

Course:	ECON211 01 - ECON DEV IN ASIA/AFRICA/LAT AM	Department:	ECON
Responsible Faculty:	Alexander Persaud	Responses / Expected:	23 / 23 (100%)

Section I	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q1	Prior to this course, your level of interest in this subject was:											8	11	3	1	0	23	4.13	4	4	.80	689	3.72	82	2.6K	3.63	81
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q2	Your class standing:											0	2	10	11	0	23	3.39	3	4	.64	688	2.04	78	2.6K	2.90	55
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q3	Your gradepoint average is:											9	12	0	0	0	21	4.43	4	4	.49	671	4.38	50	2.5K	4.32	69
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q4	Based on evaluations you have earned to date, your current grade in this course is:											10	9	2	0	1	22	4.23	4	5	.95	685	4.32	38	2.5K	4.40	26
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q5	The course required you to think critically:											13	9	1	0	0	23	4.52	5	5	.58	688	4.31	84	2.5K	4.24	77
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q6	The course required you to think analytically:											10	11	1	1	0	23	4.30	4	4	.75	689	4.37	32	2.6K	4.32	45
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON211 - 01											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q7	Compared to the difficulty level of other college-level courses, this course was:											1	11	9	2	0	23	3.48	4	4	.71	688	3.64	34	2.6K	3.57	47
Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON211 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					0	4	18	1	0	23	3.13	3	3	.45	687	3.23	36	2.6K	3.21	46

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q9	The course significantly increased your knowledge of the subject:					9	13	0	1	0	23	4.30	4	4	.69	689	4.28	43	2.6K	4.30	42

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q10	The overall quality of this course is:					10	9	4	0	0	23	4.26	4	5	.74	689	4.18	53	2.6K	4.20	48

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III	Alexander Persaud														
	Responses					Individual									
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev					
Q11	The assigned text and other course materials are useful in learning.					9	7	2	4	1	23	3.83	4	5	1.24

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III	Alexander Persaud														
	Responses					Individual									
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev					
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.					11	9	1	2	0	23	4.26	4	5	.90
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.					9	10	3	1	0	23	4.17	4	4	.82
Q14	The instructor is well prepared for class.					20	3	0	0	0	23	4.87	5	5	.34
Q15	The instructor is effective in stimulating your interest in the subject.					9	10	3	1	0	23	4.17	4	4	.82
Q16	The instructor is enthusiastic in teaching the course.					20	2	1	0	0	23	4.83	5	5	.48

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III	Alexander Persaud														
	Responses					Individual									
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev					
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)					17	4	1	0	0	22	4.73	5	5	.54
Q18	The instructor treats students with respect.					20	2	0	0	0	22	4.91	5	5	.29

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III	Alexander Persaud														
	Responses					Individual									
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev					
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.					7	10	5	1	0	23	4.00	4	4	.83
Q20	Feedback received from the instructor improved your learning.					10	11	2	0	0	23	4.35	4	4	.63
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.					13	10	0	0	0	23	4.57	5	5	.50

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

1	knowledge of subject. vast understanding of theories and the readings. teaching ability. willingness to help with difficult topics	
2	enthusiasm	
3	clear on readings and other course materials	
4	Very knowledgeable about what he teaches. Have many interesting stories.	
5	This was one of my favorite classes at UR. The teaching was really engaging and he made the course material interesting and relevant with real world examples. The readings we did were extremely relevant and interesting. I would highly recommend this course to anybody.	
6	Knowledge of development and circumstances in many countries Encouraging participation in class Excitement about development studies Funny and relevant anecdotes	
7	Intelligent, funny, down-to-earth, very knowledgeable, I hope he teaches more econ classes, I'm an econ major and I would love to take more with him!	
8	I have really enjoyed having Dr. Persaud as a professor. This class was super interesting and Dr. Persaud did a great job leading class discussion and explaining the readings.	
9	He is very knowledgeable of all aspects of the course, and is up to date with current affairs, starting each class with articles within the past week relevant to the subject matter.	
10	He is very caring, and easily accessible outside of class. I have to admit that Dr. Persaud tries hard to make the class interesting even if that hasn't worked in my case.	
11	He is very enthusiastic and presents material in an interesting and engaging way.	
12	He is very nice and knowledgeable about the topic. He is willing to help students and to repeat concepts that are unclear.	
13	He is the greatest, he is continuously looking for ways to improve. Incredibly smart. Won jeopardy three times, unreal	
14	Great at breaking down a very complex topic like economic development, into digestible pieces that are easier to focus on each class.	
15	Enthusiasm, deep knowledge of what he teaches, relies on massive research on the topics	
16	Dr. Persaud is an enthusiastic professor. He is always looking for class participation and I think this allowed us to think critically and analyze the topic in order to engage in class discussions. Moreover, he is respectful with student opinions and let us develop new ideas and enriching discussions. This made the class really enjoyable.	
17	Dr. Persaud knows a lot about just about everything. He is incredibly knowledgeable, especially on a global level. He speaks clearly and is very organized, prompt, etc. His intelligence is truly fascinating.	
18	Accessibility, both during and after office hours, in addition to a depth of knowledge that far exceeds what is used in class. Always makes real links to ongoing events, studies, and relevant organizations operating with or within the spectrum of our classwork.	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	65.22% (15 of 23)	
1	the readings should be less and more discussed in class since they are so important for the exams	
2	more class activities, maybe use class problems or give short quizzes that are similar to the test questions so that we might have a better understanding of how you grade the test and what you look for. I did not do well on the first test because the repetitive readings became monotonous. teacher did a great job with test review and my grade reflects more on me than the teachers efforts, however having more problems, solving things in class, ect would definitely have helped my understanding of the material and his expectations better. and I guarentee this will help other students like me in the future.	
3	make expectations of exams clearer	
4	When there are class discussions, facilitate them so there are discussions between students rather than people raising their hands to recite a fact to be written on the whiteboard. When teaching a paper or economic concept, explain it and give your definition first, then ask for comments/opinions from students. Be more assertive when starting and ending class, and when transitioning between activities/topics.	
5	The first exam was much harder than the second	

6	Sometime it's hard to keep up with the readings and sometimes he should set his lessons in a more frontal way, because we don't have enough background to effectively interact and give an added value to the discussion through our interaction.	
7	Perhaps a class or two dedicated to a case study of how all the different areas we touched on throughout the semester come together to form a recommendation for a particular country. Would make the final project more tangible to students.	
8	None! Amazing professor!	
9	N/a	
10	I would struggle to find an area that Dr. Persaud lacked significantly within. If anything, maybe engaging the class with a non-lecture formatted class. The several times we used this were very interesting, and was cool to see the class participate as a whole.	
11	I think the reading assigned by the instructor was too much, and sometimes I did not understand the relevance, so maybe instead of assigning all the same articles as this year he could limit it and focus on the most important papers as sometimes we did not have time to talk about all the papers set as reading.	
12	I think that the course could have a few things fine tuned and clarified. I think that all of the right content is there, however, I feel as though sometimes given the vast nature of the topics, Dr. Persaud's answer key / idea of a right answer was a bit too narrow.	
13	I think he is still getting use to teaching at Richmond, he just needs to figure that out and he will be the best econ professor in this school	
14	I can't really think of anything, I really enjoyed this class.	
15	Dr. Persaud assigns very long readings (80-90 pages) in the middle of the week. It's as if his class is the only one I have to study for. He wants us to participate in class, but only 30% of his questions are about the readings. 70% of the questions refer to things he has just introduced in the lecture and he expects my brain to have processed it right away. My econ background only includes ECON 101 and 102. I feel like econ majors who have taken much more classes have more knowledge and the thinking required to answer Dr. Persaud's questions. Regarding the exams, I wish Dr. Persaud gave a list of all the terms or themes/ topics we should know so that we are better prepared. Previous professors have done it and it is a great help. Also, doing more activities and examples in class would be very helpful, as well.	

**Student Evaluation of Instruction
Fall 2018**

**University of Richmond
Robins School of Business**

Course:	ECON211 02 - ECON DEV IN ASIA/AFRICA/LAT AM	Department:	ECON
Responsible Faculty:	Alexander Persaud	Responses / Expected:	24 / 24 (100%)

Section I	ECON211 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q1	Prior to this course, your level of interest in this subject was:											9	10	4	0	1	24	4.08	4	4	.95	689	3.72	80	2.6K	3.63	79
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q2	Your class standing:											0	4	6	14	0	24	3.42	4	4	.76	688	2.04	85	2.6K	2.90	56
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q3	Your gradepoint average is:											15	7	2	0	0	24	4.54	5	5	.64	671	4.38	84	2.5K	4.32	85
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										15	8	1	0	0	24	4.58	5	5	.57	685	4.32	77	2.5K	4.40	62

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q5	The course required you to think critically:										8	15	1	0	0	24	4.29	4	4	.54	688	4.31	45	2.5K	4.24	50

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q6	The course required you to think analytically:										9	11	4	0	0	24	4.21	4	4	.71	689	4.37	20	2.6K	4.32	32

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q7	Compared to the difficulty level of other college-level courses, this course was:										0	7	16	1	0	24	3.25	3	3	.52	688	3.64	23	2.6K	3.57	31

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q8	The pace of this course was:										0	2	22	0	0	24	3.08	3	3	.28	687	3.23	31	2.6K	3.21	36

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q9	The course significantly increased your knowledge of the subject:										11	12	1	0	0	24	4.42	4	4	.57	689	4.28	64	2.6K	4.30	54

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON211 - 02										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q10	The overall quality of this course is:										10	13	1	0	0	24	4.38	4	4	.56	689	4.18	64	2.6K	4.20	57

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q11	The assigned text and other course materials are useful in learning.	6	9	6	3	0	24	3.75	4	4	.97

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	14	7	2	0	0	23	4.52	5	5	.65
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	14	7	2	1	0	24	4.42	5	5	.81
Q14	The instructor is well prepared for class.	22	2	0	0	0	24	4.92	5	5	.28
Q15	The instructor is effective in stimulating your interest in the subject.	15	4	5	0	0	24	4.42	5	5	.81
Q16	The instructor is enthusiastic in teaching the course.	20	4	0	0	0	24	4.83	5	5	.37

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	18	4	0	0	0	22	4.82	5	5	.39
Q18	The instructor treats students with respect.	20	4	0	0	0	24	4.83	5	5	.37

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1







Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	12	10	0	1	1	24	4.29	4.5	5	.98
Q20	Feedback received from the instructor improved your learning.	14	7	3	0	0	24	4.46	5	5	.71
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	14	7	1	2	0	24	4.38	5	5	.90

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	17	6	1	0	0	24	4.67	5	5	.55

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	95.83% (23 of 24)

1	8	
2	8	
3	7	
4	6	
5	6	
6	6	

7	6	
8	6	
9	6.5	
10	5	
11	5	
12	5	
13	3	
14	14	
15	13	
16	12	
17	12	
18	10	
19	10	
20	10	
21	10	
22	10	
23	10	

Faculty:	Alexander Persaud	
Question:	What are the greatest strengths of this instructor?	
Response Rate:	83.33% (20 of 24)	
1	this was an amazing class and professor persaud did a wonderful job explaining difficult articles in a manner that the entire class could understand	
2	Wide range of knowledge applied to any questions from students	
3	Understands material very well and makes connections and applications to the real world that are easy to understand.	
4	The readings he assigned tend to be rather difficult: this greatly expanded my knowledge of the subject and I am highly in favor of. Especially when, as Dr. Persaud, the professor is excellent at breaking them down in class. He was always funny and kept my interest in the material.	
5	Professor Persaud is incredibly smart and knowledgeable on the subject material. He is approachable and makes class interesting.	
6	I think Professor Persaud is extremely well versed in the subject area, and it shows through in his lectures. He is also extremely respectful of students, always prepared for class, and is very professional. Compared to my other professors this semester, Persaud was the most on top of the teaching materials and grading, and I really valued his commitment to the course. He did not come off as pompous or rude, and his grading and policies are fair.	
7	His knowledge. Incredibly knowledgeable, provides lots of unique examples and make the course interesting	
8	His class was one of my favorite I have taken at UR. The class was based on the reading of very interesting and challenging economics papers that required us to critically think more than other business classes at UR that rely heavily on a textbook. It is clear that the professor is extremely intelligent and well-versed on the topic of the class. He is able to explain the material better than most professors and constantly ties in real-world material. Additionally, there were great class discussions because of his interactive approach to lectures. The class was well-balanced between gaining financial/economic theory and cultural knowledge. I would highly recommend this class to other students within and outside the business school because it developed my global perspective.	
9	He was able to use his expertise to make the material more understandable. He did a great job about making sure that all students were given enough background before applying theory. He was very easy to understand.	

