

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - ◊ **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Course Name: Labour Economics I ECO339H1-F-LEC0101 (INPER)
Division: ARTSC
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Jeffrey Hicks
Section: LEC0101
Delivery Mode: INPER

Raters	Students
Responded	22
Invited	39

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.5	5.0
The course provided me with a deeper understanding of the subject matter.	4.5	4.5
The instructor (Jeffrey Hicks) created an atmosphere that was conducive to my learning.	5.0	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.8	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.8	5.0
Institutional Composite Mean	4.7	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	4.7	5.0

7. Please comment on the overall quality of the instruction in this course.

Comments
Very clear instructions, going to lectures was rewarding and classes were always engaging and thorough.
Jeff was fantastic. he created a very safe and welcoming in class environment. he makes sure his students understand the material, is always open to questions, goes above and beyond to help us. For interested students, Jeff puts in effort to stretch us, but makes sure everyone in the class can follow.
I would rate the overall quality of this course as excellent and would definitely recommend this course with Professor Hicks. The class discussions were particularly helpful in understanding the lecture videos.
The quality of instruction was very good. Lots of time was taken to explain important concepts clearly and effectively while answering questions thoroughly.
In my fourth year at the university and Hicks is the best Econ professor I've had so far! the course is well organized in terms of the flow of concepts and the volume of weekly work was fairly consistent. the assessments clearly reflected class material.
Really good
I thought the instruction was excellent. The concepts were explained clearly and we were always encouraged to ask questions during lecture. The professor would explain a concept as many times as we needed so we could understand.
overall quality is excellent
The assignments and exams helped my learning and were very fair and reflective of our course curriculum
So many resources were provided to help us understand the content, extra office hours were provided if students needed help, instructor went above and beyond.
The course was well organized and the information flowed coherently. The load was well balanced.
The lecturer took his time with all questions and made learning easier and fun
Great Course. Hicks makes the instructional content very easy to understand. Strong support in office hours. he is always checking if we have questions (love that!). He should not post videos (hurts overachievers as they are tempted to watch videos and come to lecture) while people can just stay at home and not show up to lecture. Effort is not fairly rewarded.
Professor Hicks takes his time to ensure that everyone is following the lectures and course material. He is patient and easy to approach with questions about assignments or the course in general.
This is my favourite economic course so far. The professor is very engaging and tries to help each student. Also, the course's atmosphere is perfect. I do think that I learn something from this course.
Jeff is a great prof and explains concepts very clearly. Easy to follow.
The professor provided opportunities for students to answer questions creating a more conducive atmosphere.
I think the quality of instruction in this course was really great. I found it easy to pick up on the concepts and learn material important for the course. When I wasn't able to understand a concept, the professor was amazing in clarifying it during office hours.
Lectures were good and engaging, though the material was not explored in particularly great depth. There were also too many midterms, I would rather one more lecture and a larger single midterm.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
Solid office hours, i liked the piazza implementation.
Office hours were always helpful, email responses were fast, accurate and effective. I felt very supported and thoroughly enjoyed the course
The professor office hours were particularly helpful
Assistance was available if sought out.
I had a lot of assistance, but only because I dropped a course that I initially had during the office hour time. A bit more flexibility with office hours would be nice for students who can't attend regular OH because of schedule conflicts; I most likely would have failed the course without that one hour a week on Friday afternoons where he answered questions.
Tutorials are helpful.
We could ask questions in lecture or in office hours and the professor was always eager to help.
TAs' tutorials, Professor's office hours. Professor always responds to my questions and answers them in time
See above comment.
The team was very supportive. The Professor was very accommodating and understanding which helped ease my burdens and reduced the pressure on me.
Provided the best support
Tutorials and office hours by the prof. Both were helpful.
He held office hours on Fridays every week. Whenever he thought we needed extra time to address our problems he always provided more office hours.
Office hours were very helpful
While the professor was helpful with question (esp with office hours), I did not find the TAs helpful.
The office hours were incredibly helpful to me. However, I found the TA-led tutorials difficult to follow and not helpful for my learning at all.

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Jeffrey Hicks) generated enthusiasm for learning in the course.	4.9	5.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	3.2	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	4.7	5.0

Part C: Departmental Items

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
UNIT(OQI) Overall, the quality of instruction provided by (Jeffrey Hicks) in this course was:	4.8	5.0

Please comment on the value of time spent in class toward your overall learning experience in the course.

