

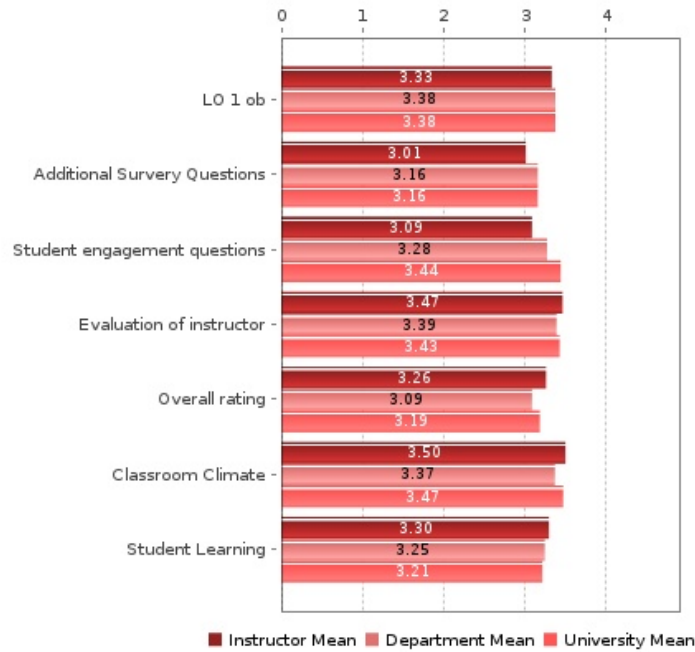
Teaching Evaluation Summary (201710)

Ratings Summary

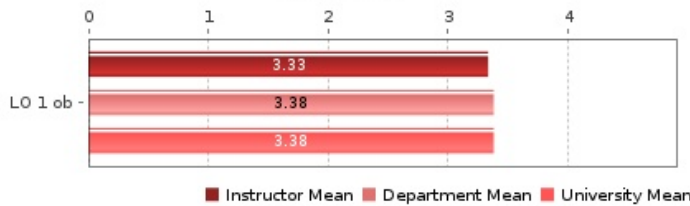
Instructor: **Lebesmuehlbacher, Thomas**
 Subject: **ECO**
 Catalog & Section: **201, D**

Course Title: **Principles Of Microeconomics**
 Enrollment: **35** Responses Incl Declines: **19**
 (Declined: **0**)

Elements of Instruction



LO 1 ob



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
LO 1 ob	51%	3.33	3.00	0.47	0	0	0	12	6	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

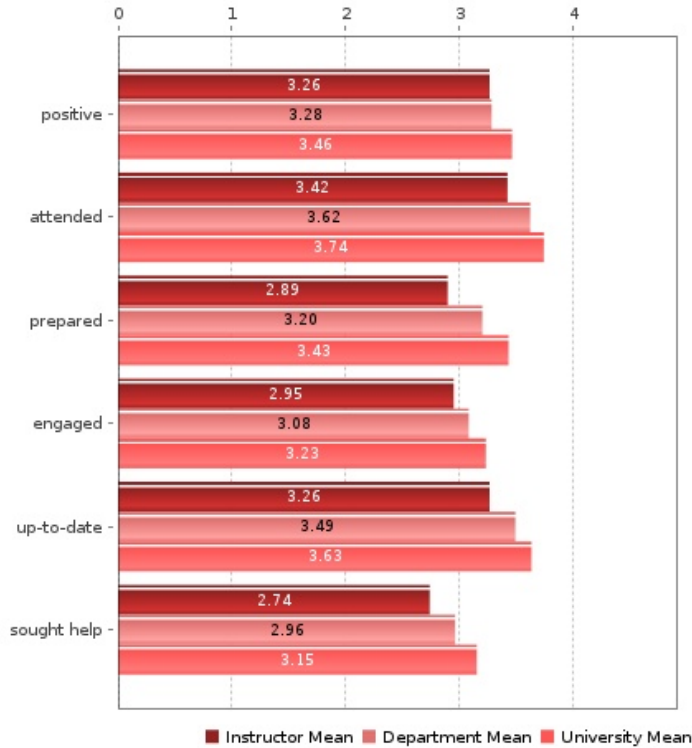
Additional Survey Questions



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Think critically	54%	3.42	3.00	0.49	0	0	0	11	8	0
Examining assumptions	54%	3.21	3.00	0.61	0	0	2	11	6	0
Engagement with others	54%	2.47	2.00	0.82	0	1	11	4	3	0
Issues and perspective	54%	2.95	3.00	0.76	0	1	3	11	4	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student engagement questions

