

| | Question Text | N | Agree | Not Agree | IDK | | | |
|----|--|---|------------|--------------|--------------|---------------|---------|---------|
| 1 | Abide by the CSU Principles of Community | 4 | 100% (4) | 0% (0) | 0% (0) | | | |
| | | | None | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
| 2 | Time allocated to discussion | 4 | 25% (1) | 50% (2) | 0% (0) | 25% (1) | 0% (0) | 0% (0) |
| 3 | Time allocated to online | 4 | 0% (0) | 50% (2) | 25% (1) | 25% (1) | 0% (0) | 0% (0) |
| 4 | Time allocated to projects | 4 | 25% (1) | 25% (1) | 25% (1) | 25% (1) | 0% (0) | 0% (0) |
| 5 | Time allocated to homework | 4 | 0% (0) | 0% (0) | 25% (1) | 25% (1) | 25% (1) | 25% (1) |
| 6 | Time allocated to activities/labs | 4 | 100% (4) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |
| 7 | Time allocated to lectures | 4 | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 25% (1) | 75% (3) |
| | | | Impact | No Impact | | | | |
| 8 | Lectures | 4 | 75% (3) | 25% (1) | | | | |
| 9 | Discussions | 4 | 75% (3) | 25% (1) | | | | |
| 10 | Assignments | 4 | 75% (3) | 25% (1) | | | | |
| 11 | Activities | 4 | 75% (3) | 25% (1) | | | | |
| 12 | Labs | 4 | 25% (1) | 75% (3) | | | | |
| 13 | Instructor | 4 | 75% (3) | 25% (1) | | | | |
| 14 | Classmates | 4 | 100% (4) | 0% (0) | | | | |
| | | | Not Stated | Low | Reason-able | High | V High | |
| 15 | Classmates/peer expectations for student to contribute | 4 | 25% (1) | 0% (0) | 50% (2) | 25% (1) | 0% (0) | |
| | | | Not Enough | Reason-able | Chall-enging | Over-whelming | | |
| 17 | Course workload | 4 | 0% (0) | 75% (3) | 25% (1) | 0% (0) | | |
| | | | Strength | Not Strength | | | | |
| 19 | Inclusive environment | 4 | 100% (4) | 0% (0) | | | | |
| 20 | Clarity of expectations and grading | 4 | 100% (4) | 0% (0) | | | | |

| | | | | | | | | |
|----|---|---|-------------------|-----------------------|----------------------|---------------|-----------------|--|
| 21 | Timing of Feedback | 4 | 50% (2) | 50% (2) | | | | |
| 22 | Challenge of the course | 4 | 75% (3) | 25% (1) | | | | |
| 23 | Accessibility and usefulness of materials | 4 | 100% (4) | 0% (0) | | | | |
| 24 | Instructor Communication | 4 | 100% (4) | 0% (0) | | | | |
| 25 | Support from Instructor | 4 | 75% (3) | 25% (1) | | | | |
| | | | Enhance | Do not Enhance | | | | |
| 26 | Inclusive environment | 4 | 0% (0) | 100% (4) | | | | |
| 27 | Clarity of expectations and grading | 4 | 25% (1) | 75% (3) | | | | |
| 28 | Timing of Feedback | 4 | 50% (2) | 50% (2) | | | | |
| 29 | Challenge of the course | 4 | 0% (0) | 100% (4) | | | | |
| 30 | Accessibility and usefulness of materials | 4 | 0% (0) | 100% (4) | | | | |
| 31 | Instructor Communication | 4 | 0% (0) | 100% (4) | | | | |
| 32 | Support from Instructor | 4 | 25% (1) | 75% (3) | | | | |
| | | | No | Yes | | | | |
| 34 | Student wishes to sign name to comments | 4 | 0% (0) | 100% (4) | | | | |
| | | | Not Stated | Low | Reason-able | High | V High | |
| 36 | Instructor's expectations | 4 | 0% (0) | 0% (0) | 75% (3) | 25% (1) | 0% (0) | |
| | | | None | Incon-sistent | Not Enough | Enough | Too Much | |
| 38 | Instructor feedback | 4 | 0% (0) | 25% (1) | 0% (0) | 75% (3) | 0% (0) | |
| | | | Too Late | Timely | Incon-sistent | | | |
| 40 | Instructor feedback timely | 4 | 25% (1) | 75% (3) | 0% (0) | | | |

Text Responses

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

My classmates' expectations of me to perform reasonably high came about through our collaboration on homework assignments which we had to turn in through teamwork. Homework assignments were crucial as quizzes were often difficult to score points and grading was problematic for the homework assignments leaving no scope of making mistakes. This helps in learning and working harder.

We have homework assignments where we must work with a group, so we are expected to carry our own weight.

Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment

The workload was reasonable and doable. with ample time given to complete an assignment.

Some of the readings were dense but class lecture cleared it up well.

The first part of the class was discussing economic models, so we had quizzes and homework every two weeks on the new model. The second part of the class surrounded political economy so we had a reading every week and quizzes and homework every two or three. In addition to that, we had a midterm and an essay.

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

The professor is very passionate about teaching. She is a great lecturer and has a strong command over her course material. She also offers opportunities for students to receive extra credit and incentivizes attending the lectures. Furthermore, the professor keeps the course entertaining and asks questions that students ask.

I like how homeworks were group based, keep that.

None.

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

The professor takes a long time to grade exams and homework.

The feedback on homeworks and quizzes were timely. The midterm took a while to grade, but I saw how hard Deb was working so it wasn't a huge deal. She is an extremely great teacher and worked with us on a lot, so I believe we should give her the same respect back especially knowing that she is a PhD candidate.

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

The professor is encouraging and this encouragement helps show her expectations for her students to succeed.

Throw a lot of concepts at us, you're very well informed, sometimes I'm worried I won't get every little detail but I guess getting the idea of the lecture is most important. Love the lectures, so much information is better than not enough.

- Tough grader, don't think that's a bad thing just grades true to rubric.

She expected us to learn the basic models on trade and then learn the real world applications and heterodox readings.

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

The feedback she returned on homework and our essay was extremely helpful and allowed us to learn what she was grading for.

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

In my humble and sincere opinion, The professor must learn to take cognizance of extraneous circumstances that students may face which are beyond their control. In my case, I was caught up in the personal responsibility of tending to my mother's family and helping them in their journey of healing, besides some other career responsibilities. My mother passed away due to self-inflicting circumstances early in life and I am in a junction of life and adulthood of finally meeting them after two decades and where I intend to fulfill my responsibility as my mother's son in helping her sister and mother heal making my arrival post-spring break late, leading to a 9-day late assignment submission request. While the professor is kind and a joy to be around and open to university-sanctioned events, SDC, etc, she is prone to being inconsiderate in other cases. I humbly believe that a professor must keep an open mind to their students' lives because we are all humans tied by our life's circumstances. Perhaps I faced this because she saw my case as an excuse, anyhow, I wished for the professor to be more open-minded, least I could get a chance to prove myself. When I brought the proposal of taking assistance from case management, it was insinuated to me that, this approach, too will be of no use. My case not being considered induced my graduation date to be pushed back as I had to take another 400-level econ course. Regardless, the professor is a great lecturer giving avenues for students' success such as allowing for a cheat sheet during the exams, an optional redo assignment opportunity, and extra credit points.

Clear expectations for homeworks, quizzes, and test, love the transparency.

Deb was my favorite professor this semester. Not only was the class so incredibly educational, but how she taught really showed how much she cares for economics and her students. I wish I could take her for another class!