Cornell University
Course Evaluation Response Summary
Semester: Spring 2017   Course Owner: ECON
Course: ECON 3030 LEC 001   CID: 6552
Title: Intermed Microecon Theory
Instructor: McKee
26 Responses, 43 Enrolled, 60.47% Response

The following questions are to be answered using a 5 point scale, where "1"
and "5" will be defined and "3" always stands for the midpoint. For example,
if a course is slightly below the midpoint in a given aspect, mark "2" for
that item. Only one response is allowed for each question.
                    RATING SCALE 1= Defined extreme
                        2=
                        3= Midpoint
                        4=
                        5= Defined extreme

Question	Mean	StDevP	Count	1	2	3	4	5
N01. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.58	0.56	26	0	0	1	9	16
N02. Were the design and content of this course consistent with the learning objectives? 1 = design and content had no relation to objectives 5 = completely consistent	4.58	0.56	26	0	0	1	9	16
N03. Were the exams in this course aligned with the learning objectives? 1 = exams had no relation to objectives 5 = exams completely aligned with objectives	4.27	0.85	26	0	1	4	8	13
N04. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.58	0.56	26	0	0	1	9	16
N05. Did the course offer opportunities to become familiar with the course material—through, for example, readings, discussion, handouts, practice problems, or projects? 1 = no opportunities 5 = many opportunities appropriate to course material	4.40	0.93	25	1	0	2	7	15
N06. Did the grading of exams (and of assignments, if any) provide adequate and timely feedback as to your progress in the course? 1= grading was slow and uninformative 5 = grading was quick and informative	4.19	0.87	26	1	0	2	13	10
N07. Overall, the methods used to evaluate my knowledge and understanding were: 1 = inadequate to assess my knowledge 5 = adequate to assess my knowledge accurately	4.12	0.97	26	1	1	2	12	10
N08. How appropriate was the amount of work in this course, in relation to the credit received? 1 = much less than appropriate 5 = much more than appropriate	3.92	0.95	26	0	2	7	8	9
N09. At the beginning of the term, did the teacher explain the course requirements? 1 = no explanation 5 = fully explained; I knew exactly what I had to do in this course	4.46	0.63	26	0	0	2	10	14
N10. Was the teacher well prepared for class, and did he or she present the class material in an organized manner? 1 = poorly prepared, disorganized 5 = well prepared, highly organized	4.27	0.71	26	0	1	1	14	10
N11. Was the teacher willing to provide extra help for students who needed it? 1 = unwilling 5 = very interested in being helpful	4.65	0.55	26	0	0	1	7	18
N12. Did the teacher arrive on time for class and for his or her posted office hours? 1 = frequently late or absent 5 = always on time	4.58	0.63	26	0	0	2	7	17
N13. Did the teacher stimulate your interest in the subject matter of this course? 1 = destroyed interest; boring 5 = stimulated great interest; I want to learn more	4.23	0.63	26	0	0	3	14	9

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Question	Mean	SD	N	1	2	3	4	5
N14. Did this course enhance your understanding of Economics? 1 = not at all 5 = reinforced or extended my knowledge of concepts and methods,or showed me new applications	4.65	0.47	26	0	0	0	9	17
N15. My overall opinion of this course: 1 = very poor course; nearly worthless 5 = an excellent course	4.31	0.66	26	0	0	3	12	11
N16. The teacher deserves an overall rating of: 1 = very poor 5 = outstanding	4.38	0.62	26	0	0	2	12	12

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C01. What do you feel was the most valued part of the course?

11665. As time consuming as the problem sets were, and as much as I wanted to drop the course after the first problem set, I came to learn how useful they were. I felt like they were a great chance to test my knowledge and also help me put my knowledge in the context of real problems.

Lectures were also very interactive with the perfect amount of time given to attempt problems on our own before given the answer.

11689. Instructor and teaching staff were generally very helpful and responsive.

11658. The lectures and the games.

11648. I enjoyed the real world example given in the course. They really helped explain the concepts well

11667. Economic intuition and applied examples

11682. Lectures were really good, and McKee was very personable and clear.

11676. Improved my mathematical skills, as I had to apply them for everything

11672. The best part of the course was the Problem Sets and Textbook -- in class I felt that Professor wasn't rigorous enough, and so he expected us to do more self-study to actually understand the material at a higher level.

