

Cornell University
 Course Evaluation Response Summary
 Semester: Fall 2017 Course Owner: ECON
 Course: ECON 3130 LEC 001 CID: 5804
 Title: Statistics and Probability
 Instructor: McKee
 118 Responses, 120 Enrolled, 98.33% 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	3.05	0.72	118	7	1	92	17	0	0	1	0	0
N02. What is your graduation year? 1 = 2017 2 = 2018 3 = 2019 4 = 2020 5 = 2021 6 = 2022	3.54	0.83	117	1	15	28	67	5	1			
N03. What is your expected final grade? 1 = A 2 = B 3 = C 4 = D 5 = F 6 = S 7 = U 8 = F	1.72	0.97	115	55	47	9	1	1	1	1	0	
N04. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.55	0.66	117	0	1	8	34	74				
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	4.48	0.66	118	0	1	8	42	67				
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	4.33	0.69	117	0	1	12	51	53				
N07. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.41	0.76	115	0	2	14	34	65				
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	4.34	0.79	118	0	4	12	42	60				

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<p>N22. Please indicate your agreement/disagreement with the statement below considering both lecture and section.</p> <p>Students in this class try to help one another</p> <p>1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable</p>	2.70	0.98	114	8	44	44	11	6	1		
<p>N23. Please indicate your agreement/disagreement with the statement below considering both lecture and section.</p> <p>Students in this class consider themselves part of a community</p> <p>1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable</p>	3.51	1.00	115	3	10	49	34	16	3		
<p>N24. Please indicate your agreement/disagreement with the statement below considering both lecture and section.</p> <p>I felt comfortable asking questions in lecture</p> <p>1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable</p>	2.55	1.18	115	16	52	28	11	3	5		
<p>N25. Please indicate your agreement/disagreement with the statement below considering both lecture and section.</p> <p>I felt comfortable answering questions in lecture</p> <p>1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable</p>	2.73	1.22	114	11	48	34	9	6	6		
<p>N26. Please indicate your agreement/disagreement with the statement below considering both lecture and section.</p> <p>I felt comfortable asking questions in section</p> <p>1 = strongly agree 2 = agree 3 = neutral 4 = disagree 5 = strongly disagree 6 = not applicable</p>	2.21	1.27	114	39	39	22	5	5	4		

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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	2.43	1.20	112	25	39	36	4	3	5					

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

62423. Learning about stats for the first time.

62379. Practice problems in lecture and recitation

62349. I liked many of the examples given in the lectures.

62420. The problem sets, albeit long, were really crucial to solidifying my understanding of the material

62321. The homework.

62331. the clicker questions help garner an understanding of the material

62430. Lecture was highly informative and helpful

62419. Doing problem sets.

62373. organized lecture and homework

62363. ECON 3130 provides an appropriately broad take on statistics and probability that gives the student a lot of breadth. I leave this course with no specific expertise, but a wide range of knowledge that I hope to build upon in the future. As such, this course is fantastic to take in sequence (either with ECON 3140, 3120, or some other higher-level stats course). The instruction, while it can be a little hard to follow at times, is quite good, and plenty of resources are available to help. Professor McKee's personality is engaging and his enthusiasm is infective. ECON 3130 is not easy, but the effort you'll put in is worthwhile.

62329. I think that the lectures were very easy to follow and informative.

62382. The insight and knowledge you gain on how to fully understand studies, and more impressively, business tactics.

62377. He is able to use real-life examples in lectures very effectively making them more interesting and more useful.

62334. I liked the material and especially the way it was presented.

McKee always made sure to step back and ask why an equation made sense, or to at least roughly prove it.

Problem sets were also very fair and helpful. The questions were interesting.

62426. I really like the way Prof Mckee teaches the class, I think he makes some boring parts of statistics more bearable, through real-life examples.

62389. The materials are interesting

62391. The course went deep into statistics, more than I thought even existed, so it was cool to go deep both theoretically and practically.

62333. Good instructor

62325. The lectures were very well taught and included really good iclicker questions which really tested personal knowledge on material.

