

MIKITA KHURANA

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📍 University Of Washington, Seattle, WA

Teaching Statement

As an economics educator, my mission is twofold: to empower students to recognize their potential to make a real difference in the world and to reveal the inherent beauty in the complex tools of our discipline. I believe that teaching economics goes beyond simply transmitting knowledge; it's about fostering an environment where students develop critical thinking and a deep understanding of how economic principles can be applied to solve pressing global challenges. My ultimate goal is for students to leave each class with a growing sense of purpose and the confidence that they can contribute meaningfully to society through their economic insights and skills.

I strive to create a learning environment where students move beyond memorizing the material, instead appreciating how these sophisticated instruments can elegantly address real-world issues. I design my classes to bridge theory with practice by incorporating real-world data, current events, and podcasts to connect classroom concepts with the economic phenomena shaping our world. This approach encourages students to see themselves not just as learners but as future policy-makers.

During my time at the University of Washington, Seattle, I have served as both an instructor and a teaching assistant for nearly five years with an average evaluation score of 4.5. My experience includes teaching Intermediate Macroeconomics, Introductory Macroeconomics and Introductory Microeconomics, leading math camp for incoming graduate students, and assisting with PhD-level Macroeconomics course. I take pride in writing my own exams, ensuring they align with core concepts and accurately reflect the material covered in class. This approach creates a cohesive learning experience and supports students in applying their knowledge practically.

I feel incredibly fortunate to interact with students from a variety of backgrounds, countries, and cultures, which has enriched my teaching experience immensely. Every classroom offers a unique blend of perspectives that deepens our discussions and strengthens our shared understanding of economic concepts. Involving everyone and creating an inclusive learning space has not only enhanced students' learning experiences but has also taught me so much about the diverse ways people approach and understand economics. This exchange of ideas continually broadens my perspective, making teaching a rewarding and continually evolving experience.

The positive feedback I've received through teaching evaluations and personal gestures from students has been incredibly rewarding, and I am deeply committed to their growth. Beyond the classroom, I am committed to supporting students in their academic and professional journeys. I provide mentorship and guidance to help students recognize how the analytical skills they acquire in their studies can be applied across various fields. Writing letters of recommendation for students applying to graduate programs and providing advice for their future paths are responsibilities I deeply value. These efforts help students build confidence and clarity in their academic and professional goals, nurturing a sense of purpose that extends beyond the classroom.

I feel incredibly fortunate to have received guidance and mentorship from exceptional teachers throughout my academic journey, especially during my PhD. Their encouragement and support have been pivotal in shaping my passion for economics and solidifying my commitment to the field. I am aware of the profound impact a teacher can have in igniting and sustaining a student's enthusiasm for the subject. My goal is to help students find their own passion for economics and provide the guidance they need to thrive, both in their studies and beyond. I aim to inspire students to view economics not just as an academic discipline but as a powerful lens through which they can analyze, interpret, and shape the world around them.

**Syllabus: ECON 301 A: Intermediate Macroeconomics
Spring 2024**

Mikita Khurana
mikita13@uw.edu

Lectures:

Tuesdays and Thursdays 8:30 - 10:20 (THO 134)

Office Hours:

Mondays 4:30 – 5:30 pm (Zoom)

Tuesdays 10:30 – 11:30 am (SAV 319G)

Disclaimer: This syllabus is tentative and may be subject to change.

Student Learning Goals:

- Understand how aggregate economic activity is measured at the level of a nation
- Understand how basic models of the economy summarize and explain the interactions between these main macroeconomic measures, output, employment, and inflation
- Understand what causes economic activity to fluctuate over the years, from recessions to full employment and back
- Understand the links between the domestic economy and the rest of the world
- Understand how the economy grows in the very long run through capital accumulation

Textbook and Related Reading Material:

The required textbook is N. Gregory Mankiw – Macroeconomics – 11th ed. – Worth Publishers Macmillan Learning NY. **You are also required to purchase the associated access to the publisher's online homework site (Achieve).** I recommend you purchase the bundled e-book and website access via Canvas for the best price. A two-week free trial is available for those who are unsure about continuing in the class.

Lecture Slides: Lecture slides will be posted on canvas prior to the lecture.

Lectures: This class is conducted in-person. Students are expected to participate in class to fully benefit from course activities and meet the course's learning objectives. To protect their fellow students, faculty, and staff, students who feel ill or exhibit possible COVID symptoms should not come to class. Attendance is not required but is highly recommended.

Following is the grade breakup:

- **Achieve weekly homework: 20%**
- **Midterm exam on May, 2nd, 2024: 40%**
- **Final exam (cumulative) on June 4th, 2024: 40%**

Extra Credit: Final exam will contain extra questions worth 10 extra credit points.

Chapters to be covered:

Introduction: Chapters 1 and 2

Economy in the long run: Chapters 3, 4, 5, 6 and 7

Economy in the very long run: Chapter 8

Economy in the short run: Chapters 11, 12, 13, 15

Evaluating student learning:

• **Homework via Achieve:** There will be a set of questions assigned in Achieve, **due on Monday at midnight. Your Homework will be worth 20% of your course grade. The lowest grade will be dropped.** The grade for the first homework assignment (*HW 0*) will not count as part of your course grade. This first HW will act as a practice run.

Homework Policy

- Weekly homework will be due Monday night
- Late submission policy: for every 24 hours past the time, an additional 25% will be taken off.
- The lowest grade will be dropped.
- For each question, you will have two attempts (with 15% penalty on second attempt). If you are wrong the first time, then you can get up to 85%. If you cannot get the correct answers at the second chance, then you will receive a zero for that question.
- Solutions for the HW will be shown after the due date.

• **Exams:** There will be **two closed book exams: midterm and final exam (cumulative)**. All tests will be conducted **in-person**. **No cheat sheet** will be allowed in the exams. If you miss any exam, you must inform the instructor and arrange for make-up exam.

• **Learning curve:** You can take adaptive quizzes and end of chapter problems on Achieve (not assigned on canvas). These are **not graded (optional)** and are for your additional exercise.

The Schedule of Readings, the exam dates, and other deadlines can be found on the Canvas site.

Grading and the grade scale:

The grading policy of the Department of Economics sets the upper boundary for the Median grade in principles of economics courses at 3.1. We will maintain a median grade for this course in the 2.9-3.1 range.