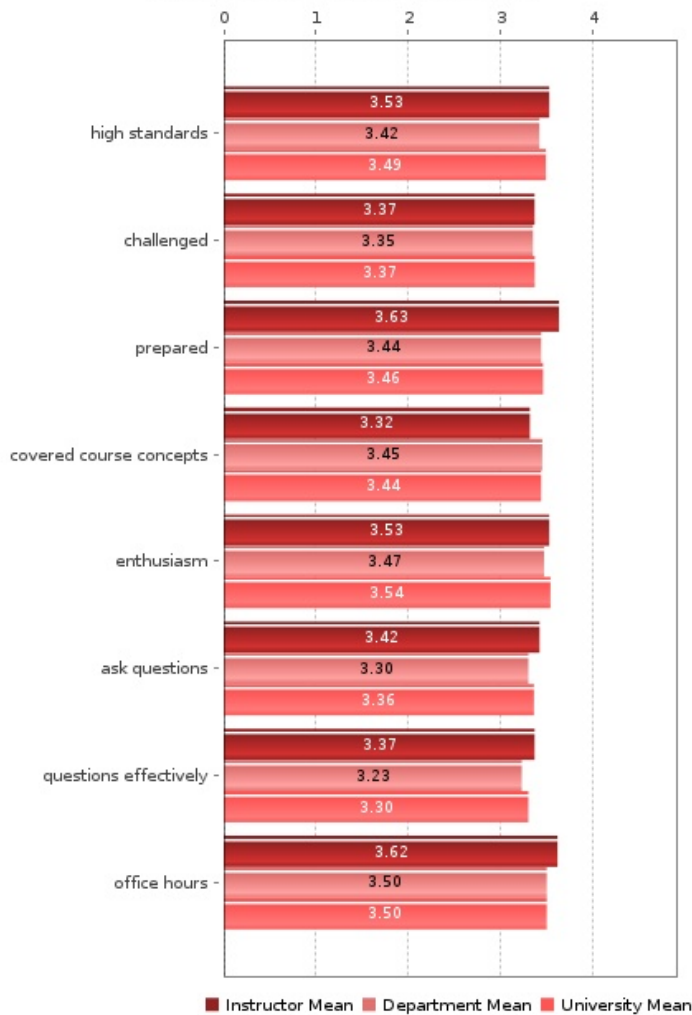


	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
positive	54%	3.26	3.00	0.64	0	0	2	10	7	0
attended	54%	3.42	3.00	0.59	0	0	1	9	9	0
prepared	54%	2.89	3.00	0.85	0	1	5	8	5	0
engaged	54%	2.95	3.00	0.76	0	0	6	8	5	0
up-to-date	54%	3.26	4.00	0.96	0	1	4	3	11	0
sought help	54%	2.74	3.00	0.85	0	1	7	7	4	0

Scales:

0.0 - Never; 1.0 - Rarely; 2.0 - Sometimes; 3.0 - Often; 4.0 - Always; -1.0 - N/A;

Evaluation of instructor



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
high standards	54%	3.53	4.00	0.50	0	0	0	9	10	0
challenged	54%	3.37	3.00	0.58	0	0	1	10	8	0
prepared	54%	3.63	4.00	0.48	0	0	0	7	12	0
covered course concepts	54%	3.32	3.00	0.73	0	0	3	7	9	0
enthusiasm	54%	3.53	4.00	0.50	0	0	0	9	10	0
ask questions	54%	3.42	3.00	0.59	0	0	1	9	9	0
questions effectively	54%	3.37	3.00	0.67	0	0	2	8	9	0
office hours	54%	3.62	4.00	0.49	0	0	0	5	8	6

Scales:

0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

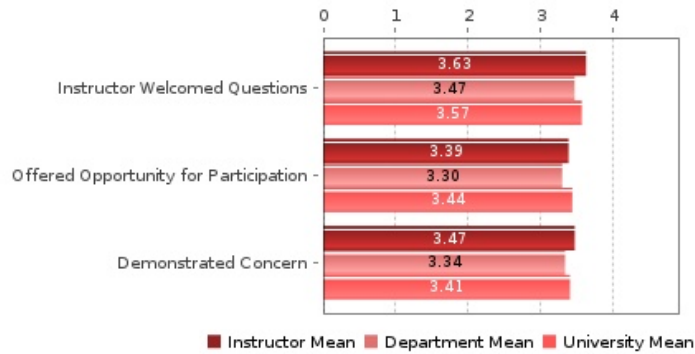
Overall rating



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0
Overall rating	54%	3.26	3.00	0.71	0	0	3	8	8

Scales:
0.0 - Unsatisfactory; 1.0 - Poor; 2.0 - Average; 3.0 - Good; 4.0 - Excellent;

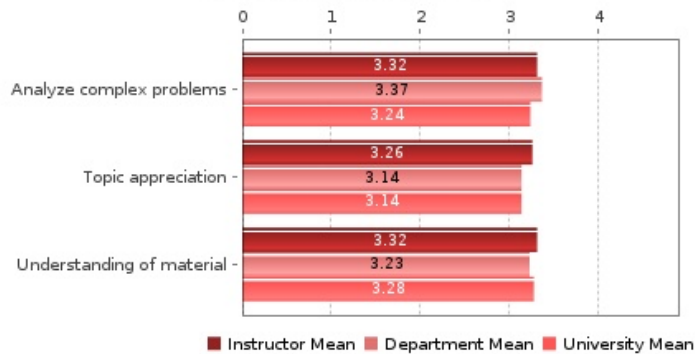
Classroom Climate



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Instructor Welcomed Questions	54%	3.63	4.00	0.58	0	0	1	5	13	0
Offered Opportunity for Participation	51%	3.39	4.00	0.89	0	1	2	4	11	0
Demonstrated Concern	54%	3.47	4.00	0.68	0	0	2	6	11	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student Learning



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Analyze complex problems	54%	3.32	3.00	0.57	0	0	1	11	7	0
Topic appreciation	54%	3.26	3.00	0.96	1	0	1	8	9	0
Understanding of material	54%	3.32	4.00	0.86	0	1	2	6	10	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Teaching Evaluation Summary (201710)

Instructor: Lebesmuehlbacher, Thomas
 Subject: ECO
 Catalog & Section: 201, D

Ratings Summary

Course Title: Principles Of Microeconomics
 Enrollment: 35 Responses Incl Declines: 19
 (Declined: 0)

Major	Expected Grade	Classification	Course required
ACC	0%	A 0%	Freshman 26% Yes 39%
DSC	0%	A 18%	Sophomore 68% No 61%
ECO	16%	A- 12%	Junior 5%
FIN	5%	B 24%	Senior 0%
HR	0%	B 18%	Graduate 0%
M&O	0%	B- 24%	
Interdisc Bus. Mgt.	0%	C 0%	
MIS	0%	C 6%	
MKT	5%	C- 0%	
Supply Chain	0%	D 0%	
Outside FSB	74%	D 0%	
		D- 0%	
		F 0%	

1. ECO Questions

“In this course I identified and applied economic principles to solve problems.” Clearly explain why you agree or disagree with this statement.

- n/a
- The professor often takes an example that helps us understand
- This is certainly true. I am not certain how to explain this.
- I agree because we did so many examples so I feel like we learned to solve problems not just survey information.
- Learned and identified economic principles in power points gone over in class and then applied what I learned in the homework and on in class problems.
- We learned how economics could be applied to a broad range of topics and ideas
- no reason, just agree.
- agree
- professor tries his best to connect principles to our life
- We learned how to analyze economic data extensively
- I learned many economic principles that we constantly addressed throughout the semester. The ideas built off of each other.
- Yes, that was how the class worked
- I agree for the most part with this statement I feel like Thomas did a really good job in the way he presented the information, and made himself available for questions and going over topics again and again.

2. Comments

Which aspects of this course/instructor led to a valuable learning experience?