62392. The office hours were quite helpful in answering questions for difficult problem sets. A lot of students were at office hours every week, which created a sort of bond between students, for collaboration and communication on challenging topics.

62428. The mathematical background

62406. The most valued parts of the course were the problem sets and the discussion/lab sections. The problem sets gave me adequate practice with different concepts, and we were also exposed to Stata which was very useful.

62413. Great section and labs. Also lectures had great examples

62394. Problem sets were a good mixture of reviewing what was taught in lecture and expanding on that knowledge.

62414. Covers a great range of material with some mathematical emphasis

Professor McKee!

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62348. The lectures! We definitely don't do as many examples in class as I do in other classes, but the ones we do really teach a lot. I feel engaged the entire time, and the proofs make sense. The professor goes at a good pace that we can get through a lot of material but still understand it the whole time. Very interesting, especially the incorporation of real data into lectures.

62335. The ease in which statistics were explained.

62405. I took very little away from this class

62386. Applying our learning to Stata.

62358. The mathematical fundamentals

62364. We went over the derivations and theory behind many statistical methods. Also got an intuition of the methods and what results should be expected.

62404. The interactive segments of the class where I was engaged with the material at hand

62368. I greatly enjoyed the Probability aspect of the course. The problem sets, although long, were very instructive and if you have a good understanding of the problem sets, you will do well on the exams.

Discussion was also super helpful.

62438. I thought doing practice questions in lecture was very valuable

62378. Challenging problem sets that incorporated stata and lecture material was the most helpful contributor to improving my understanding of lecture material

62362. Office hours were the most helpful part for me.

62407. Learning new statistical concepts and methods.

62429. Problem sets - generally helped solidify understanding of course material

62425. Teacher was great, I missed lecture more than I would have liked since it was so early, but he was seriously an outstanding lecturer

62337. Lecture. McKee is fantastic.

62416. I think professor McKee is an excellent teacher and inspires interest in the material. He is also very friendly and approachable.

62326. Problem sets

62355. Better understanding of some fundamental stats theorem

62396. Prof. McKee always tries to build the big picture and uses a lot of examples and questions to interact with students. I really like his teaching style

62433. The problem sets and examples in lecture

62336. Careful explanation of materials along with example problems embedded in lecture to test our understanding.

62340. learning stats stuff

62390. Problem solving and how to approach problems using a given set of concepts

62320. This is the first real statistics class I've ever taken, never did one in high school or anything. I have never had such an applicable math class, and that's coming from someone who loves math. This class teaches you how to reason about things that happen all the time. You learn to reason about data, likelihood, tons of awesome stuff.

62437. The section was great and the TA answered questions extremely thoroughly.

62338. Learning new types of random variables and the basics of statistical testing.

62409. Working together on practice problems with students in class and then going over the solutions is extremely helpful.

62417. The homeworks.

62397. The teaching was fantastic, Professor McKee is great at explaining concepts.

62403. Uhm the homeworks?

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62424. Application to a variety of real life problems and learning stata

62434. The challenge. I think the course was difficult, so being forced into doing lots of math and heavy thinking was a valuable experience. :)

62421. Learning the mathematical side of many common statistical models.

62422. The real-world example problems we do in class. This is a great way to practice for the test, better understand the content, see how it can actually be applied, and find pitfalls/exceptions/weird cases early on so you don't expect all the tests to always work perfectly. The professor's willingness to answer questions constantly. The general fun, upbeat, learning environment created in class. While I said "disagree" to the "students are a community" question, I would say "strongly, strongly disagree" to lots of other classes so you are doing pretty well.

62323. The real-world examples were informative

62411. I felt that all parts of the course were valued highly and covered effectively. Professor McKee did a good job of teaching all material theoretically first, then having us apply it in class and problem sets.

62356. The content that was learned will be very helpful in future stats and economics courses

62399. N/A

62361. lecture

62354. Lectures

62431. The teacher, who was excellent.

62360. Learning how to solve difficult statistic and probability problems.

62412. I felt Professor McKee's problem sets were very valuable and an excellent way to make us think critically and really learn the material as it was taught.

