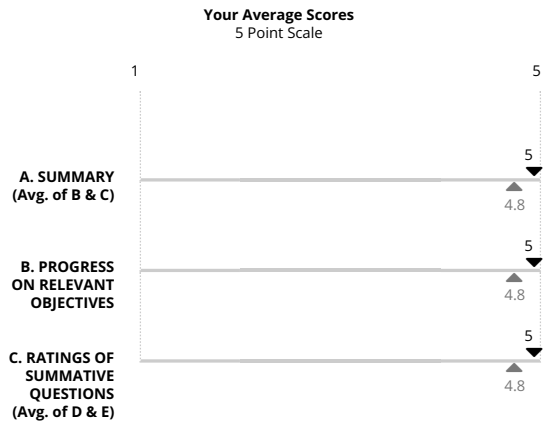


Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

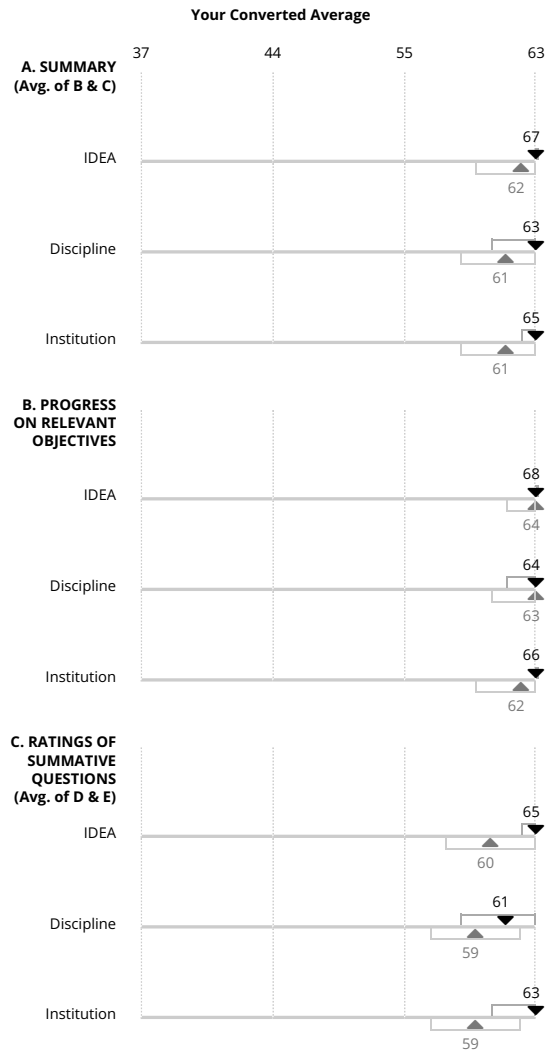
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	5
E. Excellent Course	4.7	5

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	63
Discipline	58	60
Institution	58	62
E. Excellent Course		
IDEA	60	66
Discipline	60	61
Institution	59	64

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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							Your Converted Average					
							Your Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5		Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generaliza- tions, theories)	I	4.6	4.8	0	95		61	65	60	61	59	63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.2	3.3	32	37		38	40	35	36	42	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.7	5	0	100		62	68	62	63	61	66
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.7	5	0	95		61	68	63	64	60	65
Acquiring skills in working with others as a member of a team	M	3.2	3.2	42	47		40	40	49	49	45	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	2.9	47	32		37	38	41	42	41	46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, litera- ture, etc.)	M	3.8	4	16	68		51	54	50	51	51	54
Developing skill in expressing myself orally or in writing	M	3.7	3.9	21	53		47	50	47	49	49	53
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.8	21	58		46	47	49	49	50	54
Developing ethical reasoning and/or ethical decision making	M	3.6	3.7	21	53		46	48	41	41	52	55
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.9	5	0	100		66	70	64	65	64	67
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.6	0	84		55	60	56	58	57	62
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	37	37		39	39	49	49	47	47

