Course:	ECO 303 02 [40685] - INTERMED MICROECONOMIC THEORY	Department:	ECONOMICS
Responsible Faculty:	Siyuan Lyu	Responses / Expected:	37 / 54 (68.52%)

1 - Instructor-Focused Questions

		Siyuan Lyu							--- Period Comparisons ---					
		Responses					Individual		ECONOMICS			All		
		SA	A	N	D	SD	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q1	The instructor was effective in teaching the subject matter.	7	15	8	4	3	37	3.5	799	4.0	--	44K	4.2	--
Q2	Instructor expectation of students is reasonable.	24	7	6	0	0	37	4.5	798	4.3	++	44K	4.2	++

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**N**] Neutral=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

[1] This Individual compared with others: [**--**] Much Lower, [**-**] Lower, [**=**] Similar, [**+**] Higher, [**++**] Much Higher

1 - Instructor-Focused Questions

		Siyuan Lyu								--- Period Comparisons ---					
		Responses						Individual		ECONOMICS			All		
		OH	BOA	E	T	INC	OPS	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q3	What is the most effective way to contact the instructor outside of class? Select all that apply.	20	13	23	0	5	0	61	2.3	1.4K	2.5	--	72K	2.7	--

Responses: [**OH**] Office Hours=1 [**BOA**] Before or After Class=2 [**E**] Email=3 [**T**] Telephone=4 [**INC**] I Never Contacted the Instructor=5 [**OPS**] Other (please specify)=6

[1] This Individual compared with others: [**--**] Much Lower, [**-**] Lower, [**=**] Similar, [**+**] Higher, [**++**] Much Higher

1 - Course-Focused Questions

		ECO 303 - 02 [40685]						Course
		Responses						
		SR	MR	MR	UC	PI	OPS	N
Q4	What is your reason for taking this course?	1	33	0	1	0	2	37

Responses: [**SR**] SBC requirement [**MR**] Major Requirement [**MR**] Minor Requirement [**UC**] Upper-Division Credit [**PI**] Personal Interest [**OPS**] Other (please specify)

Q5 - If you chose Other, please specify.

Response Rate: 5.41% (**2** of **37**)

1	prerequisite
2	Prerequisite for game theory

1 - Course-Focused Questions

		ECO 303 - 02 [40685]						--- Period Comparisons ---					
		Responses					Course	ECONOMICS			All		
		A	B	C	D	F	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q6	Overall, I would give this course a grade of...	10	16	9	0	1	36	3.9	784	4.2	--	35K	4.4	--

Responses: [**A**] A=5 [**B**] B=4 [**C**] C=3 [**D**] D=2 [**F**] F=1

[1] This Course compared with others: [**--**] Much Lower, [**-**] Lower, [**=**] Similar, [**+**] Higher, [**++**] Much Higher

1 - Course-Focused Questions

		ECO 303 - 02 [40685]					Course
		Responses					
		A	GDN	TWN	IDN	IDK	N
Q7	The grading in this course was based on the requirements stated in the syllabus.	35	0	0	0	1	36

Responses: [**A**] Agree [**GDN**] Grading did not match the syllabus [**TWN**] There was no syllabus [**IDN**] I did not read the syllabus [**IDK**] I don't know

Q8 - If you chose Other, please specify.

Response Rate: No participants responded to this question. (**0** of **37**)

1 - Course-Focused Questions

		ECO 303 - 02 [40685]				Course
		Responses				
		0H	4H	7H	1H	N
Q9	On average, how many hours per week did you spend on this course outside of class?	19	15	2	0	36

Responses: [**0H**] 0-3 Hours [**4H**] 4-6 Hours [**7H**] 7-9 Hours [**1H**] 10+ Hours

1 - Course-Focused Questions

		ECO 303 - 02 [40685]				Course
		Responses				
		A	D	IDN	NTR	N
Q10	The textbook, readings, and required resources were valuable.	15	5	5	11	36

Responses: [**A**] Agree [**D**] Disagree [**IDN**] I did not read the required materials [**NTR**] No text, readings, or resources were required

1 - Course-Focused Questions	ECO 303 - 02 [40685]					
	Responses					Course
	A	SUB	NSU	NCR	IDN	N
Q11 Did the use of the required textbooks, readings or resources sufficiently justify their cost?	8	2	6	14	5	35