Academic Honesty

Exams are individual work and cheating will not be tolerated. Looking at a neighbor's exam is considered cheating. If a student is seen committing this act, they will not be allowed to continue taking their exam. The neighbor sitting next to the student will also be duly punished if they are seen as facilitating this act of cheating. Altering an exam before submitting it for a review of the grading, obtaining an advance copy of an examination, or arranging for a surrogate test-taker are all flagrant violations of University policy. Cheating of any kind may result in expulsion from the University. The Department will follow University policy in case of academic misconduct. I strongly recommend that you review University policy at <http://www.washington.edu/uaa/advising/help/academichonesty.php>

Students found to have engaged in academic dishonesty will be subject to sanctions, which range from a disciplinary warning to permanent expulsion from the University, depending on the seriousness of the misconduct.

The following message is available from UW Human Resources.
***** *UW Safe Campus*
Preventing violence is everyone's responsibility. If you're concerned, tell someone. * Always call 911 if you or others may be in danger. * Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service. * Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky Night Walk 206-685-WALK (9255). * Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert
For more information visit the Safe Campus website at [*www.washington.edu/safecampus*](http://www.washington.edu/safecampus)

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

**Syllabus: BBUS 310 E: Managerial Economics
Fall 2024**

Instructor: Mikita Khurana (mikita13@uw.edu)

Lectures: Tuesdays and Thursdays 8:00 - 10:00 PM

Class Location: <https://washington.zoom.us/j/98654675857>

Office Hours: Mondays 6:30 – 7:30 pm (Zoom) or by appointment

Disclaimer: This syllabus is tentative and may be subject to change.

Course description

B BUS 310 Managerial Economics applies a combination of microeconomic principles and quantitative methods to a wide array of managerial problems. The focus is the design of managerial strategies to succeed in the business world.

Student Learning Goals:

By the end of this course, succeeding in the class should enable you to:

- Understand the demand and supply model;
- Understand marginal analysis to make optimal decisions;
- Apply the concept of price elasticity of demand and its relation to revenue and profit management;
- Understand different market structures and more complex pricing decisions;
- Understand the how to use game theory tools to model and predict the outcome of strategic interaction between firms.

Prerequisites

According to the UWB Course Catalog, the only prerequisite for this class is a minimum grade of 1.7 in either B MATH 144, STMATH 124, or MATH 112 (or equivalent). However, in practice, this is not the only prerequisite. As the course is designed to be the core of the Major in Business Administration, you are expected to have successfully completed Introduction to Microeconomics and Introduction to Statistics aside from Calculus—all three of which are Business Admission requirements. Mastery of the basic notions and tools of microeconomics, statistics, and calculus are key to succeed in the class. If you are not fully confident in your background on these topics, or if you have any questions, please make sure to contact me (your instructor) ahead of the start of the quarter. We can figure out a plan to build your confidence and set you up for a successful quarter.

Textbook and Related Reading Material:

The required textbook is “Managerial Economics and Strategy” by Jeffrey Perloff and James Brander, 3rd edition. **You are also required to purchase the associated access to the publisher's online homework site (Access Pearson: MyLab).** I recommend you purchase the bundled e-book and website access via Canvas for the best price. A two-week free trial is available for those who are unsure about continuing in the class.

Lecture Slides: Lecture slides will be posted on canvas prior to the lecture.

Lectures: This class is conducted via zoom. Students are expected to participate in class to fully benefit from course activities and meet the course’s learning objectives. Attendance is not required but is highly recommended.

Coursework, Assignments, and Grading

Tentative Schedule:

Date	Topic
Week 1	Course introduction (Chapter 2). Demand analysis (Chapter 3).
Week 2	Demand analysis (Chapter 3, continued). Costs and profit (Chapters 6, 7).
Week 3	Costs and profit (Chapters 6, 7, continued).
Week 4	Perfect competition (Chapter 8).
Week 5	October 22: Quiz A Perfect competition (Chapter 8, continued)
Week 6	Monopoly (Chapter 9).
Week 7	Market power (Chapter 10).
Week 8	Market power (Chapter 10, continued). Oligopoly (Chapter 11).
Week 9	November 19: QUIZ B Oligopoly (Chapter 11, continued).
Week 10	Monopolistic competition (Chapter 11, continued) Game Theory (if time allows) Chapter 12 November 28: Holiday
December 10	FINAL EXAM

Following is the grade breakup:

- **MyLab Homeworks: 30%**
- **Excel Project: 15%**
- **Quiz A on Oct,22nd, 2024 at 8 - 8:30 pm: 15%**
- **Quiz B on Nov,19th, 2024 at 8 - 8:30 pm: 15%**
- **Final exam (cumulative) on Dec 10th, 2024: 25%**

• **Homework via MyLab:** There will be a set of questions assigned in MyLab, **due on Monday at midnight.** **Your Homework will be worth 25% of your course grade. There will be a total of 4 homeworks. The lowest grade will be dropped.** The grade for the first homework assignment (*HW 0*) will not count as part of your course grade. This first HW will act as a practice run.

Homework Policy

- Weekly homework will be due Monday night
- For each question, you will have **two attempts**.
- Late submission policy: Homework assignments turned in one day late will receive a 10% deduction, and a 20% deduction for submissions that are two days late. At the end of the second date, *no submissions will be accepted*. Extensions may be provided to students with justification for late submissions provided they contact the instructor *ahead of the original due date*. Assignments that are not turned in will receive a grade of 0 (zero).

• **Excel Project:** There will be an excel project due at the end of the course. However, you can work on it throughout the quarter.

• **Quizzes and Final Exam:** There are **2 quizzes** during the quarter and a final exam on the last day. Each quiz will count towards 15% of your grade. It will be 30 minutes quiz and will be implemented on lock-down browser. They are designed to make sure you stay up-to-date on the material.

The **open book final exam (25%)** is cumulative and on **Thu, Dec 10th, from 8:00 PM to 10:00PM**. You will be able to access the final exam paper at 8:00 PM. You can work on it and upload your work on canvas. You will typically be allowed 5-10 extra minutes to turn in your work online.

The Schedule of the exam dates, and other deadlines can be found on Canvas.

