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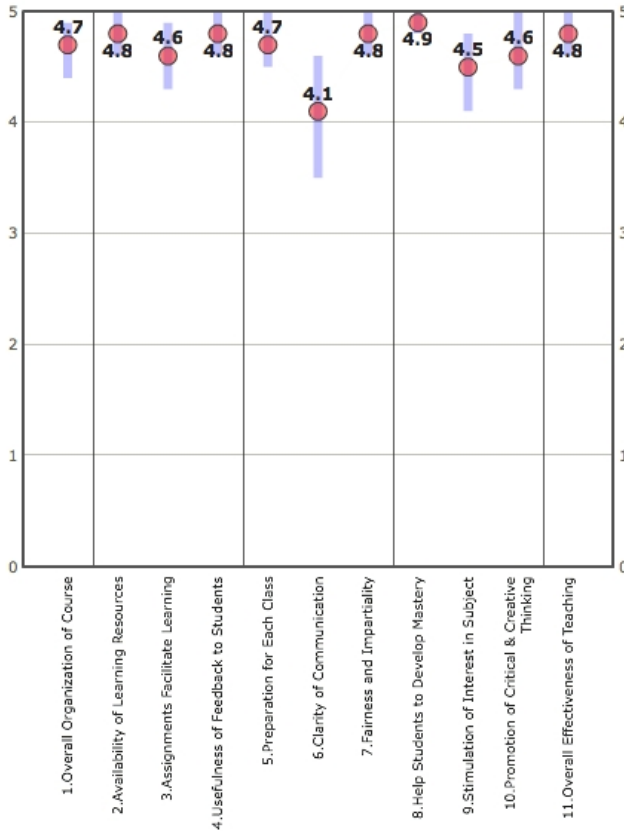


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Detailed Distribution Report

Instructor:	Garin, Julio	Term:	Spring 2012	Response Rate:	90%	Credit Hours:	3
Enrollment:	20	Respondents:	18				
Primary Listing:	<u>Title</u> Statistics for Economics	<u>Course / Section #</u>	ECON 30330-01	<u>Division</u>	SS	<u>Department</u>	ECON
				<u>Campus</u>	Main	<u>Level</u>	3

University Questions



Question	No. Of Resp	0 Very Poor	1 Poor	2 Satisfactory	3 Good	4 Very Good	5 Excellent
1. Overall Organization of Course	18	0%	0%	0%	0%	33%	67%
2. Availability of Learning Resources	18	0%	0%	0%	0%	17%	83%
3. Assignments Facilitate Learning	18	0%	0%	0%	6%	28%	67%
4. Usefulness of Feedback to Students	18	0%	0%	0%	0%	17%	83%
5. Preparation for Each Class	18	0%	0%	0%	0%	28%	72%
6. Clarity of Communication	18	0%	0%	11%	22%	17%	50%
7. Fairness and Impartiality	18	0%	0%	0%	0%	22%	78%
8. Help Students to Develop Mastery	18	0%	0%	0%	0%	6%	94%
9. Stimulation of Interest in Subject	17	0%	0%	0%	12%	29%	59%
10. Promotion of Critical & Creative Thinking	17	0%	0%	0%	6%	24%	71%
11. Overall Effectiveness of Teaching	18	0%	0%	0%	0%	22%	78%

Legend

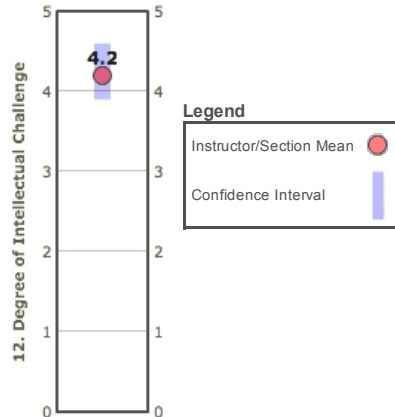
Instructor/Section Mean ● Confidence Interval

Learning Goals

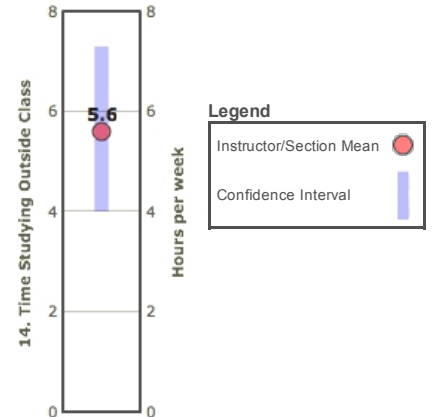
The instructor chose not to include learning goals in this survey.

Other University Questions

Question	No. Of Resp	0 Very Low	1 Low	2 Moderate	3 Somewhat High	4 High	5 Extremely High
12. Degree of Intellectual Challenge	18	0%	0%	0%	17%	44%	39%



Question	No. Of Resp	0-1 Hours	2-3 Hours	4-5 Hours	6-7 Hours	8-10 Hours	11-14 Hours	15 or More Hours
14. Time Studying Outside Class	17	0%	24%	47%	6%	12%	12%	0%





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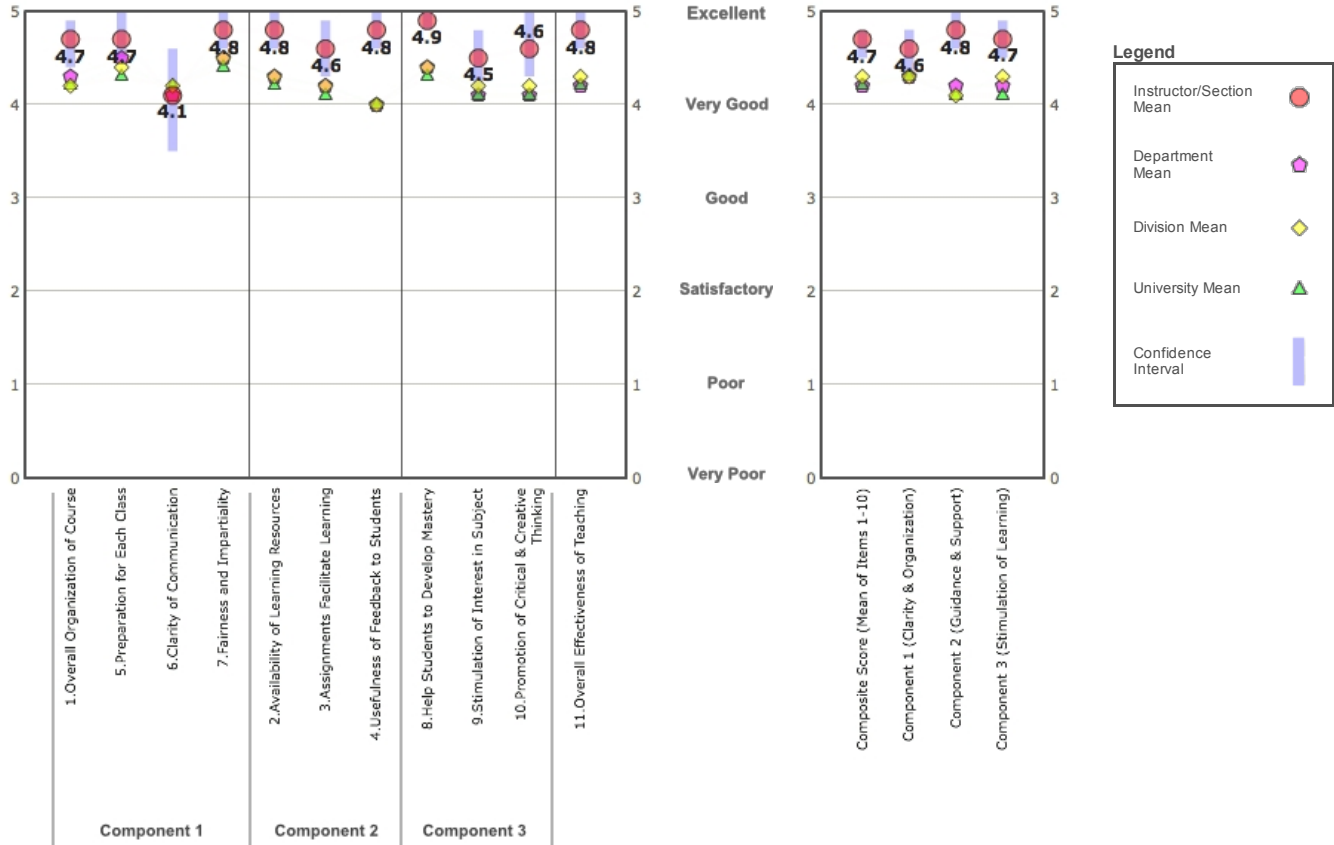


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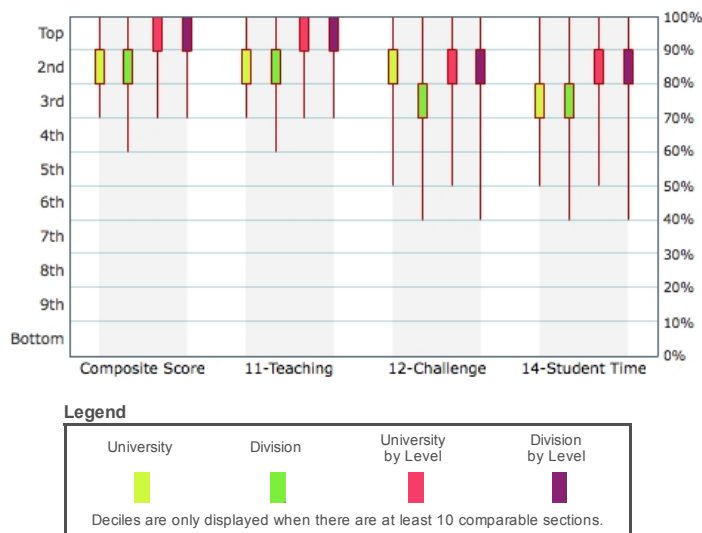
**Instructor Summary Report**

Instructor:	Garin, Julio	Term:	Spring 2012	Response Rate:	90%	Credit Hours:	3
Enrollment:	20	Respondents:	18	Course / Section #			
Primary Listing:	Statistics for Economics	ECON 30330-01	SS	Department	ECON	Campus	Main
				Division		Level	3

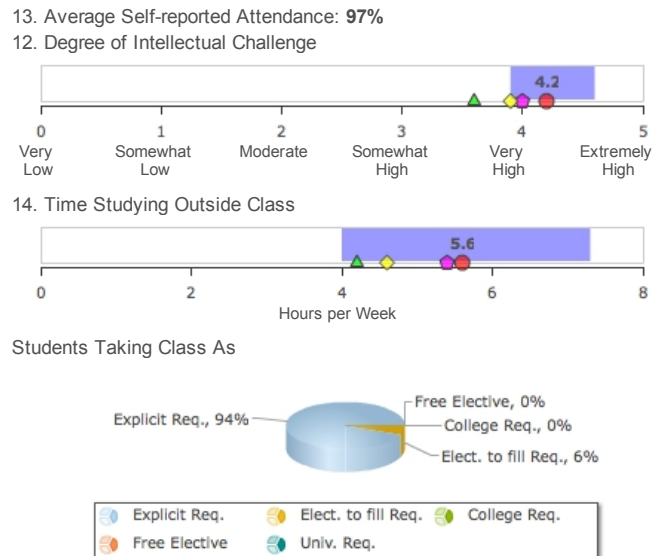
**Mean Scores for Individual Items and Composites**



**Decile Rankings**



**Student Engagement**





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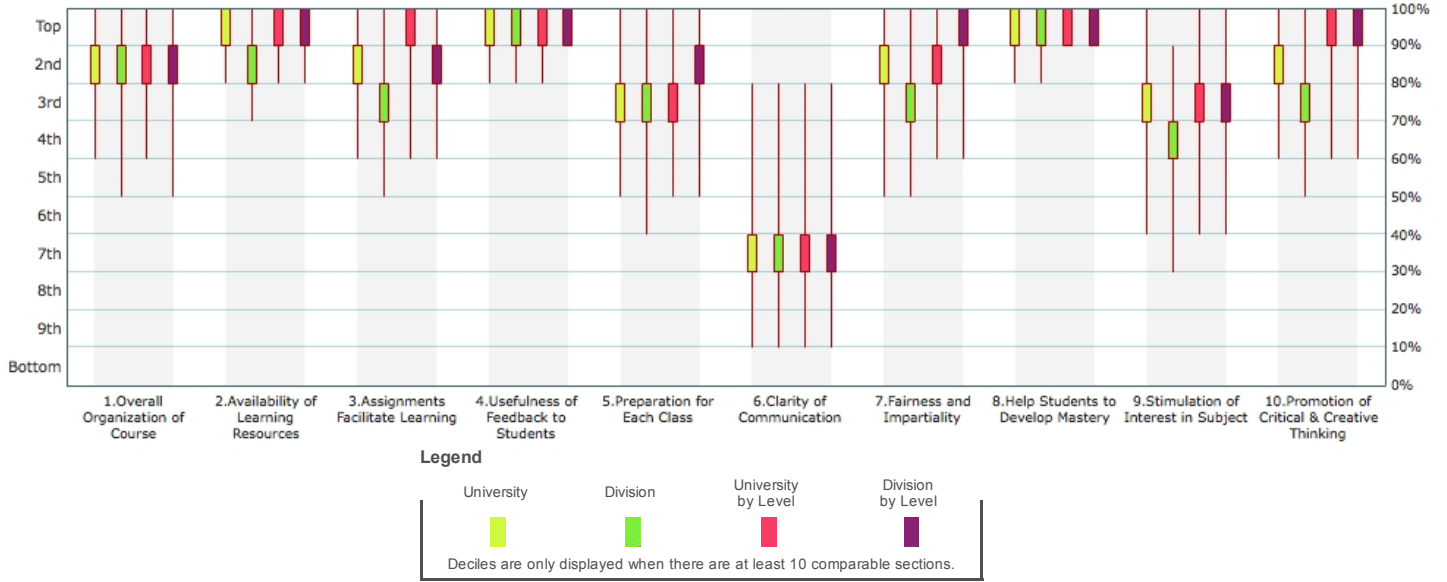


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**Detailed Comparisons Report**

Instructor:	Garin, Julio	Term:	Spring 2012	Response Rate:	90%	Credit Hours:	3
Enrollment:	20	Respondents:	18				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Statistics for Economics	ECON 30330-01	SS	ECON	Main	3	

**University Questions**



**Learning Goals**

The instructor chose not to include learning goals in this survey.



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## Student Comments Report

Instructor:	Garin, Julio	Term:	Spring 2012	Response Rate:	90%	Credit Hours:	3
Enrollment:	20	Respondents:	18				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Statistics for Economics	ECON 30330-01	SS	ECON	Main	3	

## Question List

Reference #	Question
U1	Please comment on how well the activities, readings, lectures, and assignments helped you learn in this course.
U2	Please identify what you perceive to be the greatest strengths of this instructor's teaching.
U3	Please identify areas where this instructor could improve his/her teaching.

## Student Responses

Reference #	Student #	Response
U1	1	The notes were easy to follow and helpful (except maybe the last notes about hypothesis testing). I liked the format of the problem sets due about every week, since they gave us a chance to come in to office hours to ask questions. Overall, I think I am very prepared for econometrics next semester.
U1	2	Great structure. See my comment on the lecture notes.
U1	4	The homework was really helpful, and the lectures were critical to understanding the material. I really enjoyed reading Freakonomics and Moneyball, because it got me much more interested in stats.
U1	5	The lectures and assignments were very helpful in my mastery of the material.
U1	6	The homework problems were similar with regards to difficulty as the tests, and provided comprehensive affirmation of what we were learning in class.
U1	7	
U1	8	The lectures were less helpful than the assignments but were still well explained.
U1	10	The problem sets were very helpful in learning the material in that they offered me a chance to see how well I actually knew how to solve the problems. They helped reinforce the material learned in class.
U1	11	The lectures worked well and helped provide great examples to clarify any questions.
U1	12	Stats is mostly a matter of applying formulas, so the homework sets were perhaps the most useful element of the class in terms of learning.
U1	13	Problem set questions (difficulty wise) were exactly like the tests.
U1	14	Problem sets were very helpful. It was unclear whether readings would be very helpful, so i didn't usually read the textbook. class examples were useful
U2	1	Julio was my best teacher this semester. His greatest strength was his sense of humor, which is a rare find in a college professor. He actually made an 8 o'clock stats class bearable, which is saying something. He is also very knowledgeable about the subject matter and enthusiastic about his job. He always encouraged us to find real-world applications of what we were doing, and I felt that what I was learning was important.
U2	2	Few people could keep me awake and mostly engaged during an 8am math lecture. Julio was fantastic. I have a great grasp of the material and it was a great semester.
U2	3	Julio was a great professor. I always looked forward to my 8 a.m. Stats class (quite an accomplishment!). He knew how to keep a really great report in the classroom. I only wish I had taken his class sooner so that I had more of a chance to get to know him. I know that my entire class is really going to miss him!
U2	4	Julio is awesome!!! I really struggled in this class, but he always made time to see me during office hours and took the time to explain difficult concepts. He kept class interesting and kept us engaged, even when the material might have been dry. It was clear to me that he cared about how well I did in the class, and I really appreciated the time and effort he put into teaching us.
U2	5	Julio clearly knows the material very well and is very available to help outside class.
U2	6	Professor Garin (Julio) was absolutely worth the 8 am class time. He goes out of his way to meet with students if they are having difficulty with the homework or with the course material, and he absolutely completely cares about his students. Even before the first time I went to his office hours, he knew my name and took a personal interest in me. He makes class very

