



2019 Fall Quick Report for William Schlosser SOE 300

Project Title: **College of Agricultural, Human, and Natural Resource Sciences Course Evaluations 2019-2020**

Course Audience: **99**
Responses Received: **57**
Response Ratio: **58%**

Report Comments

This Quick Report for Instructors gives a summary of student responses in the course above for each question from the college's Course Evaluation in Blue. If a course has multiple sections, each section has a separate Quick Report. Student comments are provided at the end of the report or at the end of each question group on the report.

Instructor Quick Report for SOE 300.01-PULLM

If you have a question about your Instructor Quick Report please contact your college's course evaluation coordinator, **Alanna Ellis**, or email esg.blue@wsu.edu.

Prepared by: **Enterprise Course Evaluation Team**
Creation Date: **Wednesday, December 18, 2019**



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- Overall Student Experience
- Student Effort
- Instructor
- Course
- Online, AMS, Other (if applicable to your course)

Rating Scale Definitions

- 5: Always
- 4: Very Often
- 3: Sometimes
- 2: Rarely
- 1: Never
- [NA]

- 5: Strongly Agree
- 4: Mildly Agree
- 3: Neutral
- 2: Mildly Disagree
- 1: Strongly Disagree
- [NA]

Data: This report provides:

- Frequency distributions of student responses to individual questions
- Mean and median values
- Student comments at the end of each question group
- Overall response rate; and response counts for each question
- See [Making Sense of Course Evaluations and Midterm Feedback from Students: A Quick Guide for Instructor](#)

Notes

Does Not Apply/NA:

In questions with a “Does Not Apply” choice, the NA count is shown in the frequency graphs but is NOT included in any statistical analysis (mean/median).

Response thresholds to protect student confidentiality:

If fewer than five (5) students respond to your course evaluation, an Instructor Quick Report is not generated.

Multiple sections:

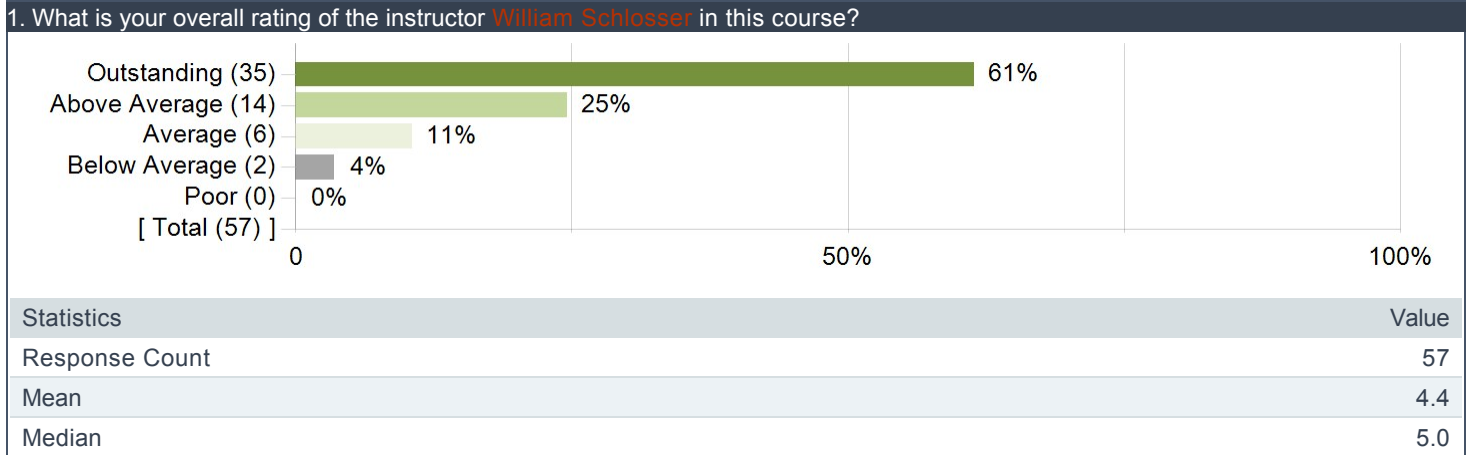
If a course has multiple sections, each section has a separate Instructor Quick Report.

Team-taught courses:

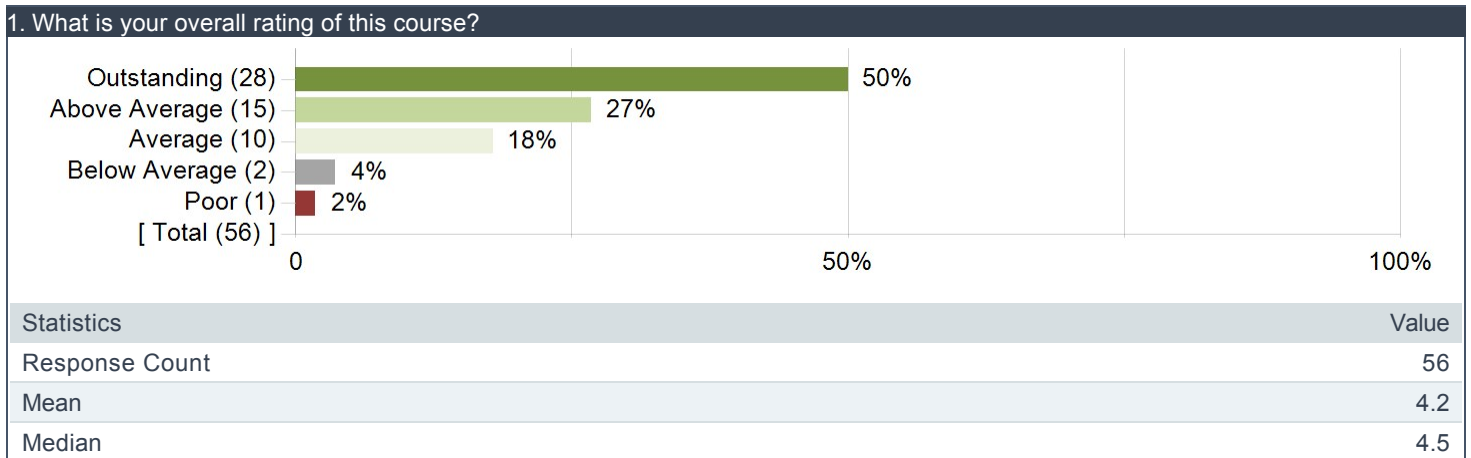
Each instructor receives results only for themselves as instructor and for all other questions about the course or non-instructor-specific topics.

Overall

What is your overall rating of the instructor **William Schlosser** in this course?

