Course and Instructor Evaluation Summary  
Department of Economics  

Brady, Richard Lee  
ECON 1 - Principles of Microeconomics (A)  
Spring Quarter 2015

Number of Students Enrolled: 289  
Number of Evaluations Submitted: 113

1. Your class level is

54 (50.5%): freshman  
25 (23.4%): sophomore  
20 (18.7%): junior  
7 (6.5%): senior  
1 (0.9%): graduate  
0 (0.0%): extension  
6: [No Response]

2. Your reason for taking this class is

42 (39.3%): major  
4 (3.7%): minor  
28 (26.2%): gen. ed.  
17 (15.9%): elective  
16 (15.0%): interest  
6: [No Response]

3. What grade do you expect in this class?

53 (50.5%): A  
38 (36.2%): B  
8 (7.6%): C  
0 (0.0%): D  
0 (0.0%): F  
5 (4.8%): P  
1 (1.0%): NP  
8: [No Response]
INSTRUCTOR Richard Brady

4. Instructor displays a proficient command of the material.

65 (60.7%): strongly agree
35 (32.7%): agree
5 (4.7%): neither agree nor disagree
1 (0.9%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

5. Instructor is well prepared for classes.

68 (63.6%): strongly agree
31 (29.0%): agree
6 (5.6%): neither agree nor disagree
1 (0.9%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

6. Instructor's speech is clear and audible.

69 (64.5%): strongly agree
31 (29.0%): agree
4 (3.7%): neither agree nor disagree
2 (1.9%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

7. Instructor explains the course material well.

59 (55.1%): strongly agree
36 (33.6%): agree
6 (5.6%): neither agree nor disagree
5 (4.7%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

8. Lectures hold your attention.

35 (32.7%): strongly agree
38 (35.5%): agree
19 (17.8%): neither agree nor disagree
13 (12.1%): disagree
1 (0.9%): strongly disagree
1 (0.9%): not applicable
6: [No Response]
9. Instructor’s lecture style facilitates note-taking.

64 (59.8%): strongly agree
34 (31.8%): agree
6 (5.6%): neither agree nor disagree
2 (1.9%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]

10. Instructor shows concern for students’ learning.

56 (52.3%): strongly agree
40 (37.4%): agree
8 (7.5%): neither agree nor disagree
1 (0.9%): disagree
1 (0.9%): strongly disagree
1 (0.9%): not applicable
6: [No Response]

11. Instructor promotes appropriate questions/discussion.

54 (50.5%): strongly agree
38 (35.5%): agree
11 (10.3%): neither agree nor disagree
2 (1.9%): disagree
1 (0.9%): strongly disagree
1 (0.9%): not applicable
6: [No Response]

12. Instructor is accessible outside of class.

54 (50.9%): strongly agree
36 (34.0%): agree
9 (8.5%): neither agree nor disagree
1 (0.9%): disagree
1 (0.9%): strongly disagree
5 (4.7%): not applicable
7: [No Response]

13. Instructor starts and finishes class on time.

65 (60.7%): strongly agree
37 (34.6%): agree
3 (2.8%): neither agree nor disagree
1 (0.9%): disagree
1 (0.9%): strongly disagree
0 (0.0%): not applicable
6: [No Response]
14. Instructor is effective in promoting academic integrity.

55 (51.4%): strongly agree
44 (41.1%): agree
4 (3.7%): neither agree nor disagree
1 (0.9%): disagree
2 (1.9%): strongly disagree
1 (0.9%): not applicable
6: [No Response]

COURSE MATERIAL ECON 1

15. The course material is intellectually stimulating.

37 (34.6%): strongly agree
40 (37.4%): agree
23 (21.5%): neither agree nor disagree
4 (3.7%): disagree
2 (1.9%): strongly disagree
1 (0.9%): not applicable
6: [No Response]


36 (33.6%): strongly agree
33 (30.8%): agree
14 (13.1%): neither agree nor disagree
6 (5.6%): disagree
1 (0.9%): strongly disagree
17 (15.9%): not applicable
6: [No Response]

17. Required reading is useful.

26 (24.3%): strongly agree
21 (19.6%): agree
29 (27.1%): neither agree nor disagree
8 (7.5%): disagree
3 (2.8%): strongly disagree
20 (18.7%): not applicable
6: [No Response]

18. This course is difficult relative to others.

24 (22.4%): strongly agree
18 (16.8%): agree
33 (30.8%): neither agree nor disagree
23 (21.5%): disagree
6 (5.6%): strongly disagree
3 (2.8%): not applicable
6: [No Response]
19. Exams are representative of the course material.

