



2018 Fall ECONS 427.01-1335 PULLM (Chelsea Pardini) Economic Development

Project Title: **College of Agricultural, Human, and Natural Resource Sciences Course Evaluations 2018-2019**

Course Audience: **18**
Responses Received: **7**
Response Ratio: **39%**

Report Comments

Thank you for participating in the VCEA course evaluation effort. The report that follows is based on your students' responses to the online student evaluation instrument. Responses for Laboratory and/or Teaching Assistant questions have been excluded from this report and will be provided separately through the school or department.

Table of Contents

- Section 1: Student Rapport
- Section 2: Class Performance
- Section 3: Subject Knowledge
- Section 4: Tests and Homework
- Section 5: Overall Instructor and Course
- Section 6: Student Characteristics and Comments

Rating Scale Definitions: Most questions apply the following scale

- 1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

Data: This report provides the following.

- Statistical tables with mean and median values for your course (INST - instructor) where applicable comparisons to values within the same course prefix (SUBJ), school or department (DEPT), and across the Voiland College of Engineering and Architecture (VCEA)
- Frequency distribution of student responses to individual questions
- Student comments for free response questions

Questions? Contact Course Evaluation Coordinator, Becky Dueben (rdueben@wsu.edu).

Prepared by: **Enterprise Systems Blue Course Evaluation Team**

Creation Date: **Thu, Dec 20, 2018**



Table of Contents

- Overall
- Overall Student Experience
- Student Effort
- Instructor
- Course
- Online, AMS, Other (if applicable to your course)

Rating Scale Definitions

- 5: Always
- 4: Very Often
- 3: Sometimes
- 2: Rarely
- 1: Never
- [NA]

- 5: Strongly Agree
- 4: Mildly Agree
- 3: Neutral
- 2: Mildly Disagree
- 1: Strongly Disagree
- [NA]

Data: This report provides:

- Frequency distributions of student responses to individual questions
- Mean and median values
- Student comments at the end of each question group
- Overall response rate; and response counts for each question
- See [Making Sense of Course Evaluations and Midterm Feedback from Students: A Quick Guide for Instructor](#)

Notes

Does Not Apply/NA:

In questions with a “Does Not Apply” choice, the NA count is shown in the frequency graphs but is NOT included in any statistical analysis (mean/median).

Response thresholds to protect student confidentiality:

If fewer than five (5) students respond to your course evaluation, an Instructor Quick Report is not generated.

Multiple sections:

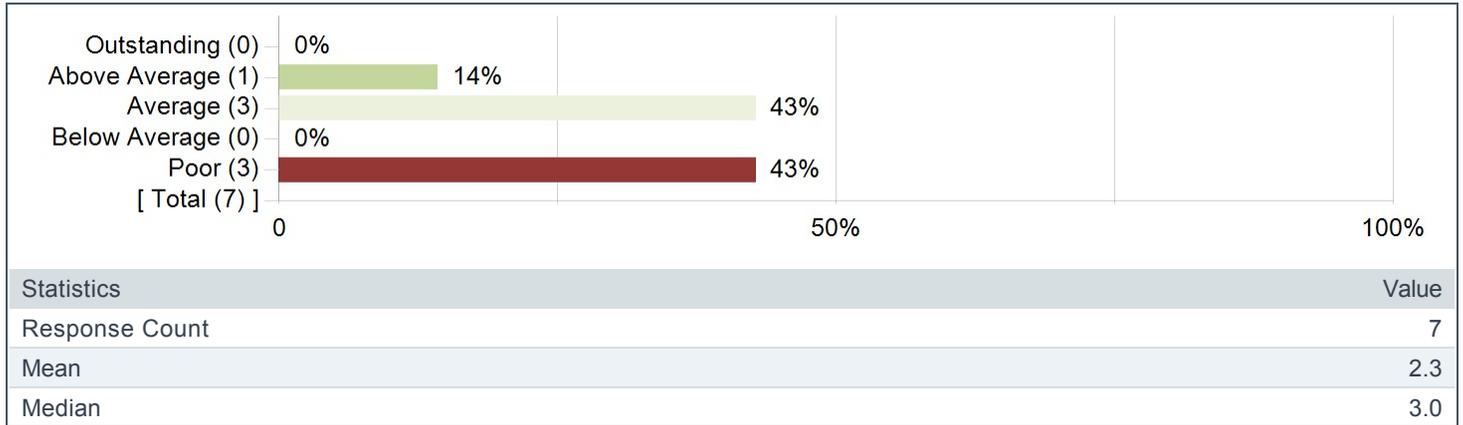
If a course has multiple sections, each section has a separate Instructor Quick Report.

Team-taught courses:

Each instructor receives results only for themselves as instructor and for all other questions about the course or non-instructor-specific topics.

