



To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 85 students enrolled, 58 responded (68%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.3
Overall Ratings		
B. Excellent Teacher	4.6	4.5
C. Excellent Course	4.5	4.4
D. Average of B & C	4.6	4.5
Summary Evaluation (Average of A & D) ¹	4.5	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)		
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)											
Higher Next 20% (56–62)	59	57	56	55	59	57	58	56	59	57	
Similar Middle 40% (45–55)											
Lower Next 20% (38–44)											
Much Lower Lowest 10% (37 or lower)											

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	59	56	58	56	62	58	60	57	60	57
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
 Economics

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer to the **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.3	3%	88%
2. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.3	2%	88%
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Minor/None				
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	Minor/None				
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.2	4.3	5%	76%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.4	4.3		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adj.	Raw	Adj.	Raw	Adj.
59 Higher	55 Similar	58 Higher	54 Similar	NA	NA
61 Higher	58 Higher	60 Higher	56 Higher	NA	NA
56 Higher	57 Higher	58 Higher	59 Higher	NA	NA
59	57	59	56	NA	NA

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.0
15. I really wanted to take this course regardless of who taught it.	3.7

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline		Your Institution
61	Higher	58	Higher	NA
57	Higher	62	Higher	NA

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	2	5	15	36	0	4.5	0.8	59	55	4.0	4.1	NA
2. Learning fundamental principles, generalizations, or...	0	1	6	14	37	0	4.5	0.8	61	58	3.9	4.1	NA
3. Learning to <i>apply</i> course material (to improve thinking, problem...	0	2	7	16	33	0	4.4	0.8	NA	NA	4.0	4.0	NA
4. Developing specific skills, competencies, and points of view...	0	2	8	15	33	0	4.4	0.9	NA	NA	4.0	3.9	NA
5. Acquiring skills in working with others as a member of a team	4	11	13	13	17	0	3.5	1.3	NA	NA	3.9	3.7	NA
6. Developing creative capacities (writing, inventing, designing,...	8	12	13	8	17	0	3.2	1.4	NA	NA	3.9	3.2	NA
7. Gaining a broader understanding and appreciation of...	6	9	12	12	19	0	3.5	1.4	NA	NA	3.7	3.2	NA
8. Developing skill in expressing myself orally or in writing	6	9	16	11	16	0	3.4	1.3	NA	NA	3.8	3.4	NA
9. Learning how to find and use resources for answering...	3	5	8	20	22	0	3.9	1.2	NA	NA	3.7	3.7	NA
10. Developing a clearer understanding of, and commitment to,...	4	8	14	15	17	0	3.6	1.2	NA	NA	3.8	3.6	NA
11. Learning to analyze and critically evaluate ideas,...	0	3	11	16	28	0	4.2	0.9	56	57	3.8	3.8	NA
12. Acquiring an interest in learning more by asking my own...	3	2	7	19	27	0	4.1	1.1	NA	NA	3.8	3.7	NA

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	1	15	26	16	0	4.0	0.8	61	NA	3.6	3.8	NA
14. My background prepared me well for this course's requirements.	0	5	15	21	17	0	3.9	0.9	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	4	5	13	16	20	0	3.7	1.2	57	NA	3.3	3.2	NA
16. As a result of taking this course, I have more positive feelings...	1	1	14	12	30	0	4.2	1.0	55	51	3.9	3.7	NA
17. Overall, I rate this instructor an excellent teacher.	1	1	4	10	42	0	4.6	0.8	56	55	4.2	4.1	NA
18. Overall, I rate this course as excellent.	1	0	7	13	37	0	4.5	0.8	59	57	3.9	3.8	NA

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 4506
Discipline code used for comparison: 4506



Thomas, Michael
APEC, ECN 2010
Introduction to Microeconomics
Utah State University
11-21-2011 - 12-09-2011
Local Code: 40325000

What aspects of the teaching or content of this course do you feel were especially good?

- I really, really enjoyed the lectures. It was always thought provoking and there was variety. I thought the test was appropriate and I felt this course pushed me in a good way. The reading load was also just right for a course like this.
- I felt the problem sets and real life examples were really helpful when preparing for tests. I could definitely tell the professor enjoyed teaching the class and wanted the class to succeed.
- Professor Thomas is enthusiastic about economics and presents the material in a way that is easy to understand.
- I loved this class. The way the teacher taught it brought econ to life for me. He was really good at re-explaining the subject until we all understood it. He is also very student focused and made sure that everything was fair and worked in our favor, but still challenged us at a time.
- I especially liked the problem sets. They were very beneficial in preparing for the tests because it walked us back through the chapters.
- I feel like our instructor was very knowledgeable about the subject and could relate it well to our current lives and situations. I liked the weekly quizzes because they ensured I continued to learn on my own.
- Everything! And Canvas was a really good tool.
- Dr. Thomas is a great teacher. He comes to class very prepared with many examples that help students understand what is being covered. He is very concerned with how students are performing and makes sure things are understood before moving on. He also didn't expect us to do things that he wasn't willing to do. I really enjoy his class and respect him greatly as a teacher.
- Very thorough lectures of each chapter we were tested on, very accessible text and very accommodating professor who made it clear he cared about the students even more than the material.
- He really took the time to help us learn the concepts. He would go out of his way to personally hold study sessions before the exam and answer my questions. He has, by far, been the best economics teacher that I have had.
- Professor Thomas is excellent. I really liked how he tied in economic examples with things that we see in every day life. The problem sets also helped to cement the knowledge.
- The lectures were really engaging and well prepared. The philosophy of economics was well established.
- Very good at explaining the subject matter. I also like the flexibility in the grading.
- His method of teaching is good. Gave us plenty of supplemental study information and the weekly quizzes helped a lot too.

What aspects of the teaching or content of this course do you feel were especially good?

- The course material was presented very well. really good lectures. Problem sets were key in this course. good job. I wouldn't change anything about them
- Professor Thomas's way of conducting class and his grading system were great. He is the most fair and caring professor I have had so far. He takes the time to answer questions and make sure the class knows what is coming so that they aren't surprised by anything on the test.
- I appreciated his enthusiasm, especially since this subject tends to be dull. The lectures were helpful and interesting.
- The speed at which the course was taught was perfect. I understand that this was a large group for this class, but he did well at getting to everyone, assuming they wanted the help.
- The instructor explains concepts very well and clearly and gives lots of opportunities to do well in the course. He reduces stress as much as possible.
- The use of examples and thorough explanations
- Clarity and real world application. My best teacher at Utah State yet.
- This professor goes out of his way to make sure that the class understands the things being discussed in class. I feel like he makes it near impossible to struggle. He is very pro-active and aware that we have other classes besides this one and he tries very hard to accommodate us.
- Prof. Thomas was always willing to answer questions and help students understand concepts.
- This has been my favorite course that I have taken at USU thus far. Professor Thomas has done an incredible job teaching us about economics and helping us be able to apply to our lives and see examples of it in real life. I feel that he did a very great job teaching this course.
- Application
- Michael Thomas has been my favorite instructor here at Utah State. He is so good at getting you to think about the material in a way that you can apply it in reality. He is very good at explaining for understanding and he wants his students to succeed. He is always willing to help his students.
- Not much, test question were out of this world difficult, he would say that 2 answer were right and that 1 is good and 1 is better and we need to basically pick his brain to figure out which one he thinks is better. makes us feel that if we had a different teacher that the answer could be different. he joys in not having a high test average. talks at a level of his PHD and makes things very hard to understand. thanks to the book I have managed to do alright in this class
- Michael did a great job of teaching the concepts and really applying the information covered in the course.
- I thought that the teacher was good about helping the class learn by leading discussions involving the students thinking and asking questions so they actually learn. Also the book was the best textbook I've ever learned from because it was simple enough that I could see how the info was actually relevant and applied in real life.
- Absolutely great teaching method. tough but good.

What aspects of the teaching or content of this course do you feel were especially good?

- He was very specific in answering my questions and provided lots of extra resources and study materials that helped solidify the concepts
- The professor provides the problem sets and practice exam to work on as a group; this helps a lot for learning material and prepare for the exams.
- Everyday the professor what enthusiastic about his work and his lessons he had planned out. He was on task and was always willing to help out any students with questions or confusions.
- I really appreciated the incentive of being able to drop the final if i did well on the first two exams. That was an excellent application of economics to real life.
- Examples were great, teaching methods were great. The home work wasn't busy work but, it helped you remember what you needed to by repetition.
- The material was presented in a very good way. He mentioned important subjects numerous times. He was always willing to help us, even though he didn't have to he held study sessions himself before each midterm so we could ask questions and feel much better about the exams. He had control of the class even though we were kind of large, and he kept everyones attention and we had a good time.
- The discussions were engaging and the text was actually useful, and concise. It was nice because the setup and pedagogy used enabled me to study the text on my own time, and then just absorb the lecture like a sponge. As long as I stayed engaged and I took notes from my reading I didn't need to take notes from the lecture as it was a compliment to the reading and allowed me to apply the text so that I could get a further understanding. I always imagined that a university class would be like this but sadly few have.
- Examples were fantastic! i really learned the material... videos in class also helped to demonstrate and teach material. ie. traffic lanes or sienfield
- Interesting content in the course. I liked the flow the course took.
- There was a great deal of flexibility in the course as far as assignments go. Helping to relieve stress as I am taking many other difficult classes
- Dr. Thomas is an excellent instructor. His knowledge and delivery of course material excellent. He also went out of his way on many occasions to make himself available to students. Kudos.
- Michael Thomas did a great job at great job and making the class interesting and fun. I took an online econ class prior to this and did not enjoy the subject, but he has truly turned my feelings toward this subject around.

What changes could be made to improve the teaching or the content of this course?

- The only thing that I would change is that the problem sets were beasts so a little toning down on those but that would be my only suggestion.
- Make sure everything on the test is covered in class. It's annoying getting to a test and being tested on things that weren't ever discussed. I know a few other students have also had this complaint.

What changes could be made to improve the teaching or the content of this course?

- I understand the concepts being taught, but sometimes the multiple choice questions make me second guess myself. I am able to narrow it down to two answers, but after that point, it is difficult to know which answer is more correct in Professor Thomas' perspective.
- The only change for me would be how the tests are worded. There is so much real application in that class that makes econ easier to understand, but when it came to the tests, we were tested more on the details that were taught in the book than all the application stuff we had been learning.
- None. Micheal was great!
- The class discussion does not relate to the problem sets. We learn a lot of theory in class and application to our situations, but we don't learn the equations and math behind it all yet our problem sets and some of our tests are mainly focused on the mathematical applications of what we've learned even though neither the professor or the book teaches that very well.
- nothing!
- The only thing I can think of is sometimes students had some ideas and things that they wanted to discuss in class and this would get us off subject for a little.
- Perhaps having 'problem set' specific supplemental instruction sessions
- In his effort to have us to build intuition about the concepts, he would answer our questions before the exam in a vague way. I would already be confused about the concept and then he would add to the confusion. He wouldn't purposely try to confuse us but sometimes we ended up confused anyway.
- Give more time to the application of the theories and show during class some of the things that you only talk about if we come to office hours.
- none
- His explanations need to be more simple. Sometimes it felt like he assumed we knew what he was talking about with specific terms or words and we had no clue what was going on. He wouldn't answer questions well sometimes, wanting us to instead go find the answers for ourselves which, to a point, I totally agree with but sometimes you just need help from the teacher. He wouldn't give that.
- The textbook doesn't cover the cost curves the same as in class lectures and it was hard to study those subject. a lot of students I did the 2nd problem set with also struggled.
- Overall I found the class was excellent. One thing that would have helped is to be reminded more often about the weekly quizzes. I found myself forgetting to take them on occasion and I think this was detrimental to my final grade. This is sort of a ridiculous request, I know, because it is definitely my own responsibility to take care of this kind of things, but it wouldn't hurt to have a reminder on the day of the quiz.
- Nothing really. It was all really well done.
- Lectures are a bit dry and longwinded at times...some variety (i.e. economic videos, presentations, etc.) would spice it up and make classtime more enjoyable.

What changes could be made to improve the teaching or the content of this course?

- Reminders of quizzes
- Chapter quizzes were impossible. I would read a chapter twice and still fail the reading comprehension quizzes. Everything else was perfect.
- He's an amazing teacher! No changes need to be made.
- None.
- Honestly, I don't have any complaints about this class. It was very well taught.
- Correspond tests with teaching method.
- I have no suggestions. I feel that the teaching method is excellent. Classes like this make me feel like I am not wasting my money on tuition.
- tons of things, too much to write about
- More references could be made to the readings in the text book in order to better integrate the information covered in class with the material read.
- I would appreciate the teacher being more willing to expound and review basics in class no matter how far back the material is behind where the class is currently.
- I don't see any so far
- Not much can be changed, except that the time consuming is difficult.
- Nothing, the course was fantastic.
- Maybe some more practice exams, or practice quizzes.
- Nothing, he did an amazing job
- Only thing I would change are the desks in the room aren't as nice as the setup on the ground floor.
- none.. i thought it was a great learning experience and understood very well what was being taught and what the requirements were for the class
- nothing
- Sometimes questions on problem sets and exams seem a little too hard to figure out.
- Class size was too large. With smaller classes, there is more opportunity for discussion and engagement.
- Awesome class.

Comments: Use the space provided in the text area below for your comments.

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- I really enjoyed this course. I thought that class was so interesting. I never when away from this class thinking this was a waste of time and this was the first class of the day for me. The quality of this course was the highest that I have had so far and I hope to be able to have for another econ class from this professor.
- The professor was fantastic. He took concepts and taught them simply, and efficiently. I couldn't have asked for better. Thank you.
- I learned a lot from this class, but I don't feel like going to class helped me do the problem sets or parts of the test.
- Great teacher! Would take any of his classes.
- Dr. Thomas had a positive effect on many students in the class that positively influenced our view toward the field of economics
- He was an exceptional Professor
- This was an excellent course. Professor Thomas is now my new favorite professor and I look forward to taking more classes from him in the future. Thank you!
- Difficult class, but he did a good job explaining most concepts. Thanks for this class Professor Thomas.
- Very good class. Helped me appreciate and love economics even more! I enjoyed it very much!
- Due to this course I have a much greater knowledge of and interest in the field of economics.
- supply curve is upward sloping, the demand curve is downward sloping. Mission accomplished
- Overall, this is a great class. However, sometime it's hard to follow the lecture because it is sort of a new material to learn.
- Great job Mr. Thomas!
- Great Teacher, great course
- He has been my favorite professor here at Utah State
- I appreciated the setup of the course where it forced me to read the book every week. I know without it I would have slacked off on at least one of the tests.
- You are a wonderful teacher and helped me to understand and obtain a greater knowledge of economics... your teaching style is great and allowed for critical thinking and problem solving to help emphasis the point. you did great!
- Prof. Thomas was great to work with.
- Excellent course.