Course & Instructor evaluation / Department Chair View

Harvey Mudd College
Course Evaluations

Harvey Mudd College -Department Details ▽

Department	Count
HHSS	15

Courses Evaluated 18 ▽

Course Name	Course Id	Course Rating	Count
Environmental Economics / Special Topics in Economics	ECON179F_1	6.39	18

Instructors Evaluated 15 ▽

Teacher Name	Average	Count
Long	6.52	15

The Instructor 15 ▽

Instructor_Rate	Average	Minimum	Maximum	Count
Conveyed course material clearly and effectively	6.53	4	7	15
Fostered a learning environment that is inclusive	6.60	5	7	15
Motivated my intellectual cusriosity	6.67	5	7	15
Provided clear criteria for how they assessed my work	6.33	4	7	15
Provided opportunities to communicate directly with them about the course and my progress	6.47	3	7	15

The course has enabled me to be better 18 ▽

Course_Rate	Average	Minimum	Maximum	Count
Apply Specific Skills	6.33	4	7	18
Articulate Key Concept	6.39	5	7	18
Expand my knowledge	6.44	3	7	18

Frequencies (distribution of 1 to 7) - Course Evaluation 18

Course_Rate	1	2	3	4	5	6	7
Apply Specific Skills	0%	0%	0%	11%	6%	22%	61%
Articulate Key Concept	0%	0%	0%	0%	22%	17%	61%
Expand my knowledge	0%	0%	6%	6%	0%	17%	72%

Frequencies (distribution of 1 to 7) - Instructor Evaluation 15

Instructor_Rate	1	2	3	4	5	6	7
Conveyed course material clearly and effectively	0%	0%	0%	7%	0%	27%	67%
Fostered a learning environment that is inclusive	0%	0%	0%	0%	7%	27%	67%
Motivated my intellectual cusriosity	0%	0%	0%	0%	7%	20%	73%
Provided clear criteria for how they assessed my work	0%	0%	0%	7%	20%	7%	67%
Provided opportunities to communicate directly with them about the course and my progress	0%	0%	7%	0%	0%	27%	67%

Written Responses

In-class exercises that allowed for participation, and homeworks that applied concepts from class.

The group project was a great way to apply what we learned in class. It was very helpful to go through problems in class that were similar to our problem set; however, we often went through them too quickly for me to fully understand how we got to the answer.

I really appreciated our in class discussions and readings. I felt like they helped to expand both my understanding of the material but also where to look to learn more in literature. I really liked the final project, and the professor was very supportive at every turn when learning how to focus our final project.

The discussions, lectures, readings, and assignments were most helpful for me since they all helped me understand the contents of environmental economics.

in-class exercises and discussions have been the most helpful for me. The ability to practice concepts in class allowed me to talk away from class understanding the key concepts.

I learned a lot from the lectures in this course, as well as the textbook readings and papers. Prof Long did a good job of keeping the reading load to a managable level and choosing interesting and relevant papers.

I really enjoyed our in class discussions/lectures I think they were very helpful. The homework was doable and around 1 hour, the questions were pretty repetitive but it makes sense.

In class example and discussion helped me to understand contents more. The slides were amazing and outstanding.

the class activities were engaging and illustrated the learning objectives very well

I thought all of the lectures were very interesting and had a good balance of interactiveness. I liked that the professor was very flexible and checked-in about how our project was going. The readings were usually pretty interesting as well

What activities of the course were most helpful for you, and why? 17 ▽
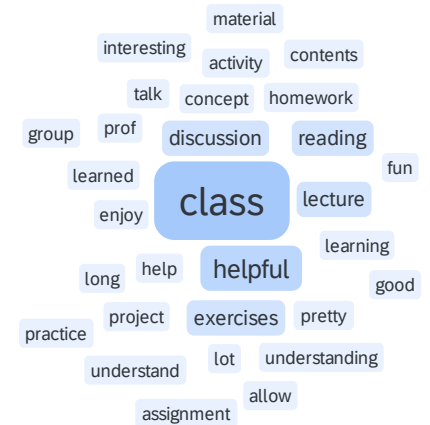
What forms of feedback from your instructor were most helpful for you, and why? 17 ▽
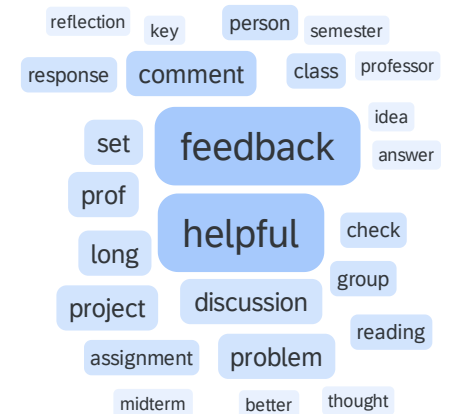
I liked the different in class exercises where we separated into different groups and re-enacted different situations that we were talking about in class.

