Course: EC-101-B: Principles of Macroeconomics B-2023-SP-EC-101-B

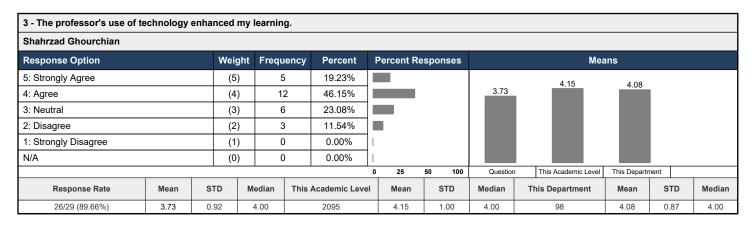
Instructor: Shahrzad Ghourchian *

Response Rate: 26/29 (89.66 %)

1 - Please indicate the teacl	hing mode	of this clas	s:											
Response Option		Weig	ıht Frequ	iency	Percent	Percent	Res	sponses			Mea	ıns		
Primarily In-Person		(1)	2	6	100.00%									
Hybrid/Mixed Modes		(2)	()	0.00%	1			1.00		1.04	1.04		
Primarily Virtual		(3)	()	0.00%	1								
		,				0 25	5	50 100	Question	1	This Academic Level	This Departm	nent	
Response Rate	Mean	STD	Median	This	Academic Leve	I Mean		STD	Median	TI	nis Department	Mean	STD	Median
26/29 (89.66%)	1.00	0.00	1.00		1880	1.04		0.24	1.00		98	1.04	0.25	1.00

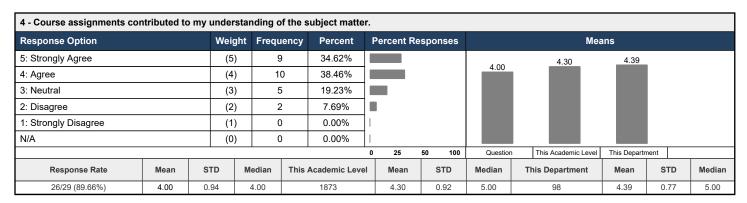
- · Lecture based with a small group discussion
- This course was entirely in person.
- class was held in an interactive lecture style. units were carefully described during class, there is room for questions and discussions. After tests there is a day dedicated to reviewing the test taken to define each answer.
- · in class always
- n/a
- · Good one hour course that kept my attention
- · in person
- We would do notes for chapters then for midterms we would review questions and go over notes before the test
- All in person with two classes online because professor couldn't make it.
- Class was fully in person. Needed to be canceled a few times, moved online once.
- In-person classes with occassional Zoom lectures.
- All in person but online if the professor was sick.
- In person, online if needed
- In person class the entire time

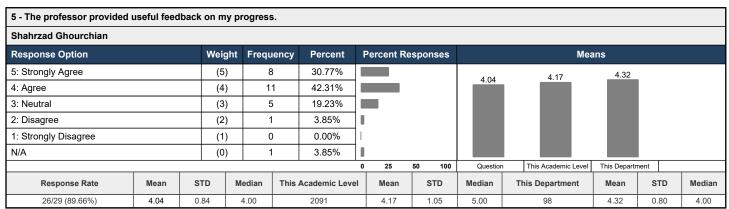
2 - The professor was well-prepared for class. **Shahrzad Ghourchian Response Option** Weight Frequency **Percent Responses** Means Percent 5: Strongly Agree 11 42.31% 4.55 4.64 (5) 4.38 4: Agree 14 (4) 53.85% 3: Neutral (3)3.85% 0 2: Disagree (2)0.00% 1: Strongly Disagree (1) 0 0.00% (0) 0 0.00% 25 100 Question This Academic Level This Department STD This Academic Level STD Median Response Rate Mean Median Mean STD Median This Department Mean 26/29 (89.66%) 4.38 0.57 4.00 2092 4.55 0.70 5.00 4 64 0.52 5.00



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Instructor: Shahrzad Ghourchian *





