

Joel Quiros [ENVIRONMENTAL SCIENCE II-LAB (ENVR1102 40222S)]  
No. of responses = 14



## Overall indicators

### Global Index

Level of Agreeance: (Scale width: 5)

Overall Satisfaction With This Course: (Scale width: 5)

Course Recommendation: (Scale width: 5)



av.=3.9  
dev.=1



av.=4.3  
dev.=1.2



av.=4.1  
dev.=0.9



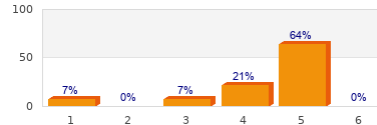
av.=4  
dev.=1.1

## Survey Results

### 3. Level of Agreeance:

3.1) Instructions for course activities and assignments were clear.

strongly disagree

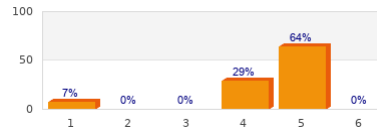


N/A

n=14  
av.=4.4  
md=5  
dev.=1.2

3.2) The workload in this course was well distributed throughout the term.

strongly disagree

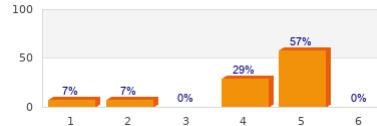


N/A

n=14  
av.=4.4  
md=5  
dev.=1.1

3.3) The course was delivered as outlined in the syllabus.

strongly disagree

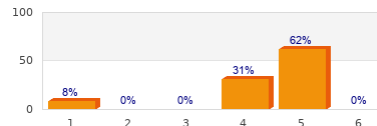


N/A

n=14  
av.=4.2  
md=5  
dev.=1.3

3.4) Assessments/exams were based on material covered in assignments, readings, lectures, videos, group activities, etc.

strongly disagree

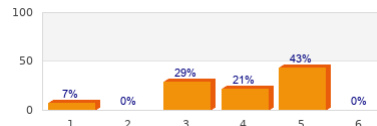


N/A

n=13  
av.=4.4  
md=5  
dev.=1.1

3.5) The instructor made learning relevant to my field of study, career, or degree.

strongly disagree

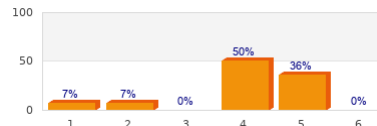


N/A

n=14  
av.=3.9  
md=4  
dev.=1.2

3.6) The instructor used a variety of instructional methods (examples: group discussions, student presentations, student activities, lab activities, online discussions, video assignments, case studies, etc.)

strongly disagree

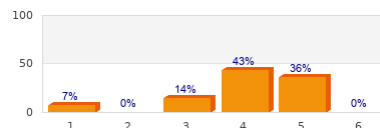


N/A

n=14  
av.=4  
md=4  
dev.=1.2

3.7) The instructor provided timely feedback on my assignments.

strongly disagree

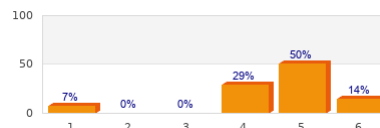


N/A

n=14  
av.=4  
md=4  
dev.=1.1

3.8) The instructor exhibited professional behavior, treated students respectfully, and used appropriate language during class.

strongly disagree

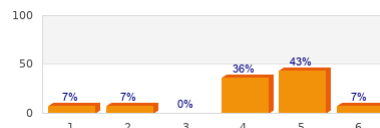


N/A

n=14  
av.=4.6  
md=5  
dev.=1.2

3.9) The instructor provided grades within the stated timeframe.

strongly disagree

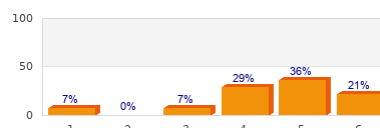


N/A

n=14  
av.=4.2  
md=4.5  
dev.=1.3

3.10) The instructor was accessible to answer questions and explain material outside of class according to office hours.

strongly disagree



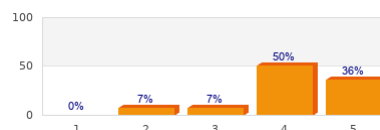
N/A

n=14  
av.=4.5  
md=5  
dev.=1.3

#### 4. Overall Satisfaction With This Course:

4.1) Please rate your overall satisfaction with the learning experience in this course.

Very Dissatisfied



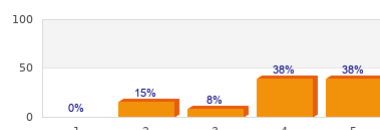
Very Satisfied

n=14  
av.=4.1  
md=4  
dev.=0.9

#### 5. Course Recommendation:

5.1) How likely are you to recommend this course with this instructor to a friend?

Very Unlikely

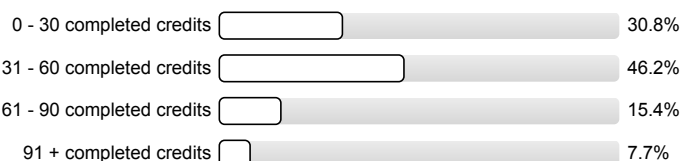


Very Likely

n=13  
av.=4  
md=4  
dev.=1.1

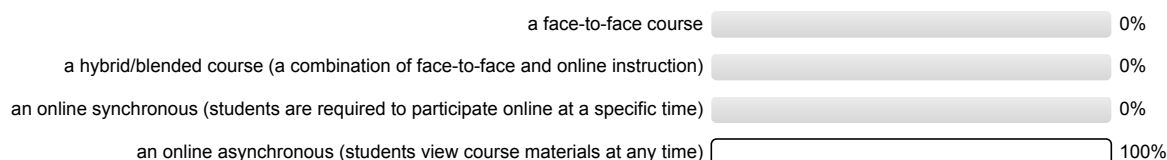
#### 7. Student Demographics:

7.1) How many credits have you completed toward your degree or certificate?