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.5	53	56	53
Difficulty of subject matter	4.2	65	64	63

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	56	56	52
I really wanted to take this course regardless of who taught it.	3.8	52	55	49
When this course began I believed I could master its content.	4	50	55	49
My background prepared me well for this course's requirements.	3.4	42	49	43

### Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	5% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.3	5% (1 or 2) 84% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.6	21% (1 or 2) 58% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.3	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.1	11% (1 or 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action

Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.6	11% (1 or 2) 42% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	21.05% (4)	21.05% (4)	31.58% (6)	26.32% (5)	19	0	1.09	3.63
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	26.32% (5)	73.68% (14)	19	0	0.44	4.74
Demonstrated the importance and significance of the subject matter	0% (0)	5.26% (1)	0% (0)	10.53% (2)	84.21% (16)	19	0	0.71	4.74
Formed teams or groups to facilitate learning	0% (0)	21.05% (4)	36.84% (7)	21.05% (4)	21.05% (4)	19	0	1.04	3.42
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	10.53% (2)	89.47% (17)	19	0	0.31	4.89
Provided meaningful feedback on students' academic performance	0% (0)	5.26% (1)	0% (0)	15.79% (3)	78.95% (15)	19	0	0.73	4.68
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	10.53% (2)	42.11% (8)	21.05% (4)	26.32% (5)	19	0	0.98	3.63
Explained course material clearly and concisely	0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)	19	0	0.57	4.68

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	5.26% (1)	57.89% (11)	36.84% (7)	19	0	0.57	4.32
Created opportunities for students to apply course content outside the classroom	0% (0)	10.53% (2)	10.53% (2)	36.84% (7)	42.11% (8)	19	0	0.97	4.11
Introduced stimulating ideas about the subject	0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)	19	0	0.57	4.68
Involved students in hands-on projects such as research, case studies, or real life activities	5.26% (1)	26.32% (5)	31.58% (6)	21.05% (4)	15.79% (3)	19	0	1.14	3.16
Inspired students to set and achieve goals which really challenged them	5.26% (1)	0% (0)	10.53% (2)	31.58% (6)	52.63% (10)	19	0	1.02	4.26
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	15.79% (3)	26.32% (5)	26.32% (5)	31.58% (6)	19	0	1.07	3.74
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	21.05% (4)	21.05% (4)	57.89% (11)	19	0	0.81	4.37
Gave projects, tests, or assignments that required original or creative thinking	5.26% (1)	5.26% (1)	47.37% (9)	10.53% (2)	31.58% (6)	19	0	1.14	3.58
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	5.26% (1)	5.26% (1)	89.47% (17)	19	0	0.49	4.84

Describe your progress on:		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress					N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		0% (0)	0% (0)	5.26% (1)	26.32% (5)	68.42% (13)					19	0	0.58	4.63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		5.26% (1)	26.32% (5)	31.58% (6)	15.79% (3)	21.05% (4)					19	0	1.2	3.21
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)					19	0	0.46	4.68
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)					19	0	0.57	4.68
Acquiring skills in working with others as a member of a team		0% (0)	42.11% (8)	10.53% (2)	31.58% (6)	15.79% (3)					19	0	1.15	3.21
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		21.05% (4)	26.32% (5)	21.05% (4)	15.79% (3)	15.79% (3)					19	0	1.36	2.79
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		5.26% (1)	10.53% (2)	15.79% (3)	31.58% (6)	36.84% (7)					19	0	1.18	3.84
Developing skill in expressing myself orally or in writing		5.26% (1)	15.79% (3)	26.32% (5)	10.53% (2)	42.11% (8)					19	0	1.3	3.68
Learning how to find, evaluate, and use resources to explore a topic in depth		0% (0)	21.05% (4)	21.05% (4)	21.05% (4)	36.84% (7)					19	0	1.16	3.74
Developing ethical reasoning and/or ethical decision making		10.53% (2)	10.53% (2)	26.32% (5)	10.53% (2)	42.11% (8)					19	0	1.38	3.63
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		0% (0)	0% (0)	0% (0)	10.53% (2)	89.47% (17)					19	0	0.31	4.89
Learning to apply knowledge and skills to benefit others or serve the public good		0% (0)	0% (0)	15.79% (3)	42.11% (8)	42.11% (8)					19	0	0.71	4.26
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		10.53% (2)	26.32% (5)	26.32% (5)	15.79% (3)	21.05% (4)					19	0	1.29	3.11

