

# ECON 4350 (01): Health Economics and Finances

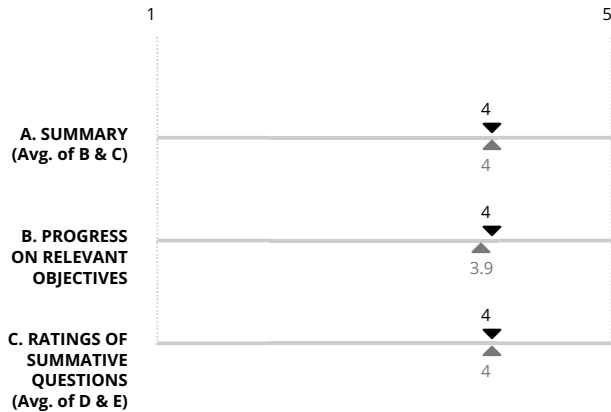
Fall 2019 | Jessica Monnet | Course CIP Code: 45.0601

30		Students Enrolled
26		Students Responded
86.67%		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	4.1
E. Excellent Course	3.9	3.9

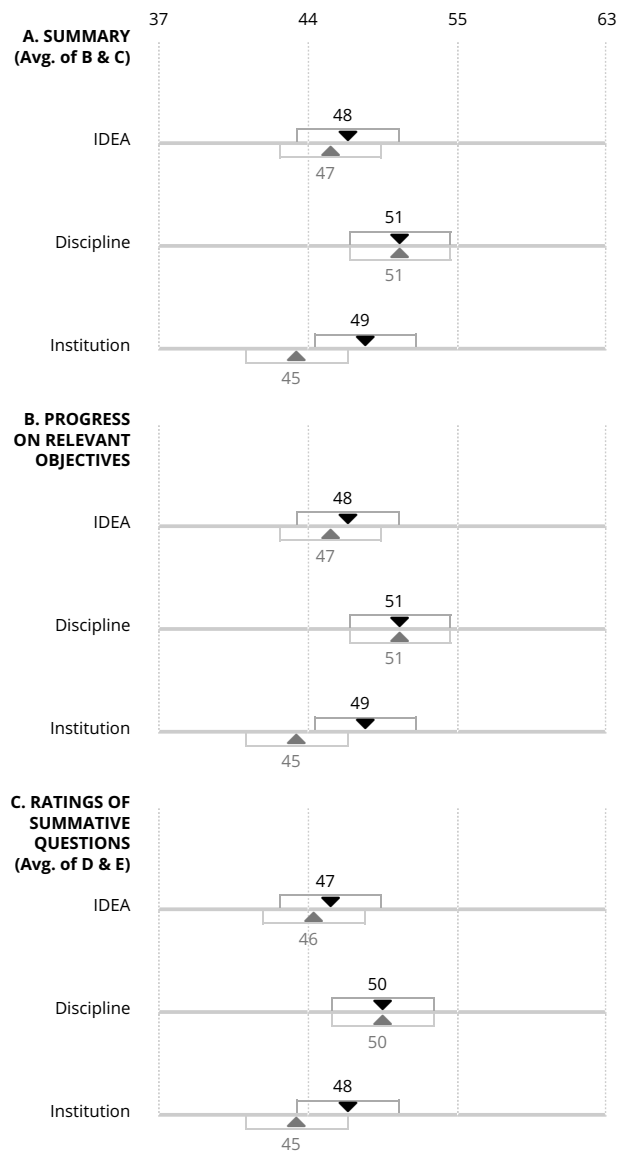
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	46	47
Discipline	50	50
Institution	46	48
E. Excellent Course		
IDEA	45	47
Discipline	49	50
Institution	44	47

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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**Your Converted Average**



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	4.1	0	65	48	49	52	52	47	50
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	3.9	0	58	48	49	51	52	47	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.8	4	58	44	44	48	48	43	46
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.9	4	0	62	46	48	51	52	44	48
Acquiring skills in working with others as a member of a team	M	3	3	35	27	35	35	43	43	37	39
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	3.6	15	46	45	48	52	54	42	46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.5	19	50	45	46	52	52	43	45
Developing skill in expressing myself orally or in writing	M	3.7	3.9	4	50	47	50	52	55	46	50
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4	4.1	0	62	50	52	53	55	49	52
Developing ethical reasoning and/or ethical decision making	M	3.7	3.7	4	50	47	48	52	52	47	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.8	3.8	0	50	47	47	51	51	47	48
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.9	4	54	46	48	51	53	46	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	12	54	47	47	48	48	47	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.3	49	49	48
Difficulty of subject matter	3.7	55	49	55

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	50	50	48
I really wanted to take this course regardless of who taught it.	3.6	47	49	48
When this course began I believed I could master its content.	3.8	45	50	46
My background prepared me well for this course's requirements.	3.5	45	50	44

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	8% (1 or 2) 65% (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	4.2	0% (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.
Explained course material clearly and concisely	4	4% (1 or 2) 69% (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	3.8	12% (1 or 2) 58% (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	3.5	27% (1 or 2) 54% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	3.8	8% (1 or 2) 54% (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	3.8	15% (1 or 2) 62% (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	4.2	12% (1 or 2) 81% (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	3.4	27% (1 or 2) 54% (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
Asked students to help each other understand ideas or concepts	3.4	23% (1 or 2) 42% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	3.7	23% (1 or 2) 58% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

## 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>									
<b>Found ways to help students answer their own questions</b>	3.85% (1)	7.69% (2)	30.77% (8)	23.08% (6)	34.62% (9)	26	0	1.12	3.77
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	3.85% (1)	3.85% (1)	26.92% (7)	30.77% (8)	34.62% (9)	26	0	1.05	3.88
<b>Encouraged students to reflect on and evaluate what they have learned</b>	3.85% (1)	3.85% (1)	38.46% (10)	19.23% (5)	34.62% (9)	26	0	1.09	3.77
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	7.69% (2)	26.92% (7)	19.23% (5)	46.15% (12)	26	0	1.02	4.04
<b>Formed teams or groups to facilitate learning</b>	50% (13)	7.69% (2)	19.23% (5)	3.85% (1)	19.23% (5)	26	0	1.57	2.35
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	23.08% (6)	30.77% (8)	46.15% (12)	26	0	0.8	4.23
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	15.38% (4)	30.77% (8)	15.38% (4)	38.46% (10)	26	0	1.12	3.77
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	15.38% (4)	23.08% (6)	26.92% (7)	34.62% (9)	26	0	1.07	3.81
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	3.85% (1)	7.69% (2)	26.92% (7)	19.23% (5)	42.31% (11)	26	0	1.15	3.88
<b>Explained course material clearly and concisely</b>	0% (0)	3.85% (1)	26.92% (7)	30.77% (8)	38.46% (10)	26	0	0.9	4.04

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	11.54% (3)	7.69% (2)	26.92% (7)	53.85% (14)	26	0	1.01	4.23
<b>Created opportunities for students to apply course content outside the classroom</b>	11.54% (3)	15.38% (4)	19.23% (5)	26.92% (7)	26.92% (7)	26	0	1.34	3.42
<b>Introduced stimulating ideas about the subject</b>	0% (0)	11.54% (3)	30.77% (8)	23.08% (6)	34.62% (9)	26	0	1.04	3.81
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	23.08% (6)	19.23% (5)	23.08% (6)	34.62% (9)	26	0	1.17	3.69
<b>Inspired students to set and achieve goals which really challenged them</b>	7.69% (2)	19.23% (5)	19.23% (5)	23.08% (6)	30.77% (8)	26	0	1.31	3.5
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	11.54% (3)	19.23% (5)	23.08% (6)	11.54% (3)	34.62% (9)	26	0	1.42	3.38
<b>Asked students to help each other understand ideas or concepts</b>	15.38% (4)	7.69% (2)	34.62% (9)	11.54% (3)	30.77% (8)	26	0	1.39	3.35
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	3.85% (1)	7.69% (2)	15.38% (4)	26.92% (7)	46.15% (12)	26	0	1.13	4.04
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	3.85% (1)	11.54% (3)	26.92% (7)	19.23% (5)	38.46% (10)	26	0	1.19	3.77

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	34.62% (9)	26.92% (7)	38.46% (10)	26	0	0.85	4.04
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	42.31% (11)	34.62% (9)	23.08% (6)	26	0	0.79	3.81
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	3.85% (1)	38.46% (10)	34.62% (9)	23.08% (6)	26	0	0.85	3.77
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	38.46% (10)	34.62% (9)	26.92% (7)	26	0	0.8	3.88
<b>Acquiring skills in working with others as a member of a team</b>	15.38% (4)	19.23% (5)	38.46% (10)	7.69% (2)	19.23% (5)	26	0	1.29	2.96
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	15.38% (4)	0% (0)	38.46% (10)	23.08% (6)	23.08% (6)	26	0	1.27	3.38
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	3.85% (1)	15.38% (4)	30.77% (8)	26.92% (7)	23.08% (6)	26	0	1.12	3.5
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	3.85% (1)	46.15% (12)	23.08% (6)	26.92% (7)	26	0	0.9	3.73
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	38.46% (10)	26.92% (7)	34.62% (9)	26	0	0.85	3.96
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	3.85% (1)	46.15% (12)	26.92% (7)	23.08% (6)	26	0	0.87	3.69
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	50% (13)	19.23% (5)	30.77% (8)	26	0	0.88	3.81
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	3.85% (1)	42.31% (11)	26.92% (7)	26.92% (7)	26	0	0.89	3.77
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	11.54% (3)	34.62% (9)	26.92% (7)	26.92% (7)	26	0	0.99	3.69

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	0% (0)	76.92% (20)	19.23% (5)	3.85% (1)	26	0	0.52	3.27
<b>Difficulty of subject matter</b>	0% (0)	3.85% (1)	46.15% (12)	30.77% (8)	19.23% (5)	26	0	0.83	3.65

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	3.85% (1)	0% (0)	34.62% (9)	30.77% (8)	30.77% (8)	26	0	0.99	3.85
<b>I really wanted to take this course regardless of who taught it.</b>	11.54% (3)	7.69% (2)	26.92% (7)	19.23% (5)	34.62% (9)	26	0	1.34	3.58
<b>When this course began I believed I could master its content.</b>	7.69% (2)	3.85% (1)	19.23% (5)	42.31% (11)	26.92% (7)	26	0	1.12	3.77
<b>My background prepared me well for this course's requirements.</b>	7.69% (2)	15.38% (4)	23.08% (6)	26.92% (7)	26.92% (7)	26	0	1.25	3.5
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	30.77% (8)	30.77% (8)	38.46% (10)	26	0	0.83	4.08
<b>Overall, I rate this course as excellent.</b>	0% (0)	3.85% (1)	38.46% (10)	26.92% (7)	30.77% (8)	26	0	0.91	3.85

### Qualitative

Comments -
<ul style="list-style-type: none"> <li>I enjoyed this class. The professor was amazing and so sweet. I enjoyed going to her class. She made class interesting and fun!</li> <li>Would like to have more time discussing class subjects.</li> <li>This class has been more on the challenging side than any of my other healthcare classes. The homework assignments helped but I do wish we could of had one more test. It was a lot of material to learn for only two test. Overall it was a interesting class and learned a lot I will be able to take with me with my career.</li> <li>Professor Monnet is a kind professor its just very difficult to interpret her handwriting (when shes finished writing) while shes talking, and grasp the concept all at the same time. Her exam layout is particularly difficult only because you don't know exactly what to study for and the exams are multiple choice so its hard to memorize all of the information on the op of your head for the exams. She made extra credit available which was nice and she also made it a point to remember everyone's names. I just feel like she was out-of-touch with her students overall. we just came to class copied the board and went home, everything else was up to us to figure out.</li> <li>Great class. Maybe use PowerPoints so half the class isn't you just writing.</li> <li>Dr.Monnet was an excellent professor for the economics portion of health. While her content in lectures were excellent and "to a T" with the textbook, it was rather difficult for me to grasp some theories within this course, due to it being very similar to the book. I do understand that this course is quite complex, along with the American System of Health Care. Two distinct moments in the class that were difficult for me to grasp were the exams, and the reality of some systems in healthcare. (1) the exams: these were very difficult for me to prepare myself on as they covered sometimes 6-8 topics of chapters and could have ranged from many topics and questions that ended up being free response. I am a student that spends his time rather studying a lot, school is a priority, and I do like this course, but it was a lot to remember for an exam and would cause me to do poorly (which is not an excuse just a suggestion to please add an additional exam to help future course load. I attended every lecture in Dr.Monnet's, and it was rather hard to realize the gentleman next to me attended a fraction of the course I did, and made A's on each of his exams from reviewing the night before. (2) the reality of the health care world. I would love if there was a topic/class/timeslot to discuss the reality of some of our theories in the health care world. Example: we discussed how drug companies profit on money for only so many years and then their patent goes away, and prices are high in order to make back the money they put into research. Sometimes in reality there are other topics to talk about in ethics, such as why these companies and their CEO's make millions upon millions a year within the underlying money in the system. Overall, Dr.Monnett was a great professor for the economics portion and if there was a continuation to have a class that talked all about the healthcare system in the US I would be up for it! Just a couple of changes to the course load of exam heavy only affected me and my performance for the amount of hours I set in studying the course, to be taken out a fraction from my free-response exams over 8 topics.</li> <li>She's an amazing professor, I loved how she simplified the concepts of the textbook. This is one of the most difficult courses I've taken so far, but I appreciate the effort she puts into making sure students understand the concepts. I strongly feel the homework prepared me really well for the test, however I do wish hat there were more than just 2 tests because there is a lot of material to understand it would help to separate it into more tests, and it gives you more control over your final grade too. Overall, I'm extremely glad I chose this professor because she actually cares about her students.</li> <li>Professor Monnet did an exceptional job making this course interesting, especially for people who are earning business degrees as oppose to the nursing students. This professor really cares about the students and not just getting them through the course. She makes sure everyone understands the material before continuing on. By far, one of my favorite professors that I have had the pleasure to take twice! Thank you Professor Monnet for everything.</li> <li>It was great having you for a professor for the second time.</li> <li>Dr. Monnet, she's a good professor who's passionate about health economics. She inspire students to read articles and complete homework assignments pertaining to the issues with health economics. I would recommend to major or any non-major student to take her class because she give bonus points for attendance and work with her students via email or open office hours on the subject concerning matter. Your student,</li> <li>I would have preferred to have more exams throughout the course. The homework should be taken on the due date not at the start of class. There are a lot of traffic issues for getting to class at the start of it.</li> </ul>

# ECON 3357 (01): Intermediate Microeconomics

Fall 2019 | Jessica Monnet | Course CIP Code: 45.0601

53 | Students Enrolled  
 36 | Students Responded  
 67.92% | 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	4.2
E. Excellent Course	3.9	4.3

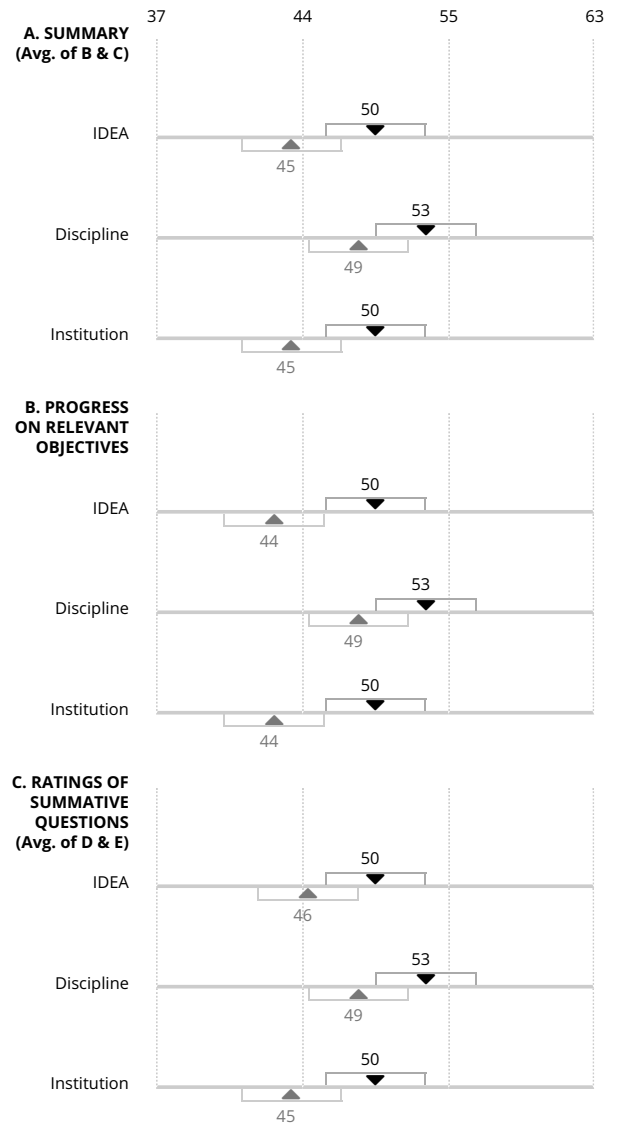
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	48
Discipline	48	51
Institution	45	49
E. Excellent Course		
IDEA	46	52
Discipline	50	54
Institution	45	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
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**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	6	63	44	49	48	52	44	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.7	23	57	42	45	47	49	42	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.9	4.2	9	74	46	53	50	54	46	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.7	4	9	63	42	49	48	53	41	49
Acquiring skills in working with others as a member of a team	M	3	3.1	37	46	36	38	43	46	37	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.9	31	60	43	52	50	57	40	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3	3.2	34	49	37	40	46	48	37	41
Developing skill in expressing myself orally or in writing	M	3.1	3.4	34	46	36	41	44	48	35	42
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.6	3.9	20	63	44	49	49	53	44	50
Developing ethical reasoning and/or ethical decision making	M	3.5	3.6	23	60	43	46	49	51	43	48
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.6	3.7	17	60	43	45	48	50	43	47
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.4	3.6	29	57	39	43	46	50	40	46
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4	4.1	14	77	52	54	52	55	52	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	45	46	45
Difficulty of subject matter	3.7	55	50	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.	3.6	43	44	42
I really wanted to take this course regardless of who taught it.	3	35	39	37
When this course began I believed I could master its content.	3.4	36	42	37
My background prepared me well for this course's requirements.	3.6	46	51	46

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	6% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.2	6% (1 or 2) 83% (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	11% (1 or 2) 83% (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	14% (1 or 2) 71% (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	3.7	26% (1 or 2) 66% (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) 71% (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	3.9	9% (1 or 2) 63% (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	3.9	9% (1 or 2) 71% (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	3.6	26% (1 or 2) 66% (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
Asked students to help each other understand ideas or concepts	3.4	26% (1 or 2) 51% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	3.4	34% (1 or 2) 60% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

### Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	2.86% (1)	11.43% (4)	22.86% (8)	22.86% (8)	40% (14)	35	0	1.15	3.86
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	11.43% (4)	8.57% (3)	22.86% (8)	22.86% (8)	34.29% (12)	35	0	1.34	3.6
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	8.57% (3)	20% (7)	31.43% (11)	40% (14)	35	0	0.97	4.03
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	5.71% (2)	14.29% (5)	34.29% (12)	45.71% (16)	35	0	0.89	4.2
<b>Formed teams or groups to facilitate learning</b>	45.71% (16)	0% (0)	14.29% (5)	14.29% (5)	25.71% (9)	35	0	1.71	2.74
<b>Made it clear how each topic fit into the course</b>	0% (0)	5.71% (2)	11.43% (4)	40% (14)	42.86% (15)	35	0	0.86	4.2
<b>Provided meaningful feedback on students' academic performance</b>	5.71% (2)	5.71% (2)	22.86% (8)	17.14% (6)	48.57% (17)	35	0	1.21	3.97
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	8.57% (3)	28.57% (10)	22.86% (8)	40% (14)	35	0	1.01	3.94
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	5.71% (2)	8.57% (3)	14.29% (5)	34.29% (12)	37.14% (13)	35	0	1.17	3.89
<b>Explained course material clearly and concisely</b>	0% (0)	11.43% (4)	5.71% (2)	40% (14)	42.86% (15)	35	0	0.96	4.14



<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	2.86% (1)	5.71% (2)	20% (7)	37.14% (13)	34.29% (12)	35	0	1.01	3.94
<b>Created opportunities for students to apply course content outside the classroom</b>	17.14% (6)	8.57% (3)	8.57% (3)	28.57% (10)	37.14% (13)	35	0	1.48	3.6
<b>Introduced stimulating ideas about the subject</b>	2.86% (1)	11.43% (4)	14.29% (5)	34.29% (12)	37.14% (13)	35	0	1.11	3.91
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	17.14% (6)	17.14% (6)	5.71% (2)	28.57% (10)	31.43% (11)	35	0	1.5	3.4
<b>Inspired students to set and achieve goals which really challenged them</b>	5.71% (2)	20% (7)	8.57% (3)	28.57% (10)	37.14% (13)	35	0	1.3	3.71
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	20% (7)	8.57% (3)	14.29% (5)	28.57% (10)	28.57% (10)	35	0	1.48	3.37
<b>Asked students to help each other understand ideas or concepts</b>	17.14% (6)	8.57% (3)	22.86% (8)	22.86% (8)	28.57% (10)	35	0	1.42	3.37
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	11.43% (4)	14.29% (5)	20% (7)	28.57% (10)	25.71% (9)	35	0	1.32	3.43
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	8.57% (3)	5.71% (2)	5.71% (2)	45.71% (16)	34.29% (12)	35	0	1.18	3.91

