

ESRM 150 A
Wildlife In The Modern World
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: X
Responses: 98/105 (93% very high)

Taught by: Laura Prugh, Lizzy Stone, Mira Sytsma
Instructor Evaluated: Laura Prugh-Assoc Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.3	4.4
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.1
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	98	37%	37%	20%	4%	1%	1%	4.1	4.3
The course content was:	97	38%	39%	20%	2%		1%	4.2	4.3
The instructor's contribution to the course was:	98	51%	33%	12%	3%		1%	4.5	4.6
The instructor's effectiveness in teaching the subject matter was:	98	47%	32%	15%	4%	1%	1%	4.4	4.5

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	98	9%	37%	21%	26%	4%	2%	1%	5.3
The intellectual challenge presented was:	98	5%	16%	30%	31%	16%	1%	1%	4.5
The amount of effort you put into this course was:	98	5%	23%	23%	32%	10%	5%	1%	4.6
The amount of effort to succeed in this course was:	98	5%	19%	26%	34%	10%	5%	1%	4.5
Your involvement in course (doing assignments, attending classes, etc.) was:	98	14%	24%	27%	29%	5%		1%	5.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.0 Hours per credit: 1 (N=98)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
3%	17%	41%	27%	5%	3%	1%	2%	1%			

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.0 Hours per credit: 0.8 (N=98)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
11%	32%	28%	19%	3%	4%		2%				1%

What grade do you expect in this course?

Class median: 3.6 (N=98)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
17%	51%	13%	9%	4%	2%		1%							2%

In regard to your academic program, is this course best described as:

(N=98)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
9%	22%	49%	2%	3%	14%

STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always		(5)	About Half		(2)	Never (1)	Median	Relative Rank
		(7)	(6)		(4)	(3)				
The instructor gave very clear explanations.	97	46%	35%	15%	1%	1%		1%	6.4	3
The instructor successfully rephrased explanations to clear up confusion.	98	43%	42%	10%	4%			1%	6.3	6
Class sessions were interesting and engaging.	98	36%	33%	18%	8%	4%		1%	6.1	7
Class sessions were well organized.	98	58%	28%	11%	1%	1%		1%	6.6	1
Student participation was encouraged.	98	44%	27%	19%	5%	3%	1%	1%	6.3	9
Students were aware of what was expected of them.	97	57%	30%	10%	1%		1%	1%	6.6	2
Extra help was readily available.	97	52%	32%	5%	9%			2%	6.5	5
Assigned readings and other out-of-class work were valuable.	97	40%	26%	19%	8%	4%	2%	1%	6.1	8
Grades were assigned fairly.	98	53%	30%	13%	2%		1%	1%	6.6	4
Meaningful feedback on tests and other work was provided.	98	31%	26%	15%	11%	7%	8%	2%	5.7	11
Evaluation of student performance was related to important course goals.	98	40%	32%	15%	10%	2%		1%	6.2	10

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great		(5)	Average		(2)	None (1)	Median	Relative Rank
		(7)	(6)		(4)	(3)				
Learning the conceptual and factual knowledge of this course.	98	51%	29%	12%	6%	1%		1%	6.5	1
Developing an appreciation for the field in which this course resides.	98	60%	21%	6%	9%	2%		1%	6.7	2
Understanding written material in this field.	98	41%	31%	17%	7%	3%		1%	6.2	5
Developing an ability to express yourself in writing or orally in this field.	97	36%	31%	15%	11%	3%		3%	6.0	7
Understanding and solving problems in this field.	98	39%	31%	17%	7%	3%	1%	2%	6.1	6
Applying the course material to real world issues or other disciplines.	98	53%	26%	11%	6%	2%		2%	6.6	3
General intellectual development.	98	45%	31%	11%	8%	4%		1%	6.3	4

