

SIRS SUMMARY REPORT

Subject Course Section Term  
 BS 172 6 FS18

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 24  
 Number of replies: 22  
 Date generated: 1/9/2020 1:43:19 PM

SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	13.60%	45.40%	36.30%	4.54%	0%	0%	2.31	0.76
2	The instructor's interest in teaching.	22.70%	27.20%	45.40%	4.54%	0%	0%	2.31	0.87
3	The instructor's use of examples or personal experiences to help get points across in class.	18.10%	36.30%	36.30%	9.09%	0%	0%	2.36	0.88
4	The instructor's concern with whether the students learned the material.	27.20%	22.70%	31.80%	9.09%	9.09%	0%	2.5	1.23
5	Your interest in learning the course materials.	0%	0%	59.00%	36.30%	4.54%	0%	3.45	0.58
6	Your general attentiveness in class.	9.09%	31.80%	59.00%	0%	0%	0%	2.5	0.65
7	The course as an intellectual challenge.	13.60%	22.70%	54.50%	9.09%	0%	0%	2.59	0.83
8	Improvement in your competence in this area due to this course.	0%	31.80%	59.00%	4.54%	4.54%	0%	2.81	0.71
9	The instructor's encouragement to students to express opinions.	22.70%	27.20%	36.30%	13.60%	0%	0%	2.4	0.98
10	The instructor's receptiveness to new ideas and others' viewpoints.	18.10%	13.60%	40.90%	22.70%	4.54%	0%	2.81	1.11
11	The student's opportunity to ask questions.	22.70%	36.30%	31.80%	4.54%	4.54%	0%	2.31	1.01
12	The instructor's stimulation of class discussion.	22.70%	18.10%	40.90%	13.60%	4.54%	0%	2.59	1.11
13	The appropriateness of the amount of material the instructor attempted to cover.	9.09%	9.09%	54.50%	13.60%	13.60%	0%	3.13	1.05
14	The appropriateness of the pace at which the instructor attempted to cover the material.	18.10%	9.09%	54.50%	13.60%	4.54%	0%	2.77	1.04
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	0%	23.80%	57.10%	9.52%	9.52%	4.54%	3.04	0.84
16	The appropriateness of the difficulty of assigned reading topics.	4.76%	19.00%	47.60%	19.00%	9.52%	4.54%	3.09	0.97
17	The instructor's ability to relate the course concepts in a systematic manner.	13.60%	27.20%	45.40%	9.09%	4.54%	0%	2.63	0.97
18	The course organization.	0%	9.52%	42.80%	19.00%	28.50%	4.54%	3.66	0.99
19	The ease of taking notes on the instructor's presentation.	9.09%	13.60%	54.50%	13.60%	9.09%	0%	3	1
20	The adequacy of the outlined direction of the course.	0%	13.60%	54.50%	13.60%	18.10%	0%	3.36	0.93
21	Your general enjoyment of the course.	0%	4.54%	27.20%	54.50%	13.60%	0%	3.77	0.73

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	86.30%	13.60%	0%	0%	0%	0%	0%	0%	0%	1.13	0.34
23	What is your sex?	27.20%	72.70%	0%	0%	0%	0%	0%	0%	0%	1.72	0.44
24	What is your overall GPA?	0%	0%	4.76%	14.20%	80.90%	4.54%	4.76	0.52			
25	What is your class level?	0%	22.70%	36.30%	40.90%	0%	0%	3.18	0.77			

RESPONDERS' COMMENTS FOR BS 172 006 (FS18)

Question 26: Do you have any comments or suggestions for organizing the course?

"During lab meetings, there was very little clear and full instructions to students to work on the assignments, sometimes the instructors in the lab even can't give full explanations to some questions."

Grading was harsh for one page reports

I genuinely enjoyed this course!

"My BS labs have a reputation of being unorganized, the instructors/TAs/profs should communicate more proficiently"

needs more organization

No

The D2L is confusing to navigate.

The D2L page was incredible disorganized and hard to navigate the due dates were random and I never knew what I had to do ahead of time. The timeline for the project was all over the place and I never knew what I was supposed to be doing when. Recitation went too quick and I felt I had to teach myself a lot of concepts because there was not enough time in class to get through the material thoroughly.

"The grading for this class is so ridiculous. Having to compete against my classmates for the highest grade in the class (because the only way to get 100% on an assignment is to be the best in the class) is very unfair. Even on assignments were I meet all the goals, I still lose points. I can put in so much time and effort and still lose points. This grading mechanism does not foster a positive learning environment."

"the most extra lab class i have ever taken, we didn't learn anything we had to teach ourselves, organization was absolute shit, what was expected of us was wayyyy too much for how many credits this class is worth, didn't have shit to do with the lecture class of bio 2"

"The recitation part of this course is too short to require students to listen to the fast-paced lecture and take notes. I found myself struggling to keep up with note-taking and often had no idea what the professor was talking about. I wish the professor provided all notes, that way the focus of the class could be on asking questions for clarification and practice problems."

The recitations were very fast paced and it was difficult to take proper notes.

"This course was completely unorganized. I struggled the entire time because there was no format presented to us for how to complete our assignments. We were graded very harshly for assignments we had no guidance with. When I asked questions, I was told at times to ""google it"". Overall a poorly organized course."

"This it's the most unorganized class I have ever taken. No matter how hard We tried, everyone got a 75% on the one page reports. This should've been an easy 4.0, but the way the class is set up makes it very difficult. Only one person in the class can receive a 100% on any assignment, which is bullshit."

"Question 27: What aspects of this course (e.g. readings, in-class activities, assignments, quizzes, exams) were most helpful for your learning? Please explain your answer."

Assignments were the most help because I was putting what I learned into context.

Having practice tests has been helpful to prepare for exams.

In class activities were the most helpful because they prepared us best for the exams and allowed us to practice concepts we learned in the lecture part of the recitation.

"In-class activities, and exams!"

literally nothing

most helpful part was walking through the lab with the instructor

N/A

na

The in-class activities were helpful at times.

"The lab notebooks were helpful to learn, because I had to explain every aspect of the experiment, which in itself helped me understand the experiment more."

The lecture notes helped the most. But all of the TAs were very unhelpful when it came to answering questions because they didn't understand it themselves.

"The worksheets and guided notes were very helpful, the exams were very fair but the organization and clarity of the project and labs were scattered and inferior. Better structure of the D2L page and a syllabus with all due dates would be very helpful for this class!!"

## SIRS SUMMARY REPORT

Subject Course Section Term  
BS 172 10 FS18

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 27

Number of replies: 23

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## SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	23.80%	19.00%	33.30%	4.76%	19.00%	8.69%	2.76	1.37
2	The instructor's interest in teaching.	4.54%	31.80%	31.80%	4.54%	27.20%	4.34%	3.18	1.26
3	The instructor's use of examples or personal experiences to help get points across in class.	18.10%	22.70%	27.20%	9.09%	22.70%	4.34%	2.95	1.39
4	The instructor's concern with whether the students learned the material.	22.70%	4.54%	31.80%	13.60%	27.20%	4.34%	3.18	1.46
5	Your interest in learning the course materials.	21.70%	8.69%	43.40%	21.70%	4.34%	0%	2.78	1.14
6	Your general attentiveness in class.	26.00%	34.70%	30.40%	8.69%	0%	0%	2.21	0.93
7	The course as an intellectual challenge.	17.30%	47.80%	30.40%	0%	4.34%	0%	2.26	0.89
8	Improvement in your competence in this area due to this course.	13.00%	26.00%	21.70%	39.10%	0%	0%	2.86	1.07
9	The instructor's encouragement to students to express opinions.	22.70%	9.09%	31.80%	0%	36.30%	4.34%	3.18	1.55
10	The instructor's receptiveness to new ideas and others' viewpoints.	9.09%	22.70%	31.80%	0%	36.30%	4.34%	3.31	1.39
11	The student's opportunity to ask questions.	22.70%	13.60%	36.30%	4.54%	22.70%	4.34%	2.9	1.41
12	The instructor's stimulation of class discussion.	9.09%	18.10%	40.90%	4.54%	27.20%	4.34%	3.22	1.27
13	The appropriateness of the amount of material the instructor attempted to cover.	17.30%	21.70%	34.70%	26.00%	0%	0%	2.69	1.03
14	The appropriateness of the pace at which the instructor attempted to cover the material.	19.00%	4.76%	52.30%	9.52%	14.20%	8.69%	2.95	1.21
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	17.30%	8.69%	60.80%	13.00%	0%	0%	2.69	0.9
16	The appropriateness of the difficulty of assigned reading topics.	18.10%	18.10%	40.90%	22.70%	0%	4.34%	2.68	1.01
17	The instructor's ability to relate the course concepts in a systematic manner.	19.00%	14.20%	33.30%	19.00%	14.20%	8.69%	2.95	1.29
18	The course organization.	18.10%	18.10%	18.10%	13.60%	4.34%	2.9	1.27	
19	The ease of taking notes on the instructor's presentation.	14.20%	14.20%	47.60%	14.20%	9.52%	8.69%	2.9	1.1
20	The adequacy of the outlined direction of the course.	19.00%	19.00%	47.60%	9.52%	4.76%	8.69%	2.61	1.04
21	Your general enjoyment of the course.	9.09%	13.60%	31.80%	27.20%	18.10%	4.34%	3.31	1.18

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	91.30%	8.69%							0%	1.08	0.28
23	What is your sex?	39.10%	60.80%							0%	1.6	0.48
24	What is your overall GPA?	0%	0%	4.34%	39.10%	56.50%	0%	4.52	0.58			
25	What is your class level?	47.80%	34.70%	17.30%	0%	0%	2.69	0.74				

## RESPONDERS' COMMENTS FOR BS 172 010 (FS18)

Question 26: Do you have any comments or suggestions for organizing the course?

Come up with a detailed schedule at the beginning of the semester and include on it all the requirements and due dates for each assignment by each date and distribute via D2L

"Difficult to understand what or why we were doing certain tasks at any given point in the semester. Most lab time spent not doing much of anything. Competitiveness outlined in the grading of each assignment did not sit well with me. We were hardly ever given examples of what good papers or assignments might look like or what guidelines to follow. To attain a grade of 100%, we were told that we were to compete with other student's in our section. Receiving grades was confusing, we didn't know what good paper in our section we were being graded against. Some deductions seemed arbitrary. For example, I was specifically marked down a few grades on the scale for not having a diagram/table that was on par with current diagrams/tables being published. Although I followed the tutorials and examples of tables provided AND referenced current scientific articles, I was marked down. Getting specific feedback to improve upon the next paper was very minimal. Greatly disappointed in the demeanor of my lab instructor (Cavaleri), who was generally angry at students for not understanding certain things in lab and science/biology in general. She also insisted that what we were studying in our group project was something completely different than we thought, even though we had put a good amount of research behind our conclusions and understanding of the thing we were studying. I believe it was agreed amongst the students that you never really knew what kind of response would be given by Cavaleri. At times, she seemed to want to help and aid our learning, but at others she made us feel that we had chosen the wrong major and that we should not be pursuing a science degree. This isn't to say that I questioned anything I was doing, but saw first hand how she treated my peers. More positively, I thought Sonya's direction and teaching was superior and she was very helpful throughout the semester."

"I had a bad TA. Nikki did not seem like she was interested in teaching. She seemed like the only reason why she was there was just to finish up the degree she was working on. When I tried to ask a simple question about an assignment, she turned me away and told me to go to office hours. I did not need to go to office hours just for a quick question that she could have just answered right then and there. I remember when we were working with our groups on some project and she announced to the class to not ask her any questions because all the answers were on D2L. When a boy in the class looked at the document on D2L, he didn't understand something so he tried to ask Nikki, but she all she said was to look at D2L. She didn't even let home get his question out. She is a lazy TA. I never know what is going on in the class, my other classmates don't know either because I have asked them. The students that I have talked with and myself think that she is a bad TA and we can tell she does not want to teach us. She goes through things so fast

because you can tell that she does not like teaching or answering questions. She even told my group that she is not a friendly person. This has been the worst TA experience that I have ever had. It is to the point where I do not feel comfortable with asking her questions because I know she will either say no and turn me away like she has done multiple times or she will act like like she doesn't want to help me."

I think it was very poorly organized

"Nikki Cavalieri was a great instructor! Fun and could tell she genuinely loved to teach. Easy going in class while still keeping it informative.

However Professor Lawrence was very mundane and extremely fast going through important lecture slides and topics necessary to understand in order to do well in the class. Hard to take notes and lecture slides weren't posted so if you missed one slide, no way of going back and reteaching yourself."

None

Optional homework would have been very helpful for those of us unfamiliar with statistics.

"Taking notes is difficult since you don't know if you should focus on filling the handout paper from the presentation or on the instructor's explanations. I didn't learn much from the Lab I spent hours doing things that aren't related to the class because there is nothing to do in the class. The TA was so lazy to the point she made each team read their assignment out loud instead of reading it herself. There's no feedback after submitting the first draft in each assignment. D2L is not helpful at all, it's confusing to deal with The files aren't organized at all."

Taking time to teach ststs if it is not listed as a prerequisite!

There was a lot of wasted time in this biology lab. I often felt like I came to my 2.5 hour lab to sit in silence and do work for another class. I also feel that my TA was not open to hearing suggestions from students and often appeared as though she didn't want to be in the lab room. This includes being very confrontational when I was trying to understand why I received a grade that I did and sitting at the front of the class with her feet kicked up on the table. I found both of these aspects very unprofessional and would not wish for another student to be put in the situation I found myself in in section 10 of BS172.

"There was a lot of wasted time in this lab. I came to expect coming to my 2.5 hour lab to sit in silence without direction from the GA whatsoever.

Nikki (Cybil Cavalieri) did not act professionally in my opinion due to consistently sitting in the front of the lab with her feet propped up on the desk and acting as though she did not want to be there. An example of this is that I consistently had questions about the grading system in which she responded in a confrontational and uninterested manner. I felt as though none of my conversations with her resulted in any better understanding of what I was asking about. My group wanted to get more guidance on, specifically, our proposal, and emailed Nikki during the week to see if she might have time to look over the single page in which she responded that she did not. During class time, we inquired yet again and she responded that no, she would not look at it, while she sat there with her feet on the desk. We had asked to review assignments with her when we had finished the assigned material for the day and still had a remaining 30 minutes of class time left, in which our peers were all leaving the classroom, to which she again, responded ""no"". Another issue my classmates and I encountered with her was that the purpose of some of our class sessions was to go over work we were making progress on with the GA. She would print our work but seemingly not look it over beforehand so there was again wasted time by sitting with her while she looked over our material. There were, in my opinion, unnecessary comments made, such as, when seeing our poster for the first time and concerning formatting, my group was told our poster looked very ""high school intern"" which I found unhelpful to us becoming better science students. This class (besides recitation) seemed to be a complete waste of money and time due to the unprofessional and condescending nature in which my peers and I were treated by this GA and I would not wish any other MSU student to have the same very poor experience I did this semester. Moreover, the grading system for this course seemed unfair to me. It was nearly impossible to get above 90-95% on something since the grading scale only took a 4.0 to be fair if you did far more than the directions and went above and beyond. To me, when I directly follow an assignment's instructions, I feel as though I have completed the assignment 100%. I understand getting things wrong and not getting 100% due to that, but I feel as though when I follow every direction, I should be considered for a higher grade."

