

ECON 3357 (02): Intermediate Microeconomics

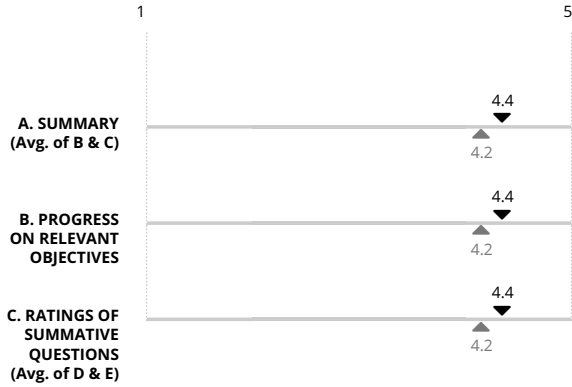
Fall 2018 | Jessica Monnet | Course CIP Code: 45.0601

34		Students Enrolled
28		Students Responded
82.35%		Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.5
E. Excellent Course	4	4.2

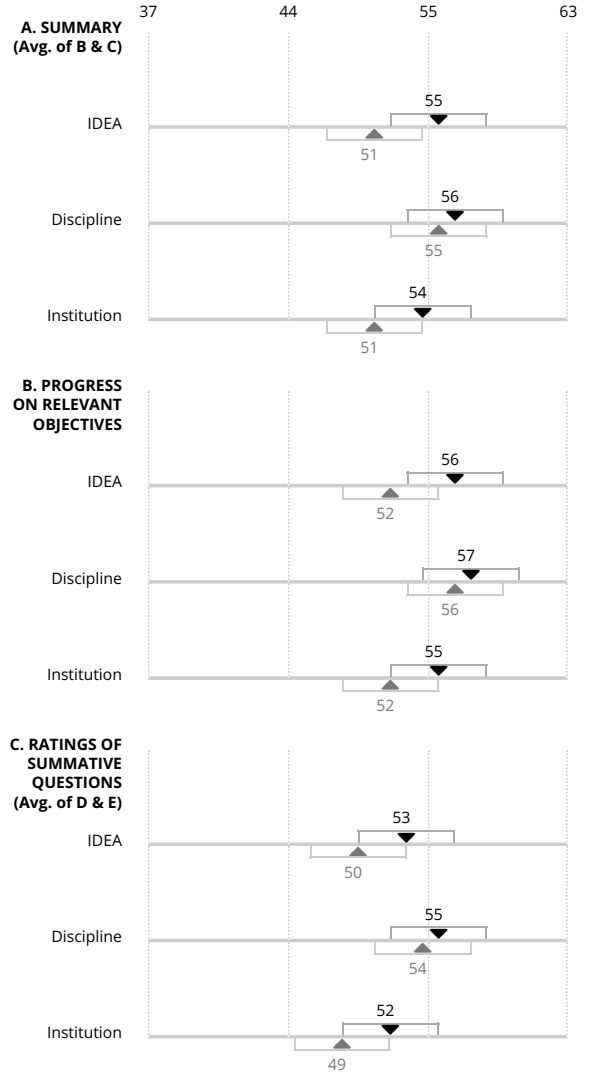
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	53
Discipline	54	55
Institution	51	53
E. Excellent Course		
IDEA	49	52
Discipline	53	54
Institution	47	51

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
-------------------------------------------	--------------------------------	------------------------------------	---------------------------------	----------------------------------------------

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.1	4.3	4	68	50	53	54	55	50	53
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.9	4.1	18	61	49	52	53	55	48	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.4	4.7	4	82	56	62	59	60	55	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.5	4	75	52	57	57	58	50	56
Acquiring skills in working with others as a member of a team	M	3.7	3.9	25	64	48	50	54	55	47	51
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	4	25	57	48	54	55	59	44	51
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.7	25	64	46	48	53	54	44	47
Developing skill in expressing myself orally or in writing	M	3.6	3.8	25	61	46	49	52	54	44	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.3	7	71	52	56	55	56	51	55
Developing ethical reasoning and/or ethical decision making	M	3.9	4	11	64	50	52	55	56	49	53
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.1	4.2	4	71	53	54	57	57	52	54
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.1	4.4	7	75	52	57	57	58	51	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.2	4.3	7	79	56	57	57	58	55	56

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3	44	46	43
Difficulty of subject matter	3.5	53	48	53

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45	46	43
I really wanted to take this course regardless of who taught it.	3.3	41	45	43
When this course began I believed I could master its content.	3.9	48	53	48
My background prepared me well for this course's requirements.	3.7	49	55	48

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	4% (1 or 2) 89% (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	4.6	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.
Explained course material clearly and concisely	4.5	4% (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.
Introduced stimulating ideas about the subject	4.1	7% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4	18% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.4	0% (1 or 2) 86% (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	4.1	7% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.5	0% (1 or 2) 86% (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	3.8	18% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	10.71% (3)	14.29% (4)	17.86% (5)	57.14% (16)	28	0	1.05	4.21
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.57% (1)	7.14% (2)	10.71% (3)	25% (7)	53.57% (15)	28	0	1.1	4.18
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	14.29% (4)	28.57% (8)	57.14% (16)	28	0	0.73	4.43
Demonstrated the importance and significance of the subject matter	0% (0)	3.57% (1)	7.14% (2)	32.14% (9)	57.14% (16)	28	0	0.78	4.43
Formed teams or groups to facilitate learning	25% (7)	0% (0)	17.86% (5)	10.71% (3)	46.43% (13)	28	0	1.64	3.54
Made it clear how each topic fit into the course	0% (0)	0% (0)	7.14% (2)	25% (7)	67.86% (19)	28	0	0.62	4.61
Provided meaningful feedback on students' academic performance	0% (0)	7.14% (2)	10.71% (3)	17.86% (5)	64.29% (18)	28	0	0.94	4.39
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	7.14% (2)	17.86% (5)	32.14% (9)	42.86% (12)	28	0	0.94	4.11
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	14.29% (4)	3.57% (1)	14.29% (4)	17.86% (5)	50% (14)	28	0	1.43	3.86
Explained course material clearly and concisely	0% (0)	3.57% (1)	3.57% (1)	28.57% (8)	64.29% (18)	28	0	0.73	4.54

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	14.29% (4)	25% (7)	60.71% (17)	28	0	0.73	4.46
Created opportunities for students to apply course content outside the classroom	10.71% (3)	7.14% (2)	14.29% (4)	28.57% (8)	39.29% (11)	28	0	1.32	3.79
Introduced stimulating ideas about the subject	7.14% (2)	0% (0)	10.71% (3)	35.71% (10)	46.43% (13)	28	0	1.09	4.14
Involved students in hands-on projects such as research, case studies, or real life activities	17.86% (5)	10.71% (3)	10.71% (3)	17.86% (5)	42.86% (12)	28	0	1.55	3.57
Inspired students to set and achieve goals which really challenged them	3.57% (1)	14.29% (4)	7.14% (2)	25% (7)	50% (14)	28	0	1.21	4.04
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	21.43% (6)	7.14% (2)	14.29% (4)	17.86% (5)	39.29% (11)	28	0	1.57	3.46
Asked students to help each other understand ideas or concepts	0% (0)	14.29% (4)	14.29% (4)	17.86% (5)	53.57% (15)	28	0	1.11	4.11
Gave projects, tests, or assignments that required original or creative thinking	3.57% (1)	14.29% (4)	10.71% (3)	21.43% (6)	50% (14)	28	0	1.22	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	14.29% (4)	3.57% (1)	17.86% (5)	64.29% (18)	28	0	1.07	4.32

<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)	3.57% (1)	28.57% (8)	17.86% (5)	50% (14)	28	0	0.95	4.14
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.57% (1)	14.29% (4)	21.43% (6)	10.71% (3)	50% (14)	28	0	1.26	3.89
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	3.57% (1)	14.29% (4)	21.43% (6)	60.71% (17)	28	0	0.86	4.39
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	3.57% (1)	0% (0)	21.43% (6)	21.43% (6)	53.57% (15)	28	0	1.01	4.21
Acquiring skills in working with others as a member of a team	7.14% (2)	17.86% (5)	10.71% (3)	25% (7)	39.29% (11)	28	0	1.33	3.71
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	21.43% (6)	3.57% (1)	17.86% (5)	10.71% (3)	46.43% (13)	28	0	1.59	3.57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21.43% (6)	3.57% (1)	10.71% (3)	28.57% (8)	35.71% (10)	28	0	1.52	3.54
Developing skill in expressing myself orally or in writing	14.29% (4)	10.71% (3)	14.29% (4)	21.43% (6)	39.29% (11)	28	0	1.45	3.61
Learning how to find, evaluate, and use resources to explore a topic in depth	3.57% (1)	3.57% (1)	21.43% (6)	25% (7)	46.43% (13)	28	0	1.07	4.07
Developing ethical reasoning and/or ethical decision making	10.71% (3)	0% (0)	25% (7)	21.43% (6)	42.86% (12)	28	0	1.27	3.86
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	3.57% (1)	25% (7)	25% (7)	46.43% (13)	28	0	0.91	4.14
Learning to apply knowledge and skills to benefit others or serve the public good	3.57% (1)	3.57% (1)	17.86% (5)	28.57% (8)	46.43% (13)	28	0	1.05	4.11
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	3.57% (1)	3.57% (1)	14.29% (4)	25% (7)	53.57% (15)	28	0	1.05	4.21

<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)	10.71% (3)	78.57% (22)	7.14% (2)	3.57% (1)	28	0	0.57	3.04
Difficulty of subject matter	0% (0)	3.57% (1)	46.43% (13)	42.86% (12)	7.14% (2)	28	0	0.68	3.54