- 1. active passion of the instructor on class materials during class
2. powerpoint
3. examples from the real world that relate to the class concept
- In-class games.
- The instructor was clearly knowledgeable and helpful
- Felt like I could always ask questions and in class we often had activities to get involved to see what we knew. Also, provided good materials to study for the exam
- When he used kahoot. This helped me to engage in the course better.
- exams
- good
- The exercises and talks about movies was very effective in providing real life applicability.
- Thomas was always thinking of new ways to actively engage students in the coursework. From lectures to games, he tried everything and always made it an interesting class.
- It was nice to have access to the slides during class
- Thomas made himself available to his students during office hours and by appointment. Also, he presented the information not only using lecture style but fun activities and short videos as well as movies.

Which aspects of this course/instructor need to be improved to increase the value of the learning experience?

- the class atmosphere was not well contributing to an active student participation. Any more engaging/activities during class could bring up the atmosphere positively
- Explaining the concept more clearly.
- THE BEGINNING OF THE COURSE IS TOO FAST. THE EXAMS DO NOT MATCH THE HOMEWORK ASSIGNMENTS
- Slow do the power points a little bit. Sometimes had trouble making connections as fast as we were going through the slides
- More detailed problems. I felt like the lectures covered the broad ideas but the exam covered more details.
- powerpoint
- good
- More engaging lectures, was very dull and easy to lull asleep and miss things
- Better reviews before and after exams would be extremely beneficial as much of the material continues to be built on after we test on it.
- I did not appreciate having to solve problems not explicitly explained on the exam

Please write any additional comments or suggestions.

- no
- If the instructor were to slow down and actually teach the slides instead of rushing through them, people would do much better on exams.
- I think the instructor should give students more assignments.
- good
- more student engagement, I think like half the class dropped and of the ones who didn't only like 5 of us ever talked

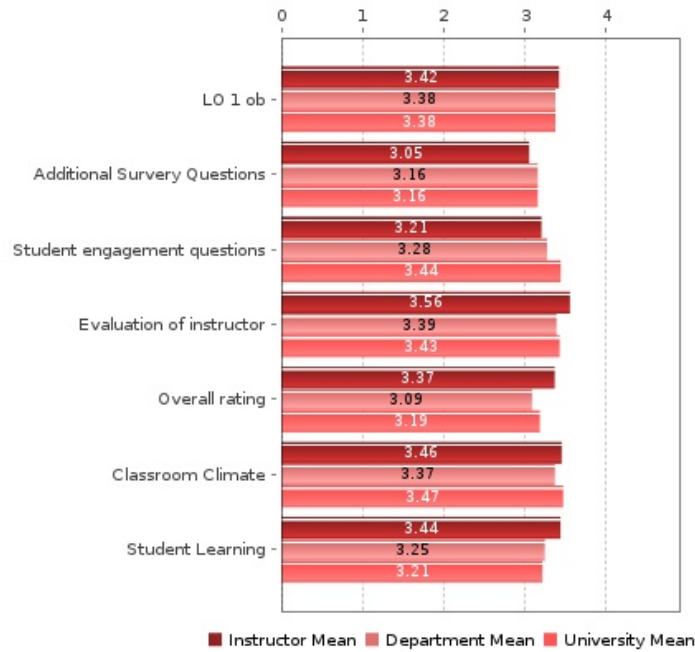
Teaching Evaluation Summary (201710)

Ratings Summary

Instructor: **Lebesmuehlbacher, Thomas**
 Subject: **ECO**
 Catalog & Section: **201, E**

Course Title: **Principles Of Microeconomics**
 Enrollment: **33** Responses Incl Declines: **19**
 (Declined: **0**)

Elements of Instruction



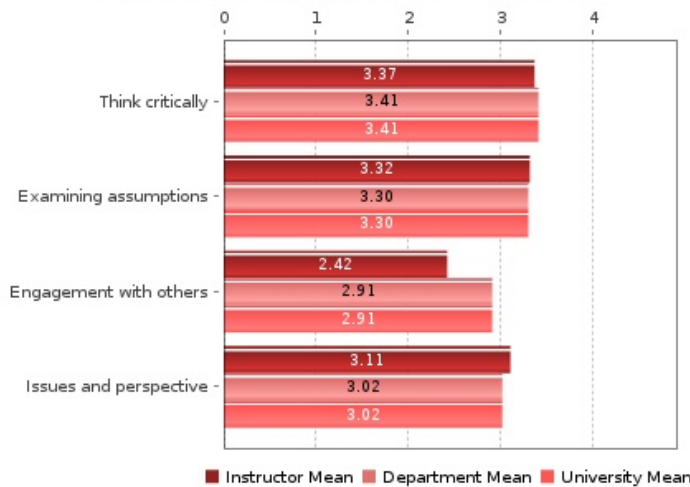
LO 1 ob



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
LO 1 ob	57%	3.42	3.00	0.59	0	0	1	9	9	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

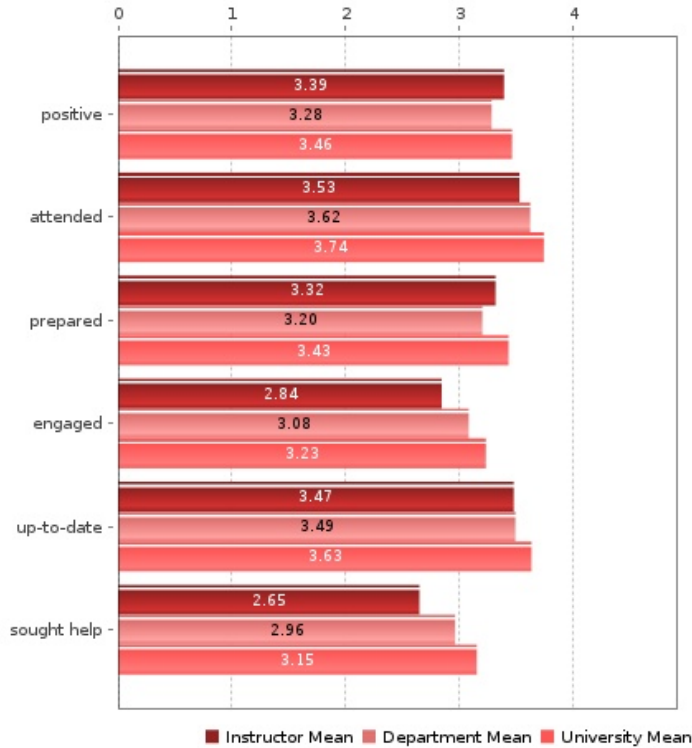
Additional Survey Questions



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Think critically	57%	3.37	4.00	0.87	0	1	2	5	11	0
Examining assumptions	57%	3.32	3.00	0.80	0	1	1	8	9	0
Engagement with others	57%	2.42	3.00	1.23	1	5	2	7	4	0
Issues and perspective	57%	3.11	3.00	0.64	0	0	3	11	5	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student engagement questions

