



Survey Evaluation Results

In the attachment you will find the evaluation results of the survey Issues Wmn's Gender Sexuality WGSS2000101_2171_Regular

The overall indicator is listed first. It consists of the following scales:

Instructor Evaluation (Scale width: 5)
Course Evaluation (Scale width: 5)
About Me (Scale width: 5)

The overall indicator is followed by the individual average values of the scales mentioned above. In the second part of the analysis the average values of all individual questions are listed.

If you have any further questions do not hesitate to contact the evaluation department.

Your Class Climate Administrator



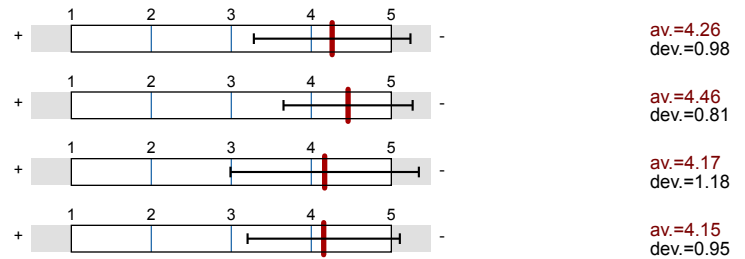
Overall indicators

Global Index

Instructor Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)

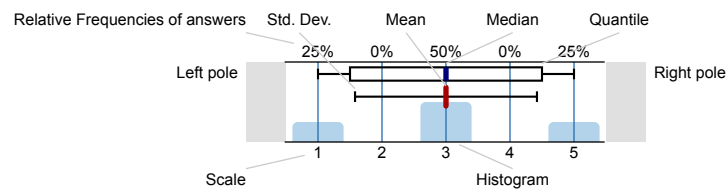
About Me (Scale width: 5)



Survey Results

Legend

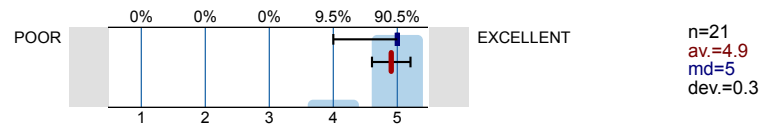
Question text



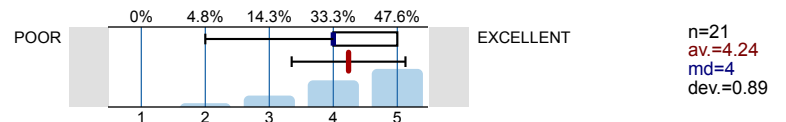
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

2. Instructor Evaluation

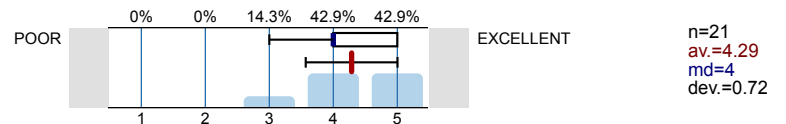
2.1) Instructor's apparent knowledge of the field:



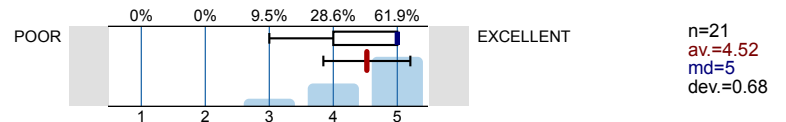
2.2) Instructor's ability to deliver course material in a logical and effective manner:



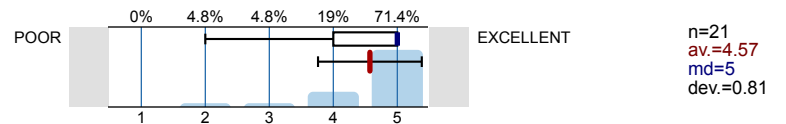
2.3) Clarity of the instructor's oral delivery:



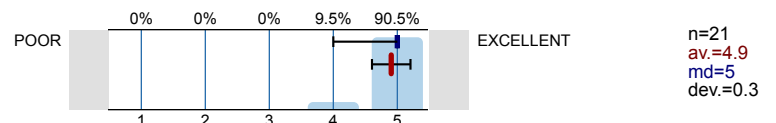
2.4) Adequacy of examples and illustrations to make conceptual points:



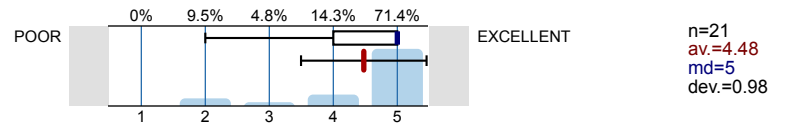
2.5) Delivery of course content as stated on syllabus (i.e., all major goals and objectives met):



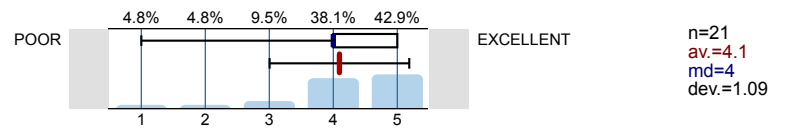
2.6) Instructor's enthusiasm for teaching and subject matter:



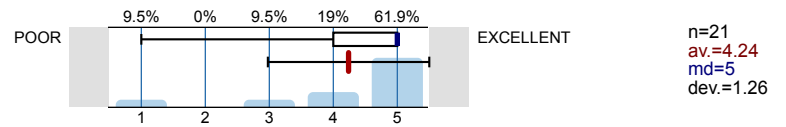
2.7) Instructor's ability to motivate interest in the subject:



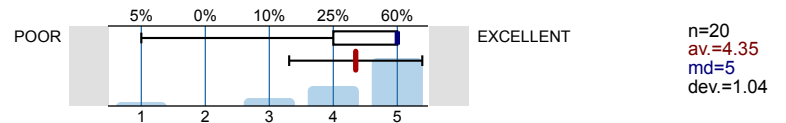
2.8) Timeliness and usefulness of instructor's comments on student work:



2.9) Instructor's availability for consultation concerning this course:

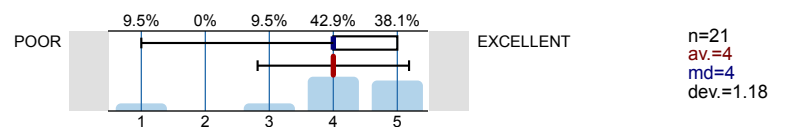


2.10) Overall rating of the instructor:

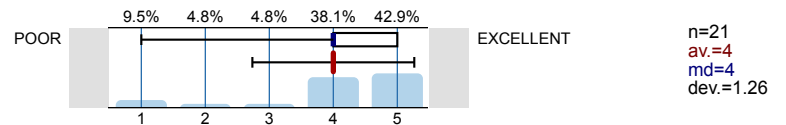


3. Course Evaluation

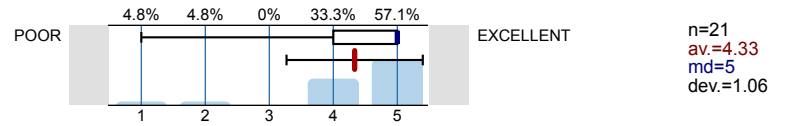
3.1) Quality of course materials (handouts, textbooks, website, etc.):



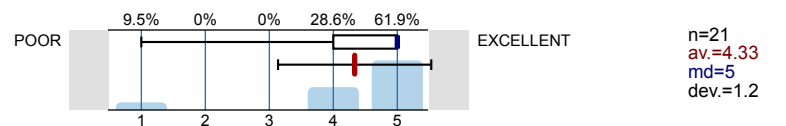
3.2) Usefulness of assignments (readings, reports, etc.) in contributing to my learning of the course material:



3.3) Degree of intellectual challenge of the course:

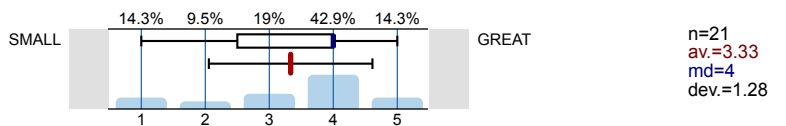


3.4) Overall rating of the course:

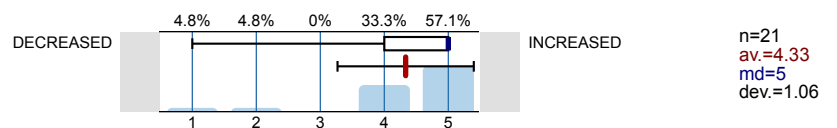


4. About Me

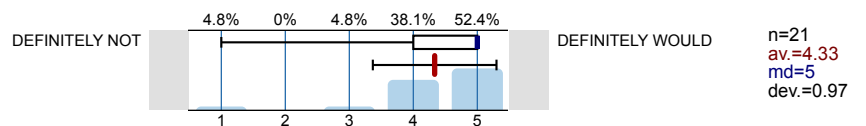
4.1) My interest in this subject before taking the course was:



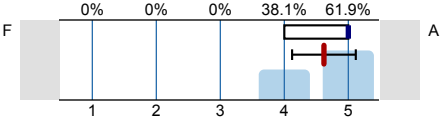
4.2) My interest in the subject after taking the course has:



4.3) I would recommend this course to another student:

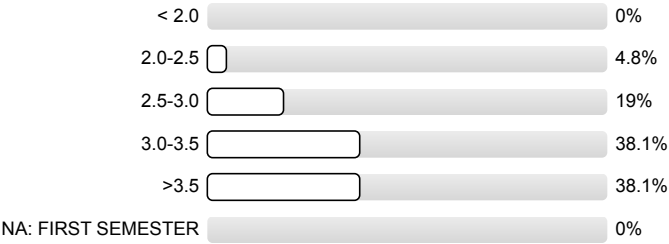


4.4) In this class, I expect to receive a grade of (F,D,C,B,A):



n=21
av.=4.62
md=5
dev.=0.5

4.5) My grade point average is approximately:



n=21

Profile

Subunit: A&S-WGSS
 Name of the instructor: CATHERINE EULER
 Name of the course: Issues Wmn's Gender Sexuality (WGSS2000101_2171_Regular)
 (Name of the survey)

Values used in the profile line: Mean

2. Instructor Evaluation

2.1) Instructor's apparent knowledge of the field:	POOR					EXCELLENT	n=21	av.=4.90 md=5.00 dev.=0.30
2.2) Instructor's ability to deliver course material in a logical and effective manner:	POOR					EXCELLENT	n=21	av.=4.24 md=4.00 dev.=0.89
2.3) Clarity of the instructor's oral delivery:	POOR					EXCELLENT	n=21	av.=4.29 md=4.00 dev.=0.72
2.4) Adequacy of examples and illustrations to make conceptual points:	POOR					EXCELLENT	n=21	av.=4.52 md=5.00 dev.=0.68
2.5) Delivery of course content as stated on syllabus (i.e., all major goals and objectives met):	POOR					EXCELLENT	n=21	av.=4.57 md=5.00 dev.=0.81
2.6) Instructor's enthusiasm for teaching and subject matter:	POOR					EXCELLENT	n=21	av.=4.90 md=5.00 dev.=0.30
2.7) Instructor's ability to motivate interest in the subject:	POOR					EXCELLENT	n=21	av.=4.48 md=5.00 dev.=0.98
2.8) Timeliness and usefulness of instructor's comments on student work:	POOR					EXCELLENT	n=21	av.=4.10 md=4.00 dev.=1.09
2.9) Instructor's availability for consultation concerning this course:	POOR					EXCELLENT	n=21	av.=4.24 md=5.00 dev.=1.26
2.10) Overall rating of the instructor:	POOR					EXCELLENT	n=20	av.=4.35 md=5.00 dev.=1.04

