

Department of
Statistics and Applied Probability

Faculty Teaching Evaluation

Quarter Fall Year 2016 Course PSAT 130 Instructor Goffard P.M.

The Department of Statistics is interested in your evaluation of this course as well as the instructor's teaching. This information will be used by the faculty and campus administration. The data from these forms will be made available to the instructor only after the course grades have been submitted, to help improve his/her teaching. **Please make any additional comments on this sheet**, using the reverse side as well if needed. Also, using the scale below, please give a "letter grade" (A through E) for each question by marking the grade on the attached computer-readable sheet.

Letter grade scale:

A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments:

6. Relevance, readability, and usefulness of textbook.

Comments:

The resource isn't enough for the exam.
Hope there would be more sample questions

Department of
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Faculty Teaching Evaluation

Quarter F Year 16 Course ^{PSTAT} 130 Instructor Gofford

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Letter grade scale:

A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments: Slides were easy to follow and very useful

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments: Tests corresponded very closely with lecture material.

6. Relevance, readability, and usefulness of textbook.

Comments:

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Faculty Teaching Evaluation

Quarter Fall Year 2016 Course PSYAT 130 Instructor Pierre-Olivier Gottard

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Letter grade scale:

A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

Don't know - never been to office hours

COURSE EVALUATION

4. Clarity of course objectives.

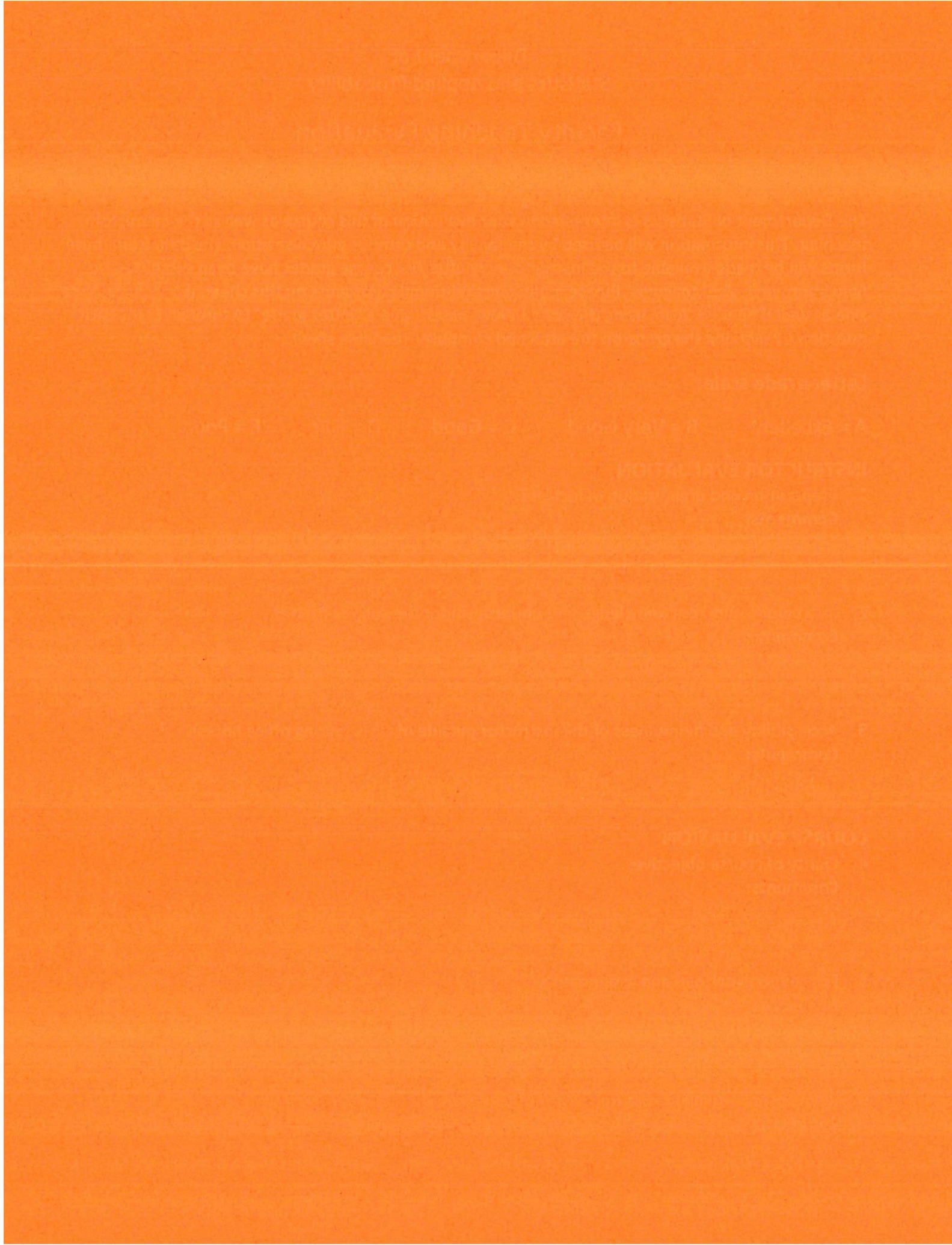
Comments:

5. Fairness of workload and assignments.

Comments:

6. Relevance, readability, and usefulness of textbook.

Comments:



Department of
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Faculty Teaching Evaluation

