

# Jared Wolfe

WLDF 431 - Ecol/Mgmt of Upland Habitats (43916 - FALL 2016)  
 No. enrolled = 51 / No. of surveys returned = 34  
 2164



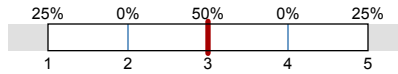
## Survey Results

### Legend

Question text

Left pole

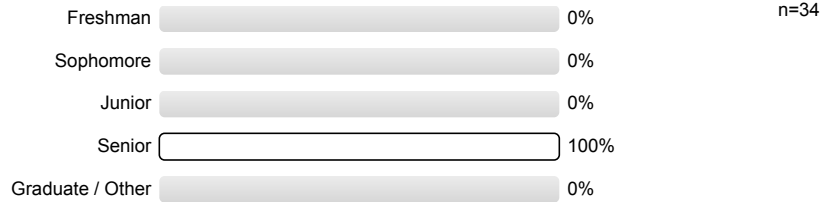
Right pole



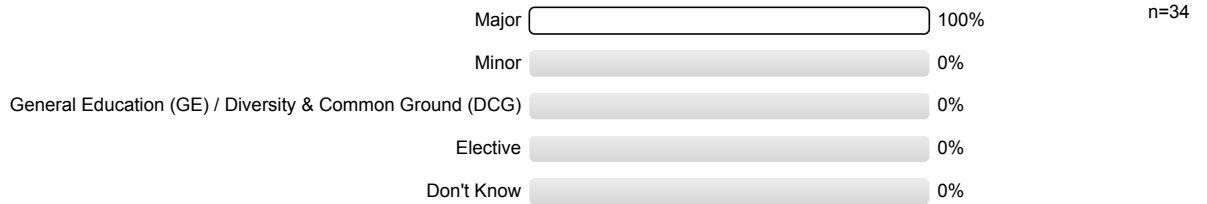
n=No. of responses  
 av.=Mean  
 dev.=Std. Dev.  
 ab.=Abstention

### 1. Background Information

1.1) My class standing is:



1.2) This course applies to (check all that apply):



### 2. Instructor Rating

2.1) The amount of time per week I spent preparing for this course was:

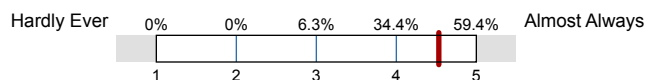


2.2) The activities used in class (like group work, discussions, presentations) helped me better understand the course content.



n=33  
 av.=4.5  
 dev.=0.7  
 ab.=1

2.3) The materials used in class (like readings, articles, textbooks, videos) helped me better understand the course content.