"This course was the most unorganized, inconsistent class I have ever taken at MSU. Nikki Cavalieri made sure the students knew that she gave no actual interest in them and that her student's success meant nothing to her. I felt alone throughout the entire semester and Nikki is the reason for this. I always felt uncomfortable to ask her questions due to the way she responded and had an extremely condescending demeanor. I have taken many biology classes here at MSU and this is by far the most unorganized, unprofessional class I have ever been enrolled in. Nikki was never prepared and never gave us any direction what so ever. I really felt there was no reason for her being there as she did absolutely nothing except for graded everyone poorly. I believe the reason many did poorly in this section was due to no instruction what so ever and were expected to be mind readers. Nikki would falsely guide us leading us to bad grades due to her misguidance."

"Question 27: What aspects of this course (e.g. readings, in-class activities, assignments, quizzes, exams) were most helpful for your learning? Please explain your answer."

Assignments- good practice.

"I did not know of Charles Elzinga whatsoever so I would not rate him. My ULA, Natalie, was super helpful, as was Sonya during office hours." in class assignments

n/a

"Overall, this class was horrible. There was no definite outlines to any of the assignments and every time I went to recitation I walked out more confused than when I walked in."

recitation

The help room center really helped me to fulfill what the instructors and TAs didn't

The in class recitation activities and the exams were most beneficial for my learning of the material in this class. Sonya did a great job making sure everyone understood the material taught in recitation!

The in class recitation assignments

The recitation activities really tied together what we were learning because they perfectly showed what we would be tested on.

"This course was terrible mostly due to my in-class instructor, Nikki Cavalieri. She was hesitant to discuss anything with us and when she did, she was unnecessarily rude and condescending. She talked down to us constantly. When she wasn't hesitant to discussion with us, it was because she completely refused to help, both during downtime in class and outside of class through email. I felt she graded too hard even though there were unclear instructions or little to no guidance in the beginning and with little reasoning and feedback as to why that grade was given. The constant put-downs from her, such as asking us if we 'even know the difference between an independent and dependent variable,' as well as the overall negative attitude from her made her hard to approach and made this class very unenjoyable. I went to other instructors for help instead due to her behavior making it feel like I would be attacked for not completely understanding something. She was easily the worst teacher I have ever had in all the years of school I've had and I do not say this lightly. In contrast, I did feel that Sonya was a rather effective instructor and was excited about the material. Additionally, I felt that she wanted us to be able to understand what was being taught and that she was approachable when you had questions. "

This was one of the best organized lab courses I've ever taken so good job.

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 BS 172 10 FS19

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Number of students enrolled: 20  
 Number of replies: 13  
 Date generated: 1/9/2020 1:39:52 PM

SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	46.10%	38.40%	15.30%	0%	0%	0%	1.69	0.72
2	The instructor's interest in teaching.	53.80%	30.70%	15.30%	0%	0%	0%	1.61	0.73
3	The instructor's use of examples or personal experiences to help get points across in class.	46.10%	38.40%	7.69%	7.69%	0%	0%	1.76	0.89
4	The instructor's concern with whether the students learned the material.	53.80%	30.70%	7.69%	7.69%	0%	0%	1.69	0.91
5	Your interest in learning the course materials.	30.70%	30.70%	15.30%	23.00%	0%	0%	2.3	1.13
6	Your general attentiveness in class.	38.40%	30.70%	23.00%	7.69%	0%	0%	2	0.96
7	The course as an intellectual challenge.	41.60%	41.60%	16.60%	0%	0%	0%	1.75	0.72
8	Improvement in your competence in this area due to this course.	23.00%	53.80%	15.30%	0%	7.69%	0%	2.15	1.02
9	The instructor's encouragement to students to express opinions.	46.10%	23.00%	23.00%	7.69%	0%	0%	1.92	0.99
10	The instructor's receptiveness to new ideas and others' viewpoints.	38.40%	30.70%	30.70%	0%	0%	0%	1.92	0.82
11	The student's opportunity to ask questions.	38.40%	46.10%	15.30%	0%	0%	0%	1.76	0.69
12	The instructor's stimulation of class discussion.	38.40%	46.10%	7.69%	7.69%	0%	0%	1.84	0.86
13	The appropriateness of the amount of material the instructor attempted to cover.	30.70%	23.00%	23.00%	15.30%	7.69%	0%	2.46	1.27
14	The appropriateness of the pace at which the instructor attempted to cover the material.	30.70%	15.30%	46.10%	7.69%	0%	0%	2.3	0.99
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	23.00%	23.00%	38.40%	7.69%	0%	0%	2.53	1.15
16	The appropriateness of the difficulty of assigned reading topics.	23.00%	30.70%	38.40%	0%	7.69%	0%	2.38	1.07
17	The instructor's ability to relate the course concepts in a systematic manner.	23.00%	46.10%	30.70%	0%	0%	0%	2.07	0.72
18	The course organization.	30.70%	30.70%	7.69%	23.00%	7.69%	0%	2.46	1.33
19	The ease of taking notes on the instructor's presentation.	38.40%	46.10%	7.69%	7.69%	0%	0%	1.84	0.86
20	The adequacy of the outlined direction of the course.	23.00%	38.40%	23.00%	15.30%	0%	0%	2.3	0.99
21	Your general enjoyment of the course.	15.30%	30.70%	30.70%	15.30%	7.69%	0%	2.69	1.13

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	92.30%	7.69%	0%	0%	0%	0%	0%	0%	0%	1.07	0.26
23	What is your sex?	30.70%	69.20%	0%	0%	0%	0%	0%	0%	0%	1.69	0.46
24	What is your overall GPA?	0%	0%	15.30%	46.10%	38.40%	0%	0%	0%	0%	4.23	0.69
25	What is your class level?	0%	46.10%	23.00%	30.70%	0%	0%	0%	0%	0%	2.84	0.86

RESPONDERS' COMMENTS FOR BS 172 010 (FS19)

Question 26: Do you have any comments or suggestions for organizing the course?

Cybil was an awesome TA  
 Get rid of Sonya or at the very least get her to engage in better waist help the students learn  
 Sonya is a terrible teacher and makes it hard for anybody to understand what is going on.  
 The amount of work required for this lab is unreasonable. Each aspect of the project takes many hours to complete. More guidance is needed. Even when I sought out help I did not see improvements in my grades as if grading is not completed the same across TA's. The group project needs much work. Students who do not contribute should not receive all points aside from 20 when other people in the group did all of the work. The work should not fall onto one or two people like they are being punished for another person's choice to not contribute.  
 The recitation notes were very difficult to follow along with. The rubrics for the lab notebooks are extremely vague and unhelpful.

"Question 27: What aspects of this course (e.g. readings, in-class activities, assignments, quizzes, exams) were most helpful for your learning? Please explain your answer."

Nothing  
 The research involved with the course was the most influential

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 BS 172 12 FS19

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SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	36.80%	21.00%	21.00%	10.50%	10.50%	0%	2.36	1.34
2	The instructor's interest in teaching.	26.30%	31.50%	21.00%	15.70%	5.26%	0%	2.42	1.18
3	The instructor's use of examples or personal experiences to help get points across in class.	42.10%	21.00%	21.00%	15.70%	0%	0%	2.1	1.11
4	The instructor's concern with whether the students learned the material.	31.50%	21.00%	15.70%	15.70%	15.70%	0%	2.63	1.45
5	Your interest in learning the course materials.	5.55%	55.50%	27.70%	5.55%	5.55%	5.26%	2.5	0.89
6	Your general attentiveness in class.	31.50%	21.00%	42.10%	0%	5.26%	0%	2.26	1.06
7	The course as an intellectual challenge.	15.70%	36.80%	42.10%	5.26%	0%	0%	2.36	0.8
8	Improvement in your competence in this area due to this course.	21.00%	36.80%	26.30%	10.50%	5.26%	0%	2.42	1.09
9	The instructor's encouragement to students to express opinions.	31.50%	15.70%	26.30%	10.50%	15.70%	0%	2.63	1.42
10	The instructor's receptiveness to new ideas and others' viewpoints.	36.80%	10.50%	21.00%	10.50%	21.00%	0%	2.68	1.55
11	The student's opportunity to ask questions.	42.10%	21.00%	21.00%	5.26%	10.50%	0%	2.21	1.32
12	The instructor's stimulation of class discussion.	47.30%	10.50%	21.00%	10.50%	10.50%	0%	2.26	1.4
13	The appropriateness of the amount of material the instructor attempted to cover.	26.30%	15.70%	26.30%	21.00%	10.50%	0%	2.73	1.33
14	The appropriateness of the pace at which the instructor attempted to cover the material.	31.50%	15.70%	31.50%	15.70%	5.26%	0%	2.47	1.22
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	11.10%	22.20%	27.70%	0%	0%	0%	2.26	1.13



SIRS SUMMARY REPORT

Subject Course Section Term  
BS 172 16 SS19

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 26  
Number of replies: 20  
Date generated: 1/9/2020 1:41:12 PM

SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	50%	10%	30%	5%	5%	0%	2.05	1.2
2	The instructor's interest in teaching.	50%	10%	25%	10%	5%	0%	2.1	1.26
3	The instructor's use of examples or personal experiences to help get points across in class.	40%	25%	30%	0%	5%	0%	2.05	1.07
4	The instructor's concern with whether the students learned the material.	45%	5%	20%	10%	20%	0%	2.55	1.59
5	Your interest in learning the course materials.	30%	15%	30%	25%	0%	0%	2.5	1.16
6	Your general attentiveness in class.	40%	25%	20%	15%	0%	0%	2.1	1.09
7	The course as an intellectual challenge.	25%	25%	45%	5%	0%	0%	2.3	0.9
8	Improvement in your competence in this area due to this course.	35%	5%	45%	15%	0%	0%	2.4	1.11
9	The instructor's encouragement to students to express opinions.	40%	10%	20%	15%	15%	0%	2.55	1.49
10	The instructor's receptiveness to new ideas and others' viewpoints.	40%	5%	20%	25%	10%	0%	2.6	1.46
11	The student's opportunity to ask questions.	45%	10%	25%	15%	5%	0%	2.25	1.29
12	The instructor's stimulation of class discussion.	45%	0%	25%	25%	5%	0%	2.45	1.39
13	The appropriateness of the amount of material the instructor attempted to cover.	35%	0%	45%	10%	10%	0%	2.6	1.31
14	The appropriateness of the pace at which the instructor attempted to cover the material.	31.50%	10.50%	36.80%	15.70%	5.26%	5%	2.52	1.22
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	25%	10%	35%	20%	10%	0%	2.8	1.28
16	The appropriateness of the difficulty of assigned reading topics.	25%	5%	55%	10%	5%	0%	2.65	1.1
17	The instructor's ability to relate the course concepts in a systematic manner.	26.30%	10.50%	47.30%	10.50%	5.26%	5%	2.57	1.13
18	The course organization.	25%	10%	35%	20%	10%	0%	2.8	1.28
19	The ease of taking notes on the instructor's presentation.	31.50%	5.26%	31.50%	21.00%	10.50%	5%	2.73	1.37
20	The adequacy of the outlined direction of the course.	30%	10%	35%	25%	0%	0%	2.55	1.16
21	Your general enjoyment of the course.	20%	15%	25%	25%	15%	0%	3	1.34

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	100%	0%	0%	0%	0%	0%	0%	0%	0%	1	0
23	What is your sex?	40%	60%	0%	0%	0%	0%	0%	0%	0%	1.6	0.48
24	What is your overall GPA?	10%	0%	5%	30%	55%	0%	0%	0%	0%	4.2	1.2
25	What is your class level?	15.70%	42.10%	36.80%	5.26%	0%	5%	0%	0%	0%	2.31	0.79

RESPONDERS' COMMENTS FOR BS 172 016 (SS19)

Question 26: Do you have any comments or suggestions for organizing the course?

"I can't really think of a way to improve but man this class needs some work. The organization was awful on all fronts and specifically, Nikki CAVALIERI was absolutely horrid as a lab instructor and i pity those who have to endure her in any further sections."  
 Maybe more instructions  
 no  
 nope  
 "Professor Elzinga taught the recitation material in his own specific way that he teaches BS162, but I had a different professor so I didn't learn the same things and he expected us to know the information without re-going over it for people not in his class."  
 slower pace would be helpful  
 "The grading/rubrics in this course NEED to be improved. The rubric makes it so that only one student can get 100% on the assignment. This is unfair - If a student excels and does the assignment well then they should be rewarded for doing so, not compared to other students. Also, the instructor was not helpful when attempting to do assignments. I went to see my GTA (Cavalieri) in her office hours multiple times before assignments were due to get feedback and she told me multiple times my assignments looked great. Then I would get my grade and it would be a 75%. This was very unhelpful and a waste of my time."

"Question 27: What aspects of this course (e.g. readings, in-class activities, assignments, quizzes, exams) were most helpful for your learning? Please explain your answer."

Help hours  
 homework assignments helped focus on tools we would be using in future projects  
 in class assignments  
 In class labs were helpful to ask questions and be guided  
 lab notebooks  
 None  
 "None, this class as a whole did nothing but bring me stress and taught me nothing, again, needs some serious work."  
 Nothing was helpful.  
 The 1-page reports were the most beneficial to my learning and i think what contributed to my leaning the most.  
 the quizzes were helpful for learning the tests

SIRS SUMMARY REPORT

Subject Course Section Term  
BS 172 18 SS19

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 26  
Number of replies: 23  
Date generated: 1/9/2020 1:41:12 PM

SIRS QUESTIONS

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	60.80%	13.00%	13.00%	8.69%	4.34%	0%	1.82	1.2

2	The instructor's interest in teaching.	43.40%	21.70%	13.00%	13.00%	8.69%	0%	2.21	1.34
3	The instructor's use of examples or personal experiences to help get points across in class.	56.50%	17.30%	17.30%	4.34%	4.34%	0%	1.82	1.12
4	The instructor's concern with whether the students learned the material.	47.80%	21.70%	8.69%	4.34%	17.30%	0%	2.21	1.5
5	Your interest in learning the course materials.	17.30%	30.40%	43.40%	0%	8.69%	0%	2.52	1.05
6	Your general attentiveness in class.	26.00%	30.40%	34.70%	8.69%	0%	0%	2.26	0.94
7	The course as an intellectual challenge.	26.00%	21.70%	47.80%	4.34%	0%	0%	2.3	0.9
8	Improvement in your competence in this area due to this course.	22.70%	18.10%	40.90%	9.09%	9.09%	4.34%	2.63	1.18
9	The instructor's encouragement to students to express opinions.	43.40%	30.40%	17.30%	4.34%	4.34%	0%	1.95	1.08
10	The instructor's receptiveness to new ideas and others' viewpoints.	43.40%	30.40%	17.30%	4.34%	4.34%	0%	1.95	1.08
11	The student's opportunity to ask questions.	50%	31.80%	4.54%	4.54%	9.09%	4.34%	1.9	1.23
12	The instructor's stimulation of class discussion.	43.40%	34.70%	8.69%	4.34%	8.69%	0%	2	1.21
13	The appropriateness of the amount of material the instructor attempted to cover.	27.20%	18.10%	36.30%	13.60%	4.54%	4.34%	2.5	1.15
14	The appropriateness of the pace at which the instructor attempted to cover the material.	39.10%	30.40%	17.30%	8.69%	4.34%	0%	2.08	1.13
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	21.70%	8.69%	43.40%	17.30%	8.69%	0%	2.82	1.2
16	The appropriateness of the difficulty of assigned reading topics.	17.30%	17.30%	52.10%	8.69%	4.34%	0%	2.65	1
17	The instructor's ability to relate the course concepts in a systematic manner.	27.20%	36.30%	22.70%	4.54%	9.09%	4.34%	2.31	1.18
18	The course organization.	21.70%	17.30%	43.40%	8.69%	8.69%	0%	2.65	1.16
19	The ease of taking notes on the instructor's presentation.	39.10%	17.30%	21.70%	8.69%	13.00%	0%	2.39	1.4
20	The adequacy of the outlined direction of the course.	17.30%	26.00%	34.70%	13.00%	8.69%	0%	2.69	1.15
21	Your general enjoyment of the course.	18.10%	13.60%	40.90%	13.60%	13.60%	4.34%	2.9	1.23

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?									78.20%	21.70%	0% 1.21 0.41
23	What is your sex?	34.70%		65.20%						0%	1.65	0.47
24	What is your overall GPA?	0%	4.34%	4.34%						21.70%	69.50%	0% 4.56 0.77
25	What is your class level?	47.80%	21.70%	26.00%	4.34%					0%	2.86	0.94

RESPONDERS' COMMENTS FOR BS 172 018 (SS19)

Question 26: Do you have any comments or suggestions for organizing the course?