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. Yes it stretched my thinking beyond just the animals near me and think about all wildlife around the world.
3. This class was intellectually stimulating because while not only it taught me a lot of knowledge about wildlife and contemporary wildlife conservation strategies, but also how to use "Timelapse" to process data from photos, how to use excel to process data for data analysis, which are super useful for both my education and future career.
4. Yes, overall I really like the class. The lectures introduced me to more animals and the conservation process of them. Before this class, I did not know the conditions of most animals. After taking this class, I am now more aware of the environment and species around me and ways that I can protect it to obtain a healthy ecosystem.
5. It was very interesting and fun to learn about but it was not challenging to me intellectually and felt very boring when the material was bland because of that.
6. Yes this class was intellectually stimulating
7. This class was intellectually stimulating because the professor teaches many advanced research about wildlife like the influence of feral cats to the wild animals.
8. Yes, it explored a topic I knew very little about before
9. Yes. I get plenty of knowledge about wildlife and ecosystems.
10. This class presented a lot of information about things that involves in different areas.
11. Yes, the professor encourages us to think of our own ways to solve environmental problems.
12. It was intellectually stimulating and I wanted to learn more about a lot of the different subjects that we talked about.
13. Yes, it was interesting
14. It was really interesting and engaging. The material felt relevant and left me feeling empowered rather than disillusioned about the course subject.
15. Yes, I really enjoyed the content which made me think about it a lot more than other classes.
16. Yes, I thought we would just talk about animals the whole time, didn't realize there were so many other factors to consider and it was interesting
17. Yes, a lot of the concepts we learned in class I think about very deeply so I can make sure I am treating my environment well. I always have to think about the stuff we learn so I can fully understand the full consequences of caring about the wildlife.
18. The class was unlike any course I have taken before and made me more interested in the subject altogether by introducing ideas that I never considered.
19. yes
20. It was a really interesting class that made me think about aspects of conservation that I had not considered before.
21. Yes, since I am interested in climate change and about the world and our effect on it.
22. I don't think it was necessarily intellectually stimulating, I think it was more eye-opening than anything, to be able to see what is going on in the world around us. I didn't really advance intellectually or stretch my thinking, but I did gain a lot of important knowledge and it really stretched my viewpoint and ideas regarding wildlife and the human impact.
23. This class only stretched my thinking, by learning about a new topic that I did not know much previous information about
24. Yes, it was interesting to learn about wildlife and the environments around me. It was interesting to learn about so many more topics than conservation, and I liked how a lot of the examples presented were based on the areas around us in Washington, Alaska, and California, so the material was grounded in my actual life. The lecture about the feral cat problem was very interesting since I never realized how damaging cats could be.
25. It didn't stretch my thinking a ton, it was more learning about the basics of how to study these animals. It was intellectually stimulating and interesting though.
26. This class provided real world problems and successes within the field of natural sciences in a new light for me, and I have a much greater understanding/appreciation for them.
27. Yes, I'm interested in learning more about wildlife.
28. Yes this class stretched my thinking because it was the only one of my courses that I had not had any prior knowledge about and had never encountered many of the terms and concepts prior to the start of the class. I really enjoyed it and found what I learned very interesting and eye opening.
29. Yes, it made me think about wildlife interaction in a new way and how it applied to a scientific standpoint, as well as my own life.
31. This class was intellectually stimulating to a point. My knowledge of wildlife was limited when entering this course. It stretched my thinking in that I learned more about the wildlife that is in our world. However, it was not challenging to think about. I was not introduced to controversial topics with various viewpoints that made me really think about the impact of wildlife. It was mainly factual information that grew my knowledge, not challenged it.
32. Yes, because it made me reflect on how humans co-exist with animals in present days.