Grading and the grade scale:

If H is homework, QA is quiz 1, QB is quiz 2 grade, E is your excel project grade, and F your final-exam grade, then your course grade will be computed according to the formula:

$$\text{Course Grade} = 0.30 \times H + 0.15 \times E + 0.15 \times QA + 0.15 \times QB + 0.25 \times F$$

For instance, if you score an average of 92 on the homework ($H = 92$), 100 on excel project ($E = 100$), an 86 on the quiz A ($QA = 86$), a 96 on the quiz B ($QB = 96$), and an 80 on the final exam ($FE = 80$), then your course grade will be $0.30 \times 92 + 0.15 \times 100 + 0.15 \times 86 + 0.15 \times 96 + 0.25 \times 80 = 89.9$

This course grade on the 0-100 scale is converted to a 4.0 grade as follows. Decimal- point grades are rounded up to the nearest integer; for instance, the 89.9 grade computed above would turn into an 90. After rounding, the grade is turned into a 4.0-scale grade according to table below; a grade of 90 becomes a 3.7 in your transcript. This means that you will NOT be graded on a curve. You are not competing against each other; your success depends exclusively on your own performance, and not on the performance of others. The lowest grade to get credit is a 60. However, your program most likely has higher-grade requirements; make sure to talk to your advisor and the corresponding program director if you have any questions.

100-Point Scale	4-Point Scale
96 or higher	4.0
94 – 95	3.9
92 – 93	3.8
90 – 91	3.7
89	3.6
88	3.5
87	3.4
86	3.3
85	3.2
84	3.1
83	3.0
82	2.9
81	2.8
80	2.7
79	2.6
78	2.5
77	2.4
76	2.3
75	2.2
74	2.1
73	2.0
72	1.9
71	1.8
70	1.7
69	1.6
68	1.5
67	1.4
66	1.3
65	1.2
64	1.1
63	1.0
62	0.9
61	0.8
60	0.7
59 or lower	0

Incomplete grade and eligibility for an Incomplete: According to the grading policy of UWB,

“An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.”

[. . .]“To obtain credit for the course, an undergraduate student must convert an Incomplete into a passing grade no later than the last day of the next quarter. For Spring Quarter, the following quarter is considered to be Fall Quarter.”

[. . .]“An Incomplete grade not made up by the end of the next quarter is converted to the grade of 0.0 by the Office of the University Registrar unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded if the incomplete work is not completed. The original Incomplete grade is not removed from the permanent record.[. . .]An Incomplete grade does not count for registered hours nor in computation of grade-point averages.”

Thus, to be eligible for an Incomplete, students must have taken the midterm exam and missed less than two weekly assignments.

Course Grade Appeal Policy: If you discover mistakes in grading or suspect that your work has been graded inaccurately, you may contact me to request that your material be re-graded. Notice that re-graded materials will be considered in their entirety.

Academic Integrity

Plagiarism, cheating or any kind of fraud will not be tolerated. Students are expected to read, know, and strictly uphold the academic integrity standards specified in the University of Washington Student Conduct Code, found in the Washington Administrative Code (WAC), Chapter 478-120, sections 010 and 145. Here is the link:

<http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>

You are also strongly encouraged to read the campus academic integrity policy:

<http://www.uwb.edu/academic-affairs/about/policies/studentconduct/student-guide> University of

Washington Bothell students are expected, at all times, to maintain the highest standards of academic integrity and behavioral conduct. Students, faculty, and staff are asked to report whenever misconduct is observed or suspected. When in doubt regarding a possible infringement of the code, ask for guidance before acting.

Recall that refusal to observe mask mandates in the classroom constitutes a violation of the student code of conduct. In such an event, the Student Conduct Office will be contacted and the student will be asked to leave the classroom.

Access and Accommodations

Disability resources

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments

consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at uwbdrs@uw.edu.

Mental health

Managing mental health is key to success, and as UWB students you are not alone. The Counseling Center serves actively enrolled UW Bothell and Cascadia College students by providing brief mental health services that enhance student wellbeing and assist their growth and academic success. Their professionally licensed clinicians are committed to compassionate, ethical services from a place of cultural humility to students of every background.

For Our Veterans

Welcome! We at UW Bothell understand that the transition into civilian life can be challenging for our veteran students and we have many resources for any who may want to reach out for guidance or assistance. This includes our Vet Corp Member through the WDVA/AmeriCorp and our Student Veterans Association (SVA). Please contact Veteran Services at 425.352.5307 or rosal@uw.edu. For those of you needing more URGENT support, please dial 988 and press 1 (<https://www.veteranscrisisline.net/>). The phone number for The Suicide Prevention Hotline is 1.800.273.8255, or connect with the UWB CARE Team <https://www.uwb.edu/studentaffairs/care-team>.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request accommodations, is available at Religious Accommodations Policy:

<http://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form:

<http://registrar.washington.edu/students/religious-accommodations-request/>

ECON 301 B
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 15/36 (42% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
4.7	4.5
(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: 5.2
(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 course as a whole was:	15	60%	20%	7%	13%			4.7	4.4
The course content was:	15	60%	20%		20%			4.7	4.5
The instructor's contribution to the course was:	15	73%		13%	13%			4.8	4.7
The instructor's effectiveness in teaching the subject matter was:	15	67%	7%	13%	13%			4.8	4.6

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	14	29%	21%	29%	7%	14%			5.5
The intellectual challenge presented was:	15	33%	13%	33%	13%	7%			5.4
The amount of effort you put into this course was:	15	40%	27%	13%	13%	7%			6.1
The amount of effort to succeed in this course was:	14	36%	29%	14%	14%	7%			6.0
Your involvement in course (doing assignments, attending classes, etc.) was:	15	40%	33%	7%	13%		7%		6.2

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: 6.5 Hours per credit: 1.3 (N=14)

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
		29%	43%	21%			7%				

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

Class median: 5.2 Hours per credit: 1 (N=14)

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%		50%	29%	7%		7%					

What grade do you expect in this course?

