



Natalie Rasmussen (as private and confidential)

Course Evaluation Report EDLD-647-82-Organizational & Systems Change

Natalie Rasmussen,

In the attachment you will find the evaluation results for your course evaluation EDLD-647-82-Organizational & Systems Change, Summer 2020.

The legend indicator is followed by the individual average values of the scaled questions. Student comments are included following the summary statistics.

If you have any questions please do not hesitate to contact Sharifun Syed of the Institutional Analytics and Strategic Effectiveness, Minnesota State University, Mankato.

Warmest regards,
Sharifun Syed

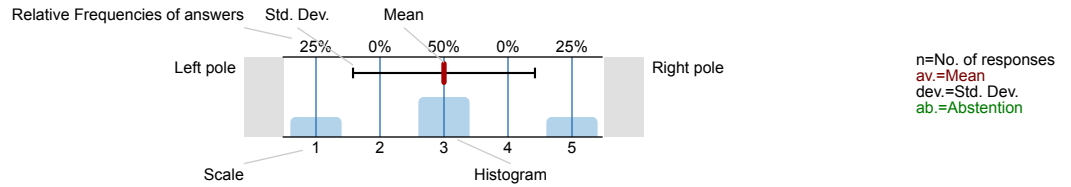


Natalie Rasmussen
 Summer 2020 20211-003032-Seminar-N_Rasmussen
 No. of responses = 16

Survey Results

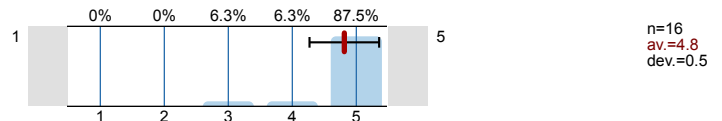
Legend

Question text

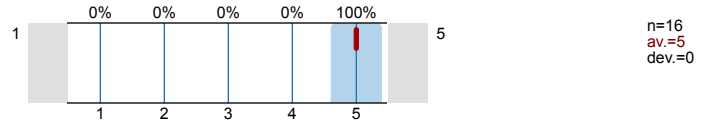


1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)

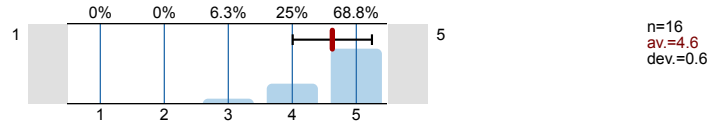
1.1) The course as a whole



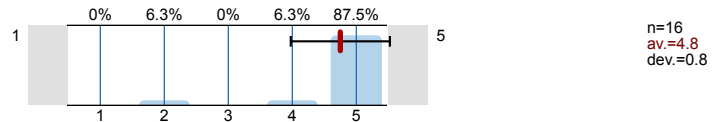
1.2) The instructor's contribution to the course



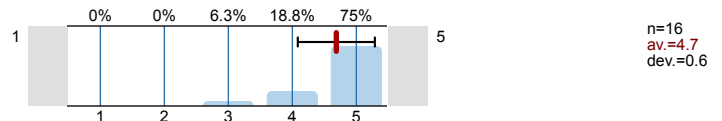
1.3) Use of class time



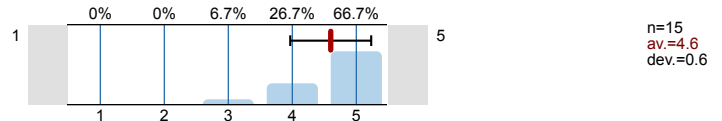
1.4) Instructor's interest in whether the students learned



