

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

Evaluation Delivery: Online
Evaluation Form: X
Responses: 122/146 (84% very high)

Taught by: Clint Robins, Laura Prugh
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
4.7	4.8
(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: 4.2
(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:	122	59%	27%	11%	2%		1%	4.7	4.8
The course content was:	121	60%	26%	12%	1%		1%	4.7	4.7
The instructor's contribution to the course was:	120	66%	27%	5%	2%		1%	4.7	4.9
The instructor's effectiveness in teaching the subject matter was:	121	67%	22%	8%	2%		1%	4.8	4.9

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	120	9%	38%	18%	25%	8%	1%	2%	5.3
The intellectual challenge presented was:	120	9%	18%	31%	30%	8%	3%	2%	4.7
The amount of effort you put into this course was:	120	6%	28%	21%	32%	7%	4%	3%	4.7
The amount of effort to succeed in this course was:	120	9%	26%	23%	33%	5%	2%	1%	4.9
Your involvement in course (doing assignments, attending classes, etc.) was:	121	17%	24%	20%	28%	5%	3%	2%	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: 5.5 Hours per credit: 1.1 (N=115)

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
6%	10%	34%	29%	12%	4%		3%	1%			

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

Class median: 4.5 Hours per credit: 0.9 (N=115)

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
8%	24%	36%	19%	9%	2%	2%	1%				

What grade do you expect in this course?

Class median: 3.5 (N=115)

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
16%	36%	24%	13%	3%	3%	3%							1%	

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

(N=115)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
23%	28%	34%	3%	6%	6%

STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)	Median	Relative Rank
The instructor gave very clear explanations.	122	61%	33%	5%	1%	1%			6.7	2
The instructor successfully rephrased explanations to clear up confusion.	122	62%	24%	10%	1%	2%		1%	6.7	5
Class sessions were interesting and engaging.	122	56%	30%	7%	4%	1%	1%	1%	6.6	4
Class sessions were well organized.	122	68%	25%	7%			1%		6.8	1
Student participation was encouraged.	122	71%	16%	8%	3%		1%		6.8	6
Students were aware of what was expected of them.	122	70%	21%	7%	1%		2%		6.8	3
Extra help was readily available.	122	66%	21%	10%	2%		1%		6.7	8
Assigned readings and other out-of-class work were valuable.	122	51%	26%	11%	8%	2%	2%		6.5	7
Grades were assigned fairly.	121	63%	26%	8%		1%		2%	6.7	9
Meaningful feedback on tests and other work was provided.	120	46%	20%	22%	8%	1%	2%	1%	6.3	11
Evaluation of student performance was related to important course goals.	122	54%	30%	12%	2%	1%		1%	6.6	10

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great (7)	(6)	(5)	Average (4)	(3)	(2)	None (1)	Median	Relative Rank
Learning the conceptual and factual knowledge of this course.	121	60%	25%	7%	7%	1%	1%	1%	6.7	1
Developing an appreciation for the field in which this course resides.	121	69%	19%	3%	7%			1%	6.8	2
Understanding written material in this field.	121	47%	26%	13%	12%	1%	1%	1%	6.4	6
Developing an ability to express yourself in writing or orally in this field.	120	45%	28%	11%	12%	2%	2%	1%	6.3	7
Understanding and solving problems in this field.	121	48%	30%	9%	8%	3%	1%	1%	6.4	5
Applying the course material to real world issues or other disciplines.	121	64%	21%	5%	7%	1%	1%	1%	6.7	3
General intellectual development.	120	54%	28%	7%	8%	2%		1%	6.6	4

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

Evaluation Delivery: Online
Evaluation Form: X
Responses: 122/146 (84% very high)

Taught by: Clint Robins, Laura Prugh
Instructor Evaluated: Laura Prugh-Assoc Prof

