

# PHIL 330 (1): Applied Ethics

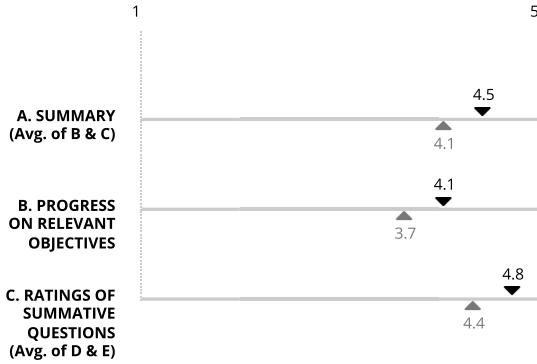
2025-26 Spring Semester | Deke Gould

29 | Students Enrolled  
 24 | Students Responded  
 82.76% | Response Rate

## Summative

▼ | Adjusted  
 ▲ | Raw  
 □ | 3 Point Plus/Minus

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.7
E. Excellent Course	4.3	4.8

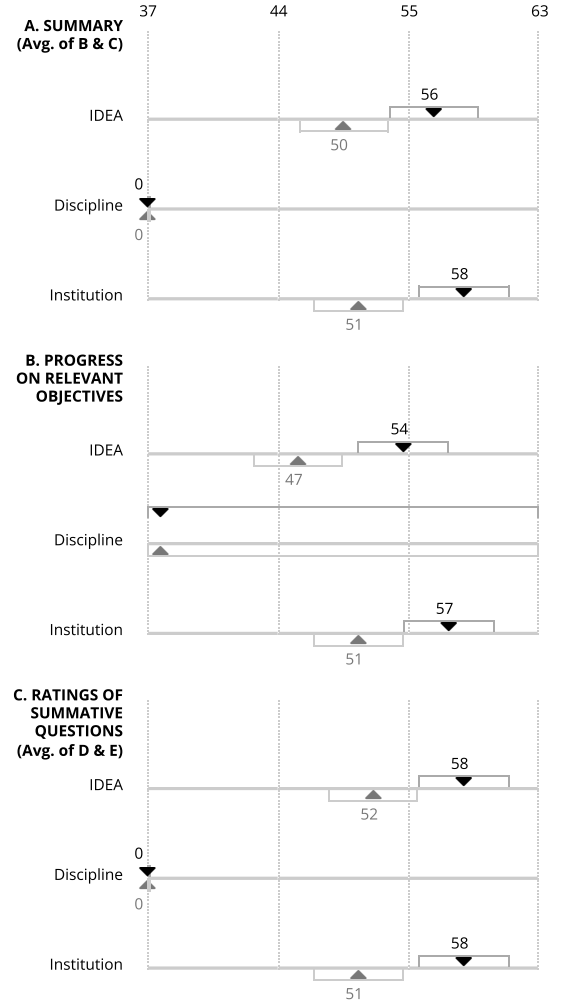
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	55
Discipline		
Institution	51	56
E. Excellent Course		
IDEA	52	60
Discipline		
Institution	51	60

**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**



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.2	4.6	0	83	51	59			51	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.7	4	8	58	46	50			49	53
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.2	4.6	4	88	51	61			53	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4	4.5	4	88	47	57			50	58
Acquiring skills in working with others as a member of a team	I	2.8	3	42	21	34	37			42	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.2	3.6	25	33	44	50			47	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.6	3.9	17	54	48	52			49	54
Developing skill in expressing myself orally or in writing	I	3.9	4.4	8	67	50	58			53	59
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4	4.5	8	75	51	59			55	60
Developing ethical reasoning and/or ethical decision making	I	4.5	5	0	92	59	69			62	67
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.4	4.8	0	88	57	64			58	63
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.8	4.4	17	71	47	57			53	59
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	2.4	2.5	58	29	28	29			41	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.9	63		62
Difficulty of subject matter	3.8	59		59

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	41		42
I really wanted to take this course regardless of who taught it.	3.2	37		38
When this course began I believed I could master its content.	3.6	42		42
My background prepared me well for this course's requirements.	3	34		38

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.5	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.6	0% (1 or 2) 96% (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	4.6	0% (1 or 2) 92% (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	4.5	4% (1 or 2) 96% (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	4.6	0% (1 or 2) 92% (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	4% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.1	4% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.5	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	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.
Provided meaningful feedback on students' academic performance	4.3	8% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.6	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	4.8	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.
Created opportunities for students to apply course content outside the classroom	4	4% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Formed teams or groups to facilitate learning	3.7	4% (1 or 2) 54% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.6	0% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.3	0% (1 or 2) 79% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.3	4% (1 or 2) 83% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.3	8% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.3	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	4.17% (1)	41.67% (10)	54.17% (13)	24	0	0.58	4.5
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	4.17% (1)	45.83% (11)	50% (12)	24	0	0.58	4.46
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	33.33% (8)	66.67% (16)	24	0	0.47	4.67
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	4.17% (1)	29.17% (7)	66.67% (16)	24	0	0.56	4.63
<b>Formed teams or groups to facilitate learning</b>	0% (0)	4.17% (1)	41.67% (10)	33.33% (8)	20.83% (5)	24	0	0.84	3.71
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	8.33% (2)	25% (6)	66.67% (16)	24	0	0.64	4.58
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	8.33% (2)	8.33% (2)	29.17% (7)	54.17% (13)	24	0	0.93	4.29
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	0% (0)	37.5% (9)	62.5% (15)	24	0	0.48	4.63
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	4.17% (1)	12.5% (3)	33.33% (8)	50% (12)	24	0	0.84	4.29
<b>Explained course material clearly and concisely</b>	0% (0)	4.17% (1)	0% (0)	37.5% (9)	58.33% (14)	24	0	0.71	4.5