33. it helps me to think in a more scientific way.
34. This class stretched my thinking by forcing me to think of the impact a certain species has on the world at large and its immediate environment.
35. Yes. Yes. This course contains the relationship between different areas of our life and wildlife, such as policies, economics, and biology.
36. It is a good intro class in my freshman year, and it gives me enough information to get closer to scientific research. Moreover, it also tells me how to get data from photos through photo trapping processes. All the lab and lecture sections provide me to be prepare for future studies.
37. It did stretch my thinking because I learned new things in the class that intrigued me to learn more about besides just going to class.
38. This class was very interesting and I loved learning about wildlife and the base for future learning in this area.
39. This class gave a good concrete ground for the concept.
40. Yes, just the information on species alone, was very open and then the problem some species (endangered) face, and the ways we can stop or prevent farther decline in there populations, really gets you wanting to get out in the field and make a change.
41. The class was very interesting, I especially enjoyed being able to set up our own camera traps.
42. Yes this class was intellectually stimulating. It opened my eyes to a lot of issues facing wildlife that I was not aware of.
43. Yes the class brought out new ideas to my mind, and me re think the way I look at some parts of the wild
45. I really enjoyed this class, but I felt very familiar with a lot of the information. Not in a bad way, the content of the course is something I have always been very interested so I am not surprised that there were only moments where I felt blown away or challenged.
46. This class was personally not too difficult because there were a lot of overlapping topics from AP Environmental Science, which I took in high school.
47. yes I loved learning about different effects on the environment and what impact it really had on our world.
48. yes many difficult topics were presented. this gave me a higher goal to stretch my thinking
49. Lectures were the most stimulating part of the course for me. It didn't really stretch my thinking, everything was pretty logical.
50. Yes. Learning the different ways different species are being affected was an eye opener to me that made me appreciate wildlife a lot more than I already did.
51. This class presented ideas in a multi-faceted perspective and got me thinking in ways I had never thought. Issues that I had assumed were black and white were presented to show that there is almost no right or wrong when it comes to wildlife conservation.
52. Yes, my favorite part was animal of the day.
53. Yes! We talked about sides of the environment I havent thought about before.
54. Yes because it teaches me much new knowledge in a field that is not so familiar to me which I am kind of interested in.
55. Yes. Learned a lot
56. Yes. The labs had completely new information that I had never seen or learned before and I had to apply the things we learned to projects.
57. yes, it was challenging
58. Yes, it opened up my eyes about the environment and whats happening around me.
59. Yes, I learned a new information about wildlife and the environment that I previously never heard of.
60. Yes. The lecture topics provide a wide range of knowledge that is new and useful to me.
61. yes, because of the animals
62. Yes, I already knew a lot of the information, but many of the details were new to me.
63. yes it was and yes it did
64. Yes, because it presented multiple perspectives on issues.
65. Yes. the class makes us think about the cause and effect of the decline or increase of population of animals to other species and environment. They are not just one line of relationship, but includes many other lines too.
66. Yes because there were a lot of difficult concepts and definitions that I needed to remember.
67. I did think this class was intellectually stimulating. All of material was very interesting and multiple topics were connected and woven together. This meant to understand one topic, it required an understanding of previous topics. Also, none of the material was dull and each lecture felt like one piece of whole puzzle unlike some classes when lectures don't connect.
68. N/A
69. Yes because it taught me new things
70. I didn't find it to be intellectually stimulating. There were some opportunities for that, such as the mentioning of software development and its uses in conservation ecology that would have presented a good challenge, but they were never expanded upon.
71. It exposed me to a wide range of animals and animal conservation issues I hadn't considered before. It also changed the way I think of conservation, emphasizing compromise and mutual benefit.
72. Definitely. It was certainly intellectually stimulating. The course content keeps you on your toes and makes you develop an understanding of many different key concepts.
73. yes it was stimulating mostly the analytics
74. Yes. Because it provides me a much broader view toward the environment issues I am interested in. I really enjoy studying it
75. It did. I missed the more philosophical background of wildlife science as a discipline. What are limitations, underlying assumptions, critics, history, why relevant, why not relevant, etc.
76. Seeing real world applications of ESRM and talking about real conservation issues was very interesting and made me want to help solve these issues.

77. This class was incredible. It was both intellectually stimulating, interesting and changed my thinking. I am extremely grateful for the knowledge I obtained from this class and that I was able to learn from professor Prugh. She made the lectures informative yet engaging and I never felt like I was counting down the minutes until it was over.
78. This class help me understand and take wildlife into consideration.
80. I certainly learned about wildlife, but I think the fact that it was a large lecture course made it hard to have intellectually stimulating conversations or arguments.
81. No it did not. Reading off slides did not do much for me.
82. Yes, it was interesting learning about the various conservation efforts that are being implemented to try and help various species thrive and also learning about how we as individuals can help to reduced the negative impact increased human interference can have on wildlife.
83. Dont care

What aspects of this class contributed most to your learning?

