

Cornell University  
 Course Evaluation Response Summary  
 Semester: Fall 2017 Course Owner: ECON  
 Course: ECON 3120 LEC 001 CID: 8589  
 Title: Applied Econometrics  
 Instructor: McKee  
 63 Responses, 65 Enrolled, 96.92% 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	3.08	1.15	63	4	4	50	1	0	0	4	0	0
N02. What is your graduation year? 1 = 2017 2 = 2018 3 = 2019 4 = 2020 5 = 2021 6 = 2022	2.76	0.49	63	0	17	44	2	0	0			
N03. What is your expected final grade? 1 = A 2 = B 3 = C 4 = D 5 = F 6 = S 7 = U 8 = F	1.74	0.92	58	25	28	3	0	1	1	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	4.67	0.66	63	0	1	4	10	48				
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	4.52	0.77	62	0	2	5	14	41				
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	4.25	0.90	63	0	3	11	16	33				
N07. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.46	0.73	63	0	1	6	19	37				
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	4.40	0.76	63	0	2	5	22	34				

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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	4.23	0.83	61	1	1	7	26	26						
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	4.21	0.99	63	1	4	8	18	32						
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	3.79	0.96	63	1	2	25	16	19						
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	4.63	0.60	62	0	0	4	15	43						
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	4.70	0.49	61	0	0	1	16	44						
N14. Was the teacher willing to provide extra help for students who needed it? 1 = unwilling 5 = very interested in being helpful	4.75	0.59	61	0	0	5	5	51						
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	4.60	0.55	60	0	0	2	20	38						
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	3.98	1.03	63	0	8	10	20	25						
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	4.32	1.00	63	2	2	7	15	37						
N18. My overall opinion of this course: 1 = very poor course; nearly worthless 5 = an excellent course	4.22	0.99	63	1	2	14	11	35						
N19. The teacher deserves an overall rating of: 1 = very poor 5 = outstanding	4.51	0.70	63	0	1	5	18	39						
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	2.11	0.73	63	11	37	12	3							
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	3.14	0.90	63	2	12	28	17	4	0					





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

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62137. I think both the material and applied examples were extremely valuable.

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62135. Professor McKee is fantastic at communicating and having an open ear to help his students. He is very accommodating, helpful, and most of all cares for his students

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62160. The material was interesting, TA's were very helpful

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62165. The most values portion of the course was the labs as we actually got to apply what we learned in class.

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62164. Office hours for the professor were very helpful and TAs were very helpful. I liked that the professor used real research studies in lecture. It was nice that the professor made the empirical project due at particular dates.

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62196. Lectures are very helpful

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62146. Lecture, Prelims

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62176. Learning some more statistics stuff

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62141. Section was extremely helpful both with completing the problem sets and better understanding the material.

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62150. McKee using real life scenarios to explain concepts in class (e.g. quarter of birth, etc). Made it easier to understand concepts.

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62156. project team members were great, project definitely allowed us to get to know each other

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i-clicker questions in lecture were helpful (especially since they were not graded), put less pressure on students and make questions more open to debate

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62190. Sections were extremely helpful, as was the focus on real life application of theory

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62134. The best part about this course was Professor McKee's engagement with the class: he kept everyone's focus and brought interesting real-life examples to class to explain the concepts and their applications.

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62183. Structure of the course. Flowed very well, and was taught at a very reasonable pace.

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62171. I feel the most valued part of the course was that the professor brought in a lot of outside empirical studies. This made the class less boring, and it showed real-life applications of the models we were learning at the time.

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62174. Course material is also useful for multiple fields besides economics and course material was well explained by professor.

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62182. The empirical project. Probably the closest we got to data analysis and deriving insights we got the whole semester.

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62158. Learning about the different studies econometricians have conducted and real world examples of where and how econometrics is used. It was not just another stats course but we learned real world applications and I also really enjoyed using stata which was helpful to learn.

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62186. Learning Stata and understanding why economics can be useful

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62187. Learning STATA, learning to interpret regression models

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62166. Professor McKee is an outstanding lecturer.

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62157. In class examples

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62184. The clicker questions

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62172. Looking at real world experiments and studies after learning the theories stimulated my interest more

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62143. learning about multi regression models

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62191. The Stata stuff was really cool and useful to learn!

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62194. I think the problem sets really challenged my understanding and forced me to engage with the material. Also prepared me well for examinations.

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62139. Going through actual case studies in lecture and lab

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62173. It was a degree requirement.

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62148. The semester-long empirical data project

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62138. Understanding how to analyze data

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62147. lecture

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62162. The section was very valuable to my knowledge of and interest in Stata.