STANDARD OPEN-ENDED QUESTIONS

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

1. I believe it was. This is nothing like my major, so being exposed to something brand new was fun and helpful.
2. Yes, because it dove into a variety of topics and current issues in the world that attract the attention of the students.
3. Yes, I learned a lot about a field that I didn't know much about before.
5. Yes, this class kept me engaged and made me interested in learning more.
6. Yes, I think the topics we went over were applicable to my major and things I personally found engaging, so getting the opportunity to learn more about them was stimulating for me.
7. yes i have a deep understanding of lots of problems such as feral cats and animal protection what we should do to effectively help them
8. I really enjoyed the lectures from this class and they really provided a lot of academic growth in the wildlife field. The discussion section supplements a lot of the work taught in lectures and helps stretch my thinking as well.
9. Yes it presented real world problems and solutions on how they are being solved or what could be done to help it. Always new things presented.
10. Yes I think that I learned a lot from this class and it expanded my knowledge on the subject
11. We were asked about solutions to environmental problems and how we would solve them while respecting the environment and animals. The quiz sections made us think and share.
12. I believe this class was intellectually stimulating because I learned a variety of new information about wilderness and humans impact on animals/plants. It did stretch my thinking because I knew nothing about animals but now I have more knowledge about them and how to protect their livelihood.
13. It was somewhat intellectually stimulating but many of the concepts were very basic and had things I had already learned before.
14. Yes, this class was intellectually stimulating, it provided lots of informative content allowing my thinking to stretch. This class gave me a great appreciation and awareness of the modern world and the animals that inhabit it.
15. This class was intellectually stimulating, mainly because of how engaging it was. It stretched my thinking by forcing me to assess the topics covered in class in a very up-to-date and modern sense.
16. I found this class to be intellectually stimulating as it covered topics that were pretty unknown to me. It also has very little relation to my major.
17. This class made me think more about real life issues that many people are scared to talk about. They are issues that threaten all life as we know it, and forced me to evaluate my actions and what I could do better for the environment.
18. yes! I found that there were so many wild animals in the whole world
19. The discussion sections were stimulating, but I found it difficult to engage in the lectures
20. It did stretch my thinking because I had to apply the in-class examples to real world issues. Also, the writings about real world issues that we got to choose actually enhanced my knowledge on some topics.
21. This class was intellectually stimulating, from the weekly readings and discussion sections that forced me to consider new problems and solutions in regards to the environment in the modern world, to in class lecture and weekly papers.
22. Yes, there was a lot of new content that I was unaware of. I love animals, but do not take many ESRM courses, so this made me consider our impact on them in a more specific discussion.
23. Yes, it was definitely interesting and made me think more deeply about our environment. Thinking about things in a more educated way. The way Dr. Prugh explains the different sides of conservation and encourages the class to think about issues in our real life is really intellectually stimulating.
24. Yes, it made me develop my own thoughts to specific issues in wildlife.
25. Yes, it discussed topics that were largely unknown to me even though I had been interested in the topic for years.
26. This class added to my overall understanding of the environment tremendously. I understood the importance of the environment before taking this class, but I never understood the details about why specific environmental issues were a concern and others were not.
27. Yes, it was. It stretched my thinking and illuminated my interest in wildlife.
28. Yes it presented a lot of new concepts
29. This class was the perfect blend between challenging and casual. The work load was very manageable and all assignments felt meaningful.
30. Yes, it was stimulating because both Professor Prugh, Clint, and all the guest speakers have first hand experience in the field we were studying, and because their life is in this field, it was clear that they were very passionate about the subject matter. This made it an interesting class to attend, and as a result learn from.
31. Yes. Like others, I had the misconception that trophy hunting was a negative activity. I was unaware of how much it contributed to conservation efforts. I learned a lot in terms of conservation efforts and how to track/count wildlife populations.

