



Individual Report for ECON-104-008-Macroeconomic Principles – Thomas Hughes-Fall 2025

Project Title: **Student Evaluations of Teaching - Fall 2025**

Survey Audience: **45**

Responses Received: **27**

Response Ratio: **60.0 %**

Report Comments

Student evaluations of teaching provide critical feedback to instructors that can be used to adjust and improve the class experience.

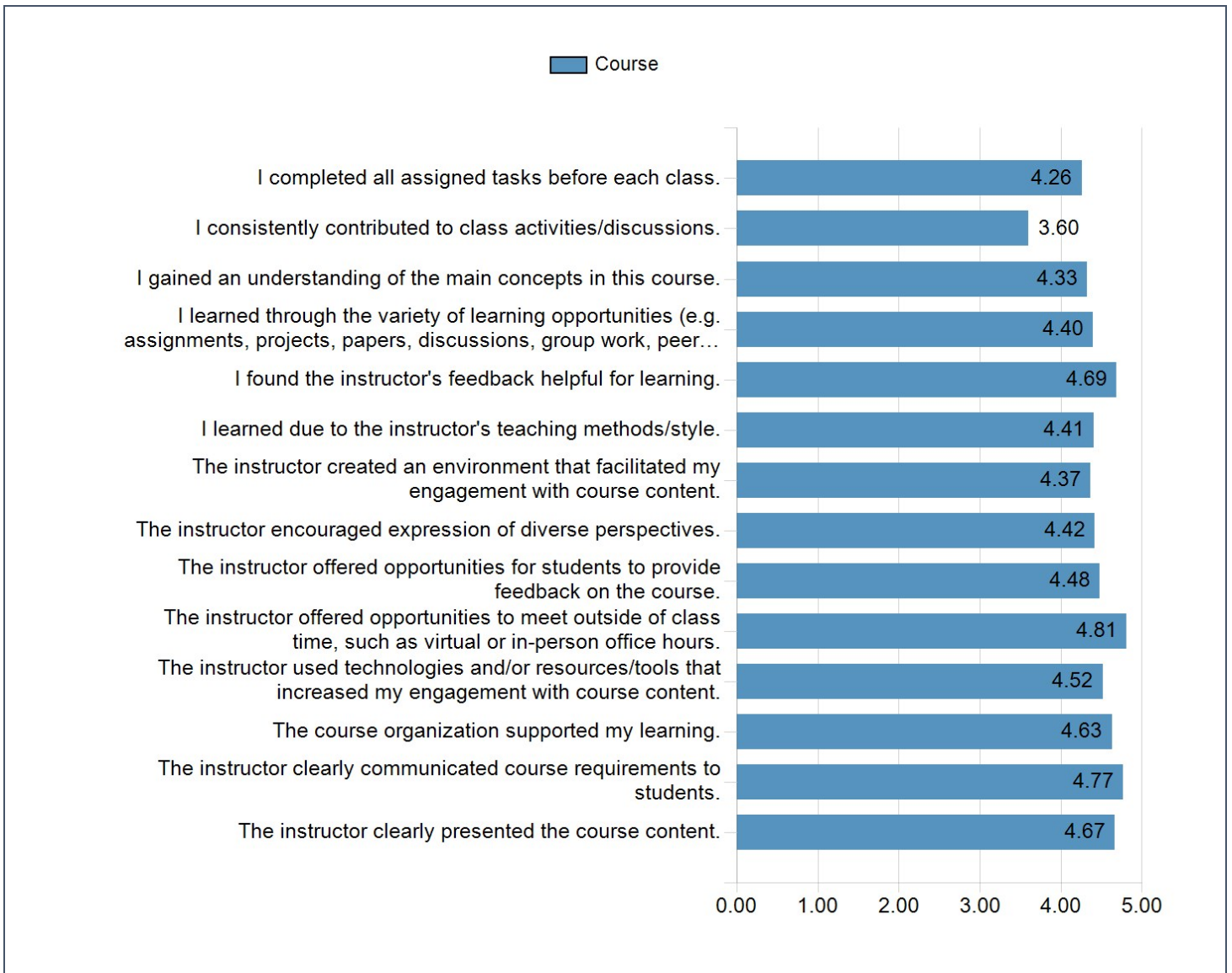
This information is also evaluated as part of performance reviews.

You are encouraged to review this information to learn more about the student perspective and experience.

If you have any questions about the process or how to interpret this information, please contact the Office of Institutional Effectiveness and Planning at oiepset@gmu.edu.

Creation Date: **Wednesday, December 17, 2025**

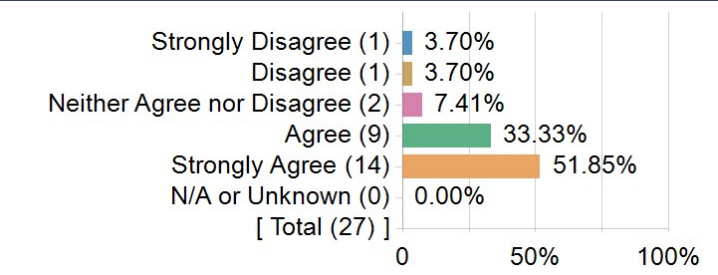
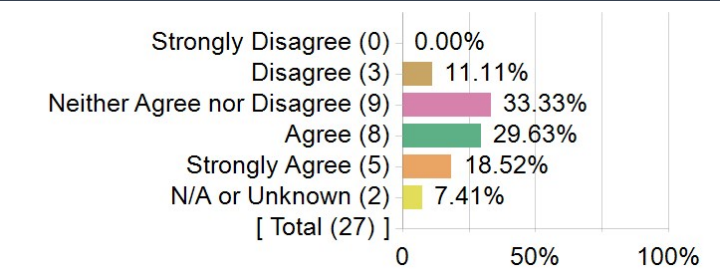
Raters	Students
Responded	27
Invited	45
Response Ratio	60%