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	5.71% (2)	31.43% (11)	34.29% (12)	28.57% (10)	35	0	0.9	3.86
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	11.43% (4)	11.43% (4)	20% (7)	31.43% (11)	25.71% (9)	35	0	1.3	3.49
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	8.57% (3)	17.14% (6)	48.57% (17)	25.71% (9)	35	0	0.87	3.91
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	8.57% (3)	28.57% (10)	45.71% (16)	17.14% (6)	35	0	0.85	3.71
<b>Acquiring skills in working with others as a member of a team</b>	25.71% (9)	11.43% (4)	17.14% (6)	31.43% (11)	14.29% (5)	35	0	1.42	2.97
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	22.86% (8)	8.57% (3)	8.57% (3)	42.86% (15)	17.14% (6)	35	0	1.44	3.23
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	25.71% (9)	8.57% (3)	17.14% (6)	34.29% (12)	14.29% (5)	35	0	1.42	3.03
<b>Developing skill in expressing myself orally or in writing</b>	20% (7)	14.29% (5)	20% (7)	31.43% (11)	14.29% (5)	35	0	1.35	3.06
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	20% (7)	17.14% (6)	42.86% (15)	20% (7)	35	0	1.02	3.63
<b>Developing ethical reasoning and/or ethical decision making</b>	11.43% (4)	11.43% (4)	17.14% (6)	40% (14)	20% (7)	35	0	1.25	3.46
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	5.71% (2)	11.43% (4)	22.86% (8)	37.14% (13)	22.86% (8)	35	0	1.13	3.6
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	5.71% (2)	22.86% (8)	14.29% (5)	42.86% (15)	14.29% (5)	35	0	1.15	3.37
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	14.29% (5)	8.57% (3)	42.86% (15)	34.29% (12)	35	0	1	3.97

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	2.86% (1)	11.43% (4)	65.71% (23)	14.29% (5)	5.71% (2)	35	0	0.77	3.09
<b>Difficulty of subject matter</b>	0% (0)	8.57% (3)	37.14% (13)	34.29% (12)	20% (7)	35	0	0.89	3.66

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	2.86% (1)	51.43% (18)	25.71% (9)	20% (7)	35	0	0.83	3.63
<b>I really wanted to take this course regardless of who taught it.</b>	14.29% (5)	17.14% (6)	37.14% (13)	17.14% (6)	14.29% (5)	35	0	1.22	3
<b>When this course began I believed I could master its content.</b>	11.43% (4)	5.71% (2)	31.43% (11)	34.29% (12)	17.14% (6)	35	0	1.18	3.4
<b>My background prepared me well for this course's requirements.</b>	5.71% (2)	5.71% (2)	25.71% (9)	51.43% (18)	11.43% (4)	35	0	0.96	3.57
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	5.71% (2)	28.57% (10)	25.71% (9)	40% (14)	35	0	0.96	4
<b>Overall, I rate this course as excellent.</b>	0% (0)	8.57% (3)	28.57% (10)	28.57% (10)	34.29% (12)	35	0	0.98	3.89

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	<b>1 = Hardly Ever</b>	<b>2 = Occasionaly</b>	<b>3 = Sometimes</b>	<b>4 = Frequently</b>	<b>5 = Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>This course was generally easy to navigate.</b>	0% (0)	2.94% (1)	14.71% (5)	20.59% (7)	61.76% (21)	34	0	0.84	4.41
<b>The tools in this course were easy to use (discussions, blogs, email, etc.).</b>	0% (0)	0% (0)	5.88% (2)	29.41% (10)	64.71% (22)	34	0	0.6	4.59
<b>The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.</b>	0% (0)	2.94% (1)	5.88% (2)	29.41% (10)	61.76% (21)	34	0	0.74	4.5
<b>I was able to access my online course 24x7.</b>	0% (0)	0% (0)	2.94% (1)	23.53% (8)	73.53% (25)	34	0	0.52	4.71
<b>I was able to obtain technology support when needed from the SHSU Online Helpdesk.</b>	0% (0)	0% (0)	8.82% (3)	35.29% (12)	55.88% (19)	34	0	0.65	4.47
<b>When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.</b>	2.94% (1)	0% (0)	11.76% (4)	26.47% (9)	58.82% (20)	34	0	0.91	4.38
<b>SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.</b>	0% (0)	2.94% (1)	8.82% (3)	23.53% (8)	64.71% (22)	34	0	0.78	4.5

### Qualitative

<b>Comments -</b>
<ul style="list-style-type: none"> <li>This class would have been slightly easier if we had test in every 4 chapter like the other classes not midterms because it is easy to forget the materials.</li> <li>N/A</li> <li>Great teacher had helped me with the first two test very helpful and useful videos easy homework assignments test a little hard but still easy. highly recommend this teacher</li> <li>Great professor</li> <li>Your grading policy is tough.</li> <li>Online classes are always hard to evaluate as there is very little interaction with the professor and other students. Overall, the course is what I expected. To be completely honest, I have never found economics to be an enjoyable course. The professor was available to answer questions and interacted professionally with students. Course material was thoughtfully put together and presented well. If my evaluation appears to be negative, that is not my intention nor the experience I had. Once again, the evaluation questionnaire is not written or formatted for online courses. I am more of a people person and enjoy interacting with my professors and other students on more of a face to face basis. I do much better in face to face courses. I believe I would have done better and enjoyed the course more if it had been available at TWC. My suggestion to SHSU is to offer more economics courses at TWC. I would like to thank Dr. Monnet for her instruction and greatly appreciate her dedication to her students. I would recommend her to other students but would highly suggest taking the class in person instead of online.</li> <li>Don't feel like the material was covered as effectively as another teacher could have done. More explaining on material could help the students more understand her point/ the material.</li> <li>This course was a lot easier than my first Microeconomics course! Definitely easier to follow and understand.</li> <li>Professor Monnet was always on top of things providing feedback and reminders of assignments, etc.</li> <li>THANKS FOR THE GREAT CLASS. I DID LEARN QUITE A BIT AND WILL TRY TO APPLY IT AS MUCH AS POSSIBLE.</li> </ul>

<b>What technology features in this course contributed to a good online learning experience? -</b>
<ul style="list-style-type: none"> <li>Blackboard</li> <li>The way blackboard is set up with the class.</li> <li>I cannot think of any particular feature other than convenience. SHSU offers a standard online experience. Professors and students are limited to the online program(s) SHSU has chosen.</li> <li>Blackboard</li> <li>Everything was easy to find on Blackboard.</li> </ul>

# ECON 3357 (03): Intermediate Microeconomics

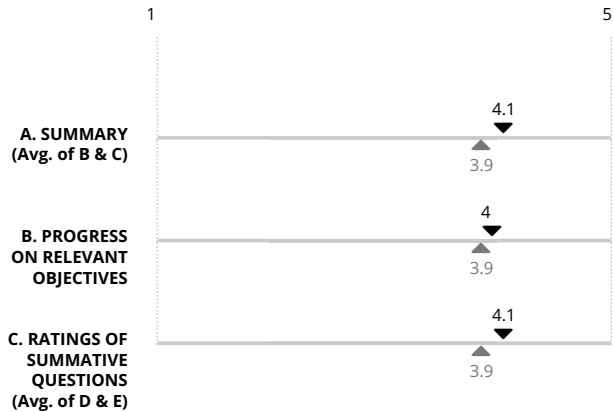
Fall 2019 | Jessica Monnet | Course CIP Code: 45.0601

<b>48</b>   Students Enrolled
<b>38</b>   Students Responded
<b>79.17%</b>   Response Rate

## Summative

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

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

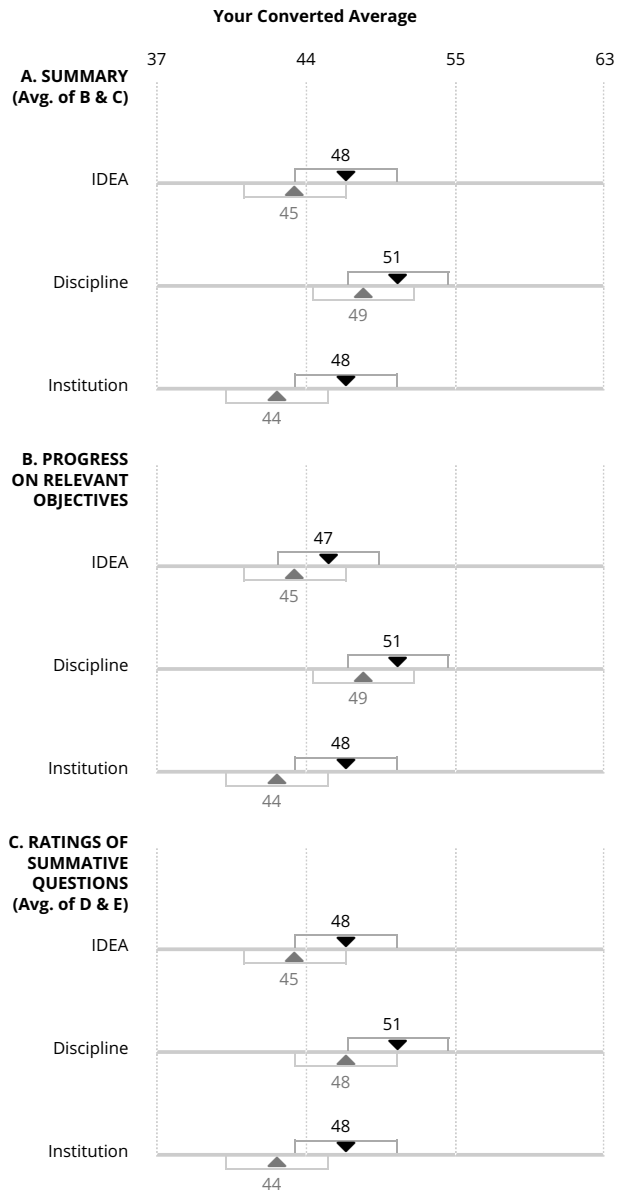
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4	4.1
E. Excellent Course	3.8	4

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	47
Discipline	48	50
Institution	45	48
E. Excellent Course		
IDEA	44	48
Discipline	48	51
Institution	43	48

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) <b>37 or Lower</b>	Lower (Next 20%) <b>38 - 44</b>	Similar (Middle 40%) <b>45 - 55</b>	Higher (Next 20%) <b>56 - 62</b>	Much Higher (Highest 10%) <b>63 or Higher</b>
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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	4.1	11	71	47	49	50	52	46	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.1	3.1	39	39	35	36	41	41	35	38
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.9	18	61	44	47	48	50	43	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.6	3.8	18	58	41	44	47	49	40	45
Acquiring skills in working with others as a member of a team	M	2.8	2.8	39	32	34	34	41	42	35	38
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	2.9	50	32	34	38	43	46	31	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.7	2.7	47	29	32	32	41	42	32	33
Developing skill in expressing myself orally or in writing	M	3	3.1	39	39	35	37	43	45	34	39
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.4	3.5	24	50	40	41	45	47	40	44
Developing ethical reasoning and/or ethical decision making	M	3.1	3.1	39	50	38	38	44	44	39	40
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.5	3.5	24	63	41	41	47	47	42	44
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.1	3.1	37	45	35	35	42	44	36	39
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	3.9	18	71	51	51	51	52	51	51

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	46	47	46
Difficulty of subject matter	3.8	57	52	58

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	53	52	50
I really wanted to take this course regardless of who taught it.	3.4	42	46	44
When this course began I believed I could master its content.	3.5	37	43	38
My background prepared me well for this course's requirements.	3.5	44	49	43

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.9	18% (1 or 2) 74% (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	4.2	11% (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	4.2	11% (1 or 2) 84% (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	3.8	18% (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.
Inspired students to set and achieve goals which really challenged them	3.6	21% (1 or 2) 58% (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	11% (1 or 2) 66% (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	4.1	11% (1 or 2) 74% (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	13% (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.
Created opportunities for students to apply course content outside the classroom	3.4	26% (1 or 2) 50% (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
Asked students to help each other understand ideas or concepts	3.6	21% (1 or 2) 58% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	2.8	47% (1 or 2) 39% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