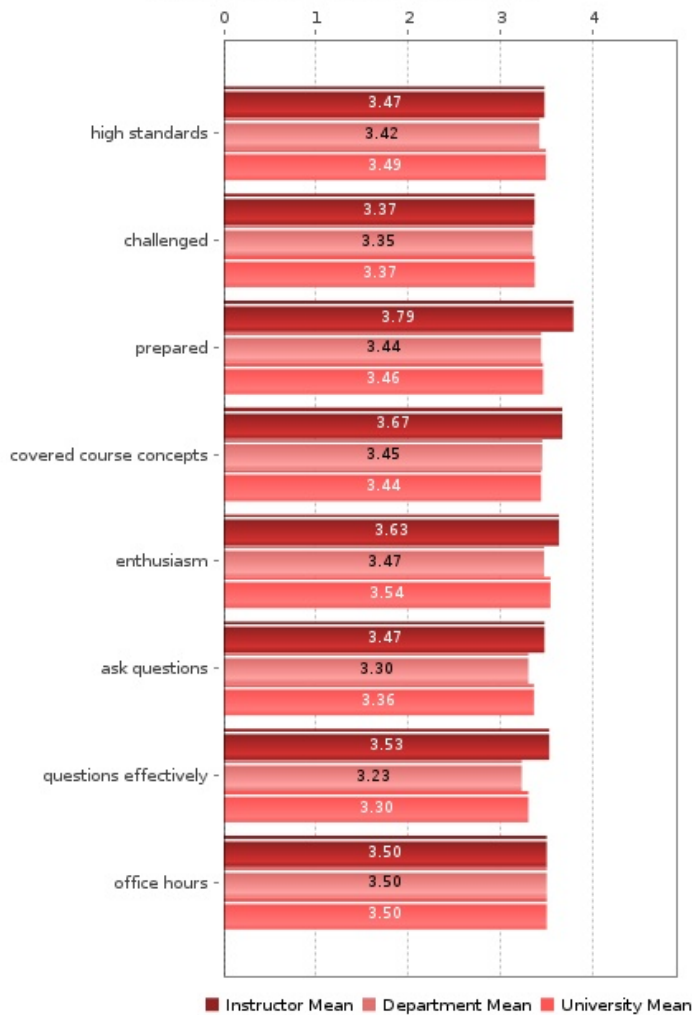


	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
positive	57%	3.39	4.00	0.83	0	1	1	6	10	1
attended	57%	3.53	4.00	0.75	0	1	0	6	12	0
prepared	57%	3.32	4.00	0.92	0	2	0	7	10	0
engaged	57%	2.84	3.00	0.87	0	2	3	10	4	0
up-to-date	57%	3.47	4.00	0.88	0	1	2	3	13	0
sought help	57%	2.65	3.00	1.19	0	4	4	3	6	2

Scales:

0.0 - Never; 1.0 - Rarely; 2.0 - Sometimes; 3.0 - Often; 4.0 - Always; -1.0 - N/A;

Evaluation of instructor



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
high standards	57%	3.47	4.00	0.60	0	0	1	8	10	0
challenged	57%	3.37	3.00	0.74	0	1	0	9	9	0
prepared	57%	3.79	4.00	0.41	0	0	0	4	15	0
covered course concepts	57%	3.67	4.00	0.47	0	0	0	6	12	1
enthusiasm	57%	3.63	4.00	0.58	0	0	1	5	13	0
ask questions	57%	3.47	4.00	0.60	0	0	1	8	10	0
questions effectively	57%	3.53	4.00	0.68	0	0	2	5	12	0
office hours	57%	3.50	4.00	0.71	0	0	1	2	5	11

Scales:

0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

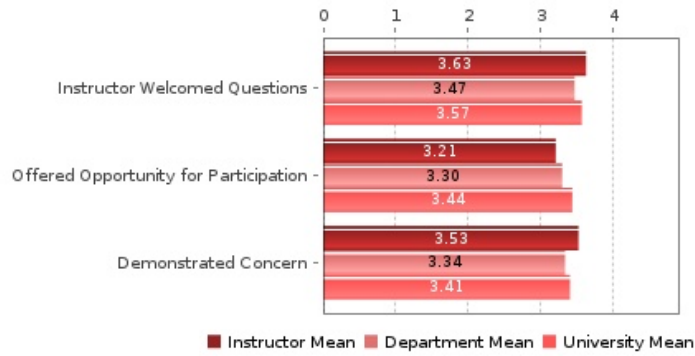
Overall rating



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0
Overall rating	57%	3.37	3.00	0.58	0	0	1	10	8

Scales:
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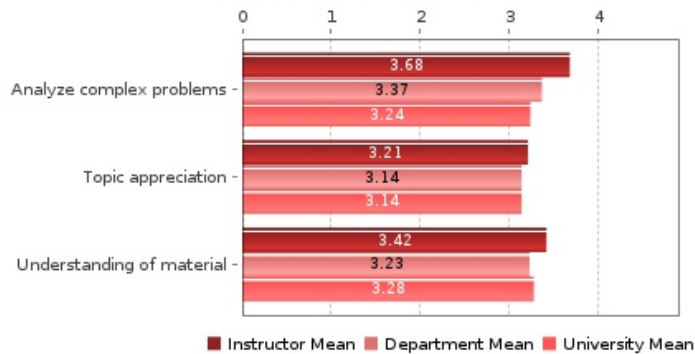
Classroom Climate



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Instructor Welcomed Questions	57%	3.63	4.00	0.58	0	0	1	5	13	0
Offered Opportunity for Participation	57%	3.21	3.00	0.89	0	1	3	6	9	0
Demonstrated Concern	57%	3.53	4.00	0.50	0	0	0	9	10	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student Learning



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Analyze complex problems	57%	3.68	4.00	0.57	0	0	1	4	14	0
Topic appreciation	57%	3.21	3.00	0.83	0	1	2	8	8	0
Understanding of material	57%	3.42	3.00	0.49	0	0	0	11	8	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Teaching Evaluation Summary (201710)