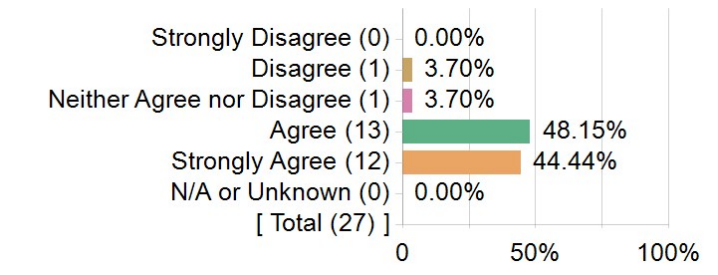
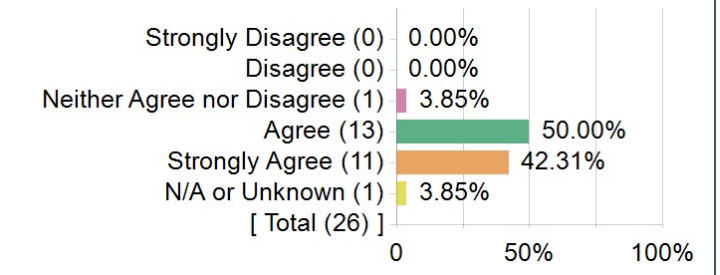
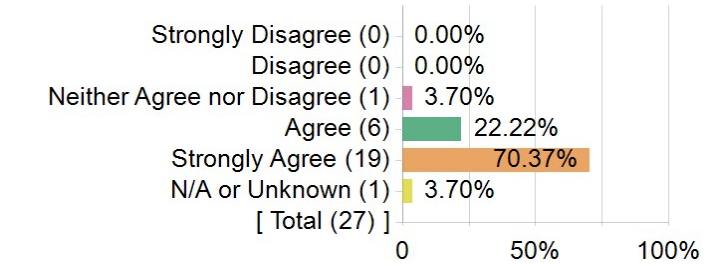
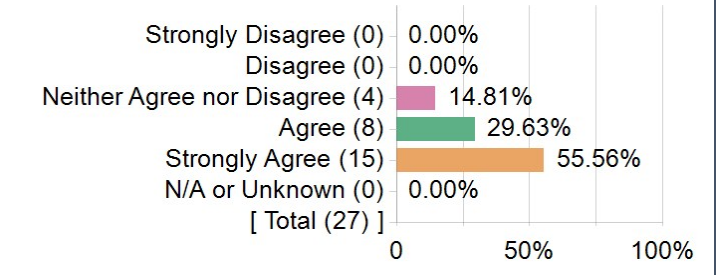
Competency	Course	Standard Deviation	Min	Max
I completed all assigned tasks before each class.	4.26	+/-1.02	1.00	5.00
I consistently contributed to class activities/discussions.	3.60	+/-0.96	2.00	5.00
I gained an understanding of the main concepts in this course.	4.33	+/-0.73	2.00	5.00
I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.	4.40	+/-0.58	3.00	5.00
I found the instructor's feedback helpful for learning.	4.69	+/-0.55	3.00	5.00
I learned due to the instructor's teaching methods/style.	4.41	+/-0.75	3.00	5.00
The instructor created an environment that facilitated my engagement with course content.	4.37	+/-0.79	2.00	5.00
The instructor encouraged expression of diverse perspectives.	4.42	+/-1.03	1.00	5.00
The instructor offered opportunities for students to provide feedback on the course.	4.48	+/-0.64	3.00	5.00
The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.81	+/-0.40	4.00	5.00
The instructor used technologies and/or resources/tools that increased my engagement with course content.	4.52	+/-0.64	3.00	5.00
The course organization supported my learning.	4.63	+/-0.49	4.00	5.00
The instructor clearly communicated course requirements to students.	4.77	+/-0.43	4.00	5.00
The instructor clearly presented the course content.	4.67	+/-0.55	3.00	5.00