Class median: 3.5 (N=14)

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
29%	21%	36%		7%										7%

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

(N=14)

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
Course organization was:	15	47%	27%	20%	7%			4.4	13
Sequential presentation of concepts was:	15	67%	13%	13%	7%			4.8	1
Explanations by instructor were:	15	53%	7%	20%	20%			4.6	11
Instructor's ability to present alternative explanations when needed was:	15	53%	20%	13%	7%	7%		4.6	12
Instructor's use of examples and illustrations was:	15	60%	13%	13%	7%	7%		4.7	8
Instructor's enhancement of student interest in the material was:	15	53%	7%	7%	20%	13%		4.6	5
Student confidence in instructor's knowledge was:	15	73%	7%	13%	7%			4.8	7
Instructor's enthusiasm was:	15	47%	7%	27%	13%	7%		4.0	18
Clarity of course objectives was:	15	60%	13%	27%				4.7	2
Interest level of class sessions was:	15	40%	20%	13%	20%		7%	4.0	17
Availability of extra help when needed was:	15	53%	13%	20%		13%		4.6	14
Use of class time was:	15	47%	13%	20%	13%		7%	4.2	15
Instructor's interest in whether students learned was:	15	47%	27%	13%	7%		7%	4.4	16
Amount you learned in the course was:	15	60%	7%	20%	7%	7%		4.7	3
Relevance and usefulness of course content were:	15	60%	20%	13%	7%			4.7	9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	14	57%	21%	14%	7%			4.6	10
Reasonableness of assigned work was:	14	64%	7%	29%				4.7	4
Clarity of student responsibilities and requirements was:	14	64%	14%	21%				4.7	6

ECON 301 B
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 15/36 (42% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes. Professor Mikita gives example for each concepts and explain concepts with graphs to make them easy to understand.
2. Yes, the classes were intellectually challenging
3. Yes, this class was the first econ class where I saw many of the concepts we learned in class apply to real life in real time. Professor Khurana made it really easy to understand how the graphs we were learning and working on applied to real life situations.
5. Interesting and informative.
6. Yes it made me think very hard about stuff
7. This class can stimulate the intellect. Such courses may introduce new perspectives, provide complex problems or case studies, and encourage them to think and solve problems.

What aspects of this class contributed most to your learning?

1. Professor Mikita was very patient and enthusiastic when answering questions and cares about if she explained every concepts clearly. Her teaching style was very attractive and professional. Hope to take other courses in my major with her if possible.
2. The lectures
3. The lectures were easily the best learning tool we had in this class. Professor Khurana was very good at explaining the content in a way that is easily understandable. I really enjoyed her teaching style and how she always invited people to ask questions, which created a nice class atmosphere. Professor Khurana was my favorite econ teacher I've had at UW so far.
5. Diagrams/ Drawings helped in getting the big picture.
6. The way Mikita presented topics in lecture was amazing
7. The course introduces new concepts or knowledge and helps me expand my knowledge field. In addition, challenging questions or cases were raised in the course to help me think and solve problems.

What aspects of this class detracted from your learning?

2. None
3. Nothing.
4. The length of the lecture.
5. At time it was difficult to understand the instructor because she spoke softly and with a strong foreign accent.
6. 2 Tests being 80% of my grade
7. The professor will use some actual examples to explain some difficult concepts.

What suggestions do you have for improving the class?

2. More optional practice exams for students to use
3. Maybe assign a little more homework so that students can engage with the content more frequently.
4. I personally like the practice problems because they encourage us to understand what we just learned and how to use it.
5. Instructor should try to speak louder and to improve her speaking ability by speaking slower and to be more articulate i.e. through elocution and pronunciation.
6. Grade distribution
7. All is good!

ECON 301 C
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 8/15 (53% high)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
3.9	3.9
(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: 5.1
(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 course as a whole was:	8	38%	12%	50%				3.5	3.4
The course content was:	8	38%	25%	38%				4.0	3.9
The instructor's contribution to the course was:	8	38%	25%	38%				4.0	4.0
The instructor's effectiveness in teaching the subject matter was:	8	38%	25%	38%				4.0	4.0

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	8		12%	38%	25%	12%	12%		4.5
The intellectual challenge presented was:	8	12%	62%	12%	12%				5.9
The amount of effort you put into this course was:	8	12%	25%	25%	38%				5.0
The amount of effort to succeed in this course was:	8	12%	38%	38%	12%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	8	25%		25%	50%				4.5

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: 7.0 Hours per credit: 1.4 (N=7)

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%		14%	29%	43%							

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

Class median: 5.2 Hours per credit: 1 (N=7)

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%		43%	43%								

What grade do you expect in this course?

Class median: 3.3 (N=7)

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
14%	29%	14%	29%	14%										

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

(N=7)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
86%					14%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	8	25%	25%	50%				3.5	13
Sequential presentation of concepts was:	8	38%	12%	50%				3.5	18
Explanations by instructor were:	8	25%	25%	50%				3.5	16
Instructor's ability to present alternative explanations when needed was:	8	25%	38%	25%	12%			3.8	11
Instructor's use of examples and illustrations was:	8	50%	12%	38%				4.5	1
Instructor's enhancement of student interest in the material was:	8	38%	12%	12%	38%			3.5	12
Student confidence in instructor's knowledge was:	8	50%	25%	25%				4.5	6
Instructor's enthusiasm was:	8	50%	25%	25%				4.5	5
Clarity of course objectives was:	8	38%	12%	38%	12%			3.5	14
Interest level of class sessions was:	8	25%	12%	50%	12%			3.2	17
Availability of extra help when needed was:	8	50%	12%	38%				4.5	3
Use of class time was:	8	38%	25%	38%				4.0	7
Instructor's interest in whether students learned was:	8	50%	12%	38%				4.5	4
Amount you learned in the course was:	8	25%	25%	50%				3.5	15
Relevance and usefulness of course content were:	8	50%		38%	12%			4.0	10
Evaluative and grading techniques (tests, papers, projects, etc.) were:	8	50%		50%				4.0	8
Reasonableness of assigned work was:	8	50%		50%				4.0	9
Clarity of student responsibilities and requirements was:	8	50%	12%	38%				4.5	2

ECON 301 C
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 8/15 (53% high)

Taught by: Mikita Khurana

Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes! Definitely! This is my best economics study experience. I better to understand more logical about the economics.
2. Yes, the concepts were challenging
3. It did, had to think of new ways to study to understand it
4. Intellectually stimulating, did stretch my thinking
5. It was not really stimulating as the lecture was just going through the slides

What aspects of this class contributed most to your learning?

1. I think all!
2. Any example problems we were given
3. Classes
4. 1-on-1 interactions with the teacher (Mikita was great!)
5. homework

What aspects of this class detracted from your learning?

1. No!
2. Not enough practice problems
3. Lack of extra materials to help learn
4. Homework did not prepare well for the test
5. The fact it was really early in the morning

What suggestions do you have for improving the class?