10	He is very good at simplifying more complicated economic concepts in class. As someone who is not an Economics major and has struggled with economics in the past, I have always comprehended the class material thanks to Dr. Persaud's teaching style.	
11	He is very understanding of students and he is always open to questions.	
12	He can really break down complicated concepts into very basic terms	
13	Enthusiastic and knowledgeable. Always answers student questions during class	
14	Dr. Persaud slows down the pace of the lecture if the class does not seem to understand the content- he takes time to explain it. He provides lots of realistic and current case studies that is happening around the world, which allows us to connect our learnings to real-life scenarios.	
15	Dr. Persaud is very engaging, clear and supportive of his students' interests. He makes the classroom a highly interactive and welcoming environment. I was impressed that he knew all of our names, majors and personal interests by the second class and always took feedback and class interest to heart when planning readings and course material. Dr. Persaud faced a significant challenge in that the class had a wide range of interests and background in economics but was able to teach each of us new and exciting material	
16	Dr. Persaud brings a huge wealth of knowledge about the subject into the class. He could just present topics conceptually, but he always has real-world examples or personal anecdotes that helped me understand the topic as well as increase my interest in it overall. As an accounting major, I did not expect to be extremely interested in the class material and also expected to struggle with the class since it has been years since my last econ class. However, Dr. Persaud went above and beyond to meet with me in office hours and put the economics into a framework of accounting that helped me understand it a lot better. By the end of the semester, this became my favorite class.	
17	Dr. Persaud is very knowledgeable and always did his best to make the content relevant and accessible for such a diverse class (in terms of year, major, international/domestic students, etc.). He always came to class prepared and was helpful in answering students' questions throughout the lectures and activities. He also always made an effort to connect class material to other relevant topics like current events. He was very clear at communicating and very timely with feedback on assignments/exams.	
18	Dr. Persaud is really great at bringing in real life examples and making the course feel relevant.	
19	Dr. Persaud has very helpful methods of teaching our class that made understanding and learning material much for interesting.	
20	Amazed everyday by the professors breadth of knowledge concerning both material related to and unrelated to the course	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	87.50% (21 of 24)	
1	spend more time on certain topics.	
2	na	
3	making things more simple for college level students. Oftentimes, questions on the test are worded in a very complex way, while the concept itself is simple It would also be nice to have more assignments, so that our grades factor in more than just exams and participation. Maybe a little homework sheet to go with a couple readings, small map quizzes, something like that	
4	he assigns a ridiculous amount of reading	
5	The readings should be cut down more	
6	The homework readings were long and dense sometimes. Maybe give suggestions for the important parts to read	
7	Some of the assigned readings seemed superfluous	
8	Nothing comes to mind - really enjoyed this class and thought expectations were clear.	
9	N/a – he should get tenure!	
10	N/A	
11	N/A	
12	My only suggestion would be to clearly layout the goal/agenda for the class as a whole and how each topic relates to development because I felt a little lost at times regarding the connection across topics.	
13	Less reading. The course has very dense and long reading assignments, which discourages students from completing them	

14	I would like him to talk more about some economics theories that are applicable to other issues.	
15	I know this is his first time teaching this course here at Richmond, and so the syllabus might just need a little cleaning up in the sense of narrowing down the most relevant readings in order to encourage more students to do the readings thoroughly.	
16	Dr. Persaud should become more confident in his teaching ability in the classroom. Especially in the beginning of the semester, he seemed a bit nervous but should know that he has the respect of his students.	
17	Dr. Persaud has been by far one of my favorite professors from the business school. Personally, I know that this topic is very complex and I would have loved to have watched some documentaries about the cases that we studied but the readings he assigned were all very interesting.	
18	Diversifying away from lecture and minor activities may be helpful. This may only be possible in a smaller context with more guaranteed motivation however.	
19	Assigned reading is a bit much	
20	A decent percentage of the readings were too long or complex for the class, which was primarily conceptual and omitted much of the statistical/mathematical aspects of economics.	
21	- reduce the level of assigned readings - Discuss relevant papers in more detail - connect real-world view with more theory to enable students ability to abstract	

**Student Evaluation of Instruction
Spring 2019**

**University of Richmond
Robins School of Business**

Course:	BUAD202 04 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	24 / 25 (96%)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										3	7	13	1	0	24	3.50	3	3	.76	431	3.46	52	2.8K	3.70	34
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										16	5	1	2	0	24	1.54	1	1	.91	431	2.29	18	2.8K	2.64	15
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										13	8	3	0	0	24	4.42	5	5	.70	427	4.29	69	2.8K	4.33	64
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										2	19	3	0	0	24	3.96	4	4	.45	430	4.48	5	2.8K	4.40	6
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q5	The course required you to think critically:										7	14	2	1	0	24	4.13	4	4	.73	426	3.97	68	2.8K	4.20	38

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q6	The course required you to think analytically:										9	12	2	1	0	24	4.21	4	4	.76	429	4.00	76	2.8K	4.29	45

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q7	Compared to the difficulty level of other college-level courses, this course was:										10	13	1	0	0	24	4.38	4	4	.56	431	3.37	89	2.8K	3.59	92

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q8	The pace of this course was:										3	10	11	0	0	24	3.67	4	3	.69	431	3.24	85	2.8K	3.20	93

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q9	The course significantly increased your knowledge of the subject:										8	11	3	1	1	24	4.00	4	4	1	430	4.23	39	2.8K	4.30	24

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q10	The overall quality of this course is:										5	12	4	2	1	24	3.75	4	4	1.01	431	4.12	21	2.8K	4.18	16

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III	Alexander Persaud																			
	Responses					Individual														
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev										
Q11	The assigned text and other course materials are useful in learning.										5	13	3	3	0	24	3.83	4	4	.90

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	9	7	5	1	2	24	3.83	4	5	1.21
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	10	9	3	0	2	24	4.04	4	5	1.14
Q14	The instructor is well prepared for class.	16	8	0	0	0	24	4.67	5	5	.47
Q15	The instructor is effective in stimulating your interest in the subject.	8	7	6	1	2	24	3.75	4	5	1.20
Q16	The instructor is enthusiastic in teaching the course.	14	6	2	2	0	24	4.33	5	5	.94

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	10	12	1	0	0	23	4.39	4	4	.57
Q18	The instructor treats students with respect.	15	8	1	0	0	24	4.58	5	5	.57

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	4	7	8	3	2	24	3.33	3	3	1.14
Q20	Feedback received from the instructor improved your learning.	5	8	8	3	0	24	3.63	4	3,4	.95
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	9	12	1	1	1	24	4.13	4	4	.97

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	8	10	3	2	1	24	3.92	4	4	1.08

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	95.83% (23 of 24)

1	9	
2	8	
3	8	
4	8	
5	8 hrs	

6	6	
7	6	
8	3.5	
9	20	
10	20	
11	16	
12	15	
13	15	
14	15-20	
15	13	
16	13	
17	12	
18	12	
19	12-15	
20	10	
21	10	
22	10	
23	10	

Faculty: Alexander Persaud		
Question: What are the greatest strengths of this instructor?		
Response Rate: 79.17% (19 of 24)		
1	knowledgeable, passionate, well-prepared	
2	Really intellectual and smart teacher, very knowledgeable on the subject	
3	Professor Persaud is extremely intelligent and has a deep understanding of all of the material taught. He is also willing to meet out of class to help students better understand the information.	
4	Presenting the subject and organizing it using the whiteboard and other teaching strategies.	
5	His knowledge of the material, and of more subjects outside the scope of the class. Being able to draw connections from this class to others.	
6	He provides lots of examples after concepts.	
7	He is very enthusiastic about statistics, which makes the lectures much more interesting to listen to.	
8	He is incredibly helpful during his office hours and is always willing to listen to his students when they present questions to him.	
9	He is incredibly smart and good at statistics.	

10	He is extremely smart.	
11	He is able to connect the course to real-world applications, and tells us where we would see it in jobs we may pursue. It makes the course more worth taking interest in, and he keeps the class on task while still making it entertaining.	
12	He is a very smart instructor who is clearly very educated.	
13	He is a great professor who speaks passionately, however some of the wording in some of his questions can be a little confusing which can therefore make it tricky for me to complete tasks without instructions.	
14	Dr. Persaud did an excellent job of engaging students and simplifying complex concepts. I feel like the data days were especially useful in pulling together real-world data and applying it to what we learned in class.	
15	Dr. Persaud is a very smart man and he definitely knew everything there is to know about this course. He could answer every question asked and for the most part was able to explain the answer in a way that was understandable.	
16	Dr. Persaud is an engaging instructor who uses real-world examples to make statistics relevant in the classroom. Statistics can definitely be a boring, dry topic, but not in this class.	
17	Dr. Persaud is highly knowledgeable and intelligent. He brought in fantastic examples and made sure that they learned the skills we would need in statistical analysis after graduation (data days and problem sets were great!). His presentation style allowed us to follow his thought process very easily and I appreciated that he kept the notes on the whiteboard throughout class so that we could refer back. He was also very available after class for extra help.	
18	Dr. Persaud is very knowledgeable, extremely competent and well prepared for class, and ultimately is good at explaining things in a way that makes complex concepts seem much simpler. He demands a lot of his students, and is always focused on real-world applicability, as I believe a business professor should be (and find that many aren't). He does not feel the pressure to water-down his class for the masses, which is actually a saving-grace in comparison to many other classes I have had at this University, where often-times the lack of student-engagement, and the general apathy of the class body is accepted, because giving students that clearly have no stake or interest in the topic a C or D is greatly frowned upon, and because class-size quotas have to be met, and you can't have too many students dropping courses because of difficulty... Dr. Persaud's class hasn't been impacted by these pressures yet, and I hope it isn't in the future. There is no way to "escape" or take shortcuts on work in this class, which is a positive *if* a student is really looking to learn skills and deeply explore a subject by taking this course. If the goal is to maintain your GPA with a minimal amount of work, and to "tick off" a business school prerequisite, this is not the case. Dr. Persaud is extremely helpful outside of class, and will do his best to indulge student's interests or curiosities around statistical applications if they seek it out. Student's perception of him as a difficult teacher should not drive them away from taking his course, because he has truly been one of the best and most effective professors I have had at this school. This said, the demand must be recognized—he is not a professor for those afraid of working really hard to do well. Most students, regardless of how they finish grade-wise, should walk away with greater technical skills, more of an understanding of what statisticians actually do, and a very good idea on how to handle data. I suppose some of his effectiveness as a professor comes from how "unforgiving" he can be on certain things, but once students get past that, they will learn a lot.	
19	Dr. Persaud is very approachable and I willing to be flexible with meeting with students outside of class. He always responded to my emails and questions quickly. I always felt that he genuinely wanted to help me improve.	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	83.33% (20 of 24)	
1	i would say that the wording of the questions and problems on the problem sets and on exams needs to be a clearer, a lot of time i am left wondering what the question is asking for	
2	class is simply too much for an intro b-stats class. this is literally mostly excel data analysis and if you have no excel experience you are at a severe disadvantage. compared to other classes, the excel depth of study for this class is absurd. i would like this kind of learning in another, higher class. not intro stats	
3	While the professor proved very good at teaching the course material, there were times when he quickly covered material that could have been gone over in greater depth. However, this could have been due to schedule conflicts.	
4	While I feel I did not struggle because I have taken a stats course in the past, I think some students may struggle with tackling complex tests. Dr. Persaud spent a lot of time covering concepts, which was great for someone with a history in running tests but not in understanding concepts, but it may help other students to do more examples.	
5	While Dr. Persaud taught the processes in the chapter materials very well I felt that he could have better explained some of the theoretical underpinnings of the analysis we were doing especially because he tested us on this material so improving his teaching on this type of content would be helpful.	
6	While Dr. Persaud is very enthusiastic, I think the homework assignments often did not reflect material from class. They would be very long and more complicated questions than what we had covered in class.	
7	There should be a little guidance with excel at the beginning of the semester.	
8	The work is extremely demanding, both for students that are really on top of it, and students that aren't. In comparison to other similarly named classes, I would say that this class is doing significantly more and more difficult work. This is both positive and negative. Positive in that we will really learn something from the course, where I have heard from my older peers that have taken other classes that this is often a "throwaway class". Positive, too, in that students may find an affinity for statistics and/or econometrics, where they otherwise would have found little truly applicable exposure to their real-world functions. Negative in that, for students with several other commitments, the basic understanding of statistical concepts is not enough to succeed here. I think Dr. Persaud did a good job in building in real-world applicability into the course, and attempted to give Excel guidance to students, but given the topics we had to cover and the short time frame, it wasn't possible to get everyone up to speed. Some of the work we have done with it near the end of the semester may have benefitted students more if it was done earlier in the semester, but that is a balancing act. This seems to be less of an instructor problem, and more of a course problem. Where students may otherwise greatly succeed in this class as taught by another professor with lower standards for their students, many have a harder time getting there in this class, not because of lack of understanding, but more-so out of the demands of the class. Again, this is less of an instructor issue, and more of a class-selection issue for students. I do think that overall, an Excel course requirement, or a statistical programming language requirement, as a prerequisite to the class would have served students very very well. The administration would be wrong to change the way in which Dr. Persaud runs the class too drastically, because I think that the benefit students earn from going through it is enormous, and he is a really talented professor that is truly interested in the topic, and is effective in making it applicable. This said, in terms of amount of work required and impact on grades, it must be understood that the learning curve here is steep compared to other classes (both with the same course content, and other separate courses). Again, most of my critiques would be towards the school and course requirements, and how this course fits into it, and less towards the professor. All seriously statistically or economically inclined students would benefit from taking Dr. Persaud at some point, but should know in terms of difficulty what the demands of the class will be, and what background skills may benefit them.	

9	The work assigned is tedious and at times way more than necessary. He expects a lot out of his students and at times he should slow down because some students don't have a background in stats and he will occasionally work at a pace that expects students to know more than they do.	
10	The problem sets would take a long time sometimes 10+ hours. Maybe make them shorter or each section less dense with questions.	
11	The first test given was definitely a little bit unexpected in terms of the content. He used terms that were not really used in class and the test overall was a little bit too long and most people did not finish. He moved very quickly in the beginning of the year which caused some confusion on homework assignments because some material was only minority touched on in class. Also, it should be stated in the course details that excel is needed because some Bstats classes do not require excel knowledge but he did.	
12	Sometimes he expects us to be smarter than we are	
13	Problem sets could due twice a week and less problems in each	
14	More Excel-related work earlier in the semester.	
15	He needs to find a way to make the class a little bit easier. Heavy work load and hard tests.	
16	He needs to be able to explain concepts not just formulas. He assigns very difficult problem sets that are mostly done on excel and we don't receive these all back before the exams. On the test, however, excel is not allowed so we are left doing the problems by hand which we have had no practice doing. Course structure is very poor and needs to be fixed. This course is way too hard for college freshmen and doesn't compare with other b-stats courses at this school.	
17	He can illustrate excel usage earlier in the semester.	
18	Having the class use excel on large homework assignments with very few lessons on how to use excel. Homework difficulty compared to the exams. Relevance of homework compared to the exams and class material.	
19	Framing more clear questions and maybe assigning less problems on the homework sets as they usually take me 6-8 hours to complete.	
20	<p>Although he is very smart, he is the worst teacher I've ever had. He teaches this course as if we already have an understanding of statistics and at an extremely fast rate. Although many students did take a statistics class in high school, not everyone did (like myself) and I don't think he realizes how it takes us more time to understand the material considering this is an INTRODUCTION to stats class. He also teaches based off the formulas, but I have no idea of what they mean, how they apply, and what purpose they serve.</p> <p>Additionally, the problem sets that he assigns every week are absurdly long and extremely repetitive, as there is no point in doing the exact same problem with just different variables over 30 times. The worst part about the problem sets that he assigns is that they are completed through Excel, which we are not even allowed to use during tests. I personally don't see a point in assigning problems for us that we won't even be asked on the test because we won't have a computer to use for tests.</p> <p>In total, professor Persaud is not a bad guy and I think he does care about his students, however he is absolutely clueless to how long each assignments takes students for to complete simply because they do not take him a while to do since he is so much smarter. I consider myself to be a very good student, but this class was nearly impossible for me simply because of the fact that I had not taken statistics in high school. He has no business teaching an introductory class, as he teaches it as if we already have an in depth knowledge of statistics.</p>	

**Student Evaluation of Instruction
Spring 2019**

**University of Richmond
Robins School of Business**

Course:	BUAD202 05 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	22 / 24 (91.67%)

Section I	BUAD202 - 05											--- Survey Comparisons ---					
	Responses					Course						BUAD			All		
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk	
Q1	Prior to this course, your level of interest in this subject was:																
	1	6	9	5	1	22	3.05	3	3	.93	431	3.46	21	2.8K	3.70	14	
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																	

Section I	BUAD202 - 05											--- Survey Comparisons ---					
	Responses					Course						BUAD			All		
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk	
Q2	Your class standing:																
	17	5	0	0	0	22	1.23	1	1	.42	431	2.29	11	2.8K	2.64	9	
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																	

Section I	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q3	Your gradepoint average is:					9	10	3	0	0	22	4.27	4	4	.69	427	4.29	48	2.8K	4.33	38

Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q4	Based on evaluations you have earned to date, your current grade in this course is:					5	12	5	0	0	22	4.00	4	4	.67	430	4.48	8	2.8K	4.40	9

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q5	The course required you to think critically:					7	10	4	1	0	22	4.05	4	4	.82	426	3.97	56	2.8K	4.20	31

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q6	The course required you to think analytically:					8	10	2	1	0	21	4.19	4	4	.79	429	4.00	73	2.8K	4.29	40

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q7	Compared to the difficulty level of other college-level courses, this course was:					13	9	0	0	0	22	4.59	5	5	.49	431	3.37	97	2.8K	3.59	97

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					2	13	7	0	0	22	3.77	4	4	.60	431	3.24	89	2.8K	3.20	96

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05										--- Survey Comparisons ---										
	Responses					Course					BUAD			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q9	The course significantly increased your knowledge of the subject:					4	10	2	5	1	22	3.50	4	4	1.16	430	4.23	6	2.8K	4.30	6

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 05										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q10	The overall quality of this course is:	2	9	4	6	1	22	3.23	3.5	4	1.08	431	4.12	2	2.8K	4.18	8

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q11	The assigned text and other course materials are useful in learning.	3	10	7	2	0	22	3.64	4	4	.83

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	3	6	6	5	1	21	3.24	3	3,4	1.11
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	3	7	4	7	1	22	3.18	3	2,4	1.15
Q14	The instructor is well prepared for class.	9	10	3	0	0	22	4.27	4	4	.69
Q15	The instructor is effective in stimulating your interest in the subject.	4	3	7	6	2	22	3.05	3	3	1.22
Q16	The instructor is enthusiastic in teaching the course.	10	8	3	0	0	21	4.33	4	5	.71

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	9	8	2	1	0	20	4.25	4	5	.83
Q18	The instructor treats students with respect.	12	9	1	0	0	22	4.50	5	5	.58

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1



Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	1	6	7	6	2	22	2.91	3	3	1.04
Q20	Feedback received from the instructor improved your learning.	3	9	5	5	0	22	3.45	4	4	.99
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	3	8	8	3	0	22	3.50	3.5	3,4	.89

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1









Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	7	4	6	5	0	22	3.59	3.5	5	1.15

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	95.45% (21 of 22)

1	9	
2	9	

3	8	
4	8	
5	8	
6	7	
7	5-10	
8	4	
9	20	
10	14	
11	14	
12	14	
13	13	
14	12	
15	12	
16	12	
17	10	
18	10	
19	10	
20	10	
21	10	

Faculty:	Alexander Persaud	
Question:	What are the greatest strengths of this instructor?	
Response Rate:	86.36% (19 of 22)	
1	Very smart and intellectual	
2	Very passionate about course material.	
3	Very open to questions and explains the materials in a variety of ways.	
4	Very approachable, applied material to real-world examples, good speed	
5	Problem Sets were helpful in preparing for the exams and certain key chapters were well taught by the professor	
6	Overall he's a good guy and is very passionate about the material and tries to make some examples interesting to the class.	
7	None	
8	Making time for the students and explaining what is expected	

9	He's very knowledgeable in the field. Can answer any question you throw at him.	
10	He makes class very interesting by always relating topics to real life applications. He keeps us focused and on task. He is extremely knowledgeable in the subject and is always well prepared for any question asked.	
11	He is very knowledgeable about the subject and shows interest in the students learning.	
12	He is very smart	
13	He is very patient. He always explain the knowledge point in detail, and give full examples.	
14	He definitely knows what he is talking about and he can answer every question posed to him during class. He's also very approachable and respectful to his students.	
15	Good attitude and clear that he possesses a lot of knowledge about the subject area.	
16	Explains the material very well in class. Uses strong examples and practice problems to help students learn. Overall, Dr. Persaud is a excellent teacher of the subject.	
17	Enthusiastic about teaching and information	
18	Dr. Persaud is, without a doubt, an amazing instructor. Extremely qualified to be teaching this subject, enthusiastic about his work, and very down-to-earth, I truly enjoyed this course mainly because of the positive qualities of Dr. Persaud. It is not often that your teacher is someone who is competent enough to be teaching the subject matter. In this case, Dr. Persaud far exceeded my expectations.	
19	Dr. Persaud is a nice guy, no problems with his personality or treatment of students.	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	95.45% (21 of 22)	
1	make the topics much more easy to understand for the normal student. Use simpler terms	
2	Understanding that not every student taking the course is a B-school major. Some students are taking the course as a requirement for other majors and do not need to achieve such an in-depth and advanced understanding of course material.	
3	Try to make the problem sets a bit shorter. They take a very long time and you can find like 5-10 other students in the library past 2 am trying to finish them every week.	
4	Too much/long assigned work	
5	The tests were not at all similar to the problem sets assigned to us in class from the book. If we got more example questions and how to solve specific questions in class it would have been a lot more helpful. A printed outline with the formulas we would learn each day would be really helpful in order to keep track of what is learnt each day in class. Also, making it more clear what each type of statistic/test portrays through handouts would be helpful.	
6	The teacher does not make the subject very easy and his paper or homework is different from what he teaches making the course very difficult for us	
7	The problem sets that we are given normally contain data sheets from excel. These normally took me around 4 hours or more to complete at the very minimum. I am not sure if this is just because of my lack of ability with excel but I know that other students had to take this amount of time as well. All in all though the data sets took a lot of time I think that they are still necessary to better understand the course and material looking forward.	
8	The problem sets assigned are way too long and his expectations of our excel abilities are way too high. He seems to base the difficulty of his tests/assignments on how fast/easily he can complete it which is not fair to students, as his tests and problem sets normally take way too long. He doesn't do a great job explaining the material and often rushes through material and spends class time doing example problems pretty much by himself. He also doesn't give any real feedback so its difficult to know what concepts I don't really understand.	
9	The fact that he knows so much means that sometimes the answers he gives to questions posed during class get confusing because it includes a lot of advanced level knowledge of statistics. It is also very hard for people without previous AP Statistics knowledge to keep up.	
10	The excel displayed on the screen is a little small for the person sitting in the back, and it's not very easy for me to read every word.	
11	Stop giving absolutely ridiculously rigorous problem sets.	
12	Some assessments, such as Test #2, penalized students for messing up the data gathering even if the steps taken afterwards were correct. I think this was a little unfair. Also, the syllabus could be more descriptive with assignments.	
13	Problem sets can be repetitive and timely-- make more of them and shorter	
14	I understand that too much time can't be used to teach excel as this is not an excel course. However, I found the data days helpful for the problem sets. I think starting the data days earlier in the semester would be helpful because I struggled with the excel aspect of the assignments.	

15	I think he did a good job of improving a bit with this over the course of the semester, but the weekly problem sets tend to be extremely long, and he assigned two the week before final exams. Further, I believe he needs to write shorter exams, as we do not have reasonable time in which to complete them. If necessary, we can have more exams, but they are simply too long.	
16	He is not a great teacher, as he assigns too much work, especially in comparison to the other B-stats classes. The problem sets are too long and the exams don't test your knowledge but test your ability to finish as they are far too long.	
17	He doesn't explain concepts with any sort of depth... Without learning all major stats concepts in AP Stats, I would have not understood anything all semester. He is far too smart to teach a freshman stats class, and teaches it like a high level junior or senior class. He does not adapt for students, and I have not seen an example of him giving any students some sort of help with their grade. It is much easier to lose points and lower your grade than bring it up in this class. I have heard many people talk about easy intro to bstats teachers at Richmond. Not only was Persaud too hard, he was the hardest teacher I've had! After getting a 5 on the AP stats exam!	
18	Giving more in class activities like problem sets or just sums to further improve the level of understanding and cover variety of problems. All in all, practising sums and working in class is necessary which was absent except for the quizzes which only represented the most basic questions and dealt with complex problems.	
19	Being completely honest, this class was extremely hard for an intro level course. Dr. Persaud is a very intelligent person, there is no doubt about this, but perhaps not the best teacher of the subject. The tests were extremely lengthy, to the point were I no ability to finish either midterm, not to mention both were more difficult than the practice test problems or textbook problems. The homework problem sets were also very difficult to complete. They took me several hours to complete, and there were often excel data questions that were beyond my level of knowledge, even after having taken Software Tools. We were not taught the level of excel in this course that was sufficient to do many of the homework tasks. I know that this professor is significantly more difficult than the other options via feedback from students in the other course. This is upsetting because I know that my GPA will be negatively affected from this course due to its extreme difficulty. Dr. Persaud is a nice person, but he would be better suited teaching at MIT or working for the Federal Reserve. I believe it would be a fair assessment to say this class was made to be a lot more difficult than it needed to be as an intro and required course.	
20	As much as I enjoyed this class, I felt that some of the work required of us was too difficult. We were required to complete a problem set almost every week, and these problem sets could take upwards of six hours to complete. In addition, some of these problem sets required extremely complex excel processes. From an objective point of view, I am above average when it comes to using excel as compared to the rest of my class. However, even I had trouble. One problem set in particular had over 69,000 rows (not an exaggeration) and hundreds of columns and took an unreasonable amount of time to complete. On the other hand, the tests given in class were quite difficult and if one were to look at the class averages, it is easy to see that perhaps these exams were too difficult/long.	
21	Alot of time imputing data for the problem sets	

**Student Evaluation of Instruction
Spring 2019**

**University of Richmond
Robins School of Business**

Course:	BUAD202 06 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	22 / 27 (81.48%)

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										4	7	7	3	1	22	3.45	3.5	3,4	1.08	431	3.46	47	2.8K	3.70	31

Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										14	6	1	1	0	22	1.50	1	1	.78	431	2.29	15	2.8K	2.64	14

Responses: [F] Freshman=5 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										8	11	3	0	0	22	4.23	4	4	.67	427	4.29	44	2.8K	4.33	33

Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										3	15	0	4	0	22	3.77	4	4	.90	430	4.48	2	2.8K	4.40	2

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q5	The course required you to think critically:										12	9	1	0	0	22	4.50	5	5	.58	426	3.97	92	2.8K	4.20	80
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q6	The course required you to think analytically:										14	8	0	0	0	22	4.64	5	5	.48	429	4.00	98	2.8K	4.29	80
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q7	Compared to the difficulty level of other college-level courses, this course was:										13	9	0	0	0	22	4.59	5	5	.49	431	3.37	97	2.8K	3.59	97
Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q8	The pace of this course was:										4	11	7	0	0	22	3.86	4	4	.69	431	3.24	95	2.8K	3.20	97
Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q9	The course significantly increased your knowledge of the subject:										8	7	5	2	0	22	3.95	4	5	.98	430	4.23	27	2.8K	4.30	20
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q10	The overall quality of this course is:										4	11	2	3	2	22	3.55	4	4	1.20	431	4.12	11	2.8K	4.18	12
Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section III	Alexander Persaud																								
	Responses					Individual																			
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev															
Q11	The assigned text and other course materials are useful in learning.										4	10	6	1	1	22	3.68	4	4	.97					
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1																									

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	3	13	1	5	0	22	3.64	4	4	.98
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	4	11	2	4	1	22	3.59	4	4	1.11
Q14	The instructor is well prepared for class.	14	8	0	0	0	22	4.64	5	5	.48
Q15	The instructor is effective in stimulating your interest in the subject.	6	5	7	2	2	22	3.50	3.5	3	1.23
Q16	The instructor is enthusiastic in teaching the course.	13	6	3	0	0	22	4.45	5	5	.72

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	13	7	2	0	0	22	4.50	5	5	.66
Q18	The instructor treats students with respect.	15	7	0	0	0	22	4.68	5	5	.47

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	5	4	4	6	3	22	3.09	3	2	1.38
Q20	Feedback received from the instructor improved your learning.	4	12	4	2	0	22	3.82	4	4	.83
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	5	11	4	2	0	22	3.86	4	4	.87

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	7	8	4	3	0	22	3.86	4	4	1.01

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1








Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	95.45% (21 of 22)

1	9	
2	9	
3	8	
4	8	
5	7	
6	6	















7	6	
8	6	
9	5or6	
10	4	
11	25	
12	15	
13	15	
14	15	
15	15	
16	15	
17	15	
18	13	
19	12	
20	10	
21	10	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	81.82% (18 of 22)

1	he is a good teacher but his grading is questionable	
2	Very smart	
3	Very smart, knows Stats extremely well	
4	This instructor is very knowledgeable about statistics; however, he lacks the ability to convey his knowledge to students. He is well-trained in excel but his expectations that his students would be equipped to use high-level excel functions, without excel training, are somewhat ridiculous. He did not explain how to use excel for the course at all and a comprehensive understanding of excel is necessary to succeeding in the course. He needs to take more time to explain his knowledge to students.	
5	The greatest strengths Persaud has is his availability outside of class when he was not judgmental about my ability on the subject and worked with me in ways to improve my grade. He is also young and excited about the topic and presented different real life examples to help our understanding as a class.	
6	The Teaching technique was good and I was able to ask questions in class whenever I got stuck.	
7	Professor Persaud was always very prepared for class and is very intelligent in the information he presents.	
8	Professor Persaud may be my favorite professor at the University of Richmond thus far. He is an incredibly intelligent and well-prepared professor, and it showed in his lectures. In class, he was able to not only give formulas, but help understand the reason the formula is relevant and often gave the derivative of the formula. He was reasonable in grading, and in it the type of class where you have to work for your grade, and not simply a participation grade. His ability to answer questions on the spot, with helpful in depth explanations was unparalleled.	
9	Pretty funny and a good teacher	
10	He's very passionate at what he does, answers questions thoroughly.	
11	He really knows what he's talking about and is great at drawing theory back to real-life examples.	

12	He really knew his stuff, and was always willing to meet outside of class to help. His tests, while hard, were fair, and the curve was good. he was incredibly patient with students. He used real world examples well, and did a good job getting the class involved. overall i really liked the teacher.	
13	He is very passionate about Stats. He is always prepared and always willing to meet outside of class if a student is having trouble	
14	He is good at explaining mathematical concepts	
15	Dr. Persaud is very knowledgeable on the subject and is always able to explain the course material in a variety of ways to ensure that everyone understands it. He also is able to apply the subject to interesting scenarios such as analyzing sports statistics. He is also very able and willing to provide extra help during office hours. Overall, Dr. Persaud made statistics as enjoyable as it is able to be and was a very good professor that I would highly recommend. Thank you for a great semester.	
16	Dr. Persaud is one of the smartest professors I have encountered at Richmond. He is absolutely qualified to teach this course, and knows more about statistics than I could have anticipated.	
17	Dr. Persaud is extremely smart and enthusiastic about business statistics. He also ties it to relevant subjects like finance and consulting for real-world application.	
18	Ability to relate to students and be available outside of the classroom	

Faculty:	Alexander Persaud
Question:	What are potential areas for most improvement by this instructor?
Response Rate:	90.91% (20 of 22)

1	the problem sets were extremely, absurdly difficult, often taking me 15 hours a week. Since they were extremely relevant material, however, I didn't dislike them as much as one would. Dr. Persaud assumes that most are as smart as him, which sadly isn't true. However, I am still glad I took the course.	
2	problem sets literally take 6-7 hours and the professor doesn't understand that. also tests are too hard to complete in the time- because he is so smart I don't think he understands that it takes students longer to do things. but he is a really good teacher	
3	<p>This instructor should improve the way he teaches statistics. He teaches by simply writing equations on the board and telling students what to plug into the equations. Not once in the course did I understand why we were using the equations or what they were ultimately helping us determine.</p> <p>The data sets provided by the professor have zero relevance. He gives ridiculously large data sets that would be far more understandable and helpful for the course if they were significantly decreased in size.</p> <p>Problem sets count for a great portion of the course grade and the majority of the questions do not test on course material. They test excel capabilities, which is irrelevant to the course. No partial credit is given, making it extremely difficult to receive a good grade. Students may spend upwards of 6 hours on one problem set and receive an extremely low grade because if the answers are not EXACTLY correct, no credit is given regardless of how much effort was put into the work.</p> <p>In class, the professor moves far too quickly and does not base his speed on the understanding of the students. Most students are confused throughout class and he disregards confusion and continues to teach. The teaching is based solely on numbers and no explanation of concept is given. I could list off a bunch of excel functions that I was told how to program but I could not tell you anything about how the functions relate to the data.</p>	
4	The problem sets are waaaaaayyyy too complex for the scope of this course. I felt like i was spending most of my time trying to figure out Excel rather than learning Stats. Exams were a little unrealistic in terms of timing.	
5	The problem sets are very long and sometimes repetitive	
6	The problems sets are really long and a lot if it is very mundane excel work that could be avoided while still having relevant problems to the subject	
7	The pace might be a tad bit fast, and there aren't a lot of outside sources to study from besides the book, which makes it super hard to study for.	
8	The exams time was quite limited and I think the professor could improve in gauging the time required to complete the exam.	
9	Tests are too long	
10	My biggest criticism I have is that he didn't present the material in the most effective way to grasp new material. His lectures got to be very long and hard to stay engaged. I think the notes he gives us in class do not correspond with the questions he asks on homework and tests.	
11	Moves way too fast and expects us to know everything. Tests are way too hard	
12	I would recommend making the exams a little shorter as I believe an exam should test your knowledge on the subject more than how quickly you can complete problems. I also think that an Excel course should either be listed as a pre-requisite to the class, or the excel portions of the problem sets should be significantly reduced as going into them with almost no knowledge of excel made them more difficult and time-consuming than I am sure they were intended to be.	
13	I think the exams are way too hard, given the information we need to know.	
14	I hope the pace will be slower.	

15	I expect a lot of harsh criticism by my peers on Professor Persaud, some of which has truth behind, but the majority is likely due to students either expecting to receive an A in the class, and not getting it, or upset about the homework. They will likely manifest this by blaming Persaud. The major criticism of Persaud is likely how difficult it is to do well in the class. His tests had a regressive curve, and placed the average at an 80. In this, it is incredibly difficult to get an A in the class. On both of my tests, I received only a 1 point curve, while other students who scored below the average would receive many additional points. The second criticism of Persaud is his homeworks or "problem sets". These homeworks took many students an incredible amount of time to finish. These problem sets were always given atleast a week to finish and never took me more than 2-3 hours to finish. For others, poor time management, and not going to Persaud for help led to late nights and poor grades. In these problem sets, we were often given enormous data sets, sometimes even with over a million excel cells. This caused my computer to crash as it couldnt run such a large set of data. This may be a bit excessive, but I appreciated the concept of giving real world experience. Other students, rather than appreciating the knowledge gained from computing with these data sets, often complained, when in reality the textbook problems are not applicable to the real world, and baby students with friendly numbers. I found computing these problem sets set Persaud's students apart from other classes. Ultimately, many people will look back with distaste towards Persaud, but I can show enough gratitude to him for all he taught me.	
16	He should provide more practice and homework takes too long to complete and was greatly repetitive. He should also have tests that are closer to the practice and the homework.	
17	He really needs to write bigger, as well as find markers that have ink. there were a lot of times that only the kids in front could see what he was writing. some of his case studies were really difficult, and he, at the beginning of the course, failed to prepare us for the minor stuff that could have helped. he just kind of threw the excel problems at us and hoped they stuck.	
18	He has unreasonable expectations. Assignments are based on how long he, a statistics teacher, takes to complete them. He thinks they are not too long or difficult but everyone struggles with them and cannot complete tests within the time limit. We can't do these assignments as fast as him, because we are not statistics teachers.	
19	Goes a little too fast. He also assumes students know things that they might not, which can make his teaching confusing.	
20	Dr. Persaud's class was very difficult. The homework was very cumbersome and difficult, and the tests were extremely long and difficult. I think Dr. Persaud would benefit from slowing the pace of his course, and making some aspects easier for an intro to statistics class.	

Student Evaluation of Instruction Fall 2019	University of Richmond Robins School of Business
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Course:	BUAD202 04 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	18 / 24 (75%)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										0	3	10	3	2	18	2.78	3	3	.85	513	3.34	11	2.6K	3.55	7
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										2	14	2	0	0	18	2.00	2	2	.47	514	2.58	15	2.6K	2.77	17
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										8	9	0	1	0	18	4.33	4	4	.75	508	4.25	68	2.5K	4.31	50
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										3	13	2	0	0	18	4.06	4	4	.52	513	4.50	15	2.5K	4.41	13
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q5	The course required you to think critically:					9	9	0	0	0	18	4.50	4.5	4,5	.50	513	4.04	85	2.6K	4.24	69

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q6	The course required you to think analytically:					10	8	0	0	0	18	4.56	5	5	.50	513	4.06	88	2.6K	4.33	68

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q7	Compared to the difficulty level of other college-level courses, this course was:					7	10	1	0	0	18	4.33	4	4	.58	512	3.31	96	2.6K	3.58	92

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					1	5	12	0	0	18	3.39	3	3	.59	515	3.18	85	2.6K	3.20	85

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q9	The course significantly increased your knowledge of the subject:					9	7	2	0	0	18	4.39	4.5	5	.68	515	4.26	58	2.6K	4.38	45

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q10	The overall quality of this course is:					4	11	2	0	1	18	3.94	4	4	.91	515	4.17	28	2.6K	4.27	22

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III	Alexander Persaud														
	Responses					Individual									
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev					
Q11	The assigned text and other course materials are useful in learning.					6	10	0	2	0	18	4.11	4	4	.87

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	6	7	4	1	0	18	4.00	4	4	.88
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	6	7	4	0	1	18	3.94	4	4	1.03
Q14	The instructor is well prepared for class.	13	5	0	0	0	18	4.72	5	5	.45
Q15	The instructor is effective in stimulating your interest in the subject.	4	10	2	1	1	18	3.83	4	4	1.01
Q16	The instructor is enthusiastic in teaching the course.	11	6	1	0	0	18	4.56	5	5	.60

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	9	8	1	0	0	18	4.44	4.5	5	.60
Q18	The instructor treats students with respect.	11	4	2	1	0	18	4.39	5	5	.89

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1









Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	5	3	5	4	1	18	3.39	3	3,5	1.25
Q20	Feedback received from the instructor improved your learning.	6	10	1	1	0	18	4.17	4	4	.76
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	9	7	1	1	0	18	4.33	4.5	5	.82





Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
















Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	6	10	1	1	0	18	4.17	4	4	.76


Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	94.44% (17 of 18)

1	8	
2	8	
3	7	
4	6	
5	6	
6	5	
7	20	
8	20	

9	16	
10	15	
11	15	
12	12	
13	12	
14	10	
15	10	
16	10	
17	10	

Faculty: Alexander Persaud		
Question: What are the greatest strengths of this instructor?		
Response Rate: 83.33% (15 of 18)		
1	smart	
2	This instructor is clearly very knowledgeable in the subject area and passionate about what he is teaching. He does a good job of connecting what we are learning in class to examples from the real world.	
3	The professor is always prepared for class and expresses the subject in a very clear manner which is really nice. He has a great teaching style, writing out everything on the board (really appreciate that!) The professor graciously accepts all class questions. He holds lots of office hours which is really nice. He is also a really fair grader.	
4	Teaching material effectively	
5	Smart.	
6	Professor Persaud is incredibly intelligent, he understands the course material very well.	
7	My professor knew what he was teaching and would break it down very nicely where it was understandable. Although, his tests are very hard and we are not given well preparation for them.	
8	Intelligent, good at explaining concepts	
9	He was always positive and helped me even though I struggled greatly.	
10	He is so smart and easy to follow in the class. Not many work load, but when there is it is hard.	
11	He is extremely knowledgeable about the subject matter.	
12	He is clearly very good at statistics and can answer any question. He is also very pleasant and makes his class interesting and energetic.	
13	Dr. Persaud was very good at relating topics back to real life scenarios so we can easily understand topics and concepts that we were learning. I thought he was always well-prepared and could handle anyone's questions.	
14	Being available, grading quickly, pacing, making sure the class knows what's going on	
15	Available outside of class, very helpful and respectful	

Faculty: Alexander Persaud		
Question: What are potential areas for most improvement by this instructor?		
Response Rate: 88.89% (16 of 18)		
1	dry	

2	We could do more problems in class that had a similar difficulty level to those on the exams just so we can get a better idea of how difficult the exams would be.	
3	This course is way too fast paced and excel heavy. I wish that the data given did not require so much manipulation, I feel like, as a basic pre-req. bstats class, we should not have to do this much data manipulation. The homework was also rather excessive, it took several hours to complete. The exams were too challenging with not enough time to take them. I think that our professor is extremely intelligent, but doesn't realize that we are not at his same capability in the slightest. This was by far the most difficult and dreaded class that I have every taken.	
4	The material taught in this course is much more advanced than the material taught by the majority of sections taught by other professors. It requires an in depth understanding of prior knowledge on the subject if one has any desire to do well. Otherwise, you will be playing a horrible game of catch up while trying to learn the new material simultaneously.	
5	The class material is already really hard. Then homework and exams are extra extra hard. I really liked doing statistics but at the end of the class, I was just completely lost with the assignments I was doing. The grading is super relax, however, I would prefer to receive a moderate difficulty in the exams and get the point I put. Or maybe, there can be a pool of questions given before the exam and take some of the questions during the exam.	
6	Sometimes I felt the exams were more difficult than the practice problems	
7	One potential area in which this instructor can improve would be to assign problems on weekly homework that are based on the material we have covered in class. There were many times throughout the semester where it seemed that many students were confused by homework problems if we had not discussed how to do them in class, which often led to frustration.	
8	N/A	
9	My professor could improve in terms of feedback. We have problem sets due that we do not get an answer key to. This does not allow me to go back and find my mistake.	
10	Maybe better test prep	
11	I wish the course was taught at a somewhat slower pace, I was overwhelmed towards the end of the semester by the difficulty and speed at which we learned the material.	
12	I think some of the exam questions are too difficult compared to what he gives us on problem sets or as study guides. In specific Test number 2.	
13	I think answer keys to submitted problem sets would be helpful.	
14	Gives an absurd amount of work that doesn't help with comprehension, it's simply busy work that takes hours on end. It seems as though he enjoys making students struggle.	
15	Better explanations of how to use excel.	
16	Balancing length of tests with the time given for the tests	

**Student Evaluation of Instruction
Fall 2019**

**University of Richmond
Robins School of Business**

Course:	BUAD202 05 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	15 / 19 (78.95%)

Section I	BUAD202 - 05											--- Survey Comparisons ---					
	Responses						Course					BUAD			All		
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk	
Q1	Prior to this course, your level of interest in this subject was:																
	0	4	5	6	0	15	2.87	3	2	.81	513	3.34	20	2.6K	3.55	10	
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																	

Section I	BUAD202 - 05										--- Survey Comparisons ---					
	Responses					Course					BUAD			All		
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q2	Your class standing:															
	4	10	1	0	0	15	1.80	2	2	.54	514	2.58	4	2.6K	2.77	12
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																

Section I	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q3	Your gradepoint average is:					6	7	0	1	0	14	4.29	4	4	.80	508	4.25	54	2.5K	4.31	40

Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q4	Based on evaluations you have earned to date, your current grade in this course is:					2	11	2	0	0	15	4.00	4	4	.52	513	4.50	9	2.5K	4.41	11