<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.	3.57% (1)	0% (0)	46.43% (13)	25% (7)	25% (7)	28	0	0.97	3.68
I really wanted to take this course regardless of who taught it.	14.29% (4)	14.29% (4)	25% (7)	21.43% (6)	25% (7)	28	0	1.36	3.29
When this course began I believed I could master its content.	3.57% (1)	3.57% (1)	25% (7)	39.29% (11)	28.57% (8)	28	0	0.99	3.86
My background prepared me well for this course's requirements.	7.14% (2)	7.14% (2)	17.86% (5)	42.86% (12)	25% (7)	28	0	1.13	3.71
Overall, I rate this instructor an excellent teacher.	0% (0)	3.57% (1)	17.86% (5)	17.86% (5)	60.71% (17)	28	0	0.89	4.36
Overall, I rate this course as excellent.	0% (0)	3.57% (1)	28.57% (8)	28.57% (8)	39.29% (11)	28	0	0.91	4.04

Qualitative

Comments -

- excellent professor with an extreme attention to detail. Very in depth notes are provided on the board and practice problem packets as well. Nothing but excellent things to say about this professor: Would take again in a heartbeat.
- Good Professor. Great one on one time, comes in handy.
- Nice teacher.
- dr monnet is a great professor
- for her first year, Dr. Monnet is a great professor. She knew how to explain everything in the way that everyone in the classroom could understand and provided much help outside the classroom. Would definitely recommend her.
- Great Professor. She really helped the students to learn the topic.
- Never liked econ, and I still don't, but Professor Monnet did a great job teaching and doing her best to make sure the coursework made sense
- My favorite part of this class was when it was over. Dr. Monnet is a bright professor and always willing to help her students, but her lectures were painstakingly boring. I thoroughly did not enjoy her attempts of having the class try to finish her sentences when she was lecturing. Other than that the course was good.

ECON 3357 (03): Intermediate Microeconomics

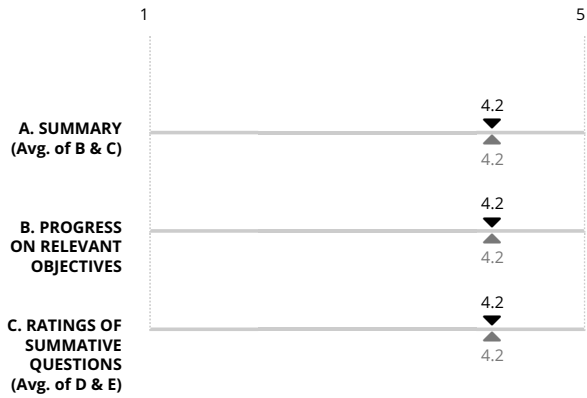
Fall 2018 | Jessica Monnet | Course CIP Code: 45.0601

30		Students Enrolled
22		Students Responded
73.33%		Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.2	4.2
E. Excellent Course	4.1	4.2

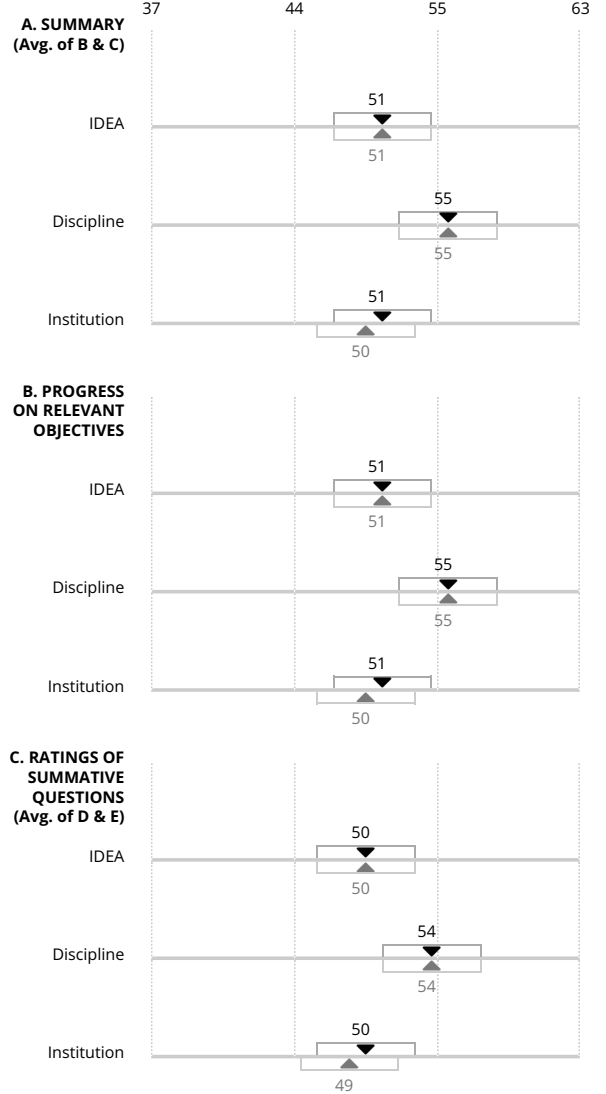
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	49
Discipline	53	53
Institution	49	49
E. Excellent Course		
IDEA	50	51
Discipline	54	54
Institution	49	50

