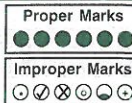




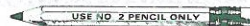
# Faculty Information Form

**IMPORTANT!**



See Directions to Faculty:

[www.theideacenter.org/directions](http://www.theideacenter.org/directions)



Mailing Address (use MSC, if possible):

~~XXXXXXXXXX~~

MSC05 3060

\*Dept/Course#/Section:

~~XXXXXXXXXX~~

ECON 307.004

Instructor:

ERWIN, C.

Dept. IDEA Admin&Phone Number:

~~XXXXXXXXXX~~

Time and Days Class Meets: DWILKEN 7:55-60

Mark One:

Campus: MAIN

☒ Long Form

Semester:

☐ Short Form

FALL 2004

**Objectives:** Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."  
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E

- ☐ ☒ ☐ Gaining factual knowledge (terminology, classifications, methods, trends)
- ☐ ☐ ☒ Learning fundamental principles, generalizations, or theories
- ☐ ☐ ☒ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- ☒ ☐ ☐ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ☒ ☐ ☐ Acquiring skills in working with others as a member of a team
- ☒ ☐ ☐ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- ☒ ☐ ☐ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- ☒ ☐ ☐ Developing skill in expressing oneself orally or in writing
- ☒ ☐ ☐ Learning how to find and use resources for answering questions or solving problems
- ☒ ☐ ☐ Developing a clearer understanding of, and commitment to, personal values
- ☐ ☐ ☒ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- ☒ ☐ ☐ Acquiring an interest in learning more by asking questions and seeking answers

Last Name (Up to 11 letters)											Init.
E	R	W	I	N							C
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Days Class Meets	Discipline Code	Time Class Begins	Course Number	Number Enrolled	Local Codes:								
					A	B	C	D	E	F	G	H	
<input type="radio"/> Mon <input checked="" type="radio"/> Tues <input type="radio"/> Wed <input checked="" type="radio"/> Thu <input type="radio"/> Fri <input type="radio"/> Sat <input type="radio"/> Sun	4506	0930	48969	032									
	0 0 0 0	0 0 0 0	0 0 0 0 0 0	0 0 0	0	0	0	0	0	0	0	0	0
	1 1 1 1	1 1 1 1	1 1 1 1 1 1	1 1 1	1	1	1	1	1	1	1	1	1
	2 2 2 2	2 2 2 2	2 2 2 2 2 2	2 2 2	2	2	2	2	2	2	2	2	2
	3 3 3 3	3 3 3 3	3 3 3 3 3 3	3 3 3	3	3	3	3	3	3	3	3	3
	4 4 4 4	4 4 4 4	4 4 4 4 4 4	4 4 4	4	4	4	4	4	4	4	4	4
	5 5 5 5	5 5 5 5	5 5 5 5 5 5	5 5 5	5	5	5	5	5	5	5	5	5
	6 6 6 6	6 6 6 6	6 6 6 6 6 6	6 6 6	6	6	6	6	6	6	6	6	6
	7 7 7 7	7 7 7 7	7 7 7 7 7 7	7 7 7	7	7	7	7	7	7	7	7	7
	8 8 8 8	8 8 8 8	8 8 8 8 8 8	8 8 8	8	8	8	8	8	8	8	8	8
	9 9 9 9	9 9 9 9	9 9 9 9 9 9	9 9 9	9	9	9	9	9	9	9	9	9

## Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the primary approach to this course? (Mark only one)

- ☒ = Lecture
- ☐ = Discussion/recitation
- ☐ = Seminar
- ☐ = Skill/activity
- ☐ = Laboratory
- ☐ = Field Experience
- ☐ = Studio
- ☐ = Multi-Media
- ☐ = Practicum/clinic
- ☐ = Other

2. If multiple approaches are used, which one represents the secondary approach? (Mark only one)

- ☐ = Lecture
- ☐ = Discussion/recitation
- ☐ = Seminar
- ☐ = Skill/activity
- ☐ = Laboratory
- ☐ = Field Experience
- ☐ = Studio
- ☐ = Multi-Media
- ☐ = Practicum/clinic
- ☐ = Other

3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:

N = None (or little) required  
S = Some required  
M = Much required

N S M

- ☐ ☐ ☐ A. Writing
- ☐ ☐ ☐ B. Oral communication
- ☐ ☐ ☐ C. Computer applications
- ☐ ☐ ☐ D. Group work
- ☐ ☐ ☐ E. Mathematical/quantitative work
- ☐ ☐ ☐ F. Critical thinking
- ☐ ☐ ☐ G. Creative/artistic/design endeavor
- ☐ ☐ ☐ H. Reading
- ☐ ☐ ☐ I. Memorization



## Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

**P = Had a positive impact on learning**  
**I = Neither a positive nor a negative impact**  
**N = Had a negative impact on learning**  
**? = Can't judge**

**P I N ?**

- ☐ ☐ ☐ ☐ A. Physical facilities and/or equipment
- ☐ ☐ ☐ ☐ B. Your previous experience in teaching this course
- ☐ ☐ ☐ ☐ C. Substantial changes in teaching approach, course assignments, content, etc.
- ☐ ☐ ☐ ☐ D. Your desire to teach this course
- ☐ ☐ ☐ ☐ E. Your control over course management decisions (objectives, texts, exams, etc.)
- ☐ ☐ ☐ ☐ F. Students' level of preparation for taking the course
- ☐ ☐ ☐ ☐ G. Students' level of enthusiasm for the course
- ☐ ☐ ☐ ☐ H. Students' level of effort to learn
- ☐ ☐ ☐ ☐ I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

- ① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
- ② = First-year students/sophomores seeking to develop background needed for their intended specialization
- ③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement
- = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
- ⑤ = Graduate or professional school students
- ⑥ = Combination of two or more of the above types

6. Is this class:

- a. Team taught? ☐ Yes ☒ No
- b. Taught through distance learning? ☐ Yes ☒ No

### Discipline Codes (Modified CIP Codes)

0100 Agricultural Business and Production	9902 Developmental Reading	2700 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5009 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Architecture and Related Programs	4506 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3900 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	<b>Vocational/Technical Programs</b> (see Website: Department codes 4600-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

To see an expanded list of discipline codes go to: [www.theideacenter.org/DisciplineCodes](http://www.theideacenter.org/DisciplineCodes)





To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 32 students enrolled, 22 responded (69%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

### Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Four objectives were selected as relevant (Important or Essential—see page 2)	3.9	3.9
<b>Overall Ratings</b>		
B. Excellent Teacher	4.0	4.0
C. Excellent Course	3.6	3.5
D. Average of B & C	3.8	3.8
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	3.8	3.8

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)	51	49	47	47	45		46	45	49	47
Lower Next 20% (38–44)						43				
Much Lower Lowest 10% (37 or lower)										

### Your Converted Average When Compared to Your:<sup>2</sup>

Discipline (IDEA Data)	49	48	48	47	46	43	47	45	48	47
Institution	44	48	41	44	38	42	40	43	42	46

IDEA Discipline used for comparison:  
Economics



## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.1	4.0	9%	86%
22. Learning fundamental principles, generalizations, or theories	Essential	4.2	4.1	5%	82%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.0	4.0	9%	77%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	3.5	3.6	23%	59%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>3.9</b>	<b>3.9</b>		

<sup>1</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
53 Similar	50 Similar	50 Similar	49 Similar	45 Similar	48 Similar
<b>55</b> <b>Similar</b>	<b>53</b> <b>Similar</b>	<b>51</b> <b>Similar</b>	<b>51</b> <b>Similar</b>	<b>47</b> <b>Similar</b>	<b>51</b> <b>Similar</b>
<b>51</b> <b>Similar</b>	<b>50</b> <b>Similar</b>	<b>50</b> <b>Similar</b>	<b>50</b> <b>Similar</b>	<b>44</b> <b>Lower</b>	<b>50</b> <b>Similar</b>
<b>45</b> <b>Similar</b>	<b>45</b> <b>Similar</b>	<b>45</b> <b>Similar</b>	<b>44</b> <b>Lower</b>	<b>39</b> <b>Lower</b>	<b>42</b> <b>Lower</b>
<b>51</b>	<b>49</b>	<b>49</b>	<b>48</b>	<b>44</b>	<b>48</b>

Much Higher = Highest 10% of classes (63 or higher)

Higher = Next 20% (56–62)

Similar = Middle 40% (45–55)

Lower = Next 20% (38–44)

Much Lower = Lowest 10% (37 or lower)

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.8
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	3.6

