WASHINGTON STATE UNIVERSITY

2022 Fall Quick Report for William Schlosser SOE 300

Project Title: **College of Agricultural, Human, and Natural Resource Sciences Course Evaluations 2022-2023**

Course Audience: **70**
Responses Received: **35**
Response Ratio: **50%**

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, **Jeannie Holt**, or email esg.blue@wsu.edu.

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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

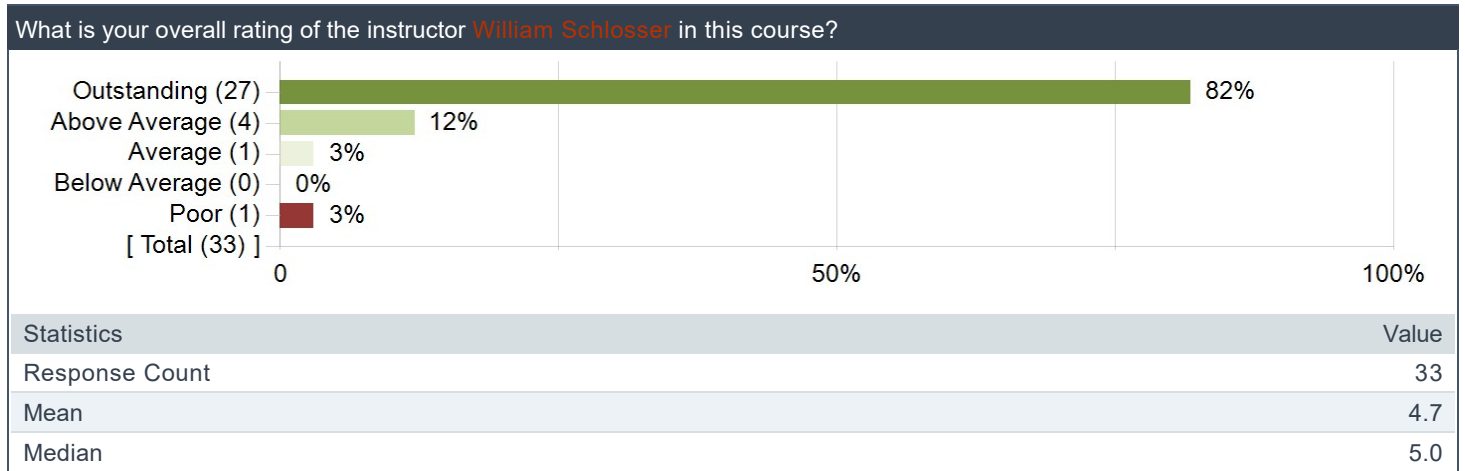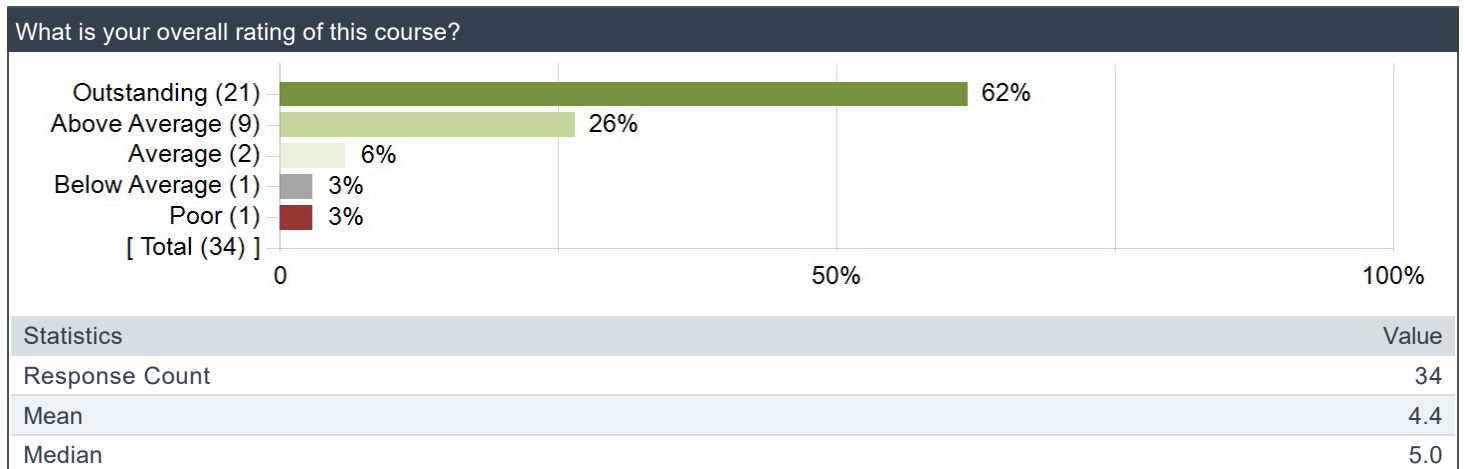|	
Does Not Apply/NA:	In questions with a "Does Not Apply" choice, the NA count is shown in the frequency graphs but is NOT included in any statistical analysis (mean/median).
Response thresholds to protect student confidentiality:	If fewer than five (5) students respond to your course evaluation, an 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 the instructor William Schlosser in this course?

Outstanding (27)	82%
Above Average (4)	12%
Average (1)	3%
Below Average (0)	0%
Poor (1)	3%
[Total (33)]	

Statistics	Value
Response Count	33
Mean	4.7
Median	5.0

What is your overall rating of this course?

What is your overall rating of this course?

Outstanding (21)	62%
Above Average (9)	26%
Average (2)	6%
Below Average (1)	3%
Poor (1)	3%
[Total (34)]	

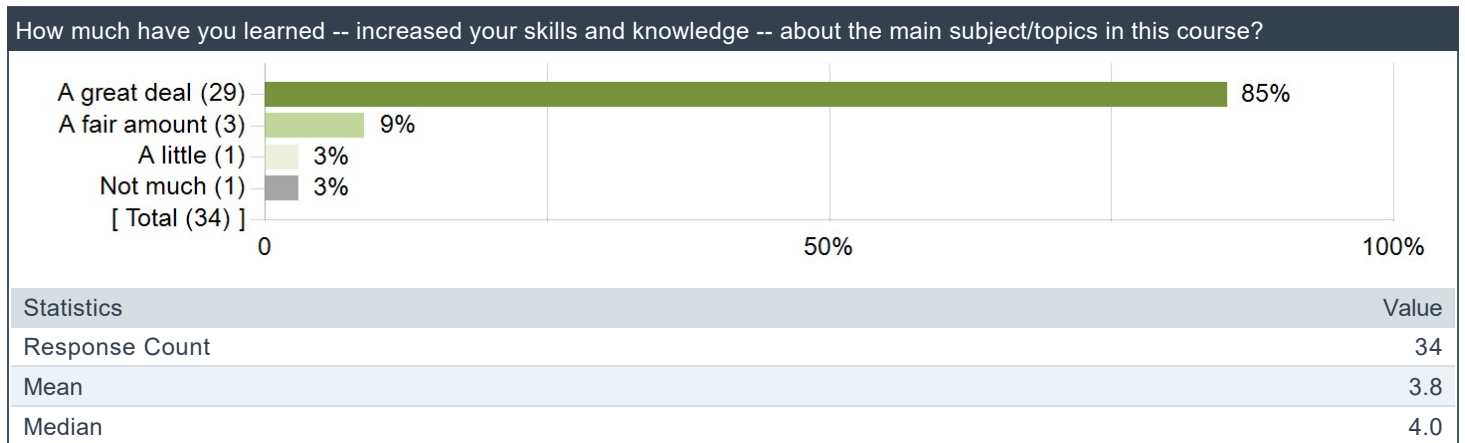| Statistics	Value
Response Count	34
Mean	4.4
Median	5.0