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
-------------------------------------------	--------------------------------	------------------------------------	---------------------------------	----------------------------------------------

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.2	4.2	9	73	51	51	55	55	50	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.6	3.6	14	59	44	44	49	49	43	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.1	4.2	5	73	51	52	55	55	50	51
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.3	5	77	53	54	57	57	50	53
Acquiring skills in working with others as a member of a team	M	3.3	3.3	32	50	41	41	49	49	41	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.2	36	50	43	43	50	51	39	42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.4	3.4	27	45	44	44	51	51	42	43
Developing skill in expressing myself orally or in writing	M	3.3	3.3	32	55	40	40	48	48	38	40
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.1	9	68	52	52	55	55	51	52
Developing ethical reasoning and/or ethical decision making	M	3.9	3.9	14	68	50	50	55	55	49	51
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.9	3.9	9	64	49	49	53	53	48	48
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.9	3.9	14	64	48	48	53	53	47	49
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.3	4.3	5	77	58	58	59	59	57	57

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3	44	46	43
Difficulty of subject matter	3.5	53	47	52

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	52	52	50
I really wanted to take this course regardless of who taught it.	3.6	49	52	50
When this course began I believed I could master its content.	3.9	48	53	48
My background prepared me well for this course's requirements.	3.7	50	55	49

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	9% (1 or 2) 73% (4 or 5)	You employed the method less 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	9% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.3	9% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4	5% (1 or 2) 55% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.9	18% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4	5% (1 or 2) 68% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	9% (1 or 2) 82% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.2	0% (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.
Created opportunities for students to apply course content outside the classroom	3.9	14% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
-------------------------------	---------------------	------------------------	-------------------------

Active Learning	Your Average	Students Rating	Suggested Action
------------------------	---------------------	------------------------	-------------------------

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	4.55% (1)	18.18% (4)	18.18% (4)	59.09% (13)	22	0	0.92	4.32
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.55% (1)	0% (0)	27.27% (6)	22.73% (5)	45.45% (10)	22	0	1.07	4.05
Encouraged students to reflect on and evaluate what they have learned	4.55% (1)	0% (0)	27.27% (6)	27.27% (6)	40.91% (9)	22	0	1.04	4
Demonstrated the importance and significance of the subject matter	4.55% (1)	4.55% (1)	18.18% (4)	27.27% (6)	45.45% (10)	22	0	1.11	4.05
Formed teams or groups to facilitate learning	45.45% (10)	4.55% (1)	4.55% (1)	9.09% (2)	36.36% (8)	22	0	1.84	2.86
Made it clear how each topic fit into the course	9.09% (2)	0% (0)	9.09% (2)	18.18% (4)	63.64% (14)	22	0	1.21	4.27
Provided meaningful feedback on students' academic performance	0% (0)	9.09% (2)	13.64% (3)	22.73% (5)	54.55% (12)	22	0	1	4.23
Stimulated students to intellectual effort beyond that required by most courses	4.55% (1)	4.55% (1)	9.09% (2)	27.27% (6)	54.55% (12)	22	0	1.08	4.23
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.09% (2)	9.09% (2)	18.18% (4)	13.64% (3)	50% (11)	22	0	1.36	3.86
Explained course material clearly and concisely	0% (0)	9.09% (2)	9.09% (2)	27.27% (6)	54.55% (12)	22	0	0.96	4.27

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionall y	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	27.27% (6)	22.73% (5)	50% (11)	22	0	0.85	4.23
Created opportunities for students to apply course content outside the classroom	9.09% (2)	4.55% (1)	18.18% (4)	22.73% (5)	45.45% (10)	22	0	1.28	3.91
Introduced stimulating ideas about the subject	0% (0)	4.55% (1)	40.91% (9)	9.09% (2)	45.45% (10)	22	0	1.02	3.95
Involved students in hands-on projects such as research, case studies, or real life activities	36.36% (8)	0% (0)	9.09% (2)	13.64% (3)	40.91% (9)	22	0	1.78	3.23
Inspired students to set and achieve goals which really challenged them	4.55% (1)	13.64% (3)	13.64% (3)	22.73% (5)	45.45% (10)	22	0	1.24	3.91
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	13.64% (3)	9.09% (2)	18.18% (4)	22.73% (5)	36.36% (8)	22	0	1.4	3.59
Asked students to help each other understand ideas or concepts	4.55% (1)	9.09% (2)	22.73% (5)	18.18% (4)	45.45% (10)	22	0	1.2	3.91
Gave projects, tests, or assignments that required original or creative thinking	4.55% (1)	4.55% (1)	13.64% (3)	27.27% (6)	50% (11)	22	0	1.1	4.14
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	4.55% (1)	13.64% (3)	18.18% (4)	63.64% (14)	22	0	0.89	4.41

