COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Seattle
College of Arts and Sciences
Economics
Term: Autumn 2020 (COVID)

IASystem
The Course Evaluation Standard

ECON 200 AD
Introduction To Microeconomics
Course type: Online

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

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 20/48 (42% moderate)

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
4.4	**4.9**
(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:

CEI: 5.0
(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 remote learning course as a whole was:	20	35%	20%	25%	15%	5%		3.8	4.2
The course content was:	20	35%	40%	15%	10%			4.1	4.6
The instructor's contribution to the course was:	20	60%	30%	5%	5%			4.7	5.1
The instructor's effectiveness in teaching the subject matter was:	20	60%	30%	5%	5%			4.7	5.1

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:	20	10%	10%	5%	45%	5%	10%	15%	3.9
The intellectual challenge presented was:	20	20%	30%	25%	20%			5%	5.5
The amount of effort you put into this course was:	20	35%	25%	15%	15%	5%	5%		5.9
The amount of effort to succeed in this course was:	20	40%	20%	15%	15%	5%	5%		6.0
Relative to similar courses taught in person, your participation in this course was:	19	16%	16%	11%	37%	5%	5%	11%	4.3
Relative to similar courses taught in person, your success in this course was:	20	5%	5%	10%	40%	15%	10%	15%	3.8

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: 8.3   (N=20)**

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
	10%	15%	15%	25%	5%	20%	5%			5%	

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 5.5   (N=20)**

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
15%	15%	20%	15%	25%		5%				5%	

What grade do you expect in this course?   **Class median: 3.1   (N=20)**

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
10%	10%	25%	20%	10%	5%		5%		5%	5%				5%

In regard to your academic program, is this course best described as: **(N=20)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
25%	25%	5%		40%	5%

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	20	35%	25%	25%	5%	5%	5%	3.9	7
Timeliness of instructor response to assignments was:	20	60%	20%	15%	5%			4.7	3
Quality/helpfulness of instructor feedback was:	20	60%	25%	10%	5%			4.7	4
Clarity of course objectives was:	20	55%	25%	10%	10%			4.6	2
Clarity of student responsibilities and requirements was:	20	55%	35%	5%	5%			4.6	5
Usefulness of reading assignments in understanding course content was:	20	30%	30%	30%	10%			3.8	10
Usefulness of written assignments in understanding course content was:	20	30%	30%	30%	10%			3.8	11
Usefulness of online resources in understanding course content was:	20	35%	40%	10%	15%			4.1	9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	20	45%	20%	10%	20%	5%		4.2	8
Reasonableness of assigned work was:	20	50%	25%	20%	5%			4.5	6
Organization of materials online was:	20	60%	20%	15%	5%			4.7	1

COURSE SUMMARY REPORT
Student Comments

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STANDARD OPEN-ENDED QUESTIONS

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

1. It did, I just feel like due to remote learning my dedication has been off. I wasn't interested in the subject at all.

2. Yes. I knew nothing about economics going in, so it was a new experience for me. I wasn't just given the answers either; I was challenged to think about my answers.

3. It was interesting, I really found the complex concepts useful and thought provoking.

4. Yes, it caused me to have an economic mindset which is quite difficult if not familiar.

5. Yes, it was very challenging.

6. Yes , I had to put a lot of thought into answers and had to ask a lot of questions

7. yes, it was something that I have had 0 experience with in the past.

9. yes, the application of concepts requires me to have good reasoning

10. Yes. Lukas made sure we were able to understand the concepts through real world examples.

11. Just hard. Very very hard.

12. I had extreme trouble in this class, it was so hard for me and i went to a few ta sessions, clue, and other tutoring resource that didn't help me because it was all virtual. The best way I can learn for a class as hard and specific as this, I need to be sat down with someone one on one. I just feel really embarrased and insecure when asking questions and I see that most students are ahead of me so I didn't bother to try anymore

13. yes

14. This class was intellectually stimulating because it helped me understand concepts that I was confused about after hearing the lecture.

15. Great quiz section!

16. Yes, learning new concepts in microeconomics did stretch my way of thinking especially learning about the free market that I participate in and how it works.

17. Yes, the T.A. session was intellectually stimulating as Lukas would break down the concepts learned in the lectures so it is easier to understand. This really helped me learn and understand the topics.

18. Yes, economics was completely new to me, and it was stimulating to learn a new field. We evaluating text-book as well as current real world examples.

What aspects of this class contributed most to your learning?

1. TA quiz sections were literally the only thing that pulled my learning altogether and basically helped me pass the course.

2. The relevancy of the quiz section content to the previous lectures and next quiz. The opportunity to get questions answered and do an in-depth review. The approachability of the TA.