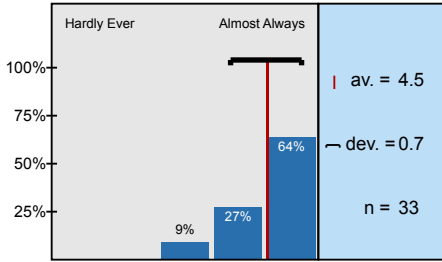


n=32  
 av.=4.5  
 dev.=0.6  
 ab.=1

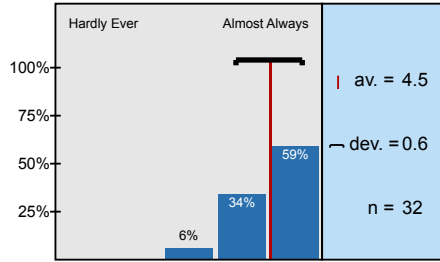
2.4)	The instructor clearly demonstrated how each topic fit into the course.	Hardly Ever	0% 0% 0% 29.4% 70.6%	1 2 3 4 5	Almost Always	n=34 av.=4.7 dev.=0.5
2.5)	I received feedback on things like tests, assignments, and projects that helped me improve.	Hardly Ever	2.9% 2.9% 8.8% 35.3% 50%	1 2 3 4 5	Almost Always	n=34 av.=4.3 dev.=1
2.6)	The instructor was available to help me when they said they would be.	Hardly Ever	0% 0% 9.7% 19.4% 71%	1 2 3 4 5	Almost Always	n=31 av.=4.6 dev.=0.7 ab.=3
2.7)	I felt encouraged to explore materials outside of class to improve on what I was learning.	Hardly Ever	0% 2.9% 5.9% 26.5% 64.7%	1 2 3 4 5	Almost Always	n=34 av.=4.5 dev.=0.7
2.8)	The instructor was able to create an atmosphere that was respectful of diversity (for example, diversity based on ethnic, racial, or gender identity).	Hardly Ever	0% 0% 0% 11.8% 88.2%	1 2 3 4 5	Almost Always	n=34 av.=4.9 dev.=0.3
2.9)	The instructor set goals that challenged me to do my best work.	Hardly Ever	0% 0% 2.9% 29.4% 67.6%	1 2 3 4 5	Almost Always	n=34 av.=4.6 dev.=0.5
2.10)	The course syllabus clearly outlined class objectives, policies, and expectations.	Strongly Disagree	0% 0% 2.9% 26.5% 70.6%	1 2 3 4 5	Strongly Agree	n=34 av.=4.7 dev.=0.5
2.11)	After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or decision making.	Strongly Disagree	0% 2.9% 0% 26.5% 70.6%	1 2 3 4 5	Strongly Agree	n=34 av.=4.6 dev.=0.6
2.12)	The final two questions of the survey allow you to provide a written response regarding your experience in this course. Your responses provide valuable information to the instructor about their course design and teaching methods and may be used as part of evaluation of teaching in the retention, tenure, and promotion process. Civil language and constructive comments are expected. The Student Code of Conduct prohibits use of language in written comments that constitutes "disorderly, lewd, indecent, or obscene behavior" or "threatens or endangers the health or safety of any person within or related to the University community." [See <a href="http://www2.humboldt.edu/studentrights/home">http://www2.humboldt.edu/studentrights/home</a> ].					
	I acknowledge these provisions of the Student Code of Conduct.					97.1% n=34
	I do not acknowledge these provisions of the Student Code of Conduct (ends survey).					2.9%

**Histogram for scaled questions**

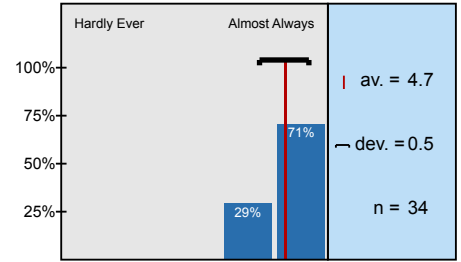
The activities used in class (like group work, discussions, presentations) helped me better



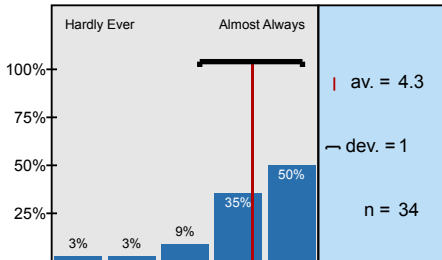
The materials used in class (like readings, articles, textbooks, videos) helped me better understand the



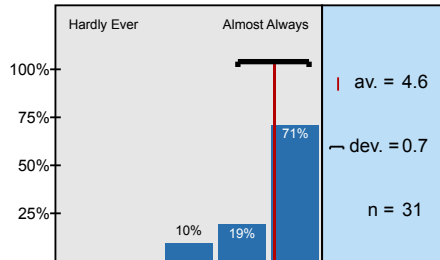
The instructor clearly demonstrated how each topic fit into the course.



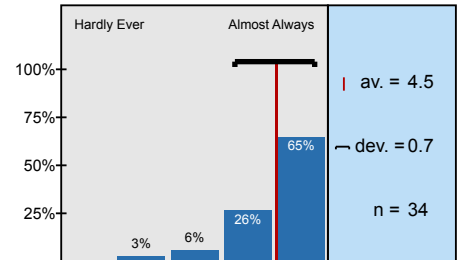
I received feedback on things like tests, assignments, and projects that helped me improve.



