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# TEACHING PORTFOLIO

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# 1 Teaching Philosophy

## 1.1 Teaching Statement

My desire to teach has been a central motivation in my pursuit of academia. After completing my undergraduate studies, I served as a teaching assistant in the Department of Economics at Kwame Nkrumah University of Science and Technology, where I conducted tutorial sessions in econometrics. As a graduate student and primary instructor at Kansas State University, I have taught nine undergraduate classes, including both in-person and online courses in Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics, and Intermediate Microeconomics. These experiences have broadened my versatility in teaching students at various levels. My commitment to teaching was recognized with the *Thomas Graduate Student Teaching Award in Economics* for excellence in undergraduate instruction. I believe students are the foundation of academia and instructional techniques should be tailored to meet their needs. My primary teaching goal is to provide the necessary support for student success, grounded in the following principles.

First, my teaching philosophy is built on the belief that education should be inclusive, engaging, and practical for all students. I aim to create a welcoming classroom environment that encourages participation and fosters a sense of belonging, essential for effective learning. On the first day of class, I invite students to introduce themselves and share their expectations. For smaller classes, this is done verbally, while in larger or online classes, I use a discussion prompt. This approach helps me understand students' needs and tailor my teaching accordingly. I also encourage students to share fun facts about themselves, which helps create a relaxed atmosphere and promotes interaction. Sharing about myself further puts students at ease, fostering open engagement.

Second, I believe economics is best understood when theoretical concepts are connected to real-world examples, particularly in introductory courses like Principles of Macroeconomics. I incorporate current events and practical examples to help students relate the material to their own lives. For instance, I use videos from a website called "Teaching with Superstore" to illustrate key economic concepts and compare economies to enhance understanding. In macroeconomics, I show YouTube videos of agricultural practices worldwide to explain labor-intensive versus capital-intensive systems and present cross-country economic data on GDP, inflation, and unemployment from the FRED database. These examples help students relate more effectively to the material.

Active student participation is another cornerstone of my teaching approach. I promote open dialogue and assign discussion-based activities where students can share perspectives on application questions, typically hosted online via Canvas.

Examples include discussions on equity versus efficiency, high fines as a deterrent to crime, and using supply and demand models to understand the impact of the COVID-19 pandemic. This approach fosters interactive learning, builds students' confidence in expressing ideas, and ensures that every voice contributes to the collective learning experience.

While fostering inclusivity, I also maintain a disciplined classroom rooted in mutual respect and responsibility. I set clear expectations regarding respect, punctuality, and engagement, balanced with flexibility for individual needs. For instance, I offer flexible deadlines for students facing challenges and hold Zoom office hours for those unable to attend in person. This approach maintains structure while demonstrating empathy, which students have appreciated, noting that it made them feel valued.

I also believe in a dynamic approach to teaching. I always approach each class differently, incorporating the lessons learned from previous sessions into future ones. I embrace innovations that benefit both my students and me, such as using MacMillan Learning's Achieve platform and McGraw Hill's Connect, which offer interactive graphs, adaptive assignments, and discussion tools. Recently, I introduced Kahoot games after each chapter, encouraging group play to foster collaboration. Students find these activities both fun and educational.

Finally, feedback is central to my teaching philosophy, as it drives continuous improvement and responsiveness to students' needs. I take teaching evaluations seriously, actively reflecting on positive feedback and constructive critiques to refine my methods. I also invite informal feedback throughout the term, encouraging students to share their thoughts on assignments, exams, and teaching tools. This ongoing process allows me to adapt in real time, fostering a culture of mutual growth where student feedback enriches the overall learning experience.

Reflecting on my teaching journey, I have found that creating a welcoming, hands-on, and interactive learning environment not only improves academic performance but also better equips students to apply economic concepts in their daily lives. As I face new challenges and opportunities, my philosophy continues to evolve, with a consistent goal of making economics an engaging and relevant subject for all students.

## 2 Teaching Experience

As an instructor at Kansas State University, I have taught one section of ECON 510: Intermediate Macroeconomics, one section of ECON 120: Principles of Microeconomics, four sections of ECON 520: Intermediate Microeconomics, and three sections of ECON 110: Principles of Macroeconomics from Spring 2022 to Fall 2024. The class sizes range from 6-100 students, and the modes of instruction

include in-person, and global distance (online). Before being a primary instructor, I previously was a teaching assistant for Microeconomic Theory, Advanced Microeconomic Theory (II), Advanced Macroeconomic Theory (I), Econometrics (I), and Mathematical Economics.

A combination of being a student, teaching assistant, and instructor has given me a great blend of experiences that have informed my teaching techniques. Below, I list my teaching history.

## 2.1 Teaching History

Table 1: Summary of Teaching

Course	Semester	Number of Students
Principles of Macroeconomics	Fall 2024	100
Intermediate Microeconomics	Summer 2024 (Online)	10
Principles of Macroeconomics	Spring 2024 (Online)	73
Principles of Macroeconomics	Fall 2023	22
Intermediate Microeconomics	Summer 2023 (Online)	8
Intermediate Microeconomics	Spring 2023	33
Intermediate Microeconomics	Fall 2022	10
Intermediate Macroeconomics	Summer 2022 (Online)	8
Principles of Microeconomics	Spring 2022	6

## 2.2 Teaching Interests

Based on my training and experience, I am capable of teaching any undergraduate economics course. However, my primary interest lies in macroeconomics. I would be particularly interested in teaching principles of economics, macroeconomics, data analysis, and econometrics. Other areas I can teach include monetary and financial economics. I am also passionate about introducing economics majors to coding, especially in Python. Coding skills are indispensable in the economics profession, and I believe that proper exposure to coding will set students apart. At Kansas State, similar courses have been developed for both undergraduate and graduate levels and have proven highly useful, which I hope to replicate elsewhere.

## 3 Evidence of Teaching Experience

### 3.1 Summary of Teaching Evaluation

Table 2 below shows a summary of student evaluations of my teaching. The student rating at Kansas State University is assessed on a five-point scale with 1 indicating “Very Low” and 5 indicating “Very High”. It should be noted that scores are adjusted for individual and cohort attributes.

### 3.2 Sample of Student Feedback

In this section, I provide a brief list of some of the feedback from students.

Spring 2022

1. Professor Allor is an incredibly skilled teacher. He is not only able to teach the subject matter in a way that can be easily understood, but he can also explain it in a way that captivates the minds of students. Overall, a truly great teacher and character.

Fall 2023

1. was very important and he also helped us understand what we needed to know about economics.
2. It's very hard to make macroeconomics meaningful to someone who doesn't have an interest in the course. Overall, he has been a great teacher who I enjoyed having the opportunity to learn from. He was engaged, worked hard to explain things to students who might not understand fully, and made sure we participated in the class instead of being lectured at.
3. As an entry class I found it interesting how macroeconomists view the world and am happy that I have taken the course.

Spring 2023

1. I really liked Precious, he is a nice guy and great teacher!
2. This class was organized well which made it easy to navigate. I liked the structure of having homework and quizzes each week and an occasional discussion. I feel like this helped me to practice each chapter and put the material to use. I also liked how there were plenty of extra credit opportunities.
3. I have no complaints whatsoever about Mr. Allor as a professor or the course at large

Table 2: Student Rating of Instruction

	ECON 110		ECON 120		ECON 510		ECON 520		
	SP2024	F2023	SP2022		S2022		S2024	S2023	SP2023 F2022
<i>Teaching effectiveness</i>									
Overall effectiveness	4.3	4.2	4.3		4.5		4.0	4.3	4.6 3.7
Increased desire to learn about the subject	4.0	3.8	4.7		4.0		4.0	3.3	4.4 2.7
Amount learned in the course	4.3	3.9	4.0		4.3		3.5	3.7	4.2 3.3
<i>Establishing a learning climate</i>									
Made the course goals and objectives clear	4.6	4.3	4.0		4.5		5.0	4.3	4.6 3.9
Well prepared for class	4.4	4.8	5.0		4.8		4.0	4.3	4.8 3.9
Interest in helping students learn	4.6	4.3	5.0		4.5		4.0	4.7	4.7 4.0
Willingness to help outside of class	4.7	4.5	4.7		4.8		5.0	4.7	4.8 4.3
<i>Facilitating student learning</i>									
Explained subject clearly	4.2	4.2	4.3		4.5		3.0	3.7	4.2 3.7
Stimulated thinking about the subject	4.3	4.1	4.7		4.5		4.5	3.7	4.5 3.7
Made helpful comments on student work	3.9	3.9	4.3		4.8		2.5	4.3	4.6 4.1
Grading procedures fair and equitable	4.7	4.7	4.7		5.0		5.0	4.7	4.8 4.7
Realized when students did not understand	4.2	3.6	4.7		4.3		3.0	4.3	4.3 4.0

1. Classes are defined as follows: ECON 110: Principles of Macroeconomics, ECON 120: Principles of Microeconomics, ECON 510: Intermediate Macroeconomics, ECON 520: Intermediate Microeconomics.

2. Semesters are defined as follows: F: Fall Semester, SP: Spring Semester, S: Summer Semester.

4. Precious was an amazing instructor and I know that he will make an amazing professor. He is very understanding of students needs. He is willing to meet one one-on-one to help understand the material. I emailed him at 9 pm and he responded by 10:30 pm which shows his communication and commitment to students is great.
5. I enjoyed this course with Professor Allor! His lecture videos were extremely thorough and the examples helped me understand the content even more. He always returned assignments back quickly and gave great feedback as well. I had a great experience with him!

Spring 2024

1. Great Professor
2. I had a great time taking this class.
3. I love this course a lot more because of my teacher!

## 4 Teaching Methods

### 4.1 Using Videos Clips.

I frequently utilize videos in class to illustrate some concepts. These videos present technical economic concepts in a practical way that enhances student understanding. Below is a list of some videos I have used in the past.

1. To illustrate *opportunity cost and specialization*, I play a video titled [Out-sourcing Tasks](#) by Teaching with Superstore.
2. To illustrate *equity vs efficiency*, I play a video titled [Teaching Guide: Efficiency vs. Equity](#) by Teaching with Superstore.
3. To illustrate the consequence of high inflation, I play a portion of a documentary titled [Commanding Heights: The Battle of Ideas](#) Daniel Yergin.
4. When I talk about economic freedom, I play a video, titled [What's So Great About Economic Freedom?](#) Daniel Yergin.
5. In my current class I have opted for *Carlos J Asarta and Roger Butters, Principles of Economics, 2024 edition*. It is a digital book that comes with videos for every topic. A combination of these videos and class lectures has proved very useful.



## 4.2 Canvas Discussion Questions

1. “Let’s say you have \$400 to distribute between Caleb and Sarai. Caleb earns \$400 a week and Sarai makes \$400 daily”. If you cared about being completely equitable, how would you share the \$400 between Sarai and Caleb? If you wanted to achieve Pareto efficiency, how would you divide the \$400 between Sarai and Caleb? Give a reason for your choice.
2. The COVID-19 pandemic impacted both the demand and supply side of the market. We all noticed how the prices of certain goods increased astronomically. With reference to the demand and supply model you have learned in class and the concepts of equilibrium prices and quantities, submit your opinion on why prices increased.
3. In this chapter, we have discussed the concept of externalities. We described externalities as the costs and benefits associated with the production or consumption of a product that are incurred by third parties who are not directly involved in the transaction. These external costs and benefits are not reflected in the market prices of goods and services. Describe some differences between a positive externality and a negative externality. Provide an example each of a positive externality and a negative externality. **Note: You can comment on other people’s submissions and get interactive. However, let’s all be respectful of each other.**
4. In this chapter, we have discussed the multiplier effect and how it works. We also discussed the balanced budget multiplier. In this discussion, we want to apply this knowledge.

In a paragraph, explain how an increase in government expenditure on new housing construction affects the economy as a result of the multiplier effect. Suppose the new housing construction costs \$3 billion. Suppose this amount was raised entirely through taxation, what will be the impact on the economy based on the concept of the balanced budget multiplier?
5. This is our last discussion for the semester. Please respond to the following questions.
  - a. In chapter 10, we have studied Fiscal policy and National Debt. What is the current debt-to-GDP ratio for the US?
  - b. What is your opinion on the effects of a high debt-to-GDP ratio from the lessons learned in this chapter?
  - c. We have learned a lot about macroeconomics this semester. What is your biggest takeaway from this class?

## **5 Sample of Course Materials and Raw TEVALS**

Below, I provide samples of my syllabus and raw copies of the TEVALS.

## **ECON 110H– Principles of Macroeconomics**

Kansas State University-Department of Economics: Fall 2023

**Instructor:** Precious Wedaga Allor

**Email:** pwallor@ksu.edu

**Phone:** 2177909225

**Office:** Waters Hall 244D

**Office Hours:** Tuesdays and Thursdays 10:00 – 11:00 a.m. I am also happy to schedule other appointments at a time that will work for both of us. I care about you, and I am always here to help.

**Lecture Days:** Mondays/Wednesdays/Fridays 11:30 a.m. – 12:20 p.m.

**Lecture Room:** KG 209

### **Course Description.**

In many respects, this section of ECON 110H is similar to other sections. This class is however, a little different. The class size is smaller, which is meant to encourage an active learning environment. This class is made up of only first year students which means that we will have interesting conversations about the transition to college-level learning and to college life in general. The class will be more interactive in nature, with the goal of understanding the practical applications of macroeconomics to everyday life. Macroeconomics is the branch of economics that studies the aggregate economy. It attempts to answer questions like why some countries experience rapid growth while others have stayed mired in poverty, why do some countries have high inflation rates while others maintain stable prices, and why do all countries experience recessions and depressions among other related questions. Additionally, attention is focused on how major policy making institutions like the Federal Reserve Bank and the federal government impact economic performance. This course will introduce and imprint in your mind the fundamental concepts of macroeconomics, and to make you view the world as an economist.

### **Learning Outcomes**

By the end of the semester, you should be able to:

- Understand the various theories that guide macroeconomic thinking.
- Engage in logical conversations about macroeconomic policy issues and offer policy recommendations.
- Develop better skills in graphical presentation and interpretation of economic data.
- Build better quantitative and computational skills.
- Apply what you have learned in this class to several aspects of your life where you have to make decisions that involve economics in general.
- Build community and relevant connections that will aid your college success, through collaboration with other students.

## **Required Textbook**

Eric P. Chiang (2023), Macroeconomics, Principles for a Changing World 6th edition, Worth Publishers. ISBN:9781319330569. Older editions are similar and substantially cheaper.

## **Grading Scheme**

There will be a series of homework, discussion-type questions, and exams. Your final grade is the culmination of YOUR semester long effort and is not only based on a single assessment. The following are the weights for the assessment categories:

Homework	15%
Discussions	10%
Class participation	5%
Midterm 1	20%
Midterm 2	20%
Final Exam	30%

The following grading scale will be used:

A	90 – 100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

## **Practice Questions**

At the end of each chapter that we discuss, I will pre-record and upload a video to canvass where I solve some practice questions. The rationale behind this is to help students to be better prepared for assignments and Exams. These videos are an essential part of the class and should be taken seriously by students.

## **Math Requirements**

Since this is an introductory class, no calculus will be needed. The class will rely on basic arithmetic, graphing and equations (for example you should be able to calculate the gradient of a straight line).

## **Homework**

All homework and Quizzes will be posted on Canvas. Homework assignments will mostly be either computational problems or multiple-choice questions. Notifications will be sent to the class each time an assignment is posted on Canvas. Make sure you are familiar with the functionality of the CANVAS class website.

### *—Policy on Late Submission of Assignments*

All homework and quizzes must be submitted no later than the due date unless prior arrangements are made with me, and a new deadline is set. If a student submits an assignment after the deadline without having made arrangements with me, a minimum of 10% (based on an assignment grading scale of 100%) will be deducted for each day, or part thereof, that the assignment is late.

## **Discussions**

The discussion tool on Canvas will be used to set up weekly discussions. Typically, I will post some interesting questions and all students are required to submit a response and also comment on the responses of at least one person. In other times, students will be required to ask open ended questions and also respond to questions from other students. The guidelines for any discussion will be clearly stated and students will be required to follow them strictly for full credit.

## **Class Participation**

Class participation will be strongly encouraged. Students are encouraged to ask questions in class and fully partake in class activities. This will include attendance to class and all co-curricular activities. Full credit will be given only to students who attend all classes and co-curricular activities.

## **Examinations**

We will have two Midterms (non-cumulative) and a Final (covers Second block and Third block) for this class. The dates for the exams will be announced in advance in class and via email. These exams will either be in person or administered on canvas. The format will be announced well in advance. A missed examination will result in a zero for that test. MAKEUP EXAMS WILL ONLY BE GIVEN FOR VERIFIABLE REASONS. In case of a verifiable personal emergency, contact me before the test date/time. With sufficient proof of the reason for your absence, you may be allowed to take a different test or take the test early. However, this is not standard procedure and will require a document appeal.

## **Attendance Policy**

Students are expected to attend all classes for the full length of the class period. Your accomplishments and grades are highly linked to your class attendance. Please do not attend classes if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19 or have other health concerns related to COVID-19. Students who miss class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider. If you are unable to attend class, please take the following steps:

1. Notify me in advance of the absence or inability to participate, if possible. Alternative arrangements will be made for you on case-by-case basis.
2. If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness and other COVID-related circumstances or other reasons beyond your control, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

## **Tentative Course Outline**

### **Part I: FIRST BLOCK**

- Chapter 1: Introduction to Economics
  - Chapter 2: Production, Economic Growth, and Trade
  - Chapter 3: Supply and Demand
- Midterm 1**

### **Part II: SECOND BLOCK**

- Chapter 4: Markets and Government
  - Chapter 5: Introduction to Macroeconomics
  - Chapter 6: Measuring Inflation and Unemployment
- Midterm 2**

### **Part III: LAST BLOCK**

- Chapter 7: Economic Growth
  - Chapter 8: Aggregate Expenditures
  - Chapter 9: Aggregate Demand and Supply (if time is on our side)
- Final Exams (SECOND BLOCK + THIRD BLOCK)**

## **Co-curricular Events**

In the interest of fostering community, we will attend various events on campus. The goal is to offer an opportunity for students to interact outside the classroom environment. Attendance to these events will be graded as part of class participation. After every event, a reflection assignment will be hosted on canvass for students to summarize their experiences as proof of attendance. I will personally attend all the events so that I can verify all student submissions. Here is a tentative schedule of events.

1. **“Where No Story Has Gone Before: An Evening with George Takei” - September 27<sup>th</sup>, 2023, at 7pm (McCain Auditorium).**
2. **Coffee Hour- October 28<sup>th</sup>, 2023, 4pm to 5pm (International Student Center)**
3. **“Wildcat Dialogues” -November 8<sup>th</sup>, 2023, at 7pm (K-state Student Union)**

## **Instructor Expectations**

1. As your instructor I expect you put in your maximum effort in this class. Macroeconomics is interesting and fun but can also be quite challenging. Your grade in this class will strongly correlate with your effort.
2. Do not use your cell phones in class. If I see you using your cell phone in class, you will be counted as absent from class.
3. You can bring your laptop or iPad to class for note taking purposes. If you use them for anything else apart from note taking, you will be violating the principles of classroom conduct.
4. Respect the instructor and your peers. We want to build a great community together, please be respectful, listen and engage in meaningful conversations in class.

## **Mandatory Statements**

### **Statement Regarding Academic Honesty**

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other coursework undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

## **Statement Regarding Students with Disabilities**

At K-State every student must have access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center ([k-state.edu/accesscenter](https://www.k-state.edu/accesscenter)) or learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)  
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator  
[jarowe@k-state.edu](mailto:jarowe@k-state.edu)  
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

## **Expectations for Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

## **Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote the equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.



If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](#) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

### **Statement Regarding Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with Lafene Counseling and Psychological Services ([CAPS](#)). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. A comprehensive list of resources is available [here](#). If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(10713)</b>	Course #: <b>ECON 520 A</b>
Hr./Days: <b>1030 MWF On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Fall 2022</b>

Responses from 7 of the 10 enrolled (70%)

Offered: 11/28/22 - 12/20/22

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	1	2	2	2	0	1.0	3.7
11. Increased desire to learn about the subject	1	1	4	1	0	0	0.9	2.7
14. Amount learned in the course	0	1	3	3	0	0	0.7	3.3
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	3.7			3.9			LM	M
11. Increased desire to learn about the subject	2.7			2.8			L	L
14. Amount learned in the course	3.3			3.2			LM	L

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	1	1	1	4	0	0	1.1	3.1
13. Effort to learn in the course	0	0	2	3	2	0	0.8	4.0
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	1	1	3	2	0	1.0	3.9
3. Well prepared for class	0	1	2	1	3	0	1.1	3.9
5. Interest in helping students learn	0	2	0	1	4	0	1.3	4.0
10. Willingness to help outside of class	0	1	0	2	4	0	1.0	4.3
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	2	2	2	0	1.0	3.7
6. Stimulated thinking about the subject	0	1	1	4	1	0	0.9	3.7
7. Made helpful comments on student work	0	1	1	1	4	0	1.1	4.1
8. Grading procedures fair and equitable	0	0	1	0	6	0	0.7	4.7
9. Realized when students did not understand	0	0	2	3	2	0	0.8	4.0

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



**Teval Report: Student Ratings of Instruction**  
*Teaching and Learning Center | Kansas State University*

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(10713)</b>	Course #: <b>ECON 520 A</b>
Hr./Days: <b>1030 MWF On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Fall 2022</b>

**Additional Comments**

1.	<b>Additional Comments</b> <ul style="list-style-type: none"><li>I think it would be nice to break the exams up more. The exams covered a lot of material and were very long I felt. It would be nice to have one more midterm introduced to not have as much content and stress focused into one exam.</li></ul>
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Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Macroeconomics(12134)</b>	Course #: <b>ECON 110 H</b>
Hr./Days: <b>1130 MWF On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Fall 2023</b>

Responses from 17 of the 22 enrolled (77%)

Offered: 11/26/23 - 12/18/23

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	1	3	5	8	0	0.9	4.2
11. Increased desire to learn about the subject	1	2	3	5	6	0	1.2	3.8
14. Amount learned in the course	0	2	2	8	5	0	0.9	3.9
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.2			4.3			M	HM
11. Increased desire to learn about the subject	3.8			4.1			M	HM
14. Amount learned in the course	3.9			4.4			M	HM

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	4	1	7	4	1	0	1.2	2.8
13. Effort to learn in the course	0	3	6	5	3	0	1.0	3.5
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	1	1	7	8	0	0.8	4.3
3. Well prepared for class	0	0	0	4	13	0	0.4	4.8
5. Interest in helping students learn	0	0	4	4	9	0	0.8	4.3
10. Willingness to help outside of class	0	0	2	4	11	0	0.7	4.5
B. Facilitating Student Learning								
4. Explained the subject clearly	0	2	2	4	9	0	1.0	4.2
6. Stimulated thinking about the subject	0	2	3	4	8	0	1.1	4.1
7. Made helpful comments on student work	1	2	2	5	7	0	1.2	3.9
8. Grading procedures fair and equitable	0	0	0	5	12	0	0.5	4.7
9. Realized when students did not understand	0	2	6	5	4	0	1.0	3.6

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Macroeconomics(12134)</b>	Course #: <b>ECON 110 H</b>
Hr./Days: <b>1130 MWF On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Fall 2023</b>

<b>K-State First</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>OMIT</b>	<b>SD</b>	<b>AVG</b>
1.1	This course helped introduce me to college-level learning.	1	2	3	5	6	0	1.2	3.8
1.2	This course helped me with my transition from high school to college life.	0	2	4	6	5	0	1.0	3.8
1.3	I got to know the people in this class.	2	5	5	3	2	0	1.2	2.9
1.4	The size of this class helped me learn.	0	3	2	7	5	0	1.0	3.8
1.5	The class emphasized active learning.	0	3	4	5	5	0	1.1	3.7
1.6	The course introduced me to new ways of thinking.	2	0	3	7	5	0	1.2	3.8
1.7	The class helped make it clear why the course material is important.	1	2	1	7	6	0	1.2	3.9
1.8	The co-curricular (out-of-class) events were intellectually stimulating.	2	0	5	4	6	0	1.3	3.7
1.9	The co-curricular (out-of-class) events were relevant to me and my learning this semester.	4	2	4	2	5	0	1.5	3.1
1.10	I find this class to be extremely enjoyable.	1	4	3	4	5	0	1.3	3.5
1.11	I usually get very absorbed in my work for this class.	1	6	4	2	4	0	1.3	3.1
1.12	I find the work for this class to be meaningful.	1	3	4	4	5	0	1.2	3.5
1.13	I usually am eager to go to this class.	3	2	7	3	2	0	1.2	2.9
1.14	This class requires very little effort on my part.	1	3	4	6	3	0	1.1	3.4
1.15	I often feel energized by the work in this class.	1	6	6	1	3	0	1.2	2.9
1.16	This class motivates me to work hard.	2	3	3	5	4	0	1.3	3.4
1.17	I am bored by this class.	1	2	4	7	3	0	1.1	3.5
1.18	I want to learn the skills needed to do what is needed for this class.	0	1	4	7	5	0	0.9	3.9
1.19	I feel good when doing work for this class.	1	1	5	6	4	0	1.1	3.6
1.20	<b>Only answer this question if your course utilized a Learning Assistant:</b> I found the peer mentor for this course to be effective.	0	0	2	0	1	14	0.9	3.7
1 = Definitely False   2 = More False Than True   3 = In Between   4 = More True Than False   5 = Definitely True									

<b>Additional Comments</b>	
1.	<p>Additional Comments</p> <ul style="list-style-type: none"> <li>The professor did a great job of making sure we understood the content before going on in the chapter. He made it clear what was very important and he also helped us understand what we needed to know about economics.</li> <li>I think there should be a weekly assignment that has several attempts that allows me to make sure I understand the topics covered in class. I thought I knew some subjects and then come to the exam, I would get several questions on that subject wrong since I didn't truly understand it.</li> <li>It's very hard to make macroeconomics meaningful to someone who doesn't have an interest in the course. Overall, he has been a great teacher who I enjoyed having the opportunity to learn from. He was engaged, worked hard to explain things to students who might not understand fully, and made sure we participated in the class instead of being lectured at.</li> <li>I wish that there were more interactive activities in this class to keep students engaged and to give them a better understanding of the material.</li> <li>As a entry class I found it interesting how macroeconomists view the world and am happy that I have taken the course.</li> </ul> <p>My main critique would be the pace of the class. It felt like we moved very slow in covering new material and it made is boring and hard to remain diligent and focused. While some of the concepts are difficult or new and may warrant more time, most likely did not require it.</p> <p>I would recommend covering more concepts quicker and then doing more review of them together at the end. it seems a little counterintuitive, but I think it could actually make the class easier to learn in. my main example would be how at the beginning of the year I was taking notes but then we spent 1.5 classes worth of time looking at the same ratio problem of 1/2 in different ways (ex. <math>1/2 = 100/200</math>). It was essentially 1st grade math and I lost motivation and stopped taking notes in the class. I think some change in the pace of the class would be highly beneficial.</p> <p>Thank you for teaching this year, I enjoyed your unique perspective upon the matter given your background for Ghana. Have a great break!</p>

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Microeconomics(15816)</b>	Course #: <b>ECON 120</b>
Hr./Days: <b>530 MW On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2022</b>

Responses from 3 of the 6 enrolled (50%)

Offered: 04/25/22 - 05/17/22

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Obtained Responses</b>								
1. Overall effectiveness as a teacher	0	0	0	2	1	0	0.5	4.3
11. Increased desire to learn about the subject	0	0	0	1	2	0	0.5	4.7
14. Amount learned in the course	0	0	1	1	1	0	0.8	4.0
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
1. Overall effectiveness as a teacher	4.3			4.1			HM	M
11. Increased desire to learn about the subject	4.7			4.5			H	H
14. Amount learned in the course	4.0			3.9			M	M

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	0	1	0	0	2	0	1.4	4.0
13. Effort to learn in the course	0	0	0	3	0	0	0.0	4.0
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	1	1	1	0	0.8	4.0
3. Well prepared for class	0	0	0	0	2	1	0.0	5.0
5. Interest in helping students learn	0	0	0	0	2	1	0.0	5.0
10. Willingness to help outside of class	0	0	0	1	2	0	0.5	4.7
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	0	2	1	0	0.5	4.3
6. Stimulated thinking about the subject	0	0	0	1	2	0	0.5	4.7
7. Made helpful comments on student work	0	0	0	2	1	0	0.5	4.3
8. Grading procedures fair and equitable	0	0	0	1	2	0	0.5	4.7
9. Realized when students did not understand	0	0	0	1	2	0	0.5	4.7

Instructor's Description of Class	
A. Type of class	Lecture
B. Class size	About right
C. Physical facilities	Satisfactory
D. Previously taught this course?	None
E. Approach significantly different this term?	
F. Description of teaching load?	On the light side
G. Attitude toward teaching this course	I was really enthusiastic
H. Control of course decisions	Yes- I was responsible for all decisions
I. Differences in student preparation	A minor problem
J. Student enthusiasm	High
K. Student effort to learn	Satisfactory
L. Additional comments?	No additional comments

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



**Teval Report: Student Ratings of Instruction**  
*Teaching and Learning Center | Kansas State University*

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Microeconomics(15816)</b>	Course #: <b>ECON 120</b>
Hr./Days: <b>530 MW On Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2022</b>

**Additional Comments**

1.	<b>Additional Comments</b> <ul style="list-style-type: none"><li>• Professor Allor is an incredibly skilled teacher. He is not only able to teach the subject matter in a way that can be easily understood, but he can also explain it in a way that captivates the minds of students. Overall, a truly great teacher and character.</li></ul>
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Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(15014)</b>	Course #: <b>ECON 520</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2023</b>
<b>Courses</b>		

Responses from 12 of the 33 enrolled (36%)

Offered: 04/24/23 - 05/10/23

### Overall Effectiveness

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	0	5	7	0	0.5	4.6
11. Increased desire to learn about the subject	0	0	2	3	7	0	0.8	4.4
14. Amount learned in the course	0	0	4	2	6	0	0.9	4.2
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.6			4.7			HM	H
11. Increased desire to learn about the subject	4.4			4.7			HM	H
14. Amount learned in the course	4.2			4.2			HM	HM

### Ratings of Student Attributes and Instructional Styles

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	1	1	4	2	4	0	1.3	3.6
13. Effort to learn in the course	0	1	1	4	6	0	0.9	4.3
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	1	3	8	0	0.6	4.6
3. Well prepared for the course	0	0	0	3	9	0	0.4	4.8
5. Interest in helping students learn	0	0	1	2	9	0	0.6	4.7
10. Willingness to help students	0	0	0	3	9	0	0.4	4.8
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	3	4	5	0	0.8	4.2
6. Stimulated thinking about the subject	0	0	1	4	7	0	0.6	4.5
7. Made helpful comments on student work	0	0	1	3	8	0	0.6	4.6
8. Grading procedures fair and equitable	0	0	0	2	10	0	0.4	4.8
9. Realized when students did not understand	0	0	2	4	6	0	0.7	4.3

### Instructor's Description of Class

A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(15014)</b>	Course #: <b>ECON 520</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2023</b>
<b>Courses</b>		

### Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	0	5	7	0	0.5	4.6
1.2	Timely return of graded materials.	0	0	0	1	11	0	0.3	4.9
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	0	4	8	0	0.5	4.7
1.4	Effective use of technology to deliver course content.	0	0	0	2	10	0	0.4	4.8
1.5	Ease of navigating the course (course structure).	0	0	0	0	12	0	0.0	5.0
1.6	Ability to engage students in communication, discussion, and group interaction	0	0	2	1	9	0	0.8	4.6
1.7	Timely and useful response to your communications.	0	0	0	2	10	0	0.4	4.8
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	0	3	2	7	0	0.8	4.3
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	2	2	8	0	0.8	4.5
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	0	1	5	6	0	0.6	4.4
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

### Additional Comments

1.	Additional Comments
	<ul style="list-style-type: none"> <li>I really liked Precious, he is a nice guy and great teacher!</li> <li>This class was organized well which made it easy to navigate. I liked the structure of having homework and quizzes each week and an occasional discussion. I feel like this helped me to practice each chapter and put the material to use. I also liked how there were plenty of extra credit opportunities.</li> <li>I have no complaints whatsoever about Mr. Allor as a professor or the course at large</li> <li>N/A</li> <li>None</li> <li>Precious was an amazing instructor and I know that he will make an amazing professor. He is very understanding of students needs. He is willing to meet one on one to help understand the material. I emailed him at 9 pm and he responded by 10:30 pm which shows his communication and commitment to students is great. For improvement, I would make sure that you provide direct examples of problems that would be on the homework during lectures, so the students have a reference to help during the homework. Make sure to write out all the steps and not just speaking about it.</li> <li>I enjoyed this course with Professor Allor! His lecture videos were extremely thorough and the examples helped me understand the content even more. He always returned assignments back quickly and gave great feedback as well. I had a great experience with him!</li> </ul>

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Macroeconomics(17243)</b>	Course #: <b>ECON 110</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2024</b>
<b>Courses</b>		

Responses from 33 of the 73 enrolled (45%)

Offered: 04/10/24 - 05/13/24

### Overall Effectiveness

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	1	4	12	15	1	0.8	4.3
11. Increased desire to learn about the subject	1	4	5	6	16	1	1.2	4.0
14. Amount learned in the course	0	2	4	10	16	1	0.9	4.3
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.3			4.7			HM	H
11. Increased desire to learn about the subject	4.0			4.6			M	H
14. Amount learned in the course	4.3			4.5			HM	H

### Ratings of Student Attributes and Instructional Styles

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	4	5	11	5	7	1	1.3	3.2
13. Effort to learn in the course	0	0	3	18	11	1	0.6	4.3
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	1	2	7	22	1	0.7	4.6
3. Well prepared for the course	0	1	4	9	18	1	0.8	4.4
5. Interest in helping students learn	0	0	2	9	21	1	0.6	4.6
10. Willingness to help students	0	1	0	7	24	1	0.6	4.7
B. Facilitating Student Learning								
4. Explained the subject clearly	1	2	3	10	16	1	1.0	4.2
6. Stimulated thinking about the subject	0	3	3	8	18	1	1.0	4.3
7. Made helpful comments on student work	4	1	5	7	15	1	1.4	3.9
8. Grading procedures fair and equitable	0	0	2	7	23	1	0.6	4.7
9. Realized when students did not understand	0	3	6	6	17	1	1.0	4.2

### Instructor's Description of Class

A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



**Teval Report: Student Ratings of Instruction**  
Teaching and Learning Center | Kansas State University

Faculty Member: **Allor, Precious** Course Name: **Prin/Macroeconomics(17243)** Course #: **ECON 110**  
Hr./Days: **Global Campus** College: **Arts and Sciences** Term: **Spring 2024**  
**Courses**

**Distance Courses**

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	1	2	12	16	2	0.7	4.4
1.2	Timely return of graded materials.	0	0	0	10	21	2	0.5	4.7
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	2	11	18	2	0.6	4.5
1.4	Effective use of technology to deliver course content.	0	2	2	8	19	2	0.9	4.4
1.5	Ease of navigating the course (course structure).	0	0	2	7	22	2	0.6	4.6
1.6	Ability to engage students in communication, discussion, and group interaction	1	1	6	6	17	2	1.1	4.2
1.7	Timely and useful response to your communications.	0	1	2	5	23	2	0.7	4.6
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	1	4	9	17	2	0.8	4.4
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	0	10	21	2	0.5	4.7
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	0	5	12	14	2	0.7	4.3
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

**Additional Comments**

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Prin/Macroeconomics(17243)</b>	Course #: <b>ECON 110</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Spring 2024</b>
<b>Courses</b>		

1.	<p><b>Additional Comments</b></p> <ul style="list-style-type: none"> <li>• Great Professor, The class was pretty good, this was only my third ever online class. I do wish however that the course was completely asynchronous as advertised. I've found that when taking completely asynchronous classes, it is easier to sit down and do all of the work for said class in a week, then forget about it, than to have a regular class schedule where you have to check in every week. For me at least, it'll allow me to finish it all before life gets hectic again</li> <li>• I had a great time taking this class.</li> <li>• I love this course a lot more because of my teacher! And learning is so much better for me when the course is u first and able and kids fun and this course is!</li> <li>• I learned a lot of things that are really good to know when I go into the business world!</li> <li>• He tried hard and was super nice but sometimes struggled to accurately teach us. A lot of the lectures you couldn't understand between what he was trying to say or not being able to understand his handwriting, but he did a good job otherwise.</li> <li>• very effective explanations of material however it was difficult for me to understand him speaking during his recorded lectures. This was simply my inability to understand his accent and not something he could have changed, i did enjoy listening it was just difficult for me to understand. The format he uses to record the notes in his recorded lectures could be clearer as it was also hard to read his writing which was made worse by low quality resolution. These problems were more than made up for by the effort he put into providing as much material for us to use as possible</li> <li>• The beginning of this course was not well structured at all and it was very frustrating. We were in the middle of changing resources from strictly Canvas to MacMillan, and I found it much easier, with way more resources available thanks to the MacMillan course. Also at the beginning, we had one quiz that's weighted heavily and one discussion. No homework or ways of engaging the unit, resulting in lower grades. We got one chance to comprehend the content and that was it. I did not like that. Now that we're further into the semester, our MacMillan gives us pre-lecture content that is more like homework which helps me understand the content a lot better. We get two attempts at our quiz questions, which I think is more fair given that it isn't as hands on as an in person class.</li> </ul> <p>I don't think these issues were entirely on the instructor, but I'm glad that they were ultimately resolved to create a more fair learning environment.</p> <ul style="list-style-type: none"> <li>• I would just like to add , he is very responsive with emails and is very helpful.</li> <li>• The lectures were hard to follow and mundane. There was not much interaction between discussions. When asked for advice on where to look for additional material to get a clear understanding of the material I was told to watch the lecture videos again or read the book. I ended up using lectures from Youtube and Khan Academy. While watching the lecture videos there was a language barrier. The instructor had a thick accent that was hard to decipher.</li> <li>• While this was an online class and I never attended in person, the way Professor Allor taught this class was amazing. My favorite part was the lectures, he really made sure to take time and write/solve additional examples to make sure we really understood the steps, processes, and definitions. I also really enjoyed the pre-quiz practice help/questions that were provided on Macmillan. Doing the lecture first, before the quizzes I would do the practice - which was basically the lecture itself simplified down into 10 minutes with all new additional examples and 1-2 practice questions after each one. I feel that right there really helped me advance and do good on the quizzes. He really took a lot of time to make sure we were fully prepared, not only understood the material while looking at it, but also being able to understand it without the material as well. His discussion topics were very though provoking and made everyone think, and he also made sure to respond to everyone. Lastly, another thing I enjoyed was how much he communicated with the class, he was always reaching out to the class offering help, sending reminders/due dates, and being very encouraging. Overall, this class was such an amazing experience and I learned so much and actually enjoyed it. I've taken many online courses before, and Professor Allor is by far my favorite professor I have ever had!</li> <li>• I really enjoyed being able to use the Macmillan e-book, assignments/pre-lectures, and quizzes as they were helpful in helping me learn the material. I liked that the pre-lectures made good use of visuals that helped me follow along since some of the material can be a bit dense and tough to fully grasp. I think having a regular discussion in an online course is a good idea to get us thinking about the material in a different way. What I struggled with the most is that I didn't really get any feedback on the quizzes or exams and this made it hard for me to know where I went wrong and learn from my mistakes to better understand the material. I feel I could have done a lot better in quizzes and exams moving forward if I had that feedback. I also felt that the lecture videos provided didn't add extra information. The lecture videos essentially felt like a re-reading of the textbook. Though I still watched them, I didn't really see the point in having them when it was mostly the same information in the text over several hours of video.</li> <li>• The professor always responded to questions that i had, and kept explaining until I understood for sure. Tons of resources to be able to study, so if you didn't quite well got it in the power point you can go to the ebook, or you can go to the lecture videos. The worksheets with answers at the end were tremendously helpful because sometimes i thought i understood but when it came down to business i realized i didn't applied what i learned correctly. So that ensures that I'm well prepared for the quiz or exam. I struggled with the wording for quizzes or exams but other than that there is no complains. Lastly, but important, the professor was helpful when I had a military event that was not scheduled which took time away tremendously, he was willing and he did help work things out. That was super meaningful to me.</li> </ul> <p>I'm scared about the next quiz and final exam, i need to get 100% on both to be able to get my grade to 90% so that my gpa is competitive for medical school, I'll definitely ask a lot of questions to the professor because is super important to me.</p>
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**Teval Report: Student Ratings of Instruction**  
Teaching and Learning Center | Kansas State University

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Macroecon(11793)</b>	Course #: <b>ECON 510 ZA</b>
Hr./Days: <b>Global Campus Courses</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2022</b>

Responses from 4 of the 8 enrolled (50%)

Offered: 07/14/22 - 08/06/22

### Overall Effectiveness

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	1	0	3	0	0.9	4.5
11. Increased desire to learn about the subject	0	1	0	1	2	0	1.2	4.0
14. Amount learned in the course	0	0	1	1	2	0	0.8	4.3
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.5			4.7			HM	H
11. Increased desire to learn about the subject	4.0			4.3			M	HM
14. Amount learned in the course	4.3			4.4			HM	HM

### Ratings of Student Attributes and Instructional Styles

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	0	0	3	1	0	0	0.4	3.3
13. Effort to learn in the course	0	0	1	1	2	0	0.8	4.3
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	1	0	3	0	0.9	4.5
3. Well prepared for the course	0	0	0	1	3	0	0.4	4.8
5. Interest in helping students learn	0	0	1	0	3	0	0.9	4.5
10. Willingness to help students	0	0	0	1	3	0	0.4	4.8
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	1	0	3	0	0.9	4.5
6. Stimulated thinking about the subject	0	0	1	0	3	0	0.9	4.5
7. Made helpful comments on student work	0	0	0	1	3	0	0.4	4.8
8. Grading procedures fair and equitable	0	0	0	0	4	0	0.0	5.0
9. Realized when students did not understand	0	0	1	1	2	0	0.8	4.3

### Instructor's Description of Class

A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%



**Teval Report: Student Ratings of Instruction**  
*Teaching and Learning Center | Kansas State University*

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Macroecon(11793)</b>	Course #: <b>ECON 510 ZA</b>
Hr./Days: <b>Global Campus Courses</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2022</b>

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Macroecon(11793)</b>	Course #: <b>ECON 510</b>
		<b>ZA</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2022</b>
<b>Courses</b>		

**Distance Courses**

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	1	0	3	0	0.9	4.5
1.2	Timely return of graded materials.	0	0	0	1	3	0	0.4	4.8
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	1	1	2	0	0.8	4.3
1.4	Effective use of technology to deliver course content.	0	0	0	1	3	0	0.4	4.8
1.5	Ease of navigating the course (course structure).	0	0	0	0	4	0	0.0	5.0
1.6	Ability to engage students in communication, discussion, and group interaction	0	1	0	0	3	0	1.3	4.3
1.7	Timely and useful response to your communications.	0	0	0	0	4	0	0.0	5.0
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	1	1	2	0	0	0.8	3.3
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	1	0	3	0	0.9	4.5
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	0	1	1	2	0	0.8	4.3
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

**Additional Comments**

1.	Additional Comments
	<ul style="list-style-type: none"> <li>Class is well organized. Hard to stay motivated over the summer was my only problem.</li> <li>Professor Allor was wonderful throughout the whole course. There were 3 times where my poor planning resulted in difficulties meeting due dates but he was more than understanding. He made this course a smooth and enjoyable online experience.</li> <li>This guy is absolutely awesome! Made online learning so much more enjoyable, and his constant emails were very nice reminders as well. Always felt like I could get help when I needed it.</li> </ul>

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(11129)</b>	Course #: <b>ECON 520</b>
Hr./Days: <b>Global Campus</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2023</b>
<b>Courses</b>		

Responses from 3 of the 8 enrolled (38%)

Offered: 07/12/23 - 07/31/23

### Overall Effectiveness

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	0	2	1	0	0.5	4.3
11. Increased desire to learn about the subject	0	1	1	0	1	0	1.2	3.3
14. Amount learned in the course	0	1	0	1	1	0	1.2	3.7
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.3			4.2			HM	M
11. Increased desire to learn about the subject	3.3			3.1			LM	LM
14. Amount learned in the course	3.7			3.7			M	M

### Ratings of Student Attributes and Instructional Styles

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	1	0	0	0	2	0	1.9	3.7
13. Effort to learn in the course	0	1	1	0	1	0	1.2	3.3
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	2	1	0	0.5	4.3
3. Well prepared for the course	0	0	0	2	1	0	0.5	4.3
5. Interest in helping students learn	0	0	0	1	2	0	0.5	4.7
10. Willingness to help students	0	0	0	1	2	0	0.5	4.7
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	0	1	1	0	1.2	3.7
6. Stimulated thinking about the subject	0	0	2	0	1	0	0.9	3.7
7. Made helpful comments on student work	0	0	0	2	1	0	0.5	4.3
8. Grading procedures fair and equitable	0	0	0	1	2	0	0.5	4.7
9. Realized when students did not understand	0	0	0	2	1	0	0.5	4.3

### Instructor's Description of Class

A. Type of class
B. Class size
C. Physical facilities
D. Previously taught this course?
E. Approach significantly different this term?
F. Description of teaching load?
G. Attitude toward teaching this course
H. Control of course decisions
I. Differences in student preparation
J. Student enthusiasm
K. Student effort to learn
L. Additional comments?

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE





**Teval Report: Student Ratings of Instruction**  
Teaching and Learning Center | Kansas State University

Faculty Member: **Allor, Precious** Course Name: **Intermed Microecon(11129)** Course #: **ECON 520**  
Hr./Days: **Global Campus** College: **Arts and Sciences** Term: **Summer 2023**  
**Courses**

### Distance Courses

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	2	0	1	0	0.9	3.7
1.2	Timely return of graded materials.	0	0	0	2	1	0	0.5	4.3
1.3	Ability to create an environment that is conducive to learning and sharing.	0	0	1	1	1	0	0.8	4.0
1.4	Effective use of technology to deliver course content.	0	0	1	1	1	0	0.8	4.0
1.5	Ease of navigating the course (course structure).	0	0	0	2	1	0	0.5	4.3
1.6	Ability to engage students in communication, discussion, and group interaction	0	0	0	2	1	0	0.5	4.3
1.7	Timely and useful response to your communications.	0	0	0	1	2	0	0.5	4.7

1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	0	0	2	1	0	0	0.5	3.3
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	1	0	1	1	0	1.2	3.7
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	1	0	1	1	0	1.2	3.7

1 = Very Low | 2 = Low | 3 = Medium | 4 = High | 5 = Very High

### Additional Comments

1.	Additional Comments
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Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(10978)</b>	Course #: <b>ECON 520 ZA</b>
Hr./Days: <b>Global Campus Courses</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2024</b>

Responses from 2 of the 10 enrolled (20%)

Offered: 07/16/24 - 08/10/24

Overall Effectiveness								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	0	2	0	0	0.0	4.0
11. Increased desire to learn about the subject	0	0	1	0	1	0	1.0	4.0
14. Amount learned in the course	0	0	1	1	0	0	0.5	3.5
	Statistics						Comparative Status <sup>2</sup>	
	Raw			Adjusted <sup>3</sup>			Raw	Adjusted <sup>3</sup>
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.0			3.9			M	M
11. Increased desire to learn about the subject	4.0			3.8			M	M
14. Amount learned in the course	3.5			3.1			LM	L

Ratings of Student Attributes and Instructional Styles								
	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD <sup>1</sup>	AVG
<b>Relevant Student Attributes</b>								
12. Interest in the course before enrolling	0	0	1	0	1	0	1.0	4.0
13. Effort to learn in the course	0	0	0	2	0	0	0.0	4.0
<b>Instructional Styles</b>								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	0	2	0	0.0	5.0
3. Well prepared for the course	0	0	0	2	0	0	0.0	4.0
5. Interest in helping students learn	0	0	1	0	1	0	1.0	4.0
10. Willingness to help students	0	0	0	0	2	0	0.0	5.0
B. Facilitating Student Learning								
4. Explained the subject clearly	0	1	0	1	0	0	1.0	3.0
6. Stimulated thinking about the subject	0	0	0	1	1	0	0.5	4.5
7. Made helpful comments on student work	1	0	0	1	0	0	1.5	2.5
8. Grading procedures fair and equitable	0	0	0	0	2	0	0.0	5.0
9. Realized when students did not understand	0	1	0	1	0	0	1.0	3.0

Instructor's Description of Class	
A. Type of class	
B. Class size	
C. Physical facilities	
D. Previously taught this course?	
E. Approach significantly different this term?	
F. Description of teaching load?	
G. Attitude toward teaching this course	
H. Control of course decisions	
I. Differences in student preparation	
J. Student enthusiasm	
K. Student effort to learn	
L. Additional comments?	

<sup>1</sup> STANDARD DEVIATION

<sup>2</sup> RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%



**Teval Report: Student Ratings of Instruction**  
*Teaching and Learning Center | Kansas State University*

Faculty Member: <b>Allor, Precious</b>	Course Name: <b>Intermed Microecon(10978)</b>	Course #: <b>ECON 520 ZA</b>
Hr./Days: <b>Global Campus Courses</b>	College: <b>Arts and Sciences</b>	Term: <b>Summer 2024</b>

<sup>3</sup> ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



**Teval Report: Student Ratings of Instruction**  
Teaching and Learning Center | Kansas State University

Faculty Member: **Allor, Precious**      Course Name: **Intermed Microecon(10978)**      Course #: **ECON 520 ZA**  
Hr./Days: **Global Campus**      College: **Arts and Sciences**      Term: **Summer 2024**  
**Courses**

**Distance Courses**

		1	2	3	4	5	OMIT	SD	AVG
1.1	Enthusiasm for teaching online.	0	0	1	0	1	0	1.0	4.0
1.2	Timely return of graded materials.	1	0	0	0	1	0	2.0	3.0
1.3	Ability to create an environment that is conducive to learning and sharing.	0	1	0	1	0	0	1.0	3.0
1.4	Effective use of technology to deliver course content.	1	0	0	0	1	0	2.0	3.0
1.5	Ease of navigating the course (course structure).	0	1	0	0	1	0	1.5	3.5
1.6	Ability to engage students in communication, discussion, and group interaction	0	1	0	1	0	0	1.0	3.0
1.7	Timely and useful response to your communications.	0	0	0	1	1	0	0.5	4.5
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

		1	2	3	4	5	OMIT	SD	AVG
2.1	Your enthusiasm for online learning.	1	0	1	0	0	0	1.0	2.0
2.2	Your effort to prepare for this distance learning course (for example - making sure you met the minimum technology requirements, were able to sign in to your course and reviewed the syllabus).	0	0	1	1	0	0	0.5	3.5
2.3	Your effort toward involvement/participation in class discussion and group interaction.	0	1	1	0	0	0	0.5	2.5
1 = Very Low   2 = Low   3 = Medium   4 = High   5 = Very High									

**Additional Comments**

1.	Additional Comments
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