

Table 1: Summary Description of Teaching Evaluation Student Form—2003-2006

SEMESTER	COURSE	ENRL	1	2	3	4	5	6	7	8	9
Summer 2006											
ECON2106	Principles of Microeconomics	38	4.11	3.74	3.68	3.68	4.16	3.84	3.58	3.47	4.11
Fall 2005											
ECON2105	Principles of Macroeconomics	148	3.73	4.02	4.02	3.93	4.13	3.82	3.98	4.35	4.32
Fall 2004											
ECON2105	Principles of Macroeconomics	57	4.10	4.39	4.41	4.02	4.51	4.44	4.07	4.51	4.08
Summer 2004											
ECON2100	Economics of Environmental Quality	14	3.91	4.09	3.64	3.82	4.36	4.45	3.73	4.36	4.36
Spring 2004											
ECON2105	Principles of Macroeconomics	40	3.41	3.59	3.38	3.13	4.44	3.66	3.53	4.16	3.71
Fall 2003											
ECON2105	Principles of Macroeconomics	56	3.02	2.86	3.40	2.93	4.26	3.48	3.55	4.10	4.05

Note:

1. Course was well organized
2. Instructor was well prepared
3. Instructor used classtime wisely
4. Instructor always answered questions clearly and thoroughly
5. Instructor was available when I needed help
6. Instructor stimulated interest in the subject
7. Exams covered the course material well
8. Exams were graded fairly
9. Reading assignments complemented the lectures

Evaluation scale: 1=Strong Disagreement, 5=Strong Agreement

A. Scott Cunningham

Student Comments

In addition to the quantitative measures of my classes shown in Table 1, I have included more subjective descriptions. Using the six classes I've taught, I've categorized the comments around four broad headings: Strong Presence in the Classroom, Passionate and Knowledgeable about Economics, Available Outside of Class, and Stimulated Student Interest in Economics. I have supported each of these themes with extensive student verbatims drawn from my three most recent classes—Summer 2006, Fall 2005, and Fall 2004. The complete student evaluation material is available upon request.

Strong Presence in the Classroom

- “[Scott’s] strengths are his dynamic presentation.” (Summer 2006)
- “Your lectures were *extremely* helpful. I feel like if I didn’t come to class, I would not understand the material at all.” (Summer 2006)
- “He was well organized and knowledgeable.” (Summer 2006)
- “He was always interested and well prepared for lectures...” (Summer 2006)
- “His chief strength is his organization of material and his use of examples.” (Summer 2006)
- “Very interested in subject, very organized and thorough.” (Summer 2006)
- “Instructor was consistent and on time.” (Fall 2004)
- “This class was amazing. I learned so much. The lectures were really well organized. I like that you spent the first 5-10 minutes of each class reviewing the previous day’s topics. I think you are a good teacher to go to for help. You help those who ask for it. I think you are genuinely concerned about the class. I love that when people ask questions that you don’t know, you actually research the answers and get back to us. I like the amount and kind of homework you give—don’t give more or less. So nice! You have so much enthusiasm!” (Fall 2004)

Passionate and Knowledgeable about Economics

- “Scott is excited and knowledgeable of the material.” (Summer 2006)
- “Very knowledgeable of the material, was able to provide explanations for all questions, etc. Also always available to help.” (Summer 2006)
- “Professor Cunningham was an excellent instructor. He was very enthusiastic and made it seem that he enjoyed teaching the material, which made it more enjoyable to learn.” (Fall 2005)

- “Mr. Cunningham is a very good teacher. He is excited about his work and captures his students’ interest. He is very knowledgeable about economics and is very helpful and approachable.” (Fall 2004)
- “Scott’s excitement and understanding of the material made it interesting for me, as a student, to learn it.” (Fall 2004)
- “Scott’s strengths are his incredible zeal and passion for the subject.” (Fall 2004)

Available Outside of Class

- “Was available for individual help, and made material more understandable.” (Fall 2004)
- “Scott was always available for extra help with material and made himself very easy to approach.” (Fall 2004)
- “This was a great class and I learned a lot about the course, as well as about myself. I just wish we had more tests and quizzes. It would have helped a lot if we had a quiz after every chapter, and a test every 2-3 chapters. I also like how you spent so much time making sure any student who wanted help got it. So nice.” (Fall 2004)
- “I feel like he cares about my education and understanding.” (Fall 2004)
- “Thank you so much for meeting with me when I needed help!” (Fall 2004)

Stimulated Student Interest in Economics

- “Scott’s biggest strength is applying the concepts [in class] by using examples of other studies; i.e., the economics of sex, racial discrimination studies.” (Summer 2006)
- “Strength: incorporation of outside materials (papers from other universities, etc.)” (Summer 2006)
- “I felt that this was one of the few classes where the material I learned is relevant and applicable to daily life. I picked up a lot of terminology, information and concepts that I hope to retain and put to use.” (Fall 2005)
- “Mr. Cunningham, you are a great teacher and I like how you stimulated me to enjoy economics. I liked Aplia [online software]. It was helpful. This class was excellent.” (Fall 2005)
- “He made the material exciting. Kept the subject relevant to real life. Not full of himself, either. He knows exactly just how much he knows.” (Fall 2004)
- “The instructor used lots of good examples to stimulate interest in the subject. I learned a good bit about how economics works.” (Fall 2004)