1. Very nice professor and her lecture is interesting which makes me pay a lot attention to the class.
2. The lectures were very well done. I got a lot of information our of the lectures that set me up very well for the exams.
3. The lectures contributed most to my learning because I was able to be super productive during lectures over the teachings we need to understand.
4. The powerpoints and panopto recordings are really helpful when I'm reviewing the materials.
5. The lab probably taught me the most valuable things. Stuff I will use outside of this class.
6. The lectures and videos we watched
7. I think is the quizzes at the end of the every class. It push me to pay attention to the class.
8. Lectures and the explorations in lab!
9. The relationship between human and wildlife and the importance of conservation of wildlife.
10. the conservation of different species.
11. The lecture and the videos, especially the species of the day videos.
12. The lectures
13. The lectures
14. Lectures
15. Learning how to write a research paper, learning about problems and challenges in the environmental field, learning about excel.
16. Laura made interesting powerpoints and started with a video everyday that made the lectures as a whole engaging
17. I really enjoyed just learning about the effects of different human interactions with wildlife. Again understanding the consequences of each human action was very insightful.
18. Being present during lectures contributed most to my learning since topics are elaborated on more so than the powerpoints online cover. The review lectures before exams were also useful.
19. lectures, rather than sections
20. I really liked the lecture style that included the poll everywhere at the end of each lesson.
21. Having the species of the day
22. The lecture contributed the most, labs were also helpful.
23. The quiz sections doing practice excel sheets on camera traps were helpful for my learning.
24. The case studies and videos presented in lecture were very interesting, along with the guest lecturers' presentations. It was most powerful to see the topics were had taken notes on in the real world and to better understand how much research is being done.
25. The teachers passion for the subject contributed a lot. Since she truly seemed to care and was interested, I wanted to listen.
26. Attending lecture, going to lab sections, and completing a research poeject
27. Unsure
28. The powerpoints were very detailed and helpful especially for studying.
29. The lectures and labs contributed most to my learning. The outside readings and homework assignments were interesting but could have been minimized.
30. Dr. Prugh is amazing lecturer. She obviously loves environmental science, being a professor, and doing research. She always is available to answer questions and provided great resources to students for them to succeed in this course.
31. The labs each week contributed the most to my learning. The labs were more hands on. They allowed me to understand the work that researchers in that field complete.
32. The daily quizzes.
33. camera trapping, the use of excel, knowledge of wildlife
34. The lectures were very well put together and the guest lecturers had interesting topics to discuss.
35. Diversified kinds of wild animals render me know more about nature and the relationship between nature and human beings.
36. Data collections and data analysis. The lab processes
37. The species of the day because it made me do research on animals I didn't know about.
38. The lectures and readings definitely helped the most in my learning.

39. Certain lecture topics.
40. How the professor provided the information online, the readings way before the lecture it was due for, and then the material/content was much easier to work with. I have spent too much time in the engineering process lol :)
41. The lectures were well presented, contained all important information, and emphasized critical concepts.
42. Having set topics for each lecture and posting the lecture slides online to review was very helpful. I also really enjoyed the Species of the Day.
43. The lectures contributed to most of what i learned in this class.
45. Understanding the terms of the ESRM field as well as the opportunities that this major, specifically with a wildlife specialty, offers.
46. the lecture slides had almost all of the information needed to do well in this class as well as the information to review for the class.
47. poll everywhere questions and lecture slides
48. lecture
49. I think the poll everywhere quizzes helped me.
50. You, the professor, explaining your lecture slides in detail and adding on additional information when talking about your slides.
51. The lectures and the labs both taught me important things- lecture: went over concepts and topics very thoroughly, with room to ask clarifying questions. Lots of class participation during lectures. Really enjoyed the polls and the quizzes. Lab: Learned important program to use and how to better use excel
52. the animal of the day was very interesting and i remember them
53. The ways of challenging thinking in terms of environmental struggles.
54. The lab section promotes my thinking and hands-on ability.
55. Lecture
56. the lectures
57. Detailed research
58. Biggest aspect personally was the note taking and the slides.
59. Interesting wildlife videos.
60. Lab session
61. species of the day
62. Learning how things are connected.
63. species of the day and all the videos
64. videos
65. The short clips in the beginning of class.
66. I think the lab sections did.
67. I really enjoyed the species of the day at the beginning of class. It was cool to hear about a new species each class and help make classes more interesting. Also, the visuals and use of graphs/images in slides help in understanding more complex trends or topics.
68. N/A
69. Species of the day
70. The lab sections offered a lot of time for us to get used to the course material.
71. Presence, availability and enthusiasm of our instructors.
72. The lecture presentations/the Powerpoint's
73. the merging of analytics with wildlife research data
74. The panopath course recording part helps me a lot because sometimes in review I didnt fully understand a concept but if i go to watch the course again I then get it.
75. I think all the different case studies.
76. The terminology presented in lecture helped to grow my understanding of the relationships between different instances of the natural world
77. The style of the lectures encouraged participation and were also interesting enough to keep students engaged. The labs were extremely useful and very well executed in time management. In addition, Prugh's extensive knowledge and enthusiasm while teaching made it easy to follow along.
78. The importance of each wildlife presented in class.
79. Learning about species, like feral cats, and things I never knew about them
80. Labs
81. I think that the study guides contributed the most to my learning.
82. I liked the polling as a form of a reading quiz because you can get immediate feedback on how you did. It was really cool to see how concepts we were learning about were being applied in the real world with the various studies that were presented.
83. None

What aspects of this class detracted from your learning?