## 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>									
<b>Found ways to help students answer their own questions</b>	2.63% (1)	10.53% (4)	13.16% (5)	21.05% (8)	52.63% (20)	38	0	1.14	4.11
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	13.16% (5)	18.42% (7)	26.32% (10)	7.89% (3)	34.21% (13)	38	0	1.43	3.32
<b>Encouraged students to reflect on and evaluate what they have learned</b>	2.63% (1)	7.89% (3)	23.68% (9)	21.05% (8)	44.74% (17)	38	0	1.11	3.97
<b>Demonstrated the importance and significance of the subject matter</b>	10.53% (4)	7.89% (3)	7.89% (3)	26.32% (10)	47.37% (18)	38	0	1.35	3.92
<b>Formed teams or groups to facilitate learning</b>	47.37% (18)	7.89% (3)	15.79% (6)	5.26% (2)	23.68% (9)	38	0	1.65	2.5
<b>Made it clear how each topic fit into the course</b>	5.26% (2)	5.26% (2)	7.89% (3)	23.68% (9)	57.89% (22)	38	0	1.13	4.24
<b>Provided meaningful feedback on students' academic performance</b>	10.53% (4)	5.26% (2)	15.79% (6)	15.79% (6)	52.63% (20)	38	0	1.36	3.95
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	5.26% (2)	5.26% (2)	15.79% (6)	23.68% (9)	50% (19)	38	0	1.16	4.08
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	15.79% (6)	5.26% (2)	28.95% (11)	15.79% (6)	34.21% (13)	38	0	1.41	3.47
<b>Explained course material clearly and concisely</b>	5.26% (2)	5.26% (2)	5.26% (2)	31.58% (12)	52.63% (20)	38	0	1.1	4.21

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	10.53% (4)	2.63% (1)	18.42% (7)	18.42% (7)	50% (19)	38	0	1.32	3.95
<b>Created opportunities for students to apply course content outside the classroom</b>	13.16% (5)	13.16% (5)	23.68% (9)	18.42% (7)	31.58% (12)	38	0	1.39	3.42
<b>Introduced stimulating ideas about the subject</b>	10.53% (4)	7.89% (3)	13.16% (5)	31.58% (12)	36.84% (14)	38	0	1.31	3.76
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	42.11% (16)	5.26% (2)	13.16% (5)	10.53% (4)	28.95% (11)	38	0	1.72	2.79
<b>Inspired students to set and achieve goals which really challenged them</b>	15.79% (6)	5.26% (2)	21.05% (8)	18.42% (7)	39.47% (15)	38	0	1.44	3.61
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	31.58% (12)	5.26% (2)	18.42% (7)	15.79% (6)	28.95% (11)	38	0	1.62	3.05
<b>Asked students to help each other understand ideas or concepts</b>	13.16% (5)	7.89% (3)	21.05% (8)	18.42% (7)	39.47% (15)	38	0	1.4	3.63
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	15.79% (6)	5.26% (2)	18.42% (7)	21.05% (8)	39.47% (15)	38	0	1.44	3.63
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	10.53% (4)	2.63% (1)	10.53% (4)	18.42% (7)	57.89% (22)	38	0	1.31	4.11

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	2.63% (1)	7.89% (3)	18.42% (7)	31.58% (12)	39.47% (15)	38	0	1.06	3.97
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	18.42% (7)	21.05% (8)	21.05% (8)	13.16% (5)	26.32% (10)	38	0	1.46	3.08
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	5.26% (2)	13.16% (5)	21.05% (8)	18.42% (7)	42.11% (16)	38	0	1.26	3.79
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	7.89% (3)	10.53% (4)	23.68% (9)	26.32% (10)	31.58% (12)	38	0	1.24	3.63
<b>Acquiring skills in working with others as a member of a team</b>	26.32% (10)	13.16% (5)	28.95% (11)	13.16% (5)	18.42% (7)	38	0	1.42	2.84
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	36.84% (14)	13.16% (5)	18.42% (7)	13.16% (5)	18.42% (7)	38	0	1.53	2.63
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	34.21% (13)	13.16% (5)	23.68% (9)	7.89% (3)	21.05% (8)	38	0	1.52	2.68
<b>Developing skill in expressing myself orally or in writing</b>	23.68% (9)	15.79% (6)	21.05% (8)	18.42% (7)	21.05% (8)	38	0	1.46	2.97
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	13.16% (5)	10.53% (4)	26.32% (10)	23.68% (9)	26.32% (10)	38	0	1.33	3.39
<b>Developing ethical reasoning and/or ethical decision making</b>	23.68% (9)	15.79% (6)	10.53% (4)	23.68% (9)	26.32% (10)	38	0	1.54	3.13
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	10.53% (4)	13.16% (5)	13.16% (5)	39.47% (15)	23.68% (9)	38	0	1.27	3.53
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	26.32% (10)	10.53% (4)	18.42% (7)	15.79% (6)	28.95% (11)	38	0	1.57	3.11
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	7.89% (3)	10.53% (4)	10.53% (4)	23.68% (9)	47.37% (18)	38	0	1.31	3.92

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	2.63% (1)	2.63% (1)	78.95% (30)	10.53% (4)	5.26% (2)	38	0	0.66	3.13
<b>Difficulty of subject matter</b>	0% (0)	5.26% (2)	39.47% (15)	28.95% (11)	26.32% (10)	38	0	0.9	3.76

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	34.21% (13)	39.47% (15)	26.32% (10)	38	0	0.77	3.92
<b>I really wanted to take this course regardless of who taught it.</b>	7.89% (3)	13.16% (5)	36.84% (14)	18.42% (7)	23.68% (9)	38	0	1.2	3.37
<b>When this course began I believed I could master its content.</b>	7.89% (3)	10.53% (4)	34.21% (13)	23.68% (9)	23.68% (9)	38	0	1.19	3.45
<b>My background prepared me well for this course's requirements.</b>	2.63% (1)	10.53% (4)	47.37% (18)	18.42% (7)	21.05% (8)	38	0	1.02	3.45
<b>Overall, I rate this instructor an excellent teacher.</b>	7.89% (3)	7.89% (3)	15.79% (6)	13.16% (5)	55.26% (21)	38	0	1.32	4
<b>Overall, I rate this course as excellent.</b>	2.63% (1)	15.79% (6)	26.32% (10)	10.53% (4)	44.74% (17)	38	0	1.24	3.79

### Qualitative

**Comments -**

- Ms. Monnet made this already difficult class much more difficult than it needed to be. Did not allow any formula sheets on anything, no cheat sheets or anything. This is a very difficult class to understand and she rarely went out of her way to help her students. More than half the class was lost the entire course. Very nice lady but not the greatest at getting her point across. Would often be asked a question and would make us more confused with her answer. As i said she just made the class much harder than it needed to be.
- The straightforward manner of teaching by Dr Monnet allowed me to take excellent notes and succeed on all homeworks and exams because I had the step by steps to reference. The course is challenging but Dr Monnet is always available to review information if you don't feel confident on it and gave me good advice for other topics as well like grad school and other topics. I would recommend Dr Monnet to other students because she organizes the course in a way that even students who are weaker in econ can understand and succeed.
- Loved your class! Enjoyed every lecture, and you made it very easy to understand and apply the material! Hope to possibly take this professor again in the future!
- She taught this course in a very organized manner with clear definitions and examples. I really liked the format of the homework assignments and how she provided the solutions afterward so we could practice and prepare for the test with them.
- I do appreciate and respect you as a professor, I think one thing that could benefit many of the students and overall engagement of the course is to provide more examples as to how economics can be relevant to real situations. The Freakonomics podcasts are great and have really given me a greater interest in the subject even though I myself am not majoring in Econ. Lastly, just for personal preference, I think that adding some small supplements or lessons using Excel would be a good way to display some of the graphs and to just help students learn good technical skills typically needed in the business field. Thank you for your time and lessons.
- Started out stressful but became much easier as the semester went on. Initial explanations of the new formulas were confusing without numbers. Sometimes went too fast, but not often.
- Best. Professor. Somebody give her a raise.
- Pretty good teacher
- Thanks for s great semestet
- Great Professor. Always was looking to help anyone that helped themselves
- Good Professor.
- As one can deduce, the ratings provided in this feed back were all over the scale. This was merely because I wished to answer honestly and some of the questions did not apply to the contents of the course. I would like to add that this class was rather vexing in that it in no way, shape or form relates to anything that I wish to do here after and believe that that this class should only relate to Econ majors. These are of course personal thoughts and should not reflect on the outstanding teaching methods of Professor Monnet. With that said, my own hubris keeps me from retaining any of the information gained in this class, as my stubbornness thwarts any attempt to retain the knowledge which this class is intended to instill upon me. I can see the benefits that any studious Econ major could gain from this course. Sadly that is not the case for one such as me. Through no fault of my own, I know that my subconscious self full intends to expel all the wisdom of Prof. Monnet wishes upon me. Be sure that this is in no way a slate on her good nature or her ability to instruct her pupils. The only suggestion that I wish to impart of the structure of the course itself and not the magnificent madam Monnet is that the use of a sheet of notes for exams would be most appreciated. The amount of information that is covered within the course is, staggering, to say the least. The sheet of notes for the mid terms and exams would help combat this particular bump in the road. This is of course is because, and it has been stressed to me for the last four years, the goal of the college is to prepare use for the "real world." To be perfectly honest, 90% of the time in the "real world" both the person fortunate enough to read this and anyone else is simple going to Google the information. That is the true reality of it. But I digress. I thank Professor Monnet for her time and patients and wish her success as one of SHSU's phenomenal intellectual minds and educators. Thank you.
- I think you should add the powerpoints to blackboard before lecture starts, people will still come to class whether the slides are there are not. Also, I think for T/TH classes, Tuesday's should be lecture & Thursday's should be application/practice problems. That way people aren't overwhelmed or overly confused with too much information. Lastly, you're very sarcastic and it's evident to everyone. It comes off as rude and often makes people feel as though they can't speak with you or ask questions.
- Excellent professor! The content is challenging, but the explanation of such content is thorough and leads to great understanding! I really enjoyed the class!
- I love her energy Even tho the class may be a little difficult to comprehend she ensures we understand the subject before moving forwards One of my favorites
- She is all over the place and writes everything on the board even after we constantly ask her to write better/ bigger. This information is so hard and i have not learned anything this whole semester
- The course is set up for Economic majors or those with a great grasp of the subject. For the exams, including the final, to be 85% of our grade is ridiculous and does not give students the opportunity to better there grade. Smart remarks when students express that the subject is difficult and are hard time shows you are closed minded and makes it hard for some student to seek help for you outside of class. Powerpoints need to always be available and not only at the end of a week. The numbers used in the powerpoint need to be better as well for some topics were hard to understand.
- Se notified the class that she was going to make the exams more difficult than last years for no apparent reason. Many students suffered because she only grades the homework and exams.
- thank you for an amazing semester, definitely one of my favorite courses in my whole college career, and of course one of my all time favorite teachers, thank you for going through everything multiple times every day of lecture it really helped, homework helps a lot, you are a great professor never change!!! this course definitely made me love econ much more than before!! :)))
- she's an OK professor
- Needs more course work to practice questions. Hw isn't enough so when the test comes, there's no cushion if you do poor only the hw. Not enough for me.