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q5	The course required you to think critically:					4	8	2	1	0	15	4.00	4	4	.82	513	4.04	45	2.6K	4.24	26

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q6	The course required you to think analytically:					5	10	0	0	0	15	4.33	4	4	.47	513	4.06	73	2.6K	4.33	42

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q7	Compared to the difficulty level of other college-level courses, this course was:					7	7	1	0	0	15	4.40	4	4,5	.61	512	3.31	99	2.6K	3.58	94

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					0	7	8	0	0	15	3.47	3	3	.50	515	3.18	88	2.6K	3.20	90

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 05											--- Survey Comparisons ---									
	Responses					Course						BUAD			All						
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q9	The course significantly increased your knowledge of the subject:					4	9	2	0	0	15	4.13	4	4	.62	515	4.26	41	2.6K	4.38	26

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 05										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q10	The overall quality of this course is:	1	6	7	1	0	15	3.47	3	3	.72	515	4.17	7	2.6K	4.27	6

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q11	The assigned text and other course materials are useful in learning.	0	11	3	1	0	15	3.67	4	4	.60

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	2	8	3	2	0	15	3.67	4	4	.87
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	2	8	3	2	0	15	3.67	4	4	.87
Q14	The instructor is well prepared for class.	10	5	0	0	0	15	4.67	5	5	.47
Q15	The instructor is effective in stimulating your interest in the subject.	0	10	3	1	1	15	3.47	4	4	.88
Q16	The instructor is enthusiastic in teaching the course.	3	8	1	2	1	15	3.67	4	4	1.14

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	5	10	0	0	0	15	4.33	4	4	.47
Q18	The instructor treats students with respect.	8	6	1	0	0	15	4.47	5	5	.62

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1




Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	1	4	2	5	3	15	2.67	2	2	1.25
Q20	Feedback received from the instructor improved your learning.	1	6	3	4	1	15	3.13	3	4	1.09
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	2	12	1	0	0	15	4.07	4	4	.44

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	3	10	1	1	0	15	4.00	4	4	.73














Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	93.33% (14 of 15)


1	8	
2	8	
3	8	

4	8	
5	7	
6	7	
7	7.5	
8	6	
9	5-10	
10	20	
11	15	
12	14	
13	10	
14	10	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	86.67% (13 of 15)

1	Very prepared for class	
2	Very good at presenting material in a clear manner that is easy to understand.	
3	Treats the course unlike any other bstat professor. We did things in excel that no other professor makes their student do and by extension, we have a harder class just based off of having this professor which is unfair. curriculum should be uniform across all professors.	
4	The professor knows the material very well and is excited to teach it.	
5	Letting the class decide what to learn (i.e. move on to another topic or go over a previous topic) based on our confidence of each individual topic.	
6	He related everything to real -life examples. Will definitely be more prepared for other classes in business compared to other bstats courses. But my grade probably suffered because we were expected to know so much more.	
7	He is a really good teacher and is able to keep the class engaged.	
8	He helps student thoroughly understand the material.	
9	He expects more than us than any other business statistics teacher	
10	Frames topics easy enough to understand.	
11	Dr. Perseus really knows a lot about excel	
12	Dr. Persaud is extremely knowledgeable and I've found meeting him outside of class to be very helpful.	
13	Dr. Persaud is very knowledgeable on the topics he teaches and is able to explain complicated tasks in a clear and concise manner. He goes at a slow pace and makes sure everyone is on the same page.	

Faculty:	Alexander Persaud
Question:	What are potential areas for most improvement by this instructor?
Response Rate:	86.67% (13 of 15)

1	The tests and quizzes are often very hard to fully complete in the allotted time given.	
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2	The assessments are too hard. They test don't just test your knowledge of the subject Matter it tests whether you can think critically within the parameters of the course content. oftentimes theres a twist in test problem that we have never practiced in class.	
3	The amount of homework is so overwhelmed and the difficulty levels of homework and exams are different from examples in class.	
4	Tests seem a bit long. More of a test of how fast you can do the exercises than whether or not you know and understand the material.	
5	Sometimes goes through the material a little too fast, and it's hard to keep up in class	
6	Our entire last final was in excel. I wish we had a lesson teaching us the basics of excel, given that we had problem sets on it from the first week of excel. It's hard when you spend 10 hours a week on a problem set, and they end up only being 15% of your grade in total-combined. I tried really hard to get all A's this semester but because of the vast difference between professors of this course- my grades will suffer and my peers grades will not. There should be an additional curve solely for Persauds class.	
7	Most students I have talked with said they had a very hard time using excel in this course. Dr. Persaud jumps into using excel for statistics too rapidly, and does not explain very well how to do complicated tasks on excel.	
8	His test are way too hard. Most of the difficulty is because there was way too many questions for the amount of time. It doesn't test the understanding of the material but instead speed.	
9	He should stop making tests so hard that they need to be seriously curved. It gives students panic attacks (myself included) and generally is not an efficient way to test knowledge. Each test, I had a hard time even processing because the tests were so long. If almost the entire class can barely finish the test, I don't think thats a good indication of your ability to test knowledge. It's completely unfair that this teacher expected so much out of us, while other B-Stats teachers like Nicholson are historically regarded as Easy A's. I'm alright with hard teachers, but bothered when other teachers in different sections don't have the same standard	
10	He can move a little slower when giving instructions for in class assignments.	
11	Dr. Persaud doesn't seem to care about whether we learn the course material. He makes weak attempts to motivate us, but relies too heavily on students to supply our own examples before we've even learned the topic. Lectures were often difficult to understand, particularly at the beginning of the course.	
12	Coherence between what is taught in class and what is asked to do for tests and problems sets. This is about the use of excel (problem sets) and calculators for exams. If you do not know the tricks on both to solve problems it affects your grades (specially in exams where we are timed)	
13	Class could be more fun and notes could be more clear.	

**Student Evaluation of Instruction
Fall 2019**

**University of Richmond
Robins School of Business**

Course:	BUAD202 06 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	17 / 17 (100%)

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										0	5	10	1	1	17	3.12	3	3	.76	513	3.34	28	2.6K	3.55	17
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										8	6	3	0	0	17	1.71	2	1	.75	514	2.58	1	2.6K	2.77	11
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										8	5	3	0	0	16	4.31	4.5	5	.77	508	4.25	62	2.5K	4.31	45
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																										

Section I	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										9	5	3	0	0	17	4.35	5	5	.76	513	4.50	20	2.5K	4.41	39
<p align="right">Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q5	The course required you to think critically:										9	6	1	1	0	17	4.35	5	5	.84	513	4.04	77	2.6K	4.24	52
<p align="right">Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q6	The course required you to think analytically:										14	3	0	0	0	17	4.82	5	5	.38	513	4.06	99	2.6K	4.33	90
<p align="right">Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q7	Compared to the difficulty level of other college-level courses, this course was:										1	11	5	0	0	17	3.76	4	4	.55	512	3.31	82	2.6K	3.58	68
<p align="right">Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q8	The pace of this course was:										0	2	15	0	0	17	3.12	3	3	.32	515	3.18	66	2.6K	3.20	44
<p align="right">Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q9	The course significantly increased your knowledge of the subject:										11	6	0	0	0	17	4.65	5	5	.48	515	4.26	82	2.6K	4.38	71
<p align="right">Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section II	BUAD202 - 06										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q10	The overall quality of this course is:										11	5	1	0	0	17	4.59	5	5	.60	515	4.17	76	2.6K	4.27	74
<p align="right">Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)</p>																										

Section III	Alexander Persaud																			
	Responses					Individual														
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev										
Q11	The assigned text and other course materials are useful in learning.										7	9	0	1	0	17	4.29	4	4	.75
<p align="right">Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1</p>																				

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	Considering the difficulty of the material, the instructor presents the subject matter clearly.	11	5	1	0	0	17	4.59	5	5	.60
Q13	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	8	7	1	1	0	17	4.29	4	5	.82
Q14	The instructor is well prepared for class.	13	4	0	0	0	17	4.76	5	5	.42
Q15	The instructor is effective in stimulating your interest in the subject.	12	1	2	2	0	17	4.35	5	5	1.08
Q16	The instructor is enthusiastic in teaching the course.	12	4	1	0	0	17	4.65	5	5	.59

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q17	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	10	6	0	0	0	16	4.63	5	5	.48
Q18	The instructor treats students with respect.	13	4	0	0	0	17	4.76	5	5	.42

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q19	Exams and other graded materials are appropriate assessments of your understanding of course content.	9	4	3	1	0	17	4.24	5	5	.94
Q20	Feedback received from the instructor improved your learning.	7	7	2	0	0	16	4.31	4	4,5	.68
Q21	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	11	6	0	0	0	17	4.65	5	5	.48


Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q22	This instructor's overall teaching ability is:	13	4	0	0	0	17	4.76	5	5	.42
















Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	100.00% (17 of 17)

1	8	
2	7	
3	7	
4	6	
5	5	
6	5.5	
7	4	
8	4	
9	13	
10	12	

11	12	
12	11	
13	10	
14	10	
15	10	
16	10	
17	10	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	88.24% (15 of 17)

1	he has the clear logic, willing to use fun examples to illustrate the concept	
2	Is able to reinforce the material to the students well. Cares about the students well being and makes him self available outside of class.	
3	I love him	
4	He uses wit, interesting anecdotes, and examples to keep the class engaged. I enjoyed this very much.	
5	He tells us the information we need and in a very organized way. No power points, just writing on the whiteboard, so I felt I could easily follow and everything he was writing down was important. He spoke energetically and always had examples at hand to better help us with understanding materials.	
6	He is very nice and patient	
7	He is very knowledgable about the subject matter but is very good at making it tangible for an intro class. He is a timely and fair grader. I am grateful that I learned a lot of Excel.	
8	He is extremely knowledgeable about the subject.	
9	He is a clear and effective communicator, and does an excellent job of breaking down complex topics into their fundamental concepts.	
10	Dr.Persaud is an excellent teacher. Some might think his courses are too difficult. However, the examples and skills in class are extremely useful and relevant. He is gentle to students and gives timely feedback.	
11	Dr. Persaud's strengths include making the examples in class relevant to real life and applicable to his student's lives. he is also very clear in explaining problems when you have specific questions.	
12	Dr. Persaud is extremely smart, and knows the material really well. He also uses examples like sports and other things to try and get students more interested.	
13	Dr. Persaud consistently brought the class material into fascinating real life conversations that I thoroughly enjoyed. One of the best teachers I have ever had.	
14	Dr Persaud is an awesome professor, he is very knowledgeable and very enthusiastic in class. I cannot think of another professor to teach stats and make it as entertaining!	
15	Clear lectures	

Faculty:	Alexander Persaud
Question:	What are potential areas for most improvement by this instructor?
Response Rate:	88.24% (15 of 17)

1	speak louder would be helpful	
2	none.	

3	make homework harder	
4	homework and practice	
5	None that I can think of, I very much enjoyed his class.	
6	Make the tests shorter so that they can be completed in the allotted time.	
7	I'd say to mitigate the difficulty gap between homework and exams a little bit, and also the gap between practice exam and real exam. So that we can all get a hint of what the real exam will be like.	
8	I think Dr. Persaud could improve by not speeding up his presentation of topics that some students have covered in previous courses.	
9	I know some students brought up the fact that his pace was too fast and his exams were too long.	
10	I can't think of anything honestly.	
11	He should explain the assignments more clearly.	
12	He is a little too smart, and moves kinda fast at times, as some students don't process info as quick as he does.	
13	During the first unit, I wish that he had taught us more Excel skills, but he improved on this greatly in the second and third units.	
14	As someone who has never taken a stats class I found that this a tough subject to get the hang of. I feel that more practice in class would be extremely helpful. For example I would recommend having us try example problems in class on our own for 5 minutes and then explaining it. That way we get the opportunity to try the problem and better understand what we did wrong or right.	
15	A participation element in the grade breakdown? I feel as if I know more than my grade shows and a participation component may help with that.	

**Student Evaluation of Instruction
Fall 2020**

**University of Richmond
Robins School of Business**

Course:	BUAD202 04 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	22 / 22 (100%)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										0	10	8	3	1	22	3.23	3	4	.85	635	3.35	33	2.6K	3.58	24

Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										13	8	1	0	0	22	1.45	1	1	.58	635	2.51	6	2.6K	2.76	9

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										12	9	1	0	0	22	4.50	5	5	.58	630	4.53	48	2.6K	4.51	44

Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q4	Based on evaluations you have earned to date, your current grade in this course is:										12	9	1	0	0	22	4.50	5	5	.58	633	4.70	24	2.6K	4.60	40

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q5	The course required you to think critically:										8	12	2	0	0	22	4.27	4	4	.62	630	4.14	65	2.6K	4.25	46

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q6	The course required you to think analytically:										12	10	0	0	0	22	4.55	5	5	.50	627	4.13	88	2.6K	4.32	69

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q7	Compared to the difficulty level of other college-level courses, this course was:										5	13	4	0	0	22	4.05	4	4	.64	636	3.29	94	2.6K	3.52	85

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q8	The pace of this course was:										1	3	17	0	0	21	3.24	3	3	.53	635	3.14	72	2.6K	3.20	64

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---													
	Responses					Course					BUAD			All										
	AOM	AOM	AAE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q9	I took this course:										3	18	1	22	1.91	2	2	.42	633	1.95	40	2.6K	1.83	44

Responses: [AOM] All or mostly on-line=1 [AOM] All or mostly in a classroom=2 [AAE] An approximately even mix of on-line and in a classroom=3
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	BUAD202 - 04										--- Survey Comparisons ---															
	Responses					Course					BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q10	The course significantly increased your knowledge of the subject:										14	6	2	0	0	22	4.55	5	5	.66	636	4.23	72	2.6K	4.32	67

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 04										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q11	The overall quality of this course is:	10	8	3	1	0	22	4.23	4	5	.85	635	4.12	60	2.6K	4.19	49

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	The assigned text and other course materials are useful in learning.	8	12	2	0	0	22	4.27	4	4	.62

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q13	Considering the difficulty of the material, the instructor presents the subject matter clearly.	12	9	1	0	0	22	4.50	5	5	.58
Q14	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	9	11	2	0	0	22	4.32	4	4	.63
Q15	The instructor is well prepared for class.	15	7	0	0	0	22	4.68	5	5	.47
Q16	The instructor is effective in stimulating your interest in the subject.	5	12	3	2	0	22	3.91	4	4	.85
Q17	The instructor is enthusiastic in teaching the course.	13	9	0	0	0	22	4.59	5	5	.49

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q18	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	14	4	2	2	0	22	4.36	5	5	.98
Q19	The instructor treats students with respect.	15	7	0	0	0	22	4.68	5	5	.47

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1






















Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q20	Exams and other graded materials are appropriate assessments of your understanding of course content.	9	8	4	1	0	22	4.14	4	5	.87
Q21	Feedback received from the instructor improved your learning.	7	9	4	2	0	22	3.95	4	4	.93
Q22	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	7	12	3	0	0	22	4.18	4	4	.65

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1







Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q23	This instructor's overall teaching ability is:	13	9	0	0	0	22	4.59	5	5	.49

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	100.00% (22 of 22)

2	8	
3	8	
4	8	
5	8	
6	7	
7	18	
8	14	
9	14	
10	13	
11	12	
12	12	
13	12	
14	12	
15	12	
16	12	
17	12+	
18	10	
19	10	
20	10	
21	10	
22	10	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	86.36% (19 of 22)

1	very available to students for help	
2	Well-prepared, always willing to help outside of class, explains topics thoroughly	
3	Very knowledgeable about the subject, and willing to aid students when help is needed.	
4	Teaching Excel and statistics	
5	Persaud is a great teacher. While I personally didn't enjoy some of his learning techniques, because it felt like a lot more work than necessary, Persaud managed to make seemingly foreign concepts become second-nature to us due to giving us intensive work on certain subject areas. Persaud assigned a lot of work, but it resulted in great information retention which is unmatched in comparison to any other class.	
6	Organized, clear, respectful	

7	I think that he does a great job of picking material that is relevant and easy to relate to real life.	
8	I really liked his teaching style of working through notes and practice problems together in class. He wants to help and is good at explaining concepts when you are confused. He is also accessible and easy to communicate with.	
9	His willingness to help students. He is very open to meeting at any time and will always be willing to put in the extra work if someone doesnt understand.	
10	His love for the course and his work with students outside of class	
11	His knowledge of the subject he is teaching.	
12	He is very smart and really understands the material	
13	He is very dedicated to helping his students with all material that relates to his class going beyond what I would expect a professor to do in order to help a student understand the material he is teaching.	
14	He explains all the materials clearly and his class is easy to understand.	
15	Enthusiastic about the material being taught; Understanding of his students; very realistic with the way he planned the course in the beginning of the term and what he accomplished by the end	
16	Dr. Persaud is clearly brilliant and extremely well versed in the topic, and possesses an obvious enjoyment of the subject. He makes a clear effort to share this enthusiasm with his students and get them to be invested in the material.	
17	Dr. Persaud is an effective instructor. He is enthusiastic and approachable, in and out of the classroom. He explains concepts clearly and regularly checks in to address questions during the lecture.	
18	Dr. Persaud is very knowledgeable about the subject, and teaches the class enthusiastically. He has a good sense of humor and makes learning fun.	
19	Clear and concise notes with applicable examples	

Faculty: Alexander Persaud		
Question: What are potential areas for most improvement by this instructor?		
Response Rate: 86.36% (19 of 22)		
1	please make the exams shorter! It takes a full day to finish one	
2	no glaring issues	
3	feedback on homework and exams can be more detailed	
4	Understanding that a lot of his students have no understanding of excel and that he should go a little more in depth into what hes doing when he does it, in excel.	
5	Reduce workload	
6	Persaud assigns a LOT of work, and this class was quite time consuming. I imagine that Persaud assigned considerably more work within reason, and of course there's the tradeoff that this uptick in work resulted in better information retention, but greater transparency on Persaud's behalf would make it easier on students, as they would know what to expect for the class throughout the year. Persaud should be more transparent about when he will be assigning graded homework assignments, as being told about them in class often felt like getting a wrench thrown in my schedule, and me having to take extra time out of my weekend to accommodate Persaud's heavy workload.	
7	No comment	
8	More time spent on excel in class	
9	More group work for class so students can interact with each other more often	
10	More cooperation with his students: better response rate over email, holding true to his initial claim of setting up time slots to meet one on one with students.	
11	Maybe spend a little more time on basic Excel skills in the beginning of the course so everyone has a base understanding.	
12	I think that the notes system could be fixed a little bit.	
13	I think giving smaller homework assignments (maybe an hour at most) in between the bigger problem sets would help hammer home the finer points we learn in class. In my personal experience, I often find that the problem sets feel like a big jump from the material learned in class and the notes homework.	

14	He can respond to emails faster and not wait for class to address emails	
15	Focus more on how to apply concepts in excel. Make it clear that all students need to know Excel for this course, as it makes everything significantly easier and more understandable.	
16	Dr. Persaud could give a bit more feedback on problem set assignments.	
17	Dr. Persaud did not always respond to e-mails promptly.	
18	Could pace the class better at times for more difficult chapters.	
19	Being quicker at responding to emails. Extra help sessions are good but not everyone can make them.	

Faculty:	Alexander Persaud
Question:	If applicable, were there specific online learning teaching methods and strategies that were effective in helping you achieve the key learning objectives of the course? Please discuss.
Response Rate:	40.91% (9 of 22)

1	n/a	
2	Yes, sharing the screen, the recordings, and showing the Excel documents helped.	
3	The virtual whiteboard was what helped me feel apart of the class and understand the material better if it was not in use.	
4	None	
5	N/A	
6	I was rarely online for this course, but the virtual excel sessions in the online class are a very good way of teaching the material over zoom.	
7	I think that the class structure transferred very well to online learning. This was the best online class I took because of the way it was formatted.	
8	I learned in person	
9	Having regular and frequent options for zoom office hours.	

Faculty:	Alexander Persaud
Question:	If applicable, were there specific online learning teaching methods and strategies that were NOT effective in helping you achieve the key learning objectives of the course? Please discuss.
Response Rate:	31.82% (7 of 22)

1	n/a	
2	None	
3	N/A	
4	N/A	
5	It was hard asking questions as one of the only students on zoom because the focus of the professor was on the class in front of him, not over zoom.	
6	I learned in person	
7	I believe that online education is inherently flawed and thus, any virtual lesson will have the underlying issue of being less effective than in-person instruction. With that being said, I do not believe that this course had any specific instances where the online instruction was ineffective to the point where it was completely detrimental to the learning experience.	

Course:	BUAD202 05 - STATISTICS FOR BUS & ECON	Department:	BUAD
Responsible Faculty:	Alexander Persaud	Responses / Expected:	21 / 23 (91.30%)

Section I	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q1	Prior to this course, your level of interest in this subject was:											3	4	9	4	1	21	3.19	3	3	1.05	635	3.35	26	2.6K	3.58	21
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q2	Your class standing:											3	15	3	0	0	21	2.00	2	2	.53	635	2.51	26	2.6K	2.76	20
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q3	Your gradepoint average is:											11	8	2	0	0	21	4.43	5	5	.66	630	4.53	35	2.6K	4.51	33
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q4	Based on evaluations you have earned to date, your current grade in this course is:											14	5	2	0	0	21	4.57	5	5	.66	633	4.70	33	2.6K	4.60	45
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q5	The course required you to think critically:											8	9	2	2	0	21	4.10	4	4	.92	630	4.14	41	2.6K	4.25	31
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q6	The course required you to think analytically:											15	6	0	0	0	21	4.71	5	5	.45	627	4.13	92	2.6K	4.32	84
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	BUAD202 - 05											--- Survey Comparisons ---															
	Responses					Course						BUAD			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q7	Compared to the difficulty level of other college-level courses, this course was:											5	10	5	1	0	21	3.90	4	4	.81	636	3.29	89	2.6K	3.52	74
Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II		BUAD202 - 05										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8	The pace of this course was:	0	6	14	1	0	21	3.24	3	3	.53	635	3.14	72	2.6K	3.20	64

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 05									--- Survey Comparisons ---					
		Responses			Course						BUAD			All		
		AOM	AOM	AAE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk	
Q9	I took this course:	3	17	1	21	1.90	2	2	.43	633	1.95	36	2.6K	1.83	43	

Responses: [AOM] All or mostly on-line=1 [AOM] All or mostly in a classroom=2 [AAE] An approximately even mix of on-line and in a classroom=3
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 05										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q10	The course significantly increased your knowledge of the subject:	9	10	2	0	0	21	4.33	4	4	.64	636	4.23	53	2.6K	4.32	44

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		BUAD202 - 05										--- Survey Comparisons ---					
		Responses					Course					BUAD			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q11	The overall quality of this course is:	8	8	5	0	0	21	4.14	4	4,5	.77	635	4.12	42	2.6K	4.19	41

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	The assigned text and other course materials are useful in learning.	5	11	2	3	0	21	3.86	4	4	.94

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q13	Considering the difficulty of the material, the instructor presents the subject matter clearly.	10	9	2	0	0	21	4.38	4	5	.65
Q14	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	9	8	4	0	0	21	4.24	4	5	.75
Q15	The instructor is well prepared for class.	17	4	0	0	0	21	4.81	5	5	.39
Q16	The instructor is effective in stimulating your interest in the subject.	4	13	4	0	0	21	4.00	4	4	.62
Q17	The instructor is enthusiastic in teaching the course.	11	9	1	0	0	21	4.48	5	5	.59

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q18	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	11	5	4	1	0	21	4.24	5	5	.92
Q19	The instructor treats students with respect.	12	8	1	0	0	21	4.52	5	5	.59

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1







Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q20	Exams and other graded materials are appropriate assessments of your understanding of course content.	5	9	6	0	1	21	3.81	4	4	.96
Q21	Feedback received from the instructor improved your learning.	5	5	7	3	1	21	3.48	3	3	1.14
Q22	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	5	10	5	1	0	21	3.90	4	4	.81

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q23	This instructor's overall teaching ability is:	7	14	0	0	0	21	4.33	4	4	.47

















Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	100.00% (21 of 21)

1	9	
2	8	
3	8	
4	8	
5	8	
6	7	
7	7	
8	6.5	
9	5	
10	15	

11	15	
12	14	
13	13	
14	12	
15	12	
16	12	
17	10	
18	10	
19	10	
20	10	
21	10	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	90.48% (19 of 21)

1	always prepared and makes sure everyone understands the subject before moving on	
2	Was able to explain the concepts in a way that was easy to understand	
3	Some of my friends took this course (with different professors), and said that it was very easy but they did not learn much from it. This course has been difficult, but I have learned a ton. I would definitely recommend this instructor to friends taking the course.	
4	Prof. Persaud is very smart and passionate about the subject he is teaching, I think his strength is explaining concepts and analyze datas for the class.	
5	Office hours and availability to help with any questions and assignments	
6	N/A	
7	Knows the material extremely well and is prepared to bypass topics beyond the scope of the course	
8	Keeping the class relevant to current topics	
9	Intelligence	
10	His knowledge on the subject is unrivaled. I completely trust in the material he is teaching and therefore am more interested in the material he teaches.	
11	He teaches at a great pace and is great about answering questions.	
12	He is very nice and helpful outside of class during office hours. He also encourages participation and tried to engage students.	
13	He is able to elaborate on each concept so students can understand; he also answers questions and is patient, so everyone can be on the same page.	
14	He has a relatively slow pace in class so that it's easy to catch on. His class atmosphere is relaxing.	
15	Enthusiastic and engaging.	
16	Dr. Persaud clearly presents all of the information in the course	

17	Dr. Persaud was very available for office hours which was nice. The way he conducted class (sharing his whiteboard screen and taking notes with us) was helpful and slowed down the pace of class which was appreciated.	
18	Dr. Persaud has an incredibly deep understanding of the subject and does a good job explaining material and answering questions.	
19	Clear and constant type of teaching. Concept + Example + Practices simple but works just right	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	80.95% (17 of 21)	
1	the problem sets took forever	
2	n/a	
3	What we talk about in class, what's on the problem sets and what's on the exams aren't always similar	
4	Uses the wages dataset too much, it would be nice to have more variance.	
5	There is way too much work in this class. The problem sets are way too long, tedious, and repetitive. It gets to the point where it just seems like busy work and not really helpful. It got to a point where I would spend almost 4 hours on a problem set minimum. There is just way too much work in this class.	
6	Sometimes we are asked to do things we didn't mention in the problem sets. For these contents, new types of questions, and some new perspectives of interpretations, I wish he can go through them with us in class as well.	
7	Should slow down	
8	Problem sets tend to be very tedious and feel like busywork. I do feel that it leads to mastery of the material but the same effect could be accomplished with less busy work.	
9	None.	
10	N/A	
11	Maybe a little more time in class for excel? But beyond that it was perfect.	
12	He is so smart he is confusing	
13	He is difficult to meet with outside of office hours.	
14	He gives a lot of work which can be long and challenging at times. Test are hard and require lots of time as well. Also, doing a little more Excel learning in class would help a great deal.	
15	He expects you to come into the class being an excel wizard. Luckily I took the excel course over the summer so I was comfortable navigating excel but if I had not, I would probably be failing the class due to how Excel heavy and complicated it is. Also, the problem sets took about 5-7 hrs each. They were extremely too long and we never got real feedback except for some comments on Blackboard so I never knew if I was doing the problems right or not.	
16	Greatly reduce the length of the problem sets, they took me over 6 hours to complete, and the notes' submissions weren't helpful for me.	
17	First, the connections between the class content and homework and assignment length, the problem set doesn't always connect to what we learn in class and the data exercise is always relatively harder comparing to class materials. Second, I wished there could be more ways for the class to get to know each other and Prof. Persaud. This year is very hard for a lot of us and I think it will be very nice to have some group discussions on zoom and more interactions with the professor .	

Faculty:	Alexander Persaud	
Question:	If applicable, were there specific online learning teaching methods and strategies that were effective in helping you achieve the key learning objectives of the course? Please discuss.	
Response Rate:	42.86% (9 of 21)	
1	n/a	
2	The parts of the course I took online were effective.	
3	Really enjoyed his virtual whiteboard! Thought that was effective. Excel was also very good.	
4	No	

5	N/A	
6	I like the share screen option- using excel it helped follow the instructor and see it visually.	
7	Excel was very helpful but it would have been nice if we were taught how to use it more and allowed to use computers in class	
8	Every class is recorded, which is quite helpful.	
9	Being able to see what could be done on a white board online was very helpful in being able to see how to do problems	

Faculty:	Alexander Persaud
Question:	If applicable, were there specific online learning teaching methods and strategies that were NOT effective in helping you achieve the key learning objectives of the course? Please discuss.
Response Rate:	28.57% (6 of 21)

1	n/a	
2	Taking notes by hand and having to rewrite them	
3	No	
4	N/A	
5	N/A	
6	I think he would better upload the answers of our problem sets, so that we can check them ourselves if we did some questions wrong. It's inconvenient if I try to reach him on zoom or email for every problem set as a remote student.	