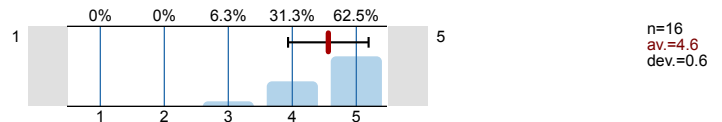
1.5) Amount you learned in the course



1.6) Evaluative and grading techniques

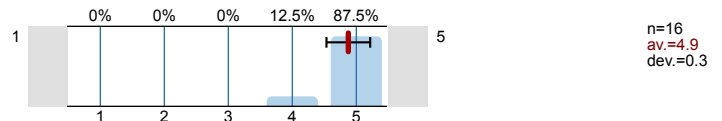


1.7) Clarity of student responsibilities and requirements



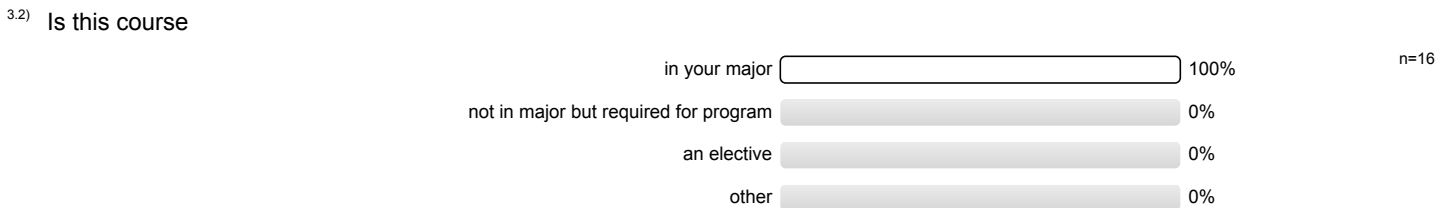
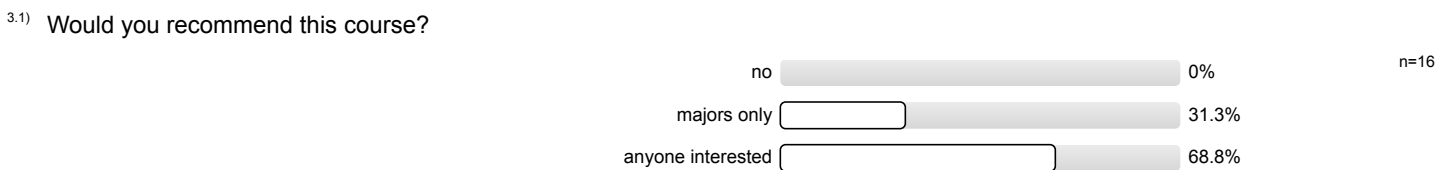
2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)

2.1) Course organization

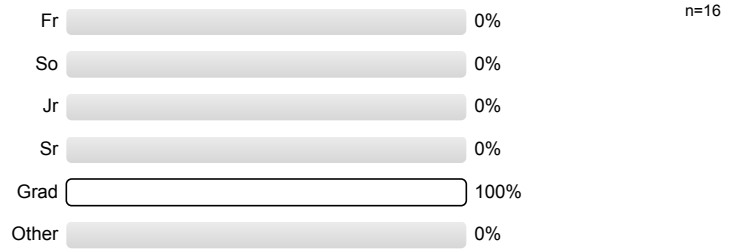




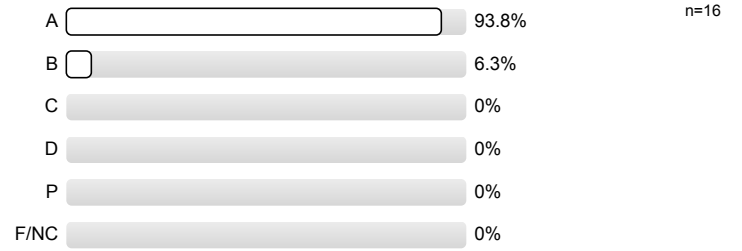
3. Background information



3.3) Class



3.4) What grade do you expect to receive?