Responses: [**A**] Agree [**SUB**] Sufficiently used but not worth the cost [**NSU**] Not sufficiently used [**NCR**] No cost required [**IDN**] I did not read the required materials

1 - Course-Focused Questions	ECO 303 - 02 [40685]									Course
	Responses									
	A	B	C	D	F	P	S	U	IDK	N
Q12 My anticipated grade in this class is:	13	10	4	0	0	1	0	0	8	36

Responses: [**A**] A [**B**] B [**C**] C [**D**] D [**F**] F [**P**] P [**S**] S [**U**] U [**IDK**] I Don't Know

1 - Course-Focused Questions	ECO 303 - 02 [40685]					Course
	Responses					
	A	MOT	AHT	BE	VI	N
Q13 How often did you attend this class?	11	13	8	2	2	36

Responses: [**A**] Always [**MOT**] Most of the time [**AHT**] About half the time [**BE**] Before exams [**VI**] Very infrequently

Q14 - What, if anything, did you find most valuable about this course?
Response Rate: **59.46**%   (**22** of **37**)

1	the use of derivatives in econ
2	no
3	microeconomic knowledge
4	What I learned was really valuable microeconomic theory.
5	There wasn't a lot of homework and review sheets were helpful.
6	The professor made learning the material easy.
7	The practice tests were very useful for midterms
8	The most valuable about this course is the tuition that goes into this course. I did not find anything valuable in this lady's class. I lied. I admire her effort in trying things to make the students interested, but pretty much all the time she does the opposite and no one understands anything that she is referring to or even worse.
9	The models were explained in easy-to-understand terms.
10	The instructor made an effort to apply various real world applications alongside practice problems to teach the course materials. Overall it was an enjoyable course that taught plenty about the topic.
11	Professor was very understanding of students, making exams aligned with what we learned. Homework's were graded liberally and lesson plans included creative examples. Professor was kinda and had a good attitude, open to helping students improve.
12	Office hours with TA or Professor
13	N/A
14	Learned the importance of circumstantial learning and that like the market it's not a one size fits all. This class taught me persistence and to understand real world connections and how they can apply
15	It dives deeply into the relationship between the customer and firms, well explained the logic behind the prices and markets.
16	Implementing real life examples from student suggestions.
17	I found that our professor went in depth for all the concepts and utilized modern situations such as a soccer game to make the problem relatable to us. I also found the tests were fair and the homeworks were the right length.
18	I find that going to recitation was most valuable because it explained the concepts more in depth, and was shown in example problems as well.
19	Examples were relevant and helpful.
20	Class time was the best resource in learning the material, class lectures were necessary for me to do well
21	Class attendance was the most valuable part about being successful in this class because the content we were learning was difficult to navigate from the textbook. I relied solely on lectures and office hours to establish a strong foundation of the course.
22	A good intro to further microeconomic theory. She made sure that student comfort and happiness came first. She always focused on our understanding of economic theory rather than the minute math details.

Q15 - In what ways, if any, could the course be improved?
Response Rate: **56.76**%   (**21** of **37**)

1	more closely related reviews to the tests
2	make up test policy
3	have the slides be more descriptive and all possible questions be revised on slides
4	Use numbers in examples would be nice for finding stuff like Marginal Cost, Profit Maximization Problems, etc. , instead of proving the equations
5	There could be some more practice problems, especially before test for review.

