# Spring 2021 Arts & Sciences Instructor Report for SP2021.L32.Pol Sci.363.01 - Quantitative Political Methodology (Alper Gencer)

Project Title: **Spring 2021 Course Evaluations - Danforth Campus**

Courses Audience: **43**
Responses Received: **33**
Response Ratio: **76.74%**

**Report Comments**

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Wednesday, May 19, 2021**

## Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

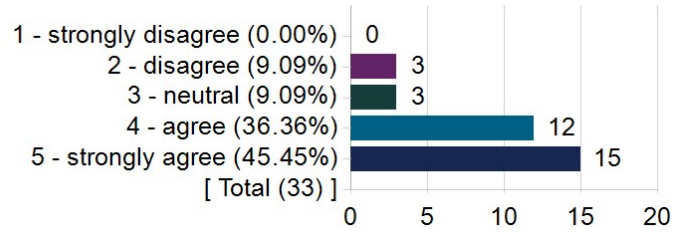
However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

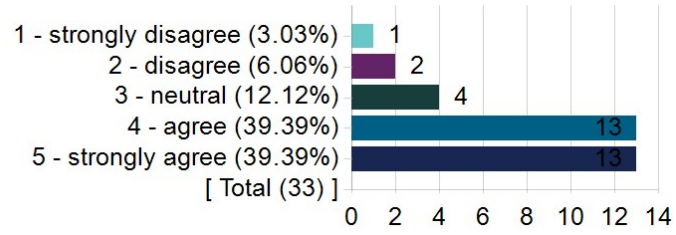
### Learning

| Competency Statistics | Value |
|---|---|
| Mean | 3.70 |
| Median | 4.00 |
| Mode | 4 |
| Standard Deviation | 1.14 |

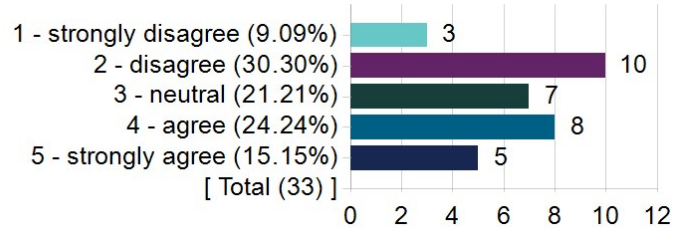
1. I have found the course intellectually challenging and stimulating



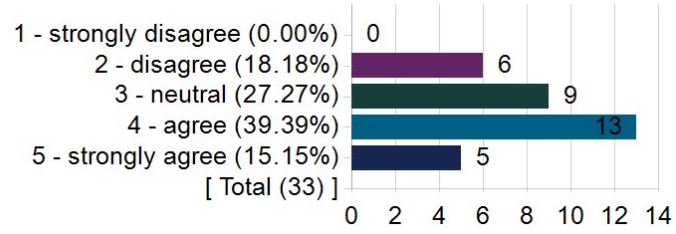

2. I have learned something which I consider valuable




3. My interest in the subject has increased as a consequence of this course



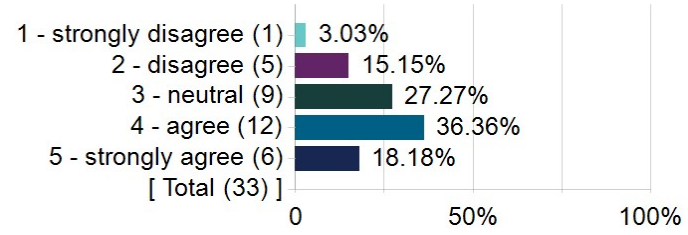

4. I have learned and understood the subject materials of this course



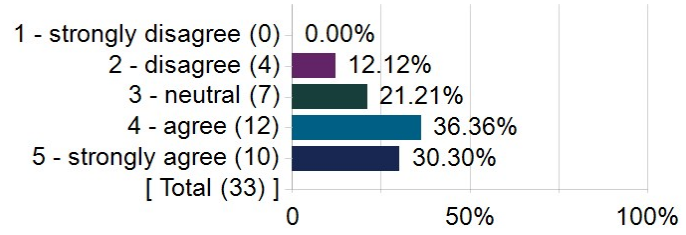
## Organization

| Competency Statistics | Value |
|---|---|
| Mean | 3.78 |
| Median | 4.00 |
| Mode | 4 |
| Standard Deviation | 1.04 |

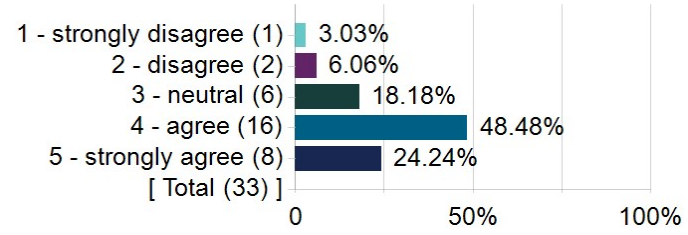
### 1. Instructor’s explanations were clear



