

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2021.Summer I

Course: AS.180.102.85.SU21: Elements of Microeconomics
Instructor: Qingyang Han *
Response Rate: 16/19 (84.21%)

1 - The overall quality of this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%				4.31	4.21	3.90	Question	School	Department	
Weak	(2)	0	0.00%										
Satisfactory	(3)	2	12.50%	█									
Good	(4)	7	43.75%	███									
Excellent	(5)	7	43.75%	███									
N/A	(0)	0	0.00%										
					0	25	50	100					
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	4.31	0.70	4.00	744	4.21	0.90	4.00	39	3.90	0.99	4.00		

2 - The instructor's teaching effectiveness is:													
Qingyang Han													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%				4.44	4.17	3.84	Question	School	Department	
Weak	(2)	0	0.00%										
Satisfactory	(3)	2	12.50%	█									
Good	(4)	5	31.25%	███									
Excellent	(5)	9	56.25%	█████									
N/A	(0)	0	0.00%										
					0	25	50	100					
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	4.44	0.73	5.00	923	4.17	1.03	4.50	38	3.84	1.08	4.00		

3 - The intellectual challenge of this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%				4.19	4.43	3.87	Question	School	Department	
Weak	(2)	0	0.00%										
Satisfactory	(3)	2	12.50%	█									
Good	(4)	9	56.25%	█████									
Excellent	(5)	5	31.25%	███									
N/A	(0)	0	0.00%										
					0	25	50	100					
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	4.19	0.66	4.00	742	4.43	0.75	5.00	38	3.87	0.78	4.00		

4 - The teaching assistant for this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%				5.00	4.35	4.00	Question	School	Department	
Weak	(2)	0	0.00%										
Satisfactory	(3)	0	0.00%										
Good	(4)	0	0.00%										
Excellent	(5)	2	12.50%	█									
N/A	(0)	14	87.50%	██████████									
					0	25	50	100					
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	5.00	0.00	5.00	741	4.35	0.93	5.00	38	4.00	1.26	4.50		

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2021.Summer I

Course: AS.180.102.85.SU21: Elements of Microeconomics
Instructor: Qingyang Han *
Response Rate: 16/19 (84.21%)

5 - Please enter the name of the TA you evaluated in question 4:

Response Rate 3/19 (15.79%)

- There is no TA for this course
- N/A
- Qingyang Han

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly	(1)	1	6.25%										
Disagree somewhat	(2)	0	0.00%										
Neither agree nor disagree	(3)	1	6.25%										
Agree somewhat	(4)	6	37.50%										
Agree strongly	(5)	8	50.00%										
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School	Department		
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	4.25	1.06	4.50	744	4.17	0.95	4.00	38	3.76	1.22	4.00		

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Much lighter	(1)	0	0.00%										
Somewhat lighter	(2)	2	12.50%										
Typical	(3)	10	62.50%										
Somewhat heavier	(4)	3	18.75%										
Much heavier	(5)	1	6.25%										
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School	Department		
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median		
16/19 (84.21%)	3.19	0.75	3.00	743	3.64	0.97	4.00	38	2.97	0.85	3.00		

8 - What are the best aspects of this course?

Response Rate 14/19 (73.68%)