		comfortable, and we will all be sad to see him go!! Even though this was 8 am stats, this was one of my favorite classes this semester.
U2	7	
U2	8	Baa, Julio has been my absolute favorite teacher thus far at ND. He was so concerned about how well we understood the material and went out of his way to make time for us. I would go so far as to say that Julio was the best professor in the entire Econ department. Despite the fact that he was hard to understand at times he was so clear in how he presented information and was so understanding and nonjudgemental of us if we had difficulties. Thank you Julio for making me love Econ!
U2	9	
U2	10	The energy and humor that he brings to class makes learning the material less difficult, and he does a good job of explaining some difficult concepts.
U2	11	Professor Garin's personality and friendly approach to this class lived up to its reputation. I was skeptical about adding an 8 am class, and this class definitely did not disappoint.
U2	12	Julio's gotten stuck with a very undesirable subject and managed to make it a class that, while not exactly interesting in and of itself, is tolerable and extremely useful. Particularly great is his light-hearted attitude to potentially very boring material. Clarity and focus combine with wit and good looks to make for an excellent classroom experience with Julio.
U2	13	Julio is always available to answer any questions you may have. If you want to do well in the course, all you have to do is be a regular at office hours and he will walk through the problem set with you if need be.
U2	14	knowledgable and passionate about subject matter. uses many examples in class.
U2	15	Great! I loved the videos and article discussions that broke up the somewhat long lecture period (especially at 8am!).
U3	1	I honestly have no complaints.
U3	2	It bothered me when slides were incomplete, i.e. they would have questions with no answers--hard to study from, even when I was attentive during class.
U3	4	None!
U3	5	During the earlier parts of the semester at times Julio would skip over small details that are important to be explicitly stated to someone who has never taken a statistics class.
U3	6	He could stay at Notre Dame, for one thing.
U3	7	
U3	8	Slow down just a little bit sometimes, though with the immense amount of information that you're required to teach us, I'm not surprised that you had to go so quickly.
U3	12	n/a
U3	13	It was difficult to understand his at the beginning of the semester; however, he did a great job of making his accent (and handwriting) into a running joke for an 8 am class.
U3	14	none
U3	15	None



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### Class Search Responses Report

Instructor:	Garin, Julio	Term:	Spring 2012	Response Rate:	90%	Credit Hours:	3
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	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Statistics for Economics	ECON 30330-01	SS	ECON	Main	3	

Question	# of Resp.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not sure / No opinion
17. The instructor was respectful of students and their points of view	18	0%	0%	11%	89%	0%
18. The instructor was accessible to students outside class time	18	0%	0%	0%	100%	0%
19. The instructor effectively promoted my learning in this area	18	0%	0%	11%	89%	0%
20. The assignments and activities of this course effectively promoted my learning in this area	18	0%	0%	0%	100%	0%
21. I felt engaged in this course	18	0%	0%	22%	78%	0%