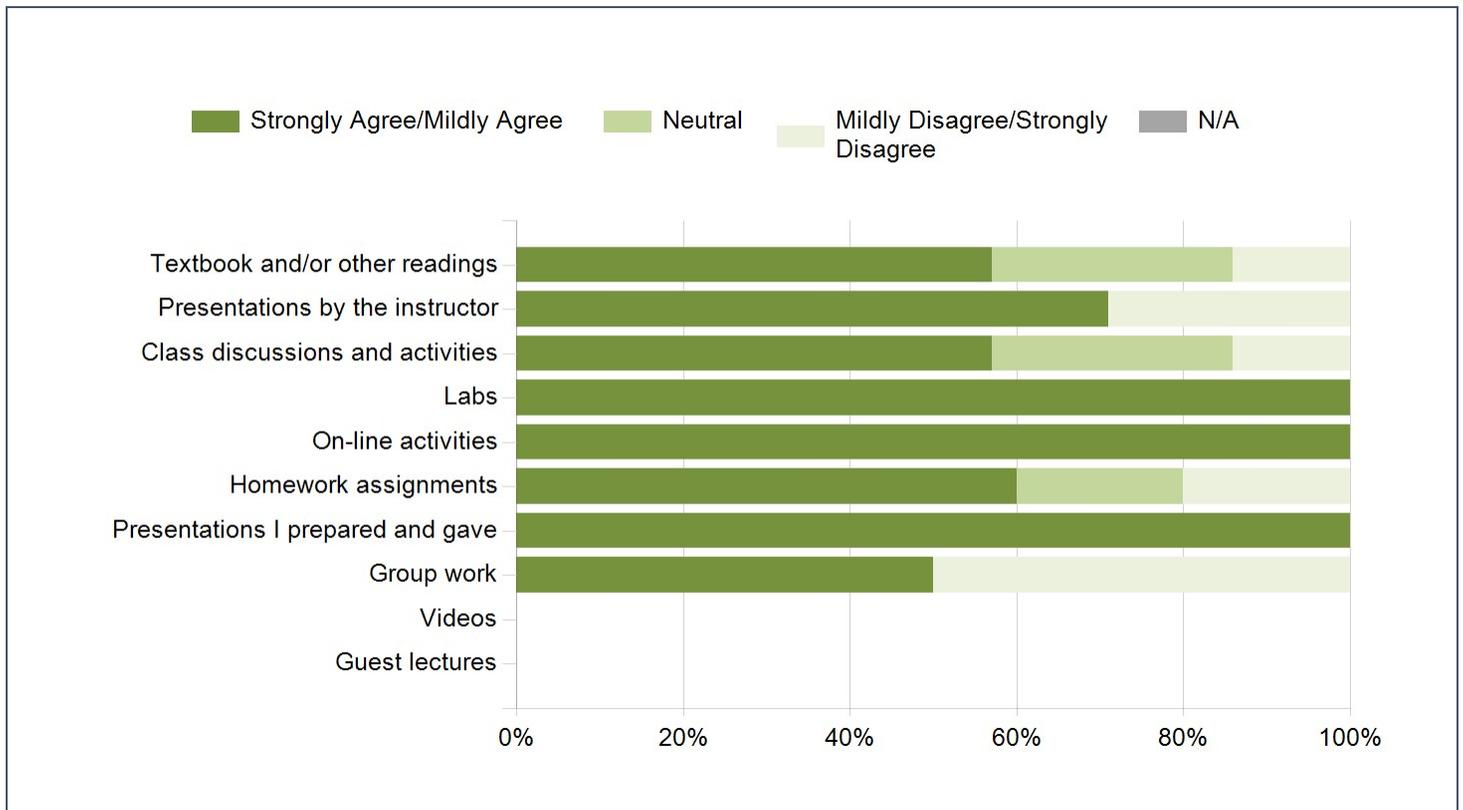
Overall

What is your overall rating of this course?



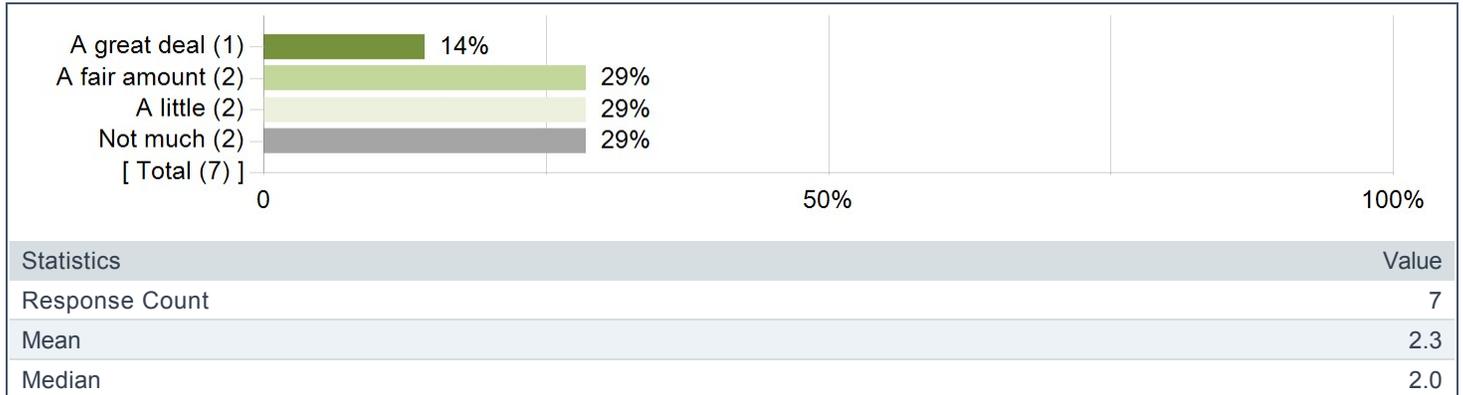
How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

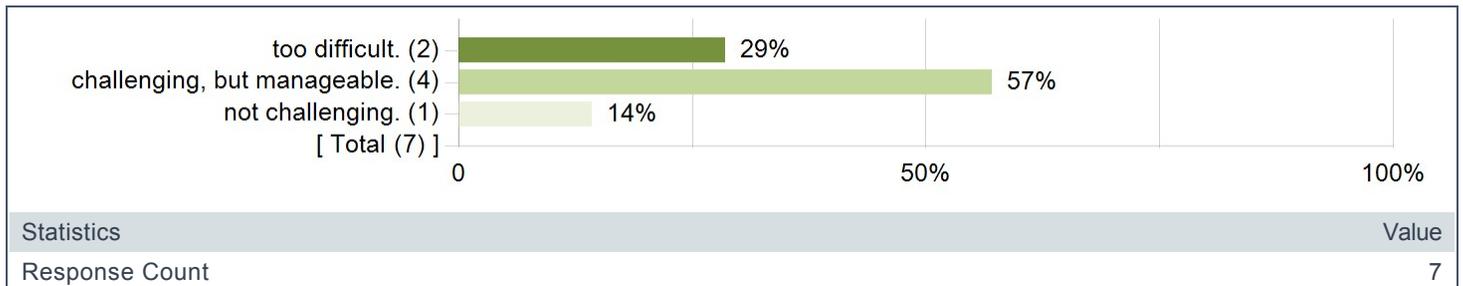


Overall Student Experience

How much have you learned -- increased your skills and knowledge -- about the main subject/topics in this course?



