Summary Report

Nov 2, 2023

Adam Pfander
Term: Fall 2019

Quantitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ECON 2010 (917): Prin of Microeconomics (Recitation)	A		Released	24	15	62.5%
ECON 2010 (921): Prin of Microeconomics (Recitation)	B		Released	25	20	80%
ECON 2010 (926): Prin of Microeconomics (Recitation)	C		Released	24	19	79.17%
ECON 2010 (928): Prin of Microeconomics (Recitation)	D		Released	24	14	58.33%
Overall				97	68	70.1%

		0-3 hours	4-6 hours	7-9 hours	10-12 hours	13-15 hours	16+ hours	Not applicable	Did Not Answer	Total Responses
Estimate the average number of <u>hours per week</u> you have spent on this course for <u>all</u> course-related work <u>including</u> attending classes, labs, recitations, readings, reviewing notes, writing papers, etc.	A	40% (6)	46.67% (7)	6.67% (1)	6.67% (1)	0% (0)	0% (0)	0% (0)	0	15
	B	40% (8)	45% (9)	15% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0	20
	C	52.63% (10)	31.58% (6)	10.53% (2)	5.26% (1)	0% (0)	0% (0)	0% (0)	0	19
	D	57.14% (8)	14.29% (2)	14.29% (2)	7.14% (1)	0% (0)	7.14% (1)	0% (0)	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate your personal interest in this material before you enrolled.	A	20% (3)	0% (0)	33.33% (5)	33.33% (5)	6.67% (1)	6.67% (1)	0% (0)	3.27	1.39	0	15
	B	20% (4)	15% (3)	40% (8)	15% (3)	10% (2)	0% (0)	0% (0)	2.8	1.21	0	20
	C	15.79% (3)	15.79% (3)	10.53% (2)	47.37% (9)	5.26% (1)	5.26% (1)	0% (0)	3.26	1.37	0	19
	D	14.29% (2)	14.29% (2)	28.57% (4)	28.57% (4)	0% (0)	14.29% (2)	0% (0)	3.29	1.48	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate the intellectual challenge of this course.	A	0% (0)	13.33% (2)	6.67% (1)	26.67% (4)	26.67% (4)	26.67% (4)	0% (0)	4.47	1.31	0	15
	B	5% (1)	5% (1)	10% (2)	35% (7)	45% (9)	0% (0)	0% (0)	4.1	1.09	0	20
	C	10.53% (2)	15.79% (3)	15.79% (3)	15.79% (3)	21.05% (4)	21.05% (4)	0% (0)	3.84	1.66	0	19
	D	0% (0)	7.14% (1)	14.29% (2)	35.71% (5)	21.43% (3)	21.43% (3)	0% (0)	4.36	1.17	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate how much you learned in this course.	A	6.67% (1)	20% (3)	13.33% (2)	33.33% (5)	20% (3)	6.67% (1)	0% (0)	3.6	1.36	0	15
	B	10% (2)	10% (2)	30% (6)	15% (3)	30% (6)	5% (1)	0% (0)	3.6	1.39	0	20
	C	0% (0)	10.53% (2)	15.79% (3)	52.63% (10)	10.53% (2)	10.53% (2)	0% (0)	3.95	1.05	0	19
	D	0% (0)	14.29% (2)	21.43% (3)	35.71% (5)	21.43% (3)	7.14% (1)	0% (0)	3.86	1.12	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate the course overall.	A	13.33% (2)	20% (3)	20% (3)	20% (3)	20% (3)	6.67% (1)	0% (0)	3.33	1.49	0	15
	B	10% (2)	10% (2)	25% (5)	35% (7)	10% (2)	10% (2)	0% (0)	3.55	1.36	0	20
	C	10.53% (2)	0% (0)	31.58% (6)	42.11% (8)	15.79% (3)	0% (0)	0% (0)	3.53	1.09	0	19
	D	7.14% (1)	14.29% (2)	21.43% (3)	28.57% (4)	7.14% (1)	21.43% (3)	0% (0)	3.79	1.52	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate the instructor's effectiveness in encouraging interest in this subject.	A	0% (0)	13.33% (2)	0% (0)	40% (6)	40% (6)	6.67% (1)	0% (0)	4.27	1.06	0	15
	B	0% (0)	5% (1)	25% (5)	30% (6)	20% (4)	20% (4)	0% (0)	4.25	1.18	0	20
	C	0% (0)	10.53% (2)	15.79% (3)	21.05% (4)	52.63% (10)	0% (0)	0% (0)	4.16	1.04	0	19
	D	0% (0)	7.14% (1)	14.29% (2)	21.43% (3)	28.57% (4)	28.57% (4)	0% (0)	4.57	1.24	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate the instructor's availability for course-related assistance such as email, office hours, individual appointments, phone contact, etc.	A	0% (0)	13.33% (2)	6.67% (1)	6.67% (1)	33.33% (5)	33.33% (5)	6.67% (1)	4.71	1.39	0	15
	B	0% (0)	5% (1)	15% (3)	5% (1)	30% (6)	45% (9)	0% (0)	4.95	1.24	0	20
	C	0% (0)	0% (0)	0% (0)	26.32% (5)	63.16% (12)	10.53% (2)	0% (0)	4.84	0.59	0	19
	D	0% (0)	0% (0)	14.29% (2)	28.57% (4)	21.43% (3)	35.71% (5)	0% (0)	4.79	1.08	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate this instructor's respect for and professional treatment of all students regardless of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.	A	0% (0)	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	0% (0)	5.87	0.34	0	15
	B	0% (0)	0% (0)	0% (0)	5% (1)	0% (0)	85% (17)	10% (2)	5.89	0.46	0	20
	C	0% (0)	0% (0)	0% (0)	5.26% (1)	10.53% (2)	84.21% (16)	0% (0)	5.79	0.52	0	19
	D	0% (0)	0% (0)	0% (0)	7.14% (1)	14.29% (2)	71.43% (10)	7.14% (1)	5.69	0.61	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Rate the instructor overall.	A	0% (0)	6.67% (1)	6.67% (1)	26.67% (4)	40% (6)	20% (3)	0% (0)	4.6	1.08	0	15
	B	0% (0)	0% (0)	15% (3)	20% (4)	45% (9)	20% (4)	0% (0)	4.7	0.95	0	20
	C	0% (0)	0% (0)	10.53% (2)	21.05% (4)	42.11% (8)	26.32% (5)	0% (0)	4.84	0.93	0	19
	D	0% (0)	0% (0)	7.14% (1)	28.57% (4)	28.57% (4)	35.71% (5)	0% (0)	4.93	0.96	0	14