32. I really appreciated the added participation points from the polls using Poll Everywhere to keep students engaged and involved in the class so it's not just a listen-only lecture. I think asking questions to students about experiences regarding different class topics also helped pay attention in class too. I very much enjoyed the species of the day information and videos, very much looked forward to those.
33. Yes, it introduced new topics I hadn't learned about before.
34. The overall classwork was mainly busywork, but there were very interesting overarching ideas that incorporated multiple fields including my major, and did a very good job in connecting the subject of wildlife to the interests of the students. I was not previously aware of these connections, so the class did stretch my thinking in that way.
35. This class was extremely fun and interesting. This is thanks to the professor and the content
36. Not really I just learned a lot of necessary information I did not know before.
37. Yes because it introduced me to new topics and taught me a lot about the scientific wildlife field that I didn't know about before.
38. This class was pretty stimulating overall, and I went into it without a lot of previous knowledge about the subject, and I feel like I learned a lot of not just information, but valuable information I can use in the future.
39. the discussions and topics related to controversial conservation problems, as well as the general awareness that this class gave me was great. It definitely was good for seeing wildlife issues from multiple perspectives, which I think it very interesting. It definitely showed me that there are multiple sides to every problem and that it is important to listen and consider as many sides a possible when trying to come up with a solution
40. Yes, it made me think about wildlife and their relation to the modern world and current world issues and how they relate.
41. Yes. It made my think about wildlife conservation in ways I hadn't thought of it before.
42. It was stimulating during discussion sections and really made me look at various topics with new and interesting lens.
43. Yes because it presented a lot of new information that was valuable to people not in the ESRM major
44. Yes it was intellectually stimulating and stretched my thinking because it dealt with real-world issues that made me think about my own footprint on wildlife health.
45. Laura brought up a lot of different viewpoints to issues and it especially stretched my thinking around domesticated cats which could be included in the grey area of esrm otherwise.
46. This class was very interesting and presented a great deal of new information and perspectives to me. It made be think of many issues relating to the subject in a new light and granted me a new understanding of the world, its inhabitants, and my place in relation.
47. Yes it elaborated on a lot of my curiosities on wildlife and taught me a lot of important things about animal and environmental conservation in the future
48. Yes! Challenged a lot of thoughts on ethics and conservation issues.
49. Yes, it did. Videos were included throughout the lecture, and the information sparked my interest, keeping me engaged.
50. Yes it was very interesting to learn effects humans have on animals
51. I thought that this class was very intellectually stimulating, I learned a lot about the world around me as it related to wildlife species, that I had no knowledge of before.
52. It got me thinking about wildlife/conservation issues that I never would've learned if I never took this class, like feral cats and how climate change affects wildlife.
53. Yes, it introduced me to a wide variety of topics that I found very interesting and important within our society. It provided multiple perspectives for the solutions presented for the environmental problems we discussed in class, which allowed us to think critically about our own opinions and conclusions on the matter.
54. It was,. It introduced new topic I had never heard about, and had us thinking about various issues. We also learned about different perspectives of issues such as trophy hunting and invasive cats,
55. Of course it does. I've learnt lots of fun facts and professional knowledges on ESRM 150, many aspects mentioned did stretch my thinking.
56. yes I feel like it made me think about subjects I would not normally consider looking into.
57. Yes, this course was intellectually simulating and it stretched my thinking. The material this course covered isn't just common sense, and it challenges you to think inside but also outside of the box.
58. Yes. I really enjoyed the connections made in this class between the material and the actual happenings in the world. It made me rethink certain issues that I thought I had strong stances on but with the new information I learned in this class I was able to rethink these issues.
59. Yes! Professor Laura Prugh did an excellent job of including a variety of relevant topics, many of which we had heard about and not known the intricacies of. The class taught me how to expand my perspective, consider multiple variables, and not let my emotions bias my beliefs about the best course of action.
60. Yes, it provided insight into a lot of wildlife topics I wasn't already familiar with, which is saying something because I consider myself somewhat knowledgeable about wildlife issues. It was a great class!
61. This class was fairly intellectually stimulating. The course content wasn't particularly challenging but it brought up thought-provoking questions about conservation.
62. yes
63. This class was not intellectually stimulating mainly because I took AP Environmental Science in high school and some of the content overlapped.
64. It made me think about environmental issues in a whole new light, thus stretching my thinking and what I thought I knew about the subject.
65. Kind of
66. This class was mainly lecturing and not much discussion.
67. It definitely opened my eyes to some real-world issues.
68. I learned a lot of new material that was very interesting.
69. Yes. I have never taken an environmental science class before, so it was engaging to learn about new topics.

