

There were: 44 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH F15	Div Avg	Div F15	Sch Avg	Sch F15								
Grp	Instructor Questions (RASSOUL-AGHA)			5.29	5.14		5.11		5.28	5.53								
Grp	Course Questions			5.12	5.03		4.98		5.15	5.39								
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree		
1	Objectives clearly stated	32	73%	5.12	5.15		5.11		5.23	5.39			6% (2)	16% (5)	38% (12)	41% (13)		
2	Objectives met	31	70%	5.13	5.10		5.06		5.21	5.39			10% (3)	6% (2)	45% (14)	39% (12)		
3	Content well-organized	31	70%	5	5.03		4.98		5.12	5.41		3% (1)	6% (2)	13% (4)	42% (13)	35% (11)		
4	Course materials helpful	32	73%	4.97	4.94		4.92		5.11	5.39	3% (1)	3% (1)	6% (2)	13% (4)	31% (10)	44% (14)		
5	Assignments & exams covered the course	32	73%	5.12	5.09		4.96		5.18	5.38		3% (1)	6% (2)	13% (4)	31% (10)	47% (15)		
6	Learned great deal	31	70%	5.35	4.94		4.93		5.11	5.39		3% (1)	3% (1)	6% (2)	29% (9)	58% (18)		
7	Overall effective course	31	70%	5.16	4.94		4.90		5.10	5.36	3% (1)		3% (1)	16% (5)	26% (8)	52% (16)		
9	Instructor was organized (RASSOUL-AGHA)	32	73%	5.03	5.10		5.07		5.22	5.54		3% (1)	9% (3)	13% (4)	31% (10)	44% (14)		
10	Instructor presented effectively (RASSOUL-AGHA)	32	73%	5	4.91		4.91		5.13	5.38	3% (1)		9% (3)	16% (5)	25% (8)	47% (15)		
11	Instructor created respectful environment (RASSOUL-AGHA)	32	73%	5.44	5.21		5.18		5.34	5.55			6% (2)	13% (4)	13% (4)	69% (22)		
12	Demonstrated thorough knowledge (RASSOUL-AGHA)	32	73%	5.53	5.32		5.30		5.43	5.71			3% (1)	13% (4)	13% (4)	72% (23)		
13	Instructor encouraged questions/ opinions (RASSOUL-AGHA)	32	73%	5.31	5.17		5.15		5.34	5.56			6% (2)	19% (6)	13% (4)	63% (20)		
14	Instructor available for student consultation (RASSOUL-AGHA)	31	70%	5.42	5.22		5.15		5.30	5.50	3% (1)			10% (3)	23% (7)	65% (20)		
15	Overall effective instructor (RASSOUL-AGHA)	31	70%	5.32	5.04		5.02		5.23	5.50		3% (1)		16% (5)	23% (7)	58% (18)		
17	Built on prior quantitative knowledge and skills	29	66%	5.24	5.27		5.22		5.06				7% (2)	14% (4)	28% (8)	52% (15)		
18	Applied quantitative analytic methods	29	66%	5.41	5.34		5.31		5.20				7% (2)	7% (2)	24% (7)	62% (18)		
19	Required substantial problem solving	29	66%	5.38	5.41		5.40		5.23				10% (3)	3% (1)	24% (7)	62% (18)		
20	Took this course to meet a General Education or Bach degree	29	66%	4.76	4.92		4.97		5.19	5.41	14% (4)		7% (2)		34% (10)	45% (13)		
											Other Sec Full	Planned Drop	Job Sched	Homework	Other Activites	Change Sec	Workload	Other
	Scheduling or time reason	1	2%											100% (1)				
	Follow up --										Wanted Another	Planned	No Time	Hard	Others Closed	Bad Time		
	Reason why registered for class	1	2%										50% (1)	50% (1)				
	Follow up --										Yes	No						
	Was it helpful	1	2%	0	0.64		0.62	0	0.68	0.17			100% (1)					

Instructor	Text Responses
	Question: Comments on course effectiveness
	I found the materials to be helpful. The homework reflected what we discussed in class. The lecture notes were marginally helpful. The only recommendation I have is to put the course on canvas. That makes it really helpful to see your grades, etc.
	n/a
	the posted lecture notes were nice. the homework was good preparation for the test
	For me, the book did not explain the concepts well, leaving out too many of the details. In four years, this has been my least favorite book.
	I had to join a study group, because Firas was a little erratic during the lecture. I understand the course's content kind of makes that necessary. I just needed more time to fully grasp the material, and that is not possible in 50 minutes per class.

	We were not assigned homework from the book but we were told to do the problems as practice but the book had no solutions. The order of course materials were effective, building off of each other.
	The exams were much much harder than the homeworks. I would have preferred if it had been the other way around, and the homework was much harder than the exams. The exams were more about how well you remembered different tricks and non-stochastics math.
	hard course
	Assignments could be challenging, but illustrated interesting ideas that allowed for self-discovery. Book needs answer in the back of the book I think to help with practice.
	The textbook is horrible. Very few applied examples and there are no solutions/solutions manual to know if we are practicing correctly. Also, when you write on the board, you need to write words and sentences. The only things that are written are calculations so when I review my notes, I just see calculations. Please take time to slow down and engage students and don't be afraid to gently introduce topics and explain in writing.
	The professor kept in tune with the books and online notes which meant that if I was having trouble understanding something one way I could try another.
	Question: Instructor Comments
RASSOUL-AGHA	He was always willing to make availability to meet with students, and more than happy to help in any situation. Very understanding and very helpful. Firas is a great guy.
RASSOUL-AGHA	Prof. Rassoul-Agha was one of the best professors I've ever taken a course from. His thorough understanding of and excitement about the subject made this a fun and informative class.
RASSOUL-AGHA	n/a
RASSOUL-AGHA	Firas is one of the best instructors I've had in the math department. His knowledge of the subject is really extensive, his lecture style is really easy to follow and he is really approachable. He's really an excellent teacher.
RASSOUL-AGHA	teaching style is not very organized and systemic
RASSOUL-AGHA	His board work was hard to follow at times, it would be better if he did not jump around so much and go back and add stuff to notes we have moved on from. He knew the material well and could answer questions.
RASSOUL-AGHA	The professor did an excellent job motivating each subject we covered and why each theorem and tool we learned was necessary. The professor's enthusiasm helped learning also.
RASSOUL-AGHA	You have horrible office hours (or hour, since its only one hour a week). You have to realize that there is no doubt that you are a master at this but this is our first time seeing this. Couple this with a horrible textbook and no additional resources and it is a recipe for a frustrated and unpleasant learning experience.
RASSOUL-AGHA	Great energy, willingness to engage with students and enthusiasm for the topic. Sometimes slightly unprepared with errors in notes, etc. but honestly this never really hindered the class and encouraged student input on how to solve the problems.