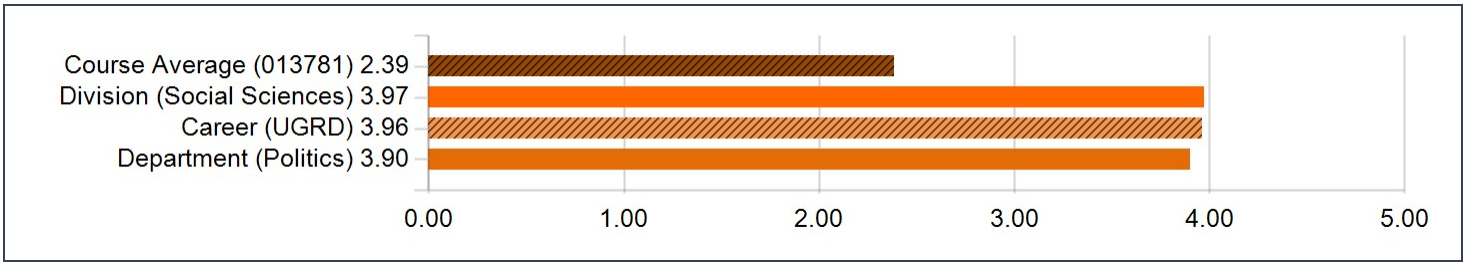
POL 345: Intro. to Quantitative Social Science - P09 - P. Carter

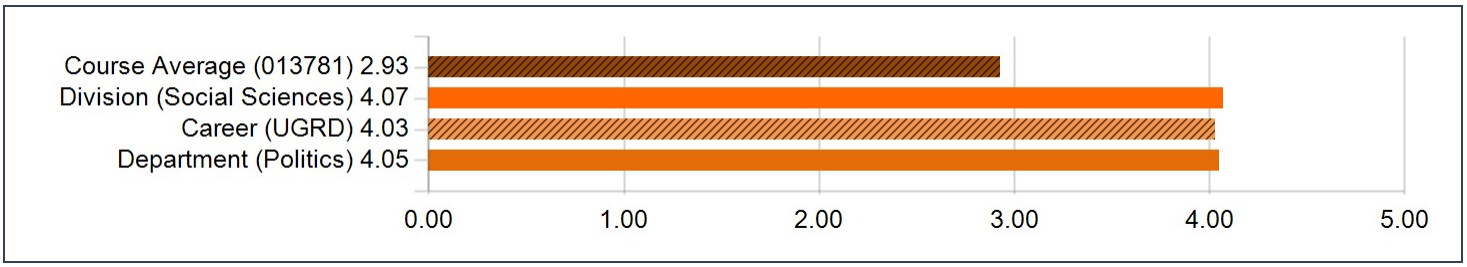
Department, division and career level statistics are survey-specific (i.e. the main survey, FRS, Writing Program, and graduate program surveys). Statistics below are based on responses of the course population that completed the same survey questionnaire as this course.

Course Questions - Score Analysis

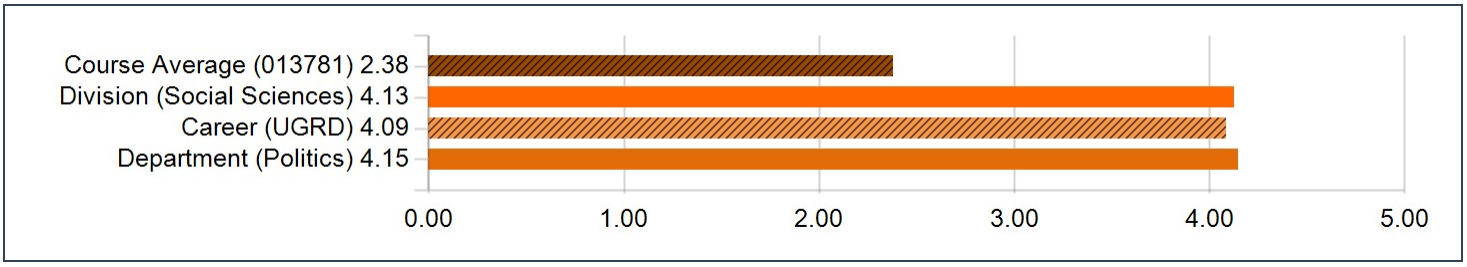
I think that the overall quality of the written assignments was:



I think that the overall quality of the readings was:

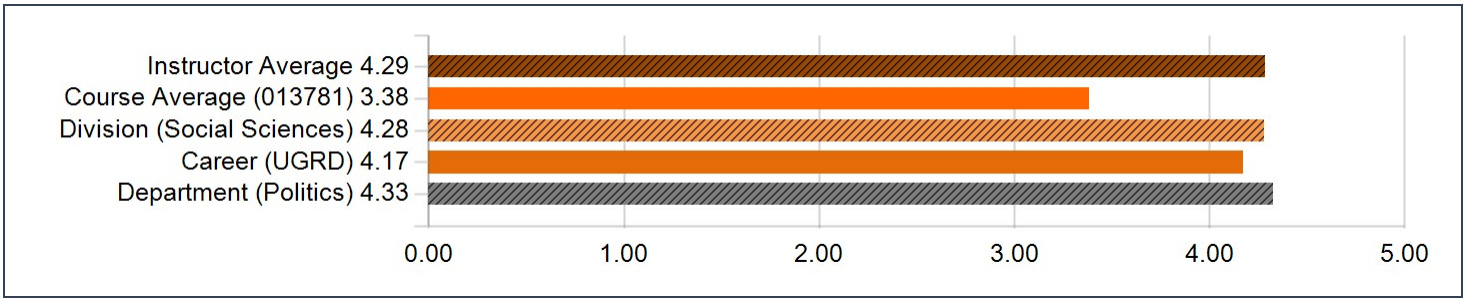


I think that the overall quality of the course was:



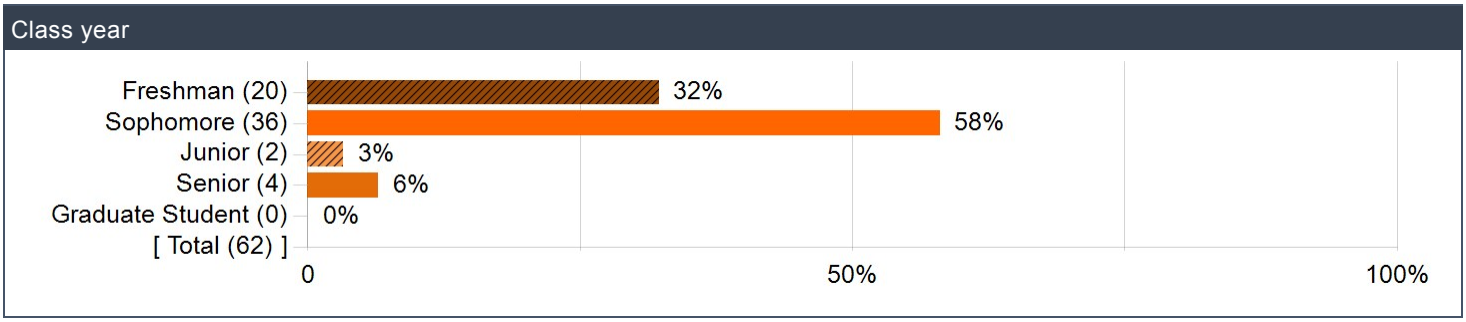
Instructor Questions - Score Analysis

I think that the overall quality of the precepts was:

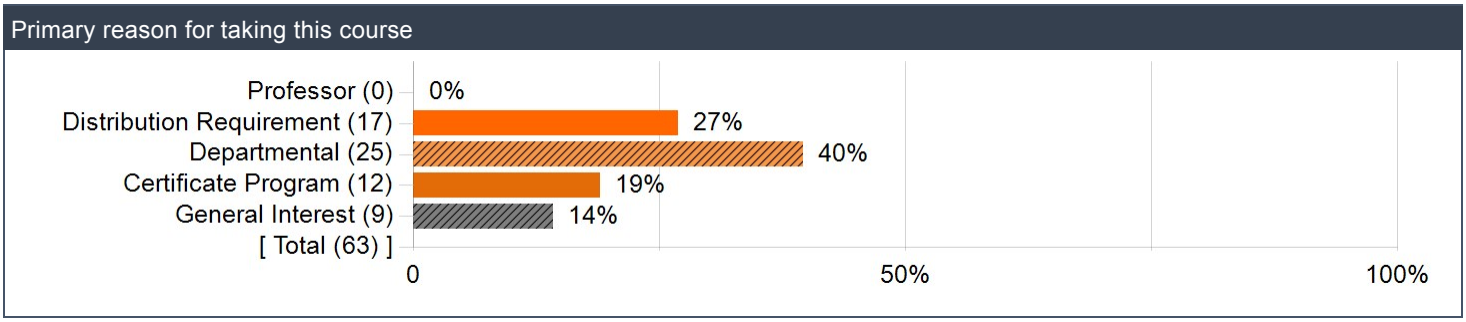


Course Questions - Frequency Analysis

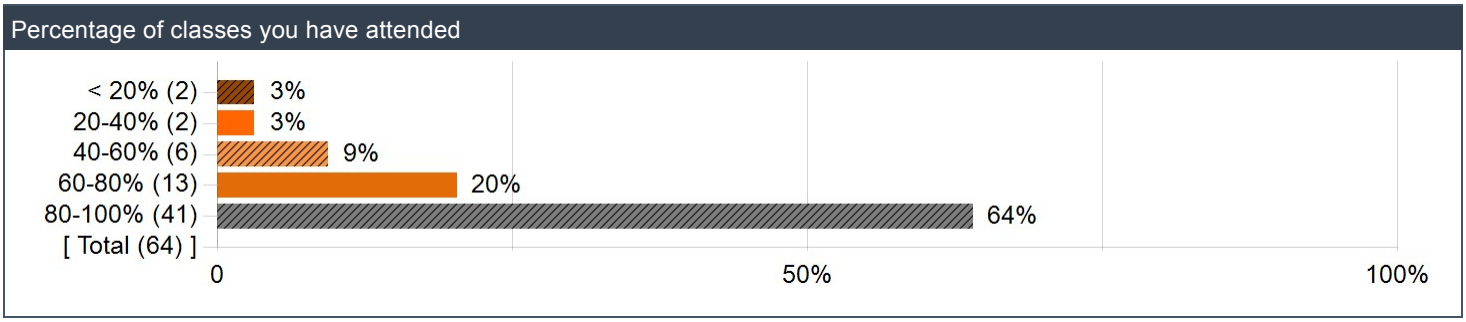
Class year



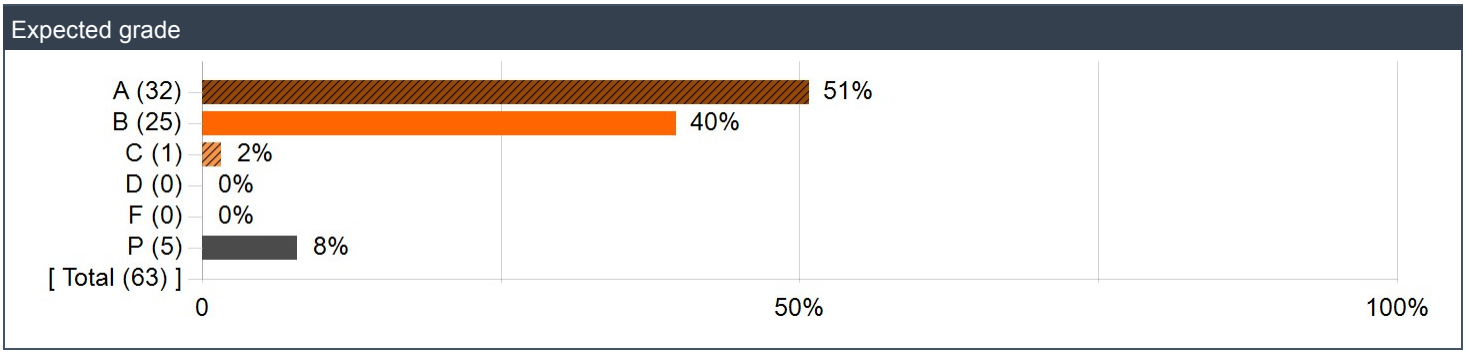
Primary reason for taking this course



Percentage of classes you have attended



Expected grade



I think that the overall quality of the written assignments was:

I think that the overall quality of the written assignments was:			
Options	Score	Count	Percentage
Excellent	5	3	5%
Very Good	4	8	13%
Good	3	14	23%
Fair	2	22	35%
Poor	1	15	24%

I think that the overall quality of the readings was:

I think that the overall quality of the readings was:			
Options	Score	Count	Percentage
Excellent	5	5	9%
Very Good	4	12	21%
Good	3	22	39%
Fair	2	8	14%
Poor	1	9	16%

I think that the overall quality of the course was:

I think that the overall quality of the course was:			
Options	Score	Count	Percentage
Excellent	5	4	6%
Very Good	4	5	8%
Good	3	15	24%
Fair	2	26	41%
Poor	1	13	21%

Instructor Questions - Frequency Analysis

I think that the overall quality of the precepts was:

I think that the overall quality of the precepts was:			
Options	Score	Count	Percentage
Excellent	5	4	57%
Very Good	4	1	14%
Good	3	2	29%
Fair	2	0	0%
Poor	1	0	0%

Qualitative Feedback

Self-Evaluation - Why did you take this course? How would you describe your level of engagement in the course?

Comments
I took this as a distribution requirement for SPIA.
I am pursuing an SML certificate, so I took this course to fulfill the statistics requirement. I would say I was very engaged in the course, but could have taken more advantage of office hours.
I took this course to fulfill the "Foundations of Statistics" requirement for the SML certificate. I was not engaged in this course, though I did all of the work.
Departmental
I took this course to learn R Studio and also to meet the SPIA requirement.
I needed it for pre–med and psych prerequisite. I went to a lot of the mcgraw tutoring and office hours for help.
I took this to learn R so I could take POL 346 for a COS certificate
Potentially interested in SPIA and/or SML certificate. I also just thought it would be cool thing to learn about. I was moderately engaged in the course but often was not paying much attention in lecture.
I took this course because it fulfilled the statistics requirement for my possible major(s). Even so, it was interesting to learn a new programming language since I have some background and interest in computer science.
Wanted to take a stats class before graduation. Always was curious about how to use stats more because I had previously taken two COS classes.
I took this class as a prerequisite for SPIA. My level of engagement in the course is difficult to explain. Lectures proved to be quite unhelpful or related to what was on the PSETs from week to week, so my attendance to them wavered. However, I diligently attended my precept as my preceptor was beyond amazing! I also spent hours on the PSETs each week to attempt to understand the material.
I took this course as a departmental for SPIA
I took this class for SPIA requirement. I worked really hard in this class. Without working hard I would have utterly failed.
I took this course to fufill my SPIA requirement. I was not very engaged.
Took to learn statistics.
I took this course as a pre–med track and psychology major requirement. It required a high–level of engagement to complete the problem sets, but it was difficult to be super attentive during lectures.
Should memorize more codes
I needed a stats class for SPIA
I took this course because I needed a QR. I was extremely engaged, went to mcgraw three times a week, and attended office hours every week.
Distribution requirement for SPIA
I took this course because I needed it for my GHP and SOC requirements.
I took this course because I had to for SPIA/POL.
Took it for the SPIA requirement.
i took this course for a potential SPIA prerequisite or a finance certificate prerequisite or a SML prerequisite.
I took this course because it is a requirement to be a politics major
I wanted to learn stats
I took this course because I needed it to fulfill a requirement. I think it was hard to get engaged with the way the material was taught but I made do.
I took this course to satisfy a departmental prerequisite. I was completely engaged throughout this course.
Politics major prerequisite
I took this class because it was a prereq for SPIA
Took it for the distribution requirement for SPIA
I took POL245 and did well in the course and wanted to better familiarize myself with R.
I took it for the SPIA statistics requirement. While I was not interested in the material, I was very engaged in the course and tried very hard.

Comments
I had originally intended to do this for a certificate. I was moderately engaged with this course.
I was quite engaged; watched all lectures, went to all precepts and participated, and went to office hours every week.
I'm not sure why I took this course. Mainly I wanted to have a general understanding of political stats and R coding language.
I took this course as a pre–requisite for SPIA. My engagement with lectures dwindled over time, but my engagement in precepts was very good.
Required by SPIA
I took this course because I heard it was the best of all the stats/coding classes and I need it for my psych and pre–med distributions. I would say I was very engaged in this class and spent a lot of time working through the material (even outside of class time).
I took this course because it is a requirement for SPIA, but it has also enabled me to complete coursework for the SML certificate.
I took this course for a certificate. I was very engaged.
I took this to fill a requirement. My engagement got lower as the semester went on.
I worked so hard for this class. I took it because it fills a ton of requirements for majors I am interested in, but I often questioned if it was worth it
sml certificate
I had to take it for SPIA. I attended every class and did all the homework.
I had to take this course for SPIA. I was engaged but did not enjoy.
Took this course for the political analytical requirement and went into it with little expectations, was pleasantly surprised by some aspects and unpleasantly so at others
I took this course because it is a pre–med requirement. I was generally not that engaged with lecture because it was hard to pay attention, but I did complete most of the assignments and watched every lecture one way or another
Very engaged!

Papers, Reports, Problem Sets, Examinations, Critiques - Please comment on the guidance of the instructor(s) in preparing you to do written work, comments in response to written work, and the overall value of the papers, reports, exams, problem sets, and critiques to the course.