**Student Evaluation of Instruction (RSB)
Spring 2021**

**University of Richmond
Robins School of Business**

Course:	ECON271 01 - MICROECONOMIC THEORY	Department:	ECON
Responsible Faculty:	Alexander Persaud	Responses / Expected:	15 / 17 (88.24%)

Section I	ECON271 - 01										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q1	Prior to this course, your level of interest in this subject was:										2	9	3	1	0	15	3.80	4	4	.75	479	3.78	44	2.8K	3.62	60

Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	ECON271 - 01										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q2	Your class standing:										0	8	7	0	0	15	2.47	2	2	.50	479	2.08	64	2.8K	2.53	44

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	ECON271 - 01										--- Survey Comparisons ---															
	Responses					Course					ECON			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk										
Q3	Your gradepoint average is:										10	4	1	0	0	15	4.60	5	5	.61	478	4.66	34	2.8K	4.58	51

Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section I	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q4	Based on evaluations you have earned to date, your current grade in this course is:					6	9	0	0	0	15	4.40	4	4	.49	479	4.49	26	2.8K	4.57	22

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q5	The course required you to think critically:					11	4	0	0	0	15	4.73	5	5	.44	479	4.23	96	2.7K	4.22	96

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q6	The course required you to think analytically:					12	3	0	0	0	15	4.80	5	5	.40	478	4.36	94	2.7K	4.29	94

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q7	Compared to the difficulty level of other college-level courses, this course was:					7	6	2	0	0	15	4.33	4	5	.70	480	3.57	94	2.8K	3.47	94

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					0	5	10	0	0	15	3.33	3	3	.47	479	3.20	76	2.7K	3.19	76

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---						
	Responses			Course							ECON			All			
	AOM	AOM	AAE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk			
Q9	I took this course:			3	12	0	15	1.80	2	2	.40	480	1.83	29	2.8K	1.83	28

Responses: [AOM] All or mostly on-line=1 [AOM] All or mostly in a classroom=2 [AAE] An approximately even mix of on-line and in a classroom=3
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 01										--- Survey Comparisons ---										
	Responses					Course					ECON			All							
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q10	The course significantly increased your knowledge of the subject:					10	5	0	0	0	15	4.67	5	5	.47	480	4.23	80	2.8K	4.32	84

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		ECON271 - 01										--- Survey Comparisons ---					
		Responses					Course					ECON			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q11	The overall quality of this course is:	8	7	0	0	0	15	4.53	5	5	.50	479	4.11	84	2.7K	4.24	72

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	The assigned text and other course materials are useful in learning.	3	12	0	0	0	15	4.20	4	4	.40

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q13	Considering the difficulty of the material, the instructor presents the subject matter clearly.	5	9	1	0	0	15	4.27	4	4	.57
Q14	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	7	6	1	1	0	15	4.27	4	5	.85
Q15	The instructor is well prepared for class.	10	5	0	0	0	15	4.67	5	5	.47
Q16	The instructor is effective in stimulating your interest in the subject.	10	3	2	0	0	15	4.53	5	5	.72
Q17	The instructor is enthusiastic in teaching the course.	11	4	0	0	0	15	4.73	5	5	.44

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q18	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	12	3	0	0	0	15	4.80	5	5	.40
Q19	The instructor treats students with respect.	14	1	0	0	0	15	4.93	5	5	.25

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q20	Exams and other graded materials are appropriate assessments of your understanding of course content.	6	8	1	0	0	15	4.33	4	4	.60
Q21	Feedback received from the instructor improved your learning.	2	9	2	2	0	15	3.73	4	4	.85
Q22	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	11	3	0	1	0	15	4.60	5	5	.80

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q23	This instructor's overall teaching ability is:	12	3	0	0	0	15	4.80	5	5	.40

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1















Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	100.00% (15 of 15)






1	9	
2	9-10	



3	8	
4	8	
5	8	
6	8-10	
7	7	
8	20	
9	20	
10	20	
11	15	
12	12	
13	10	
14	10	
15	10-15	

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	86.67% (13 of 15)

1	Willing to meet to help students. Students who seek help might get graded less harshly on homework assignments.	
2	Very intelligent. Expectations are outlined very clearly and there are no curveballs. Overall a very good professor.	
3	The instructor created an engaging course by citing relevant and interesting examples especially given the difficulty of the material. Dr. Persaud is a great professor who truly wanted his students to succeed and did what he could to ensure that they did.	
4	In class, I feel like I learn a lot and generally understand topics. Professor Persaud does a great job of explaining these topics and makes them understandable	
5	His ability to present the information clearly.	
6	He is extremely knowledgeable about Microtheory and topics related to any concepts that we cover. I like how he lets the class take an active role in learning the material by having students come up with examples and answer questions. He lays out concepts very clearly and is always open to explaining concepts further and is very available to meet in office hours.	
7	He is clearly extremely knowledgeable in the subject and presents information in a way that is very understandable.	
8	Effectively communicates topics in class and in office hours	
9	Dr. Persaud is extremely smart and knows exactly what he is teaching and wants the students to understand and think as critically as he does.	
10	Dr. Persaud is very knowledgeable of economics and is extremely passionate. He is able to break down the topics well.	
11	Dr. Persaud teaches very tough material but is always available to help students who seek out assistance.	
12	Dr. Persaud is an excellent teacher in class. He is very knowledgeable and explains things very well.	
13	Always had a solid lesson planned when coming to class. Made the problem sets challenging but helped to prepare us for tests. Having us hand in notes was really helpful in engraining the material each class.	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	93.33% (14 of 15)	
1	Throughout this class, we were faced with very difficult problem sets that can take upwards of 20 hours to finish. Personally, I thought they were fascinating and made me think critically to understand the material at a deeper level, but I also thought this was unnecessary at times. Many problem sets used concepts that were not prerequisites for the course, which required outside research to understand the problem. These types of questions were also not asked on exams which made me question why we were exactly doing them. However, I greatly enjoyed Microeconomic Theory with Dr. Persaud and I feel as though I found my passion for economic theory.	
2	The problem sets were significantly harder than the concepts we covered in class, so sometimes it was hard to understand how to approach the problems.	
3	The difference in difficulty between examples in class and problem set problems are drastic and can make it difficult to figure out how to solve the problem sets.	
4	Taking more time to do more questions similar to those on the problem sets.	
5	Sometimes he goes through complex algebra way too quickly, and leaves things a bit confusing because of this.	
6	Sometimes can go a little fast, but I caught up by studying.	
7	Something that I think can be improved is the difficulty level of some assignments and the assumption of prior knowledge. I feel that in class sometimes we skip over "easy" math that I do not recall, just showing the work on some of the problems would really help. Something else that can be improved is the problem sets, I feel that the problem sets were extremely difficult as a lot of the information needed to solve some questions was not always shown in-depth in class. On some of the long problem sets, I would spend up to 10 hours working and trying to figure out the problems, which I felt was a little excessive.	
8	Slow down the pace of the class, and go in depth on topics.	
9	Problem sets and Exams are difficult and time consuming. Exams shouldn't necessarily be easy but the first one was almost impossible. The second exam, however, was much more reasonable. The problem sets take me several hours across several days to complete. Again, course material should be challenging, but sometimes the workload can be brutal.	
10	Often he speeds through the algebra and solving of problems once they're set up and he assumes that the steps are logical, which they probably are, but it would be helpful to have more guidance	
11	I think some of the problem sets were very long and hard to complete in time along with coursework from all my other classes.	
12	I think he could do more examples in class that are similar to what we might see on a problem set. Sometimes the problem sets seem much more difficult than what we've learned in class.	
13	Going forward, I would hope that he changes the structure of the class sometimes. Teaching in a different way sometimes might be beneficial to learning. Also, it would be nice if he posted a solutions page to the different problem sets. It would be extremely beneficial.	
14	Answer keys to the problem sets would have been ideal.	

Faculty:	Alexander Persaud	
Question:	If applicable, were there specific online learning teaching methods and strategies that were effective in helping you achieve the key learning objectives of the course? Please discuss.	
Response Rate:	33.33% (5 of 15)	
1	n/a	
2	The online videos were very helpful.	
3	N/A	
4	I thought the strategy of using the whiteboard projected onto zoom was very helpful. It was no different than being in class in person.	
5	I liked how he shared his screen and wrote the notes alongside the class. This allowed us to stay at the same pace as him and keep up with the material/ask questions as we go along.	

Faculty:	Alexander Persaud	
Question:	If applicable, were there specific online learning teaching methods and strategies that were NOT effective in helping you achieve the key learning objectives of the course? Please discuss.	
Response Rate:	26.67% (4 of 15)	
1	n/a	
2	None that come to mind.	

3	N/A	
4	N/A	

Student Evaluation of Instruction (RSB) Spring 2021	University of Richmond Robins School of Business
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Course:	ECON271 02 - MICROECONOMIC THEORY	Department:	ECON
Responsible Faculty:	Alexander Persaud	Responses / Expected:	9 / 10 (90%)

Section I	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q1	Prior to this course, your level of interest in this subject was:											3	3	3	0	0	9	4.00	4	3,4,5	.82	479	3.78	68	2.8K	3.62	72
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q2	Your class standing:											1	6	2	0	0	9	2.11	2	2	.57	479	2.08	51	2.8K	2.53	30
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q3	Your gradepoint average is:											7	2	0	0	0	9	4.78	5	5	.42	478	4.66	76	2.8K	4.58	83
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q4	Based on evaluations you have earned to date, your current grade in this course is:											6	2	1	0	0	9	4.56	5	5	.68	479	4.49	59	2.8K	4.57	43
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q5	The course required you to think critically:											6	3	0	0	0	9	4.67	5	5	.47	479	4.23	90	2.7K	4.22	93
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 02											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q6	The course required you to think analytically:											6	2	1	0	0	9	4.56	5	5	.68	478	4.36	69	2.7K	4.29	79
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II		ECON271 - 02										--- Survey Comparisons ---					
		Responses					Course					ECON			All		
		VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q7	Compared to the difficulty level of other college-level courses, this course was:	5	4	0	0	0	9	4.56	5	5	.50	480	3.57	99	2.8K	3.47	97

Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		ECON271 - 02										--- Survey Comparisons ---					
		Responses					Course					ECON			All		
		WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q8	The pace of this course was:	0	4	5	0	0	9	3.44	3	3	.50	479	3.20	80	2.7K	3.19	83

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		ECON271 - 02										--- Survey Comparisons ---					
		Responses				Course						ECON			All		
		AOM	AOM	AAE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk		
Q9	I took this course:	0	9	0	9	2.00	2	2	0	480	1.83	68	2.8K	1.83	62		

Responses: [AOM] All or mostly on-line=1 [AOM] All or mostly in a classroom=2 [AAE] An approximately even mix of on-line and in a classroom=3
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		ECON271 - 02										--- Survey Comparisons ---					
		Responses					Course					ECON			All		
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q10	The course significantly increased your knowledge of the subject:	7	2	0	0	0	9	4.78	5	5	.42	480	4.23	99	2.8K	4.32	95

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II		ECON271 - 02										--- Survey Comparisons ---					
		Responses					Course					ECON			All		
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q11	The overall quality of this course is:	3	5	1	0	0	9	4.22	4	4	.63	479	4.11	56	2.7K	4.24	44

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q12	The assigned text and other course materials are useful in learning.	2	5	1	0	1	9	3.78	4	4	1.13

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q13	Considering the difficulty of the material, the instructor presents the subject matter clearly.	4	4	1	0	0	9	4.33	4	4,5	.67
Q14	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.	4	4	1	0	0	9	4.33	4	4,5	.67
Q15	The instructor is well prepared for class.	5	4	0	0	0	9	4.56	5	5	.50
Q16	The instructor is effective in stimulating your interest in the subject.	3	5	1	0	0	9	4.22	4	4	.63
Q17	The instructor is enthusiastic in teaching the course.	6	3	0	0	0	9	4.67	5	5	.47

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q18	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	6	3	0	0	0	9	4.67	5	5	.47
Q19	The instructor treats students with respect.	8	1	0	0	0	9	4.89	5	5	.31

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q20	Exams and other graded materials are appropriate assessments of your understanding of course content.	3	5	1	0	0	9	4.22	4	4	.63
Q21	Feedback received from the instructor improved your learning.	2	7	0	0	0	9	4.22	4	4	.42
Q22	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	4	5	0	0	0	9	4.44	4	4	.50




Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1








Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q23	This instructor's overall teaching ability is:	4	5	0	0	0	9	4.44	4	4	.50



Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1


Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.										
Response Rate:	100.00% (9 of 9)										
1	20										
2	15										
3	14										
4	12										
5	11										
6	10										
7	10										
8	10										
9	10-14										

Faculty:	Alexander Persaud									
Question:	What are the greatest strengths of this instructor?									
Response Rate:	77.78% (7 of 9)									
1	has interesting stories and examples and is extremely knowledgeable about almost everything including topics outside of econ									
2	When Dr. Persaud decides to teach us something, he can explain it clearly and in a highly engaging manner. In-class problems are both enjoyable and interesting. Also, he treats his students with respect and is willing to discuss all of our questions in office hours. Also, he realizes that our problem sets are hard and ensures that our exams are not as difficult.									
3	He is very willing to meet with students outside of class and is always happy to answer any questions.									
4	He did a good job making the course difficult enough to be engaging, but also provided us with the resources to succeed. He offered office hours regularly and was helpful when I attended.									

5	Given how notoriously tough Micro Theory is, Dr. Persaud's ability to teach the material in a clear way is a huge testament to his knowledge of the subject and his commitment to his students. Dr. Persaud consistently ensured that all students understood his lectures, and has always encouraged students to ask questions/seek extra help whenever something doesn't click. Likewise, Dr. Persaud's humor and kindness really make his classroom environment enjoyable, which is hard to do given the quantitative nature of the coursework.	
6	Dr. Persaud's greatest strengths are his ability to engage students in class and keep learning material interesting. By using student examples and also real world examples, Dr. Persaud makes the course material both relevant and interesting. He is a great lecturer.	
7	Dr. Persaud is an excellent professor for Microtheory. During class, we was constantly asking for student input: which example did we want, did we want to review the algebraic steps or move on, etc. This made his lectures much more engaging and productive. Dr. Persaud offered many office hours throughout the week. He never invalidated any student question and always provided thorough explanations and examples without giving answers away too easily. Dr. Persaud perfectly balanced this course to be challenging yet engaging and fulfilling.	

Faculty:	Alexander Persaud	
Question:	What are potential areas for most improvement by this instructor?	
Response Rate:	77.78% (7 of 9)	
1	clearly explaining the concepts and slow down when explaining, makes too many assumptions that the students know what he is talking about and a lot of things that are clear to the professor is not clear to the students, gives too little time for the exam and exams are extremely challenging as some of the problems we have never gone over how to solve them, overall made this class much harder and much more effort than regular classes	
2	The textbook was helpful for some of the more conceptual problems in the course, but the fact that it didn't have any calculus created some confusing discrepancies between the math we were doing in class and the math in the textbook.	
3	I think my only commentary would be that I think more time should be given to the first third of the material because I believe it was significantly more challenging than the following two thirds. Likewise, I think there has been a tendency to skip over some of the harder math problems just for the sake of time, but I think it would really benefit students in the class to be able to see that math being done, and understand why each step must happen in order to solve the question. Likewise, I think that the textbook was somewhat unhelpful for the class material in that it often overcomplicated problems and made it more confusing than when presented in class.	
4	I think Dr. Persaud could improve by covering a little more of the problem sets in class. It is often the case that the only way to figure out a problem is by attending office hours, and some weeks students may not have the time to do that.	
5	I really did not feel like the textbook was helpful at all. I think many students found it extremely difficult to read the mathematical terminology, especially since calc I is the only prereq for this class. Often times homework assignments required an understanding of formulas or concepts we had never discussed in class and it made me feel overwhelmed when trying to understand what I could do better to have known concepts we never talked about before.	
6	I really appreciated that Dr. Persaud offered so many office hours throughout the week. However, on the occasion when my schedule did not allow me to attend these office hours, it was difficult to find an alternative time to meet outside of class.	
7	<p>1) Covering the material that is present in problem sets: several classmates of mine agree that Dr. Persaud does not cover enough relevant material during our classes. I have often had to teach myself material and work with my colleagues to solve them, but even that is not enough; we all need office hours because there are always problems that we do not even know how to think about. What Dr. Persaud does teach, he teaches well; however, I feel that he omits a lot of relevant material during class sessions.</p> <p>2) Availability outside class: Dr. Persaud's responsiveness via email is not great, which is understandable given that many faculty members seem to have their schedules filled with meetings. However, students whose class schedules clash with his office hours are left at a disadvantage. I would say that about 50% of the time, my emails are left unread. These emails contain important questions about the problem sets and not having them answered adds to the issue in point (1).</p> <p>3) Understanding the difficulty of his assignments: I think that Dr. Persaud underestimates how difficult both his study questions and problem set questions can be. This could be improved by teaching us more of the material that is present in them, as many of us would be willing to learn. I have a feeling that things that are not obvious to me are things that Dr. Persaud thinks ARE obvious to me.</p> <p>4) Exam study questions: These problems are not as helpful as they can be in terms of how they prepare us for the exams since they are more difficult.</p> <p>5) The wording of problem set questions: Sometimes Dr. Persaud does not write questions in the clearest of ways; at times they are vague and this can lead to difficulty in understanding what the question wants me to do.</p>	

Faculty:	Alexander Persaud	
Question:	If applicable, were there specific online learning teaching methods and strategies that were effective in helping you achieve the key learning objectives of the course? Please discuss.	
Response Rate:	22.22% (2 of 9)	
1	i like the in person courses and office hours	
2	Virtual office hours.	

Faculty:	Alexander Persaud	
Question:	If applicable, were there specific online learning teaching methods and strategies that were NOT effective in helping you achieve the key learning objectives of the course? Please discuss.	
Response Rate:	11.11% (1 of 9)	
1	i would rather have in person office hours but cannot due much about that since COVID is still prevalent	

Course:	ECON271 03 - MICROECONOMIC THEORY	Department:	ECON
Responsible Faculty:	Alexander Persaud	Responses / Expected:	7 / 7 (100%)

Section I	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	LOW	VL	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q1	Prior to this course, your level of interest in this subject was:											0	5	2	0	0	7	3.71	4	4	.45	479	3.78	39	2.8K	3.62	56
Responses: [VH] Very High=5 [H] High=4 [A] Average=3 [LOW] Low=2 [VL] Very Low=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	F	S	J	S	MBA	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q2	Your class standing:											0	5	2	0	0	7	2.29	2	2	.45	479	2.08	56	2.8K	2.53	40
Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [MBA] MBA=5 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	3	3	2	2	LT2	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q3	Your gradepoint average is:											7	0	0	0	0	7	5.00	5	5	0	478	4.66	96	2.8K	4.58	98
Responses: [3] 3.50-4.00=5 [3] 3.00-3.49=4 [2] 2.50-2.99=3 [2] 2.00-2.49=2 [LT2] Less than 2.00=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section I	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	A	B	C	D	F	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q4	Based on evaluations you have earned to date, your current grade in this course is:											5	2	0	0	0	7	4.71	5	5	.45	479	4.49	79	2.8K	4.57	59
Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [F] F=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q5	The course required you to think critically:											4	3	0	0	0	7	4.57	5	5	.49	479	4.23	73	2.7K	4.22	88
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q6	The course required you to think analytically:											5	2	0	0	0	7	4.71	5	5	.45	478	4.36	86	2.7K	4.29	89
Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	VH	H	A	E	VE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q7	Compared to the difficulty level of other college-level courses, this course was:											2	5	0	0	0	7	4.29	4	4	.45	480	3.57	91	2.8K	3.47	93
Responses: [VH] Very Hard=5 [H] Hard=4 [A] Average=3 [E] Easy=2 [VE] Very Easy=1 Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)																											

Section II	ECON271 - 03											--- Survey Comparisons ---									
	Responses					Course						ECON			All						
	WTF	TF	AR	TS	WTS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk					
Q8	The pace of this course was:					0	2	5	0	0	7	3.29	3	3	.45	479	3.20	71	2.7K	3.19	73

Responses: [WTF] Way Too Fast=5 [TF] Too Fast=4 [AR] About Right=3 [TS] Too Slow=2 [WTS] Way Too Slow=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 03									--- Survey Comparisons ---													
	Responses			Course						ECON			All										
	AOM	AOM	AAE	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk									
Q9	I took this course:									7	0	0	7	1.00	1	1	0	480	1.83	10	2.8K	1.83	8

Responses: [AOM] All or mostly on-line=1 [AOM] All or mostly in a classroom=2 [AAE] An approximately even mix of on-line and in a classroom=3
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q10	The course significantly increased your knowledge of the subject:											5	2	0	0	0	7	4.71	5	5	.45	480	4.23	84	2.8K	4.32	89

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section II	ECON271 - 03											--- Survey Comparisons ---															
	Responses					Course						ECON			All												
	E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk											
Q11	The overall quality of this course is:											3	3	1	0	0	7	4.29	4	4,5	.70	479	4.11	59	2.7K	4.24	50

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Section III	Alexander Persaud																				
	Responses					Individual															
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev											
Q12	The assigned text and other course materials are useful in learning.											2	4	1	0	0	7	4.14	4	4	.64

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III	Alexander Persaud																				
	Responses					Individual															
	SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev											
Q13	Considering the difficulty of the material, the instructor presents the subject matter clearly.											0	6	1	0	0	7	3.86	4	4	.35
Q14	Teaching methods and strategies are effective in helping you achieve the key learning objectives of the course.											0	7	0	0	0	7	4.00	4	4	0
Q15	The instructor is well prepared for class.											4	3	0	0	0	7	4.57	5	5	.49
Q16	The instructor is effective in stimulating your interest in the subject.											1	3	3	0	0	7	3.71	4	3,4	.70
Q17	The instructor is enthusiastic in teaching the course.											3	4	0	0	0	7	4.43	4	4	.49

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q18	The instructor is both available and willing to confer with students outside the classroom. (Leave blank if you did not seek a conference.)	4	3	0	0	0	7	4.57	5	5	.49
Q19	The instructor treats students with respect.	5	2	0	0	0	7	4.71	5	5	.45








Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1


Section III		Alexander Persaud									
		Responses					Individual				
		SA	A	NAN	D	DS	N	Mean	Med.	Mode	Std Dev
Q20	Exams and other graded materials are appropriate assessments of your understanding of course content.	1	4	1	0	1	7	3.57	4	4	1.18
Q21	Feedback received from the instructor improved your learning.	1	5	1	0	0	7	4.00	4	4	.53
Q22	Given the type and quantity of assignments/quizzes/tests, feedback is timely.	4	3	0	0	0	7	4.57	5	5	.49

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [DS] Disagree Strongly=1

Section III		Alexander Persaud									
		Responses					Individual				
		E	G	F	P	VP	N	Mean	Med.	Mode	Std Dev
Q23	This instructor's overall teaching ability is:	3	4	0	0	0	7	4.43	4	4	.49

Responses: [E] Excellent=5 [G] Good=4 [F] Fair=3 [P] Poor=2 [VP] Very Poor=1

Question:	Estimate the average number of hours that you spent on this course per week, including time spent in-class and out-of-class.
Response Rate:	100.00% (7 of 7)
1	8 
2	6h 
3	15 
4	15 
5	14 
6	10 
7	10 

Faculty:	Alexander Persaud
Question:	What are the greatest strengths of this instructor?
Response Rate:	85.71% (6 of 7)
1	This instructor greatest strengths are lecturing and is able to explain material very clearly in class. 

2	Professor Persaud is highly intelligent and is always willing to clear anything up that we have questions about. He is also very organized and in every class, students know what they were taught. He is also a very fair grader epically given the difficulty of the course.	
3	He holds office hours before any homework due	
4	He did a good job applying classroom examples to the real world, and making sure every student was up to speed with the content with checking in on us regularly. He always took time to answered questions to the best of his ability, and always created a good learning atmosphere that I was excited to come to each week.	
5	For me, the instructor was super enthusiastic about the course, which encouraged us to be engaged; he was also very adaptable and understanding of his students. Whenever we complained, which was very rarely, he understood and made changes immediately, which made me really respect him as a professor and as a person.	
6	Dr. Persaud is extremely knowledgeable. I appreciate the frequent trivia facts he would say in class, and I very much enjoy listening to his lectures. I would most definitely recommend him to other students and would gladly take one of his classes again. I was a bit surprised at how much math was involved in problem sets, but as someone who enjoys math this was not too difficult to grasp once I understood the logic. His lectures are very structured, which was great for me when I looked back at my notes to recall what we learned in previous classes.	

Faculty:	Alexander Persaud
Question:	What are potential areas for most improvement by this instructor?
Response Rate:	100.00% (7 of 7)

1	The weekly problem sets can better reflect what we learned in class. Professor usually doesn't dive as deep into the concept we are learning as the questions on the problem sets do thus leaving students confused.	
2	The problems sets were much more difficult than the types of problems we went over in class, but Dr. Persaud is always willing to help. Having a problem set due the same week of our midterms was a bit hard to manage since I would have liked to spend more time reviewing for the exam by doing the practice questions, but I do not see a way to avoid this since problem set questions covered the same material as the exam.	
3	The only thing I can think of is to maybe construct the problem sets more in accordance with what we covered in class, or vice versa. Usually he was good at getting back to us and making sure we understood everything, but there were questions from time to time that didn't seem as applicable.	
4	Some of the questions in the assignments are not covered in class and not explained well in the textbook which can be frustrating. Sometimes we spend a lot of class time going over simpler topics when we could be covering harder questions that appear on problem sets and tests.	
5	Possibly try to dumb down the material if that makes sense. Sometimes, when we discuss a topic, he teaches at an advanced level when sometimes we don't really remember the basics. It would be nice for him to slow his pace down a bit and take a bit more time going over small topics before jumping to the bigger theories.	
6	I think sometimes it is a little bit difficult for me to follow the math aspect of this course. It might be helpful for the instructor to provide a bit more background information. Also, students are not able to receive the exact answers for the homework problems and also the exam practice answers, even the instructor did point out the problems. It would be helpful to provide clear answers for students to understand.	
7	Adjust the difficulty of the problem sets	

Faculty:	Alexander Persaud
Question:	If applicable, were there specific online learning teaching methods and strategies that were effective in helping you achieve the key learning objectives of the course? Please discuss.
Response Rate:	71.43% (5 of 7)

1	The study group was an absolutely fabulous idea, and I wish that all online and in-person courses had that. Over Zoom, it is so hard to connect with people in the classroom, so by having study groups, not only do we get help with problem sets, but we are able to make friends in the tough time.	
2	Prepare for class	
3	I think the way class was set up was perfect for this type of learning. The board was easy to see, the professor was easy to hear, and it was easy for students to chime in and keep the conversation going.	
4	Having everyone in the class online helped a lot. The digital whiteboard the Professor used was also very helpful in being able to clearly see what is going on.	
5	Dr. Persaud shared his screen and wrote on his iPad.	

Faculty:	Alexander Persaud
Question:	If applicable, were there specific online learning teaching methods and strategies that were NOT effective in helping you achieve the key learning objectives of the course? Please discuss.
Response Rate:	57.14% (4 of 7)

1	Taking tests online was hard because it is much harder to focus outside a classroom setting.	
2	None that I can think of.	
3	I wish there was a better way for Dr. Persaud to be able to see all of us who were online at once—maybe be logged into the meeting in two ways so he can see all of our faces on one screen. It seemed like he spent some time scrolling back and forth to see who had a question or wanted to volunteer, so it was easier to miss someone raising their hand.	
4	I understand that our professor tried to keep us engaged by volunteering, but it might be best to call on us whenever you want us to give our ideas or an answer. If you put our names on flashcards, shuffle them randomly each day, and call on us that way, it would be more effective and eliminate the awkward space. Also, if you include that with participation points, it can be very effective.	