		A	B	C	D	F	Not applicable	Did Not Answer	Total Responses
BD-D-ECON-A01. Grade expected in this course (if taking Pass/Fail, estimate grade):	A	13.33% (2)	53.33% (8)	26.67% (4)	0% (0)	0% (0)	6.67% (1)	0	15
	B	15% (3)	45% (9)	25% (5)	0% (0)	5% (1)	10% (2)	0	20
	C	31.58% (6)	26.32% (5)	36.84% (7)	0% (0)	0% (0)	5.26% (1)	0	19
	D	21.43% (3)	42.86% (6)	35.71% (5)	0% (0)	0% (0)	0% (0)	0	14

		1 = Lowest	2	3	4	5	6 = Highest	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
BD-D-ECON-A02. My class attendance was:	A	0% (0)	0% (0)	0% (0)	13.33% (2)	53.33% (8)	33.33% (5)	0% (0)	5.2	0.65	0	15
	B	5% (1)	0% (0)	5% (1)	10% (2)	30% (6)	45% (9)	5% (1)	5.05	1.28	0	20
	C	0% (0)	0% (0)	15.79% (3)	15.79% (3)	15.79% (3)	52.63% (10)	0% (0)	5.05	1.15	0	19
	D	0% (0)	7.14% (1)	14.29% (2)	14.29% (2)	35.71% (5)	28.57% (4)	0% (0)	4.64	1.23	0	14

		Too easy	Easy	OK	Hard	Too hard	Not applicable	Did Not Answer	Total Responses
BD-D-ECON-A03. Work for level of course:	A	0% (0)	13.33% (2)	33.33% (5)	40% (6)	13.33% (2)	0% (0)	0	15
	B	5% (1)	10% (2)	35% (7)	40% (8)	10% (2)	0% (0)	0	20
	C	0% (0)	26.32% (5)	15.79% (3)	57.89% (11)	0% (0)	0% (0)	0	19
	D	0% (0)	7.14% (1)	28.57% (4)	57.14% (8)	7.14% (1)	0% (0)	0	14

Qualitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ECON 2010 (917): Prin of Microeconomics (Recitation)	A		Released	24	15	62.5%
ECON 2010 (921): Prin of Microeconomics (Recitation)	B		Released	25	20	80%
ECON 2010 (926): Prin of Microeconomics (Recitation)	C		Released	24	19	79.17%
ECON 2010 (928): Prin of Microeconomics (Recitation)	D		Released	24	14	58.33%
Overall				97	68	70.1%

Please offer constructive comments to your instructor regarding your experience in this course. If you wish to make comments about the instructor, you may wish to do so separately to the appropriate chair or dean. -

A

- Recitations helped a lot through the semester.

- I think you were nervous at first but you warmed up and have been a great help in this course. Keep up the good work!!

- Good teacher but thinks students know more then we do.

- I think that Adam seems like a really nice guys. I wish that he would've found more ways to get us to want to jump out of our seats for this course but I understand that that's hard to do. Not to many complaints at all. It definitely would've been easier to show up to recitation more often if it were more exciting.

- No concerns regarding instruction quality. Helped understand a lot from this course that I couldn't have understood without it.

- Good teacher. Learn more about some individual concepts like graph understanding and stuff. Get almost as much out of it as 2 hour lectures.

- Explains things well, I just do not feel like the work we were doing in recitation was the most beneficial it could be for our understanding and tree at prep.

- I thought switching over to do the worksheets together was super helpful. It helped encourage people to ask questions on things as we went through them. I think that making sure everyone understands the subject is important. Another helpful tip, that I'm not sure is possible, is maybe making some sort of study guide, where all the material from the textbook (main ideas, definitions, equations, graphs, etc.) is available in one place would be helpful so students know they've covered the most essential topics and don't waste time on those that are not as important.

- He's does a great job keeping everyone engaged and going at a good speed for the class.

- Adam is a great teacher with enthusiasm, and making sure the most complex way to explain course material to me. The only thing I would say is I wish he had given us more material to go over with.

- You did a good job of explaining the material and answering questions, but you sometimes wouldn't respond to my emails.

- I think there should be a mini review every class, instead of jumping right into the worksheets. Other than that I learned more in this recitation than the class.

B

- Going through problems with the class was really helpful

- Its hard to have the recitation immediately after the class but he does a good job of making it less burdensome. The worksheets are a bit mundane but I always see the content come back to be relevant on homework and tests. Seems like an open environment for asking questions if I ever had any.

- You are pretty chill

- I think that you are going pretty well as a TA, and the recitations are helpful, especially when I'm not very tired. The graphs and tables that you drew on the boards were pretty helpful to me so I could understand what was going on if I was lost. So, going through the problems thoroughly and drawing those figures is something you should continue to do while working on those worksheets. One thing I think that you can improve on is if you went around and checked on students as we worked on the worksheet, because some people do struggle silently and not a lot ask for help but just wait till we go over it as a class. So checking in on students who aren't working would be good.

- Maybe have more then 1 clicker question bc it's pointless to have just one

- Quality recitation

- He was good at slowing things down, and working through examples of problems students had trouble with. This is very helpful in a fast pace class that covers a lot of topics.

- He's a good teacher and explains things well he just puts me to sleep sometimes but I don't think that should be attributed to him it probably has more to do with the fact that the class is right after lecture and I'm already burnt out on economics by that point.

- The sheets always seem extremely difficult on my own, near impossible usually.

- I found myself getting confused during recitation because to me, it seemed like what we went over in recitation was not the same thing we learned in lecture. The context of the class seemed to be all over the place, confusing me even more. I think Adam did a good job with guiding us through problems and his knowledge on the subject really showed.

- I didn't really show up to the recitation because I understood content but the teacher seemed like he knew his stuff

- Was a good teacher and knew his stuff. Wasn't confusing and make the material easier to understand

- Great job!! You filled lots of the gaps that I felt were left by Prof. Carballo. Definitely the reason for any of my success in the course.

- He was a very good TA and tried very hard to help the students as well as listened and respected what we had to say

---

C

- Nice TA I am thankful he was there as a resource

- Good instructor, seemed genuinely interested in what he is teaching.

- This course is hard and it takes a while to understand the material. With that said, I expect this course to be slower than the lecture and it seemed to be faster even though we always end class early and have more time. However, Adam does showx examples that are easy to understand.