62393. Th most valued aspect was how everything ties in to real life examples.

62359. I love the detailedness of this class which gives me a comprehensive understanding of the materials in different levels of difficulty.

62343. interactive problems during lecture.

62401. Professor McKee is consistently both approachable and helpful.

62365. The lectures were generally informative and the homework assignments helped me a get a more solid grasp on the material. I liked learning the ideas behind why the central limit theorem worked, and learning about how rules of probability informed statistical methods.

62332. Stata labs I guess

62387. The probability unit was great. I took a stats class before this at Cornell, and the probability unit was always confusing to me but Prof. Doug cleared it up well.

Discussion sessions were a god-send because the TA's would cover everything Prof. Doug didn't.

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

62423. the problem sets

62379. Stata labs were not really adequate to get a good grasp of the technology

62420. I found the stata labs to be pretty useless and to actually have been a distraction from what could have been much more useful review sessions.

62321. The labs.

62331. the problem sets feel too distant from coursework

62430. lecture also happened to be very early so i was not always present

62419. actual economics

62373. discussion doesn't post material to the website

62363. The textbook for the course was quite difficult to read. It was a resource I rarely ever accessed, and not for lack of trying. The layout and writing style are inaccessible to someone who has never taken a statistics course before. I would have done just as well in this class if I had not bought the (expensive) textbook.

62329. I feel like we just didn't go over the Stata basics enough to really make me feel like I learned anything from it.

62382. The least valued part of the course is the experience in evaluating stocks. I have never learned about it before hand, but that was one of the highlights for me in this course.

62377. Stata labs. They can be easily learned outside the course.

62426. Sometimes mathematical proofs are boring

62389. The stata part.

62391. The questions in section tend to be more difficult than the problem set questions and even prelim questions, so it felt like an impossible challenge that was also a waste of time.

62333. N/A

62325. None

62392. The early lecture times. Obviously the professor is not to blame for this, but having early morning Monday and Wednesday lectures made it so that students were typically exhausted, and therefore, distracted during lecture. I, myself, found myself dozing off several times throughout the semester, which possibly led to me not retaining as much information as I possibly could have.

62428. The unnecessary rigor

62406. I thought all parts of the course were valuable.

62413. Not much thought it was solid

62394. I did not like working together in groups for Stata labs during discussion. Oftentimes we were all confused, and it would have been helpful to have the TA provide more guidance during them.

62414. N/A

62348. The textbook is really not helpful for this course.

62335. The proofs. Always the proofs.

62386. Too big lecture, would have preferred smaller classes.

62358. The random hand computed things we have to punch in a calculator. Would have been way better to learn a proper programming language that allows us to see the relationship between analysis and data.

62364. N/A

62404. Certain proofs done in class

62368. I didn't greatly enjoy the statistics aspect of the course, but I don't think it's the fault of the instructor and more just the material itself.

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62438. I didn't fully understand how stata benefitted my learning.

62378. Waking up in time for an 8:40 class in the morning

62362. Lectures. The attendance rate to lectures was very low.

62407. Section is sometimes not very worthwhile.

62429. Recitations - did not help me gain much of an understanding of course material

62425. N/A

62337. N/A, well structured course.

62416. Though this isn't necessarily a fair comment, I really do wish the course took place later in the day

62326. Textbook

62355. Everything is valued more or less

62396. No??? One thing you should pay attention to is don't make too many mistakes in class.

62433. Stata labs

62336. Stata was pretty annoying.

62340. stata, depends on the person, personally i thought it was useful

62390. Memorizing definitions and different distributions

62437. Lectures were pretty disorganized. When going through slides and lecture notes afterwards, it was easy to get confused due to poor ordering of material.

62409. Occasionally the problem sets were unnecessarily difficult.

62417. The textbook wasn't as good as I would have liked it to be. Also the 8:40am time slot was difficult to deal with at times.

62397. The section of the course overall didn't seem necessary.

62403. Dunno

62424. N/A

62434. The textbook. I don't think many students used it consistently.

62421. The textbook isn't actually used in the course and should be made optional.

62410. The least valued part of the course was probably the textbook. While it was useful on the last problem set, I had not opened it before then. This was probably because the lecture slides were already sufficient for learning the material.