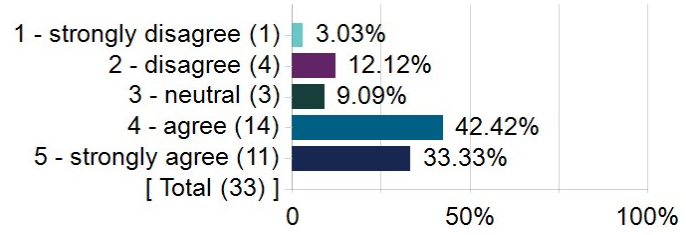

### 2. Course materials were well prepared and carefully explained



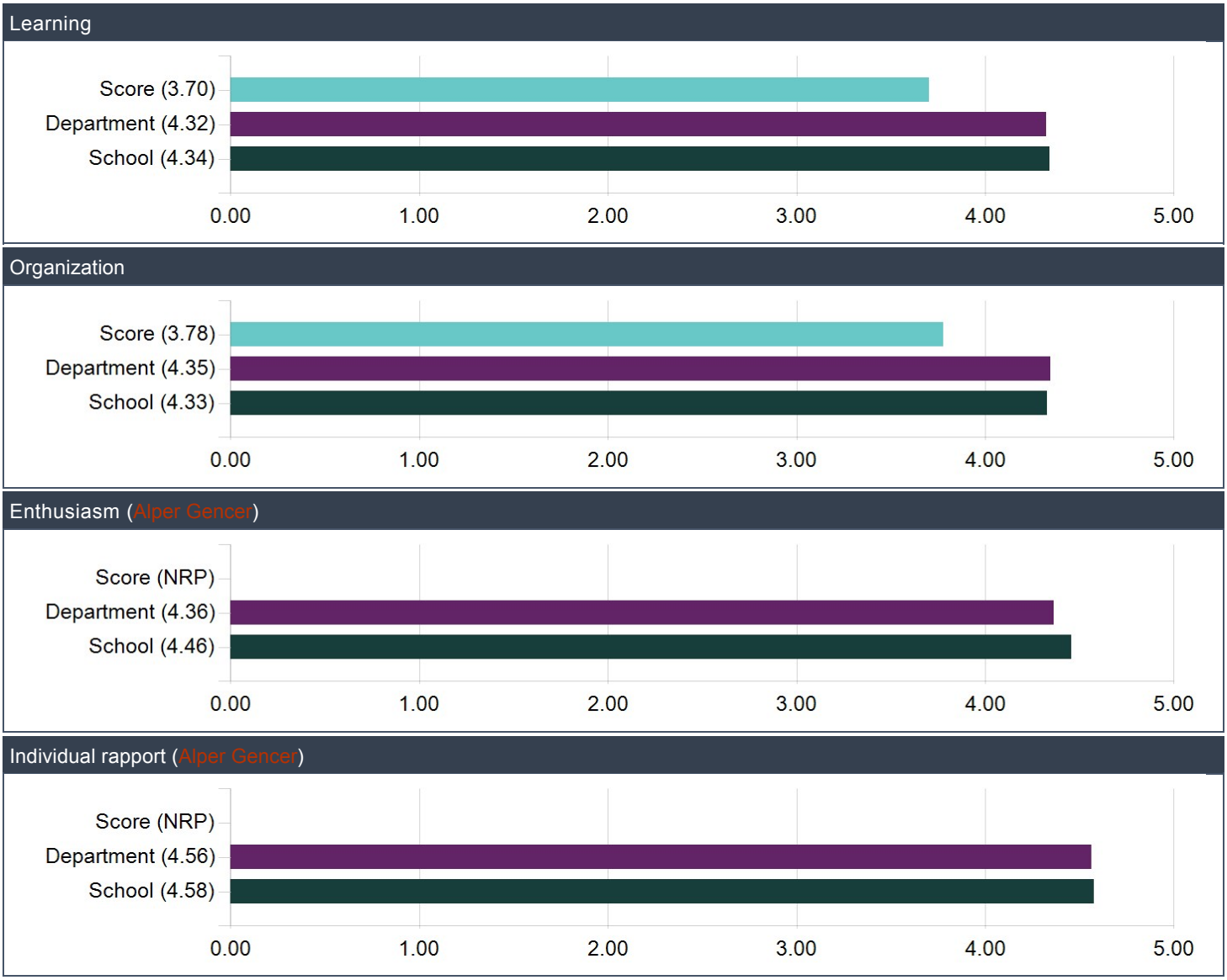

### 3. Proposed objectives agreed with those actually taught so I knew where the course was going




### 4. Instructor gave lectures that facilitated taking notes



## Comparison Detail for Course and Instructor Evaluation

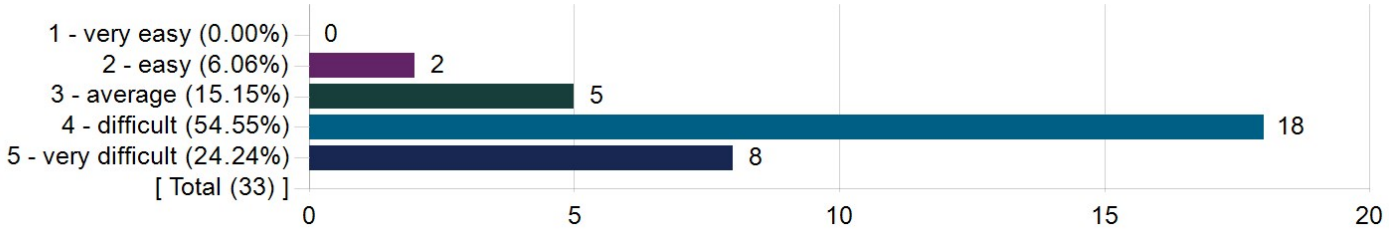



## Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

## Course difficulty relative to other courses was

Course difficulty relative to other courses was




| Statistics | Value |
|---|---|
| Mean | 3.97 |
| Median | 4.00 |
| Mode | 4 |
| Standard Deviation | 0.81 |

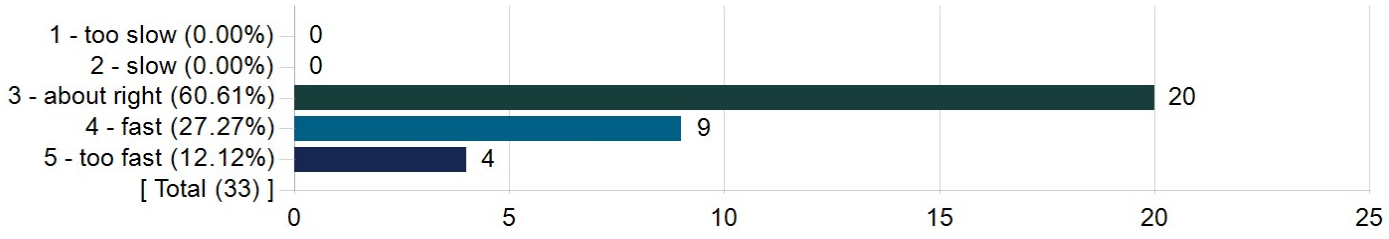
## Course workload relative to other courses was

Course workload relative to other courses was


| Statistics | Value |
|---|---|
| Mean | 3.30 |
| Median | 3.00 |
| Mode | 3 |
| Standard Deviation | 0.59 |

## Course pace was

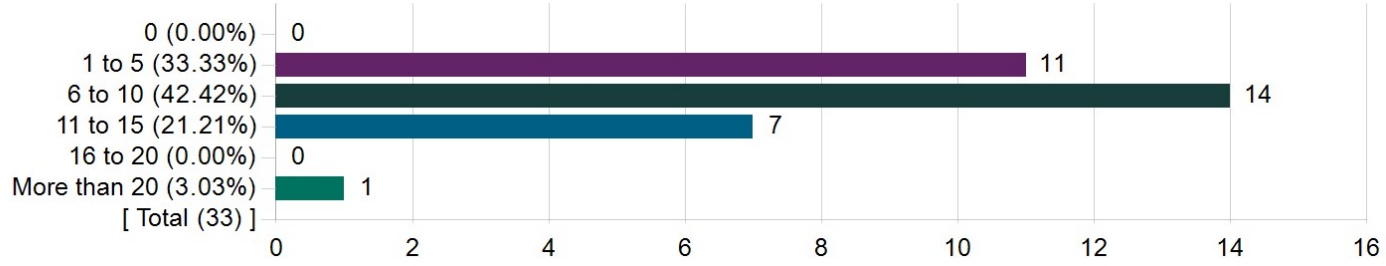
Course pace was




| Statistics | Value |
|---|---|
| Mean | 3.52 |
| Median | 3.00 |
| Mode | 3 |
| Standard Deviation | 0.71 |

### Hours per week required outside of class

Hours per week required outside of class




| Statistics | Value |
|---|---|
| Mean | 2.97 |
| Median | 3.00 |
| Mode | 3 |
| Standard Deviation | 0.92 |