Overall, this course has been...



Please explain your choice above regarding how challenging this course has been.

Comments
It was kind of a weird course. There were some new topics introduced concerning development, but the math wasn't always clear and was confusing the transition from class material to the tests.
The term paper was the most difficult part of the class but there was plenty of opportunities for improvement.
There was no penalty for not doing work, participate in class discussions or anything.
This course has been manageable but the exams were quite challenging in that each question was weighted strangely and the essay questions at the end of the test i did not feel adequately prepared for.
This was not an issue in regard to understanding the subject matter but because of the exams, the one homework assignment, and lack of regular homework. The practice exam for the first exam, only had about three questions relating to the actual exam. In fact the first practice exam and the exam covered information we never covered in class or information we had yet to cover at that point. This was clearly a discrepancy when we switched instructors. Also, the grading for the second exam's short answers was very subjective. Even if you were to answer the way you had been on quizzes covering the same policies, that received full points, there was still a chance that the answers would be marked off on the exam. There were multiple short answer questions that were similar to each other as well so if you did not understand how to do one you would not be able to do the other. Questions that related to each other should have been split up, one short answer and a few multiple choice concerning the same subject so that it would prevent people from losing more points then they should. The only homework assignment required STATA which cost over \$30. Having to pay \$30 for a program for a one time use was not a great idea. Since it was an assignment regarding the interpretation of data, the data could have just been provided for us. That money could have been better spent on beer. Another thing that made this course challenging was the lack of homework which would have been helpful, especially for math based concepts.
She did not teach us jack shit.

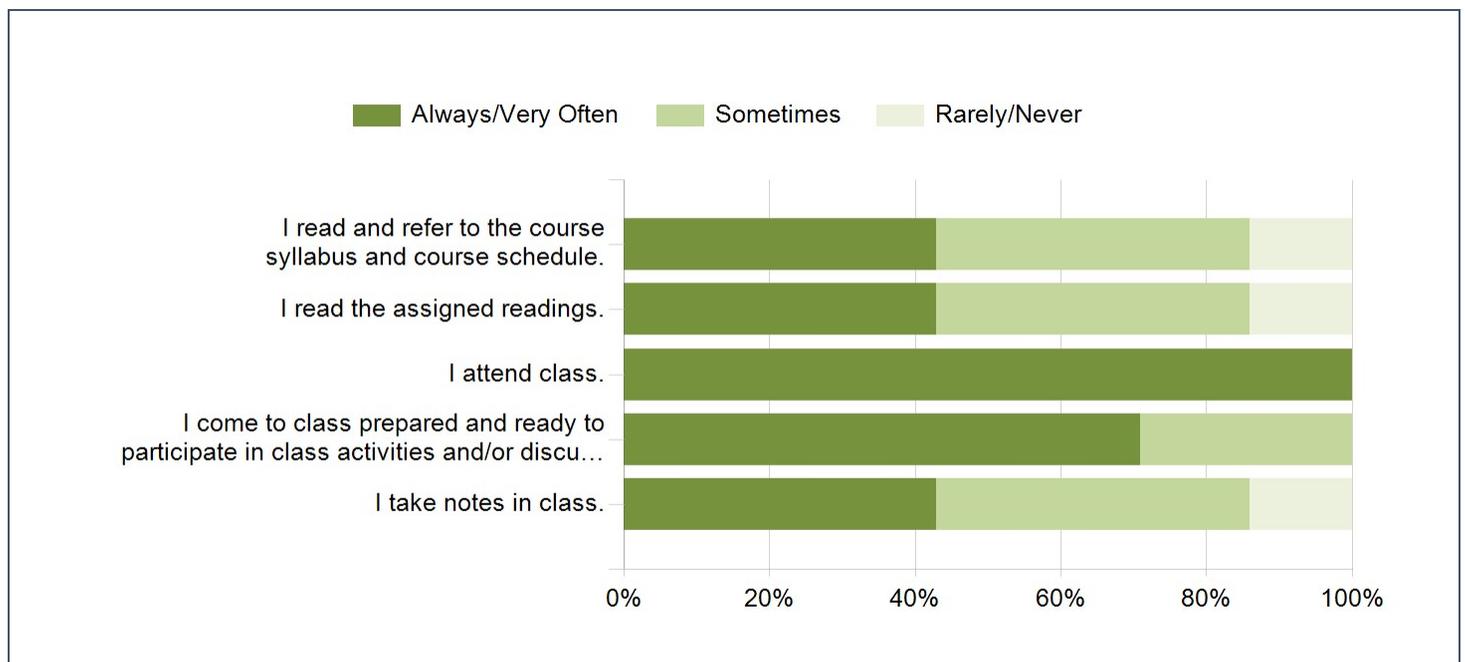
Overall, what suggestions or changes, if any, would you make to improve the content or format of this course regardless of who is teaching it?

Comments
Having the same professor through the whole course. It was challenging for me because I was just getting used to the ones teaching style when they switched. I feel like the expectations between the two were vastly different and it made it hard to know what to expect on tests.
Less reliant on papers
more specific reading or homework that goes with the readings. More assignments, see where the class is struggling with homework.
Restructure the entire course. At current this class is a waste of time which is a shame because it could be really interesting and useful if actually taught properly.... The discussion sections of this class have the potential to be really helpful and a great resource in this class however they need to have direction and guidance to keep everyone on track and actually aware of what they are doing.
It had a great foundation. It just lacked in execution. The course would have benefited from homework and better structured exams.
Alot. Read my teacher eval.

