material for each class. Open–book reading quizzes were invaluable to me as a guide to each reading. The class lectures were elucidating and challenged me to think more deeply. |

## Which aspects of the course would you change? How and Why?

| Comments |
| --- |
| Although discussions with the group was key to his method of teaching, I would offer students the choice to submit a writing rather than a Video. Such that is conveys the same message. Although i enjoy they topics in discussion, put in my time studying, read the material, and think about what I'm reading means... I feel inadequate in my understanding of the material compared to other students. The ease and quality of other students who speak or answer questions to the class on a subject make me feel like i do not understand a single thing about what we are learning. The understanding other students show would take me a much much much longer time to be able to articulate the same way they do. |
| Longer class time. It seemed we had to cut many class discussions short due to time constriction |
| NA |
| The class was divided into discussion groups early in the semester. I liked my groupmates, but I wonder if it would have been beneficial to have us change groups with each unit. I know the intent was for us to get to know a few people in class well, but I would have liked to get to know the class as a whole. Having been in a course previously that did change the makeup of discussion groups with each unit, I know that it worked well for me. |

## Overall Instructor Score

### The instructor Robert Sandmeyer provided quality teaching.

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 10 | 4.9 | 0.3 | 831 | 4.5 | 0.9 | 23594 | 4.3 | 1.0 |

### The instructor Robert Sandmeyer provided quality teaching.

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

### Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 10 | 5.0 | 0.0 | 832 | 4.5 | 0.8 | 23585 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 10 | 4.7 | 0.5 | 833 | 4.3 | 0.9 | 24115 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 10 | 4.9 | 0.3 | 831 | 4.5 | 0.8 | 23500 | 4.3 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 9 | 4.9 | 0.3 | 829 | 4.5 | 0.8 | 23619 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 10 | 4.8 | 0.6 | 832 | 4.8 | 0.6 | 23649 | 4.6 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 10 | 4.9 | 0.3 | 826 | 4.6 | 0.8 | 23465 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 0 | 0.0% |
| Strongly Agree | 5 | 10 | 100.0% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 3 | 30.0% |
| Strongly Agree | 5 | 7 | 70.0% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 11.1% |
| Strongly Agree | 5 | 8 | 88.9% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 1 | 10.0% |
| Agree | 4 | 0 | 0.0% |
| Strongly Agree | 5 | 9 | 90.0% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 1 | 10.0% |
| Strongly Agree | 5 | 9 | 90.0% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| The interest he expresses in the material is waaaay helpful. He is inspirational. Dr.Sandmeyer is a PROFESSOR, in all of its meaning, that interacts with students in such a way that his passion, intrigue, questioning, and enjoyment, spreads, infecting the minds of his learners. |
| his passion shines through and makes class interesting and exciting |
| He was very informative on the subjects and always encouraged us to speak up and share our thoughts. When he disagreed with our opinions he was extremely considerate in his wording. |
| Dr. Sandmeyer facilitated great conversation and higher order thinking. He is kind and understanding and very easy to approach. |
| The lectures and the reading quizzes were the most helpful to me. The Daily Schedule was also extremely helpful, with its clear layout, the day's lesson objectives, and the excellent topic outline. |

## Which aspects of the instructor Robert Sandmeyer would you change? How and Why?

| Comments |
|---|
| I can not think of any. |
| Less time going over Canvas in class so there can be more time discussing readings. |
| Some days he explained what we were going to do too much. He'd go over the day's schedule a little too long. |
| The instructor was always respectful when interacting with students, but when teaching he would cuss quite often. This is seen as disrespectful by some students. |
| My only complaint would be that sometimes we spent 40/50 minutes in class talking about what we were going to do instead of doing it. It just kind of got old and I was excited about the content and wanted to get to the point. Such is philosophy I guess. |
| I can't think of a thing. This was a great course, and Dr. Sandmeyer teaches it very well. |

# REPORTING FORM SUMMARIZING THE TEACHING RECORD
## Fall 2020, Spring 2021

Name:  Bob Sandmeyer
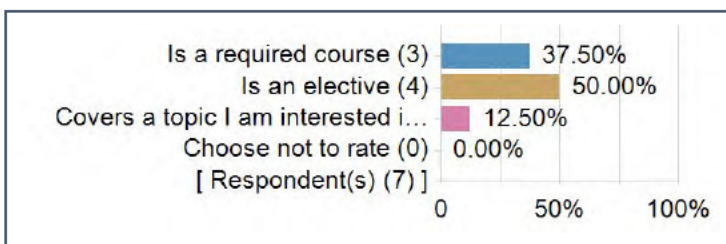
Rank:  Assistant Professor

Department:  Philosophy

| Sem and Year | COURSES TAUGHT Number and Title | Students Enrolled (do not include advisees) | Selected Course Evaluation Scores* | | | |
|---|---|---|---|---|---|---|
| | | | Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions) | Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2) | Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6) | Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions) |
| F 2020 | PHI100.001 Introduction to Philosophy: Knowledge & Reality | 23 | 3.14 | 3.29 | 4.43 | 4.33 |
| | PHI100.002 Introduction to Philosophy: Knowledge & Reality | 18 | 4.17 | 4.33 | 4.5 | 4.5 |
| | PHI100.003 Introduction to Philosophy: Knowledge & Reality | 24 | threshold not met | | | |
| | PHI100.004 Introduction to Philosophy: Knowledge & Reality | 23 | threshold not met | | | |
| | PHI336.001 Environmental Ethics | 30 | 4.44 | 4.56 | 4.89 | 4.67 |
| | PHI336.002 Environmental Ethics | 30 | 4.50 | 4.25 | 4.58 | 4.58 |
| | PHI768.010 | 1 | threshold not met | | | |
| | | | | | | |
| SP 2021 | PHI100.001 Introduction to Philosophy: Knowledge & Reality | 32 | 4.1 | 4.0 | 4.4 | 4.3 |
| | PHI100.002 Introduction to Philosophy: Knowledge & Reality | 29 | 4.1 | 4.1 | 4.7 | 4.6 |
| | PHI205.001 Food Ethics | 66 | 4.2 | 4.3 | 4.6 | 4.5 |
| | ENS 300 History/Philosophy of Ecology | 9 | 4.0 | 3.6 | 4.4 | 4.4 |
| | PHI 300 History/Philosophy of Ecology | 16 | 4.1 | 4.4 | 4.6 | 4.7 |
| | PHI755 Independent Study - Husserl | 1 | report not generated | | | |
| | | | | | | |
| | | | | | | |

* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 7 | 2.00 | 1.00 |

**My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 3 | 42.86% |
| Sophomore | 2 | 1 | 14.29% |
| Junior | 3 | 3 | 42.86% |
| Senior | 4 | 0 | 0.00% |
| Graduate | 5 | 0 | 0.00% |
| Professional | 6 | 0 | 0.00% |
| Other | 7 | 0 | 0.00% |

## My main reason(s) for taking this course is that it: (Select all that apply)

Is a required course (3) — 37.50%
Is an elective (4) — 50.00%
Covers a topic I am interested i… — 12.50%
Choose not to rate (0) — 0.00%
[ Respondent(s) (7) ]

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 7 | 6.57 | 0.79 | 611 | 6.62 | 0.70 | 16566 | 6.40 | 0.98 |

**My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.00% |
| I | 2 | 0 | 0.00% |
| E/Fail | 3 | 0 | 0.00% |
| D | 4 | 0 | 0.00% |
| C | 5 | 1 | 14.29% |
| B | 6 | 1 | 14.29% |
| A | 7 | 5 | 71.43% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 7 | 1.57 | 0.53 | 627 | 2.01 | 0.95 | 16934 | 2.42 | 1.09 |

### Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 3 | 42.86% |
| 3 - 4 hours | 2 | 4 | 57.14% |
| 5 - 7 hours | 3 | 0 | 0.00% |
| 8 - 10 hours | 4 | 0 | 0.00% |
| 11 - 15 hours | 5 | 0 | 0.00% |
| 16 hours or more | 6 | 0 | 0.00% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 7 | 3.14 | 0.69 | 633 | 4.15 | 0.94 | 17073 | 3.99 | 1.00 |

### I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 14.29% |
| Neither Disagree or Agree | 3 | 4 | 57.14% |
| Agree | 4 | 2 | 28.57% |
| Strongly Agree | 5 | 0 | 0.00% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 7 | 4.14 | 0.38 | 632 | 4.34 | 0.94 | 17031 | 4.17 | 1.00 |
| Class meetings contributed to my learning of the course content. | 7 | 3.29 | 1.50 | 618 | 4.33 | 0.96 | 16537 | 4.04 | 1.14 |
| Grading in the course was fair. | 7 | 4.00 | 1.15 | 628 | 4.44 | 0.85 | 16968 | 4.24 | 0.97 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 7 | 4.29 | 0.49 | 626 | 4.58 | 0.73 | 16924 | 4.29 | 0.91 |
| I understand how the final grade will be calculated in the course. | 7 | 4.00 | 0.58 | 627 | 4.48 | 0.86 | 16971 | 4.37 | 0.84 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 6 | 85.71% |
| Strongly Agree | 5 | 1 | 14.29% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 14.29% |
| Disagree | 2 | 1 | 14.29% |
| Neither Disagree or Agree | 3 | 2 | 28.57% |
| Agree | 4 | 1 | 14.29% |
| Strongly Agree | 5 | 2 | 28.57% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 14.29% |
| Neither Disagree or Agree | 3 | 1 | 14.29% |
| Agree | 4 | 2 | 28.57% |
| Strongly Agree | 5 | 3 | 42.86% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 5 | 71.43% |
| Strongly Agree | 5 | 2 | 28.57% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 14.29% |
| Agree | 4 | 5 | 71.43% |
| Strongly Agree | 5 | 1 | 14.29% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| Daily schedule. it is great to look at what we have done or will do each day |
| The text material was how I managed to stay ahead in this course. |
| The discussions in class made everything make sense |
| the set up on what was required for each class |
| the textbook |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| The lectures were confusing and long winded, I had a hard time staying focused. |
| the reading quizzes were really hard to understand and asked very vague questions |
| amount of time for each paper, way material is presented, more direct answers to question. |
| make recitations not mandatory because they just confused me more |

Which aspects of the course were most helpful? Why?

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 6 | 4.33 | 0.52 | 710 | 4.49 | 0.87 | 22640 | 4.22 | 1.02 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 7 | 4.43 | 0.53 | 709 | 4.55 | 0.77 | 22582 | 4.38 | 0.86 |
| The instructor Robert Sandmeyer presented material clearly. | 7 | 3.29 | 1.25 | 714 | 4.27 | 0.93 | 23282 | 4.06 | 1.02 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 7 | 3.43 | 1.40 | 705 | 4.45 | 0.85 | 22508 | 4.24 | 0.99 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 7 | 4.29 | 1.11 | 710 | 4.44 | 0.85 | 22709 | 4.24 | 0.94 |
| The instructor Robert Sandmeyer treated students with respect. | 7 | 4.43 | 0.79 | 709 | 4.69 | 0.60 | 22721 | 4.51 | 0.78 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 7 | 4.43 | 0.53 | 709 | 4.58 | 0.73 | 22457 | 4.18 | 0.99 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 57.14% |
| Strongly Agree | 5 | 3 | 42.86% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 3 | 42.86% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 3 | 42.86% |
| Strongly Agree | 5 | 1 | 14.29% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 3 | 42.86% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 2 | 28.57% |
| Strongly Agree | 5 | 2 | 28.57% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 14.29% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 2 | 28.57% |
| Strongly Agree | 5 | 4 | 57.14% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 14.29% |
| Agree | 4 | 2 | 28.57% |
| Strongly Agree | 5 | 4 | 57.14% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 57.14% |
| Strongly Agree | 5 | 3 | 42.86% |

### The instructor provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 4 | 57.14% |
| Strongly Agree | 5 | 2 | 28.57% |
| Choose not to rate | NRP | 1 | 14.29% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| Clear setup |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

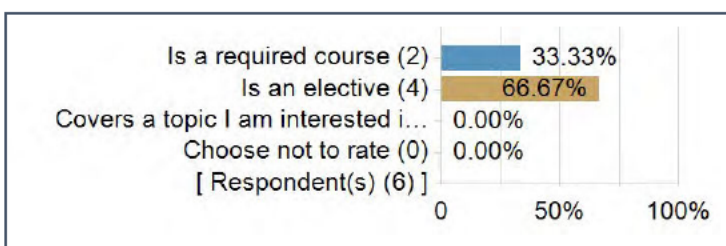| Comments |
|---|
| Intimdating and made it hard to feel like I could communicate with him. I struggled in this course and didn't feel as if I could get help form the professor or TA |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 7 | 3.86 | 0.38 | 161 | 4.20 | 1.00 | 1013 | 4.23 | 0.87 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 6 | 3.83 | 0.41 | 160 | 4.19 | 1.03 | 1014 | 4.21 | 0.91 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 6 | 3.33 | 0.82 | 159 | 4.16 | 1.00 | 1008 | 4.25 | 0.90 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 6 | 3.67 | 0.52 | 161 | 4.09 | 1.07 | 1009 | 4.21 | 0.89 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 6 | 3.83 | 0.75 | 160 | 4.15 | 1.08 | 1012 | 4.25 | 0.89 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 14.29% |
| Agree | 4 | 6 | 85.71% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 14.29% |
| Agree | 4 | 5 | 71.43% |
| Choose not to rate | NRP | 1 | 14.29% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 14.29% |
| Neither Disagree or Agree | 3 | 2 | 28.57% |
| Agree | 4 | 3 | 42.86% |
| Choose not to rate | NRP | 1 | 14.29% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 28.57% |
| Agree | 4 | 4 | 57.14% |
| Choose not to rate | NRP | 1 | 14.29% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 33.33% |
| Agree | 4 | 3 | 50.00% |
| Strongly Agree | 5 | 1 | 16.67% |

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 6 | 1.17 | 0.41 |

**My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 5 | 83.33% |
| Sophomore | 2 | 1 | 16.67% |
| Junior | 3 | 0 | 0.00% |
| Senior | 4 | 0 | 0.00% |
| Graduate | 5 | 0 | 0.00% |
| Professional | 6 | 0 | 0.00% |
| Other | 7 | 0 | 0.00% |

## My main reason(s) for taking this course is that it: (Select all that apply)

| | |
|---|---|
| Is a required course (2) | 33.33% |
| Is an elective (4) | 66.67% |
| Covers a topic I am interested i... | 0.00% |
| Choose not to rate (0) | 0.00% |
| [ Respondent(s) (6) ] | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 6 | 6.50 | 0.55 | 611 | 6.62 | 0.70 | 16566 | 6.40 | 0.98 |

**My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.00% |
| I | 2 | 0 | 0.00% |
| E/Fail | 3 | 0 | 0.00% |
| D | 4 | 0 | 0.00% |
| C | 5 | 0 | 0.00% |
| B | 6 | 3 | 50.00% |
| A | 7 | 3 | 50.00% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 6 | 1.83 | 0.41 | 627 | 2.01 | 0.95 | 16934 | 2.42 | 1.09 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 1 | 16.67% |
| 3 - 4 hours | 2 | 5 | 83.33% |
| 5 - 7 hours | 3 | 0 | 0.00% |
| 8 - 10 hours | 4 | 0 | 0.00% |
| 11 - 15 hours | 5 | 0 | 0.00% |
| 16 hours or more | 6 | 0 | 0.00% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 6 | 4.17 | 0.98 | 633 | 4.15 | 0.94 | 17073 | 3.99 | 1.00 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 2 | 33.33% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 3 | 50.00% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 6 | 4.33 | 0.82 | 632 | 4.34 | 0.94 | 17031 | 4.17 | 1.00 |
| Class meetings contributed to my learning of the course content. | 6 | 4.17 | 1.33 | 618 | 4.33 | 0.96 | 16537 | 4.04 | 1.14 |
| Grading in the course was fair. | 6 | 4.50 | 0.84 | 628 | 4.44 | 0.85 | 16968 | 4.24 | 0.97 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 6 | 4.50 | 0.84 | 626 | 4.58 | 0.73 | 16924 | 4.29 | 0.91 |
| I understand how the final grade will be calculated in the course. | 6 | 4.50 | 0.84 | 627 | 4.48 | 0.86 | 16971 | 4.37 | 0.84 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 2 | 33.33% |
| Strongly Agree | 5 | 3 | 50.00% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 16.67% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 0 | 0.00% |
| Strongly Agree | 5 | 4 | 66.67% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| Recitation because it gave us a chance to talk with the TA about things we may not have understood in lecture |
| Professor was very descriptive and got the students involved throughout the class. |
| The professor was understanding. |
| organized, recitation sessions, quiz grading |
| The recitation was very helpful for me and I would say for others too. After a week of reading and assignments, the recitation class over views the materials we have been learning and prepares us for our next class, reading, assignment or anything in that matter. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| N/a |
| I wouldn't change anything about the course. |
| Nothing |
| n/a, pretty good overall |
| Nothing I can think of |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 6 | 4.50 | 0.84 | 710 | 4.49 | 0.87 | 22640 | 4.22 | 1.02 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 6 | 4.67 | 0.82 | 709 | 4.55 | 0.77 | 22582 | 4.38 | 0.86 |
| The instructor Robert Sandmeyer presented material clearly. | 6 | 4.33 | 0.82 | 714 | 4.27 | 0.93 | 23282 | 4.06 | 1.02 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 6 | 4.50 | 0.84 | 705 | 4.45 | 0.85 | 22508 | 4.24 | 0.99 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 6 | 4.50 | 0.84 | 710 | 4.44 | 0.85 | 22709 | 4.24 | 0.94 |
| The instructor Robert Sandmeyer treated students with respect. | 6 | 4.67 | 0.82 | 709 | 4.69 | 0.60 | 22721 | 4.51 | 0.78 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 6 | 4.50 | 0.84 | 709 | 4.58 | 0.73 | 22457 | 4.18 | 0.99 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 0 | 0.00% |
| Strongly Agree | 5 | 5 | 83.33% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 2 | 33.33% |
| Strongly Agree | 5 | 3 | 50.00% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 0 | 0.00% |
| Strongly Agree | 5 | 5 | 83.33% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 4 | 66.67% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments | 7 |
|---|---|
| Pushing back the papers so we got a better understanding of the topics | |
| Is very good at communicating throughout the class and with the students. And was very committed to teaching. | |
| He was organized and made sure to answer any questions or confusion. | |
| very knowledgable, easy to get a hold of if needed, most organized canvas page of all of my classes this semester | |
| Personally, the weekly reading quizzes were mostly very helpful and my professors explaining the class materials were a big help for me and I think for others too. | |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| N/a |
| I would not change anything. |
| Nothing. |
| not much, really good overall |
| Nothing |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 6 | 4.33 | 0.82 | 161 | 4.20 | 1.00 | 1013 | 4.23 | 0.87 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 6 | 4.33 | 0.82 | 160 | 4.19 | 1.03 | 1014 | 4.21 | 0.91 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 6 | 4.17 | 0.75 | 159 | 4.16 | 1.00 | 1008 | 4.25 | 0.90 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 6 | 4.17 | 0.98 | 161 | 4.09 | 1.07 | 1009 | 4.21 | 0.89 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 6 | 4.33 | 0.82 | 160 | 4.15 | 1.08 | 1012 | 4.25 | 0.89 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 2 | 33.33% |
| Strongly Agree | 5 | 3 | 50.00% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 2 | 33.33% |
| Strongly Agree | 5 | 3 | 50.00% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 3 | 50.00% |
| Strongly Agree | 5 | 2 | 33.33% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 33.33% |
| Agree | 4 | 1 | 16.67% |
| Strongly Agree | 5 | 3 | 50.00% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 16.67% |
| Agree | 4 | 2 | 33.33% |
| Strongly Agree | 5 | 3 | 50.00% |

| | PDF | Report Title ▲ | Threshold Status |
|---|---|---|---|
| ☐ | | Fall 2020 TCE Report PHI100-001 (Robert Sandmeyer) | Met |
| ☐ | | Fall 2020 TCE Report PHI100-002 (Robert Sandmeyer) | Met |
| ☐ | | Fall 2020 TCE Report PHI100-003 (Robert Sandmeyer) | Not Met |
| | | Fall 2020 TCE Report PHI100-004 (Robert Sandmeyer) | Not Met |

| | PDF | Report Title ▲ | Threshold Status |
|---|---|---|---|
| ☐ | 📄 | Fall 2020 TCE Report PHI100-001 (Robert Sandmeyer) | Met |
| ☐ | 📄 | Fall 2020 TCE Report PHI100-002 (Robert Sandmeyer) | Met |
| ☐ | 📄 | Fall 2020 TCE Report PHI100-003 (Robert Sandmeyer) | Not Met |
| ☐ | 📄 | Fall 2020 TCE Report PHI100-004 (Robert Sandmeyer) | Not Met |

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 9 | 3.33 | 0.71 |

### My classification is

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.00% |
| Sophomore | 2 | 1 | 11.11% |
| Junior | 3 | 4 | 44.44% |
| Senior | 4 | 4 | 44.44% |
| Graduate | 5 | 0 | 0.00% |
| Professional | 6 | 0 | 0.00% |
| Other | 7 | 0 | 0.00% |

## My main reason(s) for taking this course is that it: (Select all that apply)

Is a required course (8)  80.00%
Is an elective (1)  10.00%
Covers a topic I am interested i...  10.00%
Choose not to rate (0)  0.00%
[ Respondent(s) (9) ]
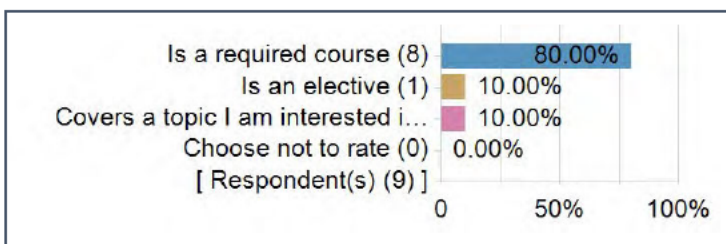
| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 9 | 6.67 | 0.50 | 611 | 6.62 | 0.70 | 16566 | 6.40 | 0.98 |

### My expected grade in this course

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.00% |
| I | 2 | 0 | 0.00% |
| E/Fail | 3 | 0 | 0.00% |
| D | 4 | 0 | 0.00% |
| C | 5 | 0 | 0.00% |
| B | 6 | 3 | 33.33% |
| A | 7 | 6 | 66.67% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 9 | 2.67 | 0.87 | 627 | 2.01 | 0.95 | 16934 | 2.42 | 1.09 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 1 | 11.11% |
| 3 - 4 hours | 2 | 2 | 22.22% |
| 5 - 7 hours | 3 | 5 | 55.56% |
| 8 - 10 hours | 4 | 1 | 11.11% |
| 11 - 15 hours | 5 | 0 | 0.00% |
| 16 hours or more | 6 | 0 | 0.00% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 9 | 4.44 | 0.53 | 633 | 4.15 | 0.94 | 17073 | 3.99 | 1.00 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 5 | 55.56% |
| Strongly Agree | 5 | 4 | 44.44% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 9 | 4.78 | 0.44 | 632 | 4.34 | 0.94 | 17031 | 4.17 | 1.00 |
| Class meetings contributed to my learning of the course content. | 9 | 4.44 | 0.53 | 618 | 4.33 | 0.96 | 16537 | 4.04 | 1.14 |
| Grading in the course was fair. | 9 | 4.44 | 0.73 | 628 | 4.44 | 0.85 | 16968 | 4.24 | 0.97 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 9 | 4.78 | 0.44 | 626 | 4.58 | 0.73 | 16924 | 4.29 | 0.91 |
| I understand how the final grade will be calculated in the course. | 9 | 4.56 | 0.53 | 627 | 4.48 | 0.86 | 16971 | 4.37 | 0.84 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 2 | 22.22% |
| Strongly Agree | 5 | 7 | 77.78% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 5 | 55.56% |
| Strongly Agree | 5 | 4 | 44.44% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 11.11% |
| Agree | 4 | 3 | 33.33% |
| Strongly Agree | 5 | 5 | 55.56% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 2 | 22.22% |
| Strongly Agree | 5 | 7 | 77.78% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 44.44% |
| Strongly Agree | 5 | 5 | 55.56% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The way that Dr. Sandmeyer set up his Canvas page was by far the best set–up I have ever had especially since all has gone online. |
| The discussion of the readings in class was extremely helpful and contributed to my overall learning. |
| Clear organization of course material from the instructor |
| The daily schedule was very helpful. |
| the readings because everything is based on them |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| Nothing comes to mind! |
| No COVID |
| Less readings. I stopped doing them after 3 or 4, they are all the same. Perhaps in a non–digital year this is bearable but it was a killer this year. just could not do it |
| None– the professor did an amazing job of adapting to the issues posed by covid, while making sure that all of his students had ample time to complete coursework |
| Towards the end there were less readings and quizzes per week and more time was taken to discuss readings. It helped with understanding did not feel as rushed. |
| The discussions in the class feel so forced, I felt like I couldn't just talk about the readings it had to be some elevated thinking that was so out there |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 9 | 4.67 | 0.50 | 710 | 4.49 | 0.87 | 22640 | 4.22 | 1.02 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 9 | 4.89 | 0.33 | 709 | 4.55 | 0.77 | 22582 | 4.38 | 0.86 |
| The instructor Robert Sandmeyer presented material clearly. | 9 | 4.56 | 0.53 | 714 | 4.27 | 0.93 | 23282 | 4.06 | 1.02 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 9 | 4.22 | 0.44 | 705 | 4.45 | 0.85 | 22508 | 4.24 | 0.99 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 9 | 4.22 | 0.97 | 710 | 4.44 | 0.85 | 22709 | 4.24 | 0.94 |
| The instructor Robert Sandmeyer treated students with respect. | 9 | 4.78 | 0.44 | 709 | 4.69 | 0.60 | 22721 | 4.51 | 0.78 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 9 | 4.89 | 0.33 | 709 | 4.58 | 0.73 | 22457 | 4.18 | 0.99 |

| 1. The instructor Robert Sandmeyer was prepared for class. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 1 | 11.11% |
| Strongly Agree | 5 | 8 | 88.89% |

| 2. The instructor Robert Sandmeyer presented material clearly. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 44.44% |
| Strongly Agree | 5 | 5 | 55.56% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 7 | 77.78% |
| Strongly Agree | 5 | 2 | 22.22% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 11.11% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 44.44% |
| Strongly Agree | 5 | 4 | 44.44% |

| 5. The instructor Robert Sandmeyer treated students with respect. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 2 | 22.22% |
| Strongly Agree | 5 | 7 | 77.78% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 1 | 11.11% |
| Strongly Agree | 5 | 8 | 88.89% |

| The instructor provided quality teaching. | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 33.33% |
| Strongly Agree | 5 | 6 | 66.67% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

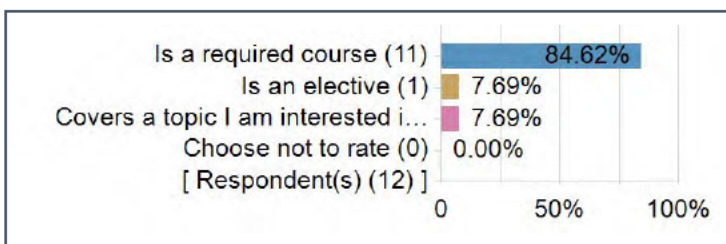| Comments |
|---|
| Very easy to contact and very understanding of different circumstances. |
| He really encouraged discussion and knew the material. When the class was struggling with a concept, he would go in with his own explanation and it would be much easier to understand. |
| Dr. Sandmeyer has been extremely accommodating, understanding, and caring towards his students. I really appreciated that he would allow for flexibility with deadlines. I truly felt like this professor cared about all his students and their success. |
| He explained everything with a lot of detail, stimulated thought, and graded fairly. |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| Nothing |
| None– he is awesome. |
| None. |

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 12 | 3.17 | 0.72 |

**My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.00% |
| Sophomore | 2 | 2 | 16.67% |
| Junior | 3 | 6 | 50.00% |
| Senior | 4 | 4 | 33.33% |
| Graduate | 5 | 0 | 0.00% |
| Professional | 6 | 0 | 0.00% |
| Other | 7 | 0 | 0.00% |

## My main reason(s) for taking this course is that it: (Select all that apply)

Is a required course (11)  84.62%
Is an elective (1)  7.69%
Covers a topic I am interested i...  7.69%
Choose not to rate (0)  0.00%
[ Respondent(s) (12) ]

0    50%    100%

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 12 | 6.75 | 0.45 | 611 | 6.62 | 0.70 | 16566 | 6.40 | 0.98 |