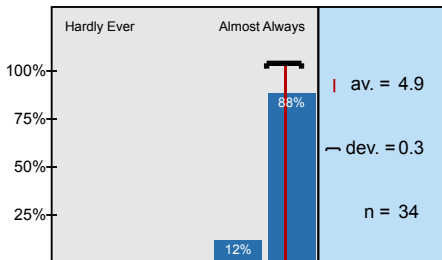
The instructor was available to help me when they said they would be.



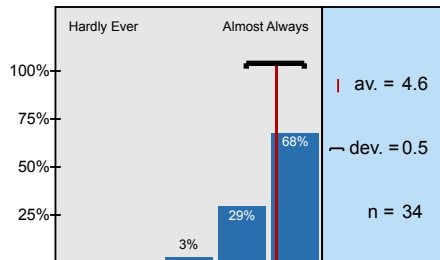
I felt encouraged to explore materials outside of class to improve on what I was learning.



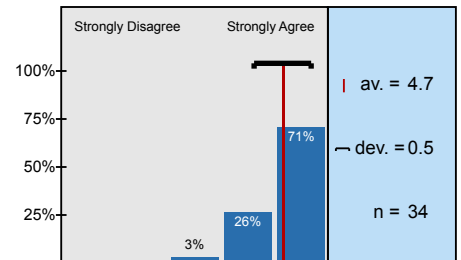
The instructor was able to create an atmosphere that was respectful of diversity (for example, diversity based



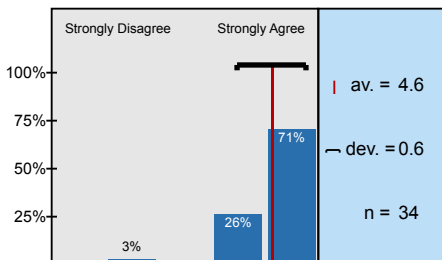
The instructor set goals that challenged me to do my best work.



The course syllabus clearly outlined class objectives, policies, and expectations.