70. This class was intellectually stimulating, it had me thinking about issues in a different light than I had before, it totally changed my perspective on hunting!
71. This class not only taught me about the impact of my own actions on conservation, but allowed me to see everyday conservation efforts in my community. By shifting my perspective I believe it has been intellectually stimulating.
72. Yeah I would say it does stretch my thinking. It made me consider and think about real world problems that I was unaware of.
73. It did because now i think about wildlife in a more detailed manner than before
74. Yes, I like the issues of climate change brought up so we can think about what we can so.
75. Yes, it was intellectually stimulating. I found the passion for wildlife of the professor and TA very helpful in their teaching.
76. Yes. Yes. I like animals
77. Yes! I enjoyed the course content very much and it made me think a lot more in depth about the world around me.
78. It was stimulating in challenging ideas like trophy hunting and other more controversial subjects within the field, but less challenging in the definitions of thing I already knew from IB environmental systems in high school
79. Yes I learned more about wildlife conservation
80. Yes. I liked learning about more about animals.
81. Yes. It expanded my knowledge of wildlife topics and connected many elements of the natural world and human interaction with the environment.
82. Yes this class was intellectually stimulating, it allowed for my mind to be expanded in ways that I didn't think possible in the world of wildlife conservation in the ways that the presentations were engaging.
83. Yes this class was intellectually stimulating and stretched my thinking by teaching me new things.
84. This class had some aspects that made me think but a lot of it was just attempting to memorize things for tests and quizzes.
85. I really enjoyed lectures. I thought that it was very informational and important content.
86. Yes, it's. It got me thinking about the climate change and the protection of animals and the environment.
87. I thought this course was excellent, very engaging and I learned a lot of about wildlife conversation issues and challenges. I appreciated the span of topics covered in the course, especially the material on racial justice issues and their impact on wildlife conservation, trophy hunting, climate change, and habitat fragmentation. The course significantly deepened my understanding and appreciation of wildlife and conservation issues and introduced important new concepts and vocabulary that will continue to contribute to my understanding. I appreciated Professor Prugh's passion for her subject matter, her deep knowledge, and her down-to-earth approach. I found the case studies and examples particularly helpful, and enjoyed hearing about Professor Prugh's own research.
88. It was a good stretch for my brain because it was challenging but plain-language enough to be palatable
89. Wildlife is one of the most interesting things to learn about in a setting like this. It is rewarding to learn about these techniques for study, characteristics of animals and wildlife, and more. This class didn't necessarily stretch my thinking as it wasn't so much about testing what we already knew, but just an introduction to this topic of wildlife and it's interactions with humans. The course provided ample opportunity to reflect on how I interact with wildlife and how I can work with this field going forward even indirectly. It provided a lot of tools for synthesis of modern conservation and study.
90. Yes. Concepts in wildlife managements were all new to me and the topics were presented in a thought provoking way. Using poll questions played a big part
91. Yes it did because I was able to learn new concepts that I had never known before
92. I would say it had its moments of intellectual stimulation, especially when presented with a moral conundrum. That being said some of the course material felt very base level and wasn't exactly intellectually stimulating. That being said learning hoe to learn even without intense stimulation can be a valuable skill.
93. The class was very intellectually stimulating, since it made me think about wildlife and policy together in a way I never had. It helped me better understand wildlife research and management planning.
94. Yes, overall it was an incredibly interesting class that got me to think about certain environmental topics and issues in a different light.
95. This class was very interesting, learned a lot about wildlife which stretched my thinking
96. The course content was exciting and relevant to current events, and Laura did a great job choosing material that would simultaneously entertain and educate us.
97. Yes it was very enjoyable and I learned lots.
98. Yes, this course talks about real world problems, allows us to reflect on how we can make an impact, and what is going on currently in regards to wildlife and sustainability. Most of the content was about topics that I have never known before, and it was so very interesting to hear. It made me want to delve more into some of these topics, the field, and even has led me to reevaluate my major.
99. I loved learning about ungulate capture and recapture. That is something I am interested in and I had no idea it was a possibility I could explore.

What aspects of this class contributed most to your learning?

1. The lectures themselves were generally the best part of the class. Content was most dense and yet digestible during those times.
2. Lectures were the most beneficial because the professor gave students the most information through notes and videos during class time.
3. Readings. Most of the readings were interesting and helped me grasp the concepts for the week. Also lectures which provided more in depth knowledge about the readings.
4. The lecture quizzes were helpful.
5. The lectures contributed to most of my learning.
6. I think the discussion sections were helpful to discuss real world examples pertaining to the concepts we went over in lecture and getting to hear other students' opinions.

