

ECON 200 AB
Introduction To Microeconomics
Course type: Face-to-Face

Taught by: Dmitry Brizhatyuk

Instructor Evaluated: Dmitry Brizhatyuk-Predoc TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 24/47 (51% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
3.5	3.7
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.0
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	24	12%	29%	33%	21%		4%	3.2	3.5
The content of the quiz section was:	24	17%	38%	25%	17%		4%	3.6	3.8
The quiz section instructor's (QSI's) contribution to the course was:	24	21%	33%	17%	21%	4%	4%	3.6	3.9
The QSI's effectiveness in teaching the subject matter was:	24	21%	29%	33%	8%	4%	4%	3.5	3.8

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	23	4%	35%	9%	22%	13%	4%	13%	4.4
The intellectual challenge presented was:	23	17%	30%	35%	17%				5.4
The amount of effort you put into this course was:	23	17%	26%	26%	22%	9%			5.2
The amount of effort to succeed in this course was:	23	22%	48%	13%	13%	4%			5.9
Your involvement in course (doing assignments, attending classes, etc.) was:	23	17%	26%	26%	26%	4%			5.2

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.8 (N=23)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%	30%	13%	17%	9%	4%	13%	9%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.2 (N=23)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%	39%	17%	9%	13%	4%	9%					4%

What grade do you expect in this course?

Class median: 3.4 (N=23)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass 4%	Credit 4%	No Credit 4%
13%	30%	13%	17%	9%	4%									

In regard to your academic program, is this course best described as:

(N=23)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
35%	4%	26%	4%	17%	13%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	22	14%	32%	32%	18%		5%	3.4	13
QSI's use of examples and illustrations was:	23	22%	43%	22%	9%	4%		3.9	6
Quality of questions or problems raised by QSI was:	22	14%	41%	18%	23%		5%	3.6	11
QSI's enthusiasm was:	23	22%	30%	35%	4%	4%	4%	3.6	15
Student confidence in QSI's knowledge was:	23	22%	43%	17%	13%		4%	3.9	12
Encouragement given students to express themselves was:	23	13%	30%	22%	26%	4%	4%	3.2	18
Answers to student questions were:	22	9%	32%	27%	14%	9%	9%	3.2	16
Interest level of quiz sections was:	23	13%	39%	22%	22%		4%	3.6	3
QSI's openness to student views was:	23	13%	30%	30%	13%	9%	4%	3.3	17
QSI's ability to deal with student difficulties was:	23	13%	35%	22%	13%	9%	9%	3.4	14
Availability of extra help when needed was:	22	23%	36%	18%	14%	9%		3.8	10
Use of quiz section time was:	23	26%	48%	13%	13%			4.0	1
QSI's interest in whether students learned was:	23	17%	52%	17%	4%	4%	4%	3.9	9
Amount you learned in the quiz sections was:	23	13%	43%	35%	4%		4%	3.6	8
Relevance and usefulness of quiz section content were:	23	17%	52%	26%			4%	3.9	7
Coordination between lectures and quiz sections was:	23	22%	35%	22%	9%	13%		3.7	5
Reasonableness of assigned work for quiz section was:	23	30%	43%	22%	4%			4.0	2
Clarity of student responsibilities and requirements was:	22	23%	45%	27%		5%		3.9	4

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STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

2. Yes, It made me relate learned concepts to the outside world.
3. It did. It opened up my new interest in economics.
4. Good to look through questions with a TA
5. yes this course introduced me to lots of material I had not known before
6. it did at the beginning of the quarter when i thought that it was a part of a major i was going to pursue, but as i changed intended major i lost interest
7. yes, i enjoyed econ lecture.
9. Yes, i haven't done anything similar before
10. Yes, it allowed for a deeper understanding of core concepts that I wouldn't have gotten from the lecture.
11. No
12. Yes, I enjoyed the course and found it challenging.
14. Yes it was harder than other classes

What aspects of this class contributed most to your learning?

2. A very knowledgeable TA
3. The lectures were very informative.
4. Practice questions
5. Lectures, and attending quiz section
6. the online myEconLab
7. econ lecture and practice problems
8. The TA quiz sections went over everything the teacher taught in a very succinct manner, and after quiz section I always felt confident on the material. Dmitry was one of the most kind and knowledgeable TAs I have ever had for any class!
9. The book and the quizzes
10. Dmitri's explanations. Sometimes they were a little confusing, but on the most part he really knew his stuff and could communicate concisely.
11. None
12. Practice problems and review notes from the provided note packet in sections
14. The concepts, lecture was most helpful

What aspects of this class detracted from your learning?

1. The TA knows what he is teaching; however, when a student asked a question, he had an attitude. He judged the students question and answers it while rolling his eyes. Not a healthy environment to learn from. He's not that bad from a teaching aspect but the learning environment wasn't that great because of his rudeness
2. Nothing
3. None. All content helped with my learning.
4. None
6. the focus of being quizzed every quiz section. i feel as though the time could have been spent practicing more and getting more individualized by the needs of the class
7. the confusing quiz sections
9. Some poor examples in class
10. The specificity of the answers required on the quizzes that came with incredibly vague and open ended questions.
11. None
12. Vague answers to student questions and rushing to finish instruction for quizzes
14. Nothing, maybe more explanations for online homework

What suggestions do you have for improving the class?

1. Better TA. I don't think professor should rely on TA thatttt much. Or professor should tell the TA snore things of what she does in class and have a better collaboration with the TA
2. Make exams longer so that each individual question is at a lower stake.
3. Better recording quality.
4. None
6. having the expectations of the professor more strictly outlined, not to be a surprise once you get the grades back
7. better quiz sections- better explanations
10. If the answer to a quiz is something specific, please frame the question in a way that allows the taker to know that they are looking for a specific answer and not some overall explanation
11. None
12. Clarifying exactly what is expected for answers on quizzes and exams. Providing more examples of "full answers" to questions would also be helpful.
13. There needs to be more coordination between the professor and the TA. We were asked multiple times if we knew if the final was going to be cumulative from our TA who was supposed to be teaching us. Additionally when we asked questions about what the correct answer to past quiz questions, we were instructed to, "just go off what the professor said" when there was never any discussion over the topic.
14. Longer or no breaks at all for lecture cause 60 is not enough time for anything

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.