Student Participation Q7-Q8

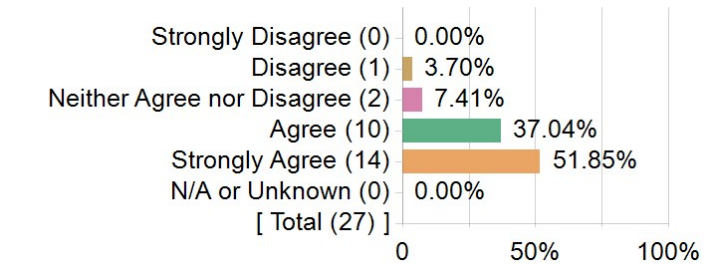
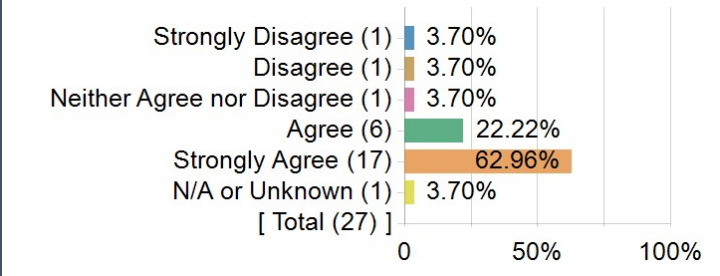
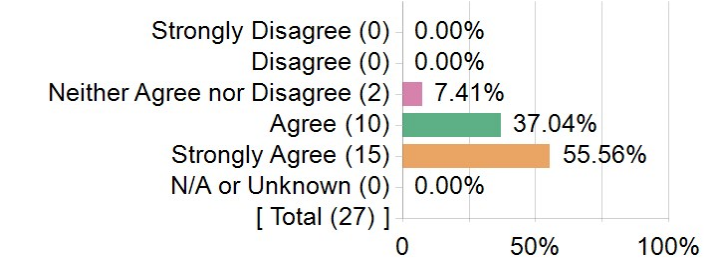
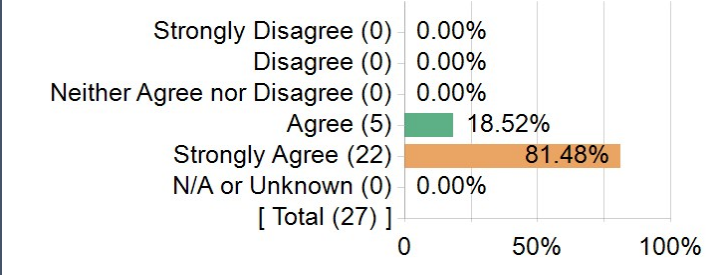
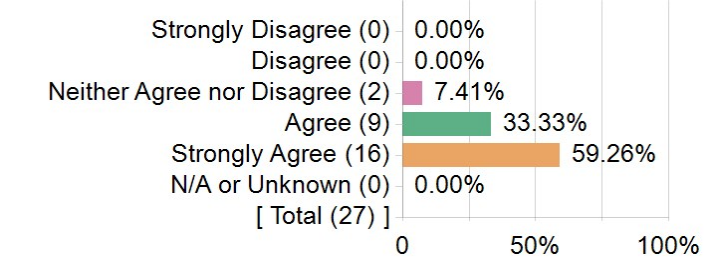
Competency Statistics		Value
Mean		3.93

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Learning Outcomes Q9-Q12

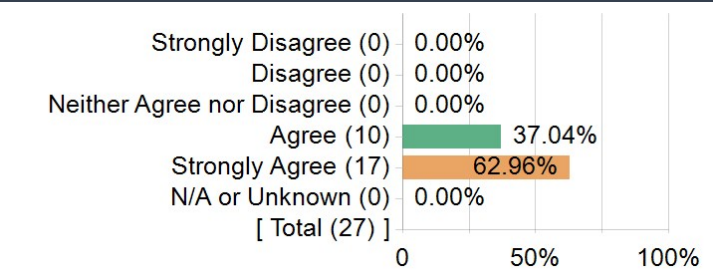
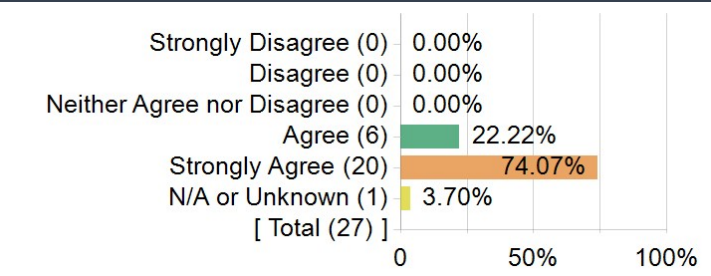
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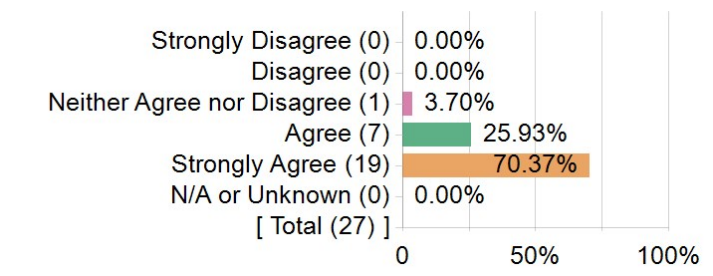
Course Environment/Experiences Q13-Q17

Competency Statistics		Value																								
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Instructor Preparation and Course Organization Q18-Q20

Competency Statistics	Value
Mean	4.69

1. The course organization supported my learning.	2. The instructor clearly communicated course requirements to students.																																																
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Were there any significant obstacles to learning that were beyond the control of the instructor (e.g., scheduling or technology problems, university closings, limitations caused by other students or by group dynamics)? If so, please explain.

Comment
Juts scheduling
No
No
Not really. Some students inattentive, but professor those situations well.
None that I experienced
There were no significant obstacles to learning that were beyond the control of the instructor as far as I remember.
no
n/a
N/A
There were no significant obstacles to learning that were beyond the control of the instructor.
n/a
n/a
No
No
No
Overall, there was no obstacles
no
No.
n/a
I loved this class the martial need good studying to succeed
n/a!
None at all
Nothing I can think about on top of my head
None
No obstacles

What 2-3 aspects of this course were most valuable to your learning experience?

Comment
Face to face, real world examples, and the application he provided.
Content and visual graphs and vides
<ol style="list-style-type: none"> 1. Unlike other professors I have had, Professor Hughes was extremely well-organized. There was never any doubt what we were supposed to be doing or how we were supposed to be doing it. 2. Professor Hughes did an excellent job explaining complex material to the students. When questions were raised he was very good at identifying what the student's problem was and honing right in on an understandable answer. 3. There were occasions of questions reflecting a semi-political disagreement with the material presented. Professor Hughes welcomed these interactions and engaged with the alternate point of view, being quite open and acknowledging possible merit on both sides. Other teachers in other contexts have more of a "my way or the highway" attitude — Prof. Hughes does not.
The teaching style, and obvious passion for the subject matter
<ol style="list-style-type: none"> 1. Professor Hughe's teaching style was clear and concise, always focusing on the topic at hand and giving us real world examples of how these topics were to be applied, which facilitated my understanding of not just the topic, but how the entirety of the course plays into the real world. 2. I enjoyed the weekly reading quizzes. I thought the quizzes helped me get a deeper understanding of what was to be discussed in class. It also helped me understand the topics we are learning and how economists of the past viewed it. 3. I appreciated Professor Hughes thoughtfulness in publishing his presentation slides onto canvas, it helped me look over the topics beforehand and helped me when I needed to study.
The problem sets and quizeez

Comment
teacher engagement with the class teacher feedback and help
The readings, lectures, and textbook.
The reading quizzes helped me understand the material more. The professors powerpoint slides were also helpful.
Two aspect of this course that were most valuable to my learning experience are the review classes before exams and reading quizzes.
The professor spend time to go over the problem set with us which was helpful to study for the exam. The course was also very organized which I appreciate a lot.
1. Problem sets to piece together what we learned in class 2. The essay readings also helped piece together what we learned with real-world application
1. Weekly quiz, made sure we read and held up accountable 2. I like how we Had 3 exams and not just 1
problem sets readings
I'm an athlete and he worked with my schedule, also offered extra credit
1. The lectures were very helpful and insightful.
2. The reading material really was interesting and helped with my understanding.
* I liked that class expectations were clearly set up in the course syllabus * Good chronological order, information built on top of each other
The two aspects of this course that were most valuable to my learning were the reading quizzes on the articles and the extra credit opportunities. The article-based reading quizzes helped me really understand the material and pay attention to the key ideas in each piece. The extra credit also motivated me to stay engaged and put in the effort. Both of these made the class more helpful and enjoyable for me.
Problem sets were great, they felt like a mini test. I also really like the final being optional to replace the weakest test grade.
n/a
his promblem sets, test feedback, lectures
I loved the organization of this course. My instructor had everything available on Canvas, we followed the syllabus strictly which made the class run so much smoother, and I felt like the content on the slideshows were directly related to the tests, so I was never struggling when I just followed what he gave us.
The reading quizzes the problem sets to prepare for exams
–the problem sets were fundamental helpful –posting the slides prior to class was great help –attending office hours
The readings the professor made us do every week were very relevant and made me feel prepared for the topics we discussed.
He was able to make the course material feel easy to understand using many charts and real life examples.
– Good Power point presentations – Good delivery from professor on Lectures – Balanced workload

What 2-3 aspects of this course were least valuable to your learning experience?

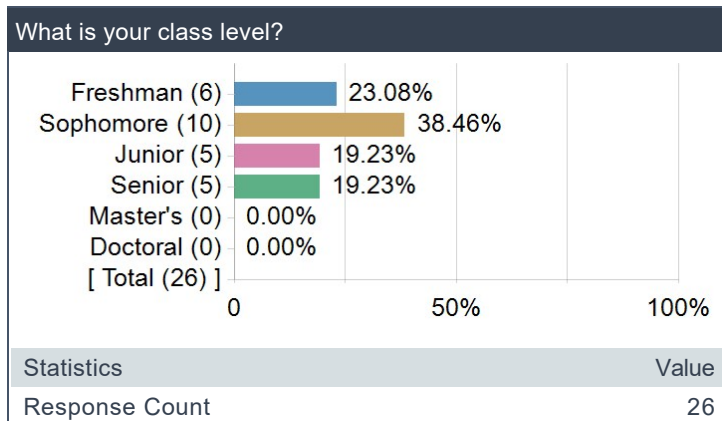
Comment
none
Just talking and talking to fast
My one complaint is about the segment we did on "free banking." I do not object to being assigned a reading on this subject, because the point of readings is to force some expanded horizons. But spending nearly a full class on it was far over the top, especially because I believe a number of the historical and logical arguments made for free banking and crypto-currency are flatly inaccurate. Moreover, to talk about the benefits of deregulating an industry without having previously explored what those regulations are and why they were initially created is putting the cart miles in front of the horse. The right way to do this, if it is to be done at all, is to spend some time on the evolution of banking and banking regulation, then present that some people think we'd be better off doing away with all that. And it also is wrong to talk about the public benefits of crypto while remaining silent about the enormous public downsides of crypto.
Not sure, maybe a slightly more spread out point system, but then again it is pretty balanced between tests and weekly work
I think all aspects of the course were valuable.
sometimes the presentation style wears you out after a while
The powerpoints
N/A
Two aspects of this course that were least valuable to my learning experience were the lack of links to the reading assignments and the lack of study guides.
I feel like the readings for the weekly reading quiz are way too long. Especially with it being every single week it is a lot.
1. Slides were redundant sometimes 2. n/a
1. Long lectures and could get boring at times
weekly quizzes
N/A
1. Some of the readings were very long and in depth which became a drag to work through 2. Some of the readings felt a little redundant
* Lectures did not feel very engaging, I often felt like professor was reading off of the slideshow * Focus on a single economic perspective * Course content built up very very quickly in the second half of the year compared to the first half
none
Readings. They felt like Austrian propaganda. I guess that's kinda the GMU econ department in its totality but they were pretty egregious given they were all old, mostly disproven theories of how the world works if you ask other economists. Maybe that's my bias as someone who knows more econ than the avg person & given it's my major. Other than that, I didn't really feel like the lectures were that engaging. I get econ, especially macro, is an incredibly dense topic, but idk a bit of spice would've gone a longer way.
n/a
nothing
I think the textbook was least effective since the slideshows and weekly readings were enough to make me feel fully knowledgeable on the course.
N/A
-I feel like the textbook was kinda pointless
Most of our grades were exam-based; I would've appreciated a bit more if other opportunities had weighed our grade(s) a bit more than just the exams and problem sets.
- Not much class participation

