

Project Title: **Spring 2022 Evaluations**

Courses Audience: **148**
Responses Received: **65**
Response Ratio: **43.92%**

Subject Details

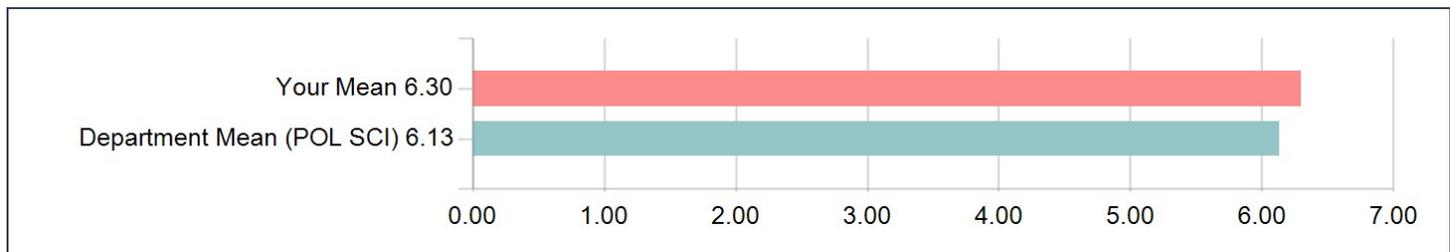
Name	POL SCI 116W LEC 001 ANCIENT GREEK POL
DEPT_NAME	POL SCI
DEPT_FORM	POL SCI
EVALUATION_TYPE	F
First Name	Daniela
Last Name	Cammack

FOR YOUR INFORMATION: Please note that "Department Mean" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

UNIVERSITY WIDE QUESTIONS (QUANTITATIVE/RATING):

The items in this section are asked across all courses at Berkeley.

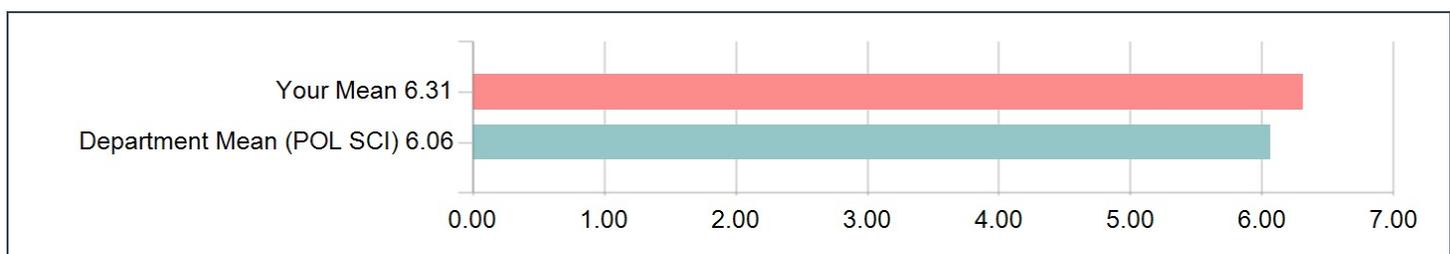
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor?



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Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	6	9.38%
5	5	7.81%
6	17	26.56%
7-Extremely Effective	36	56.25%
Statistics	Value	
Response Count	64	
Mean	6.30	
Median	7.00	
Standard Deviation	0.97	

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?



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Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	5	7.81%
5	6	9.38%
6	17	26.56%
7-Extremely Effective	36	56.25%
Statistics	Value	
Response Count	64	
Mean	6.31	
Median	7.00	
Standard Deviation	0.94	

DEPARTMENT PROVIDED INSTRUCTOR QUESTIONS:

Items in this section were selected by POL SCI for inclusion on this evaluation.

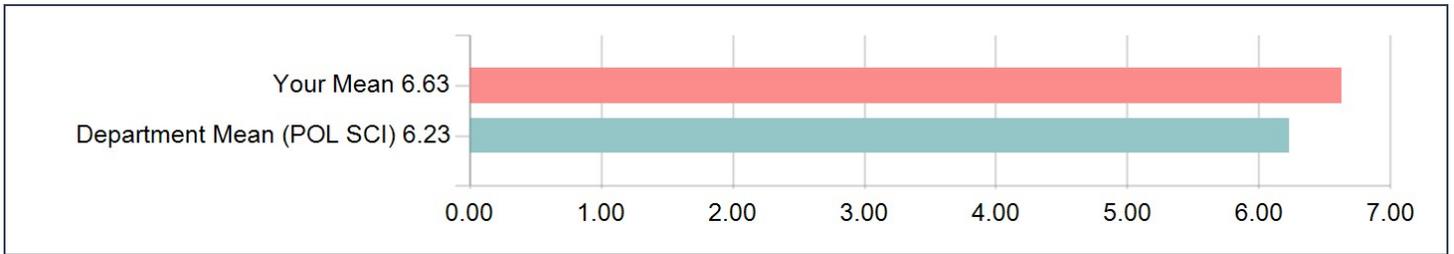
The instructor presented content in an organized manner.