11653. I honestly think office hours were the best part of the course. You're very good at explaining things to people individually and very accommodating when students are having trouble. I just wish they would give you a bigger office - I especially wish this in the office hours before exams :(

11650. The theory of microeconomics and the math that went along with it.

11685. I feel I gained the tools from this course to be able to apply to other more advanced economics settings.

11673. I really liked when examples were worked through during lecture. I found it very helpful to see how the things we were learning applied and that helped me greatly in the problem sets.

11686. The mathematical models and economic theory behind them

11666. Sections were helpful because they provided a more low-key setting to go through problems step by step and ask questions.

11661. In class work

11663. The breadth and mathematical inquiry offered through this course enhanced my knowledge of economics.

11664. The professor going through example problems.

11675. The material.

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C02. What do you feel is the least valued part of the course?

11665. I thought it was problematic to have section on Fridays since I started to skip Friday classes towards the end of the semester and would've attended another section during the week if that were offered.

I didn't like the creative project. It didn't add to my learning and was difficult without being useful. It is also time heavy towards the end of the semester which is the worst time to have unhelpful extra work.

11689. Recitations were not particularly helpful. Lectures were also a little vague. They did not prepare me for the difficulty of the problem sets. The group project did little to enhance my understanding of the subject material.

11658. The exams.

11648. The problem sets were too long in my opinion.

11667. Thousands of algebra!

11682. Problem sets were far too time consuming. When a problem set for this class was due, life paused.

11672. I feel like the project is just a waste of time -- it's more of a research assignment without really enhancing any of my understanding of economics. Also, the in-class computer simulations seem very elementary in material.

11653. Honestly, I don't think the review sessions before exams were very helpful. The problems were extremely basic in comparison to what was on the exams. I would recommend adding in time for a general Q&A and go over 1 or 2 difficult problems from the previous homework sets. Concentrate on talking about how you approach a problem based on how it was written (your thought process).

11681. The homeworks were not the same as the rest of the class. They were super long and very confusing. Thankfully the tests were not like the homeworks.

11650. Memorizing equations

11685. The course is largely graded on a curve. Also, being the Guinea pig class made it difficult to do the project this year given that the TAs had no idea how students would be able to do it.

11686. Too much focus on math and too little focus on economic theory

11661. Exams were sometimes not too well correlated

11663. The creative project is interesting and worth keeping, but the peer rating system was not effective in judging my effort and dependability. Moreover, some of my teammates contributed almost nothing to the project, which made the work more of a burden than a learning opportunity.

11664. The creative project

11675. The grading was very poor. Problem sets were extremely slow to come back and were often not given back in time before prelims.

Also, the lack of practice problems. Other than the in-class lecture problems, there were very few problems provided by the class for practice problems to further solidify one's knowledge on the subject matter. This often has students going over the same problems over and over again as a form of studying, which only serves to help memorize and not learn.

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C03. What improvements (if any) should be made to the course?

11665. I mentioned this in my mid-semester evaluation, but I really liked when we had recordings of the lectures. I thought it was a terrific resource for studying because I got to hear you explain the concepts again in addition to seeing the slides, and for the original learning I was able to self-pace.

I do think the first problem set and first prelim should involve less algebra since that was a huge time sink without adding to my learning.

11689. Problem sets could be made less difficult and still adequately prepare students for exams. Lectures could go more in depth or provide more difficult examples.

11658. The exams should include more questions than just the usual 4 or 3 which do not always assess all the knowledge in that we acquire in class.

11648. The teacher's powerpoint notes could be a neater and more organized. I would have liked more example problems in class that were similar to the problem sets. The problems given in class were overly simple when compared to the difficult problem sets.

11667. Doug should be more organized or at least practice the exercises before the class, he always made algebra mistakes which delayed the class

11682. Problem sets should be a bit shorter, but the rest of the course was great.

11676. Go over the conceptual with more concrete examples.

11672. You should try to teach the class at a higher level within lecture (maybe more math based), even if that comes at the sacrifice of not doing in-class problems.

11653. The review sessions should be improved like I said before. Other than that, maybe a different textbook since the one we are using wasn't all that useful for understanding the course - that might just be a personal problem, though.

11650. N/A

11685. Before assigning a project, be sure to give a lot more guidance so students don't stray off track into a model that's undo able given the skills we gain.