Comments
The midterm was 6 hours and there was no time to get up go to the bathroom or eat because it was so difficult. I reached out to Prof. Judd about this concern, asking for a break and it was denied. Problem sets were extremely difficult and required office hours or McGraw in order to complete them. In several cases, the data had problems that made the problems impossible to solve.
Problem sets were lengthy and time consuming, and we were not always introduced the coding concepts in lecture. I felt prepared for the statistical portions of the problem sets, but I sometimes had to get additional help for the coding portions.
The problem sets were the only place I felt like I had applied my learning...but I didn't learn anything until struggling through the psets... The questions were also worded very poorly and it was unclear what was being asked of us. The exams and feedback were all fine.
Excellent
Problem sets during the second half of the semester were very challenging and did not build off of the readings. They required a lot of time in office hours and a lot of corrections and bugs in the programs used. The first half of the semester problem sets were helpful.
Problems sets were fine for the most part. Exams were brutal. They should not be that long.
The problem sets were far too difficult for the level of this course. I had a decent amount of statistics and coding experience and I still struggled to complete them
While for the most part I was able to do the psets, and there were plenty of office hours which I appreciated, I felt like there was not enough teaching of R which often made it so I had to just figure out the coding concepts on my own.
The answers to the problem sets were posted after we submitted them so it was nice to see the correct answers and the critiques of my submissions. The midterm exam was a bit harder than expected; I felt kind of unprepared for its difficulty, but it was still overall okay.
Problem sets were okay. The majority of them were fine, but towards the end, they were a little bit unclear. The midterm exam was also on a really strict time limit of six hours, so I'm glad that the final was given 24 hours.
I do not feel that we were always adequately prepared to do the problem sets. I am giving this a fair rating as my preceptor

Comments
singlehandedly answered all of the questions the class had on EdDiscuss and definitely saved my grade. There was one week where the data had issues in it——which is not their fault——but we were not told that it would be extra credit until basically the day it was due. At that point, the majority of the class had already poured hours into this PSET that could have been spent doing other work that would be counted.
We were left by ourselves to complete the coding assignments, but the majority of assignments were fair, with the exception of the last few.
The expectations for this course were unbelievable. Not only did the midterm exam ruin everyones grades and mental health, sets every week consumed my weekend taking 10–12 hours due to their unreasonable content. They were extremely hard and for someone with a Friday precept, I never had a chance to start them earlier in the week because I would be so confused.
The problem sets were not related to the lecture and therefore the book was your best bet when it came to psets. The questions were a bit unclear as well.
Precepts and lecture did not at all prepare us for the problem sets. It was really just me figuring it out on my own or asking questions at office hours/McGraw
This course is a train wreck. I really expected better at Princeton. There were times that my preceptor didn't even know how to do the code in precept and we had to help him. Midterm was overly difficult and covered concepts that we had been explicitly told would not be on the exam. Horrible.
My preceptor, Sojun, provided very helpful feedback on my psets, and the problem sets did help me learn how to code somewhat.
the wording is very confusing and I felt I wasted too much time interpreting the nonesense
I did not feel like I received enough guidance in this course.
The preceptor was great and very helpful but McGraw was essential.
Had to teach yourself, lectures didn't teach code only theory which was barely used, so I did not feel prepared for assignments. Midterm was so hard and covered stuff we never talked about in class. It felt like it was an exam to test how well you could look things up (open–internet) and apply it.
We did not receive enough guidance to complete psets. I spent many hours in McGraw study hall because I did not understand how to complete the work. Better coding explanations or examples would have been very helpful.
Problem sets were good but the last few were very difficult given that we weren't really taught the code. Took a lot of time to do and had to ask a lot of questions.
I think the psets became excessively difficult during the second half of the course.
problem sets were not that great prep for the exam and they were very difficult but we had a lot of help with them and a lot of time to do them.
The problem sets got drastically more difficult in the spring semester, requiring knowledge that was not covered in lecture and far beyond the realm of beginner coders, which because this class was an introductory course, was most people. That was very frustrating at times. I really appreciated the switching up of precept formats to allow for preceptors to cover the mechanics of coding more.
Problem sets were very hard. Along with the exams it's hard to see questions that haven't encountered before.
Psets were either super easy or super hard. No inbetween
I think the problem sets were not always on par to what was expected from us in lectures and precept material. Some were just not doable and we needed to advocate to get the adequate support or accommodation as a result.
The level of difficulty from assignment to assignment was not consistent and did not prepare us for the midterm exam style. The material covered in the problem sets often did not align with the material we learned from lectures or the book. The precept assignments had two different styles this semester. In the first style, students completed as much as they could in a group while asking questions. This often led to one student doing the entire assignment and the rest of the group not contributing. In the other style, the preceptor did the work in the assignment and we mimicked it. Neither style was particularly helpful in truly learning information or allowing for independent thinking.
My preceptor gave a decent amount of guidance
Psets were extremely difficult given that R is not taught in class efficiently. The midterm and final exam was in the right difficulty.
They did not help us or prepare us for any of the exams or problem sets. They would help a little more if you went to office hours, but even then the assistance in completing the coursework was scarce
The first half of the problem sets were relatively straightforward, but the second half really veered off. Office hours were always an option, but it felt like success on the problem sets was unobtainable without going to office hours.
I did not find lecture or precept to be particularly helpful in preparing me for the psets or exams, and I rarely got feedback. The psets and exams seemed to be testing us on important and relevant material.
They were helpful for understanding what's going on

Comments
Office hours was essential to completing problem sets. Additionally, the Ed Discussion was also very helpful; thank you to Perry for answering hundreds of our questions over the course of the semester. However, I was often overwhelmed by the problem sets. One in particular I spent almost an entire weekend on and it caused me high levels of stress.
My precept instructor did a great job at providing feedback.
I often did not feel prepared for problem sets. The Maps p–set was especially frustrating, as the many hours put into it still resulted in a lack of understanding. I always felt like I was learning as I went, but never fully understanding what I was doing till much later on. Precept was helpful in aiding with the p–sets, though.
I don't think we were prepared well at all. The problem sets during the first half of the semester were manageable and I used McGraw and felt that I actually understood the content, but the second half ... was extremely unfair. The problem sets were ridiculous and rarely covered topics from the textbook or were way out of the scope of a new coder (this class was advertised as new coder friendly). To say the least, I couldn't do any of the psets from the second half on my own; I had to attend all 3 McGraw office hours and my preceptor's office hours to get them done (8+ hours); even after all of that, I still didn't understand why I was coding a certain way. The midterm was ridiculously long (6 hours) and was very unfair, hence the huge curve because it didn't cover anything we had learned during the first half. I will say, the final was WAYYY better and fair.
The problem sets began as instructive, but then they lacked adequate explanation or relation to the course itself. Obviously, they increased in difficulty, but most weeks I was left scrambling to complete problem sets by asking questions on Ed Discuss.
Problem sets were difficult but very good.
PSETS were loosely related to lectures. More difficult than necessary towards the end of the year.
I felt very ill prepared for assignments and assessments, spending hours and hours in office hours and McGraw where often tutors and preceptors also struggled to explain and understand relevant content and procedures
there were so many psets and most of the time i couldnt even understand the questions that were asking, poorly written questions and that made it rly stressful!
They were fine in the beginning and they began to get unreasonable. What was taught was different from the problem sets. Took a lot of time to complete.
The problem sets started off fine but then became confusing or too difficult compared to what we learned that week.
I thoroughly enjoyed learning how to write code in R and use it to analyse statistical data.
The problem sets were fair and instructive. They were good practice for the exams, and were instructive.
Very helpful problem sets and precept reports that helped to practice concepts reviewed in lecture!

Readings and Visuals - Please comment on the quality of the readings and visuals in the course. Did the readings and visuals present the subject matter clearly? To what extent did the readings and visuals stimulate your intellectual curiosity and independent thinking?

Comments
QSS was my lifeline in this course... You absolutely need a textbook in order to grasp what is going on because it is not taught in the lectures.
The textbook was helpful for coding examples. The code was explained thoroughly and it was easy to follow along.
The book was more helpful than the lectures.
Excellent
Readings were very clear and I enjoyed them. I wish they connected more to the problem sets.
Powerpoint lectures weren't that helpful, especially when it was mostly stats analysis and not code. The book was helpful for code.
the textbook was a helpful resource for problem sets
Readings were a helpful supplement to lectures but were often super dense (which is probably to be expected given the course material)
The textbook we had did do a good job of explaining the concepts, and there wasn't a lot of reading each week so it was fair.
Readings were okay. It was just textbook reading, but I tried to mostly piece together what to do from the assignment itself, or inferring what the general content would be from the slides.
The textbook was usually pretty helpful with the PSETs. Sometimes, it did not help at all. With the midterm, which the majority of the class did very poorly on, even though it was open book I did not feel that the textbook really helped me at all.
Readings helped with assignments but were not necessary
Again, the lectures were so boring and the textbook was extremely dense and unengaging as well.

Comments
Textbook wasn't terrible but was definitely hard to follow at times.
The textbook is the only good part of this class
The textbook was very helpful. The powerpoint slides were a bit repetitive, and we rarely got through all of them.
almost self–study
The PSETs are ambiguously worded, and there are often errors
The textbook was helpful but should not have been as essential as it was.
The textbook was informative but very dry to read. I am someone who can learn from reading, but if you are not someone who is a visual learner, the class would have been impossible for you. We were expected to learn all coding skills from reading the textbook rather than having someone actually teach them.
the textbook was clear, i just wish parts of the textbook that taught us how to code were emphasized in the lectures
sometimes helpful sometimes not
Textbook readings were good.
The textbook is quite helpful
Readings were good
The readings were the most relevant aspect of this course to the assignments, but there was no space to ask questions to clarify information from the readings. Often, if we had questions on an assignment, we were told to refer to the reading with no further help or explanation. The readings might have been more helpful with more explanations on what we had to focus on.
The readings and visuals in the lectures slides were unhelpful. The textbook helped a little more
Honestly, I would have really struggled in this course without the textbook. I often found myself referencing the book for example code, and I only struggled with problem sets when I could not clearly find a statistical concept or code that directly correlated to that in the sets.
The textbook was sometimes helpful for the problem sets
They were a good reference
The book was overall quite helpful, but sometimes a little overwhelming in the content it covered.
No
The readings from the book were straightforward and helpful.
The readings were very helpful in setting the foundation, especially the extra coding practices. Too bad we were never assessed on what was actually in the book.
The textbook has been exceptionally helpful throughout the course, although there is no answer key for the activities within so I cannot use them as effectively as I would like.
The textbook was very good.
Visuals didn't offer much
reading the book was vital to success bc we weren't really taught code in class, but it was hard to get clarification on what is in the book if that was unclear
The readings were informative but not very engaging.
The textbook was adequate, not too boring but not particularly exciting. It prepared me for the main ideas we tackled each week and helped me get through a tough problem set or two.
The readings were helpful, and lecture slides were good.
Very helpful reading!

