GATOREVALS

Fall 2025 Individual Instructor by Class Number for AEB4242-21589: Internat Trade Policy (Nicholas Haley)

Project Title: **University of Florida GatorEvals – Fall 2025 Main Project**

Courses Audience: **57**	Instructors Audience: **57**
Responses Received: **35**	Responses Received: **35**
Response Ratio: **61.4 %**	Response Ratio: **61.4 %**

Report Comments

INTRODUCTION
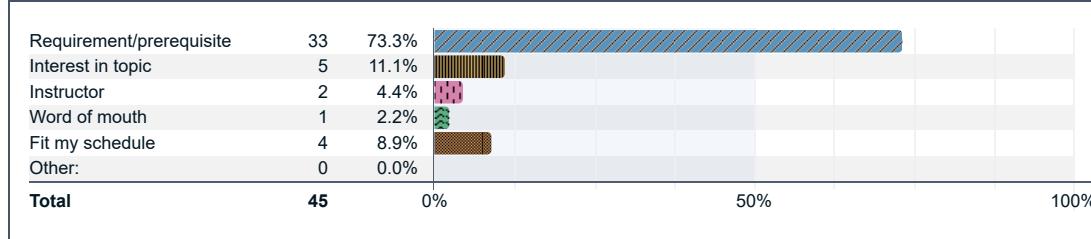
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!
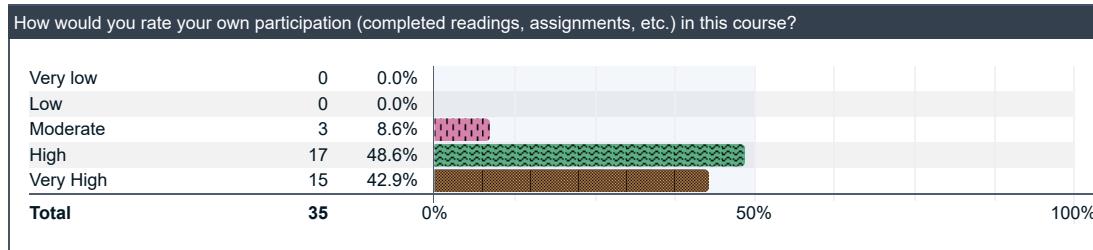
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

Resources to help you with this report:

1. Consult our GatorEvals Guide for interpreting and using teaching survey results.
2. Register for Elevate, a new Center for Teaching Excellence (CTE) initiative to help you create a customized trajectory for professional development, focusing on growth in areas you have identified through self-reflection.
3. GatorEvals offers the ability to opt-in to a midterm evaluation. This formative feedback offers you a chance to address student insights and adjust the course before the term concludes. Reports are only available to you and are not considered part of the T&P process.
4. Register and attend a CTE workshop.
5. Schedule a consultation with a CTE staff member or your internal unit to help you interpret your results and develop a course of action.
6. Visit the CTE Resource Library for additional support.

Creation Date: **Tuesday, December 16, 2025**

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Student Self-Evaluation Questions

Why did you take this course?

Requirement/prerequisite	33	73.3%	
Interest in topic	5	11.1%	
Instructor	2	4.4%	
Word of mouth	1	2.2%	
Fit my schedule	4	8.9%	
Other:	0	0.0%	
Total	**45**		

How would you rate your own participation (completed readings, assignments, etc.) in this course?

How would you rate your own participation (completed readings, assignments, etc.) in this course?		
Very low	0	0.0%
Low	0	0.0%
Moderate	3	8.6%
High	17	48.6%
Very High	15	42.9%
Total	**35**	

How would you rate your own participation (completed readings, assignments, etc.) in this course?

Response Count	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
35	61.4%	4.34	4.35	4.21	4.28	4.18	4.26

University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	SD	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	59.6%	4.65	4.76	0.54	4.63	4.80	4.64	4.82
The instructor explained material clearly and in a way that enhanced my understanding.	59.6%	4.59	4.76	0.66	4.43	4.70	4.44	4.71
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	59.6%	4.62	4.76	0.60	4.57	4.78	4.54	4.77
The instructor fostered a positive learning environment that engaged students.	59.6%	4.71	4.82	0.52	4.56	4.78	4.55	4.78
The instructor provided prompt and meaningful feedback on my work and performance in the course.	59.6%	4.59	4.76	0.66	4.45	4.72	4.37	4.69
The instructor was instrumental to my learning in the course.	59.6%	4.53	4.69	0.66	4.34	4.67	4.35	4.70
Overall	59.6%	4.61	-	0.61	4.50	-	4.48	-
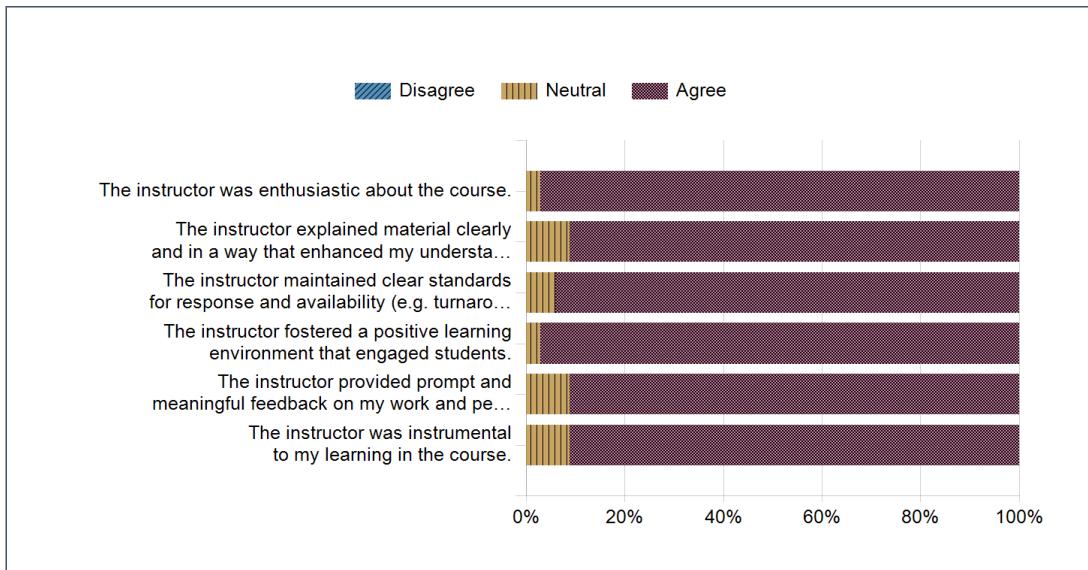
University Core Course Evaluation Questions

|	Response Rate	Mean	IM	SD	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	61.4%	4.20	4.25	0.83	4.25	4.31	4.33	4.46
The course fostered regular interaction between student and instructor.	61.4%	4.29	4.26	0.62	4.20	4.34	4.12	4.36
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	61.4%	4.23	4.33	0.88	4.24	4.35	4.28	4.44
Overall, this course was a valuable educational experience.	61.4%	4.29	4.40	0.86	4.27	4.40	4.35	4.55
Overall	61.4%	4.25	-	0.80	4.24	-	4.27	-

Aggregate Evaluation Results
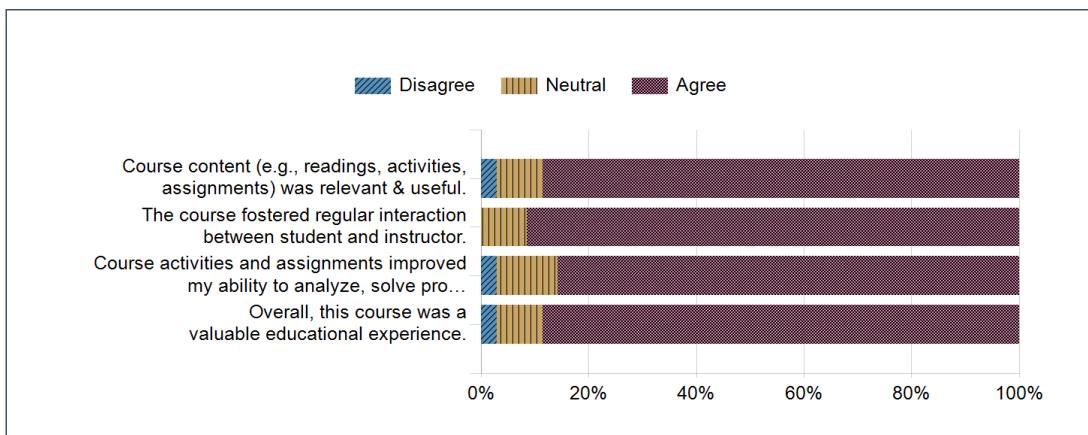
University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".

University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".

Percentages Evaluation Results

University Core Instructor Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	2.9%	29.4%	67.6%	34	4.65	5.00	0.54
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	8.8%	23.5%	67.6%	34	4.59	5.00	0.66
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	5.9%	26.5%	67.6%	34	4.62	5.00	0.60
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	2.9%	23.5%	73.5%	34	4.71	5.00	0.52
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	8.8%	23.5%	67.6%	34	4.59	5.00	0.66
The instructor was instrumental to my learning in the course.	0.0%	0.0%	8.8%	29.4%	61.8%	34	4.53	5.00	0.66

University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	2.9%	0.0%	8.6%	51.4%	37.1%	35	4.20	4.00	0.83
The course fostered regular interaction between student and instructor.	0.0%	0.0%	8.6%	54.3%	37.1%	35	4.29	4.00	0.62
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	2.9%	0.0%	11.4%	42.9%	42.9%	35	4.23	4.00	0.88
Overall, this course was a valuable educational experience.	2.9%	0.0%	8.6%	42.9%	45.7%	35	4.29	4.00	0.86

For additional information and resources in each of these question areas, please visit the GatorEvals Website at
https://gatorevals.aa.ufl.edu/resources--policies/question-set/

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course.

Comment
Enthusiastic and determined to help students.
The way he teaches
interactive and well versed
Dr. Savchenko and the TA Nick were very enthusiastic about the course which made it more enjoyable to be in her class. The way she presented the content was really good, her and Nick taught the content very well.
Nicholas explained concepts clearly and made the material engaging with real–world examples.
He clearly explained the topics and answered any questions from students during class time
This TA was good with presenting slides and making sure they are organized.
Very good at explaining information and presenting.
She was very understanding and enthusiastic about the overall class and material
He was there when Dr. Savchenko wasn't.
Provided helpful visuals, charts, and case studies that made trade theory more engaging.
The instructor's strengths were her clear explanations, her organization, and how approachable she was. She made the material easier to understand and created a supportive environment that helped me learn.
Very student friendly. Willing to answer any and all questions in class.
na
The instructor and TA were extremely good at going through the course material and getting the class to participate.
Taught very well, did interactive PowerPoints which were very helpful
I liked that Nicholas was very straightforward and easy to understand. He didn't need to talk about the topic for the whole class to relay all necessary information and could keep me engaged.
He explained all topics very well and I felt like I learned a lot through the discussion activities he provided.
knowledgable, enthusiastic, understanding
Clear explanations and very organized teaching that made the material easy to learn.
n/a

What additional constructive feedback can you offer the instructor that might help improve the course?

Comment
None
n/a
One of the weeks we had a two part discussion, half in class and half on canvas. I liked how that was done because sometimes you can't make it to in class discussions because of other events such as Career Fair. So having the two part discussion helps us not lose a whole 10 points but at least half so it's not as detrimental on our final grade.
Adding more in–class discussions could help students better connect with the material
I have no feedback to give. I think he did really well teaching the class and engaging with the students. I've talked to multiple other students in the class and they prefer him to teach over the other instructor.
He could improve by speaking more enthusiastically. When he taught he was somewhat monotone and got upset at music outside of the classroom and blamed a student for it so he could improve on that with patience.
keep it up
N/A
He did good.
none
Maybe could add videos in the lectures.
na
Nothing. Nicholas was great.
I have no feedback
I think that Nicholas did a great job and the only feedback I would provide is if he could have been at more classes.
Nothing, he did great!
n/a
More practice examples would make an already strong course even better.
n/a

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Comment
N/A
None
nothing
n/a
I would say assigning policy the policy briefs with more advance than a week. For some of us we had multiple exams on the same week or even day as the policy brief was extra stress that had to be done last minute. For example I had Ag Finance, Econometrics, and Ag Marketing Management exams one day after the other and I had to wait till the night the policy brief was due because I was too busy studying for exams.
A clearer breakdown of expectations for each assignment and due dates would be helpful.
None
Course was good with the case studies but they could be shorter and more concise.
None
N/A
Don't have a policy presentation.
none
The course was well organized overall, but adding a few more videos to lectures could help reinforce the material.
na
The class felt well put together sometimes it felt like communication was lacking through email. I also wish some of the grading was done faster.
I though this class was very well done and organized to understand all course material
The course was very well organized and easy to follow. Adding a few more examples or short review activities could make the material even more engaging and easier to remember.
Not put readings behind a paywall
I liked the assignments we had and think they were all relevant but maybe for the policy briefs and final project it would have been good to go over all our expectations in class or look at an example to know exactly what is expected.
Nothing, I thought the course structure was efficient.
everything is great
The course is well structured; adding a few more examples in the materials could make it even stronger.
n/a

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Comment
key policies, food labeling, food waste, role of WTO, Tariffs, and NAFTA.
Understanding the trade aspect of food and agriculture companies around the world.
Presenting and teamwork
i believe all of the real world trade situations we went over will 100% help me in my future jobs working in markets
Hearing others opinions from classmates about the same topic, it helps you not only understand the material but how to understand what others on a larger scale are thinking about on the topic.
Understanding policy impacts through data analysis and real–world case studies will be very useful in future academic and professional settings.
None
I think that knowing the farm bills and acts mentioned can help me in the future to help maintain info and current things going on in the horse world.
I think the most important is thinking critically and not blindly following one way of thinking when it comes to new policies.
I was able to get an overall better grasp on trade policies.
not much.
The skills I'll use the most are critical thinking, effective communication, and applying concepts to real situations. These will be valuable for both future classes and my professional growth.
The biggest takeaways for me were understanding trade policy concepts, how global markets work, and how different policies affect producers and consumers. Learning how to analyze trade agreements and policy impacts is something I know I'll use in future classes and in professional settings, especially in agriculture and economics–related careers.
na
The group policy project was enjoyable and I liked presenting a real world policy to the class and interviewing faculty for the project
I learned about a bunch of different policies both agricultural and general policies
I learned how to apply economic concepts to real–world situations and analyze problems more critically. These skills will be very helpful for future classes and professional development.
Learning about various policies
Writing policy briefs was something I wasn't too excited about doing but it is something that I will likely be doing in my professional field of work.
Participating in meaningful conversations with peers.
how to write policy briefs and other policies mentioned in the course that I didn't previously know
I learned useful analytical and decision–making skills that will help in future coursework and professional settings.
n/a