

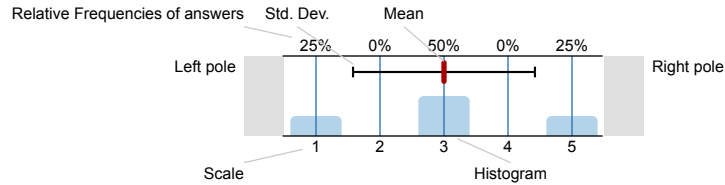


Semester = Fall 2018

No. of responses = 35

Legend

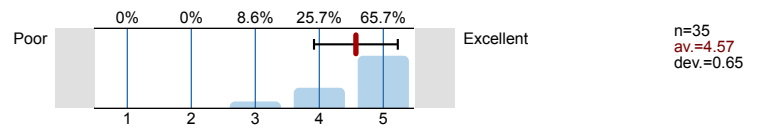
Question text



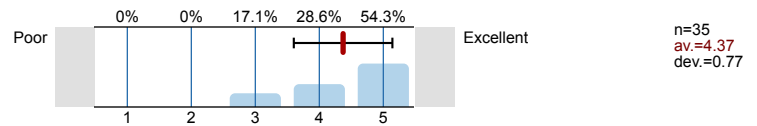
n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

1. INSTRUCTOR EVALUATION

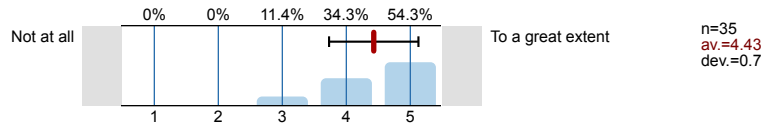
1.1) Rate the instructor's overall teaching effectiveness.



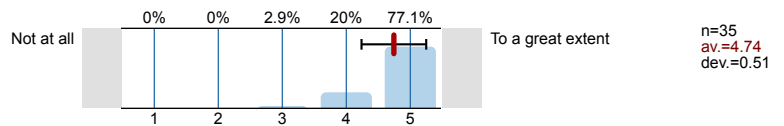
1.2) Rate the overall quality of the course



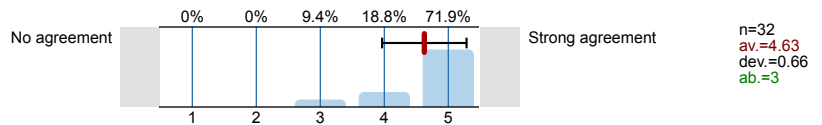
1.3) How well did the course assignments/quizzes/examinations reflect the content and emphasis of the course?



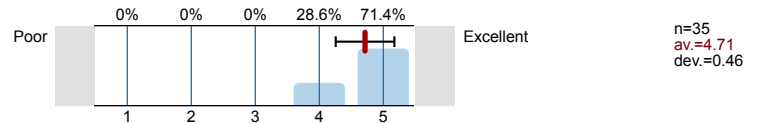
1.4) Was the instructor's use of technology (email, Blackboard, Powerpoint, other electronic and/or web-based methods) effective?



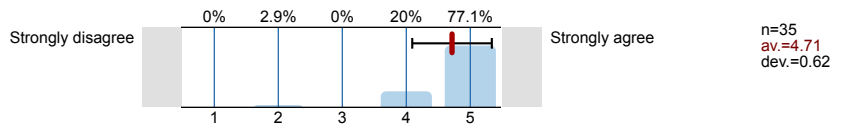
1.5) The instructor was sensitive to the cultural/human diversity, diverse worldviews, learning disability, and/or physical disability of the students.



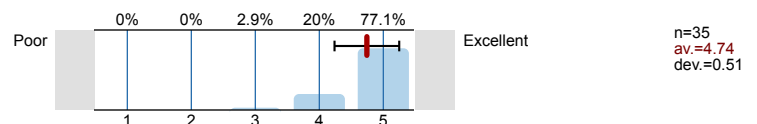
1.6) How would you rate the physical environment in which you take **this class**, especially the classroom facilities, including your ability to see, hear, concentrate, and participate?



1.7) The course learning outcomes were clearly stated.



1.8) You found the course intellectually challenging and stimulating.



1.9) You have learned something which you consider valuable.		n=35 av.=4.69 dev.=0.63
1.10) Your interest in the subject has increased as a result of this course.		n=35 av.=4.46 dev.=0.78
1.11) You have learned and understood the subject materials in this course.		n=35 av.=4.29 dev.=0.86
1.12) Instructor's style of presentation held your interest during the class.		n=35 av.=4.51 dev.=0.78
1.13) Instructor was enthusiastic about conducting the course.		n=35 av.=4.8 dev.=0.47
1.14) Instructor's explanations were clear.		n=35 av.=4.71 dev.=0.62
1.15) Course materials were well prepared.		n=35 av.=4.77 dev.=0.49
1.16) The course adequately followed stated course objectives (i.e., course syllabus).		n=35 av.=4.71 dev.=0.52
1.17) Instructor gave lectures that facilitated note taking.		n=32 av.=4.75 dev.=0.67 ab.=1
1.18) Students were invited to share their ideas and knowledge.		n=35 av.=4.8 dev.=0.47
1.19) Students were encouraged to ask questions and were given meaningful answers.		n=35 av.=4.77 dev.=0.55
1.20) Students were encouraged to question/challenge the course material.		n=35 av.=4.74 dev.=0.51



2. OPEN ENDED QUESTIONS (INSTRUCTOR)

2.1) Please comment on specific characteristics of the course that were most beneficial to you:

- -The daily quizzes were extremely helpful in reinforcing concepts that were taught during previous lectures.
- The amount of homework was perfect and the choice of problems was just right to see various scenarios in one topic.
- Most importantly, Dr. Raval is great. He has vast knowledge on the subject he is teaching, is extremely patient, and teaches concepts in a

very organized way,

- All of the in class handouts, readings, and quizzes helped prepare for exams.
- Challenging course that solidified my interest in pursuing a career in public accounting
- Daily quizzes helped pin down exactly what needs to be known for the material.
- Daily quizzes were very helpful in letting me know whether I really understood the material or not, which helped me prepare for the exams.
- Doing problems together in class were the most beneficial to me as it helped understand the concepts better with extensive explanation
- He chose problems that he felt were the most valuable to us students.
- He did a great job explaining the material in a way that we could easily follow. He was persistent in making sure we focused in on key topics. The quizzes every class period were annoying but they did help.
- I found that the real life examples that we used in class were very interesting and helpful in relating to the course. For instance, today we touched upon how Apple chose not to disclose the amount of iphones they sold last quarter, and how the market didn't like that and the implications of it. It's very interesting and eye opening to see.
- I like that there were quizzes nearly every class (even if I didn't do well on most) because its a good refresher of course material.
- I like that you print out the notes for us. I think doing practice problems in class was also very helpful.
- Loved the overall structure of this course, from the helpful chapter handouts to the instructor's explanations that can be easily understood. Great teacher, can definitely tell he's passionate about teaching the course and helping students succeed.
- Multiple attempts on homework is very helpful. Reading assignment serves as an extra credit is also great. going thru the quizzes and notes is helpful for exam. Curve on exams are great.
- One of the best professors at UIC, is passionate and enthusiastic about what he teaches and bring a lively and energetic passion to class. Give real world applications to everything we do in class and is happy to answer any questions students may have. Course is work heavy and difficult but Professor Raval makes it do able.
- Professor Raval is a VERY enthusiastic and helpful professor. This has most definitely been one of the hardest classes I've ever taken in my life, and as someone who's never been challenged by a course this much before, Professor Raval always made it clear that he was willing to help, both inside and outside of the classroom. He's extremely responsive to all emails, and has a discussion board of questions on Blackboard which is very useful since my peers would sometimes ask the same question that I had. I really struggled in this class, but Professor Raval helped me set up a game plan on how to improve quickly, and attending his office hours frequently was some great advice. He always made me feel more motivated and determined and never pushed me down, something that no student should hear especially when they're having a tough time in class. Overall, I'm really glad I took this course with Professor Raval. It was a challenge, but I've definitely learned a lot, both about accounting and new study tips. He's a down-to-earth professor who genuinely wants his students to do well and actually understand the material!! Definitely one of the best professors I've ever had.
- Professor's enthusiasm to teach kept me engaged
- So much material to go through, not enough time to do so. Perhaps a lab would be beneficial to focus on topics more in depth. Other schools such as DePaul have this in place and it works very well for the students.
- The Learnsmart homework assignments, as well as in-class note packets, quizzes, and current event discussions were the most beneficial.
- The beneficial factors include:
 - 1) The note packet questions we do in the class
 - 2) The quizzes are extremely helpful
- The chapter notes that he gave in class were helpful, but it would've been more helpful if he were to do more problems from the handout. The quizzes helped a bit to review the material learned from the previous class.
- The course material reflected the exams.
- The daily quiz helps ensure I remember important information for the exams.
- The overall accounting concepts and real world examples discussed in class gave me a better perspective on how to use my accounting knowledge in real world situations.
- The professor was funny and energetic
- The professor was the most beneficial for the students during the course. The course is tough and loaded with material to cover. Dr. Raval is perhaps the major reason why this course is somewhat tolerable. Great job at helping the student succeed in such a complicated

course.

- The quizzes and homework helped with understanding the material and knowing what to expect on the exam.
- The quizzes were very helpful in preventing me to fall behind in coursework.
- This course is mostly focused on the asset side. It will be so beneficial of me to learned those concept.
- professor rival is really amazing

2.2) Please comment on specific aspects of the course that need improvement:

- -There is a lot of information that students are responsible to learn outside of class. This is fine but I would recommend that students be held to this standard. A few students would prevent the class from completing the weekly notes because they didn't understand concepts that were explained in the readings and would continuously ask for clarification. Thus, a few students hijack the class and other students are waiting to continue the notes.
-A possible solution to that would be to complete one question fully and then ask for questions at the end.
- Controlling the class more. Many times students would ask over a dozen questions during 1 lecture, most of those questions could've simply been answered by the students looking at the information that they were provided. This was very frustrating because we'd spend a great portion of time answering questions that were irrelevant to the majority of the students. Furthermore, it kept us from getting far in the notes leaving the learning to have to be done only by myself which defeats the purpose of having lecture. This issue can be handled by being more stern with students who ask irrelevant questions. Another approach is to have students ask questions through office hours or take Professor Martin's approach by having questions listed inside their name tag which she collects every day after lecture and answers in her own time.
- Do more examples in class instead of spending too much time on current events. the current events was interesting and thought provoking and provided insight on accounting in real life, but it felt like some classes was spent doing one problem while the rest of the time was just talking about an event.
- Focus more on lectures and hitting milestones on the notes rather than answering personal questions.
- He needs to slow down a bit, he goes through everything way too quick and it's hard to capture everything he talked about in just a few minutes. Also, for the tests, he needs to not put so many problems. It's not enough time to do all the problems he gives us. I believe I could've done better in tests if it weren't for the little amount of time he gave us for the amount of problems he gave us.
- Homework is time consuming, maybe put more questions into the extra practice section.
- I felt that questions on the exam didn't really reflect what we learned. It sometimes felt like it was three levels more difficult than what we learned. I think the study guides should have more difficult examples.
- I understand that 315 covers extensive material in such a short period of time, but I still think class timings can be improved. 315 should be more than 2hr class so that we can grasp everything we are learning on that specific day and not rushing things. I believe rushing through question sets confused me the most sometimes and that keeps on accumulating.
- N/A (2 Counts)
- Near the end of the semester he has spent a lot of time discussing problems around the world, most of the class does not pay attention and leaves little time to be able to discuss new material in class. Maybe trying to incorporate those topics into being worth something for a grade or doing a small class activity with what he talks in class, that way students don't ignore what is being said and they also learn and put into practice what they are learning and see how it ties to the real world.
- Need more hours for this course because the workload is very heavy
- None
- Not enough time spent to cover entire material. In contrast, too much time spent on homework.
- Quiz every class can be tiring and un-motivating. Quizzes are suppose to help students to challenge themselves, but it takes a toll on our grades since some concepts on quiz were never talked about in class and its under time limit.
The class is heavy but professor is great in explaining everything even with layman's terms. The course is not that difficult to understand, however there's too much materials to cover in short amount of time, which makes the course difficult. It would be better if its a 4 credit class instead of 3. Usually, class is composed of 40% discussion and 60% lectures, there are times when it's mostly discussion due to many students asking too many questions.
Same with exams, theres a lot of questions that we never talked about in class so it's hard to answer it under time limit.
- Test 2 and 3 were the one need to equalize
- The class perhaps could be MWF instead of TTH. Or leave as TTH but add a lab.
- The course did move very fast. And the bookstore ran out of books too fast.
- The course should have classes 3 times per week instead of 2 since there is too much to remember.

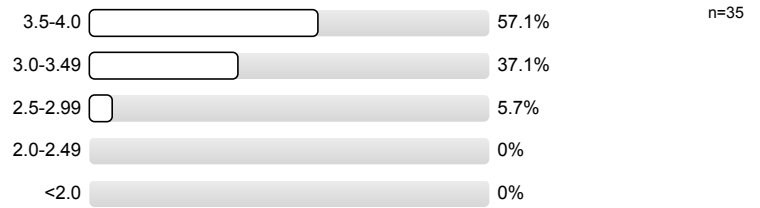
- The one thing I that I feel would very beneficial to this course in particular is perhaps a case study. While we do touch upon current events, I feel like a case study will really just heighten what we've learned because we'll get a better, more refined look at the material. Moreover, a friend and I were having a conversation about the big four and accounting internships, and while a lot of our students do get internships for audit and tax, often the more coveted internships like consulting are given to students from bigger schools. The reason I'm talking about this is because it seems, from my perspective, that a lot of students don't truly understand the components of financial statements and consequently, the way they can be manipulated for better or worse. I feel that, maybe through the case study or some other means, you could incorporate this into your next class. However, I do understand that you're on a time constraint and you have a lot of other things going on, like research, so I do understand, and it's just a suggestion. Besides that, it was a great class and thanks for being a great professor!
- The readings are a bit unnecessary in my opinion. You learn the material more by doing actual problems.
- The sheer amount of content makes it very difficult to fully understand the concepts.
- There were times when we would take too much time going over the quiz and would sometimes also waste a little time due to questions from students that did not have anything to do with the content taught in class. That time could've been used to focus on the chapter content and move little slow rather than rushing through the chapter due to less time.
- This course covers too many important concepts in too little time. UIC students could benefit from restructuring the course.
- This is a very difficult course. It would be really helpful if the class was 4 credit hours with a discussion hour.
- Time on quizzes
- Towards the end of the semester, Professor Raval started providing a copy of the completed in-class examples in addition to the packet of blank in-class examples. I thought that this was very helpful and wish this was something provided throughout the entire semester. It makes it a bit easier to understand the 'big picture' of the problem's answer, and allows students to focus on how the Professor is working through the problem instead of just focusing on the numbers and right answer since we don't have to rush to write the notes down.

2.3) If necessary, clarify any of your previous responses or make additional comments:

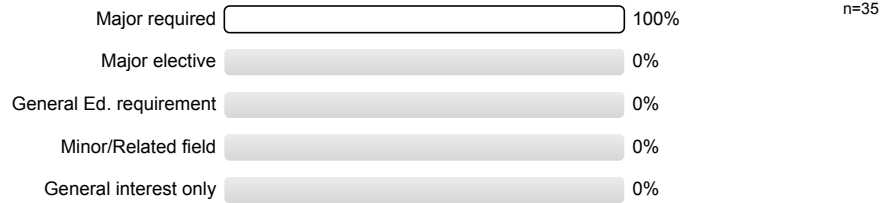
- He is a great professor
- However, I love how professor how Raval teaches this class especially when he brings real-life news and what is going on in the world which not only made me learn something new every day but made me interested to read on issues which affect us every day and all the time.
- I always enjoyed the real-life examples and current events regarding companies that Professor Raval would briefly share. It would always teach me something new and show me how I can apply what I'm learning in his class to the real-world!
- N/A (3 Counts)
- NA
- None needed
- Overall, the class was super helpful and made me want to continue my accounting career. Dr. Raval really cares about his students and makes sure that they understand what is being taught. A few adjustments can make the class better than it already is.
- Raval is one of the best professors I've had at UIC so far. He is enthusiastic and passionate about this course and this really helps students care about the topics we learn in class. He also talks about real world issues and ties it back to accounting which is great! Although this class is very hard, he is the perfect professor to teach this because he is very knowledgeable and takes the time to explain topics that are confusing.
- The wages of those test were t-1 3-chapter, t-2 4 chapter and t3 will be 5 chapter. These need to be equalize.
- When we would start a new chapter, he would give us chapter notes, but then he would start talking about some other things that kind of related to the chapter but this would give us less time to go through the problems. Not many problems were covered during class, and he would rush through like the last 10 minutes of class trying to do one problem of the handout. He thinks that just because he could solve a problem in 5 minutes or less, then we should be able to do it too. But it's not like that because he already knows the material, and we are barely learning it. In my opinion, it was a poorly structured class.
- too much materials in a 3 credit course.
quizzes are almost impossible to do

3. STUDENT CHARACTERISTICS

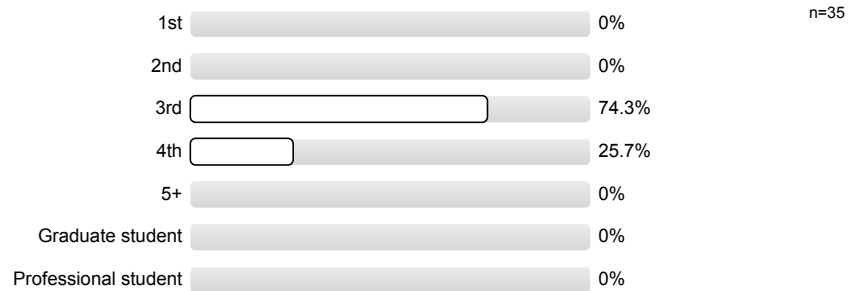
3.1) Overall GPA at UIC



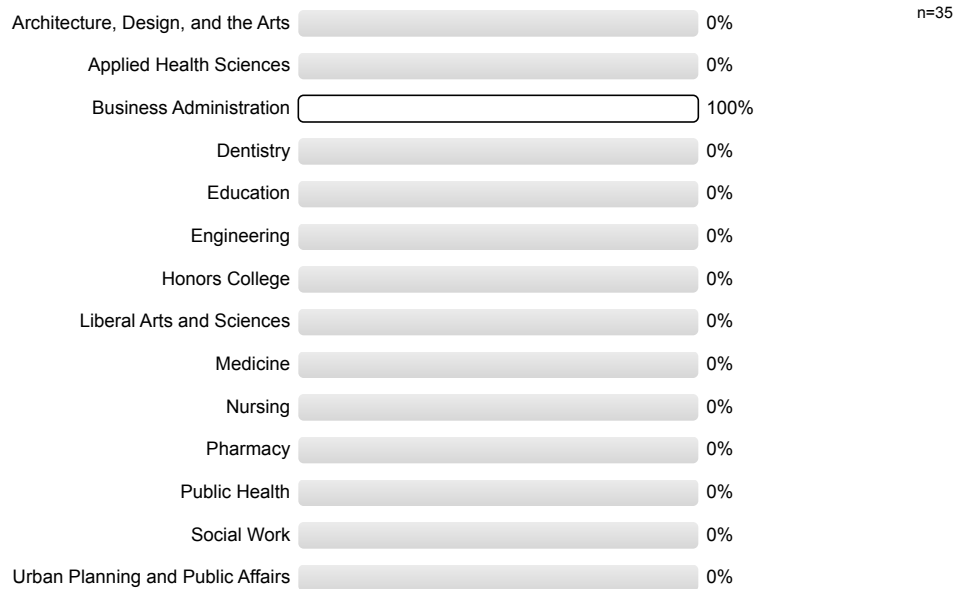
3.2) Primary Reason for taking the Course



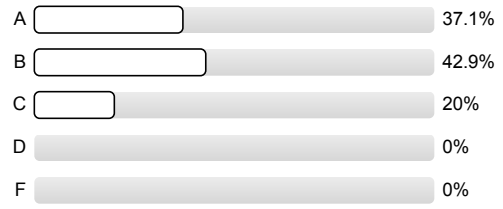
3.3) Year in school



3.4) Major College



3.5) Expected Grade in this Course



n=35