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
Perry was a great preceptor! He did a great job of covering the content and clarifying confusions. His office hours were really helpful and he was super responsive when I reached out for help.
I am not sure if he will see this, but I truly believe my preceptor Perry Carter is the smartest person on this planet. I cannot say that I would have passed this class without him. Not only did he answer all questions on EdDiscuss that I could have not completed any of the PSETs without, he also went through all of the questions on the precept assignments with us and made sure that we understood them. There was no question too stupid to ask him. His encouraging attitude truly kept me going. I would highly recommend this course if he taught it, but I know he is just a graduate student right now.
Precept was super helpful! Perry is amazing and saved my grade.
He was great. I didn't like the switch near the end to him lecturing at us (much less engaging), but that didn't seem to be his choice so not holding that against him.
Perry's precept definitely made this course easier. He was very thoughtful in preparing us with coding tips and went above and beyond to help students understand what we were doing.
The precepts were excellent. Perry was the best!

Overall Quality of the Course - Please comment on the overall quality of the course. What worked particularly well and in what ways might the course be improved?

Comments
This course was time consuming and challenging at times, but I learned a lot and am more comfortable with coding and statistical concepts. An improvement would be to make lectures more related to assignments.
I didn't learn anything, anything that I did learn was from other classes. The lectures, precepts, and problem sets were completely unrelated.
Excellent
The course was well taught the first half of the semester but quickly became very confusing, overwhelming, and discouraging during the second half.
Honestly, this class was very stressful. I feel like I was going through it blind. Lectures were not helpful for coding psets.
This course needs to be completely restructured. There needs to be more support in teaching students to use R, especially those who don't have coding experience. I think the structure should be flipped, so lectures focused on coding and readings focused on statistics concepts.
I think this course needs to figure out what it is trying to accomplish. I understand in theory the idea of trying to teach statistics and R at the same time and just covering content relevant for social science, but I feel like in so doing I got neither a comprehensive coverage of stats or R and I often found the connections between psets and lecture content unclear. I feel like lecture content was rarely relevant to assignments or exams.
The course overall was good, though I think there is a certain disconnect between the statistics concepts we learned and the corresponding code to perform those concepts (especially in the later chapters). So it would help if the lectures had more of a balance between the two so that we learned the code to test the concepts beforehand instead of trying to figure out the R functions to use by ourselves.
I think the course could really use some integration with current R–programming practices (or, at least better resources on how to program in R). Perry was making progress on this, but it really ought to be part of the formal course curriculum.
The overall quality of the course was pretty poor. Any high marks that I give this course are because of my preceptor. This course could be improved if he taught it because he did everything spectacularly well. I have also heard that this is the first year this class has had a midterm or a final, as it is usually partner projects. The six hour midterm was particularly brutal. I would say it was just me, but the averages for the first and second round of grading were approximately a 30 and a 55. The final was made much more straightforward and 24 hours to be more accommodating. However, I believe that my preceptor had to petition to get it changed from 6 hours to 24 hours, as people——myself included——spent the entire 6 hours glued to the computer without water, a bathroom break, or food. If the course was framed to be more straight forward like the final, it would be much better.
The course is a requirement and teaches the basics of R, but not much beyond that
Get rid of this course or find a way to restructure this course. Every single year I hear how bad pol stats was. I truly didnt expect it to be this bad and cant believe at an institution with so many resources, there is still a class that is THIS bad. The class needs to be restructured such that beginner coders and not placed under the same expectations and graded on the same curve as senior cos

Comments
majors. There needs to be basic coding instruction to ease students into the course and much more through lectures on basic statistical concepts. Please Princeton... do better.
The lectures need to be applicable to the work we are doing. I felt as though I had to teach myself how to do the problem sets and it was incredibly frustrating. The preceptors should run us through examples of code that are applicable to the psets.
This might be the worst course I've ever taken, at Princeton or elsewhere. Despite devoting a massive amount of time to the material and problem sets, I feel that I have learned virtually nothing about coding in R or applying the concepts we have learned to the data. This class is a total time suck that will leave you feeling discouraged.
I learned a lot from this course, but I did not feel that the lectures were super productive. More time spent on coding techniques/how to troubleshoot/general strategies would be helpful.
Too many rooms for improvement
I would have preferred if there was more instruction on how to code during the lectures, the lectures were more theory–based and did not relate too much to what we were expected to do on exams/PSETs.
This course needs serious improvement. The second half precept structure was improved after the midterm but the lectures remained unhelpful.
Structure lectures better to go over actual code if it is supposed to be an intro–coding class
I was very frustrated by this course. The exams were very very long (both took me 5–6 hours) and I often felt lost during the problem sets. Professor Gleason was trying his best as a lecturer, but he was trying to teach both coding and stats concepts and therefore did not allocate enough time to either. I was able to teach myself coding from the textbook, but it was not very enjoyable.
I'm not trying to be mean, but POL345 was poorly structured and taught this semester. There's just no other way to say it. I felt abandoned on the PSETs and exams, and precepts didn't really help me better understand the material — however, Gaetan was very nice, and I don't want this poor evaluation of the class to impact his future, since I know these evaluations can carry weight. The lectures were even worse, and were almost completely unrelated to material presented on the PSETs and in exams. Unfortunately, I don't have many positive things to say about this course, other than the fact that I was able to bond with other students over how much we dreaded this class.
Lectures should be made more engaging and teach some more of the R code beyond basics.
i wish the exams were structured where we could do it in 6 hours but not consecutively, and the exams were very difficult. i wish we were assigned a partner with whom to do the exams like in previous semesters.
The course was very difficult at times, with precepts requiring outside knowledge that beginner coders would not have. I did a lot of independent studying to solve problems, and I wish they were more upfront about that since I'd thought this introductory course was designed specifically for beginner coders like me.
The quality of the course was okay. They could've done a much better job teaching us how to code.
This entire course seemed to have the wrong organization for the material. It seems that most students had a fair grasp on the statistics and analysis, but the coding was brand new for most students and there was little to no help with that aspect. Often when students asked for help, they would be told that a particular function would be easier to complete with a different package that we were not receiving instruction on. Students were told that they could enter this course with no background in coding and still do well in the course. This is not true, because we were not taught many basic principles of coding that would help us or made clear of what packages would be necessary or helpful for the course. The most engaging precept was one when the preceptor was clear about the entire class engaging, however this was the last precept and it did not make up for an entire semester of minimal participation from my classmates. This course might work well in person, or in a different semester, but overall the entire course might need revision to truly teach students anything in the future.
Overall quality is fair. Need more teaching and lecturing on how to code given that a lot of students does not have a coding background.
I learned nothing from this course and it was overall awful.
There consistently seemed to be a disconnect between what was taught and what was on the problem sets. Many students were confused. More instruction on the actual code needed would be helpful, as well as how specific functions apply to the statistical concepts.
I do not feel like I actually was taught the material nor do I understand the "why" behind the coding, which could be improved because this class has the potential to be very helpful for JPs and theses. However, it was well organized on canvas and I do think that while difficult and stressful, working through the weekly psets did help me learn R.
It was fine, although I didn't like the switch to making the precepts more lectury instead of participationy
As previously mentioned, Perry was essential to me getting through this course. Without his help, I probably would have PDFed or dropped this course altogether.
I think this course needs work because the workload does not match the material covered in lecture or precept and there were many problems throughout the semester.

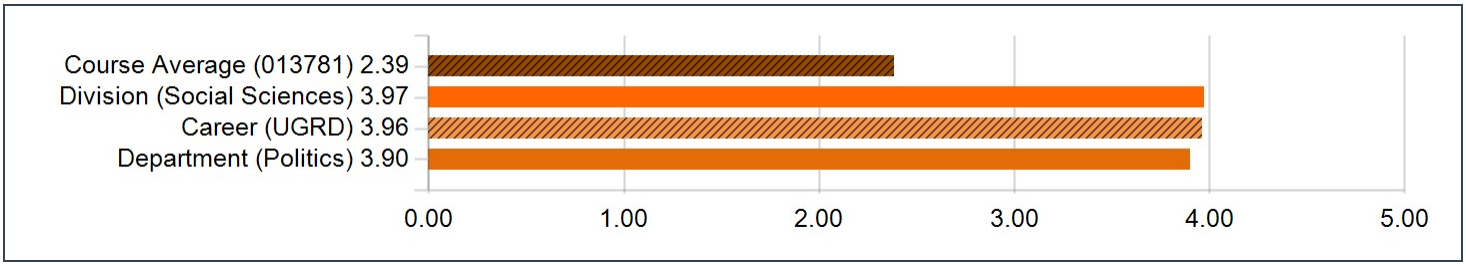
Comments
This course was extremely draining. I feel like I didn't learn a lot of statistics, and mostly just how to do basic coding. It was very stressful.
I think this class needs a lot of work, but I do sympathize with the professor as he was teaching virtually and I believe this was his first time teaching inexperienced coders/undergraduates. They need to work on the psets and making them cover the material introduced in the textbook.
The course overall seemed rather haphazardly planned, evident by the fact that an entire problem set was planned for the last shortened week of courses. That said, this has been a challenging year, and I understand that everyone is doing their best.
The course was very good.
Course was very blah didn't love it didn't hate it.
I worked hard. Perry Carter (preceptor) worked hard teaching the class during his two hours of office hours and in additional sessions. The class was incredibly frustrating
this course was a flop
Honestly, I can't speak how this class is in–person, but it was horrible.
The overall quality was poor. It was unnecessarily stressful and did not help me to learn in an effective way at all.
I really enjoyed coding and learning R, but the statistical analysis beyond R was essentially what I learned in AP Stat in HS, except over–explained (too much mathematics) and didn't even cover the breadth of statistical analysis that AP Stat did. Coming out of this course, I feel more prepared to be hands–on with data in the future, but on a technical level, I felt like the theory wasn't as strong as it could have been.
Considering COVID, this course was well run. The professors were very fair and accommodating (especially compared to other STEM courses)
Fantastic!