**My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.00% |
| I | 2 | 0 | 0.00% |
| E/Fail | 3 | 0 | 0.00% |
| D | 4 | 0 | 0.00% |
| C | 5 | 0 | 0.00% |
| B | 6 | 3 | 25.00% |
| A | 7 | 9 | 75.00% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 12 | 2.58 | 0.90 | 627 | 2.01 | 0.95 | 16934 | 2.42 | 1.09 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 0 | 0.00% |
| 3 - 4 hours | 2 | 7 | 58.33% |
| 5 - 7 hours | 3 | 4 | 33.33% |
| 8 - 10 hours | 4 | 0 | 0.00% |
| 11 - 15 hours | 5 | 1 | 8.33% |
| 16 hours or more | 6 | 0 | 0.00% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 12 | 4.50 | 0.52 | 633 | 4.15 | 0.94 | 17073 | 3.99 | 1.00 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 6 | 50.00% |
| Strongly Agree | 5 | 6 | 50.00% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 12 | 4.58 | 0.51 | 632 | 4.34 | 0.94 | 17031 | 4.17 | 1.00 |
| Class meetings contributed to my learning of the course content. | 12 | 4.00 | 1.04 | 618 | 4.33 | 0.96 | 16537 | 4.04 | 1.14 |
| Grading in the course was fair. | 12 | 4.67 | 0.49 | 628 | 4.44 | 0.85 | 16968 | 4.24 | 0.97 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 12 | 4.75 | 0.45 | 626 | 4.58 | 0.73 | 16924 | 4.29 | 0.91 |
| I understand how the final grade will be calculated in the course. | 12 | 4.75 | 0.45 | 627 | 4.48 | 0.86 | 16971 | 4.37 | 0.84 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 5 | 41.67% |
| Strongly Agree | 5 | 7 | 58.33% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 1 | 8.33% |
| Neither Disagree or Agree | 3 | 3 | 25.00% |
| Agree | 4 | 3 | 25.00% |
| Strongly Agree | 5 | 5 | 41.67% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 33.33% |
| Strongly Agree | 5 | 8 | 66.67% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 3 | 25.00% |
| Strongly Agree | 5 | 9 | 75.00% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 3 | 25.00% |
| Strongly Agree | 5 | 9 | 75.00% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The Daily Schedule was absolutely wonderful for the organization of the course. I also enjoyed the in person meetings when they were available. |
| The quiz questions that followed the readings were helpful and insightful. I feel that my understanding of the material went down when readings didn't have quizzes or questions to go along with it. I also think the daily schedule really helped me grasp the concepts and see how they flowed together. |
| The time and effort putting into making Canvas a useful resource that was well organized was incredible. Much different than a lot of my other classes and it made learning online so much easier. |
| The daily schedule was amazing. |
| the teacher's helpfulness when you asked for it |
| The course schedule is organized with all of the daily readings, quizzes, and lesson plans on one page. It helped to find material quickly and easily. |
| The daily schedule was a lifesaver. I also really enjoyed the quiz format. Everything felt so organizaed, which was really needed in the COVID–19 semester. As much as I'm not a fan of some of the readings, it is just because I'm not a big philosophy fan in the first place, and I don't think I would change any of the readings or anything because they all contributed so much. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| I did not like the discussion boards, especially the video portion. I think the questions were good and helped me understand course content but I did not enjoy the discussion board format. |
| I think the course could benefit from a more ranging view of sustainability. While we covered a lot of different perspectives, they were largely western men. I think it could benefit from an eastern perspective as well. |
| None |
| I feel that in person discussion is a necessity for this course, discourse is a must. |
| I would have spaced out some of the readings more, sometimes it was a bit overwhelming how much we had a read a week. |
| I would probably add a mandatory camera on during lessons. While I would prefer to have my camera off, I think it would allow for better engagement and longer attention spans. |
| n/a |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 12 | 4.58 | 0.51 | 710 | 4.49 | 0.87 | 22640 | 4.22 | 1.02 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 12 | 4.67 | 0.49 | 709 | 4.55 | 0.77 | 22582 | 4.38 | 0.86 |
| The instructor Robert Sandmeyer presented material clearly. | 12 | 4.25 | 0.75 | 714 | 4.27 | 0.93 | 23282 | 4.06 | 1.02 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 12 | 4.42 | 0.79 | 705 | 4.45 | 0.85 | 22508 | 4.24 | 0.99 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 12 | 4.58 | 0.51 | 710 | 4.44 | 0.85 | 22709 | 4.24 | 0.94 |
| The instructor Robert Sandmeyer treated students with respect. | 12 | 4.67 | 0.65 | 709 | 4.69 | 0.60 | 22721 | 4.51 | 0.78 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 12 | 4.58 | 0.67 | 709 | 4.58 | 0.73 | 22457 | 4.18 | 0.99 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 4 | 33.33% |
| Strongly Agree | 5 | 8 | 66.67% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 2 | 16.67% |
| Agree | 4 | 5 | 41.67% |
| Strongly Agree | 5 | 5 | 41.67% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 2 | 16.67% |
| Agree | 4 | 3 | 25.00% |
| Strongly Agree | 5 | 7 | 58.33% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 0 | 0.00% |
| Agree | 4 | 5 | 41.67% |
| Strongly Agree | 5 | 7 | 58.33% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 8.33% |
| Agree | 4 | 2 | 16.67% |
| Strongly Agree | 5 | 9 | 75.00% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 0 | 0.00% |
| Disagree | 2 | 0 | 0.00% |
| Neither Disagree or Agree | 3 | 1 | 8.33% |
| Agree | 4 | 3 | 25.00% |
| Strongly Agree | 5 | 8 | 66.67% |

### The instructor provided quality teaching.

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Agree | 4 | 5 | 41.67% |
| Strongly Agree | 5 | 7 | 58.33% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| The in class lectures/discussions were very helpful to understanding the critical parts of the readings. I also enjoyed how helpful Dr. Sandmeyer is to students and how understanding he is. It was amazing to have this class with him (especially during this strange semester) as he was always looking for feedback to make the class better and was accommodating when students needed it. |
| I think that he provided insightful lectures and asked deep questions. |
| His attitude was great and he was very open to answering questions and responded to everyone's questions with a lot of thought and in a helpful manner. |
| his explanations when asking something you do not understand |
| He walked us through our thinking and understanding of the material. Would ask pointed questions to help us explicate our thoughts. |
| So organized and understanding in the way he conducted the class and graded. He has been such a light in this dark, crazy semester and really helped me navigate this class subject that I was unfamiliar and slightly fearful of.Wishing you all the best! |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| It was occasionally hard to understand what was happening in the class (especially when it was zoom and in person). Later when the class was fully online it would be sometimes hard to understand what was happening (especially without something on the screen to follow along with). That was only because my internet can be horrible sometimes for zoom and it was to be expected. |
| Sometimes he lacked a train of thought and jumped around during discussion/lecture |
| None |
| I felt like when I expressed an opinion it was shot down as in it was incorrect. It made me stressed about speaking up again. I did understand that he was giving me time to think to say my opinion more clear but I did not want to talk at all after that. |
| nothing |
| I wish grading on the unit assessments were quicker. But I understand that life can be busy. |
| n/a |

| Raters | Students |
|---|---|
| Responded | 22 |
| Invited | 32 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 22 | 1.9 | 1.0 | 609 | 2.6 | 1.3 | 15279 | 2.4 | 1.3 |

**My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 11 | 50.0% |
| Sophomore | 2 | 5 | 22.7% |
| Junior | 3 | 4 | 18.2% |
| Senior | 4 | 2 | 9.1% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 5 | 20.0% |
| Is an elective | 15 | 60.0% |
| Covers a topic I am interested in | 5 | 20.0% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 22 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 22 | 6.5 | 0.8 | 599 | 6.6 | 0.7 | 14935 | 6.4 | 0.9 |

**My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 4 | 18.2% |
| B | 6 | 4 | 18.2% |
| A | 7 | 14 | 63.6% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 22 | 2.0 | 0.8 | 610 | 2.0 | 1.0 | 15241 | 2.4 | 1.1 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 5 | 22.7% |
| 3 - 4 hours | 2 | 14 | 63.6% |
| 5 - 7 hours | 3 | 1 | 4.5% |
| 8 - 10 hours | 4 | 2 | 9.1% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 22 | 4.1 | 1.0 | 610 | 4.2 | 0.9 | 15355 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 4 | 18.2% |
| Agree | 4 | 8 | 36.4% |
| Strongly Agree | 5 | 9 | 40.9% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 22 | 4.3 | 1.0 | 610 | 4.4 | 0.9 | 15318 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 22 | 4.0 | 1.2 | 590 | 4.3 | 1.0 | 14873 | 4.1 | 1.1 |
| Grading in the course was fair. | 22 | 4.2 | 1.1 | 608 | 4.4 | 0.9 | 15291 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 22 | 4.5 | 1.0 | 604 | 4.6 | 0.7 | 15223 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 22 | 4.2 | 0.9 | 608 | 4.5 | 0.7 | 15293 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 2 | 9.1% |
| Agree | 4 | 8 | 36.4% |
| Strongly Agree | 5 | 11 | 50.0% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 4.5% |
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 5 | 22.7% |
| Agree | 4 | 5 | 22.7% |
| Strongly Agree | 5 | 10 | 45.5% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 4.5% |
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 1 | 4.5% |
| Agree | 4 | 9 | 40.9% |
| Strongly Agree | 5 | 10 | 45.5% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 1 | 4.5% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 14 | 63.6% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 9.1% |
| Neither Disagree or Agree | 3 | 1 | 4.5% |
| Agree | 4 | 9 | 40.9% |
| Strongly Agree | 5 | 10 | 45.5% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| Prof. Sandmeyer liked to have people randomly called on during class which I found to be very beneficial. It kept me attentive and following along so that if it came my turn to speak, I would be prepared to do so. Some people feel anxiety in these scenarios, but he made it clear that the student can always ask for a lifeline and another student would answer. This was not uncommon, so many people felt more comfortable when called upon. He also set up his canvas page in an initially complicated way, but after a week of the class, it became very easy to follow along and understand where things were located. After seeing the canvas for over a day, it became increasingly clear and organized. Prof Sandmeyer was also very friendly and approachable, it was not difficult to ask a question during class or hear something about his life outside of the course material. |
| It was helpful that it was super organized because The same assignments were due on the same days which was helpful to remember |
| Dr. Sandmeyer is extremely responsive in terms of any questions or issues you may have. |
| The Daily Schedule was very helpful |
| The assignments helped build up the knowledge needed to write each end of unit paper. |
| Daily schedule, group discussions |
| I believe Dr. Sandmeyer did a great job with inclusion. Although on Zoom, class time was interactive and beneficial. The class was extremely intuitive due to the layout of the canvas portal! |
| zoom meetings |
| Zoom meetings. |
| There was no helpful aspect to Sandmyer's teachings, he was allover the place when he taught jumping around from one thing to another never finishing a damn thought. |
| Classes and the daily lessons that he laid out were very well made and helped me understand the content a lot. |
| The professor organized canvas so that assignments and due dates were very clear and easy to understand. he gave many opportunities for students to meet with him if they didn't understand the content or needed help on an assignment. Many of his small assignments helped prepare for bigger assignments, making the class much easier. Lectures were interactive, and he made sure everyone was able to understand the content. He also gave chances for students to revive themselves. Sandmeyer was no doubt one of the most helpful professors I have ever had. |
| the daily schedule that he implemented into canvas I found to be very helpful though still missed a few assigmnets. |
| Having the discussion assignments or asynchronous assignments really helped me understand the material more |
| The daily schedule and calendar because the whole class was outlined every single day for the whole semester. |

**Which aspects of the course would you change? How and Why?**

| Comments |
|---|
| While this course does have a large amount of reading required to be successful, I think the course overall was great the way it was. |
| I would change that some of the assignments that were assigned do not show on the canvas to do list because you had to go through the homepage of the class |
| Sometimes i found it hard to answer the paper questions in 2500 words. Seems i was grasping at straws by the last few paragraphs. |
| Have all the assignments listed in canvas earlier. A lot of times I would find myself struggling to remember that there might have been Friday assignments. |
| Zoom meetings |
| There are no negative aspects to the course in my opinion. |
| the paper being the final exam |
| The writing assignments. It is much less likely for a student to do something that is not for points, even if it would help them |
| Everything, Sandmyer failed as a teacher in this course. He was sporadic, changing things up at the last minute, and overall made the class a pain in the ass. |
| I believe the course was fine the way it was. |
| I would have prefered to have it in person to help keep me on track and motivated |
| Maybe add in more reading quizzes— 1 for every night we have assigned reading. Those helped me understand the material more as well. |
| Probably how some of the assignments dont show on the to do list. I missed many assignments because of this. |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 22 | 4.3 | 0.8 | 717 | 4.5 | 0.8 | 20367 | 4.2 | 1.0 |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 4 | 18.2% |
| Agree | 4 | 7 | 31.8% |
| Strongly Agree | 5 | 11 | 50.0% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 22 | 4.6 | 0.5 | 717 | 4.5 | 0.7 | 20313 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 22 | 4.0 | 1.1 | 735 | 4.3 | 0.9 | 20916 | 4.1 | 1.0 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 22 | 4.5 | 0.9 | 710 | 4.5 | 0.8 | 20205 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 22 | 4.3 | 0.9 | 719 | 4.4 | 0.8 | 20428 | 4.2 | 0.9 |
| The instructor Robert Sandmeyer treated students with respect. | 22 | 4.6 | 0.6 | 723 | 4.7 | 0.6 | 20394 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 22 | 4.4 | 0.9 | 715 | 4.5 | 0.8 | 20193 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 9 | 40.9% |
| Strongly Agree | 5 | 13 | 59.1% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 13.6% |
| Neither Disagree or Agree | 3 | 3 | 13.6% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 10 | 45.5% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 9.1% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 14 | 63.6% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 3 | 13.6% |
| Agree | 4 | 7 | 31.8% |
| Strongly Agree | 5 | 11 | 50.0% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 4.5% |
| Agree | 4 | 7 | 31.8% |
| Strongly Agree | 5 | 14 | 63.6% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 2 | 9.1% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 13 | 59.1% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
|---|
| he went through the material at a rather slow pace which at times help a lot with the understanding of the topic but sometimes I found it hard to focus partly just to the nature of the course being online |
| I liked how he actively asked questions during lectures to increase class engagement and also made sure there were no questions before moving on to a new topic |
| His ability to understand it is a hard concept to grasp and not grade you on your ability but more your effort to reason. |
| see above. |
| He only gave us assignments that were necessary in order to learn the course information and not just busywork |
| Approachability |
| He was always willing to work with you if you happened to miss class/assignments. |
| very nice |
| Dr. Sandmeyer was great at answering deep thinking questions. He helped me and my peers understand difficult topics with ease. |
| He is very knowledgable |
| He explained the material well and had a very good understanding of the subject, he asked good questions and also always responded to questions which was good. |
| He gave many chances for students to ask questions and interact with the course. He was very chill during class, making it stress less. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
|---|
| none i thought he was great only complaints stem from the class being online |
| Maybe provide a PowerPoint to follow during lectures along with the outline. I sometimes found it hard to follow along during lectures or understand the outline clearly |
| None really |
| Nothing |
| Nothing |
| N/A |
| He talks a lot during zoom meetings so it is hard to stay focused. |
| n/a |
| not putting kids on the spot at random |
| The papers were hard. It always feel like I'm reiterating my point three times to hit the page limit. I have never struggled with writing papers as I do for almost ever class in Public Health. |
| A step–back and reevaluate himself. |
| Maybe break up some of the lectures in some way, myself and I'm sure other students if it was a long lecture day in class it gets hard to focus after a while, I'm not sure what to break it up with maybe a visual aspect or something, I understand that it is harder in an online class he still did a very good job. |
| At some points, he presented information that was more complex, and it was harder to understand, but some addition reading could give you a better understanding. |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 21 | 4.3 | 0.9 | 186 | 4.2 | 0.9 | 882 | 4.2 | 0.9 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 20 | 4.3 | 0.9 | 187 | 4.3 | 0.9 | 880 | 4.2 | 0.9 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 20 | 4.0 | 0.9 | 184 | 4.3 | 0.8 | 874 | 4.2 | 0.9 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 21 | 4.2 | 0.9 | 188 | 4.2 | 1.0 | 881 | 4.2 | 0.9 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 21 | 4.3 | 0.9 | 186 | 4.3 | 0.9 | 878 | 4.2 | 0.9 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 3 | 13.6% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 11 | 50.0% |
| Choose not to rate | NRP | 1 | 4.5% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 3 | 13.6% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 10 | 45.5% |
| Choose not to rate | NRP | 2 | 9.1% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 4 | 18.2% |
| Agree | 4 | 9 | 40.9% |
| Strongly Agree | 5 | 6 | 27.3% |
| Choose not to rate | NRP | 2 | 9.1% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.5% |
| Neither Disagree or Agree | 3 | 4 | 18.2% |
| Agree | 4 | 6 | 27.3% |
| Strongly Agree | 5 | 10 | 45.5% |
| Choose not to rate | NRP | 1 | 4.5% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.8% |
| Neither Disagree or Agree | 3 | 3 | 14.3% |
| Agree | 4 | 5 | 23.8% |
| Strongly Agree | 5 | 12 | 57.1% |

## Distance Learning Related Questions

| Question | Course Response Count | Course Mean | Course Standard Deviation | Department (Philosophy) Response Count | Department (Philosophy) Mean | Department (Philosophy) Standard Deviation | College (Arts and Sciences) Response Count | College (Arts and Sciences) Mean | College (Arts and Sciences) Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|
| Interacting with the instructor | 22 | 1.5 | 0.6 | 451 | 1.7 | 0.6 | 13117 | 1.8 | 0.7 |
| Interacting with other students in the class | 19 | 1.9 | 0.4 | 425 | 2.0 | 0.6 | 12614 | 1.9 | 0.6 |
| Interacting with the course content | 22 | 1.5 | 0.6 | 464 | 1.7 | 0.6 | 13326 | 1.8 | 0.6 |
| Using the library and library services | 15 | 1.8 | 0.6 | 240 | 1.9 | 0.5 | 7317 | 1.9 | 0.5 |
| Arranging accommodations for a disability | 11 | 1.6 | 0.5 | 164 | 1.8 | 0.5 | 4416 | 1.8 | 0.5 |
| Getting help from the ITS Customer Services | 12 | 1.9 | 0.5 | 152 | 1.8 | 0.5 | 4217 | 1.9 | 0.5 |
| Completing group projects | 11 | 1.7 | 0.6 | 180 | 1.8 | 0.5 | 6853 | 1.9 | 0.6 |
| Participating in web conferences | 19 | 1.9 | 0.5 | 322 | 1.8 | 0.5 | 9727 | 1.8 | 0.5 |
| Taking exams and quizzes | 21 | 1.9 | 0.6 | 375 | 1.7 | 0.6 | 11855 | 1.9 | 0.6 |

## 1. Interacting with the instructor

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 11 | 50.0% |
| About the same as other courses I've taken | 2 | 10 | 45.5% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |

## 2. Interacting with other students in the class

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 9.1% |
| About the same as other courses I've taken | 2 | 16 | 72.7% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |
| Not Applicable | NRP | 3 | 13.6% |

## 3. Interacting with the course content

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 11 | 50.0% |
| About the same as other courses I've taken | 2 | 10 | 45.5% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |

## 4. Using the library and library services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 4 | 18.2% |
| About the same as other courses I've taken | 2 | 10 | 45.5% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |
| Not Applicable | NRP | 7 | 31.8% |

## 5. Arranging accommodations for a disability

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 4 | 18.2% |
| About the same as other courses I've taken | 2 | 7 | 31.8% |
| Not Applicable | NRP | 11 | 50.0% |

## 6. Getting help from the ITS Customer Services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 9.1% |
| About the same as other courses I've taken | 2 | 9 | 40.9% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |
| Not Applicable | NRP | 10 | 45.5% |

## 7. Completing group projects

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 4 | 18.2% |
| About the same as other courses I've taken | 2 | 6 | 27.3% |
| Harder than other courses I've taken | 3 | 1 | 4.5% |
| Not Applicable | NRP | 11 | 50.0% |

## 8. Participating in web conferences

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 3 | 13.6% |
| About the same as other courses I've taken | 2 | 14 | 63.6% |
| Harder than other courses I've taken | 3 | 2 | 9.1% |
| Not Applicable | NRP | 3 | 13.6% |

| 9. Taking exams and quizzes | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Easier than other courses I've taken | 1 | 5 | 22.7% |
| About the same as other courses I've taken | 2 | 14 | 63.6% |
| Harder than other courses I've taken | 3 | 2 | 9.1% |
| Not Applicable | NRP | 1 | 4.5% |

## DL1C: What elements of the course (including technology) contributed to your learning?

| Comments |
|---|
| Having the class online increased accountability and made sure that I kept track of what was due when and what days class was live versus asynchronous. While this could be a downside to have so much pressure that only I can determine how much I interact with the class, it helped reinforce and grow some characteristics for me and proved to myself that I don't have to procrastinate or push work off. |
| Doing assignments on my own time and not in class |
| Noy much, i would rather take all courses in person. |
| I enjoy online simply because I don't have to deal with the traffic and hassle of going to campus. |
| no benefits |
| This course worked well online |
| easier to work while taking classes online |
| There where none, plaim and simple there was nothing offered that benefited the class. |
| You can read through the lesson as he speaks about it, in person you most likely wouldn't have the key points of the lesson bulleted that you can read while he lectures, I think reading through the main points and then him breaking that down into more detail was good. |
| Taking this course online allowed me to work at my own pace. Class meeting were at a scheduled time, which helped me with discipline by being a reminder to complete assignments, but other than that, everything was on our own. |
| none |
| I got to sleep in on the days I had it |
| It was easy to just do your homework and get stuff done without having to go anywhere. |

## DL2C: What elements of the course (including technology) did not contribute to your learning, if any?

| Comments |
|---|
| With any online course, attention spans are difficult to maintain. Otherwise, this class was very easy to follow along with and complete. |
| Taking a class online it is harder to create a relationship with the instructor |
| Motivation |
| N/A |
| typical online course challenges —-> not as quality learning experience |
| paying attention |
| Bob Sandmyer was my biggest obstacle this semester, and it should never be like that. So with that being said I am highly disappointed with this course. |
| It feels more uncomfortable to ask questions in an online class. |
| With online courses, in general, being on time to class, and focusing during class is always a struggle. |
| keeping everything organized an knowing when it is due |
| Not having in–person interaction– I feel like the material would be more engaging if the class was all together |
| Not having accountability |

| Raters | Students |
|---|---|
| Responded | 11 |
| Invited | 29 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 11 | 2.0 | 1.3 | 609 | 2.6 | 1.3 | 15279 | 2.4 | 1.3 |

| My classification is | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Freshman | 1 | 6 | 54.5% |
| Sophomore | 2 | 2 | 18.2% |
| Junior | 3 | 0 | 0.0% |
| Senior | 4 | 3 | 27.3% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 4 | 28.6% |
| Is an elective | 6 | 42.9% |
| Covers a topic I am interested in | 4 | 28.6% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 11 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 11 | 5.8 | 1.0 | 599 | 6.6 | 0.7 | 14935 | 6.4 | 0.9 |

| My expected grade in this course | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 1 | 9.1% |
| C | 5 | 3 | 27.3% |
| B | 6 | 4 | 36.4% |
| A | 7 | 3 | 27.3% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 11 | 2.0 | 0.8 | 610 | 2.0 | 1.0 | 15241 | 2.4 | 1.1 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 3 | 27.3% |
| 3 - 4 hours | 2 | 5 | 45.5% |
| 5 - 7 hours | 3 | 3 | 27.3% |
| 8 - 10 hours | 4 | 0 | 0.0% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 11 | 4.1 | 0.7 | 610 | 4.2 | 0.9 | 15355 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 6 | 54.5% |
| Strongly Agree | 5 | 3 | 27.3% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 11 | 4.4 | 0.8 | 610 | 4.4 | 0.9 | 15318 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 11 | 4.2 | 0.8 | 590 | 4.3 | 1.0 | 14873 | 4.1 | 1.1 |
| Grading in the course was fair. | 11 | 4.0 | 0.9 | 608 | 4.4 | 0.9 | 15291 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 11 | 4.4 | 0.7 | 604 | 4.6 | 0.7 | 15223 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 11 | 4.5 | 0.7 | 608 | 4.5 | 0.7 | 15293 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 6 | 54.5% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 4 | 36.4% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 6 | 54.5% |
| Strongly Agree | 5 | 3 | 27.3% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 5 | 45.5% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 6 | 54.5% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| I thought that the way Dr. Sandmeyer approached the writing assignments was extremely helpful. His big thing was, "Good writing is rewriting." This saying has been immensely helpful in bettering my writing. It is something that I will take with me throughout the rest of my academic career, and indeed into my career proper. |
| The lecture. He did a very good job carefully speaking to us, in a manor to make sure the students understood. |
| Being able to reach out anytime. |
| The zoom during class time was most helpful because we were able to ask questions to the professor directly. Additionally, having asynchronous classes once a week was also very helpful because it allowed us time to formulate writing and reading pieces. |
| The professor for this class was very helpful and answered all of my emails/questions/concerns |
| I thought the layout of the daily schedule was neat, I literally had everything in front of me and it kept me well organized and on top of things. |
| having the class as a large discussions and knowing that i can speak out and ask questions |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| I would change almost nothing, save for the virtual format. I understand that this was not something that could be helped, and I am in no way blaming anyone for this. I simply wish that we had been able to form more of a community. |
| Not as many papers |
| Just the zooms it was hard to learn over the computer |
| I wouldn't change anything. |
| The workload for this class was insane. Too many assignments and way too strict of a grading scale for a 100 level class |
| None. The professor was great and so was the discussions. |
| try new ways to learn the material |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 11 | 4.6 | 0.5 | 717 | 4.5 | 0.8 | 20367 | 4.2 | 1.0 |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 7 | 63.6% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 11 | 4.5 | 0.5 | 717 | 4.5 | 0.7 | 20313 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 11 | 4.1 | 0.8 | 735 | 4.3 | 0.9 | 20916 | 4.1 | 1.0 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 11 | 4.5 | 0.7 | 710 | 4.5 | 0.8 | 20205 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 11 | 4.5 | 0.5 | 719 | 4.4 | 0.8 | 20428 | 4.2 | 0.9 |
| The instructor Robert Sandmeyer treated students with respect. | 11 | 4.7 | 0.5 | 723 | 4.7 | 0.6 | 20394 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 11 | 4.7 | 0.5 | 715 | 4.5 | 0.8 | 20193 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 6 | 54.5% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 9.1% |
| Agree | 4 | 7 | 63.6% |
| Strongly Agree | 5 | 3 | 27.3% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 9.1% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 6 | 54.5% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 5 | 45.5% |
| Strongly Agree | 5 | 6 | 54.5% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 8 | 72.7% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 8 | 72.7% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
| --- |
| I thought his ability to answer questions and guide us to a better understanding of the philosophical readings was really great. |
| His understanding |
| Quick responses |
| The instructors answering of questions was very helpful and ability to explain things in different ways aided my understanding in the complex concepts. |
| He asked a lot of questions for us to answer in class which allowed us to understand the material before which was cool. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
| --- |
| This is more related to the course itself than the way in which Dr. Sandmeyer presented himself. I felt that towards the end of the class things became a bit rushed. We spent a great deal of time in the first unit, but each successive unit after that became increasingly shorter. Perhaps this was intentional to try and train us to digest complex source material more quickly, but it felt somewhat panicked at a certain point. |
| None |
| Nothing |
| I would only change some of his presentation during class. Keeping to the flow of the class that was given to us in the lesson plan would help me follow along better, sometimes the professor would backtrack in a confusing manner. |
| None, he was one of the best professors I have had solely because of how neat everything was laid out. |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 11 | 4.4 | 0.8 | 186 | 4.2 | 0.9 | 882 | 4.2 | 0.9 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 11 | 4.2 | 1.1 | 187 | 4.3 | 0.9 | 880 | 4.2 | 0.9 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 11 | 4.0 | 1.0 | 184 | 4.3 | 0.8 | 874 | 4.2 | 0.9 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 11 | 4.0 | 1.0 | 188 | 4.2 | 1.0 | 881 | 4.2 | 0.9 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 11 | 4.0 | 1.0 | 186 | 4.3 | 0.9 | 878 | 4.2 | 0.9 |

### 1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 3 | 27.3% |
| Strongly Agree | 5 | 6 | 54.5% |

### 2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 2 | 18.2% |
| Strongly Agree | 5 | 6 | 54.5% |

### 3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

### 4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

### 5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 9.1% |
| Neither Disagree or Agree | 3 | 2 | 18.2% |
| Agree | 4 | 4 | 36.4% |
| Strongly Agree | 5 | 4 | 36.4% |

## Distance Learning Related Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Interacting with the instructor | 10 | 1.9 | 0.6 | 451 | 1.7 | 0.6 | 13117 | 1.8 | 0.7 |
| Interacting with other students in the class | 8 | 2.0 | 0.5 | 425 | 2.0 | 0.6 | 12614 | 1.9 | 0.6 |
| Interacting with the course content | 10 | 1.7 | 0.7 | 464 | 1.7 | 0.6 | 13326 | 1.8 | 0.6 |
| Using the library and library services | 9 | 1.8 | 0.4 | 240 | 1.9 | 0.5 | 7317 | 1.9 | 0.5 |
| Arranging accommodations for a disability | 6 | 1.8 | 0.4 | 164 | 1.8 | 0.5 | 4416 | 1.8 | 0.5 |
| Getting help from the ITS Customer Services | 6 | 1.8 | 0.4 | 152 | 1.8 | 0.5 | 4217 | 1.9 | 0.5 |
| Completing group projects | 7 | 1.7 | 0.5 | 180 | 1.8 | 0.5 | 6853 | 1.9 | 0.6 |
| Participating in web conferences | 10 | 1.8 | 0.4 | 322 | 1.8 | 0.5 | 9727 | 1.8 | 0.5 |
| Taking exams and quizzes | 9 | 2.0 | 0.5 | 375 | 1.7 | 0.6 | 11855 | 1.9 | 0.6 |

### 1. Interacting with the instructor

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 18.2% |
| About the same as other courses I've taken | 2 | 7 | 63.6% |
| Harder than other courses I've taken | 3 | 1 | 9.1% |
| Not Applicable | NRP | 1 | 9.1% |

### 2. Interacting with other students in the class

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 10.0% |
| About the same as other courses I've taken | 2 | 6 | 60.0% |
| Harder than other courses I've taken | 3 | 1 | 10.0% |
| Not Applicable | NRP | 2 | 20.0% |

### 3. Interacting with the course content

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 4 | 36.4% |
| About the same as other courses I've taken | 2 | 5 | 45.5% |
| Harder than other courses I've taken | 3 | 1 | 9.1% |
| Not Applicable | NRP | 1 | 9.1% |

### 4. Using the library and library services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 18.2% |
| About the same as other courses I've taken | 2 | 7 | 63.6% |
| Not Applicable | NRP | 2 | 18.2% |

### 5. Arranging accommodations for a disability

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 9.1% |
| About the same as other courses I've taken | 2 | 5 | 45.5% |
| Not Applicable | NRP | 5 | 45.5% |

### 6. Getting help from the ITS Customer Services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 9.1% |
| About the same as other courses I've taken | 2 | 5 | 45.5% |
| Not Applicable | NRP | 5 | 45.5% |

### 7. Completing group projects

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 18.2% |
| About the same as other courses I've taken | 2 | 5 | 45.5% |
| Not Applicable | NRP | 4 | 36.4% |

### 8. Participating in web conferences

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 18.2% |
| About the same as other courses I've taken | 2 | 8 | 72.7% |
| Not Applicable | NRP | 1 | 9.1% |

| 9. Taking exams and quizzes | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Easier than other courses I've taken | 1 | 1 | 9.1% |
| About the same as other courses I've taken | 2 | 7 | 63.6% |
| Harder than other courses I've taken | 3 | 1 | 9.1% |
| Not Applicable | NRP | 2 | 18.2% |

## DL1C: What elements of the course (including technology) contributed to your learning?

| Comments |
|---|
| It was beneficial for the obvious reason that I was able to avoid getting sick. I think it was an incredibly well made decision to hold some sections of this class (and most classes) online for the sake of health and well being. I have an immunocompromised family member, so without the online format, I most likely wouldn't have been able to attend school. |
| I'm not really sure I would prefer to be in person |
| Having the lesson plans online were very helpful, so that I could refer back to these. |
| Besides the fact I didn't have to leave my room there wasn't any huge benefits which is a good thing. |
| it gave me more time to do work as well as not be as nervous presenting to the class |

