

Student Evaluation of Teaching, Spring 2025  
Jacob Kohlhepp, ECON 490-001 SPECIAL TOPICS  
Mode: IP (In Person)

Raters	Students
Responded	10
Invited	50
Response Ratio	20%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.80	5.00	0.42	10	0.0%	0.0%	0.0%	20.0%	80.0%
2. The instructor treated all students with respect.	5.00	5.00	0.00	10	0.0%	0.0%	0.0%	0.0%	100.0%
3. The instructor encouraged students to participate in this class.	5.00	5.00	0.00	10	0.0%	0.0%	0.0%	0.0%	100.0%
4. The instructor saw cultural and personal differences as assets.	4.60	5.00	0.70	10	0.0%	0.0%	10.0%	20.0%	70.0%
5. I could really be myself in this course.	4.80	5.00	0.42	10	0.0%	0.0%	0.0%	20.0%	80.0%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.90	5.00	0.32	10	0.0%	0.0%	0.0%	10.0%	90.0%
7. The course challenged me to think deeply about the subject matter.	5.00	5.00	0.00	10	0.0%	0.0%	0.0%	0.0%	100.0%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.70	5.00	0.48	10	0.0%	0.0%	0.0%	30.0%	70.0%
9. Overall, this course was excellent.	4.90	5.00	0.32	10	0.0%	0.0%	0.0%	10.0%	90.0%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
10	100.0%	0.0%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Spring 2025 semester?

Comments
Having us do readings and doing cold calls kept me and my classmates engaged, and helped us better understand conceptually what was going on in the class.
<ul style="list-style-type: none"><li>•Provide papers, boardwork slides, and lecture slides</li><li>•Ask questions on students frequently</li></ul>
Explained material in a great way and encouraged students to think about the material in various ways.
Well–designed problem sets
Professor Kohlhepp helped make learning possible by upholding clear course expectations and fostering discussion every class period. Professor Kohlhepp also consistently connected the models presented in class to the research papers we read, fostering a better understanding of content. Professor Kohlhepp also graded assignments very quickly, which allowed students to understand their mistakes quickly.
Dr. Kohlhepp did an excellent job this semester, he was attentive, encouraged participation, explained the models thoroughly and made us think about the models critically. Overall, I really enjoyed the course and thought it was excellently taught!
He encouraged all of his students to participate and engage with the material. He made himself available for any questions that related to the class or were just about general economics and career questions.
Prof Kohlhepp was great. I appreciated the way he structured the class and encouraged participation and attendance. He was always real and honest with the class, and everything we did in class clearly served a purpose.
He provided a warm and welcoming environment on the first day, by coming in with a nice smile and expecting us to talk and interact in class. He encouraged us to speak not only with cold calling, but also with just constantly making sure that we understood what he was teaching. While sometimes we were wrong with our guesses, he would never discourage or make us feel less than, instead he would take our answer and say that we were close, or he would use it to explain in what situation our answer would be correct.

## 2. Which aspects of this course should be kept for future times this course is taught?

Comments
I would keep the cold calling.
<ul style="list-style-type: none"> <li>• Structure of class content</li> <li>• Discuss papers</li> </ul>
Cold calling—it can make students nervous but it is a great way to encourage participation and make sure everyone has somewhat of an idea of what's going on.
Some of the papers are useful to learn about.
I appreciated the research paper readings each class, as I thought it brought a good balance of mathematical models and empirical support. I also really liked the discussions about topics and how often Professor Kohlhepp encouraged participation. I also liked how the problem sets were of a very similar difficulty to exam questions.
The cold-calling definitely kept us on our toes and made me read the readings before class!
The cold calling was a good way to incentivize students to come to class and engage with the material.
While it initially seemed scary, the cold calling aspect of the class was a great way to be held accountable to both attendance and reading outside of class. I appreciated that Prof Kohlhepp provided resources from previous semesters to help, too. The board work getting posted on Canvas was also very helpful. At times, however, the board work felt a bit fuzzy or disorganized/overcomplicated. This didn't have any significant impact on my performance in the class or understanding of the material, and I never felt it necessary to go to office hours for clarification.
As much as I didn't like it, I would say cold calling should be kept, because it forced me to read, and it also provided a space where people didn't feel as nervous to ask questions in class. Access to board work after the class, because it allowed me and other students to go back and examine what was written on the chalkboard and because of this it provided a great understanding of the course materials.