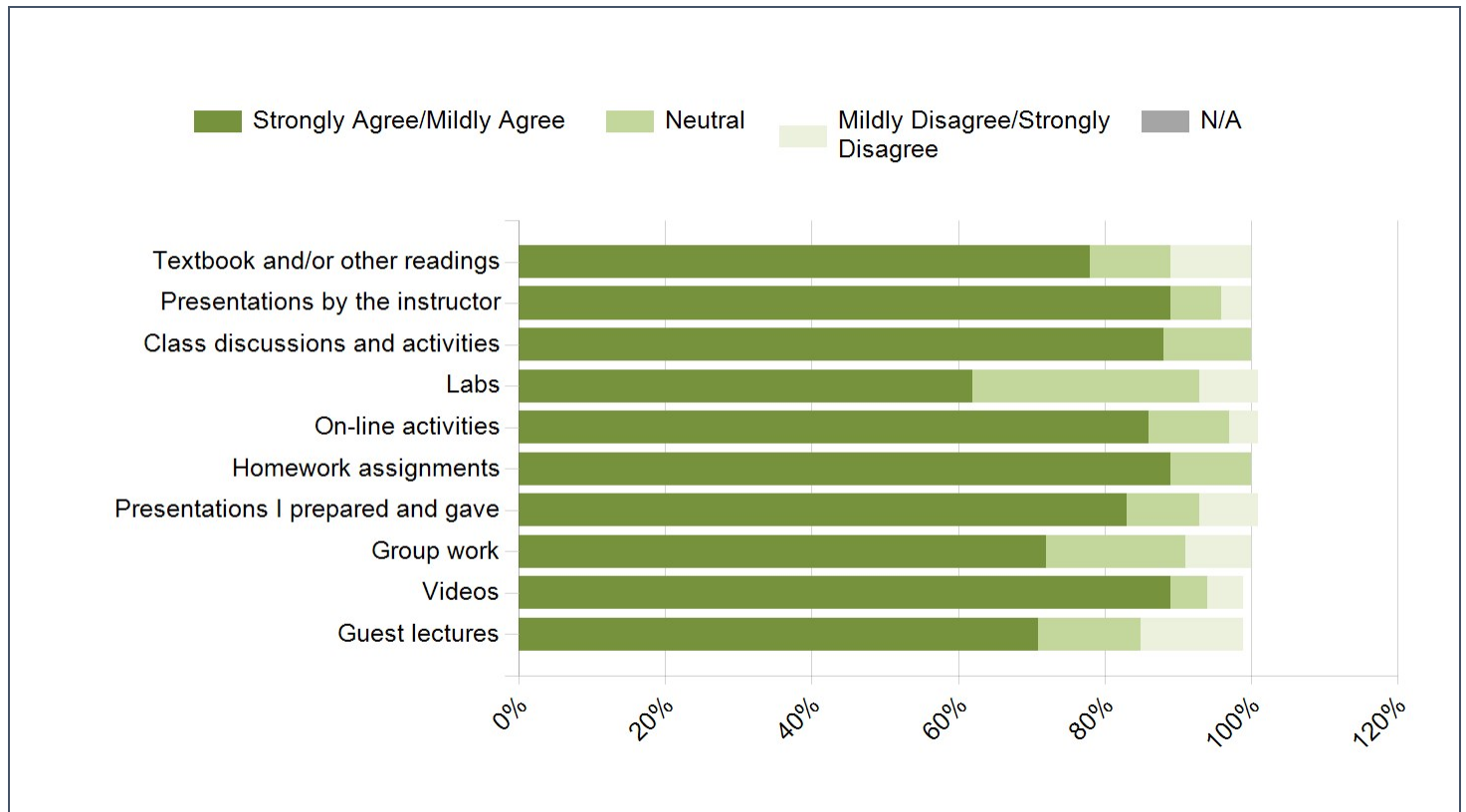


What is your overall rating of this course?



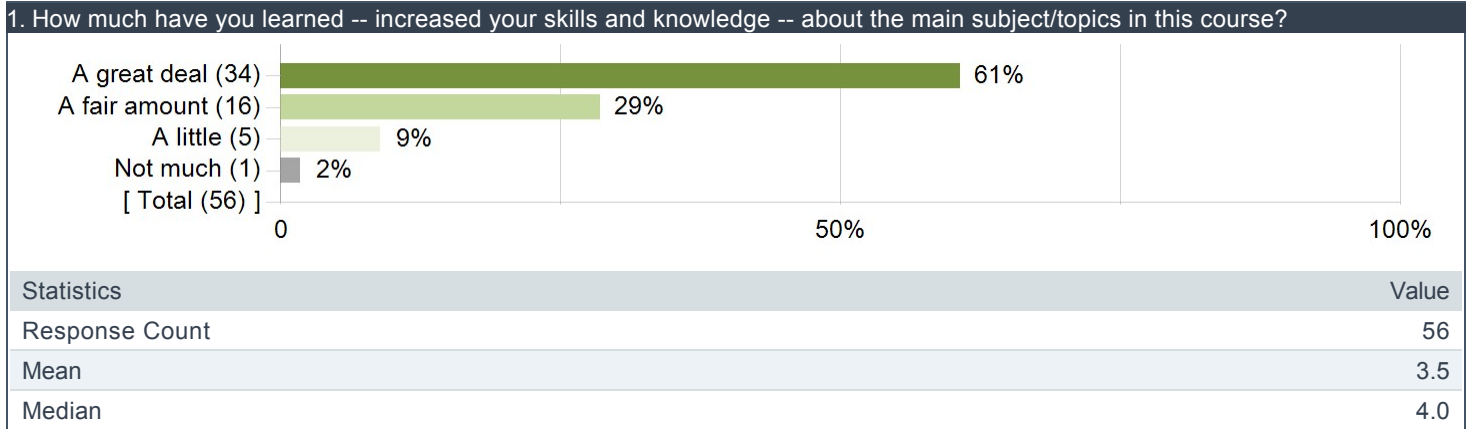
How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

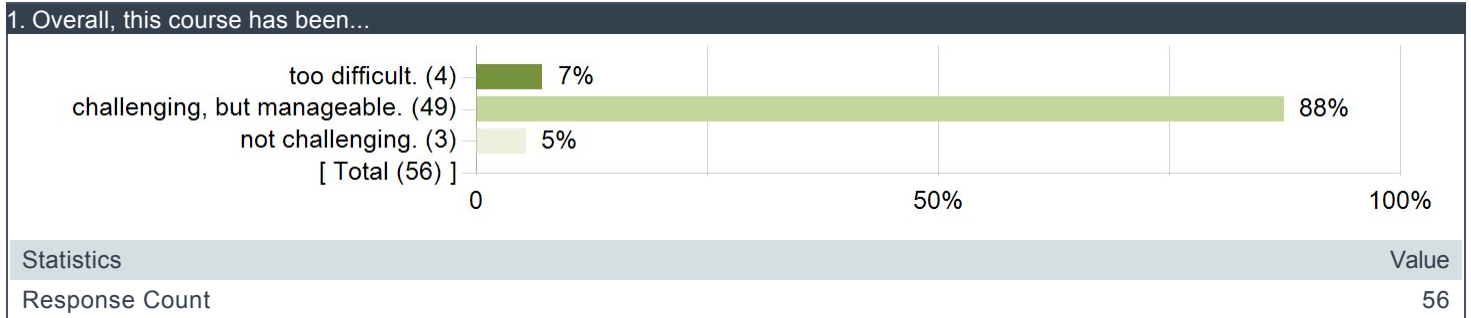


Overall Student Experience

How much have you learned -- increased your skills and knowledge -- about the main subject/topics in this course?



Overall, this course has been...



Please explain your choice above regarding how challenging this course has been.

Comments
The topics in this course didn't feel difficult to understand or integrate into homework responses. It was mostly a matter of spending the time to take the knowledge and structure it into a response. That said, the work (except perusal) didn't feel like busywork.
This class could easily have a lab for how many hours I spend on work outside of class. Almost bi-weekly papers, quizzes, readings with comments, short essay assignments and the powerpoint and video at the end were a lot. While I learned quite a lot from these activities, this was by far the heaviest class I had this semester.
I felt the amount of writing is what made this class challenging. I found myself spending more time on this class than any other. However I feel the assignments required were suitable for the subjects and allowed me to gather a deeper understanding of the subject.
I have taken a similar course at my previous school I transferred from, so most of the information was not new to me.
I never took notes at all and still got an A. The amount of points given out by him makes it very easy to not fail. Also, the amount of extra credit points he gives on all assignments makes it basically impossible to fail as long as you have at least some idea of what you're talking about. The fact that he gives all answers to quizzes and midterms and finals literally makes it impossible to be stressed and fail.
The workload in this class is too heavy. There are multiple 100+ point assignments per week, which I found to be very stressful. I spent more time on this class than I did on all of my other classes combined.
The priorities of this class felt backward which was challenging to deal with but overall still manageable
I learned more about the Microsoft Office Suite than Ecology. Very disappointing and I feel as though I did not get my tuition value.
Way too many assignments for a three-credit course, especially since the assignments take at least an hour each. Felt like I was just relearning stuff from AP Environmental Science in high school.
I really enjoyed this class, although it was a LOT of work, I was interested.

Comments

Dr. Bill expects an immense amount of time and energy specifically based on technology. While he does provide all of the information necessary to technically produce the assignments, the instructions themselves take sometimes numerous hours to absorb and understand to the point where you can create your assignment. While these skills are valuable, the time that they take to acquire is excessive. For me personally, I am not an SOE student so the skills and information presented to be are not necessarily relevant. For these reasons, the class was far too difficult in terms of time commitment. While the focus of the class was primarily on natural resource ecology, I feel that I would have enjoyed the class much more if I could just convey my ideas in a way that I am comfortable. Instead, I was constantly stressed about how much time I was going to need to spend on an assignment to do well. In addition to the technology factor, the immense amount of assignments and quizzes (at least 2 a week to upwards of 6 due dates in a week) was extremely challenging and stressful given that I have 13 additional credits that I'm taking simultaneously that Dr. Bill seems to forget about. The time commitment to a class that I didn't even need made me consider dropping the course for most of the semester.

The writing we had to do for this course was intensive but Dr. Bill made it manageable. With a lot of classwork outside of class, it can be challenging as well.

na

I've spoken to seniors who have said this is the most work they have ever had to do in a 300 level class. The term report was too much for full time students with jobs to manage. The content is not difficult. Writing the papers weren't even hard. But the strict requirements of style sheets was ridiculous. I feel like this course was more of a Microsoft word certification course than an ecology class with how much he emphasized it and how much time he spent on it. You could write an entire paper, and have it be APA format like required, but if you didn't use style sheets—something most people haven't heard of—the EXACT way? 0/50. Dropped a whole letter grade.

This course does have a large quantity of it aimed toward working on your professional technological skills as a student which a lot of students see as unnecessary, however it is very helpful and something you can carry on with you into your career.

There were a lot of papers to write, but we were given ample time for each section.

The assignments, meaning the video assignments, the term reports and final video were very demanding and strict in the instructions for a good grade.

Being a freshman taking a 300 level class, I found this course challenging but manageable. Whenever I felt unsure how to do something I communicated with the teacher and asked for help.

It was challenging because I didn't know exactly what was expected of me when writing my term report

A lot of assignments but with help the material is easy to understand.

It was an easy class as long as you did the work and studied like a student should. If I did nothing in this class to prepare I wouldn't have an A.