49 (46.2%): strongly agree
44 (41.5%): agree
7 (6.6%): neither agree nor disagree
4 (3.8%): disagree
1 (0.9%): strongly disagree
1 (0.9%): not applicable
7: [No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

31 (31.0%): strongly agree
40 (40.0%): agree
19 (19.0%): neither agree nor disagree
3 (3.0%): disagree
6 (6.0%): strongly disagree
1 (1.0%): not applicable
13: [No Response]

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

13 (12.4%): 0-1
33 (31.4%): 2-3
37 (35.2%): 4-5
15 (14.3%): 6-7
3 (2.9%): 8-9
2 (1.9%): 10-11
0 (0.0%): 12-13
0 (0.0%): 14-15
0 (0.0%): 16-17
1 (1.0%): 18-19
1 (1.0%): 20 or more
8: [No Response]

22. How often do you attend this course?

15 (14.2%): Very Rarely
33 (31.1%): Some of the Time
58 (54.7%): Most of the Time
7: [No Response]

23. Do you recommend this course overall?

100 (91.7%): Yes
9 (8.3%): No
4: [No Response]

24. Do you recommend this professor overall?

101 (92.7%): Yes
8 (7.3%): No
4: [No Response]

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Richard Brady:

- A good lecturer and will take the time to make sure his students understand the material.
- A very good professor, well informer and knowledgeable teacher who knows how to teach the material in a way that is easily understood and makes the course lectures engaging.
- A very good professor.
- As a new professor, I feel like he has still much to learn on how to teach a class. Making the course based on exams and a final is just not enough.
- Brady is super clear, straightforward, and helpful. He works at a pace that can be a little slow, but that is so helpful once the material gets more difficult. He will not move on until he is sure that he has explained a unit as thoroughly as possible to prevent any confusion. He also podcasts and tapes his lecture so you can rewatch them at home w/ all diagrams, drawings, and examples filmed as well. It is so helpful because you don't have to do any reading in order to understand the material. He does a very good job in teaching everything.
- Brady is very straightforward and doesn't overcomplicate concepts. I tried taking this course before with a different professor and had to drop it but retaking it with Brady was a great decision because I find his lectures a LOT more easy to understand. He is an excellent professor and I would highly recommend him to anyone taking ECON.
- Clear and concise, he doesn't waste time and he always stops to see if we have questions after covering new material. He always gives real world examples and uses our names and hobbies in example problems which is fun. I would recommend him to any of my friends.
- Explains things very well.
- Great Instructor. He cares a lot about his students, and his lectures were on point. He went out of his way to help students.
- Great professor and is able to explain the information extremely well. Highly recommend, tests are extremely fair and great guy, easy to talk to. If you ask, he will explain things a different way and tries to relate all ideas to simple examples in the real world for a better understanding.
- He can be pedantic, so he should learn how to simplify the course's complex ideas with mnemonic devices.
- He cares about student input on his teaching style. I feel like he could have explained things better but he did a good job in general.
- he explained everything really well and his examples really helped me to understand the concepts
- he is a good explainer and his class is well organized. the only thing i would change would be for more study resources on ted
- He is a good instructor with good communication skills.
- He is a very good instructor with clear details and good notes. I like that he did a podcast when someone asked him too. I like that he took responsibility and even remade a review session on podcast by himself when the podcast for the review session didn't work.
• He is great. Very clearly-minded. But I sometimes cannot pay full attention, maybe it's because the lecture time is too long.

• He may be a little boring, but he knows his material and is a fair professor overall.

• He often talks quickly and doesn't write down most of what he says. He doesn't have powerpoints and the material often doesn't match what's in the book, so it's difficult for me to get all the information I need because he doesn't write everything down and he talks so fast. His drawings are not very good and his handwriting is difficult to read. I do appreciate that he podcasted.

• He speaks very clearly, but also very slowly. His voice loses my attention.

• He was a good professor that really explained each topic. I liked that he used real people in his examples during class.

• He was always prepared, he made class interesting by making up examples from volunteers in the class.

• He's a pretty good professor, explains clearly

• I really like Professor Brady. He is very clear in his explanations and is willing to go the extra mile to do stuff for his students (like scheduling am out of class review before the final). He explains the material so well that I get bored when he has to answer the dumb questions other students ask again and again. It's simple math, and the way he explains the material makes it easy to grasp (for me). However, I do wish he would do a few things:
  1. Follow the book - if you take good notes, that isn't always enough to understand/prep to the final, so following the book more would be helpful. I paid $100 for it - please make it worth buying.
  2. Use more examples, especially for the material before the 2nd midterm (law of demand and happiness). I didn't do as well on that midterm because the material was very theoretical and didn't seem applicable until examples were used on the exam.
  3. I know he said this multiple times, but I would like powerpoints. Someone hit my car so I missed class once, and it would have been nice to just go over the powerpoint/annotations from the day's lecture rather than have to watch the recording. I know he doesn't have a computer to use, but I would have let him borrow mine if that's what it took. Powerpoints can be helpful when studying for finals. To encourage attendance, he could use iClicker or only post powerpoints before the final/midterms instead of after lecture.

• Lectures are clear though a bit dry. However this may have more to do with the class subject than the instructor.

• One of the best things about Professor Brady is the fact that he acts proactively on feedback by students, and cares about our feedback in order for us to learn. For example, during Week 2 or so a student asked if the class was going to be podcasted. It was not previously, but Prof. Brady acted on that and was able to get the class on podcast within the next week or so. In my head, I thought, 'oh no, wrong move' because then that meant significantly less people will show up to class, which of course was the case. However, podcasts have been immensely helpful with understanding the harder concepts, so I appreciate Prof. Brady getting on that. Other than that, I find the way Prof. Brady outlines the material he will be going through in class very organized and laid out in a manner that helps with learning. Prof. Brady is also really approachable outside of class, and willing to hold extra office hours if a student is not able to make his regular OH. He is a great professor all around!

• Professor Brady has a genuine interest for Econ and loves teaching his students. He is extremely willing to assist students if they find the concepts difficult to understand.
Professor Brady is a great professor and he has done a great job explaining the materials. The weekly problems he posted online is useful to review for exams. It is also nice that he podcast for all of the lectures, so we can make up for missing details that we didn't catch during lecture.

Professor Brady is a great teacher, he clearly cares about the learning of his students. He makes the class only as difficult as it needs to be for students to learn.

Professor Brady is a very friendly professor who also has a good understanding of the course material. I would highly recommend him. The only thing that keeps him from being one of the best professors that I've had is that his explanations of materials can be slightly confusing, and the lectures can be a bit boring, but beyond that, he does a great job.

Professor is very clear in his explanations. He knows a great deal on the subject matter. He is very organized in his style of teaching and provides enough studying material for the course

Richard Brady was a professor who respects students' autonomous will to learn. His lecture is clear and he uses the projector to share his lecture notes.

Richard is a great instructor. He explains concepts that would otherwise difficult to understand very well and cares about the students doing well. I liked his style of teaching and he held my attention very well.

Richard is an relatively stimulating lecturer and he explains the material in a very understandable way.

The professor is very clear and straight-forward and he does what he can to provide resources to the students. He has video and audio podcasts and online notes for the students which is extremely helpful.