"First, I would suggest that the entire lab should be more streamlined. It is extremely confusing to have so many different TAs teaching very different topics at the same time and having it all jumbled on one D2L page. There was a time that half of my lab did the wrong assignment because we were getting emails and D2L posts that were contradictory. I also think that Cybil's topic that she picked for our final project of bear skulls was extremely boring and a lot more work than other lab's topics. Additionally, I think the way that genetics is taught to us (for the fruit flies lab) needs to be completely redone because everyone I knew in the class had no idea what we were doing and recitation only confused us more."

"My best suggestion for this course is to replace the instructor with someone other than Professor Elzinga. He is beyond rude and dismissive of students who are merely looking for help. D2L for this class was so unorganized and no one could ever find anything. My TA made this entire semester a living hell. While others in different sections made comments on how this was the "easiest lab ever" I had the complete opposite experience. This TA, CYBIL, is the most incompetent educator I have ever had. The only person more incompetent is whoever hired her. I'm convinced MSU will literally employ anyone. I have been taking college courses since I was a junior in high school and NEVER have I had someone so disrespectful as Cybil. Just because you're a 45 year old who still doesn't have your graduate degree doesn't mean you need to take it out on 20 year olds who are going to be more successful than you. She gets a kick out of making students feel inferior that's for sure. Numerous time I have went to the help room or stayed after class for help and have been straight up denied help. I wish I was exaggerating but I'm not. Cybil I do hope you get to see this review and I hope it makes you feel at least as half as horrible as you've made me feel all semester long. Karma will come for you. This course is a complete joke and I cannot believe I spent money on it."

"My TA was inconsistent with her comments versus her grading. She would refuse to look over our work and then grade us harshly. My group came to her many times to be reviewed and were left more confused than before we spoke to her. When we received grades back, they were significantly worse than what she had originally said when the material was reviewed. Overall I don't think she should be teaching this course. She has statistical knowledge, yes, but that's about it."

N/A

Na

"no, the class is good."

None

"Our TA was unfair in class. She expected us to present professional grade visual aids even though we're supposed to learn. She did not teach us anything from recitation (I needed this because Chuck did a very poor job teaching as well). This was an embarrassment of a class, with no consistency. Overall I thought it was a waste of time and money."

Stop giving pointless busy work.

"Question 27: What aspects of this course (e.g. readings, in-class activities, assignments, quizzes, exams) were most helpful for your learning? Please explain your answer."

"Figured out everything on my own because my TA was a useless waste of space and chuck goes through material way too fast as if we already know all the information. Newsflash, we don't. The feedback on assignments was a complete joke. According to the rubric you can only get full points if your assignment was the best in the section - also a complete joke. Whoever the superiors are to the people running this course, step up and do your job."

"Honestly, a lot of this class was trying to find things online to teach yourself how to use ImageJ and do different statistical tests. I would say very little of the things I was "taught" were helpful to me in the long run."

I feel like the homework assignments were helpful in understanding the material.

"I guess the recitations with Chuck. However, he would go over one example of a problem (easiest example), then expect us to know how to do the more complex problems two weeks later."

"Make it more clear when things are due, not organized in being proactive in informing the students"

N/a

No

Step by step direction on how to perform calculations

"The first exam was the only exam really relevant to the end projects we did, the second exam with the flies was very confusing and the way it was presented was not helpful and we did not go over that material nearly enough to be able to do an entire exam."

"the most helpful thing in this class is the assignments, because it really helped to know how to solve the problems for this class and know how the exam is."

SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL365 1 SS14

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 6  
Number of replies: 16  
Date generated: 1/9/2020 1:54:59 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	7.14%	64.20%	28.50%	0%	0%	12.50%	2.21	0.55
2	The instructor's interest in teaching.	7.14%	64.20%	28.50%	0%	0%	12.50%	2.21	0.55
3	The instructor's use of examples or personal experiences to help get points across in class.	14.20%	35.70%	50%	0%	0%	12.50%	2.35	0.71
4	The instructor's concern with whether the students learned the material.	21.40%	42.80%	35.70%	0%	0%	12.50%	2.14	0.74
5	Your interest in learning the course materials.	56.20%	31.20%	6.25%	6.25%	0%	0%	1.62	0.85
6	Your general attentiveness in class.	31.20%	62.50%	6.25%	0%	0%	0%	1.75	0.55
7	The course as an intellectual challenge.	31.20%	56.20%	12.50%	0%	0%	0%	1.81	0.63
8	Improvement in your competence in this area due to this course.	56.20%	37.50%	6.25%	0%	0%	0%	1.5	0.61
9	The instructor's encouragement to students to express opinions.	14.20%	35.70%	42.80%	7.14%	0%	12.50%	2.42	0.82
10	The instructor's receptiveness to new ideas and others' viewpoints.	7.14%	35.70%	50%	7.14%	0%	12.50%	2.57	0.72
11	The student's opportunity to ask questions.	35.70%	28.50%	35.70%	0%	0%	12.50%	2	0.84
12	The instructor's stimulation of class discussion.	7.14%	35.70%	42.80%	7.14%	7.14%	12.50%	2.71	0.95
13	The appropriateness of the amount of material the instructor attempted to cover.	18.70%	43.70%	31.20%	0%	6.25%	0%	2.31	0.98
14	The appropriateness of the pace at which the instructor attempted to cover the material.	0%	23.00%	69.20%	0%	7.69%	18.70%	2.92	0.72
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	7.69%	30.70%	46.10%	15.30%	0%	18.70%	2.69	0.82
16	The appropriateness of the difficulty of assigned reading topics.	13.30%	13.30%	73.30%	0%	0%	6.25%	2.6	0.71
17	The instructor's ability to relate the course concepts in a systematic manner.	21.40%	35.70%	35.70%	7.14%	0%	12.50%	2.28	0.88
18	The course organization.	50%	37.50%	12.50%	0%	0%	0%	1.62	0.69
19	The ease of taking notes on the instructor's presentation.	7.14%	35.70%	42.80%	7.14%	7.14%	12.50%	2.71	0.95
20	The adequacy of the outlined direction of the course.	25%	56.20%	18.70%	0%	0%	0%	1.93	0.65
21	Your general enjoyment of the course.	43.70%	43.70%	12.50%	0%	0%	0%	1.68	0.68

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.23	0.65
Student Interest (Non-Instructor)	Items 5-8	1.67	0.68
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.42	0.88
Course Demands (Non-Instructor)	Items 13-16	2.52	0.86
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.92	0.72
Course Organization (Non-Instructor)	Items 17-20	1.78	0.69
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.5	0.94

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	87.50%	12.50%	0%	0%	0%	0%	0%	0%	0%	1.12	0.33
23	What is your sex?	25%	75%	0%	0%	0%	0%	0%	0%	0%	1.75	0.43
24	What is your overall GPA?	0%	0%	12.50%	31.20%	56.20%	0%	0%	0%	0%	4.43	0.7
25	What is your class level?	0%	12.50%	68.70%	18.70%	0%	0%	0%	0%	0%	3.06	0.55

RESPONDERS' COMMENTS FOR ZOL 365 001 (SS14)

Question 26: Do you have any comments or suggestions for organizing the course?

I absolutely enjoyed this course!

"I just have one suggestion for the lab instructor. During one of the labs, the instructor called each person that had done poorly on the past quiz up to the front of the class to talk to them. This was not the way to go about discussing issues with students. If students do poorly, have them see you after class or in office hours. It is not appropriate to make students talk about their grade problems in front of the entire lab class."

"I really enjoyed this course; for the lab, however, I feel that more hints for how to memorize habits would be helpful. For example, maybe suggest a chart with all of the habits so that you can compare and single out the few families that don't have a certain trait; for example, all rodents except such and such family are solitary. This really helped me because then I didn't have to strictly memorize every single trait for every single family and could



instead make generalizations. This obviously doesn't always work, but just a suggestion. I thought it was really helpful when we did the skulls of the week and also when we went through the powerpoints and pointed out helpful identifying characters. As for the lecture, I really enjoyed most of the lectures and this is probably one of my favorite classes I've taken."

So much memorization... Having to memorize fewer species in lab would make a huge difference.

"The lab was difficult but enjoyable, both TAs were very knowledgeable and helpful. One suggestion I have is to post the power points from lab or the slides with important information on them to the class wiki"

"The way I studied for this class (the lab portion) was I took pictures during lab and filled out the charts and keys. Then with the pictures I took I made a powerpoint with the orders/families/etc, the pictures, and all the habitat/diet/etc information. I made one powerpoint per lab. I would also write down the names and some information over and over again to get it into my head. I used flash cards at first instead of writing thing down over and over again which seems easier, but it didn't stick in my head as well."

## SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL365 4 SS14

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 9

Number of replies: 18

Date generated: 1/9/2020 1:54:59 PM

## INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	37.50%	50%	12.50%	0%	0%	11.10%	1.75	0.66
2	The instructor's interest in teaching.	31.20%	50%	18.70%	0%	0%	11.10%	1.87	0.69
3	The instructor's use of examples or personal experiences to help get points across in class.	37.50%	31.20%	25%	6.25%	0%	11.10%	2	0.93
4	The instructor's concern with whether the students learned the material.	31.20%	37.50%	18.70%	12.50%	0%	11.10%	2.12	0.99
5	Your interest in learning the course materials.	61.10%	38.80%	0%	0%	0%	0%	1.38	0.48
6	Your general attentiveness in class.	55.50%	44.40%	0%	0%	0%	0%	1.44	0.49
7	The course as an intellectual challenge.	33.30%	55.50%	11.10%	0%	0%	0%	1.77	0.62
8	Improvement in your competence in this area due to this course.	72.20%	22.20%	5.55%	0%	0%	0%	1.33	0.57
9	The instructor's encouragement to students to express opinions.	25%	25%	43.70%	6.25%	0%	11.10%	2.31	0.91
10	The instructor's receptiveness to new ideas and others' viewpoints.	11.70%	35.20%	41.10%	11.70%	0%	5.55%	2.52	0.84
11	The student's opportunity to ask questions.	43.70%	43.70%	12.50%	0%	0%	11.10%	1.68	0.68
12	The instructor's stimulation of class discussion.	12.50%	37.50%	43.70%	6.25%	0%	11.10%	2.43	0.68
13	The appropriateness of the amount of material the instructor attempted to cover.	27.70%	38.80%	33.30%	0%	0%	0%	2.05	0.77
14	The appropriateness of the pace at which the instructor attempted to cover the material.	25%	37.50%	37.50%	0%	0%	11.10%	2.12	0.78
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	16.60%	22.20%	50%	11.10%	0%	0%	2.55	0.89
16	The appropriateness of the difficulty of assigned reading topics.	16.60%	11.10%	72.20%	0%	0%	0%	2.55	0.76
17	The instructor's ability to relate the course concepts in a systematic manner.	25%	37.50%	37.50%	0%	0%	11.10%	2.12	0.78
18	The course organization.	35.20%	52.90%	11.70%	0%	0%	5.55%	1.76	0.64
19	The ease of taking notes on the instructor's presentation.	26.60%	20%	40%	13.30%	0%	16.60%	2.4	1.01
20	The adequacy of the outlined direction of the course.	33.30%	55.50%	11.10%	0%	0%	0%	1.77	0.62
21	Your general enjoyment of the course.	55.50%	33.30%	11.10%	0%	0%	0%	1.55	0.68

## COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.93	0.84
Student Interest (Non-Instructor)	Items 5-8	1.48	0.57
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.24	0.87
Course Demands (Non-Instructor)	Items 13-16	2.38	0.84
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.12	0.78
Course Organization (Non-Instructor)	Items 17-20	1.77	0.63
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.25	0.91

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	94.10%	5.88%							5.55%	1.05	0.23
23	What is your sex?	27.70%	72.20%							0%	1.72	0.44
24	What is your overall GPA?	0%	0%	27.70%	50%	22.20%	0%			0%	3.94	0.7
25	What is your class level?	0%	5.55%	33.30%	61.10%	0%	0%			0%	3.55	0.59

RESPONDERS' COMMENTS FOR ZOL 365 004 (SS14)

Question 26: Do you have any comments or suggestions for organizing the course?

"A lot of the times it seemed like both of my TAs were, for lack of a better word, cocky about their knowledge of the mammals. Especially when I was just learning, they made me feel stupid for not knowing what things were right away."

"Dr. Lundrigan was a great professor to have! I would definitely take more of her classes! I loved the topic and the way in which she presented the information. Her tests were challenging, but that was expected. She warned us before each exam. I thoroughly enjoyed taking this course."

"I like this class, but the lab is hard. And my UA (Kelsey) is incredibly obnoxious during lab and is always trying to outdo and outsmart our TA, and prove herself to us. And when students ask her how to apply for her job as a TA/UA, Kelsey immediately shuts them down saying they are too dumb, don't have the grades, and would never have a chance at getting her job...she told me that. Didn't even try to soften it up either."

none

Professor Lundrigan rocks!

"Such a great class. And Kelsey was pretty great, she should know that."

The lecture portion of the class was well conducted and reasonable amount of material covered. The lab portion was overwhelming. Attempting to memorize so many skulls and all the information that goes with them was extremely stressful and ultimately impossible for me. The lab portion needs to be a separate class or the amount of material covered needs to be reduced.

The Ta's (kelsey & CYBIL) need to not have petty school girl fights. Its not conductive to the learning environment. Dr. Lundegrine is a fantastic teacher.

SIRS SUMMARY REPORT

Subject Course Section Term  
 ZOL 365 1 SS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 10  
 Number of replies: 19  
 Date generated: 1/9/2020 1:51:18 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	38.80%	38.80%	11.10%	5.55%	5.55%	5.26%	2	1.1
2	The instructor's interest in teaching.	33.30%	33.30%	27.70%	0%	5.55%	5.26%	2.11	1.04
3	The instructor's use of examples or personal experiences to help get points across in class.	44.40%	27.70%	16.60%	5.55%	5.55%	5.26%	2	1.15
4	The instructor's concern with whether the students learned the material.	38.80%	5.55%	27.70%	16.60%	11.10%	5.26%	2.55	1.42
5	Your interest in learning the course materials.	57.80%	31.50%	5.26%	5.26%	0%	0%	1.57	0.81
6	Your general attentiveness in class.	63.10%	15.70%	21.00%	0%	0%	0%	1.57	0.81
7	The course as an intellectual challenge.	73.60%	26.30%	0%	0%	0%	0%	1.26	0.44
8	Improvement in your competence in this area due to this course.	57.80%	26.30%	10.50%	5.26%	0%	0%	1.63	0.87
9	The instructor's encouragement to students to express opinions.	22.20%	22.20%	22.20%	22.20%	11.10%	5.26%	2.77	1.31
10	The instructor's receptiveness to new ideas and others' viewpoints.	22.20%	16.60%	33.30%	16.60%	11.10%	5.26%	2.77	1.27
11	The student's opportunity to ask questions.	41.10%	23.50%	17.60%	11.70%	5.88%	10.50%	2.17	1.24
12	The instructor's stimulation of class discussion.	27.70%	5.55%	50%	11.10%	5.55%	5.26%	2.61	1.16
13	The appropriateness of the amount of material the instructor attempted to cover.	44.40%	16.60%	16.60%	16.60%	5.55%	5.26%	2.22	1.31
14	The appropriateness of the pace at which the instructor attempted to cover the material.	22.20%	11.10%	33.30%	22.20%	11.10%	5.26%	2.88	1.28
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	16.60%	5.55%	5.26%	2.55	1.11			
16	The appropriateness of the difficulty of assigned reading topics.	22.20%	22.20%	44.40%	11.10%	0%	5.26%	2.44	0.95
17	The instructor's ability to relate the course concepts in a systematic manner.	33.30%	16.60%	22.20%	16.60%	11.10%	5.26%	2.55	1.38
18	The course organization.	38.80%	22.20%	27.70%	11.10%	0%	5.26%	2.11	1.04
19	The ease of taking notes on the instructor's presentation.	27.70%	11.10%	27.70%	27.70%	5.55%	5.26%	2.72	1.28
20	The adequacy of the outlined direction of the course.	36.80%	26.30%	26.30%	5.26%	5.26%	0%	2.15	1.13
21	Your general enjoyment of the course.	36.80%	36.80%	15.70%	0%	10.50%	0%	2.1	1.2

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.16	1.21
Student Interest (Non-Instructor)	Items 5-8	1.51	0.76
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.59	1.27
Course Demands (Non-Instructor)	Items 13-16	2.4	1.14
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.88	1.28
Course Organization (Non-Instructor)	Items 17-20	2.13	1.09
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.63	1.33

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?									84.20%	15.70%	0%
23	What is your sex?	15.70%	84.20%							0%	1.84	0.36
24	What is your overall GPA?	0%	5.26%	5.26%	57.80%	31.50%	0%			0%	4.15	0.74
25	What is your class level?	0%	15.70%	31.50%	52.60%	0%	0%			0%	3.36	0.74

RESPONDERS' COMMENTS FOR ZOL 365 001 (SS15)

Question 26: Do you have any comments or suggestions for organizing the course?

"Lab and lecture should coincide better. Use of D2L to keep track of lab handouts and communicate with class members would be preferred. Lab is not very practical (skins should be provided as well as skulls, most fields require knowledge of identifying live animals)."

Loved the zoo project! And the opportunities given to help improve our grade.

make the carnivore lab 2 labs

Make the Carnivore lab smaller or split into two different weeks

Split carnivore lab into two weeks

"The lab for this class was awful. Students are not familiar with this taxonomy-style lab and were never taught how to prepare themselves for this course.

When students did not do well on their exams and practicals, all they were offered was criticism, when help was needed. Next semester GAs and TAs should teach students how to study and help prepare themselves so they can pass the course. They should also offer constructive criticism. Another helpful method would be to show a practice quiz during the beginning of the course so students learn how and what they study. Also, there should be an example of how to fill out the charts in the lab notebook so students learn how to prepare."

"The lab is absolutely atrocious. There is WAY too much information to cover and memorizing the information is just a useless application of it. This class is really like 7 credits worth jammed into 3-4. Really this class is a ""just see if you can pass"" class rather than lets learn something practical so you can use it in the future. Also my lab instructor (Nikki) blamed the students for not being able to learn an overwhelming amount of material rather than trying to look at the other possible reasons for why students did so terrible. There is simply no way to learn all of the information possible for this lab in the time allotted."

"The lecture portion of this class was amazing. The power points are some of the best at MSU and Dr. Ludgrigan is great. Nikki is a pain in the butt I, as she is

rude and condescending. The skulls were intestine I guess, but I never had an interest in identifying them and found this to not only not be interesting, but for a lot of them I found them to be too similar and difficult to identify. The lab portion wasn't great, but the lecture was amazing."

"The lecture portion was perfect. Don't change a single thing. The lab section of this course was a lot harder than the class, but if you put in the time, it was very worthwhile. This class is very applicable to the outside world after graduation. However, one complaint I have is that we only learn the scientific name of animals. So now I have this vast amount of information in my brain, but cannot communicate it with the normal citizen who doesn't know one scientific order from the next. The only other problem I had was the carnivore lab. That's a great topic that could've been so great, but it was smashed into one week. I would've preferred to not take a week off of class to go to the zoo, but instead, take two weeks to cover the carnivore lab."

SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL 365 2 SS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 11  
Number of replies: 22  
Date generated: 1/9/2020 1:51:18 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	50%	18.10%	31.80%	0%	0%	0%	1.81	0.88
2	The instructor's interest in teaching.	45.40%	22.70%	27.20%	0%	4.54%	0%	1.95	1.06
3	The instructor's use of examples or personal experiences to help get points across in class.	40.90%	36.30%	18.10%	0%	4.54%	0%	1.9	0.99
4	The instructor's concern with whether the students learned the material.	42.80%	28.50%	14.20%	9.52%	4.76%	4.54%	2.04	1.17
5	Your interest in learning the course materials.	54.50%	45.40%	0%	0%	0%	0%	1.45	0.49
6	Your general attentiveness in class.	36.30%	50%	13.60%	0%	0%	0%	1.77	0.66
7	The course as an intellectual challenge.	45.40%	45.40%	9.09%	0%	0%	0%	1.63	0.64
8	Improvement in your competence in this area due to this course.	31.80%	54.50%	13.60%	0%	0%	0%	1.81	0.64
9	The instructor's encouragement to students to express opinions.	36.30%	18.10%	36.30%	4.54%	4.54%	0%	2.22	1.12
10	The instructor's receptiveness to new ideas and others' viewpoints.	27.20%	22.70%	36.30%	9.09%	4.54%	0%	2.4	1.11
11	The student's opportunity to ask questions.	50%	27.20%	18.10%	0%	4.54%	0%	1.81	1.02
12	The instructor's stimulation of class discussion.	27.20%	27.20%	31.80%	9.09%	4.54%	0%	2.36	1.1
13	The appropriateness of the amount of material the instructor attempted to cover.	27.20%	22.70%	31.80%	13.60%	4.54%	0%	2.45	1.15
14	The appropriateness of the pace at which the instructor attempted to cover the material.	31.80%	9.09%	36.30%	13.60%	9.09%	0%	2.59	1.3
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	18.10%	13.60%	54.50%	4.54%	9.09%	0%	2.72	1.09
16	The appropriateness of the difficulty of assigned reading topics.	18.10%	27.20%	50%	0%	4.54%	0%	2.45	0.94
17	The instructor's ability to relate the course concepts in a systematic manner.	36.30%	22.70%	31.80%	4.54%	4.54%	0%	2.18	1.11
18	The course organization.	22.70%	50%	27.20%	0%	0%	0%	2.04	0.7
19	The ease of taking notes on the instructor's presentation.	36.30%	31.80%	18.10%	9.09%	4.54%	0%	2.13	1.13
20	The adequacy of the outlined direction of the course.	31.80%	40.90%	27.20%	0%	0%	0%	1.95	0.76
21	Your general enjoyment of the course.	40.90%	45.40%	13.60%	0%	0%	0%	1.72	0.68

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.93	1.03
Student Interest (Non-Instructor)	Items 5-8	1.67	0.63
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.2	1.11
Course Demands (Non-Instructor)	Items 13-16	2.54	1.07
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.59	1.3
Course Organization (Non-Instructor)	Items 17-20	2	0.73
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.15	1.12

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?									90.90%	9.09%	0%
23	What is your sex?	13.60%	86.30%							0%	1.86	0.34
24	What is your overall GPA?	0%	0%	36.30%	27.20%	36.30%	0%	4	0.85			
25	What is your class level?	4.54%	13.60%	40.90%	40.90%	0%	0%	3.18	0.83			

RESPONDERS' COMMENTS FOR ZOL 365 002 (SS15)

Question 26: Do you have any comments or suggestions for organizing the course?

"I loved this course. Dr. Lundrigan was a great prof. I would definitely look into taking more classes taught by her (if there are any). The lab was very interesting and very challenging. I enjoyed these aspects, however I believe that the first lab practical was a bit too hard and that we should have been warned about how much taxonomy was going to be on it. I do not think it was representative of what we were told was going to be on it. Overall, this was my favorite class so far, I learned SO much."

I think for lab 12 Carnivora it should be split up into two different labs (like how rodents were) and have lab 11 (Behavior at the zoo) not be counted as a lab day.

"I would recommend either removing the behavior lab or make it an out-of-class assignment and splitting the carnivore lab into 2 weeks. There was a lot of information/material for 1 week of lab. Otherwise, the class was fantastic and I thoroughly enjoyed it. Glad I decided to enroll in this course."

"It was a really difficult course and I never knew what my grade was in the course so I had no idea on how I was doing. Also the lab should be a separate course from the lecture or not worth so much, being that it is very difficult and seems to bring down my lecture grade."

"Loved the lectures. Dr Lundrigan talked at a good pace and her slides were simple and easy to take notes from. Did not enjoy the lab as much. It was a lot of things to cover. I would either focus on everything and not Michigan mammals or put a larger emphasis on just Michigan mammals Nikki was pretty condescending to some students when answering questions (and made it obvious that she had favorites). Also the TAs should not just stand in the front of the classroom having personal conversations. Many times I went to ask a question and waited for their conversation to stop and they would not acknowledge me standing there until I said that I had a question. Also she seemed pretty closed off to ideas until something was explained in full and then would agree. In some of the first labs, I went to take pictures after most people were gone and she snapped at me and said i shouldn't rely on pictures. Once I explained myself she said ""oh, ok"" and moved on from the subject. Nikki is a nice person and very smart in the subject, but i do not think she is an effective TA."

"Nikki needs to take a course on teaching. She was the rudest TA I have ever encountered. I'm the type of student who ALWAYS asks questions, but due to her condescending nature, I stopped asking her questions. She needs to learn how to relay information to students with out making them feel like assholes, and she needs to not be so defensive. Also, when a student has a question she should not make them wait to finish her personal conversation with the undergrad TA. Numerous times she held up her finger while talking to Lindsey about silly things that have nothing to do with mammals, and would make me wait, or never respond to me. If it weren't for her, I would have really enjoyed this class."

The lab attempted to cover more material than was necessary. The overwhelming amount of information made the class more stressful than enriching.

"The only suggestion I have has already been discussed in class, splitting the Carnivore lab into two class periods, and having the Potter Park Zoo lab be an extra assignment to be completed outside of class. Other than that, this class is incredible. All the instructors know their material like the back of their hand, and they're truly passionate about it. 10/10 stars. Maybe 11/10 stars. I'm genuinely going to miss attending this class!"

## SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL 365 3 SS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 3

Number of replies: 6

Date generated: 1/9/2020 1:51:18 PM

## INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	50%	25%	0%	0%	25%	33.30%	2.25	1.63
2	The instructor's interest in teaching.	25%	50%	0%	0%	25%	33.30%	2.5	1.5
3	The instructor's use of examples or personal experiences to help get points across in class.	75%	0%	0%	0%	25%	33.30%	2	1.73
4	The instructor's concern with whether the students learned the material.	50%	0%	25%	0%	25%	33.30%	2.5	1.65
5	Your interest in learning the course materials.	50%	50%	0%	0%	0%	1.5	0.5	
6	Your general attentiveness in class.	50%	50%	0%	0%	0%	1.5	0.5	
7	The course as an intellectual challenge.	16.60%	83.30%	0%	0%	0%	1.83	0.37	
8	Improvement in your competence in this area due to this course.	100%	0%	0%	0%	0%	1	0	
9	The instructor's encouragement to students to express opinions.	25%	25%	25%	0%	25%	33.30%	2.75	1.47
10	The instructor's receptiveness to new ideas and others' viewpoints.	25%	25%	0%	25%	25%	33.30%	3	1.58
11	The student's opportunity to ask questions.	50%	25%	0%	0%	25%	33.30%	2.25	1.63
12	The instructor's stimulation of class discussion.	25%	50%	0%	0%	25%	33.30%	2.5	1.5
13	The appropriateness of the amount of material the instructor attempted to cover.	33.30%	33.30%	16.60%	0%	16.60%	0%	2.33	1.37
14	The appropriateness of the pace at which the instructor attempted to cover the material.	25%	50%	0%	0%	25%	33.30%	2.5	1.5
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	33.30%	16.60%	50%	0%	0%	2.16	0.89	
16	The appropriateness of the difficulty of assigned reading topics.	33.30%	16.60%	50%	0%	0%	2.16	0.89	
17	The instructor's ability to relate the course concepts in a systematic manner.	25%	50%	0%	0%	25%	33.30%	2.5	1.5
18	The course organization.	83.30%	0%	0%	16.60%	0%	1.5	1.11	
19	The ease of taking notes on the instructor's presentation.	25%	25%	0%	25%	25%	33.30%	3	1.58
20	The adequacy of the outlined direction of the course.	66.60%	0%	33.30%	0%	0%	1.66	0.94	
21	Your general enjoyment of the course.	66.60%	16.60%	16.60%	0%	0%	1.5	0.76	

## COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.31	1.64
Student Interest (Non-Instructor)	Items 5-8	1.45	0.49
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.62	1.57
Course Demands (Non-Instructor)	Items 13-16	2.22	1.08
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.5	1.5
Course Organization (Non-Instructor)	Items 17-20	1.58	1.03
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.75	1.56

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	50%	50%							0%	1.5	0.5
23	What is your sex?	16.60%	83.30%							0%	1.83	0.37

24 What is your overall GPA? 0% 0% 16.60% 50% 33.30% 0% 4.16 0.68  
 25 What is your class level? 16.60% 66.60% 16.60% 0% 0% 3 0.57

RESPONDERS' COMMENTS FOR ZOL 365 003 (SS15)

Question 26: Do you have any comments or suggestions for organizing the course?

"Cybil Cavaleri is marked as ""inferior"" as a default because I do not know this person, nor was the class taught by any means by this person. I assume he or she is a course coordinator but we never met."

"First of all, I didn't have Cybil as an instructor. Dr Lundrigan is the best teacher I have had so far at MSU. Her powerpoints are clear and easy to follow, and she is very approachable. This was a wonderful class that made getting up at six thirty twice a week absolutely worth it."

"This class was a lot of fun and was very interesting, even at 8am! Professor Lundrigan used a lot of pictures and interesting examples to keep class entertaining. The exams were easy if you paid attention to the lecture material. However, the lab portion was extremely difficult and you needed to spend hours studying for that portion. I think it is way too much material to ask someone to memorize, but it is definitely doable if you study hard. Overall, the class was very enjoyable for me."

SIRS SUMMARY REPORT

Subject Course Section Term  
 ZOL365 4 SS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 10  
 Number of replies: 12  
 Date generated: 1/9/2020 1:51:18 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
2	The instructor's interest in teaching.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
3	The instructor's use of examples or personal experiences to help get points across in class.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
4	The instructor's concern with whether the students learned the material.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
5	Your interest in learning the course materials.	50%	41.60%	8.33%	0%	0%	0%	1.58	0.64
6	Your general attentiveness in class.	58.30%	25%	16.60%	0%	0%	0%	1.58	0.75
7	The course as an intellectual challenge.	58.30%	16.60%	25%	0%	0%	0%	1.66	0.84
8	Improvement in your competence in this area due to this course.	63.60%	27.20%	9.09%	0%	0%	8.33%	1.45	0.65
9	The instructor's encouragement to students to express opinions.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
10	The instructor's receptiveness to new ideas and others' viewpoints.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
11	The student's opportunity to ask questions.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
12	The instructor's stimulation of class discussion.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
13	The appropriateness of the amount of material the instructor attempted to cover.	16.60%	41.60%	33.30%	0%	8.33%	0%	2.41	1.03
14	The appropriateness of the pace at which the instructor attempted to cover the material.	11.10%	11.10%	77.70%	0%	0%	25%	2.66	0.66
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	25%	25%	50%	0%	0%	0%	2.25	0.82
16	The appropriateness of the difficulty of assigned reading topics.	25%	41.60%	33.30%	0%	0%	0%	2.08	0.75
17	The instructor's ability to relate the course concepts in a systematic manner.	11.10%	22.20%	66.60%	0%	0%	25%	2.55	0.68
18	The course organization.	33.30%	50%	16.60%	0%	0%	0%	1.83	0.68
19	The ease of taking notes on the instructor's presentation.	11.10%	11.10%	77.70%	0%	0%	25%	2.66	0.66
20	The adequacy of the outlined direction of the course.	33.30%	33.30%	33.30%	0%	0%	0%	2	0.81
21	Your general enjoyment of the course.	50%	25%	25%	0%	0%	0%	1.75	0.82

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.55	0.68
Student Interest (Non-Instructor)	Items 5-8	1.57	0.73
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.55	0.68
Course Demands (Non-Instructor)	Items 13-16	2.25	0.89
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.66	0.66
Course Organization (Non-Instructor)	Items 17-20	1.91	0.75
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.61	0.67

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	83.30%	16.60%	0%	0%	0%	0%	0%	0%	0%	1.16	0.37
23	What is your sex?	33.30%	66.60%	0%	0%	0%	0%	0%	0%	0%	1.66	0.47
24	What is your overall GPA?	0%	0%	0%	58.30%	41.60%	0%	0%	0%	0%	4.41	0.49
25	What is your class level?	8.33%	33.30%	58.30%	0%	0%	0%	0%	0%	0%	3.5	0.64

RESPONDERS' COMMENTS FOR ZOL 365 004 (SS15)

Question 26: Do you have any comments or suggestions for organizing the course?

Great class! I've never had such an interesting 8am before. I took this as an elective and I am so glad I did.

"I feel like the course pack should list exactly what you will need to write down on the practicals to succeed. For example a lot of the listed habitats were quite vague. I think consistency between the course pack and answers for the practical would eliminate some confusion and ease the minds of students. Also I think the whole MI mammal portion should be taught as a separate course. It was too much to try and remember all of the species names along with the families, orders, and other required information."

Shorten or split up some labs into two parts.

"There was a lot of material covered in this class. It might be good to split it into two different classes- one for orders and families, and another for the Michigan specific species."

SIRS SUMMARY REPORT

Subject Course Section Term  
 ZOL365 2 SS16

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 19  
 Number of replies: 25  
 Date generated: 1/9/2020 1:48:31 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	40.90%	22.70%	22.70%	9.09%	4.54%	12%	2.13	1.17
2	The instructor's interest in teaching.	45.40%	18.10%	31.80%	0%	4.54%	12%	2	1.08
3	The instructor's use of examples or personal experiences to help get points across in class.	40.90%	22.70%	22.70%	9.09%	4.54%	12%	2.13	1.17
4	The instructor's concern with whether the students learned the material.	40.90%	13.60%	27.20%	4.54%	13.60%	12%	2.36	1.39
5	Your interest in learning the course materials.	44%	48%	4%	4%	0%	0%	1.68	0.73
6	Your general attentiveness in class.	44%	40%	16%	0%	0%	0%	1.72	0.72
7	The course as an intellectual challenge.	41.60%	50%	8.33%	0%	0%	4%	1.66	0.62
8	Improvement in your competence in this area due to this course.	36%	40%	24%	0%	0%	0%	1.88	0.76
9	The instructor's encouragement to students to express opinions.	27.20%	13.60%	36.30%	13.60%	9.09%	12%	2.63	1.26
10	The instructor's receptiveness to new ideas and others' viewpoints.	22.70%	22.70%	27.20%	13.60%	13.60%	12%	2.72	1.32
11	The student's opportunity to ask questions.	50%	22.70%	18.10%	0%	9.09%	12%	1.95	1.22
12	The instructor's stimulation of class discussion.	36.30%	4.54%	40.90%	4.54%	13.60%	12%	2.54	1.37
13	The appropriateness of the amount of material the instructor attempted to cover.	20%	16%	48%	12%	4%	0%	2.64	1.05
14	The appropriateness of the pace at which the instructor attempted to cover the material.	18.10%	18.10%	27.20%	22.70%	13.60%	12%	2.95	1.29
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	20%	16%	44%	20%	0%	0%	2.64	1.01
16	The appropriateness of the difficulty of assigned reading topics.	24%	16%	52%	8%	0%	0%	2.44	0.94
17	The instructor's ability to relate the course concepts in a systematic manner.	27.20%	13.60%	54.50%	0%	4.54%	12%	2.4	1.02
18	The course organization.	36%	48%	16%	0%	0%	0%	1.8	0.69
19	The ease of taking notes on the instructor's presentation.	27.20%	18.10%	36.30%	13.60%	4.54%	12%	2.5	1.15
20	The adequacy of the outlined direction of the course.	32%	40%	28%	0%	0%	0%	1.96	0.77
21	Your general enjoyment of the course.	52%	8%	28%	12%	0%	0%	2	1.13

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.15	1.22
Student Interest (Non-Instructor)	Items 5-8	1.73	0.71
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.46	1.33
Course Demands (Non-Instructor)	Items 13-16	2.57	1
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.95	1.29
Course Organization (Non-Instructor)	Items 17-20	1.88	0.73
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.45	1.09

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	80%	20%							0%	1.2	0.4
23	What is your sex?	32%	68%							0%	1.68	0.46
24	What is your overall GPA?	4%	4%	24%	32%	36%	0%			0%	3.92	1.05
25	What is your class level?	4%	16%	32%	48%	0%				0%	3.24	0.86

RESPONDERS' COMMENTS FOR ZOL 365 002 (SS16)

Question 26: Do you have any comments or suggestions for organizing the course?

"A lot of material to cover in the time allowed. The lab is like a separate class, and it should be worth more than one credit."

"I absolutely loved taking this class - I learned so much and have found new areas that are of interest to me that I may not have discovered without the class. There was a lot of work that needed to be put into the lab portion of the class, but the time spent was definitely worth it!"

I really enjoyed the material covered in this class and would recommend it to anyone interested in studying mammals. The lab work was difficult and required a lot of work outside of class and it would have been nice to have more opportunities to review the skulls/bones. Even so if a student showed up to class and lab and paid attention it was doable.

I really enjoyed this course. I found the lab difficult as memorization is one of my strongest attributes.

"I was extremely satisfied with the lecture portion of this course - but extremely dissatisfied with the lab portion. The teaching assistant was often rude, especially when asking questions during lab and asking for help. The Undergraduate teaching assistant saved this class. The amount of information to learn was okay, but the way that TA tested us on this material was unfair. How can you make fun of students when they got a question wrong when you put a small black - and - white picture of an ungulate dressed up like an elephant - and make fun of us when we put elephant?? The information asked was expected, but if you answered forests, instead of dense forests you should not be punished like we were in this class. It was extremely frustrating, and upsetting when I would study for hours on end for a course like this - and not get points over small minor differences in the bulk of memorized information. The lecture was amazing. The information was appropriate, and the professor was always so enthusiastic regarding it. I learned so much - applicable things - that will undoubtedly help me in the future of my career (unlike the lab...). She was always perceptive of questions, and upfront if she didn't know the answer to something. She was absolutely great!"

I would try and align the lecture material more with the lab content.



Lab required an unrealistic amount of memorization in a short period of time.

NA

"Simple as this, there is too much material. I understand this is an upper level course and the expectations are higher but I find it hard to believe that any of the TAs or Dr. Lundrigan learned everything we are expected to learn for their entire career in a matter of 15 weeks. The material they now use probably took them years to fully comprehend. Your expectations and work load need to be dramatically lowered. This is coming from a student currently doing well in the class, not someone resentful because they are receiving bad grades. I study very hard for this class and that hard work has mostly paid off, but if you lowered your expectations and the amount of work you require I might actually be able to really enjoy the class versus looking at it just as a nuisance."

"The lab should be a separate class. There is so much material covered that it takes precedence over all other classes. There was too much material to cover for a once a week class session. The lecture and lab rarely lined up; it would be much better if the lab was taken first, and then the lecture. Also, it would be more useful if skins were used to teach along with the skulls for all of the animals. There really is not a time in my future where I will have to know the scientific name of a species from looking at its skull alone."

The Teachers assistants should be on the same page with the questions they are asking.

Way too much is done and needed in the lab section of the course.

"Way too much material to cover in a short amount of time. The amount of material asked to be known was absolutely overwhelming. Learning how to tell the difference between tiny skulls such as mice is basically impossible when you try to learn all of them in only 3 hours, and only get to see and touch the skull once before the quiz and twice before the practical, only if it was at the review session. Studying pictures only helps so much."

## SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL365 3 SS16

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 8

Number of replies: 9

Date generated: 1/9/2020 1:48:31 PM

## INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	66.60%	0%	33.30%	0%	0%	0%	1.66	0.94
2	The instructor's interest in teaching.	55.50%	11.10%	33.30%	0%	0%	0%	1.77	0.91
3	The instructor's use of examples or personal experiences to help get points across in class.	66.60%	0%	22.20%	11.10%	0%	0%	1.77	1.13
4	The instructor's concern with whether the students learned the material.	66.60%	0%	22.20%	11.10%	0%	0%	1.77	1.13
5	Your interest in learning the course materials.	55.50%	33.30%	11.10%	0%	0%	0%	1.55	0.68
6	Your general attentiveness in class.	55.50%	33.30%	11.10%	0%	0%	0%	1.55	0.68
7	The course as an intellectual challenge.	33.30%	33.30%	22.20%	11.10%	0%	0%	2.11	0.99
8	Improvement in your competence in this area due to this course.	77.70%	11.10%	11.10%	0%	0%	0%	1.33	0.66
9	The instructor's encouragement to students to express opinions.	44.40%	11.10%	33.30%	0%	11.10%	0%	2.22	1.31
10	The instructor's receptiveness to new ideas and others' viewpoints.	44.40%	11.10%	33.30%	11.10%	0%	0%	2.11	1.09
11	The student's opportunity to ask questions.	55.50%	11.10%	33.30%	0%	0%	0%	1.77	0.91
12	The instructor's stimulation of class discussion.	44.40%	0%	44.40%	0%	11.10%	0%	2.33	1.33
13	The appropriateness of the amount of material the instructor attempted to cover.	44.40%	0%	44.40%	0%	11.10%	0%	2.33	1.33
14	The appropriateness of the pace at which the instructor attempted to cover the material.	44.40%	11.10%	22.20%	11.10%	11.10%	0%	2.33	1.41
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	22.20%	11.10%	55.50%	11.10%	0%	0%	2.55	0.95
16	The appropriateness of the difficulty of assigned reading topics.	55.50%	0%	44.40%	0%	0%	0%	1.88	0.99
17	The instructor's ability to relate the course concepts in a systematic manner.	55.50%	11.10%	33.30%	0%	0%	0%	1.77	0.91
18	The course organization.	44.40%	22.20%	33.30%	0%	0%	0%	1.88	0.87
19	The ease of taking notes on the instructor's presentation.	44.40%	11.10%	22.20%	11.10%	11.10%	0%	2.33	1.41
20	The adequacy of the outlined direction of the course.	55.50%	0%	44.40%	0%	0%	0%	1.88	0.99
21	Your general enjoyment of the course.	44.40%	33.30%	22.20%	0%	0%	0%	1.77	0.78

## COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.75	1.03
Student Interest (Non-Instructor)	Items 5-8	1.63	0.82
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.11	1.19
Course Demands (Non-Instructor)	Items 13-16	2.25	1.14
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.33	1.41
Course Organization (Non-Instructor)	Items 17-20	1.88	0.93
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.05	1.22

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	88.80%	11.10%	0%	0%	0%	0%	0%	0%	0%	1.11	0.31
23	What is your sex?	22.20%	77.70%	0%	0%	0%	0%	0%	0%	0%	1.77	0.41
24	What is your overall GPA?	0%	0%	22.20%	22.20%	55.50%	0%	0%	0%	0%	4.33	0.81
25	What is your class level?	0%	12.50%	37.50%	50%	0%	11.10%	0%	0%	0%	3.37	0.69

RESPONDERS' COMMENTS FOR ZOL 365 003 (SS16)

Question 26: Do you have any comments or suggestions for organizing the course?

"I absolutely LOVED this course. I wish there were more lectures in it per week or more mammal-focused undergrad classes so I could learn even more. My only complaint is that Dr. Lundrigan went a little fast during her presentations, but she'd always make up for it by going back for a second so we could catch back up with our notes. :)"

I really enjoyed this class and it was apparent that both Nikki and Professor Lundrigan enjoyed teaching the material and wanted everyone to succeed.

"I understand that this class is meant to be an intellectual challenge. I thoroughly enjoyed learning about mammals and the skulls. The only comment I have is for the lab portion of the class. At times I felt that while the point of the practical was to be able to identify skulls, there was so much to memorize that it ended up being more about how well you were able to memorize the names and information of the family (habitat, range, lifestyle, diet, etc) rather than focusing on using the tools you learned to identify the skull. I felt like the practical setup was almost setting us up to not do well rather than succeed."

SIRS SUMMARY REPORT

Subject Course Section Term  
 IBIO 365 3 SS17

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 18  
 Number of replies: 16  
 Date generated: 1/9/2020 1:44:52 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	68.70%	12.50%	12.50%	6.25%	0%	0%	1.56	0.93
2	The instructor's interest in teaching.	68.70%	12.50%	6.25%	6.25%	6.25%	0%	1.68	1.21
3	The instructor's use of examples or personal experiences to help get points across in class.	62.50%	18.70%	12.50%	0%	6.25%	0%	1.68	1.11
4	The instructor's concern with whether the students learned the material.	56.20%	25%	6.25%	6.25%	6.25%	0%	1.81	1.18
5	Your interest in learning the course materials.	37.50%	43.70%	18.70%	0%	0%	0%	1.81	0.72
6	Your general attentiveness in class.	50%	31.20%	18.70%	0%	0%	0%	1.68	0.76
7	The course as an intellectual challenge.	68.70%	25%	6.25%	0%	0%	0%	1.37	0.59
8	Improvement in your competence in this area due to this course.	46.60%	46.60%	6.66%	0%	0%	6.25%	1.6	0.61
9	The instructor's encouragement to students to express opinions.	43.70%	12.50%	31.20%	6.25%	6.25%	0%	2.18	1.23
10	The instructor's receptiveness to new ideas and others' viewpoints.	37.50%	25%	18.70%	12.50%	6.25%	0%	2.25	1.25
11	The student's opportunity to ask questions.	56.20%	25%	6.25%	6.25%	6.25%	0%	1.81	1.18
12	The instructor's stimulation of class discussion.	37.50%	31.20%	25%	6.25%	0%	0%	2	0.93
13	The appropriateness of the amount of material the instructor attempted to cover.	40%	26.60%	6.66%	26.60%	0%	6.25%	2.2	1.22
14	The appropriateness of the pace at which the instructor attempted to cover the material.	31.20%	18.70%	31.20%	18.70%	0%	0%	2.37	1.11
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	37.50%	37.50%	18.70%	0%	0%	0%	2.37	1.16
16	The appropriateness of the difficulty of assigned reading topics.	31.20%	6.25%	62.50%	0%	0%	0%	2.31	0.91
17	The instructor's ability to relate the course concepts in a systematic manner.	50%	18.70%	31.20%	0%	0%	0%	1.81	0.88
18	The course organization.	53.30%	26.60%	20%	0%	0%	6.25%	1.66	0.78
19	The ease of taking notes on the instructor's presentation.	43.70%	18.70%	37.50%	0%	0%	0%	1.93	0.89
20	The adequacy of the outlined direction of the course.	56.20%	18.70%	18.70%	6.25%	0%	0%	1.75	0.96
21	Your general enjoyment of the course.	37.50%	31.20%	31.20%	0%	0%	0%	1.93	0.82

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.68	1.11
Student Interest (Non-Instructor)	Items 5-8	1.61	0.69
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.06	1.17
Course Demands (Non-Instructor)	Items 13-16	2.29	1.1
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.37	1.11
Course Organization (Non-Instructor)	Items 17-20	1.7	0.88
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	1.87	0.89

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	93.70%	6.25%	0%	0%	0%	0%	0%	0%	0%	1.06	0.24
23	What is your sex?	25%	75%	0%	0%	0%	0%	0%	0%	0%	1.75	0.43
24	What is your overall GPA?	6.25%	12.50%	12.50%	25%	43.70%	0%	0%	0%	0%	3.87	1.26
25	What is your class level?	0%	12.50%	68.70%	18.70%	0%	0%	0%	0%	0%	3.06	0.55

RESPONDERS' COMMENTS FOR IBIO 365 003 (SS17)

Question 26: Do you have any comments or suggestions for organizing the course?  
 "Great class but being forced to memorize all that latin causes a disadvantage for those who struggle with memorization than for those who can memorize anything, making the class extremely difficult."  
 Great course! Would love to take again or get involved in some way!  
 "I loved this class!! Thank you so much, to both Nikki and Dr. Lundrigan."  
 "I really enjoyed this class, other than the 8am class time. However, I feel it would be much more beneficial to have the lecture and lab as separate classes. I felt too overwhelmed with the lab and felt I would have done better in lecture without the lab, as I would have been able to study just lecture material more. I also felt that the lab practicals were extremely difficult."  
 I would have preferred having a Graduate Student who cared a little more about my success in learning the material and didn't say or do things to make me and fellow students feel stupid.  
 More help with Latin

"The lecture is a well-oiled and well-run machine. It organized, paced well, informative, interactive, and welcoming. However, the same cannot be said about the lab portion of this course. The lab instructor does not handle questions positively, nor does she welcome them. Generally, a question is met with a snarky remark. I never once felt like I could go to her for help. I was made fun of by the TA to other her other classes because of a question I once asked. In addition, the material covered each week is exhaustive and generally not practical. Memorizing 100-150 things (without a word bank, and always partially in latin) per week for a 5 point quiz is hardly a fair task to ask of undergraduate students enrolled full time. Also, no field experience is involved, save for a trip to the zoo for which the student must pay for transportation. I will reiterate the fact that the lecture portion of this class is wonderful, and does not need amending. However, the lab portion is desperately in need of some sort of change."

#### SIRS SUMMARY REPORT

Subject Course Section Term  
IBIO 365 4 SS17

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 13

Number of replies: 10

Date generated: 1/9/2020 1:44:52 PM

#### INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	70%	30%	0%	0%	0%	0%	1.3	0.45
2	The instructor's interest in teaching.	60%	40%	0%	0%	0%	0%	1.4	0.48
3	The instructor's use of examples or personal experiences to help get points across in class.	60%	40%	0%	0%	0%	0%	1.4	0.48
4	The instructor's concern with whether the students learned the material.	70%	20%	10%	0%	0%	0%	1.4	0.66
5	Your interest in learning the course materials.	40%	50%	10%	0%	0%	0%	1.7	0.64
6	Your general attentiveness in class.	40%	50%	10%	0%	0%	0%	1.7	0.64
7	The course as an intellectual challenge.	60%	20%	20%	0%	0%	0%	1.6	0.8
8	Improvement in your competence in this area due to this course.	40%	50%	10%	0%	0%	0%	1.7	0.64
9	The instructor's encouragement to students to express opinions.	70%	20%	0%	10%	0%	0%	1.5	0.92
10	The instructor's receptiveness to new ideas and others' viewpoints.	80%	10%	0%	10%	0%	0%	1.4	0.91
11	The student's opportunity to ask questions.	80%	20%	0%	0%	0%	0%	1.2	0.4
12	The instructor's stimulation of class discussion.	50%	30%	10%	10%	0%	0%	1.8	0.97
13	The appropriateness of the amount of material the instructor attempted to cover.	50%	10%	20%	20%	0%	0%	2.1	1.22
14	The appropriateness of the pace at which the instructor attempted to cover the material.	50%	10%	40%	0%	0%	0%	1.9	0.94
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	40%	10%	30%	20%	0%	0%	2.3	1.18
16	The appropriateness of the difficulty of assigned reading topics.	30%	10%	50%	10%	0%	0%	2.4	1.01
17	The instructor's ability to relate the course concepts in a systematic manner.	60%	20%	20%	0%	0%	0%	1.6	0.8
18	The course organization.	60%	20%	20%	0%	0%	0%	1.6	0.8
19	The ease of taking notes on the instructor's presentation.	60%	30%	10%	0%	0%	0%	1.5	0.67
20	The adequacy of the outlined direction of the course.	70%	20%	10%	0%	0%	0%	1.4	0.66
21	Your general enjoyment of the course.	40%	50%	10%	0%	0%	0%	1.7	0.64

#### COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.37	0.53
Student Interest (Non-Instructor)	Items 5-8	1.67	0.68
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	1.47	0.86
Course Demands (Non-Instructor)	Items 13-16	2.26	1.15
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	1.9	0.94
Course Organization (Non-Instructor)	Items 17-20	1.5	0.74
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	1.55	0.73

#### STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	80%	20%							0%	1.2	0.4
23	What is your sex?	10%	90%							0%	1.9	0.3
24	What is your overall GPA?	0%	10%	20%	20%	50%	0%			0%	4.1	1.04
25	What is your class level?	0%	10%	40%	50%	0%				0%	3.4	0.66

#### RESPONDERS' COMMENTS FOR IBIO 365 004 (SS17)

Question 26: Do you have any comments or suggestions for organizing the course?

"I think that the lecture and lab should be separated in order to be able to learn better and to be able to spend more time in each part, especially lab. One day just isn't enough."

"Lundrigan is a great instructor and very open to student opinions about the class, she very much is concerned with our understanding and learning of the material. 10/10 would take again."

Niki and Mariah laughed at everyone's lab practicals when they were turned in. This not only hurt my feelings but it ruined my ability to learn and ask questions. This is because I felt as though I was going to get laughed at everytime I asked a question or got an answer wrong.

"The class was very interesting but was way too much work for lecture and lab. The lab alone should be its own class, not combined. I am struggling because of the amount of material we are expected to know. It would be much better as two different classes."

This class really helped me learn how to study in a consistent manner with the weekly lab quizzes. It was also very helpful that you lectured on some orders right before we covered them in lab

SIRS SUMMARY REPORT

Subject Course Section Term  
 IBIO 353 1 FS16

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 17  
 Number of replies: 14  
 Date generated: 1/9/2020 1:46:54 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	42.80%	50%	0%	0%	7.14%	0%	1.78	1.01
2	The instructor's interest in teaching.	42.80%	35.70%	14.20%	0%	7.14%	0%	1.92	1.09
3	The instructor's use of examples or personal experiences to help get points across in class.	57.10%	28.50%	7.14%	0%	7.14%	0%	1.71	1.09
4	The instructor's concern with whether the students learned the material.	50%	21.40%	21.40%	0%	7.14%	0%	1.92	1.16
5	Your interest in learning the course materials.	64.20%	28.50%	7.14%	0%	0%	0%	1.42	0.62
6	Your general attentiveness in class.	64.20%	28.50%	7.14%	0%	0%	0%	1.42	0.62
7	The course as an intellectual challenge.	28.50%	42.80%	28.50%	0%	0%	0%	2	0.75
8	Improvement in your competence in this area due to this course.	78.50%	21.40%	0%	0%	0%	0%	1.21	0.41
9	The instructor's encouragement to students to express opinions.	71.40%	7.14%	7.14%	7.14%	7.14%	0%	1.71	1.27
10	The instructor's receptiveness to new ideas and others' viewpoints.	50%	28.50%	7.14%	7.14%	7.14%	0%	1.92	1.22
11	The student's opportunity to ask questions.	78.50%	7.14%	7.14%	0%	7.14%	0%	1.5	1.11
12	The instructor's stimulation of class discussion.	57.10%	21.40%	7.14%	7.14%	7.14%	0%	1.85	1.24
13	The appropriateness of the amount of material the instructor attempted to cover.	85.70%	14.20%	0%	0%	0%	0%	1.14	0.34
14	The appropriateness of the pace at which the instructor attempted to cover the material.	64.20%	14.20%	14.20%	0%	7.14%	0%	1.71	1.16
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	42.80%	35.70%	21.40%	0%	0%	0%	1.78	0.77
16	The appropriateness of the difficulty of assigned reading topics.	50%	28.50%	21.40%	0%	0%	0%	1.71	0.79
17	The instructor's ability to relate the course concepts in a systematic manner.	57.10%	21.40%	14.20%	0%	7.14%	0%	1.78	1.14
18	The course organization.	71.40%	28.50%	0%	0%	0%	0%	1.28	0.45
19	The ease of taking notes on the instructor's presentation.	35.70%	35.70%	21.40%	0%	7.14%	0%	2.07	1.09
20	The adequacy of the outlined direction of the course.	71.40%	21.40%	0%	7.14%	0%	0%	1.42	0.82
21	Your general enjoyment of the course.	85.70%	14.20%	0%	0%	0%	0%	1.14	0.34

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	1.83	1.09
Student Interest (Non-Instructor)	Items 5-8	1.51	0.68
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	1.75	1.22
Course Demands (Non-Instructor)	Items 13-16	1.54	0.73
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	1.71	1.16
Course Organization (Non-Instructor)	Items 17-20	1.35	0.66
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	1.92	1.13

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev		
22	Was this course required in your degree program?									78.50%	21.40%	0%	1.21	0.41
23	What is your sex?	35.70%	64.20%							0%	1.64	0.47		
24	What is your overall GPA?	0%	7.14%	0%	21.40%	71.40%	0%				4.57	0.82		
25	What is your class level?	7.14%	21.40%	28.50%	28.50%	14.20%	0%				3.21	1.14		

RESPONDERS' COMMENTS FOR IBIO 353 001 (FS16)

Question 26: Do you have any comments or suggestions for organizing the course?

Course material was very interesting and well organized.  
 I absolutely loved taking this course. It was my favorite course I have taken thus far at MSU. Dr. Hill was an incredible professor and his passion on the topic of marine biology along with his personal experience made the class extremely enjoyable. I would recommend this class to any person that has any sort of remote interest in marine biology.  
 In discussion the required papers had no grading rubric and was graded by the TA who provided minimal grading instruction or information for these papers  
 "Loved this course, wish it was a regular recitation as opposed to the discussion"  
 "Much of what was presented in class was fascinating. Dr. Hill did a great job! He should also always present the eel section as he did this year because it was mind blowing!! I wish we had more time to learn more about the marine animals, but oh well. Nikki did great leading her portion as well. She did a great job keeping the class on track and pushing us to think of the bigger picture. My only criticism would be that it was difficult understanding her expectations for us when being group discussion leaders or writing our essays, but she was not overly harsh in her grading which was nice."  
 "Planning out the organization of papers for discussion could be better, although it was a difficult task."

SIRS SUMMARY REPORT

Subject Course Section Term  
 IBIO 353 2 FS16

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 21

Number of replies: 19

Date generated: 1/9/2020 1:46:54 PM

#### INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	5.26%	15.70%	47.30%	10.50%	21.00%	0%	3.26	1.11
2	The instructor's interest in teaching.	15.70%	10.50%	42.10%	15.70%	15.70%	0%	3.05	1.23
3	The instructor's use of examples or personal experiences to help get points across in class.	15.70%	31.50%	21.00%	15.70%	15.70%	0%	2.84	1.3
4	The instructor's concern with whether the students learned the material.	10.50%	21.00%	36.80%	10.50%	21.00%	0%	3.1	1.25
5	Your interest in learning the course materials.	68.40%	26.30%	5.26%	0%	0%	0%	1.36	0.58
6	Your general attentiveness in class.	57.80%	26.30%	15.70%	0%	0%	0%	1.57	0.74
7	The course as an intellectual challenge.	42.10%	42.10%	15.70%	0%	0%	0%	1.73	0.71
8	Improvement in your competence in this area due to this course.	63.10%	31.50%	5.26%	0%	0%	0%	1.42	0.59
9	The instructor's encouragement to students to express opinions.	15.70%	31.50%	21.00%	10.50%	21.00%	0%	2.89	1.37
10	The instructor's receptiveness to new ideas and others' viewpoints.	11.10%	5.55%	27.70%	33.30%	22.20%	5.26%	3.5	1.21
11	The student's opportunity to ask questions.	22.20%	22.20%	27.70%	16.60%	11.10%	5.26%	2.72	1.28
12	The instructor's stimulation of class discussion.	10.50%	15.70%	31.50%	31.50%	10.50%	0%	3.15	1.13
13	The appropriateness of the amount of material the instructor attempted to cover.	63.10%	15.70%	21.00%	0%	0%	0%	1.57	0.81
14	The appropriateness of the pace at which the instructor attempted to cover the material.	31.50%	5.26%	47.30%	10.50%	5.26%	0%	2.52	1.18
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	31.50%	15.70%	47.30%	5.26%	0%	0%	2.26	0.96
16	The appropriateness of the difficulty of assigned reading topics.	26.30%	47.30%	26.30%	0%	0%	0%	2	0.72
17	The instructor's ability to relate the course concepts in a systematic manner.	21.00%	5.26%	42.10%	26.30%	5.26%	0%	2.89	1.16
18	The course organization.	50%	33.30%	16.60%	0%	0%	5.26%	1.66	0.74
19	The ease of taking notes on the instructor's presentation.	21.00%	10.50%	47.30%	15.70%	5.26%	0%	2.73	1.11
20	The adequacy of the outlined direction of the course.	31.50%	57.80%	10.50%	0%	0%	0%	1.78	0.61
21	Your general enjoyment of the course.	57.80%	36.80%	5.26%	0%	0%	0%	1.47	0.59

#### COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	3.06	1.23
Student Interest (Non-Instructor)	Items 5-8	1.52	0.67
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	3.06	1.28
Course Demands (Non-Instructor)	Items 13-16	1.94	0.88
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.52	1.18
Course Organization (Non-Instructor)	Items 17-20	1.72	0.68
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.81	1.14

#### STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	73.60%	26.30%	0%	0%	0%	0%	0%	0%	0%	1.26	0.44
23	What is your sex?	31.50%	68.40%	0%	0%	0%	0%	0%	0%	0%	1.68	0.46
24	What is your overall GPA?	5.26%	0%	0%	52.60%	42.10%	0%	0%	0%	0%	4.26	0.9
25	What is your class level?	0%	10.50%	47.30%	42.10%	0%	0%	0%	0%	0%	3.31	0.65

#### RESPONDERS' COMMENTS FOR IBIO 353 002 (FS16)

Question 26: Do you have any comments or suggestions for organizing the course?

"Dr. Hill is incredible and I really enjoy this course. However, our TA, Cybil (Nikki) is incredibly unprepared for her role as a TA. She never responds to emails asking for assistance or guidance on readings and papers and she frequently puts down students when they express opinions or ideas in class discussions. She seems very uninterested in our discussions, as she if often on her computer during class. Also, she is not at all flexible with meeting times to discuss questions students have about class. Overall, I think she has very much hindered our understanding of readings for the class discussion. I do think that the readings we do generally line up with what is being discussed, and I like that we have the readings before the topic is discussed in lecture because it gives us a better background on a topic before Dr. Hill goes into it deeply during class."

"I believe Richard Hill taught an exceptional class based on the true complexity of biological life within the oceans. Also, Dr. Hill demonstrated recent and current issues surrounding human use and impact on oceans and connected organisms."

I felt that most of the time the discussion of the class was not a discussion as much as just the group leaders teaching you. Would like to see more actual debate instead of right and wrong scenarios. Cavalieri I found was also disrespectful to students and should handle the aspect of telling people that they are wrong in a respectful way that a teacher should instead of smiling or laughing at them which discourages an open discussion as well as puts down the student.

I just wanted to say that dr. Hill is the best professor I've had here at MSU.

I wish there could be more homework assignments to assist in learning of the material as the instructor has very specific requirements for correctness of exam answers.

It would have been nice if this class included the use of D2L

no

"Overall I really enjoyed the course. However it was difficult to get in contact with Cybil ""Nikki"" at times to meet for as a requirement for the class recitation. Sometimes she wouldn't respond to emails or wouldn't be able to compromise on meeting times with groups outside of class which made it difficult. However, the class itself and the material presented was extremely enjoyable and informative."

"Really enjoyed Dr. Hill, he is a wonderful professor and I would definitely recommend taking a class with him!"

"Richard Hill was great, one of the best professors I've ever had. Very helpful when it came to note taking because he repeated important information instead of letting you miss out on something crucial to the course. Cybil knew what she was talking about, but was very judgmental and often made me feel scared to speak my opinion. She generally made faces at people when they were expressing their feelings on a certain topic and it was unprofessional."

This has been my favorite class at MSU so far. I didn't think I would be able to succeed in a class where there were not words on the slides and the slides were not

posted to D2L but it was exactly the opposite. This made me focus extremely hard in class and allowed me to gain so much knowledge in Marine Biology. I loved the structure and the material of this class.

This was a very well run course.



SIRS SUMMARY REPORT

Subject Course Section Term  
 ZOL 415 1 FS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 11  
 Number of replies: 19  
 Date generated: 1/9/2020 1:49:45 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	10.50%	10.50%	47.30%	15.70%	15.70%	0%	3.15	1.13
2	The instructor's interest in teaching.	10.50%	21.00%	36.80%	21.00%	10.50%	0%	3	1.12
3	The instructor's use of examples or personal experiences to help get points across in class.	10.50%	36.80%	36.80%	5.26%	10.50%	0%	2.68	1.07
4	The instructor's concern with whether the students learned the material.	26.30%	15.70%	15.70%	15.70%	26.30%	0%	3	1.55
5	Your interest in learning the course materials.	31.50%	47.30%	15.70%	5.26%	0%	0%	1.94	0.82
6	Your general attentiveness in class.	21.00%	52.60%	26.30%	0%	0%	0%	2.05	0.68
7	The course as an intellectual challenge.	26.30%	52.60%	15.70%	5.26%	0%	0%	2	0.79
8	Improvement in your competence in this area due to this course.	15.70%	36.80%	26.30%	15.70%	5.26%	0%	2.57	1.09
9	The instructor's encouragement to students to express opinions.	21.00%	21.00%	10.50%	31.50%	15.70%	0%	3	1.41
10	The instructor's receptiveness to new ideas and others' viewpoints.	10.50%	15.70%	21.00%	21.00%	31.50%	0%	3.47	1.35
11	The student's opportunity to ask questions.	21.00%	42.10%	21.00%	5.26%	10.50%	0%	2.42	1.18
12	The instructor's stimulation of class discussion.	27.70%	27.70%	16.60%	16.60%	11.10%	5.26%	2.55	1.34
13	The appropriateness of the amount of material the instructor attempted to cover.	22.20%	22.20%	38.80%	5.55%	11.10%	5.26%	2.61	1.2
14	The appropriateness of the pace at which the instructor attempted to cover the material.	15.70%	26.30%	52.60%	0%	5.26%	0%	2.52	0.93
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	10.50%	36.80%	15.70%	26.30%	10.50%	0%	2.89	1.2
16	The appropriateness of the difficulty of assigned reading topics.	5.26%	36.80%	42.10%	10.50%	5.26%	0%	2.73	0.9
17	The instructor's ability to relate the course concepts in a systematic manner.	5.26%	21.00%	52.60%	5.26%	15.70%	0%	3.05	1.05
18	The course organization.	0%	33.30%	16.60%	16.60%	33.30%	5.26%	3.5	1.25
19	The ease of taking notes on the instructor's presentation.	15.70%	21.00%	26.30%	26.30%	10.50%	0%	2.94	1.23
20	The adequacy of the outlined direction of the course.	15.70%	26.30%	21.00%	21.00%	15.70%	0%	2.94	1.31
21	Your general enjoyment of the course.	10.50%	36.80%	21.00%	15.70%	15.70%	0%	2.89	1.25

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.96	1.25
Student Interest (Non-Instructor)	Items 5-8	2.14	0.89
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.86	1.38
Course Demands (Non-Instructor)	Items 13-16	2.75	1.12
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.52	0.93

Course Organization  
(Non-Instructor)

Items 17-20 3.21 1.31

Course Organization  
"(CAVALIERI,CYBIL N)"

Items 17-20 3 1.14

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev		
22	Was this course required in your degree program?								94.70%	5.26%		0%	1.05	0.22
23	What is your sex?	31.50%	68.40%						0%	1.68	0.46			
24	What is your overall GPA?	0%	5.26%	5.26%	26.30%	63.10%	0%	4.47	0.81					
25	What is your class level?	0%	0%	5.26%	84.20%	10.50%	0%	4.05	0.39					

## RESPONDERS' COMMENTS FOR ZOL 415 001 (FS15)

Question 26: Do you have any comments or suggestions for organizing the course?

Baughman is a very nice enthusiastic teacher. The exams however were extremely hard and it was hard to know what was going to be on them. The grading on completeness of the exam can be arbitrary. Due Dates were not clear for a few assignments. The organization of this class really needs some help.

Baughman is the best professor I have ever had at MSU. Very glad I got to take this course. She knows how to explain concepts and apply examples. Also very approachable with questions.

"Course information and necessary knowledge was easy to follow and interesting, but when it came time for the exams, the way they were graded was confusing and it was unclear why points were taken away."

"Dr. Boughman has been the worst professor I have ever been taught under. Cavalieri has been the worst graduate TA I have ever had. ZOL 415 has to be the most unenjoyable course I have taken at MSU. The course was unorganized and not thought through at all. I was struggling just to understand the course as much as I was trying to learn the material. Lectures were presented in class which Dr. Boughman read right off of the slides. She claims they are an outline for her to go more in-depth but I just heard her rephrasing or correcting herself and what the slides clearly stated. The syllabus itself did not include anything helpful besides the course schedule which was never held to lecture wise. The exam prep material was ridiculous. We were given practice questions and the lectures online. No course objectives, no outlines, no review lectures, and no open questions towards Dr. Boughman. The practice exam questions were very difficult to understand and the answer key didn't even answer the question or interpreted in a completely different way the question was phrased. Exams were the same way. All short answer. But the question would ask for one thing but the answer would be in the complete opposite direction. Grading was ridiculous. Points would be taken off with out an explanation. And then when questions points were rewarded because she couldn't even remember why she took points taken off. VERY inconsistent grading. Cavalieri was an awful TA for the course. There was absolutely no professionalism in her work. She sat on tables and swore towards the class. How am I suppose to trust my learning and education with someone who does not show maturity? She would blunty tell us we were wrong in a rude manner. Never gave our ideas or comments credit just shut them down. Poor teaching strategy. The professor and TA seemed to never communicate. Cavalieri was just as confused about the course and grading and lecture material as we were. She was no help towards this course. Her grading was also VERY inconsistent. I would receive a high grade on a weekly assignment without any explanation and then the next week with the same quality of work I would get a lower grade with no explanation. Once questioned she told me I was missing a part. I explained to her I did not include that part in my other paper and she said it wasn't needed in that paper. I asked for an explanation and she couldn't give me one except asking if I wasted her to lower my grade more. I found this extremely rude and a huge lack of respect and teaching skill. During recitaion review she would not know how to answer the questions because she did not know what the professor was looking for. Isn't that the point of the TA to help communicate and make sense of the course and professors expectations. Why have a TA if I can go to office hours and do her job myself? Cavalieri ran recitation like a dictatorship, students did not have a say to how they would learn the best at all. I was very disappointed in this class and extremely surprised Dr. Boughman and Cavalieri are allowed to teach this course. It is a required course for my major, therefor I can not opt out in taking this course. But the way it was taught was awful. The material was interesting and i enjoyed but trying to teach myself and learn what the assignments were asking was difficult. And having to go to recitation with Cavalieri was a struggle because she is mentally abusive and rude. Learn some teaching skills. I would never recommend Dr. Boughman or Cavalieri to any student. TAKE THIS COURSE WITH CAUTION. Dr. Boughman is a very nice soft spoken women but she needs to organize and talk to her TAs and recheck her grading quality and rubric or this course will continue with students hating it. Full explanation of assignments should be presented bot hand it in get a bad grade then ill tell you how to do it. Terrible course."

N/a

Really really bad class. Absolutely no organization. Never know what's going to be on a test or how answers are graded. Nikki was awful. Makes everyone extremely uncomfortable and is unwilling to answer questions. Tried to do a test review by pretty much by calling students out in front of the class. Vulgar language as well. Professor Boughman I'm sure is a nice lady but the organization of the class was awful and we didn't have instructions on assignments.

"The syllabus had many issues and the overall organization of the course was very poor. The lectures were very boring and you gain nothing from attending. My grade literally improved after I missed some classes because I can read the slides to myself just as well as Dr. Boughman can, if not better."

The tests were way harder than expected. They tried to prepare us but there was totally different information on the test than what we thought we had to study. Unorganized and overall difficult course.

"This class has so much potential to be great, but it fall short of expectations. Most of the concepts were presented in prerequisite courses, so there was little desire to

listen to the same material again. Even though I had a good amount of knowledge about the topics covered, I still found this class to be difficult, simply based on the lack of communication between the professor and anybody else. She struggled to convey what topics were the most important, and how they were interconnected, but yet expected us to answer questions on exams about how they were related. The lectures often provided very specific information/cases, but her exam questions were incredibly vague. Then when we gave answers to the vague questions, she often penalized us for not being specific enough - how do you expect students to specifically answer a question that is not clear on what it is asking? Not only were the exams difficult, but it was often difficult to study for them. The professor provided little in the way of study tips, and the most she could offer was a few example questions, and telling us that we need to know everything to the same depth as the examples. Only after the class performed poorly on an exam, and multiple students asked did she provide a list of topics to know. The TA attempted to help us, but was limited in how much she could do as the professor did not effectively communicate with her either. The TA and the professor never seemed to be on the same page, and when the same question was asked, they often gave very different or even opposing answers. Overall it surprises me that this professor has taught this class before, as it seemed that she was incapable of effectively teaching the subject."

"While the lectures and material were very interesting, I had a negative experience with the organization of the course, the grading style, and the graduate TA. First, the syllabus needs revising. None of the due dates were correct for turning in assignments. Also, the breakdown of point distribution for weekly assignments seemed to be completely incorrect. The TA and the professor were not on the same page about the standards for assignments. After having completed the requirements for the written assignments according to the syllabus, I would then receive at times less than half credit for "not completing the assignment as requested" and if I questioned the TA further then she would say that points were taken off for "not fully answering the questions." Many times, it seemed that she was very subjective in her grading. In recitation, the environment was not a friendly one for asking questions. I have never experienced a more condescending TA and a majority of the time, she seemed to talk to the class in a sarcastic and condescending manner. She would often harshly ask me if I "even read the paper" after I questioned missed points so that I could improve my writing skills for the following week. The very last recitation of the semester, she put me on the spot in front of the whole class and asked me to answer the first question of the practice exam. I told her I had not yet studied due to an exam the day before and she said she didn't care, it was my turn and I needed to answer the question. After looking at the question and being unable to give a correct answer, I admitted that I still did not know and I didn't consider it helpful for the rest of the class to listen to me speculate a made-up answer. I politely asked to be skipped over and she threatened me by telling me that if I didn't want to talk, then I could say goodbye to my participation points for the day. I fail to see how this teaching technique helps me or the rest of the class to learn material. I felt incredibly singled out and a little attacked since I not only had to go through this treatment for one question, but three. She is quick to get angry and defensive and in my opinion does not have the capabilities of connecting to the students as an effective teacher figure should be able to do. She acts more like she would rather take points off than actually help the class improve and learn. Even when students answer her questions with answers she has previously given, she still finds a way to see a problem in the response and singles out the individual for being wrong. While the TA is completely unfit for teaching, the professor was very nice and I always enjoyed lectures. My only complaint is that her personal standards for exam responses did not match the examples she gave us on her practice exam keys. On both the first two exams, apparently most of my point deductions came from "not fully answering the question" even though the professor explicitly told me in office hours that some of my responses were not actually incorrect at all, they just didn't have as much as she would have liked to see. I think that this is an unjust reason to deduct sometimes over half credit on exam questions, especially considering my responses were modeled (and sometimes verbatim) after her exam key responses. In future semesters I hope improvements are made on the organization of the course and that Dr. Boughman provides better examples for her essay question standards. As for the TA, I do not believe she should be teaching any further undergraduate courses."

## SIRS SUMMARY REPORT

Subject Course Section Term  
ZOL 415 2 FS15

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 8  
Number of replies: 10  
Date generated: 1/9/2020 1:49:45 PM

## INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	40%	30%	10%	10%	10%	0%	2.3	1.48
2	The instructor's interest in teaching.	40%	30%	10%	10%	10%	0%	2.2	1.32
3	The instructor's use of examples or personal experiences to help get points across in class.	40%	30%	10%	10%	10%	0%	2.2	1.32
4	The instructor's concern with whether the students learned the material.	40%	20%	20%	10%	10%	0%	2.3	1.34
5	Your interest in learning the course materials.	40%	40%	20%	0%	0%	0%	1.8	0.74
6	Your general attentiveness in class.	30%	30%	30%	10%	0%	0%	2.2	0.97
7	The course as an intellectual challenge.	50%	30%	20%	0%	0%	0%	1.7	0.78
8	Improvement in your competence in this area due to this course.	20%	40%	30%	10%	0%	0%	2.3	0.9
9	The instructor's encouragement to students to express opinions.	50%	30%	10%	10%	0%	0%	1.8	0.97
10	The instructor's receptiveness to new ideas and others' viewpoints.	40%	30%	10%	20%	0%	0%	2.1	1.13

11	The student's opportunity to ask questions.	40%	30%	30%	0%	0%	0%	1.9	0.83
12	The instructor's stimulation of class discussion.	40%	40%	0%	10%	10%	0%	2.1	1.3
13	The appropriateness of the amount of material the instructor attempted to cover.	20%	40%	30%	10%	0%	0%	2.3	0.9
14	The appropriateness of the pace at which the instructor attempted to cover the material.	30%	30%	40%	0%	0%	0%	2.1	0.83
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	20%	30%	50%	0%	0%	0%	2.3	0.78
16	The appropriateness of the difficulty of assigned reading topics.	30%	30%	30%	10%	0%	0%	2.2	0.97
17	The instructor's ability to relate the course concepts in a systematic manner.	40%	30%	10%	20%	0%	0%	2.1	1.13
18	The course organization.	30%	30%	30%	10%	0%	0%	2.2	0.97
19	The ease of taking notes on the instructor's presentation.	40%	10%	40%	10%	0%	0%	2.2	1.07
20	The adequacy of the outlined direction of the course.	40%	30%	30%	0%	0%	0%	1.9	0.83
21	Your general enjoyment of the course.	22.20%	33.30%	22.20%	11.10%	11.10%	10%	2.55	1.25

### COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.25	1.37
Student Interest (Non-Instructor)	Items 5-8	2	0.89
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	1.97	1.08
Course Demands (Non-Instructor)	Items 13-16	2.26	0.89
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.1	0.83
Course Organization (Non-Instructor)	Items 17-20	2.05	0.92
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.15	1.1

### STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	90%	10%							0%	1.1	0.3
23	What is your sex?	30%	70%							0%	1.7	0.45
24	What is your overall GPA?	0%	10%	30%	30%	30%	0%				3.8	0.97
25	What is your class level?	0%	10%	40%	50%	0%				0%	3.4	0.66

### RESPONDERS' COMMENTS FOR ZOL 415 002 (FS15)

Question 26: Do you have any comments or suggestions for organizing the course?

"End class on time, make it easier to take notes, don't repeat what's on the slides. Short answer exam answers shouldn't be so specific, some people understand things in layman's terms than using scientific terms."

"Much of the assignments for our discussion section felt repetitive and didn't really seem to contribute to our overall understanding of the course or how we would apply certain concepts in the future. It felt very much like ""busy"" work"

The discussion portion of this class was largely unorganized and the written part did not contribute to any learning.

"The exams were extremely long and difficult. They were not difficult due to the material they were difficult to please the professor with answers. All exams were short answer which usually in my experience leaves room for partial credit. If you did not phrase the answer in the exact way that the professor wanted you got it wrong regardless

of how similar your answer was or how also accurate. Studying for this class became less of actually understanding the material and more of attempting to memorize the exact wording the professor had used and would expect to see on the exam. It was nightmare because there was also zero feedback left on the exams. There would be just numbers stating how many points you received with absolutely no idea why your answer was incorrect or what was incorrect about it and what the correct answer should be. This class was extremely intimidating which distracted me from actually learning any material whatsoever. The TA was also extremely rude, belittling, and condescending. During discussion she would offend just blatantly say ""No, you're wrong"" and had a very hard time explaining concepts or answering questions to us because "" she knew more than we did"" and wasn't sure how to dumb things down for us. Also when asked why there was no feedback on the exams she stated that she is already over the hours required for her for this class. This infuriated me as I pay a lot of money to take this class and for her to do her job and if I am expected to go above and beyond for my assignments while also taking many other difficult classes, I expect that the same amount of effort will be put into grading them. I was extremely excited for this class due to the topic and was very very disappointed by the lack of ability to actually teach the material."

SIRS SUMMARY REPORT

Subject Course Section Term  
BS 171 20 FS13

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 7  
Number of replies: 12  
Date generated: 1/9/2020 1:57:38 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	0%	16.60%	66.60%	16.60%	0%	0%	3	0.57
2	The instructor's interest in teaching.	0%	16.60%	66.60%	8.33%	8.33%	0%	3.08	0.75
3	The instructor's use of examples or personal experiences to help get points across in class.	0%	16.60%	58.30%	16.60%	8.33%	0%	3.16	0.79
4	The instructor's concern with whether the students learned the material.	0%	8.33%	75%	8.33%	8.33%	0%	3.16	0.68
5	Your interest in learning the course materials.	0%	8.33%	50%	41.60%	0%	0%	3.33	0.62
6	Your general attentiveness in class.	0%	16.60%	75%	8.33%	0%	0%	2.91	0.49
7	The course as an intellectual challenge.	8.33%	41.60%	41.60%	8.33%	0%	0%	2.5	0.76
8	Improvement in your competence in this area due to this course.	0%	18.10%	54.50%	9.09%	18.10%	8.33%	3.27	0.96
9	The instructor's encouragement to students to express opinions.	0%	33.30%	50%	8.33%	8.33%	0%	2.91	0.86
10	The instructor's receptiveness to new ideas and others' viewpoints.	0%	16.60%	66.60%	16.60%	0%	0%	3	0.57
11	The student's opportunity to ask questions.	0%	41.60%	33.30%	16.60%	8.33%	0%	2.91	0.95
12	The instructor's stimulation of class discussion.	0%	16.60%	50%	25%	8.33%	0%	3.25	0.82
13	The appropriateness of the amount of material the instructor attempted to cover.	8.33%	0%	50%	33.30%	8.33%	0%	3.33	0.94
14	The appropriateness of the pace at which the instructor attempted to cover the material.	0%	8.33%	58.30%	25%	8.33%	0%	3.33	0.74
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	0%	8.33%	41.60%	41.60%	8.33%	0%	3.5	0.76
16	The appropriateness of the difficulty of assigned reading topics.	0%	8.33%	50%	25%	16.60%	0%	3.5	0.86
17	The instructor's ability to relate the course concepts in a systematic manner.	0%	0%	83.30%	8.33%	8.33%	0%	3.25	0.59
18	The course organization.	0%	33.30%	58.30%	8.33%	0%	0%	3.75	0.59
19	The ease of taking notes on the instructor's presentation.	0%	0%	83.30%	16.60%	0%	0%	3.16	0.37
20	The adequacy of the outlined direction of the course.	0%	0%	83.30%	16.60%	0%	0%	3.16	0.37
21	Your general enjoyment of the course.	0%	0%	25%	41.60%	33.30%	0%	4.08	0.75

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	3.1	0.71
Student Interest (Non-Instructor)	Items 5-8	3	0.79
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	3.02	0.82
Course Demands (Non-Instructor)	Items 13-16	3.44	0.86
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	3.33	0.74
Course Organization (Non-Instructor)	Items 17-20	3.45	0.57
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	3.2	0.49

STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	75%	25%							0%	1.25	0.43
23	What is your sex?	8.33%	91.60%							0%	1.91	0.27
24	What is your overall GPA?	0%	0%	0%	16.60%	83.30%	0%			0%	4.83	0.37
25	What is your class level?	0%	58.30%	41.60%	0%	0%	0%			0%	2.41	0.49

RESPONDERS' COMMENTS FOR BS 171 020 (FS13)

Question 26: Do you have any comments or suggestions for organizing the course?

too much work for a 2 credit class especially when you know everyone in the class is pre-professional in the medical field and they have other more important classes to focus on

Way too much work for a 2 credit class. Also class should be curved because depending on your TA it is almost impossible to 4.0 this class even when you do everything they ask.

## SIRS SUMMARY REPORT

Subject Course Section Term  
BS 171 21 FS13

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 11  
Number of replies: 21  
Date generated: 1/9/2020 1:57:38 PM

## INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	18.70%	12.50%	68.70%	0%	0%	23.80%	2.5	0.79
2	The instructor's interest in teaching.	25%	18.70%	56.20%	0%	0%	23.80%	2.31	0.84
3	The instructor's use of examples or personal experiences to help get points across in class.	25%	12.50%	62.50%	0%	0%	23.80%	2.37	0.85
4	The instructor's concern with whether the students learned the material.	25%	18.70%	56.20%	0%	0%	23.80%	2.31	0.84
5	Your interest in learning the course materials.	23.80%	14.20%	47.60%	14.20%	0%	0%	2.52	1
6	Your general attentiveness in class.	38.00%	23.80%	33.30%	4.76%	0%	0%	2.04	0.94
7	The course as an intellectual challenge.	28.50%	14.20%	42.80%	14.20%	0%	0%	2.42	1.04
8	Improvement in your competence in this area due to this course.	33.30%	19.00%	38.00%	9.52%	0%	0%	2.23	1.01
9	The instructor's encouragement to students to express opinions.	25%	18.70%	56.20%	0%	0%	23.80%	2.31	0.84
10	The instructor's receptiveness to new ideas and others' viewpoints.	25%	12.50%	62.50%	0%	0%	23.80%	2.37	0.85
11	The student's opportunity to ask questions.	43.70%	6.25%	50%	0%	0%	23.80%	2.06	0.96
12	The instructor's stimulation of class discussion.	31.20%	12.50%	56.20%	0%	0%	23.80%	2.25	0.9
13	The appropriateness of the amount of material the instructor attempted to cover.	30%	15%	50%	5%	0%	4.76%	2.3	0.95
14	The appropriateness of the pace at which the instructor attempted to cover the material.	37.50%	12.50%	43.70%	6.25%	0%	23.80%	2.18	1.01
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	45%	20%	30%	0%	5%	4.76%	2	1.09
16	The appropriateness of the difficulty of assigned reading topics.	25%	35%	35%	5%	0%	4.76%	2.2	0.87
17	The instructor's ability to relate the course concepts in a systematic manner.	31.20%	18.70%	43.70%	6.25%	0%	23.80%	2.25	0.96
18	The course organization.	28.50%	47.60%	19.00%	0%	4.76%	0%	2.04	0.94
19	The ease of taking notes on the instructor's presentation.	25%	12.50%	56.20%	6.25%	0%	23.80%	2.43	0.93
20	The adequacy of the outlined direction of the course.	42.80%	23.80%	28.50%	0%	4.76%	0%	2	1.06
21	Your general enjoyment of the course.	15%	20%	45%	15%	5%	4.76%	2.75	1.04

## COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.37	0.83
Student Interest (Non-Instructor)	Items 5-8	2.3	1.02
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.25	0.9
Course Demands (Non-Instructor)	Items 13-16	2.16	0.98
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.18	1.01
Course Organization (Non-Instructor)	Items 17-20	2.02	1.01
Course Organization "(CAVALIERI,CYBIL N)"	Items 17-20	2.34	0.95

## STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?	85%	15%							4.76%	1.15	0.35
23	What is your sex?	38.00%	61.90%							0%	1.61	0.48

24 What is your overall GPA? 0% 14.20% 9.52% 38.00% 38.00% 0% 4 1.02  
 25 What is your class level? 9.52% 57.10% 28.50% 0% 4.76% 0% 2.33 0.83

RESPONDERS' COMMENTS FOR BS 171 021 (FS13)

Question 26: Do you have any comments or suggestions for organizing the course?

"Audra was beyond amazing. Joked around with us, made this class bearable and a lot better. Always makes sure everyone knows what's going on"

"I don't know who Cybil CAVALIERI is but I treated that name like it was Alex, the T.A. we had that helped Audra. I seriously have never liked a T.A. as much as Audra. She is right to the point and is always there to help if you are in need. You can tell that she understands what is going on in a student's life and is easy to relate to. She clearly instructs the class and teaches in a fashion that is easy to digest."

Less tedious

NA

No

SIRS SUMMARY REPORT

Subject Course Section Term  
 BS 171 22 FS13

Instructor: CYBIL N CAVALIERI

Number of students enrolled: 8  
 Number of replies: 11  
 Date generated: 1/9/2020 1:57:38 PM

INSTRUCTION

Q.#	Question	1	2	3	4	5	Omit %	Mean	Std. Dev
1	The instructor's enthusiasm when presenting course material.	45.40%	18.10%	36.30%	0%	0%	0%	1.9	0.89
2	The instructor's interest in teaching.	36.30%	27.20%	27.20%	9.09%	0%	0%	2.09	0.99
3	The instructor's use of examples or personal experiences to help get points across in class.	45.40%	18.10%	18.10%	9.09%	9.09%	0%	2.18	1.33
4	The instructor's concern with whether the students learned the material.	36.30%	27.20%	9.09%	9.09%	18.10%	0%	2.45	1.49
5	Your interest in learning the course materials.	18.10%	27.20%	45.40%	9.09%	0%	0%	2.45	0.89
6	Your general attentiveness in class.	45.40%	36.30%	18.10%	0%	0%	0%	1.72	0.74
7	The course as an intellectual challenge.	18.10%	45.40%	36.30%	0%	0%	0%	2.18	0.71
8	Improvement in your competence in this area due to this course.	27.20%	27.20%	36.30%	9.09%	0%	0%	2.27	0.96
9	The instructor's encouragement to students to express opinions.	36.30%	18.10%	36.30%	0%	9.09%	0%	2.27	1.21
10	The instructor's receptiveness to new ideas and others' viewpoints.	36.30%	18.10%	36.30%	9.09%	0%	0%	2.18	1.02
11	The student's opportunity to ask questions.	36.30%	9.09%	36.30%	9.09%	9.09%	0%	2.45	1.3
12	The instructor's stimulation of class discussion.	27.20%	27.20%	36.30%	9.09%	0%	0%	2.27	0.96
13	The appropriateness of the amount of material the instructor attempted to cover.	18.10%	9.09%	63.60%	9.09%	0%	0%	2.63	0.88
14	The appropriateness of the pace at which the instructor attempted to cover the material.	18.10%	27.20%	27.20%	18.10%	9.09%	0%	2.72	1.21
15	The contribution of homework assignments to your understanding of the course materials relative to the amount of time required.	10%	20%	9.09%	3	1.18			
16	The appropriateness of the difficulty of assigned reading topics.	10%	30%	40%	10%	10%	9.09%	2.8	1.07
17	The instructor's ability to relate the course concepts in a systematic manner.	36.30%	18.10%	18.10%	9.09%	18.10%	0%	2.54	1.49
18	The course organization.	27.20%	18.10%	27.20%	18.10%	9.09%	0%	2.63	1.29
19	The ease of taking notes on the instructor's presentation.	36.30%	18.10%	18.10%	9.09%	18.10%	0%	2.54	1.49
20	The adequacy of the outlined direction of the course.	36.30%	9.09%	27.20%	18.10%	9.09%	0%	2.54	1.37
21	Your general enjoyment of the course.	18.10%	36.30%	18.10%	27.20%	0%	0%	2.54	1.07

COMPOSITE PROFILE FACTORS

Category	Items	Mean	Standard Deviation
Instructor Involvement "(CAVALIERI,CYBIL N)"	Items 1-4	2.15	1.22
Student Interest (Non-Instructor)	Items 5-8	2.15	0.87
Student Instructor Interaction "(CAVALIERI,CYBIL N)"	Items 9-12	2.29	1.13
Course Demands (Non-Instructor)	Items 13-16	2.8	1.06
Course Demands "(CAVALIERI,CYBIL N)"	Items 13-16	2.72	1.21



Course Organization  
(Non-Instructor)

Items 17-20 2.59 1.33

Course Organization  
"(CAVALIERI,CYBIL N)"

Items 17-20 2.54 1.49

#### STUDENT BACKGROUND

Q.#	Question	1	2	3	4	5	6	7	8	Omit %	Mean	Std. Dev
22	Was this course required in your degree program?									90.90%	9.09%	0% 1.09 0.28
23	What is your sex?	30%	70%							9.09%	1.7	0.45
24	What is your overall GPA?	9.09%	0%	27.20%	36.30%	27.20%	0%	3.72	1.13			
25	What is your class level?	9.09%	54.50%	9.09%	27.20%	0%	0%	2.54	0.98			

#### RESPONDERS' COMMENTS FOR BS 171 022 (FS13)

Question 26: Do you have any comments or suggestions for organizing the course?

"Graded extremely hard, the class should have been worth much more than two credits. I enjoyed it, but i really wish that it wasn't graded so difficultly."

"Holy cow, get organized before you attempt to run a class! Jeez."

"I did not have Dr. Urbance or Audra Chaput, but I had Nikki as a TA, and she was fantastic."  
less time required outside of class for lab work