After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or

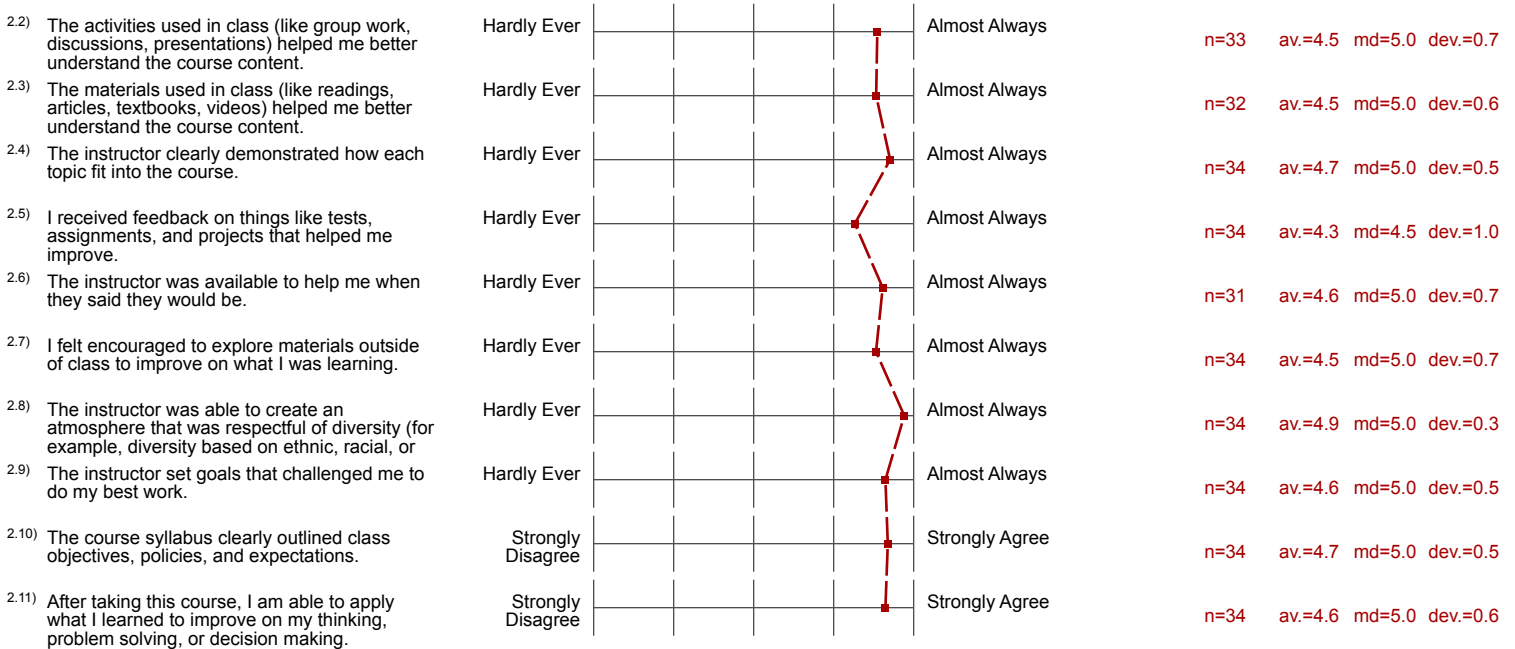


# Profile

Subunit: College of Natural Resources & Sciences  
 Name of the instructor: Jared Wolfe  
 Name of the course: WLDF 431 - Ecol/Mgmt of Upland Habitats (43916 - FALL 2016)  
 (Name of the survey)

Values used in the profile line: Mean

## 2. Instructor Rating



# Profile

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Subunit: College of Natural Resources & Sciences  
Name of the instructor: Jared Wolfe  
Name of the course: WLDF 431 - Ecol/Mgmt of Upland Habitats (43916 - FALL 2016)  
(Name of the survey)

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2. Instructor Rating



av.=4.6

dev.=0.6

## Comments Report

## 2. Instructor Rating

2.13) Overall, the moments in this course when I was the most engaged, excited, and involved as a learner were when . . .

- Completing lab assignments.
- Everything.
- Great professor, very knowledgeable in his field, great at engaging and posing questions to his students
- I felt engaged during lectures and discussions. I felt Jared was a really good lecturer, keeping most topics relevant and interesting. It was also good to hear about his work, and how it tied into topics.
- I felt like when I was able to work in a group during the lab/seminars were when I truly understood the most. This was because I was able to bounce off ideas with my peers and ask questions that I might not otherwise interrupt class time to ask and make sure I understand. That being said, I felt like I understood the material pretty well from the Professors explanations.
- I really enjoyed the forest ecology and restoration unit, as well as the fire ecology portion of that unit.
- I really enjoyed this course, especially how he used current case studies to better demonstrate aspects we were learning about. I really like how he discussed the importance of understanding while working on projects you may encounter disagreements with parties of interest, and that being able to communicate and compromise is the best route for success but can be a challenge. I believe this is a very important aspect of being a successful wildlife biologist. I found his lectures smooth, engaging, and informative. I believe he would be a great faculty member of the wildlife department.
- I was consistently engaged and inspired throughout the lectures and labs of this course. Dr. Wolfe is a gifted lecturer, and a very passionate and understanding professor. Definitely one of the best courses I've taken at HSU, taught by one of the most engaging teachers I've had.
- I was in lecture an lab. This was a really fun class.
- I was participating in lab.
- I wouldn't have succeeded in the first portion of this class is not weren't for the lab assignments in the beginning. Even though they were time consuming, i wouldn't have understood the material as well.
- In lab periods where we got to research and semi-debate a conservation issue (for example, Northern Spotted Owl and Tribal Food Security). This was a really interesting way to learn about real world wildlife and human conflicts and how to problem solve through these conflicts.
- Jared gives fantastic lectures, packed with encyclopedic knowledge on the topic he is discussing as well as information pertinent to actually doing research or working within a federal system. I always felt privileged to be present for his lectures. The topics he touches on are thought-provoking and will be useful in the professional world that we must inevitably enter and navigate.
- Jared had an excellent grasp of all the concepts discussed in class and was able to convey even the most difficult topics in a clear and easy to understand manner. He was super helpful when students came to asked him about things related and not related to the course. He showed his students excitement and excellent constructive criticism for projects and assignments.
- Jared is a very smart dude, with a true wealth of knowledge that he is very excited and very able to share. This class although not being overly complex, pushed my understanding of ecological processes and vastly improved my knowledge of wildlife. The class also did a great job of touching on many things which i think the wildlife program falls short on, in specific broad-scale management practices and the problems that are faced in landscape management right now. To me the wildlife program focuses more on producing students who can produce quality studies and to understand process behind specific endangered species. This is all good but many problems in our land management practices are tied to the fact that land managers focus narrowly on single species while forgetting about broader ecological function. Jared brought these to the forefront of the class and I think made many people in the class aware of the situations that they will potentially be working in the real world, and allowed them a deep understanding of the processes ecological and political that they will be working with. One of my favorite classes, solid work man.
- Jared was always pretty upbeat when lecturing so that made it easier to focus. Going out on field trips for lab to learn about land management was beneficial to understanding the topics brought up in class and lecture. The videos and scientific