62422. I dislike STATA but I definitely got more comfortable with it as the course progressed so if we need to learn STATA in life, I guess that's a good thing. I wish we could use a real programming language though (easier to save/use variables).

62323. The problem sets were much longer and more difficult than necessary

62411. I felt that all parts of the course were valued highly and covered effectively. There was no part of the course that I particularly felt were less valued than others.

62356. The lectures were at 8:40 which made it hard to attend them

62399. N/A

62361. lab

62354. Textbook

62431. The cost of the iclicker!

62360. Piazza is an aspect that could have been valued more.

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62412. Tough to say. There wasn't anything that I really did not like about the course. Maybe I wish the final was weighted as more of my grade than 25% as this is the lowest percentage I have personally seen for a final, but it's my fault that I'm in the position to need that.

62393. The proofs.

62359. There is little connection between the textbook materials and the lecture notes. Many students don't even need a textbook to study this course.

62343. Textbook wasn't really helpful to me.

62401. N/A

62365. The course was not very mathematical and in later parts of the course, it seemed to be more about memorizing formulas and when to apply them than gaining an intuition for why the formulas would be valid and applicable.

62332. I suck at calculus so that

62387. Didn't see what the point of learning all that math was. How did it tie into the statistical testing at the end?

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

-
62423. the problem sets should have higher proportion since we put so much effort in finishing them
-
62420. I think it would be helpful to remove the stata labs or to improve the way it's taught.
-
62321. If you want students to learn Stata, make all the sections use Stata but not ever graded.
-
62331. lecture notes need to be organized
-
62430. it should start later in the day as lecture is helpful but im often just waking up for half of class
-
62373. put discussion materials on blackboard
-
62363. Because the problem sets are long and infrequent, they are mostly more difficult application problems. Other math courses give more frequent problem sets with a mix of basic conceptual problems and application problems. The latter system helps to reinforce the course concepts. I often wished that the problem sets in this course included a wider spread of problems (in terms of difficulty). That way, if the lecture was too obtuse, the problems could help re-teach the lecture material at a more fundamental level before then moving to harder application problems.
-
62329. I feel like either more or less attention needed to be given to Stata. It just sort of felt like an annoying side note we spent \$45 on.
-
62382. N/A
-
62377. Fewer errors in calculus derivations.
-
62426. No comments
-
62389. Make grading scheme more flexible
-
62391. Maybe make section questions and discussions closer to the difficulty level of the prelims.
-
62333. N/A
-
62325. None
-
62392. I understand that this course was taught in a way that pushed students to make a lot of connections themselves and to learn more outside of class, but sometimes it felt as if the material covered in lecture was not nearly enough for some of the material that was expected for students to do in problem sets. It would have been more helpful if we had more specific examples in lecture.
-
62428. Less homework
-
62406. Having solutions to the sections problems would be helpful.
-
62413. second prelim was way harder than first, maybe even it out? Hard to do
-
62394. The way Stata is taught; it was too unstructured this semester.
-
62414. N/A
-
62348. I feel as though there should be more problem sets that are shorter rather than fewer problem sets that are longer. It will allow for more feedback.
-
62335. I would like the homeworks to be graded differently. If you only get one problem wrong, and that problem is the one they end up grading, you get a much lower grade than you deserve.
-
62405. The involvement of advanced calculus should be made explicit on the syllabus and in the first few classes
-
62358. Use R or Matlab or even Python with numpy. Given that only a small percentage of students who take this are econ majors, it shouldn't be tailored to economics software
-
62364. Lectures were quite dry in my opinion, and could be more straightforward and to the point.
-
62404. Professor McKee's office hours should moved to the afternoon when more people are free
-
62368. 8:40 AM lectures are awful.
-
62438. I think graded clickers and section attendance would be useful

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62378. Had trouble looking for new/relevant review materials outside the practice prelims, would like more guidance in accessing more problems like the ones on our problem sets

62362. Use the textbook more, or at least point us to the appropriate section in the textbook.

62407. Problem sets are long, tough, and there are few of them. Shorter, more frequent ones would be better!

62429. Some related topics can be taught better if the relationships between them are emphasized, instead of teaching them as separate topics.