## DL2C: What elements of the course (including technology) did not contribute to your learning, if any?

| Comments |
|---|
| It was difficult to feel any real sense of community or belonging. I saw the faces of my classmates almost every other day, but I never got to know really any of them. Because of this, it has been very easy to feel isolated at times. |
| I just don't really like zoom and it feels like a waste of time when it's on zoom because it seems like the material flies over my head. |
| Minimal interaction / conversation with other students. |
| the discussions were a little difficult to do in the sense of recording myself talking about a subject for 5 minutes is really difficult to do |
| There were none, it was very simple and I attended every class. |
| it is hard to stay motivated when the class is online |

| Raters | Students |
|---|---|
| Responded | 48 |
| Invited | 66 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 48 | 2.0 | 1.4 | 609 | 2.6 | 1.3 | 15279 | 2.4 | 1.3 |

| My classification is | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Freshman | 1 | 26 | 54.2% |
| Sophomore | 2 | 9 | 18.8% |
| Junior | 3 | 5 | 10.4% |
| Senior | 4 | 6 | 12.5% |
| Graduate | 5 | 1 | 2.1% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 1 | 2.1% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 14 | 25.5% |
| Is an elective | 31 | 56.4% |
| Covers a topic I am interested in | 9 | 16.4% |
| Choose not to rate | 1 | 1.8% |
| Respondent(s) | 48 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 47 | 6.8 | 0.9 | 599 | 6.6 | 0.7 | 14935 | 6.4 | 0.9 |

| My expected grade in this course | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Pass or audit | 1 | 1 | 2.1% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 3 | 6.3% |
| A | 7 | 43 | 89.6% |
| Choose not to rate | NRP | 1 | 2.1% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 48 | 1.7 | 0.8 | 610 | 2.0 | 1.0 | 15241 | 2.4 | 1.1 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 24 | 50.0% |
| 3 - 4 hours | 2 | 16 | 33.3% |
| 5 - 7 hours | 3 | 7 | 14.6% |
| 8 - 10 hours | 4 | 1 | 2.1% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 48 | 4.2 | 0.6 | 610 | 4.2 | 0.9 | 15355 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 2.1% |
| Neither Disagree or Agree | 3 | 3 | 6.3% |
| Agree | 4 | 31 | 64.6% |
| Strongly Agree | 5 | 13 | 27.1% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 48 | 4.4 | 0.7 | 610 | 4.4 | 0.9 | 15318 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 48 | 4.4 | 0.6 | 590 | 4.3 | 1.0 | 14873 | 4.1 | 1.1 |
| Grading in the course was fair. | 48 | 4.7 | 0.5 | 608 | 4.4 | 0.9 | 15291 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 48 | 4.6 | 0.5 | 604 | 4.6 | 0.7 | 15223 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 47 | 4.7 | 0.5 | 608 | 4.5 | 0.7 | 15293 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 2.1% |
| Neither Disagree or Agree | 3 | 2 | 4.2% |
| Agree | 4 | 20 | 41.7% |
| Strongly Agree | 5 | 25 | 52.1% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 4 | 8.3% |
| Agree | 4 | 20 | 41.7% |
| Strongly Agree | 5 | 24 | 50.0% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 12 | 25.0% |
| Strongly Agree | 5 | 35 | 72.9% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 15 | 31.3% |
| Strongly Agree | 5 | 32 | 66.7% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 13 | 27.1% |
| Strongly Agree | 5 | 33 | 68.8% |
| Choose not to rate | NRP | 1 | 2.1% |

## Which aspects of the course were most helpful? Why?

| Comments |
| --- |
| I liked how we had zoom calls for class at a certain time and the professor was actually teaching. |
| The way the professor explained things because they helped me see things in a different view. |
| Being able to meet with the teacher or TA in zoom meetings. Also, having the daily schedule available to see what we were doing for the week. |
| Discussions because it helped to get other students perspectives on topics |
| I felt that I benefitted the most from the simple lectures and that they were organized well for an introductory PHI course. |
| Lay out because it was easy to find stuff out |
| having zoom classes so that I knew exactly what we were learning |
| I really enjoyed when speakers came to talk about what we were learning in class because it allowed for real connections to be made to real life |
| Had a very clear schedule that made it easy to follow along with class assignments. |
| I liked the discussion portion because we were able to look at everyones videos to get a better understanding |
| The discussion was excellent, I wish more time could have been spent on content instead of housekeeping stuff. That was not the professor though, he was excellent. |
| the zooms were very informative. |
| Understanding the aspects of what food brings into our life and how it can affect us |
| N/A |
| Having lectures over zoom during the meeting time because it allowed us to ask questions. |
| I really enjoyed the discussions really helped understand things at the end of the day. |
| N/A |
| the daily schedule |
| I enjoyed the discussion boards because it gave the opportunity to hear from and communicate with other classmates, which is something that's typically hard to do with an online course. |
| Class periods |
| the announcements in the beginning of class were always an extra help to help me keep track of everything |
| the professor |
| The main webpage / It was organized well |
| Professor kept everything laid out in the daily schedule, which was great. Also answered any questions that people had |
| the zoom class where all of the material was covered |
| Lesson plan was always available and clear. |
| Class discussions were most helpful and engaging. Professor would lecture and sometimes we would have a class discussion which was nice for everyone to get involved. |
| I liked how we had lectures two days a week and then a discussion at the end of the week to talk about what we have learned. |
| Having the readings readily available made it easy to find information or to help clear up things I wasn't sure about. |
| The course is laid out very clearly on canvas and provided extremely useful information. This course caused me to think about things I had never considered before. Going forward, I will see food ethics extremely differently. |
| The planned out schedule and daily objectives on canvas was the most helpful part. Also being reminded on a daily in the beginning on class helped a lot. |
| The material was paced nicely, and the material on the exams matched the material we covered in class. |
| The organization of the daily schedule helped students understand the content we were learning during that day and when assignments were due. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| im not sure |
| There is nothing I can think of that I would change. |
| I would not meet 3 times a week as a class as some of the meetings were not necessary. |
| Attendance quizzes were a hassle |
| Nothing |
| How the discussions would show up because it would only show the friday due date and not the wednesday one |
| for the most part i wouldn't change anything i just thought the powerpoints were sometime confusing to follow |
| Method of Attendance as I had multiple problems with trying to submit them. |
| I would change the actual presentation of the information in class. the powerpoints were just confusing everytime i went back to view them |
| Nothing about the course. It was the best organized online course I have taken and I take one every semester. Seriously, Bob should teach a class on that part alone. |
| Having all the assignemnts up at once so I can see into the future months of work. |
| None, he fully did a great job explaining every topic to his ability and helped us learn to better ourselves and be aware of what we consume for ways its affects us |
| N/A |
| I thought the class was very well structured and I would not change anything. |
| If zoom sticks around I wouldn't ask students and call them out let them speak up if they want... ends up feeding into good content you could be covering instead of asking students who are learning still. |
| N/A |
| the attendance |
| I don't think I'd change anything; I feel like I learned a lot and I really like the way the course was set up/organized, particularly with the daily schedule. |
| Nothing |
| having discussion posts show up on canvas on wednesday instead of friday |
| nothing |
| The attendance questions, get rid of them. I understand they're meant to encourage students to show up for class, but half the time they just end up getting forgotten.<br><br>The third party interface that runs through canvas is weird too. There's already a host of applications why include a new system to learn |
| The attendance as I would forget sometimes in the beginning of class |
| The course was sometimes hard to follow and confusing — sometimes, the readings were hard to understand |
| nothing. it was a great class |
| Sometimes class discussions would get off topic |
| I would change how the lectures were presented. I like the powerpoint, but not the whole time. |
| Not sure if the visitors always helped me with understanding what we were learning about. |
| I would open up the discussion forums to the class rather than having the groups. Responding to the same people got old especially if most of the group wasn't participating in the discussion forum. |
| none |
| Making the discussion boards an actual assignment because sometimes I would forget to do the first part on time. Also having more small assignments that reflected on the topics we covered in class or the readings. |
| I wouldn't change anything. |
| Possibly add some entertainment to the lectures since they can be long and a little boring at times |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 47 | 4.5 | 0.6 | 717 | 4.5 | 0.8 | 20367 | 4.2 | 1.0 |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 3 | 6.3% |
| Agree | 4 | 18 | 37.5% |
| Strongly Agree | 5 | 26 | 54.2% |
| Choose not to rate | NRP | 1 | 2.1% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 48 | 4.6 | 0.5 | 717 | 4.5 | 0.7 | 20313 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 48 | 4.3 | 0.7 | 735 | 4.3 | 0.9 | 20916 | 4.1 | 1.0 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 48 | 4.4 | 0.7 | 710 | 4.5 | 0.8 | 20205 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 48 | 4.5 | 0.7 | 719 | 4.4 | 0.8 | 20428 | 4.2 | 0.9 |
| The instructor Robert Sandmeyer treated students with respect. | 48 | 4.7 | 0.5 | 723 | 4.7 | 0.6 | 20394 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 48 | 4.6 | 0.6 | 715 | 4.5 | 0.8 | 20193 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 17 | 35.4% |
| Strongly Agree | 5 | 30 | 62.5% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 2.1% |
| Neither Disagree or Agree | 3 | 3 | 6.3% |
| Agree | 4 | 23 | 47.9% |
| Strongly Agree | 5 | 21 | 43.8% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 4.2% |
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 19 | 39.6% |
| Strongly Agree | 5 | 26 | 54.2% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 4.2% |
| Neither Disagree or Agree | 3 | 1 | 2.1% |
| Agree | 4 | 16 | 33.3% |
| Strongly Agree | 5 | 29 | 60.4% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 15 | 31.3% |
| Strongly Agree | 5 | 33 | 68.8% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 4.2% |
| Agree | 4 | 17 | 35.4% |
| Strongly Agree | 5 | 29 | 60.4% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
| --- |
| He cared about all of the students and was understanding when I couldn't do an assignment because I was very sick. |
| The way he described things because it helped me see things in a different way. |
| He explained things very in depth all of the time so as to make sure we could understand the concept. |
| Good explanations |
| Dr. Sandmeyer was a very respectful professor that took time to understand questions and simply answer them. I think his relatability and transparency helped to make an online course feel much more personal. The course was organized well for such uncommon situations. He also accommodated well to students that were unable to travel onto campus. |
| Communication because made sure we all understood |
| making us try and figure out the answer before giving it to us |
| Always willing to help and super understanding |
| Examined answers and concepts very clearly and made it easy to write notes. |
| he encouraged participation and answered every question |
| He taught critical thinking well in this course, with the careful breaking down of each reading. It was excellent and I learned more and enjoyed it more than expected, considering it was a required course I was avoiding before. |
| He was very nice, patient, and communicative, |
| His group discussion over a topic were very engaging and helpful |
| N/A |
| Allows asked questioned and was very involved in the class. |
| elaboration as asked was very helpful. |
| His enthusiasm about the topic |
| his understandingness |
| I appreciated how chill he was. I never felt intimidated, scared of reaching out to him about anything course–related, or like he was purposefully making the class difficult (which I've come across before). |
| Everything |
| he made everything interesting, made it easier to learn |
| He was thorough in his work |
| Explaining information with website and readings / it provided evidence and more understanding |
| He was receptive to any questions and kept the course organized with the daily schedule |
| how the professor responded to questions asked by the students |
| Was always open to questions and respectful to students lives. |
| He was very kind and I feel like I was able to get to know him as a person throughout the year. He was very open, honest, understanding, considerate, and passionate about the material he taught. He was a great professor and I would recommend him to anyone who asked. |
| The discussions through the videos were very helpful because we got to hear other students opinions. |
| The instructor answered questions clearly and was respectful to students. |
| His willingness to answer questions and have thorough conversations with the students. |
| He would constantly have the students participate in class by asking questions and having in class discussions. When he was lecturing, he explained the material and what the author was saying very clearly. |
| He was very big on communication and made it sure to us daily that he would be open to answering our questions or emails we sent him. He also took a lot of time to help if we were unsure of anything. |
| He was very understanding, and wanted his students to succeed. |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| I wouldn't change anything |
| I would change the pace. I succeeded decently in this class without paying much attention to the content. I took it for the easy A and got it, but I feel like I didn't get my knowledge for the money I paid. (I would be upset if I was taking this for the knowledge and not the credit. |
| I would try to make the lectures more interactive just to make sure students are understanding the material. |
| None |
| Lectures little confusing |
| Sometimes he would ramble a little bit so many not do that as much |
| honestly nothing |
| None regarding teaching and class work. |
| nothing |
| Nothing, it was well done. |
| being more clear on when some assignments were going to be do. |
| None |
| N/A |
| I thought the teacher was really good and I wouldn't change anything. |
| as stated previously a lot of participation was expected whiles students were taking notes and thinking about what they are hearing. |
| N/A |
| none |
| Nothing |
| none |
| nothing |
| nothing other than attendance thing |
| Sometimes, the lessons seemed scattered or we would go off topic and it was easy to get lost. |
| nothing. he was a great instructor |
| Sometimes would get off topic. |
| none |
| I would not change anything. |
| Can't think of any. |
| none |
| Probably nothing |
| I wouldn't change anything. |

## UK Core - CCC

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. | 43 | 4.4 | 0.5 | 164 | 4.4 | 0.7 | 860 | 4.3 | 0.9 |
| This course helped me understand how these differences influence issues of social justice and/or civic responsibility. | 44 | 4.4 | 0.6 | 165 | 4.4 | 0.7 | 865 | 4.3 | 0.9 |
| This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course. | 44 | 4.5 | 0.5 | 162 | 4.5 | 0.6 | 859 | 4.4 | 0.8 |
| This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance | 45 | 4.5 | 0.5 | 164 | 4.4 | 0.7 | 862 | 4.3 | 0.8 |
| This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas | 44 | 4.5 | 0.5 | 164 | 4.4 | 0.7 | 862 | 4.3 | 0.8 |
| This course helped me understand effective and responsible participation in a diverse society. | 44 | 4.5 | 0.5 | 164 | 4.4 | 0.7 | 849 | 4.2 | 0.9 |

**1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 25 | 55.6% |
| Strongly Agree | 5 | 18 | 40.0% |
| Choose not to rate | NRP | 2 | 4.4% |

**2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 4.3% |
| Agree | 4 | 22 | 47.8% |
| Strongly Agree | 5 | 20 | 43.5% |
| Choose not to rate | NRP | 2 | 4.3% |

**3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 22 | 48.9% |
| Strongly Agree | 5 | 22 | 48.9% |
| Choose not to rate | NRP | 1 | 2.2% |

**4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 24 | 52.2% |
| Strongly Agree | 5 | 21 | 45.7% |
| Choose not to rate | NRP | 1 | 2.2% |

**5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.2% |
| Agree | 4 | 22 | 48.9% |
| Strongly Agree | 5 | 21 | 46.7% |
| Choose not to rate | NRP | 1 | 2.2% |

**6. This course helped me understand effective and responsible participation in a diverse society.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 24 | 53.3% |
| Strongly Agree | 5 | 20 | 44.4% |
| Choose not to rate | NRP | 1 | 2.2% |

## Distance Learning Related Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Interacting with the instructor | 45 | 1.7 | 0.6 | 451 | 1.7 | 0.6 | 13117 | 1.8 | 0.7 |
| Interacting with other students in the class | 46 | 1.9 | 0.6 | 425 | 2.0 | 0.6 | 12614 | 1.9 | 0.6 |
| Interacting with the course content | 46 | 1.7 | 0.6 | 464 | 1.7 | 0.6 | 13326 | 1.8 | 0.6 |
| Using the library and library services | 27 | 1.9 | 0.6 | 240 | 1.9 | 0.5 | 7317 | 1.9 | 0.5 |
| Arranging accommodations for a disability | 22 | 1.7 | 0.6 | 164 | 1.8 | 0.5 | 4416 | 1.8 | 0.5 |
| Getting help from the ITS Customer Services | 23 | 1.8 | 0.5 | 152 | 1.8 | 0.5 | 4217 | 1.9 | 0.5 |
| Completing group projects | 33 | 1.7 | 0.5 | 180 | 1.8 | 0.5 | 6853 | 1.9 | 0.6 |
| Participating in web conferences | 41 | 1.6 | 0.5 | 322 | 1.8 | 0.5 | 9727 | 1.8 | 0.5 |
| Taking exams and quizzes | 46 | 1.7 | 0.6 | 375 | 1.7 | 0.6 | 11855 | 1.9 | 0.6 |

## 1. Interacting with the instructor

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 15 | 32.6% |
| About the same as other courses I've taken | 2 | 27 | 58.7% |
| Harder than other courses I've taken | 3 | 3 | 6.5% |
| Not Applicable | NRP | 1 | 2.2% |

## 2. Interacting with other students in the class

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 10 | 21.7% |
| About the same as other courses I've taken | 2 | 31 | 67.4% |
| Harder than other courses I've taken | 3 | 5 | 10.9% |

## 3. Interacting with the course content

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 16 | 34.8% |
| About the same as other courses I've taken | 2 | 28 | 60.9% |
| Harder than other courses I've taken | 3 | 2 | 4.3% |

## 4. Using the library and library services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 6 | 13.0% |
| About the same as other courses I've taken | 2 | 17 | 37.0% |
| Harder than other courses I've taken | 3 | 4 | 8.7% |
| Not Applicable | NRP | 19 | 41.3% |

## 5. Arranging accommodations for a disability

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 7 | 15.2% |
| About the same as other courses I've taken | 2 | 14 | 30.4% |
| Harder than other courses I've taken | 3 | 1 | 2.2% |
| Not Applicable | NRP | 24 | 52.2% |

## 6. Getting help from the ITS Customer Services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 6 | 13.0% |
| About the same as other courses I've taken | 2 | 16 | 34.8% |
| Harder than other courses I've taken | 3 | 1 | 2.2% |
| Not Applicable | NRP | 23 | 50.0% |

## 7. Completing group projects

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 10 | 21.7% |
| About the same as other courses I've taken | 2 | 23 | 50.0% |
| Not Applicable | NRP | 13 | 28.3% |

## 8. Participating in web conferences

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 16 | 34.8% |
| About the same as other courses I've taken | 2 | 24 | 52.2% |
| Harder than other courses I've taken | 3 | 1 | 2.2% |
| Not Applicable | NRP | 5 | 10.9% |

| 9. Taking exams and quizzes | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Easier than other courses I've taken | 1 | 18 | 39.1% |
| About the same as other courses I've taken | 2 | 26 | 56.5% |
| Harder than other courses I've taken | 3 | 2 | 4.3% |

## DL1C: What elements of the course (including technology) contributed to your learning?

| Comments |
|---|
| I'm not sure if there were any benefits to taking this course online. I feel like it would've been the same benefits if it was in person. |
| It was easy. No knowledge benefits. |
| Being able to complete work earlier so that I could get other work done in my other classes. |
| Learned new things |
| It was beneficial to able to work at your own pace on some of the course material, but I really enjoyed the fact that the course was still synchronous. |
| Working at my pace |
| I got to learn more about culture and different theories |
| gave me more time to look over the powerpoints and reflect on what we talked about |
| No benefits |
| I was able to plan out my work in advance because he allowed due dates to be spread out throughout the semster |
| Benefits are the travel, parking aspects of going to class on campus are not a problem. The time for all of that is significant and this can be an online class definitely. |
| not having to get up in the morning. |
| Helping me understand how I need to diet |
| N/A |
| Learning about a new topic that most people know nothing about. |
| I enjoyed it online it worked perfectly only thing is i am unmotivated now due to all the classes being that way. |
| N/A |
| Being able to attend class from the comfort of my own home, which is especially enjoyable for a morning class like this one. |
| How different views In consumption |
| i know how to navigate canvas really well so it was easy to follow along with assignments |
| nothing |
| Didn't have to walk to class |
| Having the recordings to refer back to in case I missed something or needed to hear another explanation |
| completing my core class requirement |
| Could do on your own time to some extent |
| being able to manage my own time. |
| Having all the material easily accessible. |
| I was able to go through the material for each day and review the material and add to my notes. |
| When we would get asked personal questions about how we see food I would not want to answer those questions in person infront of people. I liked learning online a lot for this class. |
| I was able to go back and rewatch the lectures if I missed something, and the instructor made this class very interesting, and I was able to find everything that I needed through canvas. |

## DL2C: What elements of the course (including technology) did not contribute to your learning, if any?

| Comments |
|---|
| With online classes there is always the problem of wifi connections as well as everyday life problems. |
| I didn't feel obligated to pay attention in class. |
| Not having interactions with classmates |
| Going to the class because it was not at a good time for me, poor planning on my part |
| Not much |
| none |
| a lot harder to interact and have discussion with peers |
| Personally it's harder to learn over a screen then being physically in class. |
| asking questions was hard to do online |
| The discussion needed with students in this class and it being a 205 core class means face to face would be very helpful. I'm glad it was online, but only for my convenience. I think face to face could contribute to the content and discussion. |
| maybe not fulling grasping the material |
| Staying engaged in class and being able to but in and say something |
| N/A |
| Some of topics were challenging to understand. |
| motivation |
| N/A |
| A bit harder to interact with other students than in–person classes tend to be. |
| Getting engaged |
| no face to face talk with other students which is always hard on zoom |
| everything |
| Nothing |
| No one would hardly ever talk in my breakout rooms |
| none |
| Easy to put off for a long time and get behind. |
| The challenges of taking this course online was that it was hard to meet other students in the class. |
| During in class discussions, we would go into break out rooms and some of the students would keep their cameras and microphones off for the discussion. It was hard because the other group members and myself had to pick up the slack of the other student(s) |
| Nothing |
| There were none |

| Raters | Students |
|---|---|
| Responded | 13 |
| Invited | 16 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 13 | 3.1 | 0.8 | 609 | 2.6 | 1.3 | 15279 | 2.4 | 1.3 |

**My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 3 | 23.1% |
| Junior | 3 | 6 | 46.2% |
| Senior | 4 | 4 | 30.8% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 3 | 21.4% |
| Is an elective | 8 | 57.1% |
| Covers a topic I am interested in | 3 | 21.4% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 13 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 13 | 5.9 | 0.9 | 599 | 6.6 | 0.7 | 14935 | 6.4 | 0.9 |

**My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 1 | 7.7% |
| C | 5 | 2 | 15.4% |
| B | 6 | 7 | 53.8% |
| A | 7 | 3 | 23.1% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 13 | 2.2 | 0.7 | 610 | 2.0 | 1.0 | 15241 | 2.4 | 1.1 |

| Hours per week spent on the course (excluding class time) | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| 2 hour or less | 1 | 2 | 15.4% |
| 3 - 4 hours | 2 | 7 | 53.8% |
| 5 - 7 hours | 3 | 4 | 30.8% |
| 8 - 10 hours | 4 | 0 | 0.0% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 13 | 4.1 | 1.1 | 610 | 4.2 | 0.9 | 15355 | 4.0 | 1.0 |

| I consider this course to be a quality course. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 2 | 15.4% |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 6 | 46.2% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 13 | 4.6 | 0.7 | 610 | 4.4 | 0.9 | 15318 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 13 | 4.4 | 1.0 | 590 | 4.3 | 1.0 | 14873 | 4.1 | 1.1 |
| Grading in the course was fair. | 13 | 4.6 | 0.7 | 608 | 4.4 | 0.9 | 15291 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 13 | 4.7 | 0.5 | 604 | 4.6 | 0.7 | 15223 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 13 | 4.8 | 0.4 | 608 | 4.5 | 0.7 | 15293 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 8 | 61.5% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 9 | 69.2% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 10 | 76.9% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The in class discussions gave us a chance to clarify whatever questions we had about the readings, and Professor Sandmeyer happily encouraged us to ask questions and debate in class the meaning behind the philosophical readings. |
| The teacher was really great and helpful. |
| i thought the discussion posts were helpful because i got to hear different viewpoints that helped me get a better understanding of the topic |
| I thought the professor was really helpful when it came to making the class feel like a normal class. Despite being online. |
| Professor was very kind and understanding of the situation we are in this year. Not afraid to talk or ask any question about the material in this course. |
| I loved learning the Chicago style and improving my writing skills. |
| having class |
| I appreciated the organization in the class schedule and the all around structure of this course. |
| Class discussion |
| The daily schedule/ |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| Require people to have their webcams on; a lot of people weren't paying attention in class (you could tell when they were called on to answer a question and couldn't) and you could tell Prof. Sandmeyer was constantly upset about talking to a screen of blank squares instead of face–to–face. |
| It was a confusing course, I didn't understand anything about it so the papers were hard. |
| maybe a little more small group work to get to know classmates better and talk about class topics |
| Nothing |
| Can not think of an aspect to change |
| Wasting the first 20 minutes of every class time talking about how the course works and what we plan to do makes me want to mute the class for 20 minutes, so that my brain isn't fried by the time we actually discuss the fun stuff. |
| not as many discussions |
| As a philosophy student, I felt like the class was much more about the history of ecology than the philosophy, would definitely have appreciated spending less time on progression of ecology through the years and more on philosophical questions raised by ecology |
| The worse part of this course is the difficulty teaching it online, unable to have face to face discussions. However, i thought the professor did a very good job in achieving this to the best of his ability. |
| none |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 13 | 4.7 | 0.5 | 717 | 4.5 | 0.8 | 20367 | 4.2 | 1.0 |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 9 | 69.2% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 13 | 4.6 | 0.7 | 717 | 4.5 | 0.7 | 20313 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 13 | 4.4 | 0.8 | 735 | 4.3 | 0.9 | 20916 | 4.1 | 1.0 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 13 | 4.6 | 0.5 | 710 | 4.5 | 0.8 | 20205 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 13 | 4.2 | 0.9 | 719 | 4.4 | 0.8 | 20428 | 4.2 | 0.9 |
| The instructor Robert Sandmeyer treated students with respect. | 12 | 4.8 | 0.5 | 723 | 4.7 | 0.6 | 20394 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 13 | 4.6 | 0.7 | 715 | 4.5 | 0.8 | 20193 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 2 | 15.4% |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 7 | 53.8% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 8 | 61.5% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 6 | 46.2% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |
| Choose not to rate | NRP | 1 | 7.7% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| Often instead of directly giving us the answers, Prof. Sandmeyer would instead guide us through debate and discussion until we could arrive at it ourselves. |
| He always answered questions and was very helpful. |
| super understanding and truly cared about his students and always willing to help |
| He explained the course material in detail. I could really tell he knew what he was talking about. |
| He is very interested in the class, so would always have a lot of information and discussion |
| Going in detail of specific paradigms and ecologist is paramount to the study of ecology. I loved how in depth we went |
| The way canvas was set up is super nice, easy to navigate, and made the class flow so much easier. I was able to stay on track and always knew where to find resources |
| The canvas daily schedule was more organized than anything I've seen in a class before, was certainly very helpful |
| understanding and available to help |
| Understanding |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| It isn't really a critique of Professor Sandmeyer per se, but I've noticed philosophy courses really didn't adapt well to online formatting. I can understand that when a course has been taught a certain way for a long enough period of time it can be difficult to transition, but history and philosophy courses really stuck to straight lectures with varying success. |
| This grading scale is hard especially on the papers. |
| nothing |
| Nothing |
| Cannot think of anything to change |
| Wasting the first 20 minutes of every class time talking about how the course works and what we plan to do makes me want to mute the class for 20 minutes, so that my brain isn't fried by the time we actually discuss the fun stuff. Maybe instead go straight into the lesson and at the end of the lesson talk about how that related to previous ideas. |
| none |

## Distance Learning Related Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Interacting with the instructor | 12 | 1.8 | 0.5 | 451 | 1.7 | 0.6 | 13117 | 1.8 | 0.7 |
| Interacting with other students in the class | 13 | 1.7 | 0.5 | 425 | 2.0 | 0.6 | 12614 | 1.9 | 0.6 |
| Interacting with the course content | 13 | 1.5 | 0.5 | 464 | 1.7 | 0.6 | 13326 | 1.8 | 0.6 |
| Using the library and library services | 9 | 2.0 | 0.7 | 240 | 1.9 | 0.5 | 7317 | 1.9 | 0.5 |
| Arranging accommodations for a disability | 6 | 1.8 | 0.4 | 164 | 1.8 | 0.5 | 4416 | 1.8 | 0.5 |
| Getting help from the ITS Customer Services | 5 | 1.8 | 0.4 | 152 | 1.8 | 0.5 | 4217 | 1.9 | 0.5 |
| Completing group projects | 9 | 1.7 | 0.5 | 180 | 1.8 | 0.5 | 6853 | 1.9 | 0.6 |
| Participating in web conferences | 12 | 1.6 | 0.5 | 322 | 1.8 | 0.5 | 9727 | 1.8 | 0.5 |
| Taking exams and quizzes | 13 | 1.6 | 0.5 | 375 | 1.7 | 0.6 | 11855 | 1.9 | 0.6 |

## 1. Interacting with the instructor

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 3 | 25.0% |
| About the same as other courses I've taken | 2 | 9 | 75.0% |

## 2. Interacting with other students in the class

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 4 | 30.8% |
| About the same as other courses I've taken | 2 | 9 | 69.2% |

## 3. Interacting with the course content

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 7 | 53.8% |
| About the same as other courses I've taken | 2 | 6 | 46.2% |

## 4. Using the library and library services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 2 | 15.4% |
| About the same as other courses I've taken | 2 | 5 | 38.5% |
| Harder than other courses I've taken | 3 | 2 | 15.4% |
| Not Applicable | NRP | 4 | 30.8% |

## 5. Arranging accommodations for a disability

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 7.7% |
| About the same as other courses I've taken | 2 | 5 | 38.5% |
| Not Applicable | NRP | 7 | 53.8% |

## 6. Getting help from the ITS Customer Services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 7.7% |
| About the same as other courses I've taken | 2 | 4 | 30.8% |
| Not Applicable | NRP | 8 | 61.5% |

## 7. Completing group projects

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 3 | 23.1% |
| About the same as other courses I've taken | 2 | 6 | 46.2% |
| Not Applicable | NRP | 4 | 30.8% |

## 8. Participating in web conferences

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 5 | 38.5% |
| About the same as other courses I've taken | 2 | 7 | 53.8% |
| Not Applicable | NRP | 1 | 7.7% |

| 9. Taking exams and quizzes | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Easier than other courses I've taken | 1 | 5 | 38.5% |
| About the same as other courses I've taken | 2 | 8 | 61.5% |

## DL1C: What elements of the course (including technology) contributed to your learning?

| Comments |
|---|
| N/A |
| It was a course I had to take. I don't think it really benefited me at all. |
| i was able to have multiple devices to have all the course material pulled up to follow along better |
| I could stay home and work. |
| Being on the zoom meeting helped with my time and time management |
| not having to drive to campus for 1 class 3 days a week |
| none |

## DL2C: What elements of the course (including technology) did not contribute to your learning, if any?

| Comments |
|---|
| I don't really feel like philosophy as a discipline works online (I say that as a student with a philosophy minor); for the subject to work you need engaged debate, something that is sorely lacking when you can log into a web class and the teacher can't glance at you to see if you're on task. |
| The papers were so hard, and he graded them really hard as well. |
| i struggle with history and philosophy in general and having a class that incorporates both was just hard anyways and being online just made it a little harder to follow and understand everything |
| Harder to stay organized while taking an online course |
| Hard to motivate myself to do work since I am fully online |
| it makes everything more difficult. this is not the instructors fault |

| Raters | Students |
|---|---|
| Responded | 7 |
| Invited | 9 |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 7 | 3.1 | 1.3 | 58 | 2.8 | 1.2 | 15279 | 2.4 | 1.3 |

| My classification is | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Freshman | 1 | 1 | 14.3% |
| Sophomore | 2 | 1 | 14.3% |
| Junior | 3 | 2 | 28.6% |
| Senior | 4 | 2 | 28.6% |
| Graduate | 5 | 1 | 14.3% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 5 | 62.5% |
| Is an elective | 1 | 12.5% |
| Covers a topic I am interested in | 2 | 25.0% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 7 | |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 7 | 6.1 | 1.1 | 55 | 6.6 | 0.7 | 14935 | 6.4 | 0.9 |

| My expected grade in this course | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 1 | 14.3% |
| C | 5 | 0 | 0.0% |
| B | 6 | 3 | 42.9% |
| A | 7 | 3 | 42.9% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 7 | 3.0 | 0.6 | 58 | 2.5 | 0.9 | 15241 | 2.4 | 1.1 |

### Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 0 | 0.0% |
| 3 - 4 hours | 2 | 1 | 14.3% |
| 5 - 7 hours | 3 | 5 | 71.4% |
| 8 - 10 hours | 4 | 1 | 14.3% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 7 | 4.0 | 0.6 | 58 | 4.2 | 1.0 | 15355 | 4.0 | 1.0 |