<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)	9.09% (2)	18.18% (4)	18.18% (4)	54.55% (12)	22	0	1.03	4.18
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	9.09% (2)	4.55% (1)	27.27% (6)	36.36% (8)	22.73% (5)	22	0	1.15	3.59
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	4.55% (1)	22.73% (5)	27.27% (6)	45.45% (10)	22	0	0.92	4.14
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	4.55% (1)	18.18% (4)	27.27% (6)	50% (11)	22	0	0.9	4.23
Acquiring skills in working with others as a member of a team	22.73% (5)	9.09% (2)	18.18% (4)	13.64% (3)	36.36% (8)	22	0	1.58	3.32
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	22.73% (5)	13.64% (3)	13.64% (3)	22.73% (5)	27.27% (6)	22	0	1.53	3.18
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	13.64% (3)	13.64% (3)	27.27% (6)	9.09% (2)	36.36% (8)	22	0	1.44	3.41
Developing skill in expressing myself orally or in writing	22.73% (5)	9.09% (2)	13.64% (3)	27.27% (6)	27.27% (6)	22	0	1.51	3.27
Learning how to find, evaluate, and use resources to explore a topic in depth	4.55% (1)	4.55% (1)	22.73% (5)	18.18% (4)	50% (11)	22	0	1.15	4.05
Developing ethical reasoning and/or ethical decision making	9.09% (2)	4.55% (1)	18.18% (4)	27.27% (6)	40.91% (9)	22	0	1.25	3.86
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	9.09% (2)	27.27% (6)	27.27% (6)	36.36% (8)	22	0	1	3.91
Learning to apply knowledge and skills to benefit others or serve the public good	4.55% (1)	9.09% (2)	22.73% (5)	22.73% (5)	40.91% (9)	22	0	1.18	3.86
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	4.55% (1)	18.18% (4)	18.18% (4)	59.09% (13)	22	0	0.92	4.32

<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)	13.64% (3)	77.27% (17)	4.55% (1)	4.55% (1)	22	0	0.6	3
Difficulty of subject matter	0% (0)	4.55% (1)	54.55% (12)	27.27% (6)	13.64% (3)	22	0	0.78	3.5

<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)	45.45% (10)	18.18% (4)	36.36% (8)	22	0	0.9	3.91
I really wanted to take this course regardless of who taught it.	9.09% (2)	4.55% (1)	31.82% (7)	22.73% (5)	31.82% (7)	22	0	1.23	3.64
When this course began I believed I could master its content.	0% (0)	9.09% (2)	36.36% (8)	13.64% (3)	40.91% (9)	22	0	1.06	3.86
My background prepared me well for this course's requirements.	4.55% (1)	13.64% (3)	22.73% (5)	22.73% (5)	36.36% (8)	22	0	1.21	3.73
Overall, I rate this instructor an excellent teacher.	0% (0)	4.55% (1)	27.27% (6)	9.09% (2)	59.09% (13)	22	0	1	4.23
Overall, I rate this course as excellent.	0% (0)	9.09% (2)	27.27% (6)	4.55% (1)	59.09% (13)	22	0	1.1	4.14

Qualitative

Comments -
<ul style="list-style-type: none"> • Really nice and does a great job at explaining the material. I would recommend this professor to my peers. • I enjoyed this class so much! Your way of teaching was extremely beneficial for me because you made things simpler to understand and took your time with each topic. Thank you for everything and best of luck in the future! • Nice Lady, really knows the material and is excellent in the office hours • Shes great, should see if she would teach BANA • Badass professor, so glad I was able to be apart of your first course. I hope you have a great rest of the year -Garrett • She is a great teacher! Helped me tremendously when i struggled. Was available when i needed her and she's very sweet and truly cares for her students as well as has great passion for her job • Buy or request thicker and bigger whiteboard markers to help students in the back of class see what is being written on the board (: • Professor Monnet is am excellent teacher. The only thing is that the course itself is hard and she definitely tried her best to teach it the best way possible. I know that the reviews she makes definitely help us during exams and she does encourage office visits or emails. Despite it being her 1st year here, i think she did great. The one thing I would say that is negative is that she writes a lot but thats because it is Intermediate Microeconomics.

ECON 3357 (01): Intermediate Microeconomics

Fall 2018 | Jessica Monnet | Course CIP Code: 45.0601

52	Students Enrolled
43	Students Responded
82.69%	Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.1	4.3
E. Excellent Course	3.9	4.2

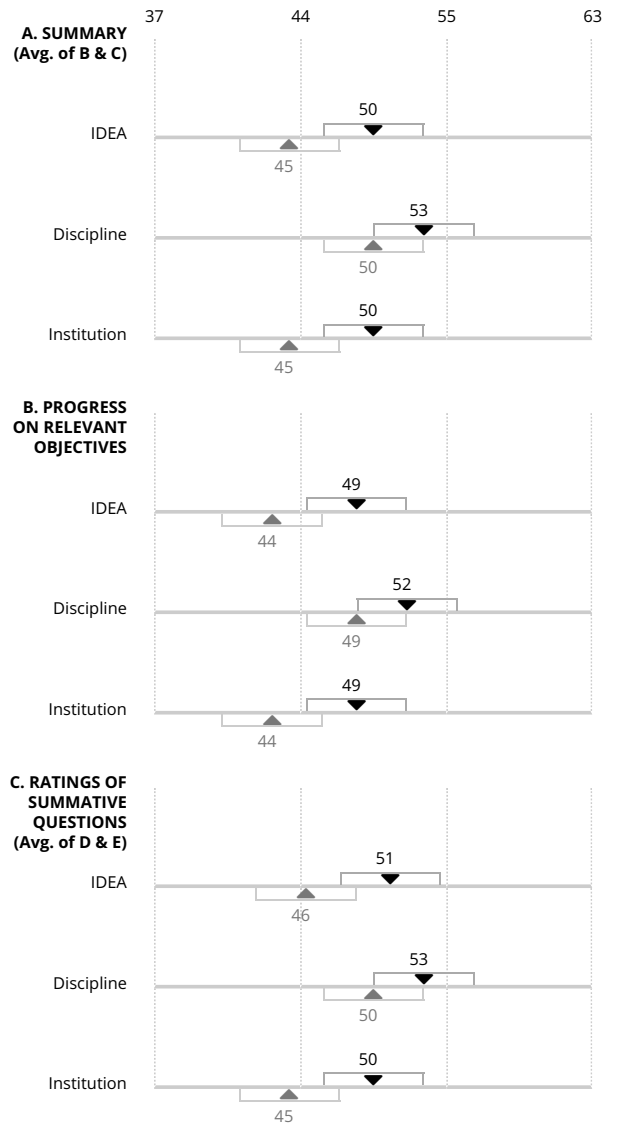
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	50
Discipline	50	52
Institution	46	50
E. Excellent Course		
IDEA	45	51
Discipline	50	53
Institution	44	50

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
-------------------------------------------	--------------------------------	------------------------------------	---------------------------------	----------------------------------------------

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.9	4.1	7	63	44	49	49	52	44	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.7	16	51	43	47	48	51	42	47
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	4.1	9	63	44	50	49	52	44	50
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.8	4.1	5	58	44	51	50	54	42	50
Acquiring skills in working with others as a member of a team	M	3	3.1	40	42	36	38	45	47	36	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3	3.6	35	44	40	49	48	55	37	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.5	28	49	41	45	49	52	40	45
Developing skill in expressing myself orally or in writing	M	3.1	3.5	30	44	38	45	46	51	36	45
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.4	3.7	21	56	41	45	46	50	40	47
Developing ethical reasoning and/or ethical decision making	M	3.4	3.6	23	53	43	46	49	51	43	48
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.5	3.7	21	51	41	44	47	50	42	46
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.9	16	58	44	49	50	53	43	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.8	12	60	48	50	50	52	48	50

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	46	48	45
Difficulty of subject matter	3.7	56	51	56

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	44	45	42
I really wanted to take this course regardless of who taught it.	3.3	42	46	43
When this course began I believed I could master its content.	3.6	40	47	41
My background prepared me well for this course's requirements.	3.3	40	47	41

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	7% (1 or 2) 70% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4	7% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.1	7% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.9	9% (1 or 2) 72% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.8	14% (1 or 2) 65% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4	9% (1 or 2) 72% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.7	21% (1 or 2) 63% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	9% (1 or 2) 81% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.5	21% (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.

Collaborative Learning	Your Average	Students Rating	Suggested Action
------------------------	--------------	-----------------	------------------

Active Learning	Your Average	Students Rating	Suggested Action
-----------------	--------------	-----------------	------------------

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	4.65% (2)	2.33% (1)	25.58% (11)	27.91% (12)	39.53% (17)	43	0	1.08	3.95
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	9.3% (4)	6.98% (3)	20.93% (9)	25.58% (11)	37.21% (16)	43	0	1.28	3.74
Encouraged students to reflect on and evaluate what they have learned	6.98% (3)	2.33% (1)	18.6% (8)	27.91% (12)	44.19% (19)	43	0	1.16	4
Demonstrated the importance and significance of the subject matter	4.65% (2)	2.33% (1)	23.26% (10)	25.58% (11)	44.19% (19)	43	0	1.09	4.02
Formed teams or groups to facilitate learning	34.88% (15)	9.3% (4)	11.63% (5)	16.28% (7)	27.91% (12)	43	0	1.66	2.93
Made it clear how each topic fit into the course	6.98% (3)	0% (0)	23.26% (10)	23.26% (10)	46.51% (20)	43	0	1.15	4.02
Provided meaningful feedback on students' academic performance	9.3% (4)	9.3% (4)	18.6% (8)	23.26% (10)	39.53% (17)	43	0	1.31	3.74
Stimulated students to intellectual effort beyond that required by most courses	13.95% (6)	6.98% (3)	16.28% (7)	25.58% (11)	37.21% (16)	43	0	1.4	3.65
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.3% (4)	6.98% (3)	25.58% (11)	20.93% (9)	37.21% (16)	43	0	1.29	3.7
Explained course material clearly and concisely	4.65% (2)	2.33% (1)	16.28% (7)	27.91% (12)	48.84% (21)	43	0	1.07	4.14

