

ECON 200 (4): The Economic Way of Thinking
Fall Semester 2019 | Yixiao Jiang | Course CIP Code: 45.0601

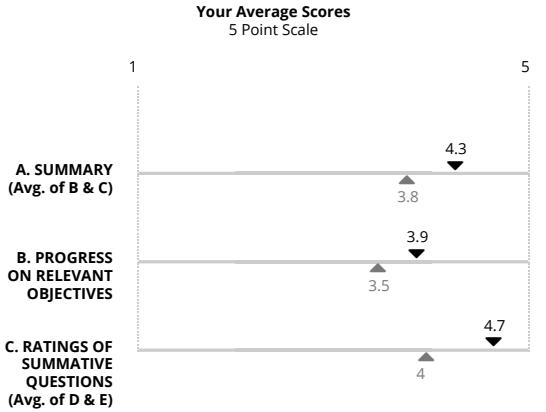
16		Students Enrolled
9		Students Responded
56.25%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

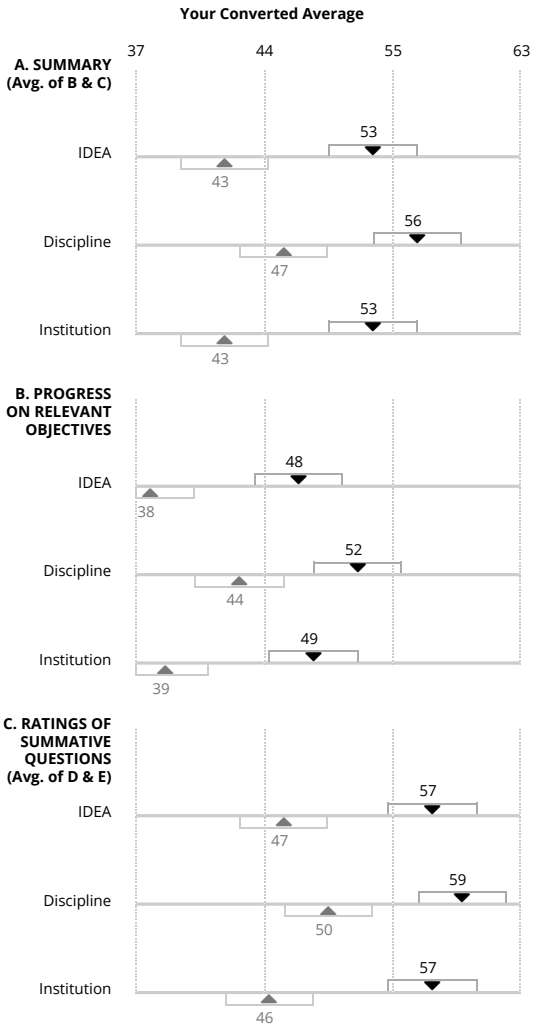
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.2	4.7
E. Excellent Course	3.8	4.6

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	57
Discipline	52	58
Institution	48	56
E. Excellent Course		
IDEA	44	57
Discipline	48	59
Institution	43	57

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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							Your Converted Average											
							IDEA		Discipline		Institution							
							Your Average (5 Point Scale)		% of Students Rating									
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)							I	3.8	4.3	0	56		42	54	47	56	42	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures							M	3	3.4	33	33		34	41	40	46	36	44
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)							I	3.6	4.1	11	56		39	51	44	53	41	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course							M	3.6	4.2	22	56		39	52	46	55	40	53
Acquiring skills in working with others as a member of a team							M	2.1	2.4	67	22		22	27	33	38	25	33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)							M	2.3	2.9	56	22		30	38	39	46	30	40
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)							M	3.1	3.6	22	33		39	46	47	53	38	46
Developing skill in expressing myself orally or in writing							M	2.2	2.4	67	22		22	26	34	37	22	30
Learning how to find, evaluate, and use resources to explore a topic in depth							M	3	3.4	33	33		33	40	40	46	37	45
Developing ethical reasoning and/or ethical decision making							M	3	3.5	33	33		36	44	42	49	41	50
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view							I	3.1	3.4	44	44		34	39	40	46	34	42
Learning to apply knowledge and skills to benefit others or serve the public good							M	3.4	4.2	33	44		41	53	47	57	45	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information							M	3.9	4.4	0	56		51	58	51	59	51	59

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.8	39	41	42
Difficulty of subject matter	3.3	49	43	50

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.3	33	37	36
I really wanted to take this course regardless of who taught it.	2.6	26	31	28
When this course began I believed I could master its content.	3.8	46	50	48
My background prepared me well for this course's requirements.	3	34	41	35

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.3	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4	11% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.8	11% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.4	11% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.7	11% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.3	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.4	22% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.2	0% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.4	22% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	2.7	44% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	11.11% (1)	44.44% (4)	44.44% (4)	9	0	0.67	4.33
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	11.11% (1)	0% (0)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	1.15	3.67
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	11.11% (1)	44.44% (4)	44.44% (4)	9	0	0.67	4.33
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	11.11% (1)	55.56% (5)	33.33% (3)	9	0	0.63	4.22
Formed teams or groups to facilitate learning	55.56% (5)	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	9	0	1.7	2.33
Made it clear how each topic fit into the course	0% (0)	0% (0)	11.11% (1)	44.44% (4)	44.44% (4)	9	0	0.67	4.33
Provided meaningful feedback on students' academic performance	11.11% (1)	33.33% (3)	11.11% (1)	11.11% (1)	33.33% (3)	9	0	1.47	3.22
Stimulated students to intellectual effort beyond that required by most courses	22.22% (2)	0% (0)	11.11% (1)	44.44% (4)	22.22% (2)	9	0	1.42	3.44
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	22.22% (2)	11.11% (1)	11.11% (1)	44.44% (4)	11.11% (1)	9	0	1.37	3.11
Explained course material clearly and concisely	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.05	4
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	22.22% (2)	33.33% (3)	44.44% (4)	9	0	0.79	4.22
Created opportunities for students to apply course content outside the classroom	22.22% (2)	0% (0)	11.11% (1)	44.44% (4)	22.22% (2)	9	0	1.42	3.44
Introduced stimulating ideas about the subject	0% (0)	11.11% (1)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	0.92	3.78
Involved students in hands-on projects such as research, case studies, or real life activities	33.33% (3)	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.59	2.89
Inspired students to set and achieve goals which really challenged them	0% (0)	11.11% (1)	44.44% (4)	33.33% (3)	11.11% (1)	9	0	0.83	3.44
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	33.33% (3)	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.56	3
Asked students to help each other understand ideas or concepts	22.22% (2)	0% (0)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.41	3.33
Gave projects, tests, or assignments that required original or creative thinking	44.44% (4)	0% (0)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.63	2.67
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	33.33% (3)	0% (0)	11.11% (1)	55.56% (5)	9	0	1.37	3.89

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	44.44% (4)	33.33% (3)	22.22% (2)	9	0	0.79	3.78
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	22.22% (2)	11.11% (1)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.41	3
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	11.11% (1)	9	0	0.83	3.56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	22.22% (2)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.07	3.56
Acquiring skills in working with others as a member of a team	55.56% (5)	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	9	0	1.45	2.11
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.41	2.33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	22.22% (2)	0% (0)	44.44% (4)	11.11% (1)	22.22% (2)	9	0	1.37	3.11
Developing skill in expressing myself orally or in writing	44.44% (4)	22.22% (2)	11.11% (1)	11.11% (1)	11.11% (1)	9	0	1.4	2.22
Learning how to find, evaluate, and use resources to explore a topic in depth	22.22% (2)	11.11% (1)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.41	3
Developing ethical reasoning and/or ethical decision making	22.22% (2)	11.11% (1)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.41	3
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	11.11% (1)	33.33% (3)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.37	3.11
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	33.33% (3)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.26	3.44
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	44.44% (4)	22.22% (2)	33.33% (3)	9	0	0.87	3.89

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Amount of coursework	0% (0)	22.22% (2)	77.78% (7)	0% (0)	0% (0)	9	0	0.42	2.78
Difficulty of subject matter	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	11.11% (1)	9	0	1.15	3.33

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
As a rule, I put forth more effort than other students on academic work.	11.11% (1)	11.11% (1)	44.44% (4)	0% (0)	33.33% (3)	9	0	1.33	3.33
I really wanted to take this course regardless of who taught it.	44.44% (4)	0% (0)	22.22% (2)	22.22% (2)	11.11% (1)	9	0	1.5	2.56
When this course began I believed I could master its content.	0% (0)	0% (0)	44.44% (4)	33.33% (3)	22.22% (2)	9	0	0.79	3.78
My background prepared me well for this course's requirements.	11.11% (1)	11.11% (1)	55.56% (5)	11.11% (1)	11.11% (1)	9	0	1.05	3
Overall, I rate this instructor an excellent teacher.	0% (0)	11.11% (1)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.03	4.22
Overall, I rate this course as excellent.	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	33.33% (3)	9	0	1.03	3.78

Qualitative

Comments -
<ul style="list-style-type: none">Professor Jiang was really great at answering questions in office hours and was very accessible. He took every opportunity to improve our learning experience by refining his style of teaching based on student feedback. He explains course concepts thoroughly and clearly. He is a fantastic professor.Dr. Jiang is a good professor who does well to slow the course down and explain concepts for students who don't understand it. My only problem with this course is that I didn't want to take it and I could've done all of it online which would have saved me money. But that's not a problem with Dr. Jiang that's a problem with CNU.Dr. Jiang was a wonderful instructor, and his background offered such a unique take on the topics we discussed in class.As a first year professor, Ethan is an very engaging teacher. He always provides a positive atmosphere making a warm class room. There are certain examples that become repetitive; however, I would not have guessed he was a first year teacher.great professor