Comments
The classes always complemented the material provided. Moreover, the material covered the concepts in detail.
I particularly enjoyed all the studies the professor included. It made the course so much more cohesive and relevant.
Not always required due to recorded lectures
Very valuable
The value of time spent in class was high, as concepts were discussed in a deeper/more intuitive manner.
Very valuable. Recordings were included but I didn't find them an equal substitute to in person class as there is no opportunity for questions nor are there hints on assessments.
I think the 2-hour in-person classes always help me to gain a deep understanding of the course materials.
Lectures were very informative and i understood most of the material in lecture so i did not have to spend alot of time outside of class going over concepts.
Our lectures were for 2hrs on Mondays and one hour for tutorials on Fridays. Overall, I enjoyed the duration of the lessons. I think he prioritised understanding over going at a fast pace which I appreciated since I am a slow learner.
Assignments were difficult, but I found the stata component interesting and useful.
The course requires a lot of time to understand the concept and mathematical calculation.
I enjoyed the in class lectures and the real life scenarios we would go over that applied what we learned to real life scenarios
Lectures were efficient, engaging, and interesting.
lectures were very important and helped me the most in my studying
5-8 hours per week
Very useful. Particularly seeing how the course content applies to real world settings

Please comment on the value of the required readings toward your overall learning experience in the course.

Comments
The required material was of high value.
There were no required readings
Very useful
Required readings were helpful at times for further understanding, but lecture slides were generally sufficient.
The readings are helpful.
We didn't have required readings but we were given lecture videos before class that were very helpful especially when reviewing for exams.
The readings helped me feel better prepared for lectures
No required readings.
There is no required reading in this course, the only thing we need to read is the lecture slides. It is important to understand slides and apply the knowledge from slides to analyze empirical studies.
Did not do many
2–3 hours per week (including recording videos)
Very helpful

Please comment on the extent to which course assignments and tests required you to think and apply course concepts rather than memorize them.

Comments
I think most of the assignments and exams were focused on application and understanding.
Somewhat, the assignments were a bit easy and just required copying the processes in lecture
A great deal
All course assignments and tests required me to think and apply course concepts rather than memorize them. Every assignment required me to have a complete understanding of the topic.
Assignments/tests required students to think and apply course concepts rather than memorizing them to a great extent.
The tests more closely related to material in class than the assignments. We didn't really have any stata tutorials other than one at the beginning of the semester, so I'm not sure that those parts of the assignments related to the course concepts. I got by with office hours and with lots of group work with classmates.
I think some questions in assignments need to understand and apply the course concepts to solve the questions.
Assignments required alot of application of the material because we had to analyze data ourselves and interpret it.
Assignments and tests helped to practice the concepts we learned in class. I was also able to apply those concepts to understand why some policies had certain effects relative to others.
Tests required you to think and apply concepts.
All assignments and tests required me to think deeply rather than memorize.
Not very a lot of it was applied
Mostly required application, though some test questions were just memorization.
the assignments were very much application based and relied on my understanding of the material
The assignments were more challenging and tested my learnt theory better than the tests.
I think there was a good level of memorization and application based questions in the tests and assignments.
7–8 hours for each assignment
The assignment and test were extremely applicative. Little memorization required

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

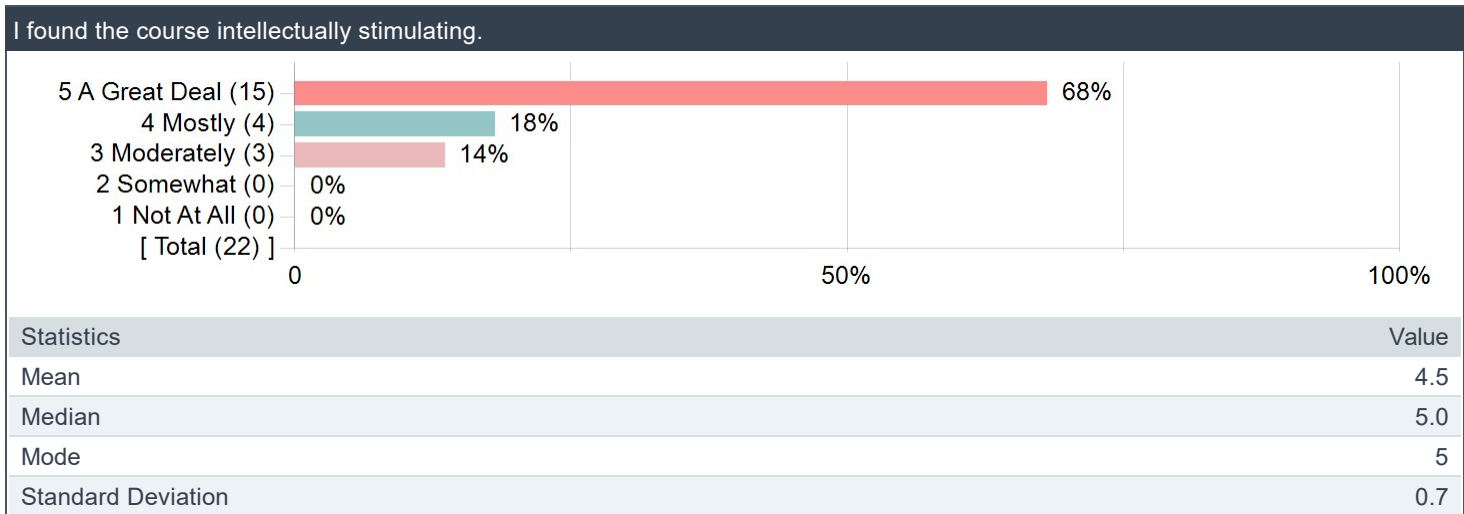
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