I struggled to learn and apply the special technical conditions to build reports, but managed somehow.

The material was not that challenging, but the workload was very intense.

It was a lot of work. I really did not like the quizzes that open Friday after class. It is because I have to work on them in weekends.

I will not say it was difficult but it had some challenging assignments

It was challenging since I didn't understand a good chunk so I had to study quite a bit extra. Also, there was a lot of big homework assignments that were challenging and would have to spend several hours on even if it was just some questions on a video.

When I first was looking at the syllabus for this class and all the work we would have, I thought it would be extremely difficult

The document mechanics and preparing the video were challenging the material was not.

A little too much homework

This course was challenging but not too much to chew. The term reports were easy to write but harder to format. Ultimately these struggles made me a stronger writer and feel accomplished in my hard work.

The course isn't challenging in itself if you want to do the minimum work required to do well, but there are opportunities to challenge yourself. Students are rewarded for putting in extra effort and given the opportunity to learn more than what's expected.

There were a lot of assignments every week which was difficult to keep up with but I managed. I understood how the assignments related back to the class but struggled with some aspects of them.

n/a

It isn't necessarily challenging information-wise, but it is quite a bit of work sometimes.

There are many opportunities given to learn the material, but if you don't take those opportunities you will fall behind

I had to learn new skills that made it challenging. Like the term reports.

It was a lot of work compared to my other courses but all the work needed had helped me to learn everything I needed to and I was able to get them all completed because although it was a lot I still learned a lot and enjoyed the subject.

Some of the assignments were extremely difficult to complete without having the proper knowledge on how to do some of them like

Comments
the term report specifics and the video. Should have had a lab to help with this.
very easy to get through class.
The amount of assignments that didn't seem to apply 100% to the topic at hand or were set up poorly
Not easy but not hard. The video at the end was hard however.
This course isn't necessarily too challenging, but there is a lot of work between Perusall assignments, weekly quizzes, term report submissions and video assignments. I spent more time on this class than any other course this semester, but I also probably learned the most in this class. The hard work was worth it.
This course takes alot of thought process in order to understand each topic. Giving thorough assignments in watching and explaining our point of view to keep us engaged.
Always something to work on, but unnecessarily. A lot of repetition

Overall, what suggestions or changes, if any, would you make to improve the content or format of this course regardless of who is teaching it?

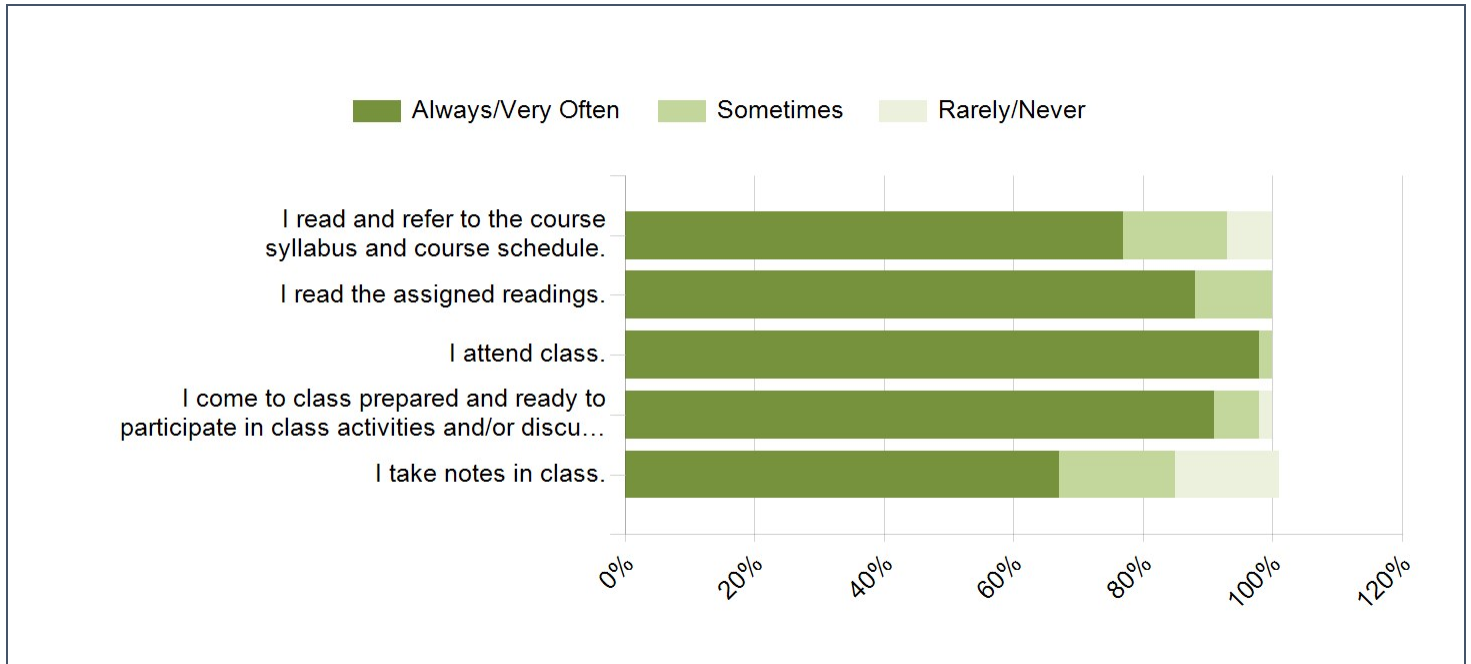
Comments
My only suggestion would be to drop Perusall.
The process of turning the paper into a powerpoint and then into a YouTube video took an exorbitant amount of time for something that was only related because of the topic. I wish we could have spent more time on the last couple of sections of lecture, like biodiversity and climate change instead of the powerpoint and video because the natural resource chapters are what I enjoy about this class! That being said, I did enjoy seeing the creativity in the videos regarding Kamiak Butte. Overall with 3 other classes with time requirements, I had to put those on the back burner to keep up with the requirements in this class.
I would have liked to have spent a little more time in the field solidifying concepts
It felt that a lot of the times, we were being graded heavily on our ability to use technology(word, power point, YouTube) rather than the actual course material. Its great that we were taught how to do these different things but the focus should be on our knowledge of ecology and not our technological ability because we are not in a computer class. If someone chose to not use document mechanics, while that will ultimately make their life harder, they should not be marked down.
Dr. Schlosser was an excellent professor, but I wish that we had spent more time on ecology and less time learning about technology. I didn't learn much in this course that I hadn't already learned from other courses.
Dr. Schlosser needs to restructure and reevaluate how he's teaching this course
Overhaul the course approach. The field trip and videos were helpful and informative, but all of the stressful Microsoft Word technicalities were tedious, unnecessary and distracting from the core course concepts. Huge disappointment with the lack of knowledge gained from this course.
Less assignments or have the assignments take less time and get rid of Perusall/the readings.
Don't expect students to have the same literacy about technology that we've been using for only a fraction of the time that the professor has. It is not as simple as it is made to sound and I wish I had been more aware of the expectations before I invested too much time and energy to drop the course.
Maybe be a little bit more strict on due dates. Its nice of Dr. Bill to do but I sometimes feel that people could take too much advantage of it. It is very helpful and I liked that I had that crutch but I do would not want people to not take this class as seriously because they do not feel obligated to finish work on time.
na
Less style sheets. Not an 8 part term report where each part takes an entire days work to accomplish.
Less on computer use, more on ecology
I would make this a four credit class. There is a lot of time being spent outside the class with assignments that I feel like it should be a four credit.
Study guide
Spacing out assignment due dates or creating less assignments
maybe make it 4 credits and add a lab for mechanics and a place to do homework. not a 3 hour long full of assignments lab. But one where you do your work and leave depending on when you finish. attendance is the points for all labs.
I don't know, most of this stuff is either a slight elaboration of information I already knew, or was review. I would have benefited more from a more advanced course maybe, applying data collection and analysis like from the kamiak field trip report or something. Or maybe I just would prefer field work.

Comments
I really appreciate to Dr. Bill. I was failing the class and ready to drop the class but he was wiling to work with to rise up my grade.
na
Focus the class around the material not document mechanics and making a video.
Slightly less projects
Dr. Bill is great. This course could honestly have a lab to help get a deeper understanding and watch some of the weekly videos in lab to have more discussions on the topics.
None.
While the early perusalls helped with my understanding of the class the later ones did not. I would reevaluate what chapters of the book will assist students with their understanding for what we are currently discussing in class.
n/a.
Dr. Bill is the best professor I've had, I wish he taught more classes here.
Nothing
None.
For this to include a lab to help with papers and youtube video specifics. Also should be a higher credit class with all the work we had to complete every week.
none
Change the content to expand beyond what we learned in the Humans, the Environment and Sustainability course.
I wanted to learn more about ecology and biology terminology and species around the world and how they interact and less on how to make a video and type papers on Word.
Less video assignments.
Not so much document mechanics and a little less assignments per week

Student Effort and Responsibility

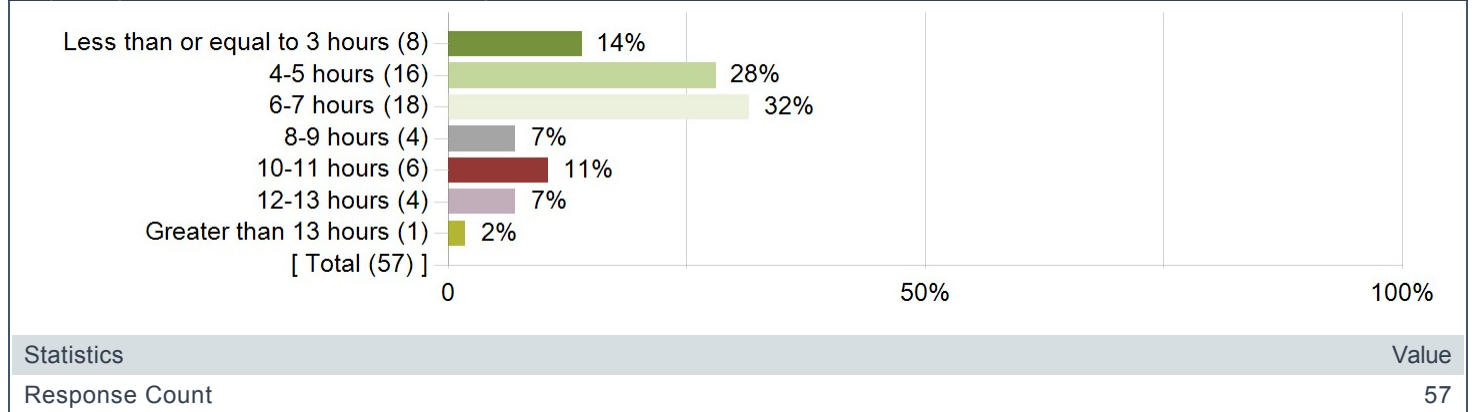
How often do you do the following to learn in this course, **SOE 300.01-3164 Natural Resource Ecology?**

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
I read and refer to the course syllabus and course schedule.	57	4.0	4.1	44	77%	9	16%	4	7%
I read the assigned readings.	57	4.0	4.4	50	88%	7	12%	0	0%
I attend class.	57	5.0	4.6	56	98%	1	2%	0	0%
I come to class prepared and ready to participate in class activities and/or discussion.	56	5.0	4.4	51	91%	4	7%	1	2%
I take notes in class.	57	4.0	3.8	38	67%	10	18%	9	16%



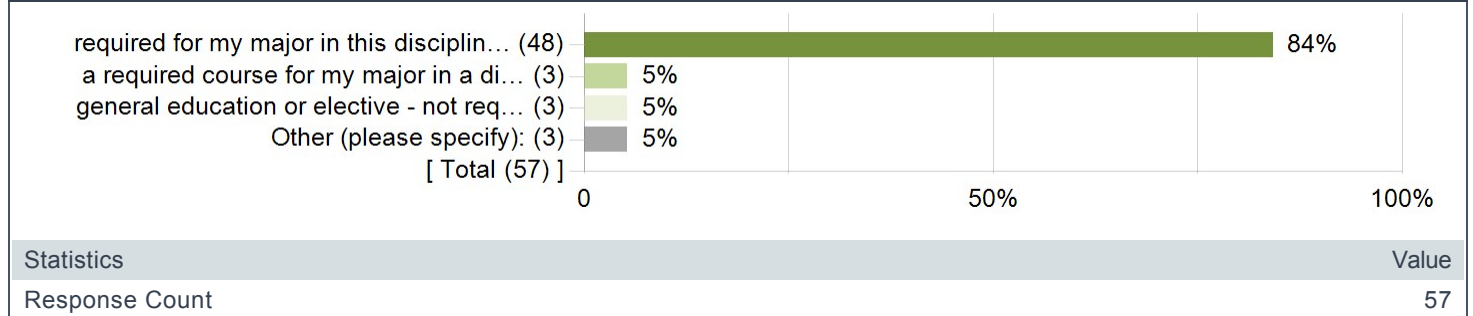
Typically, how much time PER WEEK do you spend on this course outside of class?

1. Typically, how much time PER WEEK do you spend on this course outside of class?



This course is...

1. This course is...



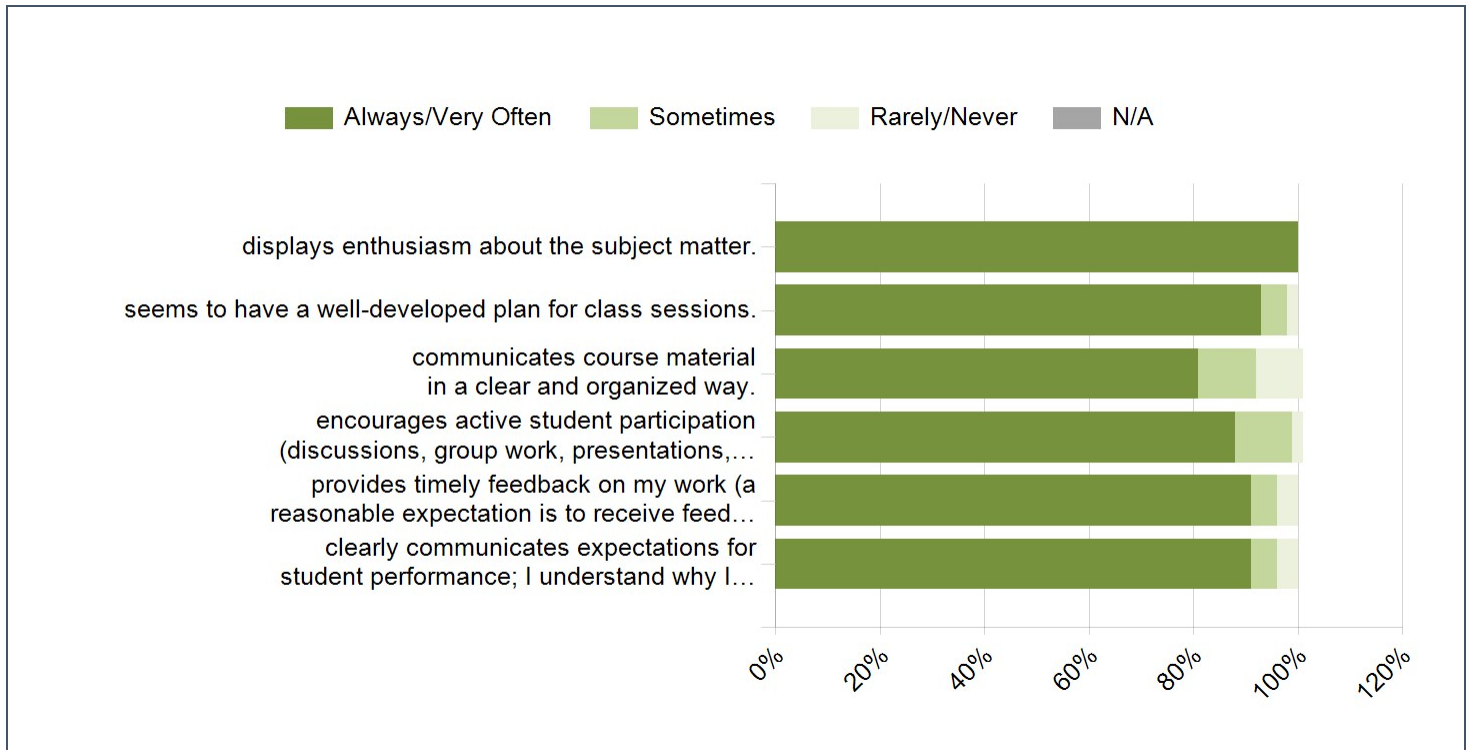
Questions about the Instructor

This section provides two summary views followed by breakdowns by question.

How often does your instructor **William Schlosser** do the following?

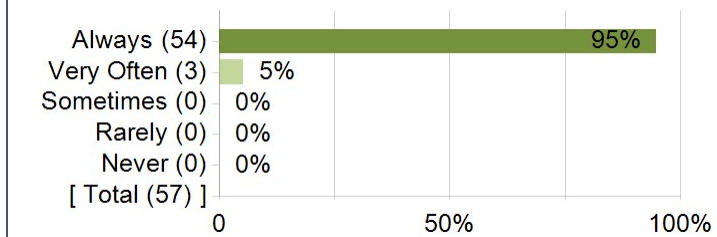
My Instructor...

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
displays enthusiasm about the subject matter.	57	5.0	4.9	57	100%	0	0%	0	0%
seems to have a well-developed plan for class sessions.	57	5.0	4.6	53	93%	3	5%	1	2%
communicates course material in a clear and organized way.	57	5.0	4.3	46	81%	6	11%	5	9%
encourages active student participation (discussions, group work, presentations, questions, etc.).	57	5.0	4.5	50	88%	6	11%	1	2%
provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).	57	5.0	4.6	52	91%	3	5%	2	4%
clearly communicates expectations for student performance; I understand why I get the grades I get.	57	5.0	4.6	52	91%	3	5%	2	4%



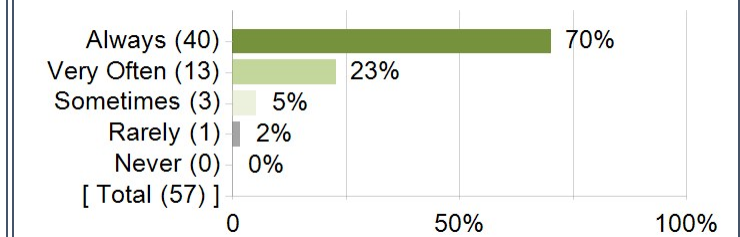
How often does your instructor **William Schlosser** do the following?

1. displays enthusiasm about the subject matter.



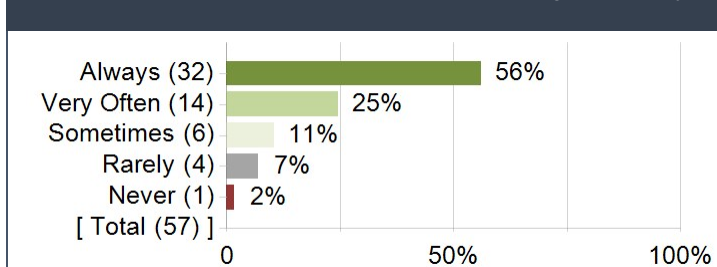
Statistics	Value
Response Count	57
Mean	4.9
Median	5.0

2. seems to have a well-developed plan for class sessions.



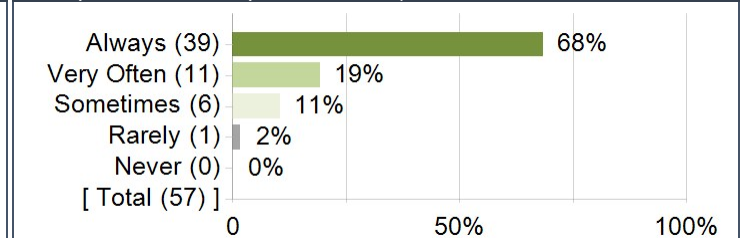
Statistics	Value
Response Count	57
Mean	4.6
Median	5.0

3. communicates course material in a clear and organized way.



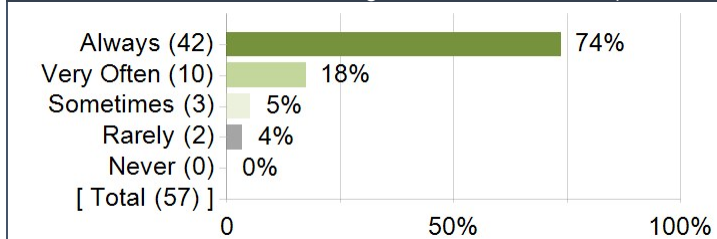
Statistics	Value
Response Count	57
Mean	4.3
Median	5.0

4. encourages active student participation (discussions, group work, presentations, questions, etc.).



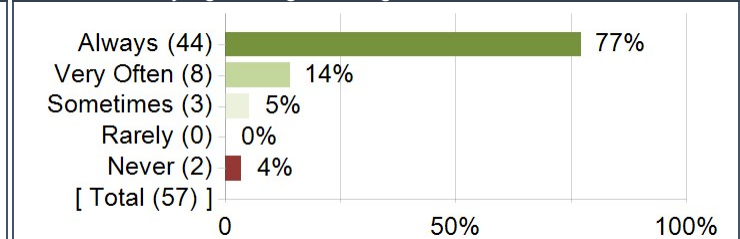
Statistics	Value
Response Count	57
Mean	4.5
Median	5.0

5. provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).



Statistics	Value
Response Count	57
Mean	4.6
Median	5.0

6. clearly communicates expectations for student performance; I understand why I get the grades I get.



Statistics	Value
Response Count	57
Mean	4.6
Median	5.0

What are the strengths of **William Schlosser** as an instructor?

Comments
Clearly enthusiastic about the subject and teaching it. Very knowledgeable, and anecdotes about working in the field were beneficial. Approachable
Dr. Bill is greatly passionate about his work and can tell he cares about the content his students are actually gaining. He goes out of his way to help students outside of class and has open communication. I really appreciate the format of this class, short essays, readings, and the Kamiak Butte trip are the most effective learning tools for me as a student.
Dr. Schlosser is always excited for class, even when I know he was awake at 2 am. He has a passion for teaching and it shows. He

Comments
always took the time to keep the class updated and always explained his expectations for assignments. Dr. Schlosser had a clear plan of what he wanted to teach students and I believe he achieved his goal. This was my favorite class and teacher.
Dr. Bill is enthusiastic about ecology and clearly shows it, this makes the class more engaging.
Is always willing to work with the students and will help them out in any way he can
He is very enthusiastic about ecology. He is willing to work with students one-on-one and genuinely wants them to succeed, which is not true of all instructors. When there was something that we did not understand, he set aside class time to help us and provided us with tools that would increase our understanding.
Enthusiastic and knowledgeable about the subject. He also gives students a lot of opportunities to increase their grade in the class
Dr. Bill is a friendly, passionate, knowledgeable instructor. However, his teaching approach is critically flawed and inadequate. Dr. Bill focused his instruction and coursework more on Microsoft Word proficiency, rather than Natural Resource Ecology. As such, I feel as though this course should be titled "Microsoft Office 300" rather than Natural Resource Ecology. Dr. Bill focused on computer programs instead of actually teaching the fundamental concepts that I thought I would be learning about in the course.
He's very passionate about his work and when you understand his lecture style, you get the material.
He is super enthusiastic and motivating. If all he needs is to offer some extra credit for assignments to be done, he'll do it. He sets up each and every one of his students for success. Whether they take the opportunity is a different story.
Very enthusiastic and knowledgeable. I really enjoyed listening to the lectures. Very tech savvy as well, taught me a lot about document mechanics.
Super knowledgeable and enthusiastic. Very competent with technology and produces organized lectures and instructions for assignments.
He is a very encouraging professor. I like that he openly compliments his students because a lot of professors don't put in the effort to do that. He seems to be very knowledgeable in what he does and seems to enjoy teaching. He is very lenient with due dates which does not put as much pressure on a student and allows them to produce the best work that they can. He gives as much help as needed and is able to meet with students after or before class.
Accommodating to students
He's positive
Dr. Bill always responds in a super timely fashion and he is very dedicated to his position as a professor. I can tell in the way that he grades our work and how much time he spends on it and the quality of feedback given. He also always encourages the best out of his students to achieve that grade that they want and he makes it very attainable, all you have to do is complete the work as asked and go a little bit beyond if you want to get better than the expected amount. He is always available and pushes his students to do their best and he is always prepared for every lecture.
Friendly, engaging, caring
He is very enthusiastic and attempts to be funny.
He teaches and scores the right way. Instead of giving a score and that being it and not learning much from it, he gives you the opportunity to redo an assignment, learn your mistakes and fix them, and achieve a better grade through hard work. I have redone assignments up to 3 times and have learned way more from this method than simply getting the grade but not the opportunity to fix them.
This instructor does a great job being very organized with this class and teaching the lectures. He always seems very enthusiastic about his lectures and really cares about his students succeeding.
Enthusiastic, organized, experienced, approachable
Very passionate about what he does, works with students to help them succeed, and pushes students to deliver their best work.
He gets back to you very quickly, understands his subject that he teaches while also understanding that students have a hard time with all of their classes and is extremely kind so he will extend assignments if needed. He also rewards the hard work put into each assignment.
Enthusiasm, willingness to try to help
He has great intentions and definitely goes in depth about concepts and explains what he wants out of responses.
He is always willing to work with student.
explanation of materials
He is very passionate about what he teaches which pulls you in and makes you want to learn. He also gave the students clear instruction that he wanted everyone to succeed and gave us plenty of opportunities to do so.
He is the most enthusiastic professor I have ever had and is always nice. He assigns a lot of work, but he gives points when he sees effort, which I think more professors should incorporate. He never puts anything surprising on his exams, and, in fact, makes a pretest that shows the all the questions that could show up on the exam.
He is enthusiastic about the subjects he teaches in class. He is flexible with students and patient with them, allowing them to take

Comments
their time to learn about the subjects he teaches.
Very approachable and reliable when a student needs help.
Passionate, cares about his students
Very positive and outgoing, makes contacting him very easy to do as a student.
Dr. Bill is the best professor I have had so far in my carrer at WSU. He is very informative on the topic of ecology along with many other sub feilds of enviromental sciences. He is fun to listen to and has amazing videos and power point slides. It was a delight being in his class and he made me want to do my work to my fullest ability not only for myself but to please his expectations.
Really cares about the success of his students. Provides every opportunity for students to get good grades. Knows the course material and presents it in a way that's easy to understand.
He is really kind and forgiving like if I wrote the wrong assignment he will let me write the correct one and turn it in for full points. He also very helpful with any problem that I came to him with.
By far the best Professor I have had in my 3 years of attending WSU. I have never had a teacher such as Dr. Bill that is so engaged, enthusiastic, and helpful. You can tell Dr. Bill takes pride and overall enjoys teaching this class, which makes it way more enjoyable for the student. I have never liked attending a class as much as this one, and looked forward to Dr. Bill teaching every day. He also gives the student's so many tools and pointers to be successful in this class, whether its from a quick email clarifying something, or his videos provided on Blackboard that teach you how to write a perfect paper. I hope I get another Professor that's as enthusiastic and intelligent as Dr. Bill!
He is really good at getting feedback on work quickly. He also gives good feedback on assignments. He also gives a lot of extra credit in the class, which was really nice.
Everything
His strengths are being nice to his students and being accommodating when they might be struggling. He doesn't punish them for not understanding or being behind.
Everything he does and incorporates into his lessons and teachings are for the sole purpose of seeing us succeed not just in the course but the rest of our college careers. He gave me so many chances to prove that I can keep doing better in the class and I haven't experience a professor as passionate about teaching as him.
He genuinely wants his students to succeed and goes out of his way to ensure they can
He is very through and passionate on this subject and his delivery in class show this. He is always willing to help right after class and during the weekends.
He conveys what he wants his students to do and he get back to his students in a speedy manner.
Dr. Bill gives an abundance of feedback on the work we submit to him. It is clear that he really cares about his students learning and understanding of the subject, and he puts in loads of effort to make sure we are all on the same page. He seems extremely dedicated to making sure we have all the information we will need to complete a task. He thinks to teach us important life skills such as how to properly construct a presentable research project. This class overall has been very informative and I have learned way more than I expected I would learn.
Very enthusiastic and helpful
Knows the topics and is enthusiastic about them.
Dr. Bill is without a doubt one of the most enthusiastic educators I have ever had the pleasure to be taught by. Being part of a class where you can tell the teacher truly cares about his students and their education is refreshing. I have never seen an instructor who puts as much time and effort into the feedback he gives students and in meeting with students who need help; he is what an instructor should be. The term report will consume a lot of time, but Dr. Bill will meet with you as many times as possible to make sure that you understand what you need to be doing. It was a pleasure to be one of his students and I wish I could take another course of his.
A very enthusiastic professor who dedicates his life it seems to this class. He has experience working in the field and uses his past job experience as direct applications of class material which is very helpful for understanding. He also cares a lot about students.
Hey wants everyone to succeed. He is very enthusiastic and seems to love what he does. His passion for Natural Resources and the lectures he creates are very enjoyable and easy to learn the material.
Very dedicated, great teacher, good assignments.
Kept students engaged, interesting homework assignments, content and nice powerpoints, quizzes helped understand the topics.
He is very enthusiastic and encourages students to ask questions and participate in a discussion. It doesn't just feel like lecturing the whole time because he'll ask us a question and make us think about it and have us share our thoughts. I also felt like I got credit that I deserved for my work. Even though I put in a lot of work, I was rewarded with points and sometimes even extra credit. I have taken a capstone class where I had assignments that took me hours upon hours to complete that were only out of 25 points and I still couldn't get full points. This class was different and I felt like my hard work was actually worth something.

Comments
Really wants students to succeed
passionate and dedicated

What are one or two specific things the instructor, **William Schlosser**, could do to improve his/her teaching?

Comments
Teaching the document mechanics was definitely useful, but sometimes it felt like going over it in class became excessive.
Many lectures are long and we don't quite get through all the material that was planned for that day. But I understand that we only have 50 minutes to cover a lot of information.
I truly feel that the way Dr. Schlosser structured and taught his class could not be improved upon. For my learning style his techniques worked very well. I feel that I have a great understanding of the subject. I would love to take more classes with him.
Stopping to make sure everyone in class is following along could help keep students more engaged throughout the class.
Make it easier to take notes. I barely ever took notes because I found it very hard to pick apart the lecture slides to find important information. I spent so much times trying to find something to write down that I wasn't paying attention so I just stopped taking notes in order to pay attention. This was also problematic because I then did not know what was important and what was not.
<ul style="list-style-type: none"> -Follow one specific train of thought -Tell us what he expects from us -Grade on course materials, not "Document mechanics" -Less work (T/A's said 4 credit 400 level soe courses had less work that this class)
Focus less on computer program technicalities. Please focus more on the anticipated concepts of the course! I learned more about Microsoft office than ecology. This was useful information, however it is not what the course was supposed to teach and I was thoroughly disappointing with the learning outcomes of this class.
Reduce the amount of work, especially with the size of the term reports, and focus less on document mechanics and more on the content.
I do not think the Perusalls were useful at all to me besides the Zamora chapters. They ended up being busy work and something I dreaded. It did not help my comprehension at all.
Dr. Bill also should explain what he expects from the term reports more. I struggled a lot before until I watched the videos and got help from my TA's. Showing an example of one during the class of an actual student term report would be great. Also, showing an example video would have been beneficial too. I am sure anyone would be willing to allow him to use theirs. Many people were struggling on document mechanics. If you did not have a background with Microsoft Word, like I did, people would struggle. I would dedicate some time in class or outside of class for a document workshop with dr. bill for anyone who has questions on the first week. Honestly make it mandatory.
Rely more on education and knowledge than technology. Organized PowerPoint's and lectures are important, but expecting students to convey the same technology competency is excessive.
Not go on tangents as much/do not spend as much time on one topic.
grading faster
Please don't give people 0/50 because of very minor issues and say that it's not a problem because "we can go back and fix it and turn it back in." It's nice that we can do that. But as a full time student whose grades and GPA matter for future grad-school, seeing my grade go down an entire letter grade because my 13 page paper which was worked on for hours got a 0/50 because he thought I cited one thing incorrectly when I did not is EXTREMELY stressful.
Better written instructions for papers provided in an expected location. Going on a scavenger hunt to find out what I needed to do for an assignment was not conducive to me completing the assignment in a timely manner
His lecture style is more of a stream-of-consciousness ramble than a logical explanation, and he seems incapable of explaining a concept in 20 words or less. Often he talks around his point instead of actually explaining anything, and even those who are already familiar with the concepts he's trying to convey are left confused by the wall of words he throws out there. If he could just realize that what makes sense in his brain doesn't make sense to those of us who don't have his internal context he would be a much more effective lecturer.
get rid of Perusall, I did not learn much from that.
There is nothing I would improve in his teaching.
Provide A+ examples of term reports so that we can know exactly what is expected of us in terms of structure.
The spacing out of assignments and their due dates.
Honestly, at first I was going to say put less focus on the word document mechanics and more on the subject at hand for the

Comments
papers, but the mechanics have helped me a lot and now I am very confident in word. I feel like the mechanics don't have to be the main focus because it felt like that sometimes, people were graded harshly on small mistakes, or errors that didn't make sense/even happen. and the videos only helped 80% of the time.
Don't relay information that isn't always true as absolute– such as all food chains starting with sunlight– when there are many food chains that are devoid of sunlight both deep sea vent communities as well as in cave systems. Or for example saying that cactus grow deep roots as an adaptation in dry climates (they grow extensive shallow roots), or that coyote scat full of obvious fruit isn't evidence that coyote are omnivorous.
Maybe update his understanding of the technology his students are using, or not require things to be done a very specific and absurdly convoluted way when there are much more efficient and intuitive options that produce the same quality result.
Assignment is too much.
I really enjoyed the class and loved his enthusiasm which made me want to learn everything.
I can't think of anything specific, he is a great professor.
Re–make his videos on Word Mechanics. The videos can be remade to be shorter, to the point, and slower, with less audio noise background so they are understandable. While the first few videos are tolerable, it is easy to get lost in what he is saying.
Focus the class around the material more rather than document mechanics
Fairly intense work load
Possibly give more background in lecture about document mechanics.
Before the Kamiak Butte field trip, go over specific plant species identification in class. My group didn't feel that we were very well prepared to know how to identify the plant species we encountered.
I would mostly just say that if he is going to go off on some sort of a tangent, tie it back to what we are learning in class. Sometimes I was just really confused on what this story meant for the class materials.
Nothing.
His lectures seem kind of disorganized. He seemed to go off on tangents quite a bit in his lecture, which makes it hard to follow and pay attention.
You cant fix perfection
I really don't think there is anything he should change.
I thought this year went really well, I didn't notice any significant negatives in his teaching.
He puts so much work into the course I'm concerned he doesn't give himself a break
Knowing how to fix major problems on assignments he has us do. Other than that nothing.
none
I felt like the information presented in class wasn't as precise as it could be. He gives out tons of resources for us to learn the information from, which is great, but in order to complete our assignments we have to sift through all of this information, rather than learning it from his lectures.
Too many irrelevant assignments that did not sufficiently teach me the subject matter at hand.
teach us more about Ecology and species interaction and A LOT less focusing on technology and how to write papers and make a video.
I understand that this is a very vital class for Environmental Science majors, but the workload was quite high. I will say that Dr. Bill does expect a lot from his students. That said, if you work hard, he will reward you with extra points, leading to a very nice grade at the end of the semester. The hard work is worth it, but I would say there was one or two too many video assignments that would take up a lot of my time on the weekends. This is not a critique, just something to consider.
This is picky and not a big issue at all but I had a class directly after SOE 300 in a classroom on the other side of campus and I cared about the class material and did not want to leave early so it was tough when the lectures would go 3–5 minutes over.
tad less homework
One thing that was sometimes difficult for me was finding certain assignments. I appreciate having folders for lesson plans for the week and quizzes, but when it came down to the term report papers and video, sometimes it was hard to find the drop box for the assignment. I think it would've been a good idea to have the drop box for the term project reports in a separate folder. Also, sometimes it was difficult to figure out what exactly was expected for the term reports. For the first report, I didn't know that the report needed different subheadings for each section of the paper (for example: Introduction, Climate at Kamiak Butte, etc.). Once I figured out what he wanted, I was able to incorporate this into the rest of the term reports. To alleviate this confusion, I think it would be nice to have a rubric for what is expected for each paper, especially the first paper. I think if a rubric for the other papers wasn't given that wouldn't be as bad since we'd at least know based off the first rubric, but even a short rubric would be nice to avoid any confusion.
Less work. With term reports, perusall, quizzes, and assignments i felt like there was so much work. There was more work than my chemistry class. With term reports especially, i wish the grading was more emphasized on content and understanding then

Comments

document mechanics.

Questions about the Course

How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

	Resp	Median	Mean	Strongly Agree/Mildly Agree	%	Neutral	%	Mildly Disagree/Strongly Disagree	%
Textbook and/or other readings	55	4.0	3.9	43	78 %	6	11 %	6	11 %
Presentations by the instructor	56	5.0	4.5	50	89 %	4	7 %	2	4 %
Class discussions and activities	52	4.0	4.4	46	88 %	6	12 %	0	0 %
Labs	13	4.0	3.9	8	62 %	4	31 %	1	8 %
On-line activities	56	4.0	4.3	48	86 %	6	11 %	2	4 %
Homework assignments	57	5.0	4.5	51	89 %	6	11 %	0	0 %
Presentations I prepared and gave	52	5.0	4.3	43	83 %	5	10 %	4	8 %
Group work	32	4.0	4.0	23	72 %	6	19 %	3	9 %
Videos	56	5.0	4.3	50	89 %	3	5 %	3	5 %
Guest lectures	21	4.0	4.0	15	71 %	3	14 %	3	14 %

Please provide comments about what elements of the course did or did not help you learn:

Comments
Essay questions and the term report materials were very useful and the quizzes did help reinforce the material. I didn't feel that Perusall was beneficial for learning because it ended up feeling like busy work more than anything. It didn't feel useful to try and force insight/questions.
Dr. Schlosser helped me learn by encouraging us to define, discuss with example. That really help to solidify the knowledge.
Lectures contained most of the learning I gained this semester.
Lecture slides. It was very difficult to find things to write down and take notes on in lecture because there would hardly be anything on the slides. Also, the format of the slides did not make sense to me. Normally, there is one large overarching topic and you work down from there but it seemed in this class we would just bounce around from one topic to another.
This class was mostly a review of other SOE classes that I have taken in the past. Dr. Schlosser provided us with lots of materials to help us learn, but I already knew most of the material. I'm not sure that I learned much in this class.
The Term reports were more about document mechanics than the actual content.
The videos that were required to be watched outside of class provided the knowledge and information that Dr. Bill did not. I learned all of the course concepts from youtube videos instead of class lectures, which was very disappointing. Lectures were not even available for reference online after class.
IMPORTANT COURSE FLAW: PERUSALL Please discontinue the use of this pointless online tool! Class readings on perusall provided some useful information, however the grading system is COMPLETELY FLAWED. The computer algorithm that automatically grades my work is totally incorrect and useless. The required amount of comments on each reading was 6 comments, I would typically need to leave over TWENTY comments for the algorithm to give me a FAILING grade for the assignment. Nothing is more demoralising than having my hard earned work be graded by a computer algorithm and an incorrect grade being assigned. Please cease the use of this software and allow the TA's to actually do their job of grading student work, instead of a computer grading my work. In my 4 years at WSU, this is the most frustrating, useless tool that I have used.
I felt like the readings didn't always have to do with what we were learning in class. Also, I felt like there were way too many

Comments
assignments for a three credit course. I felt overwhelmed with it especially while trying to keep up with other classes.
Perusall readings
Technology used to teach us (videos, organized slides, supporting technical videos) helped me to successfully complete the required assignments. However, I used these ONLY to complete assignments, not necessarily to help me learn.
The presentations helped a lot and the Kamiak Butte helped a lot. I did not enjoy Perusall as much, it was just a lot of text that was hard to pay attention to.
na
We learned more from the 1+ hour YouTube videos we were required to watch and take online quizzes on than the lectures themselves
Some of the textbook chapters that were required seemed like there were too many graphs or too many concepts shoved into one chapter. Fortunately if you just try to pick out the information you understand then you get the points for the comments you make and any information you didn't gather from the textbook reading, Dr. Bill does a fantastic job of explaining the information in lecture.
the perusall
The instructor puts everything on blackboard which I found very helpful. I was always easily able to find when assignments were due, the lectures and helpful videos on how to make our term reports.
Learning how to properly cite my work on Microsoft Word is a skill that I needed and am happy I learned. I learned so much during this course that it was challenging linking it all together when writing the term report. I was incentivized to revise and resubmit however, which helped me learn.
I think the extra videos provided along with the weekly quizzes really helped me understand the material outside of the class.
perusall helped!
I did not learn much in this class, unfortunately, other than how to get by applying some of ms word's style sheets. I enjoyed some of the videos we were required to watch outside of class, got to see some documentaries I'd have not otherwise watched. If I applied myself and studied harder, I'd have learned a handful of new things (and would've got those answers correct on the exams), or clarified some misunderstandings I've collected over the years of being interested in wild life.
Some video is really helpful but the most of them are not.
I didn't think the Perusall's helped me that much
Did not like perusall
The term reports made me a much better writer with document mechanics and active text. I feel confident to write a scientific report in APA format in a very professional fashion.
The documentaries we watched outside of class were very helpful in that they provided me with an example of what were learning in class out in an actual ecosystem.
n/a
The term papers were really helpful in learning the material. It helped to relate it all back to Kamiak Butte.
Practice exams before a test helped a lot
Online activities didn't help me learn much but they can still be useful.
The field trip was very helpful when writing our papers and making the video.
The Homework was helpful to understand the material that we had learned in class and was useful information to know.
The field trip to Kamiak Butte could have been more instructive. We divided up into groups, and while this was necessary for completing our worksheets, I think we could have learned more if we all stayed together and he could instruct us along the way. Also, this field trip was nearly exactly the same as the field trip we took in Humans, The Environment and Sustainability course (also a core requirement). Because this is a higher level course, it should be expected that students already know some basics of ecology. I don't think it should be presented as an introductory course for other majors who haven't taken ecology courses before. The first half of the semester for me was mostly review from the aforementioned class, and we could have advanced more throughout the semester on new topics, specifically, natural resources. I expected the class to be more focused on use of natural resources and its effect on ecology, and feel that the course direction we took this semester was a lost opportunity to present new material not offered in other courses. It is disappointing that this course was similar to the Humans, the Environment and Sustainability course. Because they are both core requirements for Environmental Science/Ecology majors, they should cover new ground and not be repetitive.
The amount of unnecessary assignments.
The video didn't help me learn anything. I chose this major because I wanted to work outside and not be overly involved with technology. I found myself more annoyed and worried about how I was going to do the video than learning about ecology.
The term report was a fantastic lesson of responsibility and keeping up with my schoolwork as it is assigned — you cannot just forget about the term report submissions, because when it comes to the final submission, you will not have anything. I think it is

Comments

important how much he emphasizes the report because it teaches you a lot. As much as I sometimes despised the term report, it taught me a lot about myself and Kamiak Butte, of course.

It was great how Dr. Bill would give extra credit to go see relevant guest speakers at WSU. The idea of taking a term report and then turn it into a video was so cool! Perusall wasn't great in my opinion but I thoroughly enjoyed the assigned homework because it was so applicable and relevant.

