

ECON 3357 (02): Intermediate Microeconomics

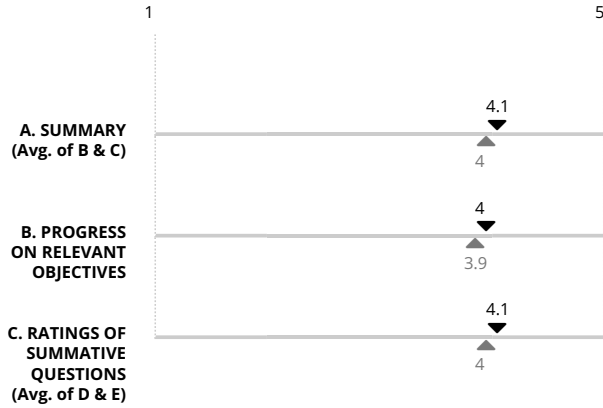
Spring 2019 | Jessica Monnet | Course CIP Code: 45.0601

54		Students Enrolled
45		Students Responded
83.33%		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	4.1	4.2
E. Excellent Course	3.8	3.9

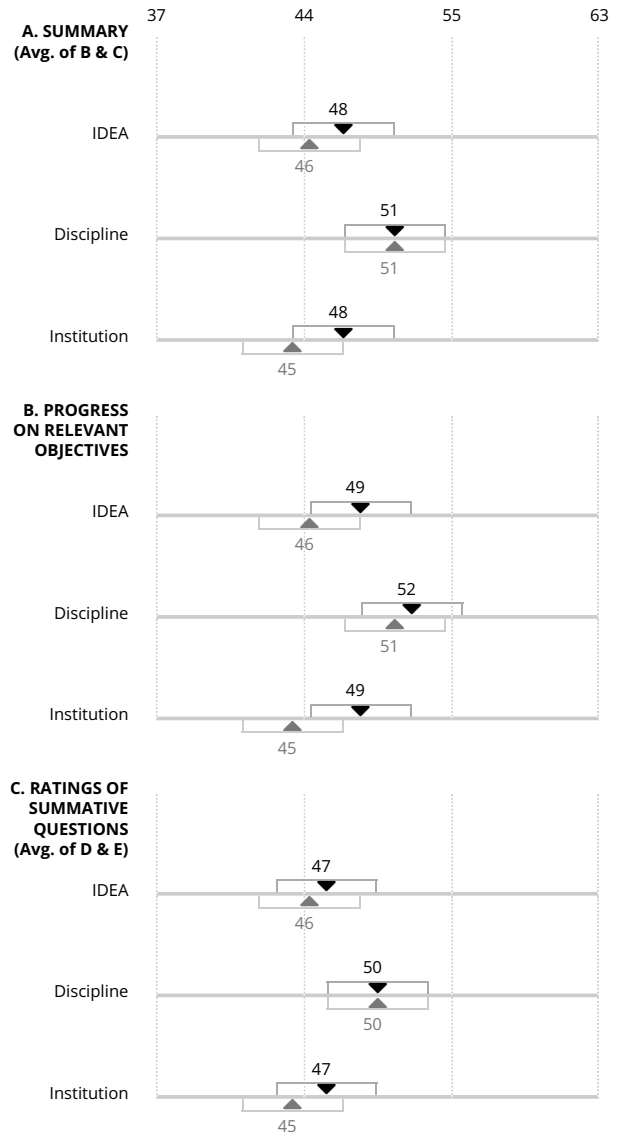
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	48
Discipline	50	50
Institution	46	48
E. Excellent Course		
IDEA	44	45
Discipline	49	49
Institution	43	45

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)	I	4	4.1	7	71	48	50	52	53	47	50
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.6	20	53	43	45	48	49	42	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.9	4	11	67	46	48	50	51	45	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.8	4	9	62	45	48	51	51	43	48
Acquiring skills in working with others as a member of a team	M	3	3	42	42	36	37	45	46	37	40
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.7	31	49	43	50	51	56	40	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.4	3.6	29	53	43	46	51	53	42	46
Developing skill in expressing myself orally or in writing	M	3.4	3.7	31	44	42	47	49	53	40	47
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	4.1	16	69	48	52	52	54	47	52
Developing ethical reasoning and/or ethical decision making	M	3.6	3.7	20	56	46	47	52	52	46	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.7	3.7	20	60	44	45	50	50	44	47
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	3.8	18	53	45	47	51	51	44	49
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	3.9	11	67	51	52	53	53	51	52

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	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.	3.5	46	50	48
When this course began I believed I could master its content.	3.3	33	41	35
My background prepared me well for this course's requirements.	3.6	46	52	46

