

ECON 201 (003_1): Econ Principles I (Micro)

Spring 2019 | Dennis Plott

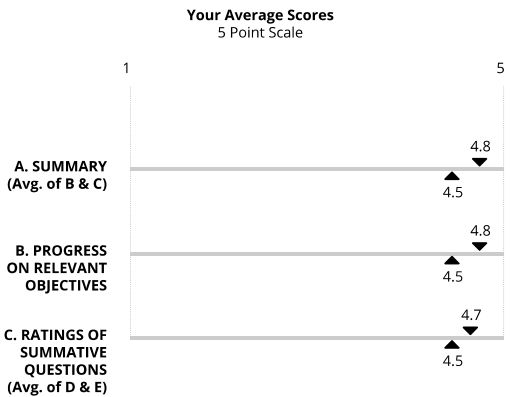
43		Students Enrolled
15		Students Responded
34.88%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

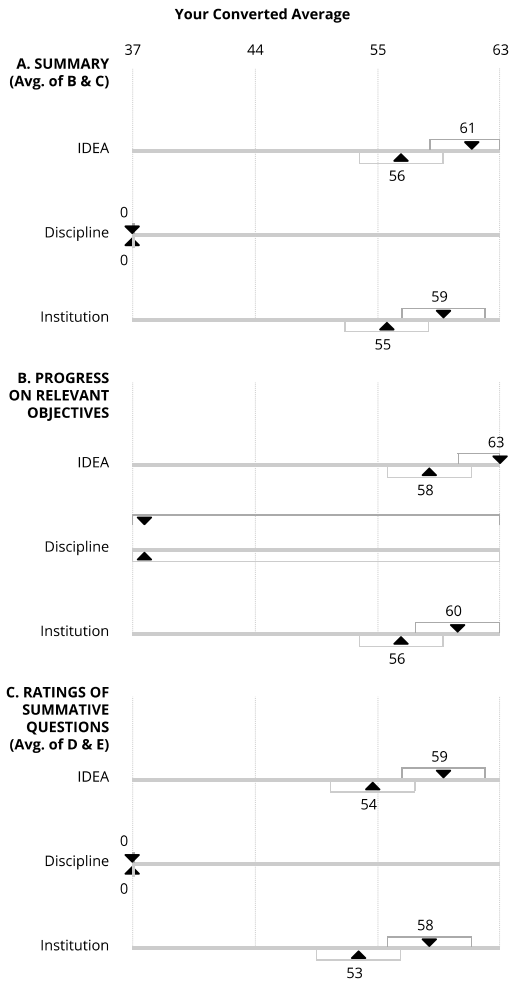
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.9
E. Excellent Course	4.2	4.5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	61
Discipline		
Institution	55	59
E. Excellent Course		
IDEA	51	56
Discipline		
Institution	51	56

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, general-izations, theories)	E	4.4	4.6	0	87	56	59			54	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cul-tures	M	3.9	4.2	13	67	49	54			49	54
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.6	4.9	0	100	60	67			57	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.5	4.9	0	93	58	65			56	61
Acquiring skills in working with others as a member of a team	M	2.8	2.8	53	40	33	33			37	41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.1	3.6	40	53	42	49			44	52
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.3	40	53	39	42			41	45
Developing skill in expressing myself orally or in writing	M	3.3	3.7	33	60	41	47			42	49
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	4.1	13	73	49	52			49	53
Developing ethical reasoning and/or ethical decision making	M	3.9	4.1	20	73	51	54			51	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.5	4.6	0	93	59	61			56	59

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	50		51
Difficulty of subject matter	4.4	70		68

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1	60		55
I really wanted to take this course regardless of who taught it.	3.7	51		49
When this course began I believed I could master its content.	3.2	30		33
My background prepared me well for this course's requirements.	3.1	37		38

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.6	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.
Made it clear how each topic fit into the course	4.3	7% (1 or 2) 87% (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	4.4	0% (1 or 2) 87% (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	4.7	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.
Inspired students to set and achieve goals which really challenged them	3.6	20% (1 or 2) 60% (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)	3.9	13% (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.
Encouraged students to reflect on and evaluate what they have learned	4.1	7% (1 or 2) 87% (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	4.5	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	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	4.4	0% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	3.5	27% (1 or 2) 53% (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
Involved students in hands-on projects such as research, case studies, or real life activities	2.8	47% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.1	7% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of 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	Some-times	Frequently	Almost Al-ways	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, po-litical views)	6.67% (1)	6.67% (1)	13.33% (2)	33.33% (5)	40% (6)	15	0	1.18	3.93
Encouraged students to reflect on and evaluate what they have learned	6.67% (1)	0% (0)	6.67% (1)	46.67% (7)	40% (6)	15	0	1.02	4.13
Demonstrated the importance and sig-nificance of the subject matter	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	4.6
Formed teams or groups to facilitate learning	26.67% (4)	26.67% (4)	13.33% (2)	13.33% (2)	20% (3)	15	0	1.48	2.73
Made it clear how each topic fit into the course	0% (0)	6.67% (1)	6.67% (1)	33.33% (5)	53.33% (8)	15	0	0.87	4.33
Provided meaningful feedback on stu-dents' academic performance	6.67% (1)	0% (0)	33.33% (5)	26.67% (4)	33.33% (5)	15	0	1.11	3.8
Stimulated students to intellectual ef-fort beyond that required by most cour-ses	0% (0)	0% (0)	6.67% (1)	40% (6)	53.33% (8)	15	0	0.62	4.47
Encouraged students to use multiple re-sources (e.g., Internet, library holdings, outside experts) to improve understand-ing	6.67% (1)	6.67% (1)	26.67% (4)	20% (3)	40% (6)	15	0	1.22	3.8
Explained course material clearly and concisely	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasion-ally	Some-times	Frequently	Almost Al-ways	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situ-ations	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Created opportunities for students to apply course content outside the class-room	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	33.33% (5)	66.67% (10)	15	0	0.47	4.67
Involved students in hands-on projects such as research, case studies, or real life activities	40% (6)	6.67% (1)	13.33% (2)	13.33% (2)	26.67% (4)	15	0	1.68	2.8
Inspired students to set and achieve goals which really challenged them	13.33% (2)	6.67% (1)	20% (3)	26.67% (4)	33.33% (5)	15	0	1.36	3.6
Asked students to share ideas and expe-riences with others whose backgrounds and viewpoints differ from their own	26.67% (4)	0% (0)	13.33% (2)	20% (3)	40% (6)	15	0	1.63	3.47
Asked students to help each other un-derstand ideas or concepts	6.67% (1)	20% (3)	20% (3)	20% (3)	33.33% (5)	15	0	1.31	3.53
Gave projects, tests, or assignments that required original or creative thinking	6.67% (1)	0% (0)	13.33% (2)	40% (6)	40% (6)	15	0	1.06	4.07
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	6.67% (1)	20% (3)	33.33% (5)	40% (6)	15	0	0.93	4.07

<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)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	6.67% (1)	6.67% (1)	20% (3)	26.67% (4)	40% (6)	15	0	1.2	3.87
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	15	0	0.49	4.6
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53
Acquiring skills in working with others as a member of a team	40% (6)	13.33% (2)	6.67% (1)	6.67% (1)	33.33% (5)	15	0	1.76	2.8
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	33.33% (5)	6.67% (1)	6.67% (1)	20% (3)	33.33% (5)	15	0	1.71	3.13
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33.33% (5)	6.67% (1)	6.67% (1)	20% (3)	33.33% (5)	15	0	1.71	3.13
Developing skill in expressing myself orally or in writing	20% (3)	13.33% (2)	6.67% (1)	33.33% (5)	26.67% (4)	15	0	1.49	3.33
Learning how to find, evaluate, and use resources to explore a topic in depth	13.33% (2)	0% (0)	13.33% (2)	33.33% (5)	40% (6)	15	0	1.31	3.87
Developing ethical reasoning and/or eth-									

<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)	26.67% (4)	20% (3)	46.67% (7)	6.67% (1)	15	0	0.94	3.33
Difficulty of subject matter	0% (0)	0% (0)	13.33% (2)	33.33% (5)	53.33% (8)	15	0	0.71	4.4

<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.	0% (0)	0% (0)	20% (3)	46.67% (7)	33.33% (5)	15	0	0.72	4.13
I really wanted to take this course regardless of who taught it.	6.67% (1)	0% (0)	40% (6)	20% (3)	33.33% (5)	15	0	1.12	3.73
When this course began I believed I could master its content.	6.67% (1)	26.67% (4)	13.33% (2)	46.67% (7)	6.67% (1)	15	0	1.11	3.2
My background prepared me well for this course's requirements.	26.67% (4)	0% (0)	26.67% (4)	26.67% (4)	20% (3)	15	0	1.45	3.13
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Overall, I rate this course as excellent.	0% (0)	0% (0)	26.67% (4)	26.67% (4)	46.67% (7)	15	0	0.83	4.2

Qualitative

Comments -
<ul style="list-style-type: none">• The course material was very difficult but this professor taught it very well and tried to teach in a way that would help students understand better.• Professor Plott is an extremely bright guy who knows a ton about economics and has consistently engaging lectures that make sure you actually understand the material. He designs the exams and problem sets in a very conceptual way, so they are obviously difficult and you have to put in a lot of work, but it is fair if you do. Professor Plott is stern and can be intimidating, but I think it's because he cares about his students and wants us to put in effort to succeed not just in class, but later in life.• This class was hard but it taught me a lot. I am going to make a logical fallacy right here (pretending to know counterfactual), getting a C or B in your class is more beneficial for human capital than getting an A from an easier professor.• Professor Plott is one of the best teachers I have had so far at Loyola. He is extremely knowledgeable about the subject matter he teaches and is able to present the material in a way his students can understand. He teaches about relevant topics and connects what he teaches in class to real world problems. You definitely get the grade you deserve, but he provides all the materials you need to do well in his class. Overall a really amazing professor!• Hands down, one of the best economics professors in the department. He knows the subject exceptionally well and he is very clear on what he expects. I would not change the structure of the course.• He'd be a better graduate teacher; his tests are extremely difficult. Professor Plott is not approachable. He is very knowledgeable; however, he makes it known that he is much smarter and doesn't encourage questions. He didn't have office hours; only appointments and it had to be an hour before the class (Tuesdays at 7-9:30).• I really appreciated your teaching style and the way you would control the class environment. I may not have been the best at economics, but you defiantly made the class more enjoyable for me. I know it may be hard to fit everything in with it only being a once a week class, but I wish there was a little more in class work where we could try to solve problems on our own and then you explain how it is done. At times when I was doing the problem sets or preparing for an exam, I wouldn't know how or what to study, especially this being my first econ class i've taken, so if we did do some more classwork, I think I would feel more comfortable at times. Other than this, I thought this class was taught very well.