### I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 5 | 71.4% |
| Strongly Agree | 5 | 1 | 14.3% |

## Course Specific Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized. | 7 | 4.1 | 1.1 | 58 | 4.1 | 1.2 | 15318 | 4.2 | 1.0 |
| Class meetings contributed to my learning of the course content. | 7 | 4.3 | 0.8 | 54 | 4.3 | 0.9 | 14873 | 4.1 | 1.1 |
| Grading in the course was fair. | 7 | 4.1 | 0.7 | 58 | 4.1 | 1.2 | 15291 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 7 | 4.3 | 0.5 | 58 | 4.3 | 0.9 | 15223 | 4.3 | 0.9 |
| I understand how the final grade will be calculated in the course. | 7 | 4.1 | 0.4 | 58 | 4.1 | 1.2 | 15293 | 4.4 | 0.8 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 14.3% |
| Agree | 4 | 3 | 42.9% |
| Strongly Agree | 5 | 3 | 42.9% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 3 | 42.9% |
| Strongly Agree | 5 | 3 | 42.9% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 4 | 57.1% |
| Strongly Agree | 5 | 2 | 28.6% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 5 | 71.4% |
| Strongly Agree | 5 | 2 | 28.6% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 6 | 85.7% |
| Strongly Agree | 5 | 1 | 14.3% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| How many sources of reading were provided that we had to read and could if we wanted to gain more knowledge. It really helped me understand ecology very quickly because of the quality of the readings and how many there was. |
| The canvas page was very organized and made information more accessible. |
| The outline was very accessible. It was easy to find readings, recordings, homeworks, etc. |
| How the teacher put the daily schedule on his canvas page. It was most helpful because it gave me an outline of what we learned in class, and helped me choose my topic for my papers that were required for that course. |
| Lectures and the readings. Those is were all the knowledge was gathered to be successful in this course |
| The flexibility of the instructor. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| The only thing would be the discussions, they aren't a bad assignment or wrong at all I just hate being the one to review peers work or critique them because what I think it good or bad could be completely different then what the teacher thinks. |
| I don't think I'd change anything |
| Things i would change is cutting the work load, which he did when it came closer to the end of the semester and that helped alot as well. So nothing because he adapted to the way the students needed it. He worked with us as a teacher should, and he was super inspired to teach us during his class. |
| The workload was really heavy for a 300 level class. |
| Less readings. The reading for each class was very long. |

## Overall Instructor Score

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 7 | 4.4 | 0.8 | 57 | 4.4 | 0.9 | 20367 | 4.2 | 1.0 |

| The instructor provided quality teaching. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 2 | 28.6% |
| Strongly Agree | 5 | 4 | 57.1% |

## Instructor Specific Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 7 | 4.7 | 0.8 | 57 | 4.6 | 0.7 | 20313 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 7 | 3.6 | 0.8 | 58 | 4.1 | 1.0 | 20916 | 4.1 | 1.0 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 7 | 4.3 | 0.8 | 57 | 4.3 | 1.0 | 20205 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 7 | 3.9 | 0.9 | 58 | 4.1 | 1.1 | 20428 | 4.2 | 0.9 |
| The instructor Robert Sandmeyer treated students with respect. | 7 | 4.9 | 0.4 | 56 | 4.5 | 0.9 | 20394 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 7 | 4.4 | 0.5 | 57 | 4.4 | 0.8 | 20193 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Strongly Agree | 5 | 6 | 85.7% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 14.3% |
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 5 | 71.4% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 14.3% |
| Agree | 4 | 3 | 42.9% |
| Strongly Agree | 5 | 3 | 42.9% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 14.3% |
| Agree | 4 | 5 | 71.4% |
| Strongly Agree | 5 | 1 | 14.3% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Agree | 4 | 1 | 14.3% |
| Strongly Agree | 5 | 6 | 85.7% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
| --- | --- | --- | --- |
| Options | Score | Count | Percentage |
| Agree | 4 | 4 | 57.1% |
| Strongly Agree | 5 | 3 | 42.9% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
| --- |
| I am always excited for a class when I can tell that a teacher genuinely cares for the students to learn and understand the material. The instructor taught as if this wasn't his job, but it was a hobby that he enjoyed doing. With this I feel comfortable to mess up or ask questions because I know the teacher is willing to help me and take the time to know I understand what he meant. |
| Dr. Sandmeyer made an effort to make online teaching better with the canvas page and meeting with students |
| The professor wanted his students to succeed. He understands the work load that college comes with, and he made sure that the class was set at a pace that students were able to collect themselves and never be too far behind. He is very personable, happy, and enjoys his job very much which makes coming to class easy and fun. |
| How he adapted to the students. when it came closer to the end of the semester, he changed the work load to make a little less work, but it made us still engage in the course with the reading we had to have read before the class. He was really ready to teach every day. He wanted to come to class everyday with a smile on his face, regardless of how his day went. |
| He was super engaging and really understands where the student is coming from. I would rate him top 5 instructors I have experienced a UK. He was forgiving when work got heavy but also held us to a standard that makes us learn. |
| His flexibility and desire for us to understand. |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
| --- |
| I think he answers his emails a little late but its so minute that it really doesn't matter. |
| Some lessons would jump around a lot, making them difficult to follow. The grading of papers was also pretty tough. |
| The professor is very intelligent. I think teaching at a slower pace would benefit students, as well as stopping to ask questions to make sure students understand the material (most of the time people don't say yes or no, but it's always a yes to needing another explanation) |
| Nothing. He's one of the best teachers I've had, regardless of how badly I type my papers. |
| Nothing really, less readings but thats a different point. |
| None. |

## Distance Learning Related Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Interacting with the instructor | 7 | 1.3 | 0.5 | 51 | 1.6 | 0.6 | 13117 | 1.8 | 0.7 |
| Interacting with other students in the class | 7 | 1.7 | 0.8 | 49 | 1.7 | 0.7 | 12614 | 1.9 | 0.6 |
| Interacting with the course content | 7 | 1.3 | 0.5 | 51 | 1.7 | 0.6 | 13326 | 1.8 | 0.6 |
| Using the library and library services | 3 | 1.7 | 0.6 | 21 | 1.8 | 0.6 | 7317 | 1.9 | 0.5 |
| Arranging accommodations for a disability | 1 | 2.0 | 0.0 | 10 | 1.9 | 0.3 | 4416 | 1.8 | 0.5 |
| Getting help from the ITS Customer Services | 1 | 2.0 | 0.0 | 8 | 2.0 | 0.0 | 4217 | 1.9 | 0.5 |
| Completing group projects | 3 | 1.7 | 0.6 | 37 | 1.9 | 0.7 | 6853 | 1.9 | 0.6 |
| Participating in web conferences | 5 | 1.8 | 0.4 | 43 | 1.7 | 0.5 | 9727 | 1.8 | 0.5 |
| Taking exams and quizzes | 6 | 1.8 | 0.4 | 44 | 2.0 | 0.6 | 11855 | 1.9 | 0.6 |

### 1. Interacting with the instructor

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 5 | 71.4% |
| About the same as other courses I've taken | 2 | 2 | 28.6% |

### 2. Interacting with other students in the class

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 3 | 42.9% |
| About the same as other courses I've taken | 2 | 3 | 42.9% |
| Harder than other courses I've taken | 3 | 1 | 14.3% |

### 3. Interacting with the course content

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 5 | 71.4% |
| About the same as other courses I've taken | 2 | 2 | 28.6% |

### 4. Using the library and library services

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 14.3% |
| About the same as other courses I've taken | 2 | 2 | 28.6% |
| Not Applicable | NRP | 4 | 57.1% |

### 5. Arranging accommodations for a disability

| Options | Score | Count | Percentage |
|---|---|---|---|
| About the same as other courses I've taken | 2 | 1 | 14.3% |
| Not Applicable | NRP | 6 | 85.7% |

### 6. Getting help from the ITS Customer Services

| Options | Score | Count | Percentage |
|---|---|---|---|
| About the same as other courses I've taken | 2 | 1 | 14.3% |
| Not Applicable | NRP | 6 | 85.7% |

### 7. Completing group projects

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 14.3% |
| About the same as other courses I've taken | 2 | 2 | 28.6% |
| Not Applicable | NRP | 4 | 57.1% |

### 8. Participating in web conferences

| Options | Score | Count | Percentage |
|---|---|---|---|
| Easier than other courses I've taken | 1 | 1 | 14.3% |
| About the same as other courses I've taken | 2 | 4 | 57.1% |
| Not Applicable | NRP | 2 | 28.6% |

| 9. Taking exams and quizzes | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Easier than other courses I've taken | 1 | 1 | 14.3% |
| About the same as other courses I've taken | 2 | 5 | 71.4% |
| Not Applicable | NRP | 1 | 14.3% |

## DL1C: What elements of the course (including technology) contributed to your learning?

| Comments |
|---|
| I could move at my own pace |
| I guess staying home, but I do not like online classes. |
| I could come to class on time, i didnt have to make time to go drive to campus and go walk to my class. |
| Nothing, it would have been way better in person. |
| I didn't have to spend time going to class because it was on Zoom. |

## DL2C: What elements of the course (including technology) did not contribute to your learning, if any?

| Comments |
|---|
| My computer is a little old so it doesn't pull up the revisions and marks that he puts on my essays, so I wasn't able to see what I needed to correct. I had to go to cats and use those computers to fix it. |
| In person class would have helped me understand this course better. It was hard to interact as a class online with so many cameras off and peers never wanting to un–mute. |
| typing papers. My paper typing skills arnt really the best, but he made me realize that i could do better and ive gotten better as the semester went by. |
| The course is heavy and should be offered in person solely. |
| Classmates' participation was very low because people could turn off their cameras and not contribute. |

# REPORTING FORM SUMMARIZING THE TEACHING RECORD
## Fall 2019, Spring 2020

Name:  **Bob Sandmeyer**                    Rank: **Assistant Professor of Philosophy**

Department:  **Philosophy**

| Sem and Year | COURSES TAUGHT Number and Title | Students Enrolled (do not include advisees) | Selected Course Evaluation Scores* | | | |
|---|---|---|---|---|---|---|
| | | | Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions) | Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2) | Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6) | Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions) |
| F 2019 | PHI336.001 Environmental Ethics | 32 | 3.9 | 3.4 | 4.3 | 4.2 |
| | PHI336.002 Environmental Ethics | 32 | 4.4 | 4.0 | 4.7 | 4.4 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| SP 2020 | PHI100.010 Intro to Philosophy: Metaphysics & Reality | 31 | 4.3 | 3.6 | 4.6 | 3.9 |
| | PHI100.012 Intro to Philosophy: Metaphysics & Reality | 14 | (not met) | (not met) | (not met) | (not met) |
| | PHI205.001 Food Ethics | 62 | 4.4 | 4.3 | 4.6 | 4.4 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

\* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

| Raters | Students |
|---|---|
| Responded | 16 |
| Invited | 31 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 15 | 3.5 | 0.5 | 896 | 2.7 | 1.2 | 24373 | 2.3 | 1.3 |

**1. My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 0 | 0.0% |
| Junior | 3 | 7 | 46.7% |
| Senior | 4 | 8 | 53.3% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 14 | 82.4% |
| Is an elective | 1 | 5.9% |
| Covers a topic I am interested in | 1 | 5.9% |
| Choose not to rate | 1 | 5.9% |
| Respondent(s) | 16 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 16 | 6.4 | 0.8 | 869 | 6.6 | 0.8 | 23856 | 6.3 | 1.0 |

**1. My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 3 | 18.8% |
| B | 6 | 4 | 25.0% |
| A | 7 | 9 | 56.3% |

| Question | Course Mean | Department (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| Hours per week spent on the course (excluding class time) | 2.3 | 1.9 | 2.2 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 1 | 6.3% |
| 3 - 4 hours | 2 | 10 | 62.5% |
| 5 - 7 hours | 3 | 5 | 31.3% |
| 8 - 10 hours | 4 | 0 | 0.0% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 16 | 3.9 | 1.2 | 898 | 4.4 | 1.0 | 24375 | 4.1 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 3 | 18.8% |
| Neither Disagree or Agree | 3 | 3 | 18.8% |
| Agree | 4 | 3 | 18.8% |
| Strongly Agree | 5 | 7 | 43.8% |

## Course Specific Questions

| Question | Course Mean | Department (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| The course was well organized | 3.9 | 4.4 | 4.1 |
| Class meetings contributed to my learning of the course content. | 3.9 | 4.4 | 4.1 |
| Grading in the course was fair. | 3.9 | 4.4 | 4.2 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 4.4 | 4.6 | 4.3 |
| I understand how the final grade will be calculated in the course. | 4.8 | 4.5 | 4.4 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 3 | 18.8% |
| Neither Disagree or Agree | 3 | 1 | 6.3% |
| Agree | 4 | 6 | 37.5% |
| Strongly Agree | 5 | 6 | 37.5% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 6.7% |
| Disagree | 2 | 2 | 13.3% |
| Neither Disagree or Agree | 3 | 2 | 13.3% |
| Agree | 4 | 3 | 20.0% |
| Strongly Agree | 5 | 7 | 46.7% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 1 | 6.3% |
| Neither Disagree or Agree | 3 | 5 | 31.3% |
| Agree | 4 | 5 | 31.3% |
| Strongly Agree | 5 | 5 | 31.3% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 9 | 56.3% |
| Strongly Agree | 5 | 7 | 43.8% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 4 | 25.0% |
| Strongly Agree | 5 | 12 | 75.0% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The readings were beneficial and the quizzes |
| I loved learning about different perspectives on man's relationship with nature and sustainability issues. |
| The in class presentations on the material |
| Study guide presented exactly what was going to be on the test. |
| Classroom discussion about the subject material was most helpful because it provided different viewpoints from individuals about the current topics of learning. |
| The class discussions were the most helpful due to the conversation with other students to gain a better understanding. |
| Critical thinking/reading exercises |
| The most helpful aspects were the in–class discussions and the reading quizzes prior to class for a better understanding of the material. |
| The discussions were very helpful for me hearing other peoples opinions helped me improve my own viewpoints. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| Very unclear. I know you want us to learn, but making the class respond to our questions isn't very useful when the class is very confused too. |
| I didn't like how short the classes were. Since it was hard to get the conversation flowing on the participation days, it felt like there wasn't enough time by the end of class to have a substantive conversation. Usually, we would just be getting the conversation going before we had to dismiss after the 50 minutes were up. I also felt like the structure of the participation days was too rigid. I feel like I would've got more out of them if they were a little less formal. |
| N/a |
| The exams weighed too much on the course, and were graded harshly, the questions while provided beforehand but were very difficult to understand what he was wanted. |
| It should not be a requirement for NRES majors. Ethical discussion happens organically among invested parties. Our 2 communication class requirements as well as Conservation Biology renders this course redundant. |
| IDK man |
| The class should be able to converse with one another to ensure understanding of certain concepts. |
| Have more interaction within the class rather than a one–way Dr. Sandmeyer train choo chooing us out of the way |
| I would add more time for discussion among students with feedback from the professor because having each other to bounce off and to formulate a stronger point before presenting it to the professor is more engaging and helps me to feel like less of an idiot when I raise my hand and say something. |
| I would not change anything honestly. |

## Overall Instructor Score

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.2 | 0.9 | 4.5 | 0.8 | 4.2 | 1.0 |

### 1. The instructor provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.3% |
| Neither Disagree or Agree | 3 | 2 | 12.5% |
| Agree | 4 | 6 | 37.5% |
| Strongly Agree | 5 | 7 | 43.8% |

## Instructor Specific Questions

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.6 | 0.5 | 4.5 | 0.7 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 3.4 | 1.3 | 4.4 | 0.9 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 3.6 | 1.5 | 4.5 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.3 | 0.7 | 4.4 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.6 | 0.8 | 4.7 | 0.6 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.3 | 1.0 | 4.6 | 0.7 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 43.8% |
| Strongly Agree | 5 | 9 | 56.3% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 6.3% |
| Disagree | 2 | 3 | 18.8% |
| Neither Disagree or Agree | 3 | 4 | 25.0% |
| Agree | 4 | 4 | 25.0% |
| Strongly Agree | 5 | 4 | 25.0% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 12.5% |
| Disagree | 2 | 3 | 18.8% |
| Neither Disagree or Agree | 3 | 1 | 6.3% |
| Agree | 4 | 3 | 18.8% |
| Strongly Agree | 5 | 7 | 43.8% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 12.5% |
| Agree | 4 | 8 | 50.0% |
| Strongly Agree | 5 | 6 | 37.5% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.3% |
| Agree | 4 | 3 | 18.8% |
| Strongly Agree | 5 | 12 | 75.0% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 12.5% |
| Agree | 4 | 6 | 37.5% |
| Strongly Agree | 5 | 8 | 50.0% |

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
| --- |
| Dr. Sandmeyer was always very easy to get ahold of and would thoughtfully respond to student's posts made on the discussion board. |
| Dr. Sandmeyer's in depth knowledge of the material and enthusiasm for content was contagious. I was apprehensive for this course but he made challenging content accessible and really asked a lot of us in a good way. |
| The discussions and homework were easy grades to help counteract the difficult test. |
| Applying the readings in a manner to which were applicable to course goals. |
| He was very enthusiastic and easy to approach. |
| Energetic, cares about the material, knowledgeable. |
| Dr. Sandmeyer listened to students and was very encouraging in class. He let students know when he believed they were doing well and he let them down gently when they had no idea what they were talking about, while steering them in the right direction. |
| He was very helpful and understanding of students and even though there were discussion days he was still respectful towards more insecure students by allowing an online discussion submission. |

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
| --- |
| Dr. Sandmeyer preferred to rigidly direct students to conform to a more formal style of discussion during participation days. This had the effect such that in the end, participation days became less about discussing the issues we've been reading and more about an opportunity for Dr. Sandmeyer to lecture the class about how to formally construct an argument. I feel like this contradicts the point of the participation days which was to get students engaged with the topics. Since many students aren't coming from a philosophy background, I think this deterred many of us from participating as much as we would like. |
| N/a |
| The discussions should be open, and he should allow students the chance to engage with each other<br>Dr. Sandmeyer should be more on point, and not beat around the bush as much. |
| Reasoning with students about their thought process on material. Too many incorrect responses on subjects that are extremely opinionated. |
| Sometimes during class the questions that were asked still would not be answered after a 5 minute explanation of what the student asked. It was very difficult to understand the content with the use of excessive jargon and not a clear focus on one answer. |
| When the class is developing a thought he goes off on a tangent. I understand he is highly qualified to teach the section but the directions he goes makes less sense than fighting a polar bear. |
| I would like clearer points when discussing a reading. I am so confused, all of the time. It is complicated stuff and there are so many nuances that I really need it spelled out plainly instead of beating around the bush. |
| Sometimes on discussion days the instructor would do most of the discussion. thats all I would change |

| Raters | Students |
|---|---|
| Responded | 13 |
| Invited | 31 |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 13 | 3.2 | 0.7 | 896 | 2.7 | 1.2 | 24373 | 2.3 | 1.3 |

**1. My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 2 | 15.4% |
| Junior | 3 | 6 | 46.2% |
| Senior | 4 | 5 | 38.5% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 8 | 47.1% |
| Is an elective | 3 | 17.6% |
| Covers a topic I am interested in | 6 | 35.3% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 13 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 13 | 6.2 | 0.9 | 869 | 6.6 | 0.8 | 23856 | 6.3 | 1.0 |

**1. My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 4 | 30.8% |
| B | 6 | 3 | 23.1% |
| A | 7 | 6 | 46.2% |

| Question | Course Mean | Department (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| Hours per week spent on the course (excluding class time) | 2.5 | 1.9 | 2.2 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 3 | 23.1% |
| 3 - 4 hours | 2 | 3 | 23.1% |
| 5 - 7 hours | 3 | 5 | 38.5% |
| 8 - 10 hours | 4 | 2 | 15.4% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 13 | 4.4 | 0.9 | 898 | 4.4 | 1.0 | 24375 | 4.1 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 7 | 53.8% |

## Course Specific Questions

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The course was well organized | 4.5 | 4.4 | 4.1 |
| Class meetings contributed to my learning of the course content. | 4.5 | 4.4 | 4.1 |
| Grading in the course was fair. | 4.5 | 4.4 | 4.2 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 4.5 | 4.6 | 4.3 |
| I understand how the final grade will be calculated in the course. | 4.6 | 4.5 | 4.4 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 2 | 15.4% |
| Agree | 4 | 2 | 15.4% |
| Strongly Agree | 5 | 9 | 69.2% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 8 | 61.5% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 6 | 50.0% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 8 | 61.5% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 0 | 0.0% |
| Disagree | 2 | 0 | 0.0% |
| Neither Disagree or Agree | 3 | 0 | 0.0% |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 8 | 61.5% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| class discussions |
| Coming to class and listening was a very effective way to learn the material. The questions that went along with the readings where very good at summarizing each work and I found myself referring back to them often as a refresher. |
| The participation exercises, the detailed schedule, and the powerpoints. They were very well laid out. |
| Teacher was fantastic at teaching and always kept students engaged |
| Class time. |
| When we had class discussions about the readings |
| The organization of class readings and reading quizzes were chronological, according to ideas building off each other. This made difficult concepts much easier to understand. The concepts we covered all tied together and were discussed in great detail, which helped me to retain all the information and feel confident in my ability to discuss them. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| less readings and more content on powerpoints and videos. DRC students like me have a hard time reading material and understanding readings which make it very difficult to take the exams when they come around |
| Outside of coming to class and reading the works their where few resources to help me study the material. The power–points where not a good source of review material other than finding a few key quotes. Extra review material such as summaries of each reading with key quotes written down and relevant concepts defined would have been a huge help. Given to us after we took the quizzes of course. |
| The readings were very long and I personally found that if I read them the day before, most relevant material would have been lost to me by the next day. Maybe that's just a problem with me, but shortening the readings or providing more relevant snippets to focus the content may be helpful. |
| More discussion time |
| It can be really difficult to locate relevant material after the fact for studying purposes. The quizzes don't really prepare you for anything. |
| None |
| This is my favorite class. Truly wouldn't change anything. I just wish I had more time in my schedule to commit to it, but that's just due to my busy schedule, not that there is too much information. |

## Overall Instructor Score

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.4 | 0.8 | 4.5 | 0.8 | 4.2 | 1.0 |

### 1. The instructor provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 15.4% |
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 7 | 53.8% |

## Instructor Specific Questions

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.6 | 0.7 | 4.5 | 0.7 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 4.0 | 1.2 | 4.4 | 0.9 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.2 | 0.9 | 4.5 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.2 | 0.9 | 4.4 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.8 | 0.4 | 4.7 | 0.6 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.7 | 0.5 | 4.6 | 0.7 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 9 | 69.2% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 7.7% |
| Disagree | 2 | 1 | 7.7% |
| Agree | 4 | 6 | 46.2% |
| Strongly Agree | 5 | 5 | 38.5% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 6 | 46.2% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 7.7% |
| Neither Disagree or Agree | 3 | 1 | 7.7% |
| Agree | 4 | 5 | 38.5% |
| Strongly Agree | 5 | 6 | 46.2% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 23.1% |
| Strongly Agree | 5 | 10 | 76.9% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 4 | 30.8% |
| Strongly Agree | 5 | 9 | 69.2% |

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| His willingness to help you and guide you to the right answer. He wants you to succeed in the class and life. |
| Very knowledgeable on the subject matter and enjoyable to hear in lecture. |
| Dr. Sandmeyer was very organized and receptive to feedback. I felt like he laid out the course material well and was very available to answer questions and aid our understanding. |
| His ability to make you think and process information to then be able to talk about it in a precise and intellectual way |
| Always in a great mood |
| He tried to have us answer our questions or have classmates do so. He also asked questions that really made you think about how the readings have impact and how we can relate them to our lives. He set out a ton of time for class discussion and participation, so the class environment was inviting and we all felt comfortable sharing and asking questions. |

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| I wish all professors gave more slack towards DRC students because there is a reason we are DRC students. As mentioned earlier, I have trouble with all of the readings in this class. I do not understand anything really even when I did ask for help. My vocabulary is not the best. This class is interesting and also required, but I just wish there were better ways for me to be tested when it came to the midterm and the final. |
| Ethics can be a complex subject and sometimes answers would only add to that complexity. Sometimes I was just begging for a straightforward answer or to have a concept broken down into a simple form I could grasp at my level of understanding. I understand that's just the nature of the material sometimes. |
| Sometimes he spends half the class on (relevant) tangents and the material for that day gets shortchanged. Other than that he is a great professor. |
| Nothing, one of my favorite teacher I have ever had. |
| None |
| N/A |

| Raters | Students |
|---|---|
| Responded | 8 |
| Invited | 28 |

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 8 | 2.8 | 0.9 |

### 1. My classification is

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 1 | 12.5% |
| Sophomore | 2 | 1 | 12.5% |
| Junior | 3 | 5 | 62.5% |
| Senior | 4 | 1 | 12.5% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 3 | 33.3% |
| Is an elective | 5 | 55.6% |
| Covers a topic I am interested in | 1 | 11.1% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 8 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 8 | 5.5 | 2.8 | 468 | 6.4 | 1.4 | 14206 | 6.2 | 1.5 |

### 1. My expected grade in this course

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 2 | 25.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 0 | 0.0% |
| A | 7 | 6 | 75.0% |

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| Hours per week spent on the course (excluding class time) | 2.6 | 2.0 | 2.4 |

**1. Hours per week spent on the course (excluding class time)**

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 2 | 25.0% |
| 3 - 4 hours | 2 | 3 | 37.5% |
| 5 - 7 hours | 3 | 0 | 0.0% |
| 8 - 10 hours | 4 | 2 | 25.0% |
| 11 - 15 hours | 5 | 1 | 12.5% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 8 | 4.3 | 0.9 | 467 | 4.4 | 1.0 | 14505 | 4.1 | 1.1 |

**1. I consider this course to be a quality course.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

## Course Specific Questions

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The course was well organized. | 4.0 | 4.3 | 4.2 |
| Class meetings contributed to my learning of the course content. | 4.4 | 4.4 | 4.2 |
| Grading in the course was fair. | 3.8 | 4.5 | 4.2 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 4.0 | 4.6 | 4.3 |
| I understand how the final grade will be calculated in the course. | 4.4 | 4.5 | 4.4 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 3 | 37.5% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Strongly Agree | 5 | 6 | 75.0% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 12.5% |
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 1 | 12.5% |
| Strongly Agree | 5 | 4 | 50.0% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 12.5% |
| Disagree | 2 | 1 | 12.5% |
| Agree | 4 | 1 | 12.5% |
| Strongly Agree | 5 | 5 | 62.5% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Strongly Agree | 5 | 6 | 75.0% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| I learned a lot in this course, the teacher lectures are very logical and structured. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| This philosophical course is still a bit difficult for beginners, I hope it can reduce the requirements for writing and increase the teaching content of philosophy. |

## Overall Instructor Score

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 3.9 | 1.1 | 4.5 | 0.9 | 4.2 | 1.0 |

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The instructor Robert Sandmeyer was prepared for class. | 4.1 | 4.6 | 4.4 |
| The instructor Robert Sandmeyer presented material clearly. | 3.6 | 4.4 | 4.2 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.1 | 4.5 | 4.3 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.3 | 4.5 | 4.3 |
| The instructor Robert Sandmeyer treated students with respect. | 4.3 | 4.7 | 4.5 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.6 | 4.6 | 4.2 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 3 | 37.5% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 25.0% |
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 1 | 12.5% |
| Strongly Agree | 5 | 3 | 37.5% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 3 | 37.5% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 4 | 50.0% |
| Strongly Agree | 5 | 3 | 37.5% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 1 | 12.5% |
| Strongly Agree | 5 | 6 | 75.0% |

### 1. The instructor provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 3 | 37.5% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| He is deeply interested and invested in the course material, which makes the class more interesting. |
| The professor has been guiding us to learn logic. |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| I assume this is unintentional, but he is not great at listening. He tends to interrupt students frequently while they are speaking. If he pauses and truly listens, it may be helpful to understand students and their questions. True listening requires us to refrain from forming a response until the person has finished speaking, which can be quite vulnerable for people, but I believe it is important for proper communication. It would also help students to feel more important and like their voices were heard. |
| I hope the teacher can tell more interesting stories between philosophers. |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 8 | 4.4 | 0.7 | 148 | 4.4 | 0.8 | 764 | 4.3 | 0.9 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 8 | 4.3 | 0.9 | 149 | 4.4 | 0.9 | 765 | 4.3 | 0.9 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 8 | 4.4 | 0.7 | 147 | 4.4 | 0.9 | 765 | 4.3 | 0.8 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 8 | 4.4 | 0.7 | 147 | 4.4 | 0.9 | 761 | 4.3 | 0.9 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 8 | 4.1 | 1.1 | 147 | 4.4 | 0.9 | 763 | 4.4 | 0.9 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 4 | 50.0% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 4 | 50.0% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 3 | 37.5% |
| Strongly Agree | 5 | 4 | 50.0% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 12.5% |
| Neither Disagree or Agree | 3 | 1 | 12.5% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

| Question | Course | | |
| --- | --- | --- | --- |
| | Response Count | Mean | Standard Deviation |
| The introductory discussion days made each new topic easier to understand | 8 | 4.3 | 0.9 |

**1. The introductory discussion days made each new topic easier to understand**

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

| Question | Course | | |
| --- | --- | --- | --- |
| | Response Count | Mean | Standard Deviation |
| The thought experiments made it easier to comprehend the following readings | 8 | 4.3 | 0.9 |

**1. The thought experiments made it easier to comprehend the following readings**

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Neither Disagree or Agree | 3 | 2 | 25.0% |
| Agree | 4 | 2 | 25.0% |
| Strongly Agree | 5 | 4 | 50.0% |

# Report List - Spring 2020 Individual TCE Report - All Colleges (Except Health Sciences)

This table provides a list of links to reports in both PDF and HTML format. The PDF versions of the reports listed here are not WCAG 2.0 compliant. Please use the HTML version by opening the link located in the Report Title column of the table as an accessible alternative.

| | | Search report title | Clear search |
|---|---|---|---|

Results: 1 - 3 of 3 Item(s)

| PDF | Report Title ⚠ | Threshold Status |
|---|---|---|
| ☐ | Spring 2020 TCE Report PHI100-010 (Robert Sandmeyer) | Met |
| ☐ | Spring 2020 TCE Report PHI100-012 (Robert Sandmeyer) | Not Met |
| ☐ | Spring 2020 TCE Report PHI205-001 (Robert Sandmeyer) | Met |

| Select All | Deselect All | View | Download PDF |
|---|---|---|---|

blue

| Raters | Students |
|---|---|
| Responded | 17 |
| Invited | 61 |

| Question | Response Count | Mean | Standard Deviation |
|---|---|---|---|
| My classification is | 17 | 1.7 | 1.0 |

### 1. My classification is

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 10 | 58.8% |
| Sophomore | 2 | 3 | 17.6% |
| Junior | 3 | 3 | 17.6% |
| Senior | 4 | 1 | 5.9% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 5 | 25.0% |
| Is an elective | 11 | 55.0% |
| Covers a topic I am interested in | 4 | 20.0% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 17 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 17 | 7.0 | 0.0 | 468 | 6.4 | 1.4 | 14206 | 6.2 | 1.5 |

### 1. My expected grade in this course

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 0 | 0.0% |
| A | 7 | 17 | 100.0% |