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	11% (1 or 2) 67% (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	4.1	4% (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.
Explained course material clearly and concisely	4.2	7% (1 or 2) 78% (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	7% (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.
Inspired students to set and achieve goals which really challenged them	3.8	13% (1 or 2) 62% (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	4.1	7% (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.
Stimulated students to intellectual effort beyond that required by most courses	4	9% (1 or 2) 67% (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	4.1	7% (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.
Created opportunities for students to apply course content outside the classroom	3.7	20% (1 or 2) 56% (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	20% (1 or 2) 56% (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	3.2	36% (1 or 2) 47% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	15.56% (7)	20% (9)	64.44% (29)	45	0	0.75	4.49
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	15.56% (7)	20% (9)	64.44% (29)	45	0	0.75	4.49
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	15.56% (7)	20% (9)	64.44% (29)	45	0	0.75	4.49
I was able to access my online course 24x7.	0% (0)	0% (0)	11.11% (5)	13.33% (6)	75.56% (34)	45	0	0.67	4.64
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	2.22% (1)	0% (0)	13.33% (6)	15.56% (7)	68.89% (31)	45	0	0.88	4.49
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	2.22% (1)	11.11% (5)	17.78% (8)	68.89% (31)	45	0	0.78	4.53
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	2.22% (1)	13.33% (6)	8.89% (4)	75.56% (34)	45	0	0.8	4.58

<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>									
Found ways to help students answer their own questions	2.22% (1)	4.44% (2)	24.44% (11)	28.89% (13)	40% (18)	45	0	1.01	4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	11.11% (5)	8.89% (4)	15.56% (7)	26.67% (12)	37.78% (17)	45	0	1.34	3.71
Encouraged students to reflect on and evaluate what they have learned	0% (0)	6.67% (3)	20% (9)	33.33% (15)	40% (18)	45	0	0.93	4.07
Demonstrated the importance and significance of the subject matter	2.22% (1)	8.89% (4)	22.22% (10)	20% (9)	46.67% (21)	45	0	1.12	4
Formed teams or groups to facilitate learning	28.89% (13)	6.67% (3)	22.22% (10)	11.11% (5)	31.11% (14)	45	0	1.6	3.09
Made it clear how each topic fit into the course	4.44% (2)	0% (0)	22.22% (10)	26.67% (12)	46.67% (21)	45	0	1.04	4.11
Provided meaningful feedback on students' academic performance	6.67% (3)	6.67% (3)	22.22% (10)	26.67% (12)	37.78% (17)	45	0	1.2	3.82
Stimulated students to intellectual effort beyond that required by most courses	2.22% (1)	6.67% (3)	24.44% (11)	20% (9)	46.67% (21)	45	0	1.09	4.02
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	8.89% (4)	8.89% (4)	17.78% (8)	24.44% (11)	40% (18)	45	0	1.3	3.78
Explained course material clearly and concisely	2.22% (1)	4.44% (2)	15.56% (7)	26.67% (12)	51.11% (23)	45	0	1	4.2

<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	4.44% (2)	2.22% (1)	20% (9)	26.67% (12)	46.67% (21)	45	0	1.07	4.09
Created opportunities for students to apply course content outside the classroom	13.33% (6)	6.67% (3)	24.44% (11)	11.11% (5)	44.44% (20)	45	0	1.43	3.67
Introduced stimulating ideas about the subject	6.67% (3)	0% (0)	20% (9)	33.33% (15)	40% (18)	45	0	1.1	4
Involved students in hands-on projects such as research, case studies, or real life activities	24.44% (11)	11.11% (5)	17.78% (8)	13.33% (6)	33.33% (15)	45	0	1.59	3.2
Inspired students to set and achieve goals which really challenged them	6.67% (3)	6.67% (3)	24.44% (11)	22.22% (10)	40% (18)	45	0	1.22	3.82
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	17.78% (8)	6.67% (3)	28.89% (13)	13.33% (6)	33.33% (15)	45	0	1.45	3.38
Asked students to help each other understand ideas or concepts	13.33% (6)	6.67% (3)	24.44% (11)	15.56% (7)	40% (18)	45	0	1.4	3.62
Gave projects, tests, or assignments that required original or creative thinking	6.67% (3)	4.44% (2)	26.67% (12)	17.78% (8)	44.44% (20)	45	0	1.22	3.89
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.44% (2)	2.22% (1)	26.67% (12)	17.78% (8)	48.89% (22)	45	0	1.11	4.04

<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)	6.67% (3)	22.22% (10)	33.33% (15)	37.78% (17)	45	0	0.93	4.02
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	8.89% (4)	11.11% (5)	26.67% (12)	26.67% (12)	26.67% (12)	45	0	1.24	3.51
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	11.11% (5)	22.22% (10)	35.56% (16)	31.11% (14)	45	0	0.98	3.87
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	8.89% (4)	28.89% (13)	33.33% (15)	28.89% (13)	45	0	0.95	3.82
Acquiring skills in working with others as a member of a team	28.89% (13)	13.33% (6)	15.56% (7)	13.33% (6)	28.89% (13)	45	0	1.61	3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	20% (9)	11.11% (5)	20% (9)	22.22% (10)	26.67% (12)	45	0	1.46	3.24
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	15.56% (7)	13.33% (6)	17.78% (8)	24.44% (11)	28.89% (13)	45	0	1.42	3.38
Developing skill in expressing myself orally or in writing	6.67% (3)	24.44% (11)	24.44% (11)	13.33% (6)	31.11% (14)	45	0	1.32	3.38
Learning how to find, evaluate, and use resources to explore a topic in depth	4.44% (2)	11.11% (5)	15.56% (7)	33.33% (15)	35.56% (16)	45	0	1.15	3.84
Developing ethical reasoning and/or ethical decision making	6.67% (3)	13.33% (6)	24.44% (11)	22.22% (10)	33.33% (15)	45	0	1.25	3.62
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	8.89% (4)	11.11% (5)	20% (9)	24.44% (11)	35.56% (16)	45	0	1.3	3.67
Learning to apply knowledge and skills to benefit others or serve the public good	6.67% (3)	11.11% (5)	28.89% (13)	15.56% (7)	37.78% (17)	45	0	1.26	3.67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	2.22% (1)	8.89% (4)	22.22% (10)	28.89% (13)	37.78% (17)	45	0	1.07	3.91
<i>The Course:</i> <i>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	2.22% (1)	15.56% (7)	68.89% (31)	6.67% (3)	6.67% (3)	45	0	0.76	3
Difficulty of subject matter	0% (0)	2.22% (1)	57.78% (26)	24.44% (11)	15.56% (7)	45	0	0.78	3.53
<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.	2.22% (1)	2.22% (1)	40% (18)	35.56% (16)	20% (9)	45	0	0.89	3.69
I really wanted to take this course regardless of who taught it.	6.67% (3)	8.89% (4)	37.78% (17)	17.78% (8)	28.89% (13)	45	0	1.19	3.53
When this course began I believed I could master its content.	8.89% (4)	8.89% (4)	42.22% (19)	22.22% (10)	17.78% (8)	45	0	1.13	3.31
My background prepared me well for this course's requirements.	6.67% (3)	2.22% (1)	40% (18)	31.11% (14)	20% (9)	45	0	1.04	3.56
Overall, I rate this instructor an excellent teacher.	0% (0)	4.44% (2)	24.44% (11)	28.89% (13)	42.22% (19)	45	0	0.91	4.09
Overall, I rate this course as excellent.	6.67% (3)	0% (0)	31.11% (14)	33.33% (15)	28.89% (13)	45	0	1.07	3.78

Qualitative

Comments -

- Great teacher, but I struggled with some of the topics in this class.
- Lectures were very helpful and concise in learning the material
- I feel like she could be more engaged with her students
- I felt this class was mostly test based over video material. The homework was a good challenge but I felt I wasn't fully ready for the test and never scored over a C.
- Professor Monnet is an excellent instructor and provides great feedback to help students succeed in learning the material while reflecting on actual examples. The material is clear, precise, and easy to understand as long as a student is willing to put forth the work required. She took the time out of normal class schedule to meet with me in person and answer emails in a timely manner when I need clarification.
- This class was challenging for me, but overall a great experience for me to use my resources in order to be successful. Dr. Monnet made it possible for me to be successful in this class with the tremendous help of her practice exams and practice problem videos. I think it would be more helpful to also create a Practice Exam video for the math problems. Great course and instructor overall. I would recommend my friends to take Dr. Monnet for this course.
- Good video lectures that are helpful understanding the topics
- Monnet's short videos over practice problems was very helpful. Her step-by-step practice problems were definitely useful in passing this course.
- great professor. would recommend the class to anyone
- The videos were very helpful, along with the slides. Would like the slides to be number by lesson and not by date. This would make it easier to study. Other than that, everything seems good.

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

- Easy to use interface on Blackboard
- blackboard
- Dr. Monnet's videos were the most helpful technology features provided that made the course a good online learning experience.
- The Student Resources tab
- easy to navigate through

ECON 3357 (03): Intermediate Microeconomics

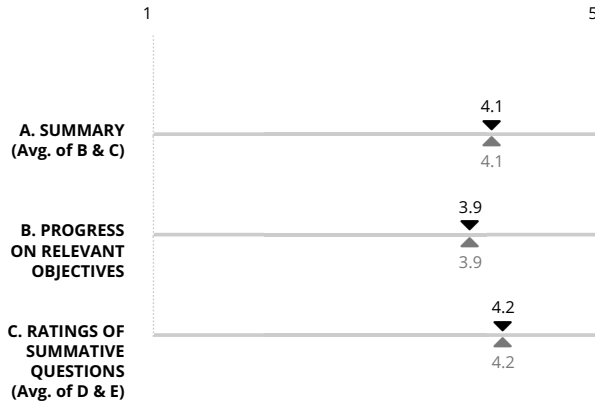
Spring 2019 | Jessica Monnet | Course CIP Code: 45.0601

27 | Students Enrolled
 20 | Students Responded
 74.07% | 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	4.1