Quarter Fall Year 2016 Course PSTAT 130 Instructor Pierre-Olivier Goffard

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Letter grade scale:

A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments: *Some questions on the exams were poorly worded which made the answers ambiguous and he refused to give us points back even though it was his fault.*

6. Relevance, readability, and usefulness of textbook.

Comments:

Department of
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Faculty Teaching Evaluation

Quarter Fall Year 2016 Course Pstat 130 Instructor Grotz

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INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments: Stop by step clear lecture

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments: very high

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments: never met him but heard he is awesome

COURSE EVALUATION

4. Clarity of course objectives.

Comments: very clearly explained

5. Fairness of workload and assignments.

Comments: Good

6. Relevance, readability, and usefulness of textbook.

Comments: Never read textbook.
his lecture is 100% reliable

Gender and Women's Labor Force Participation

The purpose of this study is to examine the relationship between gender and women's labor force participation. The study will focus on the following research questions: (1) What are the factors that influence women's labor force participation? (2) How do these factors vary across different countries and cultures? (3) What are the policy implications of the findings?

Introduction

As the labor force participation of women has increased significantly in many countries, it has become an important issue for researchers and policymakers.

Methodology

The data for this study were obtained from the World Bank's Women's Labor Force Survey (WLFSS).

The sample consists of 1,000 women aged 15 and over.

The survey was conducted in 2005.

The response rate was 85%.

The study was approved by the Institutional Review Board (IRB) of the University of California, Los Angeles (UCLA).

The data were analyzed using STATA 11.0.

The results are presented in the following sections.

The first section discusses the descriptive statistics.

The second section presents the bivariate analysis.

The third section presents the multivariate analysis.

The fourth section discusses the policy implications.

The fifth section concludes the study.

The data were obtained from the World Bank's Women's Labor Force Survey (WLFSS).

The sample consists of 1,000 women aged 15 and over.

The survey was conducted in 2005.

The response rate was 85%.

CONCLUSIONS

The study found that women's labor force participation is influenced by a variety of factors, including education, income, and social norms.

The findings suggest that policies aimed at improving women's labor force participation should focus on these factors.

The study also found that women's labor force participation is higher in countries with higher levels of education and income.

The findings suggest that policies aimed at improving women's labor force participation should focus on these factors.

The study also found that women's labor force participation is higher in countries with more progressive social norms.

The findings suggest that policies aimed at improving women's labor force participation should focus on these factors.

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Faculty Teaching Evaluation

Quarter Fall Year 2016 Course Pstat 130 Instructor Pierre

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Letter grade scale:

A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

A

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

A

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

A

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

A

5. Fairness of workload and assignments.

Comments:

A

6. Relevance, readability, and usefulness of textbook.

Comments:

A

Department of
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Faculty Teaching Evaluation

Quarter F Year 16 Course 130 Instructor Pierre-D. Hoffarth

The Department of Statistics is interested in your evaluation of this course as well as the instructor's teaching. This information will be used by the faculty and campus administration. The data from these forms will be made available to the instructor only after the course grades have been submitted, to help improve his/her teaching. **Please make any additional comments on this sheet**, using the reverse side as well if needed. Also, using the scale below, please give a "letter grade" (A through E) for each question by marking the grade on the attached computer-readable sheet.

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A = Excellent B = Very Good C = Good D = Fair E = Poor

INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

sometimes repeats same code way to offer

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments:

6. Relevance, readability, and usefulness of textbook.

Comments:

Department of Education and Career Development

Faculty Learning Evaluation

The Department of Education and Career Development is committed to providing a high-quality learning experience for all students. We believe that the most effective way to ensure this is by soliciting feedback from our students. This evaluation is designed to help us understand how we are doing and where we need to improve. Your input is valuable and will be used to make positive changes to our programs and services. We appreciate your time and effort in completing this evaluation.

Faculty Learning Goals

A = Excellent B = Very Good C = Good D = Fair F = Poor

COURSE EVALUATION

1. Overall Quality of Instruction

Comments:

2. Instructor's Knowledge

Comments:

3. Instructor's Organization

Comments:

4. Instructor's Communication Skills

Comments:

5. Instructor's Ability to Inspire

Comments:

COURSE EVALUATION

6. Quality of Course Materials

Comments:

7. Instructor's Use of Technology

Comments:

8. Instructor's Ability to Connect

Comments:

9. Instructor's Ability to Inspire

Comments:

10. Instructor's Ability to Inspire

Comments:

Department of
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Faculty Teaching Evaluation

Quarter F Year 16 Course 130 Instructor Clifford

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INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments:

6. Relevance, readability, and usefulness of textbook.

Comments:

No text, but wish we had more
study materials

Department of
Statistics and Applied Probability

Faculty Teaching Evaluation

Quarter Fall Year 2016 Course PSTAT 130 Instructor Pierre Goffard

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Letter grade scale:

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INSTRUCTOR EVALUATION

1. Preparation and organization of lectures.

Comments:

2. Instructor's apparent knowledge and enthusiasm for the subject matter.

Comments:

3. Accessibility and helpfulness of the instructor outside of class (during office hours).

Comments:

Did not go

COURSE EVALUATION

4. Clarity of course objectives.

Comments:

5. Fairness of workload and assignments.

Comments:

6. Relevance, readability, and usefulness of textbook.

Comments:

Do not use

