Title: **A&S Spring 2017 Standard Evaluation**   Dates: **04/24/2017 - 05/04/2017**
Course: **POLSW3704_001_2017_1/DATA ANALYSIS & STATS-POL** I Responses**: 51/100 - 51.00%**
Instructors: **Robert Yale Shapiro**   Number of Participants: **100**
     Enrollment of All Students: **100**

Graph Course Questions

**1 What percentage of the work (including   N=51
reading) assigned for this course did you
complete on schedule?**

1	This question is not applicable	**2** (4%)
2	Some	**8** (16%)
3	Most	**13** (26%)
4	All or almost all	**28** (55%)

Median **4** Interpolated Median **3.59** Mean **3.31** Std Dev **0.88**

**2 What is your overall assessment of the   N=51
course?**

1	Poor	**4** (8%)
2	Fair	**8** (16%)
3	Good	**14** (28%)
4	Very good	**11** (22%)
5	Excellent	**14** (28%)

Median **3** Interpolated Median **3.46** Mean **3.45** Std Dev **1.27**

**3 Would you recommend this course to   N=51
another student?**

1	Definitely not recommend	**5** (10%)
2	Probably not recommend	**2** (4%)
3	I'm not sure I'd recommend	**13** (26%)
4	Yes, probably recommend	**18** (35%)
5	Yes, definitely recommend	**13** (26%)

Median **4** Interpolated Median **3.81** Mean **3.63** Std Dev **1.20**

**4 How does the workload in this course   N=51
compare to Columbia courses with a
similar structure (e.g. a lecture, seminar,
laboratory, or language course)?**

1	No basis for comparison	**0** (0%)
2	Much lighter workload	**0** (0%)
3	Lighter workload	**1** (2%)
4	Similar workload	**32** (63%)
5	Heavier workload	**15** (29%)
6	Much heavier workload	**3** (6%)

Median **4** Interpolated Median **4.27** Mean **4.39** Std Dev **0.63**

Comments Course Questions

Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?

- I learned how to use stata.

- How to create my own data analysis for research and how to properly identify significant variables to test my own theories/hypotheses.

-     I learned about statistical methodologies in political science research and a basic overview of STATA in this course.

- how to code in Stata

- I walked into the classroom dreading stats, data and numbers but loved the experience, the knowledge I derived from the course, the confidence and also found the TAs to be immensely helpful and encouraging!

- data analysis and statistical bivariate and multivariate regressions

- I learned how to use stata.

- The main question I set out to answer in this course was why did Bob Shapiro have a gold nugget. And what the hell was Stata? What I learned however, was the most effective way to destroy our environment: make a stats class with 100 people in it and give them each 100 pages of handouts every class that are all posted online.

- How to use stata and do math stuff

- A wide variety of topics, including basic statistics, bivariate regression analysis, and multivariate analysis, are discussed in class.

- I want to say that I learned data analysis and statistics, but in reality, I don't think I learned how to do much other than following the instructions handout that Professor Shapiro gave before every paper. Probably learned a bit about how to use Stata (at least on a basic level), and how to analyze data through confidence intervals and p-levels and t-tests.

- I learned a lot about how to use Stata, theorize statistical relationships, and more conceptually on the statistical side what the Stata commands mean. I really did learn a lot! I have taken statistics class before, but this started at the basics and built a strong foundation in a way my previous Columbia stats class did not.

- a little about stats

- Statistical analysis - how to conduct and how to interpret
  Scientific methods of political science research

- How to write a research paper using STATA

Comments Course Questions

- I learned a little about how to understand statistical data and how to generate it from Stata.

- How to use STATA for statistical interpretation as well as statistics (relevant topics from univariate to multivariate analysis)

- Research methods using Stata

- I learned how to investigate and interpret statistical analysis of political science questions.

- How to use STATA, types of variables, testing for statistical significance

- How to use stata, the terms we used in paper (ex. dichotomize)

- STATA, stats

- How to understand data used in political science papers.