6	The structure of the classroom and tools used for teaching: The room that this class took place in had a projector and blackboards. However, the projector was only used to display slides while the professor did example questions and most of the explaining on the blackboards. Due to the size of the classroom (and depending on where you sit in the classroom) it made it hard to see what the professor was writing. The chalk was very hard to see and the professor tends to move through concepts fast and sometimes skips some steps in calculations which can make it difficult to follow what was going on. I suggest the professor to use a computer drawing program to do calculations so that it is easier for students to see and follow during lectures.
7	The pacing could be slightly quicker.
8	The course could mainly be improved with how fast and thorough the material is taught. At times it felt incredibly slow, so a faster pace with more practice I feel would better suit the course.
9	Some explanations were a bit confusing and the layout of the slides were a bit cluttered. I understand that she leaves out some work out of the slides to encourage students to attend class, but it would be nice to include the work she wrote onto blackboard onto the slides so that students can go back and review concepts before exams.
10	Siyuan struggles to explain concepts in class. There are frequent typos and content mistakes on the slides that she doesn't catch and then she teaches incorrectly. She also struggles with her English which I of course don't hold against her but it sometimes makes concepts difficult to understand, and it makes it hard to understand what her questions are asking. Math concepts that some were not familiar with like partial derivatives were also not explained well. Problems done in class were only done on the chalkboard which was hard to follow and also they were not on the slides to review later. In response to some people struggling with the first exam Siyuan said we need to pay more attention and when people asked for more practice questions she instead increased the mandatory homework for everyone. It was also unclear throughout the whole semester whether homework was graded on correctness or effort as Siyuan kept saying one then the other. Homework was also not graded promptly and lagged over 5/6 weeks behind making it hard to track our progress. It was also clear that Siyuan had too much going on to focus on this class and she once admitted that she wasn't sure what was in the slides she was about to teach because she hadn't looked at them in a while.
11	Practice exams should be posted separately from practice exam answer key so that we can try the problems on our own first. Maybe also post a master sheet of definitions for students to study for exams.
12	Perhaps the pronunciation of some words was a bit off and made it hard to understand sometimes.
13	More practice questions I oftentimes felt when it was time to take the exam there was only very little information to practice and study off of
14	More homework and more similar questions on the study guide in relation to the test
15	More exercises in class, and smaller, more frequent homework assignments throughout the semester.
16	Maybe have all the slides prepared in advance. As someone who downloaded the slides to annotate during class, it was annoying to have to re-download and delete duplicates every time the professor added to or changed the slides in any way.
17	Making attendance optional is convenient, yet it greatly reduces class participation.
18	If she put the example solutions anywhere - lecture slides, notes, etc. - it would be very helpful.
19	I would recommend slowing down and engaging the class more.
20	I think the coursework overall didn't help me understand what was going on. If I had to miss a class because of an overlapping meeting or being out sick, I wouldn't know what I missed for that class. I never knew if I was behind or caught up in the class, which made it confusing to stay on track. There were a lot more large assignments instead of scattered mini assignments, so I never felt the topics were fully comprehended by students.
21	A LOT. First, find someone who can teach. That will improve about 90% of the course experience immediately. I admire her effort in trying things to make the students interested, but pretty much all the time she does the opposite and no one understands anything. Second, sometimes, she stops in the middle of sentences to think of the word that she will say. I don't mind the accent but doesn't know what to say while qualifying for teaching a class is crazy. Third, if she is going to teach in the future, you have to put her in a class to learn how to teach.

Questions for Faculty Selection		ECO 303 - 02 [40685]							--- Period Comparisons ---					
		Responses					Course		ECONOMICS			All		
		SA	A	N	D	SD	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q16	I found the method of discovering and applying concepts through worksheets more useful than sitting and listening to a lecture.	7	13	12	3	0	35	3.7	35	3.7	=	35	3.7	=

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**N**] Neutral=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1
[1] This Course compared with others: [**--**] Much Lower, [**-**] Lower, [**=**] Similar, [**+**] Higher, [**++**] Much Higher

Questions for Faculty Selection		ECO 303 - 02 [40685]							--- Period Comparisons ---					
		Responses					Course		ECONOMICS			All		
		MLT	LTM	AA	MTM	MMT	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q17	Compare this course with others you have taken at this institution on the following: Difficulty of subject matter	1	6	17	9	2	35	3.1	35	3.1	=	93	3.2	=

Responses: [**MLT**] Much less than most courses=1 [**LTM**] Less than most courses=2 [**AA**] about average=3 [**MTM**] more than most courses=4 [**MMT**] much more than most courses=5
[1] This Course compared with others: [**--**] Much Lower, [**-**] Lower, [**=**] Similar, [**+**] Higher, [**++**] Much Higher

Q18 - What would you suggest the instructor work on to make the class better?	
Response Rate:	51.35% (**19** of **37**)
1	nothing
2	n/a
3	homework format could be clearer
4	Using numbers in the examples.
5	Try to proof read the course materials such as slides to fix any typos or errors before class.
6	To find a better pace while lecturing students. The professor tends to move very quickly through concepts and makes it a little hard for students to follow.
7	Some of the work that is shown is extremely scattered and hard to follow. Some concepts are hard to follow when ideas are bouncing around without understanding key parts such as the math parts