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| Hours per week spent on the course (excluding class time) | 2.2 | 2.0 | 2.4 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 4 | 23.5% |
| 3 - 4 hours | 2 | 9 | 52.9% |
| 5 - 7 hours | 3 | 2 | 11.8% |
| 8 - 10 hours | 4 | 1 | 5.9% |
| 11 - 15 hours | 5 | 1 | 5.9% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 17 | 4.4 | 0.8 | 467 | 4.4 | 1.0 | 14505 | 4.1 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 5.9% |
| Agree | 4 | 8 | 47.1% |
| Strongly Agree | 5 | 8 | 47.1% |

## Course Specific Questions

| Question | Course Mean | Department (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| The course was well organized. | 4.3 | 4.3 | 4.2 |
| Class meetings contributed to my learning of the course content. | 4.4 | 4.4 | 4.2 |
| Grading in the course was fair. | 4.5 | 4.5 | 4.2 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 4.5 | 4.6 | 4.3 |
| I understand how the final grade will be calculated in the course. | 4.4 | 4.5 | 4.4 |

### 1. The course was well organized.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 5.9% |
| Neither Disagree or Agree | 3 | 2 | 11.8% |
| Agree | 4 | 5 | 29.4% |
| Strongly Agree | 5 | 9 | 52.9% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 6 | 35.3% |
| Strongly Agree | 5 | 10 | 58.8% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 5.9% |
| Agree | 4 | 5 | 29.4% |
| Strongly Agree | 5 | 11 | 64.7% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 9 | 52.9% |
| Strongly Agree | 5 | 7 | 41.2% |
| Choose not to rate | NRP | 1 | 5.9% |

## Which aspects of the course were most helpful? Why?

| Comments |
| --- |
| in class discussions and participation prompts were very helpful in understanding the material |
| When we switched to online, wee had a weekly calendar which really helped because I could stay organized and I always knew what I was supposed to do for the week. |
| The lectures were probably the most helpful, since this is a topic I have interest in but did not have any prior experience with it. |
| The professor. He is so passionate and it not only shows through his teaching, but it reflects on his entire lifestyle. The entire class is inspiring and is very amazing. |
| The conscious eating journal and the civic engagement assignments were most helpful because one of them encourages constant mindfulness of topics discussed in class (eating journal) and the other is a volunteering project that helps you address the topic of food security also discussed in class. |
| Applying lessons to real–life situations in Kentucky |
| accommodations during COVID |
| CEJ project |

## Which aspects of the course would you change? How and Why?

| Comments |
| --- |
| The CEJ's were a little much for every week. (maybe 150 instead of 200 words? I ran out of things to talk about!) |
| None |
| Too many little assignments |
| None |
| N/A |
| how the tests were organized because it was very subjective |
| I would change the the layout of the test |

## Overall Instructor Score

| Question | Course | | Department (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.4 | 0.8 | 4.5 | 0.9 | 4.2 | 1.0 |

| Question | Course | Department (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The instructor Robert Sandmeyer was prepared for class. | 4.5 | 4.6 | 4.4 |
| The instructor Robert Sandmeyer presented material clearly. | 4.3 | 4.4 | 4.2 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.4 | 4.5 | 4.3 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.5 | 4.5 | 4.3 |
| The instructor Robert Sandmeyer treated students with respect. | 4.5 | 4.7 | 4.5 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.6 | 4.6 | 4.2 |

**1. The instructor Robert Sandmeyer was prepared for class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 6 | 35.3% |
| Strongly Agree | 5 | 10 | 58.8% |

**2. The instructor Robert Sandmeyer presented material clearly.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 8 | 47.1% |
| Strongly Agree | 5 | 8 | 47.1% |

**3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 6 | 35.3% |
| Strongly Agree | 5 | 10 | 58.8% |

**4. The instructor Robert Sandmeyer provided material at an appropriate pace.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

**5. The instructor Robert Sandmeyer treated students with respect.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 8 | 47.1% |
| Strongly Agree | 5 | 9 | 52.9% |

**6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 4 | 23.5% |
| Strongly Agree | 5 | 12 | 70.6% |

**1. The instructor provided quality teaching.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
| --- |
| very energetic made class interesting |
| All around very helpful |
| He always readdressed questions until we understood. He also found many different ways for us to understand the concepts. |
| The instructor was easy to access and respond to any questions. |
| He would constantly ask questions and make the students really think. It was helpful because it taught students to speak up and also know you can always expand more than you think (as he will keep asking you until you say what he wants). |
| I've had a course with Prof. Sandmeyer for the past three semesters and he's really skilled at asking questions that provoke deeper evaluation of the texts, which is really important in a philosophy class. |
| Organized Canvas page made navigating much easier |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
| --- |
| n/a |
| I would work on grading things in a timely manner, because there are assignments from over a month ago that are not graded |
| Sometimes the class lessons seemed a little repetitive |
| None. |
| Instructor talks way too fast, expects students to know more info than he is giving |
| None |
| N/A |

## UK Core - CCC

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. | 17 | 4.2 | 1.0 | 60 | 4.3 | 0.9 | 486 | 4.4 | 0.8 |
| This course helped me understand how these differences influence issues of social justice and/or civic responsibility. | 17 | 4.2 | 1.0 | 60 | 4.4 | 0.9 | 484 | 4.3 | 0.8 |
| This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course. | 17 | 4.2 | 1.0 | 60 | 4.3 | 0.9 | 482 | 4.4 | 0.8 |
| This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance | 17 | 4.4 | 1.0 | 60 | 4.3 | 0.9 | 483 | 4.3 | 0.9 |
| This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas | 17 | 4.4 | 1.0 | 61 | 4.4 | 0.9 | 484 | 4.3 | 0.8 |
| This course helped me understand effective and responsible participation in a diverse society. | 17 | 4.4 | 1.0 | 61 | 4.3 | 1.0 | 481 | 4.3 | 0.9 |

**1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 8 | 47.1% |

**2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Neither Disagree or Agree | 3 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 8 | 47.1% |

**3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 9 | 52.9% |
| Strongly Agree | 5 | 7 | 41.2% |

**4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

**5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

**6. This course helped me understand effective and responsible participation in a diverse society.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 5.9% |
| Agree | 4 | 7 | 41.2% |
| Strongly Agree | 5 | 9 | 52.9% |

# REPORTING FORM SUMMARIZING THE TEACHING RECORD
## Fall 2018, Spring 2019

Name: _____Bob Sandmeyer_____ Rank:__Assistant Professor_____

Department:__Philosophy_____

| Sem and Year | COURSES TAUGHT Number and Title | Students Enrolled (do not include advisees) | Selected Course Evaluation Scores* | | | |
|---|---|---|---|---|---|---|
| | | | Overall Value/Quality of Course- (The question is labeled as the overall course score and is located right before the course specific questions) | Instructor Presented Material Effectively/Clearly (Instructor Specific Item #2) | Instructor asked questions that stimulated deep consideration of the course content/Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6) | Overall Quality of Teaching (The question is labeled as the overall instructor score and is located right before the course specific questions) |
| F 2018 | PHI 100.001 Introduction to Philosophy: Knowledge/Reality | 29 | 4.1 | 4.0 | 4.6 | 4.2 |
| | PHI 336.001 Environmental Ethics | 32 | 3.9 | 3.3 | 4.3 | 4.0 |
| | PHI 336.002 | 31 | 4.2 | 3.9 | 4.5 | 4.2 |
| | PHI 395.010 | 1 | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| SP 2019 | HON 398.040 | 1 | | | | |
| | PHI 100.003 Introduction to Philosophy: Knowledge/Reality | 28 | 4.4 | 4.3 | 4.8 | 4.8 |
| | PHI 100.007 Introduction to Philosophy: Knowledge/Reality | 31 | 3.7 | 3.9 | 4.9 | 4.3 |
| | PHI 205.001 | 68 | 3.7 | 3.6 | 4.3 | 4.0 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

| Raters | Students |
|---|---|
| Responded | 27 |
| Invited | 29 |
| Response Ratio | 93.1% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 27 | 2.3 | 1.0 | 907 | 2.7 | 1.2 | 25801 | 2.3 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 5 | 18.5% |
| Sophomore | 2 | 13 | 48.1% |
| Junior | 3 | 5 | 18.5% |
| Senior | 4 | 4 | 14.8% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 6 | 20.7% |
| Is an elective | 20 | 69.0% |
| Covers a topic I am interested in | 3 | 10.3% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 27 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 27 | 6.3 | 0.7 | 886 | 6.5 | 0.9 | 25326 | 6.3 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 3 | 11.1% |
| B | 6 | 14 | 51.9% |
| A | 7 | 10 | 37.0% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 27 | 2.1 | 1.1 | 906 | 1.9 | 0.9 | 25733 | 2.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 10 | 37.0% |
| 3 - 4 hours | 2 | 8 | 29.6% |
| 5 - 7 hours | 3 | 5 | 18.5% |
| 8 - 10 hours | 4 | 4 | 14.8% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 27 | 4.1 | 1.0 | 910 | 4.2 | 1.0 | 25780 | 4.0 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.7% |
| Disagree | 2 | 1 | 3.7% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 10 | 37.0% |
| Strongly Agree | 5 | 12 | 44.4% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized | 27 | 4.0 | 1.0 | 911 | 4.2 | 1.0 | 25816 | 4.1 | 1.0 |
| Class meetings contributed to my learning of the course content. | 27 | 4.5 | 0.5 | 911 | 4.4 | 0.9 | 25686 | 4.1 | 1.1 |
| Grading in the course was fair. | 27 | 4.1 | 0.8 | 907 | 4.3 | 0.9 | 25747 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 27 | 4.6 | 0.7 | 909 | 4.6 | 0.7 | 25668 | 4.2 | 0.9 |
| I understand how the final grade will be calculated in the course. | 27 | 4.5 | 0.5 | 906 | 4.4 | 0.9 | 25751 | 4.3 | 0.9 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 11.1% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 11 | 40.7% |
| Strongly Agree | 5 | 10 | 37.0% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 13 | 48.1% |
| Strongly Agree | 5 | 14 | 51.9% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.7% |
| Neither Disagree or Agree | 3 | 4 | 14.8% |
| Agree | 4 | 12 | 44.4% |
| Strongly Agree | 5 | 10 | 37.0% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.7% |
| Agree | 4 | 9 | 33.3% |
| Strongly Agree | 5 | 17 | 63.0% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 13 | 48.1% |
| Strongly Agree | 5 | 14 | 51.9% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| Quizzes and lecture material/discussion; they helped with full understanding of material |
| The quizzes were the most helpful and relevant to the exams. When Professor Sandmeyer added in powerpoints toward the end of the semester, that was also helpful and made the class more organized/easy to follow along. |
| The lectures were very helpful to understanding course material |
| I like that the professor was really engaged in the lectures |
| Lecture was the most helpful aspect of this class because the material was pretty sophisticated so it good to have someone explain it who had previous knowledge about the material. |
| The in class meetings |
| The in class discussions, because they helped to explain the material. |
| The most helpful aspect of this course was the paper assignments; they helped me dive in and learn more about the great philosophers. |
| Class discussions and always helping explain in detail when I needed it. |
| The presentations. Class discussion as a whole. |
| >The papers helped with understanding of the material<br>>while i have many issues with his teaching style, sandmeyer is a friendly and helpful professor who will gladly help you understand anything you are confused about. |
| The quizes were the most helpful aspect of the course because they guided me through the course. |
| Dr. Sandmeyer is very engaging and excellent at teaching. |
| The powerpoints he implemented at the end of the semester. |
| The reading quizzes were by far the most helpful in this class. This is because the quizzes helped me understand the context being taught and prepped me for the midterm. |
| class notes |
| Lectures |
| I really enjoyed the professor and the way he presented the content. |
| He gives good examples in lecture, which is really helpful when you're discussing abstract concepts and ideas. |

## Which aspects of the course would you change? How and Why?

| Comments |
| --- |
| Add guided notes or powerpoints. Would help facilitate lecture thoughts |
| I would change the fact that there were no powerpoints. Everything was mainly taught verbally and some things written on the board. For me personally it was hard to keep up and difficult to determine what I actually needed to write down. We also got off topic A LOT throughout our short class time. I felt as though the class itself was very scattered at points, and I was unsure what was going on, what was relevant, etc. |
| I would make more tests |
| I would change it to only two meetings a week |
| I wouldn't change any aspects of this course |
| None |
| Maybe do the power points or outlines for the class from the beginning to the end of the semester, It made the class more structured and easier to follow. |
| If I were to change an aspect of the course, I would spend a bit more time showing students how to write effectively on the subjects discussed. |
| It was a fair course, I would probably only change due dates on papers, make it longer because people have other classes and extracurricular activities. |
| Give us the opportunity to present on various topics. Giving us the platform to improve our persuasive rhetoric. |
| >needs a powerpoint<br>>while it does reduce distractions, disallowing technology makes some of the learning a pain as most of the material for this course is online. Printing out my own handouts is a struggle to keep up with. At the very least, having handouts already printed would help with this.<br><br>While the unstructured format of the lectures helped with discussion and understanding of key topics, the lack of structure heavily impaired my learning of the subject as a whole. Entire lectures have been spent in attempt to explain specific minute ideas of the topic, leaving me with little to no understanding of the topic itself. while this does help with some of the harder to understand topics in class, this makes it equally difficult trying to learn the missed material on my own time. Furthermore, it is much more difficult to take notes on a lecture the professor seems to be freestyling than if there were a supplemental powerpoint highlighting key ideas to go along with the lecture. |
| Only issue I had with the class is that we were not able to use laptops to take notes. Taking notes on my laptop allows me to keep all my school documents more organized. |
| Its a little hard to follow along with lectures, but that got fixed at the end with the powerpoints. |
| I would change the way the the material is presented. More visuals and maybe some group collaborations. |
| The course was hard to grasp and the lectures were hard to follow. This caused me to read the text more often. |
| essays |
| weighting of papers |
| I would change the grading of this course because I think it was difficult to receive a high score based on the way the writing assignments were graded. |
| PowerPoints don't really fit this lecture style. He has a tendency to walk in front of the board all the time, so I can't see what I should be writing, and if it's already written go goes over the material faster than I can write. At least when he's writing the objectives on the board, I can write when he's writing and actually participate in discussion. |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 27 | 4.2 | 0.9 | 942 | 4.4 | 0.9 | 34760 | 4.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 7.4% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 9 | 33.3% |
| Strongly Agree | 5 | 13 | 48.1% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 27 | 4.5 | 0.6 | 942 | 4.5 | 0.8 | 34818 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 27 | 4.0 | 0.9 | 942 | 4.3 | 1.0 | 34803 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 27 | 4.4 | 0.6 | 940 | 4.5 | 0.8 | 34743 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 27 | 4.3 | 0.8 | 937 | 4.4 | 0.9 | 34804 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 27 | 4.7 | 0.6 | 943 | 4.7 | 0.6 | 34870 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 27 | 4.6 | 0.5 | 941 | 4.6 | 0.7 | 34683 | 4.2 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 3.7% |
| Agree | 4 | 12 | 44.4% |
| Strongly Agree | 5 | 14 | 51.9% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 7.4% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 14 | 51.9% |
| Strongly Agree | 5 | 8 | 29.6% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 3.7% |
| Agree | 4 | 15 | 55.6% |
| Strongly Agree | 5 | 11 | 40.7% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.7% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 11 | 40.7% |
| Strongly Agree | 5 | 12 | 44.4% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 3.7% |
| Agree | 4 | 7 | 25.9% |
| Strongly Agree | 5 | 19 | 70.4% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 10 | 37.0% |
| Strongly Agree | 5 | 17 | 63.0% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
| --- |
| Response engaging questions. Helped with a complete understanding of topic. |
| He was very passionate about what he was teaching. This was contagious. |
| He was very eager to answer any questions, whatever they may be. He was very class oriented, and wanted us to interact with him rather than him just talking at us. He was very concerned with leanring our names and who we are as people rather than just students. He kept open availability for us to meet with him if we were having any difficulties in the class. I also appreciated how he communicated assignments, due dates, etc. to us to ensure we all knew what was required of us. Having discussions about our writing assignments was very helpful as well. |
| The teacher was very helpful at answering questions |
| Bob Sandmeyer is very good professor. he is down to earth, understanding, smart, and cares a lot about the students. |
| The instructor was very involved in class, asking students questions frequently about the material to assure that everyone was on the same page |
| Was willing to change the class for the better of the students. |
| He always was able to answer questions on difficult subjects, and in a way that was easy to understand. |
| The most helpful aspect of the instructor was his ability to grasp the student's attention and make them interested and intellectually stimulated in the material being taught. |
| Writing on the board, explaining in detail, giving pages in the book to look at and read with the class. |
| Dr. Sandmeyer has an uncanny ability to bounce around topic–to–topic and in the end bring it all together, leading to great understanding.<br><br>He's quite wiry, yet bright. I learned a lot about life from this class. |
| Great at answering questions students have and is very friendly in the classroom. |
| He was always very nice and cared about his student. |
| Knowledgeable about the source material<br>Clearly cared about what students wanted, compassionate<br>Clear terminology |
| The way he talked to the students in the class. Made it feel like i was learning the material. |
| The instructor cared about his students and wanted us to succeed. |
| explanation of material |
| very understanding and willing to help |
| He was very intriguing during lecture and thoroughly provided the material. Also, the Canvas was very convenient and well organized. |
| His lecture style, and his structured approach to learning. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
|---|
| Stay on topic or clearly differentiate between discussed topics. |
| I did not like how easily off topic he could get, which to me wasted time. He graded our writing assignments very hard for a 100 level class and I was not expecting that. I also would change the fact that he did not like to use powerpoints. He is always on the move and moves very quickley, so it was hard for me at times to keep up and keep everything in line. I wish he would have let us use our computers/devices to take notes and be able to view our handouts if we do not have printers to bring hard copies to class. |
| none |
| I can not think of anything I would necessarily change about this professor |
| I wouldn't change any aspects of this instructor |
| None |
| The organization of the class discussion would make it easier to understand some of the tougher subjects. |
| I would not change any aspects of the instructor. |
| Explain it in simpler terms, not everyone is a philosopher and understands the words being used. When he explained it in layman's terms I could comprehend it better. |
| I would say slowing down some but I'm afraid that it would muzzle his passion. His passion is contagious. |
| This was supposed to be a 100 level course, and i believe that it was a lot harder than it should have been. |
| be more thorough with the material |
| The instructor was not clear during his lectures and was hard to follow. |
| nothing really |
| a little hard on grading papers |
| I would say the lectures could have been organized better, but during the end of the semester the organization really improved. |
| Nothing. He teaches well, and he holds helpful office hours. |

## UK Core - HUM

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 25 | 4.4 | 0.7 | 283 | 4.3 | 0.8 | 1529 | 4.1 | 1.0 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 24 | 4.4 | 0.5 | 278 | 4.3 | 0.8 | 1520 | 4.1 | 1.0 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 25 | 4.1 | 0.8 | 281 | 4.2 | 0.9 | 1523 | 4.2 | 1.0 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 25 | 4.2 | 0.8 | 281 | 4.3 | 0.8 | 1518 | 4.1 | 1.0 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 25 | 4.2 | 0.9 | 281 | 4.2 | 0.9 | 1519 | 4.1 | 1.0 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 3 | 12.0% |
| Agree | 4 | 10 | 40.0% |
| Strongly Agree | 5 | 12 | 48.0% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 14 | 58.3% |
| Strongly Agree | 5 | 10 | 41.7% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.0% |
| Neither Disagree or Agree | 3 | 4 | 16.0% |
| Agree | 4 | 12 | 48.0% |
| Strongly Agree | 5 | 8 | 32.0% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 4.0% |
| Neither Disagree or Agree | 3 | 2 | 8.0% |
| Agree | 4 | 12 | 48.0% |
| Strongly Agree | 5 | 10 | 40.0% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 8.0% |
| Neither Disagree or Agree | 3 | 1 | 4.0% |
| Agree | 4 | 12 | 48.0% |
| Strongly Agree | 5 | 10 | 40.0% |

| Raters | Students |
|---|---|
| Responded | 27 |
| Invited | 32 |
| Response Ratio | 84.4% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 27 | 3.3 | 0.7 | 907 | 2.7 | 1.2 | 25801 | 2.3 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 3 | 11.1% |
| Junior | 3 | 13 | 48.1% |
| Senior | 4 | 11 | 40.7% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 23 | 71.9% |
| Is an elective | 3 | 9.4% |
| Covers a topic I am interested in | 6 | 18.8% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 27 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 27 | 6.2 | 0.8 | 886 | 6.5 | 0.9 | 25326 | 6.3 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 1 | 3.7% |
| D | 4 | 0 | 0.0% |
| C | 5 | 1 | 3.7% |
| B | 6 | 15 | 55.6% |
| A | 7 | 10 | 37.0% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 27 | 1.9 | 0.9 | 906 | 1.9 | 0.9 | 25733 | 2.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 9 | 33.3% |
| 3 - 4 hours | 2 | 13 | 48.1% |
| 5 - 7 hours | 3 | 3 | 11.1% |
| 8 - 10 hours | 4 | 2 | 7.4% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 27 | 3.9 | 1.0 | 910 | 4.2 | 1.0 | 25780 | 4.0 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 4 | 14.8% |
| Neither Disagree or Agree | 3 | 4 | 14.8% |
| Agree | 4 | 11 | 40.7% |
| Strongly Agree | 5 | 8 | 29.6% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized | 27 | 3.8 | 1.2 | 911 | 4.2 | 1.0 | 25816 | 4.1 | 1.0 |
| Class meetings contributed to my learning of the course content. | 27 | 4.1 | 1.2 | 911 | 4.4 | 0.9 | 25686 | 4.1 | 1.1 |
| Grading in the course was fair. | 27 | 3.7 | 1.0 | 907 | 4.3 | 0.9 | 25747 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 27 | 4.3 | 0.6 | 909 | 4.6 | 0.7 | 25668 | 4.2 | 0.9 |
| I understand how the final grade will be calculated in the course. | 27 | 4.4 | 0.7 | 906 | 4.4 | 0.9 | 25751 | 4.3 | 0.9 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.7% |
| Disagree | 2 | 5 | 18.5% |
| Agree | 4 | 14 | 51.9% |
| Strongly Agree | 5 | 7 | 25.9% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 6 | 22.2% |
| Agree | 4 | 7 | 25.9% |
| Strongly Agree | 5 | 14 | 51.9% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 5 | 18.5% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 15 | 55.6% |
| Strongly Agree | 5 | 4 | 14.8% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 7.4% |
| Agree | 4 | 16 | 59.3% |
| Strongly Agree | 5 | 9 | 33.3% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.7% |
| Neither Disagree or Agree | 3 | 1 | 3.7% |
| Agree | 4 | 12 | 44.4% |
| Strongly Agree | 5 | 13 | 48.1% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The professor! |
| Talking about our readings the day after, and when professor Sandmeyer actually lectured instead of relying on students inputs which I felt some students responded just because they liked to hear their selves talk. |
| Class discussion was extremely helpful in understanding the concepts presented in the course. |
| Analysis |
| The readings being easily accessed and in PDF format |
| The lectures were the most helpful, they better helped me to understand the content than I could from readings. The quizzes were also quite helpful, in this regard. They assisted in helping me learn more from the readings than I would have otherwise. |
| It applied very well to how I and others might perceive the world, therefore I found it very useful. |
| learned so much about the topic at hand. I now have a greater understanding of environmental ethics and will be able to apply my knowledge to my future. Learned how to write an argumentative philosophy paper and explain concepts in a simple manner. |
| Preparing for the exams was the most helpful thing for me, because it made me sit down and really pull together all the information we'd learned in a cohesive manner. Class meetings were helpful too. Initially it took me enormous amounts of focus and energy to pay attention and follow the conversation in class, but after midterm course evals, Dr. Sandmeyer started writing things up on the board more and it made it infinitely easier for me to focus. |
| What was helpful was the professors availability and willingness to change topics or follow up on questions (even if they're not directly related). |
| The readings were very intriguing and did the most to teach me in the class. |
| Incredibly well organized. |
| The explanations in class |
| The discussions to an extent. |
| I really enjoyed the class discussions and the reading quizzes. |
| in class discussion |
| The daily schedule was very helpful. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| nothing |
| The attendance policy is horrible, nobody will have an incentive to come to class after they lost all their attendance points from missing 3 classes. Instead make a total attendance % and have each class missed lose a few points, to have incentive to continue to go to class after missing 3 classes. |
| I would change the lecture, by adding more visuals and more outlines for the units. |
| Readings |
| Spend more time on certain important philosophers |
| I would most likely change how the exams were structured. Not only are the exams mentally draining, but are also quite a bit different than anything else most ENS students would be likely to encounter. |
| I think that maybe including another way to gauge student understanding of the materials and/or how the materials connect would be beneficial. For example, maybe having a mini quiz at the end or being of class or having a short answer question. |
| class meetings were sometimes disorganized and it was hard to focus on what was important versus what was just a tangent. questions on quizzes did not necessarily reflect what was important about the readings – I feel like they were surface level questions instead of asking what was the main purpose of the reading. |
| Spacing out the assignments more evenly. I don't think we needed a full month to write our essay—having it due a few weeks before would have allowed us adequate time to write our final paper a week or so before finals, which I think would have been better than having both a final essay and a written final, especially given that we only have a few days to write our final essay with feedback from our previous paper. |
| I would change the rate that the class moves through the readings. It's so fast and quick that there isn't a lot of time to review or go over the readings. This is a problem for me, because I have a hard time processing the readings sometimes because of their complexity. |
| I would change the way in which the material is presented in class. better visuals if possible and more group discussion would be more effective (for me) than the current lecture style. The current style is not as engaging and generally does not translate the material well. |
| Maybe less rambling. |
| The exams |
| Also the discussions, they went very off course and would take too much time explaining one thing |
| More structure and less papers |
| drop one attendance grade, attendance is important but there is no need to lose 25% for missing one class. |
| I would change the way we talk about our units and topics. I think that a great deal of the class revolved around being able to articulate and create an argument, the real purpose of the class should be unraveling environmental ethics and defining more of that in relation to historical and modern dilemmas. |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 27 | 4.0 | 0.9 | 942 | 4.4 | 0.9 | 34760 | 4.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 11.1% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 13 | 48.1% |
| Strongly Agree | 5 | 8 | 29.6% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 27 | 4.1 | 1.0 | 942 | 4.5 | 0.8 | 34818 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 27 | 3.3 | 1.3 | 942 | 4.3 | 1.0 | 34803 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 27 | 3.7 | 1.0 | 940 | 4.5 | 0.8 | 34743 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 27 | 3.4 | 1.2 | 937 | 4.4 | 0.9 | 34804 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 27 | 4.5 | 0.6 | 943 | 4.7 | 0.6 | 34870 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 27 | 4.3 | 0.8 | 941 | 4.6 | 0.7 | 34683 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.7% |
| Disagree | 2 | 1 | 3.7% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 12 | 44.4% |
| Strongly Agree | 5 | 10 | 37.0% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 2 | 7.4% |
| Disagree | 2 | 7 | 25.9% |
| Neither Disagree or Agree | 3 | 3 | 11.1% |
| Agree | 4 | 10 | 37.0% |
| Strongly Agree | 5 | 5 | 18.5% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 5 | 18.5% |
| Neither Disagree or Agree | 3 | 4 | 14.8% |
| Agree | 4 | 12 | 44.4% |
| Strongly Agree | 5 | 6 | 22.2% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.7% |
| Disagree | 2 | 7 | 25.9% |
| Neither Disagree or Agree | 3 | 4 | 14.8% |
| Agree | 4 | 9 | 33.3% |
| Strongly Agree | 5 | 6 | 22.2% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Neither Disagree or Agree | 3 | 1 | 3.7% |
| Agree | 4 | 11 | 40.7% |
| Strongly Agree | 5 | 15 | 55.6% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 2 | 7.4% |
| Agree | 4 | 13 | 48.1% |
| Strongly Agree | 5 | 12 | 44.4% |

## Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| his passion for his teaching and for the information throughout the class as well as his knowledge of the content and his way to articulate his thoughts into how he teachings. Wanted the students to actually learn and receive the content for usage outside the classroom as well as using other features of being a great student. He taught beyond just the scope of the class and was hands–down one of my favorite professors |
| I liked how he built connections between concepts and philosophers. |
| creating discussion. |
| NA |
| He was organized with canvas and assignments were clear and tests were clear. Also super interesting and likeable and funny |
| The way that he made sure to keep the course schedule up to date as well as he did was extremely helpful. |
| His teaching style is more interactive than other teachers that I have had. I like that he makes the lecture more of a class discussion and that he encourages students to speak, sometimes calling on people as well. He is open to other ideas and is very approachable to questions in and out of class. |
| guiding us to explain our answers and thoughts in a simple manner. |
| More so than I have ever seen in my time at UK, Dr. Sandmeyer did midterm course evals and ACTUALLY USED THE INFORMATION FROM THEM!!! Class discussions became so much easier for me to follow after that. Also, as difficult as it was to never really receive a straight answer from him, I think that was very beneficial to the class' critical thinking—at least I can say it was for me. He provided us with enough to understand the material, but not enough to keep us from having to make a lot of effort to make our own sense of everything we learned, which I found challenging (in a really good way). |
| The instructor was very passionate about the topic and that helped to keep me interested. |
| Sandmeyer's use of readings was a strong point, and seemed to handle feedback well. after the mid–course evaluations, he pushed us to discuss with each other and visualize the concepts, which was helpful. |
| Dr. Sandmeyer clearly wants his students to do well, and it shows. His class is hard because the material can be dense, but he presents it well and tries to make us engage with it as much as possible. |
| His enthusiasm |
| Availability |
| Writing the outline for lectures on the board before class. Ability to interact and answer questions with students. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
|---|
| Don't ask the students to answer so much, let us hear you talk. |
| create a pace for the information presented |
| NA |
| It would have been easier to understand content if there was a PowerPoint or notes or writing on the board. So many random tangents made it difficult to pull out important point. Some days I would have half a page of notes after a 50 minute lecture because so few important points were made. I feel like I still don't understand many of the key points because we spent too much time defining meaningless words |
| He can be rather repetitive, albeit unknowingly. In addition, he can get sidetracked or backtrack rather easily. For example, starting a class off with the day's material but jumping back and spending the majority of the class talking about the previous class's material. |
| I think that sometimes the teacher gets off track of the subject or drags on other subjects that seem to be less important to the topic on for too long. Therefore, sometimes we miss out on discussing more important parts of the topic for the day. |
| going on tangents – hard to follow where we were going or what the main purpose of the conversation was. it was hard to interpret what the discussions were about but philosophy isn't really clear so I guess I understand that. |
| Please continue writing things down on the board! That helped me follow class much more easily. |
| I would change the way that he lectures. I would have him write more so that I could refer back to the notes on the board. I am just not mentally stimulated by listening to professors talk for long periods of time. |
| His speaking style was hard to follow and could be improved. for example, he spoke quickly and would many times start a new sentence before finishing the last. this sometimes made it difficult to comprehend the ideas being discussed and made it easy to lose track of the conversation. |
| I think he's fine as is, personally. Maybe ramble less, but aside from that, he's fine. |
| Nothing |
| A better order of instructions |
| At times the speed at which lectures were held seemed too fast for the material we were covering. |
| Mind moves around too much and is hard to follow. |

| Raters | Students |
|---|---|
| Responded | 26 |
| Invited | 31 |
| Response Ratio | 83.9% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 26 | 3.3 | 0.8 | 907 | 2.7 | 1.2 | 25801 | 2.3 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 5 | 19.2% |
| Junior | 3 | 9 | 34.6% |
| Senior | 4 | 12 | 46.2% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 25 | 83.3% |
| Is an elective | 1 | 3.3% |
| Covers a topic I am interested in | 3 | 10.0% |
| Choose not to rate | 1 | 3.3% |
| Respondent(s) | 26 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 26 | 6.3 | 0.6 | 886 | 6.5 | 0.9 | 25326 | 6.3 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 1 | 3.8% |
| B | 6 | 15 | 57.7% |
| A | 7 | 10 | 38.5% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 26 | 2.7 | 1.1 | 906 | 1.9 | 0.9 | 25733 | 2.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 2 | 7.7% |
| 3 - 4 hours | 2 | 11 | 42.3% |
| 5 - 7 hours | 3 | 9 | 34.6% |
| 8 - 10 hours | 4 | 3 | 11.5% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 1 | 3.8% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 26 | 4.2 | 1.1 | 910 | 4.2 | 1.0 | 25780 | 4.0 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 4 | 15.4% |
| Agree | 4 | 7 | 26.9% |
| Strongly Agree | 5 | 13 | 50.0% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The course was well organized | 26 | 4.2 | 1.0 | 911 | 4.2 | 1.0 | 25816 | 4.1 | 1.0 |
| Class meetings contributed to my learning of the course content. | 26 | 4.5 | 0.9 | 911 | 4.4 | 0.9 | 25686 | 4.1 | 1.1 |
| Grading in the course was fair. | 26 | 3.8 | 1.2 | 907 | 4.3 | 0.9 | 25747 | 4.2 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 26 | 4.5 | 0.6 | 909 | 4.6 | 0.7 | 25668 | 4.2 | 0.9 |
| I understand how the final grade will be calculated in the course. | 25 | 4.5 | 0.7 | 906 | 4.4 | 0.9 | 25751 | 4.3 | 0.9 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 3 | 11.5% |
| Agree | 4 | 9 | 34.6% |
| Strongly Agree | 5 | 12 | 46.2% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 1 | 3.8% |
| Agree | 4 | 8 | 30.8% |
| Strongly Agree | 5 | 16 | 61.5% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 3 | 11.5% |
| Neither Disagree or Agree | 3 | 4 | 15.4% |
| Agree | 4 | 9 | 34.6% |
| Strongly Agree | 5 | 9 | 34.6% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 2 | 7.7% |
| Agree | 4 | 8 | 30.8% |
| Strongly Agree | 5 | 16 | 61.5% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.8% |
| Agree | 4 | 10 | 38.5% |
| Strongly Agree | 5 | 14 | 53.8% |
| Choose not to rate | NRP | 1 | 3.8% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| Readings were very difficult but were broken down in such a way that they were understandable. There could be more student discussion. A lot of people didn't open their mouths during the whole semester. Discussion should have been encouraged. |
| I thought it was more of a review of environmental thought than a discussion on environmental ethics, and I really appreciated that. I would like to see an environmental(ist) history class added to the major. I really appreciated that class time gave us opportunities to interact with the material in new ways. |
| Lecture, if you missed a day you will become lost and understanding test material will be near impossible. |
| quizzes helped study for in class discussions |
| Lectures and readings. Lectures especially. |
| The reading quizzes were most helpful because they helped solidify the information in the sometimes dense readings. The study guides were also helpful for the midterm and final |
| The reading quizzes were extremely helpful for understanding the content and main points of the readings. |
| Class meetings were the most helpful because the material as presented in class was enjoyable. Additionally, the professor did a great job making connections between current and previous readings. |
| The canvas page |
| The organization. |
| This is one of the first classes where I truly feel my professor genuinely enjoys teaching and also is a high caliber educator. He has pushed us to truly develop better critical thinking skills and I wish I had more classes like this course. |
| The course was set out in an easy to read daily schedule that could be followed at a reasonable pace. |
| I learned a lot about the history of views of nature and their relationships with humans and animals |
| I used the daily schedule on a regular basis. I also liked the reading quizzes because without them I would have fallen behind on the readings. Encouraging us to work together to study for the exams and giving us "work days" in class prior was very helpful |
| I really enjoyed the organization of the class and how clearly it was explained to us. The reading material was very interesting. |
| The lectures were very helpful in explaining some dense readings. Very clear explanation of the terms |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| More student discussion. At this point people should have opinions and should be able to voice them. The paper was an absolute waste of time and effort. Why did we have to do this? I would rethink this. Perhaps a debate between teams or something more interactive. |
| I would like to see more connections to the present day throughout the course like there was at the end. |
| I did not like the take home exam assigned for dead week, having the take home element cut in greatly to study time for other exams and I would prefer to have it assigned or accessible earlier. Since it is open note, having access to the specific question would accommodate more schedules. |
| He expects too much from us. This was my first philosophy class Ive ever taken and he made it extremely difficult. |
| would love notes that we can refelct back on, sometimes in coversation we contradict ourselves and notes get jumbled. very much a class that relies on "how well you track/ take notes" and not on learning knowledge.<br><br>Having a take home final and an in class final is bullshit. Students do not need another thing thrown on them during deadweek. This was just rude and thrown at students at the last moment. I understand the use of the take home final but also making us prepare for an exam that IS AN ESSAY exam– that tests the same type of knowledge and frankly is bullshit to those of us who have jobs, works, and a life outside of your REQUIRED ethics class. |
| Would have loved to see a discussion of justice as a philosophical concept and how it relates to environmental ethics |
| Have more time for discussing our personal ethical viewpoints in relation to the stuff we read |
| I would change the test format to include multiple choice, however I understand that's difficult for a heavily subjective class. |
| Nothing. Best class at U.K.! |
| The lectures and how he teaches us. |
| None. |
| The class discussion can be a little bit confusing but that is very topical of in class discussions that really dive into the material. |
| Less readings |
| While I learned a lot, there seemed to be maybe too many philosophers to compare – pace. |
| I think this would work better as a longer tuesday/thursday class with less content covered. It was hard to grasp/keep track of all of the concepts with the quick pace we went at. The workload was also extremely heavy at some times. We are given a 2 part final– a paper and an in–class test on top of having an essay we turned in 2 weeks prior. The amount of work is very overwhelming |
| I wish that we could have just bought the reading material already collected as a packet or something. Trying to make sure I could get everything printed out was kind of a hassle at times. |
| I would change the guidelines for the exams to explain to what level of explanation do we need to reach. The exam was also quite long for the class period compared to the level of explanation that is expected. |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor provided quality teaching. | 26 | 4.2 | 1.1 | 942 | 4.4 | 0.9 | 34760 | 4.2 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 3 | 11.5% |
| Agree | 4 | 7 | 26.9% |
| Strongly Agree | 5 | 14 | 53.8% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 26 | 4.6 | 0.8 | 942 | 4.5 | 0.8 | 34818 | 4.4 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 26 | 3.9 | 1.3 | 942 | 4.3 | 1.0 | 34803 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 26 | 4.1 | 1.1 | 940 | 4.5 | 0.8 | 34743 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 26 | 4.0 | 1.2 | 937 | 4.4 | 0.9 | 34804 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 26 | 4.5 | 0.9 | 943 | 4.7 | 0.6 | 34870 | 4.5 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 26 | 4.5 | 0.9 | 941 | 4.6 | 0.7 | 34683 | 4.2 | 1.0 |

| 1. The instructor Robert Sandmeyer was prepared for class. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Disagree | 2 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 2 | 7.7% |
| Agree | 4 | 4 | 15.4% |
| Strongly Agree | 5 | 19 | 73.1% |

| 2. The instructor Robert Sandmeyer presented material clearly. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 4 | 15.4% |
| Neither Disagree or Agree | 3 | 4 | 15.4% |
| Agree | 4 | 5 | 19.2% |
| Strongly Agree | 5 | 12 | 46.2% |

| 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 5 | 19.2% |
| Agree | 4 | 7 | 26.9% |
| Strongly Agree | 5 | 12 | 46.2% |

| 4. The instructor Robert Sandmeyer provided material at an appropriate pace. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.8% |
| Disagree | 2 | 3 | 11.5% |
| Neither Disagree or Agree | 3 | 3 | 11.5% |
| Agree | 4 | 6 | 23.1% |
| Strongly Agree | 5 | 13 | 50.0% |

| 5. The instructor Robert Sandmeyer treated students with respect. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.8% |
| Neither Disagree or Agree | 3 | 2 | 7.7% |
| Agree | 4 | 4 | 15.4% |
| Strongly Agree | 5 | 19 | 73.1% |

| 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Strongly Disagree | 1 | 1 | 3.8% |
| Agree | 4 | 9 | 34.6% |
| Strongly Agree | 5 | 16 | 61.5% |

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
| --- |
| Bob explained things in a very understandable manner. Philosophy is not an easy subject and he can teach it! When questions were asked he always answered them clearly. |
| I enjoyed his energy and his enthusiasm, as well as his approachability outside of class. |
| He is very knowledgable on the material and open to suggestions with changing his teaching style. This was good for helping understand material with different learning styles. |
| quizzes and recap sessions |
| Great lectures. Hilarious presentation, well informed, and presented in a clear manner. He cuts through BS without being impolite |
| He really knew what he was talking about and has years of experience with this material and that showed during class. |
| He encourages people to go to office hours and is very helpful when you ask him questions. He is willing to do everything he can to help people out. |
| Very well spoken. And good at addressing questions |
| Making connections between current and past readings. Writing outlines on the board. |
| Personable and organized |
| He truly does care about teaching, his students, and believes in holding his students to a high standard. |
| Fun professor that was relatable and ran the class discussions and debates well |
| Very knowledgable |
| Very straightforward so I knew what was expected of me. Also exceptionally helpful one on one during office hours. I found myself very lost on the concepts and he had no problem going slowly over everything and helping me grasp them. I really enjoyed the stories he told us about his life that connected to things discussed in class. He was also very honest with us about the reasoning if he was behind on grading which made me feel as though I could be honest with him if I ever faced outside issues. |
| He is very passionate about the content and is enthusiastic in class. He made sure to let us know his availability for further discussion and office hours. He was willing to take feedback halfway in the course and adjusted his style and approach to lecture. |
| Lectures helped in my understanding of the material. Also, they were very helpful during office hours in the editing process for the term paper. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
|---|
| Get rid of that paper! It really didn't seem like a good use of time.<br>Perhaps students could do more talking. It seemed like a lot of people never engaged and this should be encouraged at this level. Open your mouths people!! |
| I would like for us to begin with more uncomplicated explanations and THEN move into the nuance, to make sure that we have a baseline understanding before we go into technicalities. |
| I would change the way lectures are given and write more on the board or giving a clear structure for lecture information. Since it is philosophy, there are not always clear cut answers to questions but lectures would be convoluted and it was easy to get confused about what we were talking about or mixing up presented theories. On the days there was writing on the board and a material was presented in a more clear sequence I learned much better. |
| He was a hard grader and expected too much of us. |
| not only having verbal discssions. 45% of our grade was determined in final days of the class. A semester worth of work could be erased. |
| Nothing |
| Don't keep picking on the same kids to answer questions, especially if they can't answer questions in the exact way you want. Be more open to the answers students give and help them craft it to be more like what you were thinking. |
| I do not like how Dr. Sandmeyer randomly calls on people in class. I understand that he is looking to engage the class (and I appreciate that) but it gives many people anxiety and I don't want to come to class and be nervous about being called on and not know the answer. |
| He is condescending and belittling for the sake of his own ego and he cant spit out a sentence without stopping and rewording it 17 times. |
| Nothing. Best teacher I've had at U.K. |
| None |
| A little pretentious occasionally but nothing that bad |
| Sometimes goes on tangents that creates more confusion over materials |
| He uses a lot of big/complicated words which made it hard for me to follow the conversations in class. Sometimes I would have to google words to completely understand what he was saying. |
| Class discussions occasionally derailed and didn't always seem to cover everything that they might need to – he bounced around a lot in the beginning especially. |
| n/a |

| Raters | Students |
|---|---|
| Responded | 12 |
| Invited | 28 |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 12 | 1.1 | 0.3 | 865 | 2.5 | 1.2 | 21847 | 2.2 | 1.3 |

**1. My classification is**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 11 | 91.7% |
| Sophomore | 2 | 1 | 8.3% |
| Junior | 3 | 0 | 0.0% |
| Senior | 4 | 0 | 0.0% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 6 | 37.5% |
| Is an elective | 8 | 50.0% |
| Covers a topic I am interested in | 2 | 12.5% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 12 | |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 12 | 6.5 | 0.5 | 851 | 6.5 | 1.0 | 21444 | 6.3 | 1.1 |

**1. My expected grade in this course**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 6 | 50.0% |
| A | 7 | 6 | 50.0% |

| Question | Course | Deparment (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| Hours per week spent on the course (excluding class time) | 2.3 | 1.8 | 2.2 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 2 | 16.7% |
| 3 - 4 hours | 2 | 6 | 50.0% |
| 5 - 7 hours | 3 | 2 | 16.7% |
| 8 - 10 hours | 4 | 2 | 16.7% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 12 | 4.4 | 0.7 | 869 | 4.3 | 1.0 | 21839 | 4.0 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 5 | 41.7% |
| Strongly Agree | 5 | 6 | 50.0% |

## Course Specific Questions

| Question | Course | Deparment (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The course was well organized | 4.4 | 4.3 | 4.0 |
| Class meetings contributed to my learning of the course content. | 4.8 | 4.4 | 4.0 |
| Grading in the course was fair. | 4.1 | 4.3 | 4.1 |
| Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material. | 4.5 | 4.5 | 4.2 |
| I understand how the final grade will be calculated in the course. | 4.0 | 4.4 | 4.3 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 58.3% |
| Strongly Agree | 5 | 5 | 41.7% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 25.0% |
| Strongly Agree | 5 | 9 | 75.0% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 8.3% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 4 | 33.3% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 6 | 50.0% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 16.7% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 5 | 41.7% |

### Which aspects of the course were most helpful? Why?

| Comments |
| --- |
| the book was very helpful, I really enjoyed reading it |
| It is challenging and interesting to learn about. |
| The Professor was really good at explaining concepts. |
| Lectures and readings were great |
| Lecture and online quizzes because I learned the most information to be successful in the course |
| the concepts learned are quite interesting and help in life. Also, having to read the book everyday and take quizzes really kept me on top of the class |

### Which aspects of the course would you change? How and Why?

| Comments |
| --- |
| I felt the lectures weren't really helpful when it came to understanding course material. I felt as if we got off topic frequently. |
| The course workload is on the heavier side. There are readings to keep up with a few nights of the week and four papers throughout the semester. Also, I would change something about the attendance policy because it counts for a big part of the grade. |
| The attendance was not fairly graded. Got a 0 Percent in my grades despite actually having an attendance grade of 88 percent. |
| Nothing |
| I wouldn't change anything |
| none |

## Overall Instructor Score

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.8 | 0.5 | 4.4 | 0.9 | 4.2 | 1.1 |

**1. The instructor provided quality teaching.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 25.0% |
| Strongly Agree | 5 | 9 | 75.0% |

## Instructor Specific Questions

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.8 | 0.5 | 4.5 | 0.8 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 4.3 | 1.2 | 4.3 | 1.0 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.5 | 0.5 | 4.5 | 0.9 | 4.2 | 1.1 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.3 | 1.0 | 4.5 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.7 | 0.5 | 4.7 | 0.7 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.8 | 0.5 | 4.5 | 0.8 | 4.1 | 1.0 |

**1. The instructor Robert Sandmeyer was prepared for class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 25.0% |
| Strongly Agree | 5 | 9 | 75.0% |

**2. The instructor Robert Sandmeyer presented material clearly.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 8.3% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 3 | 25.0% |
| Strongly Agree | 5 | 7 | 58.3% |

**3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 6 | 50.0% |

**4. The instructor Robert Sandmeyer provided material at an appropriate pace.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 8.3% |
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 6 | 50.0% |

**5. The instructor Robert Sandmeyer treated students with respect.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 4 | 33.3% |
| Strongly Agree | 5 | 8 | 66.7% |

**6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 25.0% |
| Strongly Agree | 5 | 9 | 75.0% |

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
| --- |
| He invoked deeper thinking |
| when we would talked about the papers, that was helpful |
| Professor Sandmeyer was very helpful and always ready to help a student out. |
| He was always willing to meet and help if there was ever a problem. Also, he has a vast knowledge regarding the topic so it was helpful listening to him explain it. |
| He was very good overall at teaching. Did everything well and was fun while doing that. |
| Not just straight out answering questions, helping you figure out on your own |
| He made class fun and enjoyable, always asking students questions and forcing them out of their comfort zones |
| His way of teaching was very effective for the course. I appreciated that there were not quizzes for every reading and that the material covered was directly related to what was ready so there weren't any misunderstandings. The teacher was also very helpful when students had questions |

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
| --- |
| He jumped around a lot, got on rants, often didnt meet the objectives of the day |
| got off topic a lot |
| He went a little fast some days, but overall a great professor! |
| He is too unforgiving when it comes to grading. Much too harsh for a 100 Level course. |
| Nothing! |
| nothing |
| NA |

## UK Core - HUM

| Question | Course Mean | Deparment (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 4.4 | 4.3 | 4.1 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 4.4 | 4.3 | 4.2 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 4.3 | 4.3 | 4.1 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 4.3 | 4.3 | 4.1 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 4.4 | 4.3 | 4.2 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 58.3% |
| Strongly Agree | 5 | 5 | 41.7% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 58.3% |
| Strongly Agree | 5 | 5 | 41.7% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 5 | 41.7% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 8.3% |
| Agree | 4 | 6 | 50.0% |
| Strongly Agree | 5 | 5 | 41.7% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 58.3% |
| Strongly Agree | 5 | 5 | 41.7% |

| Raters | Students |
|---|---|
| Responded | 15 |
| Invited | 31 |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 15 | 1.2 | 0.8 | 865 | 2.5 | 1.2 | 21847 | 2.2 | 1.3 |

| 1. My classification is | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Freshman | 1 | 14 | 93.3% |
| Sophomore | 2 | 0 | 0.0% |
| Junior | 3 | 0 | 0.0% |
| Senior | 4 | 1 | 6.7% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 4 | 23.5% |
| Is an elective | 10 | 58.8% |
| Covers a topic I am interested in | 3 | 17.6% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 15 | |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 15 | 6.3 | 0.8 | 851 | 6.5 | 1.0 | 21444 | 6.3 | 1.1 |

| 1. My expected grade in this course | | | |
|---|---|---|---|
| Options | Score | Count | Percentage |
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 3 | 20.0% |
| B | 6 | 5 | 33.3% |
| A | 7 | 7 | 46.7% |

| Question | Course | Deparment (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| Hours per week spent on the course (excluding class time) | 2.3 | 1.8 | 2.2 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 4 | 26.7% |
| 3 - 4 hours | 2 | 5 | 33.3% |
| 5 - 7 hours | 3 | 5 | 33.3% |
| 8 - 10 hours | 4 | 0 | 0.0% |
| 11 - 15 hours | 5 | 1 | 6.7% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 15 | 3.7 | 1.3 | 869 | 4.3 | 1.0 | 21839 | 4.0 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 6.7% |
| Disagree | 2 | 2 | 13.3% |
| Neither Disagree or Agree | 3 | 3 | 20.0% |
| Agree | 4 | 3 | 20.0% |
| Strongly Agree | 5 | 6 | 40.0% |

## Course Specific Questions

| Question | Course | Deparment (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| The course was well organized | 4.1 | 4.3 | 4.0 |
| Class meetings contributed to my learning of the course content. | 4.3 | 4.4 | 4.0 |
| Grading in the course was fair. | 4.4 | 4.3 | 4.1 |
| Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material. | 4.8 | 4.5 | 4.2 |
| I understand how the final grade will be calculated in the course. | 4.5 | 4.4 | 4.3 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 13.3% |
| Agree | 4 | 7 | 46.7% |
| Strongly Agree | 5 | 6 | 40.0% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 6.7% |
| Disagree | 2 | 1 | 6.7% |
| Agree | 4 | 4 | 26.7% |
| Strongly Agree | 5 | 9 | 60.0% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.7% |
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 4 | 26.7% |
| Strongly Agree | 5 | 9 | 60.0% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 20.0% |
| Strongly Agree | 5 | 12 | 80.0% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 6.7% |
| Agree | 4 | 3 | 20.0% |
| Strongly Agree | 5 | 11 | 73.3% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The daily quizzes because they force you to read the book to be prepared for class. |
| The aspects most helpful in this course were the online quizzes which our midterm and final assessment were based off of. These quizzes could be used as study guides. |
| The professor was very understanding and reliable for grades. |
| lectures and quizzes on canvas |
| lectures were extremely helpful because it provided a more in–depth analysis of the topics discussed in class |
| the quizzes helped better understand the topics covered |
| nothing |
| He really tried to teach in a way that benefited his students and was clear in every lecture. |
| Learning about ideas, etc |
| The online quizzes |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| The way attendance is graded, even though I understand why he did it the way that he did. |
| I would make more set notes instead of us just listening to the professor lecture. It was hard to know if our notes were correct or if we were writing the important notes. I feel that if we had set notes, I would have done better on the writing assignments. |
| I would change how the papers were discussed simply because they were so hard to understand. |
| less focus on philosophers and more on philosophy itself |
| I would not change anything |
| More powerpoint / structured lectures |
| there were a lot of readings that were really confusing to read |
| everything |
| I would add more relevant information like how the old philosophers relate to a topic now |
| The presentation |
| The strict attendance. I should not have gone down 13% because I missed a few classes. |

## Overall Instructor Score

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.3 | 0.8 | 4.4 | 0.9 | 4.2 | 1.1 |

### 1. The instructor provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 3 | 20.0% |
| Agree | 4 | 4 | 26.7% |
| Strongly Agree | 5 | 8 | 53.3% |

## Instructor Specific Questions

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.3 | 0.9 | 4.5 | 0.8 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 3.9 | 1.1 | 4.3 | 1.0 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.3 | 1.0 | 4.5 | 0.9 | 4.2 | 1.1 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.3 | 0.9 | 4.5 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.8 | 0.4 | 4.7 | 0.7 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.9 | 0.4 | 4.5 | 0.8 | 4.1 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.7% |
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 5 | 33.3% |
| Strongly Agree | 5 | 8 | 53.3% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 20.0% |
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 6 | 40.0% |
| Strongly Agree | 5 | 5 | 33.3% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.7% |
| Neither Disagree or Agree | 3 | 2 | 13.3% |
| Agree | 4 | 4 | 26.7% |
| Strongly Agree | 5 | 8 | 53.3% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.7% |
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 5 | 33.3% |
| Strongly Agree | 5 | 8 | 53.3% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 3 | 20.0% |
| Strongly Agree | 5 | 12 | 80.0% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 2 | 13.3% |
| Strongly Agree | 5 | 13 | 86.7% |

### Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| His repetition of concepts and asking the same questions in class over and over again because they get ingrained in the brain that way. |
| This teacher was extremely helpful because he always wanted us to understand things, but he did it in such a unique way that while he taught us there would be some question–asking to see if he could possibly get it out of us. It really makes you think and I enjoyed it. |
| I think the instructor did a good job of keeping the students involved in class. He constantly asked questions and made students give answers to stimulate deeper thinking. |
| He listened to our questions and answered well. |
| explains things very thorough, this helps explain difficult concepts. also he spends a lot of time on certain things which is nice because concepts are so complex |
| He was very easy to talk to and made himself available if we had questions. |
| what was most helpful was how passionate the instructor was about his course. I love professor sandmeyer!! |
| he was such a sweet man but the concepts were kind of confusing he was very understanding and you can tele really cared about his students, |
| he is passionate about the subject |
| He repeated the ideas we need to understand over and over until we could present the information on our own. |
| He would work with you until you got the answer correct because he knew you could find the right answer in yourself |
| He knew what he was talking about |

### Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| N/A |
| none |
| I think the instructor could have given more structured notes rather than just lecturing. Also, the instructor could have given more straightforward details for the writing assignments. |
| How he prepares us for tests and papers. |
| NA |
| I would not change anything. |
| n/a!!! |
| class was kind of boring it would be better if there were more conversation with the class |
| quit talking so fast & understand most of your students have no background on this subject so try to explain things in a way we can understand, not like we are already philosophers |
| Nothing |
| Presentation of notes. This improved in the end of the semester |
| Class was always just him talking at us for 50 minutes straight |

**UK Core - HUM**

| Question | Course Mean | Deparment (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally. | 4.3 | 4.3 | 4.1 |
| This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein. | 4.5 | 4.3 | 4.2 |
| This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. | 4.5 | 4.3 | 4.1 |
| This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions. | 4.5 | 4.3 | 4.1 |
| This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. | 4.4 | 4.3 | 4.2 |

**1. This course helped me present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 8 | 53.3% |
| Strongly Agree | 5 | 6 | 40.0% |

**2. This course helped me distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 6.7% |
| Agree | 4 | 5 | 33.3% |
| Strongly Agree | 5 | 9 | 60.0% |

**3. This course helped me identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 6 | 40.0% |
| Strongly Agree | 5 | 8 | 53.3% |

**4. This course helped me develop disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Agree | 4 | 7 | 46.7% |
| Strongly Agree | 5 | 8 | 53.3% |

**5. This course helped me conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 6.7% |
| Agree | 4 | 7 | 46.7% |
| Strongly Agree | 5 | 7 | 46.7% |

| Question | Course | | |
| --- | --- | --- | --- |
| | Response Count | Mean | Standard Deviation |
| The introductory discussion days made each new topic easier to understand | 15 | 4.0 | 1.1 |

**1. The introductory discussion days made each new topic easier to understand**

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Disagree | 2 | 3 | 20.0% |
| Agree | 4 | 6 | 40.0% |
| Strongly Agree | 5 | 6 | 40.0% |

| Question | Course | | |
| --- | --- | --- | --- |
| | Response Count | Mean | Standard Deviation |
| The thought experiments made it easier to comprehend the following readings | 15 | 3.8 | 1.3 |

**1. The thought experiments made it easier to comprehend the following readings**

| Options | Score | Count | Percentage |
| --- | --- | --- | --- |
| Strongly Disagree | 1 | 1 | 6.7% |
| Disagree | 2 | 2 | 13.3% |
| Neither Disagree or Agree | 3 | 2 | 13.3% |
| Agree | 4 | 4 | 26.7% |
| Strongly Agree | 5 | 6 | 40.0% |

| Raters | Students |
|---|---|
| Responded | 30 |
| Invited | 68 |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My classification is | 29 | 1.9 | 1.4 | 865 | 2.5 | 1.2 | 21847 | 2.2 | 1.3 |

### 1. My classification is

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 16 | 55.2% |
| Sophomore | 2 | 6 | 20.7% |
| Junior | 3 | 4 | 13.8% |
| Senior | 4 | 2 | 6.9% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 1 | 3.4% |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| Is a required course | 13 | 37.1% |
| Is an elective | 17 | 48.6% |
| Covers a topic I am interested in | 5 | 14.3% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 30 | |

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| My expected grade in this course | 30 | 6.7 | 0.5 | 851 | 6.5 | 1.0 | 21444 | 6.3 | 1.1 |

### 1. My expected grade in this course

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 10 | 33.3% |
| A | 7 | 20 | 66.7% |

| Question | Course | Deparment (Philosophy) | College (Arts and Sciences) |
|---|---|---|---|
| | Mean | Mean | Mean |
| Hours per week spent on the course (excluding class time) | 2.0 | 1.8 | 2.2 |

### 1. Hours per week spent on the course (excluding class time)

| Options | Score | Count | Percentage |
|---|---|---|---|
| 2 hour or less | 1 | 10 | 33.3% |
| 3 - 4 hours | 2 | 11 | 36.7% |
| 5 - 7 hours | 3 | 8 | 26.7% |
| 8 - 10 hours | 4 | 1 | 3.3% |
| 11 - 15 hours | 5 | 0 | 0.0% |
| 16 hours or more | 6 | 0 | 0.0% |

## Overall Course Score

### Course Specific Questions

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| I consider this course to be a quality course. | 30 | 3.7 | 1.3 | 869 | 4.3 | 1.0 | 21839 | 4.0 | 1.1 |

### 1. I consider this course to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 10.0% |
| Disagree | 2 | 2 | 6.7% |
| Neither Disagree or Agree | 3 | 5 | 16.7% |
| Agree | 4 | 11 | 36.7% |
| Strongly Agree | 5 | 9 | 30.0% |