How strongly do you agree or disagree with each statement about this course?
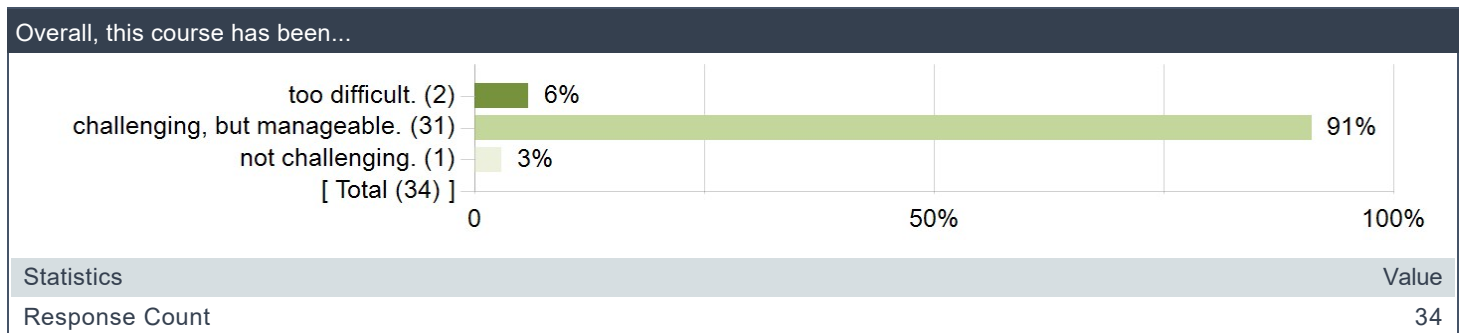
The following elements of this course help me learn:
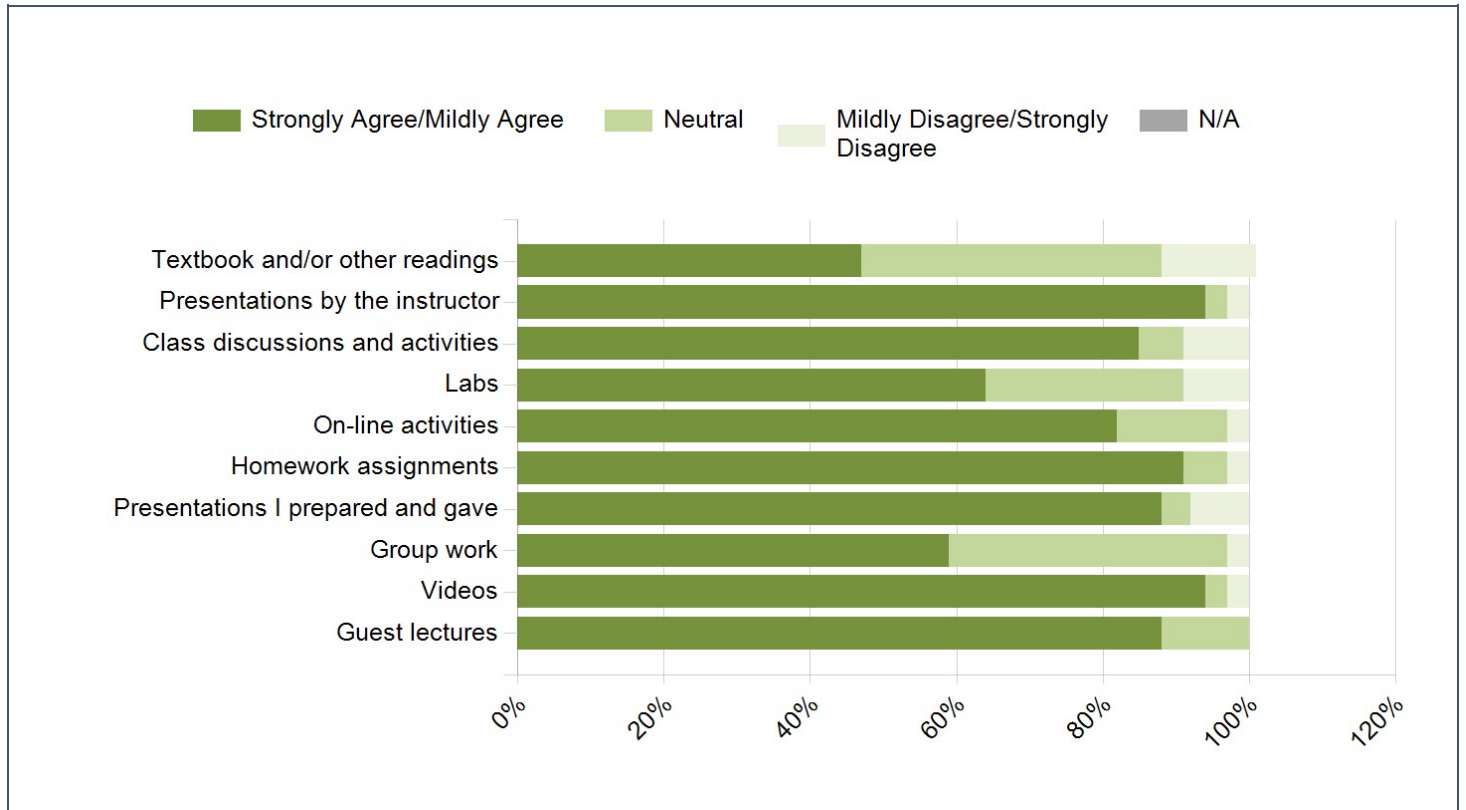
Overall Student Experience

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

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

A great deal (29) — 85%
A fair amount (3) — 9%
A little (1) — 3%
Not much (1) — 3%
[Total (34)]

Statistics	Value
Response Count	34
Mean	3.8
Median	4.0

Overall, this course has been…

Overall, this course has been...

too difficult. (2) — 6%
challenging, but manageable. (31) — 91%
not challenging. (1) — 3%
[Total (34)]

Statistics	Value
Response Count	34

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

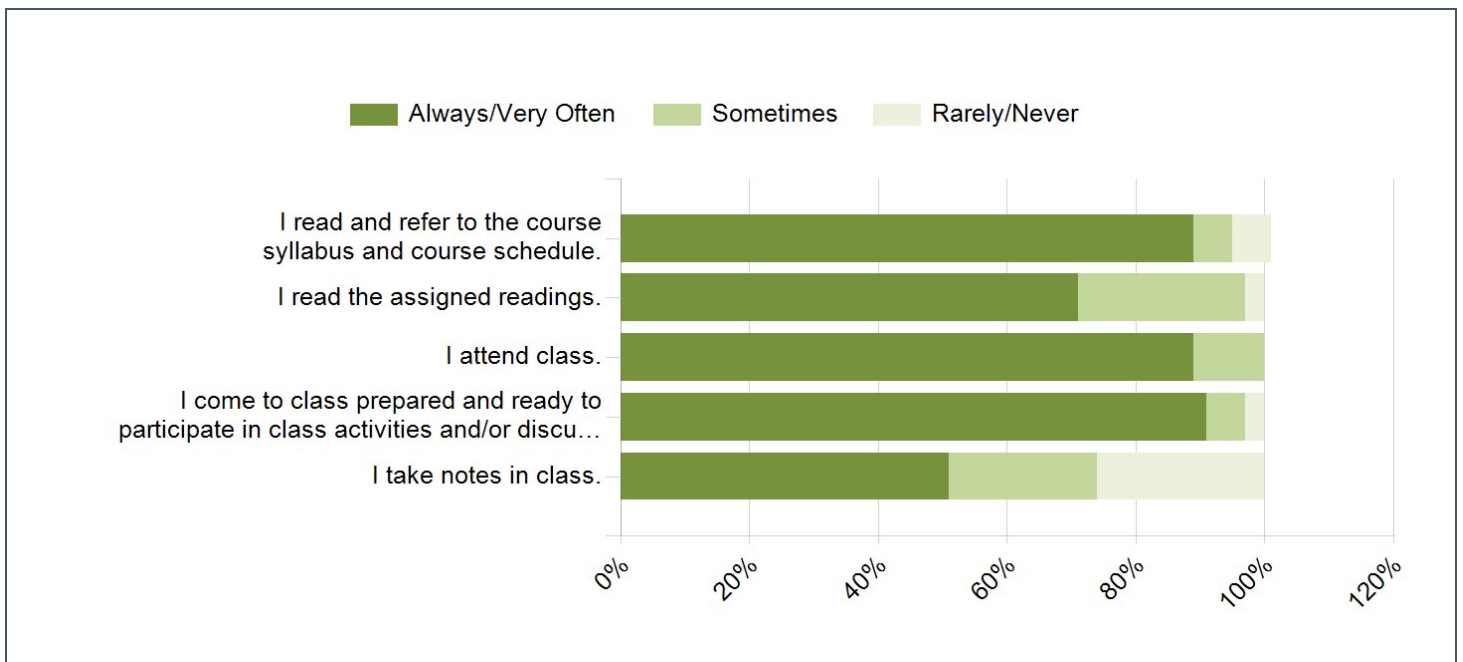| Comments |
|---|
| It is a lot of work but with good time management it is manageable. |
| The course had been going well up to the mid–point, where many of my other classes started to ramp up everything. It included this one, and I eventually felt overwhelmed with this class with the amount of work needed to be done in the class or that was requested by the professor. |
| Lots of writing, but fun writing |
| It is time consuming but overall worth it. |
| Conceptually, this class isn't very hard. You just have to devote a lot of time to the assignments. |
| The coarse load is really heavy, but if you work hard to stay on top of it, you can manage. |
| There is a lot of work and a lot of depth that goes into the assignments but is overall manageable |
| The amount of work required was sometimes challenging to keep up with. |
| He grades very nicely and there is not too much work |
| This class is packed full of assignments that take time. However, if you manage your time correctly and devote yourself into completing the task, it is completely manageable. |
| The most challenging thing about this course is planning ahead and staying motivated to do the work. At times I felt burnt out and that the work seemed to just be busy work. However, Dr. Schlosser is very flexible and understanding. He accepted my late work when I was unable to turn it in on time and I am very appreciative about that. |
| There were a lot of assignments which was challenging in a time way, but they were not too difficult so I felt like I could put in effort so that I was proud of what I submitted without feeling like I was running out of time. |
| The only challenge that exhausted me (along with the rest of the class) was the >extreme< level of disorganization and the ENDLESS and simultaneously absurd levels of B U S Y W O R K. The content is actually very easy to understand and this course truly could have and SHOULD have been a joy to take. |
| The main challenges did not come in the difficulty of the content, but rather the sheer quantity. |
| There is a lot of work in the class for sure. I think that if you stay on top of assignments it can be manageable, but if you do not then it is going to quickly overwhelm you. |
| I think it's manageable, with the right amount of weekly work. The only thing I struggled with the most was the term report deadlines following midterms. The second, third, and fourth term reports were all due much too close to each other. It would be much easier if they were spaced out a little more. |
| There is a lot of work and research to be put in to this class. I enjoyed being able to research and did not find it too difficult. It was very informative. |
| Like I said before, there was just a lot of busywork, but the busywork in many cases did end up helping me with the bigger assignments that I had to do, and they were relatively straightforward usually, so it wasn't like I was doing them for like 5 hours at a time with no break, there was just a lot of assignments. |
| It was a lot of work but it felt very rewarding |
| Easily, the most demanding class I've ever had at WSU, I spend more on this class than I did on my major's work. |
| I think the only thing that made the course somewhat challenging was the amount of work that we were expected to do. |
| The course load was a lot at time, especially when it was during the weeks where I had a lot of tests. It was helpful that Dr Bill would always give an extension when I asked for them. |
| Had to write in a new style for the essay which was a challenge but very helpful to learn. |
| There was a ton of assignments to do, but I still managed to finish |
| This course was challenging, but not in a bad way. It was challenging learning how to use all the tools we'd been given and applying those in assignments, but when we put the effort in, Dr Bill was always willing to give us credit. |
| Lots of writing which is not my strong suit but I felt it improved my skills. |

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?

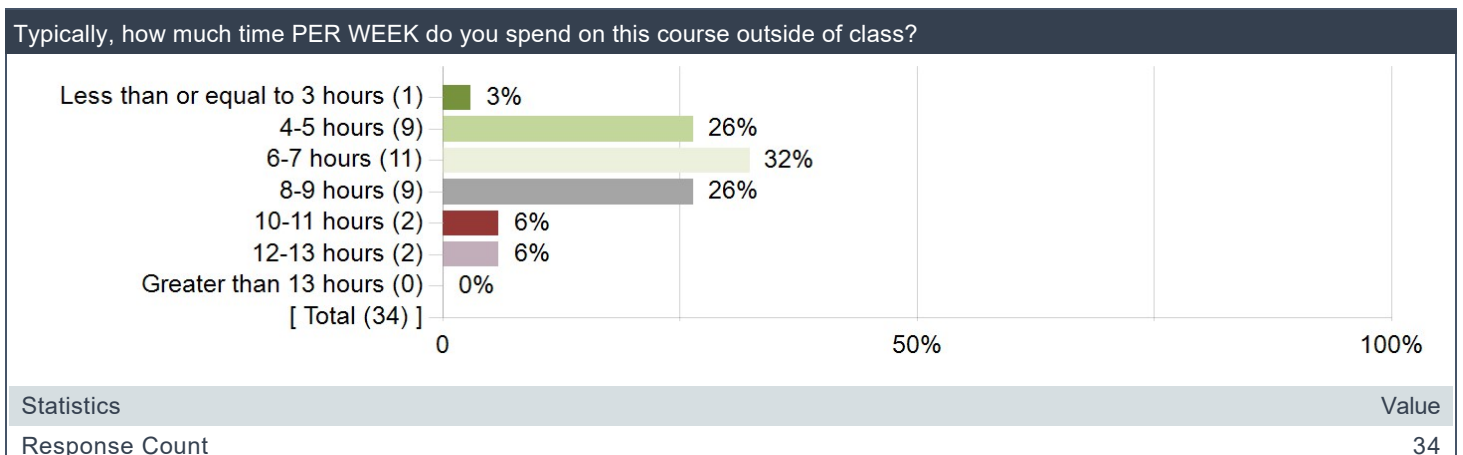| Comments |
| --- |
| Lessen the workload and to focus more on the in–class part of the class. The online videos are extremely helpful, yet can discourage in–class participation and a desire to come learn in person. Again, there was too much work to handle as I attempted to juggle everything from this class to my other ones. |
| maybe offer a bit more guidance like a better outline on canvas for term reports and make canvas easier to navigate |
| X |
| I would maybe get rid of the lecture videos and make the lectures themselves more important. |
| I wouldn't change a thing. |
| I would say the number of assignments with lengthy online videos can definitely be cut down. Along with this, I believe that the in–person lectures can be improved. One suggestion for this could be watching some of these videos in class and discussing with peers to minimize the outside class work, but still retain the information. This would still allow for the in–person lectures to be interactive and useful. |
| I think maybe make it more clear on what material is necessary to watch/read and what is just extra resources. In the beginning of the semester it was a little overwhelming to see all the readings/videos in each weeks module because I did not have time to read/watch everything. But then I started to try and at least watch the lecture videos and they covered most of what was on the assignments. On a few of the quizzes I felt that they covered more than what was on the lecture videos and it was difficult to tell where to find that info becasue there was so many resources given. I'm not saying that less resources should be posted, but just make it clearer on which ones are necessary to get all the information needed for the assignments. |
| This class needs to be completely revisited and I would suggest starting off by modeling the class after BIO 106 with Lisa Carloye. That class was incredibly effective at teaching a great deal of content with meaningful readings and excellent checkpoint assignments.
– iClicker for engagement (nobody was engaged during Dr. Bill's lectures and he often said that "your silence is deafening" when he finally asked the class a question)
– Meaningful weekly readings with a quiz that had to be taken BEFORE lecture, this ensured that students were ready to dive deep into the subject matter of today's lesson.
– strip away the MAJORITY of the time spent on the virtual ecology site, I understand that it's a new and exciting thing for you as a resource, however, the same content was discussed MANY times in quite a few lectures.
– Stop the document mechanics requirements if you're going to use a semester long writing project.
– Additionally, if you are going to require a semester long writing project, let students choose an area that interests them (for your sake and for theirs). Surely, reading hundreds of papers on Kamiak Butte is as boring as it is for the students having to write about it. You can suggest it as an option, but students should be allowed to choose their own subject because it will help them get INTERESTED in the course materials.
These are comments that are not meant to be hurtful in any way, Dr. Bill clearly has a lot to offer students, the problem is that it needs to be organized and clear. These are comments/suggestions that will make the course more streamlined and structured for deeper learning and comprehension. If the student is not engaged with the course materials, there will be little learning involved and will be forgotten as soon as humanly possible (ie– after the tests).
The reality is that >>Less<< IS more. |
| Less material to absorb. If a single thing had to be dropped, it would be pre–lecture videos, though other student's input on this would be needed as well. |
| I would change some of the quizzes given as homework. I felt that there were repeating questions between different quizzes and questions that were very similar in a single quiz. I think that the quizzes are of benefit but would have been even more so with better question distribution. |
| I would just improve the in–person lectures. Having more detailed notes in the slides and would make students want to attend more often. |
| N/A |
| While the extensions are quite gracious and greatly appreciated, the workload for this class is overwhelming at times. |
| I would try to incorporate some of the things learned on the virtual ecology site into the in person field trip, such as how to figure out the diameter of a tree in the field. |
| I would suggest not to change anything for content and information. |
| I would try to lecture in class more and only use the pre lecture videos when you are planning to have an in class activity. |
| Visit Kamiak butte earlier in the year. |
| None I can think of. |

Student Effort and Responsibility

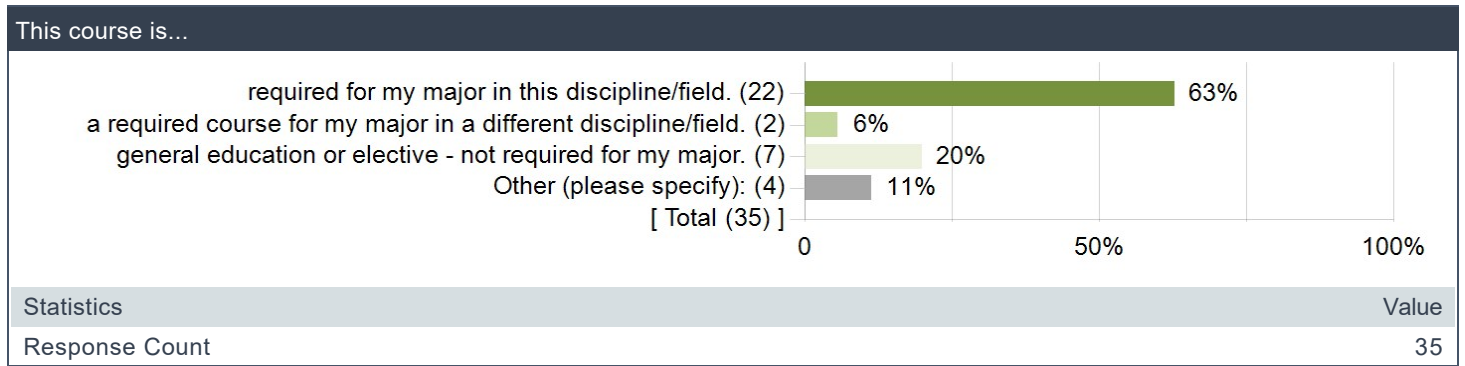### How often do you do the following to learn in this course, SOE 300.01-4657 Natural Resource Ecology?

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
I read and refer to the course syllabus and course schedule.	35	5.0	4.4	31	89%	2	6%	2	6%
I read the assigned readings.	35	4.0	4.0	25	71%	9	26%	1	3%
I attend class.	35	5.0	4.4	31	89%	4	11%	0	0%
I come to class prepared and ready to participate in class activities and/or discussion.	35	5.0	4.5	32	91%	2	6%	1	3%
I take notes in class.	35	4.0	3.5	18	51%	8	23%	9	26%

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

Statistics	Value
Response Count	34

This course is...

This course is...

required for my major in this discipline/field. (22)	63%
a required course for my major in a different discipline/field. (2)	6%
general education or elective - not required for my major. (7)	20%
Other (please specify): (4)	11%
[Total (35)]	

Statistics	Value
Response Count	35

Questions about the Instructor

This section provides two summary views followed by breakdowns by question.
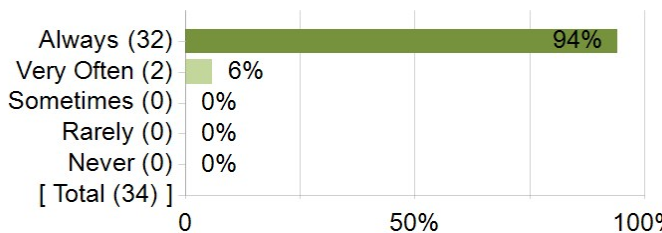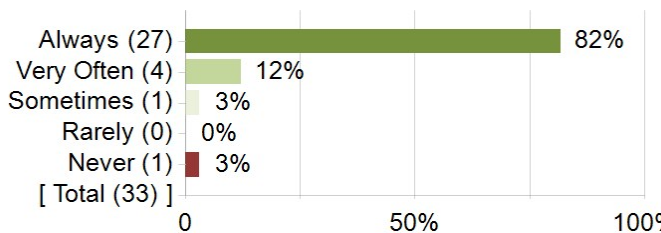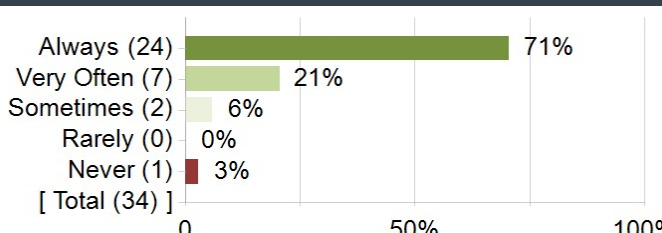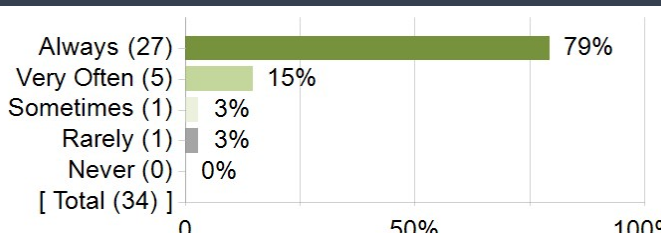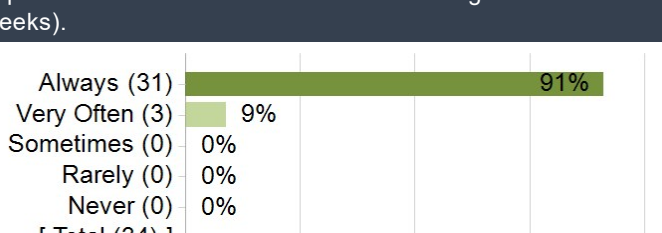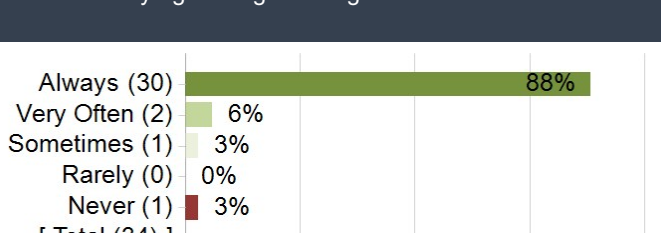
How often does your instructor William Schlosser do the following?

My Instructor...

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
displays enthusiasm about the subject matter.	34	5.0	4.9	34	100%	0	0%	0	0%
seems to have a well-developed plan for class sessions.	33	5.0	4.7	31	94%	1	3%	1	3%
communicates course material in a clear and organized way.	34	5.0	4.6	31	91%	2	6%	1	3%
encourages active student participation (discussions, group work, presentations, questions, etc.).	34	5.0	4.7	32	94%	1	3%	1	3%
provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).	34	5.0	4.9	34	100%	0	0%	0	0%
clearly communicates expectations for student performance; I understand why I get the grades I get.	34	5.0	4.8	32	94%	1	3%	1	3%
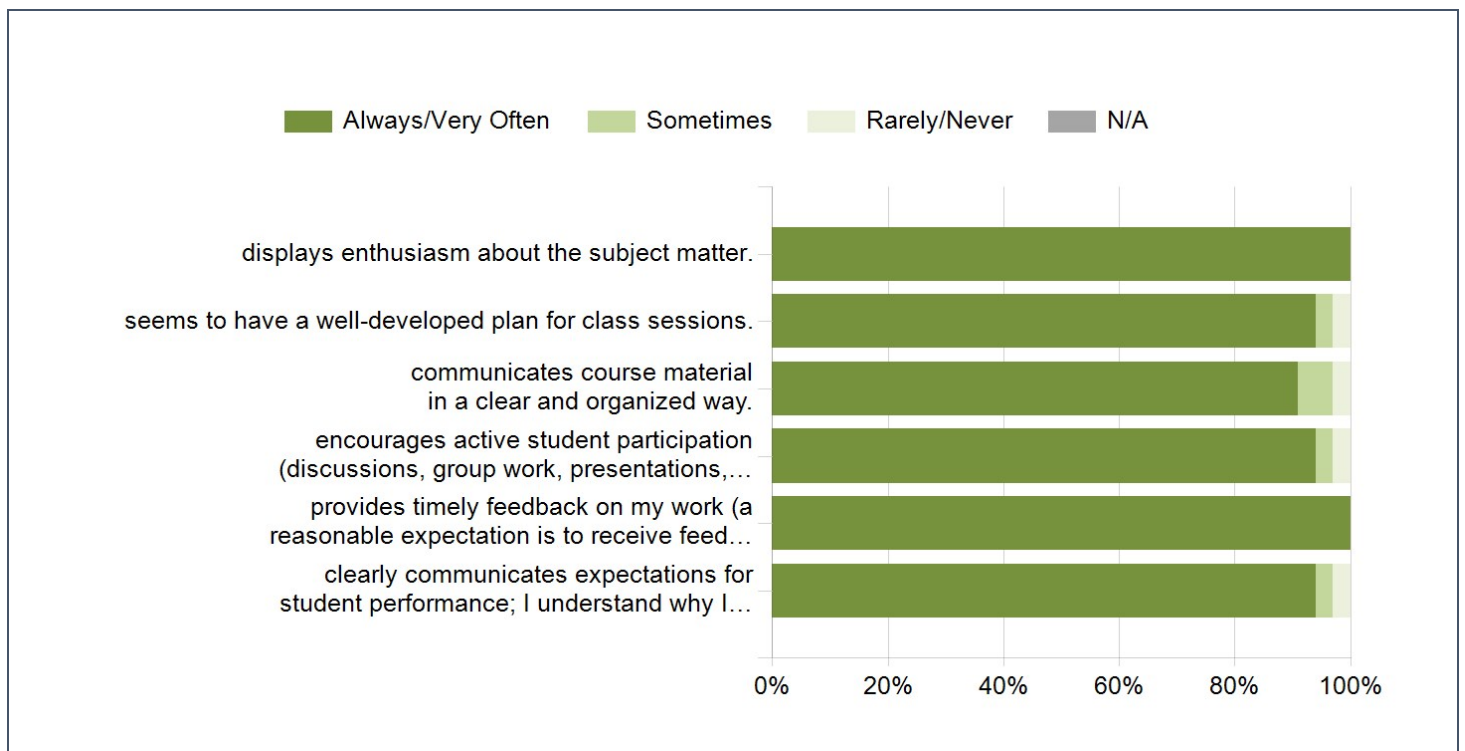
How often does your instructor William Schlosser do the following?

1. displays enthusiasm about the subject matter.

Always (32)	94%
Very Often (2)	6%
Sometimes (0)	0%
Rarely (0)	0%
Never (0)	0%
[Total (34)]	

Statistics	Value
Response Count	34
Mean	4.9
Median	5.0

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

Always (27)	82%
Very Often (4)	12%
Sometimes (1)	3%
Rarely (0)	0%
Never (1)	3%
[Total (33)]	

Statistics	Value
Response Count	33
Mean	4.7
Median	5.0

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

Always (24)	71%
Very Often (7)	21%
Sometimes (2)	6%
Rarely (0)	0%
Never (1)	3%
[Total (34)]	

Statistics	Value
Response Count	34
Mean	4.6
Median	5.0

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

Always (27)	79%
Very Often (5)	15%
Sometimes (1)	3%
Rarely (1)	3%
Never (0)	0%
[Total (34)]	

Statistics	Value
Response Count	34
Mean	4.7
Median	5.0

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

Always (31)	91%
Very Often (3)	9%
Sometimes (0)	0%
Rarely (0)	0%
Never (0)	0%
[Total (34)]	

Statistics	Value
Response Count	34
Mean	4.9
Median	5.0

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

Always (30)	88%
Very Often (2)	6%
Sometimes (1)	3%
Rarely (0)	0%
Never (1)	3%
[Total (34)]	

Statistics	Value
Response Count	34
Mean	4.8
Median	5.0

What are the strengths of William Schlosser as an instructor?

Comments
He is very enthusiastic about what he teaches. He also genuinely wants his students to learn and be able to understand concepts. While he does care about grades, his main focus seems to be that students learn. He gives many opportunities to learn from mistakes after giving often extensive feedback on assignments. All of the assignments are well thought out and have a purpose, even though sometimes it seems like it is busywork it later makes sense why it was assigned.
Very knowledgeable and willing to help everybody

Comments
helping with things yo udont undersrtand very well at lettng you work at your own pace
One of the best professors I've had. Such a positive, happy attitude and I thought his assignments were really enjoyable, and helpful for the future.
He is very optimistic and willing to help his students achieve success in the classroom. He is willing to compromise and is very knowledgeable on the course work as well as showcasing how education can be reached by anyone.
Dr. Schlosser is a very enthusiastic teacher! He is very devoted to preparing extensive materials for the class. He also gives great feedback on student assignments. Overall, he is very personable and effective as a teacher.
You can tell he puts as much effort into the course as the students do. He provides timely and helpful feedback. And his canvas space is the best organized I have worked in.
Great feedback on assignments and term reports
Very enthusiastic about the material he is teaching.
It seems as though he has been doing this for some time – everything he does in class is managed to near perfection. The entire schedule is set up before the semester even starts and he has it down to a science.
He is very enthusiastic about the material.
Mr. Schlosser has a powerful voice and is knowledgeable in everything he says. His enthusiasm makes learning easy!
I enjoyed how personal his class was. All writing assignments had great feedback that I usually did not get from other professors.
He is very passionate about the topic and is a great communicator to students. He constantly reaches out to students and provides help when needed. He understands that being a student is a difficult time and is flexible when it comes to due dates. He really is looking for students to understand the material and provide application to other parts of the curriculum.
Cares about the students and wants them to learn/understand the course material. Very kind and willing to help whenever needed which was greatly appreciated.
William Schlosser has so many strengths. Every time I asked for help he helped in any way he could. He pushes himself to improve his class and improve the understanding of students in a variety of ways. He is probably the most enthusiastic and best professor I have ever had at WSU. He puts in a ton of work for his students and his work. I honestly don't know how he does it. He deserves a raise.
Dr. Bill sure is a nice guy and he seems to have a lot of experience in the field.
You are one of the most enthusiastic professors I've had and genuinely care about student learning. A plethora of resources was always provided, in the form of TA's, WSU Virtual Ecology, and by simply being accessible outside of or after class. You are flexible with due dates, which although taken too much advantage of by certain students is still admirable and very helpful to those of us with busy schedules. The personalized messages on Canvas assignments made doing the work feel more worthwhile, and your open–mindedness was always well received.
Dr. Bill shows great enthusiasm for what he teaches. Not only this but he is able to communicate it in a very effective manner that helps students retain information. He goes out of his way to give students feedback on every assignment which helps tremendously.
He is incredibly enthusiastic about teaching this subject and gives excellent feedback on every single assignment. He gives you a lot of chances to do the best you can on assignments and rewards you for extra effort.
Probably the best professor I have had, he clearly cares for each and every one of his students. Shows the best enthusiasm and I hope to have him as a professor again.
Probably the kindest professor I've had! Greatly enjoyed the content of the class.
He gives great advice on assignments and how to do better at them, gives students a real chance to understand their mistakes and fix/perfect assignments that they didn't do well on, was highly enthusiastic and energetic about the material being talked about
Dr. Bill excels in communicating information whether it is a due date or the information in his videos, he makes sure that his students understand the material.
He gives personalized feedback and is very understanding.
Always gives amazing feedback and is very flexible when it comes to due dates, which really helps us as students. He is also always very enthusiastic in what he is teaching.
He was very enthusiastic about the subject and an overall good person
He's very easy and fun to listen to because he is passionate about the subject. Gives really excellent feedback compared to any other instructors.
Dr Schlosser is a very flexible instructor and is always very passionate about what he talks about. I've felt very supported throughout this whole class.
He is a great professor who is very knowledgeable in his field.

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

Comments
Have more class engagement and less tangents
could work on organization in canvas a bit. Easy to get lost in a sea of vidoes/assignments/lecture videos. things weren't really labeled correctly which i think is what made it confusing
I honestly don't think that there is anything. Dr. Schlosser is a great professor.
The Canvas page for the course is a little cluttered. Sometimes you have to search all over to find instructions or certain materials. The workload for this class is pretty heavy. There are many assignments and quizzes on top of the lengthy term reports.
Course load is really heavy, and can be quite hard to manage. In his defence, I really did learn a lot because of it.
Slow down when talking about new topics or how to do things such as the data collecting for the tree plots. You may now exactly what to do and how to do it, but we are all just learning it.
There's really nothing that Dr. Bill could do to improve this class, the system that he has set up right now is about as perfect as someone can operate a class
He could try to stay on topic during class more.
I do not believe there is anything he can do to improve his teaching methods. Dr. Bill is an outstanding professor and would recommend him to anybody.
The excessive amount of repetitive assignments was hard at times. It was difficult to stay motivated when I had to watch multiple documentaries for assignments that were around the same topic.
The only thing I would say that Dr. William Schlosser could improve is helping the workload. Overall the workload is very intense. The term reports are understandable but having many things due in one week can be overwhelming for students who also have other classes. Otherwise, William Schlosser is an absolutely amazing professor.
ORGANIZE YOUR CLASS, PLEASE! I cannot stress how frustrating and disorganized this class was for me! There's WAY too many "additional videos" that were added to the course! Lecture videos were not made available to review for clarification and lecture slides were often hidden or not even included in the massive disorganization that this class has. Please spare your students all of the busy work, this class could have been streamlined and made much more manageable without the neverending stream of lecture videos that you're asking students to watch before class and then watch them again if it doesn't make sense. Focus on the CORE things that students need to understand in order for them to have a solid and foundational working knowledge of natural resource management. The busy work assignments were extremely time consuming and were seemingly flippantly added onto the courseload without even wondering whether or not it would facilitate learning. This class took WAY too much time to complete outside of lecture, which, btw, were atrocious. At least 6 students have complained to and with me about how the lectures are absolutely irrelevant. In class lectures were always "I know you guys watched the lecture videos I posted online so I'm gonna keep standing on my soapbox about how you need to focus on my version of document mechanics." In–class lectures should have been the time to focus on the materials, not on the how everyone is falling behind on their deadlines.
Though extra credit is handed out liberally, I do not believe this compensates for the workload. Watching pre–lecture videos, watching the weekly videos, doing the weekly quizzes, doing the other weekly assignments, and reading the recommended textbook chapters on top of completing the term report sections did not feel fair. Likely, this course could have a similar effectiveness if the material was cut down to more specific things rather than being overly broad. Further, most students have a predisposition against pre–lecture videos. Though many lectures were engaging, it was often frustrating to sit through an hour long session of hearing about due dates and upcoming assignments. College students are adults, and if they are falling behind, it is their duty to reach out to TA's or the head professor to keep themselves in check. Assignments are on the Canvas calendar, another reason to decrease the amount of time spent discussing assignments during lecture. The organization for assignment expectations could be streamlined. Though most things had rubrics, expectations/instructions for term report sections and other assignments were often distributed/mentioned throughout in–person lectures, pre–lecture videos, and Canvas announcements, which led to some confusion. Overall it was an amazing course, I am simply a harsh critic.
Nothing to improve his delivery. I think that having a note sheet or organizer to follow along presentations and lectures may be beneficial.
I felt that attending lectures was pointless after a while. Only since the lecture videos were posted on canvas every week. I recommend instead of having students watch lecture videos, just make that content in person.
Although I love working and learning on the assignments given in class, I felt like there were a lot of extra assignments due on top of term reports.
I felt as though the canvas site (in terms of assignments due when and their resource accompanies) was a little unorganized. While the extensions are quite gracious and greatly appreciated, the Workload for this class is overwhelming at times.

Comments
I felt as if there was just a bit too much busywork, it seemed like almost every day I was doing something for the class, and it made me stressed out at times.
I think that Dr. Bill could improve on his delivery of the information in class, sometimes I felt that in class we were just going over the same information as in the video so I would recommend giving new information in class.
I felt that the youtube video assignment was unnecessary.
I think giving less busy work would be beneficial, I think the amount of term reports he has is perfect but having three assignments per week can get a little daunting when trying to balance with other school work.
Give more examples of term reports.
I think it would be fun to do more low credit assignments within class.
The only this I would say could be improved in this class is to minimize the busy work. This class probably had the largest amount of course work I have ever had in a class. And was definitely a little over whelming!

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	32	3.0	3.5	15	47%	13	41%	4	13%
Presentations by the instructor	34	5.0	4.5	32	94%	1	3%	1	3%
Class discussions and activities	33	4.0	4.1	28	85%	2	6%	3	9%
Labs	11	4.0	3.8	7	64%	3	27%	1	9%
On-line activities	34	4.0	4.2	28	82%	5	15%	1	3%
Homework assignments	34	5.0	4.5	31	91%	2	6%	1	3%
Presentations I prepared and gave	26	4.0	4.2	23	88%	1	4%	2	8%
Group work	29	4.0	3.8	17	59%	11	38%	1	3%
Videos	34	5.0	4.5	32	94%	1	3%	1	3%
Guest lectures	34	5.0	4.5	30	88%	4	12%	0	0%

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

Comments
Every element of the course was helpful, especially the additional pre lecture videos.
All of the information was there for us to learn, but there was so much that it felt overwhelming week after week
I thought guest presentations were pretty cool, but i didn't learn much from them loved the assignments and field trips and loved the way that Dr.Bill lectured!
Guest lecturers were a strong addition to this course. The trip to Kamiak Butte and the term reports were strongly supportive of learning. Recorded lectures were also useful. However, in class lectures could be a little off topic.
Videos were great, I would love more group work in class, those were always really fun and clarified confusing subjects.
The videos sometimes just restated what would be said in class.
I learned the most from the presentations. I also learned a lot from the videos and guest lectures. The guest lectures were always fun.
I think the term reports were a great way to learn how to write large papers for the future, and I enjoyed how they were spaced out. I did feel like some things were busy work, but I enjoyed working on the assignments.
Sometimes the in–person lectures seem redundant as they were just explained the online lectures. There was an excessive amount of explanation of the previous classes and the future classes. I wish the online lectures were provided more in person. I understand that most don't want to sit through the lectures and they don't seem as engaging, but I don't find the reviews helpful either.
I think there was a lot of variety in the kinds of assignments and the ways were were presented with information to learn. For example we had quest lectures, group work, and regular lectures. The assignments came as short answer essays from videos, mc quizzes, and term papers/video. This variety meant that there was a way for everyone to succeed which I think was greatly appreciated by the students.
I believe that Dr. Bill is oblivious to the disorganization of his course. Let me start off by saying that I love CANVAS in every other class that I have ever taken, however, the way that this class is set up is wildly disorienting. Students do NOT want to waste time trying to decipher your expectations with massively open ended and unguided papers like the semester long project, ESPECIALLY when you're taking on 14+ credits as required by SOE advisors. This is a THREE credit class and it took more time to complete the busywork assignments than the rest of my classes' courseload COMBINED. This is NOT an exaggeration. Busy work needs to be removed completely. "Extra" videos that you think may be helpful in explaining a single concept need to be itemized and justified explicitly AND separately, not just dropped on the weeks backlog of video links. Nobody, and I repeat, NOBODY has the time to watch all of the lecture videos multiple times, watch all of the "additional" videos not related to assignments, AND complete all of the irrelevant busy work assignments that have been added to this class, especially when they are not organized in a clear fashion.
I really enjoyed reading the case studies within the online ecology textbook PDFs.
I did not refer to readings very often because of the powerpoints and lecture videos Dr. Bill had created. The videos and pdfs he links for assignments that relates to lecture topics are very helpful.
In–person lectures were just broad summaries of what the lecture videos taught. I would prefer to actually take notes in–person instead of having to watch something online first.
Bringing in guest lectures was a great touch to my understanding. I enjoyed the virtual ecology field trip as well as the in–person field trip to Kamiak Butte. This was a very fun and informative trip.
I thought the culminating research paper at the end of class really helped me tie everything I knew together, the lectures are useful at learning the information but the term reports helped me with the concepts sticking in my brain
The number of quizzes was insane, I've never had a class this demanding.
I really liked the virtual and in person field trips to Kamiak butte as well as the document mechanics videos that were provided .
I loved having guest speakers and hearing their perspectives.
We did a lot of research in this class for our term reports so I believe that I learned the most about different ecology topics through that and other assignments within the class.
too much busy work in this class but otherwise I felt the material was helpful.

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

In this course, I ...
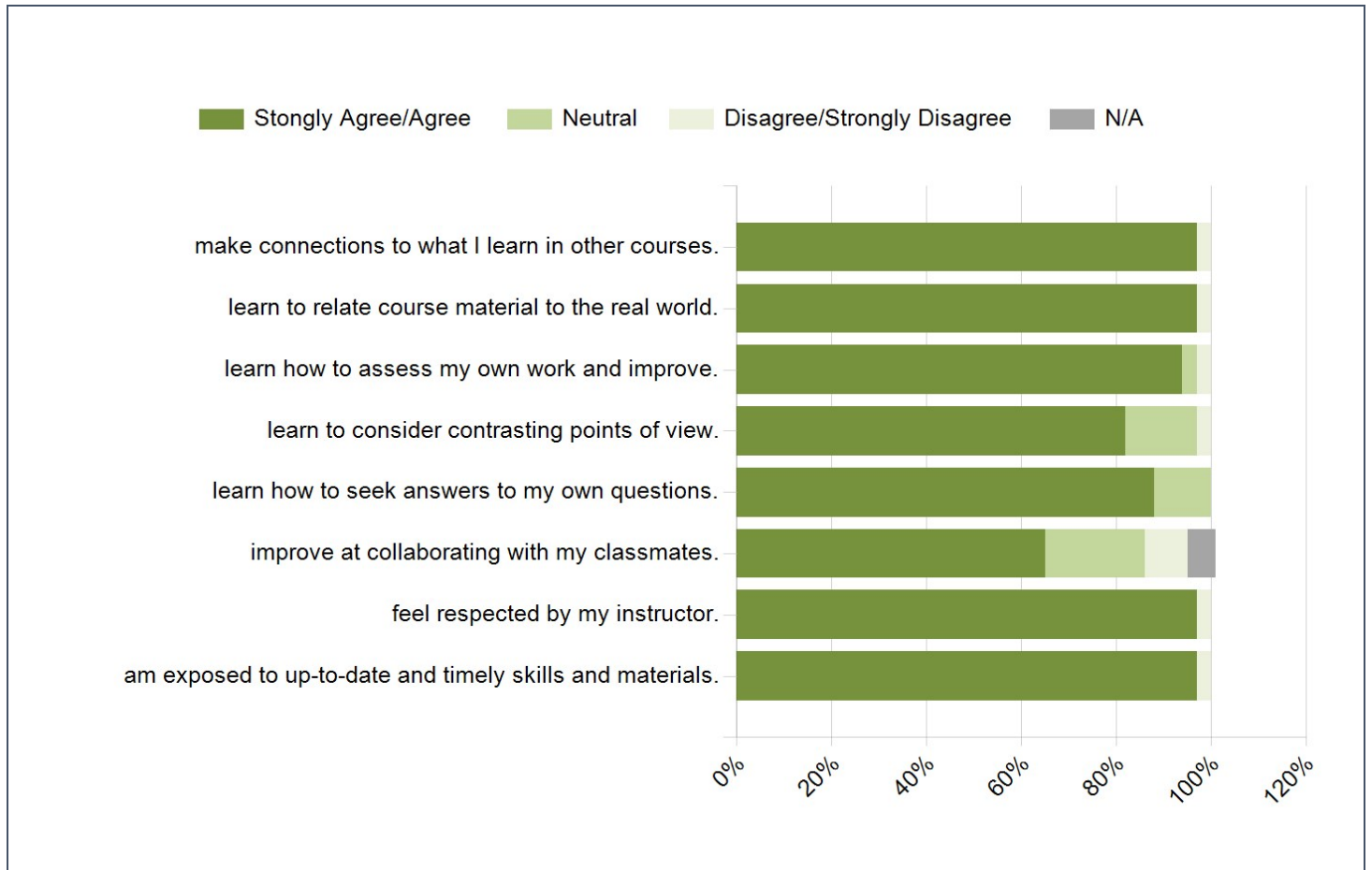
Please comment on which skill/item above is particularly valuable to you and why it is valuable.

Comments
Making connections to what I am learning in other courses is very valuable in understanding the topics better in all courses that relate and adds more to each.
Time management in this class is imperative, yet it is difficult when I have other obligations to other classes
I would say making connections between other courses and improving my own work because as I get older and near graduation, I want to make sure that I am the best possible version of myself and that I find a way to connect every class I took to have greater meaning
My overall takeaway for this class is that Dr. Schlosser is very supportive of learning. This class requires a LOT of work, but it helps you to become a better student.
I learned a lot about professional writing, and how to connect many different topics to real life.
Document mechanics and the presentation skills will greatly improve my works for other classes
Being able to see the natural world in a new way is very valuable.
The most important aspect of learning is being able to implement my newfound knowledge in the real world. With this class, that comes easy. I enjoyed everything I learned this semester.
I used a lot of the material from this class in other classes to support what I was learning. The material is very applicable to what I want to do in the future.
Some of the material in this course coincided with what I was learning in other courses which helped me build a better uderstanding overall of what I might be doing if I pursued a job in this field.
Based off of the feedback received from other students AND from my own experience, the general consensus is that Dr. Bill is genuinely a "nice guy" who "grades easy" and doesn't really provide substantive feedback. I don't feel respected when I submit an assignment and get a 150 or even 200 points on a 100 point assignment, the reality is that it makes me feel >disrespected< because then I have no real gauge as to whether or not I'm actually learning the content. Having a large portion of students with 110% overall grades doesn't feel good, it feels like a participation trophy, not an opportunity to learn something as fundamental as natural resource ecology and this strategy is a rude infantilization of academia. I >>>>>>>>really<<<<<<<< feel this way.
Feeling respected by the instructor and learning to relate the course material to the real world are the two most important aspects. A professors attitude can make or break a class, and knowing a class has wide implications makes the learning feel more valuable.
This class highlighted a level of understanding and respect between teacher and students that I had not seen before. He gives his students every chance to succeed and pass the class.
Learning to relate to the real–world was my biggest takeaway from this course. Every assignment was connected to something happening in our natural environment. Not only that, but every written assignment made you define and discuss with real examples. It definitely improved my critical thinking skills.
Learning how to assess my own work and improve. We were given term reports and it was important that I was able to review them and add any information I left out. We were given an opportunity to make our work better.
Feeling respected by the professor, because a professor who creates a welcome environment for questions and answers is one that really helps students grow into their full potential, and I appreciate that.
Being self–directed enough to seek the answers to questions is the biggest skill I've learned.
I think being able to relate the course material to the real world is very valuable because it gives students the motivation to actually learn the material.
The course was able about current issues and were directly related to stuff locally and around the world.
The skill that I learned that I find highly valuable is document mechanics. It has created a way for me to write professional and good looking documents that are overall easier to manage then they had been in the past for me.

End of Report