8	Siyuan struggles to explain concepts in class. There are frequent typos and content mistakes on the slides that she doesn't catch and then she teaches incorrectly. She also struggles with her English which I of course don't hold against her but it sometimes makes concepts difficult to understand, and it makes it hard to understand what her questions are asking. Math concepts that some were not familiar with like partial derivatives were also not explained well. Problems done in class were only done on the chalkboard which was hard to follow and also they were not on the slides to review later. In response to some people struggling with the first exam Siyuan said we need to pay more attention and when people asked for more practice questions she instead increased the mandatory homework for everyone. It was also unclear throughout the whole semester whether homework was graded on correctness or effort as Siyuan kept saying one then the other. Homework was also not graded promptly and lagged over 5/6 weeks behind making it hard to track our progress. It was also clear that Siyuan had too much going on to focus on this class and she once admitted that she wasn't sure what was in the slides she was about to teach because she hadn't looked at them in a while.
9	Put example solutions in the slides or literally anywhere.
10	Nothing really
11	Nothing much, she tried her best to incorporate different real-life examples to entertain the class.
12	More examples with actual numbers
13	Make up test policy
14	It is a pain to understand what she is teaching, I get lost during the first 5 minutes. Too much stuff during the lecture and on PowerPoint with very little material covered on the test. This results me the student trying to understand nonsense during lectures and guessing on the test because a lot of weird and complicated stuff during lectures and nothing is getting tested on. GIVE US THE EXACT QUESTION TYPE ON THE PRACTICE EXAM AND HOMEWORK BUT DIFFERENT NUMBERS ON THE TEST. If possible, take some teaching classes to learn how to teach. I am sure she is smart but she can't effectively deliver the course materials. She is a very nice person when you talk to her but a teacher is a stretch.
15	Incorporating more examples of the content within the lectures
16	I would suggest engaging with the class more like asking questions to ensure everyone understands.
17	I would focus on improving how the course is broken down into subsections because, for the entire semester, there were 3 slideshows, making it hard to keep up with the class if you were to miss it. Also, instead of a large homework assignment, I find that if there were shorter, more frequent, and topic-specific questions, it would help student's understanding of the class, especially due to it being quite math-based.
18	Have the teacher teach more in depth and slower
19	Faster paced

Questions for Faculty Selection	ECO 303 - 02 [40685]							--- Period Comparisons ---					
	Responses					Course		ECONOMICS			All		
	SA	A	N	D	SD	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q19 The instructor offered support for completing the course assignments and requirements.	10	17	8	0	0	35	4.1	35	4.1	=	115	4.6	--

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q20 - Which topics did you find most engaging and interesting to learn? Which topics did you find least engaging?
Response Rate: 48.65%   (**18** of **37**)

1	n/a
2	n/a
3	game theory is most interesting, least is monopoly
4	functions were confusing because it was different from calculus but i found interesting
5	The most engaging would be firm theory, and the least engaging would be consumer theory.
6	The more involved topics such as game theory were more interesting and engaging than the more simple topics such as consumer preferences.
7	The costumers theory was rather engaging since the idea seems easier to understand but the competitive market had troubled me a bit which make it less engaging compared to the others
8	Nothing is engaging. I am pretty much self-studied, but there is nothing you can study because she gives you 5 questions for each homework and one homework per midterm. The PowerPoint is VERY confusing.
9	Most interesting was the game theory least was definitely the form theory unit
10	I like game theory
11	I found the topics on game theory and monopolies most engaging. I found consumer theory the least engaging.
12	I found prisoner's dilemma the most engaging, but substitute and income effect least engaging.
13	I found game theory most interesting.
14	I found game theory to be the most engaging. The rest I did not find interesting.
15	Generally all topics, from consumer theory to firm theory, were interesting to me because it allowed me to learn further about the concepts that were briefly taught from ECO 108.
16	Game theory
17	Game theory I am interested in and having taken calc 3 before I felt a lot of the tools of calc we use in class were simpler
18	All topics were very similar.

Questions for Faculty Selection	ECO 303 - 02 [40685]							--- Period Comparisons ---					
	Responses					Course		ECONOMICS			All		
	VE	SE	JOE	SH	VH	N	Mean	N	Mean	-=+ [1]	N	Mean	-=+ [1]
Q21 How do you feel about the math tools used in solving questions?	5	11	13	6	0	35	2.6	35	2.6	=	35	2.6	=

Responses: [VE] Very easy=1 [SE] Somewhat easy=2 [JOE] Just okay-neither easy nor hard=3 [SH] Somewhat hard=4 [VH] Very hard=5
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher