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.

FAS Fall 2021 Undergrad

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** **Report Generation Date: January 6, 2022**

Raters	Students
Responded	32
Invited	53

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.	4.7	5.0
The course provided me with a deeper understanding of the subject matter.	4.7	5.0
The instructor (**Jeffrey Hicks**) created an atmosphere that was conducive to my learning.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.5	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.5	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
Instruction was very good. Professor Hicks taught in engaging ways keeping material relevant and interesting. The format was very good – starting with theory and following up with looking at empirical work solidified learning. Overall, really enjoyed the instruction.
Superlative
The professor was great at introducing and explaining concepts. He always took the time to answer student questions.
Really good class! I enjoyed the lectures a lot, even though I would have preferred not to have prercorded lectures as they were a little repetitive. The overall organisation of the class was good and the material was well taught.   However, the tutorial could have been better as it sometimes caused confusion.
A very comfortable atmosphere for students to express their thoughts on the subject matter without being afraid to get it wrong. Allowance pr listening and the prof is very understanding and encouraging.
I love this professor. he made sure to go over concepts that the class didn't understand repeatedly.
Jeffery Hicks was an awesome professor. His lectures were clear and easy to understand. He organized the course in a way that was seamless to navigate, I had no confusion resulting from the administration of the course. My grade may be low, but that is due to my own poor study habits and is not reflexive of Jeffery Hicks as a professor.
It was really good and very helpful for my learning. The professor was very open to taking all questions and answering them, and did not make students feel stupid or sideline them for not knowing things
Fantastic
Material and instruction was very clear. There was sufficient help available and the professor responded fast to enquiries
good
Excellent
Great teachcing, very engaging in class and also very helpful in office hours.
Well done, the assignment questions i found to be difficult and stuff we were not taught.. the math parts anyway. The idea and theory we were taught very well.
I took ECO339 last year but found out not interesting then dropped. Prof. Jeffery does bring the course to a different level this semester. I enjoyed his lec and assignment.
Prof was approachable, organized, and overall really great. Would take more courses with him in the future
Professor Hicks is a fantastic instructor. I wasn't initially going to enrol in ECO339 (as I wasn't immediately drawn to labour economics) but after attending the first lecture decided to stay and am incredibly glad I did. Professor Hicks is an incredibly clear instructor who explains precisely and passionately. I learned an enormous deal in the course about very interesting content and had an excellent time. The assessments were fair, enjoyable, and we were given excellent preparation before them. I was also incredibly impressed that Professor Hicks remembered everyone's names, especially after having our first lectures on Zoom and then migrating to in–person.
The course was well structured, I liked the videos being posted before the lecture in preparation for the class.
Good lectures, made concepts clear and open to questions. I liked having the videos before class as well.
The instructor explained the key concepts of the theory of labour market economics in an excellent manner and ensured that students understood these concepts. Recorded lectures were provided to students in addition to classroom lectures which enhanced the learning experience. The instructed included in the lecture relevant and interesting theoretical and applied questions relevant to the topics of the lectures.
This was probably the most organized and best taught course I have ever taken. The professor perfectly mixed theory and practical applications which REALLY helped connect the theories and real life examples (which is really rare for a class to do so well!)
The lectures were very well structured and had a great mixture between theory and actual evidence which I found very helpful for learning. However, the Tutorials did not really help me in getting a deeper understanding of the mathematics.
The instruction of the course was great! I loved the style of theory in the first half than empirical evidence for the second half. I thought that structure not only was conducive to learning the theory rigorously, but was also an effective way in getting me engaged in the stuff we were learning as we saw real life implications of it.
Excellent, very organized and explained materials clearly
Really liked Professor Hicks – he gave me the impression he really cared for his students, learning our names, always making time for participation, never degrading some students for misunderstanding and asking for clarification. I loved all our class discussions, I thought they were sincerely open–ended, a rarity in many econ courses. I followed all of the concepts in theory.   The bulk of my criticism is for the TA and quant/midterms. For the former, I thought our tutorials were very dry, mostly silent as she just wrote equations on the board. There were multiple times when the majority of the class was confused and kept asking different iterations of the same request for clarification, and I found her answers each time unhelpful. I also felt judged for misunderstanding, you could tell she was frustrated that we didn't understand and some questions I felt were met with some hostility. I remember one incident where someone asked for a visualization of the effect of a secondary job wage bump (meaning a graph with a bent wage rate line), and she just refused to draw it? She tried, it wasn't accurate and then she just repeatedly stated she couldn't do it.   Regarding midterms, I just felt insufficiently prepared. We essentially had 3 big tutorial questions to prepare for each midterm (compared to some other courses that give dozens of practice questions). I would've liked more practice.
Professor made concepts in the course easy to understand and relatable through using relevant examples and studies.

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

Comments
Support was very accessible. Between questions before, during, and after class to office hours, there were always opportunities to seek help and Professor Hicks and the TAs were always eager to help.
Professor always willing to provide support for students
The professor and TA were easily accessible for help. However, I would have appreciated having a Piazza page for the course so students and course staff could quickly communicate with each other, and it would have been a great resource to consult for frequently asked questions regarding the course.
The office hours were very helpful
Go through more thoroughly, the economic interpretation of the maths problems.
he had numerous office hours, posted video lectures along with the live lectures, and stayed after class to answer students' questions.
I am not sure of any assistance that was offered in the course, probably due to my lack of initiative in seeking any such assistance. I am sure that if I had reached out to the TA or to Jeffrey, they would have been happy to assist me.
Office hours and tutorials were vedy helpful, extra office hours right before assignment deadlines would be very helpful
There was a small lack of practice material during the course, other than that assistance was always present when I had questions.
tut was helpful
Office hour and tutorial
Prof is really kind and helpful, and we were communicating a lot during the course which not only improved my understanding of the subject but also received help and advice on things other than the course.
Office hours were helpful when i went
Office hours.
The TA that led tutorials was not the best.
Office hours were an excellent resource and our tutorials were informative. We also spend time asking questions and discussing the material which fosters significant understanding.
Discussions in class were really helpful in addition to the videos.
Professor was very open to questions and understanding of students circumstances.
The instructor was available for office hours and email communication. Tutorials were a helpful addition to lectures.
Office hours were great!
I just found it great that the mathematical models of the discussed papers were subject to our assignments and/or tutorials. By this, I really learned more about the studies while at the same time getting a deeper understanding of the models.
Prof. had online office hours which I found to be helpful and additional clarification was always provided when the class was confused about a certain topic or question.
Really helpful
No assistance required.