- Organized slides, organized structure of the course, good feedback on assignments, Good mix of use of graphs, math, etc.
- I like the homeworks. I think the practice problems are good.
- Quinyang is very nice and extremely organized. He makes sure to send out all of the notes and respond to emails quickly.
- the instructor was pretty nice and the homework was reasonable
- The grading structure is amazing; for me, I get really stressed with the correctness of my homework, so not worrying about that and focusing on it made it very easy. In fact, I did a lot better on the 4 homework documents than any of the homework I did during my first year. I was able to learn very well.
- I liked how the instructor was understanding and wasn't harsh. I also liked how the homework was mostly reflective of the actual exams, and how the homework that wasn't was a cool and different way to come to understand the terms and concepts using Excel. It was also helpful that we went over the homework questions.
- - Passionate professor - Great examples - Tough questions but effective - Tests test what is taught
- The instructor is super nice and patient, the course is well structured, and the pace is just right, neither too fast or too slow.
- good grade cutoffs
- The feedback on homework and the teacher going over it afterwards.
- Very clear lectures
- Great feedback, course designed to help students understand material, group work encouraged
- I think the best aspects of this course were the fact that it was synchronous and you had the opportunity to attend classes "in person" on zoom at the time of class. This allowed you opportunities to ask questions and feel like a strong educational experience. I also really appreciated the instructor, Qingyang. He demonstrated the utmost investment in his students which is something that I believe is critical for instructors to do in an academic learning environment for the success of their students.
- The way the professor engaged the students and provided real-world examples to better explain the economic concepts were the best aspects of the course. He also provided prompt, individual feedback on all assignments/exams and extremely helpful suggestions on projects, as well as how to do better. Assignments and exams were clear and matched course material, yet still challenging enough to stretch the students' thinking.

Course: AS.180.102.85.SU21: Elements of Microeconomics

Instructor: Qingyang Han *

Response Rate: 16/19 (84.21 %)

9 - What are the worst aspects of this course?

Response Rate	13/19 (68.42%)
----------------------	----------------

- Lack of explanation of certain concepts for a introductory class
- Sometimes the lectures are long and difficult to follow.
- It goes very fast, but that is expected for a summer course.
- There were times when I had to take 2 classes within one day and also attend pilot and also do an internship, which was quite crippling for me. but it wasn't anyones fault, just that the time difference existed
- The most challenging part was speed. However, that is very acceptable since this is a summer course and it is 3 times faster than usual.
- This is in part because this was a summer course, but the pacing was sometimes not even. Sometimes it felt like we would spend a lot of time explaining one concept, but immediately after rush through several in quick succession. It would also be nice to have more of a way to ask about exam questions while taking the exams.
- There is no worst aspect.
- tests much harder the material presented in class, homework not representative of exam at all, no practice/representation of final exam niche material anywhere else
- Not much practice outside of homework, some concepts didn't feel explored enough.
- Was all quite good
- N/A
- I think the worst/hardest aspect of this course was the online environment. I think that in person classes have always been more engaging and interactive than an online zoom experience because students have the option to keep their camera off and not be fully engaged with the class. This limits the ability to create relationships between students and the student and instructor.
- N/A

10 - What would most improve this class?

Response Rate	12/19 (63.16%)
----------------------	----------------

- Clear explanation on certain concepts, as the instructor seemed to teach certain topics assuming the students knew some of the concepts already, for an introductory class
- More homeworks and optional practice problems.
- have more in class practice problems! just the homework doesn't quite prepare us for the exams.
- I really wouldn't change anything, it was a very enjoyable course.
- - Maybe (not sure bc harder to do during the summer) if there were quizzes or participation required
- The class is already good enough.
- make the test fairer and actually what's on the slides
- Providing practice problems for each lecture/concept.
- I think it is good as it is
- More practice problems
- I believe having this class in person would most improve its education experience. This would allow the students to become more engaged and involved with the content as well as an interactive experience between the course instructor and their students.
- N/A

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	12/19 (63.16%)
----------------------	----------------

- Interesting content, moderate workload (not excessive)
- Grading is not unreasonable and course is taught well. Utilize PILOT and study the homeworks.
- good teaching, reasonable homework workload, may need to self study some graphs and such.
- It is a very fast course with only 18 lectures in 5 weeks. However, Professor Han makes it very simple to understand and work on. I would definitely take his class.
- - Fair grading system - The course is designed for anyone who wants to take it, without any previous experience or interest in Economy - The tests are hard but fair
- No background is needed.
- know calculus
- Students should know that course is naturally cumulative and concepts must be understood properly before going to the next one.
- Homework is very helpful
- No assumed background, not many readings
- You should be prepared that with a summer class, since all of the content that would normally be taught over a semester is condensed into 4 weeks, it is a hefty informative class. A lot of content in little time requires full attention on it at all times. However, to supplement the expected stress that would come from it, the grading system is a wider range: this method still challenges you and encourages you to work hard, however, it is designed to ease your stress for this course. Knowledge from Elements of Macroeconomics may assist you in some concepts, however, it is not necessary to know before taking this course.
- Prospective students should know that there is no assumed background for this course, though touched on some examples with the use of calculus and history. This course may also be considered harder than a normal course during the school year because the content is condensed into four weeks with dense reading materials prior to each class. Students should also plan to attend class four days out of the week and review materials every night.

Course: AS.180.102.85.SU21: Elements of Microeconomics

Instructor: Qingyang Han *

Response Rate: 16/19 (84.21 %)

12 - Why did you take a course this summer?

Response Rate	13/19 (68.42%)
----------------------	----------------

- For credit due to leave of absence from the global pandemic
- This is a required course for my major, but since I am also pre med I was unable to fit this course in my schedule during the spring.
- i wanted to fill in some gaps i had in the summer
- Since I will be on campus for the first time next fall, I wanted to take 1 less class to relieve the workload.
- There are a lot of classes I need to take that are only offered in the spring, including this one, and I wanted to make sure I can get to all of them.
- - I wanted to take an upper level that required it - Never took an econ class and it seemed like a great opportunity
- To fulfill my H/S requirement.
- to get ahead and get a double major
- I was interested in taking an economics course but did not want to take it in the fall or spring.
- It is a required course
- To
- I had to take elements of microeconomics this summer because it is now the end of my sophomore year and Elements of Microeconomics is required for my major by the end of this year.
- I took a course this summer as an incoming freshman because taking this course (an important prerequisite for the economics major) would allow me the opportunity to get a head start on taking more advanced courses and be able to graduate earlier.

13 - Regarding your decision process to take a summer class, what were some of your obstacles/concerns?

Response Rate	13/19 (68.42%)
----------------------	----------------

- Relatively expensive tuition fee, Timezone difference
- I was concerned with the time of the class conflicting with my work schedule.
- time zone differences, as well as also having an internship at the same time
- The second week of the course all of my friends were done with their classes, and we wanted to meet a lot; however, I had to stay back on some arrangements to study.
- It was very condensed.
- - Money was the biggest concern, and still is, as the summer courses are expensive and financial aid is scarce for the summer. In fact, I am still trying to navigate the cost of the summer.
- There is no obstacle.
- too short, online
- The cost of the classes led me to take less classes than I would have liked to.
- Time conflicts with my other plans
- Price, intensity of course
- Some obstacles/concerns I experienced while deciding whether or not to take a summer class was financial-related. Summer classes are expensive, however, I had no choice because it was required to take before the end of my sophomore summer. Additionally, time constraints with completing an internship at the same time. However, balancing these two and family challenged me and taught me some lessons as well that I believe will help me down the road in life.
- I had to juggle finishing my senior year in high school and a summer job with taking this summer class.

14 - What other courses not currently offered during the summer would you like to see offered?

Response Rate	11/19 (57.89%)
----------------------	----------------

- More major related courses for engineering majors, especially those classes with high demand
- I would like to see the micro and macro theory courses offered. This would be extremely helpful.
- data structures, more cs classes
- Not sure.
- In my opinion, I would like to see more Neuro upper levels and upper levels for other majors and minors in general. Plus, something like expos or IFP. For upper levels, I had an opportunity this summer to take one for Neuro and if there were more, it may help reduce the extreme competition to get into seats during the fall and spring.
- Maybe more courses from the ECE department.
- I would have liked to see an anatomy class offered.
- Not sure for now
- N/A
- I am not sure how popular this idea would be but I think it would be cool to offer intersession-type classes during the summer. I think this would allow Johns Hopkins students to explore potential career interests during this time (maybe even offered for free if that would be possible). I know intersession is one of my favorite times of the year, however, it would be cool if these classes were offered during the summer as well; in this way, some intersession classes might correlate directly with potential summer internships that students are involved in.
- N/A