62425. N/A

62337. None!

62326. More practice outside of problem sets

62355. Not any on my mind

62396. Start the course on time and try to finish the course on time.

62433. Honestly none

62418. This course should have more TAs and more office hours. The homework can be extremely hard that students just don't have a clue how to solve it, and there are long lines in OHs and not enough time for everyone.

62340. idk

62390. - Shorter and more frequent problem sets would make things a little more organized and easier to stay up-to-date

- Making more problems and solutions available to students on Blackboard before exams

62320. I think that having smaller problems sets that are due more frequently would be a big help for a lot of students. We are dumb and therefore tend to wait until the LAST minute to start an assignment, regardless of how long we've had to do it. If I had 5 problems due every week instead of 15 problems due every 3 weeks, I would've done a lot better with the problem sets!

62437. Plan out the course lectures more.

62338. I feel like I would have liked more exposure to statistical methods.

62376. Transition to R or MATLAB, the requirement to use/learn Stata seemed unnecessary to me

62409. Give more feedback on the problem sets.

62402. Offer it at a time later than 8:40am. Provide more resources for preparing for exams.

62417. Change the textbook.

62403. Incentive going to lecture

62424. Review sessions before exams

62434. Clearer feedback on how something is wrong on a problem set. Perhaps make formal review sessions for prelims/finals. More office hours from the professor would be nice. More in-depth PRACTICE (not homework problems) would be nice. Just supplementary challenging examples for extra practice. Include more Stata instructions.

62421. Break up the problem sets into a greater number of smaller ones. Include more help/instruction on using Stata to analyze data.

62410. N/A

62422. I feel the second prelim didn't really match what I was expecting. I felt very, very comfortable with the in-class review day practice problems and the problems on the study guide, but I did rather poorly on the exam. That was disheartening. Also, I think lecture should be harder/go more in depth. The lectures are very simple seeming and then the problem sets are a huge challenge. Also, more awareness of the challenge level of each topic. It seems like equal time is spent on everything, whether it is something most people understand/are familiar with or not.

62323. Problem sets that better align with examples and difficulty of exams

62411. For the most part, Professor McKee did a good job of teaching material in a systematic way and then allowing us to do examples in class related to the material. That being said, there were some topics that I feels could have been covered better like Chi-Square tests and experiment terminology. I would have liked to see a more systematic process for how to solve these types of problems.

62356. Schedule it at a different time.

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62324. I felt like the use of Stata throughout the class should either be embraced or left out from the lesson plan-- it's an expensive program to buy outright, and the alternative of paying 45 dollars to lease the program for the duration of one semester seemed wasteful when it was only used on three homework problems.

62399. More examples and more clear definition of terms and topics.

62361. NA

62354. None

62431. Don't have a specific one.

62360. Honestly none. It's one of the better courses I've taken here.

62412. Please make it at a later time than 8:40

62330. Sometimes there was too much material presented all at once; not enough time to digest. Other times, very easy material was covered for too long.

62432. Clearier lecture slides and have a summary of what we learned at the end of each lecture. Also have answers to the questions we did in lecture posted.

62359. I think this course can have more use of the textbook as examples of the problems. Also I hope there are more practice questions before the exams.

62343. This class used Multivariable calc concepts but didn't list it as a prerequisite.

Maybe slow down the lecture a bit? That might just be me being a slow learner though :/

62401. More material to study and extra problems to practice on would have been very helpful. Even providing problems in the textbook as practice would have been great.

62365. I think supplemental material of proofs from class with more mathematical depth should be made available for students who want it: the proofs were largely glossed over and not mathematically precise. I also would have liked to learn about regression/predictive techniques. Lastly, the applications to economics seemed cursory and not very different from other examples presented.

62332. Use R or Python. Stata hurts my soul.

62387. Start class on time. More polling questions; work quicker through the problems so we actually cover all the lecture material by the end of class. Active learning is a great way for students to learn, but that doesn't mean the professor shouldn't cover all the material in class.

