



Common CoAS Survey_201715 Completed

📅 Spring Quarter 21-22 / Student Course Evaluation (End of Term)
/ Anonymous Survey

Schedule: 5/25/2022 to 6/4/2022

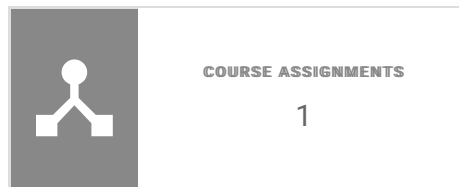
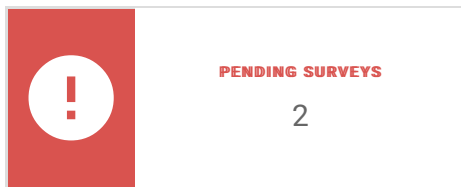
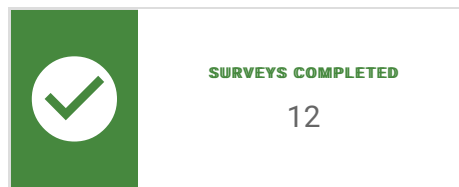
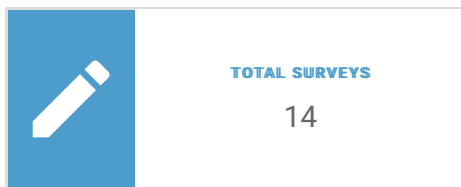
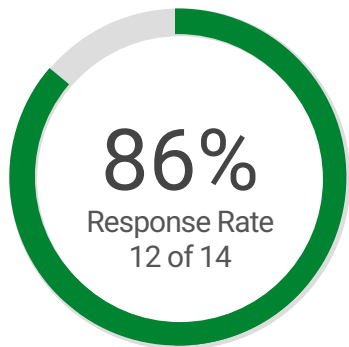
Course Assignments: 906 / Survey Participants: 18089

Results Available: 6/16/2022

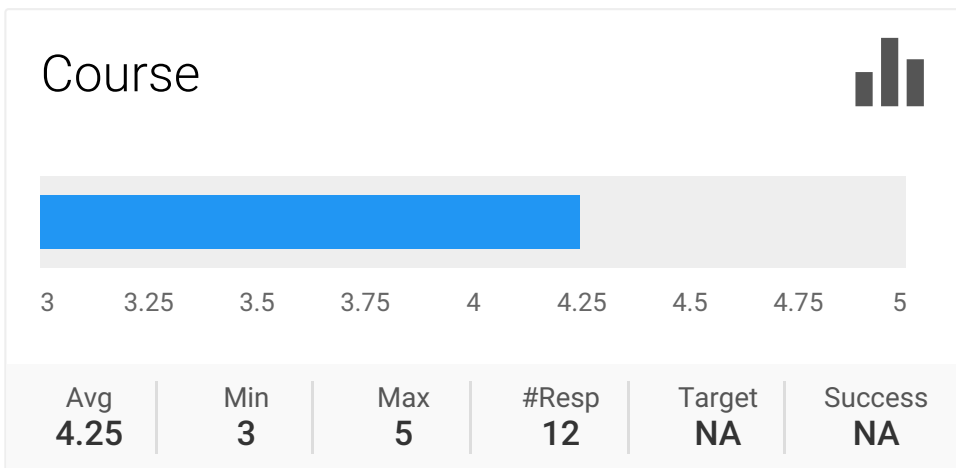
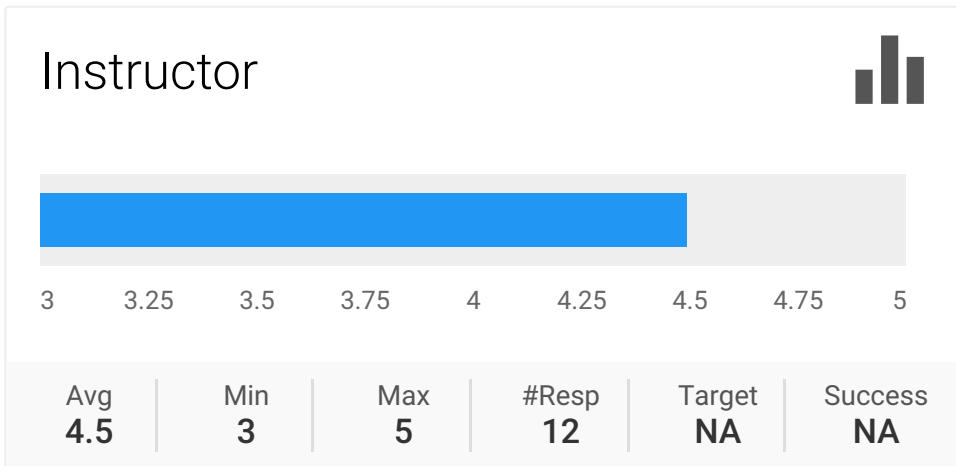
📅 This survey completed on **Saturday, June 4, 2022 at 11:59PM.**

College: Arts and Sciences
Department: English & Philosophy
Course Section: PHIL 391 - 001 Philosophy of Religion
Course Section
Director: 👤 Marilyn Piety

📊 Survey Overview / Course Section Results Aggregate



📊 Survey Metrics / Course Section Results Aggregate



Survey Data / Course Section Results Aggregate

Instructions

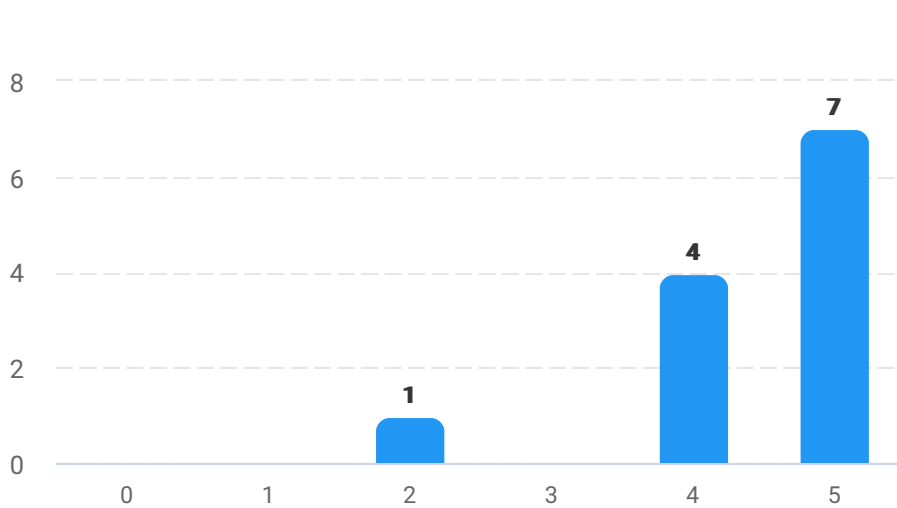
The faculty of the College of Arts & Sciences is committed to enhancing student learning by continuous improvement of our courses and our teaching. Your answers to the following questions will be used as part of the evaluation of the course and as part of the evaluation of this instructor. Your comments to the open-ended questions are particularly useful for course improvement, as were those given by students who took this course before you. Note that your answers to these questions are confidential. After final grades are submitted, results of this survey will be shared anonymously with the instructor and the Department Head. Thank you very much for your participation in this important process.

About Yourself

- 1 I attended all class sessions (and related, required meetings). Or, if an online class, I participated in all class activities.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	0
4	Agree	4
5	Strongly Agree	7



Average	4.42
Median	5.00
Mode	5
Std. Dev.	0.86
Variance	0.74

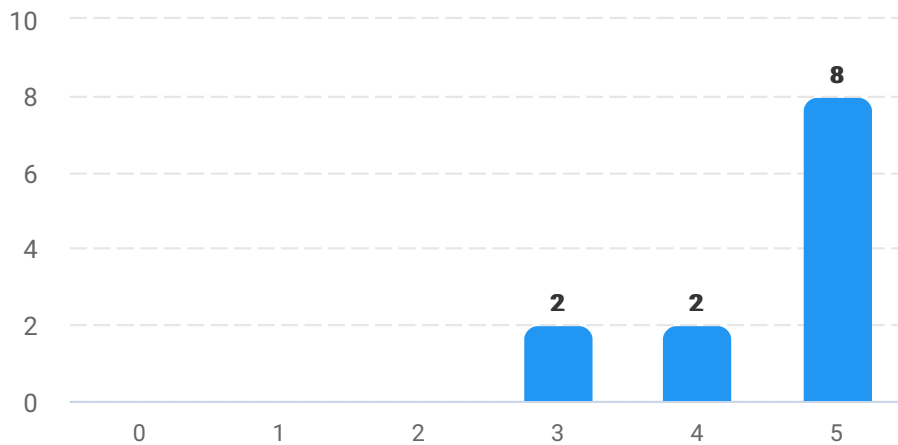
2

I gave my best effort in this class.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	2
4	Agree	2
5	Strongly Agree	8

Average	4.50
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Median	5.00
Mode	5
Std. Dev.	0.76
Variance	0.58

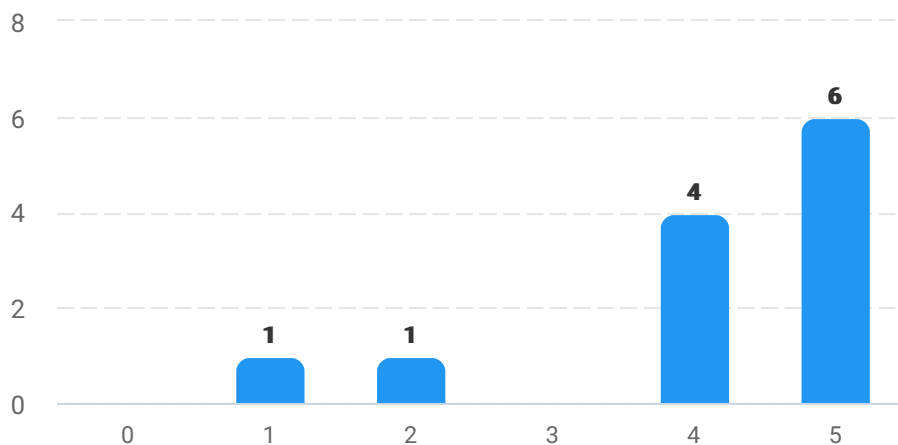
About the Course

3

The course materials (assigned readings, multi-media material, textbook) directly contributed to my learning.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	1
2	Disagree	1
3	Neutral	0
4	Agree	4
5	Strongly Agree	6

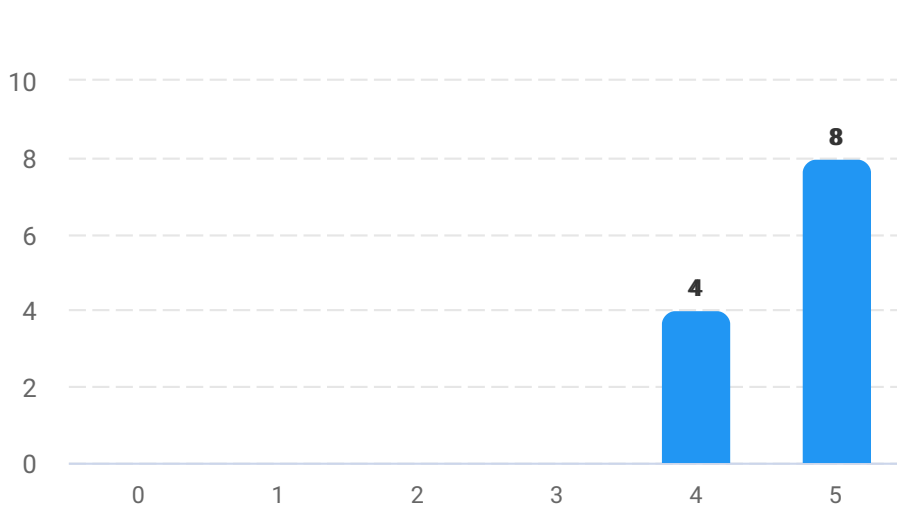


Average	4.08
Median	4.50
Mode	5

Std. Dev.
1.26
Variance
1.58

4 The content in this course exposed me to ideas, skills, or ways of thinking that are meaningful.
(Multi-Choice, Single Answer)

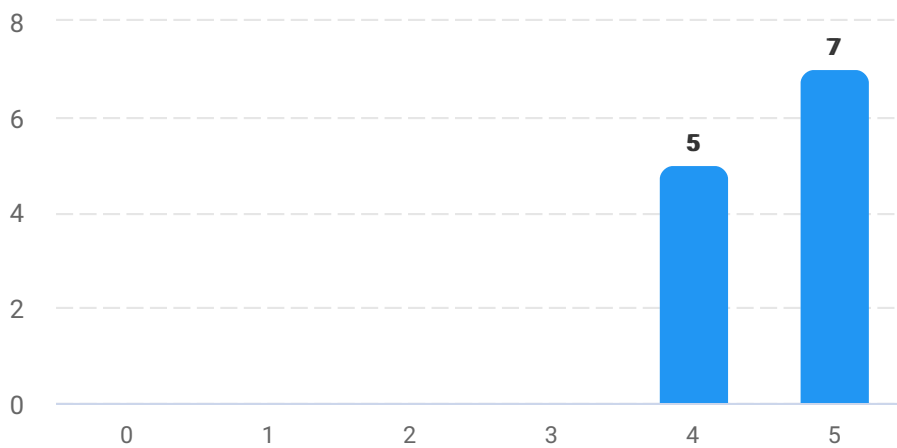
Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	4
5	Strongly Agree	8



Average
4.67
Median
5.00
Mode
5
Std. Dev.
0.47
Variance
0.22

5 The work required in this course was appropriate.
(Multi-Choice, Single Answer)

Value Option		Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	5
5	Strongly Agree	7



Average	4.58
Median	5.00
Mode	5
Std. Dev.	0.49
Variance	0.24

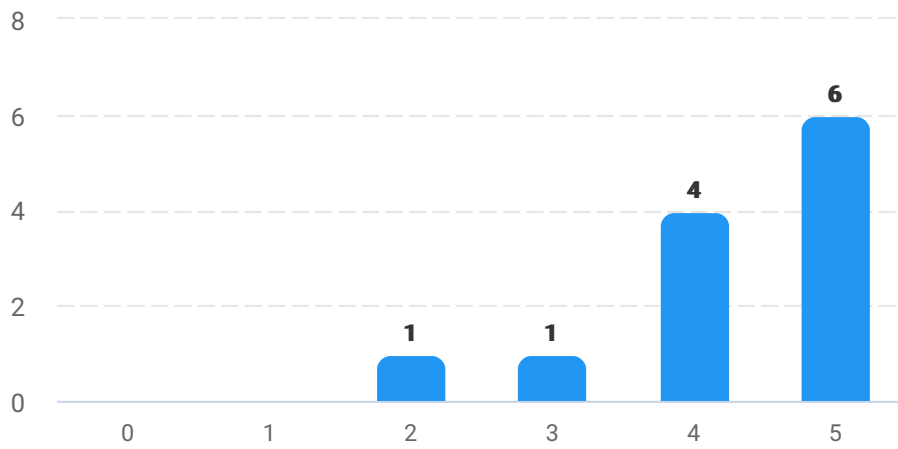
6

Grading is clear and tied to key learning objectives.

(Multi-Choice, Single Answer)

Value Option		Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	1
4	Agree	4
5	Strongly Agree	6

Average	4.25
Median	



4.50
Mode
5
Std. Dev.
0.92
Variance
0.85

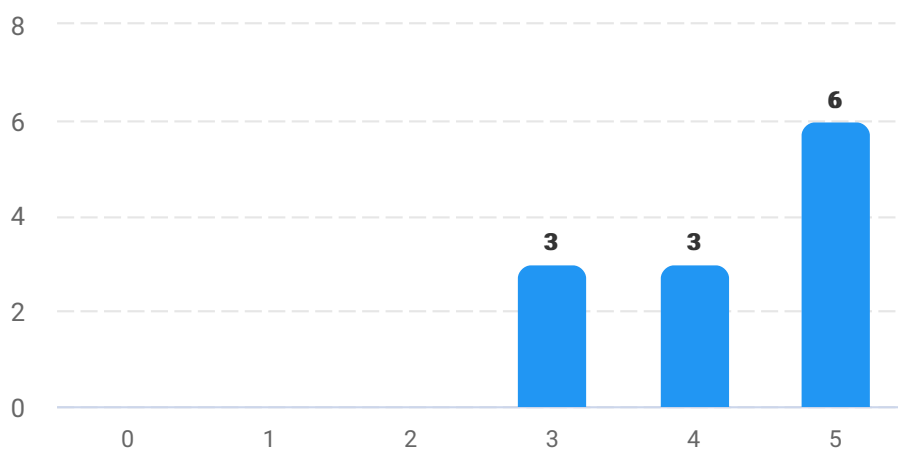
7

Overall, I learned a lot in this course.

Course

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	3
4	Agree	3
5	Strongly Agree	6



Average
4.25
Median
4.50
Mode
5
Std. Dev.
0.83
Variance
0.69

*

Open-Ended

8

What were the most beneficial aspects of this course? (Please be specific)

(Text/Memo)

- The class discussions and the depth with which we explored each topic was really fascinating. I left each class thinking about what we had discussed: this class definitely encouraged me to continually return to concepts discussed throughout the class and look at them with a new perspective.
- I think it gave me a lot of creative expression. I think the professor provided great feedback
- Great commentary on essays Interesting discussions, class was rarely boring
- Professor expertise was most beneficial. Enjoyed class discussion facilitated by Prof., who was always attentive, engaged, and responded to every student's response. Reading and workload was very well balanced
- The (encouragement of/for) class participation
- I thoroughly LOVED our conversations in class, they were insightful, engaging and thoughtful
- The class discussions
- Class discussions were wonderful.
- The width of topics covered across many disciplines some even slightly outside of philosophy. The insight and facilitation of discussion from the teacher. The method of assessment which was well designed and with clear purpose.
- Open discussions allowed for the proliferation of new ideas and interesting debate. In my opinion, that is the best way to hold a philosophy class, and this class did it very well.
- Socratic seminar method of teaching was great!!

A word cloud visualization of the feedback provided. The word 'class' is the largest and most prominent, centered in the image. Other words are arranged around it in various sizes and orientations. The words include: 'method', 'philosophy', 'new', 'discussion', 'discussed', 'interesting', 'each', 'great', and 'discussi' (partially visible).

9

What are your suggestions for improving this course? (Please be specific)

(Text/Memo)

- I am at this point still very unsure as to where I stand in terms of grades. This has been the most challenging class I have ever had in regards to grades, and I do feel as though I have made very little progress in regards to my grades, which has been very anxiety inducing. I know that my final grades will be based off of the overall grades of the class, but that still does not allow me to see how well/how poorly I am doing, which has been frustrating. I have really enjoyed this class in regards to the themes and topics we discuss, but the grading aspect of this class was a major detractor for me. I really enjoy being challenged as a student and improving, but this course was honestly a lot to manage and I just felt overwhelmed about meeting the standards for good work and grades more than I felt any sort of accomplishment or improvement in my abilities as a writer or thinker. In a perfect world, I would have loved to take this class without my other courses or work schedule, so I could have devoted more of my time and energy towards it, but I just didn't have the ability for that, which is regrettable.
- I think maybe a smaller class sense the discussion was hard to do or a more socratic seminar.
- Grading needs to be clearer she's aware of this a little, Grading in terms of what is expected, how she grades it and what she grades Participation system needs to be overhauled, many students struggled to contribute in class discussions and many students resorted to posting on a discussion board that was meant for after class during class because she would not call on them and they wanted to get their thoughts out, I saw many students do this on their laptops in front of me, that is not something any student should ever have to do- write what they should be saying in class right now on a discussion board while she is talking, or a student is talking To give her credit, she tried implementing many things throughout the course that allow her to better approach these issues like setting timers for discussions and adding the online discussion in the first place- but clearly the class is still too disorganized and I suggest perhaps some sort of talking counter instead of the tickets Perhaps a talking "object" you pass around the class, and she can keep track of who has it- and sometimes pick on kids who didn't talk and give it to them. She has said before she doesn't want to restrict kids who want to talk more, or force kids who don't want to talk to talk- but as one of those kids who does not struggle with talking when I am called on, I think it would still be beneficial to give everyone a fair chance if you insist on grading participation in that way. Or make the threshold way lower and so you only need a baseline level of participation per week so other students who talk more don't take up your time to contribute as I know other students complained about that a lot Sometimes professor also talks too much or goes on rants or goes off topic too much which I enjoy to listen to but takes up a lot of time for students to be able to respond and get participation sometimes she won't let them respond even
- Participation, when a class is so enthusiastic, should not be graded so strictly. I would suggest assigning two people per class to give "opening remarks" (brief and informal) on the readings. This way, all students throughout the course will participate and be heard among classmates. Sometimes I was frustrated by all the hand raising in class (especially when someone would hold

their hand in the air the entire time someone was talking). Any way to minimize this would be great

- I think if the students had a little more time to speak and respond to each other, we could move the class forward a little quicker and get more viewpoints circling our heads.
- A more reliable method of keeping track of participation points.
- Nothing. I think it is perfect.
- Textbook included opinions of lesser known authors since the decision to avoid mainstream philosophers was made. It was interesting to see these different perspectives, but these perspectives were often relatively superficial. Part of it may be because the texts were transcribed directly from audio interviews. Perhaps a better choice would be a similar textbook that instead focuses on the most appealing texts/interviews given by the most renowned representatives from different religions.
- Aligning more closely with traditional philosophy of religion ideas and thinkers. At points discussions and topics seemed more like a chat amongst friends rather than a philosophy class.
- I would have more collaborative writing assignments, as opposed to individual writing assignments. For example, perhaps every other assignment could be an argumentative response (either agreeing or disagreeing) to an earlier paper written by a classmate (i.e. Jane writes a paper arguing X, Bob writes a paper in response the next week arguing against it, instead arguing Y). This would allow students to see each other's writing, learn where they can improve, give each other constructive criticism, and improve arguments by actually having the chance for other people to poke holes in your argument.
- I think the participation in class could be optimized if we focused on moving through all comments

grades lot kids many discussion little still
 participation **class** studer
 talking regards allow more_h

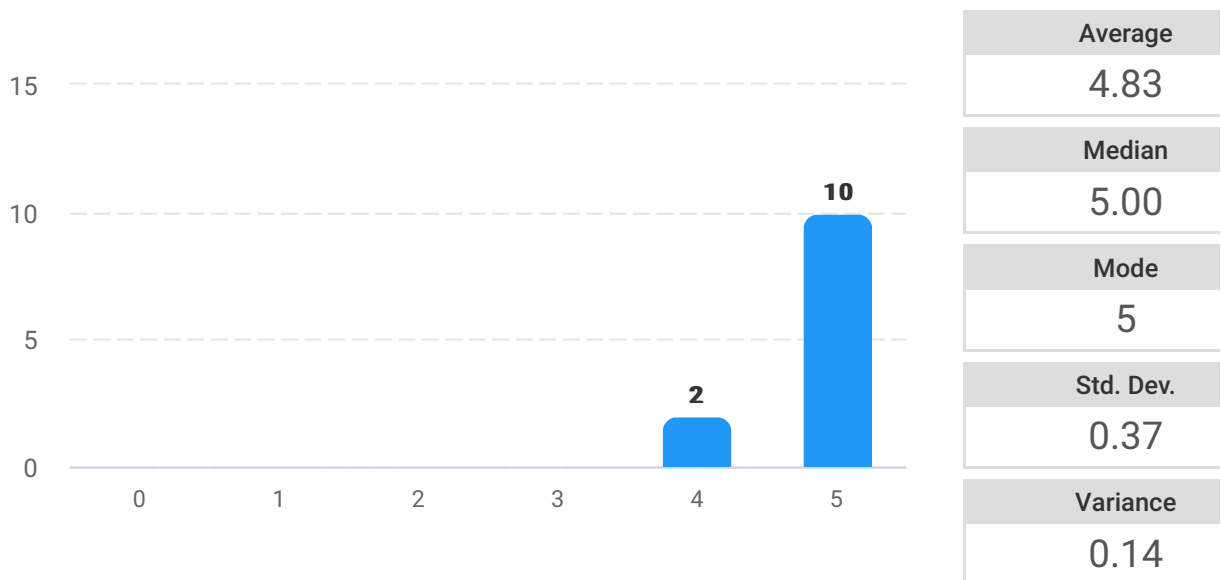
About the Instructor

10

The instructor generally showed up on time. Or, if an online class, the instructor made course materials available in a timely manner.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	2
5	Strongly Agree	10

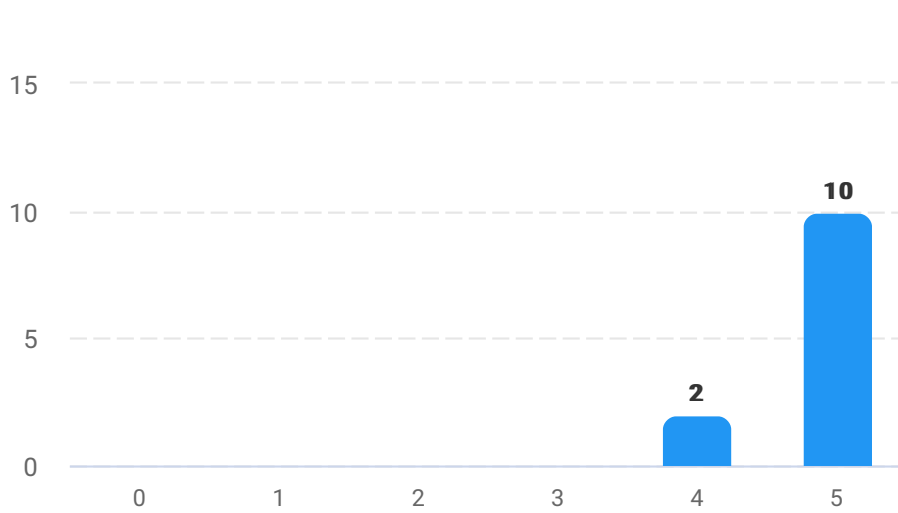


11

The instructor attended all scheduled classes. Or, if an online class, the instructor actively participated in class activities.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	2
5	Strongly Agree	10



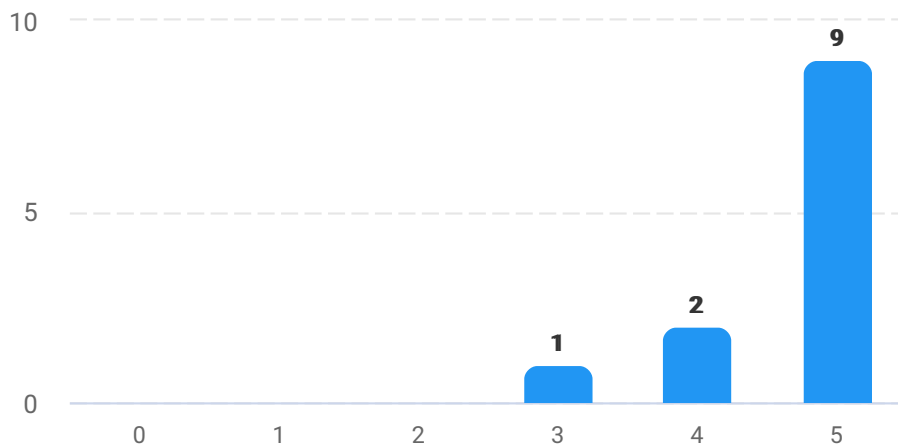
Average	4.83
Median	5.00
Mode	5
Std. Dev.	0.37
Variance	0.14

12

The instructor was well prepared for each class. Or, if an online class, the instructor was well prepared to teach the course.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	1
4	Agree	2
5	Strongly Agree	9

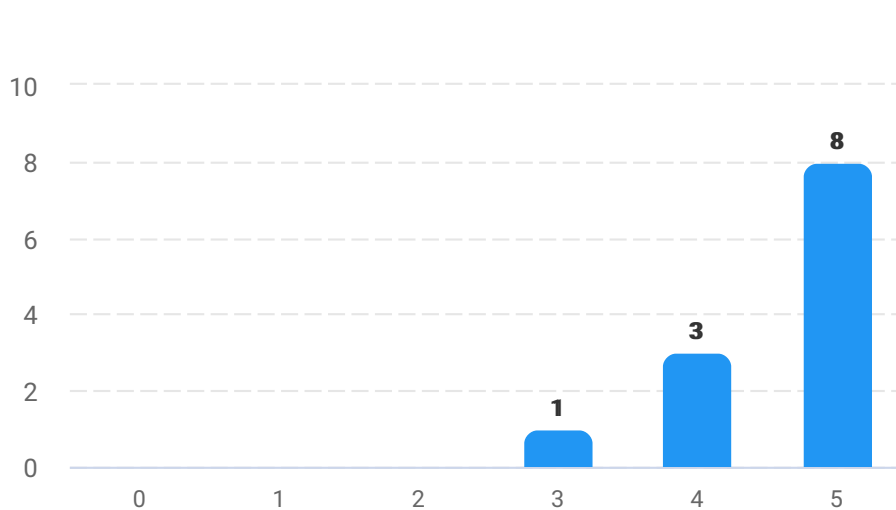


Average	4.67
Median	5.00
Mode	5

Std. Dev.
0.62
Variance
0.39

13 The instructor was helpful when asked for assistance.
 (Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	1
4	Agree	3
5	Strongly Agree	8

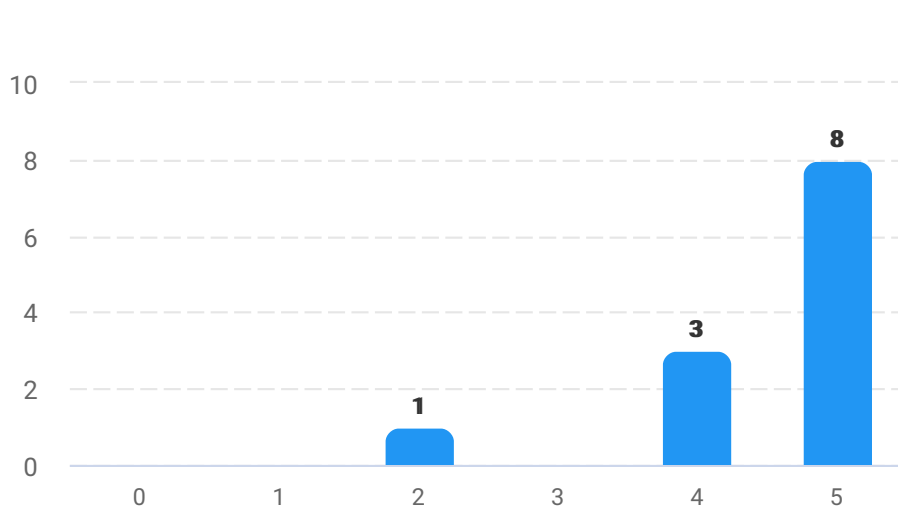


Average
4.58
Median
5.00
Mode
5
Std. Dev.
0.64
Variance
0.41

14 The instructor communicated ideas and information clearly and effectively.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	0
4	Agree	3
5	Strongly Agree	8



Average	4.50
Median	5.00
Mode	5
Std. Dev.	0.87
Variance	0.75

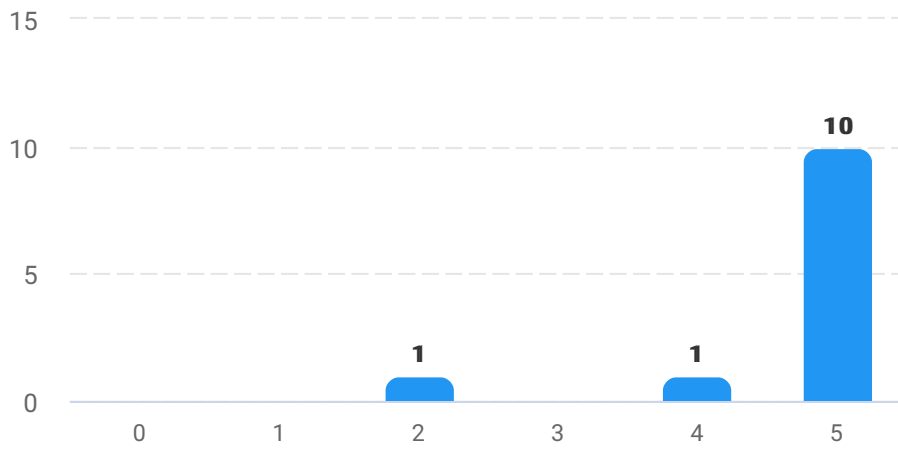
15

The instructor treated students with respect.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	0
4	Agree	1
5	Strongly Agree	10

Average	4.67
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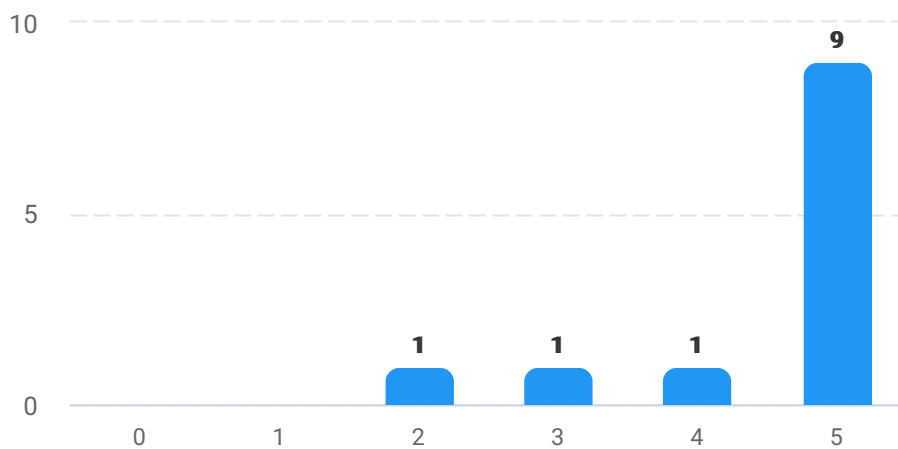
Median	5.00
Mode	5
Std. Dev.	0.85
Variance	0.72

16

The instructor provided timely feedback on my work.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	1
4	Agree	1
5	Strongly Agree	9



Average	4.50
Median	5.00
Mode	5
Std. Dev.	0.96
Variance	0.92

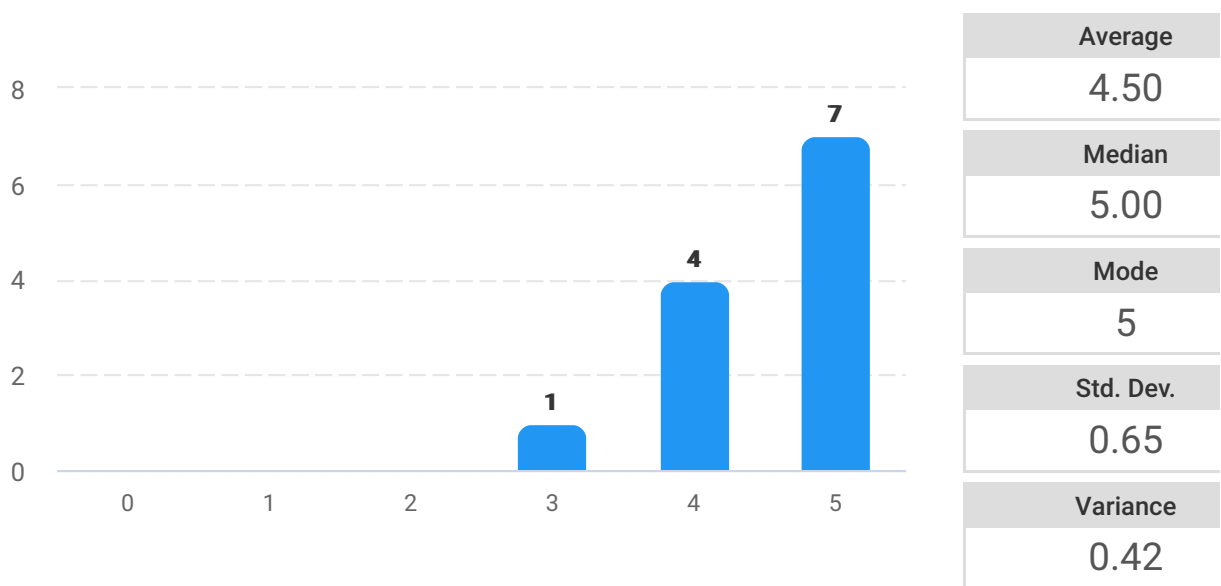
17

Overall, I would recommend this instructor.

Instructor

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	0
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	1
4	Agree	4
5	Strongly Agree	7



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Additional Questions

The following questions may apply to this course. If a question does not apply, please select "No Answer."

18

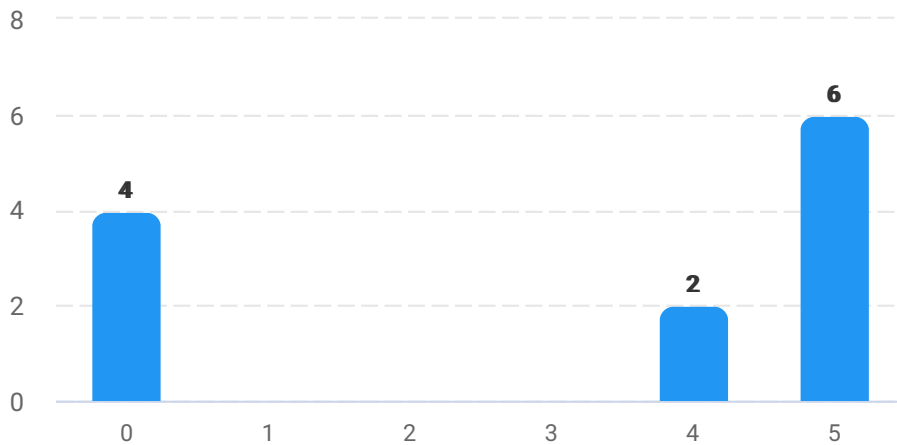
I found the online course environment easy to navigate.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	4
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	2

5 Strongly Agree

6



Average	4.75
Median	5.00
Mode	5
Std. Dev.	0.43
Variance	0.19

19

The lab for this course contributed significantly to my learning.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	10
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	0
5	Strongly Agree	0

Average	0.00
Median	0.00
Mode	NA
Std. Dev.	0.00



Variance
0.00

20

The recitation for this course contributed significantly to my learning.

(Multi-Choice, Single Answer)

Value	Option	Total
0	No Answer	11
1	Strongly Disagree	0
2	Disagree	0
3	Neutral	0
4	Agree	0
5	Strongly Agree	0



Average
0.00
Median
0.00
Mode
NA
Std. Dev.
0.00
Variance
0.00

Course Learning Outcomes

21

Please rate your perceived extent of the performance or understanding of the following course objectives according to the scale provided.

(CLO Placeholder - Student)



PHIL 391 section 001

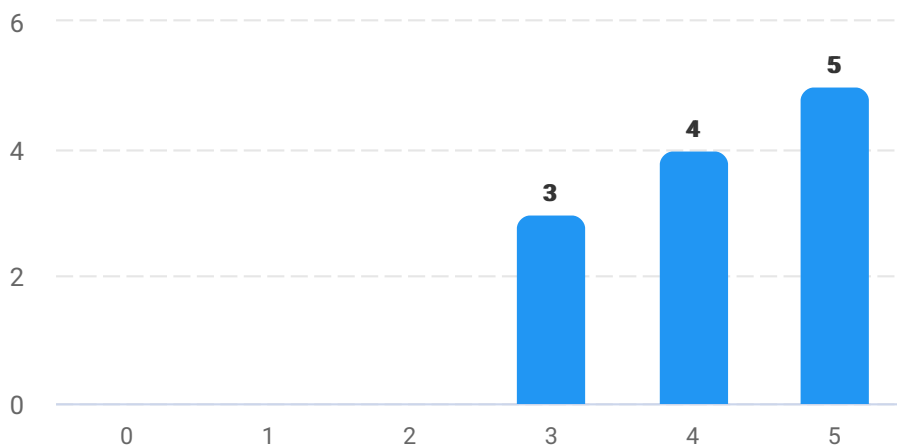


Exercise a developed competence in structuring their ideas coherently and expressing t

Exercise a developed competence in structuring their ideas coherently and expressing them in ways that are truthful and fair in both written and in spoken terms.

After taking this course

Value	Option	Total
0	No Answer	0
1	Not at all	0
2	Limited	0
3	Moderate	3
4	Great extent	4
5	Very great extent	5



Average	4.17
Median	4.00
Mode	5
Std. Dev.	0.80
Variance	0.64



PHIL 391 section 001



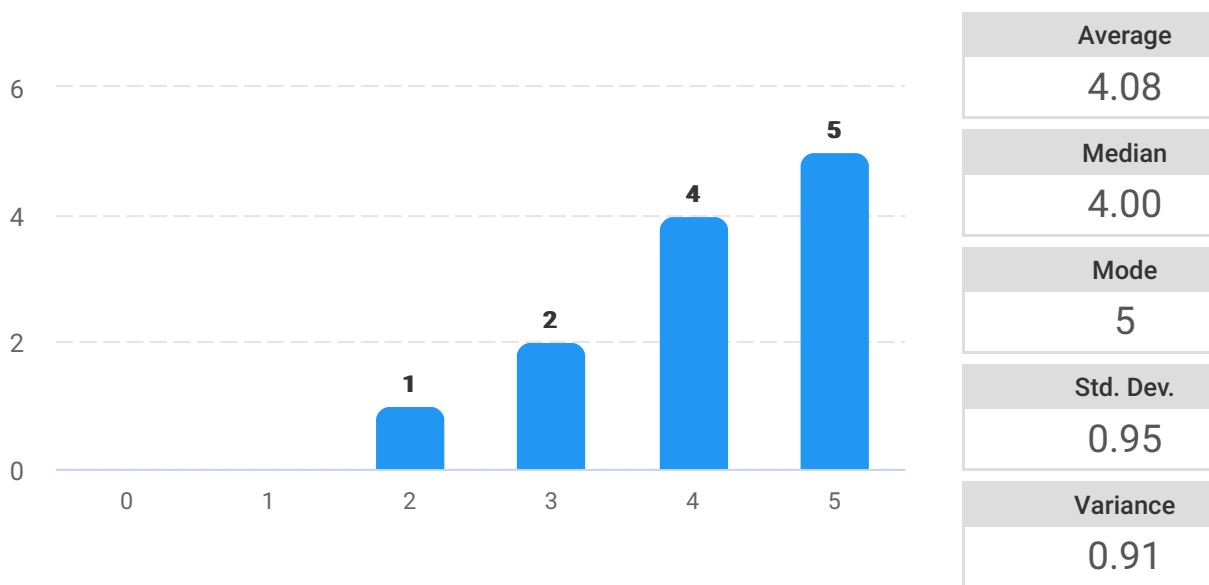
Exercise a developed competence in employing the skills of logical analysis, and apprec


Exercise a developed competence in employing the skills of logical analysis, and appreciating


the value and the conditions for rational argumentation, reasonable dialogue, and effective debate.

After taking this course

Value	Option	Total
0	No Answer	0
1	Not at all	0
2	Limited	1
3	Moderate	2
4	Great extent	4
5	Very great extent	5



 PHIL 391 section 001

 Exercise a developed competence in reading and interpreting complex, nuanced texts a

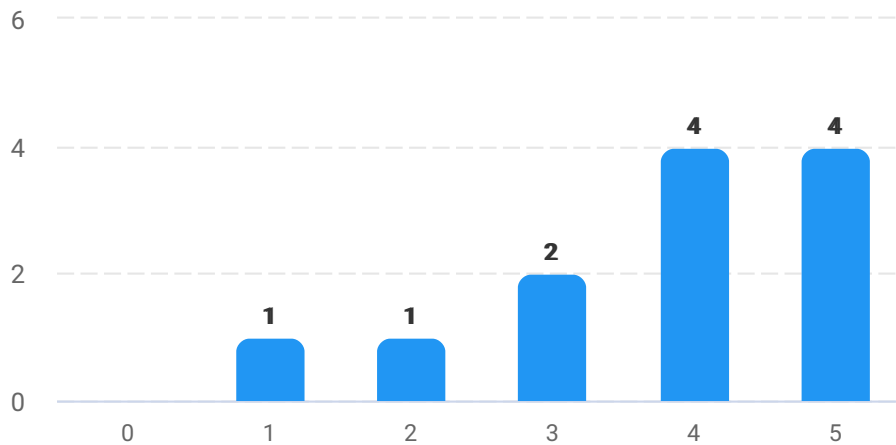
Exercise a developed competence in reading and interpreting complex, nuanced texts and responding to them reflectively and critically in both written and spoken forms.