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…	3.1	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.	4.6	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:	4.9	5.0

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

Comments
The lectures helped a lot in understanding and learning new concepts
Extremely happy about taking this course with this professor.
Classes were very helpful and most of the things learnt in class were tested on assignments and exams, so the time was spent well
RElatively valuable, pre–recorded lectures covered most of the material and in–class time was spent discussing which deepened understanding but wasn't always necessary.
good
Worth it
I am a 4th year and this course helped me pick up the materials I left for the 2nd year courses, so I would say the time is well–spent.
I spent a lot of time on this course, it took me a while to fully grasp the material and get the assignments done
Worth it.
The lectures were well done.
Time spent in class was incredibly valuable. We went through very well–constructed slides, asked questions, and discussed the material.
It added great value as it led to better understanding of labour models along with empirical results.
The in–class experience was very satisfactory; However, one thing that I found a bit an annoying was spending an excess amount of time on questions – however, this is just a personal preference.
It was good, we went over the videos and slides and cleared up misconceptions and discussed in more detail
You did need to spend quite a bit of time for this course, especially during assignments and tests but I think it was good since it helped solidify my understanding of the course.
Class was the most valuable in my learning. Effective lectures and engaging discussion supported learning immensely.
Jeffery Hicks delivered lecture videos online which was excellent because I had the opportunity to rewatch them and strengthen my understanding. This was also very helpful in studying for midterms or assignments. His in–person lectures consisted of open discussions on the lecture videos and he went into further detail on the concepts learned.
Great way to clarify doubts and discuss concepts needing further exploration.
Lectures were a great way to solidify concepts that were introduced previously in the weekly online lecture videos. The in–person lectures had the added benefit of class discussion and time to answer questions/address doubts.
Being in class was essential as the most important things were covered in the class. This is also were the interesting discussions took place.
This course provided a basic understanding of the theory of the labour market and the relevant empirical research around this topic. It was an interesting way to use microeconomics in an applied setting. Papers that were discussed incorporated various research designs and this expanded the students' ability to analyze empirical papers.
It was very well spent and one of the only courses that actually have a workload which actually represents the amount of new stuff learned – very efficient!

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

Comments
I liked this textbook. it explained the concepts clearly and wasn't too boring
Good complements to course material
Readings were important but not too important, but doing them would reinforce concepts
Minimal, I did almost none of the readings and still performed well.
textbook is helpful
Worth it
The papers are not required to be read—but I did read them all, and I found them to be good supplementary materials for the course.
NA, did not seem to need to read the textbook
Worth it.
the textbook is easy to read. Not too heavy. Complimented the lecture material
The videos prior to class were excellent. I watched them, saw the material for the first time and then came to class to reinforce my learning and ask questions.
Not a lot
Found the readings to be a good supplement but not mandatory
.
We had videos to watch which admittedly I didn't know about until the second half of the course.
Lectures were based off the text, readings helped only as alternative explanation of topics. Helpful but also optional with regard to covering and learning course content.
I do not believe there were any required readings for this class.
Not much added value.
The textbook was beneficial in the sense that it provided me with in–detail explanations of certain concepts, however, in general, I found that the course material could be understood without the textbook – which, due to its extremely high–volume of detail, could be overwhelming to read/understand.
The textbook was helpful, however not really necessary.
The lectures were nicely put together, self–contained, and efficiently communicated the concepts to the students.
The textbook added to the understanding of the subjects but was not necessary for following the lecture.

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

Comments
Fully understanding the tutorials and assignments are required and helpful
the assignments were fair and allowed you to practice the concepts learned in class. the tests were fair too.
To a great extent.
Assignments 100% required thinking, tests involved about 40% memorisation, which is valid
I'd say tests were 30% memorization and 70% application, the assignments were 100% application.
Good. The assignments are helpful.
The course assignments and tests require more thinking and applying course concepts rather than memorize them
I did't do much memorization except for some short–answer questions, and the assignments are stata heavy, so memorization is apparently not gonna help.
Tests were very fair but still difficult. They gave me the chance to show what i have learned. I found assignments difficult and very time consuming
8/10. A great deal.
They were fair
The test and assignments were fair and well–constructed. They had a great balance between forcing us to think critically about the material but not discourage our learning.
The tests were well designed and reflected what was done in the course.
A lot of the assignments were based on applying what we learned to new situations and problems.
I think they did have some memorization (in terms of the tests) however the more difficult questions made you really think about how to apply those theories. Personally I think that memorization is the first step and them if you know for example a definition, you can figure out how to apply it.
Assignments and tests were very mechanical and more memorization than application. Would have preferred to cover more application type questions in lecture/tutorial and be tested on them instead.
I did do a fair bit of memorization. Again, this may be because of my subpar study habits. Perhaps if I spent more time on the concepts then I would have a deeper understanding of them and would therefore be able to apply them rather than rely on replicating answers from my memory of lecture videos.
Mostly required students to apply concepts. Not much memorization required.
Course assignments and tests were great opportunities to apply concepts in class, as it required problem–solving and critical thinking.
A lot! I enjoyed that the class was mainly based on application (data questions and papers) and on the use of the models to make implications for the real world.
There was a lot of problem solving and application of theoretical concepts in this course in the assignments as well as on tests.
Definitely helped me my knowledge to real apply world data and case studies
It was very very good that the applied models in the assignments and tests actually explained the discussed papers more deeply. I really enjoyed that and I think I now understand better how these papers are built.

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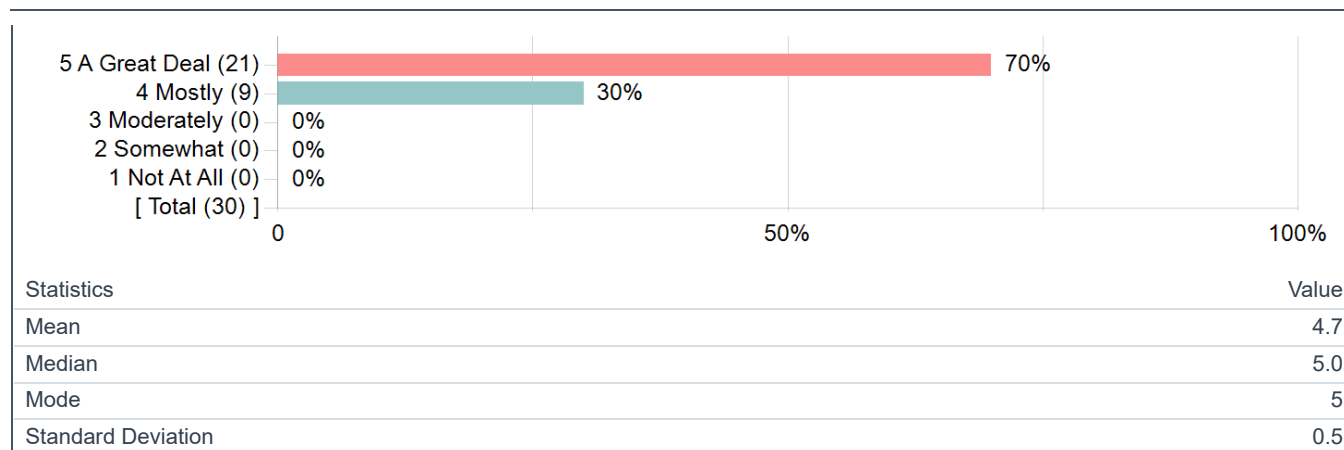
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.
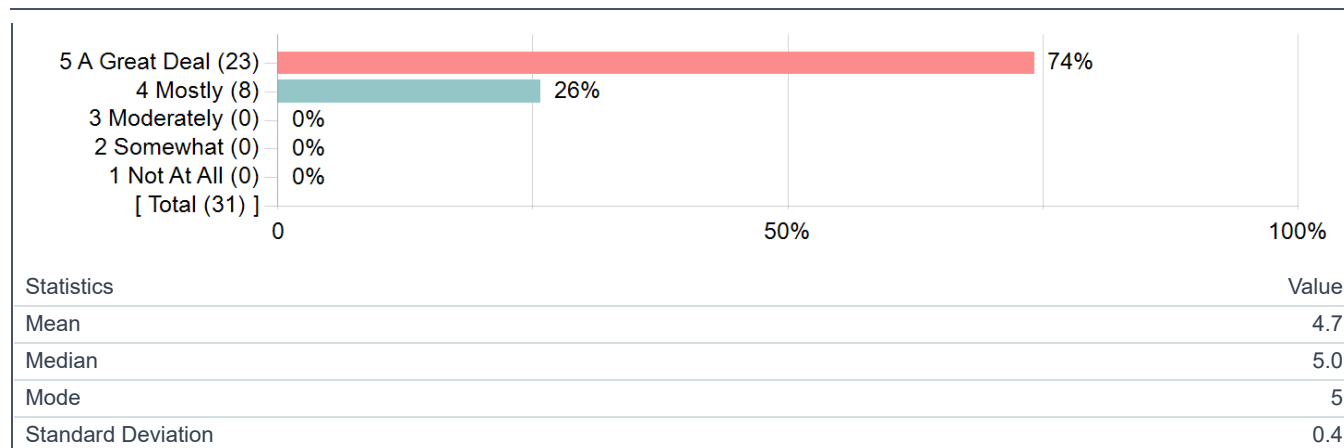
Mode: The most frequently occurring score.