## Course Specific Questions

| Question | Course Mean | Deparment (Philosophy) Mean | College (Arts and Sciences) Mean |
|---|---|---|---|
| The course was well organized | 3.8 | 4.3 | 4.0 |
| Class meetings contributed to my learning of the course content. | 4.0 | 4.4 | 4.0 |
| Grading in the course was fair. | 3.7 | 4.3 | 4.1 |
| Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material. | 4.1 | 4.5 | 4.2 |
| I understand how the final grade will be calculated in the course. | 4.3 | 4.4 | 4.3 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 4 | 13.3% |
| Neither Disagree or Agree | 3 | 3 | 10.0% |
| Agree | 4 | 10 | 33.3% |
| Strongly Agree | 5 | 11 | 36.7% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 2 | 6.7% |
| Neither Disagree or Agree | 3 | 4 | 13.3% |
| Agree | 4 | 12 | 40.0% |
| Strongly Agree | 5 | 11 | 36.7% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 4 | 13.3% |
| Neither Disagree or Agree | 3 | 4 | 13.3% |
| Agree | 4 | 14 | 46.7% |
| Strongly Agree | 5 | 7 | 23.3% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 1 | 3.3% |
| Agree | 4 | 17 | 56.7% |
| Strongly Agree | 5 | 10 | 33.3% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 1 | 3.3% |
| Agree | 4 | 13 | 43.3% |
| Strongly Agree | 5 | 14 | 46.7% |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The guest speakers because it made it more interesting being able to hear from people that dedicate their life to ideas covered in this course. |
| the online aspects and the readings |
| In–class discussions were the most helpful, philosophy is hard to understand sometimes without strong, cued discussions, which were provided. |
| The speakers coming in was nice because we got to see various view points on the ethics of food. |
| It really changed my thoughts on some of the foods I consume in my body and really broadened my thoughts on food in general |
| The quizzes were helpful because it pointed out things that Prof. Sandmeyer wanted us to learn. |
| The grading was easy to understand. |
| Having the daily class schedule posted and the link to each document to refer to when needed was helpful. |
| Quality lecturing, awesome guest speakers, some great readings |
| There were a lot of interesting discussions and readings, and I felt this class gave me a more solid grounding and understanding of my major. The homework due dates and readings were very well–organized and made sense, and the professor was clearly experienced and competent. Having visitors in class was really fun, too! He was also very accommodating about requests for help/altered assignments. |
| Lectures were very interesting. Guest speakers were excellent. It added dimension to this class which was very interesting. |
| nothing |
| Dr. Sandemeyer was approachable and willing to work things out if there were disputes |
| Lectures helped clarify readings, assignments were directly related to in–class topics and projects. |
| the quizzes helped boost my grade, the guest speakers were great to have come in, and the final project allowing us to do volunteering was great |
| The most helpful aspects of this course was when the visitors came to visit because it was engaging and not boring like class usually is |
| The readings and practice quizzes were most helpful in this course. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| Felt like the readings were way to long and that they could be condensed. |
| n/a |
| I like the idea of a volunteer assignment, but I feel like it was sprung on us. It would make more sense to tell us about the project at the beginning of the semester so that we have the whole semester to get the five hours. Only giving us one month means too much competition for hours and for people who work, we didn't have enough notice to request off. |
| I wouldn't change anything about the course because it exceeded all expectations of what i was supposed to get out of it |
| The group civic engagement project, was unorganized and a little much for a 200 level class. Prof. Sandmeyer did not have a clear idea of what he was going to assign until a week or so prior to the start of the project. The class was given roughly 2 weeks to work 6 hours of volunteer work, mostly during times that were either during classes or, like me, during the times of my job. If he were to have this idea at the start of the semester and put it in the syllabus, I would have been able to give proper notice to my job as well as other family obligations in order to do the project. I just feel that projects of that magnitude that require more of the student should be thought out prior to the semester and placed in syllabus.<br><br>Also, I feel that the mandatory attendance is unnecessary. I am not a traditional student, and I have other obligations (child, full time job, etc.) that sometimes called me away from the class time. The added pressure of mandatory attendance is something that I feel I should not have to deal with in a college setting. Especially if I am passing the class with an A. I understand the reason behind it, and the class time did aid in my learning the material. I just feel that, as a college student, and an adult, whether I come to class or not is my responsibility and I should not feel pressured to be there. |
| N/A |
| Just give the volunteer portion of the last project more time to get done since it was hard to get all of the hours done. |
| It would be great if the class could be restricted to about 20–30 students instead of 70. The students who weren't engaged and interested really distracted and detracted from the class for the students who did want to be there. Also because of that, the group work that we occasionally did was not very productive or valuable. Also, the detours to discuss note–taking strategy were not very helpful. |
| The class is too large! 70 students was too much for the professor and his TA to wrangle and grade adequately. Split the class in half. Also, the professor had multiple assignments he clearly didn't think through ahead of time – a food tracking/diet assignment that I know people had trouble with due to a history of disordered eating, and then a surprise group discussion of how well we did in the assignment which wasn't great for those aforementioned people having trouble. The volunteer assignment was announced about three weeks before it was due, which meant no one had the opportunity to sign up for volunteer shifts ahead of time and they were rapidly packed out. |
| I would appreciate more student input. Lectures are fine but it would be more beneficial if there was more student interaction. People sit there and play on their phones or talk to their friends. They need to get their head in the game. |
| I have no idea what this class is even about |
| The professor and how the material was presented. The slides were sloppy, he usually ranted and stuttered and didnt make sense. Nothing about this class I liked. The assignments were way over the top and required was too much work/ reading to complete for a 200 level class. |
| – Smaller class sizes with more sections.<br>– TA not grading assignments, but maybe giving a few lectures. |
| not really sure to be honest |
| There are many aspects I would change about this course, one being presenting more interesting topics. At the begging of the semester it was interesting but about two weeks afternoon class started it was very boring. The instructor gets mad very easily and raises his voice often. The classes seemed as we were being preached at instead of taught information that would be useful in life |
| I would change the organization of the lectures within this course. |
| Excessive amount of work. Unfair/unreasonable due dates for visitor questions and quizes. Have the due dates placed at a reasonable time of day and it should fix the issue. |
| his TA graded everything and without providing examples we were left in confusion of how to construct visitor questions, gave a volunteer project towards the end of the semester, which is when exams, and some internships start making it very difficult to get those hours completed. |

## Overall Instructor Score

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor provided quality teaching. | 4.0 | 1.2 | 4.4 | 0.9 | 4.2 | 1.1 |

**1. The instructor provided quality teaching.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 5 | 16.7% |
| Agree | 4 | 9 | 30.0% |
| Strongly Agree | 5 | 13 | 43.3% |

## Instructor Specific Questions

| Question | Course | | Deparment (Philosophy) | | College (Arts and Sciences) | |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.3 | 1.0 | 4.5 | 0.8 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 3.6 | 1.3 | 4.3 | 1.0 | 4.1 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 3.9 | 1.3 | 4.5 | 0.9 | 4.2 | 1.1 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.0 | 1.0 | 4.5 | 0.8 | 4.2 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.3 | 1.0 | 4.7 | 0.7 | 4.4 | 0.9 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.3 | 1.0 | 4.5 | 0.8 | 4.1 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 3 | 10.0% |
| Agree | 4 | 8 | 26.7% |
| Strongly Agree | 5 | 17 | 56.7% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 10.0% |
| Disagree | 2 | 3 | 10.0% |
| Neither Disagree or Agree | 3 | 6 | 20.0% |
| Agree | 4 | 9 | 30.0% |
| Strongly Agree | 5 | 9 | 30.0% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 3 | 10.0% |
| Neither Disagree or Agree | 3 | 4 | 13.3% |
| Agree | 4 | 9 | 30.0% |
| Strongly Agree | 5 | 12 | 40.0% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 2 | 6.7% |
| Neither Disagree or Agree | 3 | 2 | 6.7% |
| Agree | 4 | 15 | 50.0% |
| Strongly Agree | 5 | 10 | 33.3% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Disagree | 2 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 3 | 10.0% |
| Agree | 4 | 8 | 26.7% |
| Strongly Agree | 5 | 17 | 56.7% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.3% |
| Neither Disagree or Agree | 3 | 4 | 13.3% |
| Agree | 4 | 9 | 30.0% |
| Strongly Agree | 5 | 16 | 53.3% |

Student Evaluations                    Evaluations Packet, page 209                    Bob Sandmeyer

**Which aspects of the instructor Robert Sandmeyer were most helpful? Why?**

| Comments |
|---|
| He was very enthusiastic which made it easy to focus on what he was teaching. |
| friendly |
| Talks and presents the topic with a great energy. Really tried to engage us. Overall, a great teacher. |
| he was very knowledgeable on the subject and was straight up about how to excel in this course |
| Funny, made the class more interesting. |
| Prof Sandmeyer deeply cares about his job, and it is evident in his teaching. He truly wants students to think and understand concepts about the world and tries to prepare students for ongoing classes. He answers questions, he is understanding. I believe he is a great instructor. |
| He is easy to talk to. |
| He was always asking the class if anyone had questions and took time to make sure that everyone was on the same page. He would also make sure that the directions were clear for each assignment. |
| Makes great powerpoint presentations |
| Bob is a great lecturer and has wonderful insight into the subject. He is passionate about his subject and shares that with students. I've never been a fan of philosophy and he has won me over to the "dark side". |
| nothing |
| None |
| Approachable, prepared for class, very on topic, always answers questions and tries to allow students time to express their feelings. |
| He was nice and quirky and passionate about what he was teaching about which was great. He allowed me to gain a better understanding of the content and its importance outside of the class |
| The aspect that was most helpful about this professor was that he showed examples of what he was trying to teach in Lexington so we could get a better understanding |
| The in–class discussion techniques used were most helpful in taking in the content of the class. |

**Which aspects of the instructor RobertSandmeyer would you change? How and Why?**

| Comments |
|---|
| Make time at the end of class for maybe questions if people are not understanding a concept. |
| n/a |
| he has a tendency to go on about the subject and lesson at times which can take away from kids learning |
| Goes fast, gets off topic a lot, not very we'll structured. |
| Sometimes he is a little scattered in his thoughts, and sometimes the class felt very unorganized. |
| Teaches very quickly. |
| nothing |
| Could use more practical rather than theoretical knowledge on ag and food systems, sometimes took too much time on certain slides and ran out of time to finish the presentation, sometimes spent too much time trying to get students to answer questions when they clearly didn't know what was going on |
| More student interaction. |
| he has absolutely no control or attention of his class |
| I can not lie but I dont want to be rude. He is utterly horrible at teaching. I have no doubt that he is smart and a nice person, but this class was politically oriented and how it was presented made no sense. |
| None |
| I thought the grading was pretty tough for a core class. It seems to require prior experience in philosophy, which I did not have. I felt as though I didn't have the tools I needed to succeed. After I wrote my midterm reflection paper, thinking I did a good job, I got a poor grade. This decreases my confidence in my ability to perform on this final paper and final exam. |
| He goes on many tangents about the topic which is great because he understands it all but most of the students do not |
| I think you should have more group projects and discussions because people are not engaged in class at all. By making more group work and allowing students to openly discuss with their peers they'll want to learn the material more and care more about the class. |
| The instructor needs to actually teach Instead of raising his voice and preaching to us. I felt very uncomfortable in his class and if he called on you and you were not sure what he was asking or the answer he made you feel stupid. |
| I would change the organization of the instructor by providing a more cohesive powerpoint and using it as an aid for the in–class notes. |
| Do some grading, the class wasn't that big. At least grade the questions because some information that was give on the visitors were kinda limited, just provided what they've done, not anything really about them |

## UK Core - CCC

| Question | Course | | | Deparment (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation | Response Count | Mean | Standard Deviation |
| This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. | 30 | 3.8 | 1.4 | 138 | 3.9 | 1.2 | 696 | 4.1 | 1.0 |
| This course helped me understand how these differences influence issues of social justice and/or civic responsibility. | 30 | 3.9 | 1.2 | 137 | 3.9 | 1.2 | 692 | 4.2 | 1.0 |
| This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course. | 29 | 3.8 | 1.3 | 136 | 4.0 | 1.2 | 686 | 4.2 | 1.0 |
| This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance | 29 | 4.0 | 1.1 | 135 | 4.0 | 1.1 | 691 | 4.2 | 1.0 |
| This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas | 30 | 3.9 | 1.2 | 138 | 4.0 | 1.1 | 692 | 4.2 | 1.0 |
| This course helped me understand effective and responsible participation in a diverse society. | 30 | 3.9 | 1.2 | 138 | 4.0 | 1.1 | 688 | 4.2 | 1.0 |

**1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 10.0% |
| Disagree | 2 | 4 | 13.3% |
| Neither Disagree or Agree | 3 | 1 | 3.3% |
| Agree | 4 | 11 | 36.7% |
| Strongly Agree | 5 | 11 | 36.7% |

**2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 3 | 10.0% |
| Neither Disagree or Agree | 3 | 2 | 6.7% |
| Agree | 4 | 12 | 40.0% |
| Strongly Agree | 5 | 11 | 36.7% |

**3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 10.3% |
| Disagree | 2 | 2 | 6.9% |
| Neither Disagree or Agree | 3 | 2 | 6.9% |
| Agree | 4 | 12 | 41.4% |
| Strongly Agree | 5 | 10 | 34.5% |

**4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.9% |
| Disagree | 2 | 2 | 6.9% |
| Neither Disagree or Agree | 3 | 1 | 3.4% |
| Agree | 4 | 14 | 48.3% |
| Strongly Agree | 5 | 10 | 34.5% |

**5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 3 | 10.0% |
| Neither Disagree or Agree | 3 | 3 | 10.0% |
| Agree | 4 | 11 | 36.7% |
| Strongly Agree | 5 | 11 | 36.7% |

**6. This course helped me understand effective and responsible participation in a diverse society.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.7% |
| Disagree | 2 | 3 | 10.0% |
| Neither Disagree or Agree | 3 | 2 | 6.7% |
| Agree | 4 | 12 | 40.0% |
| Strongly Agree | 5 | 11 | 36.7% |

# REPORTING FORM SUMMARIZING THE TEACHING RECORD

Name:  Bob Sandmeyer                                        Rank:  Assistant Professor

Department:  Philosophy

| Sem and Year | COURSES TAUGHT Number and Title | Students Enrolled (do not include advisees) | Selected Course Evaluation Scores* | | | |
|---|---|---|---|---|---|---|
| | | | Overall Value of Course (Course Specific Item #6) | Instructor Presented Material Effectively (Instructor Specific Item #2) | Instructor Increased Student Ability to Analyze and Evaluate (Instructor Specific Item #6) | Overall Quality of Teaching (Instructor Specific Item #7) |
| F 2017 | PHI 336.001 Environmental Ethics | 67 | 3.6 | 3.4 | 4.1 | 3.9 |
| | PHI 680.001 Time and Time-Consciousness | 6 | -- | -- | -- | -- |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| | | | | | | |
| Sp 2018 | ENS 400.001 Senior Seminar – Sustainability in Action | 26 | 3.0 | 3.0 | 3.3 | 3.4 |
| | PHI 205.001 Food Ethics | 64 | 3.8 | 3.8 | 4.3 | 4.2 |
| | | | | | | |
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| | | | | | | |

* If non-TCE forms are used, these questions must be included on the departmental forms, tabulated and presented on this form. Denote "NA" for course scores that are not yet available.

| Raters | Students |
|---|---|
| Responded | 33 |
| Invited | 67 |
| Response Ratio | 49.3% |

## Classification

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 11 | 33.3% |
| Junior | 3 | 14 | 42.4% |
| Senior | 4 | 7 | 21.2% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 1 | 3.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My classification is | 2.9 | 32 | 0.8 | 2.7 | 969 | 1.2 | 2.3 | 27592 | 1.3 |

## Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| is a required course | 30 | 73.2% |
| is an elective | 2 | 4.9% |
| covers a topic I am interested in | 9 | 22.0% |
| Choose not to rate | 0 | 0.0% |
| **Respondent(s)** | **33** | |

## Expected Grade in Course

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 1 | 3.0% |
| C | 5 | 0 | 0.0% |
| B | 6 | 14 | 42.4% |
| A | 7 | 18 | 54.5% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My expected grade in this course | 6.5 | 33 | 0.7 | 6.5 | 956 | 0.8 | 6.3 | 27166 | 1.0 |

### Hours per week spent on course outside of class time

| Options | Score | Count | Percentage |
|---|---|---|---|
| 1 hour or less | 1 | 4 | 12.1% |
| 2 hours | 2 | 12 | 36.4% |
| 3 hours | 3 | 8 | 24.2% |
| 4 - 5 hours | 4 | 7 | 21.2% |
| 6 - 7 hours | 5 | 2 | 6.1% |
| 8 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 2.7 | 33 | 1.1 | 2.6 | 964 | 1.2 | 3.0 | 27456 | 1.3 |

## Course Specific Questions

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 9.1% |
| Disagree | 2 | 4 | 12.1% |
| Neither Disagree or Agree | 3 | 6 | 18.2% |
| Agree | 4 | 13 | 39.4% |
| Strongly Agree | 5 | 7 | 21.2% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.1% |
| Disagree | 2 | 7 | 21.2% |
| Neither Disagree or Agree | 3 | 4 | 12.1% |
| Agree | 4 | 12 | 36.4% |
| Strongly Agree | 5 | 8 | 24.2% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 9.1% |
| Disagree | 2 | 1 | 3.0% |
| Neither Disagree or Agree | 3 | 8 | 24.2% |
| Agree | 4 | 8 | 24.2% |
| Strongly Agree | 5 | 13 | 39.4% |

### 4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 3.0% |
| Neither Disagree or Agree | 3 | 2 | 6.1% |
| Agree | 4 | 13 | 39.4% |
| Strongly Agree | 5 | 17 | 51.5% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 6.1% |
| Neither Disagree or Agree | 3 | 3 | 9.1% |
| Agree | 4 | 14 | 42.4% |
| Strongly Agree | 5 | 14 | 42.4% |

### 6. I consider PHI336-001 to be a quality course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 9.1% |
| Disagree | 2 | 5 | 15.2% |
| Neither Disagree or Agree | 3 | 6 | 18.2% |
| Agree | 4 | 7 | 21.2% |
| Strongly Agree | 5 | 12 | 36.4% |

## Course Specific Questions (continued)

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The course was well organized | 3.5 | 33 | 1.2 | 4.2 | 968 | 1.0 | 4.0 | 27598 | 1.0 |
| Class meetings contributed to my learning of the course content. | 3.5 | 33 | 1.3 | 4.3 | 968 | 1.0 | 4.0 | 27448 | 1.1 |
| Grading in the course was fair. | 3.8 | 33 | 1.3 | 4.3 | 963 | 0.9 | 4.1 | 27526 | 1.0 |
| Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material. | 4.4 | 33 | 0.7 | 4.5 | 963 | 0.8 | 4.2 | 27453 | 0.9 |
| I understand how the final grade will be calculated in the course. | 4.2 | 33 | 0.9 | 4.3 | 966 | 0.9 | 4.3 | 27503 | 0.9 |
| I consider PHI336-001 to be a quality course. | 3.6 | 33 | 1.4 | 4.3 | 965 | 1.0 | 4.0 | 27533 | 1.1 |

## Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The discussions in class. |
| The reading quizzes helped me remember the material well. |
| The daily talks and the reading quizzes and the test review days |
| His own examples of topics on class topics. |
| Reading quizzes as these helped consolidate key points from the readings. |
| I liked Muir and Carson– but we never actually read them, so I guess nothing was good about it |
| The in depth reading, and the discussion over them |
| the structure of the course made it clear what we should be focusing on. |
| nothing was helpful |
| Reading quizzes |
| I found the lectures to be most helpful. The reading material coupled with the quizzes allowed for me to be prepared for each class. "Reading with questions in mind" was encouraged and beneficial. The way in which the class was structured with the bulk of the large assignments due toward the first half of the semester thoroughly alleviated end of semester stress all around. A couple of the assignments were given extensions at our request and his willingness to push back those dates resulted in my overall success this semester. Not just in this class but in others. Thank you! I loved the energy and way the instructor delivered the material. He is very passionate about the subjects we went over in class and as such inspired and solidified my own passion and interest in the material. |
| The quizzes for each reading was extremely helpful. |
| The most helpful part of the course was reading the materials focused on the environment (Leopold, etc). This is directly applicable to natural resources and the environment, which is what the majority of the students are studying whom are taking the class. |
| Having online quizzes due every class ensured that we at least had to look at the reading. We were given a very clear idea of what exams would look like. Many of the assignments and essays seemed thoughtful. |
| Reading quizzes were a nice grade booster. I liked the way exams were formatted (as in the questions and essay format, and having all the questions before the exam, not the spacing of the exams.) |
| Reading Quizzes, Review sessions, Exam Format, Ethical Action Assignment. |
| quizzes and class |
| Quizzes were a good overall summary of readings. In class discussions were also good because you could get other student ideas and feedback. |
| Reading quizzes and the study guide. Reading quizzes were questions on the exams and the study guide reflected what the exam would look like. |
| The in class discussions were pretty helpful. |
| The reading quizzes helped a whole lot, up until i figured out how to search a document for the answer i needed. |
| The reading questions were very helpful when reading through the readings. |
| The quizzes and readings |
| The course covered useful, intriguing information in light of major philosophers and spokespeople. |

## Which aspects of the course would you change? How and Why?

| Comments |
|---|
| The organization was terrible. |
| Maybe provide readings in class like printed copies. |
| I would make the papers more far apart because they all came at once which was a bit overwhelming. |
| Don't have everything due in one week (ex. journal and Leopold paper and test). Make journal entries have due dates. |
| none |

## Comments

None!

First half of the semester was terrible, boring, useless, uninteresting, and not good. There does not need to be a whole 2.5 months devoted to learning Kant and Aristotle in a envrio ethics class. Instead, just go with environmental authors and ethistis and then if a concept from someone else applies, integrate their content in. Once we started on Muir/Pinchot, the class was actually worth my time and I began to pay attention some

Grading of papers seemed too subjective

The syllabus being written in block text is hard to digest intially and difficult to use later on to simply find a date or score percentage. Having sections, bullets, etc make a much more useful syllabus

possibly give more days to read and comprehend the reading.

grading seems very arbitrary and needs to be more objective. I feel like I often said essentially the same thing on a question or essay as someone else but got docked for saying it in a different way. Could never tell what grade I would get, even when I was very well prepared.

Provide online outlines of the discussions in lecture. Having a sick day should not make up unable to know what had happened during class.

don't make this a required ENS class! No relevance. Too focused on veganism and vegetarianism.

None

Nothing! I would love to be able to take more courses like this with him teaching. I will not get the opportunity to have him as my instructor until my senior year. Though it is well worth the wait.

Start using powerpoint with certain key points to go over from the readings.

While I believe this course achieved the goals the Dr. Sandmeyer set, I don't think the course is successful in teaching environmental ethics. This course teaches the philosophy of ethics with a slight emphasis on environmental readings. I think, especially with the current state of politics/ environment, that a more applied environmental ethics course would be much more valuable to the students. Rather than learning ethical theories, which is important, students should extend beyond this to learn how to apply these theories to ethical dilemmas/ situations.

In–class lectures often felt disorganized and unfocused. Class discussions seemed to devolve into the professor debating one or two students or just talking himself. I would have preferred more concrete lectures and things to take notes on (or actual discussion of the readings instead of tangents). Grading criteria on papers was also sometimes unclear.

This class was not organized well. The first time we looked closely at environmental ethics was a week after midterms. Far too much time was spent on ethical theories, and then most of these theories weren't really mentioned after the test on them (at midterms). I feel as though the class should have started looking at environmental ethics right away, and when applicable, the ethical theories could be summarized and explained briefly. I also thought that we spent too little time looking at Leopold, as I was led to believe that the Leopold novel was a crucial piece of environmental ethics, and then there was barely any discussion on it. In general, there was very little class discussion.

Difficult to follow lectures, they are repetitive and progress slowly without any clear organization. There desperately needs to be more discussion. There also needs to be other pedagogical methods incorporated into class time, maybe debates, small group discussions, incorporation of pictures, videos, etc. Peer editing may have helped. There are so many different ways to engage students, it is a shame to teach every class period the same way, especially when it isn't done in a way that makes taking notes easy, or even possible.

The professor, the topics we learn. its environmental ethics and we have hardly talked about the environment its basically just a philosophy class and thats not how this major works it shouldn't be required???

The writing assignments had due dates that were extremely close together and both were length papers. A few week separation would have been nice.

Papers were graded extremely harsh and unfair. For someone who received an A on the tests and quizzes and then struggled to keep an A because the papers were graded in an extremely harsh manner was ridiculous. I have never received below an A on a paper in my college english classes or environmental anthropology, yet I received poor grades on the papers with little to no explanation of why. My major is not philosophy. This course is more of an introduction to environmental ethics, since it is the only ethics course I will take. So why were my papers treated as if I should be an expert in ethics.

The grading needs to be more consistent on the papers.

| Comments |
|---|
| The first exam material was irrelevant to me (especially Kant; i will never get those hours of my life back, hope you realize that) |
| I would not do so much Kant, It should not take so long to pick out the important concepts and not spend 4 days on his material. Focusing purely on Philosophy made it very difficult for me to connect with the material. I would have liked it if we had related the philosophy to environmental issues immediately. |
| The style of grading for the papers and tests. People shoudlnt have 100% on quizzes and 100% on mulitple choice section but still getting Cs on the test if the essay was not exactly how it was wanted. |
| I would not change anything. |

## Instructor Specific Questions

1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 6.1% |
| Neither Disagree or Agree | 3 | 4 | 12.1% |
| Agree | 4 | 14 | 42.4% |
| Strongly Agree | 5 | 13 | 39.4% |

2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 5 | 15.2% |
| Disagree | 2 | 4 | 12.1% |
| Neither Disagree or Agree | 3 | 6 | 18.2% |
| Agree | 4 | 8 | 24.2% |
| Strongly Agree | 5 | 10 | 30.3% |

3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 4 | 12.1% |
| Disagree | 2 | 7 | 21.2% |
| Neither Disagree or Agree | 3 | 3 | 9.1% |
| Agree | 4 | 4 | 12.1% |
| Strongly Agree | 5 | 15 | 45.5% |

4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.1% |
| Disagree | 2 | 4 | 12.1% |
| Neither Disagree or Agree | 3 | 7 | 21.2% |
| Agree | 4 | 8 | 24.2% |
| Strongly Agree | 5 | 12 | 36.4% |

5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 3.0% |
| Agree | 4 | 12 | 36.4% |
| Strongly Agree | 5 | 20 | 60.6% |

6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 4 | 12.1% |
| Neither Disagree or Agree | 3 | 5 | 15.2% |
| Agree | 4 | 8 | 24.2% |
| Strongly Agree | 5 | 16 | 48.5% |

7. RobertSandmeyer provided quality teaching.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 6.1% |
| Disagree | 2 | 3 | 9.1% |
| Neither Disagree or Agree | 3 | 5 | 15.2% |
| Agree | 4 | 9 | 27.3% |
| Strongly Agree | 5 | 14 | 42.4% |

Instructor Specific Questions (continued)

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.2 | 33 | 0.9 | 4.5 | 1024 | 0.9 | 4.4 | 37263 | 0.9 |
| The instructor Robert Sandmeyer presented material clearly. | 3.4 | 33 | 1.4 | 4.4 | 1024 | 1.0 | 4.1 | 37225 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 3.6 | 33 | 1.5 | 4.4 | 1023 | 0.9 | 4.2 | 37186 | 1.1 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 3.7 | 33 | 1.3 | 4.4 | 1025 | 0.9 | 4.2 | 37217 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.5 | 33 | 0.8 | 4.7 | 1024 | 0.6 | 4.5 | 37261 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.1 | 33 | 1.1 | 4.5 | 1024 | 0.8 | 4.1 | 37105 | 1.0 |
| RobertSandmeyer provided quality teaching. | 3.9 | 33 | 1.2 | 4.4 | 1022 | 0.9 | 4.2 | 37176 | 1.1 |

## Which aspects of the instructor RobertSandmeyer were most helpful? Why?

| Comments |
|---|
| He was willing to answer every question. |
| He is a very passionate teacher as easy to pay attention to, this made class interesting and engaging. |
| His deep knowledge about every author we read about and the ability to connect every reading to another reading material. |
| His examples of his own life on topics related to class. Instead of having to create an example of my own about a topic in class, he provides one that I can play on for other examples. |
| Very funny and engaging lecturer, made classes very enjoyable and interesting, this has been my favourite class! Bob is very intelligent and conveys course material with clarity. |
| He could be funny and seemed like a nice enough guy |
| he tried to make you think about the answer to the question you asked |
| He is very engaged and dedicated |
| none! |
| He's passionate and brilliant. One of the best professors at UK. |
| I loved the energy and way the instructor delivered the material. He is very passionate about the subjects we went over in class and as such inspired and solidified my own passion and interest in the material. He encouraged us to "be bold" among other things. The way he connected the aspects of the class to that which was previously discussed, really worked to provide further understanding. I loved the etymological relay in class and they way he insisted we speak well and in full sentences. He was also very helpful during office hours in answering questions and helped advise me for my major. I feel I have so much more to learn from him and look forward to doing so. I came home after the first few weeks of taking his class ignited with purpose and the feeling as though I was exactly where I was meant to be and told my partner that " I want to be Dr. Sandmeyer when I grow up." At the risk of sounding creepy that is the truth. To say that he and his class had a positive impact on my life would be a vast understatement. |
| He gave us the readings so that we did to have to buy lengthy textbooks. |
| N/A |
| He is very knowledgable about the subject and can make good summary points. |
| He repeats a lot of the main ideas which can be very helpful (but also detrimental). |
| Knowledgeable, caring, passionate. |
| Some parts of lecture, study guides<br>when he stays on topic (rarely) he's really helpful and easy to understand |
| He is very knowledgeable about the class topic. Broke down big words in class for better understanding. |
| Study guide |
| He knew how to connect everything that we learned, and he is obviously passionate about this material which always makes teaching easier |
| He is very nice and I enjoyed the writing assignments. |
| the meaning behind words and personal antidotes |
| Prof. Sandmeyer presented intriguing information in an eye opening, self thought fashion. |

## Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| Be more organized and not jump all over the place and make everything confusing |
| I know he is really busy as the DUS for the ENS major but the grading was not done in a timely fashion. |
| End class on time |
| Nothing! |
| End class on time– set an alarm or something to go off at exactly 2:50 if you insist on using every moment of your time. But running over every day is not okay, esp for people with a quick transition to a 3pm class. |

## Comments

Lectures should have organization. Making an outline for yourself can really help make sure that you stay on track, the outline could also help students track the tangents/content during lecture.

Lectures should focus on new content. Reviewing the previous day for 40min and then spending 10 on new stuff EVERY day if not a good way to go over material. Present the new content and if there is time go over previous articles

A summary of each lecture or each article read would be very helpful to get a better idea about what the main point is instead of trying to keep track of every tangent

Teacher should reply to all emails instead of ignoring them, like if I email and say that I will be missing class for another class, reply and just say okay or ask if I need the notes or if I have someone who will get them to me, instead of just ignoring me.

If we are told that we will have a rubric, that rubric should be provided before the assignment is due, not when we get the grade back. How are we to write a paper when we do not know the expectations???

hes pretty cool the way he is.

Again, I think a much clearer set of expectations and a more transparent rubric system would really improve the class.

Very arrogant and rude. Told me he was a purist. Won't answer questions in class and forces you to answer the question you asked.

I would have him take notes on the board to keep class discussions on track.

Occasionally he would repeat previous material when we were on a different reading. This caused class to be chaotic sometimes.

Focus more on the readings designated for that class. I would also restructure the class to not have the two papers due back to back.

It was a bit frustrating that he replied to student's questions with other questions. It deterred me from ever wanting to ask when I was confused about something, as I knew I would be put on the spot. It occasionally felt like he just liked hearing himself talk.

Bob presented information in a very irregular pace. Some concepts felt very rushed and others seemed to dragged on for days. I think that he is a very very brilliant professor, but he often gets caught up and goes on rabbit trails. This made it very hard to take notes, because when I would hear something, I would try and write it down, but by time I was halfway into the sentence, Bob was three places away already. We also spend at least 50% of each lecture reviewing the previous material, but then only get 10–15 minutes (on average) to actually discuss the new material, so new material is always presented in a very rushed fashion. The multiple repetition of information is confusing, as the wording seems to change a little each time, and for people with no philosophy building blocks, can be very confusing.

Need to be more clear and organized. Need to engage people in different ways. I would incorporate some more structure to facilitate more clear progression of thoughts. This could be done through clearer notes, a lecture outline, a powerpoint, or more structure to how things are written on the board. The second could be achieved through literally any other teaching method being used in class. You really didn't make any attempt to switch up the format of what we do in class.

He rants WAY TOO MUCH. I don't understand why he's sharing his political and religious views, He stood up today and was talking about how many grandparents "mysteriously die" during finals and as someone with a grandparent who is actually dying during finals I found this extremely disrespectful. He never stays on topic, he is disrespectful and talks about too many inappropriate things during class.

He goes on tangents quite often. Although he is very knowledgeable about the topic sometimes it was too much for a beginning philosophy class.

Grading

he went over time in class basically every class period, i had a class right after his that i was almost late to everyday. he needs to stay on topic and please if someone asks a goddamn question, just answer it. if im asking, i want HIS answer, not some other kid's. overall, i hate philosophy.

I would focus on the readings and relevant information. I felt like we never really made it to the material or only spoke about it in a superficial manner. I would only do the etymology if the meaning of the word helps with understanding of the material or reflects false general understanding of the word.

Focus more on sections for test, explain clearly what you want from papers.

## Comments

Prof. Sandmeyer needs to maybe consider presenting material in such as way that does not follow how a philosopher would present. Is he a professor or a philosopher?

