

Cornell University
 Course Evaluation Response Summary
 Semester: Fall 2018 Course Owner: ECON
 Course: ECON 3120 LEC 001 CID: 8078
 Title: Applied Econometrics
 Instructor: McKee
 77 Responses, 86 Enrolled, 89.53% Response

Questions 4-19 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	6	7	8	9
N01. Please choose the College that you are in: 1 = College of Agriculture & Life Sciences 2 = College of Architecture, Art & Planning 3 = College of Arts & Sciences 4 = College of Engineering 5 = College of Hotel Administration 6 = College of Human Ecology 7 = College of Industrial and Labor Relations 8 = College of Veterinary Medicine 9 = Graduate School	4.00	2.24	74	5	1	46	7	0	0	6	0	9
N02. What is your graduation year? 1 = 2017 2 = 2018 3 = 2019 4 = 2020 5 = 2021 6 = 2022	3.59	0.88	73	5	0	20	43	5	0			
N03. What is your expected final grade? 1 = A 2 = B 3 = C 4 = D 5 = F 6 = S 7 = U 8 = F	1.70	0.98	76	40	27	5	0	4	0	0	0	
N04. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.62	0.79	77	2	0	3	15	57				
N05. 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	4.47	0.89	77	1	3	6	16	51				
N06. Were the exams in this course aligned with the learning objectives? 1 = exams had no relation to objectives 5 = exams completely aligned with objectives	4.29	0.84	76	1	2	7	30	36				
N07. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.48	0.78	75	0	3	5	20	47				
N08. 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	4.49	0.75	74	0	1	9	17	47				

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N09. 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	4.30	0.73	77	0	2	7	34	34						
N10. Overall, the methods used to evaluate my knowledge and understanding were: 1 = inadequate to assess my knowledge 5 = adequate to assess my knowledge accurately	4.25	0.94	77	1	4	9	24	39						
N11. 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	3.99	0.93	77	1	2	22	24	28						
N12. 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	4.59	0.69	75	0	1	6	16	52						
N13. 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	4.55	0.85	75	2	0	6	14	53						
N14. Was the teacher willing to provide extra help for students who needed it? 1 = unwilling 5 = very interested in being helpful	4.78	0.59	76	0	1	4	6	65						
N15. 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	4.74	0.72	73	1	1	3	6	62						
N16. 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	4.28	0.95	76	2	2	9	23	40						
N17. 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	4.29	0.97	76	2	4	4	26	40						
N18. My overall opinion of this course: 1 = very poor course; nearly worthless 5 = an excellent course	4.15	0.97	73	2	3	9	27	32						
N19. The teacher deserves an overall rating of: 1 = very poor 5 = outstanding	4.49	0.81	76	0	3	7	16	50						
N20. To what extent were you able to stay focused and engaged during lecture in this class? 1 = I tended to stay focused during the entire class 2 = I occasionally lost my focus 3 = I frequently found it difficult to stay focused and pay attention during class 4 = I was distracted for most of the class	2.24	0.82	76	11	44	13	8							
N21. Please indicate your agreement/disagreement with the statement below considering both lecture and section. Students in this class know one another 1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable	2.71	1.17	76	11	27	17	16	4	1					

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N27. Please indicate your agreement/disagreement with the statement below considering both lecture and section.														
I felt comfortable answering questions in section														
1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable	2.21	1.33	73	28	21	14	4	3	3					

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

-
11061. Professor McKee was very receptive and responsive to questions.
-
14471. The most valued part of this course for me was the community of getting to know classmates. Also, I found the engagement of the professor to the class was good considering it was an 8:40 lecture.
-
31840. The interactive nature of the course helped a lot, really appreciate ample time for discussion.
-
11106. iClickers
-
35314. I really liked the groups we were assigned, and I liked the material. Professor McKee is very enthusiastic and a great teacher who obviously cares a lot about the success of the students.
-
17897. Clicker questions, lectures, in-class exercises
-
4318. Working in groups
-
21572. Clicker questions and explanations
-
14454. N/A
-
1471. Seeing real world applications and using Stata to complete a project provides great opportunity to learn through practicing.
-
35352. The case studies tell stories that I care about and reinforce my understanding of the concepts.
-
1459. The real life application of regression analysis.
-
1362. The effort that professor McKee gave to know and help his students.
-
1433. running regressions was really stressed and taught well.
-
11119. I-Clicker questions provided an interesting way of getting feedback on my understanding in the course.
-
31838. If I were to split the class into lectures, readings, discussion section, and problem sets; lectures were the most valued part of the course. When the professor teaches to the entire class - I learned and retained the most information.
-
28395. Ensuring students understood key concepts outlined in lecture
-
35351. Meeting Professor Douglas Mckee, a great instructor!!!!
-
1406. Having assigned groups from the beginning of the semester was most valuable because I always had a group of people I could ask questions to.
-
4226. Lecture + lecture notes.
-
28442. Having us sit in groups and giving us time to discuss answers to difficult questions helped me to better understand the material.
-
28384. The examples used in class to demonstrate the ideas being learned
-
21579. Smaller discussion sections allowed for more conversations and helped me understand the week's lectures better
-
28390. instructor was enthusiastic, knowledgeable, kind
-
35294. The professor
-
21505. Professor cares about the students.
-
21593. Case Studies
-
7690. The online quizzes
-
7725. Understanding the material
-
28492. I think both professor's creativity in presenting material/reinforcing our understanding and our TA's availability/interest in helping learn the material were invaluable in making this class more engaging and productive
-
4223. Lectures
-
17968. lecture

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28421. Looking at real examples.

18012. Empirical project/applications to real events during section

7693. The lectures. They were very effective at teaching important concepts.

35370. The group project

4290. Making sure everyone understood everything

1337. Teamwork both in class and as part of the exams.

Application of the data analysis in real cases.

11057. Nothing

1453. I really think learning Stata was helpful. The economics major is so theoretical, that learning something more applied helps students when looking for jobs. But I wish there was a better guide to learning it- we go to lab, but there isn't supporting documentation really to teach us or look back on. I really don't feel confident using Stata for many things outside of this class other than for running different basic regressions. I wish there was a way for me to get the basics before being thrown into analyzing complex labs. I also found my TA very helpful, approachable and enthusiastic when teaching Stata which helped a lot.

4213. Lectures

11108. The course taught us very helpful skills for data analysis.

1451. The lectures and exams to test knowledge of the lecture material. It's really cool to learn how to determine what information is relevant when testing for correlation/causality in economics or outside of economics. I feel like I've learned a lot that could be applied to many different areas in the future.

35227. The problem set

24946. I loved how many practice prelims were given.

21475. the active learning activities are great!!! (if students actually do them right - often people just looked at the question and went on their phones to waste time)

1361. The lectures

7748. I really enjoyed how interactive the lectures were.

31935. learning stata

28383. The varied amount of ways to digest the material.

31846. it is very applicable and provided many practical issues.

11073. the project

18018. Active Learning style

7668. Being able to have a group to help with any questions on course material. The empirical project was also a highlight.

14535. I enjoyed the practice problems we had, both in the lecture and the discussion section. These problems really helped to reinforce the material we had learned.

7678. Learning various methods to analyze data, particularly the regressions.

7809. groupwork

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

11061. The online quizzes seemed like busy work.

14471. I feel the least valued part of the course was the stata use. I found the program to be used a lot without proper introduction or without really being taught how to use it.

31840. The weekly quizzes. They are inconsistent and easy to miss. Would prefer if there were consistent on the day of the week due.

11106. Quizzes

35314. I did not love the weekly quiz, I understand why solutions couldn't be posted, but I feel that I do not learn as much from them as I could, because they aren't really discussed at any other time. I know there are opportunities to discuss solutions in office hours, but it was difficult for me to get to them, and it generally didn't feel worthwhile to try to make it for just one multiple choice question answer.

I have taken other classes with reading quizzes (physics, which was a flipped classroom), and I think these were more helpful because they were taken before the lecture, based on the textbook. I realize this class isn't a flipped classroom, and that has its own problems (it was very time-consuming), but in general I felt the quizzes in that context are more valuable for me.

17897. Stata

21572. Quizzes

14454. Good

35352. The group discussions in class sometimes took too long.

1459. Many of the problem sets and minimal use of STATA.

1362. nothing

11119. Online quizzes seemed to be more demanding than was otherwise required - this doesn't mean they weren't valuable, just less valuable than the other parts.

31838. Honestly I felts that everything besides lecture (as in being taught by the professor) was not very useful. In class group work was annoying and took up way more time than it was worth. I would have rather gone over more examples as a whole class than spend 20 minutes waiting for the TA to come around. Problem sets and labs in discussion often seemed irrelevant to coursework and what we were expected to know on tests. The reading was not very helpful as a supplement or study tool either.

28395. not sure

1406. I least valued the module quizzes because I felt they were too rushed in terms of only having one day to review the material (usually not enough time to go to office hours before) and we couldn't access the questions to use them to study.

4226. That one lab we never used for a problem set, (4)?

28442. Requiring the purchase and use of the textbook seemed extra and unnecessary. I barely used it and did poorly on the quizzes, which seemed unnecessary as well. The textbook ultimately was a waste of money.

28384. I think everything was useful

21579. Group portions of prelims

35294. Those quizzes were always an unpleasant surprise because of the way they were released.

21505. Exam taking.

21593. Quiz's

7690. Group project and online quizzes

7725. Quizzes

28492. While I thought working with Stata was valuable, I would have like for us to have more opportunity to learn why we use certain commands/ how to really work with the program. I often found myself asking the TA's for commands that I would have no clue how to find/use on my own.

4223. Sections

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17968. section

28421. The weekly quizzes

18012. Online quizzes

7693. The quizzes and powerpoints. Quizzes were almost useless as a learning tool because we did not get the correct answer, so we could only learn what we did wrong, but not correct it. The lecture slides are also unusable without being in lecture itself as often times the annotations are all over the place and very difficult to understand. Slides did not contain the complete information as there was a lot that was presented orally in lecture.

35370. Too many deliverables with homework and quizzes same week as prelims

4290. the project

11057. Not sure

1453. The problem sets... I wish they were more simple practice problems to get the basics. I really would be fine with a few more problem sets that aren't so deep and complex for every single problem on the problem set. I wish that they would align more with the book- they started to closer to the end and that helped me.

4213. Weekly quizzes

11108. Some of the assignments were very tedious and time intensive.

1451. The empirical project just adds extra work to a class that is already plenty of work as is. I understand that there is value in allowing us to use the knowledge we've obtained throughout the semester to test something we might be interested in, but the project is a bit of an omnishambles at times trying to get everyone to pull their weight in the group. I would honestly prefer to just do it alone -- that way you learn more and get to dive deeper into something you personally care about and are invested in -- and just make it less work.

35227. Discussion in group

24946. I think the labs were of nearly 0 value to me and should maybe be an optional part of the course or with a different course entirely. It was an interesting combination of coding and conceptually solving problems by hand or by thinking that lead to a weird disconnect between section and lecture.

1361. Discussion

7748. N/A

31935. group tests

28383. The first exam covered a large portion of probability, which didn't seem to carry into the rest of the course.

31846. the quiz do not match the course

11073. the quizzes

18018. problem sets took a lot of time and quizzes were very difficult

7668. The weekly quizzes, they tended to be more specific that things we needed to learn for the exams

14535. The theory components of the course could have been better explained. I realized that this course adopted an "active learning" approach, but I felt that there were still some gaps in my knowledge after seeing the material in class.

7678. Starting on time.

7809. quizzes

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

11061. The feedback for the problem sets should involve more in-depth explanations.

14471. Teach stata more at the beginning so students can really use it throughout the class.

31840. see above

11106. Less quizzes and homework

35314. I think there is a lot of effort put into this class to make it successful. I don't know of any improvements. However, I was really lucky with my group, and I think that students with groups they liked less would probably wish they did not have to work with their group for most parts of class

4318. Exams could have been a little more straightforward

21572. More explanation of quizzes

14454. Fine

1471. I would prefer less class discussion time because some of them are too long. I believe most discussions could be less than five minutes to make class more efficient.

35352. Group discussion time could be shorter and then save more time for the materials.

1459. I wish the quizzes, problem sets, and tests were made in similar difficulty and format as they currently vary pretty significantly.

1362. none

1433. lose the either the empirical project or the final because both is too much work at the end of the semester.

11119. More lessons on Stata and how to use it would be helpful, instead of learning as we went along with lab exercises.

31838. 1. CHANGE THE FORMAT OF DISCUSSION! Discussion was extremely inefficient. I loved our TA's but how they were told to run Friday discussions was a disaster. Throwing us into a STATA lab without prior instruction on a new topic every week on our own was useless. Each group would have to wait for the TA to come around and teach us how to do each problem. Instead of having the TAs go around and answer the same questions from every group they should have the lab up on the projector and go through STATA as a group. Especially for being a course that introduces us to STATA I felt like I never learned how to effectively use it.

2) Get rid of in class group work. I understand the original purpose and intention but It wasn't an effective means of learning. More examples in lecture as a class would be more useful.

3) I think there's lots of inconsistency with how the course is formatted. We are asked multiple choice questions during lecture and on quizzes but then are asked open ended questions on tests. I think there should be more consistency between this since being taught with multiple choice is different than being expected to know how to do multi step problems.

28395. I wish we were given some kind of crash course in stata syntax, every discussion section results in at least half the lab being impossible without bothering the TA's for assistance.

1406. I would do away with the module quizzes

4226. Improvements to the first prelim

28442. I didn't think the quizzes aligned well with the rest of the course and 8:40 on Mondays is early.

7694. Get rid of the difficult homework assignments

28384. Great Class!

21579. Get rid of group portions on prelims; people could benefit from having more time for individual exams, since that is a bigger portion of their grade. We could do the group exams the next class after the prelim.

28390. more content. a little too easy.

35294. Release/announce the quizzes at the beginning of the semester

21505. Professor is doing great.

21593. No more quizzes

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7690. N/A

7725. None

28492. As stated above, maybe providing us with more background in stata

4223. Explaining Stata at the beginning

17968. PLEASE TEACH LATER CLASSES FOR THE LOVE OF GOD

28421. More practice questions

18012. Work load is a bit heavy

7693. Please make more detailed slides with step-by-step solutions to the example problems. It's really great to do the problems by hand during lecture, but please include a backup typed solution in the following slides so that those of us who could not make it to lecture for some reason can still access the same amount of information.

35370. Fewer deliverables

1453. I strongly disliked the group aspect of this class. My group members were great and nice (this comment has nothing to do with them and everything to do with my self), but I did not appreciate being forced to sit together every class and break off into activities. I'm a slower learner and prefer the traditional lecture style for me to get my bearings rather than lecture with interruptions to work with group members on material that was literally just newly taught 5 seconds ago. Maybe integrate group activities in sections where the room is smaller (also lecture halls don't accommodate a seating arrangement conducive to discussion among peers) and once we have been through the lectures. I hated being the group member who was always struggling with the material (it really distanced myself from my peers and made me feel terrible)- I truly want to learn and find the course interesting, but for people who are more individualistic learners and need a little more time alone w the material this structure was discouraging to me because you are not taken seriously (not included in working on the pssets, not really in the conversations). I never deliberately wanted to not participate, I just was often unsure of the answer (prefer to work alone and then talk together) or really didn't feel welcome in the conversation for the pure fact that I felt my group members just assumed I had nothing to say because the material came quicker to them. I always felt anxious to go to classes because of this group work, and would have certainly made it to more if I knew I could just absorb the material and think myself for a bit on it. I appreciate if you are still reading this and by no means blame anyone

else but myself for my introverted tendencies, but this long comment is to hopefully make changes so that people who are more quieter may not have to be thrown into this artificial group experience which really detracted from the learning experience. Group work is great and inevitable in life, but give people a chance to approach problems by themselves first so that they can try to prevent themselves from being the clueless one. When you throw people into a group, hierarchies are created and someone is bound to be on bottom and that really sucks and often this sets the tone for the whole semester. Despite the intention of groups, I actually felt more alone in the course and with the material because of it. thanks for reading this, again.

4213. removing quizzes

11108. More in-section teaching of STATA

1451. I also don't like that we are assigned groups for the entire semester that we continue to work with for both the empirical project and the exams. Some people are lucky and get a solid group with 5 people in it while others are stuck in 3-person groups in which one person has to do the bulk of the project and is relied on during exam time. This system could likely somehow be improved -- if not abolished altogether. I also find the online quizzes are not helpful at all.

35227. bBemore logical

24946. MOVE THIS COURSE TO LATER IN THE DAY! While I understand there are scheduling issues, it was incredibly difficult to have this challenging and maximum-effort class that early in the morning. I found myself exhausted in many class periods, which lead to me not fully comprehending some of the material in lecture.

21475. more empirical analyses - those are best way to learn for this class in my opinion

7748. I really enjoyed the class. The one thing that I found difficult was understanding the slides when I looked back at them.

31935. more concise problem sets

28383. The quizzes were very difficult. Often it felt like I was trying really hard to answer the questions correctly, but I only received one grade I really was proud of. I did the readings, homework, and participated in class. It would seem the quizzes should have reflected my actual knowledge gained in the class. They were often worded very confusingly.

31846. teach more theoretical knowledge

11073. better quizzes that relate to class material and not just trick questions

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18018. Easier quizzes, less time-consuming problem sets

14535. There is a heavy reliance on the active learning portion of the course, and I feel that there should be a better balance between lecture and participation.

7678. Starting on time. I understand that is an 8:40 AM course and it can be a bit difficult. This was a consistent problem.

7809. less quizzes

C04. General Critique

-
14471. The length of the lecture could sometimes be monotonous. If there is any way to break it up, that could be helpful.
-
11106. Group work
-
35314. n/a
-
4318. Great class
-
14454. Fine
-
1459. Na
-
1362. great class and teacher
-
11119. This class was great!
-
31838. I really respect and enjoyed our professor in this course. In the end I think too many new things were being tried at once that it took away from the effectiveness of the course. All the different aspects of the course were overwhelming without even adding in the complexity of the material. I think simplifying the format and focusing on effective use of examples in a whole class lecture is more effective (from my learning style).
-
31903. This course is one of the best course I have ever taken!!!! very helpful and very hard-corn for my preparation for my exit project and further research. I highly recommend this course!!!!!!
-
28395. I can tell that a lot of thought goes into this course, and it shows. The lectures do a great job reinforcing and building upon book readings (and vice versa), problem sets are a good difficulty and graded very fairly, and the wealth of resources available to study for exams (namely past prelims) makes it easy to know what you need to know.
-
1406. I think the course was one of my more engaging. The professor does a good job of teaching a difficult topic.
-
4226. Great class tbh
-
28442. The class was overall a great experience and I feel I understand a lot about regressions, how they work, when they are useful and when they can make conclusions about causation.
-
28384. I hadn't taken statistics since graduating undergrad four years ago and honestly I didn't remember a thing I learned from that class. Because of this the beginning of the course was VERY difficult for me and I felt like I couldn't reteach myself statistics fast enough to keep up to pace with the course. I really struggled with the first test and I felt like I was playing catch up for the first half of the semester. I understand that statistics are important, but I wonder how useful the probability problems really are to learning econometrics.
-
21579. Overall, this was one of my most interesting Econ classes because of the engaging professor and the real world application of what we were learning.
-
35294. The professors had a hard time accepting critiques from students
-
21505. The class time is early so it is hard to get there on time.
-
21593. None
-
7690. Too much work for the material taught
-
7725. I'm
-
17968. McKee is great
-
28421. More practice would be great!
-
18012. I enjoyed this class a lot
-
7693. Lectures are excellent. You're one of the few professors who actually care about how much we learn. Please never stop doing that.
-
35370. Good teacher, helpful guy
-
1337. An interesting course but a bit hard for me. (I sometimes get lost in the visualization of the regression models.)

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1453. The professor and teaching assistants are great, really smart, enthusiastic, fair and willing to help. Please just make some changes to the classroom engagement initiative the econ department is trying to implement. Like math courses here- a plain lecture with questions at the end and a discussion to work with small groups would be ideal. I loved the course- very well organized, cool integration of actual studies and opportunities to work with real data sets! But this group structure really detracted from my experience and engagement with the course.

4213. Great course

11108. Overall great course with an enthusiastic instructor

1451. My central critique of this course would be that it's just too many different assignments and is kind of all over the place at times. I don't have any other classes that assign online quizzes, readings, problem sets, projects and two prelims and a final. I've certainly done more work outside of class for Econometrics than any other economics class I've taken, including my 4000-level electives. I think the quizzes contributed no value to my learning in the class and I attended almost every lecture.

35227. I really understand the hardworking teacher and TAs spend. But I sometimes be confused about the complicated lead in section.

24946. Decent course and good instructor, not sure it should be required for the economics major, though.

21475. prof sometimes started class 4 minutes late and then scrambled to finish towards the end when doing the empirical analyses. Again since those are so conducive towards learning econometrics, those 4 more minutes would have been beneficial

1361. Well run

31846. I think the course is good and flexible.

11073. more practice of exam style questions

18018. Overall, excellent course, professor, TAs, and Active learning teaching style

14535. This class involved quite a bit of work, but it helped reinforce our knowledge of econometrics. There is a nice division between the examination part of the class and the project, to ensure that we get some hands-on experience in the subject.

7678. I thoroughly enjoyed my time in the course. Thanks Doug.

7809. good

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

14471. It greatly allowed me to understand how to create a study of a problem or question. I have a far better understanding of good regressions vs bad ones. While there are many technicalities that I still don't understand, such as good vs bad instruments, I feel I can easily identify a good regression that isolates the effect of x on y .

31840. yes!

11106. Did not enhance

35314. I really liked the specific papers we talked about in lecture, and the way we considered them critically (e.g. HBR, many of the instrument papers). Knowing more about the literature is really important and not something I have gotten from my other econ courses

4318. I learned a lot more about how to apply my knowledge in economics to the real world

21572. It did so

14454. Good

1471. This course provides useful knowledge on statistics and allow students to exercise their economic knowledge through applications, although it does not study specific economic questions or theories.

35352. I had fun and learn a lot of interesting models and econometric methods.

1459. It enhanced both my understanding of regression analysis in economics and staistical understanding and interpretation of statistical results.

1362. help me understand regression analysis

11119. It equipped me with a beginner's understanding of Stata that will prove useful in future research, and also gave me a better understanding of statistics.

31838. I definitely learned a good deal in this course. It exposed me to the statistical/ research methods portion of economics I hadn't really experienced thus far but will be necessary in the future.

28395. Reinforced my intro stats knowledge and informed me about how and why different types of regressions are used.

1406. It strengthened it

4226. Yes

28442. It gave me a better understanding of how economists test theories and draw conclusions about economics not simply through logic or even mathematical proofs but through hard data. It also revealed to me how to determine if a correlation is causation.

7694. It didnt

28384. Super useful in learning what some issues are with model design!

21579. The real world application of the techniques we were learning in class was very helpful. We would always go over real world examples or current events, and it was interesting to see how what we were learning could be applied to Economics in the real world.

28390. Prof McKee is great

35294. I had no knowledge of econometrics so now I know how numbers work.

21505. I started to see correlations between different values.

21593. By learning statistics in a very applicable way.

7690. enhanced my understanding of math more than economics

7725. Enhanced my knowledge greatly

28492. I believe it both developed my ability to test theories and also gave me a more structured understanding of how to evaluate certain hypothesis

4223. Understand how to evaluate evidence behind Economic Theory

17968. it was good, learned a lot

28421. I liked understanding the real work examples.

Cornell University
Course Evaluation Response Summary
Semester: Fall 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 8078
Title: Applied Econometrics
Instructor: McKee
77 Responses, 86 Enrolled, 89.53% Response

18012. Learned how economist do research

7693. Taught me both theoretical and practical sides of econometrics.

35370. By giving a stats approach to it

4290. I have a much better standing of econometrics than when I took the honors course last semester

1337. It gets into the data collection and analysis part underlying many economical theories and models.

11057. Not at all

1453. I learned how to run statistical tests and regressions on data to test whether things are correlations or causation which is very important in Economics for answering the posed questions many economist seek to answer about what is going on today on the micro and macro scale.

4213. Insight on studies cited in scholarly publications etc

11108. It taught me how to interpret and analyze economic data.

1451. I was watching a presentation with my family recently by a politician in which she was analyzing the spending patterns of Americans since the 1970s. I understood fully how this process was done and how the data was analyzed, and was even able to critique some of the methods employed during that process. To me, it is so cool to be able to understand such correlations especially from a policy perspective because it helps us understand what might be causing problems such as rising American debt so we can address these issues. I feel like I've learned more in this class that I can actually see myself applying in the future than in almost any economics class. I'm very grateful to have taken Econometrics.

35227. Not

24946. Decision making based on probabilities. But I doubt I'll ever use state again in my finance career so that didn't achieve much for me.

21475. Theory isn't always what is seems!!!

1361. I learned statistical methods

7748. It made me much more aware of the field of econometrics.

31935. statistical analysis

28383. I legitimately enjoy and have more interest in econometrics because of this course. I have to read many econometric papers for my course of study, and this course has gave me enough background to understand at least 75% of the current papers I read.

31846. I become more familiar with how to address econometric issues and also how to use Stata

11073. it didn't really enhance my knowledge of economics just stats

18018. I think this is one of the most applicable Economics courses I've taken!

14535. I learned a lot more about the various statistical applications in economics, which will likely be useful in my future career.

7678. I feel more prepared on how to analyze and how to do so with Stata.

7809. the most of any class