

# PHIL 130 (009\_1): Philosophy & Persons

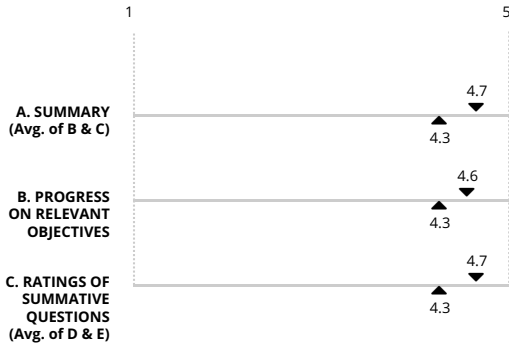
Spring 2018 | Daniel Skibra

33 | Students Enrolled  
 29 | Students Responded  
 87.88% | 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	4.1	4.6

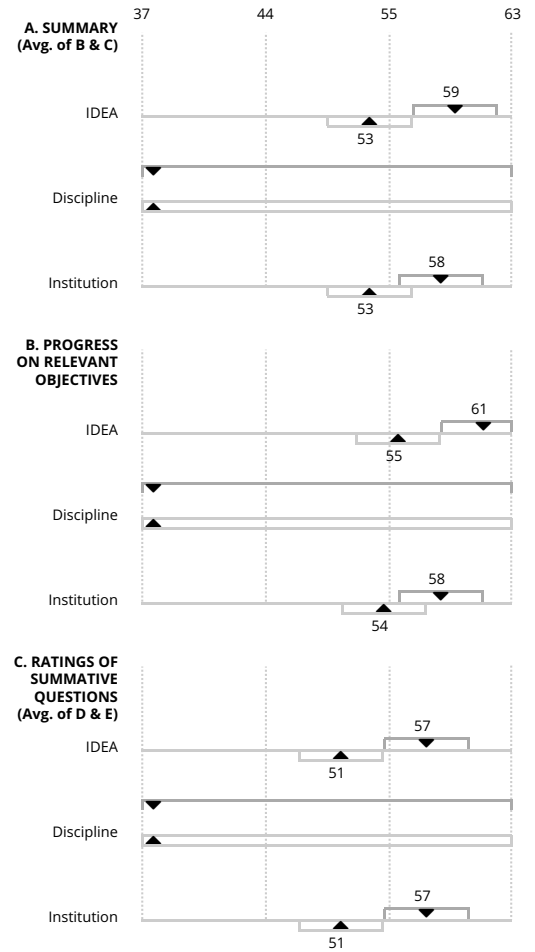
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	52	57
Discipline		
Institution	52	56
E. Excellent Course		
IDEA	49	57
Discipline		
Institution	49	57

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

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

**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)	M	4.3	4.6	0	90	53	60			52	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.1	4.3	10	83	53	57			52	56
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.3	4.7	0	79	54	62			53	59
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.1	4.5	3	76	50	58			49	56
Acquiring skills in working with others as a member of a team	M	3.4	3.6	24	48	44	46			45	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	4	21	66	49	54			50	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, sci-	M	3.9	4.2	10	69	52	56			51	55

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	42		43
Difficulty of subject matter	3.2	46		47

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	51		49
I really wanted to take this course regardless of who taught it.	3.2	41		41
When this course began I believed I could master its content.	3.5	39		40
My background prepared me well for this course's requirements.	2.9	32		35