# Report List - Fall 2017 Individual TCE Report - Arts and Sciences

Thi table provide a li t of link to report in both PDF and HTML format The PDF ver ion of the report li ted here are not WCAG 2.0 compliant. Please use the HTML version by opening the link located in the Report Title column of the table as an accessible alternative.

| | Search report title | Clear search |

Results: 1 - 2 of 2 Item(s)

| PDF | Report Title △ | Threshol d Statu |
|-----|----------------|------------------|
| ☐ 📄PDF | Fall 2017 Indiv TCE Report PHI336 001 (Robert Sandmeyer) | Met |
| ☐ 📄 | Fall 2017 Indiv TCE Report PHI680-001 (Robert Sandmeyer) | Not Met |

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Spring 2018 Indiv TCE Report for PHI205-001 (Robert Sandmeyer)

| Raters | Students |
|---|---|
| Responded | 46 |
| Invited | 64 |
| Response Ratio | 71.9% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My classification is | 2.0 | 46 | 1.2 | 2.6 | 962 | 1.2 | 2.3 | 24041 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 23 | 50.0% |
| Sophomore | 2 | 10 | 21.7% |
| Junior | 3 | 5 | 10.9% |
| Senior | 4 | 8 | 17.4% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| is a required course | 26 | 48.1% |
| is an elective | 19 | 35.2% |
| covers a topic I am interested in | 9 | 16.7% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 46 | |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My expected grade in this course | 6.5 | 42 | 1.1 | 6.5 | 944 | 0.9 | 6.3 | 23605 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 1 | 2.2% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 3 | 6.5% |
| B | 6 | 10 | 21.7% |
| A | 7 | 28 | 60.9% |
| Choose not to rate | NRP | 4 | 8.7% |

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 2.5 | 46 | 1.3 | 2.5 | 957 | 1.2 | 2.9 | 23959 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| 1 hour or less | 1 | 11 | 23.9% |
| 2 hours | 2 | 16 | 34.8% |
| 3 hours | 3 | 9 | 19.6% |
| 4 - 5 hours | 4 | 5 | 10.9% |
| 6 - 7 hours | 5 | 5 | 10.9% |
| 8 hours or more | 6 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| I consider the course PHI205-001-2018030 - FOOD ETHICS to be a quality course. | 3.8 | 45 | 1.2 | 4.2 | 958 | 1.0 | 4.0 | 24031 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 2.2% |
| Disagree | 2 | 9 | 20.0% |
| Neither Disagree or Agree | 3 | 7 | 15.6% |
| Agree | 4 | 11 | 24.4% |
| Strongly Agree | 5 | 17 | 37.8% |

## Course Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The course was well organized | 3.9 | 44 | 1.0 | 4.2 | 960 | 1.0 | 4.1 | 24062 | 1.0 |
| Class meetings contributed to my learning of the course content. | 3.8 | 45 | 1.2 | 4.3 | 957 | 0.9 | 4.0 | 23938 | 1.1 |
| Grading in the course was fair. | 4.3 | 45 | 0.9 | 4.4 | 956 | 0.9 | 4.1 | 23999 | 1.0 |
| Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material. | 4.4 | 45 | 0.8 | 4.5 | 957 | 0.7 | 4.2 | 23950 | 1.0 |
| I understand how the final grade will be calculated in the course. | 4.2 | 45 | 0.9 | 4.4 | 956 | 0.8 | 4.3 | 24003 | 0.9 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 2.2% |
| Disagree | 2 | 6 | 13.0% |
| Neither Disagree or Agree | 3 | 1 | 2.2% |
| Agree | 4 | 23 | 50.0% |
| Strongly Agree | 5 | 13 | 28.3% |
| Choose not to rate | NRP | 2 | 4.3% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 7 | 15.2% |
| Neither Disagree or Agree | 3 | 3 | 6.5% |
| Agree | 4 | 18 | 39.1% |
| Strongly Agree | 5 | 15 | 32.6% |
| Choose not to rate | NRP | 1 | 2.2% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 2 | 4.3% |
| Agree | 4 | 17 | 37.0% |
| Strongly Agree | 5 | 23 | 50.0% |
| Choose not to rate | NRP | 1 | 2.2% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 1 | 2.2% |
| Agree | 4 | 18 | 39.1% |
| Strongly Agree | 5 | 23 | 50.0% |
| Choose not to rate | NRP | 1 | 2.2% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 5 | 10.9% |
| Agree | 4 | 19 | 41.3% |
| Strongly Agree | 5 | 18 | 39.1% |
| Choose not to rate | NRP | 1 | 2.2% |

Which aspects of the course were most helpful? Why?

| Comments |
|---|
| The study guides and the way that the lectures were structured |
| studying the study guide |
| The reading quizzes were the most helpful because they highlighted the main point of each article. |
| Dr. Sandmeyer was very knowledgable and helpful. |
| Prof. Sandmeyer used Canvas masterfully to display daily schedule which helped me keep up with all that was going on in class. |
| It was great to be able to think about the structure of society and how it pertains to our moral decisions and food choices. |
| Having the daily schedule to see everything and material day by day. |
| Having a set out schedule was nice to see what was coming. I think the 2 projects were actually very supplemental to the way the course wants us to consider food and the way we choose what we eat. I appreciated that the exams were very transparent and there were no tricks. |
| Quiz is the most helpful for me. |
| The reading quizzes that we did helped with the midterm greatly. |
| The teacher emailed back fast. He also was super into his teaching and could tell he cared. |
| Having assignments about each unit due before classes, then going over them in class together to get a better understanding of what we are really trying to focus on. |
| The reading quizzes and the papers helped me to understand the material. |
| The personal interaction that Prof. Sandmeyer provides in–class and during office hours is very beneficial. |
| The constant reading and reading quizzes become tedious over the semester, but they contributed to my learning very well. Dr. Sandmeyer's approach to the reading quizzes and their format was truly fair and less stress compared to other classes with reading quizzes. There was no trickery involved, which I cannot express how much I appreciate that. |
| The reading quiz help me understand the materials. |
| The in class lectures really helped to understand the assigned readings. |
| I loved the study guides and the fact that the reading quizzes actually helped me to understand the main ideas of the reading and was then used on the exams. |
| The review of material was helpful in my understanding. |
| – |
| The reading quizzes– helps study for exams |
| n/a |
| the post reading quizzes<br>class discussion/powerpoints<br>projects |
| Reading Quizzes |
| This course is not a suggested course to take. Compared to what the class description was, I didn't learn anything I wanted to and the professor isn't very good. |
| Covering all the major topics that deal with environmental sustainability was interesting to learn. |
| The reading material. |

Which aspects of the course would you change? How and Why?

| Comments |
|---|
| Use more online sources for readings versus books, the books were not that expensive but three books can be a lot of money for one class |
| lectures need to reflect the exam material |
| I would change the lecture because the professor tends to rant on topics that are not related to the material and it gets confusing. |
| I felt very prepared for the final exam and had what I thought to be very well thought out answers from my notes taken in class. I wrote down almost everything Dr. Sandmeyer had said and yet still received a B on the midterm. I felt like he expected such a specific answer but did not specify what he wanted from us in class. |
| I would have less readings so that more focus could be placed on the theories themselves. |
| Not to make only one question of the exams worth 50% |
| One of the biggest annoyances for me was that the tests were usually not opened on Canvas until the day before due. Due to my kind of crazy schedule this semester, I would try and sit down and get a lot of my more basic homework done for the week on Sundays. But I wasn't able to do that when the Wednesday and Friday exams were never opened. Something I consistently noticed with this class was that there was no transparency with grading. When I got my midterm back, there were literally just minus marks in the margins with absolutely no explanation. For the two projects, we didn't even get graded copies back, just a number on canvas. If there are points being taken off of my work, I expect a reasoning. At least circle what you are taking the points off for. I don't expect a paragraph explanation, but I shouldn't have to come to your office hours to know why YOU decided to take points off my essay. Speaking of grading, it baffled me that a square root curve was used for the quizzes. Any mathematical analysis would show how horrible the concept of this curve is. This curve takes the student who has put no effort this entire semester with a 36% to a passing 60%, but if I have been putting in work in all of the quizzes, it only takes a 97% up to a 98%. This is a curve that rewards the least amount of work while providing nothing to those that actually try. I very honestly only see this curve being good for covering up a class' bad grades by bringing up the bad ones to par with the good ones. Finally, I was incredibly disappointed by the way this class was actually focused on. I can in expecting a Michael Pollan–like class but instead I spent the first have of the semester learning about Jefferson's political views. I was very excited for this class and honestly despised it by the end of the year. |
| No |
| Learning in a more unique way |
| teach it in a more interesting way |
| I do not think that I would change much about this course, maybe the organization of the slides...sometimes they are hard to follow/understand since there is a lot going on in this course. |
| nothing! |
| A more organized style could perhaps make retention of the course information greater. |
| nothing |
| No. |
| More in class review time before tests. The material is super dense & sometimes difficult to recall and fully understand |
| maybe one day can be met online?? |
| I would create more structure and allow students to knw what they are learning in a large scale. |
| I would have the class time be more than a lecture, it is way too easy to zone out. I would also not have as many quizzes |
| Lectures sometimes hard to follow |
| n/a |
| i would make some classes small group discussions over the readings and have groups present on the different sections of the reading. |
| Nothing with the structure, I just hated the content. |
| I would completely get rid of the course as a whole. |
| None |
| Sometimes we got off on a tangent about random topics not involving food ethics. |

## Overall Instructor Score

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The instructor Robert Sandmeyer provided quality teaching. | 4.2 | 45 | 1.1 | 4.4 | 991 | 0.9 | 4.2 | 31983 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 2.2% |
| Disagree | 2 | 4 | 8.9% |
| Neither Disagree or Agree | 3 | 4 | 8.9% |
| Agree | 4 | 14 | 31.1% |
| Strongly Agree | 5 | 22 | 48.9% |

## Instructor Specific Questions

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 4.5 | 45 | 0.5 | 4.5 | 994 | 0.8 | 4.4 | 32075 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 3.8 | 45 | 1.2 | 4.3 | 994 | 0.9 | 4.2 | 32023 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 4.0 | 45 | 1.2 | 4.4 | 995 | 0.9 | 4.2 | 32018 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 4.3 | 44 | 0.9 | 4.4 | 992 | 0.8 | 4.2 | 32009 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.6 | 45 | 0.8 | 4.7 | 992 | 0.6 | 4.5 | 32076 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 4.3 | 45 | 0.9 | 4.5 | 992 | 0.8 | 4.2 | 31918 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Neither Disagree or Agree | 3 | 1 | 2.2% |
| Agree | 4 | 20 | 43.5% |
| Strongly Agree | 5 | 24 | 52.2% |
| Choose not to rate | NRP | 1 | 2.2% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 6.5% |
| Disagree | 2 | 4 | 8.7% |
| Neither Disagree or Agree | 3 | 6 | 13.0% |
| Agree | 4 | 18 | 39.1% |
| Strongly Agree | 5 | 14 | 30.4% |
| Choose not to rate | NRP | 1 | 2.2% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 6.5% |
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 5 | 10.9% |
| Agree | 4 | 15 | 32.6% |
| Strongly Agree | 5 | 19 | 41.3% |
| Choose not to rate | NRP | 1 | 2.2% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 2.2% |
| Disagree | 2 | 2 | 4.3% |
| Neither Disagree or Agree | 3 | 2 | 4.3% |
| Agree | 4 | 18 | 39.1% |
| Strongly Agree | 5 | 21 | 45.7% |
| Choose not to rate | NRP | 2 | 4.3% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 1 | 2.2% |
| Neither Disagree or Agree | 3 | 4 | 8.7% |
| Agree | 4 | 9 | 19.6% |
| Strongly Agree | 5 | 31 | 67.4% |
| Choose not to rate | NRP | 1 | 2.2% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 4 | 8.7% |
| Agree | 4 | 13 | 28.3% |
| Strongly Agree | 5 | 25 | 54.3% |
| Choose not to rate | NRP | 1 | 2.2% |

Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| He has a very clear way of getting even the most complex ideas across |
| He was never reluctant to talk about anything |
| Professor Sandmeyer has an amazing and outgoing personality that makes class enjoyable. |
| Dr. Sandmeyer answered any questions I asked him. |
| Prof. Sandmeyer offered many local organizations and groups to look into if the student was interested in the course topic. He is very thorough. Each word that he speaks has a purpose. |
| He was very good at explaining theories clearly and connecting them to other arguments we discussed. |
| Asking lots of questions |
| His interest in the class helped keep the rest of us interested. He very genuinely cared about the topics and that definitely helped me care about them more. |
| Quiz is the most helpful for me. |
| He was funny, which made the class interesting. |
| Dedicated to his job |
| He was very encouraging about starting a conversation, asking the class a lot of questions to get a better understanding of the material,and allowing students to ask a lot of questions too. |
| He was very nice and enthusiastic about teaching which made the class more enjoyable. |
| He hits home the topics of the course, repeating some topics to a degree that absorption of the material is almost certain, he was also very willing to answer questions in–depth when they arose. |
| Dr. Sandmeyer's straightforward approach to the material and grading was very helpful. His repetition of the material did not allow you to get behind. Having sat in the front of the class, I enjoyed his random calling on of students at times, because it keeps you focused in class. Additionally, his engaged classroom atmosphere made me feel like a real student interested in material unlike other classes I have taken. |
| He is willing to answer our questions. |
| Professor Sandmeyer is extremely passionate about what he teaches. You can really tell that he is interested and invested in the content that he is teaching us about, which helps our understanding and makes it more interesting. |
| Very helpful when students asked questions & made the material more interesting by talking about it in a relatable manner. |
| I actually really enjoyed his tangents on grammar and vocabulary. I learned a lot in this class even beyond issues surrounding food ethics. |
| He was outgoing and kept people awake. |
| I think he is a great guy, and has a deep understanding of the material we are learning. |
| Gives lots of opportunities for students to succeed. |
| n/a |
| he clariffied the reading material in a way that could be understood by everyone super passionate cares about students and wants people to succeed. |
| He was very passionate about the subject, which made an uninteresting topic more interesting. |
| His knowledge of the concepts |
| I am not a fan of his teaching ways and he just talks the whole time and its hard to stay interested and he doesn't teach anything that applies to our life. He is only obsessed with Wendel Berry and doesn't care about anything else. |
| He explained the content in detail during lecture |
| His willingness to explain anything you struggled with. |

Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
| --- |
| Nothing, he is a great professor |
| he needs to stay on track and explain material in a less complicated and flustered way |
| I would change the long tangents that get off topic that Mr. Sandmeyer goes on. |
| Looking back on the class, I feel that Professor Sandmeyer only gave students one point of view. He never brought to light the opposing arguments to organics, non–GMOs and sustainable ag. |
| Being more specific about what he wants on the exams. |
| For me, he over talked sometimes. Maybe other students were helped by all his angles on a topic, but for me, they made the concept seemingly more complex that it was. |
| I would place less of an emphasis on the quizzes by focusing on fewer papers and really getting into the main arguments of them, instead of speeding through as many as possible. |
| The cursing needs to stop and leave your political views out of the classroom. It's unprofessional. Just talk about the class material. |
| Not to cram so much material into one day that it goes over class time |
| I think the problem with this class was not about the teaching but about what was taught. I don't think this class is a bad class, rather I think with some tuning it could be an incredibly interesting and informative class. |
| No |
| None. |
| teach the course in a more interesting way – not just only lectures which is what it is now. |
| I have none |
| nothing! |
| His often disorganized and pedantic style was, at times, distracting. Maybe if he relied more directly on his notes for the class, things could be more concise and digestible. |
| I really do not have any complaints, but I guess I can come up with one. As a engineering student, I often get huge assignments and workloads at certain times of the week, so having all of the week's quizzes ready at the beginning of the week helps with time management. Granted, his quizzes and readings are relatively quick, but sometimes, I would read the article and wait a couple days to answer the questions when posted. This is a relatively minor request. |
| No |
| Sometimes he would kind of go on tangents that weren't super clear as to how they related to what we were discussing. |
| nothing |
| His word usage can be confusing to students. |
| He rambles too much, gets off topic and loses me. |
| Lectures are hard to follow, isn't always interesting for someone who is not in a major that has to do with this class material. |
| n/a |
| nothing, it was a pleasure getting to know him. I wish I had more professors who are as honest and passionate as he is. |
| It would have been better if he focused more on opposing ideas. |
| He goes off on tangents too often that we sometimes never get through everything I would like to talk about during lecture |
| I would change everything. the way he teaches, what he teaches, how he teaches, everything. |
| Breathe |
| His tangents about grammar. |

## UK Core - CCC

| Question | Course | | | Department (Philosophy) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. | 3.8 | 45 | 1.2 | 4.2 | 206 | 1.0 | 4.2 | 828 | 0.9 |
| This course helped me understand how these differences influence issues of social justice and/or civic responsibility. | 3.9 | 44 | 1.2 | 4.2 | 207 | 1.0 | 4.2 | 822 | 0.9 |
| This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course. | 4.1 | 44 | 1.1 | 4.2 | 206 | 0.9 | 4.3 | 820 | 0.9 |
| This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance | 4.1 | 44 | 1.1 | 4.2 | 206 | 1.0 | 4.3 | 818 | 0.9 |
| This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas | 4.1 | 44 | 1.1 | 4.2 | 208 | 1.0 | 4.3 | 821 | 0.9 |
| This course helped me understand effective and responsible participation in a diverse society. | 4.0 | 44 | 1.1 | 4.2 | 205 | 1.0 | 4.2 | 817 | 0.9 |

**1. This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 2.2% |
| Disagree | 2 | 7 | 15.2% |
| Neither Disagree or Agree | 3 | 8 | 17.4% |
| Agree | 4 | 11 | 23.9% |
| Strongly Agree | 5 | 18 | 39.1% |
| Choose not to rate | NRP | 1 | 2.2% |

**2. This course helped me understand how these differences influence issues of social justice and/or civic responsibility.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 4 | 8.7% |
| Neither Disagree or Agree | 3 | 7 | 15.2% |
| Agree | 4 | 13 | 28.3% |
| Strongly Agree | 5 | 18 | 39.1% |
| Choose not to rate | NRP | 2 | 4.3% |

**3. This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 2 | 4.3% |
| Neither Disagree or Agree | 3 | 6 | 13.0% |
| Agree | 4 | 14 | 30.4% |
| Strongly Agree | 5 | 20 | 43.5% |
| Choose not to rate | NRP | 2 | 4.3% |

**4. This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 2 | 4.3% |
| Neither Disagree or Agree | 3 | 7 | 15.2% |
| Agree | 4 | 13 | 28.3% |
| Strongly Agree | 5 | 20 | 43.5% |
| Choose not to rate | NRP | 2 | 4.3% |

**5. This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 5 | 10.9% |
| Agree | 4 | 14 | 30.4% |
| Strongly Agree | 5 | 20 | 43.5% |
| Choose not to rate | NRP | 2 | 4.3% |

**6. This course helped me understand effective and responsible participation in a diverse society.**

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 4.3% |
| Disagree | 2 | 3 | 6.5% |
| Neither Disagree or Agree | 3 | 6 | 13.0% |
| Agree | 4 | 16 | 34.8% |
| Strongly Agree | 5 | 17 | 37.0% |
| Choose not to rate | NRP | 2 | 4.3% |

| Raters | Students |
|---|---|
| Responded | 9 |
| Invited | 26 |
| Response Ratio | 34.6% |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My classification is | 3.7 | 9 | 0.5 | 3.2 | 67 | 1.0 | 2.3 | 24041 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Freshman | 1 | 0 | 0.0% |
| Sophomore | 2 | 0 | 0.0% |
| Junior | 3 | 3 | 33.3% |
| Senior | 4 | 6 | 66.7% |
| Graduate | 5 | 0 | 0.0% |
| Professional | 6 | 0 | 0.0% |
| Other | 7 | 0 | 0.0% |
| Choose not to rate | NRP | 0 | 0.0% |

Reason(s) for taking course

| Options | Count | Percentage |
|---|---|---|
| is a required course | 9 | 100.0% |
| is an elective | 0 | 0.0% |
| covers a topic I am interested in | 0 | 0.0% |
| Choose not to rate | 0 | 0.0% |
| Respondent(s) | 9 | |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| My expected grade in this course | 6.3 | 7 | 0.8 | 6.5 | 65 | 0.6 | 6.3 | 23605 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Pass or audit | 1 | 0 | 0.0% |
| I | 2 | 0 | 0.0% |
| E/Fail | 3 | 0 | 0.0% |
| D | 4 | 0 | 0.0% |
| C | 5 | 1 | 11.1% |
| B | 6 | 3 | 33.3% |
| A | 7 | 3 | 33.3% |
| Choose not to rate | NRP | 2 | 22.2% |

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| Hours per week spent on the course (excluding class time) | 4.0 | 9 | 1.5 | 2.7 | 67 | 1.4 | 2.9 | 23959 | 1.3 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| 1 hour or less | 1 | 1 | 11.1% |
| 2 hours | 2 | 0 | 0.0% |
| 3 hours | 3 | 2 | 22.2% |
| 4 - 5 hours | 4 | 2 | 22.2% |
| 6 - 7 hours | 5 | 3 | 33.3% |
| 8 hours or more | 6 | 1 | 11.1% |
| Choose not to rate | NRP | 0 | 0.0% |

## Overall Course Score

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| I consider the course ENS400-001-2018030 - SENIOR SEMINAR: SUSTAINABILITY IN ACTION to be a quality course. | 3.0 | 9 | 1.6 | 4.0 | 67 | 1.2 | 4.0 | 24031 | 1.1 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 22.2% |
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 2 | 22.2% |
| Strongly Agree | 5 | 2 | 22.2% |

## Course Specific Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The course was well organized | 2.8 | 9 | 1.3 | 3.8 | 67 | 1.1 | 4.1 | 24062 | 1.0 |
| Class meetings contributed to my learning of the course content. | 2.7 | 9 | 1.4 | 4.0 | 67 | 1.2 | 4.0 | 23938 | 1.1 |
| Grading in the course was fair. | 2.8 | 9 | 1.1 | 3.9 | 67 | 1.1 | 4.1 | 23999 | 1.0 |
| Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material. | 3.5 | 8 | 1.4 | 4.2 | 65 | 1.0 | 4.2 | 23950 | 1.0 |
| I understand how the final grade will be calculated in the course. | 3.3 | 9 | 1.1 | 4.0 | 66 | 1.1 | 4.3 | 24003 | 0.9 |

### 1. The course was well organized

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 22.2% |
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 4 | 44.4% |

### 2. Class meetings contributed to my learning of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 3 | 33.3% |
| Disagree | 2 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 4 | 44.4% |

### 3. Grading in the course was fair.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 11.1% |
| Disagree | 2 | 3 | 33.3% |
| Neither Disagree or Agree | 3 | 2 | 22.2% |
| Agree | 4 | 3 | 33.3% |

### 4. Assessments (e.g., tests, quizes, papers, homework, projects) reflected course material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 11.1% |
| Disagree | 2 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 3 | 33.3% |
| Strongly Agree | 5 | 2 | 22.2% |
| Choose not to rate | NRP | 1 | 11.1% |

### 5. I understand how the final grade will be calculated in the course.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 4 | 44.4% |
| Agree | 4 | 1 | 11.1% |
| Strongly Agree | 5 | 2 | 22.2% |

Which aspects of the course were most helpful? Why?

| Comments |
|---|
| It lets me graduate |
| It was real world application and incorporated a lot of freedom with the material. This was helpful because it was not a typical course, and what I mean by that is it was content heavy, but the work benefited us in the end. |
| having a close group of people |
| The projects related to the UKSSP as well as the addition of Shane Tedder as an educator. I thought that having both a professor we all have had as well as UK's sustainabilty head was a helpful way to be able to get connected as well as recieve valid feedback. I loved the interaction and the need for different learning styles in this course. The idea for the papers and projects to all be connected was great and I loved being able to build upon everything I had done. I think it is important that both our writing skills and communication skills were tested. There is not enough public speaking in our other classes, and I thought this class really helps get people public speaking and perfecting this important skill. |
| The first assignment where we looked into grad schools and careers. |
| Nothing about this course made me feel prepared for anything in the professional world, which I believed was the purpose of a capstone course. |

Which aspects of the course would you change? How and Why?

| Comments |
|---|
| definitely refine schedule and course content |
| more structure and actual learning of important topics |
| Since this is a first run of this course in this capacity, it could have a cleared layout for the semester. This is very minor though. I enjoyed the difficulty and involvement and it shouldn't be an easy course. |
| Meeting one day a week is very challenging for this course |
| I would change some of the due dates, it seems like the first part of the course there was not very much homework due or very many assignments. However, the second half of the course the work seemed much more constant and heavy. I also would change the grading system on group projects. There should be a system in place to be able to award different group members different grades. The course is so heavily focused on group work that a more accurate group grading system is desparatley needed. The assignments were great, but when only 2 of us out of a group of 6 are the only ones doing a project the project becomes daunting. One of the worst feelings is doing all of the work on an assignment and a group memember who has done absolutley nothing gets the exact same grade. There are group evaluations however they are not factored into the grade in any way. If 35% of our grade is going to be calcuated on group work, there needs to be a better guage on how to grade participation and ensure the whole group contributes. |
| The assignments and class structure need to change. There needs to be significantly more independent research in the students fields of interest. Assignments were pointless and did not have application to real life. The papers were a poor reflection of the past 3 years of academic study. The class periods were a complete waste of 2.5 hours of our time because we did nothing productive. We sat and listened to explanations of assignments without any real learning opportunities. |
| The organizational structure. There were three different projects in this course and none were clear, well defined, and were often revised well into the working period of the course. There were also three papers in this course which were not well defined, very philosophical in nature, and were only asking about our personal philosophy's and not conducive to the mission of the course. |
| This capstone is intended to prepare me for a career in my field. The only thing I really got out of the semester was about the sustainability plan at UK. I felt that the grading criteria was difficult to configure even with explanation. I would change the class format, learning outcomes, tasks, assignments, and paper prompts. If these were altered, I think that I would have been successful. |

## Overall Instructor Score

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The instructor Robert Sandmeyer provided quality teaching. | 3.4 | 9 | 1.3 | 4.2 | 67 | 1.1 | 4.2 | 31983 | 1.0 |

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 11.1% |
| Disagree | 2 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 2 | 22.2% |
| Agree | 4 | 3 | 33.3% |
| Strongly Agree | 5 | 2 | 22.2% |

## Instructor Specific Questions

| Question | Course | | | Department (Environmental Studies) | | | College (Arts and Sciences) | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation | Mean | Response Count | Standard Deviation |
| The instructor Robert Sandmeyer was prepared for class. | 3.6 | 9 | 1.1 | 4.4 | 67 | 0.9 | 4.4 | 32075 | 0.8 |
| The instructor Robert Sandmeyer presented material clearly. | 3.0 | 9 | 1.6 | 4.2 | 67 | 1.1 | 4.2 | 32023 | 1.1 |
| The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material. | 3.1 | 9 | 1.7 | 4.2 | 67 | 1.1 | 4.2 | 32018 | 1.0 |
| The instructor Robert Sandmeyer provided material at an appropriate pace. | 3.3 | 9 | 1.2 | 4.3 | 67 | 0.9 | 4.2 | 32009 | 1.0 |
| The instructor Robert Sandmeyer treated students with respect. | 4.0 | 9 | 1.3 | 4.5 | 67 | 0.9 | 4.5 | 32076 | 0.8 |
| The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content. | 3.3 | 9 | 1.7 | 4.2 | 67 | 1.1 | 4.2 | 31918 | 1.0 |

### 1. The instructor Robert Sandmeyer was prepared for class.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 2 | 22.2% |
| Agree | 4 | 3 | 33.3% |
| Strongly Agree | 5 | 2 | 22.2% |

### 2. The instructor Robert Sandmeyer presented material clearly.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 22.2% |
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 2 | 22.2% |
| Strongly Agree | 5 | 2 | 22.2% |

### 3. The instructor Robert Sandmeyer responded to questions in a manner that aided my understanding of the material.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 22.2% |
| Disagree | 2 | 2 | 22.2% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 1 | 11.1% |
| Strongly Agree | 5 | 3 | 33.3% |

### 4. The instructor Robert Sandmeyer provided material at an appropriate pace.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 11.1% |
| Disagree | 2 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 2 | 22.2% |
| Agree | 4 | 4 | 44.4% |
| Strongly Agree | 5 | 1 | 11.1% |

### 5. The instructor Robert Sandmeyer treated students with respect.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 3 | 33.3% |
| Strongly Agree | 5 | 4 | 44.4% |

### 6. The instructor Robert Sandmeyer asked questions that stimulated deep consideration of the course content.

| Options | Score | Count | Percentage |
|---|---|---|---|
| Strongly Disagree | 1 | 2 | 22.2% |
| Disagree | 2 | 1 | 11.1% |
| Neither Disagree or Agree | 3 | 1 | 11.1% |
| Agree | 4 | 2 | 22.2% |
| Strongly Agree | 5 | 3 | 33.3% |

Which aspects of the instructor Robert Sandmeyer were most helpful? Why?

| Comments |
|---|
| Smart guy, somewhat disheveled |
| He was always there for his students and bent over backwards for them. He believes strongly in the potential all of his students have and think that we are going to be doing amazing things in the world. He designed the course in a complex way but it was not meant to be easy. He puts a lot of trust in his students and allows a lot of freedom with material. This was all beneficial because it is how the real world will be once we graduate. |
| Dr. Sandmeyer was extremley helpful in clarifying any questions I had during the semester. He really helped me with my papers and being able to understand some of the barriers I was facing, and be able to turn me in a way to get the papers completed. He was always at his office hours, and more than willing to help if asked. I think his passion for the course as well as the ENS department is undeniable, and he really wants the course to be great. |
| Dr. Sandmeyer is always helpful when students approach him for feedback on their course work and is always respectful and understand of all students. |
| During meetings, he was very elaborate with students with things they could fix or work on to improve their grade. (I would like to remark that although i made his corrections on a paper and he assured me it could not get lower, it did). |

Which aspects of the instructor RobertSandmeyer would you change? How and Why?

| Comments |
|---|
| just refine the course, things became near–convoluted at times |
| I think the large class hindered some of the intended assignments. It seemed like the course was designed for almost half of the amount of people we had in the course, and the more individualized elements would have been really helpful. The deadlines for papers should have been spread out more throughout the semester, and I wish we would have had more interactive classes at times. |
| I would appreciate more consideration of students. When students voiced their opinions and struggles, they were met with condescension and anger. This was very unfortunate, uncomfortable, and off–putting. |
| Make assignments clear, limit revision of assignments. He also needs to understand that a concise email would suffice to explain everything he would drone about and convolute for the first hour and a half of class time. Never was there a time I sat through a period of ENS 400 and left thinking that I learned anything in class at all. It was a waste of two and half hours every week. 70% of class time was spent explaining and revising his projects and assignments. In the beginning of the class they were spent doing ice breaker assignments and childish presentations which in no way added to the value of any students education. When I think about the fact that I paid for this course it sickens me. It made me embarrassed to go to UK. |
| He is very difficult to get a hold of. I would find a new way to contact students so we can receive our grades better. I also don't think that a 2.5 hour lecture on instructions on a project is necessary; it just becomes redundant. I also think that in future projects, students need to be graded INDIVIDUALLY rather than in a group because of significant contribution differences. The grading from feedback does not align with the grade given. I felt as though I have made improvements and efforts both with Dr.Sandmeyer and in my work but feel as if it went in vain. I did not learn much although I anticipated what the initial syllabus stated as a learning outcome. Please change the syllabus or alter the teaching style/content. |