Instructor: Lebesmuehlbacher, Thomas
 Subject: ECO
 Catalog & Section: 201, E

Ratings Summary

Course Title: Principles Of Microeconomics
 Enrollment: 33 Responses Incl Declines: 19
 (Declined: 0)

Major	Expected Grade	Classification	Course required
ACC	0%	A 5%	Freshman 16% Yes 26%
DSC	0%	A 11%	Sophomore 68% No 74%
ECO	0%	A- 32%	Junior 11%
FIN	21%	B 26%	Senior 5%
HR	0%	B 21%	Graduate 0%
M&O	5%	B- 0%	
Interdisc Bus. Mgt.	5%	C 0%	
MIS	0%	C 5%	
MKT	21%	C- 0%	
Supply Chain	0%	D 0%	
Outside FSB	47%	D 0%	
		D- 0%	
		F 0%	

1. ECO Questions

“In this course I identified and applied economic principles to solve problems.” Clearly explain why you agree or disagree with this statement.

- I learned how to do the in-class problems/problems we had on exams but am not sure if I really understood the concepts or just memorized the process.
- We had complex problems that we learned how to solve based on the material we covered in class.
- I agree with this statement, because we learned various economic principles through powerpoint presentations, lectures, etc. and then applied them to real-world situations and longer practice problems. This helped us to visually practice and understand the concepts.
- This course not only introduced me to economics but also challenged me with in depth problems that related to the material I learned
- I agree with the statement because we were given homework problems and exam problems that required us to have a knowledge of economic principles
- I agree with this because the course was very focused and completely focused on Economics. We only learned economics, and it was taught in an efficient way.
- In a literal sense, we learned several economic principles and were tested on those, having to complete a number of real life examples.
- we were given problems/simulations to test our understanding
- It's little hard to understand this course, but professor is very patient and nice.
- i believe this class helped me understand how the economy works. pricing and quantity is a lot more complex than i once believed and i learned how many things come into effect when it comes to this topic
- I agree because we learned to apply theory to actual business concepts that pertain to majors outside econ
- I agree with this statement. I have worked on various economic problems having to do with different market places including the perfectly competitive, monopoly, and oligopoly markets.
- I agree, we performed several in-depth analyses on finding equilibriums and cost to benefit curves. It felt like we were handling some real world data.
- N/A
- All good

2. Comments

Which aspects of this course/instructor led to a valuable learning experience?

- I like how organized the class was and if students did not succeed in this class, it is their fault- Thomas is very clear about his expectations and helpful if students ask. I liked when we did in-class activities.
- He was well prepared, excited about the subject, and always available and open to helping us.
- Our instructor was engaged and approachable. He was very excited about the subjects at hand and gave very good examples to help us understand the concepts.
- This course is well taught and Thomas is a passionate and fantastic teacher. He is always available, slows down in class if needed, answers questions and always has the best student interest in mind while still making the course challenging
- He was very passionate and provided a large variety of techniques to teach us the material.
- The powerpoint were very clear and the practice problems on canvas and in class were always very helpful.
- the homework schedule

practice problems
- he was very engaged and i can tell he loved what he was doing. he has a great knowledge of economics and wanted to share it with us and loved to teach us. he seemed very excited to be in class everyday and wanted everyone to be engaged and excited about the subject too
- The instructor took the time to make absolutely certain we all understood concepts before moving forward
- It was very helpful when we analyzed real life situations. Also, working out the long problems slowly and giving out other examples of these long problems.
- He was very detailed in his lectures about finding formulas and such.
- Very well informed instructor.
- All good

Which aspects of this course/instructor need to be improved to increase the value of the learning experience?

- More in-class activities! I like the PowerPoints to get the information across but there needs to be more engaging activities for students.
- Nothing to be completely honest.
- I think overall just a little more organization. It would be helpful to have all of the short answer questions

available on My Econ lab so we could practice for the exams. I also think it was a lot of information to cram into the beginning of the semester. While I understood why we did that, I think everyone would've benefited from a little bit of a slower pace. Our instructor did a great job of explaining everything, but the course was definitely rushed.

- I wish there were grades given for attendance/class participation and more distribution of grades so that 75% is not on just exams. This doesn't reward those who show up and work hard but may struggle on exams.
- I think the difficulty should have been adjusted due to the grades of some of the people in the class. It seemed as if people were struggling but we did not slow down or simplify anything.
- It could be a little too lecture-y sometimes and I wish we had done more examples throughout class.
- sometimes when questions were asked because someone was confused he had a hard time explaining it down to each step but I'm sure in time with office hours maybe he could get the student to understand
- Nothing
- I missed two homework assignments and got zeros for them. I wish I was more informed of when they were due. Maybe it was my fault, but maybe the prof. could remind students by putting the due date at the end or beginning of a powerpoint.
- I think maybe a little more enthusiasm toward the subject, it becomes dry sometimes and is hard to keep focused. Also spend more time in review for the exams would be big.
- Half of the exam points were given for one question at the end of the exam which caused a lot of students to fail and ultimately, drop.
- All good

Please write any additional comments or suggestions.

- Thomas is one of my favorite professors and I highly recommend him to anyone.
- N/A
- I like to have time to write everything on the slides and sometimes wish there was a bit more time or less info per class in order to better grasp a topic
- n/a
- good teacher, very difficult class but any econ class would be hard. challenging but fair
- N/A
- I would suggest using some of the in class extended responses to actually use on the exam. The 2nd exam included some things that were not stressed in class and led to confusion i believe.
- N/A
- All good