11657. Exams should be more similar to what we do in class. Or at least the examples done in class should prepare us better for what we might expect on the exam

11686. More real life examples, why the assumptions that we made could be misleading and how to fix that

11666. More clarity about the requirements / objectives of the group project

11661. Better exams that test both comprehension and math

11663. A few of the problem sets should be a little shorter, and at least two weeks should be given to complete them.

11664. Make the problem sets a tad easier.

11675. More supplementary practice problems.

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C04. General Critique

11665. Very good lecturer and very good practice problems.

11689. Overall a good course that's worth taking, but not one of the best courses I've taken at Cornell.

11658. The exams could be improved.

11648. The material was difficult but the professor for the most part made it interesting.

11667. Excellent professors and willing to help students

11682. P sets

11676. Sometimes, lectures didn't seem very well-prepared.

11672. I found it really immature that you make snide comments about students after they leave class early -- it just makes you look foolish, not them.

11653. Prof. McKee is one of my favorite professors at Cornell. He was clearly born to do this. A lot of professors seem pretty checked out, but he always listened to us. He's the only professor I know for a fact that reads through and discusses changes he will make based on the midterm evaluations. He understands and works with students when they have personal problems. I had a very rough semester - my parents threatened to force me to leave Cornell, one of my friends was killed in a car accident, broke a bone, and etc. If I didn't have a professor like him, who pushed (that second problem set deserves a WARNING: HAZARDOUS TO HEALTH sign) but also empathized, I'm not sure how I would have made it through the semester at all. But seriously, he needs a bigger office. He's in a shoebox that fits maybe three students and around 20 seem to show up for office hours sometimes. That is my biggest complaint.

11650. N/A

11685. Overall a fun class, but definitely needs a lot of work.

11657. Good professor, good class

11686. Good class, interesting material

11663. Professor McKee is very engaging and structured the class very well. I learned a lot and appreciated having a teacher who genuinely cared about my learning and helping me succeed. He is one of the best professors and definitely the best economics instructor I have had at Cornell.

11664. This was a great class. My one major critique is that the creative project was not very valuable to me. The time it took to complete the project was not worth the little amount of knowledge I gained from my project.

11675. Great professor.

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C05. How did this course enhance your understanding of Economics?

11665. Learned new concepts!

11689. It taught me material about the subject matter I did not previously know.

11658. By going in depth with all the concepts I learned in introductory microeconomics.

11648. I now know what Cobb Douglas is!

11667. Awesome, my economic intuition was improved

11682. It was very thorough, to the point where I'd say i learned Microeconomics about 20 times better than I learned macroeconomics, and I took both at the intermediate level.

11676. yes, many concepts are all related to each other. But I still find I have some conceptual gaps.

11672. The textbook definitely increased my excitement about economics.

11653. I mean... Int. Micro theory is pretty fundamental to economics. So, it definitely helped a lot. I feel like I'm a pretty bad economist, but I at least feel like I'm an economist after taking this course.

11650. Allowed me to add calculus to my understand of economics

11685. I felt that it enhanced my understanding of the micro concepts by studying each concept on a very deep mathematical level. I gained this especially with the proofs we had to do in the problem sets.

11663. The mathematical framework that is taught was helpful in modeling economic situations. I feel like I have a better understanding of general microeconomic concepts that will likely be helpful as I continue by economics studies.

11664. Greatly!

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22 Responses, 39 Enrolled, 56.41% Response

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and "5" will be defined and "3" always stands for the midpoint. For example,
if a course is slightly below the midpoint in a given aspect, mark "2" for
that item. Only one response is allowed for each question.
                    RATING SCALE 1= Defined extreme
                        2=
                        3= Midpoint
                        4=
                        5= Defined extreme

Question	Mean	StDevP	Count	1	2	3	4	5
N01. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.67	0.47	21	0	0	0	7	14
N02. Were the design and content of this course consistent with the learning objectives? 1 = design and content had no relation to objectives 5 = completely consistent	4.52	0.79	21	0	1	1	5	14
N03. Were the exams in this course aligned with the learning objectives? 1 = exams had no relation to objectives 5 = exams completely aligned with objectives	4.24	0.97	21	0	2	2	6	11
N04. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.48	0.73	21	0	0	3	5	13
N05. Did the course offer opportunities to become familiar with the course material—through, for example, readings, discussion, handouts, practice problems, or projects? 1 = no opportunities 5 = many opportunities appropriate to course material	4.52	0.58	21	0	0	1	8	12
N06. Did the grading of exams (and of assignments, if any) provide adequate and timely feedback as to your progress in the course? 1= grading was slow and uninformative 5 = grading was quick and informative	4.24	0.92	21	0	2	1	8	10
N07. Overall, the methods used to evaluate my knowledge and understanding were: 1 = inadequate to assess my knowledge 5 = adequate to assess my knowledge accurately	3.90	1.30	21	2	2	1	7	9
N08. How appropriate was the amount of work in this course, in relation to the credit received? 1 = much less than appropriate 5 = much more than appropriate	3.75	0.94	20	1	0	6	9	4
N09. At the beginning of the term, did the teacher explain the course requirements? 1 = no explanation 5 = fully explained; I knew exactly what I had to do in this course	4.43	0.84	21	0	1	2	5	13
N10. Was the teacher well prepared for class, and did he or she present the class material in an organized manner? 1 = poorly prepared, disorganized 5 = well prepared, highly organized	4.33	0.77	21	0	0	4	6	11
N11. Was the teacher willing to provide extra help for students who needed it? 1 = unwilling 5 = very interested in being helpful	4.62	0.65	21	0	0	2	4	15
N12. Did the teacher arrive on time for class and for his or her posted office hours? 1 = frequently late or absent 5 = always on time	4.86	0.46	21	0	0	1	1	19
N13. Did the teacher stimulate your interest in the subject matter of this course? 1 = destroyed interest; boring 5 = stimulated great interest; I want to learn more	4.10	0.86	21	0	1	4	8	8