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62144. Professor put a lot of effort into designing his lectures to make sure students were in best position to learn.

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62155. Section

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62154. The organization of the course was great. The discussion sections were also good.

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62161. Learning how to use stata

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62179. The empirical project

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62136. The experiments in section and the real world examples from lecture.

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62181. Problem sets

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62185. I feel like the project really helped me get a grasp of the course material, however, I felt like a lot of the assignments overlapped in content, so it was just copy&pasting. Also, some of the request in the project were not applicable to our actual project, and seemed kind of arbitrary, like the t-tests.

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62151. Professor McKee is the most valued part if it.

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

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62137. I think the assignments are sometimes extremely time-consuming and maybe the most out of any other course I have taken.

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62135. I believe that the labs were a bit intensive in terms of providing direction once out of the lab setting.

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62160. Not that much instruction, didn't like the active classroom aspect as much

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62165. The lectures at times seem to focused on things that would not be applicable to problem sets or exams.

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62164. I felt like it was good to get to use STATA in the labs which was helpful for the project. However, because the answers to the lab were basically given to us in section, I feel like it may have been a better use of time to give us practice problems more directly related to the lecture content.

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62196. Some of the applications of learning stata took a lot of time for little benefit

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62146. Problem Sets and Empirical Project were focused on Stata, which was not well taught in the beginning and it felt as though our knowledge on this material was assumed. This made it feel like the course was two separate courses: one on econometrics and one on coding/Stata. The amount of work (most of which felt irrelevant) that these two components required were absurd. At least 10 hours per week on the problem sets which didn't seem to overlap that much with the course material taught in lecture.

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62176. being forced to learn stata with no real training or prerequisites

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62141. Slides are a little vague when you go back to review them.

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62150. Spending 20+ minutes to let students talk to themselves and analyze data. Oftentimes we didn't know what the answer was and it seemed wasteful.

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62190. The problem sets were somewhat useful but didn't provide a lot of practice for the prelims

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62134. The part I liked least about this course was the lack of practice with the material-- there were plenty of examples in lecture but not so many opportunities where we could test ourselves.

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62183. Not enough people went to section.

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62171. Empirical Project

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62182. The problem sets. A lot of grinding for no real reason.

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62158. Some of the problem sets had questions that were similar but different from material learned in class and required some searching to solve. Overall this isn't a bad thing since it helped enhance my understanding of econometrics by making me read the textbook, ask friends for help, or even try and google equations and explanations of problems.

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62186. one of the most useful classes

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62187. it's a pretty useful class

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62166. The fact that other students have a say in what one's final grade may be is inherently self-destructive, especially because everyone is on the same curve.

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62157. The length of the problem sets

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62184. The Empirical Project was never explained thoroughly, and we had to figure most of project out ourselves

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62172. none

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62143. not being tested on appropriate stuff

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62191. The problem sets are HARD!!! :)

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62194. NA

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62139. Doing lots of homework problems that did not get graded

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62173. Lab sections that weren't mandatory.

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62148. N/A

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62138. The collaboration needed with your project group.

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62147. empirical project

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62162. The lectures wasn't very explanatory to me.

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62155. 75 Minute lectures - Difficult to stay focused in a math lecture that's over 50 minutes long. But that's just me.

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62154. The problem sets are kind of long.

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62161. some stata interpretations

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62179. Nothing

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62136. I think everything has great value in the course.

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62181. Labs

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62185. It's nice that you use examples in class, but I feel like examples don't really help learning unless there is a good grasp of the material to begin with. Only when the topics were really simple did I feel like I could learn the concept from the examples, but otherwise, I was learning the actual course content primarily out of the textbook (btw the textbook is great).

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62151. Hmm... not sure



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

62137. Making sure that the practice exams appropriately reflect the actual exam. I think the exams are definitely relevant to the material but also definitely different from the practice problems.

62135. Stata Labs be taught in class

62160. More links between learning how to use Stata, and the content in class

62165. More time in class solving problems to gain experience

62164. Maybe make the group project an individual project

62196. Give more explanations and teaching in stata rather than jumping right in.

62146. See above.

62176. Align the objectives. It felt like i was taking 3 separate courses in one which was really annoying. Either do a class on stata, or do a class on statistics, or do a class where you produce an empirical project. Merging all three into one class created an insane amount of work and was very hard to wrap my head around. There was no relation between problem sets, tests, section, lecture, and project. This was extremely frustrating.

62141. More detailed slides for easier review.

62150. Give more (ungraded) problems and answer solutions for practice. The textbook problems weren't that helpful for exams

62156. Nothing significant.

62190. Before diving into application problems, focus more on the theory. I often felt like I didn't have a chance to grasp a concept before we applied it. While application helped me understand concepts better, I would have liked to learn more before being asked to apply my knowledge.