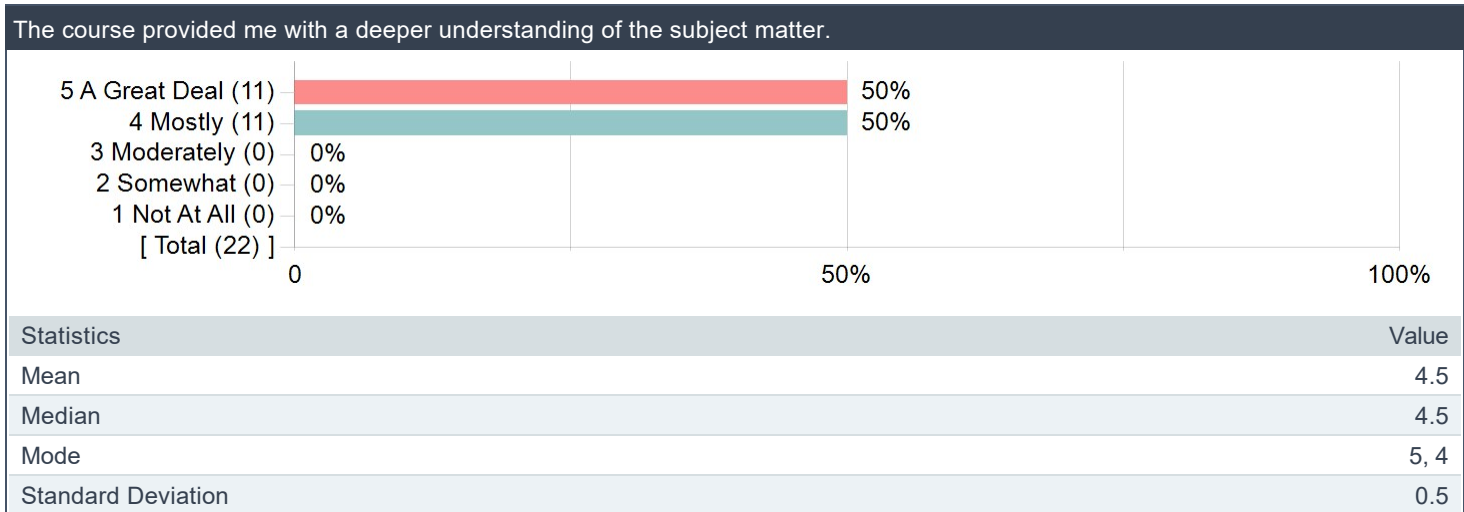
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