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Title: Intermed Microecon Theory
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N14. Did this course enhance your understanding of Economics? 1 = not at all 5 = reinforced or extended my knowledge of concepts and methods,or showed me new applications	4.33	0.89	21	0	1	3	5	12
N15. My overall opinion of this course: 1 = very poor course; nearly worthless 5 = an excellent course	4.05	1.21	21	0	4	3	2	12
N16. The teacher deserves an overall rating of: 1 = very poor 5 = outstanding	4.24	1.10	21	0	3	2	3	13

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Title: Intermed Microecon Theory
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C01. What do you feel was the most valued part of the course?

11773. Lecture was great

11793. I thought there was a good balance of depth/breadth in what we learned - we never skimmed over topics but at the same time we didn't spend the whole semester on just one concept.

11790. problem sets

11779. Lectures and recitations were excellent in communicating concepts and applications.

11791. Lecture and problem sets

11798. I thought Doug was the best professor I had at Cornell. Always prepared and made the course engaging and relevant.

11805. Lectures really helped me to grasp the course material

11789. Lectures were critical to understanding what was going.

11786. The most valued part of the course is probably the step by step process of going through practice problems, and the freedom to group with people to work on problem sets.

11795. The problem sets.

11782. Professor McKee had the ability to present otherwise dry and often tedious material in a fun and interesting way.

11780. Problem sets and getting them in.

Also understanding theory and then applying it.

11781. The most valued part was learning about applications of concepts from intro through math.

11770. Going to Section with my TA, office hours, or seeing a tutor.

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C02. What do you feel is the least valued part of the course?

11773. the creative project was not very helpful for the class.

11793. I personally don't think the group project contributes much to my learning. Especially because we barely talk about it lecture, I generally feel like I don't have a great understanding of the expectations of what we're producing.

11790. the creative project

11779. Everything was valuable. However, the creative project, though a really interesting way to explore the concepts we learned in the context of the real world, was confusing and somewhat hard to execute.

11791. The creative project

11798. N/A

11805. The creative project was very broad and we weren't really able to apply that much from the course to our specific topic

11789. The problem sets, although extremely helpful in providing practice, were sometimes unnecessarily long due to the excessive amounts of algebra in them (especially problem set #2).

11786. It did not feel as though what I was learning was in sync with the textbook. I felt a need to treat the two separately. Also, the lack of enthusiasm or fear of participation (or perhaps a reluctance to intervene) created a stressful atmosphere.

11795. The creative project.

11782. The problem sets were so long!

11780. The game app lol

11781. Least valued, maybe the project, I mean nothing was really bad.

11770. The group project.

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C03. What improvements (if any) should be made to the course?

11773. The homework is too demanding. I feel that lecture does not adequately prepare you to do the homework. I would have learned a lot more had there been some easier problems for part of the homework to nail down the most important topics.

11793. I think the peer grading should be more clear - someone in my group gave me and our other partner 4/5, and didn't actually have any specific improvements for us to make. It's a little frustrating to get an 80% on a quarter of a grade because one person has a different interpretation of what the grades should be.

11790. harder problems in class

11779. Clearer expectations for the creative project would have been helpful.

11792. The problem sets were uncharacteristicslly difficult. The prelims were hard too. Huge disparity between the other lecture which is taught by Troshkin. The same class Econ 3030 had one lecture which was equivalent to an honors course (this class) while the other one was a more accurate depiction and easier (the other class).

