UCLA Anderson School of Management

MFE 402, Section 1, Yavorsky, Fall 2022

Project Title: **MFE 402, Section 1, Yavorsky, Fall 2022**

Survey Audience: **44**
Responses Received: **28**
Response Ratio: **63.64%**

Creation Date: **Tuesday, January 10, 2023**

Survey Summary:
The global means for graduate student courses are:

Overall, how would you rate this course?
Graduate: 4.26

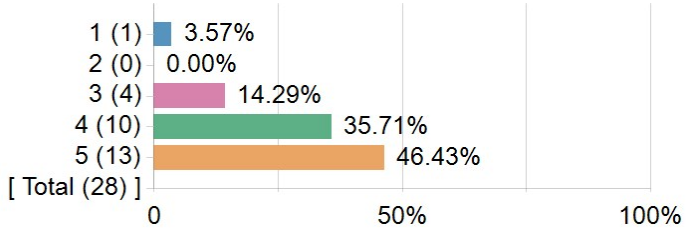
Overall, how would you rate the instructor?
Graduate: 4.49

Evaluate Questions as follows: Mark the option you feel most appropriately describes the course / instructor

- **N/A - Question not applicable or don't know**
- **1 - One of the least effective, very low**
- **5 - Outstanding, one of the few, extremely high**

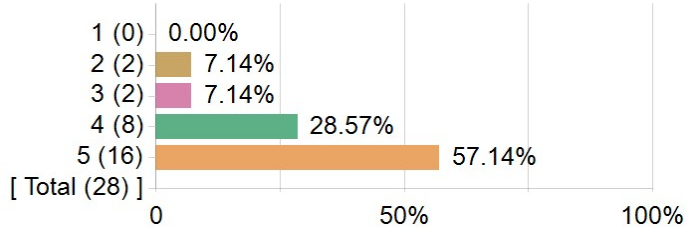
Competency Statistics	Value
Mean	4.26
Median	4.00
Mode	5
Standard Deviation	0.91

1. How effectively was the learning experience organized?



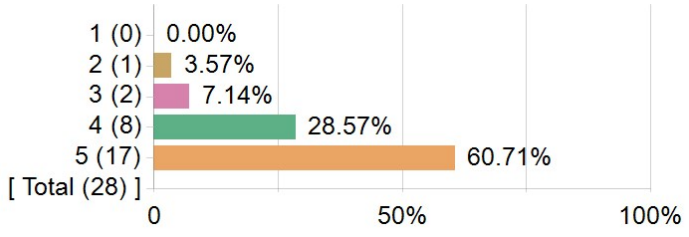
Statistics	Value
Response Count	28
Mean	4.21
Median	4.00
Mode	5
Standard Deviation	0.96

2. How well did the instructor demonstrate mastery of the subject?



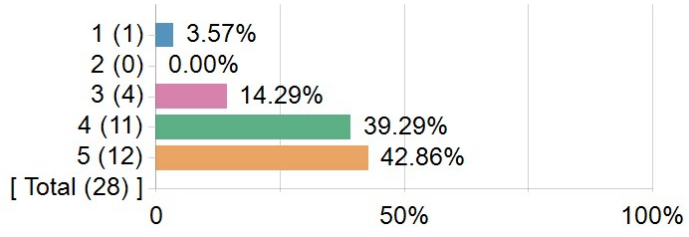
Statistics	Value
Response Count	28
Mean	4.36
Median	5.00
Mode	5
Standard Deviation	0.91

3. To what extent was the instructor committed to the learning process?



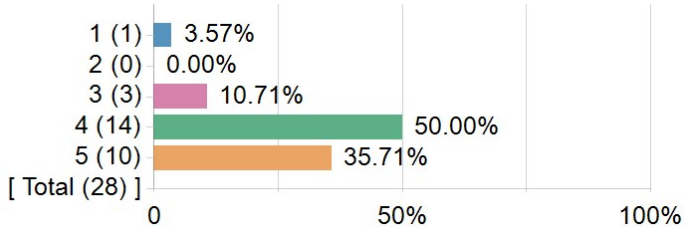
Statistics	Value
Response Count	28
Mean	4.46
Median	5.00
Mode	5
Standard Deviation	0.79

4. How rigorous was this learning experience?



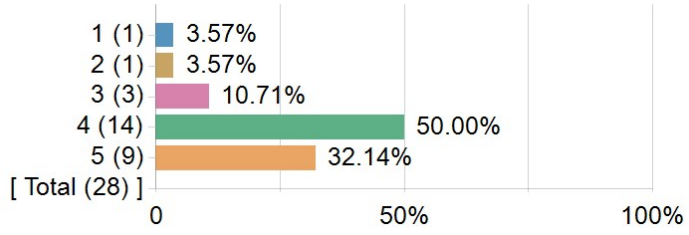
Statistics	Value
Response Count	28
Mean	4.18
Median	4.00
Mode	5
Standard Deviation	0.94

5. To what extent did the course increase your understanding of the subject?



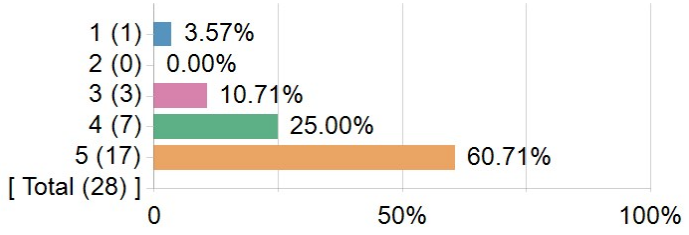
Statistics	Value
Response Count	28
Mean	4.14
Median	4.00
Mode	4
Standard Deviation	0.89

6. Overall, how would you rate this course?



Statistics	Value
Response Count	28
Mean	4.04
Median	4.00
Mode	4
Standard Deviation	0.96

7. Overall, how would you rate this instructor?



Statistics	Value
Response Count	28
Mean	4.39
Median	5.00
Mode	5
Standard Deviation	0.96

Comments to the instructor of this course

Comments
Great!
He was not very clear for the final exam
Given this is Professor Yavorsky's first year on the course, I would say he's put in a lot of effort to construct this course with his own vision. There were small disturbances throughout the quarter, and sometimes it seemed that Professor Yavorsky was slightly behind on providing the materials. But overall, I think he did a solid job and would certainly improve from here.
Overall good. But some times the lectures is too fast, and more explanations are required
The first class and introduction to the course could've been drawn out to one more class and would've helped make transitioning into the harder topics easier for students because I felt slightly lost throughout the course at times.
Would be better if we can vision the statistical stuff before we go into maths
Homework was well constructed to make the students learn the concepts if they did it. Lecture notes could have included tiny toy matrices to illustrate the transformation of numbers. Sometimes its hard to stay engaged when there’s a ton of abstract math involved. The R code at the end of the lecture was instructive but numbers when the notation is introduced could be helpful. Homework schedules could have been slightly better organized, but massive appreciation for extending deadlines to accommodate other class deadlines. Thanks for all the work!
The assignments are a little tricky for R beginners. I think we could spend more time during class for coding.
The course was taught in a highly mathematical fashion which is difficult to comprehend for someone without prior econometrics knowledge. It could be better understood if the lectures cover more examples and have visual aspects. Also, professor did a good job answering queries and encouraging feedback. Overall it was a fun class.
I thought the course was taught well. One thing that would benefit me is working through the math on the white board. or maybe go through some examples in R in class with some real–world data.
It was a little difficult since basic introduction was skipped. But prof Dan is a very nice person and has always been extremely approachable with doubts. More basics need to be covered before delving into deeper concepts as fundamentals are not clear.
Some mathematical derivations behind the models are a little difficult to understand and catch up with in class by just looking at the PPT and some concepts without concrete or practical example are a little abstract to comprehend. Maybe in class professor can go through these parts more slowly by breaking them into pieces for students to understand. Aside from the R workshop at the first beginning, spending a little more time to teach how to code to deal with specific problems in R step by step is necessary, probably writing codes in class together, considering the fact that most students are not that proficient in R computing. This will save students' much more time in assignment and also be helpful for students' R related work in the future.