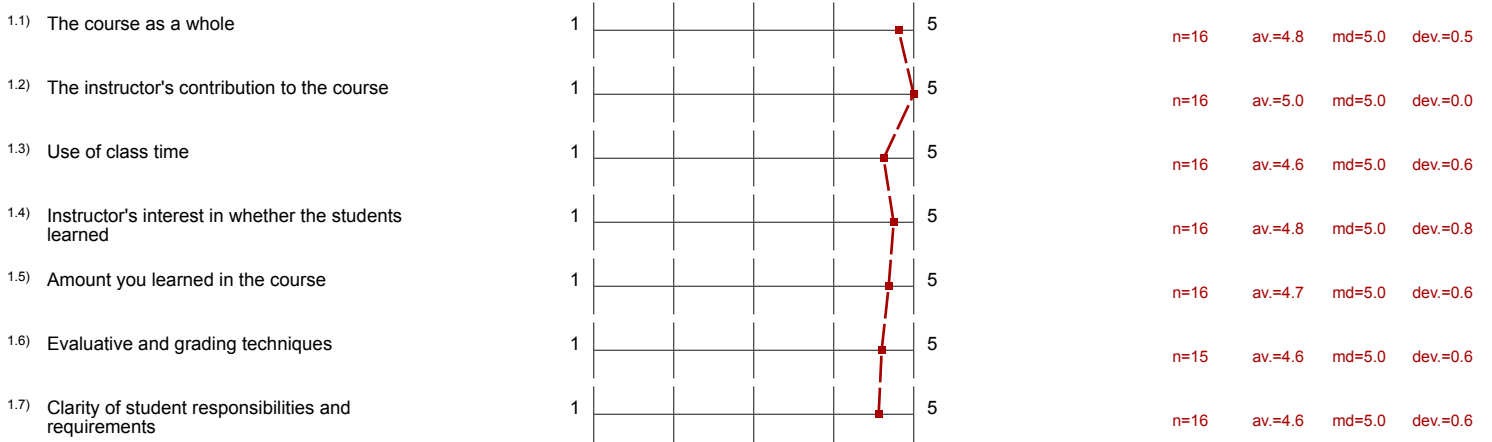


Profile

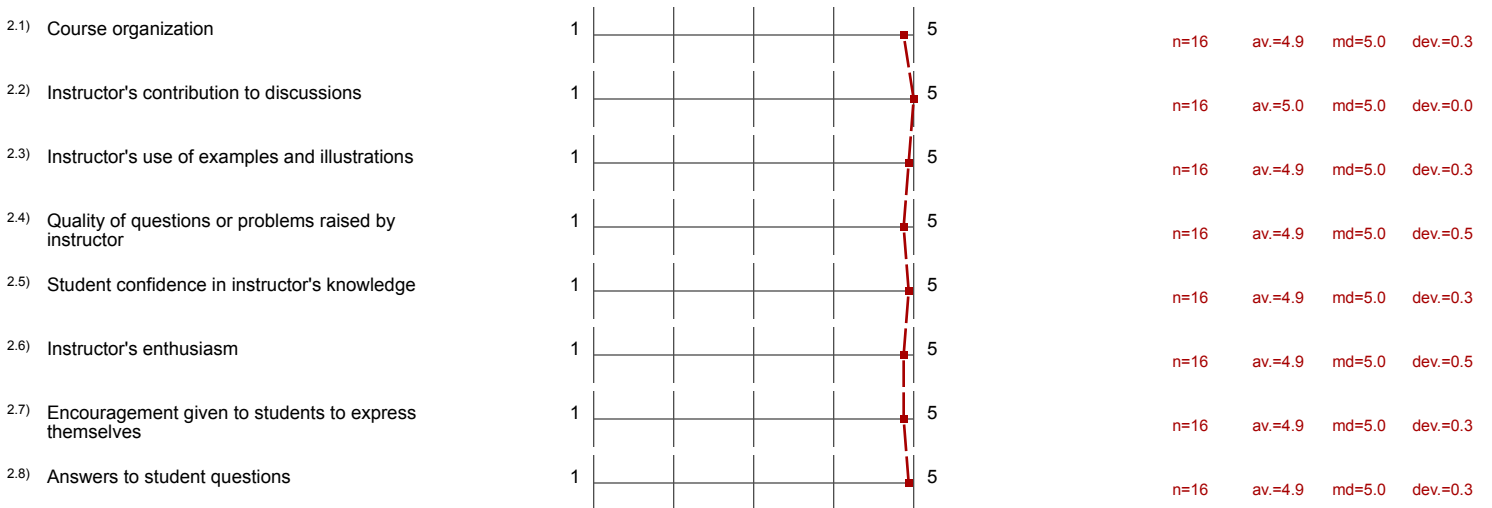
Subunit: Department of Educational Leadership
 Name of the instructor: Natalie Rasmussen,
 Name of the course: EDLD-647-82-Organizational & Systems Change
 (Name of the survey)

Values used in the profile line: Mean

1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)



2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)



Comments Report

4. Please comment on the following items...

4.1) What are the major strengths and weaknesses of the instructor?

■ Dr. Rasmussen and Katie (TA) were knowledgeable, thought provoking and well spoken. They led us through the four frames in a well organized manner. I got a lot out of the class.

■ Her integrity with the knowledge and her ways of displaying or sharing it were outstanding, and very refreshing. I felt as though the TA Katie was slightly overwhelming at times and difficult to listen to as she was quite wordy in her explanations.

■ Honestly, I think both Dr. Rasmussen and Katie did a phenomenal job in all aspects of the class.

■ I enjoyed using images to depict our papers.

■ Instructor is very knowledgeable and an engaging lecturer speaker.