### Student Description

37. I worked harder on this course than on most courses I have taken.	3.5
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	3.7

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
44	Lower	38	Lower	41	Lower
52	Similar	55	Similar	50	Similar
54	Similar	47	Similar	52	Similar

48	Similar	45	Similar	42	Lower
54	Similar	56	Higher	45	Similar
51	Similar	45	Similar	42	Lower

Much Higher = Highest 10% of classes (63 or higher)

Higher = Next 20% (56–62)

Similar = Middle 40% (45–55)

Lower = Next 20% (38–44)

Much Lower = Lowest 10% (37 or lower)

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), **POD-IDEA Center Notes** ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.5	55%	Consider increasing use
13. Introduced stimulating ideas about the subject	All selected objectives	3.7	59%	Consider increasing use
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	50%	Consider increasing use
4. Demonstrated the importance and significance of the subject matter	21, 22, 23	4.0	64%	Consider increasing use

### Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	31	3.2	41%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	31	4.1	68%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.6	86%	

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.1	73%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 31	3.7	64%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23	4.1	73%	Retain current use or consider increasing
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	3.9	77%	

### Encouraging Student Involvement

11. Related course material to real life situations	23	4.0	64%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	31	3.6	64%	Consider increasing use
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	73%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.2	77%	

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23	3.9	59%	Consider increasing use
10. Explained course material clearly and concisely	21, 22, 23	3.6	64%	Consider increasing use
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.4	86%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.1	77%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.6	59%	

**5-point Scale:** 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always



## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	5	6	10	0	4.1	0.9
2. Found ways to help students answer their own questions	1	1	4	6	10	0	4.0	1.1
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	4	10	7	0	4.0	0.8
4. Demonstrated the importance and significance of the subject matter	0	2	6	5	9	0	4.0	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	3	4	15	0	4.5	0.7
6. Made it clear how each topic fit into the course	0	2	7	5	8	0	3.9	1.0
7. Explained the reasons for criticisms of students' academic...	1	2	5	8	6	0	3.7	1.1
8. Stimulated students to intellectual effort beyond that required by...	1	2	7	9	3	0	3.5	1.0
9. Encouraged students to use multiple resources (e.g. data banks,...	1	1	4	8	8	0	4.0	1.1
10. Explained course material clearly and concisely	1	2	5	10	4	0	3.6	1.0
11. Related course material to real life situations	0	2	6	5	9	0	4.0	1.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	3	8	11	0	4.4	0.7
13. Introduced stimulating ideas about the subject	1	1	7	8	5	0	3.7	1.0
14. Involved students in "hands on" projects such as research, case...	0	1	4	7	10	0	4.2	0.9
15. Inspired students to set and achieve goals which really...	2	1	8	5	6	0	3.5	1.2
16. Asked students to share ideas and experiences with others...	2	2	9	8	1	0	3.2	1.0
17. Provided timely and frequent feedback on tests, reports,...	1	4	4	8	5	0	3.5	1.2
18. Asked students to help each other understand ideas or concepts	1	0	6	5	10	0	4.0	1.1
19. Gave projects, tests, or assignments that required original or...	2	1	5	10	4	0	3.6	1.1
20. Encouraged student-faculty interaction outside of class (office...	1	1	3	11	6	0	3.9	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

Notes:  
Discipline code selected on FIF: 4506  
Discipline code used for comparison: 4506

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	2	1	11	8	0	4.1	0.9	53	50	4.0	4.2	4.4
22. Learning fundamental principles, generalizations, or...	0	1	3	9	9	0	4.2	0.9	55	53	3.9	4.1	4.3
23. Learning to <i>apply</i> course material (to improve thinking,...	0	2	3	9	8	0	4.0	1.0	51	50	4.0	4.0	4.3
24. Developing specific skills, competencies, and points of view...	0	2	3	9	8	0	4.0	1.0	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	0	1	4	5	12	0	4.3	0.9	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	4	7	3	5	0	3.1	1.4	NA	NA	3.9	3.4	4.1
27. Gaining a broader understanding and appreciation of...	6	0	7	7	2	0	3.0	1.4	NA	NA	3.7	3.4	4.1
28. Developing skill in expressing myself orally or in writing	2	3	6	8	3	0	3.3	1.2	NA	NA	3.8	3.6	4.0
29. Learning how to find and use resources for answering questions...	0	6	2	6	8	0	3.7	1.2	NA	NA	3.7	3.8	4.1
30. Developing a clearer understanding of, and commitment to,...	4	4	5	4	5	0	3.1	1.4	NA	NA	3.8	3.7	4.1
31. <b>Learning to analyze and critically evaluate ideas,...</b>	0	5	4	9	4	0	3.5	1.1	45	45	3.8	3.8	4.1
32. Acquiring an interest in learning more by asking my own...	0	4	5	10	3	0	3.5	1.0	NA	NA	3.8	3.8	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	1	6	12	3	0	0	2.8	0.8	44	NA	3.2	3.4	3.4
34. Amount of work in other (non-reading) assignments	0	4	5	10	3	0	3.5	1.0	52	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	1	9	9	3	0	3.6	0.8	54	NA	3.4	3.8	3.6