The Course: On the next two items, compare this course with others you have taken at this institution.		Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses					N	DNA	SD	M
Amount of coursework		0% (0)	10.53% (2)	47.37% (9)	26.32% (5)	15.79% (3)					19	0	0.88	3.47
Difficulty of subject matter		0% (0)	0% (0)	15.79% (3)	52.63% (10)	31.58% (6)					19	0	0.67	4.16

For the following items, choose the option that best corresponds to your judgment.		Definitely False	More False than True	In Between	More True than False	Definitely True					N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.		0% (0)	5.26% (1)	15.79% (3)	52.63% (10)	26.32% (5)					19	0	0.79	4
I really wanted to take this course regardless of who taught it.		5.26% (1)	15.79% (3)	10.53% (2)	26.32% (5)	42.11% (8)					19	0	1.27	3.84
When this course began I believed I could master its content.		5.26% (1)	5.26% (1)	15.79% (3)	36.84% (7)	36.84% (7)					19	0	1.1	3.95
My background prepared me well for this course's requirements.		10.53% (2)	21.05% (4)	15.79% (3)	26.32% (5)	26.32% (5)					19	0	1.35	3.37
Overall, I rate this instructor an excellent teacher.		0% (0)	0% (0)	5.26% (1)	5.26% (1)	89.47% (17)					19	0	0.49	4.84
Overall, I rate this course as excellent.		0% (0)	0% (0)	5.26% (1)	15.79% (3)	78.95% (15)					19	0	0.55	4.74

\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200 N	\$201-\$225 DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or on-line access codes required for this class?		41.18% (7)	11.76% (2)	5.88% (1)	23.53% (4)	11.76% (2)	0% (0)	0% (0)	5.88% (1)	0% (0)	0% (0)		
		0% (0)	0% (0)							17	0	1.98	2.82

			Purchased new at a bookstore	Purchased used at a bookstore	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan	Used library reserve copy	Did not acquire because costs were too high		
			No textbooks were required	Skipped the materials (didn't buy or borrow)	Other						N	DNA	SD	M
Used other texts of resources in place of the one assigned														
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).			5.26% (1)	15.79% (3)	5.26% (1)	5.26% (1)	21.05% (4)	10.53% (2)	0% (0)	0% (0)	0% (0)	0% (0)		
			0% (0)	0% (0)	21.05% (4)	0% (0)	0% (0)	15.79% (3)			19	0	-	-

	None of them	Very few of them	Some of them	Most of them	All of them				N	DNA	SD	M
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?	0% (0)	0% (0)	0% (0)	0% (0)	100% (17)				17	0	0	5
	They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning				N	DNA	SD	M
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?	0% (0)	0% (0)	5.88% (1)	17.65% (3)	76.47% (13)				17	0	0.57	4.71
	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	N	DNA	SD	M
What final grade do you expect to receive in this class?	17.65% (3)	29.41% (5)	17.65% (3)	23.53% (4)	5.88% (1)	5.88% (1)	0% (0)	0% (0)	17	0	1.41	6.12

Qualitative

## Comments -

- This was a great course. I definitely left class with a full brain most days. My only suggestion is more sidewalk chalk.
- Honestly, I thought I was going to hate this course and be horrible at it. I had never taken a philosophy course before and during the first week I was very overwhelmed. However, Dr. Gould is very approachable and will always be willing to help. Without his office hours, I definitely would have failed the course. he really makes sure that you understand the material, he will not move on until you do. This class has ended up becoming one of my favorites even though it has probably been one of the most challenging courses I have taken. It has really given me an immense boost of confidence in myself. I will say, not having a background in philosophy made it difficult for me to read, analyze, and write my essays on the articles so I am thankful they were not weighted super heavily. Overall, great professor, great class.
- The biweekly quizzes really helped me have a physical representation of my progress and for what I needed to work on. The partner work we did also helped me demonstrate my knowledge of the subject while also not preventing me from making progress if I got stuck.
- I really enjoyed the environment and teaching methods throughout the year. I enjoyed the partner sessions and I believe that more at the beginning of the semester would help students form a connection with the professor and each other and have another set of eyes to look over things we work on in class. I believe that talking about logic with one another really makes you think and apply the methods taught in class to our conversations. I want to note that I often had a hard time understanding some of the reading in class. I often would look at arguments and papers in a way where I could symbolize them but reading some of them was actually challenging. This was good and bad for me as I got a little better at reading logic material but at the same time, it was difficult to engage in any type of conversation about it due to the rigorous material or arguments at times. Overall this was one of my favorite classes at Augustana and I would recommend it to everyone.
- PHIL-300 was a very engaging and useful course. Taking a thorough walk down the pathway of propositional and predicate logics has substantially aided in my ability to critically engage with arguments and ideas more broadly. Dr Gould's tangents and digressions on the field of logic served both to maintain my interest with the material in the day-to-day and to convey the challenges that logicians face in advancing their understandings. If there is anything that I would recommend, it would be to decrease the frequency of forum assignments. I found myself creating fake problems and posting them just to get points. This is not to argue that they were never useful; sometimes they were quite helpful. However, I did not need assistance every week. Also, given that this second logic essay is due tomorrow and I haven't started, it would be convenient if he were to cancel it. But, I will just have to deal with it. I actually quite liked the various papers that were gone over. Like the digressions, they served to provide me a much fuller and accurate picture of the field of logic.
- Having zero PHIL experience, I truly believe that I wouldn't have even come close to understanding the basics had it been taught by anyone else. Dr Gould really did an incredible job in turning a really difficult class into one where everyone can follow along and understand every step of the way. If there is anything on the student's mind, he always addresses them right away, even asking if there are "any general questions" at the start of every class period. Not only did he make the class easier, but he also made it thoroughly enjoyable to sit in his class and listen to his lectures. Whether it be funny comments, a complete tangent to the topic, or stories relating to the topic, he always found a way to keep the students engaged and laughing. Thank you, Dr. Gould, for a great way to introduce me to Philosophy and Logic!
- I am really happy I got the opportunity to take another class with Dr. Gould because he shows his passion for his courses and does his possible best that no student is left behind. As time went by, I became infected with this passion for logic which motivated me to keep on learning and appreciate the nature of language. This class has made me very careful about the words I use when speaking or writing because the choice of words has potential to change the message intended to convey.
- At the beginning of the semester, I had no confidence that I would ever be able to understand or be able to apply the course's material. However, Dr. Gould is a phenomenal instructor and truly helped every step of the way. This course is a lot work but you get out what you put in. Sometimes, the papers assigned to read could be overwhelming and I never got a full understanding of them. I think that it may be a good idea to devote more time or a full class period to the papers that were assigned. The papers are a great component to help understand the scope of a course and are a necessary addition but I would like to spend more time with them. Overall, I cannot overstate the importance of this class and how fun Dr. Gould made it.