Term reports were helpful and engaging

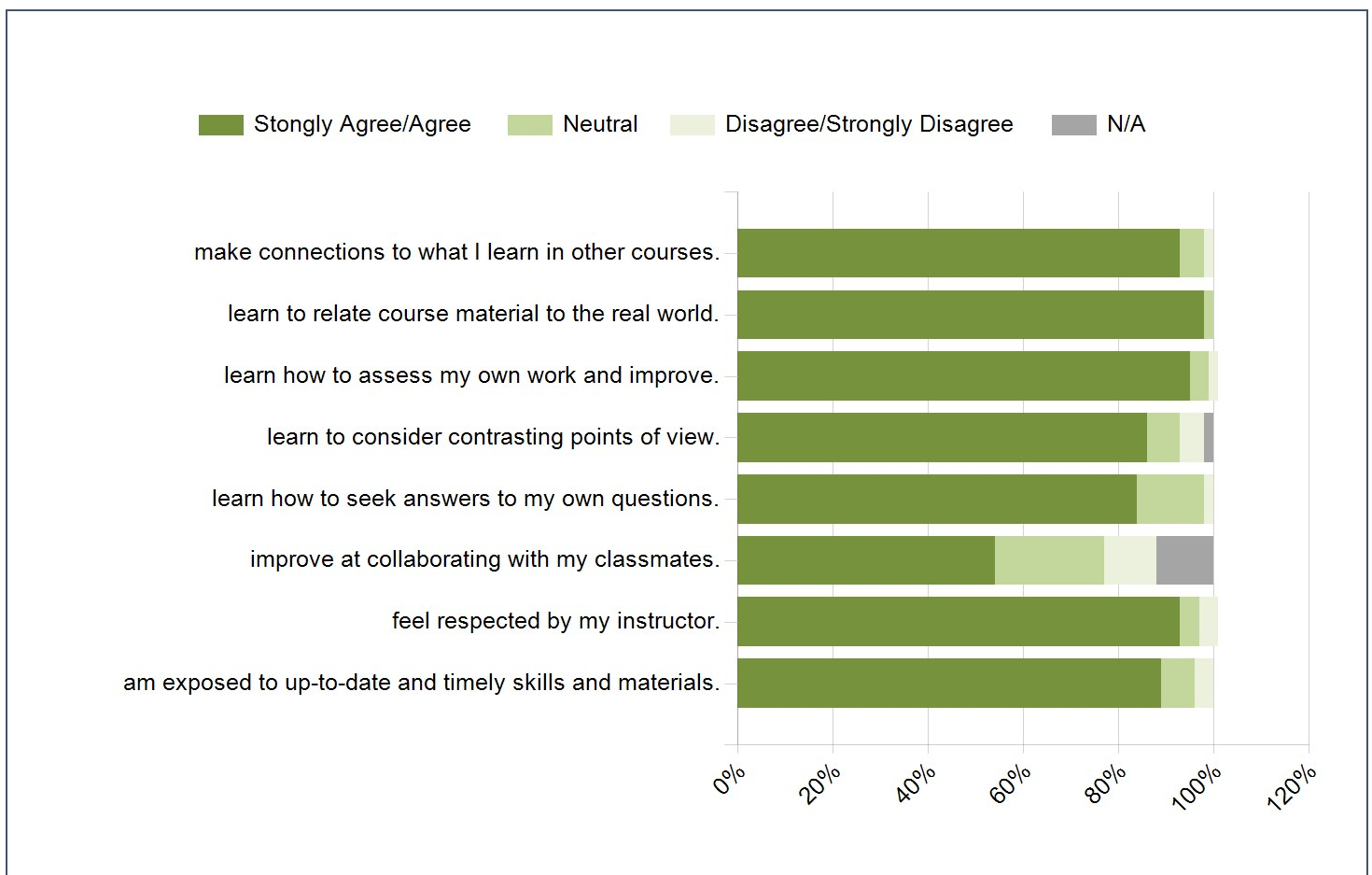
The educational videos, Dr. Bills lectures with powerpoints and notes explaining topics.

I really enjoyed the field trip and the video assignments that we sometimes completed. It was really cool to see how what we learned was applied to the real world.

Deadlines were slightly hard to meet

How strongly do you agree or disagree with each statement about this course?

In this course, I ...



Please comment on which skill/item above is particularly valuable to you and why it is valuable.

Comments

I'm glad that we learned the topics in document mechanics/powerpoint and can see it continuing to be useful in the future. Other than that the topics in ecology we learned really did feel like a good basis that will connect well with other other topics.

Dr. Bill is approachable to his students. He encourages us to reach out to him or the TAs to ask any questions we might have. He really encourages us to put forward effort into our work and to be proud of it.

I felt very respected by Dr. Schlosser. He went above and beyond to provided detailed constructive feed back to help me improve my understanding and grades. He was the only teacher to tell me how I could improve.

Learning to analyze real world data collected in the field is an integral part of what I'd like to major in.

Comments
Making connection to my other courses is very important. It makes me feel like I am paying attention in all of my classes and that all of my classes build on one another.
Due to the chaotic nature of the instructor, I feel that I have learned to figure out class materials on my own. This has been extremely useful for me and has translated well to other courses
If it was not the few connections I was able to make to the real world from this course, this class would have been a complete waste of time. It has caused me to question my further enrollment at Washington State University and ponder if a different institution offers the education that I desire.
Learning how to assess my own work and improving it is particularly valuable. He outlines assignment instructions well but creating great reports depended on my individual effort. You essentially teach yourself how to use the technology he wants and it's incredibly time consuming and, in my opinion, excessive. However, if you do it well you are rewarded with extra credit.
In regards to timely skills and materials, Professor Schlosser has helped me a lot with Word 365. I learned how to use it in a timely matter and how to make my paper look better. This has helped me in other classes.
Na
This is a fantastic course and I remember starting this course and not really being too excited about it's applicability being more interested in the wildlife part of my major than the ecology, but this class has opened up my interest and understanding to see that they are combined concepts and you can't understand one without the other and now I actually find ecology interesting.
I appreciated the skills we learned in how to use Word to its fullest potential with the citation manager, heading settings, and formatting. It has already served me well in other classes, and I will probably be using it for the rest of my life.
I was able to make connections to what I learn in other courses. Dr. Bill would always say "define, discuss with example," when writing essays. This is valuable to me because it made me improve my writing in my other classes. I also felt very respected by Dr. Bill, he always wanted to see his students succeed and make himself available for help whenever you needed it. This is valuable when learning in a class because I always felt comfortable asking him questions or for help.
Dr.Bill teaching us how to use Powerpoint and Word more in–depth with video and in–class discussions was awesome. Definitely using those skills in the future.
To feel respected by my professor because this is my third year in college and I don't even feel like a person anymore. I am just going with the flow, turning in assignments to teachers who don't even know who I am. This semester, not only have I been seen by my professor, but we have a mutual respect and to be real this class doesn't make me feel like a piece of crap. I look forward and enjoy going to lecture and doing assignments. Because of this class and Dr. Bill I re–discovered my self worth as a student and a person.
I don't know what to say... I like the one about seeking answers to my own questions.
This class is important to my major.
I learn so many skills about the how to make nice paper.
I think being able to relate course material to other classes and the real world are very valuable because that's the whole point of school, that you can understand problems and actually see them in the outside world.
'feel respected by my instructor' He understands that as students, we have work for other classes, and he knows that some of his big assignments take time.
Builds a foundation for rest of my degree
My ability to write a formal scientific report has improved drastically. I have always been quite good at verbalizing my thoughts and ideas, but this course has taught me how to do so in a professional manner. I will be able to use these new skills to hopefully land me a job in the future stricly off of my organized and professional style of writing.
The quality of my writing and my proficiency with document mechanics have improved immensely. This will be valuable in assignments for future classes, writing cover letters and resumes, and making reports and presentations throughout my career.
This class really helped me assess my work and see what was working and what was not working. I then knew exactly what I needed to redo to improve the overall project.
"Learn to relate course material to the real world". This is valuable because this class has taught me more than a lot of other classes. Rather than just memorizing definitions and terms like I do in other classes, this class really just teaches you how the natural world works, and builds upon that foundation. This class is more thinking and problem solving oriented, rather than just memorization, which is more useful in the real world.
It is important to me to make connections to the real world because I plan on having a career in this field.
The professor was very willing to help students with anything they needed
Feeling respected by my teacher is important to me because it helps me want to keep working and give in my best work.
The item of respect from my instructor has been very valuable in how I succeeded in this class. Even in areas where I knew I could do better, he saw that potential in me and continued to support my efforts. I wasn't afraid to reach out for help when I needed it.

Comments

The video presentations we made I know have that knowledge for other classes and future projects.

The class material always related to information that was happening and happen in the real world which was nice to learn about.

I was taught an extremely valuable skill on how to use Microsoft Word for large, lengthy research papers. No professor had taught these specific skills before, and it will be useful for the rest of my life. I especially appreciate the effort and feedback Dr. Bill gave on each of our research papers, and how we could improve.

I related this course strongly to my geology course and I relate the course material strongly to the outside world. I now look at earth's structures and wonder how they came about. I can now look at a mountain and assume it was formed due to convergent tectonic plates. Due to this class, I can constantly make connections to the outside world.

I unexpectedly learned so much about using Microsoft Word and Powerpoint from this course.

the feed back given on work was very helpful

Even though I'm an animal science major, I felt like a lot of the material in this course was related to what I have learned in many of my animal science courses. Also, I really liked how we were given many real-world examples through lectures, the field trip, assignments, and videos.

End of Report