<u>.</u>																
Shahrzad Ghourchian																
Response Option		Wei	ght	Frequer	псу	Percent	Р	ercent R	esp	onses			Mea	ans		
5: Strongly Agree		(5	5)	18		69.23%					4.58		4.42	4.49		
4: Agree		(4	!)	5		19.23%										
3: Neutral		(3	3)	3		11.54%		l								
2: Disagree		(2	2)	0		0.00%	1									
1: Strongly Disagree		(1	1)	0		0.00%	1									
N/A		(0))	0		0.00%	1									
		·					0	25	50	100	Question	1	This Academic Level	This Departm	ent	
Response Rate	Mean	STD	M	edian .	This A	Academic Leve	ı	Mean		STD	Median	Th	nis Department	Mean	STD	Median
26/29 (89.66%)	4.58	0.70		5.00		2090		4.42	\top	0.88	5.00		98	4.49	0.81	5.00

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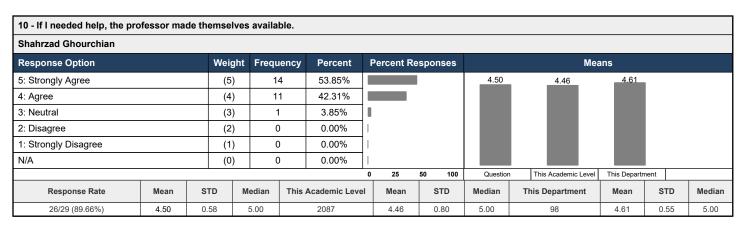
Shahrzad Ghourchian														
Response Option		Weig	ght Fre	quency	Percent	Percent	Res	sponses			Me	ans		
5: Strongly Agree		(5))	14	53.85%				4.46		4.34	4.58	1	
4: Agree		(4))	10	38.46%									
3: Neutral		(3))	2	7.69%									
2: Disagree		(2))	0	0.00%	1								
1: Strongly Disagree		(1))	0	0.00%	1								
N/A		(0))	0	0.00%	1								
			•			0 25		50 100	Question		This Academic Level	This Departr	nent	
Response Rate	Mean	STD	Median	This	Academic Leve	el Mean		STD	Median	TI	his Department	Mean	STD	Media
26/29 (89.66%)	4.46	0.65	5.00		2086	4.34		0.93	5.00		97	4.58	0.66	5.00

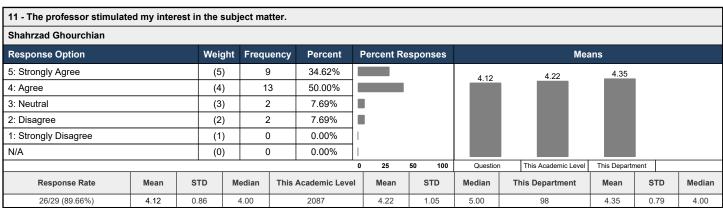
Shahrzad Ghourchian															
Response Option		Wei	ght	Frequenc	y Percent	Per	cent Re	espo	nses			Mea	ans		
5: Strongly Agree		(5	5)	14	53.85%			l		4.52		4.51	4.58	1	
4: Agree		(4	!)	10	38.46%										
3: Neutral		(3	3)	1	3.85%										
2: Disagree		(2	2)	0	0.00%	1									
1: Strongly Disagree		(1	1)	0	0.00%	1									
N/A		(0))	1	3.85%	ı									
						0	25	50	100	Question	Т	his Academic Level	This Departn	nent	
Response Rate	Mean	STD	Me	edian Th	is Academic Lev	el	Mean		STD	Median	This	Department	Mean	STD	Median
26/29 (89.66%)	4.52	0.59	5	5.00	2091		4.51		0.75	5.00		98	4.58	0.64	5.00