11803. Make it easier and less math-y

11791. I think the discussion sections could be run a little differently to encourage more participation

11798. It would be helpful to do more in class problems that are similar to the problem sets/ test questions. I feel like the questions we do in class are a lot easier than hw/test questions so I find myself getting stuck.

11789. The problem sets should focus less on algebra.

11786. 1. Presentations and problems worked out in class discussion could be posted several days earlier (a week or two would have been helpful)

2. The need for the intermediate economics professors to communicate with the introductory professors about the prerequisites of an intermediate course. My introductory professor did not go over Utility concepts, which is the basis of the intermediate course.

11795. Either scrap the creative project altogether or make expectations for it clearer.

11782. Slightly better timing with the problem sets, as well as more reminders in class about deadlines for group projects.

11780. Creative project could be clearer and have a better timeline. People kinda BSed it at the end. Play more games, although maybe it can be simulated without electronic and more human interaction.

11781. There could be more practice problems or practice tests.

11770. Do problems in class like the test material, or test us on material that we had gone over in class or done in our problem sets.

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C04. General Critique

11773. Good lecture but could be a bit more organized when solving problems. Maybe have a one slide wrap up with process/equations after each lecture?

11779. Great class. Prof. McKee is an excellent lecturer and is very helpful, though problem sets were sometimes frustrating.

11803. This was such a hard course. It was too math-intensive, the prelims were really hard (except the first), and the problem sets were impossible to complete!

11791. Professor McKee was very engaging and made the course material interesting.

11805. I liked how the instructor really tried to make lectures interesting by playing music, giving us time to do problems, and occasionally playing games

11789. When doing problems during lectures, the work should be organized more clearly so it's easier to understand when going back over the Powerpoint slides.

11786. 1. To be frank, I did not know how to approach the subject whenever I wanted to study it.

2. TA Christ Rojas assumed I knew the fundamentals. Telling me that "all you have to do is use the _____ and plug it into _____ and solve for _____" is not helpful. Anybody could have solved the problem if it was a uniform procedure. He should have given us the right mindset to tackle any probable problem, which he didn't.

3. I know problem sets are like the Exams themselves, however, I would have liked to see past Exam questions to help me approach foreign questions.

11795. This is an excellent course. Intermediate microeconomics is probably the most important course in the entire

economics major and Prof. McKee did a great job connecting the different topics in the course through well-crafted problem sets. McKee clearly values interactive/unorthodox teaching, which was a nice change of pace. He's a very nice person as well.

11782. None.

11780. Best or second best professor I've had at Cornell. Awesome lecturer and stimulated my interest.

11781. None

11770. The exams were much more difficult than the material he had us work on. I understand that he wanted us to think more of what happens to the market if a change is made, but we can't really make that prediction if we are not taught how to do so. And our grades will suffer for not knowing how to do so.

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C05. How did this course enhance your understanding of Economics?

11773. I feel that I have a more profound knowledge of the major underpinnings in our current economy such as how taxes, monopolies and consumers operate on a theoretical level.

11793. Yes!

11790. it made me understand the nuances of modeling a problem

11779. It did a good job of teaching me to apply mathematical skills to analysis of economic problems. It also covered a lot of interesting concepts, such as uncertainty and game theory.

11791. We learned the mathematic theory behind concepts we learned in intro micro

11798. It made me far more interested in the subject and I truly feel like I was able to answer the "why" question behind a lot of basic economic prinicpals learned in the intro course.

11805. It put economics in mathematical terms and made me better at problem solving

11789. It greatly enhanced my knowledge and provided solid mathematical reasoning behind key economic concepts.

11786. 1. This course has given me a perspective on a topic that I was not explicitly exposed to in my country, for it was not taught in our secondary school.

2. Regardless of how I do in this class, I felt a genuine interest blossoming within. This course has started a lifelong journey to understanding the underpinnings of economics at work in society.

3. It is truly more than just supply and demand.

4. The calculus sets the precedence for the discovery of new interaction phenomenon that is physically hard to quantify. (such as the Principle of substitution and complements)

11795. This was my first economics course at Cornell. I feel it has been a great starting point for future courses in the subject.

11782. It took my basic understanding of Microeconomic concepts and introduced more complicated and relevant models.

11780. Taught me theory and math behind it that was a step above intro

11781. Making concepts from intro much more applicable

11770. I gained to tools to figure out how firms can behave. This did not even happen until halfway through the semester. We did not learn much useful information before then.