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	20.83% (5)	79.17% (19)	24	0	0.41	4.79
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	4.17% (1)	20.83% (5)	50% (12)	25% (6)	24	0	0.79	3.96
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	8.33% (2)	25% (6)	66.67% (16)	24	0	0.64	4.58
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	8.33% (2)	0% (0)	4.17% (1)	25% (6)	62.5% (15)	24	0	1.14	4.33
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	4.17% (1)	25% (6)	33.33% (8)	37.5% (9)	24	0	0.89	4.04
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	8.33% (2)	25% (6)	66.67% (16)	24	0	0.64	4.58
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	20.83% (5)	33.33% (8)	45.83% (11)	24	0	0.78	4.25
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	16.67% (4)	37.5% (9)	45.83% (11)	24	0	0.73	4.29
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	4.17% (1)	12.5% (3)	50% (12)	33.33% (8)	24	0	0.78	4.13
<i>Describe your progress on:</i>									
	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	16.67% (4)	45.83% (11)	37.5% (9)	24	0	0.71	4.21
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	8.33% (2)	33.33% (8)	37.5% (9)	20.83% (5)	24	0	0.89	3.71
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	4.17% (1)	8.33% (2)	54.17% (13)	33.33% (8)	24	0	0.75	4.17
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	4.17% (1)	8.33% (2)	70.83% (17)	16.67% (4)	24	0	0.65	4
<b>Acquiring skills in working with others as a member of a team</b>	4.17% (1)	37.5% (9)	37.5% (9)	16.67% (4)	4.17% (1)	24	0	0.91	2.79
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	4.17% (1)	20.83% (5)	41.67% (10)	16.67% (4)	16.67% (4)	24	0	1.08	3.21
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	16.67% (4)	29.17% (7)	33.33% (8)	20.83% (5)	24	0	1	3.58
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	8.33% (2)	25% (6)	37.5% (9)	29.17% (7)	24	0	0.93	3.88
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	8.33% (2)	16.67% (4)	37.5% (9)	37.5% (9)	24	0	0.93	4.04
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	8.33% (2)	37.5% (9)	54.17% (13)	24	0	0.64	4.46
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	0% (0)	0% (0)	12.5% (3)	37.5% (9)	50% (12)	24	0	0.7	4.38
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	16.67% (4)	12.5% (3)	41.67% (10)	29.17% (7)	24	0	1.03	3.83
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	41.67% (10)	16.67% (4)	12.5% (3)	20.83% (5)	8.33% (2)	24	0	1.41	2.38
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>									
	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	4.17% (1)	20.83% (5)	58.33% (14)	16.67% (4)	24	0	0.73	3.88
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	41.67% (10)	37.5% (9)	20.83% (5)	24	0	0.76	3.79

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	12.5% (3)	37.5% (9)	37.5% (9)	12.5% (3)	24	0	0.87	3.5
<b>I really wanted to take this course regardless of who taught it.</b>	16.67% (4)	4.17% (1)	33.33% (8)	33.33% (8)	12.5% (3)	24	0	1.22	3.21
<b>When this course began I believed I could master its content.</b>	0% (0)	12.5% (3)	33.33% (8)	37.5% (9)	16.67% (4)	24	0	0.91	3.58
<b>My background prepared me well for this course's requirements.</b>	12.5% (3)	29.17% (7)	16.67% (4)	25% (6)	16.67% (4)	24	0	1.31	3.04
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	8.33% (2)	0% (0)	33.33% (8)	58.33% (14)	24	0	0.86	4.42
<b>Overall, I rate this course as excellent.</b>	0% (0)	4.17% (1)	4.17% (1)	50% (12)	41.67% (10)	24	0	0.73	4.29

	<b>\$201-\$225</b>	<b>\$226-\$250</b>	<b>More than \$250</b>	<b>\$0</b>	<b>\$1-\$25</b>	<b>\$26-\$50</b>	<b>\$51-\$75</b>	<b>\$76-\$100</b>	<b>\$101-\$125</b>	<b>\$126-\$150</b>	<b>\$151-\$175</b>	<b>\$176-\$200</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class?</b>	16.67% (4)	4.17% (1)	12.5% (3)	20.83% (5)	41.67% (10)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	4.17% (1)	24	0	1.8	3.92	

	<b>Purchased new at a bookstore</b>	<b>Purchased used at a bookstore</b>	<b>Purchased new from an online bookseller</b>	<b>Purchased used from an online bookseller</b>	<b>Purchased an electronic version (Kindle, etc.)</b>	<b>Rented my books</b>	<b>Borrowed from classmates or friends</b>	<b>Used interlibrary loan</b>	<b>Did not acquire because costs were too high</b>	<b>Used library reserve copy</b>	<b>Used other texts of resources in place of the one assigned</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>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).</b>	6.25% (2)	9.38% (3)	28.13% (9)	18.75% (6)	9.38% (3)	9.38% (3)	3.13% (1)	6.25% (2)	3.13% (1)	32	0	-	-	-	-

	<b>None of them</b>	<b>Very few of them</b>	<b>Some of them</b>	<b>Most of them</b>	<b>All of them</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?</b>	0% (0)	4.17% (1)	8.33% (2)	12.5% (3)	75% (18)	24	0	0.81	4.58

	<b>They negatively impacted my learning</b>	<b>They had no impact on my learning</b>	<b>They had a small positive impact on my learning</b>	<b>They had moderately positive impact on my learning</b>	<b>They had a strong positive impact on my learning</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?</b>	0% (0)	0% (0)	8.33% (2)	16.67% (4)	75% (18)	24	0	0.62	4.67

	<b>A / A+</b>	<b>A- / B+</b>	<b>B</b>	<b>B- / C+</b>	<b>C</b>	<b>C- / D+</b>	<b>D</b>	<b>D- / F</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>What final grade do you expect to receive in this class?</b>	29.17% (7)	29.17% (7)	20.83% (5)	16.67% (4)	4.17% (1)	0% (0)	0% (0)	0% (0)	24	0	1.18	6.63

**Qualitative**

**Comments -**

- Shave the beard
- Dr. Gould is a formidable human being, intellectual, from whom I benefited a lot. This course is essential for gaining perspective on real and urgent issues our societies are facing.
- This course offered a valuable opportunity to explore and present original ideas and arguments that many other classes do not offer. It challenged me as a writer, but also helped me create a project I feel confident about. My main "problem" with the course would just be the lack of clarity in the syllabus and steps taken in the research project. Some dates and assignments were incorrect in the syllabus, and the overall process of the research project was only vaguely outlined. I would have liked to know more concretely the steps we were going to take and what the process would be like in advance.
- I took this course specifically because I had taken a course with Deke Gould before, and I trusted that this course would be interesting, intellectually stimulating, and worth my time, regardless of the specific content. I didn't come into this class thinking I would particularly enjoy the material, but the way that Dr. Gould lectures is extremely engaging, and I appreciate that he prioritizes having his students challenge themselves academically. Some of the topics were difficult to think about and analyze, but I think it expanded my worldview in a way that easier topics would not. All of the material chosen for this class was interesting and insightful in its own way, and I genuinely enjoyed speaking up in class and engaging in the discourse.
- Great class and material and a great professor to teach it and help students understand the course
- Dr. Gould is very knowledgeable and always willing to help with any questions that come up in class. He also encourages students to think critically and work through answers on their own, which I found very valuable. One area that could be improved is class discussions. Because participation is a significant part of the grade, many students are eager to contribute, and conversations can sometimes drift off topic. As a result, we do not always get the chance to fully discuss the assigned readings in class. While I understand that students are still expected to complete the readings independently, I would also like to hear more direct insight and guidance from the instructor during class time. I think it would help if discussions were redirected more often when they begin to stray too far from the topic. Overall, Dr. Gould is a great teacher, and I found the class both engaging and interesting.
- I liked being part this class and how the professor encouraged us to create our own ideas and points of view about the topics we covered in class rather than just accepting what other scholars had to say about the topic
- A very kind and understanding teacher who always explains things clearly and makes lessons easy to understand. I really appreciate all the support, patience, and effort throughout the term. Thank you for everything you have done for me and for always creating a positive and encouraging environment.
- Although the readings were interesting and important material to the course, the load was sometimes too much and made it difficult to actually absorb what it was about, rather than just reading to get it done.
- I really like the topics that are discussed in this class. The selection of articles are really good. But I wish it was more student discussion based.
- Dr. Gould needs to facilitate conversations better. I understand that meaningful conversations between students is important for this course. However, that does not mean it should derail the lesson plan. More often than not, our class was behind for 1-2 weeks on course materials because of the free reigns of students conversation. Again, this is not to say that it's unimportant, but the professor should recognize when it's time to end the discussion in order to cover the course materials we need for quizzes and exams. Also, Dr. Gould needs to be better on giving back feedback, such as quiz grades and on draft papers. It often comes too late since we need it for future assignments.

**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? -**

- In the Future i did personally find all of the readings online for free
- I think its a class everyone should take.
- I found the books online and printed them manually, which was inconvenient, but that's only because I needed to save money for rent :)