7. video learning
8. I think the discussion sections do a good job in reinforcing the learning done in class. Having discussion essays due after the section and getting feedback from that adds another layer of learning enforcement to the course.
9. Going over case studies and examples.
10. the videos were helpful in learning about the topics as well as the case studies
11. Lectures were well organized which made it easy to learn and understand content.
12. I think learning how humans interact with wildlife in both a positive and negative way taught me a lot and showed me how anthropogenic actions are impactful. I also liked the lecture quizzes because it helped me review what the lecture was about.
13. The lectures covered the most content and were the primary source of learning for me in this class.
14. Taking daily lectures really contributed to my learning because it allowed me to measure what I had learned from the lectures.
15. Laura's overall attitude and approach to the class contributed the most to my learning. She had an extremely bubbly passion for the material that she was teaching, and she always added the coolest supplementary materials to lectures that made students want to attend her lectures. Her class was not a chore, it was an opportunity, and that contributed a huge amount to my overall intellect retainment.
16. I found the lectures to be very informative but also very interesting and engaging. These lectures were where I learned the most.
17. I enjoyed the polls a lot, as they made me think about what we were learning, without making me raise my hand or write an assignment about it.
18. research
19. Discussion sections
20. The discussions we had and the papers we wrote/ revised.
21. I think that the weekly paper due after discussion sections were the most useful to my learning, as it forced me to consider topics after having a lively discussion after them.
22. Our lectures were very engaging. I liked that they were short, easier to stay engaged in. the post-lecture quizzes were also helpful in recapping the material.
23. The lectures and learning about different case studies were really beneficial because they put these issues in a real-life examples.
24. Having the discussion sections so that I could go deeper into the content.
25. Case Studies that showed real-life examples of class material.
26. This class opened my eyes to many advantages of alternate viewpoints regarding conservation. Most view altering for me was the trophy hunting debate which I just assumed was a negative practice, yet I have altered my opinions about this as a result of this class.
27. Professor Prugh's willingness to help.
28. in class lectures
29. The quizzes at the end of class helped me commit the material to memory.
30. I truly think the structure of the class was really helpful for my style of learning (i like descriptive powerpoints) so that was really helpful but above all it was the character of both Professor Prugh and Clint. They made it an interesting class that I cared to learn about. They also made the class fun.
31. Lectures and quizzes
32. I think the slides were very concise and the topics were in my line of interest so anything that was taught and the resources were very useful.
33. The teaching style of this class contributed the most to my learning.
34. The readings and the discussion section, although that may be biased towards my style of learning, which does do worse in larger lecture rooms.
35. The fact that the professor cared about their work and the content
36. Seeing how topic affects my day-to-day life while also making me more hyper-aware of my actions.
37. The lectures, the quizzes after the lecture, and the readings that were assigned.
38. The polls everywhere were great for knowledge checks, and I also really enjoyed the short videos to provide more general information about the stuff we were learning.
39. discussion sections, the paper we wrote. the sections on how conservation has failed marginalized peoples in the US and how conservationists often ignore the needs of those living in third world countries.
40. The polls and class participation activities.
41. The lectures were interesting and given with enthusiasm.
42. The lectures gave me a lot of information regarding class concepts and general information.
43. I really enjoyed discussion sections
44. The TA, Clint Robbins, and professor, Professor Prugh made learning fun.
45. The final essay.
46. The lectures accompanied by the slideshows were most helpful in my learning. The instructor was very engaging and the material well presented and understandable.
47. the lectures
48. Discussion sections.
49. The weekly readings and discussion sections.
50. Lectures
51. Lectures probably contributed the most to my learning.

52. PollEv encouraged me to go to class and participate. The exam format was very straightforward. Professor Prugh has a bright personality and includes fun videos and images, and tells fun stories during class to keep us engaged.
53. The videos presented within lecture to visually represent what we were learning was super helpful.
54. The lectures.
55. I think the aspects on doing things in a sustainable way contributed most to my learning. We have covered lots of materials of advanced researches and by reading and searching those researchs I got abundant practices, which I think is very helpful to my future study.
56. The discussion sections were very interesting and helpful.
57. The quiz section and organization of the lectures really helped my learning the most.
58. I loved the lectures and the case studies within them. I really liked how the case studies showed the importance of the info I learned in the real world. It was very interesting to see all the species and the care and research going into protecting them. I also loved the species of the days and think those are a great way to begin lecture.
59. Lectures. I liked the PollEverywhere usage to encourage participation and gauge others' perspectives. I also appreciated the short quizzes afterwards because it showed me whether I understood the concepts or not. The readings were also good to introduce us to the topics and teach us how to read research.
60. Honestly, the fact that you had to attend lectures in person made me retain more of the knowledge as I wasn't just looking at a screen.
61. The instructor's lectures were very informative and contributed most to my learning.
62. the lectures were very well done and interactive
63. Most of my learning occurred during lecture and quiz section.
64. Dr. Prugh's upbeat and enthusiastic teaching style
65. The quiz sections.
66. The lectures were still very helpful as the notes I took probably helped me the most to be prepared for the tests.
67. The lectures were great, especially the videos she would show.
68. Lectures
69. The lectures were the most valuable.
70. I liked how clear and interesting the lectures were, it made it easy to pay attention and made me want to come to class.
71. Learning about a species each class period was the most impactful part of this class to my learning. The number of unique and niche animals we discussed was highly enjoyable.
72. Lecture
73. the pictures on the slides
74. The readings
75. The Lectures were very informative and provided many personal accounts of the problem in wildlife. The sections were helpful.
76. The lectures
77. Attending lectures was very important and the great explanations from Laura were very helpful.
78. The slides
79. Species of the days
80. The lectures.
81. The lectures and discussions were very enlightening and provided a dense (but manageable) amount of information.
82. The discussion sections were very interesting in my learning of the content.
83. This class let me think about the world in new ways.
84. Lectures and after-class quizzes.
85. I enjoyed lectures.
86. Let me know more about different animals in the wild and the challenges that the world is facing.
87. As noted above, the case studies to underscore and solidify the concepts, and examples of research and the professor's own research experiences were particularly helpful. I enjoyed the "species of the day," along with other short video clips, and thought these enhanced appreciation of many different kinds of wildlife and conservation challenges.
88. Lectures with clear facts and definitions
89. Chances to review lecture material. This included lecture quizzes, midterm reviews, as well as midterms. It was an opportunity to go over all the notes and information given so that I could make sure I was processing what was being taught. The class was pretty straightforward, with repeating assignments that made sense. This made it easy to stockpile on everything for the time of the exam.
90. Poll questions, lectures and case studies
91. The lecture
92. I enjoyed section and the fluid open ended discussions.
93. The videos of animals in the wild were helpful for gaining a better understanding of the content, and the lectures did push me to think of things in different ways.
94. I think that the lectures and the discussion sections contributed most to my learning as they both taught new information and reiterated previous lectures and readings.
95. Lectures

96. The lecture and discussion sections were very well aligned and covered the same material. Any questions that I had in lecture could be answered in discussion, which was a very valuable time.
97. Having two real professionals of the field teaching the class.
98. The main aspect that contributed positively to my learning experience was how organized and informed Professor Prugh was and how her content was displayed which made it easy to understand and engaging. The professor along with the TA (Clint Robins) were a major help and always had office hours readily available, and none of the assignments felt like a waste of time but instead felt like preparation that would help us succeed for bigger assignments such as the exams and make us interested in specific topics to consider more deeply, such as writing a paper about a conservation topic of our choosing.
99. TA was great and energetic and I found the class to have interesting material

What aspects of this class detracted from your learning?

1. I can't think of anything right now. Everything had its purpose.
2. Sometimes the out of class readings were informative and interesting, but they would not be discussed in class, making them seem like non-necessary work.
3. Species of the days didn't detract from my learning. I thought they were interesting videos to watch at the beginning of class but I didn't feel I gained new knowledge while doing the assignment.
5. Some of the case studies we learned we unclear if they would be on the exam
6. N/A
7. no
8. I would say that the only significant detraction would be the amount of people in the class, which I know is hard to avoid. Less people in the lecture section might foster more discussion.
9. Nothing. It was a great class and well structured.
10. NA
12. There were no aspects that detracted from my learning.
13. The discussion sections felt inconsistently in their usefulness, some topics were very interesting and connected well to our main material, some felt more disconnected and I questioned if this was necessary for the class.
14. Some aspects that have distracted my learning are the large amounts of content embedded in a slide but that is expected from this class.
15. I can't identify any aspect of this class that detracted from my learning.
16. I think that every aspect of the class had benefits to my learning and the only times I got distracted would be a personal distraction rather than the class itself.
17. My other classes are very far from this one, so I sometimes couldn't make class due to the distance.
18. formula
19. Lectures were not very interesting
20. Nothing really distracted me. Only the weekly readings were unmotivating to read.
21. Nothing major.
22. Sometimes the readings seemed a little unnecessary.
23. N/a!
24. Nothing really
25. Nothing comes to mind.
26. I came into this class with an open mind and wanting to learn anything/everything that I could about the environment, so there really wasn't anything that detracted from my learning. The only issue was how far away the class was and that it wasn't recorded.
27. N/A
28. harsh grading
29. Occasionally unhinged free response poll everywhere questions.
30. idk.
31. N/A
32. I think sometimes the quizzes being so constant distracted me a bit and was stressful to remember all the time. I think I couldve been the only to have this problem tho.
33. I don't think any part of this class detracted from my learning.
34. All the busywork was pretty annoying and a waste of time in terms of intellectual advancement. It was more of an exercise in organization than actually anything stimulating, and it was frustrating if you forget the one small quiz for the day or something.
35. none
36. No Panapto
37. Nothing
38. I can't think of anything specifically that detracted from my learning.
39. I didn't feel like the presentation slides were clear, especially when going back over them while studying. A lot of content was missing from the slides. I understand that it is beneficial to leave some information off of slides to encourage students to come to class, but I attended every class and would have enjoyed to see important concepts reflected more in slides.

40. Nothing
41. Some of the content was a little boring, but that's the case with every course.
42. Nothing
43. none
44. N/A
45. N/A
46. Factors unrelated to the class itself detracted most from my learning.
47. the fast pace
48. People coughing in class all the time.
49. Exams.
50. Nothing
51. N/A
52. No remote/recording set me back while I was sick for two weeks. Lack of connections during class, especially lack of collaboration during quiz section made me feel lonely in the class
53. There was not a lot of productive conversation established about the material during lecture. I feel that some of the opinions presented by the students during lecture were left open ended and not answered with interest or enthusiasm.
54. none.
55. The lecture time is at afternoon, when I will usually take a nap. Therefore, at the lecture time I sometimes feel a bit sleepy... But it's fine.
56. Nothing detracted from my learning.
57. There is nothing that detracted from my learning.
58. Occasionally it felt like the slides were a bit scrambled, or maybe like I was missing the tie in between all the slides in lecture.
60. Sometimes the information on the lecture slides was a little dense, and might benefit from being spread out over multiple slides just so it's easier to digest.
61. None
62. n/a
63. Parts of the class that detracted from my learning was some technical difficulties. Also my quiz section was very early in the morning.
64. How much we would jump all around in the lectures
65. The heat.
66. Nothing really detracted me from learning.
67. Having to do so many little assignments was frustrating and made me less engaged for sure.
68. N/a
69. none
71. The only issue I had with this class was the distance I had to walk to get to class. Being in Condon hall is just an unfortunate part of the process, and had nothing to do with the course itself.
72. nothing
73. the quiz sections felt like they were not related to the specific material we had learned that same week, which was confusing for me to keep track of
74. Exams
75. None
76. quizzes being due mid day
77. Some lectures were a little hard to follow, especially the ones with equations.
78. N/A
79. None
80. The long dull lectures
81. I have little experience in reading academic papers and the format they follow, so that was a learning curve for me.
82. The large class lectures at times were distracting.
83. Having really early discussion sections.
84. Participation points.
86. It inspired me to do more for the environment.
88. case studies were confusing because it wasn't clear what I was supposed to remember
89. Lectures didn't feel very in depth. It didn't feel like I would have missed much if I decided to just go over the lecture slides rather than go in person. It would take questions by students to build on ideas presented in lectures. I feel that from the classes I've learned the most, creative opportunities in class where learning the material is promoted such as small group work even for 5 minutes help to actively think and apply information.
90. N/A
- 91.
92. At no point was anything detracted from my learning.

93. I do think that the class may have been too lecture-based because there wasn't as much interaction between us and Professor Prugh.
94. I'm not really sure, I think all of the class helped my learning. There wasn't really anything that detracted from that.
95. Nothing at all
96. I thought some of the case studies were a bit repetitive, but overall I enjoyed reading them.
97. The canvas was not organized well and I would occasionally miss assignments because they weren't on my dashboard.
98. I don't think there were an aspects that diminished the value or quality of my learning in the course.
99. it really crowded and I was nervous to ask or answering questions

What suggestions do you have for improving the class?

1. While probably difficult to achieve, I believe smaller classes are always easier to connect with. That's a minor nitpick though.
2. If readings are going to be assigned to students, they should be put into class discussions to clarify the information given and expand on it.
3. This is minor but removing things like equations and symbols from the class. As a class that is meant to be an introduction to the field, I didn't seem like these should be included and it would be more beneficial to focus on overall concepts like recreation in wildlife. This seemed a more important takeaway and things like equations detract from concepts a little bit.
5. Some of the case studies we learned we unclear if they would be on the exam
6. N/A
7. none
9. Nothing. I love everything about it.
10. More suggestions/examples/resources for the main paper could be helpful. I had a difficult time picking a topic that was purely conservation since most of the preliminary research was concerned with how conservation effects economics or society.
11. It would be nice to have 24 hours to work on the discussion essays.
12. The only suggesting is taking away the discussion section essays because I feel like they're not adding to my sense of learning.
14. Some suggestions are to create and assign study groups because I believe these will be very helpful for the exams since they cover a lot of content. I think also including extra credit assignments in the exam will be great.
15. I have no suggestions for improving the class. Keep up the same curriculum, and keep showing awesome videos. I am very thankful this class is a thing, it brings so much awareness to many individuals who might not have otherwise received it.
16. I can't really think of anything as I really enjoyed this class overall .
17. My suggestions are making the species fo the day videos at the end of the lecture.
18. Very thing is great
19. Lectures could be more detailed
20. Some of the readings are helpful, but they are not the most interesting to read about. The species of the day is a nice way to start the class though.
21. The only thing that I really have as a suggestion is opening the daily quizzes during class, as sometimes I would forget to complete it as it was only open until after class ended.
22. Not much! Very interesting and engaging and a good amount of coursework for the class level.
23. N/a
24. Having a more in depth study guide.
25. Field trips or more physical interactions with techniques used in wildlife studies.
26. I think that class recordings would be the most beneficial to my learning just incase I had to miss a class or needed to look over what we discussed in class for studying.
27. N/A
28. more involvement in sections
29. Be more specific about what we need to take away from case studies
30. panopto recordings would be helpful but i understand that is a whole thing so idk. i really don't have any harsh critiques.
31. Midterm/final were a bit unforgiving in terms of point deduction. Seems a bit harsh to have one multiple choice question be worth 3 points.
32. Pls post all the assignments to the to-do list to turn in for students on canvas. Specially if the points of the assignment matter greatly to the final grade or large portion of the grade. Thank you!
33. No suggestions.
34. More emphasis on the connections from wildlife to urban issues and other disciplines instead of general wildlife/ecology concepts, since that's what I found the most interesting.
35. none
36. N/A
38. The only suggestion I have is to provide more general information online about assignments, expectations, etc as I and other peers were confused throughout the course on expectations for certain assignments.
39. it would be nice to have either longer weekly quizzes or maybe an additional quiz every week or every other week where we can practice and see what material we will be tested on and what kinds of questions we will be asked. I definitely felt that there was a lot of important information in the lectures, but a lot of that information we were not being tested on. There were no clear key concept moments.
40. I don't have any, I really liked this course and how it was taught and put together!

