ECON 2105 (06): Principles of Macroeconomics

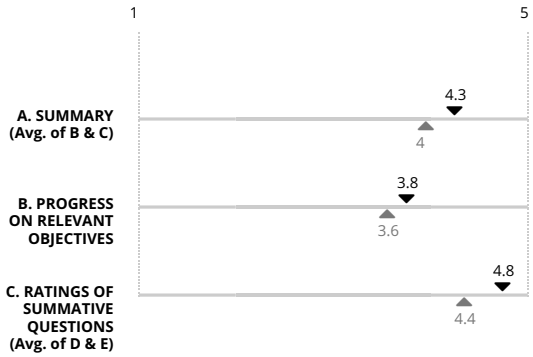
Fall 2020 | Alexandre Ribeiro-Scarcioffolo | Course CIP Code: 520601

40 | Students Enrolled
24 | Students Responded
60% | Response Rate

Summative

▼ | Adjusted
▲ | Raw
[ ] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	5
E. Excellent Course	4.2	4.7

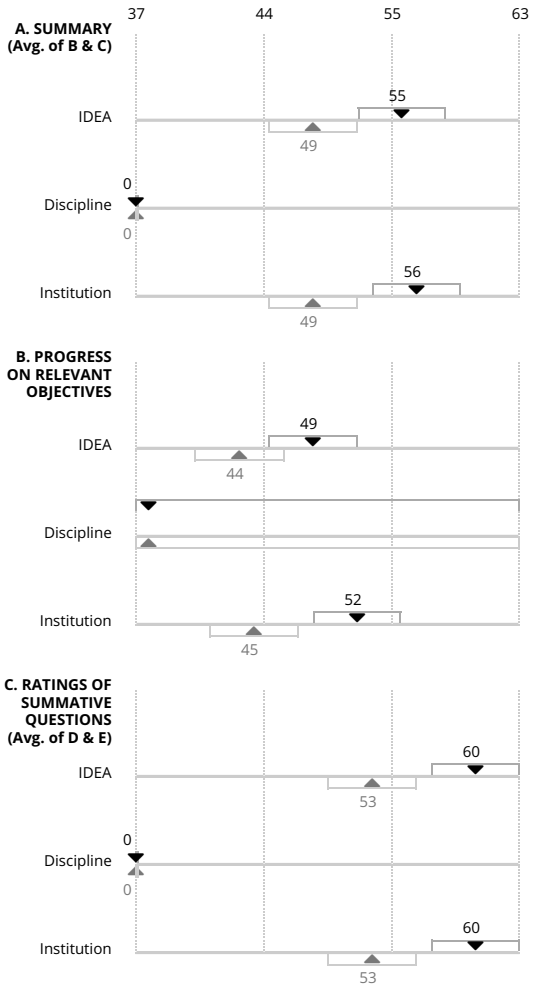
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	60
Discipline		
Institution	55	61
E. Excellent Course		
IDEA	50	59
Discipline		
Institution	51	59

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4	4.2	8	75	46	52			47	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.9	4.1	13	75	49	53			49	54
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.3	4.7	8	88	53	62			53	61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.9	4.4	8	75	46	55			47	56
Acquiring skills in working with others as a member of a team	I	2.8	2.9	42	38	34	35			38	43
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	2.8	3.2	42	38	39	43			38	45
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.9	3	38	42	37	38			39	43
Developing skill in expressing myself orally or in writing	I	2.9	3	38	42	34	37			37	43
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	4.1	17	75	47	52			47	54
Developing ethical reasoning and/or ethical decision making	M	3.5	3.7	21	58	45	49			47	53
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.8	3.9	13	71	46	49			48	53
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	4.1	17	67	46	53			47	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.8	4.1	21	79	50	54			52	57

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.7			41
I really wanted to take this course regardless of who taught it.	3.3			41
My background prepared me well for this course's requirements.	3.3			40

Quantitative

Thirteen possible learning objectives are listed, not all of which will be relevant in this class. *Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:* *No apparent progress* *Slight progress; I made small gains on this objective* *Moderate progress; I made some gains on this objective* *Substantial progress; I made large gains on this objective* *Exceptional progress; I made outstanding gains on this objective*	**No Apparent Progress**	**Slight Progress**	**Moderate Progress**	**Substantial Progress**	**Exceptional Progress**	**N**	**DNA**	**SD**	**M**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	4.17% (1)	4.17% (1)	16.67% (4)	41.67% (10)	33.33% (8)	24	0	1.02	3.96
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	8.33% (2)	4.17% (1)	12.5% (3)	41.67% (10)	33.33% (8)	24	0	1.17	3.88
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	8.33% (2)	4.17% (1)	41.67% (10)	45.83% (11)	24	0	0.88	4.25
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.17% (1)	4.17% (1)	16.67% (4)	45.83% (11)	29.17% (7)	24	0	1	3.92
Acquiring skills in working with others as a member of a team	20.83% (5)	20.83% (5)	20.83% (5)	29.17% (7)	8.33% (2)	24	0	1.28	2.83
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (4)	25% (6)	20.83% (5)	33.33% (8)	4.17% (1)	24	0	1.18	2.83
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16.67% (4)	20.83% (5)	20.83% (5)	37.5% (9)	4.17% (1)	24	0	1.19	2.92
Developing skill in expressing myself orally or in writing	20.83% (5)	16.67% (4)	20.83% (5)	37.5% (9)	4.17% (1)	24	0	1.24	2.88
Learning how to find, evaluate, and use resources to explore a topic in depth	8.33% (2)	8.33% (2)	8.33% (2)	45.83% (11)	29.17% (7)	24	0	1.19	3.79
Developing ethical reasoning and/or ethical decision making	12.5% (3)	8.33% (2)	20.83% (5)	33.33% (8)	25% (6)	24	0	1.29	3.5
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	4.17% (1)	8.33% (2)	16.67% (4)	50% (12)	20.83% (5)	24	0	1.01	3.75
Learning to apply knowledge and skills to benefit others or serve the public good	12.5% (3)	4.17% (1)	16.67% (4)	37.5% (9)	29.17% (7)	24	0	1.28	3.67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	8.33% (2)	12.5% (3)	0% (0)	45.83% (11)	33.33% (8)	24	0	1.25	3.83

For the following items, choose the option that best corresponds to your judgment.	**Definitely False**	**More False than True**	**In Between**	**More True than False**	**Definitely True**	**N**	**DNA**	**SD**	**M**
As a rule, I put forth more effort than other students on academic work.	0% (0)	8.33% (2)	29.17% (7)	50% (12)	12.5% (3)	24	0	0.8	3.67
I really wanted to take this course regardless of who taught it.	12.5% (3)	8.33% (2)	29.17% (7)	41.67% (10)	8.33% (2)	24	0	1.13	3.25
My background prepared me well for this course's requirements.	4.17% (1)	8.33% (2)	41.67% (10)	41.67% (10)	4.17% (1)	24	0	0.85	3.33
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	8.33% (2)	20.83% (5)	70.83% (17)	24	0	0.63	4.63
Overall, I rate this course as excellent.	4.17% (1)	4.17% (1)	16.67% (4)	16.67% (4)	58.33% (14)	24	0	1.12	4.21

Qualitative

Comments -

- one of the most kind and helpful professors!
- An amazing professor! He provided an engaging environment and was extra office hours for those who needed help! Could not have asked for a better-suited professor for the course :) Would recommend him to anyone!
- Alex tried his best to teach online, and while the course is difficult, he does a pretty good job of teaching it and making you critically think of how certain situations would apply to the principles we learned.
- Dr. Scarcioffolo constantly engages in class unlike other professors I have. He keeps reminding students of the due dates and gives the information to help strive in the class. Unlike some professors I have he is very relatable and tries to make class fun and engaging. When asking about what more you can do about grades and assignments, he responds immediately and constantly wants to help. He has by far helped me strive my first semester and makes me want to have him again for other courses.
- He is a good communicator and worked a lot with students to find times to talk about grades and figure out ways how to study. His study sessions help a lot and he tries to help us apply and not just learn the material.
- Overall, I really enjoyed this course!
- It's a good course but the professor is what made it a great course.
- Dr. Scarcioffolo is an amazing teacher! I had an great experience in Macro econ! The course slides make it so much easier to understand as opposed to reading the textbook to learn. Also, Dr. Scarcioffolo is always so open to help students and genuinely cares about their success (to the point of having 12 hour long office hours before an exam)! This class was challenging but with a great teacher it is definitely possible to succeed! Thank you for such a wonderful first experience in a college econ course and for being such a great professor!
- It was a great class and always intrigued during it.
- Instead of using D2L email send emails through actual email. It reaches more students faster. I did not know you were sending emails through D2L until the last week of classes.
- Outstanding teacher! He communicates well with his students and really cares if his students are understanding the material being taught.
- Thank you for a great semester
- I thought you did a great job teaching considering the circumstances. I liked the top hat and being able to go back and look over the questions we did in class.
- I have really enjoyed you as a Professor. I am not a huge ECON person, which is why I have struggled some in this course, but you have worked with me every step of the way and that is what an amazing professor does. Thank you for truly wanting to be there for your students, it was a pleasure to have you as a professor!! Happy Holidays!