

	Question Text	N	Agree	Not Agree	IDK			
1	Abide by the CSU Principles of Community	49	100% (49)	0% (0)	0% (0)			
			None	1-20%	21-40%	41-60%	61-80%	81-100%
2	Time allocated to discussion	49	4% (2)	20% (10)	16% (8)	12% (6)	33% (16)	14% (7)
3	Time allocated to online	49	16% (8)	29% (14)	31% (15)	14% (7)	8% (4)	2% (1)
4	Time allocated to projects	49	18% (9)	29% (14)	20% (10)	18% (9)	10% (5)	4% (2)
5	Time allocated to homework	49	4% (2)	29% (14)	24% (12)	27% (13)	10% (5)	6% (3)
6	Time allocated to activities/labs	49	49% (24)	27% (13)	10% (5)	8% (4)	4% (2)	2% (1)
7	Time allocated to lectures	49	0% (0)	2% (1)	8% (4)	0% (0)	24% (12)	65% (32)
			Impact	No Impact				
8	Lectures	49	100% (49)	0% (0)				
9	Discussions	49	80% (39)	20% (10)				
10	Assignments	49	94% (46)	6% (3)				
11	Activities	49	80% (39)	20% (10)				
12	Labs	49	20% (10)	80% (39)				
13	Instructor	49	96% (47)	4% (2)				
14	Classmates	49	51% (25)	49% (24)				
			Not Stated	Low	Reasonable	High	V High	
15	Classmates/peer expectations for student to contribute	49	8% (4)	16% (8)	71% (35)	4% (2)	0% (0)	
			Not Enough	Reasonable	Challenging	Overwhelming		
17	Course workload	48	2% (1)	67% (32)	27% (13)	4% (2)		
			Strength	Not Strength				
19	Inclusive environment	48	96% (46)	4% (2)				

20	Clarity of expectations and grading	48	88% (42)	13% (6)				
21	Timing of Feedback	48	52% (25)	48% (23)				
22	Challenge of the course	48	92% (44)	8% (4)				
23	Accessibility and usefulness of materials	48	94% (45)	6% (3)				
24	Instructor Communication	48	98% (47)	2% (1)				
25	Support from Instructor	48	98% (47)	2% (1)				
			Enhance	Do not Enhance				
26	Inclusive environment	48	6% (3)	94% (45)				
27	Clarity of expectations and grading	48	15% (7)	85% (41)				
28	Timing of Feedback	48	48% (23)	52% (25)				
29	Challenge of the course	48	6% (3)	94% (45)				
30	Accessibility and usefulness of materials	48	10% (5)	90% (43)				
31	Instructor Communication	48	8% (4)	92% (44)				
32	Support from Instructor	48	6% (3)	94% (45)				
			No	Yes				
34	Student wishes to sign name to comments	48	94% (45)	6% (3)				
			Not Stated	Low	Reasonable	High	V High	
36	Instructor's expectations	48	0% (0)	0% (0)	67% (32)	33% (16)	0% (0)	
			None	Inconsistent	Not Enough	Enough	Too Much	
38	Instructor feedback	48	4% (2)	2% (1)	15% (7)	79% (38)	0% (0)	
			Too Late	Timely	Inconsistent			
40	Instructor feedback timely	48	25% (12)	60% (29)	15% (7)			

Text Responses

Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation

to be kind and respectful as well as participate in discussion

We have questions we answer in class and engagement help move the lecture along

The expectations was for us to provide our own perspectives of what we found in the assigned readings and discuss it during lecture.
They were high expectations but good.
The contribution to the class was mostly opinionated. When each student shares their own thoughts, it opens up a meaningful discussion.
No one cared about me
Were all there to learn from Ms. Deb.
Being an individualistic lecture style class, the only interactions I regularly had with classmates was occasionally hearing them speak in class to answer questions
The expectations are that I participate in small group conversations when prompted and contribute to ideas about the subject to share in class.
My classmates and peers were equally as engaged as I was throughout this course.
During lecture, it felt like no one wanted to talk, and the awkward silence made it more difficult to talk.
Contributing to ideas presented in class.
Most of my classmates (including me) were mostly silent, with only really 3 people contributing to discussions.
It was mainly lecture based so my peers did not have expectations for me to contribute.
great vibe in the classroom most people are engaged and talking
they expect me to be involved and respectful.
N/A
This is a very individual class, in which my peer's contribution to class made no difference in the work in did and passed in. So, no expectations
Have to contribute to the conversation at times
idk
it was important to participate during group discussions
They expect me to engage and listen in discussion.
contributed during in-class discussions that helped further understand topics we went over
There was rarely partner work so little contribution from peers was needed
Most of this was lecture and not super partner or peers based.
There weren't any group assignments, but we studied together post-class
Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment
papers, written exams, in class assignments and quizzes
We usually had one doable reading a week. This came with a reflection assignment and a quiz. There were two writing assignments and two exams.
The work load was a bit much for a 200 level course. There was a lot of technical writing as there was two writing assignments and two midterms but it was interesting to deep dive into the content.
Good workload

There was a fair amount of work, but not super overwhelming. The exams and writing assignments took up the majority of my time, but Deb gave us a reasonable amount of time to get it done. I did not feel rushed to do any of the assignments except for the in class reflections sometimes.
Workload isnt terrible, however quizzes can be quite confusing.
Good Work load and reasonable!
Workload is overall pretty low; projects are moderately involved, but don't usually require any more than about 5 hours every few weeks
The workload is perfect for this class. We have two take home exams that we have a week to complete and two writing assignments that we have two weeks to complete. We have in class reflection assignments every couple of weeks and a homework quiz every once in a while. The only other assignment is reading each week. While this sounds like a lot, it is completely doable and a good amount for this class.
The workload is really heavy on the second half of the semester, so I believe if you divided up the work to be more equal over the course of the entire semester it would be much better.
Workload is manageable
Lots of writing assignments for homework.
The workload was very reasonable and honestly a lot of fun, the comparisons that the homework and assignments had to the class gave a deeper understanding of what we were learning, and the essays helped me to reflect on what we learned while testing what I learned.
Workload was reasonable. It kept my interest without being overwhelming which helped with my overall student motivation.
Spent lots of time reading because the reading took me well over an hour to complete. Writing assignments were challenging to write but fun to connect details and finding new perspectives.
I do the required readings but the class is overall not to bad if you pay attention. Deb is such a great teacher.
the work is not overwhelming and is reasonable and helpful
N/A
Lots of reading, and important lectures, decent workload
A lot of writing and explaining the readings we have discussed in class, it was definitely very challenging and sometimes hard to explain but doable.
The workload seems like a bit much. There is a lot of content to cover, and the likelihood of remembering all of it is mostly doable. Deb's feedback is not prompt. Exam 1 took 6 weeks to be graded. We get it, Deb is busy and overloaded with way more students than she planned on. However 6 weeks to receive feedback and a grade on a writing assignment, WHILE having other assignments approaching their deadlines, gave absolutely no time for students to make necessary adjustments to future writing assignments. It was an absolute disservice to students.
not too bad amount but it takes a while to finish
The workload is reasonable.
assignments, mostly papers were introduced in a timely matter as well as given plenty of time to complete them
The exams and written assignments were decently challenging mainly because Deb and Satyaki seemed to have very high expectations but the overall workload was pretty easy.
All of the classes were lectures, so just note-taking. At the end of every topic, we have an in-class reflection where you have to be in class to have access to those for later. Also after every topic there is a quiz that you have to do for homework. There were also two writing assignments and two exams, both were take home and plenty of time was given to do all assignments in the class.

Lots of heavy reading, plenty of time to complete writing assignments

If you have any other comments about the learning environment or course, please provide them here

i had a hard time keeping up with notes and understanding the notes written on the board after the fact when studying or writing papers.

Debora is a fantastic instructor. She really knows how to connect economic concepts to everyday life while being entertaining

I think that there is too many assignments. It would be beneficial to cut back on the number of weekly assignments.

The learning environment was very inclusive and welcoming. I was never afraid to state my opinion or speak up in class.

This is a great course to take, especially if you have an otherwise heavy workload or not a lot of humanities.

Timing of feed back from assignments could improve it takes a while to get assignments back.

It was a very inclusive environment, but I just felt out of place as a Amab Caucasian. The teacher was great, amazing even, but some of the classmates were bad. I unfortunately overheard the girls behind me making fun of my appearance that day, how I looked and my slightly longer hair, its nothing with the teacher, but it made me not want to come back to class because of that awful feeling.

na

N/A

Deb is timely in responding to student messages and emails. Deb took way too long to grade assignments. Deb keeps it real in terms of teaching difficult concepts and applying it to real world events.

N/A

N/A

This was the class I felt the safest and most accepted in. I felt like we could speak freely and everyone was respectful and considerate. The class was fairly easy and I feel like there was a good amount of assignments, I was never stressed out and the assignments were engaging and fun to do.

How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment

i thought the timing and feedback was great

The feedback was fine for me. if there were any delays, Debora always communicated with us.

The feedback should be provided at most 2 and a half weeks after the submission. I understand that the assignments are long and tedious to grade but there should be more graders to get the feedback on time.

It was good.

Good as is.

I didn't know my grade on my first writing assignment until over a month ater I turned it in; The class isn't exactly small, but if possible I would have liked to know how I did sooner

Better feedback from the TA

Tlming of feedback is hard, as you are a doctorate student, meaning you also have classes and school work to do. I just believe exam 1 and writing assignment 1 could have been graded much quicker.

I just needed grades and feedback sooner to know what I needed to adjust to make my next assignment that much better.

Getting assignments back in a week or two would be preferred

I believe that the teacher did an amazing job with the response time and the responses given. It was clear what I did wrong or right, and how I could improve.

It took over a month to get feedback on an exam that was an essay. We had another writing assignment due before we got our grades for the first assignment. It was hard to determine what she was looking for due to not having the feedback we deserved.

It should not take over a month to get feedback

I mean, don't take six weeks to grade our first writing assignment.

Some assignments could be graded faster.

i think it is good

Sometimes I don't know what the questions are talking about so after it's already graded there is nothing else to do.

Just a little quicker to receiving it if possible. I understand you have a lot of students and not a lot of help, but this is the only thing not ideal in your class.

na

I just feel like the grading for big assignments takes a while and it is hard to figure out what grade you need on the next one because grades take a while to be put in.

it would be better to have our assignments back sooner so we can look back at them before our next assignments

get the assignments and feedback back sooner

Grading seemed to always take a very long time. Getting feedback sooner would have been helpful when completing the exams and written assignments.

The feedback was great but getting it so late just made it useless to learn from.

N/A

Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment

to come to class and participate in lecture as well as think deeply during the assignments

Debora cares about what she does and wants us to leave with tools to understand gender in economies and how to minimize inequities.

The instructor expected us to read texts provided. Also, we needed to come prepared to discuss and extend the information on the topic.

Deb gave this lecture all of her effort and her passion showed through her teaching. In return, she expected us to also give the assignments and quizzes our all as well.

She wants us to our best and show up!

The effect gender has on economics in 21st century America, and how that compares with the rest of the world

She expects us to come to class and participate in conversations about economics.

Readings are long and jargon heavy for an introductory economics class. And there were a lot of time consuming assignments for a class about gender in the economy.

Instructor expects students to be engaged during lecture

To understand the material presented and be able to relate it to modern society.

The instructor wanted all of us to learn and succeed in the class, her expectations aligned perfectly with the material presented, she did not expect you to memorize tedious little details, but judged you on whether you understood the course and what was being taught, and how it attributed to the real world.

Instructor expected us to be in class, to communicate with her, to be prepared for in-class reflections, to complete all online exams and writing assignments.

she is understanding but expects detailed answers and if you are wrong she will understand.

she expects me to do the readings and attend class for the lectures, which is reasonable

Do the work and pass, while taking away knowledge about our world and society

- We have to learn the readings and be prepared for them for reflections and writing and exams

expected us to come to class and learn the material

The instructor expects hard work and engagement in class.

N/A

The expectations were very high for every single assignment, almost unreasonable at times. An example could be getting docked 15 points for not explaining an underlying concept enough within my reasoning for an exam. The points off were kinda excessive in my opinion for such a small part of the assignment.

She is very interested in the class and topics which makes the class fun. She does a really good job of making sure we understand confusing concepts and reassures us of our grades and to not be stressed about the quizzes and our grades.

Expected work done on time and assigned reading to have been attempted. Wanted in-class participation. Reasonable timelines.

How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment

I thought it was all great

I was happy with the feedback.

I think that the feedback opens up the discussion on what could have been done better to get full points, so the feedback in itself is not an issue.

Good feedback, it just took a couple of weeks to get back.

I think the amount of feedback is good, not too much, not too little.

Getting feedback on every assignment is an ideal, but based off of the amount of students you have and the own work you have to do, it should just remain an ideal.

Feedback on time, and feedback better than very good on an assignment that was not 100%

The amount of feedback was honestly perfect. Clear and concise.

Feedback from not just TA

there could be more explanation of why my grades get graded how they do

Just a little more in specifics when there is a problem with the writing or answer given.

More comments on how to do better on essays.

provide more details and examples of what we are doing wrong

N/A

I think the feedback on the assignments is very helpful and doesn't need to be changed.

n/s

If you have any other comments about the Instructor, please provide them here

great class environment, good energy and easily understood in class.

I did not regret taking this class! Debora has offered information that has made me reconsider my values. One of the best classes to end my college career with.

She is a great person, but I think she needs relief in terms of getting things graded in a timely matter.

She is really great at facilitating a happy and fun class environment and she makes the lectures really interesting.

Deb is a great person. She is wonderful in her beliefs and treats everyone in the course equally. I feel like she has a lot on her plate with the PHD she is working towards, which hurts the students in the course.

I loved the enthusiasm demonstrated by the instructor, you could easily tell how passionate she is about her craft. That passion makes the class more engaging and more fun to learn about, It provides a sense of wanting to learn instead of having to learn.

love her :)

She was absolutely amazing and i found her class to be truly interesting and useful. I find myself bringing up readings or lessons of hers during normal conversations.

I enjoy the class. I enjoy the content. It has been useful to my life. I enjoy the lectures and input from other peers.

N/A

N/A

I loved your class and just wanted to say thank you for being such an awesome teacher and being so welcoming to everyone in your class.