■ Knowledge and personal experience with k-12 educational experience

■ Natalie brings a wealth of knowledge and experience about leading for equity in a K-12 context. Her stories, examples, compassion and authenticity make her a fantastic instructor.

There are few weaknesses - the one element I would point out is use of time. I felt there were a lot of exercises we were asked to do (write interview questions etc.) that were great but we did not have enough time to truly discuss or complete these activities. I'm sure part of this was the move to a fully digital classroom but I would suggest considering the amount of time given in the future. My thought is, if the activity is valuable give us the time needed to complete it but if something else is more valuable then cut the activity.

■ Open to discussion

■ Professor Rasmussen was the best professor I have had in the entire program. The learning targets were clearly stated, the course stuck with and almost never deviated from the syllabus, and she created a welcoming and rigorous learning environment.

■ Strengths: creating a safe and open environment for students to share their personal thoughts and opinions without fear of inappropriate feedback.
Weakness: facilitating real and hard conversations about race, racism, and whiteness in our education system.

■ The instructor was wonderful and made class enjoyable. Very knowledgeable and had the class do great discussions that made you have to critically think.

■ The major strengths of the instructors are knowledge, passion, and personality. Regarding the class overall, I don't think the instructor had any prevalent weakness that contributed to class

■ The powerpoint presentations that we had for class were neatly put together and easy to follow along with. I really appreciated the feedback and her quick response to emails that I had over questions that came about. I didn't care for the turn in grading along side the actual grade. I was never sure what that all means. She also encouraged us to use Grammarly and I did, but my feedback for my assignments were to use it. So I'm not sure what I was doing wrong there. I didn't feel that the rubrics were very helpful when working through my assignment. Sometimes they contradicted themselves.

■ Very well organized, knowledgeable, and responsive.

4.2) What aspects of this course were most beneficial to you?

■ ALL OF IT! Amazing work Professor Rasmussen, you are very inspiring in your words and actions!

■ Having a safe open forum for discussion

■ Hearing her talk about her expertise on each frame as well as the slides associated with each lesson.

■ I have widened my perspective because of this class. It has improved my knowledge and personal growth tremendously.

■ I think the discussions were beneficial, although I felt like they were too frequent.

■ I will use bits of all of the course material as I continue with my career.

■ Knowing the different frames of how an organization can be viewed in leadership and how each one is unique to itself.

■ Racial equity and organizational frameworks

- Reading Bohlman and Deal and learning about the four frames.
- Text and readings
- The readings and class sessions.
- The readings.
- This course connects to my future goal of being an educational leader. I felt looking at organizations through Bolman and Deal's 4 frames was a great way to really understand that complexity of an organization. The case studies also brought light to how some of these frames can lead to institutionalized racism. It was a great way to challenge my own thinking and sharpen my equity lens as a leader along with thinking about how I could lead for change in the future.
- incorporating the frames from the Bolman and Deal chapter into racial examples.

4.3) What would you suggest to improve this course?

- Clearer expectations on first assignment
- I enjoyed the reflection papers with the visual powerpoint slides, continue this
- I would prefer to have taken this class in the fall. I felt like having 2 classes weekly with heavier work loads was hard to managed
- N/A (2 Counts)
- No improvements I can think of.
- Not have a TA with Professor Rasmussen if possible.
- Providing more opportunities for tough conversations about race, racism, and whiteness in our education system.
- See my comments on "weakness" from question one.
- Sharing a couple student visuals each week. I was always curious what other students were doing with their assignments.
- Trying to writing with the constant look at institutional racism was getting to be a challenge. Is there a way to scale that back a little and focus more on the content of the frames and what they are?
- We could do a few less "turn and talks" with the other people in the course. They were very valuable, but some days we had anywhere from 4-6 breakout times. I'm sure this felt more clunky because of the online platform.
- none
- the timeline was tight so it was difficult to get the group project done in addition to the regular assignments.

4.4) Comment on the grading procedures and exams.

- Excellent! I really appreciated the different perspectives from both Natalie and Katie on this. Feedback was clear, purposeful and specific. The rubrics helped guide my thinking and preparation for assignments. Thank you.
- Fair and respectable
- Good and clear
- Good and clear grading procedure
- I thought was fair
- I wish we had more exemplars, but overall grading was clear
- No exams were given in this class. Grading procedure was fair and transparent.
- Nothing.
- Rubrics were not helpful to me. Didn't care for the turn in grade with the actual grade.
- Very clearly stated.
- You had to produce very good work to earn the grade as it should be.
- n/a

- the grading rubrics were clear and fair.