## Comparison Detail for Varied Rating Scale Responses

## Learning Technology and Interaction

### The instructor used technology (e.g., Canvas, Zoom, etc.) effectively to support learning in this course.

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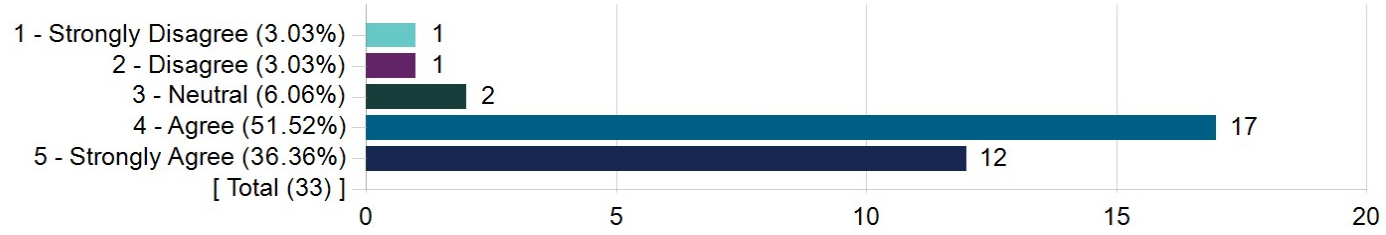
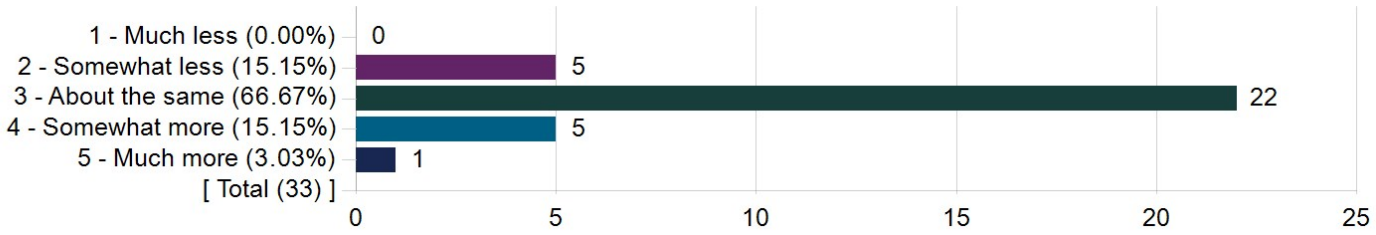



| Statistics | Value |
|---|---|
| Mean | 4.15 |
| Median | 4.00 |
| Mode | 4 |
| Standard Deviation | 0.91 |

## Would you have preferred more or less synchronous (live) engagement in this course?

Would you have preferred more or less synchronous (live) engagement in this course?




| Statistics | Value |
|---|---|
| Mean | 3.06 |
| Median | 3.00 |
| Mode | 3 |
| Standard Deviation | 0.66 |

## Short Answer Responses

### What would you like to tell other Wash U students thinking about taking this course?

| Comments |
| --- |
| Although this class seems daunting, if you put in the time and effort to succeed, you will do well in it. The skills you learn in this class can help you no matter what career field you end up in. |
| Good introduction to using R |
| Don't expect political science; expect math and statistics |
| This is required for Political Science, so you're going to take it. Just trudge through. It's not fun. Few people enjoy it in any way. It's not the Professor's fault. It's not the students' fault. It is what it is. Thanks Andrew Martin! |
| Make sure you are always a week ahead of the reading schedule. |
| If you need the class for your major don't drop it but otherwise don't take it |
| QPM is difficult but rewarding, the grading is not too harsh and the professors are helpful. However, the course is fundamentally split between coding and lecture components which is disruptive at times. |
| The course is difficult, but going to office hours is super helpful. |
| Though not required, it would likely be helpful if you have some prior experience with statistics before taking this course. Topics are described in a fairly abstract manner, so I would have found it to be helpful to have some more examples in applying the formulas and theorems described in class. |
| Try and take it early so you have opportunities to take it again if you aren't satisfied with your grade. Go to the labs. Try to get to know other students in the class so if you need help with a pset you aren't SOL. |
| not fun but it's a requirement |
| It's a good class to take if you are interested in statistics and one that you definitely should take if you are in the political science field, but it is certainly not the easiest class and requires a lot of work to understand sometimes. |
| Hard but worth it in pursuing Poli Sci major and learning o code |
| It's very difficult. Utilize the many office hours available. |
| THIS IS A STATS COURSE!!! I sincerely believe that this class needs to be advertised as a statistics course supplemented with R, I went into the class with the reverse expectations and I believe it complicated my learning process. |
| I very much recommend having background knowledge in either coding or statistics before taking this class. |
| it's hard |
| It's pretty tough, but certainly important. I would recommend taking it with Professor Lucas if you have to take it. |
| It is very fast paced a requires a lot of outside learning/extra help. |
| While QPM is a requirement for several majors at WashU, I think it was quite a negative experience. I found that the content was explained in ways that overcomplicated the main points, as I have had the chance to take other statistics classes while at WashU. I feel that the grading of problem sets and exams was incredibly sloppy, inconsistent, and unclear. Additionally, I had reached out to mainly graduate TAs or the instructor for help, and the vast majority of the time, there was absolutely no response for at least a day. At points I had even asked to meet with TAs for help, and one of them had told me they were busy and wouldn't be able to meet with me at all. |
| this course is extremely difficult and requires a lot of dedication and extra help |
| This course is difficult, but it's not as difficult as it seems if you put a bit of work in. It's easy to figure out when you're familiar with it. |
| It's challenging especially if you have no stats background |

**Describe at least one thing about this course that helped you feel connected to the instructor and your peers.**

| Comments |
| --- |
| During lectures, the instructor always allotted time to answer questions. This helped to reinforce the material we discussed and made me feel more connected to the instructor. |
| daily polls to gauge student well–being at the beginning of class |
| Doing the Psets together |
| Lecture question periods |
| Section and office hours were helpful to feel connected to others. |
| Professor Lucas, as well as the course AIs, were very friendly in office hours and responsive via email. |
| He always did "how are you feeling today" polls and it felt good to know if other people were having a tough week too. |
| the ability to go to study halls was a great option, as well as the labs which gave me opportunities to ask questions to my instructors. |
| Problem Sets |
| Lab sections |
| Office Hours |
| I appreciated the polls at the beginning of class. It might have been a small thing, but I appreciated it. |
| Daily "How are you doing?" surveys |
| The lab hours. It was a smaller section and taught the coding section of the class, which was a big part of the class. I like the first hand examples during the lab. |
| Nothing really |
| lab groups |
| The lectures felt very open to ask questions, and I often got to hear good questions from my peers. |

