Course and Instructor Evaluation Summary  
Department of Economics

Brady, Richard Lee  
ECON 1 - Principles of Microeconomics (C)  
Fall Quarter 2014

Number of Students Enrolled: 142  
Number of Evaluations Submitted: 72

1. Your class level is

45 (76.3%): freshman  
8 (13.6%): sophomore  
5 (8.5%): junior  
1 (1.7%): senior  
0 (0.0%): graduate  
0 (0.0%): extension  
13: [No Response]

2. Your reason for taking this class is

19 (32.8%): major  
7 (12.1%): minor  
25 (43.1%): gen. ed.  
4 (6.9%): elective  
3 (5.2%): interest  
14: [No Response]

3. What grade do you expect in this class?

41 (73.2%): A  
13 (23.2%): B  
1 (1.8%): C  
0 (0.0%): D  
1 (1.8%): F  
0 (0.0%): P  
0 (0.0%): NP  
16: [No Response]
4. Instructor displays a proficient command of the material.

35 (59.3%): strongly agree
21 (35.6%): agree
1 (1.7%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

5. Instructor is well prepared for classes.

40 (67.8%): strongly agree
15 (25.4%): agree
2 (3.4%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

6. Instructor’s speech is clear and audible.

41 (69.5%): strongly agree
12 (20.3%): agree
3 (5.1%): neither agree nor disagree
1 (1.7%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

7. Instructor explains the course material well.

32 (54.2%): strongly agree
19 (32.2%): agree
3 (5.1%): neither agree nor disagree
3 (5.1%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

8. Lectures hold your attention.

22 (37.3%): strongly agree
29 (49.2%): agree
5 (8.5%): neither agree nor disagree
1 (1.7%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]
9. Instructor’s lecture style facilitates note-taking.

39 (66.1%): strongly agree
14 (23.7%): agree
3 (5.1%): neither agree nor disagree
1 (1.7%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

10. Instructor shows concern for students' learning.

35 (59.3%): strongly agree
19 (32.2%): agree
2 (3.4%): neither agree nor disagree
1 (1.7%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

11. Instructor promotes appropriate questions/discussion.

31 (52.5%): strongly agree
19 (32.2%): agree
7 (11.9%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

12. Instructor is accessible outside of class.

29 (49.2%): strongly agree
18 (30.5%): agree
8 (13.6%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
2 (3.4%): not applicable
13: [No Response]

13. Instructor starts and finishes class on time.

36 (61.0%): strongly agree
20 (33.9%): agree
1 (1.7%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]
14. Instructor is effective in promoting academic integrity.

32 (54.2%): strongly agree
21 (35.6%): agree
4 (6.8%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

15. The course material is intellectually stimulating.

23 (39.0%): strongly agree
31 (52.5%): agree
3 (5.1%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]


19 (32.2%): strongly agree
24 (40.7%): agree
7 (11.9%): neither agree nor disagree
1 (1.7%): disagree
2 (3.4%): strongly disagree
6 (10.2%): not applicable
13: [No Response]

17. Required reading is useful.

18 (30.5%): strongly agree
18 (30.5%): agree
16 (27.1%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
7 (11.9%): not applicable
13: [No Response]

18. This course is difficult relative to others.

13 (22.0%): strongly agree
18 (30.5%): agree
15 (25.4%): neither agree nor disagree
9 (15.3%): disagree
2 (3.4%): strongly disagree
2 (3.4%): not applicable
13: [No Response]
19. Exams are representative of the course material.

31 (52.5%): strongly agree
25 (42.4%): agree
1 (1.7%): neither agree nor disagree
0 (0.0%): disagree
1 (1.7%): strongly disagree
1 (1.7%): not applicable
13: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

22 (39.3%): strongly agree
27 (48.2%): agree
3 (5.4%): neither agree nor disagree
0 (0.0%): disagree
2 (3.6%): strongly disagree
2 (3.6%): not applicable
16: [No Response]

21. How many hours a week do you spend studying outside of class on average?

8 (13.6%): 0-1
21 (35.6%): 2-3
15 (25.4%): 4-5
9 (15.3%): 6-7
2 (3.4%): 8-9
2 (3.4%): 10-11
0 (0.0%): 12-13
1 (1.7%): 14-15
0 (0.0%): 16-17
0 (0.0%): 18-19
1 (1.7%): 20 or more
13: [No Response]

22. How often do you attend this course?

0 (0.0%): Very Rarely
6 (10.0%): Some of the Time
54 (90.0%): Most of the Time
12: [No Response]

23. Do you recommend this course overall?

60 (98.4%): Yes
1 (1.6%): No
11: [No Response]

24. Do you recommend this professor overall?

58 (95.1%): Yes
3 (4.9%): No
11: [No Response]

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PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Richard Brady:

- Awesome. Happy I had you.
- can tell that he really wants his students to succeed and knows all about economics
- Cares a lot about teaching and making sure we have enough examples. Attempts to make class more interactive, which is nice.
- Conducts lectures clearly and gives out specific examples.
- Even though Instructor Brady is a new teacher of economics, he does a very good job explaining the materials in a coherent manner. His examples are easy to understand and probe the students to think about the implications of various concepts of economics. However, he should slow down a bit when covering some of the harder concepts. Otherwise, he is very competent.
- First year teaching and he has done a great job. Lectures are engaging.
- Friendly professor
- Friendly, nice, and approachable person. Explains the material well.
- good
- good and patient
- Good instructor but needs to podcast his classes.
- Great
- Great guy! Has big muscles and clearly explains material.
- handsome
- He is an amazing instructor! I can tell he really cares that the class is understanding the material. He explains topics very well and is very knowledgeable. I have always disliked econ but he made it so that it isn't difficult to understand and very straightforward! I would take him again for future econ classes if he taught them. GREAT INSTRUCTOR!
- He is clear and concise. His explanations make sense and are easy to understand. As a first time teacher, he is incredible.
- He is clear in his delivery of the concepts. He cares for his students. One can tell that he wants to be teaching.
- He is great and very knowledgeable. And he has review questions and will be explained in class before exams, which is very helpful.
- He is wonderful!
- He's great
- I know I dosed off in class on multiple occasions, but I want you to know that it is not because I found you boring at all, I just always happen to stay up latest on Monday and Wednesday nights. I liked how your examples included members of the class, that made it more interactive.
• needs to slow down when he speaks sometimes, especially on concepts from elasticity and profit maximization. He should have review sessions outside of class before each midterm too.

• One of my favorite professors. Very clear and easy to understand. Excellent notes and examples given in class.

• Professor Brady seemed like he knew the material very well. He also taught the class in a way that students could easily take notes in which they would need to refer back to during exams. For a teacher who taught for the first time, he was pretty good.

• Professor Brady was one of my favorite professors this quarter and I enjoyed taking his course very much. He was clearly well prepared for class every day and presented the course material in a way that was easy to understand.

• Professor Richard Brady is a great professor over all. He is great at explaining and makes sure we understand it.

• Really good instructor!

• Really good job for his first. Examples given are always easy to follow and enhance understanding. Everybody eats pizza.

• Richard Brady was not a bad professor. I only didn't give him good ratings because I felt he lacked experience in teaching.

• Richard was decent. He should've given more practice problems for the test.

• Sometimes it was hard to read the graphs on the board. Maybe it would be helpful to show them on powerpoint?

• Teaching is clear and easy to understand.

• The way the instructor teaches is really helpful and easy to understand.

• Very knowledgeable of the material and is able to present it in a clear and concise manner. His examples are very helpful as are the review sessions before the midterms.

• Very organized and clear. Approachable as well.

26. Course ECON 1:

• A very good introduction to economics - course structure makes sense.

• awesome

• course is boring unless you find economics fascinating

• Covers a lot of material but is manageable and interesting if you keep up on studying.

• Easy but interesting.

• Fine

• First part of the course was not very hard, but began to become more difficult after a few weeks due to the material.

• Good

• Good class, I wish the class were podcased.
• Good class. I learned a lot

• I don't understand how this class is considered to be compared to the AP Microeconomics test. For the AP test we did not have to know about indifference curves, which was the key concept of the second part of the course. Secondly, we are ending with the effects of international trade, which was definitely not included in the AP Microeconomics material. I got a 4 on the AP Microeconomics test, and I do not feel like this was a very good comparison.

• I enjoyed taking the course and felt that it provided good content for someone with minimal background in economics.

• I like the course. It is an interesting topic.

• Interesting

• Interesting class

• It has good material, takes AP Microeconomics to a slightly more advanced level.

• It is easy to learn basic economic.

• Its easy

• kind of boring but not too bad

• pretty straightforward

• Professor Brady could have assigned homework for the class to make sure that the students fully understood the material, or could have posted a bit more practice problems to the website. I feel as if he could have also explained what certain graphs did and demonstrated the concepts a bit more in depth.

• Relatively easy intro course on macroeconomics.

• The materials are not that hard.

• This course is basic fundamental of economics.

• This course is easy and much of the content is common sense.

• This course provides solid fundamental foundation of microeconomics concepts for its students in an informative manner.

• useful

• Very easy course.

27. Exams/Quizzes/Papers:

• Average in terms of difficulty, but a fair representation of class material.

• covers all we had learnt.
  good

• Doable

• exams are fair

• exams are not too hard if you understand what the professor is teaching.
• exams reflect the material covered in class very well
• fine
• Generally eat if you go to discussions.
• Go to lectures and review carefully, then it will be easy to get a good grade.
• good
• Good
• It is not that hard; attending lectures and spending some time studying the notes will help a lot for preparing for the exams.
• Midterms are representative of the material covered in lecture. However, midterm 2 is significantly more difficult than midterm 1 and had a different format.
• not too difficult
• Not too hard
• Overall very simple and similar to the examples given in class, nothing to trick you.
• reflective in lectures
• Straightforward
• The assignments are mostly indicative of the materials learned. However, I felt that the 2nd midterm’s style of questions are a bit unfamiliar and threw the students off-course a little bit.
• The exams were fair and tested material that was taught in class.
• The exams were not too difficult if the student knew the material well. They were set up to follow what you learned in class, and covered everything that the professor went over in lecture.
• The problems are proper.
• They are fair to what had been taught to that point in the class.
• they contain what the teacher says they will
• Very representative of course material.
• Very straightforward and pretty comprehensive on what we learned.
• We have two midterms and an accumulative final, which reflect the materials covered in lecture.
• Were difficult at times

28. Reading [title(s) and comments]:
• did not read for this class
• Didn't use
• Does not apply.
• Fine

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• Goes along with the material being taught in class
• good
• he should promote reading assignments
• long
• Never had to do it
• Not applicable
• reading the book helps a great deal
• Reading the textbook helps understanding the materials.
• The reading was very easy to stop reading because it hardly ever needed to be used. All the material was covered mostly in lecture, and reading was more of a supplement than a main learning material.
• The textbook can be helpful, but most of the information is taught during class.
• The textbook is helpful - I read it prior to lectures and found that it was an extremely good supplement to what was taught in class.
• The textbook is not generally required for understanding of the basic concepts, for it goes into a lot of details even for very simple concepts. If students have extra time, this textbook would be a great source of additional reading, but is a little bit too long for a busy student to read.

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Economics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.