41. None.
42. None
43. none
44. N/A
45. More clarification on the 5 min lecture essay isn't due within 5 minutes of the lecture closing as I'd been planning on it being.
46. None. The class was very well structured and meaningful in its content and assignments.
47. More detailed slides and lecture recordings
48. More discussions, or group type assignments. I think this is the kind of class that really benefits from talking and working on problem solving together.
49. None.
50. Maybe more engaging in lectures
51. I don't really have any suggestions; I just enjoyed the class.
52. Have a class recording, talk about wildlife conservation worldwide, and not just focused on North America
53. Take more time and consideration to address students comments and opinions presented during lecture. The would be more helpful in making the class feel heard, as well as provide a more inclusive environment.
54. none.
55. The natural watch assignment is really good. I enjoy myself when just watching those geese grazing the grass and feel peace and calm. The Species of the Day Assignment is also very helpful and I do learn lots of information about animals I studied.
56. I suggest posting the lectures in video form on canvas for when students can't make it to class.
57. I'd recommend some more physical demonstrations as I'm a hands on and visual learner.
58. I'm not really sure I have any suggestions as I loved this class.
60. See above!
61. None
62. n/a
63. I suggest having more student engagement in the future, and focus more on the was to implement conservation. Possibly a group project for this with real impact.
64. More poll everywhere's
65. Less quizzes.
66. More discussing with partners such as getting the students to engage with their peers while teaching the lecture.
67. I would take out the quizzes assigned after every lecture. Maybe one a week
68. N/a
69. none
71. Integrate more species of the day assignments, as those were some of my favorite activities done in class, and there was only 4.
72. none
73. address the quiz sections in class
74. More time in lecture
75. None
76. Make quizzes due at midnight of any day
77. When I missed a class or two sometimes the slides would have missing information that a friends notes would have so I think there may be some mismatch with the posted slides and what was showed in class.
78. Nothing really! Maybe a little bit more in terms of climate change but other than Thatn perfect
79. None
80. Clarify what you mean in the quiz questions, add more questions so if a student gets one wrong because of a question that doesn't make sense or is written confusingly they wouldn't get 1/2 which is a 50% which drops your grade, and don't throw every little detail about everything we learned in class into a exam where we have to remember every key word and remember how to use every key word. And supply us with scan trons. Make lectures more fun, some students don't really have a interest in a topic like this so try to make it appealing rather than naming facts and stats every other slide.
81. I don't have any particular suggestions. This class was great!
82. None really the class is good.
83. None
84. Weekly readings should be of more importance because they added to the content in a good way.
86. No.
87. I would have welcomed more student discussion, especially on some of the more controversial issues discussed in class. I would have also welcomed more opportunities to hear and use the vocabulary introduced in subsequent lectures to reinforce the concepts, particularly of the most important concepts/vocabulary.
88. the schedule of assignments was very confusing and got in the way of me getting a better grade. making something due in the middle of the day is very mean to people who work. It would be better to have everything due at the same time regardless of assignment - quizzes and essays should both be due midnight the same day as class.

89. A more in depth syllabus, or one that better describes the course goals and key learnings. It would have been helpful early in the quarter to have a better understanding of what this course sought to teach. The lessons became more or less apparant as the quarter rolled out but if the lessons were more pronounced to start, it would have been easier to track what was being taught. There wasn't a lot of information given in the syllabus about grades, material, or tempo of class.

90. N/A

91.

92. Not a ton I think it is a really strong course for a 100 level science course primary being used as a credit filler.

93. I think maybe using PollEverywhere more or offering other opportunities for student participation would make the class more engaging.

94. I don't really have any suggestions, I really liked the class.

95. Overall I had a good experience with the class, wouldn't change much

96. Keep the level of engagement with students (poll everywhere, etc), and the interesting case studies!

97. Improve the canvas

98. I don't really have any suggestions, from how the course was structured and how the professor encouraged participation through polls enabled students to become engaged and come to class. The content was always interesting or made fun, and the lectures were thoroughly planned out and easy to understand.

99. Nothing! Thank you.

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.