

ECON 382 A  
Introduction To Econometrics  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: F  
Responses: 29/38 (76% very high)

Taught by: Jing Tao, Tyson Ramirez  
**Instructor Evaluated: Tyson Ramirez-Grad TA**

**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
4.9	4.8
(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:

<b>CEI: 4.9</b>
(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 quiz section as a whole was:	29	90%	10%					4.9	4.7
The content of the quiz section was:	29	86%	14%					4.9	4.7
The quiz section instructor's (QSI's) contribution to the course was:	29	93%	7%					5.0	4.8
The QSI's effectiveness in teaching the subject matter was:	29	93%	7%					5.0	4.8

### STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	28	11%	50%	4%	32%	4%			5.7
The intellectual challenge presented was:	28	14%	43%	25%	14%		4%		5.7
The amount of effort you put into this course was:	28	11%	36%	32%	18%	4%			5.4
The amount of effort to succeed in this course was:	28	11%	32%	32%	21%	4%			5.3
Your involvement in course (doing assignments, attending classes, etc.) was:	28	14%	39%	25%	18%	4%			5.6

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: 6.4 Hours per credit: 1.3 (N=28)**

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
	7%	32%	25%	18%	7%	11%					

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

**Class median: 5.3 Hours per credit: 1.1 (N=28)**

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
	14%	39%	29%	7%	7%	4%					

What grade do you expect in this course?

**Class median: 3.6 (N=28)**

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
18%	54%	14%	14%											

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

**(N=28)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
93%				7%	

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	28	89%	11%					4.9	4
QSI's use of examples and illustrations was:	28	75%	25%					4.8	14
Quality of questions or problems raised by QSI was:	28	79%	21%					4.9	11
QSI's enthusiasm was:	28	89%	11%					4.9	16
Student confidence in QSI's knowledge was:	28	89%	11%					4.9	15
Encouragement given students to express themselves was:	28	82%	18%					4.9	18
Answers to student questions were:	28	82%	18%					4.9	12
Interest level of quiz sections was:	28	82%	18%					4.9	1
QSI's openness to student views was:	28	82%	18%					4.9	17
QSI's ability to deal with student difficulties was:	28	89%	11%					4.9	6
Availability of extra help when needed was:	28	86%	14%					4.9	10
Use of quiz section time was:	28	89%	11%					4.9	3
QSI's interest in whether students learned was:	28	86%	14%					4.9	13
Amount you learned in the quiz sections was:	28	86%	14%					4.9	2
Relevance and usefulness of quiz section content were:	28	82%	18%					4.9	9
Coordination between lectures and quiz sections was:	28	82%	14%			4%		4.9	5
Reasonableness of assigned work for quiz section was:	28	86%	14%					4.9	7
Clarity of student responsibilities and requirements was:	28	86%	14%					4.9	8

**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:	28	82%	14%		4%			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.	28	86%	11%	4%			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. Nonr
2. Yes.
4. It didn't necessarily stretch my thinking because of past statistics classes and some of it was just review, but it was interesting to apply it to economics.
5. Yes it was. I learned a lot more about how machines learn, and its super cool to me. I want to learn more about theories and how other AI platforms work for what I want to do with my career
6. Yes, the content was informative and the homework was stimulating and the teacher was very good at explaining things.
7. yes, this class was very intellectually stimulating. The explanations and activities in quiz section were really useful to my learning.
8. Yes it was. the quiz sections in particular really helped me take the more Mathy stuff and situate it in my model of how this stuff works in the real world. I liked that the HWs were tougher than the exams and really made me have to work. Also in my opinion im pretty bad at stats and coding, and im still definitely not great, but I feel like I understand how those things can help in Econ a lot better.
9. Yes because it used coding and real world data in an economic context to really apply what we've learned.
10. Yes, this class stretched my thinking and built upon previous learning from other classes
12. Yes it did, Tyson was a great instructor and made all of the concepts learnable and fun.
13. Yes, they are, because this class is really difficult to get good grade.
15. Yes, it had a lot of new concepts that I never knew about previously. I think I also went into the class not knowing what to expect at all, but it ended up being way more interesting than I thought.
16. It gave me a better appreciation for how the skills we are learning in the class can be used professionally
17. The class was particularly interesting and the content should be very useful in my career. It was statistics in economics and it tells me how to deal with data to construct my theories and linear regression models.
18. Econometrics so far has been my favourite econ class. I enjoyed the the topics but mostly it felt like for the first time we were using economic models outside of theoretical concepts.
20. Yes, it introduced new ideas
21. Yes, the quiz section was thoughtfully planned out and executed with not only competence but an interest in the student's overall learning and well being. I would say that, with the help of Tyson, I was able to wrap my head around concepts that were intellectually challenging.

### What aspects of this class contributed most to your learning?

1. None
2. Quiz section.
4. Quiz sections, helped actually show the mathematical applications of the theory learned in lectures.
5. The detail to which the professor went at
6. The explanations of the homework assignments and hand on learning.
7. I went to office hours a few times and I think that was really valuable my learning, Tysons explanations helped me understand something within the hour that I was struggling with for days.
8. The HW problems, practice exams and quiz section lectures. Tysons explanations were very down to earth and made me understand topics ive been struggling with for awhile. Honestly just the down to earth attitude and positivity made this class really impactful. in the past ive felt really stupid in Econ classes when I don't understand something, at the same time the material felt untouchable and complex. Tyson somehow switched both. though I didn't magically get better at economics, when I didn't get something his explanation didn't make me feel stupid and his presentation of the material made me feel like I could go home and figure it out with a little grit.
9. The R coding part and explanations of topics from lecture.
10. I valued quiz section learning and the walkthrough of relevant examples
11. The instructor helps me a lot in quiz sections by providing very detailed annotated notes and that's really helpful when it comes to reviewing.
12. The teaching, very rarely do I experience an instructor who made it so easy to learn difficult concepts.
13. Learn the statistic.
15. Going over R programs and the quiz sections right before exams was super helpful for preparing for the exams.
16. Tyson enthusiasm, he's very interested in making sure we are prepared

17. The TA Tyson and his office hours were amazing. I clarified so many things during his sessions and I got 100 for my midterm 1. Tyson was enthusiastic in teaching and he was very good at it. He was an inspiration.
18. The assignments and having lectures recorded.
19. Go over the practice exams
20. Quiz Sections
21. I would say the quiz section, as Tyson was able to really piece together bits and pieces of learned material that maybe went over my head during lecture.

#### What aspects of this class detracted from your learning?

1. Nintv
2. The lectures were not as helpful.
4. N/A
5. Nothing
6. N/A
7. n/a
8. The HW and lecture/quiz section disconnect was a little tough. I often spent a lot of time on the HW trying to figure something out that we hadn't learned yet. though in the end this self learning gave me a better understanding when we then did cover it, but I just think it wasn't as efficient.
9. None.
12. None
13. Three exams need lots of time to prepare
15. I don't really think anything detracted from my learning.
16. It's a little short, especially given how applicable the information being taught is
17. None.
18. Not much, generally good class overall, I would've done better had I not worked full time making attendance harder than necessary.
19. The lecture is too long
20. Recorded Lectures
21. Probably the lack of enthusiasm from the professor in lecture, but it was balanced out by Tyson in QS.

#### What suggestions do you have for improving the class?

1. None
2. Na
4. N/A, I really like how this class was run as a requirement for the full Economics major
5. Nothing
6. Maybe have more discussions in the class.
7. Maybe an earlier r introduction since coding was on the homework before we talked about it in section.
8. Since there are so many exams for this class and the grades are exam heavy. I would include more practice exams. even though we have plenty of practice Qs from the textbook, it would be nice to get a sense of the difficulty of the exam when practicing.
9. Just more coding practice to help prepare for homework problems would be helpful.
12. None
13. Less exam.
14. A printable worksheet given out in quiz section with room for us to take notes on each question we cover in quiz section along with you would've been super helpful
15. Maybe going more in-depth with R, by letting us try to figure out how to code these things in real time, rather than just supplying us with the code already downloaded. Not necessarily leaving us to our own devices, but doing it all together in class and taking suggestions rather than just already having the code on all of our devices.
16. A clearer outline from the professor so the instructor doesn't have to figure out what material they should cover so the profa lectures make sense
17. More quizzes, because the learning in this class is like climbing stairs and we should check the students' progress more frequently.
18. Not much, it seems relatively straightforward and nothing presented was unfair or unnecessary. I took 448 first without taking this class, and now i can see how the concepts we would've used in 382 apply.
19. Go over more practice questions during quiz sction to help us prepare better for the exams
20. More problems in class
21. If I had to give a suggestion it would be (in lecture only) to incorporate the students more into the learning. Just sitting down for an hour and a half without any interaction from the teacher is not enjoyable, as it doesn't make the class something I look forward too. However, this was the opposite I felt with quiz section.

#### INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

**Given that the quiz section is only 50 minutes long, do you have any suggestions for how the instructor could maximize use of this short time?**

1. None
2. He is doing a great job.
3. everything is great
4. Go over what you want to say before hand and distribute the time accordingly, spend most time on example problems.
5. I would say cover the most important parts of the class that would be on the exam, and I feel as though Tyson has done that
6. Asking people to review the quiz section content ahead of time.
7. maybe more question and answer style could help. Sometimes too much time was spent on easier concepts that maybe didnt need as much attention.
8. I think time was well used. When time was used for recapping the week or relating material to the real world, which really isn't showing up on the test, I still felt like this stuff helped me feel more comfortable and see the purpose behind the material.
11. The instructor is already doing an excellent job.
12. I think the time was utilized to the best possible capacity. We always were learning and never ran out of time.
13. Nope
15. I think he did a good job of maximizing his time.
17. The instructor did very well.
18. I was not present at every quiz section but overall they did a very good job summarizing the concepts presented earlier that week and being able to go over the most important bits and lead you on your way to learn without unnecessarily holding hands like in 100 level course work.
20. N/A
21. I don't believe that I would have that much to offer in terms of improvement, as this was one of the stronger if not the strongest quiz section I have taken here at the UW, as the QSI matters (and the instructor for a class in general) matter much more than the actual content. If the teacher's can connect with the students, they won't learn as much or not as many of them will learn.

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.<sup>1</sup> 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).

<sup>1</sup> 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.