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	5	7	7	0	3.7	1.2	NA	NA	3.7	3.5	4.0
37. I worked harder on this course than on most courses I have taken.	1	4	5	8	4	0	3.5	1.1	48	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	3	2	12	3	2	0	3.0	1.1	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	2	4	8	5	1	3.6	1.2	54	NA	3.3	3.3	3.9
40. As a result of taking this course, I have more positive feelings...	0	3	4	11	4	0	3.7	0.9	48	45	3.9	3.8	4.2
41. Overall, I rate this instructor an excellent teacher.	2	2	1	6	11	0	4.0	1.3	47	47	4.2	4.1	4.5
42. Overall, I rate this course as excellent.	0	4	6	6	6	0	3.6	1.1	45	43	3.9	3.9	4.3
43. As a rule, I put forth more effort than other students on...	0	1	9	8	4	0	3.7	0.8	51	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 23 students enrolled, 15 responded (65%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

### Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

#### Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Four objectives were selected as relevant (Important or Essential –see page 2)	4.3	3.9
<b>Overall Ratings</b>		
B. Excellent Teacher	4.4	4.3
C. Excellent Course	4.0	3.5
D. Average of B & C	4.2	3.9
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.3	3.9

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

#### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
	56									
Similar Middle 40% (45–55)			54	52	51		53		55	
		50						48		49
Lower Next 20% (38–44)						43				
Much Lower Lowest 10% (37 or lower)										

#### Your Converted Average When Compared to Your:<sup>2</sup>

Discipline (IDEA Data)	53	47	53	51	49	41	51	46	52	47
Institution	49	48	49	50	45	43	47	47	48	48

IDEA Discipline used for comparison:  
Social Sciences



## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html))

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.2	3.8	7%	87%
22. Learning fundamental principles, generalizations, or theories	Essential	4.0	3.6	7%	87%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.3	4.0	7%	93%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.5	4.3	7%	93%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.3</b>	<b>3.9</b>		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
54	47	49	42	46	44
Similar	Similar	Similar	Lower	Similar	Lower
51	44	46	39	43	41
Similar	Lower	Similar	Lower	Lower	Lower
57	50	55	50	51	49
Higher	Similar	Similar	Similar	Similar	Similar
61	57	59	56	56	56
Higher	Higher	Higher	Higher	Higher	Higher
56	50	53	47	49	48

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56–62)  
 Similar = Middle 40% (45–55)  
 Lower = Next 20% (38–44)  
 Much Lower = Lowest 10% (37 or lower)

<sup>1</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.1
34. Amount of work in other (non-reading) assignments	4.1
35. Difficulty of subject matter	3.8

### Student Description

37. I worked harder on this course than on most courses I have taken.	4.4
39. I really wanted to take this course regardless of who taught it.	3.7
43. As a rule, I put forth more effort than other students on academic work.	4.3

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
48	Similar	40	Lower	46	Similar
62	Higher	67	Much Higher	62	Higher
56	Higher	57	Higher	55	Similar

65	Much Higher	69	Much Higher	64	Much Higher
57	Higher	58	Higher	47	Similar
72	Much Higher	67	Much Higher	61	Higher

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56–62)  
 Similar = Middle 40% (45–55)  
 Lower = Next 20% (38–44)  
 Much Lower = Lowest 10% (37 or lower)



## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](http://www.theideacenter.org/diagnosticguide.pdf), [POD-IDEA Center Notes \(www.theideacenter.org/podidea\)](http://www.theideacenter.org/podidea), and [POD-IDEA Center Learning Notes \(www.theideacenter.org/podidea/PODNotesLearning.html\)](http://www.theideacenter.org/podidea/PODNotesLearning.html).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.9	67%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	73%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	80%	Retain current use or consider increasing
<b>4. Demonstrated the importance and significance of the subject matter</b>	<b>21, 22, 23</b>	<b>4.2</b>	<b>93%</b>	<b>Strength to retain</b>

### Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	31	4.1	67%	Retain current use or consider increasing
<b>18. Asked students to help each other understand ideas or concepts</b>	<b>31</b>	<b>4.5</b>	<b>87%</b>	<b>Strength to retain</b>
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	100%	

### Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23, 31	4.1	67%	Retain current use or consider increasing
<b>2. Found ways to help students answer their own questions</b>	<b>All selected objectives</b>	<b>4.2</b>	<b>87%</b>	<b>Strength to retain</b>
<b>1. Displayed a personal interest in students and their learning</b>	<b>23</b>	<b>4.4</b>	<b>87%</b>	<b>Strength to retain</b>
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	93%	

### Encouraging Student Involvement

<b>11. Related course material to real life situations</b>	<b>23</b>	<b>4.1</b>	<b>87%</b>	<b>Strength to retain</b>
<b>19. Gave projects, tests, or assignments that required original or creative thinking</b>	<b>31</b>	<b>4.3</b>	<b>87%</b>	<b>Strength to retain</b>
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.2	87%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.3	93%	

### Structuring Classroom Experiences

<b>6. Made it clear how each topic fit into the course</b>	<b>21, 22, 23</b>	<b>4.1</b>	<b>87%</b>	<b>Strength to retain</b>
<b>10. Explained course material clearly and concisely</b>	<b>21, 22, 23</b>	<b>4.1</b>	<b>87%</b>	<b>Strength to retain</b>
<b>12. Gave tests, projects, etc. that covered the most important points of the course</b>	<b>21, 22</b>	<b>4.5</b>	<b>93%</b>	<b>Strength to retain</b>
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.5	93%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.2	80%	

**5-point Scale:** 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always



## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	2	5	8	0	4.4	0.7
2. Found ways to help students answer their own questions	0	1	1	7	6	0	4.2	0.9
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	0	4	10	0	4.5	1.1
4. Demonstrated the importance and significance of the subject matter	1	0	0	8	6	0	4.2	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	3	12	0	4.8	0.4
6. Made it clear how each topic fit into the course	1	0	1	7	6	0	4.1	1.1
7. Explained the reasons for criticisms of students' academic...	0	1	4	3	7	0	4.1	1.0
8. Stimulated students to intellectual effort beyond that required by...	1	0	4	5	5	0	3.9	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	1	7	6	0	4.2	0.9
10. Explained course material clearly and concisely	1	0	1	7	6	0	4.1	1.1
11. Related course material to real life situations	1	0	1	8	5	0	4.1	1.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	5	9	0	4.5	0.6
13. Introduced stimulating ideas about the subject	1	0	3	5	6	0	4.0	1.1
14. Involved students in "hands on" projects such as research, case...	1	0	0	6	8	0	4.3	1.0
15. Inspired students to set and achieve goals which really...	1	0	2	5	7	0	4.1	1.1
16. Asked students to share ideas and experiences with others...	1	0	4	2	8	0	4.1	1.2
17. Provided timely and frequent feedback on tests, reports,...	1	1	1	3	9	0	4.2	1.3
18. Asked students to help each other understand ideas or concepts	1	0	1	2	11	0	4.5	1.1
19. Gave projects, tests, or assignments that required original or...	1	0	1	5	8	0	4.3	1.1
20. Encouraged student-faculty interaction outside of class (office...	1	0	0	6	8	0	4.3	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

