Students are most likely to say their learning goals have been met when

- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/writing-learning).

How well did you achieve the learning goals of this course?

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Responses</th>
<th>Response Rate</th>
<th>Course Mean</th>
<th>Course Median</th>
<th>STDEV</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did you achieve the learning goals of this course?</td>
<td>13</td>
<td>100%</td>
<td>5.0</td>
<td>5</td>
<td>0.0</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tr>
</tbody>
</table>

Note: 5: Extremely well; 4: Very well; 3: Moderately well; 2: Slightly well; 1: Not well at all;
Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?

Responses

Percent of Class Sessions Attended

About what percent of the class meetings did you attend online?

Responses

Percent of Class Sessions Attended

Student Learning

For information on factors that contribute to students’ learning, please see Interpreting Your Course Evaluation Report (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations).

How much did you learn from this course?

A great deal 92%
A lot 8%
A moderate amount 0%
A little 0%
Nothing 0%

Percent of Responses

How much did you learn from this course?

A great deal 92%
A lot 8%

Percent of Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Responses</th>
<th>Response Rate</th>
<th>Course Mean</th>
<th>Course Median</th>
<th>STDEV 5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did you learn from this course?</td>
<td>13</td>
<td>100%</td>
<td>4.9</td>
<td>5</td>
<td>0.3</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;
Q: What skills or knowledge did you learn or improve?

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</thead>
<tbody>
<tr>
<td>1</td>
<td>I learned about immigration from a factual perspective-- how to situate real economic knowledge with the political discourse we hear on the subject.</td>
</tr>
<tr>
<td>2</td>
<td>How to examine immigration policy from a standpoint of economics, both in a historical and contemporary context.</td>
</tr>
<tr>
<td>3</td>
<td>I learned a lot about the current status and history of immigration in the US and what has been the impact of different policies.</td>
</tr>
<tr>
<td>4</td>
<td>Basic understanding of American immigration system and history. Knowledge of what factors are important to consider, form economic to social and cultural factors. Exposure to research on the topic. A nuanced way to form opinions.</td>
</tr>
<tr>
<td>5</td>
<td>How to apply economics to real world situations; how to consider issues from both a scientific and a personal level, and how to engage in discussions with people on these issues.</td>
</tr>
<tr>
<td>6</td>
<td>I learned the truth about the economic impact that immigrants have on the U.S. labor market.</td>
</tr>
<tr>
<td>7</td>
<td>Immigration statistics, policy memo format/suggestions, guest speakers, current and past immigration policy, disproving immigration myths with facts</td>
</tr>
<tr>
<td>8</td>
<td>Ability to critically read news and research— understand what data is actually saying and what is exaggeration.</td>
</tr>
<tr>
<td>9</td>
<td>I learned facts about immigration--both historical and current. We studied immigration from multiple perspectives--research, public policy, political science, and law. The class offered a comprehensive view of the subject.</td>
</tr>
<tr>
<td>10</td>
<td>Thinking about immigration and economic research</td>
</tr>
<tr>
<td>11</td>
<td>I learned to back my opinions by data and facts, to read analytically and to ask questions.</td>
</tr>
<tr>
<td>12</td>
<td>learned a lot about the different lenses with how we can analyze immigration</td>
</tr>
</tbody>
</table>
Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies).

Overall, how would you describe the quality of the instruction in this course?

- Excellent: 100%
- Good: 0%
- Fair: 0%
- Poor: 0%
- Very poor: 0%

How organized was the course?

- Extremely organized: 0%
- Very organized: 77%
- Moderately organized: 0%
- Slightly organized: 0%
- Not organized at all: 0%

Overall, how would you describe the quality of the instruction in this course?

- Excellent: 100%
- Good: 0%
- Fair: 0%
- Poor: 0%
- Very poor: 0%

How organized was the course?

- Excellent: 77%
- Good: 23%
- Fair: 0%
- Poor: 0%
- Very poor: 0%

<table>
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<tbody>
<tr>
<td>Overall, how would you describe the quality of the instruction in this</td>
<td>13</td>
<td>100%</td>
<td>5.0</td>
<td>5</td>
<td>0.0</td>
<td>100%</td>
<td>0%</td>
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</tr>
<tr>
<td>How organized was the course?</td>
<td>13</td>
<td>100%</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
<td>77%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: 5: Excellent; 4: Good; 3: Fair; 2: Poor; 1: Very poor;

Course Elements

No Data.
Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under “Questions or concerns?” at http://evals.stanford.edu/results/respond-feedback (http://evals.stanford.edu/results/respond-feedback) and write to VPTLevaluations@stanford.edu (mailto:vptlevaluations@stanford.edu).

Q: What would you like to say about this course to a student who is considering taking it in the future?

1. Definitely take it! I had a great experience and Professor Abramitzky is awesome.

2. Certainly take it. The material is fascinating and certainly pertinent. A great way to engage with the more 'social' science facet of economics without needing high level studies in the Econ Core. Prof. Abramitzky is 100% engaged and cares more about his students than any other professor I have met. Furthermore, his effort to bring in guest speakers and expand the breadth of our class was much appreciated.

3. I loved this class! Ran is one of the best professors you could hope for and I thought the course provided a great overview of the issue of immigration from many different perspectives. I would highly recommend for anyone who is interested in how economics can apply to real-world political issues. For those less interested in economics, there is still an incredible amount to learn about immigration in general.

4. Amazing course! I would highly recommend taking it if you are at all interested in immigration and/or economics. Prof. Abramitzky is great!

5. Enjoy, it is an amazing opportunity to be able to take this class!

6. It is a great course to learn about immigration policy. You would learn about history of immigration as well as policies today and what their impact has been by reading related research. There are guest lecturers who will provide great insight about different aspects that tie into the economic policies (such as politics, law, development). Professor Abramitzky is a fantastic lecturer and a very kind person. This is a great course and it's not too technical.

7. Take it! You will love it, even if you know nothing about the immigration system. Take Econ 1. As a freshman, you will enjoy it and learn a lot from your classmates. The class will motivate you to major in Economics.

8. TAKE THIS COURSE! Ran is such a great professor and he's very approachable. He also had the most interesting guest speakers and he brought us food every week. This course is one of a kind and I wish the Economics department would create more courses like this that will interest students without having to take all 5 Econ core classes. Be sure to do all the readings so you can truly get the most out of this course!

9. Definitely take it! Prof. Abramitzky is one of my favorite teachers ever! He genuinely cares about his studying academically and personally. He really cares about his class, and you can tell how much time he puts into preparing lessons. He is also very thoughtful.

10. Take it!! It was an excellent class, a lot of fun, and a good introduction to what you can actually do with an econ major.

11. This course is wonderful. It teaches the facts about immigration from multiple perspectives. The research presentation is great opportunity to focus on your preferred area of interest. Ran is an exceptional teacher.

12. Great course, but would have been nice to get some grades to know how you were doing, as going into dead week not a single grade had been given out. But definitely a great course, and Prof Abramitzky is a great guy and teacher

13. Take this if you get the chance! Ran is so kind, caring, and compassionate. He comes to class every day with food for everyone, and he is more than happy to answer everyone's questions. Ran is supportive and brings in fun guest lecturers in order to show the different perspectives that you can use to analyze immigration.

Q: Would you like to provide any other comments about this course?

1. 2.5 hours works well. Professor Abramitzky is an awesome teacher. Class size is good. I would like to see more courses like this one for frosh and sophomores in the Econ department.

2. Thanks for an incredible quarter, Ran!

3. no
Ran is an amazing professor who really cares about his students and about the subject matter. I highly recommend it to everyone.

**Instructor Added Questions**

**Close-Ended Questions**

No Data.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: VPTL Consultation Request Form (https://jfe.qualtrics.com/form/SV_78KtbL61cEWsO9)