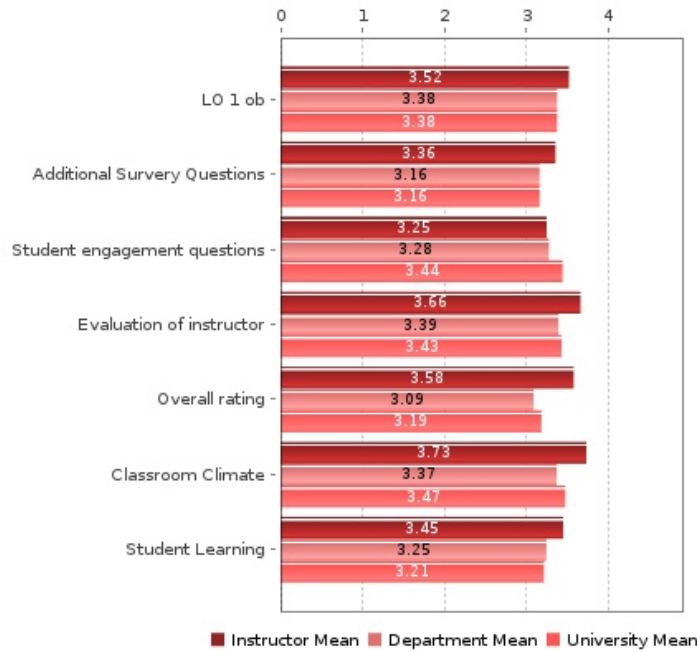
Teaching Evaluation Summary (201710)

Ratings Summary

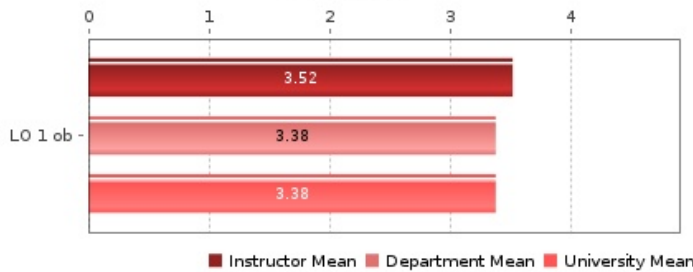
Instructor: **Lebesmuehlbacher, Thomas**
 Subject: **ECO**
 Catalog & Section: **201, L**

Course Title: **Principles Of Microeconomics**
 Enrollment: **37** Responses Incl Declines: **26**
 (Declined: **0**)

Elements of Instruction



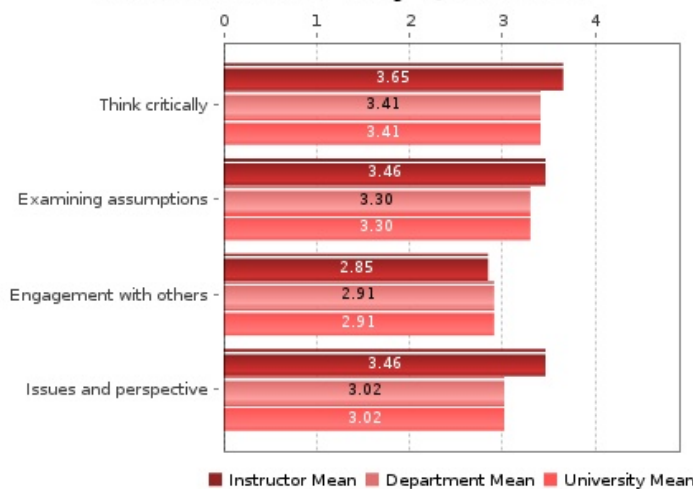
LO 1 ob



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
LO 1 ob	67%	3.52	4.00	0.64	0	0	2	8	15	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

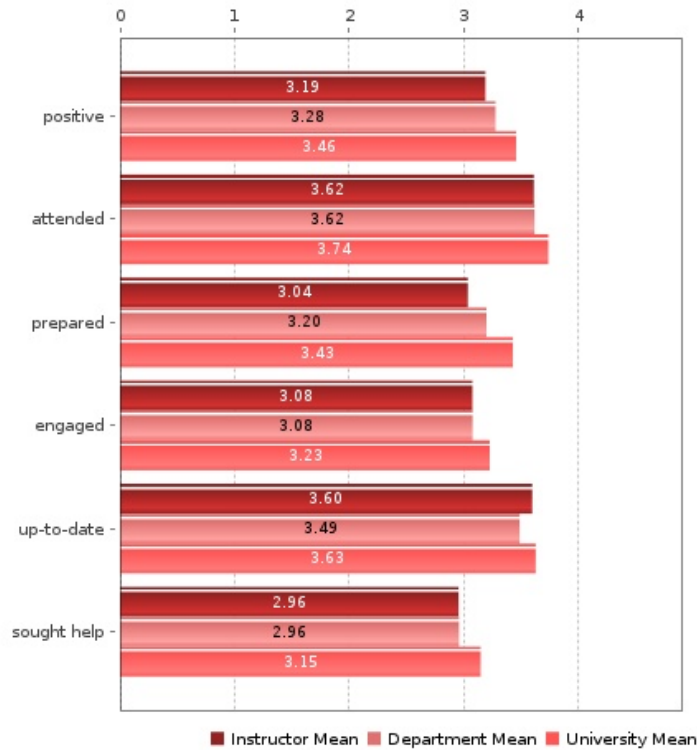
Additional Survey Questions



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
Think critically	70%	3.65	4.00	0.48	0	0	0	9	17	0
Examining assumptions	70%	3.46	4.00	0.63	0	0	2	10	14	0
Engagement with others	70%	2.85	3.00	1.03	1	2	4	12	7	0
Issues and perspective	70%	3.46	4.00	0.63	0	0	2	10	14	0

Scales:
 0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student engagement questions