### Notes:

Discipline code selected on FIF: 4505

Discipline code used for comparison: 4500

							Converted Avg.		Comparison Group Average		
							Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	1	0	1	6	7	0	4.2	1.1	54	47	4.0
22. Learning fundamental principles, generalizations, or...	1	0	1	9	4	0	4.0	1.0	51	44	3.9
23. Learning to apply course material (to improve thinking,...	1	0	0	6	8	0	4.3	1.0	57	50	4.0
24. Developing specific skills, competencies, and points of view...	1	0	2	7	5	0	4.0	1.1	NA	NA	4.0
25. Acquiring skills in working with others as a member of a team	1	0	0	5	9	0	4.4	1.1	NA	NA	3.9
26. Developing creative capacities (writing, inventing, designing,...	1	0	1	5	8	0	4.3	1.1	NA	NA	3.9
27. Gaining a broader understanding and appreciation of...	1	2	3	4	5	0	3.7	1.3	NA	NA	3.7
28. Developing skill in expressing myself orally or in writing	1	0	3	5	6	0	4.0	1.1	NA	NA	3.8
29. Learning how to find and use resources for answering questions...	1	0	1	7	6	0	4.1	1.1	NA	NA	3.7
30. Developing a clearer understanding of, and commitment to,...	2	1	2	5	5	0	3.7	1.4	NA	NA	3.8
31. Learning to analyze and critically evaluate ideas,...	1	0	0	4	10	0	4.5	1.1	61	57	3.8
32. Acquiring an interest in learning more by asking my own...	0	0	6	2	7	0	4.1	1.0	NA	NA	3.8

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	1	3	6	2	2	1	3.1	1.1	48	NA	3.2	3.6	3.4
34. Amount of work in other (non-reading) assignments	0	0	2	8	4	1	4.1	0.7	62	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	1	4	6	3	1	3.8	0.9	56	NA	3.4	3.5	3.6

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	0	6	2	6	1	4.0	1.0	NA	NA	3.7	3.6	4.0
37. I worked harder on this course than on most courses I have taken.	0	0	2	4	8	1	4.4	0.8	65	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	0	0	8	3	3	1	3.6	0.8	NA	NA	3.4	3.5	3.6
39. I really wanted to take this course regardless of who taught it.	1	0	7	0	6	1	3.7	1.3	57	NA	3.3	3.3	3.9
40. As a result of taking this course, I have more positive feelings...	0	1	2	6	5	1	4.1	0.9	53	44	3.9	4.0	4.2
41. Overall, I rate this instructor an excellent teacher.	0	0	2	4	8	1	4.4	0.8	54	52	4.2	4.3	4.5
42. Overall, I rate this course as excellent.	0	0	5	4	5	1	4.0	0.9	51	43	3.9	4.1	4.3
43. As a rule, I put forth more effort than other students on...	0	0	1	7	5	2	4.3	0.6	72	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



University of New Mexico  
2015 Summer Econ Only - Courses that End 7/25

**Course:** ECON300001 : Intermediate Microeconomics I : 17676201560

**Instructor:** Christopher Erwin

**1 - Please rate the instructor's overall teaching effectiveness: Christopher Erwin**

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Highly Effective	(5)	4	28.57%	<div></div>	4.21
Effective	(4)	9	64.29%	<div></div>	
Unsure	(3)	1	7.14%	<div></div>	
Ineffective	(2)	0	0%	<div></div>	
Highly Ineffective	(1)	0	0%	<div></div>	
				0 25 50 75 100	Question
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
14/21 (66.67%)	4.21	0.58	4.00		

**2 - How comfortable do you feel approaching the instructor with questions or comments? Christopher Erwin**

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Very Comfortable	(5)	11	78.57%	<div></div>	
Somewhat Comfortable	(4)	3	21.43%	<div></div>	
Unsure	(3)	0	0%	<div></div>	
Somewhat Uncomfortable	(2)	0	0%	<div></div>	
Very Uncomfortable	(1)	0	0%	<div></div>	
				0 25 50 75 100	Question
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
14/21 (66.67%)	4.79	0.43	5.00		

**3 - What features of this course and of the instructor's teaching contributed most to your learning? Christopher Erwin**