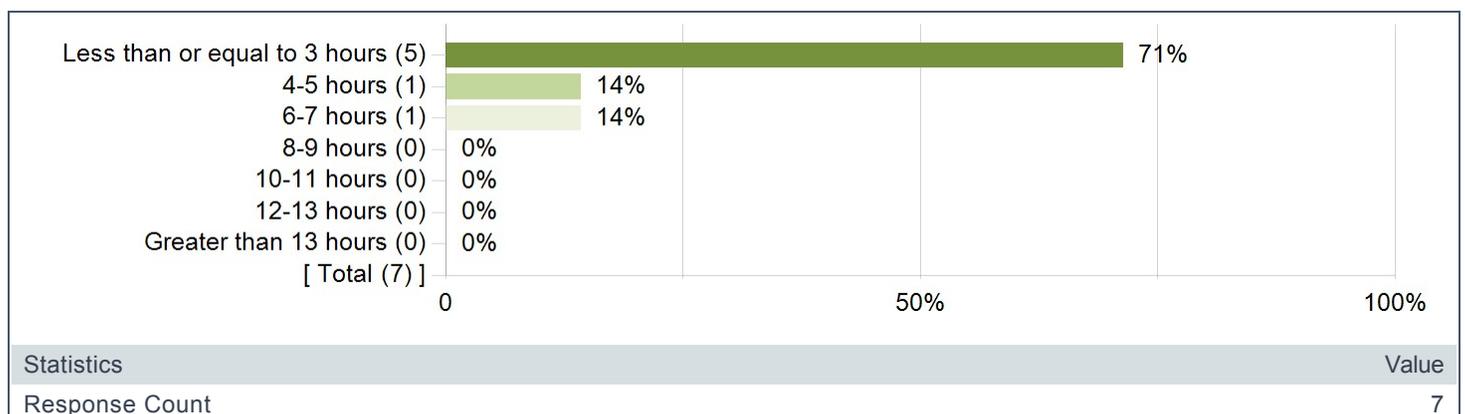
Student Effort and Responsibility

How often do you do the following to learn in this course, **ECONS 427.01-1335 Economic Development?**

	Count	Median	Mean	Always/Very Often	%	Sometimes	%	Rarely/Never	%
I read and refer to the course syllabus and course schedule.	7	3.0	3.7	3	43 %	3	43 %	1	14 %
I read the assigned readings.	7	3.0	3.6	3	43 %	3	43 %	1	14 %
I attend class.	7	5.0	4.7	7	100 %	0	0 %	0	0 %
I come to class prepared and ready to participate in class activities and/or discussion.	7	4.0	3.9	5	71 %	2	29 %	0	0 %
I take notes in class.	7	3.0	3.6	3	43 %	3	43 %	1	14 %

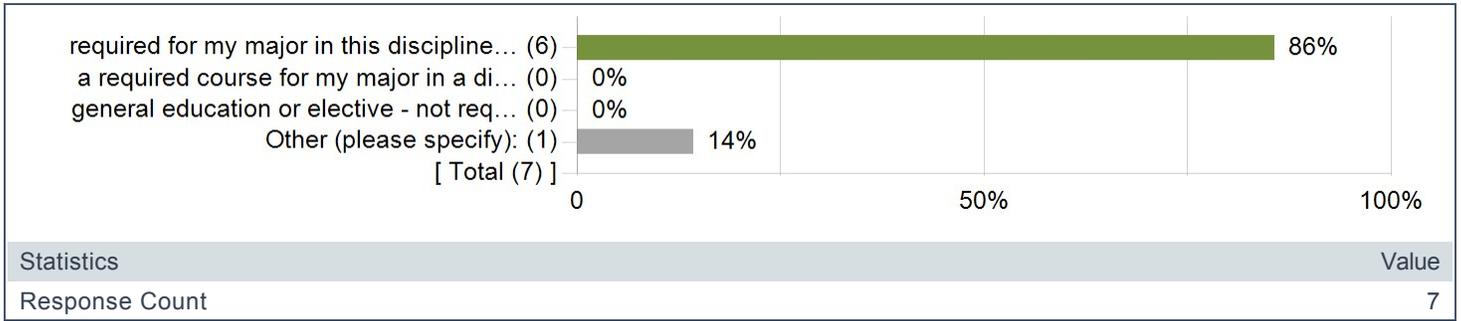


Typically, how much time PER WEEK do you spend on this course outside of class?



Statistics	Value
Response Count	7

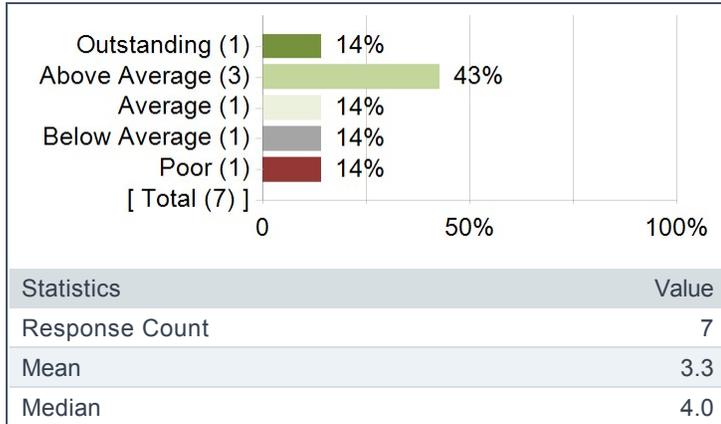
This course is...