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	9.3% (4)	0% (0)	9.3% (4)	41.86% (18)	39.53% (17)	43	0	1.15	4.02
Created opportunities for students to apply course content outside the classroom	11.63% (5)	9.3% (4)	25.58% (11)	20.93% (9)	32.56% (14)	43	0	1.34	3.53
Introduced stimulating ideas about the subject	9.3% (4)	0% (0)	18.6% (8)	34.88% (15)	37.21% (16)	43	0	1.18	3.91
Involved students in hands-on projects such as research, case studies, or real life activities	32.56% (14)	2.33% (1)	13.95% (6)	16.28% (7)	34.88% (15)	43	0	1.69	3.19
Inspired students to set and achieve goals which really challenged them	11.63% (5)	2.33% (1)	20.93% (9)	23.26% (10)	41.86% (18)	43	0	1.32	3.81
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27.91% (12)	6.98% (3)	16.28% (7)	13.95% (6)	34.88% (15)	43	0	1.64	3.21
Asked students to help each other understand ideas or concepts	13.95% (6)	9.3% (4)	16.28% (7)	25.58% (11)	34.88% (15)	43	0	1.4	3.58
Gave projects, tests, or assignments that required original or creative thinking	13.95% (6)	4.65% (2)	16.28% (7)	27.91% (12)	37.21% (16)	43	0	1.37	3.7
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	9.3% (4)	9.3% (4)	13.95% (6)	20.93% (9)	46.51% (20)	43	0	1.34	3.86

<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)	2.33% (1)	4.65% (2)	30.23% (13)	30.23% (13)	32.56% (14)	43	0	1	3.86
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	11.63% (5)	4.65% (2)	32.56% (14)	25.58% (11)	25.58% (11)	43	0	1.25	3.49
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	4.65% (2)	4.65% (2)	27.91% (12)	32.56% (14)	30.23% (13)	43	0	1.07	3.79
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.65% (2)	0% (0)	37.21% (16)	27.91% (12)	30.23% (13)	43	0	1.02	3.79
Acquiring skills in working with others as a member of a team	30.23% (13)	9.3% (4)	18.6% (8)	18.6% (8)	23.26% (10)	43	0	1.55	2.95
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	27.91% (12)	6.98% (3)	20.93% (9)	23.26% (10)	20.93% (9)	43	0	1.5	3.02
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	18.6% (8)	9.3% (4)	23.26% (10)	27.91% (12)	20.93% (9)	43	0	1.38	3.23
Developing skill in expressing myself orally or in writing	18.6% (8)	11.63% (5)	25.58% (11)	25.58% (11)	18.6% (8)	43	0	1.36	3.14
Learning how to find, evaluate, and use resources to explore a topic in depth	13.95% (6)	6.98% (3)	23.26% (10)	34.88% (15)	20.93% (9)	43	0	1.28	3.42
Developing ethical reasoning and/or ethical decision making	16.28% (7)	6.98% (3)	23.26% (10)	25.58% (11)	27.91% (12)	43	0	1.38	3.42
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	11.63% (5)	9.3% (4)	27.91% (12)	18.6% (8)	32.56% (14)	43	0	1.34	3.51
Learning to apply knowledge and skills to benefit others or serve the public good	13.95% (6)	2.33% (1)	25.58% (11)	25.58% (11)	32.56% (14)	43	0	1.33	3.6
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	11.63% (5)	0% (0)	27.91% (12)	25.58% (11)	34.88% (15)	43	0	1.26	3.72

<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)	2.33% (1)	83.72% (36)	13.95% (6)	0% (0)	43	0	0.39	3.12
Difficulty of subject matter	0% (0)	0% (0)	53.49% (23)	23.26% (10)	23.26% (10)	43	0	0.82	3.7

<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.	4.65% (2)	2.33% (1)	39.53% (17)	30.23% (13)	23.26% (10)	43	0	1.01	3.65
I really wanted to take this course regardless of who taught it.	11.63% (5)	13.95% (6)	32.56% (14)	16.28% (7)	25.58% (11)	43	0	1.3	3.3
When this course began I believed I could master its content.	11.63% (5)	4.65% (2)	30.23% (13)	20.93% (9)	32.56% (14)	43	0	1.3	3.58
My background prepared me well for this course's requirements.	13.95% (6)	2.33% (1)	39.53% (17)	27.91% (12)	16.28% (7)	43	0	1.19	3.3
Overall, I rate this instructor an excellent teacher.	6.98% (3)	0% (0)	13.95% (6)	34.88% (15)	44.19% (19)	43	0	1.1	4.09
Overall, I rate this course as excellent.	6.98% (3)	4.65% (2)	23.26% (10)	25.58% (11)	39.53% (17)	43	0	1.19	3.86