POL 345: Intro. to Quantitative Social Science - P10 - P. Carter

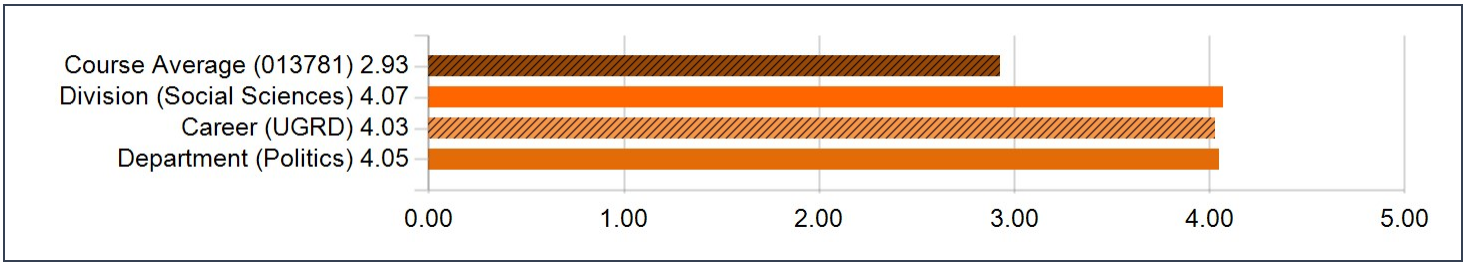
Department, division and career level statistics are survey-specific (i.e. the main survey, FRS, Writing Program, and graduate program surveys). Statistics below are based on responses of the course population that completed the same survey questionnaire as this course.

Course Questions - Score Analysis

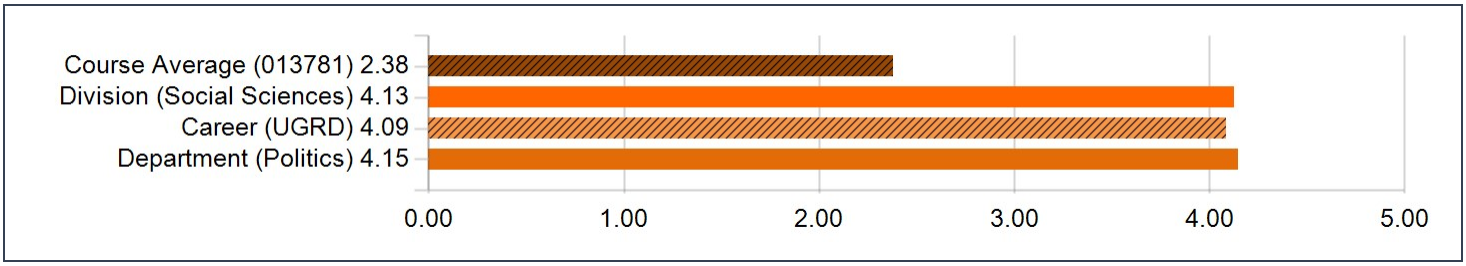
I think that the overall quality of the written assignments was:



I think that the overall quality of the readings was:

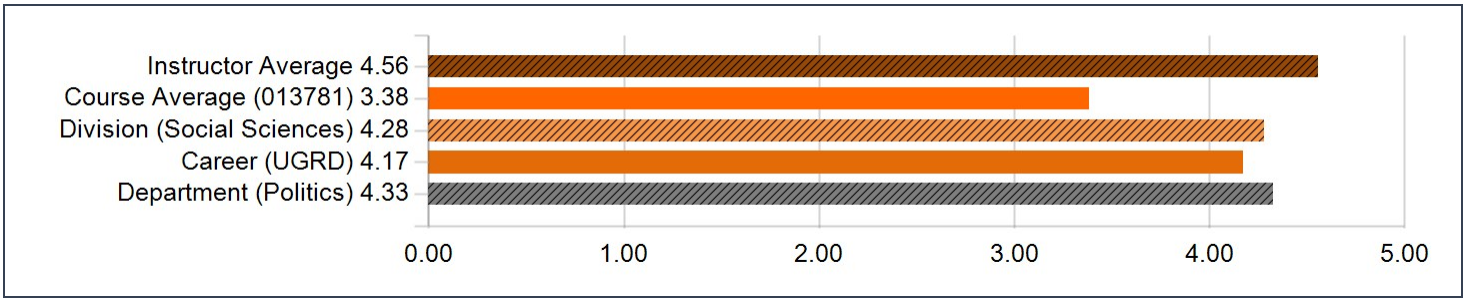


I think that the overall quality of the course was:



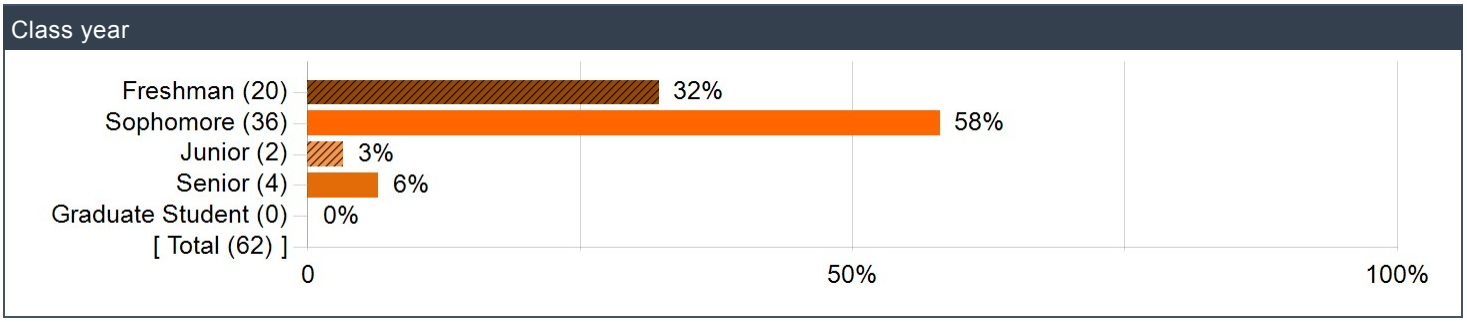
Instructor Questions - Score Analysis

I think that the overall quality of the precepts was:

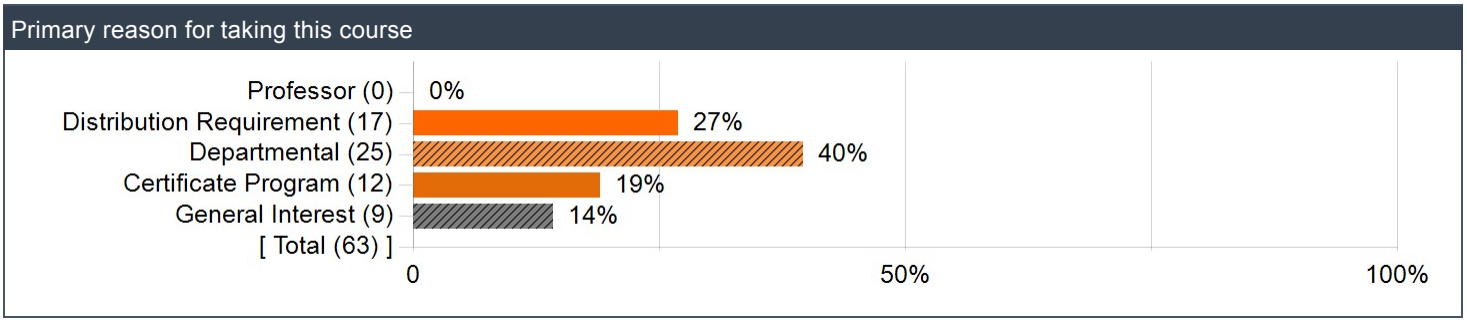


Course Questions - Frequency Analysis

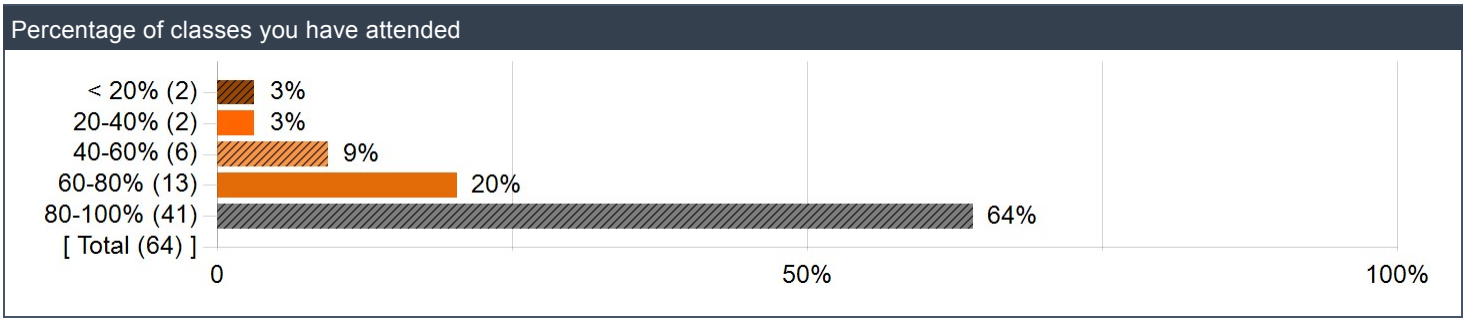
Class year



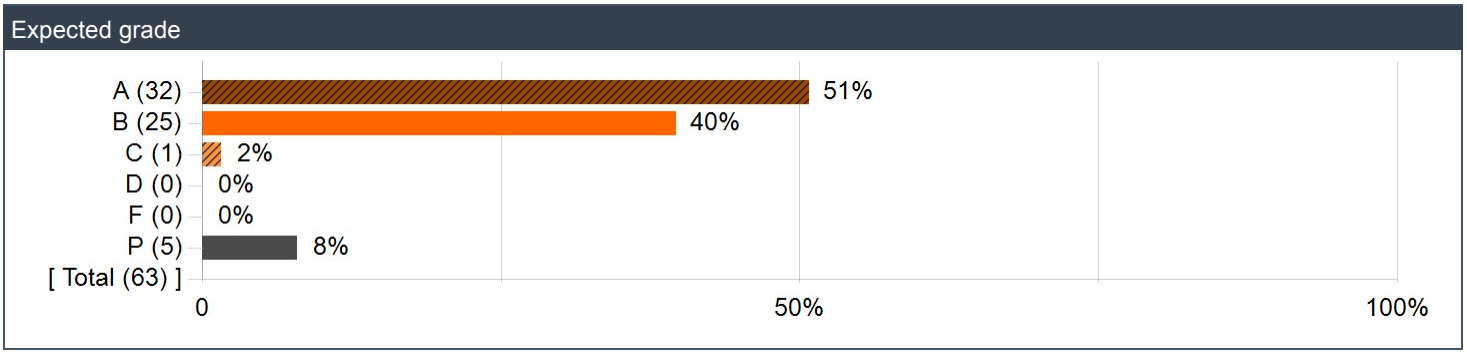
Primary reason for taking this course



Percentage of classes you have attended



Expected grade



I think that the overall quality of the written assignments was:

I think that the overall quality of the written assignments was:			
Options	Score	Count	Percentage
Excellent	5	3	5%
Very Good	4	8	13%
Good	3	14	23%
Fair	2	22	35%
Poor	1	15	24%

I think that the overall quality of the readings was:

I think that the overall quality of the readings was:			
Options	Score	Count	Percentage
Excellent	5	5	9%
Very Good	4	12	21%
Good	3	22	39%
Fair	2	8	14%
Poor	1	9	16%

I think that the overall quality of the course was:

I think that the overall quality of the course was:			
Options	Score	Count	Percentage
Excellent	5	4	6%
Very Good	4	5	8%
Good	3	15	24%
Fair	2	26	41%
Poor	1	13	21%

Instructor Questions - Frequency Analysis

I think that the overall quality of the precepts was:

I think that the overall quality of the precepts was:			
Options	Score	Count	Percentage
Excellent	5	6	67%
Very Good	4	2	22%
Good	3	1	11%
Fair	2	0	0%
Poor	1	0	0%

Qualitative Feedback

Self-Evaluation - Why did you take this course? How would you describe your level of engagement in the course?

Comments
I took this as a distribution requirement for SPIA.
I am pursuing an SML certificate, so I took this course to fulfill the statistics requirement. I would say I was very engaged in the course, but could have taken more advantage of office hours.
I took this course to fulfill the "Foundations of Statistics" requirement for the SML certificate. I was not engaged in this course, though I did all of the work.
Departmental
I took this course to learn R Studio and also to meet the SPIA requirement.
I needed it for pre–med and psych prerequisite. I went to a lot of the mcgraw tutoring and office hours for help.
I took this to learn R so I could take POL 346 for a COS certificate
Potentially interested in SPIA and/or SML certificate. I also just thought it would be cool thing to learn about. I was moderately engaged in the course but often was not paying much attention in lecture.
I took this course because it fulfilled the statistics requirement for my possible major(s). Even so, it was interesting to learn a new programming language since I have some background and interest in computer science.
Wanted to take a stats class before graduation. Always was curious about how to use stats more because I had previously taken two COS classes.
I took this class as a prerequisite for SPIA. My level of engagement in the course is difficult to explain. Lectures proved to be quite unhelpful or related to what was on the PSETs from week to week, so my attendance to them wavered. However, I diligently attended my precept as my preceptor was beyond amazing! I also spent hours on the PSETs each week to attempt to understand the material.
I took this course as a departmental for SPIA
I took this class for SPIA requirement. I worked really hard in this class. Without working hard I would have utterly failed.
Took to learn statistics.
I took this course as a pre–med track and psychology major requirement. It required a high–level of engagement to complete the problem sets, but it was difficult to be super attentive during lectures.
Should memorize more codes
I needed a stats class for SPIA
I took this course because I needed a QR. I was extremely engaged, went to mcgraw three times a week, and attended office hours every week.
Distribution requirement for SPIA
I took this course because I needed it for my GHP and SOC requirements.
I took this course because I had to for SPIA/POL.
Took it for the SPIA requirement.
i took this course for a potential SPIA prerequisite or a finance certificate prerequisite or a SML prerequisite.
I took this course because it is a requirement to be a politics major
I wanted to learn stats
I took this course because I needed it to fulfill a requirement. I think it was hard to get engaged with the way the material was taught but I made do.
I took this course to satisfy a departmental prerequisite. I was completely engaged throughout this course.
Politics major prerequisite
I took this class because it was a prereq for SPIA
Took it for the distribution requirement for SPIA
I took POL245 and did well in the course and wanted to better familiarize myself with R.
I took it for the SPIA statistics requirement. While I was not interested in the material, I was very engaged in the course and tried very hard.
I had originally intended to do this for a certificate. I was moderately engaged with this course.

Comments
I was quite engaged; watched all lectures, went to all precepts and participated, and went to office hours every week.
I'm not sure why I took this course. Mainly I wanted to have a general understanding of political stats and R coding language.
I took this course as a pre–requisite for SPIA. My engagement with lectures dwindled over time, but my engagement in precepts was very good.
Required by SPIA
I took this course because it is a requirement for SPIA, but it has also enabled me to complete coursework for the SML certificate.
I took this course because I heard it was the best of all the stats/coding classes and I need it for my psych and pre–med distributions. I would say I was very engaged in this class and spent a lot of time working through the material (even outside of class time).
I took this course for a certificate. I was very engaged.
I took this to fill a requirement. My engagement got lower as the semester went on.
I worked so hard for this class. I took it because it fills a ton of requirements for majors I am interested in, but I often questioned if it was worth it
I took this course to fufill my SPIA requirement. I was not very engaged.
sml certificate
I had to take it for SPIA. I attended every class and did all the homework.
I had to take this course for SPIA. I was engaged but did not enjoy.
Took this course for the political analytical requirement and went into it with little expectations, was pleasantly surprised by some aspects and unpleasantly so at others
I took this course because it is a pre–med requirement. I was generally not that engaged with lecture because it was hard to pay attention, but I did complete most of the assignments and watched every lecture one way or another
Very engaged!

Papers, Reports, Problem Sets, Examinations, Critiques - Please comment on the guidance of the instructor(s) in preparing you to do written work, comments in response to written work, and the overall value of the papers, reports, exams, problem sets, and critiques to the course.

