

ECON 200 (3): The Economic Way of Thinking
Fall Semester 2020 | Yixiao Jiang | Course CIP Code: 45.0601

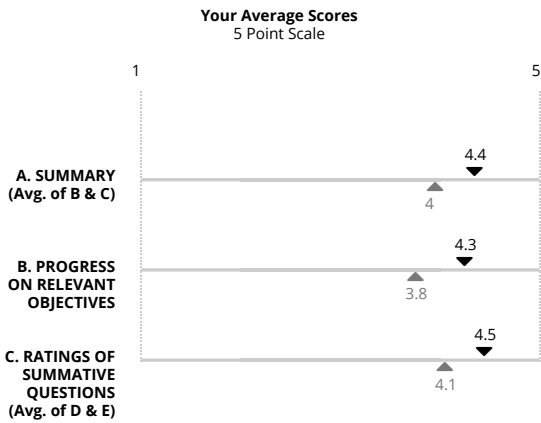
25		Students Enrolled
16		Students Responded
64%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

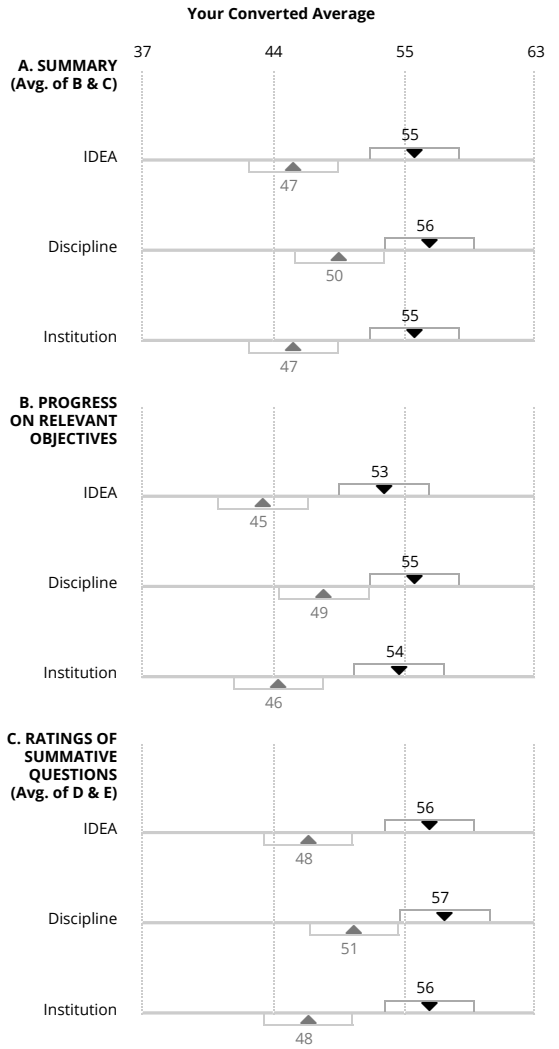
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.7
E. Excellent Course	3.8	4.3

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	57
Discipline	54	59
Institution	51	57
E. Excellent Course		
IDEA	44	54
Discipline	48	55
Institution	44	54

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					
							Your Average (5 Point Scale)		% of Students Rating		IDEA	
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	3.9	4.2	6	69	45	52	49	54	45	53	
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.9	3.1	44	38	34	37	40	42	40	44	
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	4.3	6	56	45	53	49	55	46	55	
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	4.1	13	56	41	50	47	53	43	52	
Acquiring skills in working with others as a member of a team	M	1.8	1.8	69	13	18	18	31	33	25	30	
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2	2.2	69	19	26	28	37	39	32	37	
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.1	2.2	63	19	24	25	36	38	29	33	
Developing skill in expressing myself orally or in writing	M	2.1	2.1	69	13	20	21	33	34	27	31	
Learning how to find, evaluate, and use resources to explore a topic in depth	M	2.8	3	44	38	30	33	37	41	36	41	
Developing ethical reasoning and/or ethical decision making	M	2.9	3.2	38	31	35	40	42	46	44	49	
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3	3.1	31	38	32	35	39	42	38	42	
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.8	38	56	39	47	45	52	46	54	
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	4.3	13	69	52	57	52	57	53	58	

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.9	42	43	43
Difficulty of subject matter	3.1	46	40	46

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	39	41	41
I really wanted to take this course regardless of who taught it.	2.9	34	37	35
When this course began I believed I could master its content.	3.4	37	43	39
My background prepared me well for this course's requirements.	3.1	35	42	36

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	0% (1 or 2) 88% (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	4.4	0% (1 or 2) 88% (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	4.3	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.6	19% (1 or 2) 56% (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	2.9	31% (1 or 2) 31% (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
Encouraged students to reflect on and evaluate what they have learned	3.8	6% (1 or 2) 75% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.6	19% (1 or 2) 63% (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	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.6	25% (1 or 2) 50% (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

Active Learning	Your Average	Students Rating	Suggested Action

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)	6.25% (1)	6.25% (1)	56.25% (9)	31.25% (5)	16	0	0.78	4.13
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	6.25% (1)	18.75% (3)	37.5% (6)	6.25% (1)	31.25% (5)	16	0	1.27	3.38
Encouraged students to reflect on and evaluate what they have learned	0% (0)	6.25% (1)	18.75% (3)	68.75% (11)	6.25% (1)	16	0	0.66	3.75
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	12.5% (2)	37.5% (6)	50% (8)	16	0	0.7	4.38
Formed teams or groups to facilitate learning	62.5% (10)	12.5% (2)	18.75% (3)	6.25% (1)	0% (0)	16	0	0.98	1.69
Made it clear how each topic fit into the course	0% (0)	0% (0)	12.5% (2)	37.5% (6)	50% (8)	16	0	0.7	4.38
Provided meaningful feedback on students' academic performance	18.75% (3)	12.5% (2)	25% (4)	25% (4)	18.75% (3)	16	0	1.36	3.13
Stimulated students to intellectual effort beyond that required by most courses	6.25% (1)	12.5% (2)	18.75% (3)	43.75% (7)	18.75% (3)	16	0	1.12	3.56
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	18.75% (3)	37.5% (6)	37.5% (6)	6.25% (1)	16	0	0.85	3.31
Explained course material clearly and concisely	0% (0)	0% (0)	12.5% (2)	50% (8)	37.5% (6)	16	0	0.66	4.25
<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)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Created opportunities for students to apply course content outside the classroom	6.25% (1)	18.75% (3)	25% (4)	12.5% (2)	37.5% (6)	16	0	1.32	3.56
Introduced stimulating ideas about the subject	6.25% (1)	12.5% (2)	25% (4)	25% (4)	31.25% (5)	16	0	1.22	3.63
Involved students in hands-on projects such as research, case studies, or real life activities	31.25% (5)	0% (0)	31.25% (5)	25% (4)	12.5% (2)	16	0	1.41	2.88
Inspired students to set and achieve goals which really challenged them	25% (4)	6.25% (1)	37.5% (6)	18.75% (3)	12.5% (2)	16	0	1.32	2.88
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	18.75% (3)	43.75% (7)	25% (4)	0% (0)	12.5% (2)	16	0	1.17	2.44
Asked students to help each other understand ideas or concepts	18.75% (3)	25% (4)	37.5% (6)	6.25% (1)	12.5% (2)	16	0	1.21	2.69
Gave projects, tests, or assignments that required original or creative thinking	18.75% (3)	12.5% (2)	37.5% (6)	12.5% (2)	18.75% (3)	16	0	1.32	3
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.25% (1)	6.25% (1)	25% (4)	43.75% (7)	18.75% (3)	16	0	1.05	3.63

<i>Describe your progress on:</i>	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)	0% (0)	6.25% (1)	25% (4)	43.75% (7)	25% (4)	16	0	0.86	3.88
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	18.75% (3)	25% (4)	18.75% (3)	18.75% (3)	18.75% (3)	16	0	1.39	2.94
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	6.25% (1)	37.5% (6)	25% (4)	31.25% (5)	16	0	0.95	3.81
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	12.5% (2)	31.25% (5)	37.5% (6)	18.75% (3)	16	0	0.93	3.63
Acquiring skills in working with others as a member of a team	68.75% (11)	0% (0)	18.75% (3)	6.25% (1)	6.25% (1)	16	0	1.29	1.81
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	62.5% (10)	6.25% (1)	12.5% (2)	6.25% (1)	12.5% (2)	16	0	1.46	2
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	50% (8)	12.5% (2)	18.75% (3)	12.5% (2)	6.25% (1)	16	0	1.32	2.13
Developing skill in expressing myself orally or in writing	43.75% (7)	25% (4)	18.75% (3)	6.25% (1)	6.25% (1)	16	0	1.2	2.06
Learning how to find, evaluate, and use resources to explore a topic in depth	31.25% (5)	12.5% (2)	18.75% (3)	18.75% (3)	18.75% (3)	16	0	1.51	2.81
Developing ethical reasoning and/or ethical decision making	18.75% (3)	18.75% (3)	31.25% (5)	12.5% (2)	18.75% (3)	16	0	1.34	2.94
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	25% (4)	6.25% (1)	31.25% (5)	18.75% (3)	18.75% (3)	16	0	1.41	3
Learning to apply knowledge and skills to benefit others or serve the public good	25% (4)	12.5% (2)	6.25% (1)	18.75% (3)	37.5% (6)	16	0	1.65	3.31
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	6.25% (1)	6.25% (1)	18.75% (3)	25% (4)	43.75% (7)	16	0	1.2	3.94
<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	N	DNA	SD	M
Amount of coursework	0% (0)	12.5% (2)	87.5% (14)	0% (0)	0% (0)	16	0	0.33	2.88
Difficulty of subject matter	0% (0)	6.25% (1)	75% (12)	18.75% (3)	0% (0)	16	0	0.48	3.13
<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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	6.25% (1)	6.25% (1)	37.5% (6)	31.25% (5)	18.75% (3)	16	0	1.06	3.5
I really wanted to take this course regardless of who taught it.	18.75% (3)	12.5% (2)	31.25% (5)	31.25% (5)	6.25% (1)	16	0	1.2	2.94
When this course began I believed I could master its content.	0% (0)	18.75% (3)	31.25% (5)	37.5% (6)	12.5% (2)	16	0	0.93	3.44
My background prepared me well for this course's requirements.	18.75% (3)	12.5% (2)	18.75% (3)	43.75% (7)	6.25% (1)	16	0	1.25	3.06
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	12.5% (2)	37.5% (6)	50% (8)	16	0	0.7	4.38
Overall, I rate this course as excellent.	0% (0)	12.5% (2)	25% (4)	31.25% (5)	31.25% (5)	16	0	1.01	3.81
	Positively	Negatively	Has Not Impacted It			N	DNA	SD	M
How has online instruction impacted your learning in the course?	6.25% (1)	31.25% (5)	62.5% (10)			16	0	-	-
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
The online delivery method that my professor used (interactive sessions, recorded lectures, etc.) was effective in meeting the course learning objectives.	25% (4)	50% (8)	25% (4)	0% (0)	0% (0)	16	0	-	-
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
Course activities and assignments facilitated my understanding of the revised course material.	25% (4)	37.5% (6)	37.5% (6)	0% (0)	0% (0)	16	0	-	-
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
My technology skills were adequate for successfully completing this course.	56.25% (9)	43.75% (7)	0% (0)	0% (0)	0% (0)	16	0	-	-

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	SD	SD	M
My personal technological resources were adequate for successfully completing this course.	50% (8)	37.5% (6)	6.25% (1)	6.25% (1)	0% (0)	16	0	-	-

Qualitative

Comments -
<ul style="list-style-type: none">• He was a good professor and tried to help everyone learn but it was still a difficult topic to learn.• He makes complex ideas easy to understand and apply to real world situations.• He is a nice professor that tries hard to keep us engaged in class. The topic material for me isn't exciting but the kahoots every once in awhile bring me happiness.• This class was slightly more difficult than I anticipated, but it was manageable. I wish the homework was more reflective of the exam, because the MindTap homework was unrelated in my opinion. Perhaps, the professor could create a scholar homework set that matches the phrasing that is used on the exam, because that would be more helpful.• Dr. Jiang is a great professor. While I am only taking this course to fulfill my liberal learning requirement, I found some of the course material useful for some other classes I am taking. He is also very understanding and genuinely wants students to succeed. He helps in any way possible to ensure every student is understanding the material.• I didn't really like how the homework and test questions didn't match up with each other. In addition, the practice test questions are way harder than what's taught in class which can be frustrating. I think Professor Jiang did his best to try and facilitate participation, however there could have been more exercises or group work to get the class involved more. The Kahoots he did at the beginning of semester were really fun and watching videos in class was also helpful.• Professor Ethan is a great teacher. He is able to make difficult topics seem simple for those, who are not naturally inclined with the topic. Not only that but he is very empathic to his students and just expect them to try their best and is always willing to help and work with his students. It shows that he cares about his students success.• I personally do not enjoy economics, but this course was required. I do not feel that it was necessarily needed to further my education. However, the professor did take time to make sure that his students understood the material, which I appreciate.• Class often felt a bit slow but I do appreciate your desire to make sure the students who may be struggling are able to keep up with the material. Thank you for the semester!