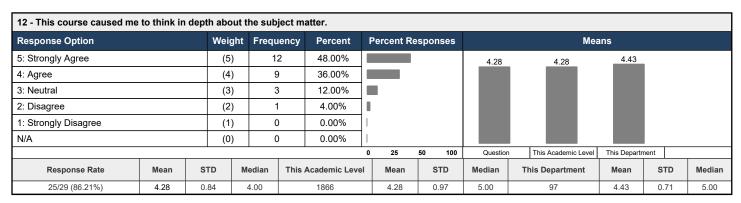
Shahrzad Ghourchian													
Response Option		Wei	ight	Frequenc	y Percent	Percent	Res	ponses		Ме	ans		
5: Strongly Agree		(!	5)	12	46.15%		1		4.31	4.38	4.54	ı	
4: Agree		(4	4)	10	38.46%								
3: Neutral		(;	3)	4	15.38%								
2: Disagree		(2	2)	0	0.00%]							
1: Strongly Disagree		('	1)	0	0.00%]							
N/A		((0)	0	0.00%	1							
					•	0 25	50	100	Question	This Academic Level	This Departn	nent	
Response Rate	Mean	STD	М	edian Th	is Academic Lev	el Mean		STD	Median	This Department	Mean	STD	Median
26/29 (89.66%)	4.31	0.74	1	4.00	2088	4.38	+	0.91	5.00	98	4.54	0.58	5.00

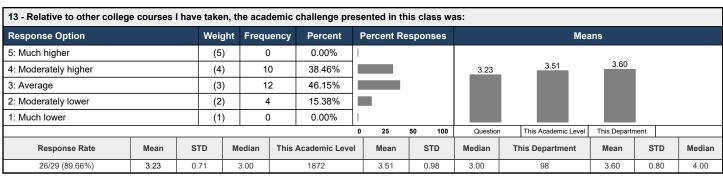
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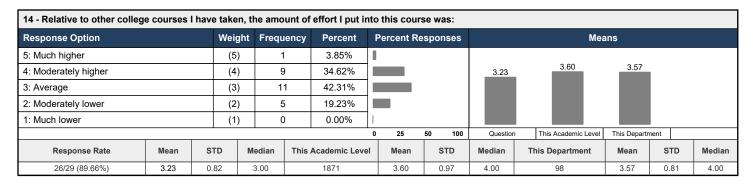


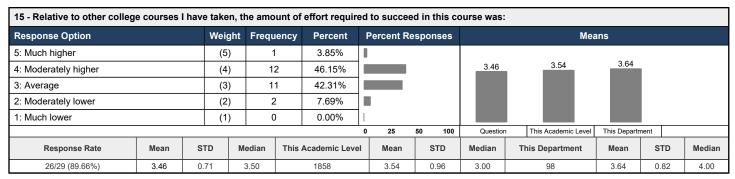


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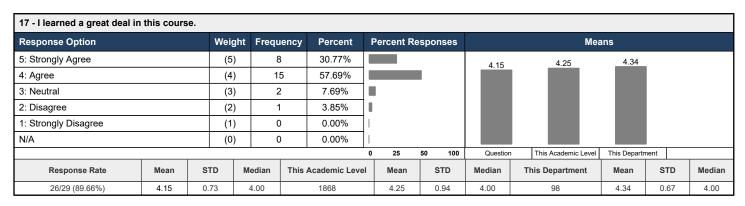
Response Rate: 26/29 (89.66 %)





16 - On average, about how many hours per week did you spend on this course, including attending classes, studying, doing readings, writing papers, and other course-related assignments? Please be sure to include your hours spent in the class with all the other work you do for the course in an average week.

Response Option		Weight	Frequen	cy Percent	Percent Re	esponses					
4		(4)	7	26.92%							
6		(6)	10	38.46%				8.34	7.94		
8		(8)	2	7.69%			6.85		7.04		
10		(10)	6	23.08%							
14		(14)	1	3.85%	1						
					0 25	50 100	Question	This Academic Level	This Departn	nent	
Response Rate	Mean	STD N	Median T	his Academic Leve	I Mean	STD	Median	This Department	Mean	STD	Median
26/29 (89.66%)	6.85	2.66	6.00	1842	8.34	3.66	8.00	97	7.94	3.09	8.00



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Instructor: Shahrzad Ghourchian *

Shahrzad Ghourchian																	
Response Option		We	eight	Freque	псу	Percent	Percent	Re	spo	nses			N	leans			
5: Strongly Agree		((5)	11		44.00%					4.40		4.37		4.60		
4: Agree		((4)	13		52.00%								- 1			
3: Neutral		((3)	1		4.00%								- 1			
2: Disagree		((2)	0		0.00%								- 1			
1: Strongly Disagree		((1)	0		0.00%								- 1			
N/A		((0)	0		0.00%	1										
							0 25		50	100	Question	1	This Academic Lev	el This	Department		
Response Rate	Mean	STD	M	edian	This A	cademic Leve	I Mea	n	;	STD	Median	TI	his Department	M	ean	STD	Median
25/29 (86.21%)	4.40	0.58	-	4.00		2087	4.37			0.97	5.00		97	4	.60	0.66	5.00

Shahrzad Ghourchian															
Response Option		Wei	ght	Frequenc	y Percent	Perc	ent Re	spc	nses			Mea	ans		
5: Strongly Agree		(5	5)	14	53.85%					4.35		4.27	4.56	1	
4: Agree		(4	1)	7	26.92%										
3: Neutral		(3	3)	5	19.23%										
2: Disagree		(2	2)	0	0.00%	1									
1: Strongly Disagree		(1)	0	0.00%	1									
N/A		(0))	0	0.00%	1									
					•	0	25	50	100	Question	Т	his Academic Level	This Departn	nent	
Response Rate	Mean	STD	Me	edian Th	is Academic Lev	el N	lean		STD	Median	This	Department	Mean	STD	Median
26/29 (89.66%)	4.35	0.80	5	5.00	2084		4.27		1.09	5.00		97	4.56	0.66	5.00

Shahrzad Ghourchian														
Response Option		We	eight	Frequenc	cy Percent	Pe	ercent Re	espo	onses		Me	ans		
5: Strongly Agree		((5)	4	15.38%						4.23	4.12		
4: Agree		((4)	13	50.00%					3.73		4.12		
3: Neutral		((3)	7	26.92%									
2: Disagree		((2)	2	7.69%									
1: Strongly Disagree		((1)	0	0.00%	1								
N/A		((0)	0	0.00%	1								
				<u> </u>	•	0	25	50	100	Question	This Academic Level	This Departn	nent	
Response Rate	Mean	STD	М	edian Ti	nis Academic Lev	/el	Mean		STD	Median	This Department	Mean	STD	Median
26/29 (89.66%)	3.73	0.83		4.00	2086		4.23		0.83	4.00	97	4.12	0.75	4.00

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Instructor: Shahrzad Ghourchian *

Response Rate: 26/29 (89.66 %)

21 - Comment on the aspects of this course that were most effective and least effective in promoting your learning:

Shahrzad Ghourchian

Response Rate 19/29 (65.52%)

- When we did syllabus week and were advised to not come to class if we were going to be chatty, I was worried the class was going to be horrible. But, it wasn't! Dr. G is hilarious, knowledgeable, and conducted somewhat of a sitcom atmosphere for learning, it was great. I think a lot of the homework assignments were useless though... I felt I would've benefited more from a "hey, take notes on chapter 4 and submit them for a grade" type of thing.
- Most Effective: The assignments given Lecture Slides Least Effective: Not enough time for questions to be asked
- The assignments did not help my learning or understanding, most of the times I felt like the assignments were about things that we haven't even learned or talked about in class. I think it would work better if you graded the assignments and told everyone directly what was right and wrong, because doing answer keys doesn't really help when it's not explained to you. I also think the assignments could be more specified to help us succeed in exams, because right now I feel like they didn't relate to our exams.
- The professor used a bunch a great examples to help us process the material as well as posting a bunch of review questions on line to help us prep for our test and exams.
- Dr S is extremely open to helping students in her course. She makes a strong effort to connect with everyone individually and makes sure that everyone understands the matter discussed. Her tests, while challenging, covers the concepts discussed. Like mentioned before there is plenty of tools and resources available for test studying.
- · Connections to real world
- · Doing problems in class
- I liked this course for a multitude of reasons. Professor Ghourchian was very flexible with the amount of content we covered, and would provide us with further work/examples if we were confused on something. Her pacing is pretty quick, so if you don't speak up, you might miss something—but most of what she teaches is out of the book, so you can always go back and review. I liked that attendance wasn't mandatory, but she incentivized attendance with extra credit at the end of the year for participation. I'm not into macroeconomics, but Professor Ghourchian definitely made the class as enjoyable as it could be for me
- there was nothing in particular that made my experience better but I think the lack of in-class communication about when assignments are due hurt my experience. I ended up missing most of the assignments because I don't always check Canvas for assignments and it would have been nice to be reminded a couple days before things were due.
- The classes where to the point and kept my attention and the professor was to the point and did not ramble.
- the extra credit on exams was useful because we could show our learning better.
- Most Effective: Clear lectures that highlighted the key topics Least Effective: Not holding students accountable for not participating in class
- Most effective: review questions for tests Least effective: some of the hw questions that were given
- I liked the assignments, because it required me to actually apply what we were learning, and going over them in class a lot helped to reinforce it.
- Dr. G made herself available to students who needed help. She reviewed frequently. Sometimes, her lectures were a little confusing to follow. Attendance was optional, which made some students immediately "check out".
- Overall, I found class discussions to be beneficial to my understanding and learning of the material. With that said, I had an extremely difficult time keeping up on my assignments given my capstone work and other academic obligations hindering my ability to hand in assignments on time. Given that late work was not accepted, my grade is far lower than what I hoped it would be for this class. If late work was accepted, I believe that I would not be noting this at all.
- I don't have anything to say for either
- Lots of assignments to greatly enhance our understanding of the material.
- Adding powerpoints to canvas would really help with studying, as they give a brief overview of whats happening and what we should focus on in the textbook. The assignments in class were really helpful because it was a lot of repetition and it allowed for me to practice while earning a grade at the same time.

22 - The instructor fostered an atmo	sphere of respe	ct related to i	ndividual diff	ferences.
Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	12	46.15%	
Agree	(4)	10	38.46%	
Neutral	(3)	4	15.38%	
Disagree	(2)	0	0.00%	I
Strongly Disagree	(1)	0	0.00%	I
Response Rate	26/29 (89.66%)			_

23 - The instructor promoted meaning	ful discussion	s and dialogu	e which inco	orporated diverse persp	ectives.
Response Option	Weight	Frequency	Percent	Percent Responses	
Strongly Agree	(5)	10	38.46%		
Agree	(4)	11	42.31%		
Neutral	(3)	5	19.23%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
Response Rate	26/29 (89.66%)				

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Response Rate: 26/29 (89.66 %)

24 - What were the strengths of this course related to a culture of inclusion and issues of diversity? Please be specific.

Shahrzad Ghourchian

Response Rate 17/29 (58.62%)

- n/a
- She was able to accomadate to many different kinds of learning styles. She used written notes, detailed visuals, and online presentations.
- It's a very interactive atmosphere. She relates topics into the real world and allows students voices to be present in discussion.
- N/A it's a Econ class
- Teacher was very helpful and understanding when needed.
- Treated everyone fairly and equally
- n/a
- · It's about graphs and money
- The world view of economics.
- Dr. G always welcomed new/different perspectives and opinions
- I'm not sure
- The professor gave examples from her home country of Iran, which is substantially different from the USA, so it gave us another perspective, especially into the economic factors and ways the two countries differ.
- Dr. G brings a unique perspective to this matter considering she is from Iran. The course inherently isn't directly related to issues of diversity or inclusion, but she would have been a fantastic person if they did.
- N/A
- · None, it's macroeconomics.
- · Respect given for every student
- · Never really came up

25 - How could aspects of this course related to inclusion and diversity be improved? Please offer specific and constructive suggestions.

Shahrzad Ghourchian

Response Rate

16/29 (55.17%)

- This didn't personally bother me, BUT, some of the ~window~ comments might have bothered some students.
- I think she doesn't need to improve anything. She used every aspect she had perfectly.
- no change.
- It's a Econ class
- no comment
- Nothing
- n/a
- It can't be
- N/A
- None
 I'm not sure
- I think they were adequately included given the subject matter having very little to do with DEI.
- If anything, maybe discussing economies of foreign countries could prove inclusive and diverse.
- See above.
- N/A
- Doesn't need to really come up

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