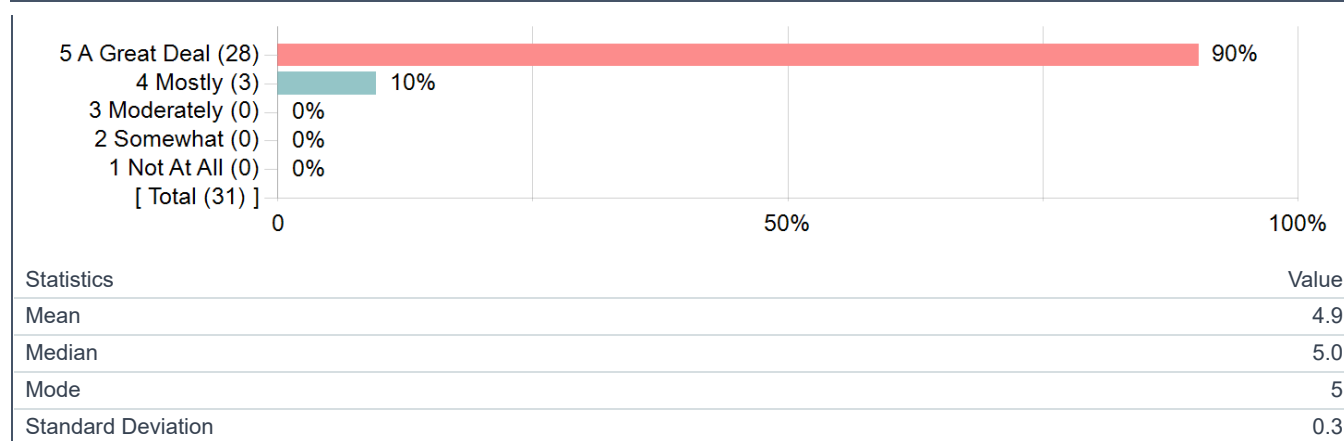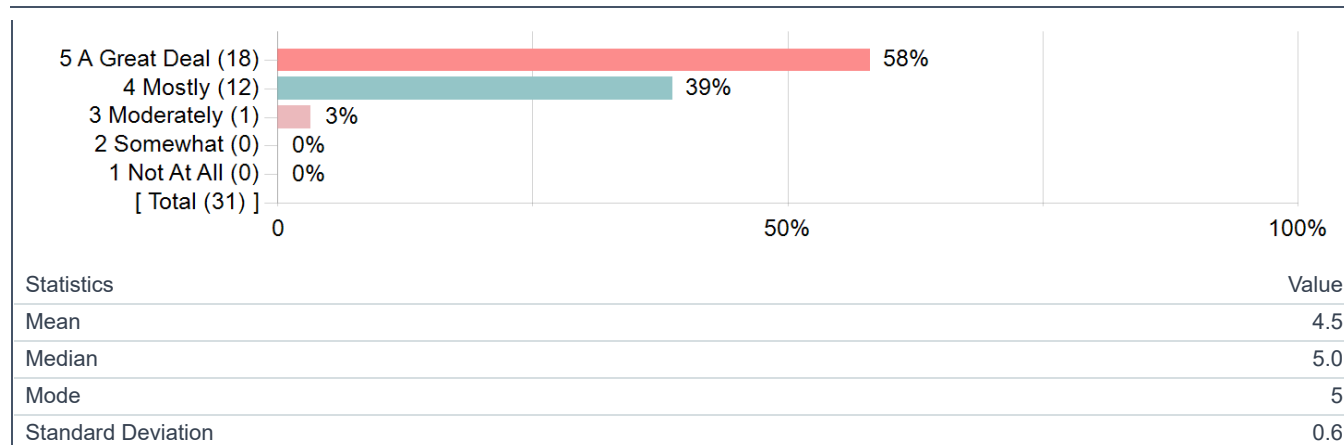**Standard deviation:** A measure of the "spread" of the data.
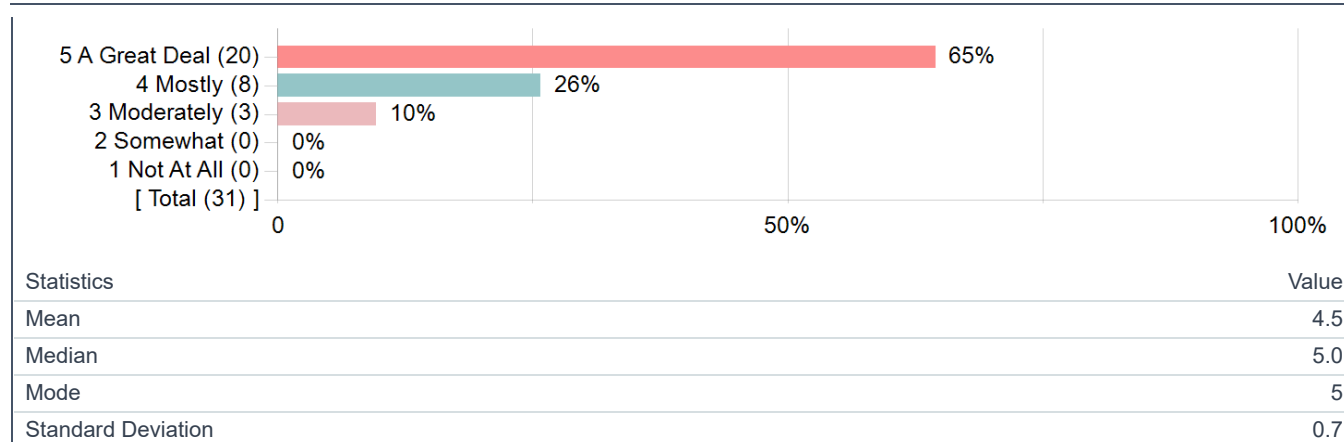
Part A: Core Institutional Items

1. I found the course intellectually stimulating.

```
5 A Great Deal (21)  ████████████████████ 70%
   4 Mostly (9)      ████████ 30%
3 Moderately (0)     0%
 2 Somewhat (0)      0%
  1 Not At All (0)   0%
   [ Total (30) ]
                     0            50%            100%
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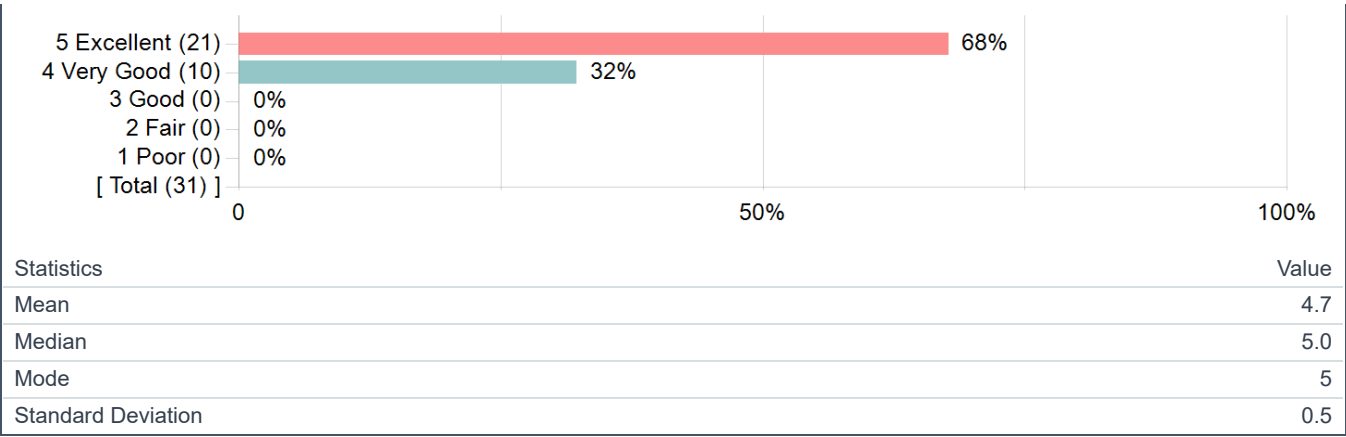
Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5

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

```
5 A Great Deal (23)  █████████████████████ 74%
   4 Mostly (8)      ███████ 26%
3 Moderately (0)     0%
 2 Somewhat (0)      0%
  1 Not At All (0)   0%
   [ Total (31) ]
                     0            50%            100%
```

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.4

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

Rating	Percentage
5 A Great Deal (28)	90%
4 Mostly (3)	10%
3 Moderately (0)	0%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (31)]	

Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3

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

Rating	Percentage
5 A Great Deal (18)	58%
4 Mostly (12)	39%
3 Moderately (1)	3%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (31)]	

Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.6

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

Rating	Percentage
5 A Great Deal (20)	65%
4 Mostly (8)	26%
3 Moderately (3)	10%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (31)]	

Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.7

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

5 Excellent (21)	68%
4 Very Good (10)	32%
3 Good (0)	0%
2 Fair (0)	0%
1 Poor (0)	0%
[Total (31)]	

0   50%   100%

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5

Part B. Divisional Items

The instructor (<u>Jeffrey Hicks</u>) generated enthusiasm for learning in the course.
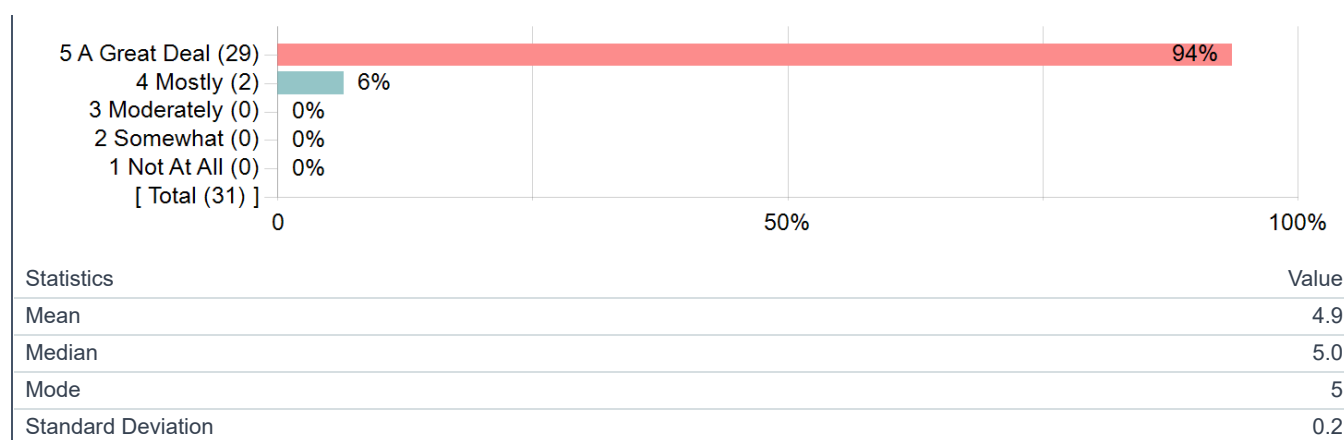
Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.2

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

Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	0.6

I would recommend this course to other students.

Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.6

Part C. Departmental Items

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

5 Excellent (24)	86%
4 Very Good (4)	14%
3 Good (0)	0%
2 Fair (0)	0%
1 Poor (0)	0%
[Total (28)]	

Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.4
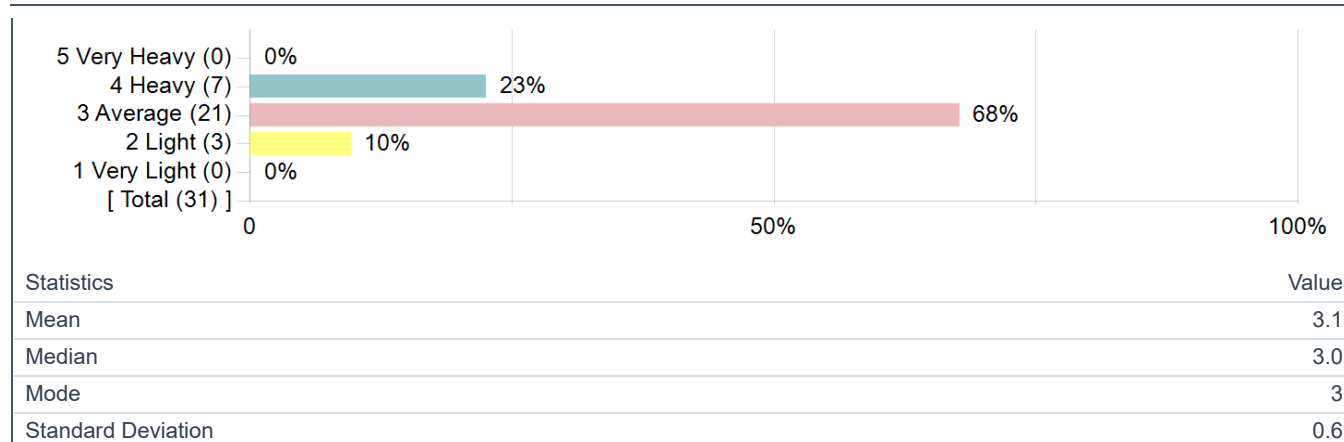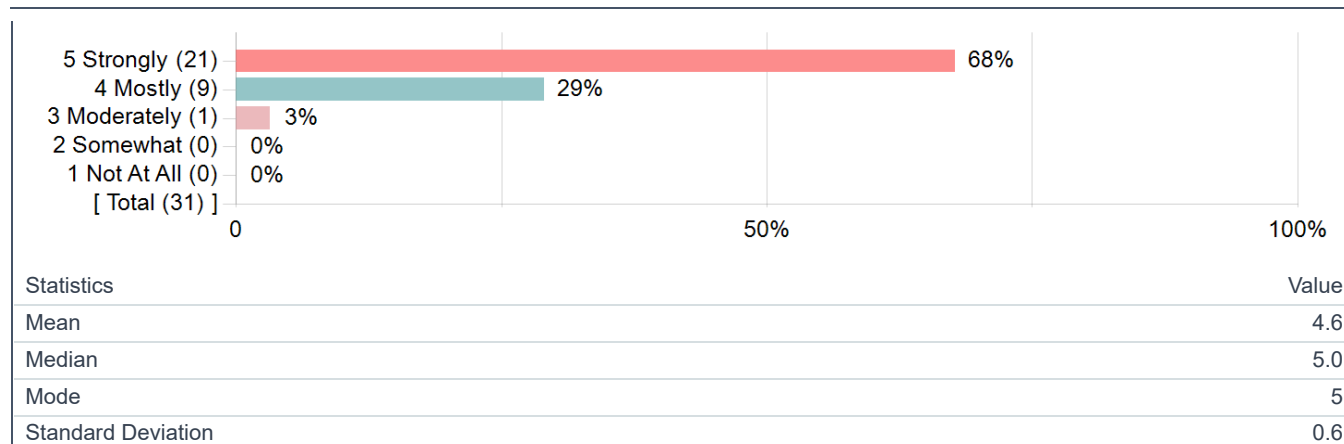
Part C. Departmental Items

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 [(3.5x1000)+(4.5x10)]/1010]=3.51 **and not** (3.5+4.5)/2=4.*

Part A. Core Institutional Items

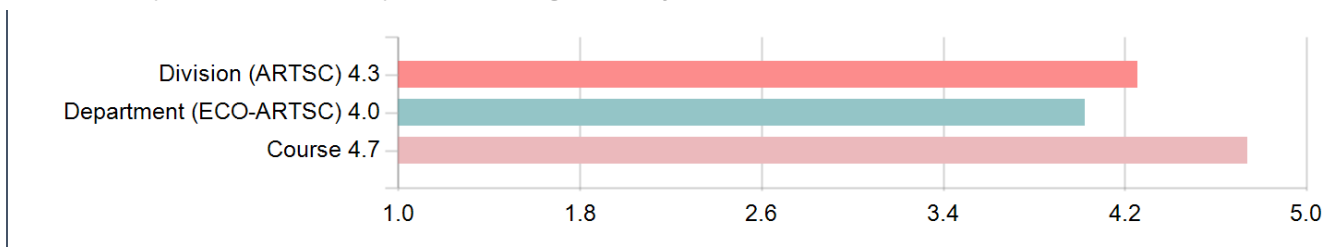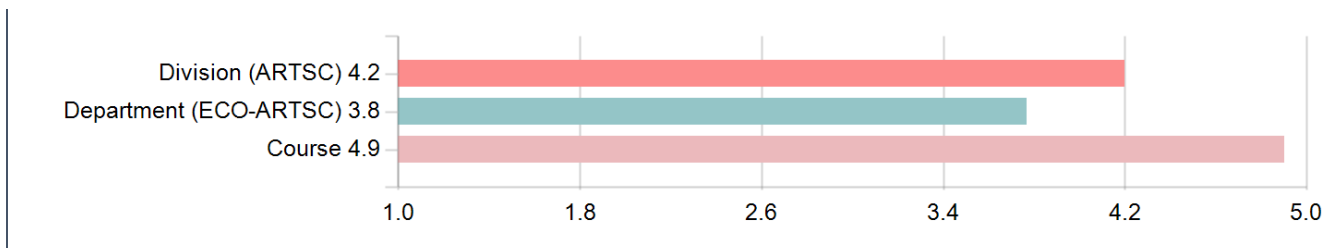**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**
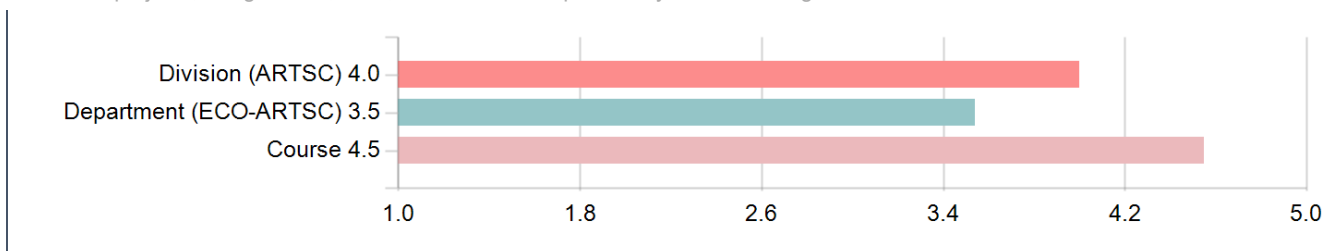
Institutional Composite Mean
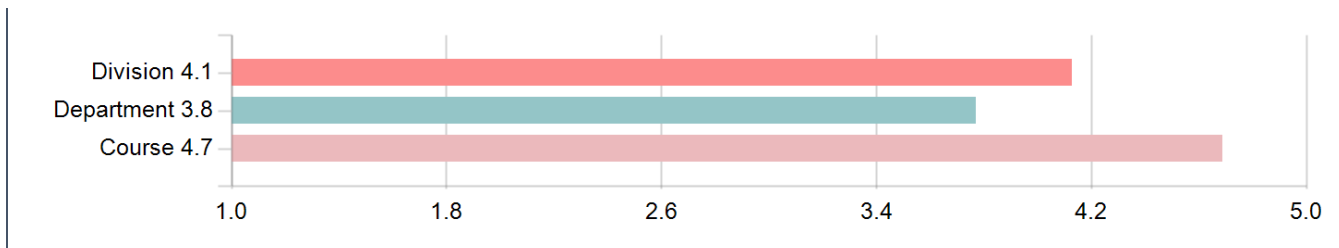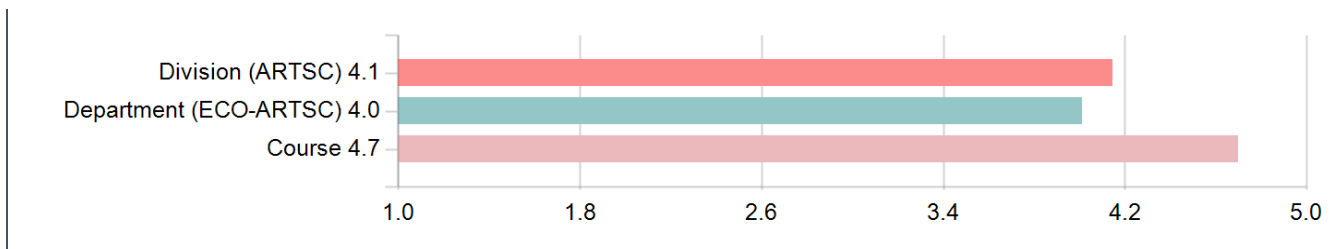
Division 4.1
Department 3.8
Course 4.7

1. I found the course intellectually stimulating.

Division (ARTSC) 4.1
Department (ECO-ARTSC) 4.0
Course 4.7

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

Division (ARTSC) 4.3
Department (ECO-ARTSC) 4.0
Course 4.7

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

Division (ARTSC) 4.2
Department (ECO-ARTSC) 3.8
Course 4.9

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

Division (ARTSC) 4.0
Department (ECO-ARTSC) 3.5
Course 4.5
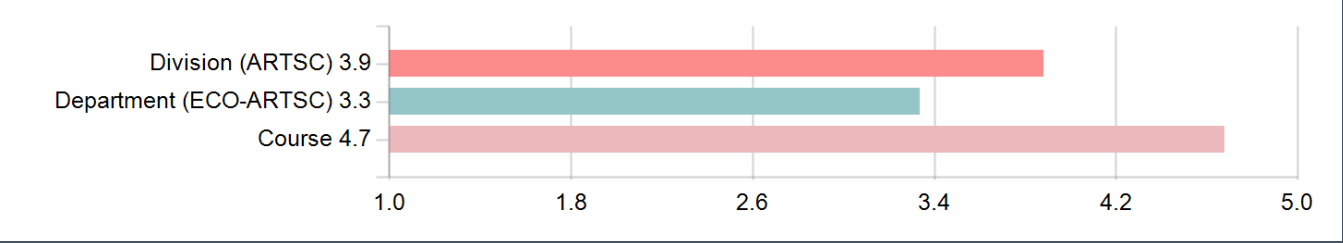
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Division (ARTSC) 4.0
Department (ECO-ARTSC) 3.5
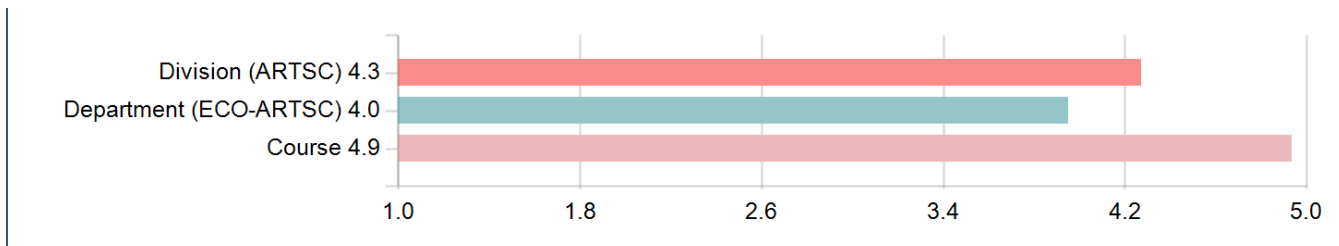Course 4.5
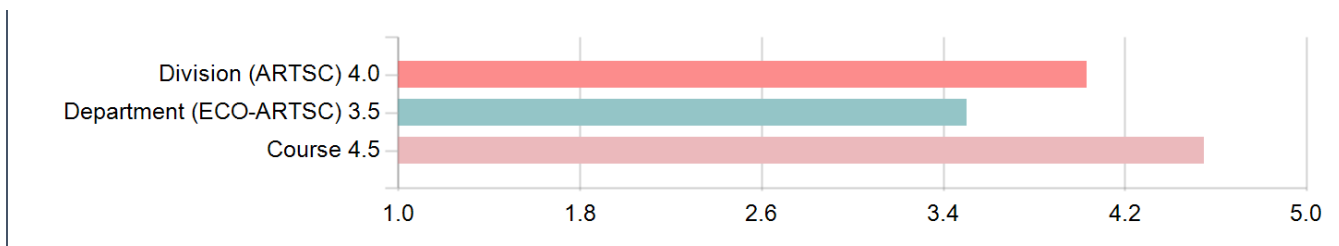
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

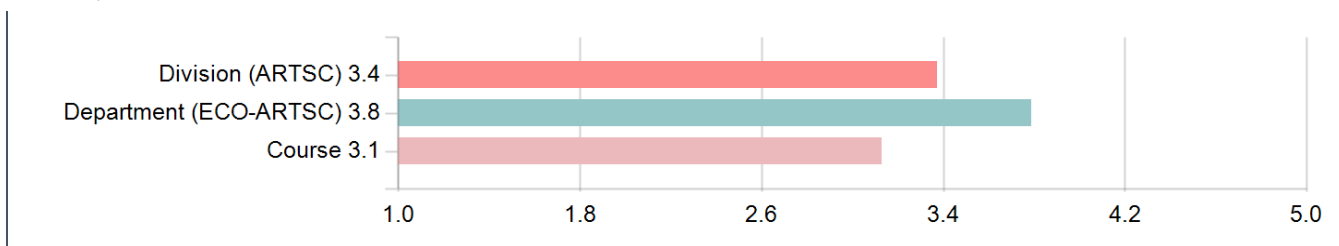6. Overall, the quality of my learning experience in this course was:

Part B. Divisional Items

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal
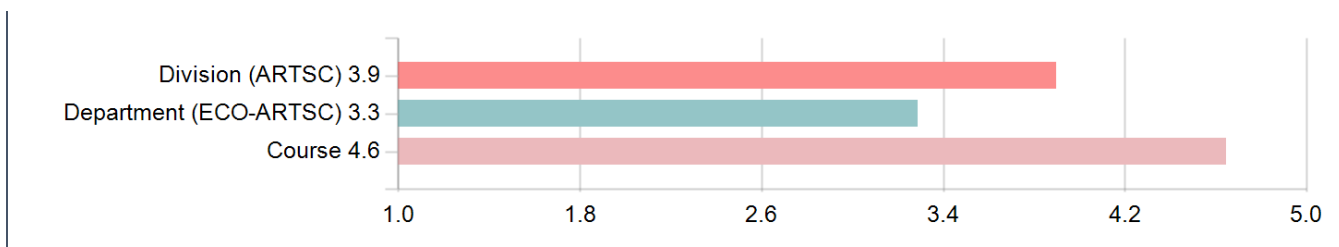
9. The instructor generated enthusiasm for learning in the course.

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

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

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

11. I would recommend this course to other students.

Part C: Departmental Items
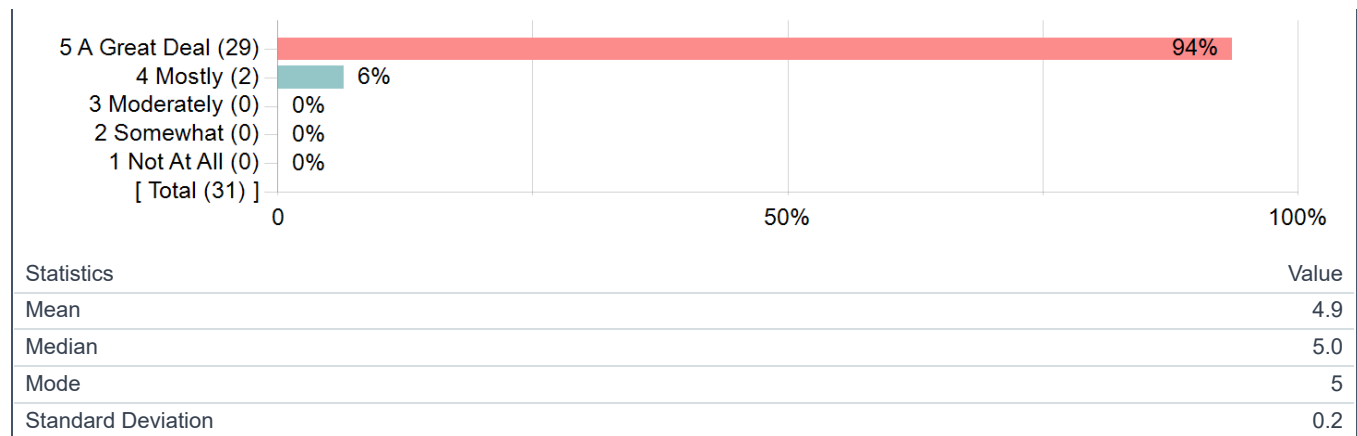
Overall, the quality of instruction provided by (<u>Jeffrey Hicks</u>) in this course was:

Part C: Departmental Items

Overall, the quality of instruction provided by (<u>Jeffrey Hicks</u>) in this course was:
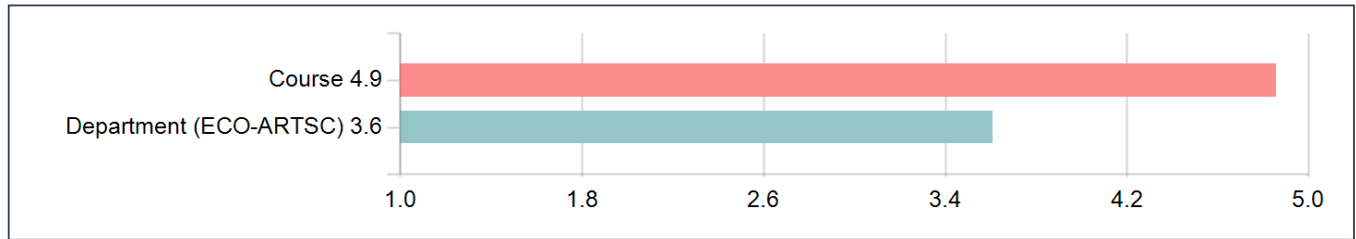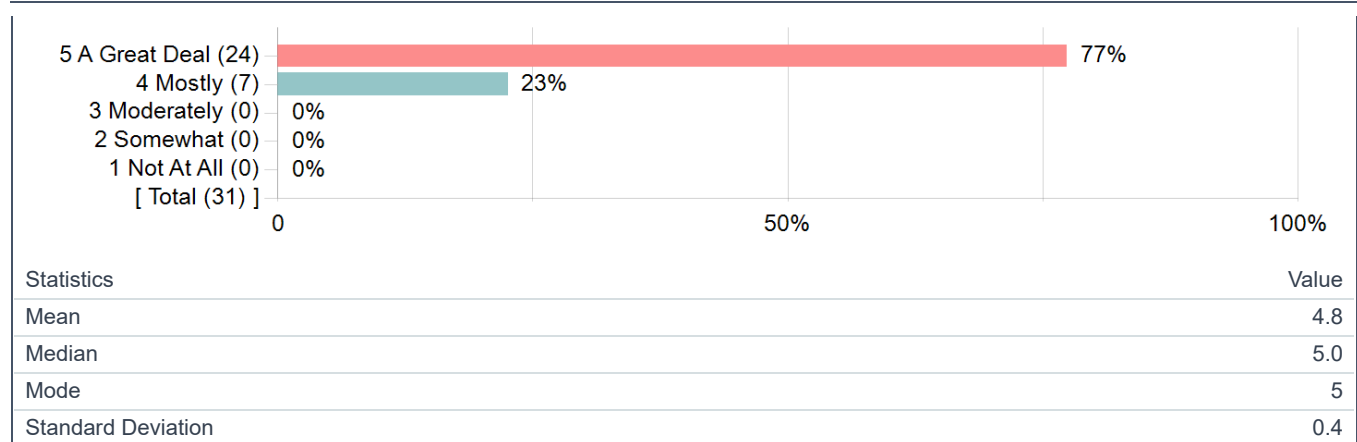
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

A-2. During the course, the course instructor (Jeffrey Hicks) was approachable when students sought guidance.

5 A Great Deal (29)	94%
4 Mostly (2)	6%
3 Moderately (0)	0%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (31)]	

Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.2

C-2. The course instructor (Jeffrey Hicks) explained concepts clearly.

5 A Great Deal (24)	77%
4 Mostly (7)	23%
3 Moderately (0)	0%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (31)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

C-8. Overall, the quality of instruction provided by the instructor (**Jeffrey Hicks**) in this course was:

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4