3. The textbook was well written, quiz section was helpful, and the homeworks did a good job of reinforcing the material.

4. The Quiz sections helped me a lot.

5. TA sessions & panapto recordings

6. The TA sessions and panoptos

7. recorded lectures

8. Having the instructor explain and use the slides presented to thoroughly explain the content that needed to be understood. Specifically when breaking down content needed for quizzes and exams.

9. logistic and reasoning

10. Him answering questions and going out of his way to help.

11. The money making.

12. it did not contribute this course worsened with my anxiety

13. TA sessions and practice problems

14. The powerpoint slides were very concise and easy to follow, and the zoom sessions were also very helpful because it provided additional explanations to concepts that sometimes were gone over too fast in the actual lecture.

15. The example problems

16. The review problems/examples helped me understand key concepts.

17. How open and available Lukas was outside of class, such as through Office Hours or email contributed heavily to my learning. Extremely understanding when you are stuck on a certain problem and gives all his effort to make sure he fully answers the question. One of the greatest resource in learning for me Fall Quarter.

18. TA sessions with Lukas were a huge part of being able to consolidate information learned in the lecture.

What aspects of this class detracted from your learning?

1. • Remote Learning • Amount of work imposed by Haideh

2. The online aspect, but I know that cannot be currently helped.

3. The exams in this course were mind blowingly difficult. I studied for multiple hours for each quiz but 30 minutes was in multiple instances not even close to enough time to give my best answer. On top of that, my understanding of the concept didn't line up at all with how well I did. Feedback could have been clearer.

4. The fact it was online made it harder to focus on the material.

5. The amount of work assigned and general harshness of grading.

6. It was online so it was hard to stay focused during long panoptos

7. being online

9. caring about the GPA all the time

10. Nothing.

11. The actual economics.

12. .

13. nothing

14. I don't think there was anything that detracted from my learning in this class

15. Lack of class contribution

16. Nothing

17. This definitely differs on learning style, but I found it a little nerve-wracking when I would ask for help on a problem but while breaking down the problem's answer, Lukas would ask me questions about the problem. Because if I ask a question about a problem, I probably don't know much about the topic and can't correctly answer the questions.

18. The volume of content is large, making it difficult to spend a lot of time on any one area.

What suggestions do you have for improving this class generally?

1. TA sections were great, made it feel like a high school class. Interaction with students is key.

2. No suggestions.

3. Give more time for the quizzes and clearer expectations on what we will need to know.

4. I found the quiz section great! Lukas did an amazing job explaining concepts when there was confusion and really helped all of us understand the concepts at a better depth.

5. Lower amount of work/content assigned

6. Maybe more TA sessions during the week

7. More practice problems given during lecture

8. Maybe having more time in between slides, to take notes and copy down the answers. I know the TA sessions are all recorded and I can always go back later, but I just felt like sometimes the slides were filliped through too fast.

9. Maybe somehow reduce students attention on GPA but whether truly grasp the contents

10. More practice problems and going over the quiz from the prior week.

11. Nothing.

12. to not make quizzes so hard

13. nothing

14. Not much, maybe just having the recording links and files in one place so it's easier to access at once

15. None

16. Nothing really

17. The class generally had nothing to improve. It was super resourceful and helpful.

18. Honestly, Lukas did a great job, answered all questions, and set up our weekly sessions well. Potentially, an extra session reviewing for the final would have been nice.

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. GO TO QUIZ SECTIONS! They save your life.

2. No suggestions.

3. Instead of a purely lecture zoom make it possible for students to interject with questions at least through a chat box. I was puzzled as to why we couldn't even do that much.

4. Come prepared with any questions you have.

7. not having the zooms and recorded lectures as the same. It was pointless to do both. Much better if the zooms would go more into depth about topic and was used to solve problems, not reteach material.

8. I thought that my TA did a very good job at making sure to answer questions, and making sure everyone was following along. I felt that the TA sessions were very thorough and always helpful.

9. the time of courses

10. Sam answer as above.

11. Not take it remotely.

12. not to make the quizzes so hard, multiple choice questions, make the quizzes like the homework it is a lot less intimidating stress free and clear.

13. nothing, maybe one more quiz section a week.

14. Having the zoom session recordings and slides posted under one place, whether it be a document or a google drive folder, would be more helpful when going back to review

15. Go to all the lectures

16. Possibly upload the quiz section slides before the zoom class.

17. Nothing to improve, my experience was great! Having all the presentations in a Google folder was really helpful when reviewing for the Final :)

18. More time to work on problems in breakout groups.

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.[1] 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).

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[1] 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.