3. Course Evaluation

3.1) Quality of course materials (handouts, textbooks, website, etc.):	POOR					EXCELLENT	n=21	av.=4.00 md=4.00 dev.=1.18
3.2) Usefulness of assignments (readings, reports, etc.) in contributing to my learning of the course material:	POOR					EXCELLENT	n=21	av.=4.00 md=4.00 dev.=1.26
3.3) Degree of intellectual challenge of the course:	POOR					EXCELLENT	n=21	av.=4.33 md=5.00 dev.=1.06
3.4) Overall rating of the course:	POOR					EXCELLENT	n=21	av.=4.33 md=5.00 dev.=1.20

4. About Me

4.1) My interest in this subject before taking the course was:	SMALL					GREAT	n=21	av.=3.33 md=4.00 dev.=1.28
4.2) My interest in the subject after taking the course has:	DECREASED					INCREASED	n=21	av.=4.33 md=5.00 dev.=1.06
4.3) I would recommend this course to another student:	DEFINITELY NOT					DEFINITELY WOULD	n=21	av.=4.33 md=5.00 dev.=0.97

4.4) In this class, I expect to receive a grade of (F, D,C,B,A):



n=21 av.=4.62 md=5.00 dev.=0.50

Comments Report

5. Open Response

5.1) What do you consider to be the greatest **STRENGTH** of the **INSTRUCTOR**?

- Dr. Euler has immense knowledge on the topic of Ecofeminism and feminism in general. this context from this class is incredibly valuable information and she communicated the content very well.
- Dr. Euler is clearly passionate about ecofeminism and she has a lot of examples and context.
- Dr. Euler is so knowledgeable about the issues involved in this course and oozes enthusiasm and passion for the various issues, which certainly rubbed off on the students of the class.
- Dr. Euler's extensive knowledge and field experience about the subject of ecofeminism is what makes her delivery as an instructor very compelling. I have learned so much from her this semester, and I am grateful every day for taking this class.
- Dr. Euler's greatest strength is her passion for the topic. It was hard to not feel motivated when exposed to our teacher's passion.
- Euler is INCREDIBLY passionate about this subject. It has literally been her life's work. She has tons of real world experience and knowledge she has gained from her years of working in this field. She is also ALWAYS willing to meet with students outside of class, even if it means adding extra office hours.
- Has great video/visual/theory resources. Is able to break very complex topics down to simpler terms, and still involves the student perspective and opinions!
- Her passion for this subject.
- Knowledge on the subject
- Knowledge, ability to communicate with students
- Passion and experience in the field
- She cares so much about the well-being of students, and the entire world. Thankful to have had a prof who is so accomodating to mental health.
- She has a beautiful life path, her passion is radiating. She is extremely approachable and I think she could teach these things to anyone in the world.
- The instructor is extremely nice and reasonable. She understands that outside forces are also acting on the student and allows for compromise if it's necessary. She's also passionate about her material, which makes it easier for the student to learn.
- her passion and enthusiasm

5.2) What do you consider to be the greatest **WEAKNESS** of the **INSTRUCTOR**? Suggestions for improvement?

- Especially when talking about nuclear power and radiation, she was extremely knowledgeable. However, this meant that sometimes she couldn't quite describe the topic in a simplistic way that was understandable to those who don't have any idea of the topic.
- I felt like the class was a bit of a soapbox theater. I struggled to see major intersections between feminism and ecology at times and I felt unable to voice my concerns. Comments on work and responses to emails were almost never prompt.
- None
- Not always allowing time for discussion. She does really like to lecture, and I learn a lot from her lectures, but giving the students more time to discuss the material amongst ourselves would be helpful in future teachings.
- Organization of time/class; would have liked more time for discussion, especially when dealing with difficult topics
- She can sometimes be somewhat vague and confusing (both in class and in her comments she leaves on papers), but she is always more than happy to clarify something if you ask questions.
- She never really taught us anything. She relied on videos and readings to do all the educating of the class. The class could've been done online and/or without required attendance and the students would've done just as well.
- Sometimes it was hard to understand exactly what she was talking about - especially the scientific side of things. That's more of the actual concept rather than her teaching. I wish we would've discussed the books more, as those were amazing resources but also difficult to read at times.
- Sometimes that enthusiasm can lead to rambling or tangents, which can sometimes confuse the class.
- The powerpoints are very difficult to read, too many words. It is hard to pinpoint what to actually take notes on.
- some points of disorganization
- too much lecture, not enough discussion

5.3) What do you consider to be the greatest **STRENGTH** of the **COURSE** (texts, content, etc.)?