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.3	10% (1 or 2) 86% (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	4.4	0% (1 or 2) 90% (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	7% (1 or 2) 62% (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)	4.5	3% (1 or 2) 97% (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	4.5	3% (1 or 2) 93% (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	4.5	0% (1 or 2) 86% (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	4.4	3% (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.
Related course material to real life situations	4.5	3% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	10% (1 or 2) 62% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.4	0% (1 or 2) 86% (4 or 5)	You employed the method more 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>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Some-times</b>	<b>Frequently</b>	<b>Almost Al-ways</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Some-times</b>	<b>Frequently</b>	<b>Almost Al-ways</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)	3.45% (1)	6.9% (2)	27.59% (8)	62.07% (18)	29	0	0.77	4.48
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	13.79% (4)	17.24% (5)	31.03% (9)	37.93% (11)	29	0	1.05	3.93
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	10.34% (3)	41.38% (12)	48.28% (14)	29	0	0.67	4.38
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	6.9% (2)	20.69% (6)	13.79% (4)	10.34% (3)	48.28% (14)	29	0	1.41	3.72
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	6.9% (2)	31.03% (9)	17.24% (5)	44.83% (13)	29	0	1.02	4
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	10.34% (3)	31.03% (9)	58.62% (17)	29	0	0.68	4.48
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	6.9% (2)	10.34% (3)	27.59% (8)	55.17% (16)	29	0	0.91	4.31
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	13.79% (4)	31.03% (9)	55.17% (16)	29	0	0.72	4.41
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	6.9% (2)	37.93% (11)	55.17% (16)	29	0	0.62	4.48
<i>Describe your progress on:</i>	<b>No Appar-ent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substan-tial Progress</b>	<b>Excep-tional 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)	10.34% (3)	51.72% (15)	37.93% (11)	29	0	0.64	4.28
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	10.34% (3)	6.9% (2)	44.83% (13)	37.93% (11)	29	0	0.92	4.1
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	20.69% (6)	31.03% (9)	48.28% (14)	29	0	0.78	4.28
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	3.45% (1)	20.69% (6)	37.93% (11)	37.93% (11)	29	0	0.84	4.1
<b>Acquiring skills in working with others as a member of a team</b>	10.34% (3)	13.79% (4)	27.59% (8)	17.24% (5)	31.03% (9)	29	0	1.33	3.45
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	10.34% (3)	10.34% (3)	13.79% (4)	34.48% (10)	31.03% (9)	29	0	1.29	3.66
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	6.9% (2)	3.45% (1)	20.69% (6)	27.59% (8)	41.38% (12)	29	0	1.17	3.93
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	6.9% (2)	13.79% (4)	48.28% (14)	31.03% (9)	29	0	0.85	4.03
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	10.34% (3)	10.34% (3)	41.38% (12)	37.93% (11)	29	0	0.94	4.07
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	10.34% (3)	44.83% (13)	44.83% (13)	29	0	0.66	4.34
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	10.34% (3)	44.83% (13)	44.83% (13)	29	0	0.66	4.34
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	6.9% (2)	10.34% (3)	41.38% (12)	41.38% (12)	29	0	0.87	4.17
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	17.24% (5)	10.34% (3)	17.24% (5)	27.59% (8)	27.59% (8)	29	0	1.42	3.38
<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 Av-erage</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>	3.45% (1)	13.79% (4)	68.97% (20)	13.79% (4)	0% (0)	29	0	0.64	2.93
<b>Difficulty of subject matter</b>	0% (0)	6.9% (2)	68.97% (20)	24.14% (7)	0% (0)	29	0	0.53	3.17

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**

**Qualitative**

**Comments -**

- Skibra was a great teacher.. he broke down complex scenarios and theories to make them simple and easy for us to understand. That is the only way I was able to get through philosophy. He was always responsive to emails right away and as quickly as possible. This helped me stay on schedule with all my course work and be able to understand what was being asked. I was very happy that he was my professor for this course. I learned a lot, in a simple but interesting manner. I would definitely take him again.
- Great, nice guy who wants his students to succeed. Hard grader who wants your answers to be exactly how he wants it.
- great teacher, can tell he's passionate
- This class was not a class I was looking forward to taking however over the semester I really enjoyed taking this class. The content was always explained very well and we knew what to expect for tests and papers which was a huge help.
- He is a good teacher. Needs to learn how to formulate ideas into sentences, can be caught often trying to explain one thing, mentions something else, then feels the need to explain that in depth to explain his original point.
- Professor Skibra is an excellent professor. He is passionate about what he teaches and tries to make it interesting for everyone, even students who probably would not find it interesting. The class isn't too much work, but it is still challenging and interesting. I would say it has an appropriate amount of work for being a core class. You can definitely tell he cares about what he is teaching and his students.
- Professor Skibra is an amazing professor! He was easy to approach outside of class and the questions prior to the exams were extremely helpful.
- Thanks! Have a good summer!
- He was very funny and relatable. Philosophy is a difficult subject but Daniel put it in easier terms to understand.
- I found this course very helpful and the professor very helpful as well. It was easy to get in contact with him, and make appointments outside of class to ask questions about studying for the exams and well as ask about the essay assignments.
- It's very helpful that you give out study guides before the midterms and final!
- You are my favourite professor so far, you make your classes very interesting and appealing.
- I really liked how would check in with students via email and he always incuraged that if you didn't understand him you could email him or come to office hours. He does a great job explaining the power points and relating them to real life situations.
- Professor Skibra is very clear and educates well. However, his classes often feel one note and do not change much. I do wish there were other activities or things to do, but I do understand how that might be difficult just due to the subject he teaches.
- Walking into this class I was disgusted, everyone was quiet and the room was dull. But once Skibra starts lecturing the room wakes up, his lecture styles engage the class in an interesting topic. I never though I would enjoy philosophy but SKibra made it possible, one of the best teachers I have had he really cares and is passionate about what he does

**What would you say are the particular strengths or weaknesses of this instructor? -**

- Perfection has no weakness
- I think his strengths are being very clear and simplifying the material so that students can follow. His weakness is that I believe he finds it difficult to hold the attention of the class.
- He was very transparent as to what he expected from us for the course, but his lectures were very repetitive and a tad boring at times. I don't hold this against him, as the material is kind of like this by nature.
- A strength of the professor was his approachability. I felt I could come to him and ask question without feeling any pressure or discouraged to do so.
- He tries to make the material interesting.
- strength is giving many examples to illustrate the concept weaknesses may be reading word for word off powerpoint including things like "in fact" or jokes
- Strengths: very helpful, gives good feedback.
- Explained the lessons in detail and made the reading understandable.
- Strengths: wants students to learn and do well and is willing to put extra effort in to help students
- Presentations and explaining the course material are his strengths.
- Sometimes I think he can ramble on and go on some tangents, but for the most part, he stays on topic. Usually, he is very good about giving you information that you need to know without overloading you. Additionally, he does his best to make it as easy as he can for you to get a good grade in the class, while still requiring work for you, which is a good balance.
- He was good at giving examples of the subject matter towards the end of the semester, but I wish he'd done that at the beginning too.
- proofread powerpoint in order to make a more coherent powerpoint presentation
- The instructor did an excellent job of explaining the topics and getting along with the class. They also did a great job helping the class out.
- Passionate about the subject and is very knowledgable and engages in discussion with students regularly.
- I think he needs to work on in class lectures and ability to get his point across.
- Strengths: explains REALLY well!
- Makes a difficult subject a lot easier to digest and makes it enjoyable.
- The instructor was very easy going and knew how to relate outside content with the course's content for an easier understanding. It was also very beneficial for getting study guides.
- He's good at telling people they're wrong without being an ass about it
- Strengths: explains stuff very well for philosophy; focuses on each subject/topic rather than each philosopher's ideals; gives outside examples for a topic; engages with the class Weaknesses: hard grader
- He is great at explaining all of the content and relating it back to real life, excellent instructor
- The strengths is that this instructor was always willing to help and broke down complex theories into simple ways to understand.
- Does a good job of explaining the readings and lectures in ways that actually make sense. Sometimes it can be very confusing since it is philosophy.

**Feedback for other students: What advice would you give to another student who is considering taking this course (or section)? -**

- Start papers early
- As long as you stay attentive in class you will be able to excel. Skibra offers all the tools available in a fair manner to do so.
- To make sure to read the content
- good teacher but hard grader who wants the answer exactly how he wants it
- Be ready to actually read and definitely participate
- The course is very straightforward and easy if you pay attention in lecture and keep up with the readings.
- Mostly everything you need to know for exams are on the powerpoints, so keeping up with those are crucial for success
- Do the readings.
- Definitely take it and make sure the readings are done
- I would say I know this class isn't the number subject to look forward to but taking this section will make it a whole lot better.
- the readings are helpful so READ THEM
- Take it because Daniel is a good teacher who tries to make philosophy interesting.
- Go to class and take notes. He tries to make it as easy as he can to get a good grade in the class as long as you put in the work.
- Attend to every class because even though you have all the slides on Sakai he adds material during class so you do need to still take notes. Also write down what other students say it will help you have different views for your papers.
  
- It is important to put work into papers and take good notes to write them well
- Take the course under this instructor. Always provided help and made the class interesting. Made it an easier class even though readings were at time difficult.
- He is a very good professor for a core class, he makes his classes interesting.
- There is a lot of reading so remember to actually do it
- Do the readings even if you don't necessarily understand it because you can then connect it to the lesson in class which helps remember the material better.
- Pay attention during the lecture, because the subject matter can be difficult if you try to self-teach yourself right before the midterm or final.
- I would advise them to keep up with the reading, and take good notes in class, as that will greatly help on the essay assignments and exams.
- N/A
- Buy a thick notebook because you're going to be taking a lot of notes and get a full night's rest so you don't fall asleep.
- Just do the reading and make it look like you care and you will be fine

# PHIL 130 (021\_1): Philosophy & Persons

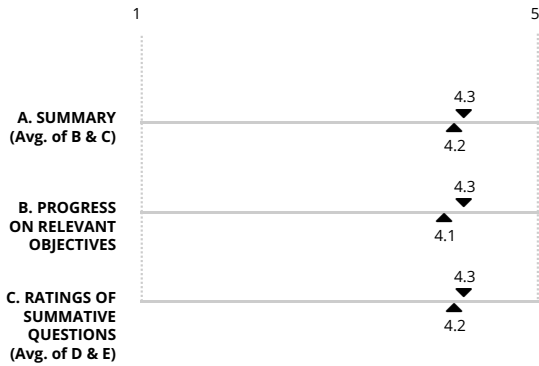
Spring 2018 | Daniel Skibra

34 | Students Enrolled  
 24 | Students Responded  
 70.59% | 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	4.3	4.4
E. Excellent Course	4	4.2

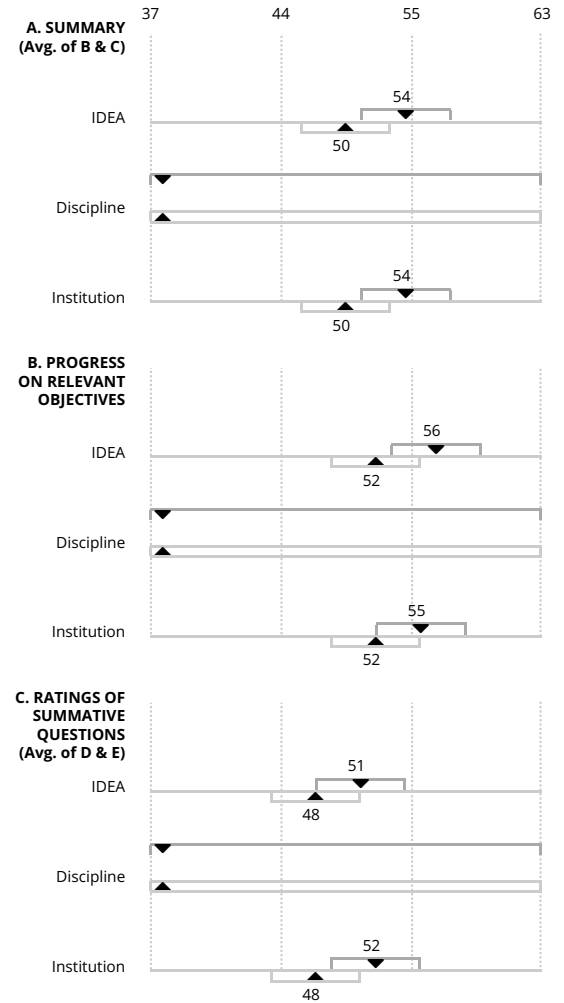
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	51
Discipline		
Institution	49	52
E. Excellent Course		
IDEA	47	51
Discipline		
Institution	47	52

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

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

**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)	M	4.3	4.5	8	92	54	57			52	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.9	4	17	67	49	52			49	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4	4.2	8	71	48	52			48	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.3	13	71	49	54			48	53
Acquiring skills in working with others as a member of a team	M	3.5	3.5	25	50	44	45			45	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	45		46
Difficulty of subject matter	3.3	49		49

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	48		47
I really wanted to take this course regardless of who taught it.	3.5	47		46
When this course began I believed I could master its content.	3.9	50		48
My background prepared me well for this course's requirements.	3.2	38		39

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	8% (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.
Introduced stimulating ideas about the subject	4.2	13% (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.
Inspired students to set and achieve goals which really challenged them	3.6	21% (1 or 2) 54% (4 or 5)	You employed the method less frequently than 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)	4.2	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.
Encouraged students to reflect on and evaluate what they have learned	4.4	8% (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.
Provided meaningful feedback on students' academic performance	4.1	8% (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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	13% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.4	8% (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.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.5	21% (1 or 2) 54% (4 or 5)	You employed the method less 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	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.

**Quantitative**

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Some-times</b>	<b>Frequently</b>	<b>Almost Al-ways</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Found ways to help students answer their own questions</b>	4.17% (1)	8.33% (2)	4.17% (1)	25% (6)	58.33% (14)	24	0	1.13	4.25
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	4.17% (1)	4.17% (1)	4.17% (1)	41.67% (10)	45.83% (11)	24	0	1	4.21
<b>Encouraged students to reflect on and evaluate what they have learned</b>	4.17% (1)	4.17% (1)	0% (0)	33.33% (8)	58.33% (14)	24	0	0.99	4.38
<b>Demonstrated the importance and significance of the subject matter</b>	4.17% (1)	4.17% (1)	12.5% (3)	25% (6)	54.17% (13)	24	0	1.08	4.21
<b>Formed teams or groups to facilitate learning</b>	4.17% (1)	12.5% (3)	33.33% (8)	33.33% (8)	16.67% (4)	24	0	1.04	3.46
<b>Made it clear how each topic fit into the course</b>	4.17% (1)	0% (0)	12.5% (3)	20.83% (5)	62.5% (15)	24	0	0.99	4.38
<b>Provided meaningful feedback on students' academic performance</b>	4.17% (1)	4.17% (1)	16.67% (4)	25% (6)	50% (12)	24	0	1.09	4.13
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	12.5% (3)	0% (0)	20.83% (5)	20.83% (5)	45.83% (11)	24	0	1.33	3.88
<b>Encouraged students to use multiple resources (e.g., internet, library holdings, outside experts) to improve understanding</b>	12.5% (3)	8.33% (2)	25% (6)	25% (6)	29.17% (7)	24	0	1.32	3.5
<b>Explained course material clearly and concisely</b>	8.33% (2)	4.17% (1)	4.17% (1)	16.67% (4)	66.67% (16)	24	0	1.24	4.29
<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Some-times</b>	<b>Frequently</b>	<b>Almost Al-ways</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>	4.17% (1)	4.17% (1)	0% (0)	29.17% (7)	62.5% (15)	24	0	1	4.42
<b>Created opportunities for students to apply course content outside the classroom</b>	12.5% (3)	4.17% (1)	20.83% (5)	25% (6)	37.5% (9)	24	0	1.34	3.71
<b>Introduced stimulating ideas about the subject</b>	8.33% (2)	4.17% (1)	4.17% (1)	25% (6)	58.33% (14)	24	0	1.22	4.21
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	12.5% (3)	16.67% (4)	25% (6)	25% (6)	20.83% (5)	24	0	1.3	3.25
<b>Inspired students to set and achieve goals which really challenged them</b>	16.67% (4)	4.17% (1)	25% (6)	12.5% (3)	41.67% (10)	24	0	1.47	3.58
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	8.33% (2)	4.17% (1)	25% (6)	8.33% (2)	54.17% (13)	24	0	1.31	3.96
<b>Asked students to help each other understand ideas or concepts</b>	8.33% (2)	0% (0)	12.5% (3)	29.17% (7)	50% (12)	24	0	1.17	4.13
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	8.33% (2)	0% (0)	8.33% (2)	20.83% (5)	62.5% (15)	24	0	1.17	4.29
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	4.17% (1)	4.17% (1)	8.33% (2)	20.83% (5)	62.5% (15)	24	0	1.07	4.33



<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>	8.33% (2)	0% (0)	0% (0)	37.5% (9)	54.17% (13)	24	0	1.1	4.29
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	8.33% (2)	8.33% (2)	16.67% (4)	20.83% (5)	45.83% (11)	24	0	1.3	3.88
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	8.33% (2)	0% (0)	20.83% (5)	25% (6)	45.83% (11)	24	0	1.19	4
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	8.33% (2)	4.17% (1)	16.67% (4)	16.67% (4)	54.17% (13)	24	0	1.27	4.04
<b>Acquiring skills in working with others as a member of a team</b>	12.5% (3)	12.5% (3)	25% (6)	16.67% (4)	33.33% (8)	24	0	1.38	3.46
<b>Developing creative capacities (inventing; designing; writing; performing in</b>	16.67% (4)	4.17% (1)	16.67% (4)	16.67% (4)	45.83% (11)	24	0	1.49	3.71
<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)	16.67% (4)	58.33% (14)	25% (6)	0% (0)	24	0	0.64	3.08
<b>Difficulty of subject matter</b>	0% (0)	4.17% (1)	58.33% (14)	37.5% (9)	0% (0)	24	0	0.55	3.33
<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)	0% (0)	41.67% (10)	37.5% (9)	20.83% (5)	24	0	0.76	3.79
<b>I really wanted to take this course regardless of who taught it.</b>	8.33% (2)	20.83% (5)	12.5% (3)	25% (6)	33.33% (8)	24	0	1.35	3.54
<b>When this course began I believed I could master its content.</b>	4.17% (1)	4.17% (1)	25% (6)	29.17% (7)	37.5% (9)	24	0	1.08	3.92
<b>My background prepared me well for this course's requirements.</b>	4.17% (1)	29.17% (7)	29.17% (7)	16.67% (4)	20.83% (5)	24	0	1.19	3.21
<b>Overall, I rate this instructor an excellent teacher.</b>	4.17% (1)	8.33% (2)	4.17% (1)	25% (6)	58.33% (14)	24	0	1.13	4.25
<b>Overall, I rate this course as excellent.</b>	8.33% (2)	8.33% (2)	4.17% (1)	37.5% (9)	41.67% (10)	24	0	1.24	3.96

**Qualitative**

**Comments -**

- Such a polite and super funny professor. He knows what he is talking about and can explain it without looking at the sides, I always find myself questioning my life after his class (in a good way because it's very thought-provoking).
- I didn't enjoy the class because the material and I never connected. I think Prof Skibra is nice but not an excellent prof because he has no passion behind his teaching.
- His lectures can be difficult to follow, could be more concise with his thought process when explaining things. He cares about how the students are handling the work he gives, considering philosophy isn't the easiest subject. Overall, a good professor.
- Daniel Skibra is a great professor. He interacts with the class, even if the class might not interact with him. He also pays attention to students. He congratulated me on how I was doing in class. I love this class. He really breaks down the material and makes it easy to understand. I love talking in this class because when I give my 2 cents he responds and doesn't gloss over it like other professors. He is happy and smiling almost every class. He jokes and laughs bringing happiness into the classroom, which makes the material easier to understand as well through a better atmosphere. He is straightforward with his grading and his tests and what will be on them, and it is up to you to study. He makes it possible to understand the material and pass his class.
- He was a very good teacher who brought a lot of real life examples into the class room and was able to interpret everyday life into some of the philosophical concepts we were learning
- I definitely felt that Professor Skibra understood the material was difficult and taught the content to the best of his ability.
- You were a great professor. You did a fantastic job of thoroughly explaining the subjects we talked about, which helped tremendously because I personally did not have much of a background in philosophy. I did think the readings were pretty long and it took a bit of time to fully understand them. Other than that, thanks for making philosophy enjoyable.
- Some of the readings were very long especially for how difficult the information in it was
- I think this is a really great well taught course for an introduction to philosophy. I think the amount of coursework was perfect for a core class while maintaining fun and interesting subject matter.
- Possibly more explanation for assignments and giving examples and more specifics. Try to think in a way that we would be thinking going into an assignment/what we need to know as students.
- I really enjoyed the class, though some topics and almost all the readings were mind boggling, still enjoyed the course. You are a great professor and made discussion easier. Though, you do kind of speed through the slides and I'm trying to write as fast as I can, but aside from that I really enjoyed the course.
- This was a good course overall, I feel like it would have been more engaging if there was more class activities that applied the course material. Maybe more options for group work...? (Not with the essays though). Also, any time there was a reference to a modern day movie / concept it actually really helped understand and remember the required material.
- Dr. Skibra breaks down the material that makes it much more understandable than the texts. His essays require a lot of thought and he encourages us to give our personal opinion in class. I am normally a very quiet person, but I felt comfortable in his class to speak up.
- With a Tuesday/Thursday class period it can feel like this class drags on, maybe in the future break up class by having groups discuss and then come back together. Also, the reading quizzes were effective but sometimes even when I did the reading I didn't know the answer because the readings are hard to analyze. It was difficult having a midterm and a paper during the same week, it felt like I wasn't able to give each the proper attention it deserved.
- The course is really but at least in the Tuesday and Thursday section the lecture can be exhausting. I would correct this by trying to brighten up the powerpoints the white and blue is just hard to look at all of the time. Other than that the course is solid and does what it is designed to do. However, if I may make one complaint it is that the second paper should not have a minimum length of 4 pages it just leads to repetitiveness that no one wants to read and the assignment can easily be done in three. Just a thought. In summation thanks for a great semester.
- I like the interactive questions, sometimes lectures without them could be boring
- Class was great and I defiantly enjoyed the subject matter. Only a few recommendations that would help future students. 1. make the point structure more like 50 points or 100 points per paper/test. This eliminates the need of .25 points and such which can make things more confusing. Also I thought that they 2nd and 3rd papers were a little too close together.

**What would you say are the particular strengths or weaknesses of this instructor? -**

- he is able to help students when they need it and has a good understanding of the subject
- Instructor at times was unable to answer questions of some students in class, many typos on the lecture slides and the grading scale was made up of a very small amount of points which made it difficult for students to get a good grade on assignments.
- -strengths: can help simplify the super complex concepts of philosophy to help us understand quickly - has very clear guidelines for writing essays Weaknesses: - the attendance policy was very hard to keep up with, sometimes life circumstances just get in the way, and it would have been better if there was more leniency with attendance. - class time is not always engaging/interactive
- strengths-giving examples and trying to relate a topic to a real life scenario weaknesses-sometimes getting the point across specifically
- The strengths were making the material clear and easy to understand the point/objectives philosophers made. The weakness, like I said earlier, was speeding through some slides so quickly.
- A strength is his understanding on the material. I would say that a weakness would be that at times in class, it is mostly note-taking than engaging.
- Strengths: lectures were engaging and well thought out. Weakness: maybe more group discussions to make sure we master the topics at hand. Perhaps a workshop on how to write a good philosophy paper.
- Explains concepts in depth and different ways making it easier to understand
- Strengths: you did a great job of explaining everything thoroughly. Weaknesses: honestly, I can't think of one.
- some strengths I would say is that he is willing to spend time with students if they need help and a weakness would be that he sometimes rushes through the powerpoint so we don't have time to copy everything down.
- strength- example weakness- a little repetitive
- I really like how the course material was put in a fun relatable sense for us students so we could more in depth understand what each reading meant.
- Explains everything clearly, reviews things, is very helpful
- I wish he gave more feedback on papers and tests.
- This instructor was very good with making sure people were engaged with the subject. He was able to ask a lot of questions and was very open to people's opinion and comments.
- His ability to explain the material. His happiness and jokes, which ease the atmosphere. Overall, everything.
- A weakness would be the lecture style because it can be hard to listen when it can take him a while to get to a clear explanation. A strength would be that he understands this isn't an easy subject for most students so he pays attention to how well the students are doing.
- He is good at explaining but doesn't explain until someone asks and it is always quiet and boring

**Feedback for other students: What advice would you give to another student who is considering taking this course (or section)? -**

- Dont skip and read because he has pop quizzes
- Philosophy is heavy on reading and writing so make sure the semester you chose to take this course will allow you enough time to focus on the weight of the course work.
- I would say just try your best and if you don't understand reach out because he will help you.
- If you keep up with the class readings and attend every class you will do well in the class
  
- Make sure to really try to understand the readings
- do your readings
- I would tell the student to do the readings because it would prepare them for any possible pop quizzes and would help them when writing papers for this class.
- Show up to class, it's fun and regardless of how difficult the readings are they're always well explained in class.
- get ready to read and write down many notes.
- Pay attention in class, and not just the notes that are on the PowerPoint. There are important points that Professor Skibra and other students make they are useful for papers and exams.
- Do the reading because it helps explain the concepts very well.
- Read the readings. They are important to help you understand the different topics and viewpoints. Also, pay attention during a lecture it helps to get other ideas on some of these confusing topics
- I would say to come to class and to speak up because it makes the course more understanding.
- Make sure you read the material and in a timely manner as well as re-read a few times because old English is so complicated.
- go to office hours and ask questions
- To follow the guidelines clearly
- Make sure that you listen in class, take good notes, doing this will help on the papers and in test prep.