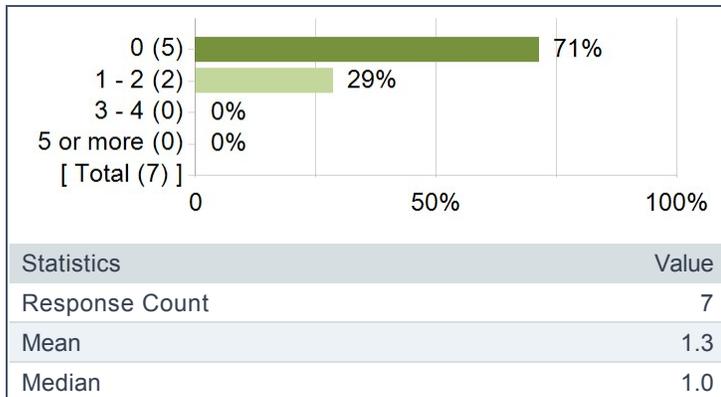
This section provides two summary views followed by breakdowns by question.

Questions about the TA

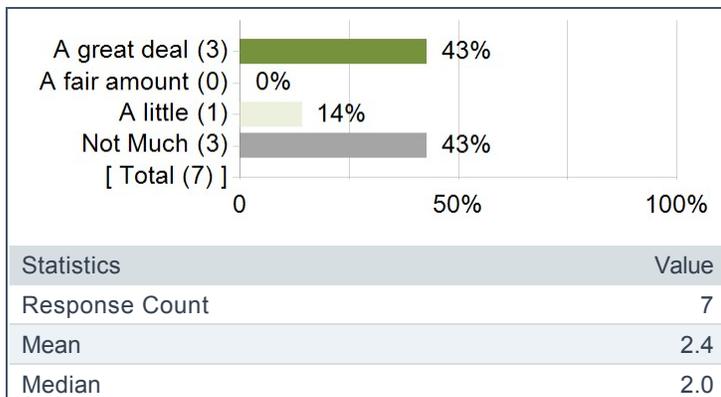
What is your overall rating of this Teaching Assistant **Chelsea Pardini**?



Approximately how many times have you visited your Teaching Assistant **Chelsea Pardini** in his or her office?



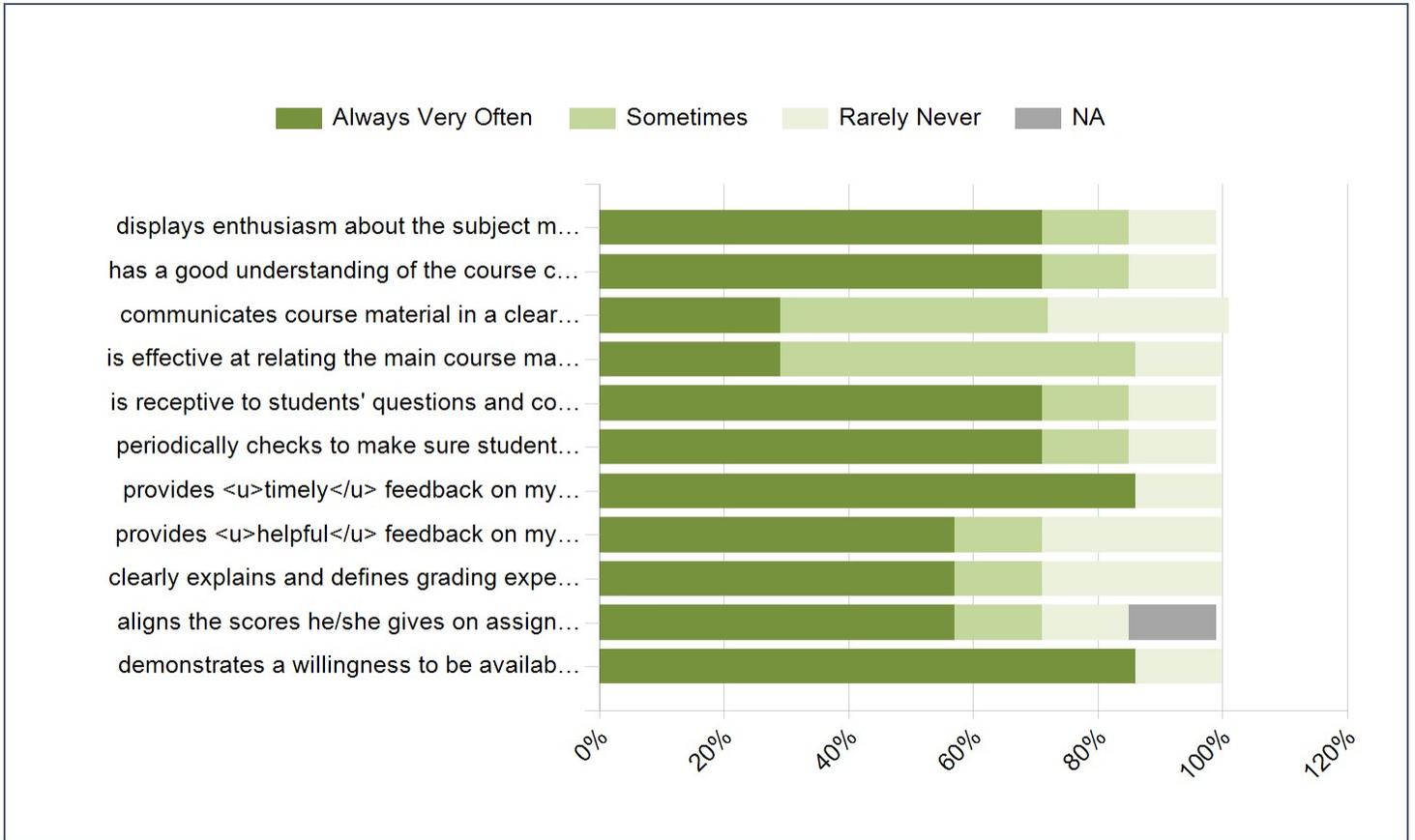
How much has your Teaching Assistant **Chelsea Pardini** contributed to how much you learned -- increased your skills and knowledge -- about the main subject/topics in this course?



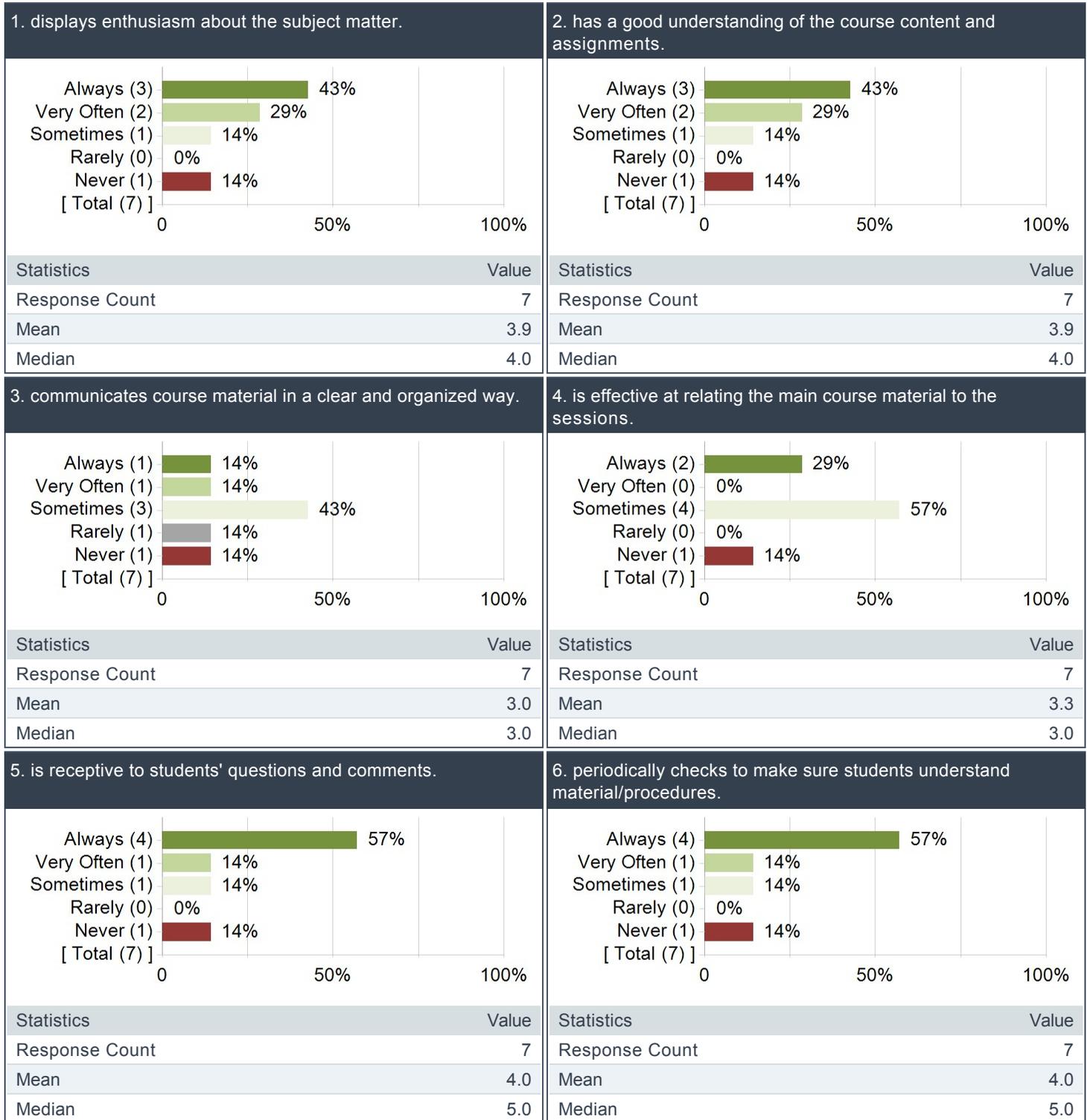
How often does your Teaching Assistant **Chelsea Pardini** do the following?

	Count	Mean	Median	Always Very Often	%	Sometimes	%	Rarely Never	%
displays enthusiasm about the subject matter.	7	3.9	4.0	5	71 %	1	14 %	1	14 %
has a good understanding of the course content and assignments.	7	3.9	4.0	5	71 %	1	14 %	1	14 %
communicates course material in a clear and organized way.	7	3.0	3.0	2	29 %	3	43 %	2	14 %
is effective at relating the main course material to the sessions.	7	3.3	3.0	2	29 %	4	57 %	1	14 %
is receptive to students' questions and comments.	7	4.0	5.0	5	71 %	1	14 %	1	14 %
periodically checks to make sure students understand material/procedures.	7	4.0	5.0	5	71 %	1	14 %	1	14 %
provides <u>timely</u> feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).	7	4.3	5.0	6	86 %	0	0 %	1	14 %
provides <u>helpful</u> feedback on my work.	7	3.4	4.0	4	57 %	1	14 %	2	14 %
clearly explains and defines grading expectations for assignments and exams.	7	3.6	4.0	4	57 %	1	14 %	2	14 %
aligns the scores he/she gives on assignments and exams with the grading expectations.	6	3.7	4.0	4	67 %	1	17 %	1	17 %
demonstrates a willingness to be available outside of class.	7	4.1	5.0	6	86 %	0	0 %	1	14 %

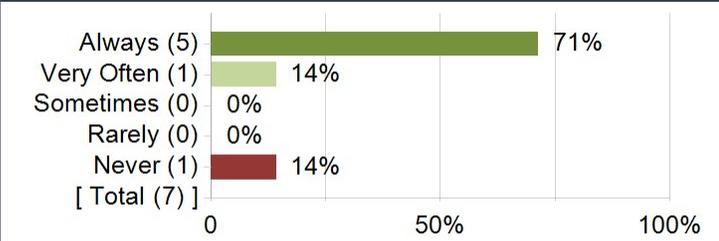
How often does your Teaching Assistant **Chelsea Pardini** do the following?



How often does your Teaching Assistant **Chelsea Pardini** do the following?

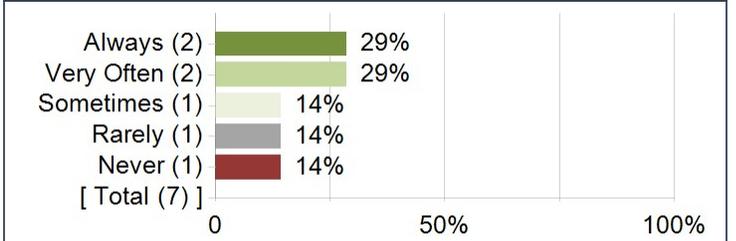


7. provides timely feedback on my work (a reasonable expectation is to receive feedback on an assignment within 2 weeks).



Statistics	Value
Response Count	7
Mean	4.3
Median	5.0

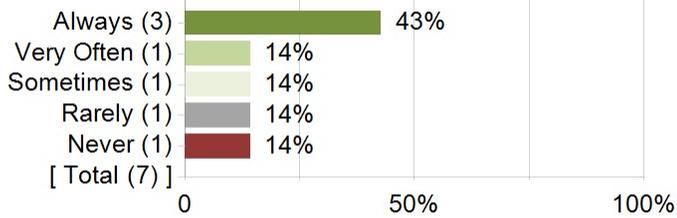
8. provides helpful feedback on my work.



Statistics	Value
Response Count	7
Mean	3.4
Median	4.0

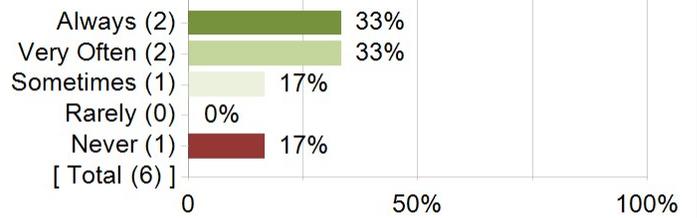
How often does your Teaching Assistant **Chelsea Pardini** do the following? (continued)

9. clearly explains and defines grading expectations for assignments and exams.



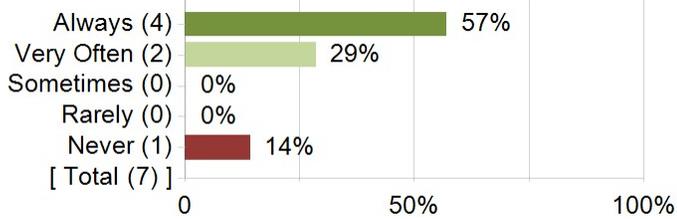
Statistics	Value
Response Count	7
Mean	3.6
Median	4.0

10. aligns the scores he/she gives on assignments and exams with the grading expectations.



Statistics	Value
Response Count	6
Mean	3.7
Median	4.0

11. demonstrates a willingness to be available outside of class.



Statistics	Value
Response Count	7
Mean	4.1
Median	5.0

What are the strengths of **Chelsea Pardini** as a Teaching Assistant?

Comments
Passionate about the subject and makes sure the class has a clear understanding on the assigned work.
Chelsea did a great job taking over for the professor and teaching the course for most of the semester. Sometimes it was hard since one could tell it was what the professor wanted more than Chelsea and things were something confusing. Overall great job in taking over the course
She's very enjoyable to learn from because of her knowledge and enthusiasm.
She has a bubbly personality
Nice. Gives quite a bit of feedback. She had so much patience. There was one kid with an extremely entitled attitude and she handled it like a boss.
She really does not possess any strengths. She might be a great person outside of class but as the teacher of the class we took was a waste of money in my opinion.

What are one or two specific things the Teaching Assistant **Chelsea Pardini** could do to improve his/her teaching?

Comments
Slowing down, maybe seems a little nervous and goes through the slides fast because of it. However, this has improved since she first started teaching the class.
provide assignments, see where your class is struggling.
Professor Pardini needs to improve her leading of discussions because at current they are not very well structured and most times ended up with the class just sitting there in silence for 30 mins doing nothing productive. She also needs to improve her ability to explain tasks and provide feed back that makes sense and is actually relevant to the paper you are writing.
Was a bit subjective when grading the short answer questions on the tests. Sometimes the answers would hit on the points provided by the practice exam for relating questions but we would still lose points. That is, for the three question that actually related to the practice exam on the very first exam. Feedback on the paper was appropriate although, at first, confusing.
This class needs lots of improvement, I felt like this class was a waste of my money. She was extremely poor at teaching the lecture although she might be knowledgeable in the subject as a grad student, she lacked teaching skills. She read off the slides, and never explained the formulas/worked on example problems with students. Then WE GOT TESTED on those formulas and math problems she never explained in class. She grades extremely hard and provides feedback that often time makes zero sense on why you got a low score even if you followed the rubric as close as possible. Overall im just disappointed because she is the sole reason the grade is not what I want.

Questions about the Course

How strongly do you agree or disagree with each statement about this course?

The following elements of this course help me learn:

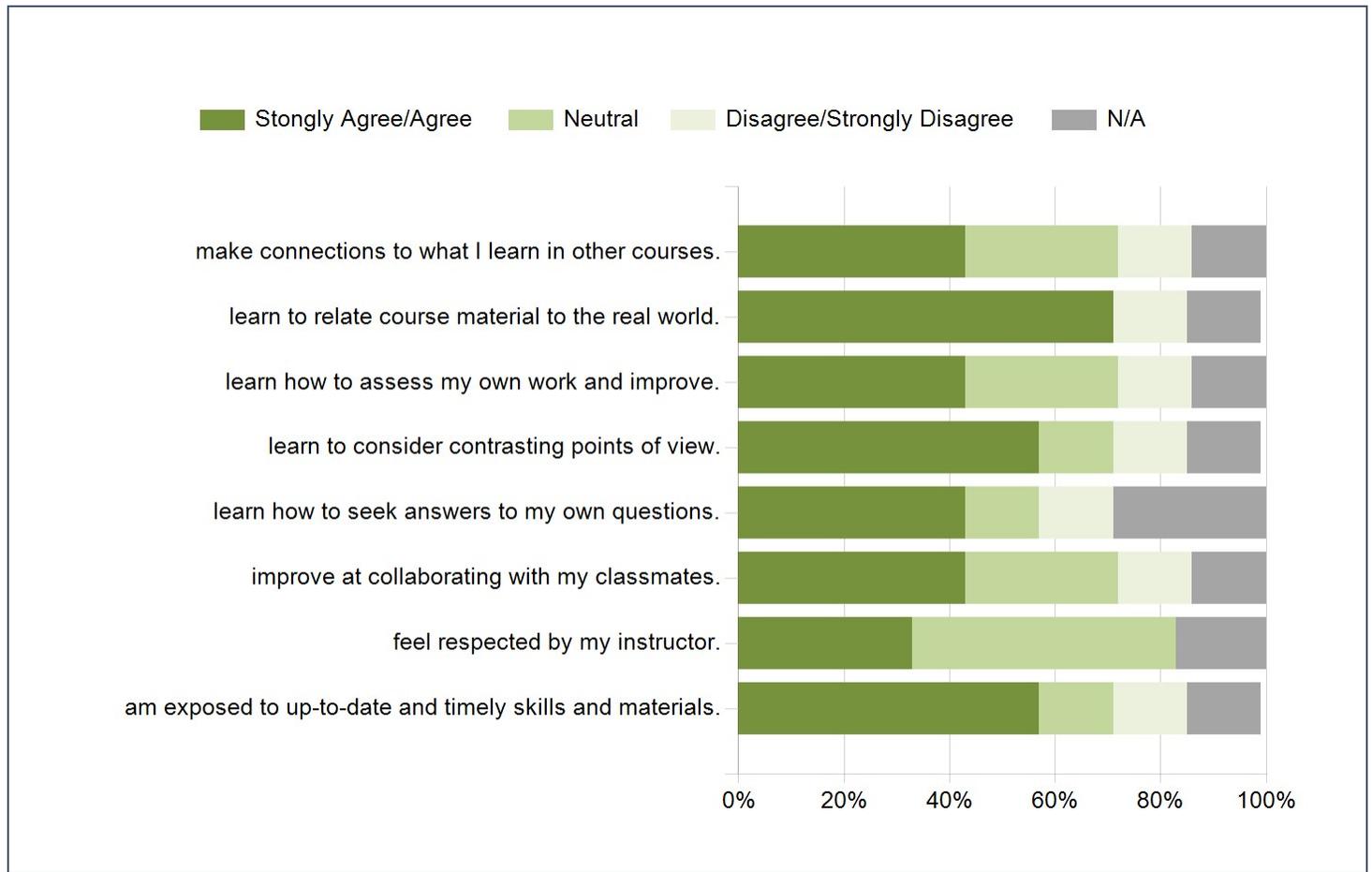
	Resp	Median	Mean	Strongly Agree/Mildly Agree	%	Neutral	%	Mildly Disagree/Strongly Disagree	%
Textbook and/or other readings	7	4.0	3.6	4	57 %	2	29 %	1	14 %
Presentations by the instructor	7	4.0	3.6	5	71 %	0	0 %	2	29 %
Class discussions and activities	7	4.0	3.6	4	57 %	2	29 %	1	14 %
Labs	1	4.0	4.0	1	100 %	0	0 %	0	0 %
On-line activities	1	4.0	4.0	1	100 %	0	0 %	0	0 %
Homework assignments	5	4.0	3.4	3	60 %	1	20 %	1	20 %
Presentations I prepared and gave	1	4.0	4.0	1	100 %	0	0 %	0	0 %
Group work	2	2.5	2.5	1	50 %	0	0 %	1	50 %
Videos	0	NRP	NRP	0	0 %	0	0 %	0	0 %
Guest lectures	0	NRP	NRP	0	0 %	0	0 %	0	0 %

Please provide comments about what elements of the course did or did not help you learn:

Comments
Going over the papers in class helped, if one had to learn the concepts in the papers on one own then it would have been terrible. The papers were very complex and hard to follow.
The weekly readings were really helpful in understanding the context of the class material with the real world.
We read material and had the same discussions everyday. Many of the students could not participate because they didn't do the reading. They treated the class poorly which detracted from learning.
The way that this course is taught currently needs to be completely restructured and Professor Pardini needs to not teach this class. The in class lectures were an absolute waste of time as the professors would just read from the powerpoint slides. When they did do class discussion it was not very well structured and so most times ended up with the class just sitting there in silence for 30 mins doing nothing productive.
This course really needed to have homework so we could test our comprehension/application of the subject.

How strongly do you agree or disagree with each statement about this course?

In this course, I ...



Please comment on which skill/item above is particularly valuable to you and why it is valuable.

Comments
Collaborating with my classmates on Thursdays when going over the policy briefs helped me get a greater understanding of the briefs because I was able to talk with others about the parts that confused me.
Learning. Its what I pay for. This class did not have suitable structure for this.
The materials were very relevant to what is going on in the world however again the way that the discussions were run in class for these articles was very poorly structured.

End of Report