**Evaluation Comments**

**What were the instructor's strengths? Weaknesses?**

- **Weaknesses:**
  - His explanations were clear and concise; his credentials as a great teacher cannot be doubted. It seemed as if he rushed through the latter part of the course, but then I guess he had spent time establishing a strong base during the former.
  - Victor Lima (and his section of Turbo) is why you come to UChicago to major in Econ. I understood his course notes with varying success; often the math would go above my head, or I couldn't follow initial assumptions to their deepest, most meaningful final conclusions. However, in lecture he does a good job of using simple examples (we talked a lot about walking into Hyde Park Produce), drawing pictures (so many pictures), asking us questions to gauge our understanding, and encouraging us to ask questions should we not understand. Lima is also very demanding; if you don't want to be held to high standards, don't take Turbo (and if you do, don't complain about it).
  - Victor Lima was the best professor I've had so far at Uchicago. His lectures are incredibly clear, he's friendly, and you he cares so much about his students. When he's lecturing you can tell he loves what he's doing and what he's teaching, as he is fine diverging to elaborate difficult concepts, as he will always finish teaching what he plans to.
  - Very good lecturer. Clearly intelligent and passionate about his field. Able to connect with students. He could perhaps help the students out a little more on the exams.
  - Lima is an amazing instructor. He is a very clear lecturer, and really great at explaining the math in terms of economic principles. However, his mastery of the course material makes his lectures such that it is difficult to stay in step with him.
  - Lima is the champ! He just makes econ make sense, while sounding
  - He was a great lecturer, really helped understand the information. But the textbook, his course notes, were pretty bad. Pages out of order, typos, some chapters were not finished, unclear phrasing.
  - Excellent teacher.
  - Amazing lecturer. Helped students to use math and intuition in tandem to understand key economic concepts.
  - Although the turbo section was difficult at times, Lima presented the material in a clear and manageable way. He doesn't have any weaknesses.
  - Prof Lima is so passionate about Econ and that really comes through in all his lectures. He has all the qualities of a great lecturer: funny, articulate, engaging and charismatic. One of my favourite professors at the UoC.
  - **Strengths:** EVERYTHING
  - This is the best introduction to econ at uchicago...ever. Victor Lima is like Spiritomb...he has no weaknesses.
  - Lima is an awesome professor: great at lecturing and answering the student's questions.
  - Make us understand Weaknesses: difficulty to go out of mathematics
  - Well organized. great lecture
  - He is a very clear lecturer, and really presented all the complicated materials in a simple manner. He is also very willing to help you out.
  - Very very knowledgeable. Very very demanding. Extremely good at teaching.
  - Strengths: Really knew his material well, presented clear lectures, made students understand not only the concepts but the reasoning behind them and different ways to apply them
  - Weaknesses: went too fast
  - Lima was super nice and clearly explained what we had time to go over in class, however, I found myself teaching a lot of the material to myself through the readings, which was difficult.
  - Victor Lima was AMAZING—he gave very clear lectures and inspiring speeches on how to really engage with the material, and pushed us to immerse ourselves in economic thinking/intuition. He was very helpful and willing to answer all of our questions. One of the most important things Lima showed me was that the math in econ is all about running thought experiments—the equations aren't a meaningless series of numbers, but represent experiments we can conduct to better understand our economic world
  - Lima is an incredible lecturer - no real weaknesses.
  - Very willing to re-cover points in class in case anyone was having trouble. Asked the class constantly if everyone understood certain points. Very positive attitude in class. Never a moment where his supreme grasp on the subject matter could ever be doubted.
  - Very clear Lecture, and very very prone to helping students see his point of view on what the subject is about. He told interesting stories to keep the class alive. Weakness: perhaps jumped a couple of steps in mathematical proofs and analysis, but that's fine as long as you look back.
  - It's the typical Lima. Clear, but impressively hard. The only thing I'm disappointed about was the difficulty of making an appointment with Lima. You have to go through his secretary instead of himself, who didn't reply to my email requesting office hours. In any case, I wanted to go ask Lima for help on many occasions, but at the end only went once for each exam.
  - Lima is an amazing instructor. He encourages questions and integrates them very well into his notes and lectures. Intellectually challenging and captivating course.
  - Victor is very nice and more approachable than he seems. This was the turbo section, and I appreciated that those of us who wanted to give the difficult econ a try were not penalized - he allowed and was supportive of us in switching sections.
  - Great lecturer, excellent teaching style and boardwork, and made the points clear. Didn't really prepare us for how hard the exams were going to be.
What were the teaching assistant's or writing intern's strengths? Weaknesses?