<b>Return Rate</b>	12/21 (57.14%)
<p>- Chris really enjoys microeconomics. He enjoys teaching microeconomics. Chris is very supportive and tries very hard to keep everyone on the same page. He's definitely at his best when he's loose and cracking jokes. I had him for 307 and feel his classes are very challenging and very rewarding (that is, if students put forth the effort). His classes are not easy—but he does an outstanding job presenting the subject. Chris is definitely an asset to the econ department and I would certainly take another class taught by him.</p> <p>- We went over several different practice problems for each chapter which really helped.</p> <p>- MyEconLab and the study plan available online.</p> <p>- Open to questions, comments, and feedback. Flexible with student schedules and needs. Clearly wanted everyone in class to do well and understand the material.</p> <p>- I think that numerical examples were key to my learning. I liked how the in-class problems/examples were presented. They were presented in a way that we could work them out in groups, then ask questions about approaching the problem, and then solved them.</p> <p>- Powerpoint slide availability online</p> <p>- Analyzing problems together as a class</p> <p>- Online Study Guide</p> <p>- Mr. Erwin is very patient with every student, and he takes the time to ensure that the students fully understand the material being covered. He does this through the use of in class exercises and engages the students in analytical thinking and problem solving of their own.</p> <p>- Chris did a great job providing the notes on a PowerPoint, while also writing down a lot of the material on the board. I also found it helpful that he put the PowerPoints on Learn for us to go over as many times as we liked.</p> <p>- I enjoyed the practice problems. They were challenging. I also enjoyed class discussions. Professor Erwin showed a strong ability to relate the materials learned in lecture to real world problems and expand on them.</p> <p>- The power points highlighting the chapters was a great advantage. It made it easy to know what was valuable within the text.</p> <p>- Working through the problems as a class.</p> <p>- He was very approachable and encouraged conversations to explore and understand the different concepts.</p>	



University of New Mexico  
2015 Summer Econ Only - Courses that End 7/25

Course: ECON300001 : Intermediate Microeconomics I : 17676201560

Instructor: Christopher Erwin

4 - What specific suggestions do you have to improve the course and the instructor's teaching? Christopher Erwin

Return Rate 11/21 (52.38%)

- It isn't breaking news, but MyEconLab is terrible.
- Go over and work on more examples before having the class work on practice problems.
- Could have been more prepared for lectures and more careful when solving problems. It's hard to understand proofs and example questions when the instructor is making mistakes. Overall a good class with a good instructor.
- I think he did a good job, even though the class was very long and lots of material to cover. The one thing that he or the course may include are more concepts, because for me in theoretical classes is harder to understand those concepts.
- YouTube Videos
- Step by step diagrams showing how certain equations/elements of the teachings effect each other.
- Summer school is tough because of how quickly and faced paced we moved through every chapter. I would recommend more in class quizzes in order to ensure proper knowledge on each chapter.
- I felt that sometimes the class got very hard to follow with all the math. Chris did an excellent job slowing it down and making sure everyone fully understood the material.
- I really wish there were more of a note taking structure to the course. PowerPoint is effective, I believe, only if it is supplemented with a strong way of communicating definitions, concepts, etc. in a way that students are able to follow along by taking notes. I felt that often examples overrode the course and slides with definitions, concepts, equations, etc. were skimmed by very quickly. Doing an example is really difficult when you didn't have time to write down the information needed to solve it.
- Use various colors of chalk when doing graphs please, makes it easier.
- Help with showing what should be noted from slides. Would advance quickly from slides and I would be unsure what I should or shouldn't take the time to write down.
- a little less calculus outside of partial derivatives

5 - Do you agree with the following statement: The student learning objectives for this course were clearly communicated. Christopher Erwin

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Strongly Agree	(5)	4	28.57%		4.29
Agree	(4)	10	71.43%		
Neither agree nor disagree	(3)	0	0%		
Disagree	(2)	0	0%		
Strongly Disagree	(1)	0	0%		
				0 25 50 75 100	Question
Return Rate	Mean	STD	Median		
14/21 (66.67%)	4.29	0.47	4.00		

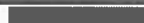




6 - Compared to other courses, how much did you learn in this course?

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Much More	(5)	5	35.71%		3.86
Somewhat More	(4)	4	28.57%		
About the Same	(3)	3	21.43%		
Somewhat Less	(2)	2	14.29%		
Much Less	(1)	0	0%		
				0 25 50 75 100	Question
Return Rate	Mean	STD	Median		
14/21 (66.67%)	3.86	1.10	4.00		

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7 - Compared to other courses, how much effort did you put into this course?												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Much More		(5)	5	35.71%					4.07			
Somewhat More		(4)	6	42.86%								
About the Same		(3)	2	14.29%								
Somewhat Less		(2)	1	7.14%								
Much Less		(1)	0	0%								
					0	25	50	75	100	Question		
Return Rate		Mean	STD	Median								
14/21 (66.67%)		4.07	0.92	4.00								