- My roommates have endured unprompted lectures on classical logic and will continue to receive these free tutoring sessions. Their term of study, like mine, may not have an end-date. Granted, I don't see myself going out of my way to chug through the list of articles attached on the moodle page. I might peruse a few, though, over time, and I don't expect I'll ever manage to forget our 8 rules of inference + 12 rules of equivalence + 2 assumptions for proofs (et al.). I didn't expect taking this class would influence the way I think or write quite as much as it truly has. It's been a transformative experience. Thanks.
- This was an extremely intimidating course but office hours and the study groups were very helpful. It is nice to have a professor not only offer office hours and a study group but encourage it as well. More than that, encourage philosophy club. I have always wanted to attend philosophy club meetings but was not a minor until later in my college career and even then I thought I wouldn't have a strong enough background to attend. Having the study group beforehand and being encouraged to attend it made it a very pleasant and welcoming experience. It is clear as well that you are passionate about teaching this to people eager to learn it and do not make us feel like a bother when asking for help or attending office hours.
- Dr. Gould does a great job of showing students how this material can be used outside of class, how to use it in those types of situations, and why it is important to use the material studied outside of class. He keeps the class engaged by offering lots of real world applications and topics that tap into the interests of many students. Always offers help when needed. Encouraged good study habits. Awesome person aside from his role as a professor.
- Outstanding teacher indeed. One of, if not the best on campus in my opinion. The teaching was very clear, and application of content was described nicely. 10/10
- Going into this class I was very unsure on what this course would cover and if I would be able to learn it. After the first couple weeks I was not doing the best in the class and I immediately became worried but Dr. Gould did a great job at reassuring us that this material is hard to master and takes time. I listened to this and now I am understanding the material in this class more than I ever thought I would be able to. This course is challenging but rewarding if you want to put in the work and Deke does an amazing job giving all students the resources they need in order to be successful in this class. This is one of my favorite classes I have taken at Augie so far and I hope that I can find a way to continue doing proofs and truth tables after this class is over. :)
- I feel you need to lecture more. It feels as though you just give us the power of logic and that's all. With a topic like logic, I'm not sure if the "flipped classroom" is a good idea. We need to be taught the material from an expert, not strictly teach ourselves via the textbook and then just show up to class. Especially with no pre-reqs to this class, we need to be taught as if we have no logic background at all. The textbook is helpful, but we need actual teaching not just "going over problems in class". Quizzes are fair and feel accurate to the material. The material itself and the structure of the course is manageable. But most students learn best from lectures and actually doing problems together step by step on the board, not just typing into a computer screen. I know "we're adults and need to be responsible". But it's not always about students not putting in effort or not acting to "adult" standards. A lot of us have jobs and can't make it to office hours, etc. It's not always about effort or responsibility, it's about learning styles and the most effective way of relying the material to students. We need to be working together and doing proofs with you. Doing worksheets in class. Getting graded homework and feedback. The only feedback we receive through virtually the entire course is via 6 quizzes. The forum posts aren't very helpful and don't feel like they are actually helping to improve my understanding of the material. Most students press "submit" and never look back. I get the intention, but is it genuinely helpful to students or just another mindless task? Maybe push for more actual homework and less computer-based assignments. It's hard to interact or absorb info from just typing on a website or posting to a forum.
- Overall I have really enjoyed my time in Formal Logic this term. I feel I may have lost a little information when transitioning between our Power of Logic book and the ideas from McKay, only because it was not as easy to work on problems and receive feedback. I also feel students may benefit if there were more problems aside from those on Power of Logic later in the course when there is only one set of problems to go through (even if there are 20-25 problems). My main comment is for Dr. Gould overall, he is an excellent professor and connects well with his students. It is very clear he is passionate about not only teaching in general, but his subject matter as well. Along with this his encouragement in and outside of the classroom allows for students to express their own needs and explore the problems they have trouble with. I could not more highly recommend a professor.

How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply). - Other

- Other Downloaded pdf
- Other Already owned by me
- Other Already had the textbook from a different class

Do you have any additional comments about particular textbooks, access codes, course packets, etc. used in this class that would help your instructor make decisions about using them in the future or not? -

- None
- no