The instructor presented content in an organized manner.

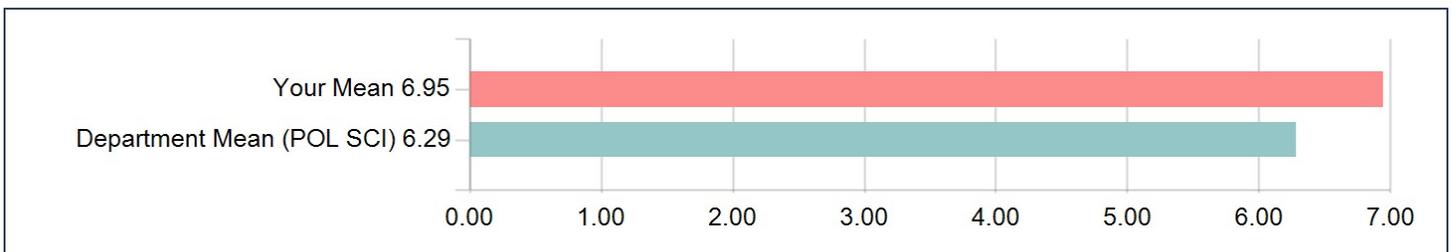
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	4	6.15%
5	9	13.85%
6	13	20.00%
7-Very	39	60.00%
Statistics	Value	
Response Count	65	
Mean	6.34	
Median	7.00	
Standard Deviation	0.94	

The instructor explained concepts clearly.



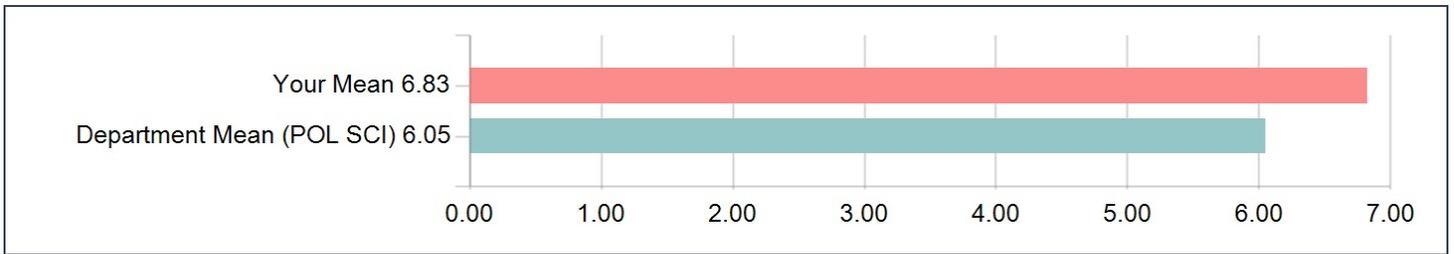
The instructor explained concepts clearly.		
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	1.54%
5	5	7.69%
6	11	16.92%
7-Very	48	73.85%
Statistics	Value	
Response Count	65	
Mean	6.63	
Median	7.00	
Standard Deviation	0.70	

The instructor was helpful when I had difficulties or questions.



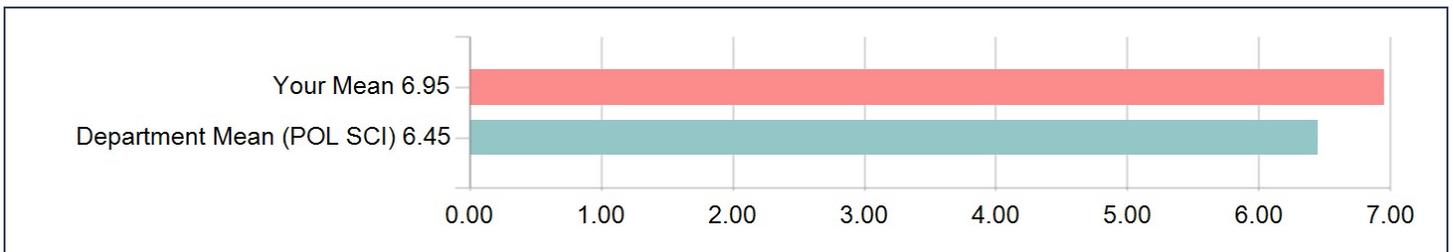
The instructor was helpful when I had difficulties or questions.		
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	3	5.17%
7-Very	55	94.83%
Statistics	Value	
Response Count	58	
Mean	6.95	
Median	7.00	
Standard Deviation	0.22	