**Describe at least one activity (an exercise, project, assignment, etc.) in this course that helped you learn.**

| Comments |
| --- |
| The problem sets were great for helping me learn the material. I definitely am a "hands–on learner," so I really appreciated having the opportunity to apply the abstract concepts we learned in class to coding. |
| weekly lab sessions |
| the TA office hours helped me understand the R component. Jacob Leon in particular was a huge help, but all of them did great with clarification and guidance. |
| Problem sets, office hours |
| Lab really helped me to understand the coding concepts. |
| It was helpful that the questions assigned in the Problem Sets very closely mirrored those that were completed during lab section. |
| The labs were always very helpful because they typically went over what we had to do on the homework and the TA always dove deeper into something if we were confused by it. |
| The Problem Sets helped me learn a lot, as I was able to experiment through and understand R using those. |
| Problem Sets and labs |
| Psets and office hours |
| I think the problem set redos (and the midterm redos) really helped me properly learn the material and fix what I got wrong. |
| The problem sets are vital. |
| The problem sets. They forced me to learn the material. |
| Problem Sets were important for the coding components of exams, and the office hours with Undergraduate TAs |
| problem sets |
| The problem sets were very helpful. |
| The problem sets which forced me to keep up with the material because they were spread out across the semester |

**Describe at least one aspect of how this course was designed and carried out (the organization, structure, communication, etc.) that contributed to your success.**

| Comments |
| --- |
| I really appreciated having so many opportunities to talk to UTAs. I often went to labs to ask questions about the problem sets and exams. |
| the coding aspects of the course were made easy to follow |
| I am SO thankful that the Professor and TAs allowed us to do corrections on homework and exams. This helped me learn from my mistakes and made the class much less agonizing for my mental health, by removing much of the grade anxiety. |
| The professor's lectures were not overly long–winded and he opened up space to ask questions which was helpful. Also, he continually reminded us that the content was difficult and to speak up if confused. |
| I think that two lectures and a lab were a good balance to properly learn the course materials. |
| The ability to resubmit exams and problem sets was greatly appreciated. |
| As described above, the labs really helped. Also the exams being take–home really helped because coding, etc. takes me a long time to do and I didn't always feel like I had a lot of pressure to be extremely fast. |
| The fact that we had midterms after each of the important units helped me differentiate one from the other and helped me master skills in one unit before moving on to the next, which was helpful to my understanding of the course as a whole. |
| all! very good communication |
| Office Hours |
| The TA office hours were super helpful! |
| Recorded lectures to go back to and review. |
| The lab sections every week and AI office hours. |
| Corrections on assignments really benefitted my grades |
| lots of office hours and all lectures posted on Canvas |
| lab sessions |
| The structure and content of the problem sets helped me learn more than anything else. |
| Having the labs to work on R |

**Describe at least one thing about this course that could be changed to help you feel more connected to the instructor and your peers.**

| Comments |
| --- |
| I wish we had more breakout sessions during lecture. We had a couple this semester, but having more can help reinforce the difficult concepts that we discuss in class. |
| more engagement in labs between students and instructor would be ideal |
| Professor hardly mentions the textbook and is totally disjunct from the TAs/subsections where you learn to code. |
| Maybe more collaboration during labs could help students feel more connected. |
| Perhaps breakout rooms or group work during labs could help feel more connected to peers. |
| more Professor–student interaction in the form of office hours, as labs and study halls don't always clear up questions in a way that the Professor could. Also, more professor–student interaction in class would have helped me feel more connected to the instructor and like I could go to him for help. |
| N/A |
| More synchronous labs |
| Maybe breakout rooms during the class. |
| I feel that the coding component was not so helpful for the class. I believe that the class would have been much more straightforward had there been greater emphasis on the conceptual ideas and much more simple explanations. |
| if online, more group discussion in lab |
| Lab sessions were not very frequent. Alper often canceled my lab section, so I got minimal help from that. I wish that wouldn't have been canceled as much. |

**Describe at least one thing that could be changed about this course to help you learn.**

| Comments |
| --- |
| I really wish the instructor uploaded lectures slides before class began, even if it was just an hour in advance. I often felt like I spent time in class mindlessly typing out what was on the slides instead of critically engaging with the course material. If I could have typed out the notes beforehand, it would have helped me learn more during lecture. |
| application of learning to things beyond just problem sets, like a project |
| reinforcing the textbook's lessons in lectures. They were two different beasts.<br><br>Also, using more examples in lectures that illustrate these abstract statistical concepts. I think Paul's Online Math Notes has a bunch of good ones. |
| Professor Lucas did not follow the learning schedule outlined on the syllabus. He moved through the course at a much faster pace than the syllabus. I would complete the readings outlined on the syllabus only for Professor Lucas to say that we would be reviewing chapters from the following week (according to the syllabus). I would change the schedule outlined on the syllabus to actually reflect the course's learning schedule. |
| Do not make it a PoliSci requirement so there's less pressure and more room to explore. |
| Some sort of hybrid combination with coding and theory |
| Again, I think more collaboration during labs would be helpful. |
| I would definitely recommend including some more statistical questions either as homework or in lecture. After learning about a formula, concept, or theorem, it would have been quite helpful to be able to practice/apply those in a simple example. |
| More recorded lectures or lecture sessions, as we often rushed to cover a lot of material at a quick pace, and this prevented me from understanding some of the material or even having time to think about some of the questions I wanted to ask. |
| Potentially discussing code during lecture |
| Better upload of lectures for asynchronous students |
| The Zoom element of this course felt like a bit of a mess. With the material split into two courses on Canvas, the lab section and the actual section, it felt like I was always looking in the wrong place for the material I needed. |
| I'm unsure why, but a lot of the labs and exams had some spelling errors on them, or awkward formatting that could make the already intimidating questions and rscript even more difficult to comprehend than it innately was. Some proofing would go a long way in that department. |
| Provide better/more explanation during class and slow down. It goes by very fast, so I get behind on taking notes and can't understand the concepts well. |
| Get rid of the labs and coding and focus on one aspect of content like in previous semesters. In previous semesters, when the course wasn't remote, coding was not even a component that was assessed. I feel that it is a distraction from achieving success with the main objectives of the course. |
| less difficult problem sets |
| Again, more lab sessions would've helped me learn. |
| More engaged lectures where you ask students questions etc. |

**Are there any features of this remote course you would encourage your instructor to retain when the course returns to in person format, and why?**

