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.

<table>
<tr><td rowspan="5">

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

</td><td>

Instructor: Jeffrey Hicks
Section: LEC0101
Delivery Mode: INPER

Report Generation Date: April 12, 2022

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Raters	Students
Responded	20
Invited	52

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.	4.6	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.	4.8	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.6	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	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
The quality is good
Prof Hicks is clearly very passionate about teaching and the course content generally. He is a great teacher and his class is definitely stimulating, well–structured, and inclusive.
Super nice and tries to engage student participation. Explains topics clearly and always happy to repeat.
The quality of the instruction in this course was really great. More precisely, I find that Professor Hicks was always available to remove any doubt and to answer any question that students had. In addition, I appreciated how clear and "to–the–point" he was in both the lecture AND the recorded videos.
I like the course and the pre–recorded videos are very helpful for classes.
Prof. Hicks as a new instructor really explained very details of the course very clearly. He is such a good instructor that cares about his students, he explains students' questions patient no matter how easy the question is. I really appreciate that I can meet Prof. Hicks at the end of my undergraduate studies.
Jeff Hicks provided lecture videos and inperson learning to help us understand the concepts for the course. His lectures were very useful and the real world case studies were very beneficial to grasp the concepts. However, he can organize his tutorials better and do more STATA related tutorials throughout the semester rather than just problems. I also think for tutorial problems, he should post the entire solution set showing all the work so we can go back and understand the steps taken.
It was a challenging and exciting class thanks to Professor Hicks' motivation.
The instruction by prof. Hicks has been incredible. He has been far more engaging, helpful, insightful and has made the course material (and economics in general) far more exciting than most of the profs I have dealt with at this university.
The course was very enjoyable and fun
It was really good, the class was engaging and interesting and the material was easy to follow and understand
Good
Excellent. Jeffrey is really patient in explaining the theory, model and intuition. This course really incorporates many practical pieces of evidence which is extremely helpful for understanding the logic and mechanism behind the model.
I appreciate the way the professor teach us. The video lectures help me to be familiar with learning content, and the in–person lecture is like an enhancement of learning, finally those video lectures are also a good material for exam review. I really enjoying in learning this course.
I really enjoyed this course! I found that through his discussions, Prof Hicks was able to stimulate an environment for discussion. He is always open to exploring new ideas, and I found his explanations of the theory very clear.
I think it's a good class because it's easy to communicate and explains it better based on theories and examples.
Good!

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

Comments
The tutorial problem set
Prof Hicks was very accessible outside of class time. In fact, he made himself available for office hours before term tests and even held additional office hours before an assignment.
TA was not good but Prof Hicks was always happy to offer assistance.
The TA of this course did a good job in applying the professor's instructions that were given to her on problem sets in the form of comments such as "please do not forget to include this". Keep up the good work!
Maybe more office hours close to the week of midterms/ assignments/ finals, please. Everything else are all good.
He was always available during office hours to help us for our assignments and how we can improve our code or our problem solving method.
Office hours were useful.
Assistance by Prof. Hicks was amazing.
Professor Hicks was very supportive throughout the term (i.e. answered all questions, elaborated on concepts that were more difficult to grasp)
The professor always encouraged questions during class, and welcomed any questions afterwards as well. He also provided office hours each week. He was very supportive, helpful, and patient.
The video lectures and tutorial questions really help me to learn this course.
The assistance provided was good. My suggestion would be that since this is a coding–heavy class, implement Piazza (online discussion forum) so that students can work together to troubleshoot as opposed to just office hours.
The weekly videos that he uploaded were EXTREMELY helpful. Please continue doing so.

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.	4.8	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.	4.9	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
i can learn a lot by only attend the class and prof explains the materials very clear
Time spent in class was extremely valuable. Unlike other classes, it was worth attending the lecture to learn the material, which was directly reflected by the assessments.
valuable
The time spent in class was well–used from the professor. As I mentioned in the first part of this evaluation, the professor was concise and straight to the point. As a result, time was well–spend and not wasted.
The time I spent on lectures and tutorials contributed a lot towards my learning.
The class wasn't boring and fun. It was fun because there were few people in our school who really helped students think and learn something while studying, such as professors.
Pretty good! Everything we learnt in class was directly related to the tests and proved to be a good learning experience.
The lectures were very useful as it clears my understanding of the concepts but the tutorials can be structured much better and efficiently to get though all the problems and learn more STATA.
High value of time spent in class, efficient and full of interesting economic insights.
I really enjoyed studying for this class
Better than any of my other courses; during class I actually felt like I was learning and understanding the material. Then when I studied at home, it was just a review (rather than having to learn everything myself)
A pretty good learning experience in terms of learning materials and professor. He always provides us with timely answers and is very very patient.
This course took up about 5–8 hours a week.

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

Comments
Excellent.
There were few required readings, though the required pre–recorded lectures were very helpful.
valuable
The required readings, such as the textbook chapters, had some inherent value but I find that it was very possible to do well on exams and assignments simply by attending lectures, tutorials, and office hours.
Textbook was not mandatory but the videos Prof Hicks provided were extremely useful.
It wasn't a class where I read a lot, but I could feel how serious the professor was in the class. It was nice to see related papers and statistics every time and discuss them together.
Not at all. I did not have the textbook for this course and I did not feel like I was falling behind at any given time.
The required readings were helpful because the case studies were very interesting in reference to the lectures and we always summarize the readings in class if we did not understand them.
Not so much reading. But it could be interesting to propose historical papers that debate the functionning of the labor market (Cambridge–Cambridge controversy, Keynes's General Theory, etc.)
I didn't do a lot of the readings for this course.
There weren't really any required readings – I did read the textbook in the beginning of the semester and it was very interesting, but it definitely wasn't necessary to understand the material and succeed in the course. Thus, I stopped reading it as it wasn't super beneficial and I didn't have the time (although I would want to continue reading it in the future). I appreciated that the professor uploaded video recordings of past lectures, this helped deepen my understanding of the material.
Readings are helpful in understanding the subject matters of lectures
Honestly I did not do a lot reading, but actually, professor will explain some of the researches during class which is helpful to understand course content.
The reading of the textbook was helpful for more complicated concepts, but watching the prerecorded lectures was usually enough.

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 the questions on the assignment to some degree let us learn how to compute the questions, after finishing the assignment, we will better understand the course and not until the midterm or the finals. I actually really like the design of the assignments, I really learned a lot.
The tests and assignments were very straightforward, and intuitive, and although had some challenging aspects, they certainly were geared towards applying the core course concepts and coding tools.
the extent is good
I hope to have more tips regarding the stata for the assignments.
Assignments and tests required us to think and apply course concepts to a very great extent. This is not the case for other courses that I have taken in which such assignments were not very relevant to the course. I am very glad that this was the case with this course.
To a great extent
The challenges using stata were very good. I was able to learn how to code and use programs better by looking into real data, thinking, and organizing them. The advantage of this class is that you can do well if you try.
Very high! All assignments, and tests were application and empirical questions which asked me to think about concepts rather than memorize them .
The assignments were very helpful in developing our STATA knowledge and our concepts. The layout of the assignments was very helpful by working on definitions, problems, and STATA. The tests were not as helpful in applying course concepts as I often memorized the material for the first half of the test.
The tests required confidence with the course material but at the same time were similar enough that there were no nasty surprises.
The assignments and tests were closely related to the material taught in class which helped me to understand it better.
The course assignments were good because they were an application of material that we learned in class, so I was able to figure them out if I understood the material/concepts. The coding parts of the assignments were also generally fine, but there was limited explanation of the code so sometimes I didn't do well because I did the code wrong. However, the professor was very helpful during office hours. The tests were also generally an application of the material, especially the mathematical part. However, the intuition/definition part was mostly just memorization – especially the questions about certain studies.
our assignments and tests are mostly based on class materials flexibly.
The course assignment help us review learning content, as well as being familiar with the software Stata, which is an additional skill for me.
The assignments were difficult and took quite a deal of time but they definitely taught me how to apply my knowledge. For instance, working with real world data and applying theories to that was fun.

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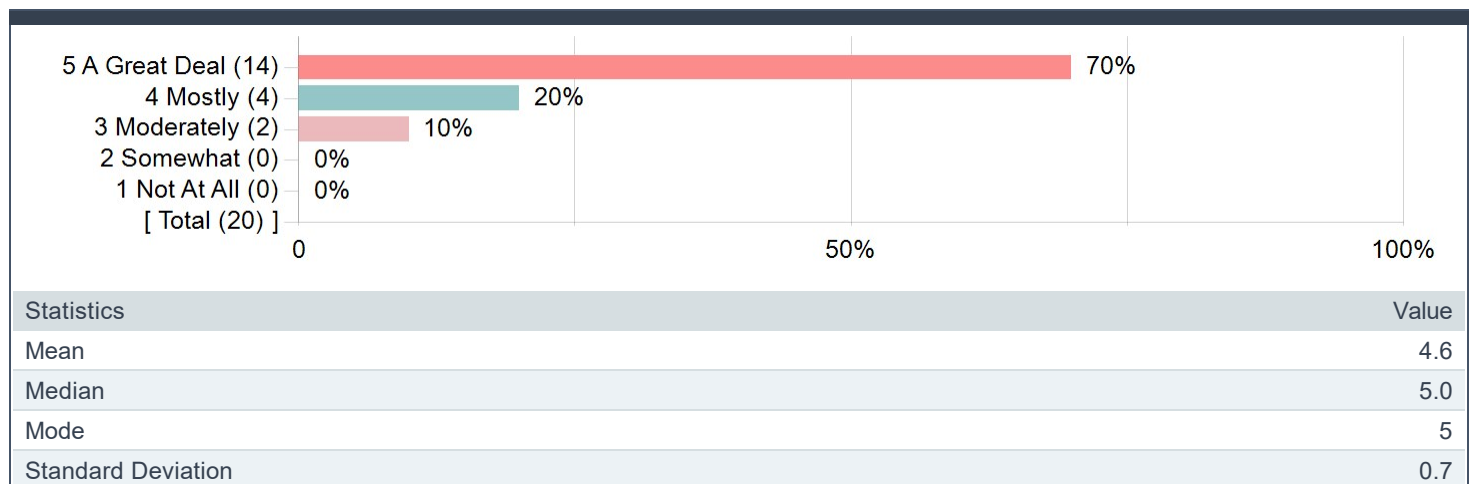
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

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 (14)	70%
4 Mostly (4)	20%
3 Moderately (2)	10%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.7

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

5 A Great Deal (15)	75%
4 Mostly (4)	20%
3 Moderately (1)	5%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.6
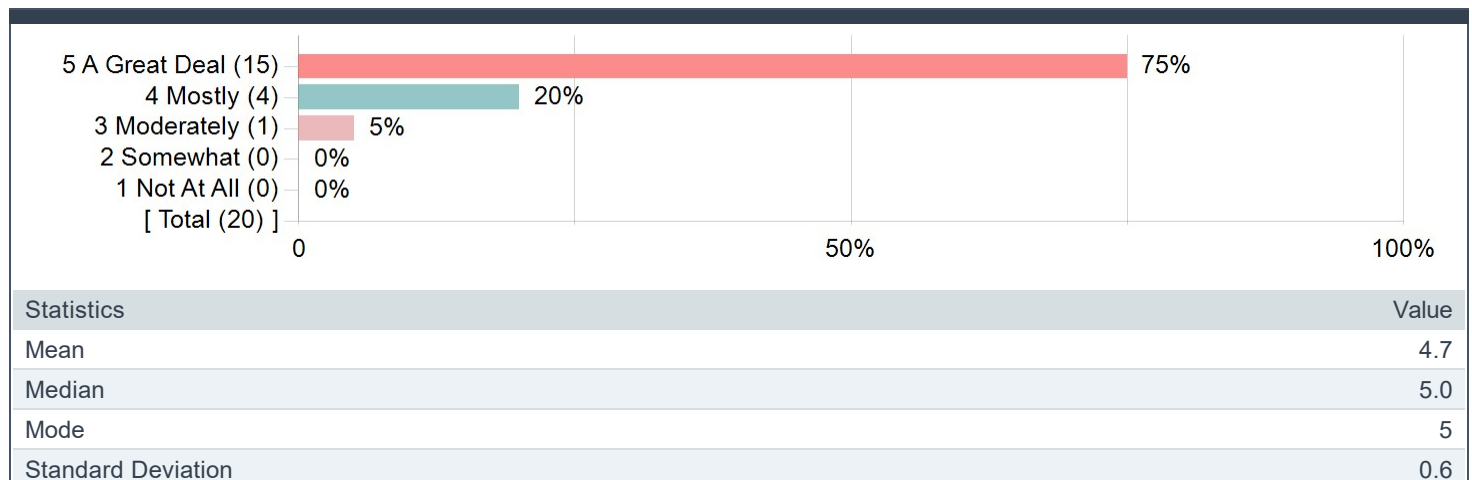
3. The instructor (Jeffrey Hicks) created a course atmosphere that was conducive to my learning.
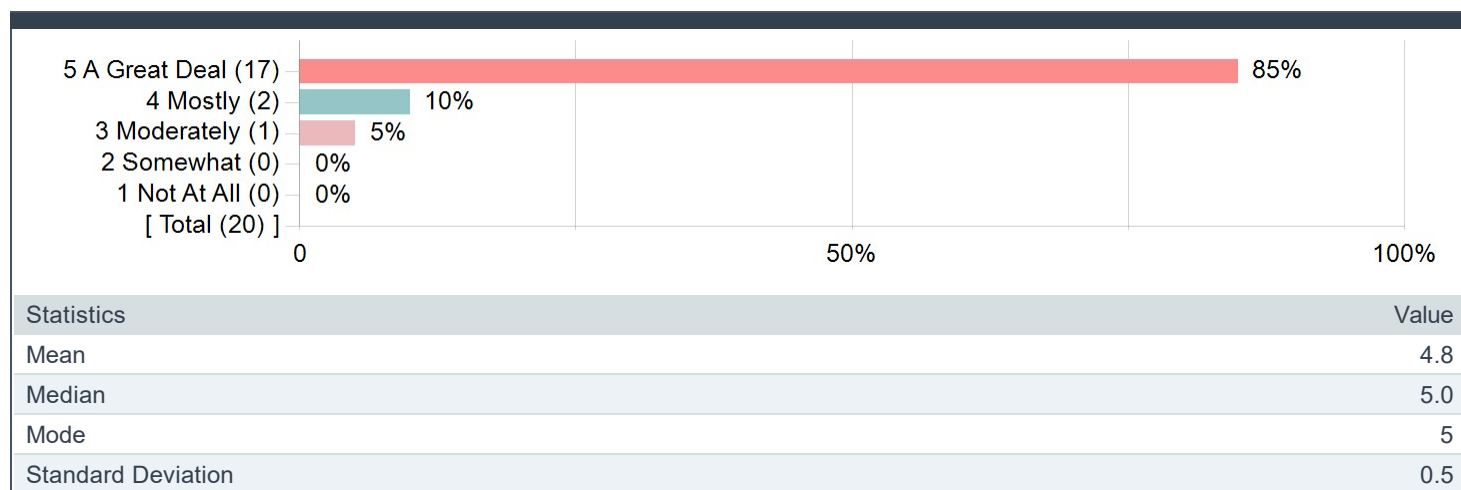
5 A Great Deal (17)	85%
4 Mostly (2)	10%
3 Moderately (1)	5%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.5

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

5 A Great Deal (13)	65%
4 Mostly (6)	30%
3 Moderately (1)	5%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.6
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.

5 A Great Deal (14)	70%
4 Mostly (4)	20%
3 Moderately (2)	10%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.7

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

Rating	Percentage
5 Excellent (14)	70%
4 Very Good (5)	25%
3 Good (1)	5%
2 Fair (0)	0%
1 Poor (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.6
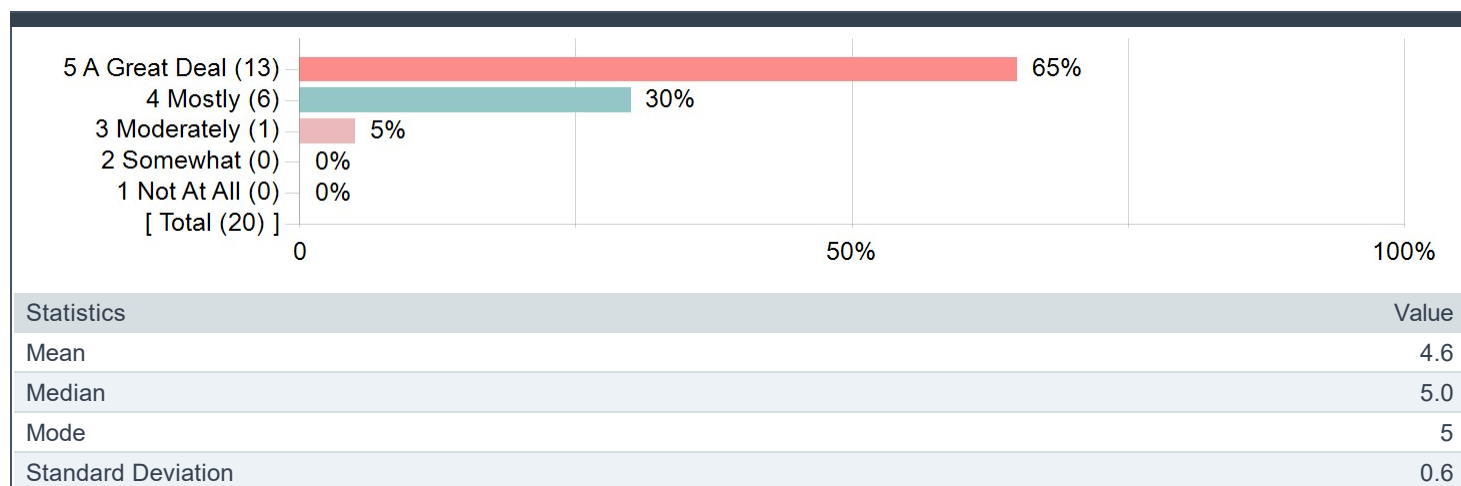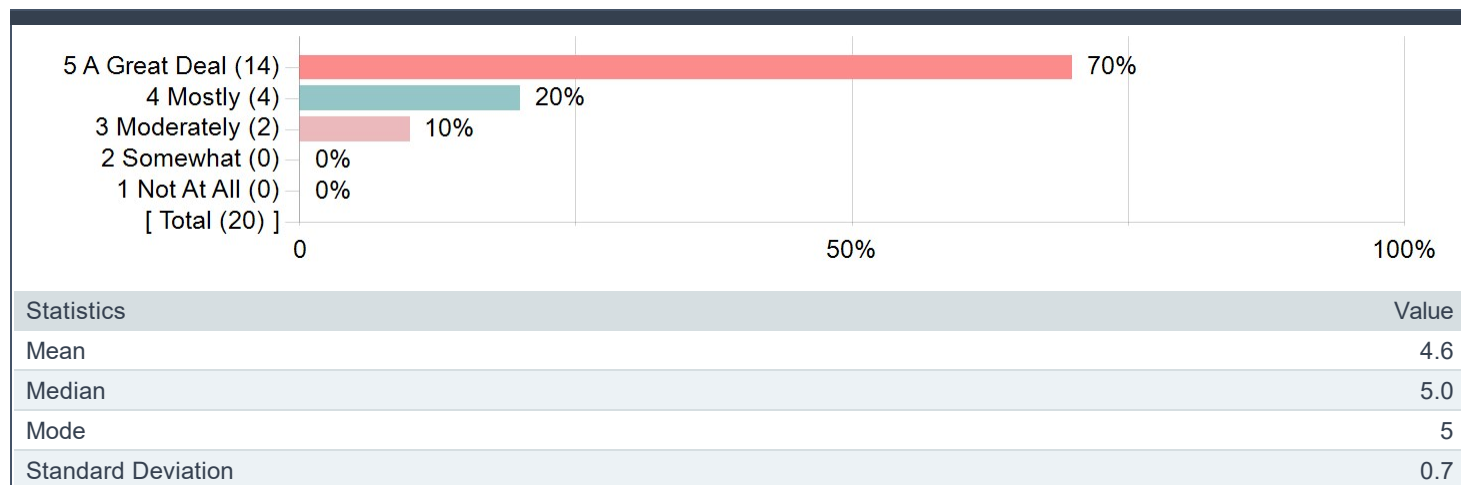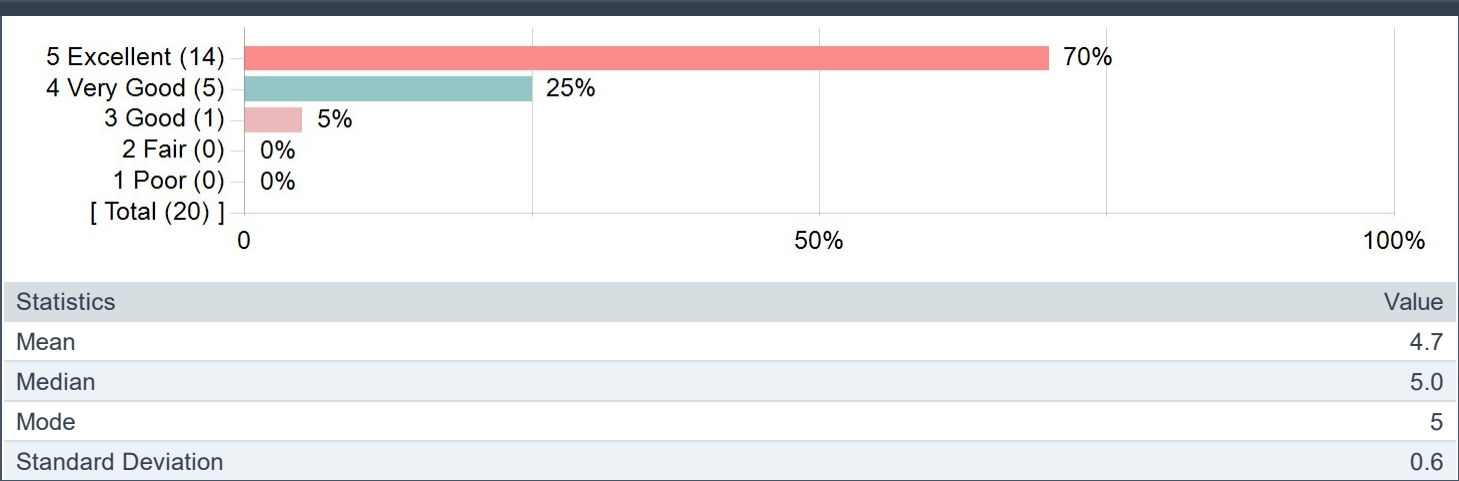
Part B. Divisional Items

The instructor (Jeffrey Hicks) generated enthusiasm for learning in the course.
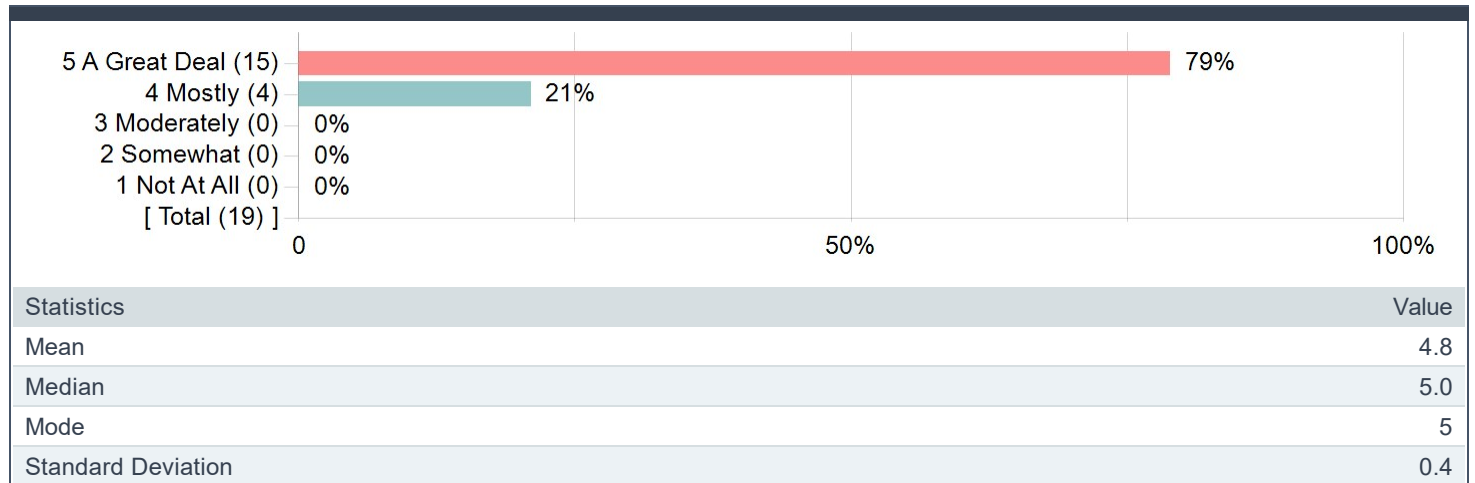
5 A Great Deal (15)		79%
4 Mostly (4)		21%
3 Moderately (0)		0%
2 Somewhat (0)		0%
1 Not At All (0)		0%
[Total (19)]		

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

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

5 Very Heavy (0)		0%
4 Heavy (2)		10%
3 Average (18)		90%
2 Light (0)		0%
1 Very Light (0)		0%
[Total (20)]		

Statistics	Value
Mean	3.1
Median	3.0
Mode	3
Standard Deviation	0.3

I would recommend this course to other students.

5 Strongly (17)		85%
4 Mostly (3)		15%
3 Moderately (0)		0%
2 Somewhat (0)		0%
1 Not At All (0)		0%
[Total (20)]		

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:**

5 Excellent (13)	76%
4 Very Good (4)	24%
3 Good (0)	0%
2 Fair (0)	0%
1 Poor (0)	0%
[Total (17)]	

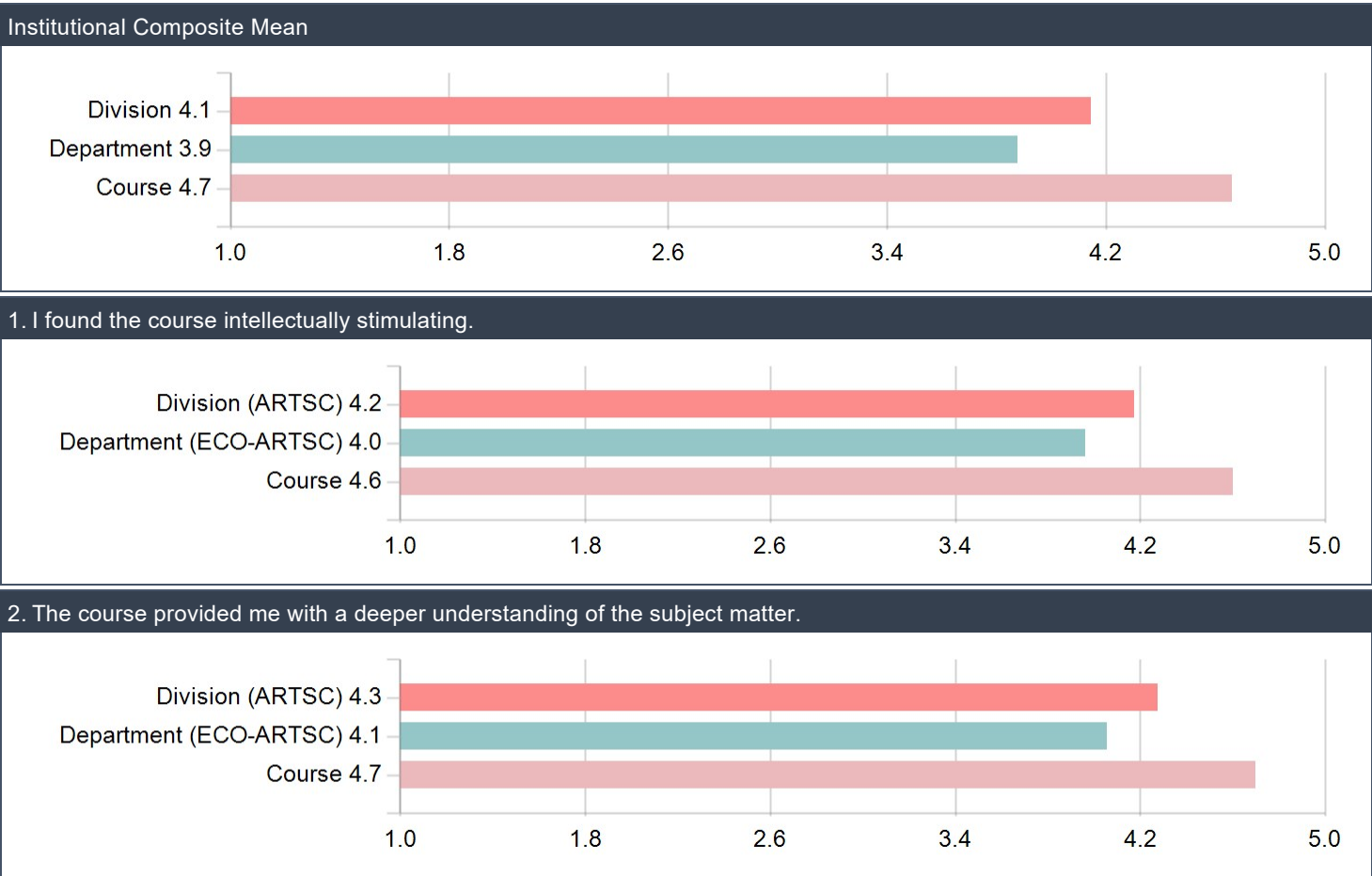| Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4
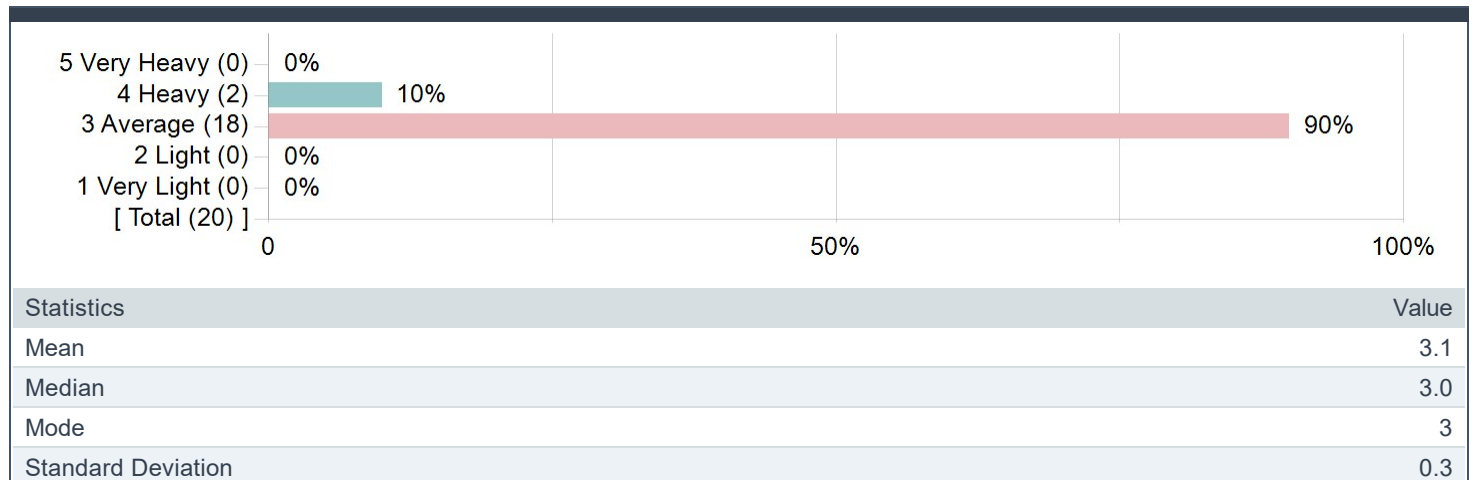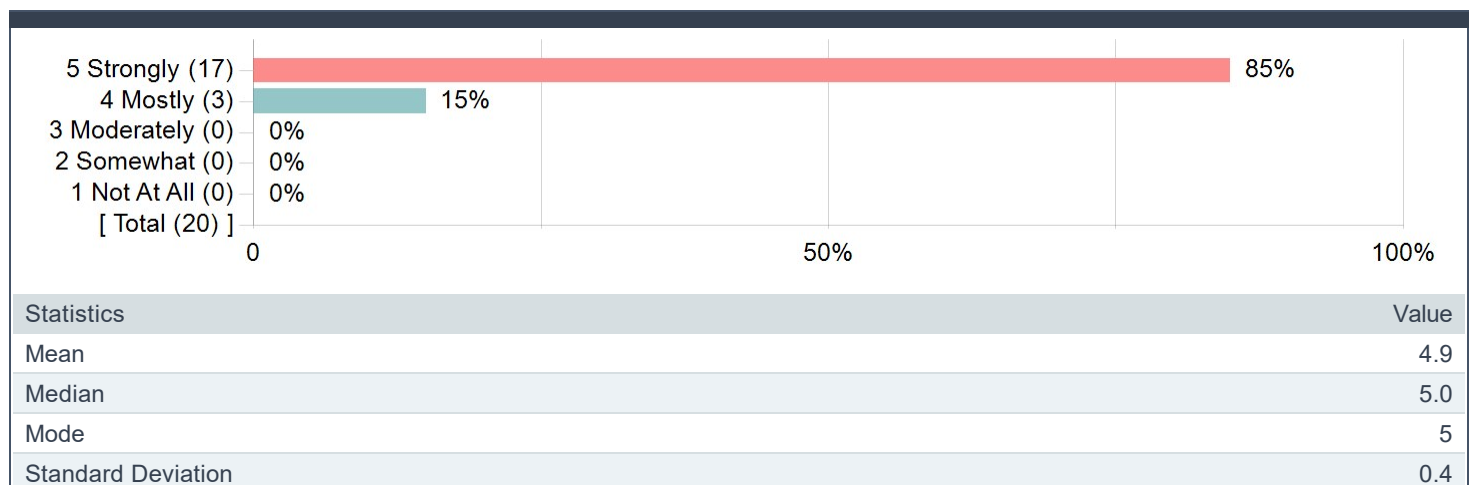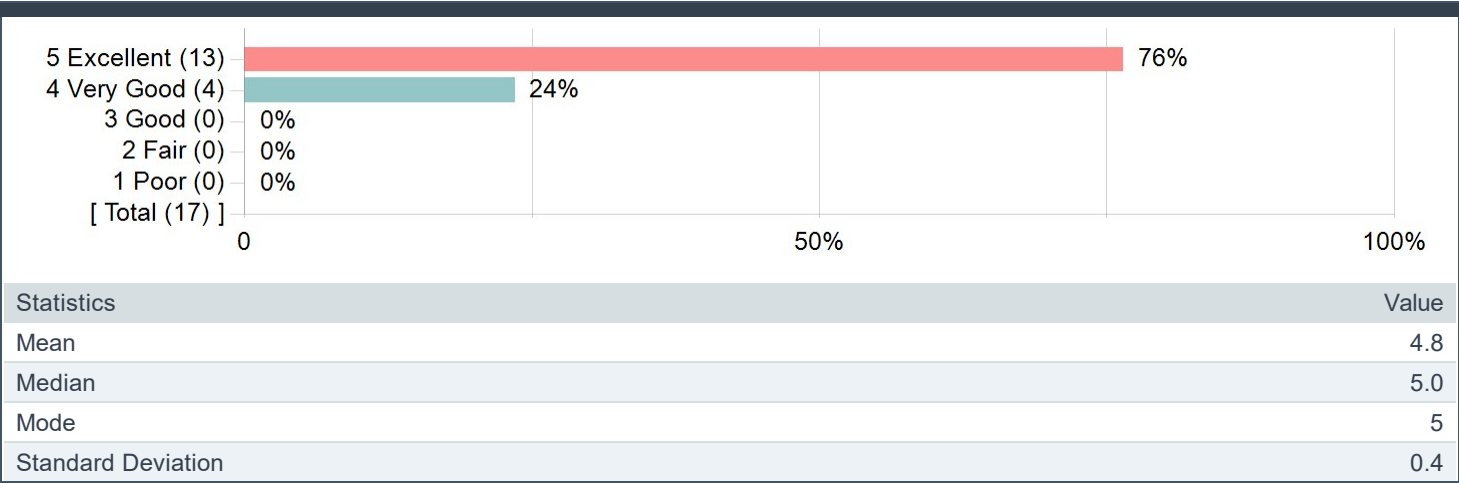
Section 3. Comparative Data

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.
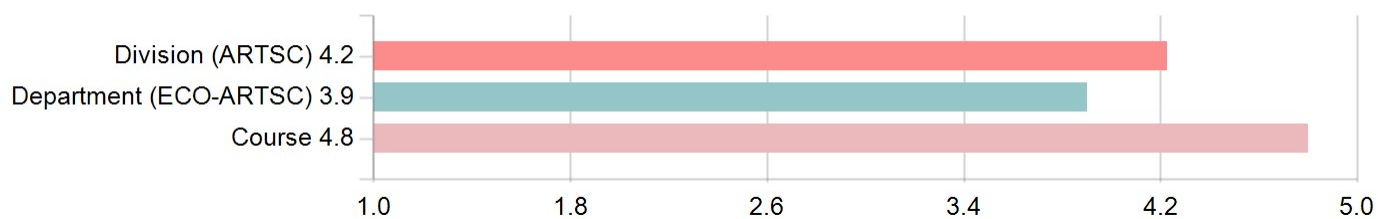
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be [(3.5x1000)+(4.5x10)]/1010]=3.51 **and not** (3.5+4.5)/2=4.*
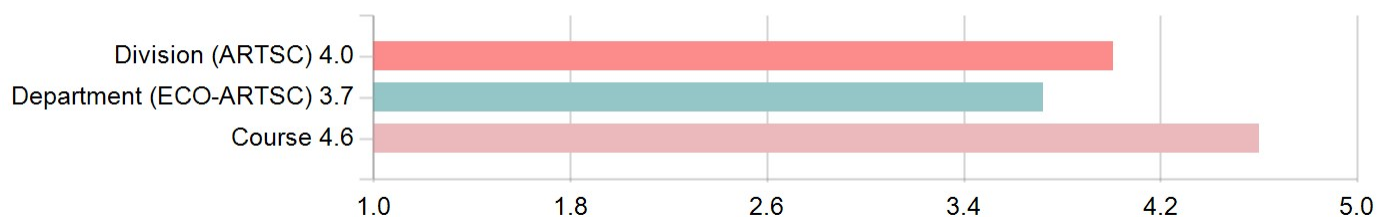
Part A. Core Institutional Items

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

Institutional Composite Mean

Division 4.1	
Department 3.9	
Course 4.7	

1. I found the course intellectually stimulating.

Division (ARTSC) 4.2	
Department (ECO-ARTSC) 4.0	
Course 4.6	

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

Division (ARTSC) 4.3	
Department (ECO-ARTSC) 4.1	
Course 4.7	

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

	Rating
Division (ARTSC)	4.2
Department (ECO-ARTSC)	3.9
Course	4.8

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

	Rating
Division (ARTSC)	4.0
Department (ECO-ARTSC)	3.7
Course	4.6

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

	Rating
Division (ARTSC)	4.0
Department (ECO-ARTSC)	3.7
Course	4.6
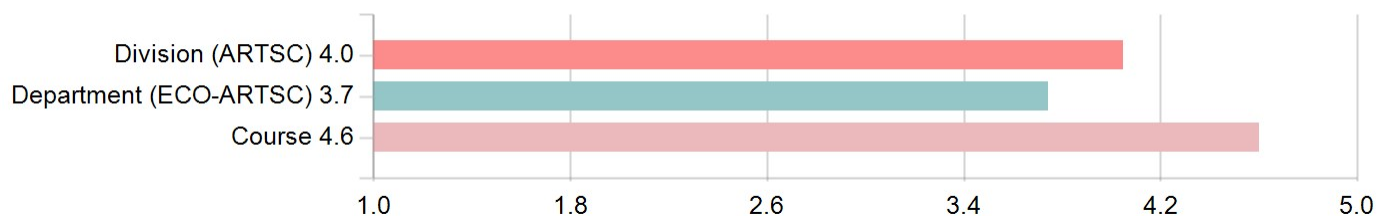
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

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

	Rating
Division (ARTSC)	3.9
Department (ECO-ARTSC)	3.5
Course	4.7

Part B. Divisional Items

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

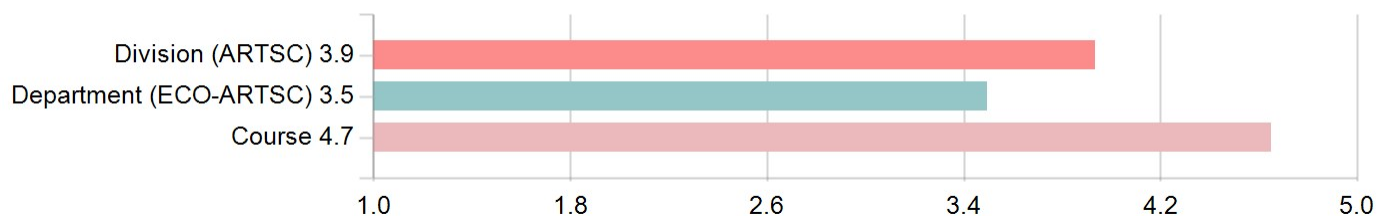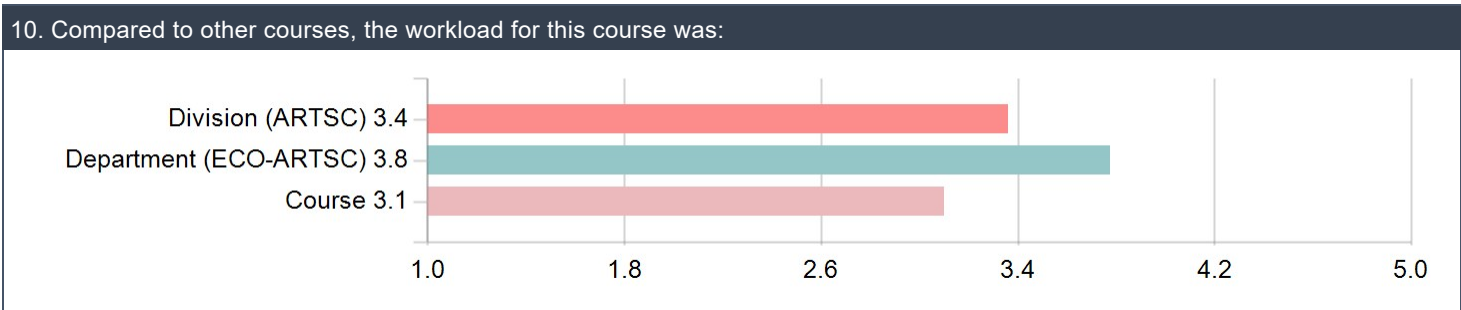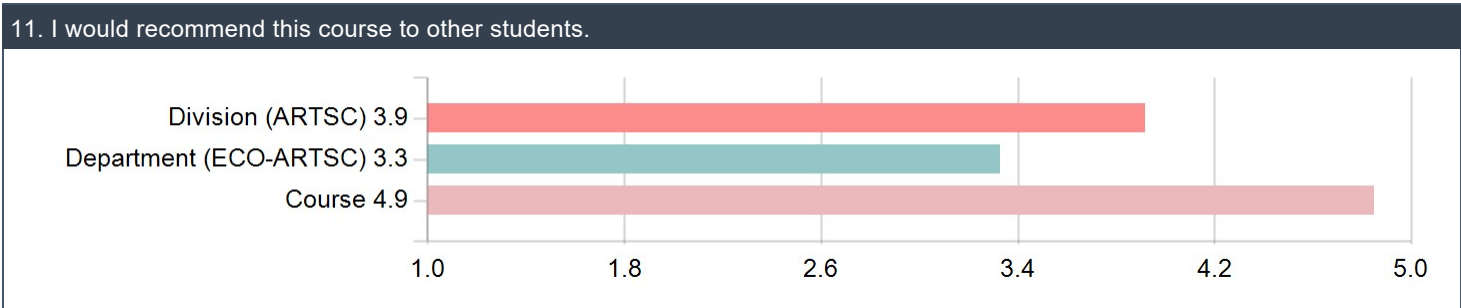### 9. The instructor generated enthusiasm for learning in the course.

Division (ARTSC) 4.3	
Department (ECO-ARTSC) 3.9	
Course 4.8	

1.0   1.8   2.6   3.4   4.2   5.0

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

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

Division (ARTSC) 3.4	
Department (ECO-ARTSC) 3.8	
Course 3.1	

1.0   1.8   2.6   3.4   4.2   5.0

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

11. I would recommend this course to other students.

Division (ARTSC) 3.9	
Department (ECO-ARTSC) 3.3	
Course 4.9	

1.0   1.8   2.6   3.4   4.2   5.0
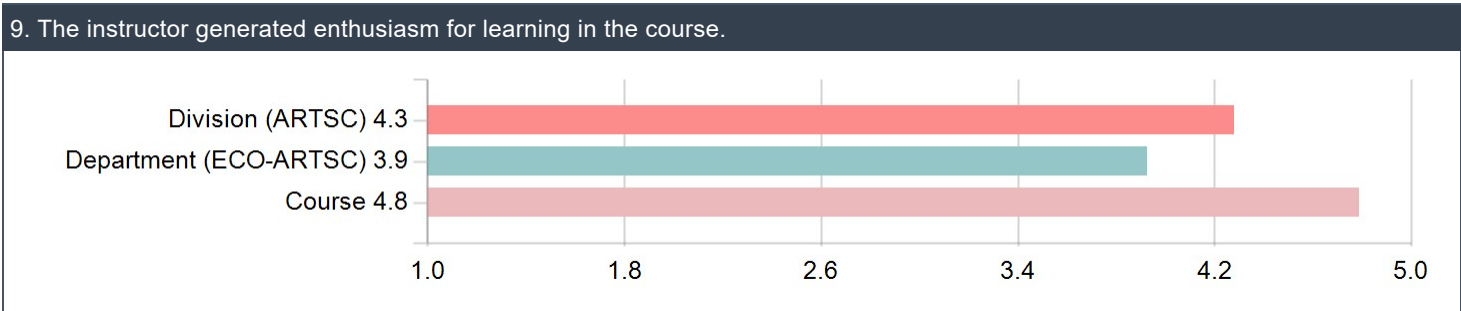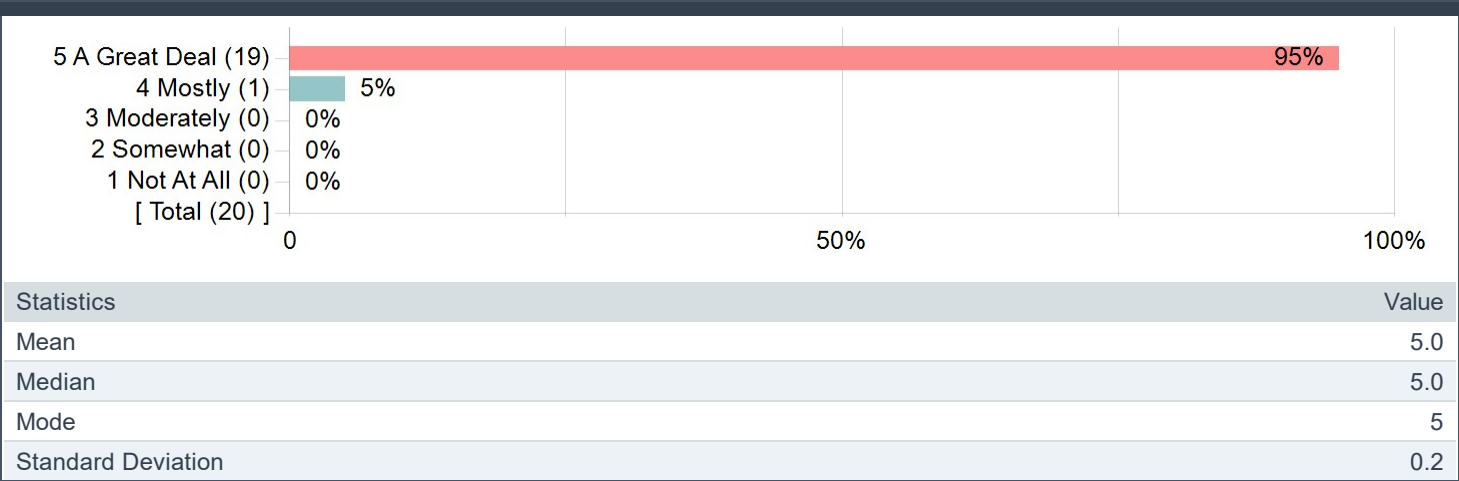
Part C: Departmental Items

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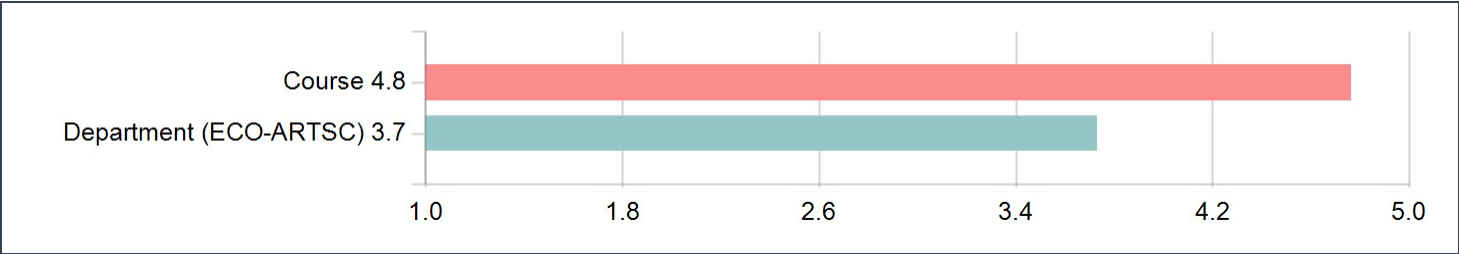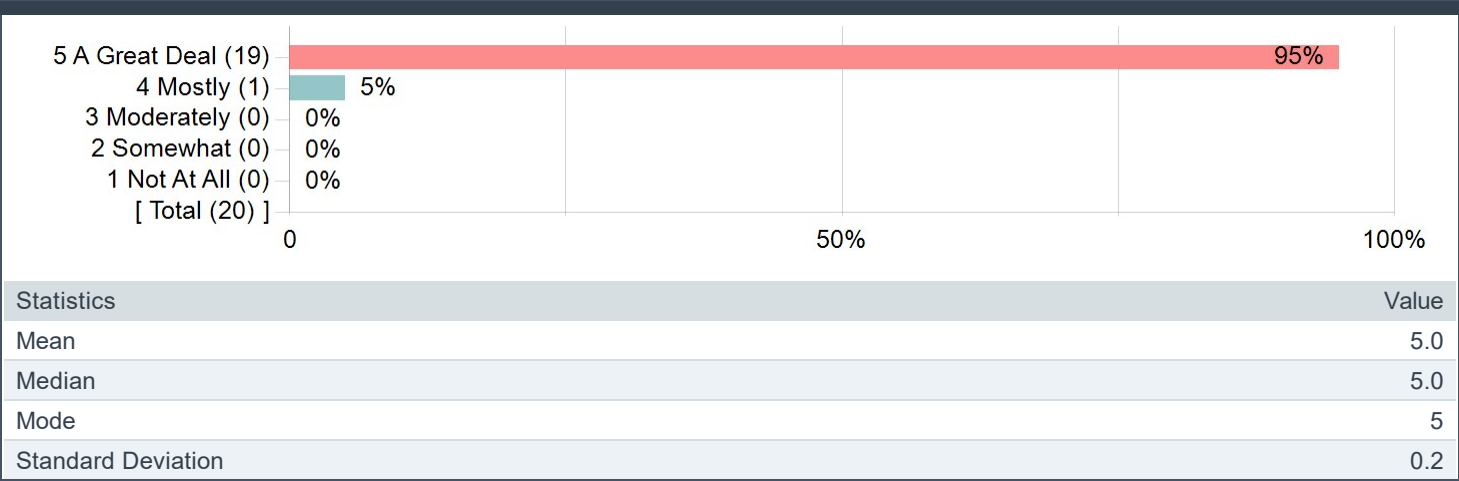
Section 4: Formative Data

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 (19) — 95%
4 Mostly (1) — 5%
3 Moderately (0) — 0%
2 Somewhat (0) — 0%
1 Not At All (0) — 0%
[Total (20)]

Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2

F-1. The course instructor (Jeffrey Hicks) encouraged students to express their own ideas in the class.

5 A Great Deal (19) — 95%
4 Mostly (1) — 5%
3 Moderately (0) — 0%
2 Somewhat (0) — 0%
1 Not At All (0) — 0%
[Total (20)]

Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2

H-2. The course instructor ([Jeffrey Hicks](#)) encouraged a collaborative atmosphere in the classroom.

Response	Percentage
5 A Great Deal (17)	85%
4 Mostly (2)	10%
3 Moderately (1)	5%
2 Somewhat (0)	0%
1 Not At All (0)	0%
[Total (20)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.5