

ECON 300 A
 Intermediate Microeconomics
 Course type: Online

 Evaluation Delivery: Online
 Evaluation Form: Y
 Responses: 26/32 (81% very high)

 Taught by: Tyson Ramirez
Instructor Evaluated: Tyson Ramirez-Predoc Inst

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	4.6
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.6
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The remote learning course as a whole was:	25	68%	20%	12%				4.8	4.5
The course content was:	25	72%	12%	16%				4.8	4.6
The instructor's contribution to the course was:	25	84%	8%	4%	4%			4.9	4.7
The instructor's effectiveness in teaching the subject matter was:	25	80%	12%	4%	4%			4.9	4.6

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)		Average (4)		Much Lower (1)		Median
		(6)	(5)	(4)	(3)	(2)		
Do you expect your grade in this course to be:	25	32%	28%	12%	24%	4%		5.9
The intellectual challenge presented was:	25	32%	40%	16%	12%			6.0
The amount of effort you put into this course was:	25	44%	28%	8%	16%	4%		6.3
The amount of effort to succeed in this course was:	25	32%	36%	16%	16%			6.0
Relative to similar courses taught in person, your participation in this course was:	25	28%	28%	20%	16%	8%		5.7
Relative to similar courses taught in person, your success in this course was:	25	20%	40%	16%	16%	8%		5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.4 Hours per credit: 1.5 (N=25)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%	8%	12%	28%	8%	16%	8%	16%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 6.8 Hours per credit: 1.4 (N=25)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%	12%	24%	16%	16%	12%	8%	8%				

What grade do you expect in this course?

Class median: 3.9 (N=25)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
52%	20%	16%	4%	8%										

In regard to your academic program, is this course best described as:

(N=25)

A core/distribution requirement		An elective		In your minor		A program requirement		Other	
In your major	68%	requirement	16%	An elective	8%	In your minor	A program requirement	Other	8%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The effectiveness of this remote course in facilitating my learning was:	25	64%	32%	4%				4.7	5
Timeliness of instructor response to assignments was:	25	72%	16%	8%	4%			4.8	10
Quality/helpfulness of instructor feedback was:	25	76%	16%	4%	4%			4.8	7
Clarity of course objectives was:	25	76%	12%	8%	4%			4.8	1
Clarity of student responsibilities and requirements was:	25	76%	12%	4%	8%			4.8	6
Usefulness of reading assignments in understanding course content was:	25	72%	16%	8%	4%			4.8	3
Usefulness of written assignments in understanding course content was:	25	72%	20%	8%				4.8	4
Usefulness of online resources in understanding course content was:	25	80%	12%	8%				4.9	2
Evaluative and grading techniques (tests, papers, projects, etc.) were:	25	72%	16%	12%				4.8	8
Reasonableness of assigned work was:	25	72%	16%	4%	8%			4.8	9
Organization of materials online was:	25	72%	20%	8%				4.8	11

INSTRUCTOR ADDED ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
My instructor's quality of explanations of the course content was:	25	84%	4%	4%	8%			4.9

	N	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Median
I would take another class from this instructor in the future.	25	84%	8%	8%			4.9

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. The class moved at a good pace, and was easily approachable.
2. Yes, the concepts were interesting
3. Neoclassical economics are always a delight to discuss. I really enjoyed applying more concrete models to everyday issues, and I hope I can study this sort of thing further as a POLSCI major
4. Yes, Tyson provided multiple real world scenarios where these complex concepts can be applied to simple day to day decision and actions we take.
5. Very interesting class, I heard it was super hard but it really just felt complex and not too complicated.
6. yes
7. Yes! He used great examples and would find ways to challenge us even in an online setting.
8. I thought that the content presented in the class was super interesting and it was tailored very well to match our understanding of micro and our interests.
9. Yes! I loved every aspect of this class. I personally enjoyed macroeconomics more than microeconomics, but after taking this class and being able to dive deeper into the concepts of micro, I was able to see it a different way and solve more intricate problems that were difficult for me to understand in previous courses.
10. i do think the class was intellectually stimulating, but in a way where i wouldn't understand some things, so i would have to think extra hard about how the concept came about. i think the concepts are hard, especially for people who haven't taken econ/math in a while. it was more math and less intuitive than i thought, so in way, that wasn't all stretching my thinking.
11. Yes
12. Yes, the concepts are new to me.
13. Yes, this class was one of the most math concentrated class I've ever took. I could compare it to MATH 124, but I feel that the concepts were easier for me to understand than a bunch of numbers and variables for a problem.
14. Yes, very interesting and very intuitive

What aspects of this class contributed most to your learning?

1. The ability to draw from two textbooks was smart to be able to utilise the best aspects of both.
2. The lecture notes and homework problems
3. The weekly quizzes allowed me to draw connections to other courses and assorted local phenomena.
4. Tyson's notes and explanation of concepts were very clear and easy to follow along too.
5. the problem sets were the most helpful when it came to studying for exams.
6. math, and my major
7. The lectures were crucial to my understanding of the material. He does a very good job at explaining the theory and material. I could also tell he wanted us to succeed.
8. Lecture
9. I really appreciated how Tyson was able to connect the material to real world examples that make sense for people in our age demographic. It was helpful in being able to visualize problems in real world scenarios that made sense. I also liked the timing of all the lectures and due dates as I was able to have enough time to digest the material and ask questions before turning my assignment in if necessary. Side note, but I think Tyson is one of the best ECON instructors I have had at the UW. He was always helpful when I needed it and very understanding about personal situations that may affect our learning, being lenient in times of need, and offering a helping hand.
10. the problem sets. as hard as they were, they helped a lot in applying the concepts to real life scenarios.
11. Teacher's class
12. Recording, notes, problem sets.
13. The Perloff book. That book is much more useful for understanding the math behind economics than the other suggested one. After my first midterm I re-read all the chapters for the first section of the class and it cleared up so much.
14. Lectures, Tyson was very clear and very caring about students

What aspects of this class detracted from your learning?

1. Being in the summer, I have a full time job in a kitchen and this is the busiest part of the year.

2. The lectures were a bit confusing at times, explanations could be more focused, especially because some test questions were not properly explained how to solve in the lectures.

3. Some stuff from Problem Sets and Quizzes depends on knowledge of uniquely American phenomena that went otherwise unexplained. I do appreciate these connections, as they are invaluable to American students (who I reckon would make up most of the student body anyway), though I do wish that some explanations of these concepts were attached. For instance, Q5 in Problem Set 5 requires that we assign payoffs to the injuries dealt to a quarterback in an NFL game, and another question in Problem Set 4 required me to know what the outfield stands and third deck (in the context of a baseball stadium) are, and I was only able to solve these problems to the extent that I could intuit their content from relevant weekly material.

4. I wish we had a zoom session every week where we could have got the whole class together.

5. I think the assignments were long, it became a multiple day assignment for me which made watching the lectures and readings a lot more time consuming than I originally thought.

6. math

7. Overall, I had a positive experience. With that being said, it is always harder to learn online than in person.

8. None

9. N/A, everything was great!

10. sometimes, as much as i love tyson, and he is so incredibly nice, he can get a bit distracted (off topic) in lectures, where everything still relates to econ, but i don't think all of the yap was necessary. especially in introductions, he goes a little far into describing what is the main objective for the day. his lectures are all a little long, and yes, of course, the student can take breaks when watching, but it can get a tad tiring for the brain as well.

11. No

12. None

13. My grade.

What suggestions do you have for improving this class generally?

1. Nothing I can think.

2. Better explanations for how to do certain problems

3. none

4. Potentially a synchronous mode online instead of asynchronous.

5. not much it was a great class, felt like the homework was long but could have been me!

6. no

7. An outline of all the chapters we will be reading for the following week so I can start to familiarize myself with the material.

8. None really maybe for practice tests ... I know that was a little hard considering there weren't any past ones.

9. N/A, everything was great!

10. although with minimal assignments + lectures, the course is taught heavily. yes, it is a summer quarter class so that is expected. but, maybe, if sometimes a couple more "fun" "interactive" things were incorporated into class, i think it would be fun. for example, for our game theory lectures, maybe a "real" demonstration could be done, and students could participate as well!

11. Very good

12. None

13. More practice resources.

If this course were offered remotely again, what suggestions do you have to improve the student experience?

1. Nothing.

2. More test review questions/ practice tests

3. none

4. Definitely making a synchronous session where everyone shows up at the same time on a regularly basis to go through the content of the course. Attendance need not be mandatory and students may feel free to watch recordings. But I feel having the option of a live course content run through on a biweekly basis would have amplified my own personal experience with this course.

5. nothing

6. no

7. More office hour options and maybe attached YouTube videos for more learning opportunities.

8. Maybe interact w the textbook more... I didn't find myself using it too much.

9. N/A, everything was great!

10. honestly, for a first time teacher, i think tyson organized the course really well and really clearly. i would take a class again from him, maybe just not econ (not my strong suit!), and he does give cool ideas sometimes to check out (stories on mergers and whatnot).

11. Good course

12. Sync instead of async.

13. More practice resources.

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

Do you feel like you learned about real world economic scenarios? Why or why not?

1. Yes, It was broken down in an approachable manner.
2. Yes, some material could be helpful for real world scenarios
3. Absolutely! I find economics very intuitive nowadays, and I am very happy to be able to assign models to such things. It makes me feel like I have progressed a lot.
4. I definitely did. Especially when I watch news from CNN, BBC, Fox, I know am more keenly aware of policy decisions and their economic ramifications
5. Yes, i can already tell that a lot of this course will apply to the rest of my econ classes.
6. yes
7. Yes. He used a lot of real world examples, both made up and historical ones. This was super helpful putting things into context because I understand things from real world scenarios and not just numbers.
8. Yes I thought all the real world applications were super interesting. My favorite was the game theory one about football.
9. Yes! About every concept we learned, he connected it to real world economic scenarios which was one of the main things I was hoping to get out of this class. Overall, an amazing experience!
10. yes, especially about mergers and collusions. those applied majorly to real life.
11. Yes
12. Yes! The concepts and analysis are more in depth compared to 200 level Econ classes.
13. Yes, alot of the concepts were complex but fascinating in the same way. I felt that a lot of th concepts made sense to me in word form, and I think that having that understanding of economic concepts is good.
14. Yes, this knowledge can definitely be applied towards more advanced economic models

Which topic did you most enjoy studying?

1. Risk and game theory at the end is the most enjoyable part of micro economics for me.
2. I enjoyed game theory
3. Game theory. It feels like it contains a little bit of everything, like it's the culmination of the work that is done in microeconomics - more broadly, the usage of economics as a social science that predicts human behavior rather than "the study of the economy".
4. I loved game theory and will definitely take higher level classes on this topic moving forward. Strategy is beautiful.
5. Consumer theory
6. market power
7. Game theory! However, as a finance major, it was also interesting to look at risk more from an economic perspective.
8. Game theory and supply/demand
9. Game Theory was my favorite!
10. game theory!
11. Market structure
12. Game theory.
13. Game theory!
14. Game Theory

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. The *Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.