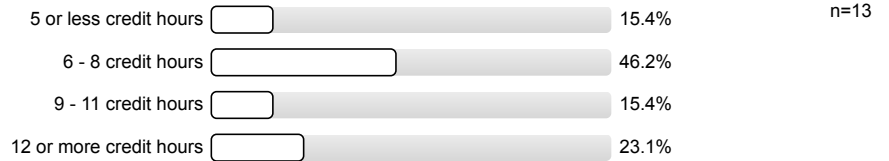
n=13

7.2) This course is instructed as:

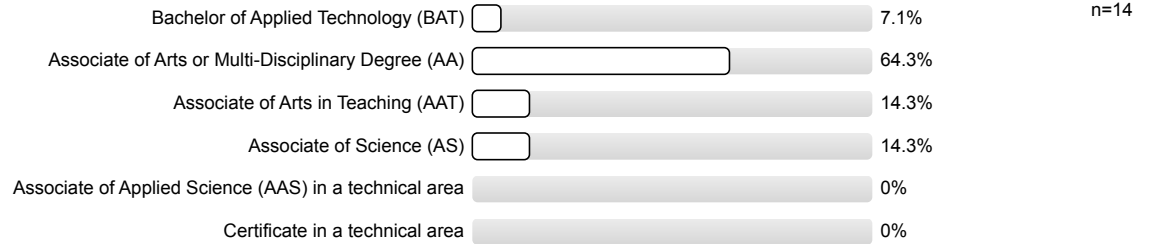


n=13

7.3) This term I am currently enrolled in:



7.4) My current major is:



7.5) I am currently a high school student taking college courses.



## Comments Report

### 6. Open Response:

6.1) What are the strengths of this course?

- Every instruction for an assignment was clear.
- I really enjoyed the documentaries.
- Instructions are clear  
Fair grading
- Most of the documentaries we watched, or articles we read, for our assignments were impactful, interesting, and engaging. I do feel like I genuinely learned something from this course. The assignments to go along with each concept were also very easy to understand but also very thought-provoking as they were filled out/completed.
- Nothing the layout and format of this class is very good.
- Plenty of time to get the work done.
- Strengths are the slide presentation and lecture video, good explanation and instruction
- The class is straight-forward and simple. We learn a lot.
- The course work is on a regular schedule, there are opportunities for bonus points.
- Variety of educational materials and assignments

6.2) What changes would you recommend that would improve this course?

- I had to email Dr. Quiros 5 times this semester in order to remind him to make the course materials (quizzes and assignments alike) actually available on the virtual campus. Every assignment was meant to be made available on a Monday, and then be due the following Monday; most weeks, the assignments would not get posted until Wednesday or Thursday. The same goes for the quizzes, the second to last of which he missed for an entire week, and thus had to push its due-date (and the following, final quizzes' due-date) back a week to make up for it, which is unfortunate as the due dates are meant to follow the labs the quizzes are about. This made trying to follow the work and lessons for this class very very difficult, as you never knew when the work was actually going to be made available, or how long you would have to finish it.  
Along with this, one of the assignments in particular should not be in this class, or should at least have an alternative option. For reference, a lot of the assignments in this class were watching environmental documentaries and answering questions on them, which I mostly actually enjoyed! However, one of the labs was over "Food, Inc." and that was simply unacceptable to have to watch. It shows horrific footage of animal abuse, such as: brutally murdered animals and their corpses in industrial slaughterhouses; dead cows being lifted and thrown around by forklifts; dead chickens being shoveled en masse out of a coop; men pushing live chickens into a transport truck to be killed; chickens being killed by having their throats sliced open; pigs squealing as they're abusively shoved towards a kill-floor; and a farmer putting its hand through the open stomach wound - that goes "into" the stomach - of a still living, upright cow.  
It is asinine to me that the college would allow students to be forced to watch these events. I personally emailed Dr. Quiros to ask for an alternative assignment, and he rejected the offer and explained "There are no alternative assignments, primarily because there are no other industrialized food documentaries quite as impactful and profound as this one. That is precisely why it was selected by our environmental science faculty members, which is precisely our job as academic content experts as we build and craft our courses and curriculum" (that is a direct quote from the email). I take many issues with this response. This documentary is only "impactful and profound" because the graphic imagery in it causes an emotional response to the point of panic and stress, both in my personal experience and in the experience of other people who have taken this course (this year and other years). This assignment either needs to be removed, or there at least needs to be an alternative option for students to take if they do not want to be exposed to graphic imagery.
- Make labs more related to what we are studying
- N/A
- None
- Nothing, the course is perfect
- Open the assignments instead of on a week by week for those students who like to work ahead. I take online courses for there flexibility and there are times I know I have something coming up so I like to work ahead to not miss due dates.
- Personally I would make Lab questions in chronological order or more easily followed.
- n/a

6.3) Any further, constructive comments?

- I like that most of the labs were watching videos and answering questions, this made it easier for taking the course online.
- N/A (2 Counts)
- N/a
- No
- None
- There was a lab that required getting survey responses from various people on campus, and the results had to be organized by gender, but only male and female was offered on the original lab. I would suggest adding nonbinary, or at least other, as an option. Another option would be to say organized by "sex" instead of "gender", but that would require trans and nonbinary people to have to reveal their assigned sex at birth and that is highly invasive, so I would suggest the former idea.