■ Content

- The beginning of the course was a good, solid introduction to a topic most people know nothing about. A wide variety of sources are explored. Students are given lots of freedom in how they want to express themselves in their papers
- The content and application to daily life
- The course provided excellent readings and examples to read and refer to for each issue we discussed.
- The ecology of the course was very sound and I think the issues presented are all hugely important to understand.
- The greatest strength is the videos and visuals utilized for conversation starters in class
- The power of the MATERIAL. I learned, became infuriated, or cried over our materials every week of the course. This class has left me wanting to learn more, and will always challenge me to follow this course material in the future.
- The videos and media she used was the courses greatest strengths. It gave the students a perspective on the issue that wasn't just textbased.
- The websites we are provided with.
- This course material should be required for every human being present in the 21st century.
- Writing papers for each section; wide variety of sources provided
- lots of material learned
- the amount of essays we were on different topics really improved my writing skills
- the content is so important!

5.4) What do you consider to be the greatest **WEAKNESS** of the **COURSE**? Suggestions for improvement?

- A short essay due every week on what we discussed was kind of unrealistic writing because we had to have three sources and relate it to feminism. It was just a lot of overwhelming material that was complicated to put into three paragraphs, especially when we have to cite three people. Three different citations within three paragraphs is really unnatural writing, we had to choose between academia and passion between paragraphs. Everything written felt choppy.
- None
- Not all of the readings are incredibly relevant. I feel like it's been a while since she's updated the readings/syllabus. I also didn't always feel like I was in an ecofeminism class-- I felt like I was in a strictly environmental class. More links between the environmental issues and feminism would be a huge asset to the course. It takes a while to adjust to the way the papers/writing assignments are structured. Many of the main texts are very outdated.
- Not enough time for discussions
- The amount of material in the course was a lot. Instead of having peer-reviewed journal articles every week, along with text from a book, I would recommend keeping the course material to books, since students don't get the opportunity to read real books in university very often.
- The class had required attendance that really wasn't necessary, because the majority of the class's material could've been accessed anywhere and discussion in the class rarely happened because she would allow a select few to steamroll the discussion. Also, the final assignment is ridiculous. It's asking way too much for students at the end of the year so close to finals. If she's to do this, she should provide the information to start it MUCH EARLIER, instead of allowing the students to run around like a chicken with their head cut off trying to organize well enough to get this done as and still provide enough time for their other finals. IT'S RIDICULOUS!
- The density of the reading assignments can feel really overwhelming at times.
- The feminism aspect really brought me out of it. I struggled to find the intersectionality at times and saw things more as humanist issues than feminist which soured the class.
- at some points, there was too much information being given that it became overwhelming
- overwhelming amount of science sometimes

5.5) Specifically, what assignments, readings, problem sets, etc. did you find most helpful and why?

- I found the writing to be most helpful in helping me gain a better understanding of the course content
- I loved the papers we wrote. They allowed us to explore the subject and study it on our own. However I wish she would've allowed us to write our entire paper and then provide comments to make revisions on that instead of doing little pieces at a time.
- I loved, loved, loved all of the books. Carson's "Silent Spring", Caldicott's "Nuclear Madness", and Kolbert's "Field Notes From a Catastrophe" are a MUST to keep.
- I'm happy that it was broken into three sections. I wish there was another class after this one!! Ecofeminism is a badass subject and everyone can find something in it that's interesting, enjoyable, and very informative.
- In class material was all very relevant and helpful, including the books.
- Position papers were very informative and challenging
- Several of the videos were good. The comments on the paragraphs were helpful.
- The papers we write because that makes us become more involved with it and understand it better.
- The papers were a great way to synthesize everything we'd learned in the unit and also empower us to use what we had learned.
- nuclear weapons and silent spring