

ECON 200 AA  
Introduction To Microeconomics  
Course type: Hybrid

Evaluation Delivery: Online  
Evaluation Form: B  
Responses: 18/50 (36% moderate)

Taught by: Lukas Hager  
Instructor Evaluated: Lukas Hager-Grad TA

**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
3.7	4.1
(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:

<b>CEI: 4.9</b>
(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 course as a whole was:	18	22%	28%	33%	17%			3.5	4.0
The course content was:	18	22%	33%	28%	17%			3.7	4.1
The instructor's contribution to the course was:	18	44%	11%	39%	6%			4.0	4.4
The instructor's effectiveness in teaching the subject matter was:	18	39%	17%	33%	11%			3.8	4.3

### 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:	18	6%	6%	17%	33%	22%	17%		3.8
The intellectual challenge presented was:	18	11%	39%	28%	17%	6%			5.5
The amount of effort you put into this course was:	18	6%	44%	28%	11%	6%	6%		5.5
The amount of effort to succeed in this course was:	18	33%	22%	22%	17%	6%			5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	18	6%	28%	17%	39%	11%			4.5

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: 5.5 (N=18)**

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
6%	44%	22%	17%	6%	6%						

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

**Class median: 5.0 (N=18)**

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
11%	22%	22%	33%	6%	6%						

What grade do you expect in this course?

**Class median: 2.9 (N=18)**

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	Credit	No Credit
11%	6%	17%	17%	22%	6%	11%			6%			6%		

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

**(N=18)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
28%	22%	17%	6%	22%	6%

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	18	22%	28%	33%	17%			3.5	4
Sequential presentation of concepts was:	18	28%	28%	39%	6%			3.7	3
Explanations by instructor were:	18	39%	17%	28%	11%	6%		3.8	2
Instructor's ability to present alternative explanations when needed was:	18	39%	11%	33%	11%	6%		3.5	9
Instructor's use of examples and illustrations was:	18	33%	17%	33%	17%			3.5	12
Instructor's enhancement of student interest in the material was:	18	28%	11%	28%	33%			3.1	16
Student confidence in instructor's knowledge was:	18	33%	33%	22%	11%			4.0	5
Instructor's enthusiasm was:	18	33%	11%	44%	11%			3.4	18
Clarity of course objectives was:	18	22%	22%	28%	11%	17%		3.3	15
Interest level of class sessions was:	18	28%	17%	28%	17%	11%		3.3	7
Availability of extra help when needed was:	18	44%	17%	22%	17%			4.2	1
Use of class time was:	18	33%	11%	39%	11%	6%		3.4	10
Instructor's interest in whether students learned was:	18	28%	17%	33%	22%			3.3	17
Amount you learned in the course was:	18	22%	28%	22%	17%	11%		3.5	6
Relevance and usefulness of course content were:	18	22%	33%	33%	6%	6%		3.7	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	18	28%	17%	33%	17%	6%		3.3	14
Reasonableness of assigned work was:	18	28%	22%	50%				3.5	11
Clarity of student responsibilities and requirements was:	18	33%	17%	39%	11%			3.5	13

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### STANDARD OPEN-ENDED QUESTIONS

#### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes, it definitely taught me a lot of new things, and was often quite hard to wrap my brain around.
3. This class was intellectually stimulating because I had to constantly work hard to grasp concepts.
4. This class was challenging for me, but it helped me think about social sciences, political science, and the world in a new way which is very interesting and beneficial.
5. It did not mainly because the material was hard to follow and the lack of clarity to make sure everyone understands.
6. Yes, the examples we did during the quiz section consisted of applying the math we learned in the lecture to real-world examples.
7. Yes, this class helped me apply the concepts I learned in the textbook to actual problems.
8. Yes, because I thought that the topics discussed were interesting to learn about.
9. It did stretch my thinking because we have talk about things that are interesting
10. I think it was because it involved decision making, reasoning, and calculating
11. I think this class was very intellectually stimulating, as it required a lot of critical thinking to apply the concepts we learned.

#### What aspects of this class contributed most to your learning?

1. Provided me an opportunity to better my time management and study habits
3. Aspects of this class that contributed most to my learning included when sections would ask questions together about a problem till we all understood.
4. The writing assignments, and most specifically making the graphs really helped my learning. Going to office hours (though I only went a couple times) was also very helpful since Lukas was enthusiastic, super patient, and knew how to explain the topics so I could understand.
5. Some key points of the chapters were shown and pretty useful.
6. The interactive quiz section helped me better understand the concepts we learned in the lecture. His examples and working through various problems helped my understanding.
7. I really struggled with ECON this year, but the TA had really good explanations and made sure we understood each topic! I feel like attending the quiz section was more worthwhile than the lectures because of how well the concepts were applied.
8. Doing the SmartBook assignments and going to quiz section.
9. When it gets to the real life situations
10. Decision making
11. I think the examples we did to practice the concepts we learned is what contributed most to my learning.

#### What aspects of this class detracted from your learning?

1. Nothing really did
2. I did this to myself of course, but choosing an 8:30 section for my most important class was a mistake. I often didn't make it to class, or would show up half asleep and unmotivated to learn.
3. Aspects of this class that detracted from my learning was personally the length. I've noticed I don't enjoy super long lectures and cannot retain so much information at once.
4. The time of the TA section was not ideal, though that's only my fault since I signed up for it and it was the only timing that worked with my schedule.
5. Not being able to understand the answers without any steps shown makes it hard to make sure I'm doing the correct steps.
6. Nothing
7. None
8. Nothing much.
9. Stupid graphs
11. I don't think there was anything about the class that detracted from my learning, just that the course content overall was challenging for me.

#### What suggestions do you have for improving the class?

1. None

2. It would've been nice to have had a bit more clarity about where to find slides and practice problems after section, or to possibly have had the sections recorded.
3. Suggestions I have for improving this class is possibly discussing more homework related problems and reviewing commonly missed questions on the midterm.
5. When asked to work on the problems during quiz section, it would help a lot if you wrote directly to show the steps & explain why. Maybe have the students describe the steps, if on the right track!!
6. Do more examples in class that we'd see on the homeworks
7. None
8. Nothing much.
9. More one on one study help time
10. There should be more interested information
11. The only suggestion for improving class would be to utilize a lot of examples and opportunities to practice the concepts discussed in lecture.

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.<sup>1</sup> 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).

<sup>1</sup> 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.