articles provided in the lectures were interesting.

- The group project was an awesome experience!
- The labs were challenging yet very educational, I liked that he didnt hold our hand through the harder parts of assignments.
- Throughout the entire course. This teacher has the correct mindset and an advanced knowledge of the subject. His ability to teach the course and keep students engaged was great. Probably one of the best teachers I have had in the wildlife program here at HSU. His ability to speak fluently and knowledge of each lecture really set him apart from previous teachers in the past. Definitely deserves a full time position if not already in the making.
- Using different tools in lab such as ArcMap and R
- We were required to complete homework assignments that were challenging and engaging.
- class discussions and field trips

2.14) Reflecting on your experience in this class, what changes would you recommend to the instructor?

- Explaining the code in R a little more, having specimens in lab
- Find ways to make lab more fun and less like a lecture.
- He went pretty fast when he would lecture. And I think for lab when we had debates/lecture it would be better to have a break because going for three straight hours it gets hard to want to pay attention.
- I really liked Jared's teaching style and I honestly cant think of anything else I could recommenced of him.
- I wish there would have been more quizzes, even if they were moodle quizzes. There was a lot to cover in the lectures and they were fast paced so it was difficult to take notes and keep up most of the time.
- I would recommend a faster turnaround on graded work and assignments. I didn't receive hardly any feedback or grades until almost halfway through the semester.
- I would recommend spreading the homework assignments a little more as I felt overwhelmed in the beginning of the semester with all the homework assignments due rather close together. He can sometimes move through his PowerPoints, and it could make it difficult to keep up but it can also be helpful to have to go back and review the slides for clarification.
- I would space out the lab-work so its not all do at once, half of the labs were due in a two week period with 3 lecture exams and lab exams for ornithology and ichthyology, it made doing them very difficult.
- Jared, you rock. Keep up the good work. My only suggestion is changing the format of the lab. The lab exam seemed a bit random. It was based on three lab days, which I thought were going to include specimens or a thorough analysis of each habitat type. I'm still not quite sure what each forest type means.
- Maybe try to talk slower and try to maybe post the power points before hand so we can take additional notes with the slides. Otherwise, he gave very interesting and relevant talks. We also had intriguing conversations in lab and class. Great class
- Needs to put more information on the powerpoints. Some of the important information isn't in powerpoints to relook at.
- None, get this guy a permanent position.
- None. He is easy to talk to and his lectures are engaging.
- Nothing Jared is AWESOME!
- Pacing! The downside of so much information is not being able to keep up with the speed of the lecture. I feel that this improved as the semester progressed.
- Personally, I don't get much out of group debates. It seems rushed to prepare for them in such a short period of time, and I think people arguing for points that they don't actually agree with become disengaged from the debate. I think maybe it would provide for more engaging conversation if students were made to prepare for the debates the week before and could argue for whichever side they actually agree with - even if most students are on one side of an issue. I think this format (with required readings presenting the best arguments for each side that all students read before the debate) would encourage more thoughtful conversation.
- Some of the early labs required knowledge of certain computer programs (such as Program R and arc map) that not

everyone in the class had adequate experience using prior to this course. I feel like there should have been more class time spent explaining how to use these programs since classes that do teach you how to use them are not a prereq for 431.

- The amount of material covered in each lecture is a lot to handle and absorb sometimes. I took handwritten notes (to write my own commentary and learn better) but sometimes J. Wolfe would go over material so quickly that I didn't have time to write it down and got overwhelmed often.