62134. I would like it if there were more opportunities to practice the concepts in low risk settings (not on a graded problem set).

62183. None

62171. The empirical project should be independent, instead of group

62182. I feel like this should be a project-based course

62158. Sometimes the class moves too fast and it is hard to fully comprehend what is being taught. I also think working through more problems during class and using the clicker to answer questions would be helpful.

62186. not have the final presentation on a friday night

62166. Do not allow any students to have control over others' grades. One can easily manipulate the curve to their advantage if they are dishonest.

62157. The work of the class seemed to be not spaced out well, there were a few weeks of econometrics hell in the class, with a big section of the final project, a large problem set, and an exam all in the same week and a half. Other than that material was good, professor good, class great

62184. Nothing

62143. make tests more accurate to practice tests

62191. Maybe more clear, overarching lessons on how to use Stata

62194. NA

62139. The timing of deadlines was frustrating. Nothing would be due for 2 or 3 weeks, and then we would have homework due monday and an exam wednesday. there wasn't enough time to get the hw graded and get feedback before the exam so it felt pointless. i would rather have had the homework due a week before the exam so afterward i could have more time to focus just on studying/reviewing/redoing problems instead of struggling through them the first time right before the exam.

62148. N/A

62138. Slightly shorter in length problem sets.

62147. none

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62162. The section could be longer and could include a lecture/book/problem set based review.

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62144. More real world examples

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62155. 50 minute lectures three times per week.

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62154. N/A

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62161. more engaging lectures

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62179. None

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62136. The slides are interactive for class, but sometimes it is difficult to locate the important concepts, formulas, or proofs on the lecture slides posted on Blackboard. Sometimes I get lost in the repetitive, build up slides. Maybe, a final slide with all of the important math/stats concepts would be helpful.

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62181. Make section more pertinent to the exams

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62185. Having 3 exams and 2 projects is too involved for just one course -- maybe cut out the final exam, or only make a midterm exam.

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62151. Nada.

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#### C04. General Critique

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62137. The course has taught me a whole new subject matter.

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62135. fantastic course

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62165. Great class overall and very fair

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62164. Really great course and really great professor!

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62146. See above.

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62176. THE PROBLEM SETS TOOK UPWARDS OF 10hours EACH. The problem sets were totally out of control for how difficult they are and how long they took. The fact that only some of the problem set was graded also negatively impacted my grades as on multiple occasions i did everything perfectly except the questions that were selected to be graded. There is no relation between the problem sets and the tests. This was essentially a second statistics course. I find this to be super unhelpful and not related to economics. The fact that this is a mandatory course for the economics major baffles me. The statistics learned in this class have not been applicable to any other economics course i have taken at Cornell.

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62141. Professor McKee is an exceptional professor. Clearly passionate about his work and it shows in his teaching. Would definitely recommend this course. It was challenging, but not any more than I had anticipated.

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62142. Great professor. Would highly recommend

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62150. Mckee was enthusiastic and helpful, but class is difficult. GO TO OFFICE HOURS.

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62156. Found myself sometimes getting lost during lecture in the examples, while not completely understanding the underlying concept. Reading the textbook was extremely helpful to supplement lecture.

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62190. Having problem sets due right before prelims was stressful and unhelpful. Problem sets would also have been more useful if they required more prelim-esque problems and fewer conceptual questions. There weren't a lot of options for practice problems while studying for the prelims.

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62134. Loved this course and highly recommend this course & instructor to other Econ majors!

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62183. None

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62171. N/A

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62182. Yuh

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62186. one of the best courses at cornell

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62184. Loved the class

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62172. Though professor uses Piazza, we have to acknowledge that talking face-to-face are more valuable than uploading a question or going to the TAs. Considering the large number of students who visit professor's office hour, I wish there was one more office hour session for professor. For example, having two, 1-hour office hours in a week might be better.

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62143. make tests more accurate to practice tests

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62191. Good but difficult!

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62180. An exceptionally good instructor teaching an exceptionally dull subject. Doug managed to make the lectures interesting and succeeded in keeping me interested enough to pay attention and take good notes. Problem sets are very long and not very representative of the material on exams

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62194. NA

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62139. engaging, responsive to student needs (changing the office hours to accommodate more schedules really helped me), one of the better econ classes i've taken

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62168. The professor was great and really made a difference. It is challenging material and he has been a great help. He works around our schedules to ensure we understand the material.

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62148. Great class, and Professor McKee is incredible. Would recommend to anybody

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62138. I feel as though there were a few weeks that had miserable amounts of work and then also some weeks went by and I felt like I was doing very little work.

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62147. good class

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62162. There are often many assignments given in far too close time horizons. For example a problem set due two days before a prelim, a paper and presentation due before study week. The amount of work given seemed reasonable only if spread out more. Additionally, every group for the projects would have benefitted from reassignment for equal groups.

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62155. Good class, will likely be useful after graduation.

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62154. It's not a class people especially look forward to but the professor made the class interesting and fun for everyone. Very well done.

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62161. Please find a way to make the course more engaging

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62179. N/A

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62136. Professor McKee has been one of the most outstanding teachers I have had in the economics department. Whether it be last year's Micro course, to Econometrics, I feel like Prof. McKee's courses give the hands down best treatment of the material, making the students ahead of the curve for future economics courses. Overall, I will really carry these lessons into the future.

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62185. Students shouldn't be understanding the material in lecture if the class is sufficiently difficult, so don't place too much importance on the i-clicker questions.

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

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62137. I have learned an abundance of information in this course which definitely has progressed my understanding of Economics.

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62135. This course allows me to interpret data, honed my understanding of what econometrics is and its practical applications, as well as give me tools to use this knowledge outside of the classroom. This class is essential to helping students (especially econ majors) further their own careers as the ability to interpret data is something that will be an essential tool for the rest of our lives

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62160. Have a good grasp on econometrics and multiple regressions

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62165. Was able to better learn how statistical analysis could be applied to economic questions

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62164. It helped it a lot! Now I look at research and I know what's going on! Also, the professor made sure to relate everything to real research papers which was very rewarding.

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62146. I enjoy statistics and its application to economics (i.e. the stuff taught in lecture). I even enjoyed learning and understanding Stata outputs and how to read tables/regressions...but I felt it wasn't taught well enough at the beginning. This made the problem sets and the empirical project unnecessarily difficult and unenjoyable to work on and learn from.

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62176. It did not at all. As stated above. This is a purely statistics course. It has nothing to do with economics. This should not be a required course for a major in economics.

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62141. Gave me a better understanding of the research behind economics, not necessarily just studying the principles that you study in a general micro/macro course.

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62150. Instead of studying theory, I can connect econ to real-life examples.

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62156. greatly

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62190. Helped me look at studies that use statistical analysis with a more critical eye

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62134. I really think this course grounded my understanding of economics because the course specified how to apply the concepts to real-life phenomena.

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62183. I have a much better sense of the tools required to conduct econometric analysis, especially multiple regression, and its variations.

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62171. This course allowed me to see ways in which I can take theories I have learned in Economics and actually test them to see their validity.

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62182. It should me applications of probability and statistics to not just economic data, but data for the social sciences in general

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62158. It helped show me how economics us used in the real world. Economic studies are everywhere and you don't always realize it.

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62186. it made me appreciate the major after I had lost interest

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62187. Econometrics is a fundamental way to interpret economic activity across the board

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62157. Learned the background of how policies and ideas are brought to life and implemented

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62172. I really hated most of the economics course. Microeconomics and Macroeconomics (the foundation of all theories) that undergraduates learn have so many assumptions that it did not seem applicable to the real world. Through learning econometrics, I learned how real world data is correlated with our theories.

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62143. helped me understand regressions

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62191. More of a statistics course than economics in my opinion.

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62194. I have a much better understanding of how to apply statistical analyses/methods to economic problems

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62139. i learned how to use stata, and i learned how to apply statistical techniques i already knew and new ones to actual important economic problems

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62148. Primarily through lectures, but the group project also helped a lot and made it more tangible

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62138. It combines my theoretical understanding of economics and helps me apply it in a more applicable and quantitative way.

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62147. Econometrics is vital to understanding economics.

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62162. This class enhanced my knowledge of econometrics but was more reminiscent of statistics than any of my previous economics courses.

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62155. Doing so many regression models actually did help me understand the theory of elasticities, etc. to a greater extent.

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62154. I learned econometric methods and Stata.

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62161. Interpretations of regressions in economic papers

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62179. How to use statistical methods in economics

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62136. I really did not understand the importance of stringent data analysis to economic studies and general conclusions. Though this was an applied course, Professor also made sure we understood the basic mathematical principals behind our assumptions.

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62181. Helped me understand how to apply data to make theories applicable

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62185. I really liked this class, and I felt I learnt a lot, but again, I think a lot of that understanding came from the textbook and the project than the actual lecture.

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62151. This is the first class I love given that I am not getting As. Miracle. I absolutely loved it, I think I have learned more about Econ than any other class. Thank you!