- I learned how to anayze data through univariate, vicariate and multivariate analysis, as well as how to effectively use State of this purpose.

- overview of statistics concepts, applications to political science, causal theorizing and diagramming, STATA analysis

- Learned how to code in STATA
  Learned basics of data analysis useful to poli sci

- Using Stata and interpreting basic statistics

- I learned basic statistical techniques for social scientific research, as well as how to use the data analysis program STATA.

- I somewhat learned how to operate STATA.

- I learned so much in this class. I had never had any exposure to data analysis or statistics previous to this course. this was also my first time coding.

- I learned how to use Stata to analyze data for political science papers.

Q2 **What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

Comments Course Questions

- The textbook was completely unnecessary (I didn't even buy it), and I wish we had a little more instruction for STATA use. The papers, although time consuming, were an effective way to learn.

- Strengths: Instruction handouts for each paper and super helpful TAs. Professor was a nice man. Weaknesses: I'm not sure what exactly the professor could've done better while lecturing but I just honestly didn't understand a thing when he was lecturing sometimes. The papers are also ridiculously time-consuming and students are always expected to include way more information than what can be expected of a 5-page, double-spaced paper. Usually, it's the opposite problem that students have, but for this class, the limits on the paper length were ridiculous for all the information they wanted us to include, so I would recommend to the professor that he should reduce the information he asks for in the paper.

- I loved that we could adapt this course to investigate issues of interest to us. The thing that would improve this course the most would be the timing -- 8:40 was very early, meaning that I missed some classes and was late to others. Additionally, while I appreciated the classes going over the papers, I felt like most of the classes were walking through the instructions for the papers when I would have preferred to explore different concepts or statistical packages like R.

- My overall assessment of the course is very good. Its strengths are a very knowledgable instructor and interesting and pertinent material. It might be improved with more clear instructions for papers. The instructions for each paper assignment are given across several different instruction documents, each giving different instructions. The instructions do not necessarily conflict, but they make it difficult to ensure that the requirements of the paper are properly met. I felt very unsure of how to approach the papers. It is generally accepted that in order to understand what the papers ask, you must go to Office Hours. I disagree that in order to acquire the learning objectives of the class you have no choice but to attend Office Hours.

- I think that the course is great and that there is nothing really to be improved.

- The course does a great job of showing students how to conduct political science research. The assignments were meaningful and gave the students much to learn throughout.

- The TA's graded pretty arbitrarily.

- This is most likely the worst class I have ever taken at Columbia. The professor is incapable of communicating simple statistical concepts comprehensibly, leaving students to fumble around with no information and at the mercy of TAs that grade harshly. Professor gives step-by-step direction son how to operate STATA, which is nice, but zero comprehensible instruction on how to interpret our results. I have sat through all classes and professor never actually says anything that applies to the five papers that make up our grade. TAs take a long time to grade papers with minimal, illegible feedback.

- Strong course, but I suggest using R instead because it is more useful in life (Free and Open Source, can be used anywhere, will never become obsolete, etc.).

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Responses**: 51/100 - 51.00%**

Enrollment of Registered Students:**100**

Enrollment of All Students:**100**

Comments Course Questions

- This was a great course for being introduced to using statistics and data with political science. For someone who is not good at math, this is the course to take.

- bad class, really just learned how to write the relevant paper. class was dry and soooo hard to pay attention in, and the assigments were graded arbitrarily based on a TA's mood.

- the course was fine, but it did not really spell out how to interpret data and its significance. This was almost solely from the our own reading of a dense and dry textbook. I wished that the Professor would have just walked us through ONE comprehensive example to say that This number is or isnt significant because of X or Y. Rather I was forced to spend innumerable hours googling, watching youtube, poring over a dense textbook to understand something that I am sure he could have clarified in 10 minutes.

- Good course, but didn't need to pay much attention in class. Handouts for each paper provided enough information.
  Very helpful TAs!

- This class was very boring on a day to day basis but the assignments were very well laid out. I would have greatly benefitted if there was a discussion section accompanying the lecture.