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionaly	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	2.33% (1)	2.33% (1)	13.95% (6)	25.58% (11)	55.81% (24)	43	0	0.95	4.3
The tools in this course were easy to use (discussions, blogs, email, etc.).	2.33% (1)	2.33% (1)	16.28% (7)	27.91% (12)	51.16% (22)	43	0	0.96	4.23
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	6.98% (3)	4.65% (2)	13.95% (6)	34.88% (15)	39.53% (17)	43	0	1.16	3.95
I was able to access my online course 24x7.	2.33% (1)	0% (0)	11.63% (5)	23.26% (10)	62.79% (27)	43	0	0.87	4.44
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	2.33% (1)	0% (0)	16.28% (7)	27.91% (12)	53.49% (23)	43	0	0.9	4.3
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	4.65% (2)	0% (0)	16.28% (7)	27.91% (12)	51.16% (22)	43	0	1.02	4.21
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	2.33% (1)	0% (0)	16.28% (7)	25.58% (11)	55.81% (24)	43	0	0.91	4.33

Qualitative

Comments -

- Stop using proctor and keep the HW questions and the test questions around the same difficulty. Not 0-100
- Awesome class. I really like how you broke down the modules.
- Fun class! Would definitely recommend to others.
- This course is very challenging. The lecture video and slides didn't really relate to Exams. All exams are very difficult. Maybe this is just a difficult course to take online. This is by far my hardest course at SHSU.
- Terrible class
- This online class was easy to follow because she structured everything nice. The videos and practices were very helpful.
- Dr. Monnet is an excellent professor.
- Nice simple course layout with a regular pattern of work that allowed me to stay on top of things easily.
- Great about extending test deadlines/opening tests early for students. Very understanding and fair.
- Economics is definitely a course that should be taken in a classroom setting. The problem is that The Woodlands Center does not provide enough, if any opportunity for that. This is a tough course to take online, and I can imagine it is also tough for a professor to teach online.
- This course was really great! The course was outlined perfectly in the syllabus making it easy to follow and keep up to date.
- I like Dr. Monnet's method of setting up her course. She gave ample time to complete assignments and was very flexible in allowing students a range of days to take the exam.
- Thank you for a clear line of communication and a great semester!
- Great course
- I THOUGHT YOUR VIDEOS WERE VERY CLEAR AND TO THE POINT, AND VERY HELPFUL FOR TESTS. THE HOMEWORKS WERE SIMPLE AND I ENJOYED THE CLASS OVERALL. I REALLY APPRECIATE YOU EXTENDING THE EXAM WINDOW AS I WORK FULL-TIME M-F SO I USUALLY TAKE MY TESTS OVER THE WEEKENDS. I REALLY ENJOYED YOUR CLASS. OTHER STUDENTS COMPLAINED A LOT ABOUT NOT BEING ABLE TO PASS TESTS BECAUSE THEY WERE PROCTORED, HOWEVER IF YOU CANNOT PASS WITHOUT CHEATING, THEN YOU DESERVE TO FAIL IN MY OPINION. THANKS FOR A GREAT SEMESTER!
- This was a very straight forward class with assignments, readings, and tests. I learned what i would have expected to, and the class flowed very well.
- Thank you, your video lectures were very helpful. One recommendation, I wish I could have received feedback about what I missed on the test so maybe try and figure out a way to incorporate that. I never knew what I missed, and sometimes my test grades were lower than I expected them to be.
- she should have a better handle on how to operate proctor respondus it was very difficult to work with her , she could provide more homework ,work on making sure the assignments are lose in structure to the exams
- This class had a issues when having to use to proctor freeonline. It was more of a hassle to take test than it should have. The course work was difficult but Mrs. Monnet tried to provide materials that helped students further.
- The course is designed very well, and it is easy to follow because of how organized it is. I found that the online homework aided my understanding greatly, especially since it would walk you through how to do problems that were difficult. For some of the graphing questions, I may not have been able to figure out how to do them without the help of the program.
- Dr. Monnet is an exceptional professor that cares about her students. I learned a great deal this semester and very appreciative of Dr. Monnet's effort. Thank you.
- Great Professor

What technology features in this course contributed to a good online learning experience? -

- The pearson homework application was tough when it came to questions that required you to graph. Very difficult to figure out.
- The online homework is actually very good, which is something that I usually wouldn't say for other courses.
- The homework system I liked a lot.
- the respondus was a major issue in this course it would not work at times
- Blackboard & the instructor was always sending emails (which is awesome!)
- Blackboard, Proctorfree
- Interactive graphs on the external homework site.
- Blackboard. The other website access for homework is annoying and should be taken out.
- Econ lab
- blackboard