

Cornell University
 Course Evaluation Response Summary
 Semester: Fall 2016 Course Owner: ECON
 Course: ECON 3130 LEC 001 CID: 5781
 Title: Statistics and Probability
 Instructor: McKee
 63 Responses, 120 Enrolled, 52.5% Response

The following questions are to be answered using a 5 point scale, where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, mark "2" for that item. Only one response is allowed for each question.

RATING SCALE 1= Defined extreme
 2=
 3= Midpoint
 4=
 5= Defined extreme

Question	Mean	StDevP	Count	1	2	3	4	5
N01. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.48	0.73	62	0	1	6	17	38
N02. Were the design and content of this course consistent with the learning objectives? 1 = design and content had no relation to objectives 5 = completely consistent	4.37	0.76	62	0	1	8	20	33
N03. Were the exams in this course aligned with the learning objectives? 1 = exams had no relation to objectives 5 = exams completely aligned with objectives	4.02	0.96	61	0	6	10	22	23
N04. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.21	0.87	61	0	3	9	21	28
N05. Did the course offer opportunities to become familiar with the course material—through, for example, readings, discussion, handouts, practice problems, or projects? 1 = no opportunities 5 = many opportunities appropriate to course material	3.90	1.02	62	0	8	12	20	22
N06. Did the grading of exams (and of assignments, if any) provide adequate and timely feedback as to your progress in the course? 1 = grading was slow and uninformative 5 = grading was quick and informative	3.95	0.97	60	1	3	15	20	21
N07. Overall, the methods used to evaluate my knowledge and understanding were: 1 = inadequate to assess my knowledge 5 = adequate to assess my knowledge accurately	3.90	0.99	60	1	5	12	23	19
N08. How appropriate was the amount of work in this course, in relation to the credit received? 1 = much less than appropriate 5 = much more than appropriate	3.61	0.81	62	1	1	28	23	9
N09. At the beginning of the term, did the teacher explain the course requirements? 1 = no explanation 5 = fully explained; I knew exactly what I had to do in this course	4.35	0.88	62	0	3	8	15	36
N10. Was the teacher well prepared for class, and did he or she present the class material in an organized manner? 1 = poorly prepared, disorganized 5 = well prepared, highly organized	4.17	0.93	60	0	4	10	18	28
N11. Was the teacher willing to provide extra help for students who needed it? 1 = unwilling 5 = very interested in being helpful	4.39	0.81	56	0	2	6	16	32
N12. Did the teacher arrive on time for class and for his or her posted office hours? 1 = frequently late or absent 5 = always on time	4.68	0.62	57	0	0	5	8	44
N13. Did the teacher stimulate your interest in the subject matter of this course? 1 = destroyed interest; boring 5 = stimulated great interest; I want to learn more	3.76	1.18	62	3	8	11	19	21

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N14. Did this course enhance your understanding of Economics? 1 = not at all 5 = reinforced or extended my knowledge of concepts and methods,or showed me new applications	3.57	1.21	60	3	10	15	14	18
N15. My overall opinion of this course: 1 = very poor course; nearly worthless 5 = an excellent course	3.74	1.09	62	2	6	17	18	19
N16. The teacher deserves an overall rating of: 1 = very poor 5 = outstanding	4.10	0.85	62	0	2	14	22	24

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C01. What do you feel was the most valued part of the course?

-
53567. Problem sets and lecture recordings.
-
53552. The interactive lectures where we were able to try practice problems based on the new material.
-
53528. The lecture slides were very nice.
-
53546. math.
-
53620. The professor is very good and explains things clearly.
-
53615. Great teacher and lecturer, cares about class
-
53578. Lectures made the material interesting. We constantly used different examples of of real world scenarios that always kept me engaged.
-
53537. I only took it because it was required
-
53556. The lecture practice problems
-
53600. All of the material we were tested on. Very interesting.
-
53526. Good lecture slides and organization of material. Interesting lecturer.
-
53533. I thought lectures were very well-prepared and stimulating. Even though lectures were posted online, it was still very valuable to be in the room. Well done.
-
53616. Practice problems during class
-
53550. The lecture material and slides were well thought out and helpful
-
53543. Doug is a very good teacher and he was extremely helpful on Piazza.
-
53605. Professor McKee's enthusiasm stimulated my interest in the class. His questions and examples were always very interesting. His slides were usually very detailed and a great source of review material. Video recordings were useful to go back and really understand the concepts. Problem Sets were of an appropriate length and very useful in preparing for the exams. Right amount of proofs.
-
53547. Lectures were very helpful in understanding the course material
-
53540. Working with real data in STATA.
-
53521. Professor McKee was a very good teacher. He tried to incorporate interactivity to make concepts clearer. The recordings were a blessing. Learning stata was cool.
-
53524. The discussion sections were very helpful to me.
-
53529. Lecture videos so that we can go over the material again in case we miss it or we just want a review
-
- Piazza was very very useful, because we can ask (quick) questions without physically going to office hours and it allows for a more flexible study schedule. Also we can browse questions asked by other students (most students would get stuck on similar things) so we can get started with the homework.
-
53574. The lectures had a lot of problems and interaction with the students, which reinforced our understanding of the concepts instantly and made the ideas more concrete. The professor also tried to stimulate our interest in the topic with many many real world examples
-
53585. The real-world applications and working with real-world data was one of the best experiences I've ever had with statistics.
-
53577. Example problems
-
53608. I do not have an opinion.
-
53603. The lectures were invaluable. Doug is a very good *teacher*, which is sometimes uncommon amongst college professors. I think it would be difficult to succeed without attending lectures because he covers almost exactly what you need for the exams.
-
53573. The applied aspects
-
53566. The most valued part of the course was the teaching of real statistical methods used to analyze data and test hypotheses.

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53609. The professor!

53542. The availability of course notes/course vids.

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C02. What do you feel is the least valued part of the course?

53567. Sections were pretty worthless.

53552. None

53528. I felt some of the homework was unnecessarily long and uninteresting.

53546. none.

53620. The slides are great for presenting material but the use of the blackboard is far more engaging and conducive to learning.

53537. Its kind of boring

53556. None

53600. Stata. We didn't really use it, we weren't evaluated on it, and it was mostly just a pain in the ass activity that made problem sets take forever. We either needed to go deeper into it or cut it out entirely, because the middle ground didn't work.

53526. Exams were hard and pretty long.

53616. Discussion Section

53550. The overall pace of the class was a little too fast. I think he went too fast in lecture and made it difficult to actually understand

53543. The exams. They were a little different from the assignments. It would be nice to let us know in advance if everything is fair game or what we should focus on.

53605. When Professor Mckee taught on the blackboard, I felt it was hard to see what he was writing even though I wasn't too far away. Would prefer if he did it on slides or wrote on his laptop and projected it to the class.

53547. Labs did not aid my understanding of the course material

53540. Lectures are not very efficient or helpful.

53521. Sections were not that helpful, at least in my case. The material is hard and confusing, which made me doze off regularly and miss what is going on. Some problem sets were very long.

53524. I didn't end up using the textbook more than a handful of times.

53529. Sometimes there isn't enough time to finish the calculations for the in class clicker questions (even though it was not counted for credit)

53574. N/A

53585. Some of the problem sets were a bit time-consuming and excessive - there were some questions that were a bit tedious and could have gotten the point across without the repetition of mechanical grunt-work.

53577. Obscure topics we covered only briefly

53571. I did not enjoy doing group work in class all the time. It's hard when everyone is at different levels of familiarity with the material, some people just throw the answer at you and not let you think. Other times nobody knows what to do and it's just time wasted.

53608. I do not have an opinion.

53603. The textbook. It may be a good resource, but I didn't use it once for studying or reviewing content. It might be helpful to put several copies on reserve on the library and recommend students not immediately purchase it.

53573. Proof of the CLT.

53566. Everything in the course was generally valuable.

53609. The homework grading :)

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C03. What improvements (if any) should be made to the course?

53567. Providing more practice problems would be helpful.

53552. None

53528. Shorter or more interesting homework. I also felt that while using stata was informative, it was somewhat annoying to be forced to remote desktop in every time.

53546. it's good. Maybe the lecturer can include more visualization regarding the last part of the course. (tests etc) it can help us get a better heuristic.

53539. More widespread office hours!

53620. I felt like I didn't have enough practice. It felt like we needed to have smaller weekly homework's instead of larger homeworks due every two weeks.

53615. Fewer parts per question or fewer questions per homework assignment.

53578. Having practice exams for tests would be greatly appreciated. Also fixing the technical problems with the lecture recordings would be great

53556. None

53590. Posting worked-out answers to all lecture and discussion slides.

53600. More practice problems.

53597. test should list general objectives that will be tested

53520. There definitely needs to be some sort of example for students to use as a template to learn. Just providing the formulas is very hard to translate to an actual applicable problem

53526. More concise summaries of material (like the hypothesis testing tree) would be appreciated.

53533. It would have been helpful to get some more practice problems before exams. In particular, I would have liked some problems that tie lots of concepts together, like the exams do. The problems in the book were good, but they were very chapter specific, not relying on many concepts together.

53616. Maybe a through write-up on how to solve the in class problems and the problems from lab

53543. The exams as mentioned above

53605. I felt the textbook was a bit too elaborate for the teachings of the class, and was not a great supplementary material. Problem Sets were great at giving me practice for most concepts, but some concepts taught in class were left out so I would prefer at least two questions on those topics too (example - randomized experiments, most-likely). I would prefer if some concepts we learnt were on Prelim 2, like continuous bivariate distributions, just because it seemed some people didn't understand it during the review. We had spent alot of time learning it in class and section - did seem very fair to me to put it on the prelim. Sometimes I feel that some concepts weren't taught as clearly as others (chi square goodness of fit, non parametric methods). Would prefer slides for those sections, or more typical examples done in class.

53547. n/a

53540. Lectures can be more organized if models are introduced first and then applied to real-world examples.

53521. Better TAs... Also, I know there is no way to make the material easier but it was very confusing. Another thing is that there were no practice prelim/final questions since its the first semester McKee was teaching this class in Cornell but he could at least use his previous material or material from previous professors.

53524. Piazza response times could definitely be improved on.

53529. Most of the times, the professor uses lecture slides. However, sometimes he does some work on the blackboard and it is very hard to read. (it is also impossible for those who missed the lecture and watching the lecture videos to follow, because only the professor's computer screen was recorded, the blackboard was not recorded)

When the professor writes some math on the lecture slides with a tablet, the input is quite laggy, which makes the handwriting illegible sometimes.

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Some problem sets were way too long.

53574. Not a problem with the course strictly, but I felt the lecture recording interface (panopto) was a bit clunky and I much prefer VideoNote's interface.

53585. Perhaps making the problem sets more consistent as far as workload would be helpful.

53604. More organized class, maybe spend more time on explaining the topic conceptually.

53577. More simple example problems so that we can have a good grasp of the tools we have before jumping into more complex problems, especially like those on problem sets

53571. The problem sets had novel questions, which is good once you understand the basics. I didn't get enough practice with just routine application of standard procedures. For instance to learn the law of iterated expectations, it would be nice to do some basic problems where you only need that one concept. And then move onto applications which combine 5 concepts.

53608. Better voice/video recording quality

53603. Sometimes the exams were not evenly paced. Several of the questions would be relatively short and simple, then the last question on both exams was significantly more difficult than the others. While they could be solved with applied knowledge of what we had learned up to that point and then a little manipulation, some students found it frustrating that they felt like the answers to the final questions were taught *after* the question was asked (such as a more in-depth understanding of the chi-square distribution).

53534. I think in the future it would be nice to have practice prelims to work on before the actual prelims. In addition, i would like more questions on the p set to be graded. I know i spent a lot of time on those p sets because they were each worth a decent portion of my grade. As a result, it would be nice to get graded on all of the questions that we did on the problem set. However, i do understand that there are only 2 Tas for a fairly large class.

53573. Some problem sets took significantly longer than others. Maybe space out the material more evenly? Also this class used concepts from Multivariable Calc despite not listing it as a prerequisite or explaining them in class.

53566. Examinations sometimes assessed knowledge of material that was only very briefly covered in lecture, so if it were made more clear what material would be on the exams. The problem sets sometimes felt a bit too long, considering not all of the problems were graded.

53609. Perhaps homework should be graded for completion and be smaller and more frequent. It is a personal preference that exams should be more heavily weighted (certainly with adequate safeties against the possibility of having one bad exam).

53542. Perhaps better study materials for prelims/finals.

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C04. General Critique

53567. Would be helpful if the professor slowed down in lecture, as it is pretty easy to get lost in lecture. He would occasionally get lost explaining his own slides. Please stick to using slides as opposed to writing on the blackboard, it is a nightmare to try to read off of it.

53552. Overall good course with enough work to understand the material

53528. In general, I enjoyed the course. I preferred the lecture slides to the blackboard.

53546. lecturer explains things clearly

53527. The material was not particularly easy. McKee held a general good intent towards teaching, and in fact he has a blog on teaching, but more often than not the lectures were too example-based rather than drilling in the theory, and I ended up not understanding a lot of the concepts behind the examples.

53615. Good class, but I fell behind badly and had difficulty catching up. McKee was great though, I plan to take other classes with him in spite of my performance in this one.

53556. The course was great!

53590. Great professor

53600. Professor was prepared on a day-to-day basis. He had his lectures planned out for weeks in advance. But he was completely unprepared for the year. He gave us no practice problems for the exams outside of the exams themselves and the problem sets, and was unwilling to find or provide more questions. This was annoying. On the other hand, he was very funny and sarcastic, and clearly understood the material.

53557. The professor made class exciting and lectures fun. He gave lots of examples during class and it was generally pretty clear what was expected of us on exams. The problem sets were kind of challenging but going to office hours helped a lot. Overall a very interesting course that gave me a great overview of statistics with a great professor.

53526. I thought it was somewhat amusing how politically biased you were throughout the semester. It got more and more blatant as the semester went on.

Example:

The Michelle Obama vs Ann Romney apple thing it was like you completely ignored the rules of statistics because you wanted something to confirm your view of republicans as generally stupid. First, pvalue is generally .05 to be accepted not .1 so I don't think its right to say that not accepting .11 is biased when a number cut off is simply a number cut off. And even if the result was significant, your argument should clearly say that the difference was due to that particular image of Michelle Obama vs that particular image of Ann Romney. Theres a ton of psychology involved with things like this - Michelle Obama was sitting straight up and leaning on a chair (athletic position) where as An Romney was a bad picture barely concealing a double chin if I remember correctly. I bet most of the difference would go away if a picture of Ann Romney was used where she was also sitting straight up and leaning on something.

With all this garbage ^ said, arguments like this should really be left to a political science class, not a statistics class (or if it is then at least present both sides if you still think its a useful example for hypothesis testing).

53616. -

53562. Tough class. Students with a strong math background seemed to do well. As a student with less math experience, I could have benefitted from more step by step examples.

53543. Fantastic course overall

53605. Professor Mckee has a great spirit and is usually very clear in his teaching. Exams were of an appropriate difficulty. Would prefer if the final would be weighted a little heavier since it covers material from the whole semester. Definitely a course I would recommend to others. Would not mind Professor Mckee as an instructor again.

53547. For the most part lectures were very useful, but I think it would be more helpful to do problems as a class instead of in small groups. This ensures that people learn the correct method of problem solving rather than guessing how to solve the problem.

53540. It would be great if the lecturer can explain materials more clearly.

53521. In general I really loved the professor but hated the class. Material very hard and hard to keep up with unless constantly working on it. A lot of CS and math majors so curve not your average econ class curve (lets be honest they obviously have better math background). Also I felt like the problem sets were not a very good preparation for the tests. I was confident about problem sets but then got stuck on the prelim every time.

53524. At the beginning of the class I was a bit nervous about this class because it had a prereq of either ECON 1110 or 1120, and I hadn't taken either class. Now that I've taken the class I don't think there's any need to have that prereq.

53529. The professor is nice and funny.

53574. Professor McKee was extremely well organized and the level of depth used in the mathematics of the course was challenging but appropriate for good understanding. I feel his teaching method is great and would definitely recommend this course to a friend.

53585. Overall, great course! Prof. McKee has a very clear command of the material, and it shows - he is easily one of the best lecturers I've had, and his enthusiasm for the material helps to make what could otherwise be very dry material more engaging. Stats is not my thing nor will it ever be, but his class has certainly helped me to appreciate the value of statistics in everyday life much more.

53577. The problem sets were a big jump from what we learned in lecture. I found them very hard to do without help from TAs. Maybe have more simple examples in class before getting into the very difficult problems.

Sometimes you would use that tool to write on your powerpoint slides, but then you switched the slide before everyone could copy it down, and what you wrote didn't stay on the slides.

Sometimes I found explanations in lecture confusing and test questions unexpected. With so much being covered in class, it was hard to know what to focus on when studying

53571. While it's nice to understand theory by working through an example, I would much prefer if I got the theory cold first. That way I can feel more comfortable with the formulae before i try to understand an application.

Sometimes things just get way too confusing in lecture because we would do application and theory side by side.

53608. I do not have an opinion.

53512. As a student with no prior statistics experience, I had a very difficult time learning quickly enough to keep up. I was lost in every lecture. Thankfully, All the help I needed was there.

53603. The problem sets were long and I'm not sure that the professor realized that. They were really good for preparing for the exams, but they do take a while. In the beginning, it can be difficult to nail down the proofs and the later problem sets involved tedious calculations of test statistics.

53525. The lectures were almost useless. They were hard to follow and often assumed knowledge that was not known. They seemed to get better towards the end, but overall I felt the lectures were pretty bad.

53573. Interesting Course, helpful professor, would recommend it to a friend.

53589. Lecture slides should contain more detail

53566. Overall, the class was interesting and enjoyable. Doug was enthusiastic and energetic, which made lectures engaging even when the material was somewhat dry at times. He was very approachable and willing to help students understand the material. He was also quite receptive to feedback; in the early parts of the course many students felt that the material in lecture was being presented too quickly, and he subsequently slowed the pacing of his lecture to make them more digestible. He truly cares about his students and being a good instructor.

53609. It is actually my second time taking this course. The first time was with Professor Yongmiao Hong. I am not here to bash on him, but really, Professor McKee was miles better. From pronunciation to delivery of the material beyond speech differences to personality to willingness to help students actually master the content, Prof. McKee was a great professor. The only downside (that's really not a downside) is, due to recruitment and other issues (e.g. many Gannett visits, elections), I often prioritized other commitments over the ECON3130 homework. The problem sets for this class were worth a lot, so it really hurt my grade (though I performed relatively well on the exams!). However, even for this, the professor was understanding of circumstances, and gave students ample time and guidelines to finish the assignments. I just wish they hadn't been so heavily weighted. Perhaps, smaller and more frequent assignments would have been better!

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C05. How did this course enhance your understanding of Economics?

-
53552. Gave me a good introduction to probability and statistics including using software to be able to analyze real life data
-
53528. Was not extremely related to economics, more focus on stats.
-
53546. fulfill prereq for some CS classes
-
53615. I learned a lot about statistical models useful for economics.
-
53569. economics? what economics?
-
53556. It helped me understand how to use math to analyze economics
-
53526. I learned a bit more about the statistics behind a diverse portfolio which is pretty interesting.
-
53533. Very interesting course that really increased my interest in Statistics.
-
53616. -
-
53543. It really didn't have to do much with economics. But it greatly enhanced my knowledge in probability and statistics.
-
53605. Didn't feel it related too much with Econs.
-
53547. It helped me understand basic statistics
-
53540. It prepared me for ECON 3140.
-
53521. Formal statistical methods for further econ classes. I liked knowing where the formulas come from so that was nice. Even though I hated the material, I know I will be using it extensively in the future.
-
53524. I saw how heavily economic studies rely on the use of statistics, and how to use statistical tests to judge the validity of claims.
-
53574. I learnt that statistics can be very misleading and are not as simple as they seem. Correctly interpreting data is a lot more subtle than I thought
-
53585. It helped me understand how patterns in consumer activities can be predicted and modeled.
-
53577. I have some type of grasp on probability and statistics concepts that relate to economic analysis
-
53608. I do not have an opinion.
-
53603. It provided a good balance of understanding the theory behind a lot of the statistics that I imagine will be applied using econometrics to economic populations.
-
53573. It did little to do much other than enhance my understanding of probability. Very little of this related back to economics. It was highly useful however in the sense that I feel I have a much better mathematical foundation.
-
53589. It's not related to economics.
-
53566. The course enhanced my understanding of economics by covering the probability theory used to quantify uncertainty in economics and by introducing basic statistical methods used in analyzing economic data and drawing conclusions about the data.
-
53542. Taught me stats.