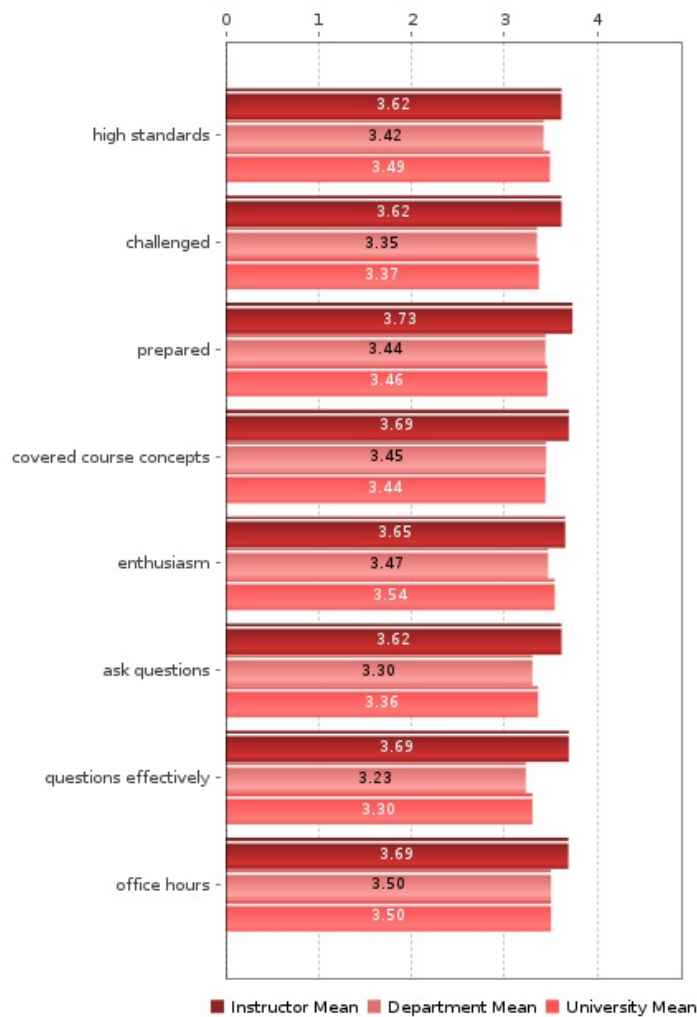


	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
positive	70%	3.19	3.00	0.79	0	0	6	9	11	0
attended	70%	3.62	4.00	0.49	0	0	0	10	16	0
prepared	70%	3.04	3.00	0.90	0	2	4	11	9	0
engaged	70%	3.08	3.00	0.87	0	1	6	9	10	0
up-to-date	70%	3.60	4.00	0.69	0	0	3	4	18	1
sought help	70%	2.96	3.00	0.89	0	1	7	8	8	2

Scales:

0.0 - Never; 1.0 - Rarely; 2.0 - Sometimes; 3.0 - Often; 4.0 - Always; -1.0 - N/A;

Evaluation of instructor

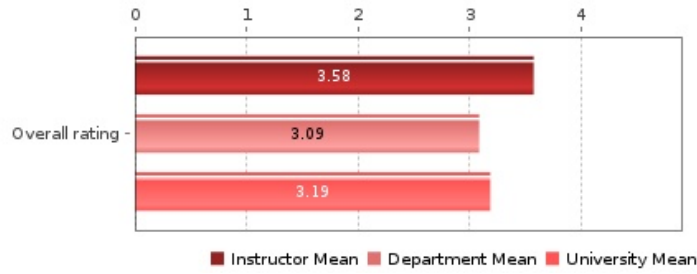


	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	-1.0
high standards	70%	3.62	4.00	0.56	0	0	1	8	17	0
challenged	70%	3.62	4.00	0.74	0	1	1	5	19	0
prepared	70%	3.73	4.00	0.52	0	0	1	5	20	0
covered course concepts	70%	3.69	4.00	0.54	0	0	1	6	19	0
enthusiasm	70%	3.65	4.00	0.55	0	0	1	7	18	0
ask questions	70%	3.62	4.00	0.56	0	0	1	8	17	0
questions effectively	70%	3.69	4.00	0.54	0	0	1	6	19	0
office hours	70%	3.69	4.00	0.46	0	0	0	5	11	10

Scales:

0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

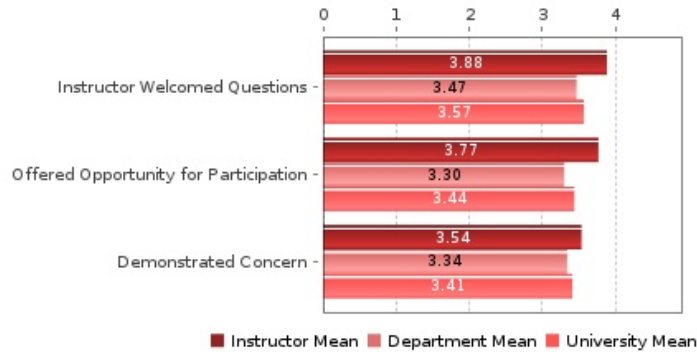
Overall rating



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0
Overall rating	70%	3.58	4.00	0.69	0	0	3	5	18

Scales:
0.0 - Unsatisfactory; 1.0 - Poor; 2.0 - Average; 3.0 - Good; 4.0 - Excellent;

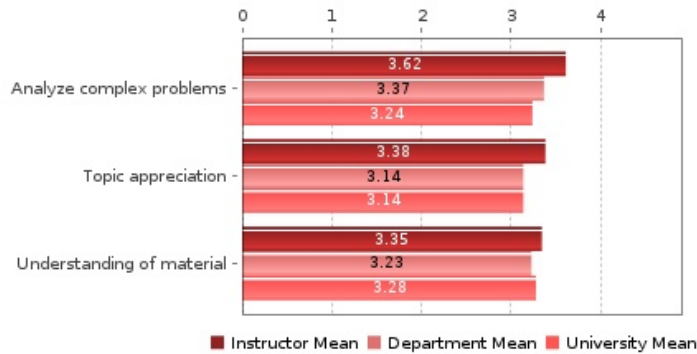
Classroom Climate



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	1.0
Instructor Welcomed Questions	70%	3.88	4.00	0.32	0	0	0	3	23	0
Offered Opportunity for Participation	70%	3.77	4.00	0.50	0	0	1	4	21	0
Demonstrated Concern	70%	3.54	4.00	0.80	0	1	2	5	18	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Student Learning



	Response Rate	Mean	Median	Std Dev	0.0	1.0	2.0	3.0	4.0	1.0
Analyze complex problems	70%	3.62	4.00	0.74	0	1	1	5	19	0
Topic appreciation	70%	3.38	4.00	0.92	1	0	2	8	15	0
Understanding of material	70%	3.35	3.50	0.87	1	0	1	11	13	0

Scales:
0.0 - Strongly Disagree; 1.0 - Disagree; 2.0 - Neutral; 3.0 - Agree; 4.0 - Strongly Agree; -1.0 - N/A;

Teaching Evaluation Summary (201710)

Instructor: Lebesmuehlbacher, Thomas
 Subject: ECO
 Catalog & Section: 201, L

Ratings Summary

Course Title: Principles Of Microeconomics
 Enrollment: 37 Responses Incl Declines: 26
 (Declined: 0)

Major	Expected Grade	Classification	Course required
ACC	17%	A 0%	Freshman 13% Yes 22%
DSC	0%	A 14%	Sophomore 87% No 78%
ECO	9%	A- 32%	Junior 0%
FIN	13%	B 18%	Senior 0%
HR	0%	B 23%	Graduate 0%
M&O	0%	B- 0%	
Interdisc Bus. Mgt.	4%	C 5%	
MIS	0%	C 5%	
MKT	0%	C- 0%	
Supply Chain	4%	D 0%	
Outside FSB	52%	D 0%	
		D- 5%	
		F 0%	

1. ECO Questions

“In this course I identified and applied economic principles to solve problems.” Clearly explain why you agree or disagree with this statement.