What modifications do you suggest for the next time the course is taught?

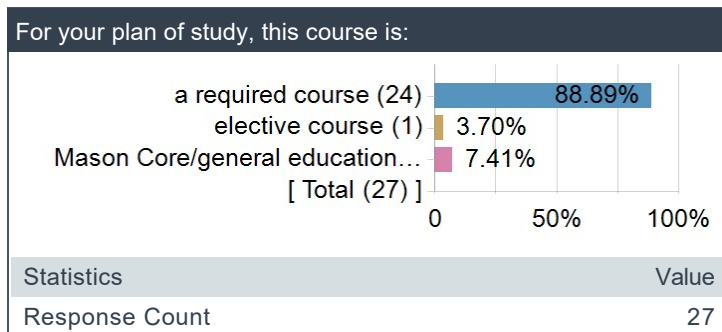
Comment
more engagement.
More homework, to raise grades
Slow do and take your time
Other than my free banking beef, I think maybe there was a little too much micro at the beginning before we got to the macro. I could be wrong about this, and maybe the way the curriculum is structured it's desirable to do it this way. But I did think we were spending a lot of time repeating stuff I had seen in previous micro classes.
None
Overall, it's good, maybe just switching lecture methods every once in a while to keep everyone engaged. Occasional video, etc.
Specific pages to read from textbook
N/A
The modifications I suggest for the next time the course is taught is either assigning readings that are either easier to find or provide links to those reading assignments.
I would appreciate more exam help, even though I understand the professor cannot reveal too much, but especially for the 3rd exam, there is a lot more materials that it covered and I feel like the problem set was just not enough.
Maybe shorten the readings or adjust the amount of reading quiz per semester.
Spend less time on extra information and make sure students really understand the few key concepts
More group work, so students could get closer with each other
No
N/A
Overall, I wouldn't change much with the course all I would suggest is adjusting the chapters required for the reading to make the longer ones a bit more abbreviated but other than that it was good.
<ul style="list-style-type: none"> * Provide other perspectives * Make the beginning section of the course shorter and allocate more time to the second section * Provide more examples and analogies for each concept to help students understand
none
Maybe no readings & making it so that you get graded on doing a participation worksheet. Other than that, I'm glad I took your class and I thought you were a great teacher. Best of luck with your PHD!
nothing. professor was amazing!
nothing
I think that making the reading quiz at a random time during the Thursday class would be more efficient since a lot of the kids in the course would come for the quiz and leave, however the instructor did pick up on that and change it to the end of the class which was helpful.
– Professor Hughes was great! He was able to accommodate to my schedule and meet with me outside of office hours for extra help in his class. I appreciate that he gave us those problems sets as a study tool for the exam!
None, I think the course is fine as is
– Encourage more class participation through in class discussions

Student Information

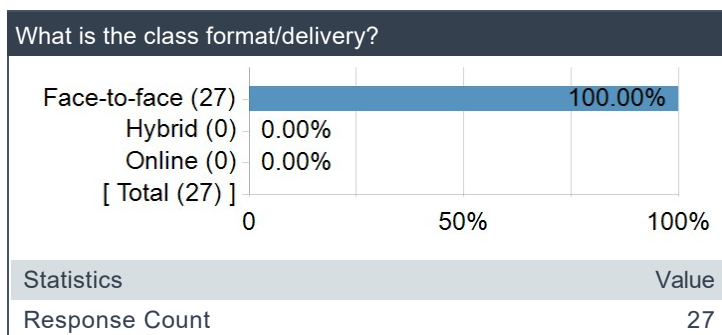
What is your class level?



