

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-S-LEC0101 (INPER)
 Division: ARTSC
 Session: S
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Jeffrey Hicks
 Section: LEC0101
 Delivery Mode: INPER

Raters	Students
Responded	12
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.	4.6	5.0
The course provided me with a deeper understanding of the subject matter.	4.5	5.0
The instructor (Jeffrey Hicks) created an atmosphere that was conducive to my learning.	4.5	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.4	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	4.5	-

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:	4.5	5.0

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

Comments
Great Prof, very enthusiastic and dedicated. Exams are very fair. The math tends to move quicker than the empirical studies – please spend more time on the math.
Very high quality.
very enthusiastic and tries hard to provide enough explanation
Professor Hicks was the best professor I've had in my entire third year. His method of teaching was interactive and he always made sure to stop and check in with students to ensure that they were following along. His assignments are difficult but fair and frankly he teaches you everything you need to do well on them. Overall he was an amazing professor!
Love his class! Professor Hicks is very approachable and very kind to his students! He also replies on Piazza amazingly fast! Love that! He also has a great sense of humor so attending his lecture is never boring.
Professor Hicks was easily the best professor I've had in UofT economics. He brought a level of enthusiasm to the course that made lectures incredibly engaging, and made the content itself that much more interesting. I really appreciated how he made a point of exposing us to very current, relevant, and interesting research/insight.
He also created a very engaging environment in lecture; it's not always easy to encourage participation, but I found that everyone was very eager to join in for discussions, and felt very comfortable sharing their ideas. It often felt more like a conversation than a lecture — though definitely a particularly rich, informative, and stimulating conversation. I think this collegial, non-judgemental atmosphere had everything to do with Professor Hicks' own attitude: I loved his approach to teaching where every so often he would ask, "who's confused?". It made it feel very OK to ask for clarification, or for more information.
Professor Hicks also showed a lot of personal investment in making sure that every individual in that class understood everything. And he made a point of learning as many of our names as he could. It's just a level of personal attention that's hard to find in a big university, but that definitely makes a world of difference.
Finally, I really valued his very real-world-grounded outlook on the subject matter. Sometimes in economics it can be easy to see everything as just numbers, but Professor Hicks always had a very nuanced perspective to offer, which prevented anyone in the class from falling into this "trap."
There always seemed like office hours were mandatory because not enough was covered in class to fully understand the material needed for the assignment.
Lectures are clear and to the point, easy to follow if you pay attention. Slides posted help take notes, tutorials are also helpful.

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

Comments
Super responsive on Piazza around the clock. Thank you Jeff.
Good
plenty; very helpful
He was always available via email. He also offered office hours.
Professor has regular office hour and love how he is always so approachable.
I went to office hours once to ask about something that was only tangentially related to class, but Professor Hicks was still so enthusiastic about offering support. He really showed a personal interest in the questions I had and the issues I was dealing with, so that was very much appreciated.
Beyond this, he just made himself *so* available for support. We could always count on his Piazza answers, or a quick chat after class, or his regularly scheduled office hours, or his *extra* office hours before evaluations, or a one-on-one conversation in tutorial... the list goes on. Very impressed with the assistance that was available for support.
Not enough support was provided for stata. Tutorials were too short.
The professor helps clarify questions which are helpful, step by step tutorials help with some of the more math-related concepts.

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.	4.7	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...	3.9	4.0

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.	4.3	4.5

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:	4.6	5.0

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

Comments
Classes contribute the most to my learning experience. Prof is really enthused, and class materials are well taught! 10/10!
Time spent during lecture was extremely beneficial and the professor made sure to make it interactive by asking us questions on the content as we followed along.
I got a lot out of ECO339 classes. Professor Hicks had a very clear way of explaining things, and then the participatory-style lectures really made the information stick.
Not enough tutorial time was provided to fully cover the math and stata technical skills required for the assignments and tests
every second spent in this class worth it!!!! the assignments are also very fun to do because they help me understand the content much more faster and allow me to actually use stata (very helpful!!)
heavily; very important to attend lectures and tutorials to understand the course material
Great, prof is engaging and asks for feedback, happy to explain further and creates a "no such thing as bad questions" environment
Efficient
Since test and assignment material came from lectures, class time was vital for learning and understanding course content, if you pay attention it is straightforward and a good way to learn, and the slides posted are also helpful for review.