- This course is excellent. Professor Shapiro is one of the most knowledgeable professors that I have met and he is an excellent teacher as well. The course is structured to provide students with the base necessary before delving into topics such as bivariate and multivariate analysis. The numerous handouts enable students to succeed in the course and provide them with a good fall back to rely upon when they are confused.

- I think the lectures for this course could be more organized and more related to the papers we had to write. I was often unclear about the connection between the lectures and our paper assignments, and I would get confused by the lack of organization of the lectures. It might be helpful to have a PowerPoint.

- I liked the fact that the assessments were papers. This really allowed us to dig into the material and grapple with it instead of just memorizing.

- Pretty good. The material was a bit difficult, but the TA's helped a lot with clearing things up.

- I enjoyed learning to use Stata and apprehending some statistics in class.
  Sometimes, however, I felt that papers required to use skills we did not approach in class.

- The course provided a useful grounding in using computer analysis technology. However, the material was taught in a very confusing way and even the most simple ideas, like standard errors and regressions were made to seem incomprehensible.

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Program Evaluation System

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Comments Course Questions

- The course was not interactive. What I mean is that there was not much room for questions, which were not even noticed while instructor wrote notes on the board. Lectures were often confusing. There was not enough background or theoretical explanation/qualitative explanation to all the equations and technical material covered during class. I did find the class very difficult, but this is partly due to my own weaknesses. That being said I don't think it catered to the wide array of capabilities of students who were likely in the class.

- Good course. The TAs are excellent and very helpful.

- The course essays did an excellent job of teaching me the content of the course. Professor Shapiro was a great lecturer, but sometimes it was difficult to connect the content of the class to the content of the essays that we were graded on.

- IT is a good course but I would have loved if the professor explained more conceptually what we were doing in the papers versus him just reading from the instruction packets.

- Confusing. I was often more confused after class than in class. I opted to get tutoring from stats majors or other people who had taken the class to understand the material and how to write the papers.

- The course needs more structure to its lectures, clearer directions for its assignments, and a more standardized grading system. I found many of Professor Shapiro's lectures difficult to follow (despite the relative simplicity of the concepts covered), due to his tendency to focus on relatively esoteric material at the expense of fleshing out core concepts. There were at least four different sets of directions for each of the paper assignments, each of which contained slightly different (and occasionally contradictory) instructions, which made completing the papers a grueling process. Finally, the grading seemed to a large extent arbitrary (comparing work with other students after the fact, it seemed as though relatively similar work received widely differing grades).

- Pretty good. Very complicated information that was centered around using Stata. Not sure how applicable it is to anything unless you go into political data research.

- I like how the course is structured, with 5 papers going from simple topics to more difficult topics in a sequential, cumulative manner. I also like the clear instructions and guidance provided for each paper.

Q3 **Please qualify your recommendations if you wish:**

- I would not take this class if I could avoid the methods requirement.

- The material is crucial to a political scientist.

- It was an ok course for this requirement but honestly it was very stressful and I am not sure if I would recommend it to friends who could take an easier/less stressful course for the same requirement.

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Comments Course Questions

- If you are not a numbers person, this class is going to be hard - not a lot of background is going to be provided to all the equations covered in lecture. It is math-heavy and equation heavy in every lecture. Be prepared to work hard at this and spend a LOT of time gathering background information to help you understand lectures online and in the textbook. You'll have to be self-sufficient in that respect. TAs are very helpful at answering questions, which is a huge asset - take advantage. If you're a numbers person, this course likely will make more sense to you.

- It will most likely help when looking for jobs, so yeah. The professor is pretty cool too.

Q4 **How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)**

- I spent at least 25 hours on each paper before it was due.

- 5

- 5-10

- 8

- 15

-     I devoted 7 hours a week to this course.

- 4 hours of lecture each week + 4-6 hours for each paper

- When writing a paper probably eight, when not, two.