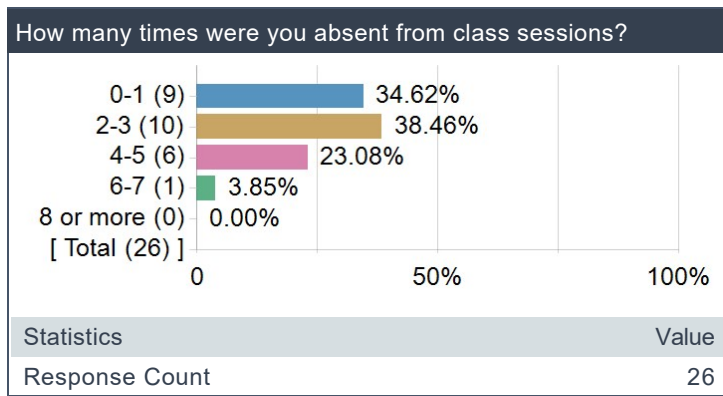
For your plan of study, this course is:



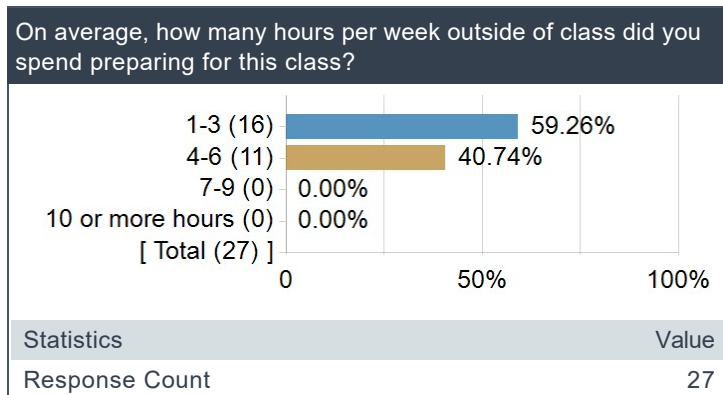
What is the class format/delivery?



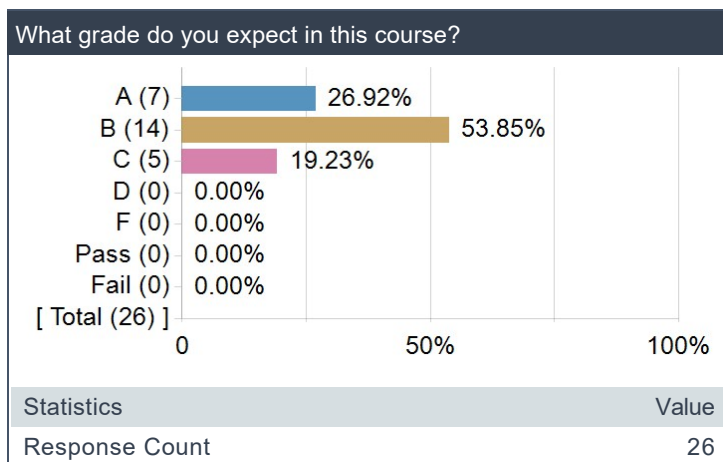
How many times were you absent from class sessions?



On average, how many hours per week outside of class did you spend preparing for this class?

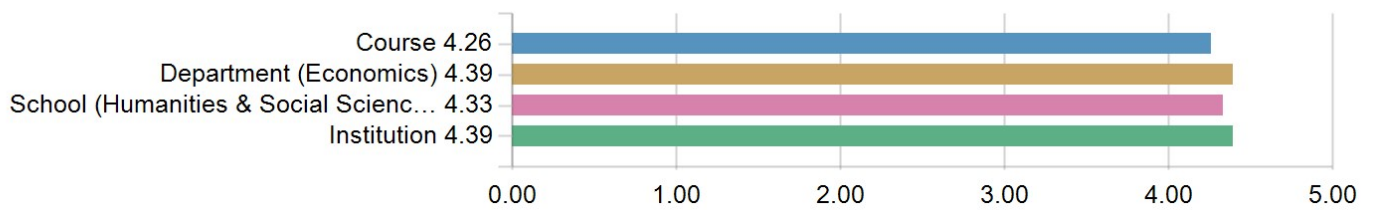


What grade do you expect in this course?

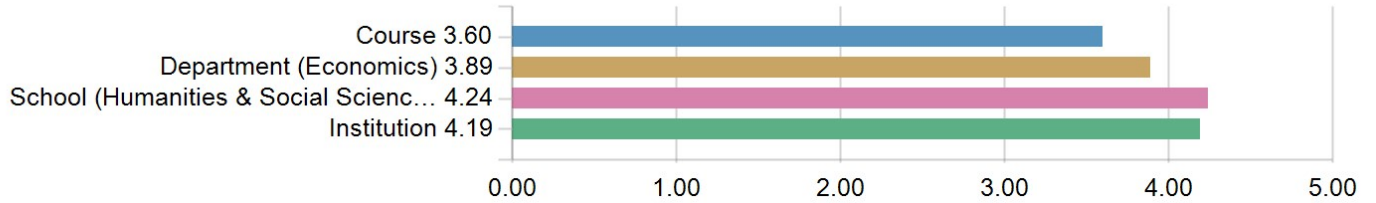


Student Evaluations of Teaching (Q7-Q20) - Chart

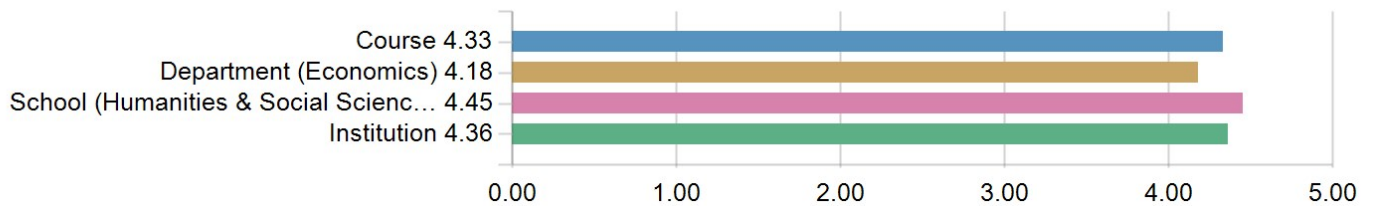
1. I completed all assigned tasks before each class.



2. I consistently contributed to class activities/discussions.



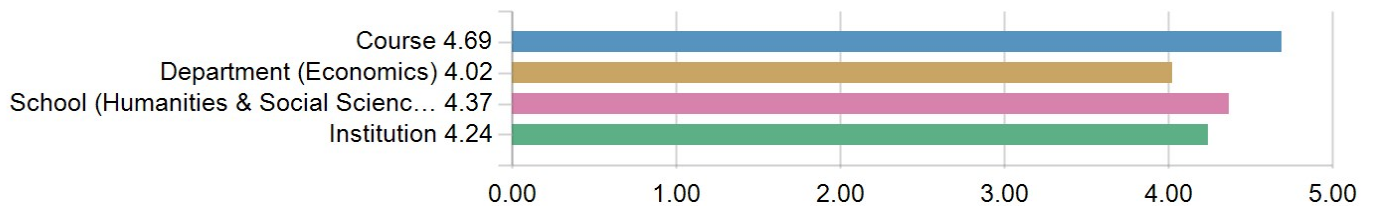
3. I gained an understanding of the main concepts in this course.



4. I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.



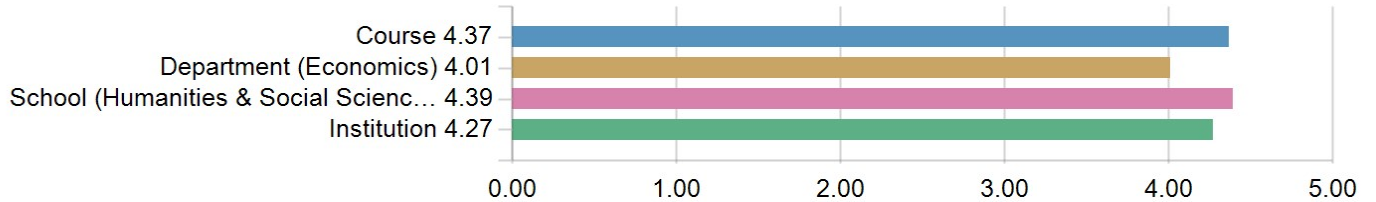
5. I found the instructor's feedback helpful for learning.



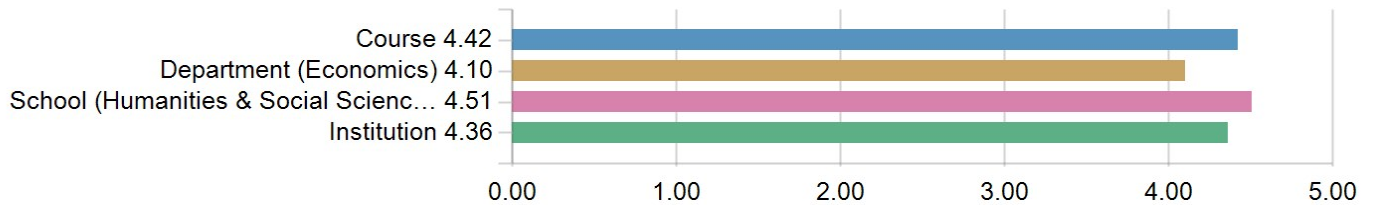
6. I learned due to the instructor's teaching methods/style.



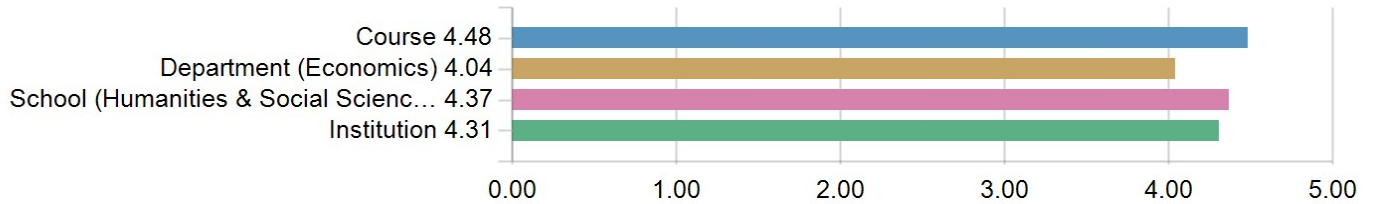
7. The instructor created an environment that facilitated my engagement with course content.