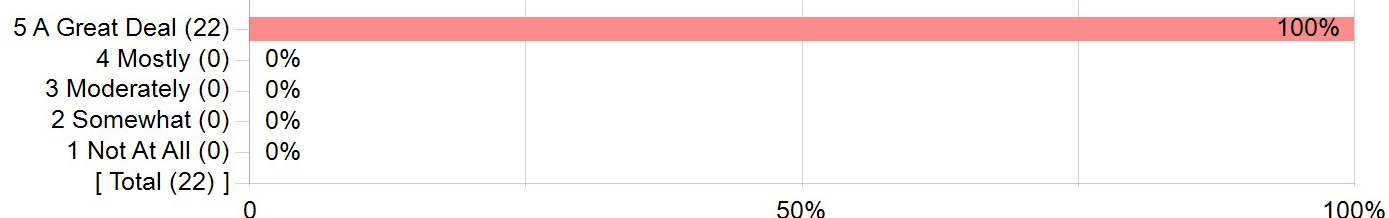


2. The course provided me with a deeper understanding of the subject matter.



3. The instructor (**Jeffrey Hicks**) created a course atmosphere that was conducive to my learning.

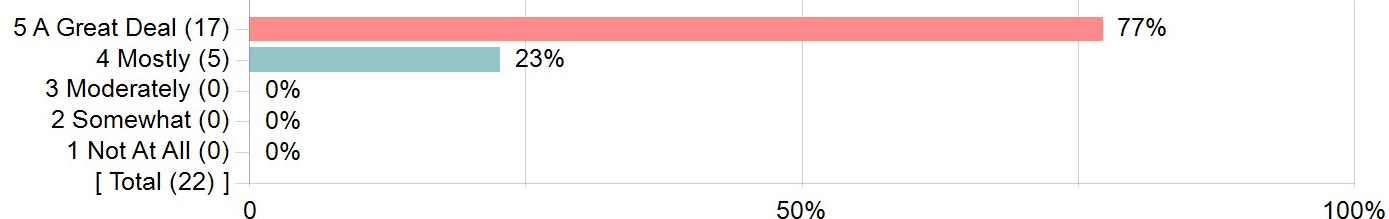
The instructor (**Jeffrey Hicks**) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

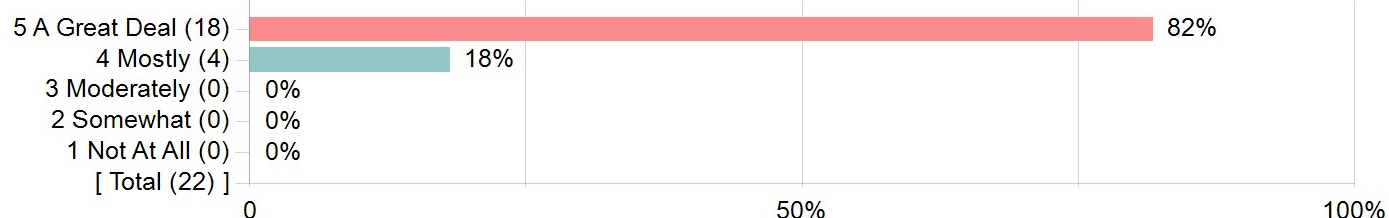
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

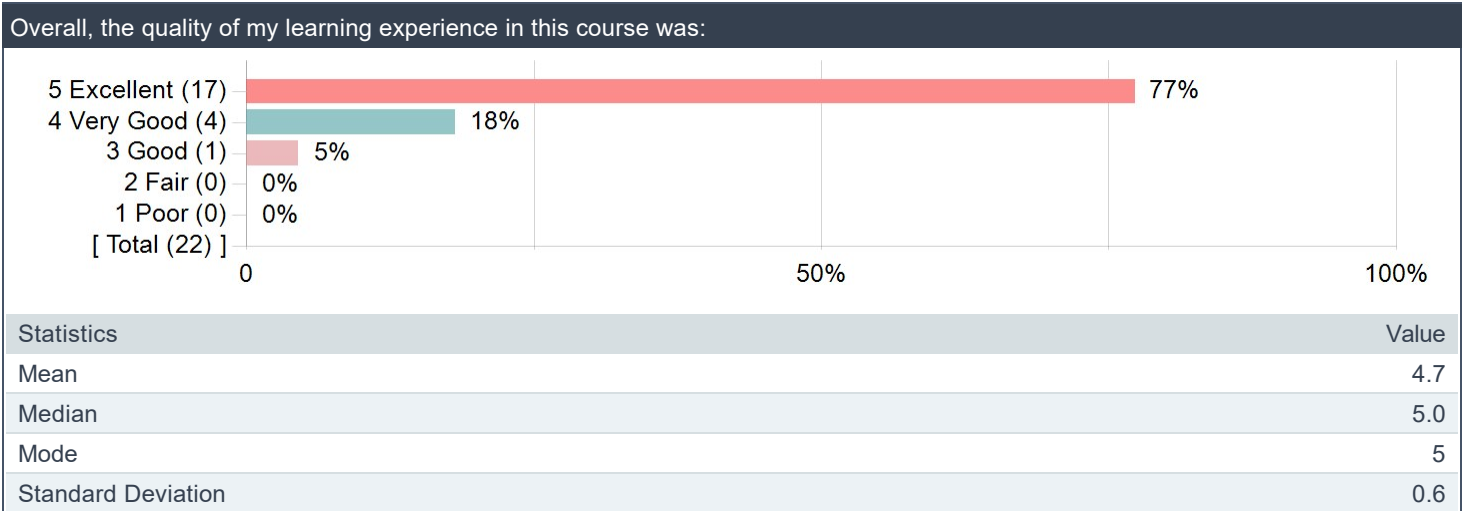
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