2. I would say the quiz section. My instructor was awesome. I just felt like the quiz section was too long.

3. I think the lecture quiz detracts me from my learning because in order to get the participation points, I have to make a lot of effort memorizing every piece of information mentioned during lecture. Most of the times, I was not able to understand the content because I was trying my best to just memorize and prepare for lecture quiz.
4. Sometimes there isn't a connection between the previous lecture and the new one, so it can be confusing.
5. The cute animals.
6. N/A
7. None
8. The readings were extremely dense.
9. None
10. The the technology that are used for conduct a research.
11. N/A
12. Sometimes the labs seemed a little unrelated to the material we were learning in class
13. The lab
14. Not a lot of feedback in regards to non-lab assignments.
15. None, really
16. Honestly, it was early so some day I would kinda be falling asleep but that has nothing to do with the course itself
17. The lab section was not really incorporated too well. It always felt like two different entities and not really a part of the same program. It was kind of a waste of time for me
18. During some lectures, certain topics were excessively covered so I lost focus, but overall classes were well structured.
19. lab sections
20. Nothing other than it being early in the morning
21. Being an 8:30 class
22. Nothing
23. n/a
24. The Biodiversity and Technology guest lecture was not good, and seemed out of place in the course.
25. Lots of memorizing.
26. Distractions caused by peers during lecture
27. Unsure
28. Sometimes I was very exhausted so focusing at 8:30 and active listening was difficult.
29. Not applicable, all aspects were valuable to my learning.
31. The guest lectures detracted from my learning since at times, they were quite uninteresting. I did not understand the content and I could not get in contact with the individual themselves to learn more about it.
32. Sometimes it felt like the class was too big.
33. scientific name of the wildlife as it is hard to remember them for me
34. I did not always do as well as I believed I would on the PollEverywhere questions which was discouraging.
35. Nothing
36. Feel everything is running up into a short section like I felt it is beginning of the quarter and transit to the midterm, even right now it is final exam. I felt I did not get really close to the topic in the lectures, and I study more after class makes me feel so stressed
37. Maybe just the fact that we sit down the whole time. Start to get sleepy.
39. large class size and lack of participation.
40. nothing really detracted from my learning, other than the class being so early.
41. Lab sections sometimes had unnecessarily long tutorials for software we didn't end up using.
42. The lecture quizzes were unnecessary stress at the end of an, otherwise, enjoyable lecture. Often the way the questions were phrased was very ambiguous and misleading. I lost points even though I attended every lecture and was engaged.
43. I would say that some of the readings were tough to read.
45. Having to wake up at 8:30
46. None
47. the lights being dim always put me to sleep
48. lab sections
49. Having guest speakers come in was a little disorienting. Especially when that material was then part of our tests.
50. Some students would be on their laptop using it for things that were not related to the course material. Also, sometimes the lecture slides weren't uploaded the for the day they were being presented on.
51. none
52. It being at 8:30 in the morning
54. Some graphs that are kind of difficult to understand.

55. None
56. NA
57. Nothing
58. Hard time trying to stay focused.
59. When there were too many lecture slides.
60. None
61. 8:30 am class
62. Being tired and hungry
63. nothing
64. an overwhelming amount of case studies.
65. Some parts of the powerpoint does not explain well enough and sometimes makes us even more confused.
66. Long lectures.
67. Sometimes discussion of a single topic would draw on a little long making it more difficult to focus as it felt as information was being repeated.
68. N/A
69. Nothing
70. The assignments were infrequent and so I didn't get regular exposure to the concepts in the class.
72. No aspects of this class distracted me from learning.
73. the early morning session made it hard to stay awake
74. Sometimes some lectures are not playable in the panopath.
75. nothing.
76. Constantly needing to pander to students who appeared to not understand what was happening instead of encouraging them to seek help outside of class so as to not waste everyone else's time
77. Nothing, this class truly was a treat. I believe we need more engaging and interesting classes like this to encourage students that learning can be both fun and informative.
78. lab session and lecture are not strongly related
80. Lecture style lessons
81. The dimmed lights and class participation.
82. None that I can think of
83. All

What suggestions do you have for improving the class?