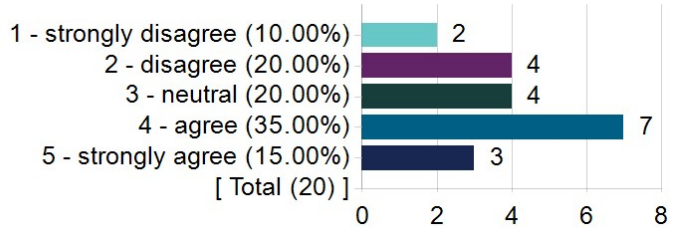
| Comments |
|---|
| Having ample opportunities to meet with UTAs was critical to my success in this course, so if you can retain that when QPM is in–person, that would be amazing. Otherwise, I cannot think of anything else.<br><br>Thank you for a great semester! |
| recorded lectures, just in case you miss a class you won't fall behind |
| NA |
| Given that this is typically a lecture and lab style class, I think most of the online components will translate pretty well when going back to in person. |
| I would encourage the professor to retain recorded lectures. Though I attended every lecture live on Zoom, it was helpful to be able to go back and rewatch Professor Lucas explain concepts again prior to exams. |
| the sharing of slides and the taking of polls to see how we are |
| I think recording class so I can listen to it again and try to absorb material is super helpful for me. |
| Probably not, besides maybe allowing the exams to be take homes, this is especially useful in the coding component. |
| Take home exams. |
| Recorded lectures, it helps students to fill in their notes if they missed something during a live lecture. |
| no |
| The take home tests are very helpful. At the end of midterm 2 and the final, I felt like I truly understood all the material because I had time and space to work through the exams at my leisure. I think this class is less stressful and more intensive with the take home tests. I had time and energy to go through every question on the exams thoroughly, which helped me truly process the content. |
| Posting all the slides were helpful to return to<br>I honestly think the exams should be open note—- there's no reason to force students to memorize the formulas or anything like that |

## AI Evaluation for Alper Gencer

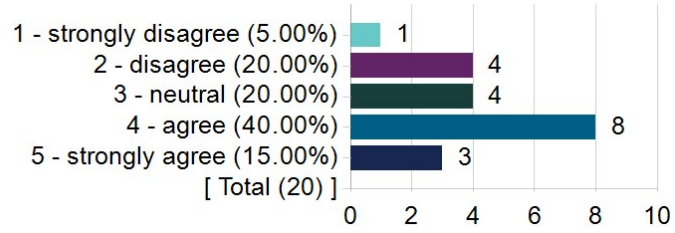
### Instruction

| Question | Score | | | |
|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Median |
| Material was presented clearly | 20 | 3.25 | 1.25 | 3.50 |
| Questions were answered clearly and concisely | 20 | 3.40 | 1.14 | 4.00 |
| Material was presented at an appropriate pace | 20 | 3.50 | 1.19 | 4.00 |
| The instructor was well prepared for section | 20 | 3.65 | 1.27 | 4.00 |
| The instructor used time well | 20 | 3.30 | 1.22 | 3.50 |
| The instructor effectively led the section | 20 | 3.25 | 1.33 | 3.50 |
| Topics were effectively related to the course lectures | 20 | 3.45 | 1.36 | 4.00 |
| Communicated at a level appropriate for the class | 20 | 3.55 | 1.23 | 4.00 |

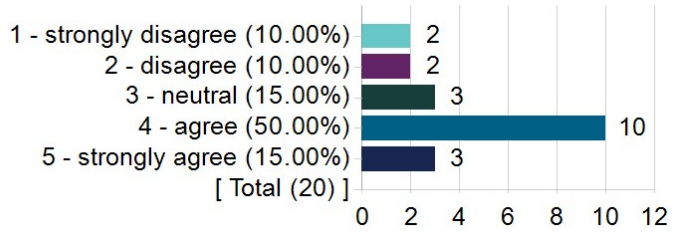
## 1. Material was presented clearly



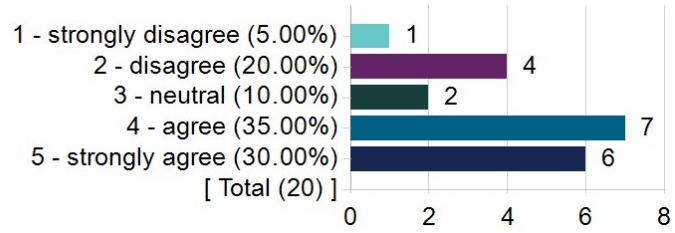

## 2. Questions were answered clearly and concisely



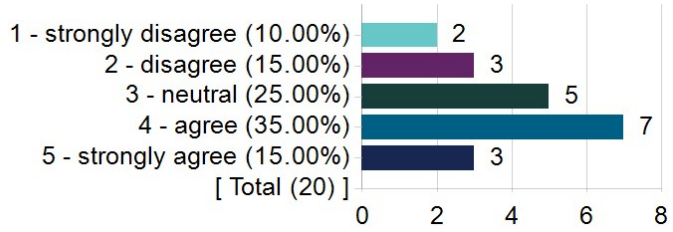

## 3. Material was presented at an appropriate pace



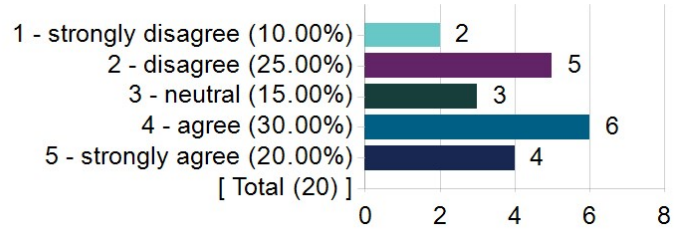

## 4. The instructor was well prepared for section



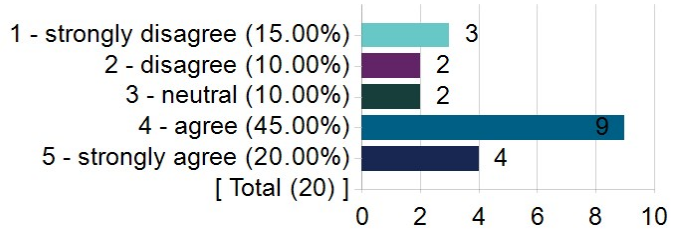

## 5. The instructor used time well



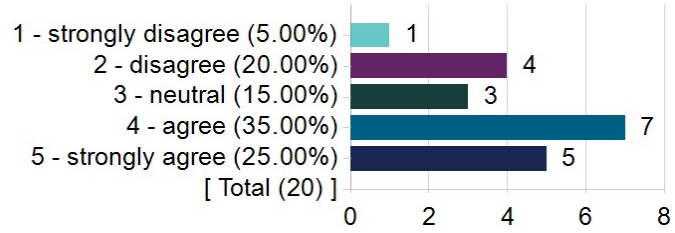

## 6. The instructor effectively led the section



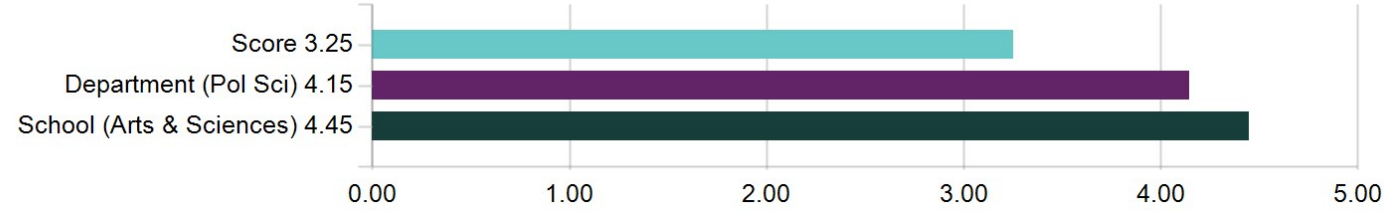

## 7. Topics were effectively related to the course lectures



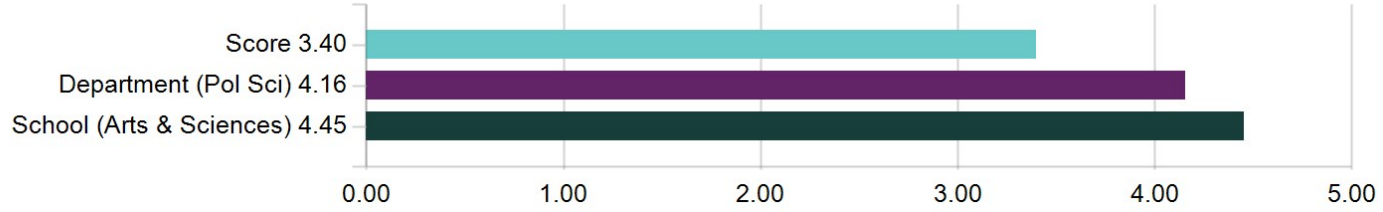

## 8. Communicated at a level appropriate for the class



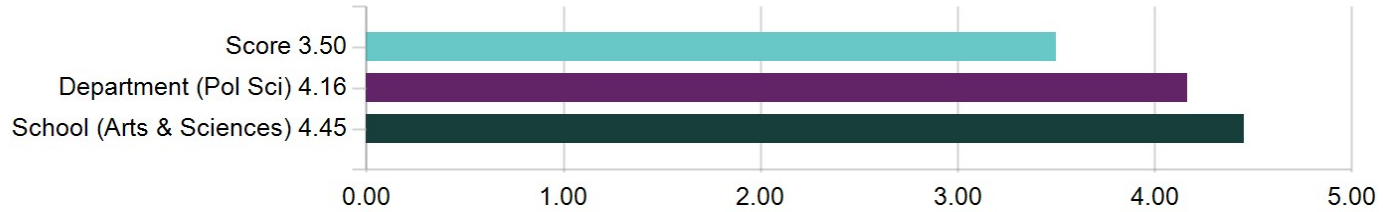

## 1. Material was presented clearly



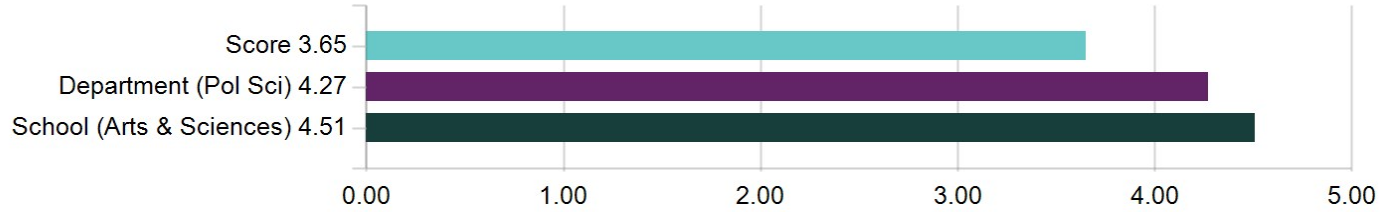
## 2. Questions were answered clearly and concisely