1. I think this is class is already so good! I love this class!
2. Providing more example problems
3. Extra materials to work on
4. Homework that is aligned with the test
5. n/a

ECON 301 D
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 7/13 (54% high)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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	4.9
(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: 5.5
(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 course as a whole was:	7	57%	14%	29%				4.6	4.7
The course content was:	7	43%	29%	29%				4.2	4.3
The instructor's contribution to the course was:	7	100%						5.0	5.0
The instructor's effectiveness in teaching the subject matter was:	7	100%						5.0	5.0

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:	7	14%		29%	43%	14%			4.3
The intellectual challenge presented was:	7	14%	57%	14%			14%		5.9
The amount of effort you put into this course was:	7	29%	29%	14%			14%	14%	5.8
The amount of effort to succeed in this course was:	7	14%	57%			14%	14%		5.9
Your involvement in course (doing assignments, attending classes, etc.) was:	7	14%	57%	14%		14%			5.9

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: 7.0 Hours per credit: 1.4 (N=7)

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
		29%	29%	14%		14%	14%				

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

Class median: 7.0 Hours per credit: 1.4 (N=7)

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%	14%	29%	14%	14%		14%				

What grade do you expect in this course?

Class median: 3.2 (N=7)

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
14%	14%	29%	29%	14%										

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

(N=7)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
71%	14%				14%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	7	71%	29%					4.8	11
Sequential presentation of concepts was:	7	86%		14%				4.9	3
Explanations by instructor were:	7	100%						5.0	5
Instructor's ability to present alternative explanations when needed was:	7	100%						5.0	8
Instructor's use of examples and illustrations was:	7	100%						5.0	7
Instructor's enhancement of student interest in the material was:	7	100%						5.0	2
Student confidence in instructor's knowledge was:	7	100%						5.0	13
Instructor's enthusiasm was:	6	100%						5.0	14
Clarity of course objectives was:	7	100%						5.0	1
Interest level of class sessions was:	7	86%		14%				4.9	6
Availability of extra help when needed was:	7	100%						5.0	9
Use of class time was:	7	100%						5.0	4
Instructor's interest in whether students learned was:	7	100%						5.0	10
Amount you learned in the course was:	7	71%		29%				4.8	12
Relevance and usefulness of course content were:	7	57%		43%				4.6	18
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	71%		29%				4.8	15
Reasonableness of assigned work was:	7	57%	29%	14%				4.6	16
Clarity of student responsibilities and requirements was:	7	57%	43%					4.6	17

ECON 301 D
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 7/13 (54% high)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, great use of real world examples
2. I really enjoyed this class. The content was really interesting.
3. This class was very intellectually stimulating, largely due to Mikita's passion for the subject that reflected in her teaching. Unlike any other economics professor I had, Mikita delved deep into current events, explaining topics such as recessions and the housing crisis. Her ability to explain these concepts made the class very interesting, unlike other economics classes I have taken.
5. yes
6. Yes, mitika presented every chapter so well I could confidently say this is one of the classes in which I've learned the most in, and has deepened my interest in continuing Econ.

What aspects of this class contributed most to your learning?

1. The use of empirical data
2. I appreciated the teacher's willingness to accommodate to students needs, for example being willing to record the class upon request. I also thought at the beginning of the quarter looking at current events and listening to the economic explanation behind them was fun.
3. The two key aspects that contributed to my learning in this course were the professor and the MH Connect end-of-chapter problems and homework. Mikita did a fantastic job explaining subjects and always provided clear explanations. She made difficult concepts easier to grasp and went above and beyond by offering extra help during office hours. Her office hours were extremely helpful, and she even stayed back extra hours (her normal office hours were 2, but she would stay for 3 hours). This dedication, which was lacking in my previous economics teachers, greatly enhanced my understanding. The MH Connect assignments were also highly beneficial as they broke down complex topics into manageable questions.
4. The lectures were fantastic.
5. everything
6. Her lectures were incredible and so thought out, the way she answered questions really helped me to better understand the material. She was as willing to stay as long as we wanted in office hours to help us and I found that to be so helpful. The end of chapter problems, and learning curve activities helped me understand the material so much better too.

What aspects of this class detracted from your learning?

1. Being at 8:30am...
2. It being at 8:30 in the morning was rough.
3. There were no significant aspects that detracted from my learning in this class, except for the early morning timing of the class at 8:30am. However, I acknowledge that this was more of a personal decision on my part, and I chose not to switch out because of the exceptional professor.
5. na
6. Having limited attempts on homework, and the class being at 8:30 were the only things that detracted from my learning

What suggestions do you have for improving the class?

1. Combining long run and short run
2. I don't really have any
3. I have no suggestions.
5. this class has been great
6. Honestly nothing, I praise mitika at the highest level. She is genuinely one of the best, if not best professor I've had at UW and I really enjoyed taking this course with her, it's a hard course but she made it more understandable and interesting by incorporating "you try" problems into lectures, I would've loved to see more of those but just the fact that she even had that was so helpful.

ECON 301 A
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 10/25 (40% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
3.6	3.5
(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: 4.6
(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 course as a whole was:	10	20%	30%	20%	30%			3.5	3.4
The course content was:	10	30%	10%	30%	30%			3.2	3.0
The instructor's contribution to the course was:	10	20%	40%	10%	20%	10%		3.8	3.7
The instructor's effectiveness in teaching the subject matter was:	10	30%	30%	10%	20%	10%		3.8	3.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	10	30%	10%	20%	10%	20%	10%		5.0
The intellectual challenge presented was:	10	20%	30%	20%	30%				5.5
The amount of effort you put into this course was:	10	10%	20%	30%	30%		10%		4.8
The amount of effort to succeed in this course was:	10	30%	10%	30%	30%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	10	30%	10%	40%	10%	10%			5.2

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: 7.2 Hours per credit: 1.4 (N=9)

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
	11%	11%	33%	22%	11%		11%				

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

Class median: 8.0 Hours per credit: 1.6 (N=9)

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
	11%	11%	22%	22%	33%						

What grade do you expect in this course?

Class median: 3.4 (N=8)

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
25%	12%	38%	12%	12%										

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

(N=9)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	10	30%	10%	30%	30%			3.2	16
Sequential presentation of concepts was:	10	30%	30%	10%	30%			3.8	6
Explanations by instructor were:	10	40%	30%		30%			4.2	1
Instructor's ability to present alternative explanations when needed was:	10	30%	40%		30%			4.0	3
Instructor's use of examples and illustrations was:	10	30%	40%	10%	20%			4.0	5
Instructor's enhancement of student interest in the material was:	10	20%	30%	20%	30%			3.5	9
Student confidence in instructor's knowledge was:	10	40%	20%	10%	30%			4.0	11
Instructor's enthusiasm was:	10	10%	40%	20%	30%			3.5	18
Clarity of course objectives was:	10	40%	10%	20%	30%			3.5	12
Interest level of class sessions was:	10	20%	30%	20%	30%			3.5	8
Availability of extra help when needed was:	10	30%	20%	20%	30%			3.5	17
Use of class time was:	10	40%	10%	30%	20%			3.5	14
Instructor's interest in whether students learned was:	10	40%	20%	10%	20%	10%		4.0	7
Amount you learned in the course was:	10	40%	20%	10%	20%	10%		4.0	2
Relevance and usefulness of course content were:	10	30%	30%	10%	20%	10%		3.8	10
Evaluative and grading techniques (tests, papers, projects, etc.) were:	10	10%	40%	10%	30%	10%		3.5	13
Reasonableness of assigned work was:	10	40%	20%	10%	20%	10%		4.0	4
Clarity of student responsibilities and requirements was:	10	30%	20%	20%	20%	10%		3.5	15

ECON 301 A
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: B
Responses: 10/25 (40% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Yes it has a big part to contribute the grade
2. This class was intellectually stimulating, it did stretch my thinking because I have not thought about the money market in this way before.
3. Yes. There were many interesting hypothetical scenarios we discussed when going over the theory

What aspects of this class contributed most to your learning?

1. Midterm and final
2. The homework's contributed most to my learning.
3. The lecture visuals

What aspects of this class detracted from your learning?

1. Midterm and final
2. Nothing
3. Nothing in particular

What suggestions do you have for improving the class?

1. So difficult
2. NA
3. Add practice problems throughout the lectures

ECON 502 A
Macroeconomic Analysis I
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 7/12 (58% high)

Taught by: Mikita Khurana, Yu-Chin Chen
Instructor Evaluated: Mikita Khurana-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
4.8	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:

CEI: 6.5
(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:	7	57%	29%	14%				4.6	4.7
The content of the quiz section was:	7	71%	14%	14%				4.8	4.9
The quiz section instructor's (QSI's) contribution to the course was:	7	71%	14%	14%				4.8	4.8
The QSI's effectiveness in teaching the subject matter was:	7	71%	14%	14%				4.8	4.8

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	7	14%		43%	43%				4.7
The intellectual challenge presented was:	7	43%	29%	29%					6.2
The amount of effort you put into this course was:	7	71%		29%					6.8
The amount of effort to succeed in this course was:	7	71%	14%	14%					6.8
Your involvement in course (doing assignments, attending classes, etc.) was:	7	43%	29%	29%					6.2

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: 14.0 Hours per credit: 3.5 (N=5)

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
					40%		40%		20%		

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

Class median: 10.5 Hours per credit: 2.6 (N=5)

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
			20%	20%	20%		20%		20%		

What grade do you expect in this course?

Class median: 3.4 (N=5)

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
	40%	40%	20%											

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

(N=5)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
40%	20%			40%	

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:	7	71%	14%	14%				4.8	5
QSI's use of examples and illustrations was:	7	71%	14%	14%				4.8	8
Quality of questions or problems raised by QSI was:	7	71%	14%	14%				4.8	7
QSI's enthusiasm was:	7	71%	14%	14%				4.8	17
Student confidence in QSI's knowledge was:	7	71%	14%	14%				4.8	18
Encouragement given students to express themselves was:	7	71%	14%	14%				4.8	15
Answers to student questions were:	7	71%	14%	14%				4.8	11
Interest level of quiz sections was:	7	71%	14%	14%				4.8	1
QSI's openness to student views was:	7	71%	14%	14%				4.8	16
QSI's ability to deal with student difficulties was:	7	71%	14%	14%				4.8	12
Availability of extra help when needed was:	7	71%	14%	14%				4.8	13
Use of quiz section time was:	7	71%	14%	14%				4.8	3
QSI's interest in whether students learned was:	7	71%	14%	14%				4.8	14
Amount you learned in the quiz sections was:	7	71%	14%	14%				4.8	2
Relevance and usefulness of quiz section content were:	7	71%	14%	14%				4.8	10
Coordination between lectures and quiz sections was:	7	71%	14%	14%				4.8	4
Reasonableness of assigned work for quiz section was:	7	71%	14%	14%				4.8	6
Clarity of student responsibilities and requirements was:	7	71%	14%	14%				4.8	9

ECON 502 A
Macroeconomic Analysis I
Course type: Face-to-Face
Taught by: Mikita Khurana, Yu-Chin Chen
Instructor Evaluated: Mikita Khurana-Grad TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 7/12 (58% high)

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, there were many new concepts introduced that helped expand on topics seen in the past
3. Yes

What aspects of this class contributed most to your learning?

1. Discussing different aspects of models and concepts in more detail
3. Everything

What aspects of this class detracted from your learning?

1. Often feels rushed due to time constraint, no fault of TA
3. None.

What suggestions do you have for improving the class?

1. Longer TA section times
2. She was always passionate for explaining concepts and always responsive. But the one thing that I want to say, is that we had to submit hard copies of our assignment. It was quite not okay to always go to printing center to print all the pages (because the assignment typically takes more than 7 pages) and those are not free.
3. None

ECON 301 D
Intermediate Macroeconomics
Course type: Face-to-Face

Evaluation Delivery: Paper
Evaluation Form: B
Responses: 5/10 (50% high)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
4.1	4.3
(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: 5.3
(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 course as a whole was:	4		75%	25%				3.8	4.1
The course content was:	5	20%	40%	40%				3.8	3.9
The instructor's contribution to the course was:	5	60%	20%	20%				4.7	4.8
The instructor's effectiveness in teaching the subject matter was:	5	40%	40%	20%				4.2	4.5

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:								
Do you expect your grade in this course to be:	4			25%	25%	50%		3.5
The intellectual challenge presented was:	4	25%		75%				5.2
The amount of effort you put into this course was:	4		50%	50%				5.5
The amount of effort to succeed in this course was:	4	25%	75%					6.2
Your involvement in course (doing assignments, attending classes, etc.) was:	3	33%	67%					6.2

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: 8.5 Hours per credit: 1.7 (N=4)

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
	25%		25%		25%	25%					

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

Class median: 5.5 Hours per credit: 1.1 (N=4)

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
	25%	25%	25%			25%					

What grade do you expect in this course?

Class median: 3.3 (N=3)

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
	33%	33%	33%											

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

(N=4)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	4	50%		50%				4.0	16
Sequential presentation of concepts was:	5	60%	20%	20%				4.7	2
Explanations by instructor were:	5	40%	60%					4.3	11
Instructor's ability to present alternative explanations when needed was:	5	60%	40%					4.7	4
Instructor's use of examples and illustrations was:	5	60%	40%					4.7	6
Instructor's enhancement of student interest in the material was:	4	25%	75%					4.2	15
Student confidence in instructor's knowledge was:	4	75%	25%					4.8	5
Instructor's enthusiasm was:	4	50%	50%					4.5	13
Clarity of course objectives was:	4	50%	25%		25%			4.5	7
Interest level of class sessions was:	4	25%	25%	25%	25%			3.5	18
Availability of extra help when needed was:	4	75%	25%					4.8	1
Use of class time was:	5	40%	60%					4.3	10
Instructor's interest in whether students learned was:	4	75%		25%				4.8	3
Amount you learned in the course was:	4	25%	75%					4.2	14
Relevance and usefulness of course content were:	4	50%	50%					4.5	9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	5	20%	40%	20%	20%			3.8	17
Reasonableness of assigned work was:	5	40%	60%					4.3	12
Clarity of student responsibilities and requirements was:	4	50%	50%					4.5	8

ECON 301 B
Intermediate Macroeconomics
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: B
Responses: 4/28 (14% low)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
3.8	3.9
(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: 4.8
(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 course as a whole was:	4		75%		25%			3.8	3.9
The course content was:	4		75%	25%				3.8	3.8
The instructor's contribution to the course was:	4	50%	25%	25%				4.5	4.6
The instructor's effectiveness in teaching the subject matter was:	4		50%	50%				3.5	3.6

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	4		25%	25%	25%		25%		4.5
The intellectual challenge presented was:	4	25%	25%	25%	25%				5.5
The amount of effort you put into this course was:	4	25%	25%	25%	25%				5.5
The amount of effort to succeed in this course was:	4	25%	25%	25%	25%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	4	25%		50%	25%				5.0

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: 6.5 Hours per credit: 1.3 (N=4)

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
		25%	50%	25%							

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

Class median: 5.5 Hours per credit: 1.1 (N=4)

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
		50%	25%	25%							

What grade do you expect in this course?

Class median: 3.3 (N=4)

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
25%	25%		25%		25%									

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

(N=4)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	4		50%	50%				3.5	16
Sequential presentation of concepts was:	4	25%	75%					4.2	9
Explanations by instructor were:	4	25%	50%	25%				4.0	11
Instructor's ability to present alternative explanations when needed was:	4	50%	25%	25%				4.5	4
Instructor's use of examples and illustrations was:	4	50%	25%	25%				4.5	5
Instructor's enhancement of student interest in the material was:	4		75%	25%				3.8	14
Student confidence in instructor's knowledge was:	4	50%	50%					4.5	8
Instructor's enthusiasm was:	4	25%	25%	50%				3.5	18
Clarity of course objectives was:	4	25%	50%		25%			4.0	13
Interest level of class sessions was:	4		50%	25%	25%			3.5	15
Availability of extra help when needed was:	4	75%	25%					4.8	1
Use of class time was:	4	50%	25%	25%				4.5	2
Instructor's interest in whether students learned was:	4	50%	25%	25%				4.5	7
Amount you learned in the course was:	4	25%	50%		25%			4.0	10
Relevance and usefulness of course content were:	4	50%	50%					4.5	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	4	25%	50%		25%			4.0	12
Reasonableness of assigned work was:	4	50%	25%	25%				4.5	3
Clarity of student responsibilities and requirements was:	4	25%	25%	25%	25%			3.5	17

ECON 301 B
Intermediate Macroeconomics
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: B
Responses: 4/28 (14% low)

Taught by: Mikita Khurana

Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

1. A lot of concept learned in this course stretched what I learned in ECON201. As learning these advanced knowledge I feel that I can analyze the economy in more depth.

What aspects of this class contributed most to your learning?

1. Going through the slides and class notes helped my learning.

What aspects of this class detracted from your learning?

1. I wish the assignments were more related the exams or class content.

What suggestions do you have for improving the class?

1. I would appreciate if the notes are more readable.

ECON 200 H
Introduction To Microeconomics
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: B
Responses: 13/42 (31% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
3.9	3.8
(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:

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 course as a whole was:	13	23%	46%		31%			3.9	3.8
The course content was:	13	31%	38%	8%	23%			4.0	3.9
The instructor's contribution to the course was:	13	31%	38%	15%	15%			4.0	3.9
The instructor's effectiveness in teaching the subject matter was:	13	23%	38%		23%	8%	8%	3.8	3.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	12	33%	17%	8%	25%	17%			5.5
The intellectual challenge presented was:	12	42%	25%	17%	17%				6.2
The amount of effort you put into this course was:	12	42%	25%	17%	17%				6.2
The amount of effort to succeed in this course was:	12	50%	17%	25%	8%				6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	12	42%	17%	25%	17%				6.0

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: 8.2 Hours per credit: 1.6 (N=12)

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
		25%	17%	25%	8%		17%			8%	

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

Class median: 6.2 Hours per credit: 1.2 (N=12)

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
8%	17%	17%	25%	17%			8%		8%		

What grade do you expect in this course?

Class median: 3.6 (N=12)

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
33%	25%	8%	25%					8%						

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

(N=12)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
33%	17%	17%		25%	8%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	12	33%	33%	33%				4.0	12
Sequential presentation of concepts was:	12	42%	17%	42%				4.0	15
Explanations by instructor were:	11	36%	27%	9%	27%			4.0	14
Instructor's ability to present alternative explanations when needed was:	12	25%	33%	17%	8%	8%	8%	3.8	17
Instructor's use of examples and illustrations was:	12	33%	50%	8%		8%		4.2	13
Instructor's enhancement of student interest in the material was:	12	25%	25%	17%	25%	8%		3.5	18
Student confidence in instructor's knowledge was:	12	67%	17%		17%			4.8	3
Instructor's enthusiasm was:	12	50%	17%	25%	8%			4.5	6
Clarity of course objectives was:	12	42%	33%	8%	17%			4.2	7
Interest level of class sessions was:	12	42%	17%	25%	8%		8%	4.0	10
Availability of extra help when needed was:	12	42%	42%	8%	8%			4.3	11
Use of class time was:	12	50%	25%	17%	8%			4.5	2
Instructor's interest in whether students learned was:	12	33%	33%	8%	8%		17%	4.0	16
Amount you learned in the course was:	12	42%	25%	17%	17%			4.2	9
Relevance and usefulness of course content were:	12	42%	50%	8%				4.3	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	12	50%	33%	8%	8%			4.5	4
Reasonableness of assigned work was:	12	50%	33%	8%	8%			4.5	5
Clarity of student responsibilities and requirements was:	12	67%	17%		8%	8%		4.8	1

ECON 200 H
Introduction To Microeconomics
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: B
Responses: 13/42 (31% moderate)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, there were many concepts that were difficult to comprehend at some points so some effort must be made to understand it. It did stretch my thinking and made me think about economics on a daily basis, I really enjoyed the material however I know many students did not.
2. yes
3. I think this class really stretched my thinking and pushed me to learn new concepts. At times this was really frustrating, however I recognize its contributions to my learning and overall knowledge.
4. yes
5. yes.yes
6. This class was intellectually stimulating and stretched my thinking as most of the concepts I did not know prior to taking this class.
7. This class was a lot more exhausting and strenuous than expected. It is more of a concept math than it is a hard math. If you are good at calc or other classes don't expect to transfer over into this class.

What aspects of this class contributed most to your learning?

1. The fact that the class was centered on pretty much only content in the textbook made this class much more bearable. It made it easy to learn the material in a solo way.
2. related to the major
3. I think the book choice was excellent and the readings and homework paired with the lectures really helped bring it all together.
5. open mind economic thinking
6. The teacher's good explanations contributed the most to my learning.
7. Challenged my abilities to study effectively.

What aspects of this class detracted from your learning?

1. The instructor's lectures were hard to understand due to her accent
2. no
3. I would appreciate it if the classes were recorded so we could go back and look at some of the examples on the chalkboard in class. Even if there were just vocal recordings paired with the slides, that would have really helped.
6. The length of this class detracted from my learning as it was 2 hours long every session.
7. I would say that the TA's use of one color of chalk on the chalkboard at times made concepts confusing to me. Most especially when we got further into the subject when more curves were added on the graph and more things were expected to be shown. Sometimes the slides in class were more updated than the ones posted so the ones posted would have different answers and that made it confusing when I was trying to practice for tests.

What suggestions do you have for improving the class?

1. Improve slide clarity, some examples were a little bit confusing when reviewing the slides
2. no
3. I think voice recordings paired with slides for classroom content would be extremely helpful so we could go back and look at in class examples of some topics and concepts. Overall, this was the best class I had this quarter because it pushed me to learn and the teacher provided me with tools to succeed while being helpful and supportive. My teacher always responded quickly to any questions or concerns I had regarding assignments or not understanding content over email and in person. This was my favorite class this quarter and helped spark an interest in economics for me and it may be something I pursue. I am glad I got this professor to teach this class. I was honestly expecting to hate this class because I am not confident in my math skills at all, but the book choice and the support of the professor made this my favorite class of the quarter even though I'll probably get a less than decent grade.
5. everthing is perfect
6. I thin this class would be better if it was smaller, more often classes, and also if there was more different colored chalk to make it easier the different areas the teacher talked about on the graphs.
7. -use different markets when drawing graphs to make things less confusing -update slide regularly -provide hw or more extra material that can be used for study and practice -have more office hours in a week at least two -don't use the phrase such that or as you can see as fillers in lecture it does make material more difficult to understand shorten transition phrases

ECON 200 C
Introduction To Microeconomics
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 2/16 (12% low)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-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
4.5	4.7
(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: 2.8
(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:	2	50%	50%					4.5	4.8
The course content was:	2	50%		50%				4.0	4.2
The instructor's contribution to the course was:	2	50%	50%					4.5	4.7
The instructor's effectiveness in teaching the subject matter was:	2	50%	50%					4.5	4.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	2				100%				4.0
The intellectual challenge presented was:	2			50%			50%		3.5
The amount of effort you put into this course was:	2					100%			3.0
The amount of effort to succeed in this course was:	2				50%	50%			3.5
Relative to similar courses taught in person, your participation in this course was:	2						50%	50%	1.5
Relative to similar courses taught in person, your success in this course was:	2				50%			50%	2.5

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: 2.5 Hours per credit: 0.5 (N=2)

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
50%		50%									

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

Class median: 1.5 Hours per credit: 0.3 (N=2)

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
50%	50%										

What grade do you expect in this course?

Class median: 3.6 (N=2)

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
50%		50%												

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

(N=2)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
				50%	50%

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:	2	50%	50%					4.5	3
Timeliness of instructor response to assignments was:	2		50%	50%				3.5	11
Quality/helpfulness of instructor feedback was:	2	50%			50%			3.5	10
Clarity of course objectives was:	2	50%	50%					4.5	4
Clarity of student responsibilities and requirements was:	2	100%						5.0	2
Usefulness of reading assignments in understanding course content was:	2	50%			50%			3.5	9
Usefulness of written assignments in understanding course content was:	2	50%	50%					4.5	5
Usefulness of online resources in understanding course content was:	2	50%	50%					4.5	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	2	50%	50%					4.5	7
Reasonableness of assigned work was:	2	100%						5.0	1
Organization of materials online was:	2	50%	50%					4.5	8

ECON 200 C
Introduction To Microeconomics
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Y
Responses: 2/16 (12% low)

Taught by: Mikita Khurana
Instructor Evaluated: Mikita Khurana-Predoc Inst

STANDARD OPEN-ENDED QUESTIONS

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

What aspects of this class contributed most to your learning?

What aspects of this class detracted from your learning?

What suggestions do you have for improving this class generally?

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

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.