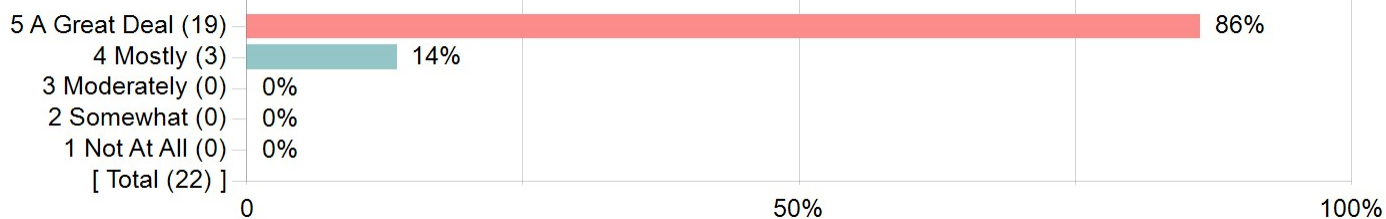
6. Overall, the quality of my learning experience in this course was....



Part B. Divisional Items

The instructor (**Jeffrey Hicks**) generated enthusiasm for learning in the course.

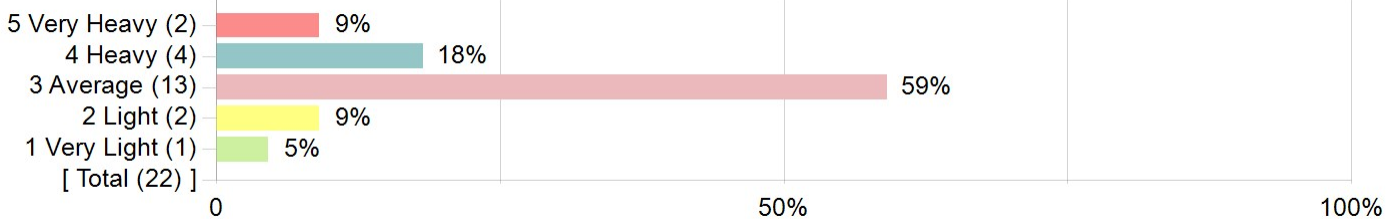
FAS001 The instructor (**Jeffrey Hicks**) generated enthusiasm for learning in the course.



Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.4

Compared to other courses, the workload for this course was...

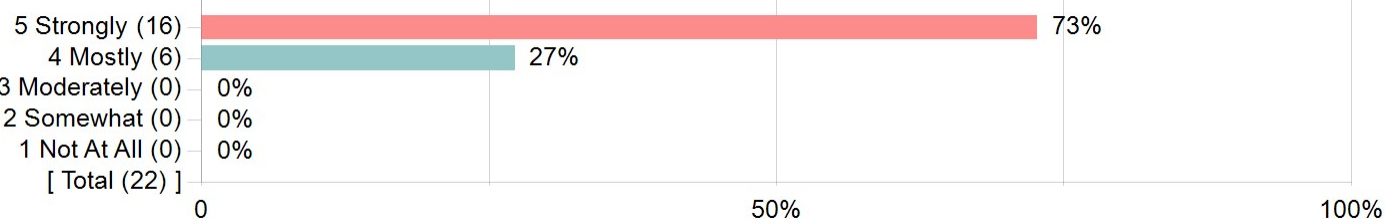
FAS002 Compared to other courses, the workload for this course was...



Statistics	Value
Mean	3.2
Median	3.0
Mode	3
Standard Deviation	0.9

I would recommend this course to other students.

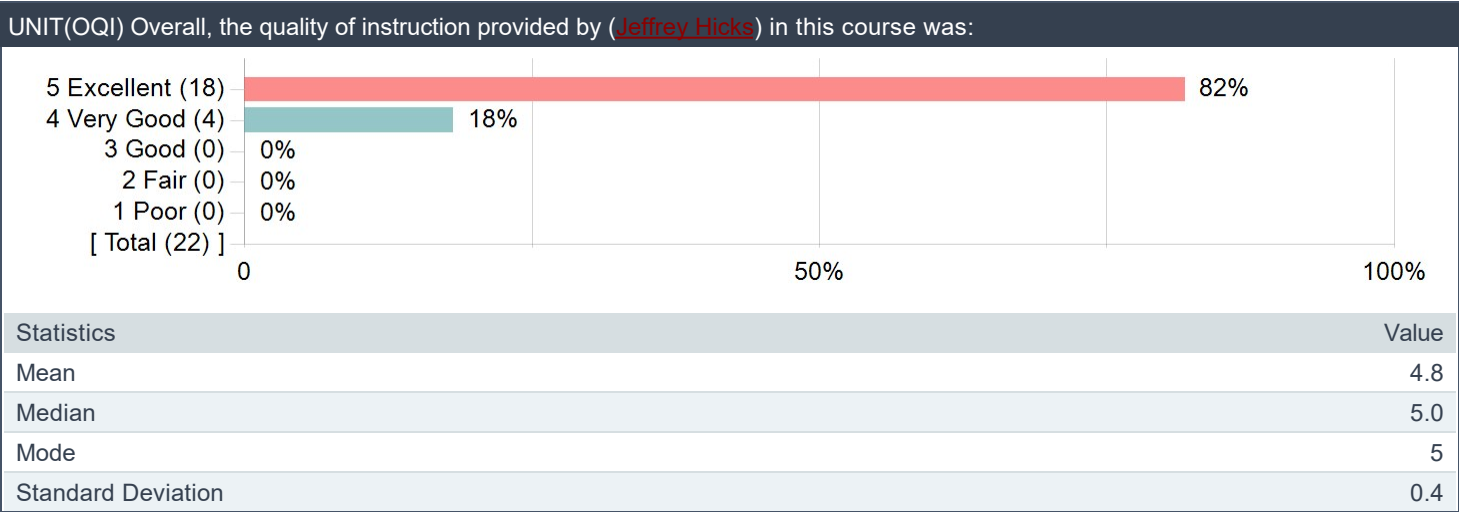
FAS003 I would recommend this course to other students.



Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5

Part C. Departmental Items

Overall, the quality of instruction provided by (Jeffrey Hicks) in this course was:



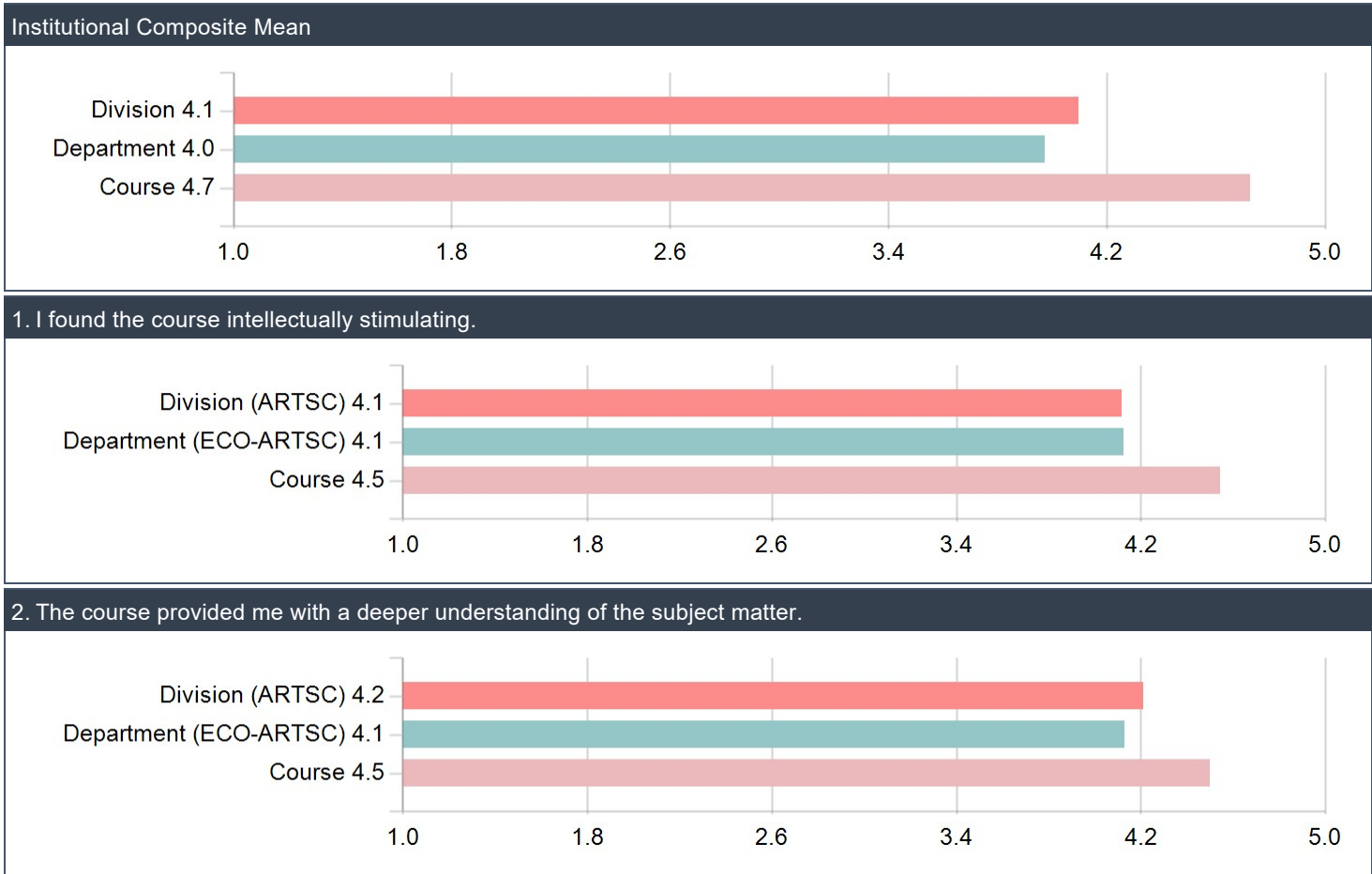
Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