C04. General Critique

62423. learned a lot

62420. Prof. McKee clearly cares deeply about his students, and it didn't go unnoticed. That said, if the class wasn't at 8:40 AM I probably would have come more often and learned more, to be quite honest.

62321. Great course, but more of a statistics course than an economics course.

62373. no

62363. The focus on proving theorems was useful but often hard to follow. Professor McKee very clearly wanted the students to understand the theoretical underpinnings of the theorems we used, but he moved swiftly through the proofs. He would too often just click through the slides quickly, skipping several steps in the process. In other words, there was too much "hand waving" in the course.

There were not enough examples done in class. Professor McKee would often use 1 or 2 examples as a way to frame a lecture. That was useful, though I wish he would have fully worked out an entire example problem all in one sitting. This would have made the problem sets easier to approach. Some of this was done in section, but it should have been done in lecture too.

62329. This course might not have been the most interesting topic to me, but it was never boring and never left me feeling frustrated. The workload and grading were always fair and the objectives clearly laid out. I always felt like the teacher truly cared about the subject and about us which was also important to me.

62382. It was general a good class. I have no useful Critiques.

62377. He is a nice professor that truly cares and focuses on the TEACHING part of the course (how to present concepts effectively). Not many professors do that and instead only rely on their expertise in the field, not both.

62426. No comments

62389. No

62391. Other than that, the only thing that was hard to understand was the textbook reading, because just like section, I feel like it was unnecessarily complicated and obscure compared to lecture.

62333. Good course

62325. The course was very well taught and the prelims were on par with level of knowledge gained.

62392. This was a good, challenging course that taught me a ton about introductory statistics. The professor and TAs were very helpful and willing to assist the learning, which made the class itself more enjoyable.

62428. see other sections

62406. This course gave me a thorough review of what I learned in AP Stats, and also went over some more in-depth statistics material relevant to economics. The course was very well structured. Lectures were interactive and Professor McKee incorporates interesting/fun examples in class. Discussion sections were also helpful and a few sections involved using Stata on datasets, which was very useful.

62394. Overall a very positive class. I learned a lot, and I was also challenged on exams and on problem sets.

62414. Amazing course, great and fair professor, interesting lectures and subject matter

62348. A great course! After having taken two semesters of statistics before this class, I feel like I finally understand all the processes I have been doing.

62335. I thought McKee did a great job with this class. I was not excited to have to take it (thanks engineering requirements) but McKee made the information much more approachable than I have learned in the past. I took ENGRD 2700, stats for engineering, and that was probably my least favorite class of all time at Cornell. So I was not excited for stats coming into the year, and feel as though I am leaving with a better appreciation of the material.

62364. I think the lectures could be structured better. I understand the Professor tries to motivate a problem then develop the solution, but the pace for the motivation part is slow. I'd rather go over motivation quickly in a few coherent bullet points. Then, present the formula/solution/proof. And go through a few concrete examples clearly and quickly.

Possibly because lots of the material was review from AP Stats in high school, I was easily distracted.

62368. N/A

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62438. Great class, but I felt like psets varied too much in length given that credit wasn't weighted to mirror length.

62378. Felt the testing material was sometimes skewed and concentrated more in one area than others, which was sometimes nice and sometimes disappointing

62362. Very good course. Engaging professor and helpful TA's.

62407. GREAT COURSE

62429. See above

62425. None

62337. Good job. Keep it up!

62416. Very good course, one of the better ones I have taken at Cornell

62355. Great, relaxing, and informative class

62396. I like it. Thank you, Prof. McKee, for this amazing semester.

62433. This was genuinely one of the best courses I have taken thus far. The professor is great, engaging, knowledgeable and very understanding. The best part about this is the fact that Doug made us study groups to work on problem sets. Had it not been for that, I don't think I would have spoken to anyone in the class.

62336. The class was overall good and the professor was engaging.

62340. I feel like the textbook is kinda bad/boring, its much easier to learn off of the slides

62409. Overall, the professor is quite good.

62417. Everything was good and I would take it again.

Also Yu and Chris are really good TA's and I appreciate them.

62397. The course was very good, challenging but well designed.

62403. Incentive going to lecture

62424. N/A

62421. I wish there was more time spent on application questions and less on the theory. The theory should support not distract from the real applications of these statistical models.

62410. Professor McKee is one of the kindest professors I have had at Cornell, and has a genuine care for his students. Although this course challenged me greatly, it was incredibly fulfilling and honestly, without his patience and help, ECON 3130 would have been a miserable experience. I am so fortunate to have been taught by him, and for any students who are considering ECON 3130 vs. ECON 3110, I strongly recommend ECON 3130. It may be one of the most difficult courses in your track, but it is beyond a doubt also one of the most rewarding.

62422. This is a great class. I was worried it would be too easy because I have stats background knowledge, but everything was explained clearly and intuitively so I really added to my knowledge. Many stats classes take an approach of "just do this test because it works"/ "just memorize the steps". Even though we had a notes sheet for exams, this class never felt like that. Also, the professor is great in that he treats students like people- tells us his plan for the day, his reasoning behind teaching methods, jokes around, answers questions, etc.

62411. I wish Doug's office hours were a little more accessible. This semester they were on Wednesdays in the middle of the day, at a time when I and many other students had classes. It would be nice if they were later in the day at times when many students can actually come ask questions.

62399. I didn't enjoy the class too much, though that could be due to the early lecture times.

62361. NA

62431. This course took a subject I wasn't too interested in, and made it interesting. It deserves acclaim.

62360. The problem sets and the prelims were tough but I learned a lot going through it all.

62412. I thought it was a great course. It turned a subject that I thought would be rote and algorithmic into something that made me think critically and appreciate the genius and theory behind the material taught. I enjoyed the more math-intensive aspect of the course, even if it hurt my grade in the end and ended up being much more work than many other stats classes I could have taken. I feel like I got a lot out of this class, and I'm glad I took it. Also, Professor McKee is awesome and a great lecturer.

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62393. I understand that using a PowerPoint may be easier, since you just have a lot of the information/ formulas there. However, a professor taking the time to write something out gives me time to process everything and I do feel that many topics were taught too fast for students who didn't previously take Stats.

62343. Doug was approachable and genuinely seemed like he wanted us to succeed.

62401. Great professor. A little bit more provided study material.

62365. I took AP Statistics in high school and I felt like this course helped me get a stronger grasp of the material, but not anything particularly new in depth or breadth. When we first transitioned from probability to statistics, I liked learning how rules of probability could be used to inform statistical methods, but I feel like for later sections of the course, this was replaced with "this is known to work".

62332. I don't like stats but the course was bearable.

62387. Class started out great and slowly just got worse. Loved the probability unit. The math was kinda cool, a lot harder but we made it through. Didn't see how the math tied in with the stats testing at the end though. The last 4 classes were basically useless to attend.

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

-
62423. became able to understand the methodology behind collecting data in economics
-
62349. Statistics is an important part of economics.
-
62321. It demonstrated some applications, but honestly there was not much of a connection.
-
62373. a lot
-
62363. ECON 3130 isn't really an economics course; it's a math course. Occasional links to economics concepts were made, but they were almost always cursory in nature. That said, ECON 3130 is an important foundational course for later studies of econometrics.
-
62329. I'm honestly not sure what the course has to do with economics, but it helped me a lot with statistics.
-
62377. This course gives the tools for Econometrics and statistical methods of solving problems in Economics.
-
62334. Honestly I don't think I learned much about Economics but that's completely fine b/c I took this class for a Stat/Probability introduction.
-
62426. It taught me a lot about how to test hypotheses or make predictions
-
62389. VErY much
-
62391. The course was cool in that it showed a different side of economics and all the statistics that go into analyzing data.
-
62333. Not much Econ, more stats
-
62325. Very useful course in terms of knowledge needed to understand complex future economic knowledge.
-
62392. This course did a great job in broadening my understanding of statistical analysis and opening the way that I think about different distributions. I am still extremely interested in pursuing the major, and this class has increased my interest in econometrics, which I will be taking next semester.
-
62428. I gathered a strong basis for econometrics
-
62406. This course was more statistics focused, but provided a good basis for the types of statistical tools used by economists. It also gave a good introduction to Stata, which is used by economists.
-
62413. Not much, stats yes, but not economics. I will use the tools in the future
-
62394. I understand better how economic research is done. I am interested in pursuing Economics further.
-
62414. Through examples and problem set questions, applied stats to actual situations
-
62348. This course definitely enhanced my understanding of statistics, but not necessarily of economics. It would have been neater if more of the examples were economics-based.
-
62335. Thats the thing -- I don't think I really learned much about econ. It was very much a stat course through and through. Examples are motivated by econ, but I did not directly learn anything about economics. This isnt a bad thing.
-
62405. It didn't
-
62358. It didn't
-
62364. Many statistic principles were covered. These principles apply to research in general, not particular to economics.
-
62404. It exposed me to how mathematical patterns in economics and life are.
-
62368. It did not. The course is a stats course and I could have taken it without any understanding of Economics and I would have been fine.
-
62438. Practice and applications were great
-
62378. Very helpful
-
62362. This course offered very few applications to economics, but it gave me a basic understanding of how probability and statistical methods can be applied to economic questions.
-
62407. I had almost know knowledge of statistics before this course and now I know way more.

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62425. Material was presented well, and psets enhanced my understanding so all in all a great course/

62337. Exposed me to a broad range of quantitative methods.

62416. It did of statistics, which is what the course was about.

62326. Learned about statistics

62355. Much improved understanding of the most practical theorems in stats and how to apply them

62396. LOL it is basically a math class.

62433. I don't think it's much of an economics course.

62336. I am not completely sure how what we learned is used directly in Economics, but I can see how it could be used in Economics and expect it to be very useful in future economics classes.

62340. I learned stats

62390. By showing concrete examples of how stats concepts could be applied to economics problems

62320. I think what we learned in this class was a bit higher-level than just applications to Economics. I wouldn't say I learned much about Economics specifically.

62338. Learning more about how to conduct experiments.

62409. Some examples were tied to economics.

62397. I didn't enhance my understanding of Economics, but definitely statistics and probability.

62403. not that much

62424. Did not quite focus on Economics but that was ok because that was not expected from the class

62434. It did in the sense that I understand how statistics could apply to economics. Much more focus on the mathematical theory and less on direct application for each topic.

62421. Slightly if at all. The course spent the bulk of its time on the theoretical math side of it and often failed to make direct connections to economic themes aside from very limited examples.

62410. This course provided me with essential skills for understanding the theory behind statistical analysis for future use in my Economics classes.

62422. BTW- this is the best course eval I've seen (I like the questions on distraction, community, comfort asking questions, course objectives - the other evals I'm doing don't ask any of these). I learned that stats and experiments are used in econ

62411. In this course, I was able to really enhance my understanding of statistical models that are often used in economics. I now have ways to model data from surveys and experiments, ways to analyze that data and ways to come to conclusions about what the data shows me.

62356. It gave me and introduction to different statistical methods used in economics.

62399. N/A

62361. NA

62354. Not much economics

62431. It has comprehensively taught me statistics and probability.

62360. Enhanced ability to approach difficult problems.

62412. Definitely much more. I learned a lot from this course that I could not have if I opted for a less math-intensive route. I don't understand how one could take further economics classes without a course like this.

62393. It didn't.

62385. By providing the statistical tools and context for econometrics.

62359. I think this class is effective in helping me solve problems in probability and statistics and having a grounded understanding of the formula and models that are key in statistics.

62343. It enhanced my understanding of statistics which kind of relates to economics.

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62401. The statistics was occasionally applied to Economics and in that regard enhanced my understanding of some statistical economics.

62365. I learned about rules of probability and statistical methods that could be applied to economics.

62332. I don't know

62387. The econ majors I ended up befriending in the class really enhanced my understanding. The class itself to a lesser extent.