- He had a great grasp of the material and made himself available to us. Was a fair grader. Sometimes glossed over stuff and expected us to understand.
- Yuan Tian is even tougher and more difficult than Lima. Despite his class and friendly demeanor, his section of the midterm (he wrote half of it) was basically a military exercise in which he yelled “JUMP!” and we said “But Yuan for Adam Smith’s sake how are we supposed to take the cross prices between french fries, later tots, and ketchup?” But hey, this is Turbo; I expect nothing less from my TA. If you want to be told how smart you already are, don’t take turbo (and consider transferring). One of the best academic feelings I had all quarter was when I found out I got a 4/5 on a question Yuan described as ‘rather difficult’ because I knew I had a truly solid understanding of the material.
- Yuan Tian was helpful in explaining the problem sets at discussion, and a fast grader. Not always clear otherwise.
- Yuan is awesome. He explains things very clearly. Very helpful.
- Yuan is a great TA. He would answer any question in a very clear manner, enabling students to understand them clearly at once. He is very effective in delivering his points to the class, which made us be able to study more efficiently.
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- The TA was great. Highly available and willing to help out.
- Yuan knows his stuff, but seems a little more interested in showing how smart he is than helping us. When asked to go over a problem more closely, he tended to seem condescending as though he didn't want to be there. I didn't feel comfortable going to him for help. He also seemed unwilling to change his interpretations and solutions for answers even when confronted with compelling arguments by students.
- Yuan is a fantastic educator!
- Could expect too much from the students. Tended to explain things over the class's level unless someone told him that he was.
- Clearly very bright and was able to explain difficult economic concepts clearly.
- Yuan was the BEST TA anyone could ask for. He is absolutely brilliant in an unassuming way. His explanations of questions made difficult concepts crystal clear in a matter of minutes.
- Yuan was very helpful and approachable in general. At times it was difficult to follow when he explained concept because he didn't simplify them enough for our level. He also has the best dress sense.
- Really good at getting assignments back on time. Very fair. Sometimes seemed a little impatient when explaining things.
- Best...TA...ever.
- Yuan is awesomely cocky. He also likes to take his anger out on us through writing "you-weren't-suppose-to-get-this-but-I'll-put-this-question-in-anyways" midterms.
- Strengths : know what he does Weaknesses : mathematician more than economist. Can give more explanations without intimidating students
- Unfortunately, the real weakness of this course is the discussion sections. Answers to homework are "never" given in any written form...there are no solutions to the problems in the text and we are never given them. This is supposed to encourage you to go to the discussion session where the TA works through the problems. However, this is NOT a good system, because our TA did not go through the problems thoroughly. Basically, only answers were given out and a rough outline of how to solve it (if that). So really, you kind of had to figure it out on your own. Things would have been much better if written-out, detailed solutions were given. Most of the times I didn't bother going to the TA session, because I knew that even if I wasn't certain about my answer, going to the discussion session wouldn't help.
- Very clear in his answers. If students do not understand, he explains the process step by step.
- Brilliant-really knew his material and was helpful in answering questions. Sometimes, though he would give an explanation that was concise and elegant but was hard to understand because of the math/and other complicated concepts involved.
- Really smart guy. Hold on to him.
- Yuan is extremely intelligent and helpful. He definitely knows what he is talking about.
- I was not a fan of Yuan. He seemed self-satisfied. The problem sessions only went over the answers to the problem sets we just turned in and did not teach us very much. Also he seemed somewhat conceited and was not able to clearly simplify and explain material, but just kept saying the same things in his own way which was not particularly helpful when the class did not understand.
- Yuan was AMAZING--beyond being incredibly smart, he had multiple office hours each week, was incredibly prompt in answering questions via e-mail, and graded our assignments/exams very efficiently. Probably one of the best TAs I've had here
- Yuan is a terrific TA. He wrote a six page explanation on a homework that many of us had difficulty with. He makes himself tremendously available to students and helps students immensely.
- He assumed that we had a much greater intuition for this kind of math than we actually did. However difficult assignments may have been though, he was always willing to explain difficult concepts during office hours.
- Yuan Tian is very very smart; however sometimes he believes that students do not perform the capacity to which they are endowed with. As long as you ask the right questions that Yuan likes, you'll be fine.
- Strength: Had a bunch of office hours. Weaknesses: 1. Office hours are useless, since he doesn't really bother to explain anything. 2. Thinks students are dumb. His favorite comment: that's a stupid question, go solve it by yourself. 3. Loves to make our lives like hell: the hardest questions on the midterm were made by him, and he smirks about it in review sessions 4. Makes strange comparisons: line 10 people up, shoot them, and see who's left. Those will appreciate the most any increase to their probability of being alive...wtf? are we in a communist country, yuan?
- Yuan is a great TA. He would answer any question in a very clear manner, enabling students to understand them clearly at once. He is very effective in delivering his points to the class, which made us be able to study more efficiently.
- Yuan is awesome. He explains things very clearly. Very helpful.
- Yuan was helpful in explaining the problem sets at discussion, and a fast grader. Not always clear otherwise.
- Yuan was the most intelligent, best teaching, most friendly and approachable TA I've at this University. He has zero weaknesses from my perspective. An all around incredible guy with an
Is there any topic in this course that you wished you had previous background in?

- No, but then I had a reasonable background in Econ.
- More math more math more math. I took 195 before this course, but still... Always more math.
- The first week was tough catching up on multivariable calc but after that no.
- No
- Multivariable Calculus. It was difficult to be in Math 203 and this course at the same time because we jumped into the multivariable from the very beginning.
- Nope, 150s calc and econ198 are plenty background.
- Multivariable.
- No.

What, if anything, would you change about this course and why?

- The midterm needs to be shorter! It is impossible to complete.
- Our homework was way, way easier than our exams. To be fair, we knew this was going to be the case before we took the exams; but I still question the logic of giving us all this practice that is not the highest difficulty, which is ultimately the standard we'll be measured on. Professor Lima and TA Yuan, PLEASE READ: I think it would be a really good idea to have an exam-type problem (either T/F or mathematical) on each homework; even if at first we didn't know how to do them we would get some experience with them before the midterm.
- Make the review sessions before the exams a regular thing, they were extremely helpful in gaining a deeper understanding of what we previously went over.
- I would have liked if Lima would ask more of his true/false questions in class before the midterm so we would have a better idea of what we were going to be tested on. Other than that, Lima has it down.
- Improve the textbook.
- Include more "stretch" suggested problems for students to hone their abilities.
- There should be at least two midterms
- Nothing I would change
- Make the midterms easier? At some point, it felt like it was more focused on tricking us rather than testing how much we have learned.
- Less Maths, More Life!
- Turbo course... so meant to be challenging
- Make Lima's notes clearer-take out typos and clean it up.
- Nothing.
- It goes at a fast pace and could be slowed down. As well, the notes do not have a practical example with a solution in each chapter. If this were added, I think I would have understood the material better.
- I know it was an accelerated course, but I still felt as though at times it moved too rapidly and was difficult for the sake of being difficult rather than providing substantive challenges.
- no
- I would devote more time to solving general equilibrium problems to fully understand the intuition.
- I wish there would have been more mathematical examples of problems in the book and in class.
- Exam difficulty; it was too difficult compared to the homework - made students very demoralized.
- The TA. You really need a TA willing to explain things to you in this class, since Lima's notes were really hard to understand, and his lectures don't tell the full story about the problem sets/exams.
- Nothing.
- Narrow the gap between the easy problem sets and the difficult exams.
- Make the exams conceptually challenging mathwise but easier computational math.
- The textbook (AKA Professor Lima's notes) was sometimes confusing because there were typos and issues with some of the exercises.
- we covered way too much stuff. the final also was supposed to be "cumulative" but only covered the last three or four chapters
- The problem sets were both too easy in difficulty and graded too leniently. I did not have a good grasp of my mastery of the material until after the midterm exam. I think it would be useful to have more challenging weekly assignments regularly. And even when the problems were challenging, they were graded so leniently by Yuan that I didn't really have any feedback on them. Lima's text also has a lot of typos, unfortunately.
I wish I had taken 195 before (rather than concurrently).

- math
- More multivar
- yes

I took it as a freshmen so my econ background was AP Econ from high school...any additional econ background would not have been useful. There's almost no resemblance between intro micro and 200, although it is helpful to know the basic concepts of micro because you will not be learning them here in a conceptful way - you'll just be doing math. What you really need is to be able to take derivatives well and do algebra quickly. There's nothing in here math-wise except partial derivatives and Lagrange multipliers.

- any ECON backgrond. If not, it is hard to catch up from the beginning
- No
- -
- better grasp on calculus
- no
- Just good solid foundation in mathematics
- Know how to do a Lagrange maximization problem. (Math 19520)
- Maybe basic Econ...? But you can take this course right away w/o problem I think.
- No
- no
- The first day I was overwhelmed by the new math necessary for computing Lagrangians, but a quick review session with a fellow econ major can quickly remedy this lack of basic multivariable skills
- N/A
- proofs
- No.

Which texts were most useful?

- Lima's notes
- Lima's Notes
- Lima's Price Theory notes
- His notes
- Lima's notes.
- Lima's Lecture notes, Becker's The Economics Approach to Human Behavior
- n/a
- Lima's notes. Varian is essentially useless and I never opened it after the first lecture.
- Lima's notes.
- Lima notes
- Lima notes =D =D
- All
- I did not even buy/look at Varian, because I've heard that it is useless given the mathematical rigor of this course. Lima's notes are pretty good, but they can be a very dry read, and particularly in the later chapters, some of the content is more advanced than that utilized in the actual course, so it can be a tough read.
- Lima's notes definitely
- Lima's Notes
- Lima.
- Lima's notes
- limas notes
- Lima's notes
- Lima's notes.
- Lima's notes
- Lima's Notes!
- Lima's notes. Could use proofreading and an index, but they were helpful.
- His text is the bomb. Get Varian though and use it!
- We didn't really use anything except for Professor Lima's notes. The Varian textbook that's assigned to this class pretty much goes untouched.
- Lima's notes
- Lima's notes. Excellent (minus typos).
Which least?

- Didn't use Varian much
- There was only one text.
- Varian
- Varian. It's totally useless.
- n/a
- Varian.
- Varian (literally didn't use it once)...although it was useful to look at when studying broader concepts.
- n/a
- Why was Varian even on the syllabus? Lima notes > Varian
- Lima's notes are full of typos, some of which are seriously misleading.
- n/a
- n/a
- -
- my own notes.
- N/A
- None
- Varian? No need to purchase.
- Varian. Didn't buy.
- N/A
- no need to buy varian. Its completely useless
- Varian (useless)

How productive was class discussion?

- Less productive initially as we all pretended like we understood everything; after the midterm, remarkably productive for a 60 kid lecture
- Inconsistent.
- When there was discussion, it was fantastic. Lima has great examples and applications of the subjects he talks about.
- Pretty productive, Lima has great answers/stories/routes of inquiry when there are good questions.
- lecture
- Not much. Lima did definitely encourage it but many students were reluctant to participate.
- not a discussion based course
- Very productive Lima is a great lecturer
- Very.
- Good
- lecture based but questions are encouraged
- Very.
- -
- there was little class participation.
- semi-productive, we had some back-and-forth Q&A but not too much discussion
- Very productive.
- The class was "uncharacteristically quiet", so there was little class discussion.
- Students were in general relatively shy; Lima really tries to stimulate class discussion, and he loves it. So just ask a lot of questions.
- No class discussion
- N/A
- It was a lecture course, though he often asked for questions and responded well to them.
- super
- The class was timid the first few weeks but once we started asking questions Lima was great at answering them
- N/A
- it was all right.
- Somewhat—if rarely.
How has this course contributed to your education?

- A solid base to build upon.
- I have a solid base for applying complex (well, more complex) mathematical tools to intermediate Econ problems.
- I learned many of the consumer choice elements of price theory in a highly analytic manner.
- I love econ again! Price Theory makes so much sense. Better study skills.
- positively
- Greatly enhanced my understanding of core economic principles.
- It rekindled my LOVE of econ!
- Made me love Econ more
- My life has changed.
- I know never to take turbo again. But the math involved was nice!
- More skills to compute, do problems
- It has given me a thorough introduction to what economics is actually like. In that sense, I think there will be some people who really think they love econ after 198/199 or an AP Econ course, yet don't really like econ when it involves the mathematical rigor present in the 200-203 sequence. Personally, I'm not sure yet.
- a firm basic knowledge of economics. But comes with a lot of hard work.
- Taught me the fundamentals of econ
- Got a major requirement done.
- Definitely increased my understanding of econ!
- the course exposed me to the wonders of economic thinking, and also taught me how to challenge and engage my mind with the material in any class. One of the most important things Lima showed me was that the math in econ is all about running thought experiments--the equations aren't a meaningless series of numbers, but represent experiments we can conduct to better understand our economic world
- Validated my intention to become an econ major.
- It made me have a new understanding of tying in mathematics with economics.
- It was really hard, so I guess it'll help towards the future econ classes.
- Very.
- Given me a new appreciation for how economics approaches problems.
- It's been incredible. One of the classes I've come out of feeling thoroughly accomplished having grasped the material in a deep and meaningful way. All because of Victor.
- It has been a fulfilling, rigorous, gratifying, and exhausting experience. I am elated to now possess the strong economic foundation that I will be building upon for the rest of my life. I am also strangely satisfied to have had the epitome of a UChicago classroom experience. But the price of this lovely sense of fulfillment was bundles of hard work.
- It gave me a more theoretical, solid foundation to microeconomics.
- gave me a rigorous understanding of the basics of microeconomics
- This course has taught me a lot not only about economics, but also about how to think--a vague, but important quality of all great courses.

Why did you take this course?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Core requirement</td>
<td>3 / 7%</td>
</tr>
<tr>
<td>Instructor Reputation</td>
<td>27 / 64%</td>
</tr>
<tr>
<td>Faculty member recommended it</td>
<td>2 / 5%</td>
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<tr>
<td>Concentration Requirement</td>
<td>34 / 81%</td>
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<tr>
<td>Meets at a convenient time</td>
<td>7 / 17%</td>
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<tr>
<td>A student recommended it</td>
<td>10 / 24%</td>
</tr>
<tr>
<td>Topic interests me</td>
<td>21 / 50%</td>
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<tr>
<td>Concentration elective</td>
<td>0 / 0%</td>
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In summary, I had a strong desire to take this course

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>25 / 60%</td>
</tr>
<tr>
<td>Agree</td>
<td>9 / 21%</td>
</tr>
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</table>
### How many hours per week did you spend on this course?

- **Low Answer**: 2
- **Average Answer**: 10.2
- **High Answer**: 25

### What proportion of classes did you attend?

- **All**: 40 / 95%
- **75%**: 0 / 0%
- **50%**: 0 / 0%
- **25%**: 0 / 0%
- **None**: 0 / 0%

### Were the time demands of this course reasonable?

- **Yes**: 35 / 83%
- **No**: 3 / 7%

### The Instructor

<table>
<thead>
<tr>
<th></th>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>Organized the course clearly.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>14%</td>
<td>79%</td>
</tr>
<tr>
<td>Presented clear lectures.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>81%</td>
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<tr>
<td>Held my attention and made this course interesting.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>21%</td>
<td>69%</td>
</tr>
<tr>
<td>Stimulated and facilitated questions and discussions.</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>10%</td>
<td>24%</td>
<td>55%</td>
</tr>
<tr>
<td>Responded well to student questions.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>10%</td>
<td>79%</td>
</tr>
<tr>
<td>Was available outside of class.</td>
<td>19%</td>
<td>2%</td>
<td>5%</td>
<td>14%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>Was helpful during office hours.</td>
<td>41%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>2%</td>
<td>48%</td>
</tr>
<tr>
<td>Motivated independent thinking.</td>
<td>5%</td>
<td>0%</td>
<td>2%</td>
<td>5%</td>
<td>21%</td>
<td>62%</td>
</tr>
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</table>

### The Readings
Fulfilled the objective of the course.  | 5%  | 0%  | 0%  | 10% | 19% | 62%  
Were reasonable in number.        | 5%  | 2%  | 2%  | 5%  | 21% | 60%  
Were appropriately difficult.     | 5%  | 0%  | 2%  | 14% | 29% | 43%  

Approximately how much of the reading did you do?  

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<td>12%</td>
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The Assignments

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<th>Strongly Agree</th>
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<td>0%</td>
<td>2%</td>
<td>24%</td>
<td>29%</td>
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How appropriately were the requirements of the course proportioned to course goals?  

<table>
<thead>
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<tr>
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<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>31%</td>
<td>48%</td>
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How well did the requirements contribute to the goals of the course?  

<table>
<thead>
<tr>
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<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>31%</td>
<td>50%</td>
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How timely and useful was feedback on assignments and exams?  

<table>
<thead>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>31%</td>
<td>57%</td>
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How fairly were the assignments graded?  

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<th>Neutral</th>
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<td>0%</td>
<td>5%</td>
<td>10%</td>
<td>14%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Overall

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>24%</td>
</tr>
</tbody>
</table>

This course met my expectations.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>5%</td>
<td>12%</td>
</tr>
</tbody>
</table>

This course provided me with new insight and knowledge.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>19%</td>
</tr>
</tbody>
</table>

This course provided me with useful skills.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>12%</td>
<td>19%</td>
</tr>
</tbody>
</table>

The content of this course was presented at an appropriate level.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>17%</td>
<td>26%</td>
</tr>
</tbody>
</table>

I put my best effort into this course.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>5%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The class had a high level of morale/enthusiasm.  

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The Teaching Assistant(s)

<table>
<thead>
<tr>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Were well coordinated with this course and contributed to it.</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
<td>19%</td>
</tr>
<tr>
<td>Provided well-designed materials.</td>
<td>14%</td>
<td>2%</td>
<td>12%</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>