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

Comments
No focus on readings in this course
no required readings
N/A
There were readings?
good
I did not buy the textbook, but I have to say that the tutorial papers and slides helped somewhat in learning, most came from class or past tests though.

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 would say most mathematical parts and about 30% of the concepts(papers) required us to memorize
Application is the core component of all his assignments and it helped us so much. It means that we all got a more grounded understanding of the theory content we were learning in class.
STATA assignments were always interesting. The analytical questions on the assignments also helped sort of expose the topics/methods I wasn't very confident in — which I think reflects the fact that we were applying concepts vs just memorizing.
Stata assignments were fun but they would have been much easier if more tutorial on how to use the software was provided.
only the case studies for tests require me to memorize them, but they are not too bad. mostly applying the course concepts
Yes, but heavy focus on Stata for the assignments but he does not offer Stata lecture, only office hours
A great deal – the case studies mostly are brought up in a way that you have to think for yourself.
Applying course concepts is more important.
Assignments were broader and I feel they required me to expand upon course concepts, tests were a bit more memorization in terms of key concepts or paper findings, but nonetheless an academically stimulating and challenging aspect of the course.

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.

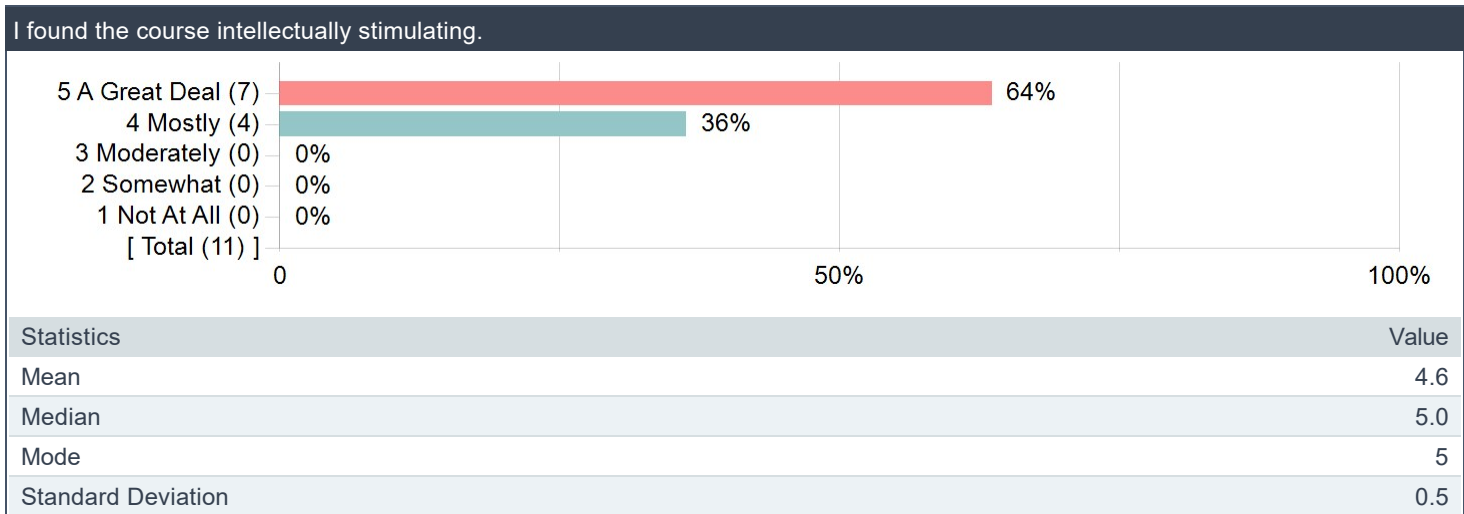
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