Comments
The midterm was 6 hours and there was no time to get up go to the bathroom or eat because it was so difficult. I reached out to Prof. Judd about this concern, asking for a break and it was denied. Problem sets were extremely difficult and required office hours or McGraw in order to complete them. In several cases, the data had problems that made the problems impossible to solve.
Problem sets were lengthy and time consuming, and we were not always introduced the coding concepts in lecture. I felt prepared for the statistical portions of the problem sets, but I sometimes had to get additional help for the coding portions.
The problem sets were the only place I felt like I had applied my learning...but I didn't learn anything until struggling through the psets... The questions were also worded very poorly and it was unclear what was being asked of us. The exams and feedback were all fine.
Excellent
Problem sets during the second half of the semester were very challenging and did not build off of the readings. They required a lot of time in office hours and a lot of corrections and bugs in the programs used. The first half of the semester problem sets were helpful.
Problems sets were fine for the most part. Exams were brutal. They should not be that long.
The problem sets were far too difficult for the level of this course. I had a decent amount of statistics and coding experience and I still struggled to complete them
While for the most part I was able to do the psets, and there were plenty of office hours which I appreciated, I felt like there was not enough teaching of R which often made it so I had to just figure out the coding concepts on my own.
The answers to the problem sets were posted after we submitted them so it was nice to see the correct answers and the critiques of my submissions. The midterm exam was a bit harder than expected; I felt kind of unprepared for its difficulty, but it was still overall okay.
Problem sets were okay. The majority of them were fine, but towards the end, they were a little bit unclear. The midterm exam was also on a really strict time limit of six hours, so I'm glad that the final was given 24 hours.
I do not feel that we were always adequately prepared to do the problem sets. I am giving this a fair rating as my preceptor

Comments
singlehandedly answered all of the questions the class had on EdDiscuss and definitely saved my grade. There was one week where the data had issues in it——which is not their fault——but we were not told that it would be extra credit until basically the day it was due. At that point, the majority of the class had already poured hours into this PSET that could have been spent doing other work that would be counted.
We were left by ourselves to complete the coding assignments, but the majority of assignments were fair, with the exception of the last few.
The expectations for this course were unbelievable. Not only did the midterm exam ruin everyones grades and mental health, sets every week consumed my weekend taking 10–12 hours due to their unreasonable content. They were extremely hard and for someone with a Friday precept, I never had a chance to start them earlier in the week because I would be so confused.
Precepts and lecture did not at all prepare us for the problem sets. It was really just me figuring it out on my own or asking questions at office hours/McGraw
This course is a train wreck. I really expected better at Princeton. There were times that my preceptor didn't even know how to do the code in precept and we had to help him. Midterm was overly difficult and covered concepts that we had been explicitly told would not be on the exam. Horrible.
My preceptor, Sojun, provided very helpful feedback on my psets, and the problem sets did help me learn how to code somewhat.
the wording is very confusing and I felt I wasted too much time interpreting the nonesense
I did not feel like I received enough guidance in this course.
The preceptor was great and very helpful but McGraw was essential.
Had to teach yourself, lectures didn't teach code only theory which was barely used, so I did not feel prepared for assignments. Midterm was so hard and covered stuff we never talked about in class. It felt like it was an exam to test how well you could look things up (open–internet) and apply it.
We did not receive enough guidance to complete psets. I spent many hours in McGraw study hall because I did not understand how to complete the work. Better coding explanations or examples would have been very helpful.
Problem sets were good but the last few were very difficult given that we weren't really taught the code. Took a lot of time to do and had to ask a lot of questions.
I think the psets became excessively difficult during the second half of the course.
problem sets were not that great prep for the exam and they were very difficult but we had a lot of help with them and a lot of time to do them.
The problem sets got drastically more difficult in the spring semester, requiring knowledge that was not covered in lecture and far beyond the realm of beginner coders, which because this class was an introductory course, was most people. That was very frustrating at times. I really appreciated the switching up of precept formats to allow for preceptors to cover the mechanics of coding more.
Problem sets were very hard. Along with the exams it's hard to see questions that haven't encountered before.
Psets were either super easy or super hard. No inbetween
I think the problem sets were not always on par to what was expected from us in lectures and precept material. Some were just not doable and we needed to advocate to get the adequate support or accommodation as a result.
The level of difficulty from assignment to assignment was not consistent and did not prepare us for the midterm exam style. The material covered in the problem sets often did not align with the material we learned from lectures or the book. The precept assignments had two different styles this semester. In the first style, students completed as much as they could in a group while asking questions. This often led to one student doing the entire assignment and the rest of the group not contributing. In the other style, the preceptor did the work in the assignment and we mimicked it. Neither style was particularly helpful in truly learning information or allowing for independent thinking.
My preceptor gave a decent amount of guidance
Psets were extremely difficult given that R is not taught in class efficiently. The midterm and final exam was in the right difficulty.
They did not help us or prepare us for any of the exams or problem sets. They would help a little more if you went to office hours, but even then the assistance in completing the coursework was scarce
The first half of the problem sets were relatively straightforward, but the second half really veered off. Office hours were always an option, but it felt like success on the problem sets was unobtainable without going to office hours.
I did not find lecture or precept to be particularly helpful in preparing me for the psets or exams, and I rarely got feedback. The psets and exams seemed to be testing us on important and relevant material.
They were helpful for understanding what's going on
Office hours was essential to completing problem sets. Additionally, the Ed Discussion was also very helpful; thank you to Perry for answering hundreds of our questions over the course of the semester. However, I was often overwhelmed by the problem sets. One

Comments
in particular I spent almost an entire weekend on and it caused me high levels of stress.
My precept instructor did a great job at providing feedback.
I often did not feel prepared for problem sets. The Maps p–set was especially frustrating, as the many hours put into it still resulted in a lack of understanding. I always felt like I was learning as I went, but never fully understanding what I was doing till much later on. Precept was helpful in aiding with the p–sets, though.
The problem sets began as instructive, but then they lacked adequate explanation or relation to the course itself. Obviously, they increased in difficulty, but most weeks I was left scrambling to complete problem sets by asking questions on Ed Discuss.
I don't think we were prepared well at all. The problem sets during the first half of the semester were manageable and I used McGraw and felt that I actually understood the content, but the second half ... was extremely unfair. The problem sets were ridiculous and rarely covered topics from the textbook or were way out of the scope of a new coder (this class was advertised as new coder friendly). To say the least, I couldn't do any of the psets from the second half on my own; I had to attend all 3 McGraw office hours and my preceptor's office hours to get them done (8+ hours); even after all of that, I still didn't understand why I was coding a certain way. The midterm was ridiculously long (6 hours) and was very unfair, hence the huge curve because it didn't cover anything we had learned during the first half. I will say, the final was WAYYY better and fair.
Problem sets were difficult but very good.
PSETS were loosely related to lectures. More difficult than necessary towards the end of the year.
I felt very ill prepared for assignments and assessments, spending hours and hours in office hours and McGraw where often tutors and preceptors also struggled to explain and understand relevant content and procedures
The problem sets were not related to the lecture and therefore the book was your best bet when it came to psets. The questions were a bit unclear as well.
there were so many psets and most of the time i couldnt even understand the questions that were asking, poorly written questions and that made it rly stressful!
They were fine in the beginning and they began to get unreasonable. What was taught was different from the problem sets. Took a lot of time to complete.
The problem sets started off fine but then became confusing or too difficult compared to what we learned that week.
I thoroughly enjoyed learning how to write code in R and use it to analyse statistical data.
The problem sets were fair and instructive. They were good practice for the exams, and were instructive.
Very helpful problem sets and precept reports that helped to practice concepts reviewed in lecture!

Readings and Visuals - Please comment on the quality of the readings and visuals in the course. Did the readings and visuals present the subject matter clearly? To what extent did the readings and visuals stimulate your intellectual curiosity and independent thinking?

Comments
QSS was my lifeline in this course... You absolutely need a textbook in order to grasp what is going on because it is not taught in the lectures.
The textbook was helpful for coding examples. The code was explained thoroughly and it was easy to follow along.
The book was more helpful than the lectures.
Excellent
Readings were very clear and I enjoyed them. I wish they connected more to the problem sets.
Powerpoint lectures weren't that helpful, especially when it was mostly stats analysis and not code. The book was helpful for code.
the textbook was a helpful resource for problem sets
Readings were a helpful supplement to lectures but were often super dense (which is probably to be expected given the course material)
The textbook we had did do a good job of explaining the concepts, and there wasn't a lot of reading each week so it was fair.
Readings were okay. It was just textbook reading, but I tried to mostly piece together what to do from the assignment itself, or inferring what the general content would be from the slides.
The textbook was usually pretty helpful with the PSETs. Sometimes, it did not help at all. With the midterm, which the majority of the class did very poorly on, even though it was open book I did not feel that the textbook really helped me at all.
Readings helped with assignments but were not necessary
Again, the lectures were so boring and the textbook was extremely dense and unengaging as well.

Comments
Textbook wasn't terrible but was definitely hard to follow at times.
The textbook is the only good part of this class
The textbook was very helpful. The powerpoint slides were a bit repetitive, and we rarely got through all of them.
almost self–study
The PSETs are ambiguously worded, and there are often errors
The textbook was helpful but should not have been as essential as it was.
The textbook was informative but very dry to read. I am someone who can learn from reading, but if you are not someone who is a visual learner, the class would have been impossible for you. We were expected to learn all coding skills from reading the textbook rather than having someone actually teach them.
the textbook was clear, i just wish parts of the textbook that taught us how to code were emphasized in the lectures
sometimes helpful sometimes not
Textbook readings were good.
The textbook is quite helpful
Readings were good
The readings were the most relevant aspect of this course to the assignments, but there was no space to ask questions to clarify information from the readings. Often, if we had questions on an assignment, we were told to refer to the reading with no further help or explanation. The readings might have been more helpful with more explanations on what we had to focus on.
The readings and visuals in the lectures slides were unhelpful. The textbook helped a little more
Honestly, I would have really struggled in this course without the textbook. I often found myself referencing the book for example code, and I only struggled with problem sets when I could not clearly find a statistical concept or code that directly correlated to that in the sets.
The textbook was sometimes helpful for the problem sets
They were a good reference
The book was overall quite helpful, but sometimes a little overwhelming in the content it covered.
No
The readings from the book were straightforward and helpful.
The textbook has been exceptionally helpful throughout the course, although there is no answer key for the activities within so I cannot use them as effectively as I would like.
The readings were very helpful in setting the foundation, especially the extra coding practices. Too bad we were never assessed on what was actually in the book.
The textbook was very good.
Visuals didn't offer much
reading the book was vital to success bc we weren't really taught code in class, but it was hard to get clarification on what is in the book if that was unclear
The readings were informative but not very engaging.
The textbook was adequate, not too boring but not particularly exciting. It prepared me for the main ideas we tackled each week and helped me get through a tough problem set or two.
The readings were helpful, and lecture slides were good.
Very helpful reading!