This professor is SUUUUUUUUUUUUPER helpful and nice. He is the most awesome professor I have ever seen. The voices were clear. He concerned about how students learned the materials. The exams were designed so that the scores will be proportional to the effort paid on this course. The lectures were prepared so that everything was on time. Hope he can be the professor of my other classes :)

Uses the overhead projector, doesn't have powerpoint slides. But he is very knowledgeable and kind! Knows his material!

Very approachable, nice, and accommodating. He really cares about students' learning by making sure they understand the topics taught in lecture. Lectures and review sessions are podcasted which is really helpful especially to those who can't make it to review sessions. Would definitely take his class again.

Very clear and concise instructor, great at delivering concepts with a way to relate back to the listeners. Very easy to understand due to the examples.

Very clear, love his way of teaching by writing everything down so students don't miss any material information. The video podcasts are very helpful

Very good professor, but needs to go over the material a little faster.

very very good instructor. He teaches very well and with lots of useful examples. He patiently explains everything in the email and office hour. All the best to my favorite professor

26. Course ECON 1:

A very good course to introduce economics. I learned a lot and the course is very interesting.
boring class, but fairly easy

Course is relatively hard, but if you study you should be fine.

Course was fun, understanding basic economics was nice, helps in weird things like understanding video game economy.

Easy material if you seen in before in high school but still some new concepts and ways to go about solving economic issues and understanding how the economy works.

Easy materials, but must be really careful when doing exams.

Econ 1 info.

ECON 1 is a class that does a great job explaining concepts of economics to those who are interested in learning more about the subject, but who do not have any background knowledge in it.

Econ 1 is a difficult course and needs time and patience to get through it. However, after doing enough practice questions, most people should be able to understand it.

ECON 1 is a lot of information but with the right prof it isn't too bad.

Econ 1 is very concept based and was more difficult than I thought it would be.

Econ 1 was pretty good. Not too bad on the difficulty and very interesting when it actually applied to life. It's micro, so small business examples in the book would have been nice but I understood most of it.

Econ is a hard subject in general. Unless you have a general passion towards it, I would not suggest majoring in it.

Good introduction class. A lot of interesting concepts.

I enjoyed Econ 1. Having taken a microeconomics class in high school, most of this material was review but went more in depth. The class covered the key concepts very well.

I find this course personally relevant towards every day budgeting and investing.

i think it is a valuable course for everyone not just econ majors, it teaches the basics of economics which is valuable for anyone

I took this course thinking that it would lead me into the major, but I found myself disinterested.

Interesting and well organized.

It was okay.

It's completely obnoxious having no idea where you stand in regards to other students. I don't know if my grades will lower dramatically because lower grade students drop the course or how well I need to do on future exams to get my grade up.

It's relatively simple, but I believe I'm one of many people who felt like the second midterm was deceivingly harder than the first. The material hadn't seemed that much harder but the exam certainly was. Also I wish it wasn't taught on a curve where only a certain # of people can get an A, a B, etc.

Its really boring in my opinion.
• Straightforward class, not too hard if you've taken macroeconomics

• the class was incredibly slow for the first half but then out of nowhere it got really fast paced and complicated for the second exam. I feel like material from the second test should have been introduced before the second exam to even that out

• The course is a fairly standard econ class. No complaints.

• The course is fun for me as a STEM major because it is interesting and not too difficult. I enjoy going to class and learning the material.

• The course materials needs to be explained clearly and to be practiced in order for us to understand.

• This course teaches basic concepts in economy. Every one wants to major or minor in Economics must attend this course.

• very good course with some basic econ stuff.

27. Exams/Quizzes/Papers:

• 2 midterms, and the exams were representative of the course material.

• Everything touched on in class is used on the exams in one form or another, but not in a cookie cutter way. Nothing he lectures on is superfluous on the exam

• exams are closely related to the material

• Exams are difficult because of time crunch and they are often really long.

• Exams are difficult but represents the material taught in class.

• exams are fair

• Exams are perfect for this class because they are really made to test your learning, they aren't made to trick you or confuse you.

• Exams are really fair because Prof. Brady posts weekly discussion questions that are great practice for the exams. In addition, Prof. Brady always gives us a review outline to refer to, which consists of topics that will be covered in the exam, which is really helpful too!

• Exams for the class make up the entirety of the class grade and are extremely difficult. The class is curved however, but how I feel about the class will depend on how nicely the class is curved.

• Exams were extremely fair and represented the material presented in class.

• Exams were fair and covered the material covered in lecture and discussion.

• Exams were fair but a little confusing in the wording of problems.

• Exams were fair.

• Exams were great - very user-friendly and representative of the course material. I had no problems with them - only reason I didn't do as well as I would have liked is the material was very theoretical at times and the exams used examples. Kind of a disconnect, but it happens.

• Exams were hard.
Exams were relevant to course material and more mentally stimulating than multiple choice questions.

Extremely representative of the course material but must go to discussion. The lecture material is more conceptual while the exams take that knowledge and force you to apply it. Great use of critical thinking.

Fair enough. Covering content was worrisome only because it would feel like there's a lot, but setting aside a few days for review, refreshing the material isn't hard and re-learning should be easy.

Fair exams.

first midterm was straightforward and easy, second midterm was surprisingly hard... very very hard.

here were no quizzes or papers which was nice but it also put a lot of weight on the midterms and final.

Just the materials from the lecture.

Kinda hard. Very dependent on curve.

On the exams he prints them using only one side of the page and he once gave out 3 extra sheets of paper with each exam. I know that he is trying to provide us with scratch paper, but I wish he would have just had extra paper available to give out instead of giving it to everyone. I did not use the extra paper, so it just went to waste. UCSD has a detailed Climate Action Plan that includes encouraging departments to print less and use less paper, and it's discouraging to me that he gave out so much extra paper. I know he was trying to be helpful, but he didn't show much regard for environmental impacts.

Practice the problem sets he posts and go to section!

The exam is representative of the course materials and we are able to finish the exam within limited time.

The exams are not very hard if you understand every basic concepts taught in class. No quizzes, only 2 midterms and 1 final.

The exams are the right level of difficulty and test what is gone over in class.

The exams were representative of course material.

To ensure that students' instruction correlates to the tests grader's standards, I suggest the course graders should either also be teacher assistants or communicate with the teacher assistant so as to prepare the students for the test grader's standards and preferences.

Two midterms and one final. I like that it was focused on tests rather than attendance or anything so that I may focus on other things and this when I need to.

Very appropriate. There are never any surprises, as Brady tells us exactly what we should know/understand.

very close to the practice questions. Fair and easy as long as go to the lecture and do the practices.

Very difficult.

Very fair.

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• Very straightforward. Study the final/midterm review guides and you'll be fine.

28. Reading [title(s) and comments]:

•
• Book was useful, especially in the beginning of the course.
• I did no reading only attended lectures, the podcasts were very helpful
• I didn't do any reading even though I did rent the book.
• I didn't get the book, so I don't know
• I wish he would've told us that we wouldn't really need the textbook. I bought it for over 100 dollars and we've never needed it.
• no reading
• no reading at all
• no required readings
• Not extremely useful because the teacher is a great lecturer but can be extremely helpful to get a different perspective and explanation on hard topics.
• Reading is optional though it should be required.
• Readings are not mandatory but very helpful
• Somewhat helpful, if you felt lost you could always refer to the book at a back-up plan, not too important.
• TED Materials were helpful to prepare for exams.
• The assigned reading for this class is extremely helpful, and I'm thankful for the resource.
• The book is relatively auxiliary compared to the class. We can directly watch the podcast video again online.
• The econ book wasn't super helpful as the professor digressed into topics that the book did not cover - I wish that hadn't happened so I could have reviewed for tests better. Books are useful, but not if they aren't referenced and are too expensive.
• The reading is useful for studying and reviewing for exams.
• The readings are an easy read that well delves into the ideas that the professor will later expounds on.
• The textbook is not necessary for the course due to the generality of the course.
• While the textbook is not necessary to read in this class, it is helpful because it goes more in depth than some of the lectures.

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.