Student Evaluation of Teaching, Spring 2021
Kevin Allen, ECON 400H-001 STATISTICS AND ECONOMETRICS

Raters	Students
Responded	7
Invited	21
Response Ratio	33.3%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	3.71	4.00	1.25	7	0.0%	28.6%	0.0%	42.9%	28.6%
2. The instructor treated all students with respect.	4.29	4.00	0.76	7	0.0%	0.0%	14.3%	42.9%	42.9%
3. The instructor encouraged students to participate in this class.	2.86	2.00	1.57	7	14.3%	42.9%	14.3%	0.0%	28.6%
4. The instructor saw cultural and personal differences as assets.	3.86	3.00	1.07	7	0.0%	0.0%	57.1%	0.0%	42.9%
5. I could really be myself in this course.	3.83	3.50	0.98	6	0.0%	0.0%	50.0%	16.7%	33.3%
6. In this course I had multiple opportunities to express my viewpoints and questions.	3.29	3.00	1.80	7	28.6%	0.0%	28.6%	0.0%	42.9%
7. The course challenged me to think deeply about the subject matter.	3.57	4.00	1.51	7	0.0%	42.9%	0.0%	14.3%	42.9%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.29	3.00	1.38	7	0.0%	42.9%	14.3%	14.3%	28.6%
9. Overall, this course was excellent.	3.00	3.00	1.73	7	28.6%	14.3%	14.3%	14.3%	28.6%

10. How was this course taught?

N	Mode 1	Mode 2	Mode 3	Mode 4	Mode 5
7	0.0%	0.0%	0.0%	71.4%	28.6%

11. The instructor held class meetings consistent with the official schedule published for this course.

Mean	SD	N	Yes	No
0.86	0.38	7	85.7%	14.3%

Open-Ended Responses

1. In what ways did your instructor try to make learning possible for you during the Spring 2021 semester?

Comments
Professor Allen provided short videos for all instruction from week to week and made himself available for office hours twice per week. Professor Allen understands the content well and is even passionate about statistics. He used grounded examples and attempted to go in–depth with explanations and lessons, even if sometimes a bit disorganized.
This class was a very poor experience. It should not be offered in an asynchronous remote option. Modules were often late. Assignments had many errors, as did the exams. Learning took place mostly independently—to the point I'm not sure what value the professor added. It did not seem that the professor put much, if any, effort into the course. I reflect on the semester with disappointment and feel as if this course was a missed learning opportunity.
Dr. Allen went out of his way to make learning possible in the Spring 2021 semester, preparing very clear and detailed lectures for us to learn concepts asynchronously, and answering all of our questions related to class material or the project in synchronous zoom meetings. He gave us lots of materials to practice, such as practice exams, STATA do files and assignments to replicate those, and engagement assignments to make sure we understood the asynchronous lectures.
He created lots of asynchronous videos

2. Which aspects of this course, if any, should be kept vs. discarded when students return to campus in fall 2022?

Comments
I really do not do well with the asynchronous class style. I don't find it engaging and I really felt I was just going through the motions for the entirety of the semester. The final project for the honors section was very difficult as I only learned a handful of STATA functions and I felt unprepared for it. I would really recommend synchronous class style for students like myself, especially considering the fact that I have little background and experience with statistics. I went to office hours frequently when I had questions or needed help with class, but because class only happened twice per week, I often had a five day gap between Thursday and Tuesday where I didn't make much progress. I know Professor Allen knows the content and understands statistics very well, and was happy to help, but I just didn't find this format worked very well for me. I think I would have done much better in a synchronous set–up.
This class should be held in person, or at least synchronously remote as a worst–case scenario. The research project should probably be discarded—unless the professor decides to put enough effort into teaching so that the students will have the skills and knowledge needed to conduct the research project.
I think the project should be kept, as it was a challenging and meaningful way to apply the concepts we were learning about, theoretically and in STATA. I think even in an in–person setting, it would be nice to keep the STATA tutorials, because it was helpful to be able to go back to those repeatedly if we forgot a command, etc.
The videos were helpful and could be kept as supplemental materials!