in class exercises, assignments

I enjoyed the in-class experiments where Prof. Long would give us surveys to test out economic theories.

In-class exercises from Prof. Long were very fun and involving. I learned a lot from working with others in the class and talking things through. The final project also required a lot of research and branching out which was very helpful.

The assigned readings, especially journal articles, were particularly helpful. I found the textbook to be informative although it was pretty basic - the articles complemented the textbook very well. The problem sets reinforced lecture material and helped me gauge my own understanding of the material. They were often quite simple, but I am unsure what to change about them other than making the math more difficult (which would not contribute to the goals of the course)

The class had a lot of lectures and that is my preferred form of learning, so I really enjoyed that. The homework was also pretty helpful to get some practice with the concepts.

I thought the in class activities/games were really fun and helpful in learning the topics.

Pointers in response to reading reflections that responded to the responses.

I enjoyed the feedback on our reading reflections, as it was the main feedback we received until the end of the course. It was a great way to engage with the professor about the material. In the future, it would be helpful to have more feedback on assignments before the end of the semester (maybe more feedback on problem sets, or switching the final exam to a midterm, since there's also a group project at the end).

In person feedback through discussions were by far the most effective, as the professor was very understanding and able to explain expectations after class.

The in-person discussions with the instructor helped me solidify my understanding of this field and clarify any questions from the the class.

While working on the project, our group emailed Prof. Long several times. Her email responses gave us helpful ideas and new better ways to communicate our results. For example, Prof. Long gave us the idea to frame results in benefits rather than costs.

It was nice to receive feedback right away as Prof Long was very on top of Canvas comments. I also appreciated the completion problem sets because I was never stressed about losing points while I was still learning concepts.

I think the best feedback was just the discussions, maybe a midterm would be better for more consistent feedback throughout the semester

The accessibility and personal comments on assignments were motivating us.

I feel like I didnt seek out feedback very much so I didnt get much

I thought the comments on the assignments were helpful.

How did the learning environment affect your learning? 18

I think that her comments on my psets were very useful and helpful.

wish there were annotated slides for all the classes and that it was already in pdf form .

In-person discussions were most helpful for me (specifically for the final project) because I was able to articulate the ideas that my group had and get Prof. Long's feedback.

Prof. Long would give feedback on problem sets and had check-ins with projects. They were very helpful because it lets us know where she thinks we need to focus our attention too next.

The problem set answer keys were valuable. I learned more by checking my own work than I would have from receiving graded problem sets

Providing answer keys for the homework (after the due date) to allow us to check our work was very helpful

I thought comments on hw and reading responses were quite helpful.

Really open class-room environment, easy to participate.

For the most part, the class had a great dynamic. However, in a class of Mudd students with the professor making comments about how good Mudd students were at math, I felt embarrassed to admit I didn't understand something in front of everyone. For example, if we went through a problem quickly, and I didn't understand how we got to the answer, I didn't feel comfortable asking to repeat it.

The class overall was supportive. I do think that having more small group discussions would have helped make some members of the class more engaged in the overall discussion.

Class dynamics, student-instructor interactions, and safety positively supported my learning in this class.

The circular layout of the room is nice for discussions, but there's always one side of the room that can't see the screen well without rotating the seat. However, most of the time only a few students sat there.

The lectures were well-paced. Some of the games could have used some more development because they were confusing, but the coase theorem one especially was good.

I liked the environment and really enjoyed my time in the class on all fronts

I did have more understanding in both economics and environmental economics. The class covered many materials in the wide range of the field in very organized manner.

the discussions in class helped a little but I liked the lectures a lot because it told us the info we needed to know

I liked the format a lot

The learning environment was very good!

the interactions were lively and very helpful to learn.

I thought the learning environment was good.

The class dynamics were very relaxed and laid back. This was good because I could enjoy my time in class with my classmates while also engaging in efficient and worthwhile discussion.

I felt comfortable in the learning environment. I think that class dynamics were good and that I was always treated with respect. I think that some students used their laptops to do unrelated tasks during class time, but this did not affect my own learning. The breaks partway through class were generous but limited the amount of material that we could cover - I think that this was a good tradeoff overall because it helped me be more focused during the lecture time

I liked that it was lecture and discussion-based, because it was more interactive that way. Having example problems throughout the lecture was also very helpful.

Class discussions were pretty productive and the environment was very relaxed which I liked

I thought the class had a great culture that was conductive towards participation.

What would have improved your learning in this course? 16

Understanding where I am at in course progress- having check in quizzes or a midterm that evaluates learning in course throughout the semester.

More thorough explanations of how to solve problems.

I liked the lectures and course content a lot. I think that more small group discussions could have helped improve some of the full class discussions afterward. I think some of the homeworks could have been slightly redistributed to make it more balanced, and more focussed on current work.

In my opinion, the course design and activities were already well-structured. The environment was also inclusive which stimulated everyone in the class to gain the knowledge as much as possible.

As Prof Long gets more experience it would be nice if she would shut down XXs monologues a little earlier, but she was always very respectful which is definitely the right way to err in situations like that.

We already talked about this but like a couple of the games were not designed correctly, but not a big deal and we're still overall a net positive

Homework could be actually graded. Also, we could have more time to reflect course materials. So far, we had pre class readings, lecture and discussion/activities. Having only self grading homework after class could be not enough and could have more time to review. This could be midterm, mutual grading homework or mini quiz in class/after class to have one more opportunity of check point of contents after the homework.

review the homework in class and go over solutions in class

I think having the final built in to be done before the final projects would be good so the person component is done before finals week.

N/A

wish it wasn't a square sitting

Prof. Long did implement this later on in the semester, but I would have appreciated filled-out slides for every lecture so that I could go back and look at them when necessary. I would also have appreciated more structured slides, since sometimes when working on homework I wouldn't know where to look on the class slides.
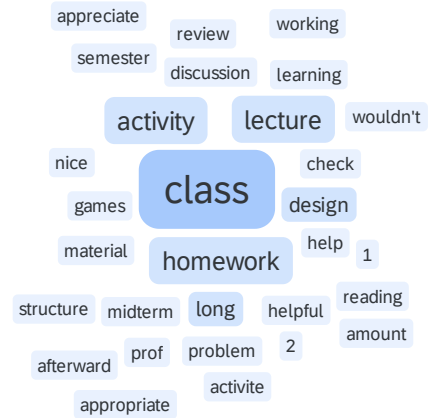
I wouldn't change much, but if we could have more activities/working through problems in class that would be helpful.

I think that more could have been expected of the students. I think that the amount of reading was appropriate, but lectures could maybe have assumed that students did the readings and understood them. Brief summaries of the readings (1-2 sentences) might have been helpful. I think that the in-class activities were fun but did not contribute much to my learning - they were often designed to demonstrate basic concepts that I understood already. Feedback on my reading reflections was nice but might have been more effort than it was worth - knowing that Professor Long would comment on my reading reflection encouraged me to write more thoroughly, which helped me engage with the material more deeply. But, I would not have felt overlooked if I did not receive a personalized comment on every submission
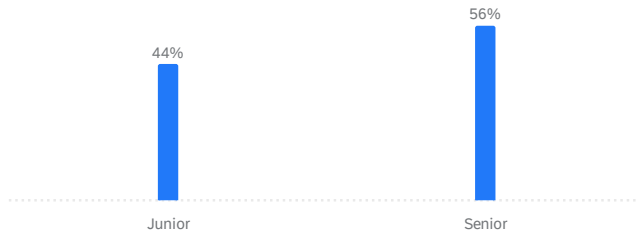
If it was more rigorous

More in class games and activites.

Student Information

My class year is: 16

Junior 44%
Senior 56%

Why did you take this class? 17

Non-major requirement for graduation (e.g. core ... 71%
Recommended to me by someone else 12%
Requirement for major 18%
Topic interests me 71%
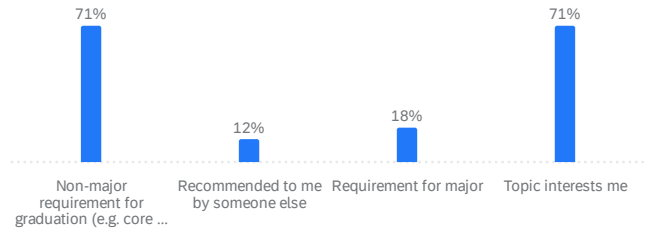
I filled out this form without the instructor present. 17

No 11.76% (2)
Yes 88.24% (15)

- Yes
- No
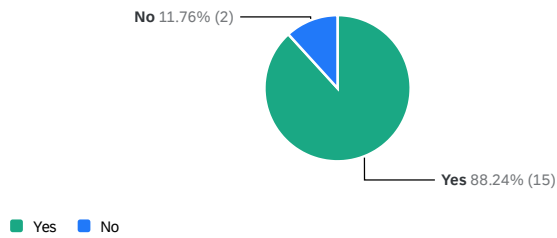
I expect my grade to be approximately: 17

A (HP) 59%   B 24%   C (P) 6%   Unsure 12%

- A (HP)
- B
- C (P)
- Unsure

I am: 17

Non-HMC 17.65% (3)
HMC 82.35% (14)

- HMC
- Non-HMC
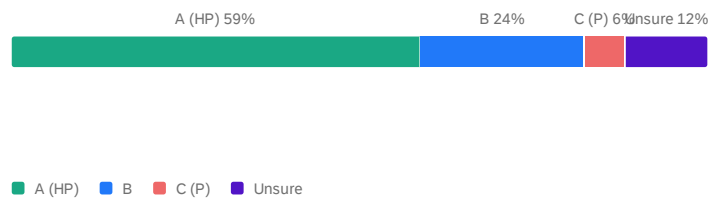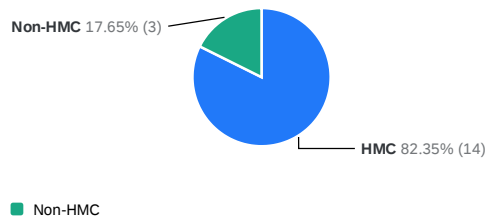
I filled out this form during dedicated class time. 17

No 23.53% (4)
Yes 76.47% (13)

- Yes
- No

Major: 16

Engr 24%   CS 6%   MCB 18%   CS-Math 29%   Phys 6%   Other 18%

- Engr
- CS
- MCB
- CS-Math
- Phys
- Other
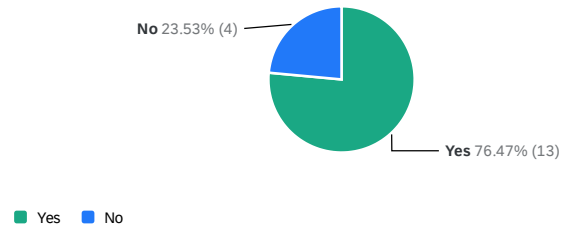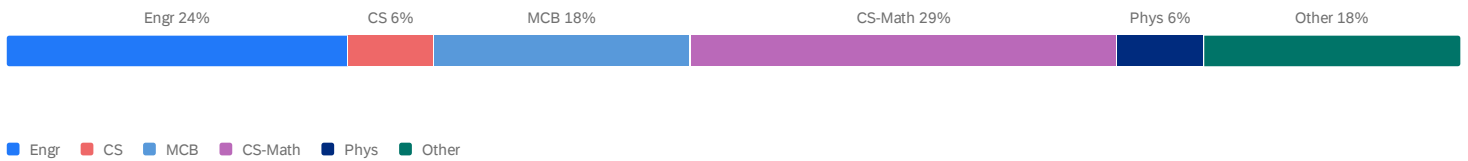
Hours Spent - Course wise 17

CourseName	CourseNumber_Section	Average (Hours Spent)
Environmental Economics / Special Topics in Economics	ECON179F_1	7.76

Hours Spent: 17

3hr 18% 4hr 18% 5hr 29% 6hr 12% 8hr 6% 10hr 12% 12hr 6%

■ 3hr ■ 4hr ■ 5hr ■ 6hr ■ 8hr ■ 10hr ■ 12hr

Responses Over Time 33

Count

Dec 4, 2023   Dec 11   Dec 18   Dec 25   Jan 1, 2024   Jan 8   Jan 15   Jan 22   Jan 29   Feb 5   Feb 12   Feb 19   Feb 26   Mar 4