## EPID799C-01, midcourse evaluation results (compiled 3/2/2016)

Responses: 9/12, compiled 3/19/2017 afternoon

1. How true is this statement for you? - "I am enjoying the course."
    3. Very true **[1]**     2. Quite true **[3]**    1. Somewhat true **[5]**    0. Not true     .N - No opinion

2. Would you like to make any comments about the course, offer suggestions to Bill or Vic, express preferences, etc.?

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| with the inherent knowledge that this class would be free flowing and slightly unstructured, I would recommend some structure to the free flowing nature of the class - such as an initial small group discussion period about the virtual library, a larger group discussion, lecture by either Dr. Jenkins or Dr. Schoenbach, and then a large or small group discussion about that lecture We have repeated lectures in multiple weeks, which has been repetitive, I would make sure to avoid that in the future I would make sure to avoid repeating similar discussions / arguments in multiple class periods (e.g. distinction between race and ethnicity) unless new information is presented or new opinions have been formulated. Drs. Jenkins and Schoenbach reference many notable historical figures in the public health world that they know but we as students often do not know who they are. Some context as to who these people are and their achievements would be helpful to us students. |
| What I enjoy about this class is the unstructured space provided for the discussion and debate of essential social elements that determine public health. I enjoy the readings and having forum postings to generate and encourage discourse. I think the nature of this class makes the end of class project not seem necessary. I would rather have Bill and Vic continue to challenge the class with dialogue and discussion about real, difficult issues that we face and will continue to face in the field of public health. |
| This class offers many spaces for honest group discussion, as well as lecture. There are very many opportunities to learn from the instructors' expertise, as well as other students in the class. -The virtual library is a nice addition, and it allows students to explore other areas of social justice that are not already embedded into the course syllabus. |
| Although I know the class is supposed to be very discussion based and be student led, I would have appreciated more structure, especially in the first few classes. It feels very disorganized, and the expectations for readings, participation, and grades are unclear. It does not help that the Sakai site is disorganized, and I cannot tell what is prior years' or this year's materials. **[Please do not quote]** |
| I wish that the seminar focused more on the learning objectives of the syllabus. The course is designed to talk about health inequalities and what's worked in the past, and how we can advance research approaches today. While TM is interesting for some, it does not align with the objectives. Sure, it could be used as a public health intervention, but we didn't sign up for this class to discuss public health interventions. It is very frustrating that so many of our conversations are about TM. I apologize in advance if this critique is too direct, but these conversations seem self-serving for Dr Schoenbach. **[Please do not quote]** |
| I really enjoy our class discussions. I would like to have more small group time if possible to talk about the virtual library, readings, etc. |
| Triscuits are lovely |

3. If applicable, may we quote the preceding comment publicly? [comments are identified by class, e.g., "EPID799C Spring 2017, plus any "signature" you include in your comment]
    1. Yes **[5]**   0. Please don't **[2]**

4. About how many hours would you guess you have spent per week on this course, including attending class, reading/viewing outside materials, working on a class project, etc., but not counting transportation time?
    A. Less than 5 hours/week **[4]**
    B. 5 or 6 hours/week **[5]**
    C. 7 to 9 hours/week
    D. 10 or 11 hours/week
    E. More than 11 hours/week
    X. Don't know / prefer not to say

5. How does that compare to what you expected?
    A. Less than I expected **[1]**
    B. About what I expected **[7]**
    C. More than I expected
    D. Much more than I expected
    X. Don't know / prefer not to say **[1]**

6.  Is getting a grade of H in this class important to you?
    0. Not really - the grade is of secondary importance  **[4]**   1. Yes, but not very important  **[2]**
    2. Yes, quite important (assuming I've earned one)  **[1]**   .N - Don't know / No opinion / Other **[2]**