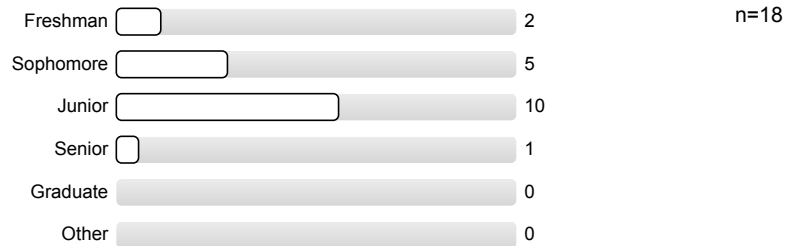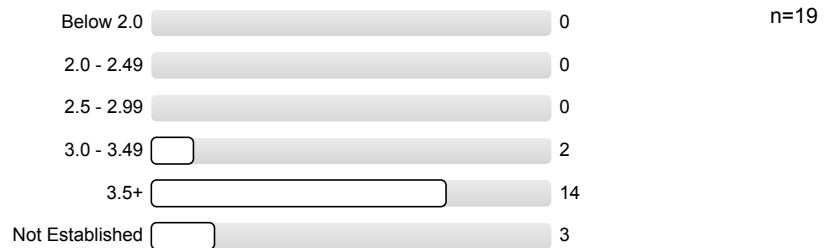# J.M. KOHLHEPP
Evaluation of Instruction Program Report
211: ECON 101 LEC 2: MICROECONOMC THEORY
No. of responses = 19
Enrollment = 63
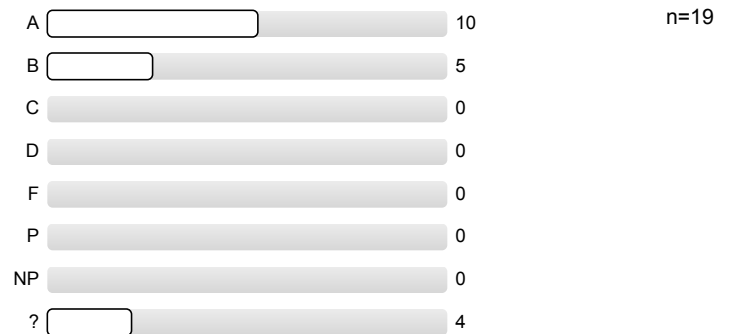Response Rate = 30.16%

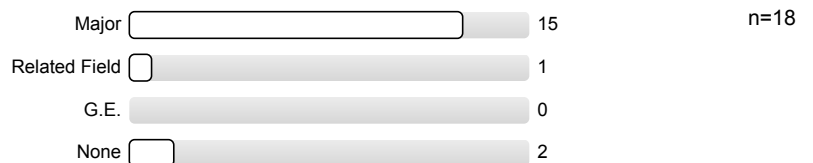## 1. Background Information:

1.1) Year in School:

		n=18
Freshman	2	
Sophomore	5	
Junior	10	
Senior	1	
Graduate	0	
Other	0	

1.2) UCLA GPA:

		n=19
Below 2.0	0	
2.0 - 2.49	0	
2.5 - 2.99	0	
3.0 - 3.49	2	
3.5+	14	
Not Established	3	

1.3) Expected Grade:

		n=19
A	10	
B	5	
C	0	
D	0	
F	0	
P	0	
NP	0	
?	4	

1.4) What requirements does this course fulfill?

		n=18
Major	15	
Related Field	1	
G.E.	0	
None	2	

2. To What Extent Do You Feel That:

2.1) Instructor Concern - The instructor was concerned about student learning.

Very Low or Never | Very High or Always

	0	0	1	0	0	0	0	3	15
	1	2	3	4	5	6	7	8	9
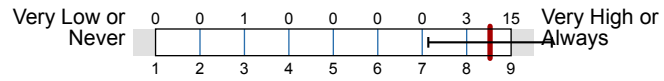
n=19
av.=8.53
md=9
dev.=1.39

2.2) Organization - Class presentations were well prepared and organized.

Very Low or Never | Very High or Always

	0	0	0	0	1	0	1	5	12
	1	2	3	4	5	6	7	8	9

n=19
av.=8.42
md=9
dev.=1.02

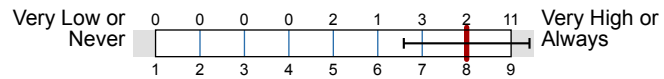**2.3)** Interaction - Students felt welcome in seeking help in or outside of the class.

Very Low or Never | Very High or Always

	0	0	0	0	1	0	3	1	14
	1	2	3	4	5	6	7	8	9
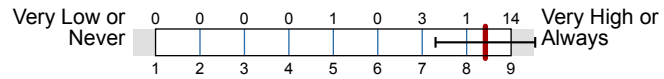
n=19
av.=8.42
md=9
dev.=1.12

2.4) Communication Skills - The instructor had good communication skills.

Very Low or Never | Very High or Always

	0	0	1	0	1	1	0	2	14
	1	2	3	4	5	6	7	8	9

n=19
av.=8.21
md=9
dev.=1.69

2.5) Value - You have learned something you consider valuable.

Very Low or Never | Very High or Always

	0	0	0	0	2	1	3	2	11
	1	2	3	4	5	6	7	8	9

n=19
av.=8
md=9
dev.=1.41

2.6) Overall - Your overall rating of the instructor.

Very Low or Never | Very High or Always

	0	0	0	0	0	1	3	2	13
	1	2	3	4	5	6	7	8	9

n=19
av.=8.42
md=9
dev.=0.96

2.7) Overall - Your overall rating of the course.

Very Low or Never | Very High or Always

	0	0	0	0	1	4	2	3	9
	1	2	3	4	5	6	7	8	9
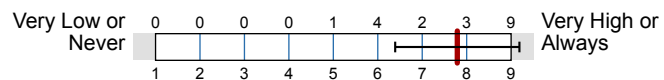
n=19
av.=7.79
md=8
dev.=1.4

3. Your View of Course Characteristics:

3.1) Subject interest before course

Low | High

	1	12	6
	1	2	3
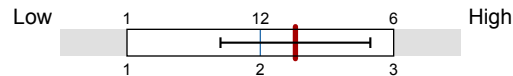
n=19
av.=2.26
md=2
dev.=0.56

3.2) Subject interest after course

Low | High

	1	9	9
	1	2	3

n=19
av.=2.42
md=2
dev.=0.61

3.3) Mastery of course material

Low | High

	0	13	6
	1	2	3

n=19
av.=2.32
md=2
dev.=0.48

3.4) Difficulty (relative to other courses)

Low — 0 / 9 / 10 — High

n=19
av.=2.53
md=3
dev.=0.51

3.5) Workload/pace was

Too Slow — 0 / 16 / 3 — Too Much

n=19
av.=2.16
md=2
dev.=0.37

3.6) Texts, required readings

Poor — 0 / 8 / 5 — Excellent

n=13
av.=2.38
md=2
dev.=0.51
ab.=6

3.7) Homework assignments

Poor — 0 / 7 / 9 — Excellent

n=16
av.=2.56
md=3
dev.=0.51
ab.=3

3.8) Graded materials, examinations

Poor — 1 / 11 / 7 — Excellent

n=19
av.=2.32
md=2
dev.=0.58

3.9) Lecture presentations

Poor — 0 / 4 / 15 — Excellent

n=19
av.=2.79
md=3
dev.=0.42

3.10) Class discussions

Poor — 1 / 6 / 8 — Excellent

n=15
av.=2.47
md=3
dev.=0.64
ab.=4

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- I really appreciated the amount of effort the professor put in to the class, especially the way he tried to make it relevant to the real world. It seems like the curve will make everything work out and the tests were pretty doable, but I would've preferred if the grade wasn't entirely dependent on exams. I understood the professor's point about not wanting to force people to do the homework, but it was somewhat stressful to have the entire grade be based on the tests. I would've appreciated the option of maybe extra credit, points for attendance/participation, or maybe just some homework completion. Besides that, I really enjoyed the course and the professor, especially in comparison to a lot of the other econ courses I've taken.

- I really enjoyed Jacob's teaching style. His experiences and applications of the course material were very helpful in my understanding of the class. I really appreciated his kindness and willingness to answer any questions we had. I also felt the exams were very fair and genuinely tested our understanding.

- Jacob is a fantastic instructor. As a former undergraduate student at UCLA, he understands the difficulties of the course and knows how to adjust accordingly. Examples include the pacing of lectures, homework assignments, content tested and more. He also shows a lot of dedication to students and is very willing to spend his own time answering questions, whether they be on campuswire or office hours. I have no suggestions to improve in terms of teaching.

- One of the greatest strengths of this course is Professor Kohlhepp's ability and willingness to help students understand the material. He is consistently available during various office hours, and promptly answers questions via CampusWire. This makes getting help easily accessible. In addition to this, Professor Kohlhepp makes the lectures engaging through applying relevant course material to real-life scenarios, which makes the content not only easier to understand, but also more useful for the future.

- Professor Kohlhepp has a very strong understanding of the material and he clearly strives to teach it in the best way possible as well as to improve his course in any way he can. I like that he writes examples by hand during lecture. These are very helpful and it is a much better practice than just reading over slides which is what other professors have succumbed to during this period of online teaching. I am also very thankful for the inclusion of practice problems from the text, some students such as myself prefer to learn from a textbook and that is very much appreciated. The optional nature of the homework assignments is also a wise choice in my opinion and it maximizes learning over just scrambling to receive a grade. I also very much appreciate that he made two different versions of the midterm, very few professors in my experience have been willing to do this.

  The problem sets were okay, although there was usually some confusion about the content or the perceived difficulty. That leads me to something that I would suggest which is for the professor to not claim a topic is "hard". I understand that it is rational to call these topics difficult or hard, but it can definitely be demoralizing for a student to be told a topic will be very difficult or hard before being introduced to it. It is better to refer to difficult material as "challenging" or a different word with lighter connotations- I guarantee that the psychological effect of choosing words carefully in this context make a massive difference.

  I would also recommend to take fewer questions during lecture. I understand that the professor is very eager to help students which is a trait I admire; however, a handful of students were asking so many questions throughout all the lectures that it felt like I was in office hours. Some of the persistent questions created a lot of unnecessary confusion. Not everyone has the same questions nor receives the same benefit from hearing the answer- sometimes it is better to let students think about something on their own for a while. The campuswire and office hour resources suffice in my opinion so I see no detriment in turning away at least a few questions during lecture.

- Professor Kohlhepp values student learning and engagement, always taking the time to thoroughly answer questions, whether that be in class, during office hours, or on Campuswire. Overall, professor is very organized and has a fair class structure and grading system in place.

- Strength: Very helpful to answer students' questions through various ways such as office hours and class forums.
  Weakness: The mistakes in calculation and class materials are sometimes disturbing but usually they are corrected soon after class.

- The instructor was very knowledgeable and was the best econ prof I've had. He was approachable, understanding, and flexible. It was easy to ask him questions and he did his best to make sure everyone understood before moving on to a new topic. Although the course was only 6 weeks, I have a better understanding of the material than in previous 10 week econ classes. I didn't find the course itself that interesting but the prof's applications helped connect it to the real world, which I found helpful.

- The strength is that the professor has good teaching skills, even though he is fast but we are able to understand and capture main points. He is also willing to help everyone if he goes too fast by often asking our thoughts. Weakness is maybe the calculations are a bit hard to understand during lecture examples, because they require a lot of math and also we don't have that much time.

- -

4.2) What topic(s) did you find most interesting and/or useful? What topic(s) did you find least interesting and/or useful? Why?

- I found both static and sequential games to be the most interesting topics in the course. One thing that I

enjoyed about how game theory in general was taught in this course was the build up from relatively simple to more complex games. For example, we began with static games, then sequential, then repeated, and finally static and sequential with unknown information, which enables us to gain a stronger grasp of several game theory models through individually studying each topic one at a time. One thing I would say that I found less interesting is risk and certainty. This topic is definitely extremely useful. However, it feels that this topic is not as relevant in relation to the rest of the course, since most of the course focuses on games, and risk and uncertainty does not necessarily have to include games.

- I found the content on game theory very interesting, as some topics related to games I have actually played. Some of the material is also applicable to modern day politics and everyday scenarios.

- I found the topics of monopolies and game theory most useful because I saw many applications to current economic and political situations and events.

- Many topics are interesting and useful, I personally like the game theory because I like to graph better than do math calculations. I find least interesting is to find FOC of problems because I am bad at it.

- Most interesting topic was game theory; it helps to understand how each decision is made especially in regards to the other player(s). The least interesting topic would have to be the bertrand and cournot models; I'm not sure if they are practical or still applicable today but I understand they are taught to build foundational skills in thinking etc.

- Overall the course is interesting to me. For the ninth lecture I was hoping for more of a numerical or quantitative analysis applied to the real world; however, I understand that the topic is very complex and that this material may not be enough for that. I thoroughly enjoyed the course though.

Profile

2. To What Extent Do You Feel That:

2.1)	Instructor Concern - The instructor was concerned about student learning.	Very Low or Never — Very High or Always	n=19	av.=8.53
2.2)	Organization - Class presentations were well prepared and organized.	Very Low or Never — Very High or Always	n=19	av.=8.42
2.3)	Interaction - Students felt welcome in seeking help in or outside of the class.	Very Low or Never — Very High or Always	n=19	av.=8.42
2.4)	Communication Skills - The instructor had good communication skills.	Very Low or Never — Very High or Always	n=19	av.=8.21
2.5)	Value - You have learned something you consider valuable.	Very Low or Never — Very High or Always	n=19	av.=8.00
2.6)	Overall - Your overall rating of the instructor.	Very Low or Never — Very High or Always	n=19	av.=8.42
2.7)	Overall - Your overall rating of the course.	Very Low or Never — Very High or Always	n=19	av.=7.79

3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low — High	n=19	av.=2.26
3.2)	Subject interest after course	Low — High	n=19	av.=2.42
3.3)	Mastery of course material	Low — High	n=19	av.=2.32
3.4)	Difficulty (relative to other courses)	Low — High	n=19	av.=2.53
3.5)	Workload/pace was	Too Slow — Too Much	n=19	av.=2.16
3.6)	Texts, required readings	Poor — Excellent	n=13	av.=2.38
3.7)	Homework assignments	Poor — Excellent	n=16	av.=2.56
3.8)	Graded materials, examinations	Poor — Excellent	n=19	av.=2.32
3.9)	Lecture presentations	Poor — Excellent	n=19	av.=2.79
3.10)	Class discussions	Poor — Excellent	n=15	av.=2.47