- I agree with this statement because without knowledge of the economic principles I would have zero chance of solving any problem.
- We did many problems in class that used the economic principles. He gave us multiple examples in class.
- I learned a lot of useful information for the future.
- I agree. in the beginning, I do not understand any knowledge about economics, after taking this course, I could know more economic information about US and know how these economic problems happened.
- In class, we learned about different economic terms and concepts and then applied them to real world examples in class discussion.
- I agree with this statement. An example is that our exams always had questions where we had to answer specific scenarios with graphs and equations.
- Every chapter had to do with something of microeconomics. We applied what we learned to games and situational experiences in real life.
- I agree with this statement because I feel as though this course has given me a strong basis for thinking about and solving economic problems. Watching videos such as "Freakonomics" and "Inequality for All" also helped me realize how to apply economic principles to everyday experiences.
- Agree.
- I agree with this statement because this is one of the best professors I have ever had. Not only is he really good at getting the information across, but he also keeps his lessons entertaining.
- I thought the topics covered were explained in a bigger picture which can be applicable to multiple situations
- I think the class did a good job of applying economics to non economic problems across most majors.
- I agree with that because in this course I learned professional economic principles that I could understand the eco news better than before.
- Each new chapter was presented thoroughly and take to real life examples where we had to find the answers.
- Our teacher told us that the best way to learn economics was to do economics. I completely agree with him because I learned economics very well through that. I know how to accurately display the concepts of economics now.
- This class has taught me to think in a more analytical manner that begs me to question why things are set up logistically and systematically as they are. I have been able to solve questions in these real life settings.
- I agree because in class we had to use the principles we learned to solve problems which were applicable to real life situations.
- I feel like this class was taught in a way that worked on paper, made sense when taught, and then destroyed everyone when it came to application of what we learned. Repeatedly we would be told that the class wasn't doing well on exams (barring for a handful that managed to ace them), yet nothing seemed to change in the teaching style of Professor Lebesmuehlbacher.

2. Comments

Which aspects of this course/instructor led to a valuable learning experience?

- The use of Pearson lab helped clarify any issues that occurred through the homework and my instructor was very willing to help and would always go over problems again to ensure understanding.
- The instructor was educated in economics and was passionate about the topic. He allowed us to do in class activities that made the course enjoyable, such as Kahoot. When we did in class activities I felt I gained a better understanding of the topics.
- This class was very well organized and was planned out in a way that made it very easy for me to learn.
- Well organized class that was effectively taught. Professor knew the material very well and broke down difficult topics into sizable chunks
- Thomas was a great professor. He really cares for who students and wants them to do well. He engages with the students and makes the class funny. This is important for a good learning experience.
- I liked some of the fun activities we did to introduce us to some of the economic topics. Like the activity with the different animals on the first day to illustrate scarcity and the production line with "workers" passing balls into a bucket. I thought that this was a good way to illustrate economic concepts in a visual way.
- I learn a lot by doing the homework.
- His unique method of teaching led to a very good learning experience. From kahoot to his lectures, he likes to keep his students actively engaged. He also has a really interesting background!
- I thought that Thomas was always well prepared and was willing to answer any questions and was there if you needed extra help

- The teacher was always available for questions and clearly explained the material.
- Economics is a valuable class in general because of the knowledge I have obtained about the business world and the market itself
- The instructor was very intelligent on the subject and was eager to help us learn.
- Thomas is a great teacher, he is very eager to educate and facilitates to the needs of his students. I've really grown to enjoy economics as a result of his teaching style.
- He was a very engaging lecturer which helped make the material easier to understand. I also enjoyed the videos we watched which applied the concepts we learned to current political and economic issues.
- I learned that there are still professors who don't use the Canvas sight that was set up at the beginning of the semester.

Which aspects of this course/instructor need to be improved to increase the value of the learning experience?

- More required class involvement ie. make the class uncomfortable.
- He goes through powerpoint slides very quickly before I am able to copy any information down. If he is going to have slides during class it would be nice to copy down some of the information on them during class.
- I really don't think there's anything to improve. I was very happy with the class as a whole.
- Integrate a group project or two to allow students to apply the concepts taught in class.
- More help with the multiple choice questions. I would miss half the multiple choice questions and get all of the short answer question right equaling out to an average of 75-80 % on tests.
- Having even more practice problems would be nice to have more material to help prepare for the exams and have different examples to refer to.
- He might teach us too fast.
I think he can focus on one chapter for more time.
- None
- None
- I think adding more in class problems might be useful.
- well done instructor!!!!
- Instructor needs to go through examples slower. Often found myself questioning where he would get the numbers or why the graph came out to be a certain way.
- Nothing, the class was taught very well.
- Maybe post an answer copy of practice exam short responses so people can check their work when preparing for exams.
- Some topics were fairly difficult and I wish we would've done more examples to reinforce the concepts.
- PLEASE please please use the Canvas course in the future. I struggled extremely hard in this class for a number of reasons, several of which I will admit were my own doing, but making the class use a website completely unconnected to the Canvas sight that most students use to gather information about due dates and the like is ridiculous. At the very least do what the ISA department did and link the Mastering assignments to the Canvas sight so that people can be kept up to date with assignments.

Please write any additional comments or suggestions.

- Awesome professor. Challenging class.
- Instructor did well in this class. I enjoyed the course, even though it is economics.
- Great professor.
- He is really funny and has an awesome accent.
- I thought that overall, the class was great
- It is a really nice instructor I've ever met. He is patience and rely the e-mail in time.
- This class sparked my interest to go into the business field.
- I appreciate that you attempted to keep the class fresh by using teaching tools like Kahoot!, videos, fun examples, and other games. I don't blame the professor per say, but I think that this course needs to be run in a significantly more manageable way for the students. I felt like I was not being valued as a student whenever issues arose and nothing seemed to change.