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
Perry was an incredible preceptor and worked so hard to help us. He listened to our feedback and advocated for us and was always available if we needed anything. It's thanks to him that I made it though this course.
PERRY IS THE BEST PRECEPTOR. PERIOD. He goes out of his way to teach so much, that across my four years at Princeton, I have never seen a preceptor single–handedly carry an entire course. He deserves a raise, an award, something.
Perry was the shining star of the class. He was unfathomably kind and always eager to help. In precept, he worked so hard to make sure everyone was on the same page and that we all felt comfortable with the topics. In office hours, he worked harder than any other preceptors to ensure that people could do the problem sets. If it wasn't for Perry, I truly believe I would be failing this course.
Perry is the best preceptor who explain concepts well and answers our questions regarding coding
Perry was a wonderful preceptor. I believe that he is a significant part of why I was able to succeed in this class. His office hours, precept, and ed discuss combined were essential to my success.
Perry was an incredible preceptor!! He was so helpful in precept and in his office hours and I don't know how I would have gotten through the class without him. He made coding fun and actually explaining WHY we were doing certain things. I could tell he actually cared about the students! I don't know if preceptors get paid, but if they do ... GIVE HIM A RAISE!!
Precepts helped clarify concepts and review new coding techniques.

Overall Quality of the Course - Please comment on the overall quality of the course. What worked particularly well and in what ways might the course be improved?

Comments
This course was time consuming and challenging at times, but I learned a lot and am more comfortable with coding and statistical concepts. An improvement would be to make lectures more related to assignments.
I didn't learn anything, anything that I did learn was from other classes. The lectures, precepts, and problem sets were completely unrelated.
Excellent
The course was well taught the first half of the semester but quickly became very confusing, overwhelming, and discouraging during the second half.
Honestly, this class was very stressful. I feel like I was going through it blind. Lectures were not helpful for coding psets.
This course needs to be completely restructured. There needs to be more support in teaching students to use R, especially those who don't have coding experience. I think the structure should be flipped, so lectures focused on coding and readings focused on statistics concepts.
I think this course needs to figure out what it is trying to accomplish. I understand in theory the idea of trying to teach statistics and R at the same time and just covering content relevant for social science, but I feel like in so doing I got neither a comprehensive coverage of stats or R and I often found the connections between psets and lecture content unclear. I feel like lecture content was rarely relevant to assignments or exams.
The course overall was good, though I think there is a certain disconnect between the statistics concepts we learned and the corresponding code to perform those concepts (especially in the later chapters). So it would help if the lectures had more of a balance between the two so that we learned the code to test the concepts beforehand instead of trying to figure out the R functions to use by ourselves.
I think the course could really use some integration with current R–programming practices (or, at least better resources on how to program in R). Perry was making progress on this, but it really ought to be part of the formal course curriculum.
The overall quality of the course was pretty poor. Any high marks that I give this course are because of my preceptor. This course could be improved if he taught it because he did everything spectacularly well. I have also heard that this is the first year this class has had a midterm or a final, as it is usually partner projects. The six hour midterm was particularly brutal. I would say it was just me, but the averages for the first and second round of grading were approximately a 30 and a 55. The final was made much more straightforward and 24 hours to be more accommodating. However, I believe that my preceptor had to petition to get it changed from 6 hours to 24 hours, as people–––myself included–––spent the entire 6 hours glued to the computer without water, a bathroom break, or food. If the course was framed to be more straight forward like the final, it would be much better.
The course is a requirement and teaches the basics of R, but not much beyond that
Get rid of this course or find a way to restructure this course. Every single year I hear how bad pol stats was. I truly didnt expect it to

Comments
be this bad and cant believe at an institution with so many resources, there is still a class that is THIS bad. The class needs to be restructured such that beginner coders and not placed under the same expectations and graded on the same curve as senior cos majors. There needs to be basic coding instruction to ease students into the course and much more through lectures on basic statistical concepts. Please Princeton... do better.
This might be the worst course I've ever taken, at Princeton or elsewhere. Despite devoting a massive amount of time to the material and problem sets, I feel that I have learned virtually nothing about coding in R or applying the concepts we have learned to the data. This class is a total time suck that will leave you feeling discouraged.
I learned a lot from this course, but I did not feel that the lectures were super productive. More time spent on coding techniques/how to troubleshoot/general strategies would be helpful.
Too many rooms for improvement
I would have preferred if there was more instruction on how to code during the lectures, the lectures were more theory–based and did not relate too much to what we were expected to do on exams/PSETs.
This course needs serious improvement. The second half precept structure was improved after the midterm but the lectures remained unhelpful.
Structure lectures better to go over actual code if it is supposed to be an intro–coding class
I was very frustrated by this course. The exams were very very long (both took me 5–6 hours) and I often felt lost during the problem sets. Professor Gleason was trying his best as a lecturer, but he was trying to teach both coding and stats concepts and therefore did not allocate enough time to either. I was able to teach myself coding from the textbook, but it was not very enjoyable.
I'm not trying to be mean, but POL345 was poorly structured and taught this semester. There's just no other way to say it. I felt abandoned on the PSETs and exams, and precepts didn't really help me better understand the material —- however, Gaetan was very nice, and I don't want this poor evaluation of the class to impact his future, since I know these evaluations can carry weight. The lectures were even worse, and were almost completely unrelated to material presented on the PSETs and in exams. Unfortunately, I don't have many positive things to say about this course, other than the fact that I was able to bond with other students over how much we dreaded this class.
Lectures should be made more engaging and teach some more of the R code beyond basics.
i wish the exams were structured where we could do it in 6 hours but not consecutively, and the exams were very difficult. i wish we were assigned a partner with whom to do the exams like in previous semesters.
The course was very difficult at times, with precepts requiring outside knowledge that beginner coders would not have. I did a lot of independent studying to solve problems, and I wish they were more upfront about that since I'd thought this introductory course was designed specifically for beginner coders like me.
The quality of the course was okay. They could've done a much better job teaching us how to code.
This entire course seemed to have the wrong organization for the material. It seems that most students had a fair grasp on the statistics and analysis, but the coding was brand new for most students and there was little to no help with that aspect. Often when students asked for help, they would be told that a particular function would be easier to complete with a different package that we were not receiving instruction on. Students were told that they could enter this course with no background in coding and still do well in the course. This is not true, because we were not taught many basic principles of coding that would help us or made clear of what packages would be necessary or helpful for the course. The most engaging precept was one when the preceptor was clear about the entire class engaging, however this was the last precept and it did not make up for an entire semester of minimal participation from my classmates. This course might work well in person, or in a different semester, but overall the entire course might need revision to truly teach students anything in the future.
Overall quality is fair. Need more teaching and lecturing on how to code given that a lot of students does not have a coding background.
I learned nothing from this course and it was overall awful.
There consistently seemed to be a disconnect between what was taught and what was on the problem sets. Many students were confused. More instruction on the actual code needed would be helpful, as well as how specific functions apply to the statistical concepts.
I do not feel like I actually was taught the material nor do I understand the "why" behind the coding, which could be improved because this class has the potential to be very helpful for JPs and theses. However, it was well organized on canvas and I do think that while difficult and stressful, working through the weekly psets did help me learn R.
It was fine, although I didn't like the switch to making the precepts more lectury instead of participationy
As previously mentioned, Perry was essential to me getting through this course. Without his help, I probably would have PDFed or dropped this course altogether.
I think this course needs work because the workload does not match the material covered in lecture or precept and there were many problems throughout the semester.
This course was extremely draining. I feel like I didn't learn a lot of statistics, and mostly just how to do basic coding. It was very

Comments
stressful.
The course overall seemed rather haphazardly planned, evident by the fact that an entire problem set was planned for the last shortened week of courses. That said, this has been a challenging year, and I understand that everyone is doing their best.
I think this class needs a lot of work, but I do sympathize with the professor as he was teaching virtually and I believe this was his first time teaching inexperienced coders/undergraduates. They need to work on the psets and making them cover the material introduced in the textbook.
The course was very good.
Course was very blah didn't love it didn't hate it.
I worked hard. Perry Carter (preceptor) worked hard teaching the class during his two hours of office hours and in additional sessions. The class was incredibly frustrating
The lectures need to be applicable to the work we are doing. I felt as though I had to teach myself how to do the problem sets and it was incredibly frustrating. The preceptors should run us through examples of code that are applicable to the psets.
this course was a flop
Honestly, I can't speak how this class is in–person, but it was horrible.
The overall quality was poor. It was unnecessarily stressful and did not help me to learn in an effective way at all.
I really enjoyed coding and learning R, but the statistical analysis beyond R was essentially what I learned in AP Stat in HS, except over–explained (too much mathematics) and didn't even cover the breadth of statistical analysis that AP Stat did. Coming out of this course, I feel more prepared to be hands–on with data in the future, but on a technical level, I felt like the theory wasn't as strong as it could have been.
Considering COVID, this course was well run. The professors were very fair and accommodating (especially compared to other STEM courses)
Fantastic!