- 20+

- 4 if not working on a paper
  15-20 if writing paper

- 5-6

- 4-5 hours a week

- 6

- 6

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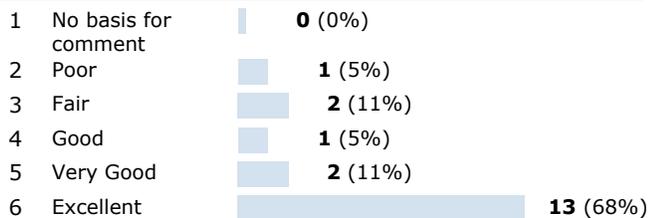
Comments Course Questions

- Majority of time was spent completing the papers the week before it was due. Each paper generally took about 20 hours or so, total.

- 10

- 9

- 5

- 10

- ~2 in the beginning, but after I realized the book wasn't really necessary around 30 mins (unless it was an essay week then 6+)

- 5

- hours per paper

- 4 hours

- 5-6

- about 12 hours a week if i average out the time i spent on the 5 short-ish papers required. This includes class time @ 2 sessions 2 hours a week.

- 5

- 8-9 hours

- 4

- 4-5 hours

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TA Graph Report for: **Joseph Lyons Sutherland**

1	**What is your overall assessment of the effectiveness of the teaching assistant?**	N=19

1	No basis for comment		**0** (0%)
2	Poor		**1** (5%)
3	Fair		**2** (11%)
4	Good		**1** (5%)
5	Very Good		**2** (11%)
6	Excellent		**13** (68%)

Median **6**   Interpolated Median **5.77** Mean **5.26** Std Dev **1.28**

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Enrollment of Registered Students:**100**

Enrollment of All Students:**100**

TA Comments Report for: **Joseph Lyons Sutherland**

Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?

- He was incredibly kind and helpful in office hours! Has a very strong grasp of the material and was always willing and enthusiastic to help students. His R Tutorial was great as well!

- I found Joe Sutherland's grading to be inconsistent and his comments on the papers helpful. He would benefit from writing more extensive comments and clearly indicating how students could improve their papers. However, he was approachable and willing to answer (at least briefly) questions.

- He is a very helpful TA, who spoke clearly and effectively with his students.

- The TAs all seemed nice, but it was sort of frustrating when each would give a different answer for the same question (usually about the essays).

- His comments on graded work were unclear and seemed to be a different standard than other graders

- Joe is an excellent teaching assistant. I appreciated that he was always willing to meet with us outside of class to answer our questions. He is also good at explaining difficult concepts.

- He was so nice and helpful. Thank you!

- Joe was a great resources and fair grader.

- Once in a while, you meet a PhD student who you just know is going to get an amazing tenure-track job the moment he graduates. Joe is an amazing teacher. He guest taught the lectures on "R" (and did an excellent job, by the way). At office hours every week he explains concepts in a simple, intuitive way. I am probably as non-mathematically inclined as Columbia students come, but, thanks to Joe's patient explanations, I UNDERSTAND STATS. He's super nice and encouraging too, and so wonderfully patient when I ask inanely-phrased questions like "what's this Y change when X changes by one unit thing?"Joe's strong at teaching the Stats portion of things, and the poli sci theory portion of things.

- Grades papers harshly, returns them extremely slowly, takes a ridiculous amount of time responding to simple questions via email. Clearly does not want to be here.

- Joe is probably the best TA I have ever met. He is excellent at making the material in class understandable. He also is readily available to talk over the phone and in person. He is great.

- The strengths of my teaching assistant are his approachability and his knowledge. He was often late to lecture, which made it difficult to sign in without being late to post-class requirements, so that might be a small improvement. He was nice and intelligent, and his R tutorial at the end was a well-prepared and informative event.

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TA Comments Report for: **Joseph Lyons Sutherland**

- Joe is the best part of this class. He is very approachable, nice and willing to help us when we need it. HE left useful comments on our papers and made himself available to speak with me about my paper outside of his office hours. Joe has been an amazing TA in this course and I would have definitely done a lot worse in this course without his guidance.

- Joe was interested in the material and taught it clearly. He was very approachable and engaging with us when we had questions.