Student Evaluations
Benjamin Crisman   February 4, 2020

Note: All evaluations are complete and un-edited. There is a single subsection for each individual precept or section taught (the level at which I receive the data).

1 Politics 345:

1.1 Course Description

Would universal health insurance improve the health of the poor? Do patterns of arrests in US cities show evidence of racial profiling? What accounts for who votes and their choice of candidates? This course will teach students how to address these and other social science questions by analyzing quantitative data. The course introduces basic principles of statistical inference and programming skills for data analysis. The goal is to provide students with the foundation necessary to analyze data in their own research and to become critical consumers of statistical claims made in the news media, in policy reports, and in academic research.

Individual Role

In this course, I was the preceptor (TA) for two sections of approximately 12 students which met for 80 minutes each once per week. These precepts focused on review and application of the lecture material using hands-on workshops using R to analyze data. I also held two hours of office hours per week which were open to all 282 students enrolled in the course. Outside of these office hours, I also engaged in one-on-one tutoring and consultation with students between two and five times a week. I was also responsible for the development of course materials. Including workshop slides, coding cheat sheets, and two of the three problem sets used in the course, one of which was based on my own research looking at Conflict Induced Displacement in Iraq's war against ISIL.

Sample Reading List

- Imai, Kosuke, Quantitative Social Science: An Introduction

- OpenIntro: Statistics, https://www.openintro.org/stat/

Reading/Writing Assignments

Weekly problem sets that include both analytical questions and computer programming. This course requires students to keep up with materials each week through frequent problem sets and quizzes.

Requirements/Grading

- Take home final exam - 25%

- Programming assignments - 10%

- Quizzes - 20%

- Problem set(s) - 45%

Prerequisites and Restrictions

(1) High School algebra. Familiarity with elementary probability theory and computer programming is useful, but not required. (2) The course also serves as the prerequisite for students who wish to learn more about statistics in POL 346.

Other Information

This course satisfies a requirement for Politics, Sociology, and Woodrow Wilson School majors. It also satisfies the foundations of statistics requirement for the Certificate Program on Statistics and Machine Learning.

1.2 Instructor Evaluations

Precept p09

Instructor Questions - Score Analysis

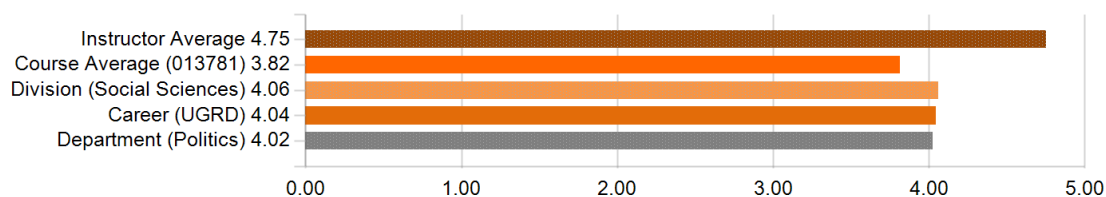**I think that the overall quality of the precepts was:**

Figure 1: Instructor Score Analysis: Instructor-specific evaluations relative to course average, division average, undergrad average, and department average. Number of Respondents = 8

Precepts - Please comment on the quality of the precepts. How did they contribute to your learning in the course? To what extent did the preceptor raise challenging questions, help clarify course material, and encourage broad student participation? Was the preceptor responsive to students' questions, opinions, and criticism?

Comments
Ben was awesome
he helped a lot
Ben was charistmatic, well–versed, and highly patient for everyone in class, regardless of their pace. He encouraged student participation regularly and always offered his services to fit each person's individual needs, and student appreciation in response was evident; there was usually high attendance for each of the precepts. Great preceptor!
BEN IS A GEM! He was so patient with my millions of questions and incredibly clear with his responses. I would not have done even slightly well in this class without Ben. He was so kind, smart, and a genuinely great teacher/communicator.
Precepts were awesome and where the majority of my learning occurred. Ben was patient, kind, knowledgeable, and helpful. Thank you Ben!! I really appreciated how you made the course seem not as overwhelming and maybe even fun.
Without Ben's precept I would be completely lost in the course. He helped frame the conceptual within the coding and made the connection clear. He patiently answered our questions and even stayed beyond time to make sure we understood. He also helped guide our questions to study for quizzes and problem sets.

Figure 2: Qualitative Feedback on Precepts.

Precept p08A

Instructor Questions - Score Analysis

I think that the overall quality of the precepts was:

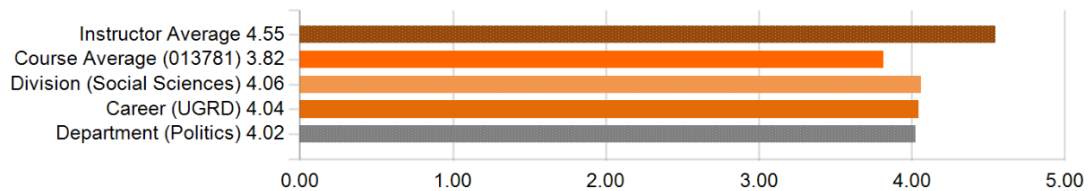|	
Instructor Average	4.55
Course Average (013781)	3.82
Division (Social Sciences)	4.06
Career (UGRD)	4.04
Department (Politics)	4.02

Figure 3: Instructor Score Analysis: Instructor-specific evaluations relative to course average, division average, undergrad average, and department average. Number of Respondents = 11

Precepts - Please comment on the quality of the precepts. How did they contribute to your learning in the course? To what extent did the preceptor raise challenging questions, help clarify course material, and encourage broad student participation? Was the preceptor responsive to students' questions, opinions, and criticism?

Comments
very good preceptor!! super helpful
BEN IS AMAZING. He was very patient, really helpful throughout precept, and really helped clarify a lot of questions from the lecture, handouts, and psets. also great coding advice.
Ben was an extremely helpful and attentive preceptor.
The precepts gave students an opportunity to engage with coding in R and provide an experienced precept to help guide us towards the right direction. Ben made himself open to answer any questions we had for him, and he was never bothered by our repetitious questions in the event that we didn't understand a concept.
He was very willing to break things down as well as meed outside of class
In precept we completed essentially more of the handouts that we submitted each week. They were a good opportunity to ask the preceptor questions about coding, but that could also be done during office hours.
My preceptor was absolutely incredible. I have never had a better preceptor. He was able to answer questions and convey material in a simple and engaging way, and also made himself available to answer questions outside of precept. I so appreciate all of his work to make the course understandable and enjoyable for us.
Precepts were amazing, Ben was amazing and super super helpful. Wouldn't change a thing

Figure 4: Qualitative Feedback on Precepts.