2. Allow a little more time for students to take notes in class.
3. Reduce lecture quiz and change some of participation points to just being able to participate in the poll questions. This helps student to get better grades and encourage their interests in the studying of this course as well as choosing their major.
4. The lectures can be more connected and linked to the species of the day
5. None besides maybe more engaging lectures.
6. N/A
7. More interesting short video
8. Perhaps if there are going to be readings, talk about the more in lecture, break down the text? I know its hard to have discussions in such a large lecture hall.
9. None
10. none
11. The professor can explain more accurate about some vocabularies and the responses of some questions other students asked. Sometimes I think the responses are too ambiguous or not that related to the question.
13. Don't make it so early
14. Go over the midterm, or offer the corrections of it afterward.
15. add quiz section
16. None
17. Probably just having better planned out labs instead of separate little assignments every week that doesn't really help for the final project.
18. N/A
19. more precise review sessions
21. Cannot think of any
22. Maybe write more papers/do more assignments, makes students more engaged in the learning material
23. more time in class to work on research paper.

24. Clearer directions on the research paper would be nice. There seemed to be a mismatch of the research question we were working on and the examples of professional, published papers that we were given. My group's research question was very simple and it was difficult to know what was expected of the paper since we only had high quality papers for comparison.
25. Less memorizing somehow, but I'm not sure if that's possible in this class.
26. n/a
27. None
28. The lab did not seem very relevant and I feel that my time spent in the lab could have been spent much more productively studying for materials and concepts from the lectures.
31. I would improve the class by offering more hands on work. The labs were informational; however, it became work time for just the project. There wasn't much learning outside of what was the knowledge needed for the project. It became more about completing that single project rather than learning about the work of wildlife researchers.
32. No suggestions.
33. All are pretty well.
34. I feel like it would be helpful for the point total of the class to include more Species of the Day paragraphs.
35. More introduction to the cute animals!
36. I may suggest more time for reviewing before exams. I felt so stressed under a short period.
37. Have group studies for the exams.
39. more thought-provoking topics.
40. Nothing to improve on, Great class Laura!
41. I would love to see more outdoor/ in the field assignments.
42. Reconsider the approach to the quizzes.
43. I dont have any suggestions to improves the class.
44. lab was kind of redundant
45. Make it at least 9:30?
46. A more definitive connection between lecture material and the lab.
47. I would make our quiz sections go over material learned in the lectures instead of doing photo traps.
48. shorter lab sections or relate more towards class lectures
50. Making students with laptops sit in towards the back and having TAs watch them. Providing the lecture slides the night before the lecture is given.
51. none.
52. nothing it was great i just cant do mornings
54. Discussion parts in class.
55. None. Maybe more review session.
56. I liked the class, I don't think there needs to be change.
57. None
58. I enjoyed the class and thought it was well organized.
59. Make the class a little more interactive by coming up with different ways to teach the information instead of just lecture slides every day.
60. None
61. a better time
62. have a place to check answers for the excel sheets in lab.
63. nothing
65. no
66. Do not move so fast on lectures.
67. Overall, the course was very well done and I have no suggestions for improving the class.
68. N/A
69. Nothing
70. I think the portion on statistics could be improved. We didn't get to spend much time on it and so didn't have enough time for it to sink in properly.
71. Canvas notifications and "To-Do" Reminders became excessive, crowding other classes out of my feed with often-repetitive notices.
72. Help ease into the labs. Tell students things that they will need to know how to do on computers in efforts to help them during lab. I really enjoyed this class as a whole. Thank you!
73. make it an online course, it already has the necessary basics to make and would proliferate the stud to find more interested students
74. It can involve more materials.
75. More in depth information and questions about wildlife science as a discipline.
76. Link species of the day with the lecture material better
77. I only wish more students would take it. I have highly recommended it to all my friends here. It was an honor to learn from professor Prugh.
78. have more meme

80. More class participation and class discussion. More interesting lectures.

81. I think that you should make your assignment more clear and the grading should not be so harsh. I felt like I was marked off for points that I had no business losing in species of the days and labs. Grading should be fair and because of this I think that this class should be better.

82. None that I can think of

83. None

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5)*; *Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7)*; *Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.