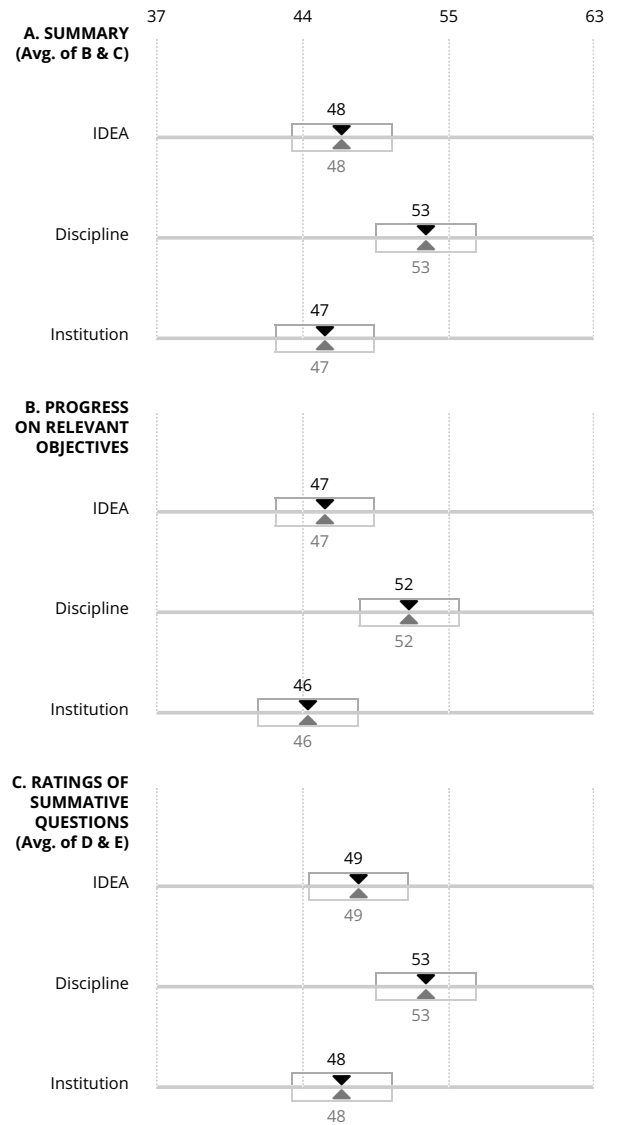
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	48
Discipline	52	52
Institution	48	48
E. Excellent Course		
IDEA	50	50
Discipline	54	54
Institution	48	48

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)	I	4.1	4.1	10	80	49	49	53	53	49	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.5	25	60	42	42	47	47	41	43
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.9	3.9	15	70	46	46	51	51	46	46
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.9	3.9	10	70	46	46	52	52	44	45
Acquiring skills in working with others as a member of a team	M	3.3	3.3	35	55	41	41	49	49	41	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.3	3.4	35	60	44	46	52	53	41	44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	35	60	41	41	49	49	40	41
Developing skill in expressing myself orally or in writing	M	3.3	3.3	35	55	40	40	48	48	38	39
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.7	20	65	45	45	49	49	44	45
Developing ethical reasoning and/or ethical decision making	M	3.5	3.5	25	60	43	43	49	49	43	44
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.7	3.7	20	60	45	45	50	50	45	45
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.6	20	60	44	44	50	50	43	44
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4	4	10	70	53	53	54	54	52	52

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	47	49	46
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	45	47	44
I really wanted to take this course regardless of who taught it.	3.7	50	53	51
When this course began I believed I could master its content.	3.9	49	54	48
My background prepared me well for this course's requirements.	4.1	57	61	55

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	10% (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.
Made it clear how each topic fit into the course	4.5	10% (1 or 2) 90% (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	4.4	5% (1 or 2) 90% (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	3.8	25% (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.
Inspired students to set and achieve goals which really challenged them	3.8	25% (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.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.3	10% (1 or 2) 85% (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	10% (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	4.1	20% (1 or 2) 75% (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	3.8	20% (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.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	3.4	35% (1 or 2) 60% (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	2.9	50% (1 or 2) 45% (4 or 5)	You employed the method less frequently than 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>									
Found ways to help students answer their own questions	0% (0)	5% (1)	10% (2)	25% (5)	60% (12)	20	0	0.86	4.4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	5% (1)	10% (2)	15% (3)	20% (4)	50% (10)	20	0	1.22	4
Encouraged students to reflect on and evaluate what they have learned	5% (1)	5% (1)	5% (1)	30% (6)	55% (11)	20	0	1.09	4.25
Demonstrated the importance and significance of the subject matter	5% (1)	5% (1)	15% (3)	15% (3)	60% (12)	20	0	1.17	4.2
Formed teams or groups to facilitate learning	55% (11)	0% (0)	5% (1)	5% (1)	35% (7)	20	0	1.88	2.65
Made it clear how each topic fit into the course	0% (0)	10% (2)	0% (0)	20% (4)	70% (14)	20	0	0.92	4.5
Provided meaningful feedback on students' academic performance	10% (2)	5% (1)	10% (2)	20% (4)	55% (11)	20	0	1.32	4.05
Stimulated students to intellectual effort beyond that required by most courses	5% (1)	5% (1)	15% (3)	25% (5)	50% (10)	20	0	1.14	4.1
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	15% (3)	15% (3)	5% (1)	20% (4)	45% (9)	20	0	1.53	3.65
Explained course material clearly and concisely	5% (1)	0% (0)	5% (1)	30% (6)	60% (12)	20	0	0.97	4.4

<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)	20% (4)	5% (1)	20% (4)	55% (11)	20	0	1.18	4.1
Created opportunities for students to apply course content outside the classroom	10% (2)	10% (2)	15% (3)	20% (4)	45% (9)	20	0	1.36	3.8
Introduced stimulating ideas about the subject	10% (2)	15% (3)	10% (2)	15% (3)	50% (10)	20	0	1.44	3.8
Involved students in hands-on projects such as research, case studies, or real life activities	45% (9)	5% (1)	5% (1)	10% (2)	35% (7)	20	0	1.82	2.85
Inspired students to set and achieve goals which really challenged them	15% (3)	10% (2)	10% (2)	15% (3)	50% (10)	20	0	1.51	3.75
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	30% (6)	5% (1)	10% (2)	10% (2)	45% (9)	20	0	1.74	3.35
Asked students to help each other understand ideas or concepts	25% (5)	10% (2)	5% (1)	20% (4)	40% (8)	20	0	1.66	3.4
Gave projects, tests, or assignments that required original or creative thinking	15% (3)	15% (3)	10% (2)	20% (4)	40% (8)	20	0	1.5	3.55
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	20% (4)	25% (5)	55% (11)	20	0	0.79	4.35

<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)	5% (1)	5% (1)	10% (2)	35% (7)	45% (9)	20	0	1.09	4.1
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	15% (3)	10% (2)	15% (3)	35% (7)	25% (5)	20	0	1.36	3.45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	5% (1)	10% (2)	15% (3)	30% (6)	40% (8)	20	0	1.18	3.9
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	5% (1)	5% (1)	20% (4)	35% (7)	35% (7)	20	0	1.09	3.9
Acquiring skills in working with others as a member of a team	25% (5)	10% (2)	10% (2)	20% (4)	35% (7)	20	0	1.62	3.3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (5)	10% (2)	5% (1)	30% (6)	30% (6)	20	0	1.58	3.3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	30% (6)	5% (1)	5% (1)	30% (6)	30% (6)	20	0	1.64	3.25
Developing skill in expressing myself orally or in writing	25% (5)	10% (2)	10% (2)	25% (5)	30% (6)	20	0	1.58	3.25
Learning how to find, evaluate, and use resources to explore a topic in depth	15% (3)	5% (1)	15% (3)	30% (6)	35% (7)	20	0	1.39	3.65
Developing ethical reasoning and/or ethical decision making	20% (4)	5% (1)	15% (3)	30% (6)	30% (6)	20	0	1.47	3.45
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	10% (2)	10% (2)	20% (4)	20% (4)	40% (8)	20	0	1.35	3.7
Learning to apply knowledge and skills to benefit others or serve the public good	15% (3)	5% (1)	20% (4)	25% (5)	35% (7)	20	0	1.39	3.6
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	5% (1)	5% (1)	20% (4)	25% (5)	45% (9)	20	0	1.14	4

<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% (2)	75% (15)	5% (1)	10% (2)	20	0	0.73	3.15
Difficulty of subject matter	0% (0)	0% (0)	50% (10)	30% (6)	20% (4)	20	0	0.78	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.	0% (0)	10% (2)	30% (6)	40% (8)	20% (4)	20	0	0.9	3.7
I really wanted to take this course regardless of who taught it.	10% (2)	0% (0)	30% (6)	30% (6)	30% (6)	20	0	1.19	3.7
When this course began I believed I could master its content.	5% (1)	5% (1)	20% (4)	35% (7)	35% (7)	20	0	1.09	3.9
My background prepared me well for this course's requirements.	0% (0)	0% (0)	35% (7)	25% (5)	40% (8)	20	0	0.86	4.05
Overall, I rate this instructor an excellent teacher.	5% (1)	0% (0)	15% (3)	30% (6)	50% (10)	20	0	1.03	4.2
Overall, I rate this course as excellent.	5% (1)	0% (0)	20% (4)	30% (6)	45% (9)	20	0	1.04	4.1

Qualitative

Comments -
<ul style="list-style-type: none"> • Great class great teacher, no problems • Overall, Dr. Monnet was a great professor. She made this class very easy with her complete knowledge of economics. I wish i would take her for every class. • Dr. Monnet is very intelligent. She is a great teacher and cares about her students and their grades. The only negative thing that stood out is that she will sometimes skip steps in the problems, which I personally need to see in order to fully understand the problem. Overall, she is a great professor. • I am not good at economics, there were no other courses that the university would let me take. That being said, I thoroughly enjoy this class because of Dr. Monnet, she is an amazing professor and really loves her job and cares for her students. I cannot say enough good things about her. • Though most of the questions on this eval don't relate to this cours (i.e. creativ writing, appreciation for the arts) she was a great teacher. She expertly explained everything nessesary to learn the coursework and ace the class. • Thank you for being so helpful and understanding. • Best teacher I've had at SHSU! Makes class super easy to navigate and very passionate about her job!! • great class very informative and a great professor! very passionate and explains material very well

ECON 4350 (01): Health Economics and Finances

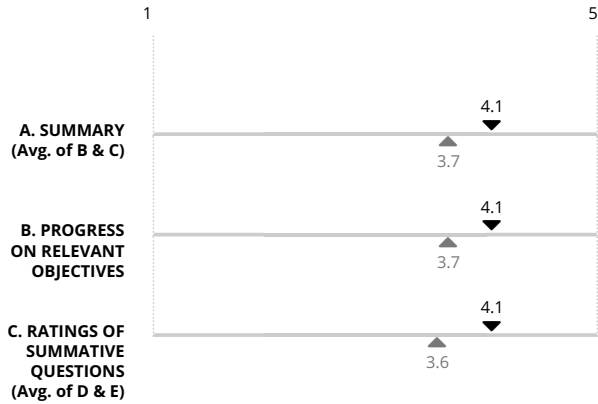
Spring 2019 | Jessica Monnet | Course CIP Code: 45.0601

52	Students Enrolled
42	Students Responded
80.77%	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	3.8	4.2
E. Excellent Course	3.3	3.9

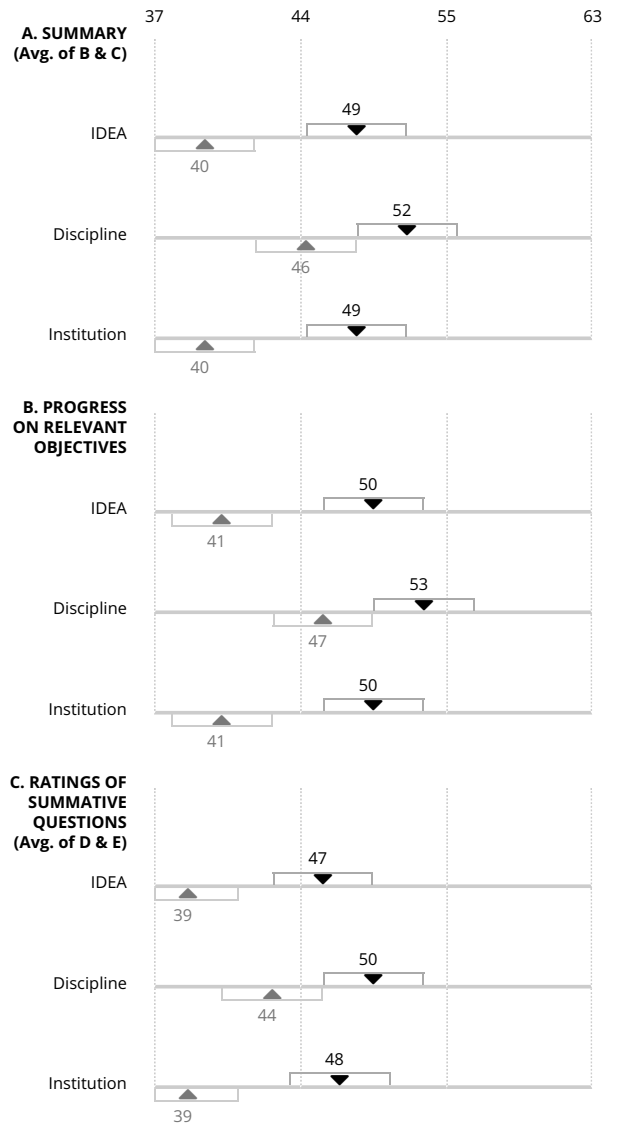
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	42	48
Discipline	46	51
Institution	42	49
E. Excellent Course		
IDEA	36	46
Discipline	42	49
Institution	35	46

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.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	4.1	14	60	41	48	46	52	41	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.9	24	52	43	50	48	53	42	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.7	4.2	14	57	43	53	48	54	42	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.6	4.2	14	55	40	51	47	54	39	50
Acquiring skills in working with others as a member of a team	M	3.1	3.5	26	38	38	44	46	51	38	46
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	4.2	31	48	42	57	50	61	39	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.8	24	50	42	50	50	55	41	49
Developing skill in expressing myself orally or in writing	M	3.4	4	21	50	42	52	49	56	40	51
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.6	4	19	55	43	51	48	53	42	52
Developing ethical reasoning and/or ethical decision making	M	3.7	4.1	17	60	47	54	52	57	46	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.6	3.9	17	57	43	48	49	52	43	49
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	4.3	14	60	45	55	51	56	44	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.6	3.7	17	60	46	48	49	51	46	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.7	38	40	37
Difficulty of subject matter	3.7	57	52	57

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	47	48	45
I really wanted to take this course regardless of who taught it.	2.7	29	34	32
When this course began I believed I could master its content.	3.4	35	42	37
My background prepared me well for this course's requirements.	3.2	38	45	38

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	10% (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.
Made it clear how each topic fit into the course	3.9	19% (1 or 2) 67% (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	3.6	24% (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.
Introduced stimulating ideas about the subject	3.7	17% (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.
Inspired students to set and achieve goals which really challenged them	3.4	33% (1 or 2) 52% (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	3.7	24% (1 or 2) 60% (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	3.6	19% (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.
Related course material to real life situations	4.2	12% (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.
Created opportunities for students to apply course content outside the classroom	3.5	24% (1 or 2) 62% (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	29% (1 or 2) 52% (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	2.9	48% (1 or 2) 43% (4 or 5)	You employed the method less frequently than 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>									
Found ways to help students answer their own questions	7.14% (3)	14.29% (6)	9.52% (4)	28.57% (12)	40.48% (17)	42	0	1.3	3.81
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	2.38% (1)	16.67% (7)	9.52% (4)	33.33% (14)	38.1% (16)	42	0	1.16	3.88
Encouraged students to reflect on and evaluate what they have learned	7.14% (3)	16.67% (7)	16.67% (7)	16.67% (7)	42.86% (18)	42	0	1.35	3.71
Demonstrated the importance and significance of the subject matter	2.38% (1)	7.14% (3)	16.67% (7)	26.19% (11)	47.62% (20)	42	0	1.06	4.1
Formed teams or groups to facilitate learning	50% (21)	11.9% (5)	7.14% (3)	9.52% (4)	21.43% (9)	42	0	1.65	2.4
Made it clear how each topic fit into the course	7.14% (3)	11.9% (5)	14.29% (6)	19.05% (8)	47.62% (20)	42	0	1.31	3.88
Provided meaningful feedback on students' academic performance	7.14% (3)	19.05% (8)	11.9% (5)	28.57% (12)	33.33% (14)	42	0	1.31	3.62
Stimulated students to intellectual effort beyond that required by most courses	11.9% (5)	7.14% (3)	21.43% (9)	30.95% (13)	28.57% (12)	42	0	1.29	3.57
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	16.67% (7)	11.9% (5)	11.9% (5)	35.71% (15)	23.81% (10)	42	0	1.4	3.38
Explained course material clearly and concisely	4.76% (2)	19.05% (8)	21.43% (9)	21.43% (9)	33.33% (14)	42	0	1.25	3.6

<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	2.38% (1)	9.52% (4)	4.76% (2)	33.33% (14)	50% (21)	42	0	1.05	4.19
Created opportunities for students to apply course content outside the classroom	16.67% (7)	7.14% (3)	14.29% (6)	33.33% (14)	28.57% (12)	42	0	1.4	3.5
Introduced stimulating ideas about the subject	7.14% (3)	9.52% (4)	23.81% (10)	21.43% (9)	38.1% (16)	42	0	1.25	3.74
Involved students in hands-on projects such as research, case studies, or real life activities	33.33% (14)	14.29% (6)	9.52% (4)	11.9% (5)	30.95% (13)	42	0	1.68	2.93
Inspired students to set and achieve goals which really challenged them	14.29% (6)	19.05% (8)	14.29% (6)	21.43% (9)	30.95% (13)	42	0	1.44	3.36
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	21.43% (9)	14.29% (6)	7.14% (3)	19.05% (8)	38.1% (16)	42	0	1.6	3.38
Asked students to help each other understand ideas or concepts	16.67% (7)	11.9% (5)	19.05% (8)	16.67% (7)	35.71% (15)	42	0	1.48	3.43
Gave projects, tests, or assignments that required original or creative thinking	9.52% (4)	11.9% (5)	11.9% (5)	23.81% (10)	42.86% (18)	42	0	1.35	3.79
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	7.14% (3)	9.52% (4)	11.9% (5)	28.57% (12)	42.86% (18)	42	0	1.25	3.9

<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)	7.14% (3)	7.14% (3)	26.19% (11)	28.57% (12)	30.95% (13)	42	0	1.18	3.69
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	7.14% (3)	16.67% (7)	23.81% (10)	23.81% (10)	28.57% (12)	42	0	1.26	3.5
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	7.14% (3)	7.14% (3)	28.57% (12)	21.43% (9)	35.71% (15)	42	0	1.22	3.71
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	9.52% (4)	4.76% (2)	30.95% (13)	26.19% (11)	28.57% (12)	42	0	1.22	3.6
Acquiring skills in working with others as a member of a team	23.81% (10)	2.38% (1)	35.71% (15)	16.67% (7)	21.43% (9)	42	0	1.41	3.1
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	23.81% (10)	7.14% (3)	21.43% (9)	23.81% (10)	23.81% (10)	42	0	1.48	3.17
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	19.05% (8)	4.76% (2)	26.19% (11)	26.19% (11)	23.81% (10)	42	0	1.39	3.31
Developing skill in expressing myself orally or in writing	14.29% (6)	7.14% (3)	28.57% (12)	26.19% (11)	23.81% (10)	42	0	1.31	3.38
Learning how to find, evaluate, and use resources to explore a topic in depth	9.52% (4)	9.52% (4)	26.19% (11)	26.19% (11)	28.57% (12)	42	0	1.26	3.55
Developing ethical reasoning and/or ethical decision making	7.14% (3)	9.52% (4)	23.81% (10)	28.57% (12)	30.95% (13)	42	0	1.21	3.67
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	11.9% (5)	4.76% (2)	26.19% (11)	26.19% (11)	30.95% (13)	42	0	1.29	3.6
Learning to apply knowledge and skills to benefit others or serve the public good	9.52% (4)	4.76% (2)	26.19% (11)	28.57% (12)	30.95% (13)	42	0	1.23	3.67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	11.9% (5)	4.76% (2)	23.81% (10)	30.95% (13)	28.57% (12)	42	0	1.27	3.6

<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	9.52% (4)	28.57% (12)	47.62% (20)	9.52% (4)	4.76% (2)	42	0	0.93	2.71
Difficulty of subject matter	2.38% (1)	2.38% (1)	38.1% (16)	33.33% (14)	23.81% (10)	42	0	0.93	3.74

<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.	2.38% (1)	11.9% (5)	23.81% (10)	33.33% (14)	28.57% (12)	42	0	1.07	3.74
I really wanted to take this course regardless of who taught it.	30.95% (13)	16.67% (7)	23.81% (10)	9.52% (4)	19.05% (8)	42	0	1.47	2.69
When this course began I believed I could master its content.	7.14% (3)	14.29% (6)	28.57% (12)	33.33% (14)	16.67% (7)	42	0	1.13	3.38
My background prepared me well for this course's requirements.	16.67% (7)	21.43% (9)	11.9% (5)	28.57% (12)	21.43% (9)	42	0	1.41	3.17
Overall, I rate this instructor an excellent teacher.	2.38% (1)	11.9% (5)	23.81% (10)	26.19% (11)	35.71% (15)	42	0	1.12	3.81
Overall, I rate this course as excellent.	9.52% (4)	14.29% (6)	35.71% (15)	14.29% (6)	26.19% (11)	42	0	1.27	3.33

Qualitative

Comments -
<ul style="list-style-type: none"> • She is awesome! • Dr. Monnet goes above and beyond to teach though she confused some times during the lecture. Also, I don't know why she likes to hand write lecture notes on the whiteboard when they are available on ppt. It's just time-consuming. Overall, she is great is a professor. • This course had interesting content. I enjoyed your connections to the material and the way you set up preparation for the tests. The class could improve in how we interact and activities. I know this is difficult for the subject material. Thank you for everything this semester! • Dr.Monnet is a good teacher. I wish she would of taught it last semester when I had to drop. • Dr. Monnet explains the material very well. After the end of each section she summarize the main points which help students retain it for exam. I also think that going over the test review and end of chapter question is very helpful. I would like to see a writing assignment for this class because some people are not good test taker and a paper would help increase the grade. I myself would rather research for a paper than study for a test, because I just do not have the ability to retain a high percentage of the material. • I loved her philosophy on attendance especially since I am someone who learns better on my own. Also she was so understanding when I had to come to her explaining a very difficult situation I was in in my personal life and needed an extension on taking a test. Although my presence lately has been scarce, the notes posted and the attendance policy has helped me tremendously in overcoming such a difficult time and has allowed me to stay on track to doing well in the class and ultimately still graduating in May. • I enjoyed learning information in this course. • I was really nervous for this course at the beginning as I had always heard that Health Economics was the most difficult course of my degree plan. Dr. Monnet really made it easier to learn and broke the content down into a very realistic and understandable manner. I really appreciate her form of teaching, by writing her lecture on the board, rather than relying on reading from power point slides during class. She offers opportunities for extra credit and while a gracious grader, she is not an over bearing grader like some professors. She enjoys class participation which allows for deeper understanding of class topics. Dr. Monnet definitely made this course less intimidating and I am grateful for that. • Not a great teacher ! • Dr. Monnet, You are an excellent teacher. Please for the future benefit of your students do not refrain from writing the notes on the board. That was an excellent way to teach this subject. I understand that some student may be upset about the grade they received but the truth is that absences and lack of trying are what got them that grade. I can not express this enough, the way you taught this subject was incredible. I truly have a deeper respect for health economics. Truly a GREAT class. 10/10 would take it again. Thank you for this amazing semester. • I feel Professor Monnet did her best to help make this subject as interesting as possible but economic just isn't interesting enough to keep most students focus (unless their an econ major). She did respond to emails pretty timely and answered any questions I had to the best of her ability. I just wish the class was more interesting (probably more the subject fault than hers). My only helpful critique is I have would have liked to seen maybe better example of health policies throughout the lecture with the economic. Overall I think Professor Monnet did the best she could with this subject. • While Ms Monnet is very nice and friendly, she is new to teaching and it shows. I found her lectures difficult to follow. She tends to write small and not explain things well. This is important as the subject matter is quite difficult to understand, especially if you are a health major student trying to follow the economic side of things. This is a new way of thinking. I wish should would have given us more coursework to help support our grade and give us a better understanding of what we were actually learning. We only had tests and bonus points. I relied heavily on the textbook. Lecture power points and in class lectures were minimally useful. However, I do think ms Monnet will improve over time. • Our grades came from tests only, THAT sucked. 20 questions and 4 short answers on each test. It Looked easy to study for her tests, but it was a struggle, since I was unsure on what to study. She should have provided a study guide instead of a "test review", which was basically a mini version of the test or to be more specific as to what we needed to prepare for about the test, but it was better than nothing. I'm just glad it's over, test days gave me HUGE anxiety and made me sick. Something I recommend, is give out assignments, a research paper, case studies, something, anything. Keep it simple like my online courses do, to answer 2-5 questions from 1 to 2 chapters. If we get the book, make us actually use it. Some of us are not good test-takers, like myself for anxiety reasons, having other assignments help ease the worry about grades. • she is a nice professor the exams written question are lengthy and some are very difficult more multiples choice question and less short answer questions would be great in this class • Great new teacher. • Mrs. Monnet was an awesome teacher! She gave us more than enough material to succeed in this class! • Great Professor! • I enjoyed this class! I think that Professor Monnet does not need to write every word on the white board- students should be responsible for the material, especially because the PPTs are on-line (very helpful for studying!). I did not like having assigned seating for exam 3 because I get anxious and my ADD is more difficult when I am not in my usual spot. It really helped when Professor Monnet added personal experiences into the course material as examples. I think it made the course more difficult for some people because they did not master the basic econ principles from our required micro econ class, which is just the responsibility of each student and not the professor. I liked the PBS videos! I do wish we had gotten our work back that we turned in for extra credit so we could study it for the exams but it didn't hurt us at all. • Great professor. Definitely cared for us to understand the content. • Please add homework class is already hard and test do not really save our grade. The material is boring and yo tend to be very mono toned. Which makes it even worse . Please help make the class more interesting. • Awesome Teacher.