The instructor provided clear constructive feedback.



The instructor provided clear constructive feedback.		
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	1.92%
5	1	1.92%
6	4	7.69%
7-Very	46	88.46%
Statistics	Value	
Response Count	52	
Mean	6.83	
Median	7.00	
Standard Deviation	0.55	

The instructor encouraged student questions and participation.

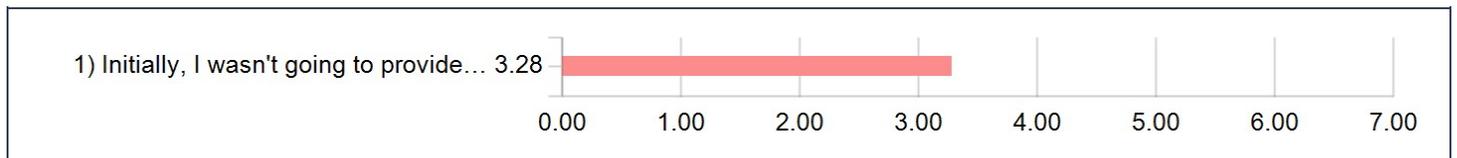


The instructor encouraged student questions and participation.		
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	1.56%
6	1	1.56%
7-Very	62	96.88%
Statistics	Value	
Response Count	64	
Mean	6.95	
Median	7.00	
Standard Deviation	0.28	

INSTRUCTOR PROVIDED CUSTOM QUESTIONS:

If any items appear in this section, they were created by you. These are visible only to you and not accessible by other report viewers in your department.

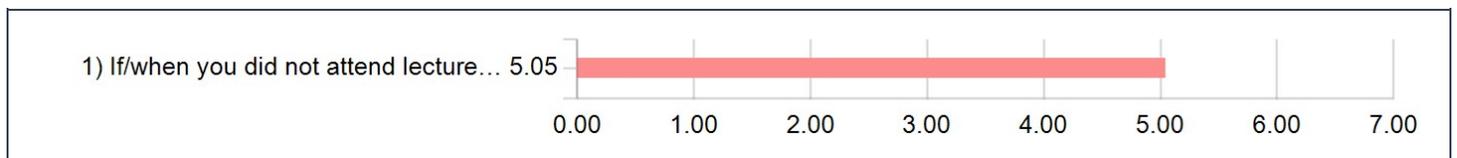
Initially, I wasn't going to provide course capture videos of this class, since I hoped to incentive in-person attendance. Then I changed my mind. To what extent did the provision of recorded lectures make you less likely to attend in person?



Initially, I wasn't going to provide course capture videos of this class, since I hoped to incentive in-person attendance. Then I changed my mind. To what extent did the provision of recorded lectures make you less likely to attend in person?

Options	Count	Percentage
1-Not at all	19	29.69%
2	11	17.19%
3	3	4.69%
4-Somewhat	15	23.44%
5	5	7.81%
6	2	3.13%
7-Very	9	14.06%
Statistics	Value	
Response Count	64	
Mean	3.28	
Median	3.00	
Standard Deviation	2.10	

If/when you did not attend lectures in person, how likely were you to watch the lecture video?



If/when you did not attend lectures in person, how likely were you to watch the lecture video?

Options	Count	Percentage
1-Not at all	6	10.17%
2	3	5.08%
3	3	5.08%
4-Somewhat	11	18.64%
5	4	6.78%
6	11	18.64%
7-Very	21	35.59%
Statistics	Value	
Response Count	59	
Mean	5.05	
Median	6.00	
Standard Deviation	2.04	

DEPARTMENT PROVIDED COURSE QUESTIONS:

Items in this section were selected by POL SCI for inclusion on this evaluation.

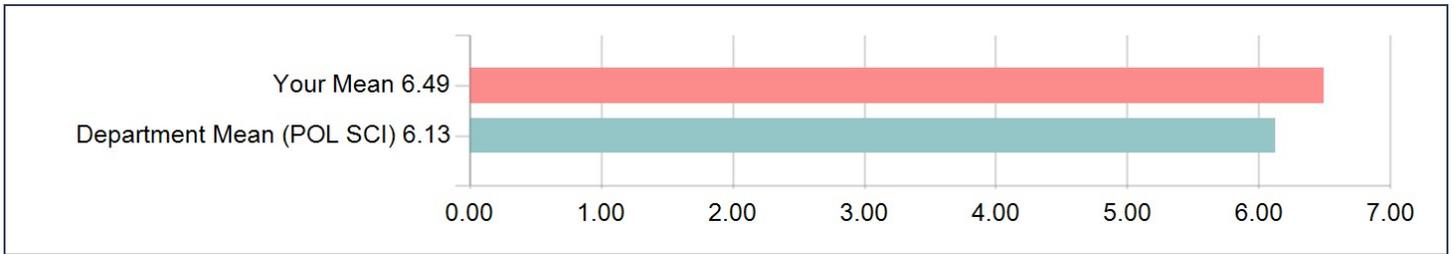
The course was effectively organized.



The course was effectively organized.

Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	1	1.54%
4-Somewhat	5	7.69%
5	4	6.15%
6	15	23.08%
7-Very	40	61.54%
Statistics	Value	
Response Count	65	
Mean	6.35	
Median	7.00	
Standard Deviation	1.01	

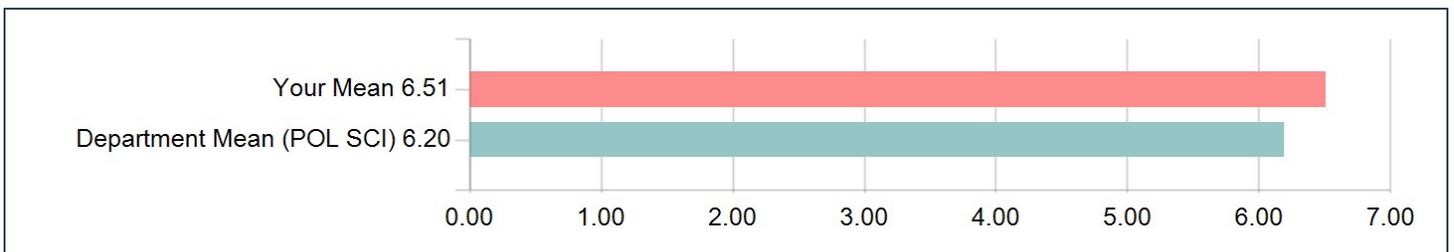
The course developed my abilities and skills for the subject.



The course developed my abilities and skills for the subject.

Options	Count	Percentage
1-Not at all	0	0.00%
2	1	1.54%
3	0	0.00%
4-Somewhat	2	3.08%
5	5	7.69%
6	12	18.46%
7-Very	45	69.23%
Statistics	Value	
Response Count	65	
Mean	6.49	
Median	7.00	
Standard Deviation	0.95	

The course developed my ability to think critically about the subject.



The course developed my ability to think critically about the subject.

Options	Count	Percentage
1-Not at all	0	0.00%
2	1	1.54%
3	0	0.00%
4-Somewhat	1	1.54%
5	6	9.23%
6	12	18.46%
7-Very	45	69.23%
Statistics	Value	
Response Count	65	
Mean	6.51	
Median	7.00	
Standard Deviation	0.92	

Please identify what you consider to be the strengths of the course (or section).

Comments
The readings were varied and illuminating
The historical structuring helped me by giving me the important historical information alongside the theory.
The clear organization of readings and materials paired with excellent lectures.
The Professor's lectures were the highlight of the course. She showed enthusiasm for every single lecture and was very responsive to students. I really appreciated the no-late policy because COVID has been so rough. The recorded lectures were a great element of the course! It was very easy to catch up on lectures due to them.
readings
Professor Cammack is a gifted lecturer and has an impeccable ability to develop relationships with students. Verbose in ancient Greek, an expert among experts, and a passionate democrat with a sly unwillingness to indoctrinate others into her philosophy. A critical mind, a brilliant soul, and a love for teaching that cannot be taught.
Professor Cammack's passion for the subject was apparent, and that enthusiasm made it easier to approach the content being presented.
The interaction with students and the openness to debate and discuss thoughts was nice to me. I feel like it helped me to better understand the concepts because I could see things from a different perspective.
Dr. Cammack promotes really great discussions of the texts we work with, and I think students come away from the class with highly developed understandings of the subject matter. Class is fun and fascinating to listen to!
The professor is very understanding of outside situations and that motivates some to actually engage and engage but I can also see how her understanding made some of my classmates not attend and engage with her during live lectures
<ul style="list-style-type: none"> – the professor was knowledgeable and passionate – the reading was very interesting – use of lecture notes was great
Interest in subject
The professor was very charismatic and definitely made a pretty dull subject more interesting. You could tell she definitely loved this subject and it made myself and other students put in a lot more effort than if there was another professor.
The readings and lectures were usually very interesting and engaging. Professor Cammack was very helpful if we had questions during lecture or in office hours. The grading categories were broken down in a relatively even way — no one assignment, save the final paper, was disproportionately worth more than others. Professor Cammack was very understanding and compassionate about the difficulties students faced this semester, and removed penalties for late work. She's clearly someone who's extremely passionate about the subject material, who's willing to take new stances towards these ancient sources, which makes makes it exciting and interesting to learn from her.
The knowledge and enthusiasm of Prof. Cammack about the subject matter was really motivating to work hard to understand the material.
Professor Cammack did a good job presenting the material in an accessible and interesting way; I really enjoyed hearing her takes on the content. She's clearly very enthusiastic and passionate on the subject and was very good about answering student

Comments
questions during class and office hours.
The lectures were great, I always enjoyed attending those. I like the short memo format for the class because it forces you to take a lot of material and condense it into clear and concise arguments. The professor is amazing at making students feel welcome to participate and ask questions
The presentation of the material was very interesting and engaging.
The strengths of the course have to be the professor and the GSIs. In a course different from all, I have taken, having a supportive team of teachers was the biggest blessing imaginable.
Loose lecture structure allows for student engagement through Q and A. I like that course capture put an ease on attendance so I can visit home/tend to emergencies if needed.
open discussion, flexibility. Open to student interest, and assignments reflect that. High standards for work, but lots of flexibility in what is discussed and what is written about.
The material itself was wonderful to dive into. Dr. Cammack was always thoughtful and kept me engaged in the material not only because of her extreme knowledge of the subject but by how clear her love for teaching and the material was.
The enthusiasm of the instructor made me want to learn about Ancient Greek politics.
The course was very organized and having the lecture notes prior to class was helpful.
The strength was definitely that the lectures were on course capture and uploaded in a timely manner. I'm a very visual learner so the lecture style of having no slides was very difficult for me but having the lectures recorded and transcript available was very useful because I could go back and watch lectures and have visual words of the concepts we covered. I also thought that the lecture notes the Professor provided were extremely helpful as well. The lecture notes were also posted to the bcourse sometimes even before the lecture which was nice. The professor was also very understanding and supportive.
prof goes over the readings and makes sure to incorporate answers to students' questions, whether asked in person or via email, in lecture to help with others' comprehension.
The material and lectures were very engaging and stimulating.
The accessibility and overall neatness of course content.
I really enjoyed hearing Professor Cammack's thesis spread out across the lectures—it was wonderful feeling the pieces of the argument come together to prove the points she made at the beginning of class and then reaffirmed throughout the semester.
Thank you so, so much for how accommodating you've been this past semester. I could not have gotten through the semester if it weren't for the flexible class structure. Your lectures are fantastic and this class has been one of my highlights at Cal.
I enjoyed the flexibility of Dr. Cammack, and I think being introduced to a wide swath of readings will be useful in the future. Assignments were also very well thought out.
This course was amazingly insightful. The content and topics covered in the course were fascinating and the course seemed to be organized in a way to get students to compare and contrast ideas and histories that we had learned in previous weeks; it made for great discussions and analysis!
The best part of the course was the enthusiasm from the professor; Prof. Cammack infused so much genuine love and interest in the course material and it rubbed off on me. I have never before been interested in anything or any work from/about Socrates, Plato, or Aristotle but Prof. Cammack seemed to almost be exploring the content with us and it was extremely engaging.
Clear expression of professors intent in correlation to the course content.
The assessment tasks were explained very clearly and presented early, meaning that students had sufficient time to complete them.
Professor Cammack is very passionate about ancient Greek politics, and her socratic-style lectures were much more interesting and engaging than traditional slide-note taking lectures. Reviewing texts in-lecture was extremely helpful for me to understand difficult parts of the readings, and allowing students to ask questions resulted in me hearing questions and answers that I had not previously thought of. Also, Professor is very caring for us students, and the overall grading structure made getting work done and going to class less stressful and much more enjoyable.
The readings are interesting. Even though they are hard to understand, the professor's lecture notes were very helpful.
The structure of the course allows students to really focus on what they like most about the material and allows students to focus more on stuff they care about and less on stuff that does not interest them as much.
Lecture format seemed like it would be very useful for people struggling with the readings. Overall lecture format seemed to be better than most theory/humanities classes.
Lecture was so fun and interesting!
The expertise of the lecturer is very valued, especially the anecdotes provided.
The Professor's lectures were extremely detailed, organized, and truly inspiring!

Comments
I loved how Professor taught this class as a somewhat of a story. She was clearly engaged and (at least looked like it haha) she seemed like she was excited to be there and teach us about the politics of Ancient Greece. For me, when a professor shows genuine interest in the subject matter, I instinctively get more excited too– doesn't matter what the content it. I got a lot out of this class, even though at first I was nervous because I had no previous background. I would definitely take more classes by Professor Cammack again!
The professor was very knowledgeable about the subject and engaged effectively with students. The content was interesting and essay questions were both fair and thought–provoking. The professor's passion for the subject made class worth attending.
Lectures were fantastic, the depth we would cover the material was great! I like the method of memos of essays as it focusing on honing an argument and learning to really only put in what is necessary for your argument.
I liked that the course didn't just look at the main texts by themselves, but in the context of each other with their portions being organized into units based on relevance. I also really liked that there were clear lecture notes we could reference.
I liked how the course incorporated shorter primary sources with longer treatises to explore the history of ancient Greek political thought.
I liked how you really encouraged class participation and how you gave in depth responses to questions raised in class. This aspect of the class definitely made me want to attend lecture rather than watch the recordings at home.
Love the instructor lectures. Gave very good insight into the workings of Ancient Greek Politics.

Please identify area(s) where you think the course could be improved.

Comments
The course could maybe give a bit more of a general overview in the beginning to catch those who are unfamiliar with ancient Greek culture and writings up before the real course work begins. This is the only critique I can think of and is ultimately a minor note for an excellent course.
There was wayyy too much reading. Catching up on a lecture's readings was brutal. It took me days to catch up causing me to fall further behind every time. Plus there was so much content and she only touched on small segments.. I felt that it would have been better to just read those excerpts instead of so many pages.
N/A
Professor could be more tech–positive
I really wish Professor Cammack would lecture more, rather than treat the lecture like a big discussion. I appreciate the idea, but most of the time I learned and retained more information by just listening to her speak about it, rather than listen to other students ask questions that, most of the time, did not actually seem very thought out or meaningful in any way. Asking just to ask and be noticed. Especially since the discussion section for this course was two hours long, we did enough discussion in section to not have to take up three quarters of each lecture with discussions.
So, more lecture, less discussion would be beneficial.
I feel like the lecture notes were a little hard to follow.
At times, this course is pretty badly organized. I appreciate Dr. Cammack's all discussion and no slides approach, but I really think a more structured discussion with more effective graphics would help us to follow along and to study after the fact. As things are, I have nothing to come back to but my notes, which (reflecting the nature of lecture) are kind of a random assortment of thoughts.
Setting times for lecture with no questions, sometimes you get very enthusiastic classmates that sometimes ask repetitive questions not so much related to the content, leaving the rest of the students to feel like they aren't receiving a lecture but rather discussion which is fine if it's reserved at a certain time. Obviously, it's not her fight that they ask questions and she is just incredible and answers every question very properly.
<ul style="list-style-type: none"> – Given the lack of lecture slides, the importance of lecture notes should be more clearly highlighted early on – The reading load was too heavy because the texts are older and denser than average. I was never able to complete readings ahead of lecture. – I think that the historical readings should be cut down, and some should be replaced with contemporary readings. This would be good for two reasons. First, it would show us what the study of ancient greek politics is like and help us inspire our final papers. It would give also us some readings in modern prose which are easier to read.
More paper review
A completely overwhelming amount of reading. There were some weeks I did not even want to start at the week's readings because it just felt way too daunting. Translated ancient Greek texts are already very difficult to read, so getting assigned 100+ pages some weeks (additionally, some sections of the reader were printed in a way where there would be two pages per side of a page) was absolutely too much. The professor would never get to all the readings in lecture either, so even when I did manage to do every single one of the readings a good chunk of it did not matter.

Comments
The lectures tended to be 45 minutes to an hour of recap and review, and the rest on the material assigned for that lecture. I think it would be better if the times were switched so that more time was spent on the readings for the day.
I wish we could've spent more time on Aristotle's Politics, enough so that we could've read the entire book during the course.
Encouraging more lecture and section attendance would work better to motivate students to both show up and work harder in the class. Towards the end of the section, there was no grade-related basis to show up to section. The course was super interesting, so I had no difficulty attending, but I could see how this could be a challenge to other students.
The organization of lectures was at times hard to follow. Although the lecture notes were helpful, it was harder to follow along than if there had been some sort of slides and at times it felt like she was jumping around through the material. Assigned readings were at times inconsistent although manageable.
Better organization of the readings, especially more focused sections in both the republic and the Aristotle readings.
The course could be improved by making assignments shorter because having to write a final essay was slightly inconvenient during the finals weeks.
N/A
I see how flexibility can be frustrating to folx who want more structure.
I think more detailed prompts for the papers would be beneficial to keep the writing grounded.
Since this class was mainly revolved around discussion and participation, I was easily distracted or was sometimes confused.
I feel like it was a lot of course material. As someone who is not very familiar with Ancient Greek writings, I often felt really lost and understood more from readings on the internet than attending class.
Maybe more slides and visual wording of the concepts we covered would be useful.
put the spellings of greek terms on the board/on a slide
Having something like a very short multiple choice reading quiz could help incentivize reading more.
I think the readings can be a bit too long especially for students that are juggling through other responsibilities.
I think maybe a one sentence summary of why a particular reading is going to be looked at for an upcoming class might help—sometimes I did readings and wasn't sure why we read them until I got to class, which was fine but I wish I could have known that ahead of time so I could have looked for more interesting points to make about the relevant info.
I had a hard time following lectures. I felt as though too much time was given to recapping the previous session, and while I understand that because of the readings this is sometimes necessary it really just felt like I wasn't getting anything new out of the first half of the lecture. Additionally, while I think many students raised interesting questions I felt as though a majority of the time people had rather derailing questions or questions better suited for office hours/after class. Sometime question asking went on for so long that I would get lost as to where we started.
I appreciate the professor providing some occasional photos/maps throughout lecture but I would appreciate even more visual tools/cues. If not a slide presentation, then just more photos!
None. This course is pretty much perfect and is one of if not my favorite I have taken at Berkeley.
It would be great if there could be more exercises / guides to write a good paper
At times the readings were really heavy. Perhaps just spread out the reading a bit more.
More time given to the philosophical texts/maybe more emphasis put on the important theory in general. Expecting students to read Politics and The Republic plus other material in the span of two weeks is a little absurd. A newer translation of Thucydides would also have been nice, and it would have been nice to have less redundant readings (a couple excerpts are literally in the reader twice?)
Having a PowerPoint presentation.
None
The structure of the lecture. I fully comprehend the idea of having a friendly discussion with informal vibes, but I often found them to not be engaging—sometimes dull. I think this is evident because many students were no their computers, but not taking notes. I fully support allowing electronic devices in lecture—because everyone's learning ability is different, but i think this unique lecture structure caused students to not give their full attention.
More visuals!
While I think taking student questions was very helpful at time, I also thought there were other times where I would've better understood the content had it been presented in a more traditional lecture style.
I think the course was effective in what it tried to do, something that I noticed was that the section and class discussions were very effective. I found that the online discussion was kind of a weakness as it served as a place to put initial thoughts, so maybe connecting this to discussion or even responding to the discussion posts after the discussion section could be good. Perhaps there could be a pre-lecture post where people put initial views and a post-lecture / discussion where people re-examine their

Comments
view. Ultimately, I found the lectures interesting and the discussion great as well, good job!
I think the lecture format was a bit frustrating, as it left very little time to analyze the dense readings since we spent so much time focusing on questions students asked about specific things.
I didn't appreciate the lack of structured lecture. The instructor tried to conduct class as if it were a seminar, but it quickly devolved into a select few of students who were vocal. I feel as though I could have learned more if the instructor tweaked her instruction style to be more explanatory on the actual material (rather than entertaining questions that did not pertain to the relevant course material).
I think your lecture notes were helpful, it might have been helpful to include some of the main points from your notes on the slides you used for class.
GSI and Instructor communication.