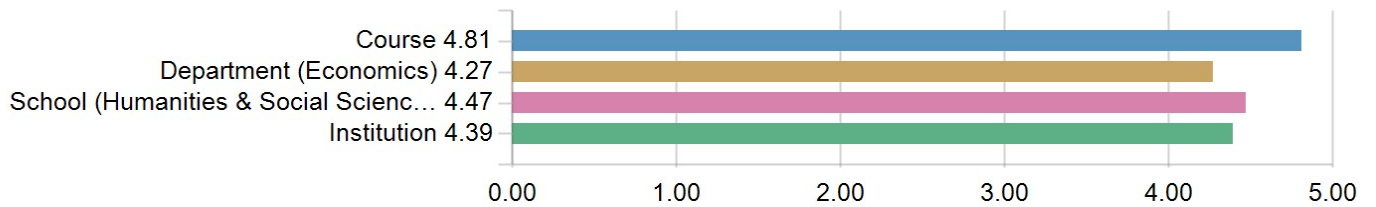
8. The instructor encouraged expression of diverse perspectives.



9. The instructor offered opportunities for students to provide feedback on the course.



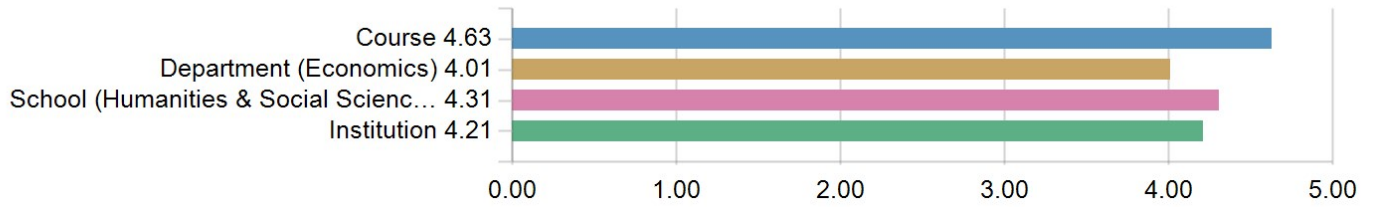
10. The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.



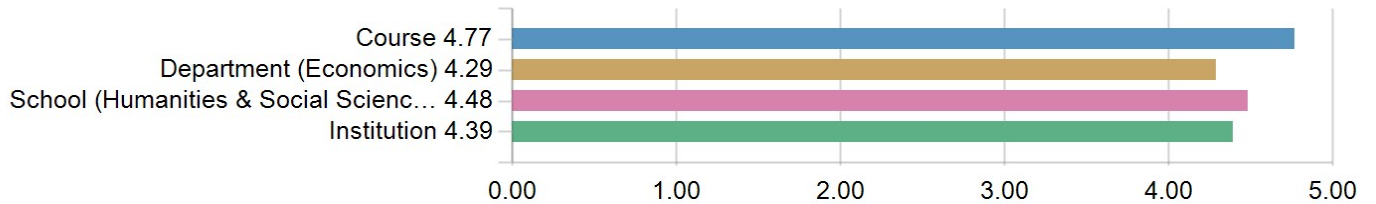
11. The instructor used technologies and/or resources/tools that increased my engagement with course content.



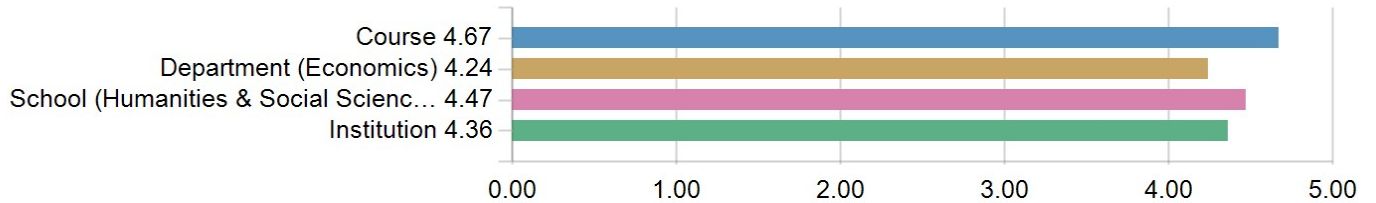
12. The course organization supported my learning.



13. The instructor clearly communicated course requirements to students.



14. The instructor clearly presented the course content.



Student Evaluations of Teaching (Q7-Q20)

	Mean	Median	Min	Max	Resp
I completed all assigned tasks before each class.	4.26	5.00	1.00	5.00	27
I consistently contributed to class activities/discussions.	3.60	4.00	2.00	5.00	25
I gained an understanding of the main concepts in this course.	4.33	4.00	2.00	5.00	27
I learned through the variety of learning opportunities (e.g. assignments, projects, papers, discussions, group work, peer review, exams) provided.	4.40	4.00	3.00	5.00	25
I found the instructor's feedback helpful for learning.	4.69	5.00	3.00	5.00	26
I learned due to the instructor's teaching methods/style.	4.41	5.00	3.00	5.00	27
The instructor created an environment that facilitated my engagement with course content.	4.37	5.00	2.00	5.00	27
The instructor encouraged expression of diverse perspectives.	4.42	5.00	1.00	5.00	26
The instructor offered opportunities for students to provide feedback on the course.	4.48	5.00	3.00	5.00	27
The instructor offered opportunities to meet outside of class time, such as virtual or in-person office hours.	4.81	5.00	4.00	5.00	27
The instructor used technologies and/or resources/tools that increased my engagement with course content.	4.52	5.00	3.00	5.00	27
The course organization supported my learning.	4.63	5.00	4.00	5.00	27
The instructor clearly communicated course requirements to students.	4.77	5.00	4.00	5.00	26
The instructor clearly presented the course content.	4.67	5.00	3.00	5.00	27