After taking this course


Value	Option	Total
0	No Answer	0
1	Not at all	1
2	Limited	1
3	Moderate	2
4	Great extent	4

5 Very great extent

4



Average	3.75
Median	4.00
Mode	4,5
Std. Dev.	1.23
Variance	1.52

 PHIL 391 section 001

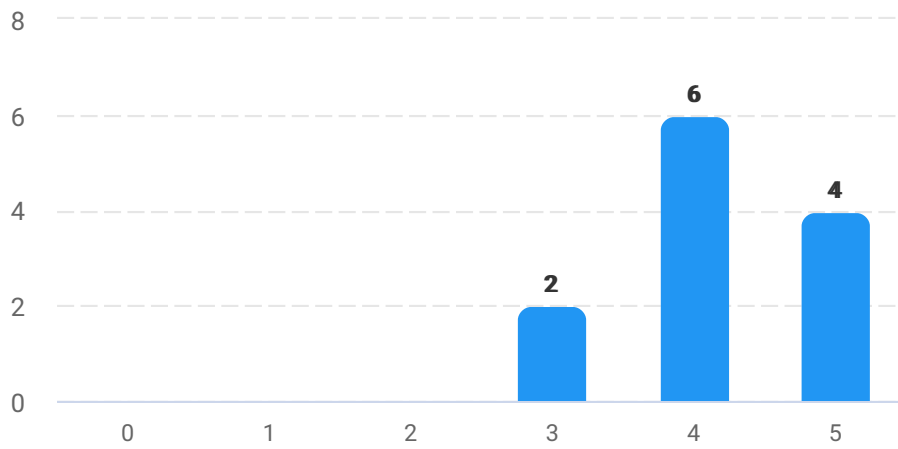
 Demonstrate a developed ability to think critically and independently, and appreciate the

Demonstrate a developed ability to think critically and independently, and appreciate the complexities and nuances of human religious experiences, ideas, and circumstances.


After taking this course


Value	Option	Total
0	No Answer	0
1	Not at all	0
2	Limited	0
3	Moderate	2
4	Great extent	6
5	Very great extent	4

Average	4.17
Median	4.00



Mode	4
Std. Dev.	0.69
Variance	0.47

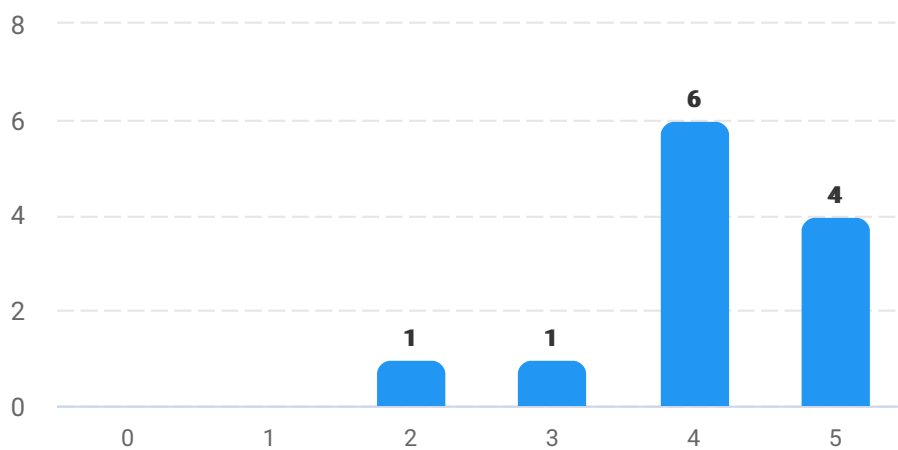
 PHIL 391 section 001

 Demonstrate a developed ability to understand the significance and forms of ethical rea

Demonstrate a developed ability to understand the significance and forms of ethical reasoning in relation to religious ideas and conceptions.

After taking this course

Value	Option	Total
0	No Answer	0
1	Not at all	0
2	Limited	1
3	Moderate	1
4	Great extent	6
5	Very great extent	4



Average	4.08
Median	4.00
Mode	4
Std. Dev.	0.86
Variance	0.74



PHIL 391 section 001

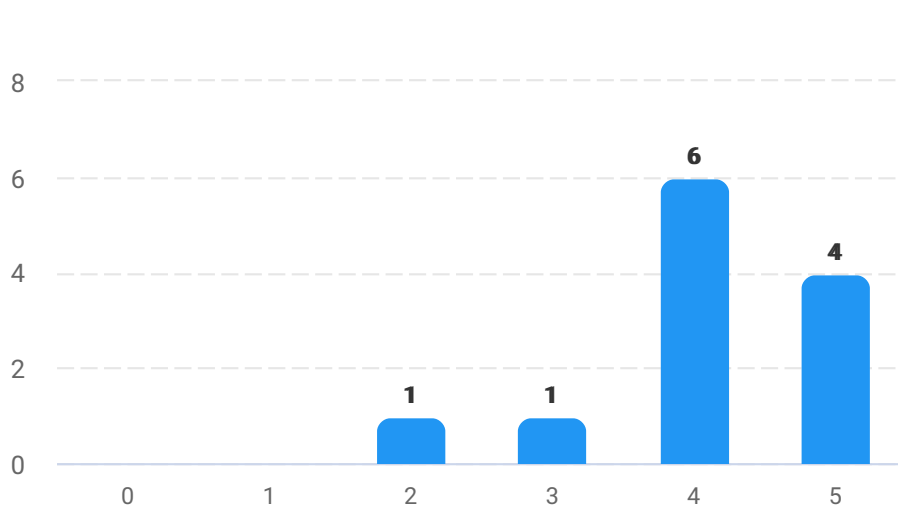


Demonstrate a developed understanding of some of the main questions, problems, con


Demonstrate a developed understanding of some of the main questions, problems, concepts, and distinctions involved in philosophical research on religion, and of what such research is concerned with and how it is conducted.

After taking this course

Value	Option	Total
0	No Answer	0
1	Not at all	0
2	Limited	1
3	Moderate	1
4	Great extent	6
5	Very great extent	4



Average	4.08
Median	4.00
Mode	4
Std. Dev.	0.86
Variance	0.74

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