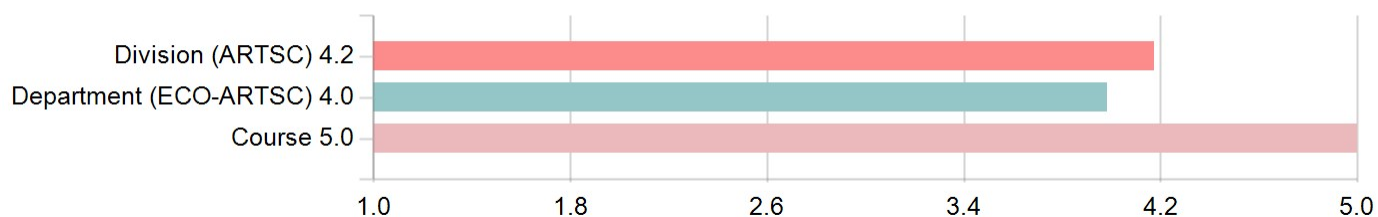
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

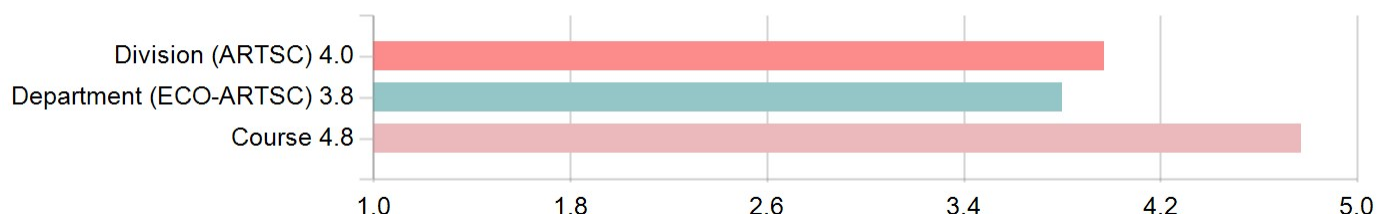
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



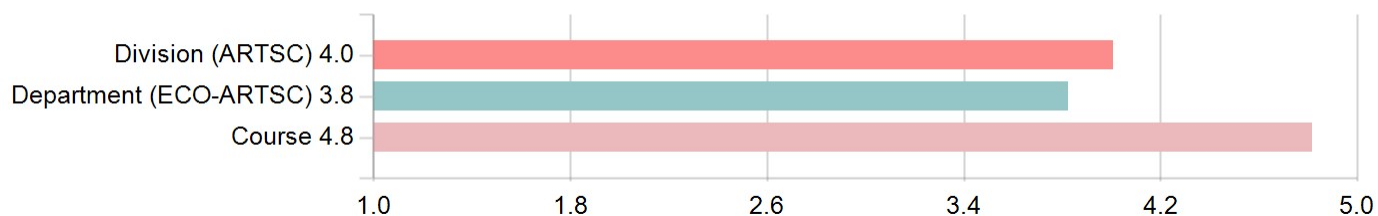
3. The instructor ([Jeffrey Hicks](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

