

ECON 202 (4): Principles of Microeconomics

Spring Semester 2022 | Yixiao Jiang | Course CIP Code: 45.0601

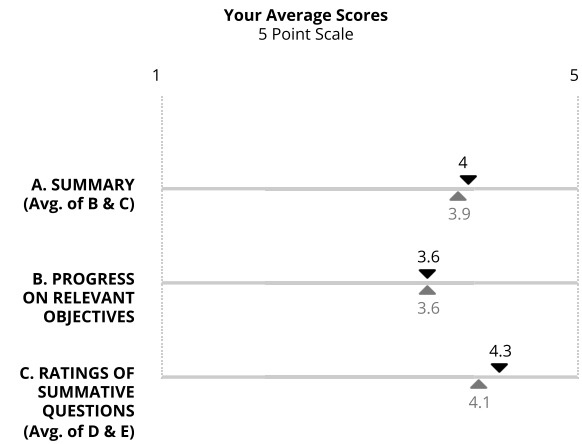
91		Students Enrolled
63		Students Responded
69.23%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

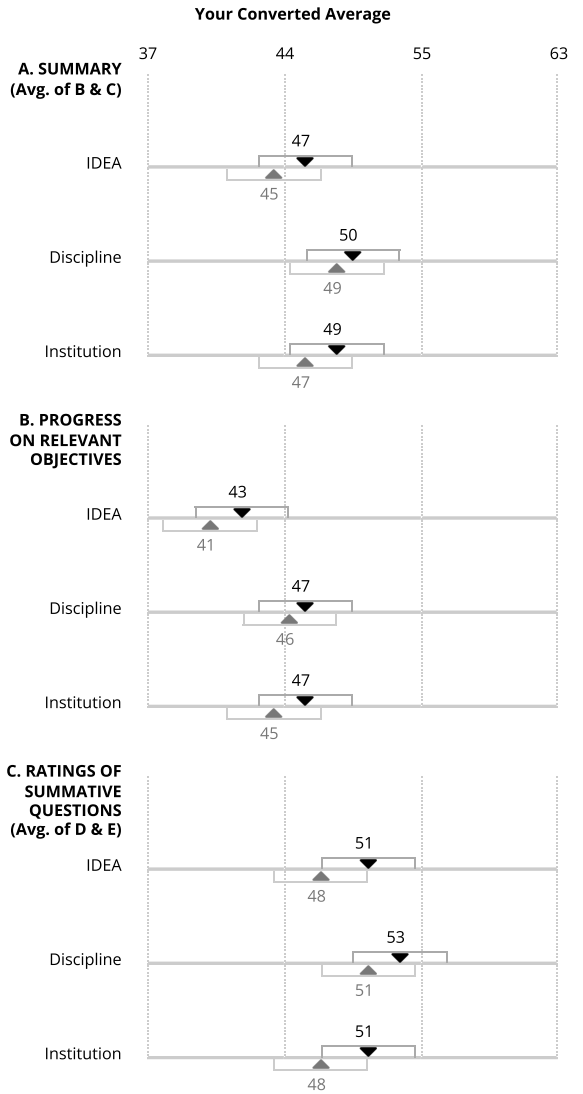
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.3	4.5
E. Excellent Course	3.9	4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	50	53
Discipline	53	55
Institution	50	53
E. Excellent Course		
IDEA	45	48
Discipline	49	51
Institution	45	49

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		
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	3.9	8	69	43	46	47	49	44	47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		I	3.3	3.3	31	48	39	40	45	45	45	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M	3.9	4.2	8	69	47	51	51	53	48	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	3.9	4.2	8	65	45	51	50	55	47	54
Acquiring skills in working with others as a member of a team		M	2.8	2.9	39	26	34	35	43	45	39	43
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	2.9	3.7	42	34	39	49	48	56	43	52
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.1	3.3	39	40	39	42	48	51	41	46
Developing skill in expressing myself orally or in writing		M	2.9	3.3	44	34	33	41	43	49	38	46
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.4	3.7	24	50	39	45	45	50	44	50
Developing ethical reasoning and/or ethical decision making		M	3.4	3.5	26	50	42	43	48	49	50	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		M	3.5	3.7	23	53	41	44	47	50	45	49
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.4	3.5	24	44	40	41	46	49	48	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	4	4.2	8	73	53	56	52	56	54	57

		Your Converted Average					Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution	Student Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3	44	45	46	As a rule, I put forth more effort than other students on academic work.	3.5	40	42	42
Difficulty of subject matter	3.3	48	43	49	I really wanted to take this course regardless of who taught it.	3.3	41	44	43
					When this course began I believed I could master its content.	3.7	44	49	45
					My background prepared me well for this course's requirements.	3.6	46	51	46

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.3	3% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.3	3% (1 or 2) 81% (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	4.1	3% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of 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	14% (1 or 2) 60% (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	4.1	5% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.9	10% (1 or 2) 70% (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	3.8	13% (1 or 2) 59% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.3	32% (1 or 2) 46% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	SD	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	6.35% (4)	19.05% (12)	36.51% (23)	38.1% (24)	63	0	0.91	4.06
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.17% (2)	11.11% (7)	25.4% (16)	30.16% (19)	30.16% (19)	63	0	1.1	3.73
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.76% (3)	12.7% (8)	49.21% (31)	33.33% (21)	63	0	0.8	4.11
Demonstrated the importance and significance of the subject matter	0% (0)	1.59% (1)	15.87% (10)	34.92% (22)	47.62% (30)	63	0	0.79	4.29
Formed teams or groups to facilitate learning	39.68% (25)	20.63% (13)	7.94% (5)	9.52% (6)	22.22% (14)	63	0	1.6	2.54
Made it clear how each topic fit into the course	0% (0)	3.17% (2)	15.87% (10)	26.98% (17)	53.97% (34)	63	0	0.85	4.32
Provided meaningful feedback on students' academic performance	6.35% (4)	7.94% (5)	19.05% (12)	33.33% (21)	33.33% (21)	63	0	1.17	3.79
Stimulated students to intellectual effort beyond that required by most courses	1.59% (1)	7.94% (5)	20.63% (13)	36.51% (23)	33.33% (21)	63	0	1	3.92
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.52% (6)	11.11% (7)	23.81% (15)	25.4% (16)	30.16% (19)	63	0	1.28	3.56
Explained course material clearly and concisely	0% (0)	3.17% (2)	15.87% (10)	26.98% (17)	53.97% (34)	63	0	0.85	4.32
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	1.59% (1)	7.94% (5)	30.16% (19)	60.32% (38)	63	0	0.71	4.49
Created opportunities for students to apply course content outside the classroom	4.76% (3)	7.94% (5)	28.57% (18)	25.4% (16)	33.33% (21)	63	0	1.14	3.75
Introduced stimulating ideas about the subject	0% (0)	3.17% (2)	23.81% (15)	34.92% (22)	38.1% (24)	63	0	0.86	4.08
Involved students in hands-on projects such as research, case studies, or real life activities	20.63% (13)	17.46% (11)	19.05% (12)	17.46% (11)	25.4% (16)	63	0	1.48	3.1
Inspired students to set and achieve goals which really challenged them	4.76% (3)	17.46% (11)	20.63% (13)	31.75% (20)	25.4% (16)	63	0	1.18	3.56
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	7.94% (5)	23.81% (15)	22.22% (14)	22.22% (14)	23.81% (15)	63	0	1.28	3.3
Asked students to help each other understand ideas or concepts	7.94% (5)	7.94% (5)	28.57% (18)	31.75% (20)	23.81% (15)	63	0	1.17	3.56
Gave projects, tests, or assignments that required original or creative thinking	9.52% (6)	12.7% (8)	19.05% (12)	23.81% (15)	34.92% (22)	63	0	1.33	3.62
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.35% (4)	7.94% (5)	15.87% (10)	33.33% (21)	36.51% (23)	63	0	1.18	3.86

<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)	1.61% (1)	6.45% (4)	22.58% (14)	46.77% (29)	22.58% (14)	62	0	0.91	3.82
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	11.29% (7)	19.35% (12)	20.97% (13)	27.42% (17)	20.97% (13)	62	0	1.3	3.27
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	8.06% (5)	22.58% (14)	38.71% (24)	30.65% (19)	62	0	0.92	3.92
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	8.06% (5)	27.42% (17)	33.87% (21)	30.65% (19)	62	0	0.94	3.87
Acquiring skills in working with others as a member of a team	19.35% (12)	19.35% (12)	35.48% (22)	11.29% (7)	14.52% (9)	62	0	1.28	2.82
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	24.19% (15)	17.74% (11)	24.19% (15)	9.68% (6)	24.19% (15)	62	0	1.48	2.92
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20.97% (13)	17.74% (11)	20.97% (13)	16.13% (10)	24.19% (15)	62	0	1.46	3.05
Developing skill in expressing myself orally or in writing	22.58% (14)	20.97% (13)	22.58% (14)	16.13% (10)	17.74% (11)	62	0	1.4	2.85
Learning how to find, evaluate, and use resources to explore a topic in depth	16.13% (10)	8.06% (5)	25.81% (16)	22.58% (14)	27.42% (17)	62	0	1.38	3.37
Developing ethical reasoning and/or ethical decision making	12.9% (8)	12.9% (8)	24.19% (15)	22.58% (14)	27.42% (17)	62	0	1.35	3.39
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	4.84% (3)	17.74% (11)	24.19% (15)	29.03% (18)	24.19% (15)	62	0	1.17	3.5
Learning to apply knowledge and skills to benefit others or serve the public good	8.06% (5)	16.13% (10)	32.26% (20)	17.74% (11)	25.81% (16)	62	0	1.25	3.37
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	8.06% (5)	19.35% (12)	37.1% (23)	35.48% (22)	62	0	0.93	4

<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	1.61% (1)	6.45% (4)	87.1% (54)	1.61% (1)	3.23% (2)	62	0	0.52	2.98
Difficulty of subject matter	1.61% (1)	11.29% (7)	50% (31)	32.26% (20)	4.84% (3)	62	0	0.79	3.27

<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.	3.23% (2)	4.84% (3)	40.32% (25)	38.71% (24)	12.9% (8)	62	0	0.89	3.53
I really wanted to take this course regardless of who taught it.	9.68% (6)	16.13% (10)	27.42% (17)	24.19% (15)	22.58% (14)	62	0	1.26	3.34
When this course began I believed I could master its content.	3.23% (2)	8.06% (5)	27.42% (17)	37.1% (23)	24.19% (15)	62	0	1.02	3.71
My background prepared me well for this course's requirements.	1.61% (1)	6.45% (4)	41.94% (26)	32.26% (20)	17.74% (11)	62	0	0.91	3.58
Overall, I rate this instructor an excellent teacher.	0% (0)	1.61% (1)	16.13% (10)	29.03% (18)	53.23% (33)	62	0	0.8	4.34
Overall, I rate this course as excellent.	3.23% (2)	6.45% (4)	25.81% (16)	30.65% (19)	33.87% (21)	62	0	1.06	3.85

Qualitative

Comments -

- n/a
- Professor Jiang taught the course extremely well. He always encouraged students to ask questions or for further explanation.
- Great prof, moved a little fast which was hard for me, but thats just because econ is a hard subject for me.
- Ethan and I apple my fall semester and i was torn between choosing him as a professor and someone else but he gave me an organized run through of everything that would be covered in class and I honestly don't regret picking him! He's awesome
- A great teacher!! Explained any questions or concerns clearly. Always willing to help.
- N/A
- I loved Dr. Ethan he was easy reach and way better than my marco teacher . I loved how he gave us extra credit, and reviews. My macro teacher did none of that and almsot everyone failed the test. I love how Dr. Ethan also dosent teach straight from the text slides. I love how he is engaging and a active professor. 1000/100 rating
- Dr. Jiang overall has been a good professor. Sometimes he would not go over the more difficult coursework as much as I would prefer, though it was not detrimental to the course. The class was fairly engaging, though it was very similar to macroeconomics and a lot of topics felt repetitive.
- I really liked this class! Based on my macro class last semester i was not looking forward to micro but you made it very engaging and fun! Also were very fair with grades and understanding if we happen to miss a homework.
- Thank you for a great semester
- Encouraging group work would have been good. Also using more examples than just coffee would have helped.
- n/a
- You are a fantastic teacher and your energy and enthusiasm was much appreciated. I specifically valued how you utilized your volume when speaking (frequently changing levels of volume) to keep the class from losing focus. I do not enjoy economics or business, it is not my field, and I find the information presented to be highly uninteresting on its own, but you did a really good job at making what I consider to be a tedious class engaging.
- Dr. Jiang is such an excellent professor. When someone has a question, he will take the time to answer the question and make sure that the person understands. He also values feedback on his teaching to use it as an opportunity to improve. That alone is a huge difference between him and a lot of other teachers out there. I would certainly recommend this class and especially this professor to anyone. Would definitely take this class again.
- I really liked the way the homework was planned out.
- I have really enjoyed this course.
- from the very first class, you made it an enjoyable environment to be in! you are a great professor, thank you for the semester
- My main concern with this course was how much it involved mathematical concepts, operations, and graphing rather than actual economics concepts. If you are not good with arithmetic's or just math subjects in general, it will be an extremely challenging course. Math is not my strong suit, and therefore I struggled with the course a lot. I came out of this course hardly knowing any economic concepts. I do not know if that is just how the course is structured, or if this is related to the teacher. The content was very challenging for me, and I was often lost.
- Very good
- Great Professor, would definitely take again!
- Awesome teacher! Really enjoyed his class