- this recitation has helped me a lot this semester. thank you!

- He's shy, but good teacher

- adam is super well spoken and explains econ in a way that i can understand. our professor is super hard to understand and moves quickly so having adam to explain everything helped me out a lot. having a young ta is nice because he can relate to us and "speak our language" when it comes to econ.

- great material

D

- A very good teacher, just wish we had more time to cover stuff.

- Keep it up!

- I think the main downside is that the class is so early that none of the students have fully woken up before. Therefore, the class is relatively slow, but the blame is on the students, not the instructor. I would suggest changing the times to be later in the morning.

- I thought Adam did a great job this semester, I do wish that he left more time for questions and going over things at the end of class after the worksheets. Otherwise he was great and relaxed and really helped us get through the material!

- N/A

- I liked this recitation a lot, actually. In my opinion, the only thing that could have made it better was if the worksheet answers had been emailed to us, if possible? It would have been nice when studying for the exams to know that I was doing everything right.

- You explain things simpler than they are taught in lecture and it is very helpful. Keep doing what you're doing

- Hard to follow sometimes good overall.

Adam Pfander
Term: Spring 2020

Quantitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ECON 2010 (211): Prin of Microeconomics (Recitation)	A		Released	26	9	34.62%
ECON 2010 (213): Prin of Microeconomics (Recitation)	B		Released	26	5	19.23%
ECON 2010 (216): Prin of Microeconomics (Recitation)	C		Released	24	10	41.67%
Overall				76	24	31.58%

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Interact with other students in a respectful way.	A	0% (0)	11.11% (1)	11.11% (1)	0% (0)	77.78% (7)	0% (0)	4.44	1.07	0	9
	B	0% (0)	0% (0)	40% (2)	0% (0)	60% (3)	0% (0)	4.2	0.98	0	5
	C	0% (0)	10% (1)	10% (1)	20% (2)	60% (6)	0% (0)	4.3	1	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Reflect on what I was learning.	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	5	0	0	9
	B	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	0% (0)	4.6	0.49	0	5
	C	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	0% (0)	4.7	0.46	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Connect my learning to "real world" issues or life experiences.	A	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	0% (0)	4.67	0.47	0	9
	B	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	0% (0)	4.2	0.75	0	5
	C	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	0% (0)	5	0	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Work and learn collaboratively with my classmates.	A	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	0% (0)	3.78	1.4	0	9
	B	0% (0)	0% (0)	60% (3)	0% (0)	40% (2)	0% (0)	3.8	0.98	0	5
	C	0% (0)	20% (2)	40% (4)	0% (0)	30% (3)	10% (1)	3.44	1.17	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Contribute my ideas and thoughts.	A	11.11% (1)	0% (0)	0% (0)	11.11% (1)	77.78% (7)	0% (0)	4.44	1.26	0	9
	B	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	0% (0)	4.2	0.75	0	5
	C	10% (1)	0% (0)	20% (2)	20% (2)	50% (5)	0% (0)	4	1.26	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	A	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	0% (0)	4.67	0.47	0	9
	B	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	0% (0)	4.4	0.49	0	5
	C	0% (0)	0% (0)	10% (1)	40% (4)	40% (4)	10% (1)	4.33	0.67	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	A	0% (0)	11.11% (1)	11.11% (1)	11.11% (1)	66.67% (6)	0% (0)	4.33	1.05	0	9
	B	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	0% (0)	4	0.89	0	5
	C	0% (0)	20% (2)	30% (3)	10% (1)	30% (3)	10% (1)	3.56	1.17	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	A	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	55.56% (5)	0% (0)	4	1.33	0	9
	B	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	0% (0)	4.4	0.8	0	5
	C	10% (1)	10% (1)	40% (4)	10% (1)	20% (2)	10% (1)	3.22	1.23	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Demonstrated respect for diverse students and diverse points of view.	A	0% (0)	0% (0)	0% (0)	11.11% (1)	88.89% (8)	0% (0)	4.89	0.31	0	9
	B	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	0% (0)	4.8	0.4	0	5
	C	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	0% (0)	5	0	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	A	0% (0)	0% (0)	0% (0)	22.22% (2)	77.78% (7)	0% (0)	4.78	0.42	0	9
	B	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	0% (0)	4.8	0.4	0	5
	C	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	0% (0)	4.7	0.46	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Gave projects, tests, or assignments that required original or creative thinking.	A	0% (0)	0% (0)	11.11% (1)	11.11% (1)	55.56% (5)	22.22% (2)	4.57	0.73	0	9
	B	0% (0)	0% (0)	40% (2)	0% (0)	60% (3)	0% (0)	4.2	0.98	0	5
	C	0% (0)	10% (1)	20% (2)	20% (2)	30% (3)	20% (2)	3.88	1.05	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Provided opportunities for students to ask questions and initiate discussion.	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	5	0	0	9
	B	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	0% (0)	4.2	1.17	0	5
	C	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	0% (0)	5	0	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Provided feedback on my work that helped me improve my performance.	A	0% (0)	11.11% (1)	0% (0)	11.11% (1)	66.67% (6)	11.11% (1)	4.5	1	0	9
	B	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	0% (0)	4.2	1.17	0	5
	C	10% (1)	20% (2)	10% (1)	0% (0)	60% (6)	0% (0)	3.8	1.54	0	10

		1-Hardly Ever	2-Occasionally	3-Sometimes	4-Frequently	5-Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Explained the grading criteria for assignments.	A	0% (0)	0% (0)	0% (0)	11.11% (1)	77.78% (7)	11.11% (1)	4.88	0.33	0	9
	B	0% (0)	20% (1)	0% (0)	0% (0)	80% (4)	0% (0)	4.4	1.2	0	5
	C	0% (0)	0% (0)	10% (1)	10% (1)	80% (8)	0% (0)	4.7	0.64	0	10

		1- Hardly Ever	2- Occasionally	3- Sometimes	4- Frequently	5- Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Was available to answer questions or provide assistance when needed.	A	0% (0)	0% (0)	0% (0)	11.11% (1)	88.89% (8)	0% (0)	4.89	0.31	0	9
	B	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)	5	0	0	5
	C	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	0% (0)	4.9	0.3	0	10

		1- Hardly Ever	2- Occasionally	3- Sometimes	4- Frequently	5- Almost Always	Not applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Effectively used available technology to enhance learning.	A	0% (0)	11.11% (1)	0% (0)	22.22% (2)	66.67% (6)	0% (0)	4.44	0.96	0	9
	B	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	0% (0)	4.6	0.8	0	5
	C	0% (0)	0% (0)	0% (0)	20% (2)	70% (7)	10% (1)	4.78	0.42	0	10

Qualitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ECON 2010 (211): Prin of Microeconomics (Recitation)	A		Released	26	9	34.62%
ECON 2010 (213): Prin of Microeconomics (Recitation)	B		Released	26	5	19.23%
ECON 2010 (216): Prin of Microeconomics (Recitation)	C		Released	24	10	41.67%
Overall				76	24	31.58%

	Responses

Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -	A	• I thought Adam did an exceptional job as TA. He was prompt to answer any questions I might have and answered emails quickly. I would take a class with Adam as a TA again. • Overall a fine TA! Had a good grasp of the material, and communicated it effectively during recitation. • Adam was a great TA! His recitations were always very helpful and really grounded my learning for microeconomics. He answered questions and made sure we understood everything that was going on! He was also very adaptable during the online part of this course and was a great communicator :) • Solid teacher! Worksheets were helpful for the exams. Handled COVID-19 switch to online super well. • Helpful and clear in instruction. Understood the material well and was able to teach it to us all.
	B	• Mr. Pfander was very easy to access for questions and put a lot of effort into accommodations, which was really nice. The recitation pretty much just followed a work sheet every time which wasn't too exciting, but he was always really happy to answer questions and discuss why the answer was what it was. He tried his best to help the class understand what was going on and to answer questions about tests, etc. • Great TA • I liked that his recitations were simple. He would go over the worksheet and offer other essential learning ideas.
	C	• Explaining the work while we went through it was very helpful, instead of having everyone do it alone • Overall it was a good course and the review done in recitation along with the worksheets was really helpful. • Great teacher. • I really liked Adam and thought he was great at working through concepts that seemed a little foggy in lecture. • Adam is truly talented at explaining difficult concepts in an easy to understand manner. Best recitation ever!!! • Very good at communicating and making sure we understood the concepts. Nothing negative about the recitation, one of the best TAs I've had.