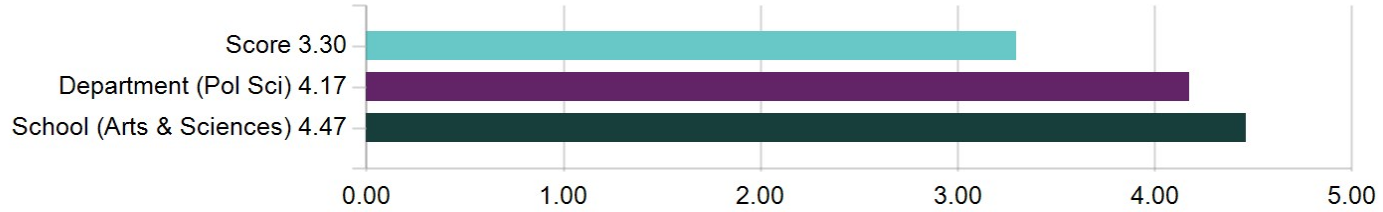

## 3. Material was presented at an appropriate pace



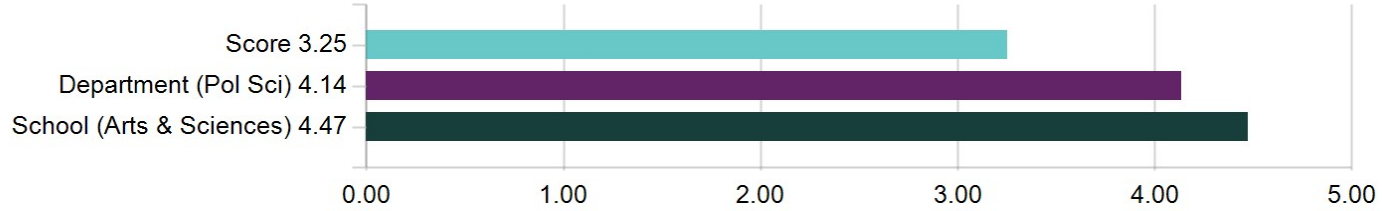

## 4. The instructor was well prepared for section



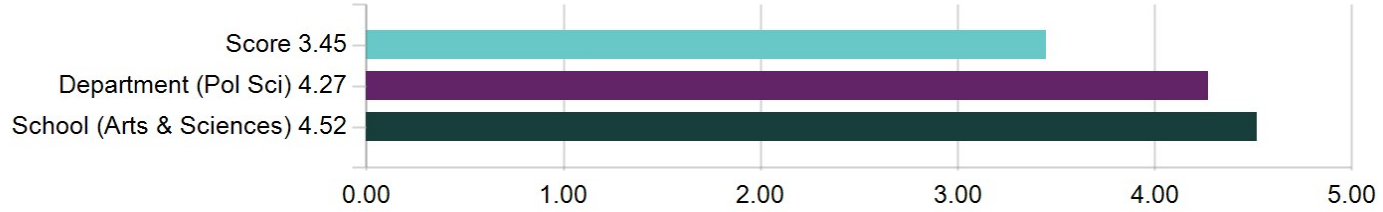

## 5. The instructor used time well



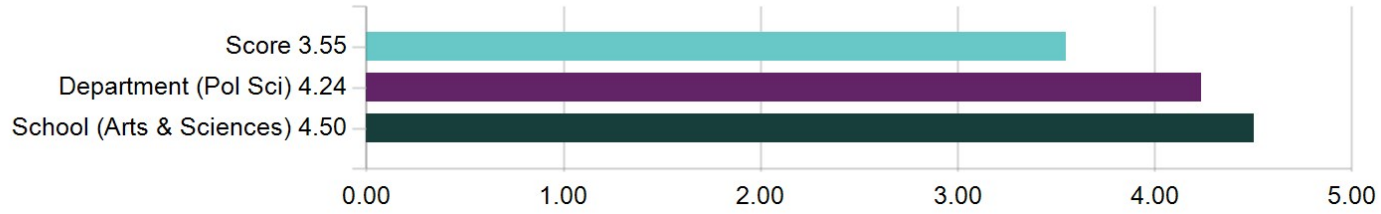

## 6. The instructor effectively led the section




## 7. Topics were effectively related to the course lectures



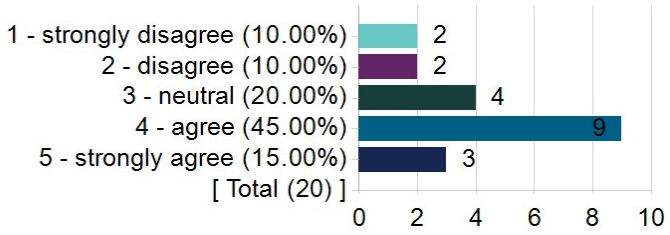
8. Communicated at a level appropriate for the class



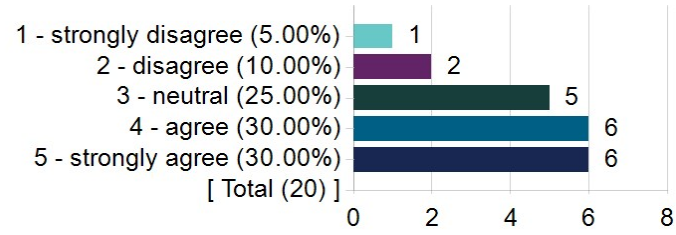

## Interaction with Students

| Question | Score | | | |
|---|---|---|---|---|
| | Response Count | Mean | Standard Deviation | Median |
| Expectations were clearly explained | 20 | 3.45 | 1.19 | 4.00 |
| Grading procedures were fair | 20 | 3.70 | 1.17 | 4.00 |
| Instructor was concerned for students | 20 | 4.05 | 1.00 | 4.00 |
| Instructor was available for consultation outside of section | 21 | 4.00 | 1.22 | 4.00 |
| Instructor maintained positive environment in section | 20 | 4.05 | 0.89 | 4.00 |

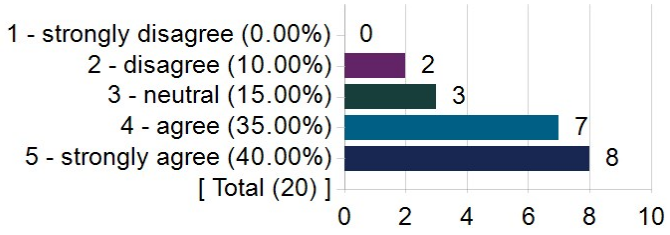
1. Expectations were clearly explained



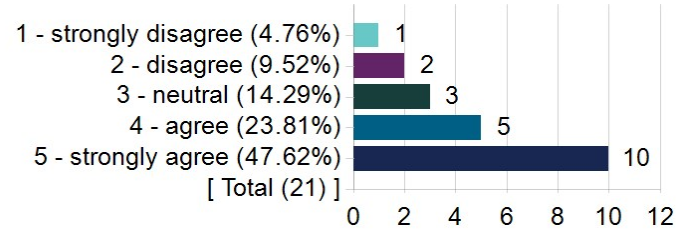

2. Grading procedures were fair



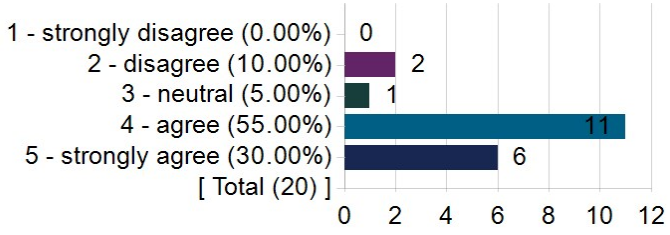

3. Instructor was concerned for students



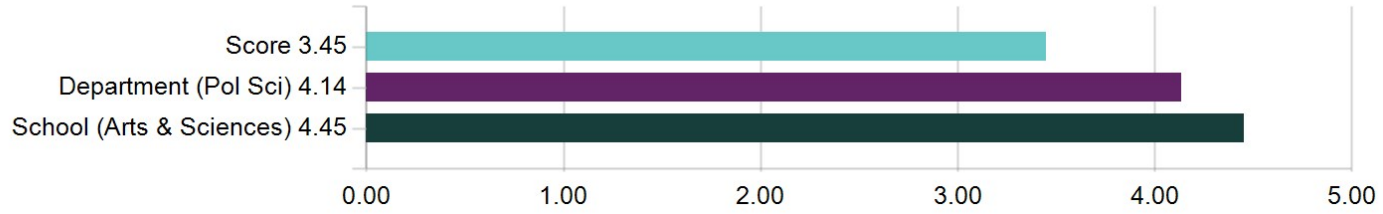

4. Instructor was available for consultation outside of section



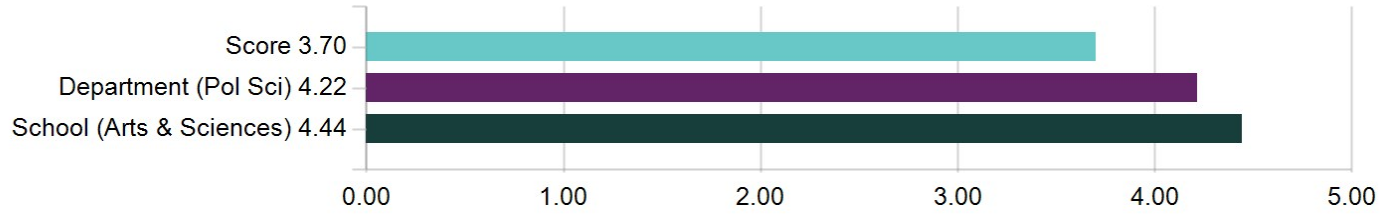

5. Instructor maintained positive environment in section



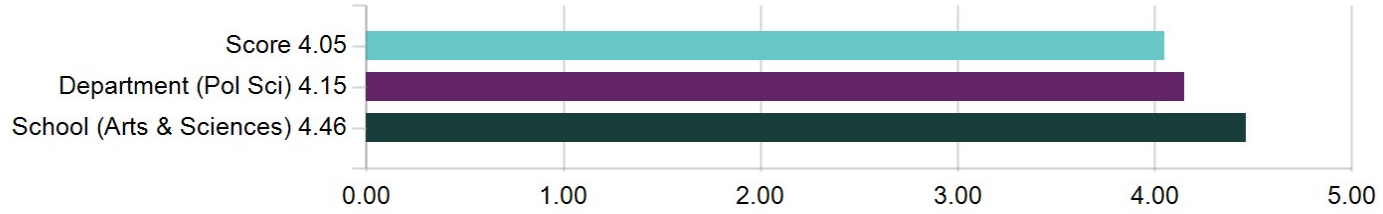
## 1. Expectations were clearly explained



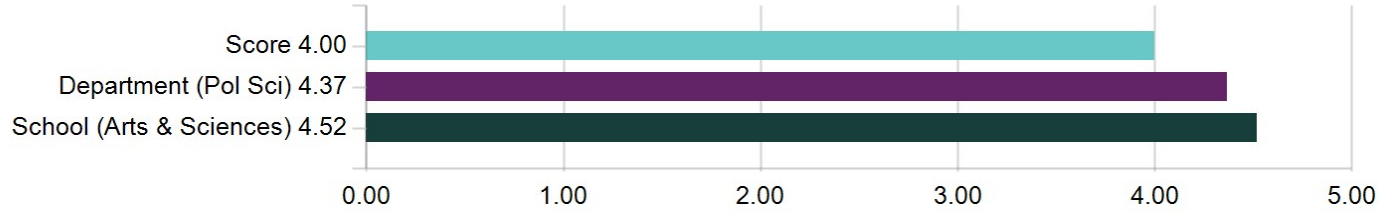

## 2. Grading procedures were fair



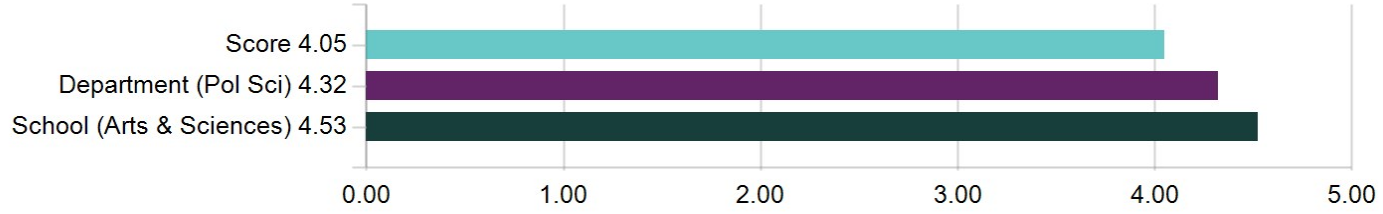

## 3. Instructor was concerned for students




## 4. Instructor was available for consultation outside of section




## 5. Instructor maintained positive environment in section



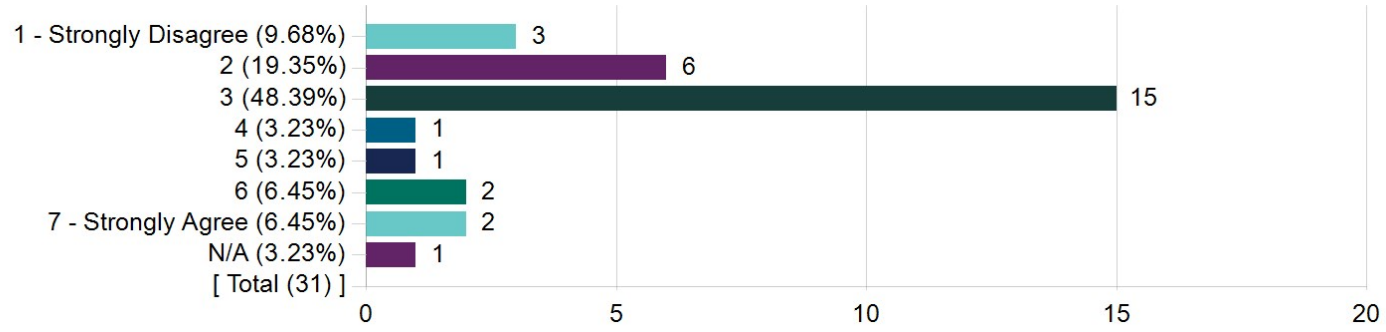
**Please provide any additional feedback on Alper Gencer that was not covered by the previous questions.**

| Comments |
|---|
| Alper was a great AI and was super helpful and patient with his students. |
| Alper was very friendly and helpful in and out of section. I appreciated his responsiveness to emails, as well as his availability during office hours. |
| Although I did not have Alper as my Section AI, he was effective at communicating with us and overall teaching team. |
| The recorded lectures were absolutely brutal to watch, synchronous lab was just slightly more manageable, but in the future I would suggest not doing so many asynchronous labs. |
| I think it was apparent that Alper really wanted to help, but he just wasn't that effective in lab section in communicating. It was a little frustrating when he told us to peruse parts of the document at our own time, because I think it would have been super helpful if he could have actually answered those questions and given us that information. |
| He was very helpful for this course and was good at explaining R Studio. Something that might be better for next time though is maybe longer office hour sections– 10 minutes goes by fast. |

## Hybrid/Remote Learning

**There was ample opportunity to interact with your classmates.**

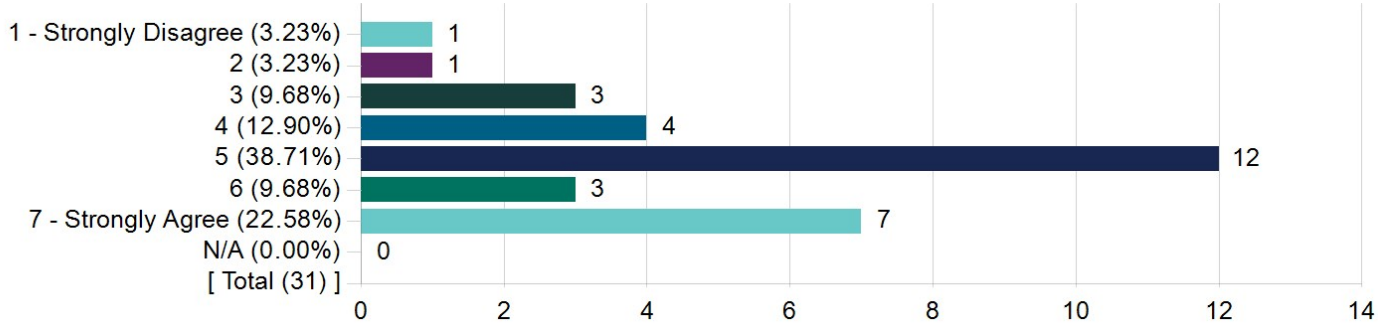
There was ample opportunity to interact with your classmates.




| Statistics | Value |
|---|---|
| Mean | 3.32 |
| Median | 3.00 |
| Mode | 3 |
| Standard Deviation | 1.78 |

**The course Canvas page or website could be easily navigated to find course materials.**

The course Canvas page or website could be easily navigated to find course materials.




| Statistics | Value |
|---|---|
| Mean | 5.00 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 1.55 |