What advice would you give to another student who is considering taking this course?

Comments
Take this course if it is at all possible.
Try to skim readings
do the readings! go to prof cammack's office hours, she is amazing :)
Take it! Who knows how long a grade-A badass of a professor is going to stay at Berkeley for. Especially if you're a democrat frustrated with contemporary systems.
Do the readings, or you will be lost in the subject matter. Professor Cammack is very helpful, so don't hesitate to visit her in office hours or email with questions!
Participate in discussions!
Keep up with the readings, and really think critically about them as you read. The real task of the class is coming up with salient opinions about the texts to discuss in section and your papers.
Attend lectures and stay to date with the reading to get the full experience
– be ready to read a lot –use the lecture notes
Attend lecture
Do the readings. It's nice that you don't have to constantly keep up with all of the readings, since the course is structured where you can catch up with reading some weeks. Attend and participate in lecture and section. Go to office hours.
Come to class, submit strong writing, and take feedback seriously.
Read the lecture notes before going to class, it'll make following along in lecture a lot easier.
Go to lecture! There is no substitute for getting to interact with Professor Cammack and hear her talk passionately about this material
Please do the readings.
Ask questions and go to office hours for papers.
If you're engaged, you can have all kind of fun and explore kind of whatever you want. Just don't be not engaged.
Do all of the readings, and show up to the lectures.
I would highly recommend it since it was one of the best classes I took this semester.
Keep on top of the readings and go to office hours.
Rewatch lectures and take notes even if you attend in person.
attend lecture in person (very entertaining and fun) and do the readings! and think about what concepts you want to include in your final paper as you do readings throughout the course
Make sure to read all the texts, and if not, at least read the ones you plan on writing about in the memos.
Try your best to do the readings.
Just try to do as much of the weekly readings and you will do fine.
Just do some of the reading even if you don't do all of it.
Look at the lecture notes before and during class!!! Also create some way of organizing summaries of all of the readings, because they are dense!
If you didn't do the readings don't worry about it! Still show up to class as it's engaging either way.
Discussion post and meetings are very effective

Comments
Ask Thomas (GSI) or Daniela (Lecturer) if you have any questions as they were/are both very helpful.
Take this course, go to as many lectures as you can, read between the lines, ask questions.
It's a great course that makes studying political theory less intimidating and more intriguing
Go in open minded and do the readings, you'll enjoy the class.
Be prepared to read! The papers are pretty unpleasant to write despite their short length.
Go to lecture
Beware of the no-technology policy and unique lecture structure.
Take your time with the texts. Sometimes they are hard to decipher but it's worth it.
Go to class.
Make sure to keep up on the reading and really try to look deeper at the text. Try to read the text without our modern conceptions of politics, I would advise developing a "Greek Politics" brain to really be able to get into the zone to separate what they are trying to say, what they said, how they say it, and what we modern scholars make of it.
Participate in Discussion Section and refer to lecture notes when working on essays.
Definitely take this course if you have taken another political theory course — the experience definitely helps with the lack of slides and lack of structured lecture.
come prepared for class with questions you would like to ask the prof about the reading, class is a good opportunity to discuss the readings or anything that you are unsure about.
Take this course. It's really great.

DEPARTMENT PROVIDED STUDENT INFORMATION QUESTIONS

Items in this section were selected by POL SCI for inclusion on this evaluation.

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?		
Options	Count	Percentage
3 or fewer	2	3.17%
4-6	18	28.57%
7-9	24	38.10%
10-12	14	22.22%
13-15	3	4.76%
16-18	2	3.17%
More than 18	0	0.00%
Statistics	Value	
Response Count	63	
Mean	1.00	
Median	1.00	
Standard Deviation	0.00	

How many class (or section) sessions did you attend?

How many class (or section) sessions did you attend?		
Options	Count	Percentage
None	1	1.59%
Fewer than half	2	3.17%
About half	10	15.87%
More than half	35	55.56%
All	15	23.81%
Statistics	Value	
Response Count	63	
Mean	1.00	
Median	1.00	
Standard Deviation	0.00	

How satisfied were you with your effort in this course (or section)?

How satisfied were you with your effort in this course (or section)?		
Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	1	1.59%
4-Somewhat	5	7.94%
5	14	22.22%
6	24	38.10%
7-Very	19	30.16%
Statistics	Value	
Response Count	63	
Mean	5.87	
Median	6.00	
Standard Deviation	0.99	