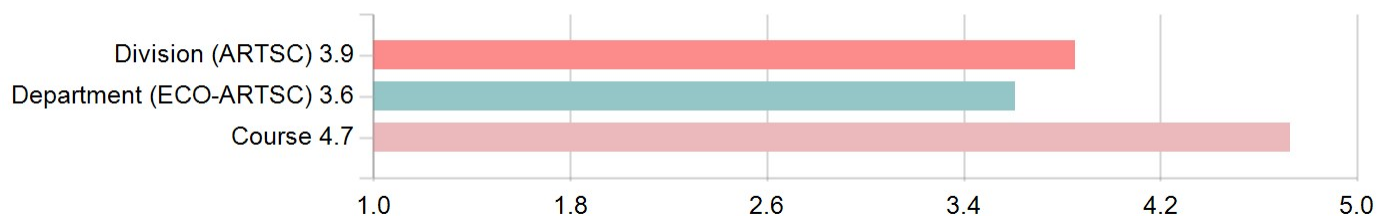


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



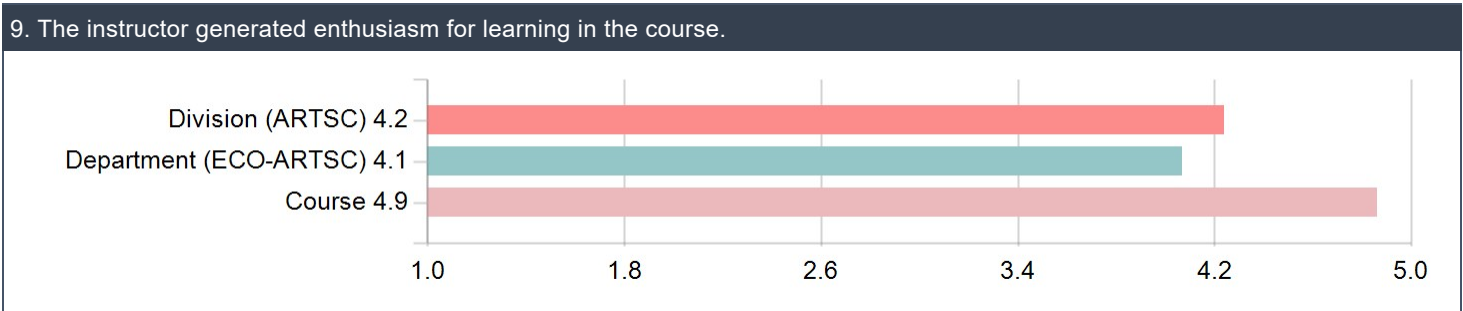
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

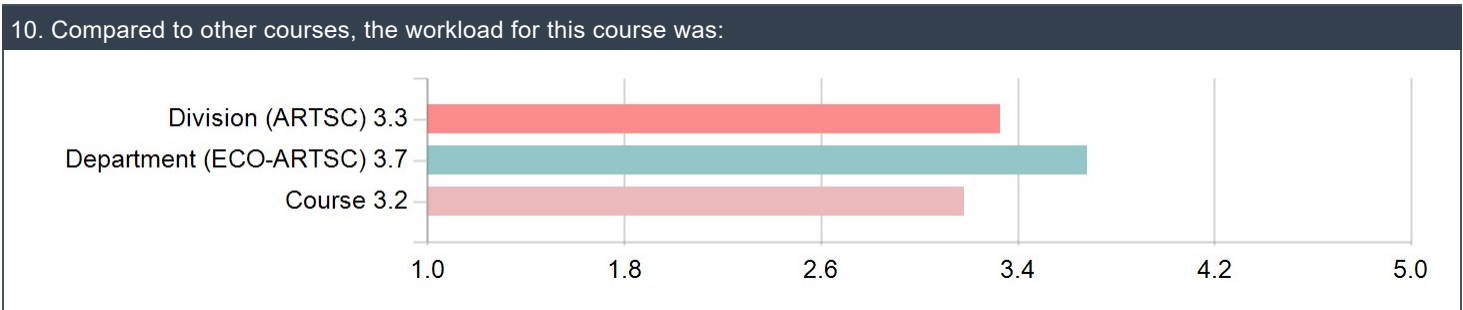


Part B. Divisional Items

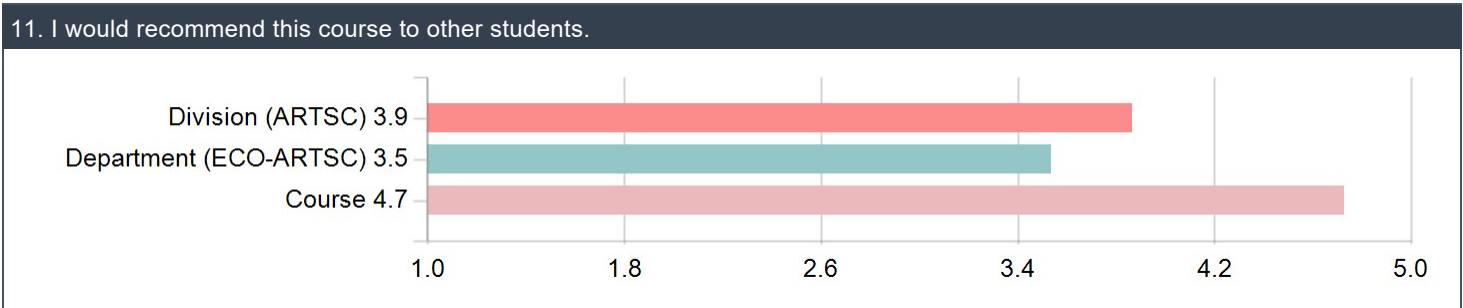
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



Part C: Departmental Items

Overall, the quality of instruction provided by (Jeffrey Hicks) in this course was:

