



Instructor with Comments Report

13 students responded out of the total enrolled 28

Instructor: Saunders-Scott, Molly Julia
ECON 453 003

	Responses from your Students**							Other Users of This Item*					
	5 SA	4 A	3 N	2 D	1 SD	NA	Your Median	University Wide			School/College		
								75% Above	50% Above	25% Above	75% Above	50% Above	25% Above
1 Overall, this was an excellent course.	3	5	3	0	0	0	4.00	3.83	4.17	4.58	3.83	4.15	4.43
2 Overall, the instructor was an excellent teacher.	5	6	1	0	0	0	4.33	4.00	4.50	4.80	4.00	4.42	4.74
3 I learned a great deal from this course.	2	7	2	0	0	0	4.00	3.95	4.25	4.64	3.94	4.22	4.53
4 I had a strong desire to take this course.	4	6	1	0	0	0	4.25	3.56	4.00	4.50	3.82	4.10	4.42
120 I learned a good deal of factual material in this course.	3	6	2	0	0	0	4.08	4.00	4.25	4.59			
121 I gained a good understanding of concepts/principles in this field.	3	7	1	0	0	0	4.14	3.89	4.14	4.44			
143 I was stimulated to discuss related topics outside of class.	3	5	3	0	0	0	4.00	3.69	4.00	4.50			
185 The instructor was sensitive to multicultural issues in the classroom.	4	5	1	0	0	2	4.30	4.10	4.46	4.70			
199 The instructor explained material clearly and understandably.	5	6	1	0	0	0	4.33	3.93	4.33	4.71			
200 The instructor handled questions well.	4	8	0	0	0	0	4.25	4.00	4.38	4.71			
206 The instructor seemed to enjoy teaching.	4	7	1	0	0	0	4.21	4.40	4.80	4.92			
209 The instructor was not confused by unexpected questions.	2	9	1	0	0	0	4.06	3.80	4.25	4.67			
210 The instructor was skillful in observing student reactions.	2	7	2	0	0	0	4.00	3.83	4.21	4.63			
215 The instructor maintained an atmosphere of good feeling in class.	4	6	2	0	0	0	4.17	4.25	4.67	4.86			
217 The instructor treated students with respect.	8	4	0	0	0	0	4.75	4.46	4.73	4.88			
219 The instructor was willing to meet and help students outside class.	5	6	0	0	0	0	4.42	4.33	4.67	4.86			
223 Students in this course were free to disagree and ask questions.	6	4	1	0	0	0	4.58	4.28	4.58	4.81			
230 The instructor seemed well prepared for each class.	6	6	0	0	0	0	4.50	4.20	4.60	4.83			
231 The objectives of the course were clearly explained.	3	5	3	0	0	0	4.00	4.00	4.25	4.63			
241 The instructor set high standards for students.	2	9	1	0	0	0	4.06	4.07	4.40	4.70			
327 Reading assignments were interesting and stimulating.	3	3	2	2	1	0	3.67	3.50	3.91	4.25			
330 Reading assignments were relevant to what was presented in class.	4	6	1	0	0	0	4.25	4.03	4.27	4.63			
340 The textbook made a valuable contribution to the course.	2	1	3	3	1	1	2.83	3.50	4.00	4.38			
350 Slides/overhead transparencies were a valuable part of this course.	1	2	0	1	0	7	4.00	3.88	4.16	4.56			
356 Examinations covered the important aspects of the course.	2	7	1	0	0	1	4.07	4.00	4.19	4.50			
360 Exams were reasonable in length and difficulty.	2	6	1	0	0	2	4.08	3.75	4.00	4.40			
364 The test items were adequately explained after a test was given.	6	1	2	0	0	2	4.75	3.63	4.00	4.25			
366 The grading system was clearly explained.	5	4	1	0	0	1	4.50	3.92	4.25	4.57			
370 I attended class regularly.	6	4	1	0	0	0	4.58	4.63	4.80	4.90			
371 I utilized all the learning opportunities provided in this course.	3	4	3	1	0	0	3.88	3.88	4.10	4.38			

Written Comments

900 Comment on the quality of instruction in this course.

Student 1

Molly summarized the discussion texts very well but did not effectively draw the class into this process. Rather than asking for information from students who clearly had not done the reading and were not willing to talk, Molly could have set up a different discussion structure to incentivize both reading and talking. For example, we could have broken in to small groups to analyze a particular portion of each article and reported back to the



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class. Additionally, Molly could have learned our names and called people out for not answering. She could have sent out the key questions she wanted to answer about each article before discussion to help the students who did read focus their reading and come better prepared to discuss material. Molly could have explicitly laid out the value of the discussion section at the beginning of the semester to let students know that the short answer midterm and final questions would require knowledge of discussion topics. If the course is flexible enough to permit it, Molly could give discussion based quizzes to determine whether students in between grades would get a bump. Molly clearly knew the material but sometimes she seemed shy in front of the class. I got the sense that she didn't think the discussion was a crucial part of the course--the students picked up on this and didn't adequately prepare for the discussion, which made for discussions filled with painful silences. Even if Molly doesn't feel this way, I perceived her shyness this way. Broadly, Molly could have treated the discussion material more creatively and pushed the students into a lively discussion.

Student 2

Molly is a very effective instructor. I like her teaching style. She appropriates her discussion class time very well. She carefully and thoroughly goes over important points yet still has time to answer all of our questions during class (either about lecture material or discussion section readings). Her classes are well organized: for example, she goes over our section readings and their important points; all of her discussion material gets written down on the blackboard so that we can jot them down. Shortly before our exams, she reviews materials covered up to that point. She also makes constructive comments on our papers and our exams, which has been very helpful studying for our next assignment. However, her voice is quiet at times.

Student 3

As in the case of the lecture, the balance between factual and theoretical material, economics and history was spot on.

Student 4

Very knowledgeable/helpful!

Student 5

NA

Student 6

Molly was pretty good but not all that useful in office hours. I always left thinking that I wanted a little more.

Student 7

NA

Student 8

NA

Student 9

Really good preparation. She was able to break down the material so that it was understandable. She was also very easy to talk to and contact outside of class.

Student 10

Readings were lengthy and dense. I would have really liked to review class material in discussion instead.

Student 11

Section is a bit dry. I feel as though it could be better. Perhaps explain in depth the most important aspects of class? Molly is very sweet and knowledgeable, but a bit timid in class. I think she should try and use some different teaching methods to try and jazz things up.

Student 12

NA

Student 13

NA

* The quartiles are calculated from Fall 2009 data. The university-wide quartiles are based on all UM classes in which an item was used. The school/college quartiles in this report are based on upper division classes with an enrollment of 16 to 74 students in Division of Social Sciences in the College of LS&A.



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** SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree, NA – Not Applicable.