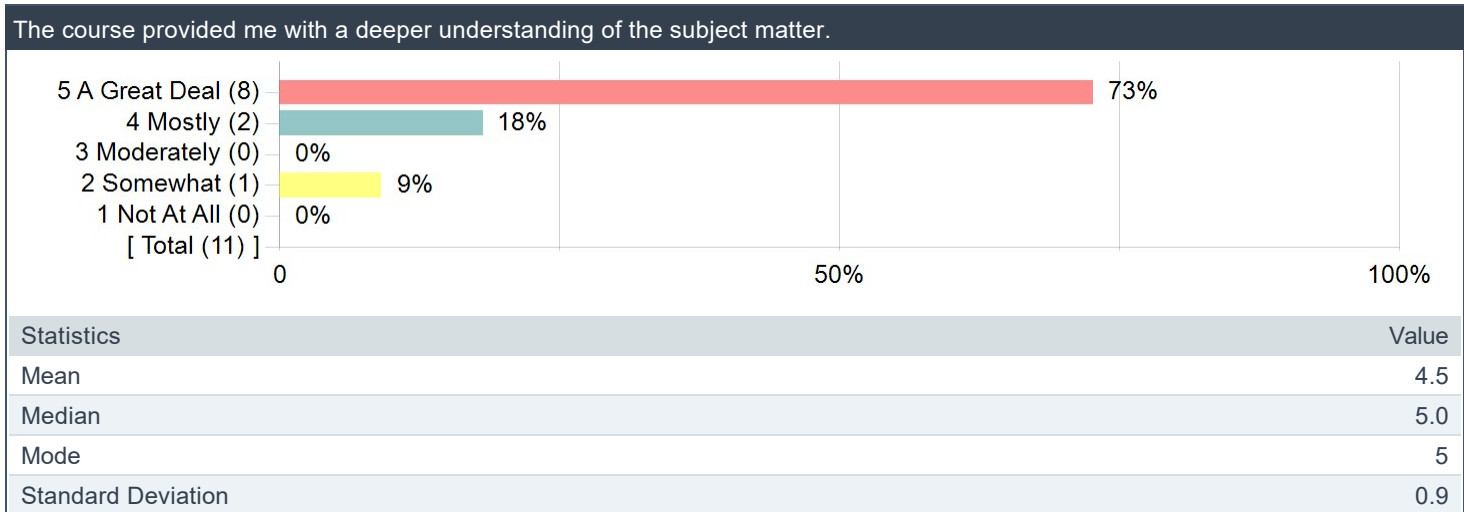
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

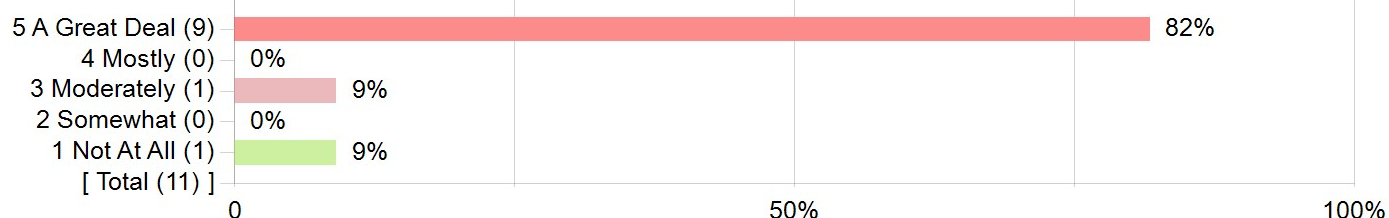


2. The course provided me with a deeper understanding of the subject matter.



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

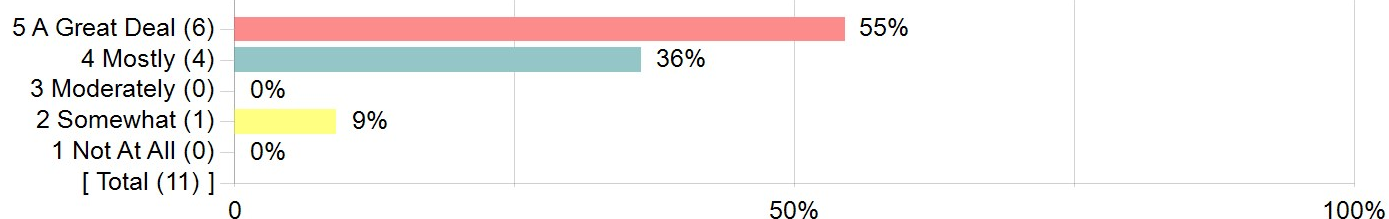
The instructor (**Jeffrey Hicks**) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.3

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

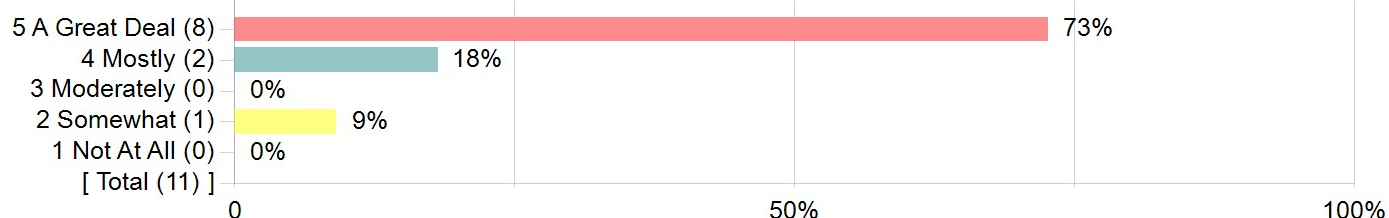
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	0.9

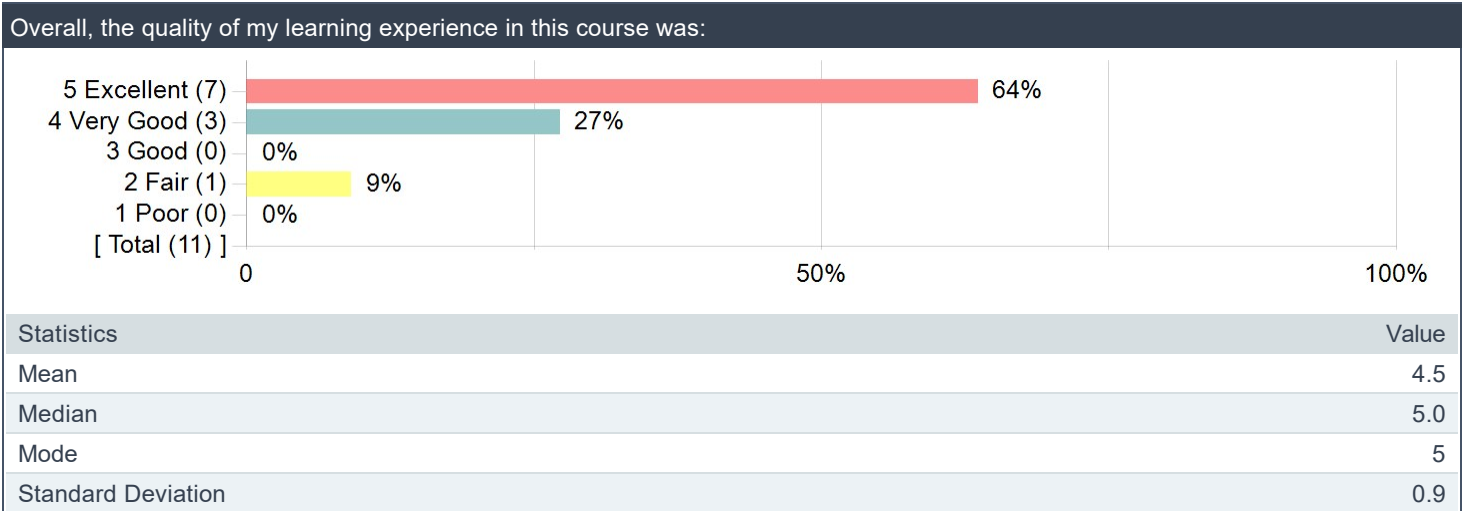
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

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



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.9

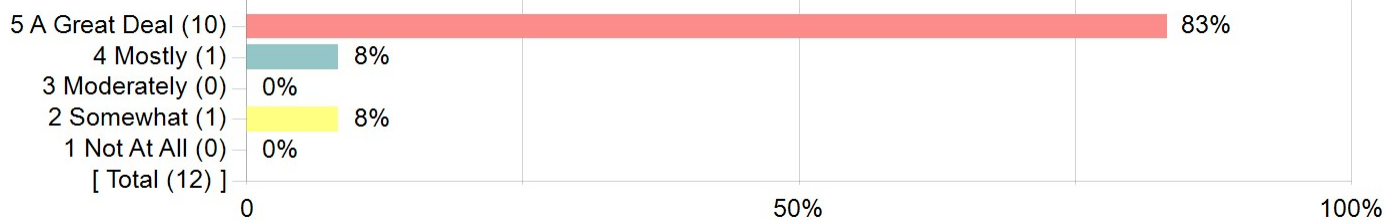
6. Overall, the quality of my learning experience in this course was....



Part B. Divisional Items

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

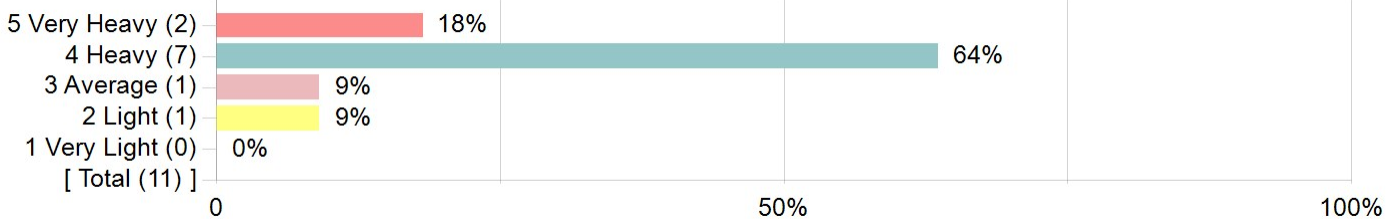
FAS001 The instructor (**Jeffrey Hicks**) generated enthusiasm for learning in the course.



Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.9

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

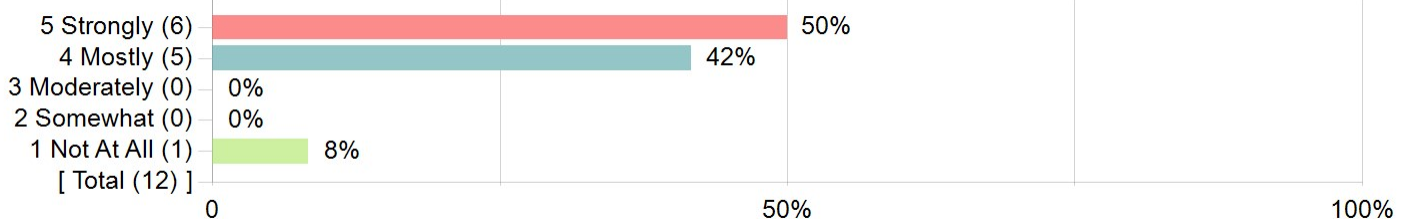
FAS002 Compared to other courses, the workload for this course was...



Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	0.8

I would recommend this course to other students.

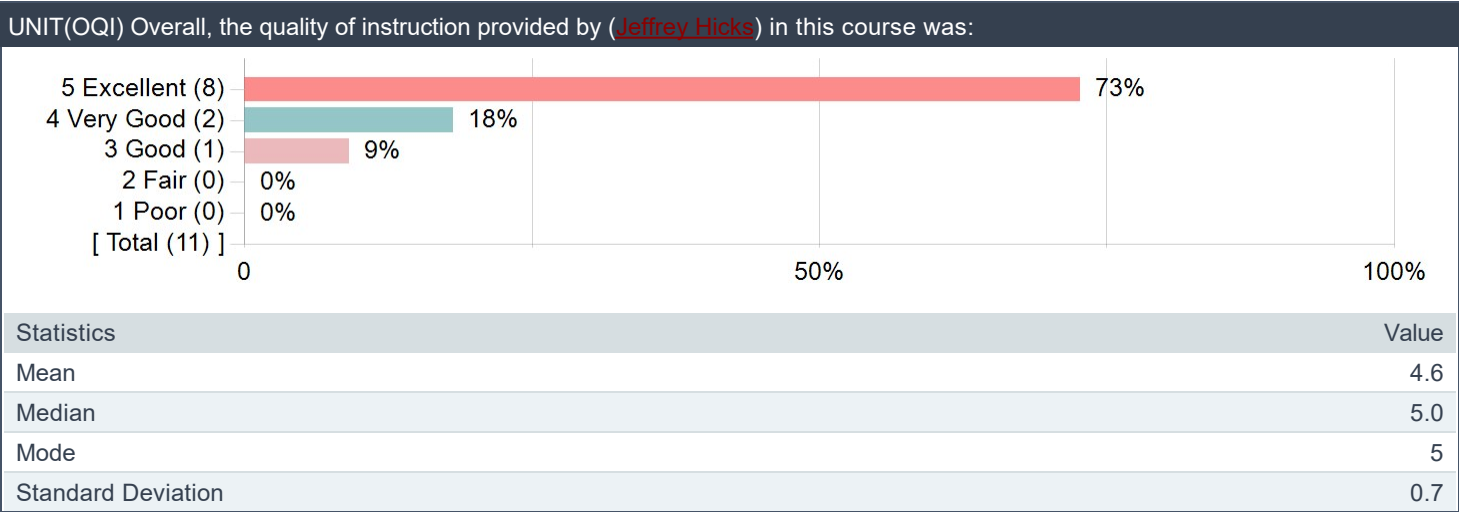
FAS003 I would recommend this course to other students.



Statistics	Value
Mean	4.3
Median	4.5
Mode	5
Standard Deviation	1.1

Part C. Departmental Items

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



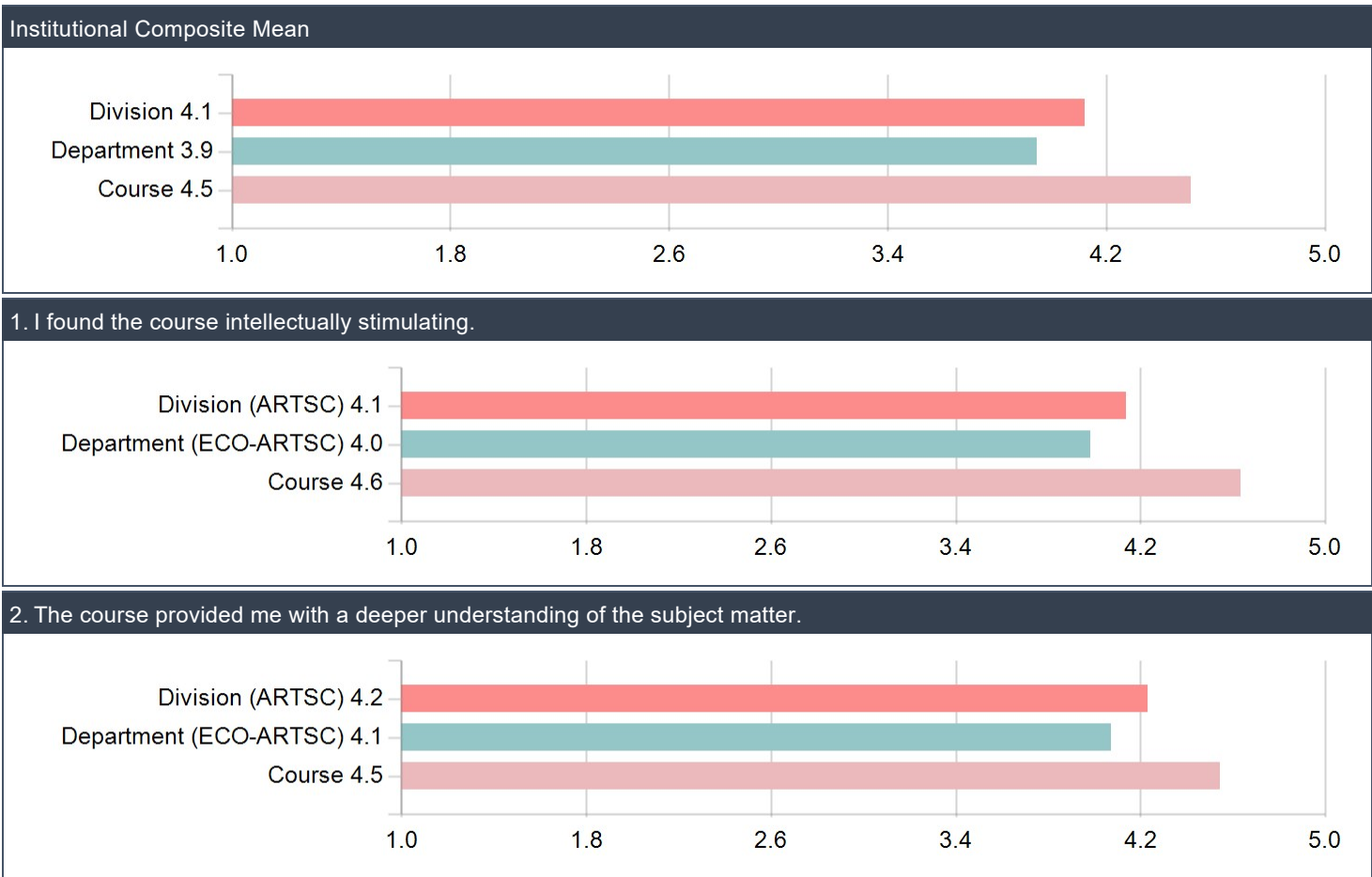
Section 3. Comparative Data

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.

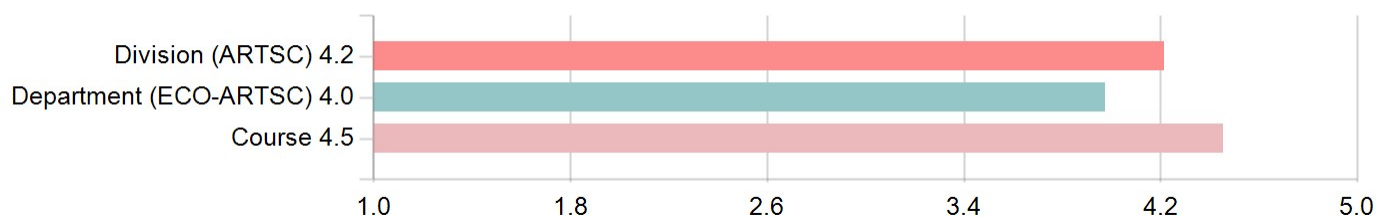
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation 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

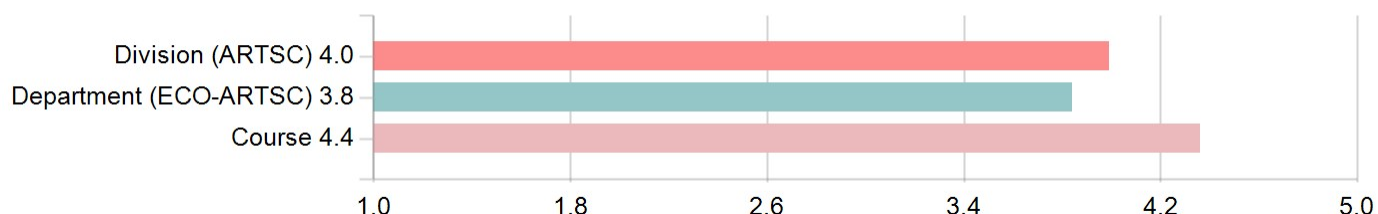
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



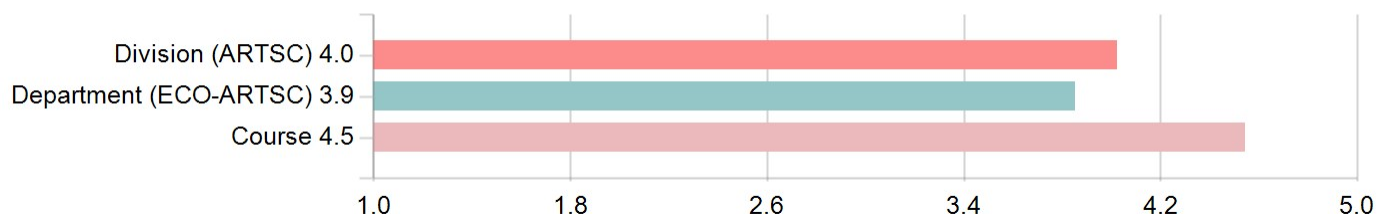
3. The instructor ([Jeffrey Hicks](#)) created an atmosphere that was conducive to my learning.



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

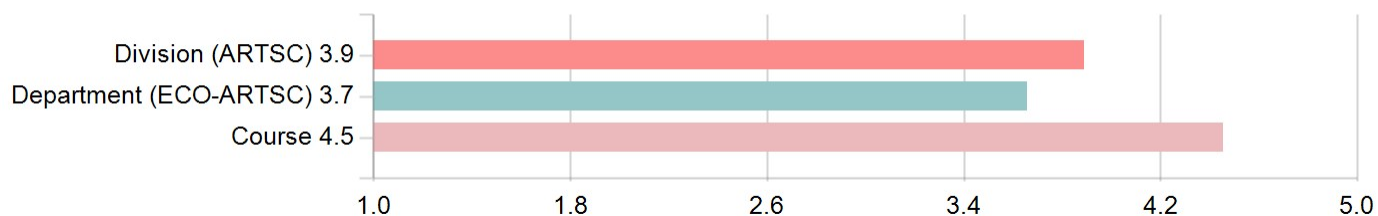


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



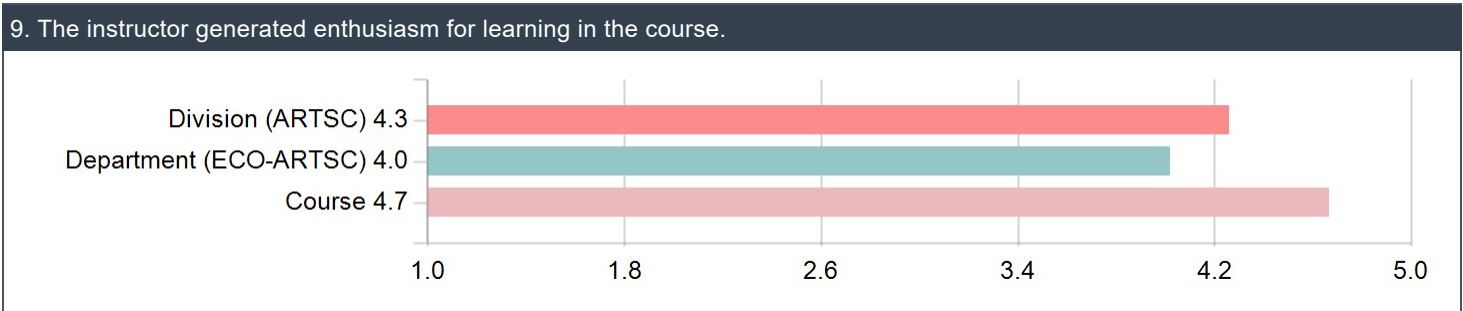
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

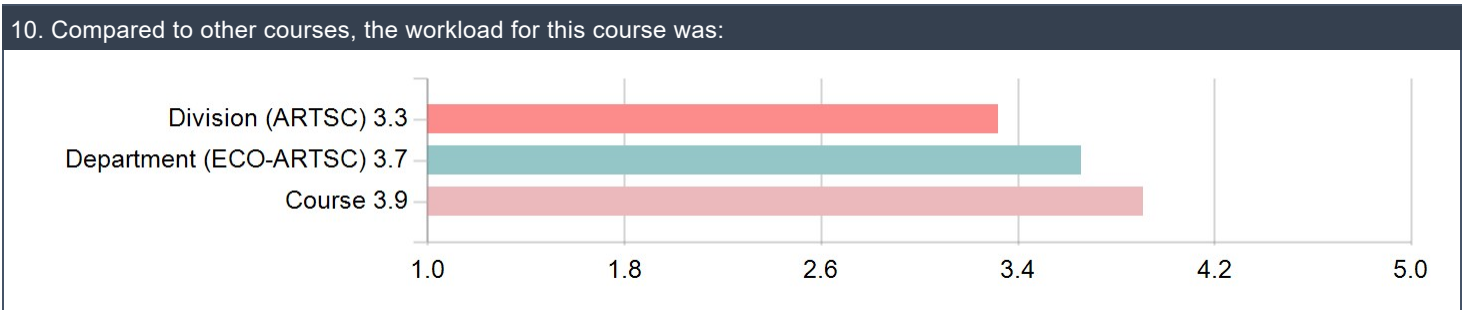


Part B. Divisional Items

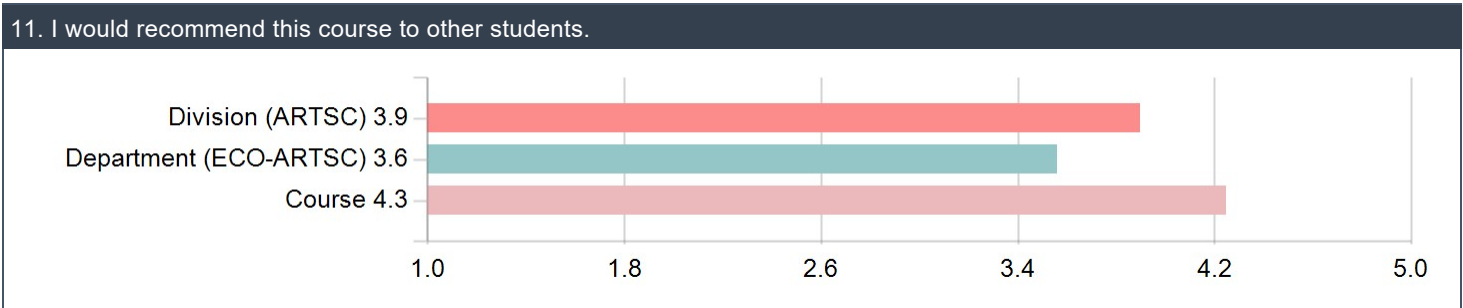
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



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:

