

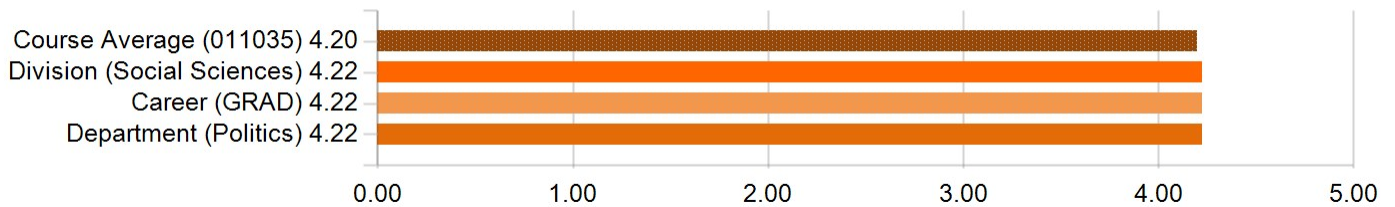
## POL 574: Quantitative Analysis IV - P01 - N. Liu

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.

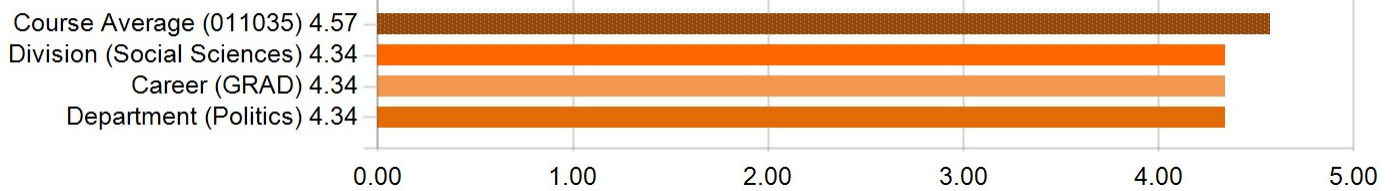
### Score Analysis

#### Course questions - Score Analysis

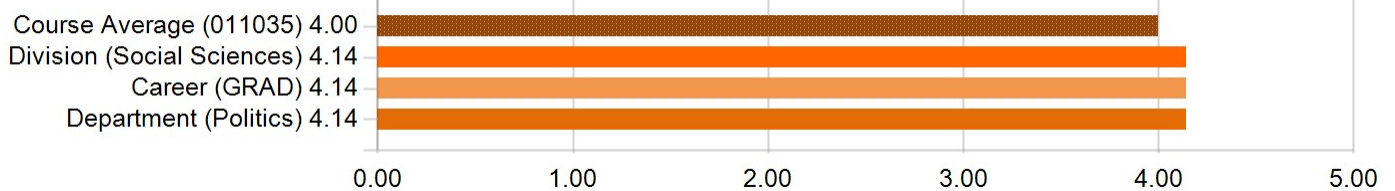
##### 1. Readings I - Rate the overall quality of the readings



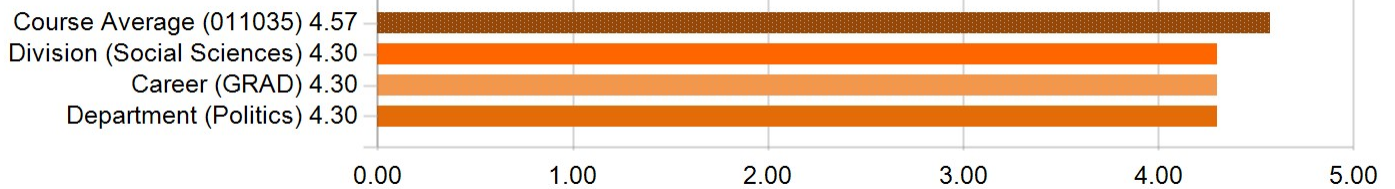
##### 2. Papers - Rate the contribution to your education of papers or problem sets or other written work



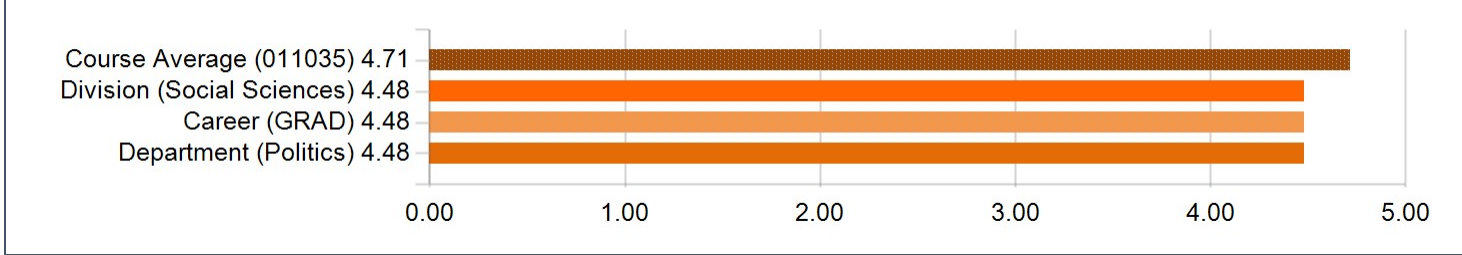
##### 3. Oral Presentation Skills - Rate the contribution of this course to improvement of your oral presentation skills:



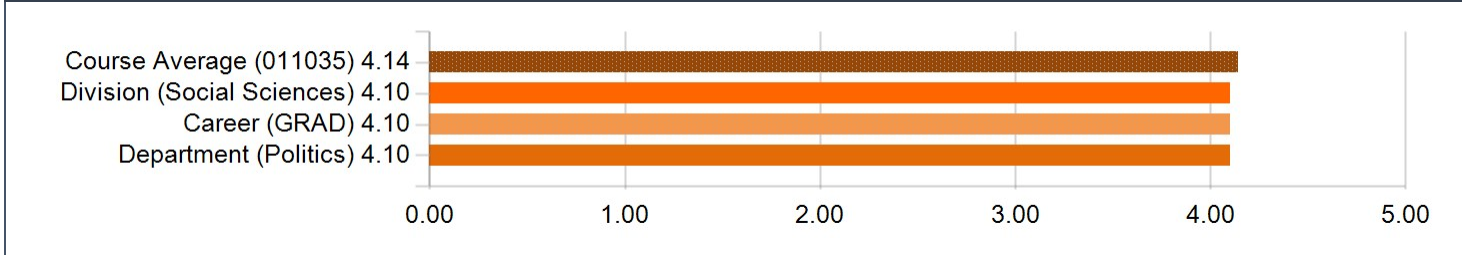
##### 4. Analytical Skills - Rate the contribution of this course to the development of your analytical skills:



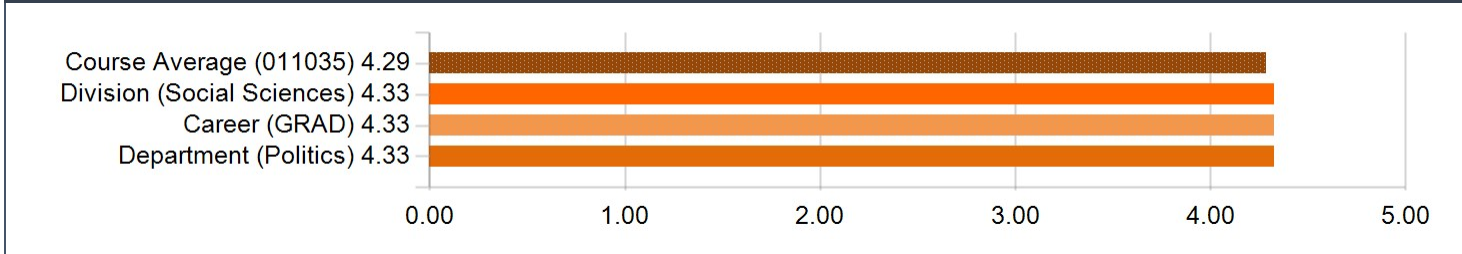
**5. Critical Evaluation - Rate the contribution of this course to improvement of your capacity for critical evaluation of the subject:**



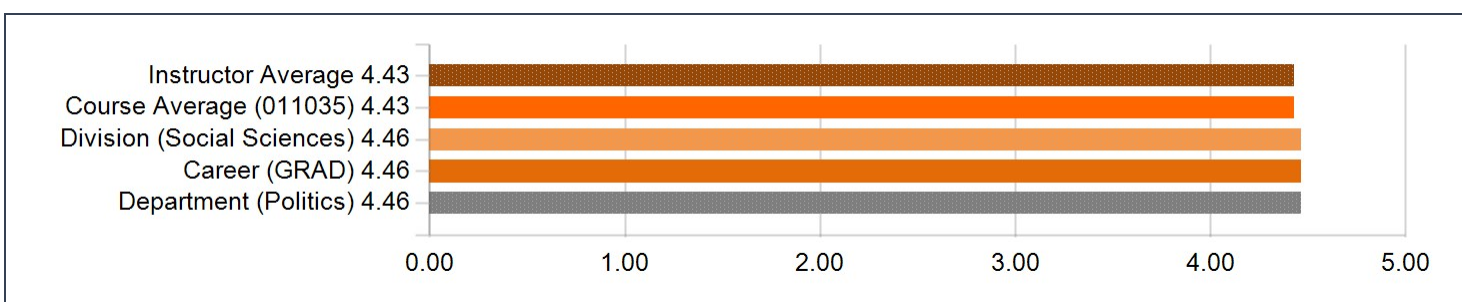
**6. Course Workload - Rate the course workload:**



**7. Overall Quality - The overall quality of this course was:**



**Preceptor Quality - Rate the overall quality of the assistant instructor's precepts:**



**Course Questions - Frequency Analysis**

**Readings I - Rate the overall quality of the readings**

Readings I - Rate the overall quality of the readings			
Options	Score	Count	Percentage
Excellent	5	2	40%
Very Good	4	2	40%
Good	3	1	20%
Fair	2	0	0%
Poor	1	0	0%

**Papers - Rate the contribution to your education of papers or problem sets or other written work**

Papers - Rate the contribution to your education of papers or problem sets or other written work			
Options	Score	Count	Percentage
Excellent	5	5	71%
Very Good	4	1	14%
Good	3	1	14%
Fair	2	0	0%
Poor	1	0	0%

**Oral Presentation Skills - Rate the contribution of this course to improvement of your oral presentation skills:**

Oral Presentation Skills - Rate the contribution of this course to improvement of your oral presentation skills:			
Options	Score	Count	Percentage
Excellent	5	3	43%
Very Good	4	2	29%
Good	3	1	14%
Fair	2	1	14%
Poor	1	0	0%

**Analytical Skills - Rate the contribution of this course to the development of your analytical skills:**

Analytical Skills - Rate the contribution of this course to the development of your analytical skills:			
Options	Score	Count	Percentage
Excellent	5	5	71%
Very Good	4	1	14%
Good	3	1	14%
Fair	2	0	0%
Poor	1	0	0%

**Critical Evaluation - Rate the contribution of this course to improvement of your capacity for critical evaluation of the subject:**

Critical Evaluation - Rate the contribution of this course to improvement of your capacity for critical evaluation of the subject:			
Options	Score	Count	Percentage
Excellent	5	5	71%
Very Good	4	2	29%
Good	3	0	0%
Fair	2	0	0%
Poor	1	0	0%

**Course Workload - Rate the course workload:**

Course Workload - Rate the course workload:			
Options	Score	Count	Percentage
Excellent	5	3	43%
Very Good	4	2	29%
Good	3	2	29%
Fair	2	0	0%
Poor	1	0	0%

**Overall Quality - The overall quality of this course was:**

Overall Quality - The overall quality of this course was:			
Options	Score	Count	Percentage
Excellent	5	3	43%
Very Good	4	3	43%
Good	3	1	14%
Fair	2	0	0%
Poor	1	0	0%

## Instructor Questions - Frequency Analysis

**Preceptor Quality - Rate the overall quality of the assistant instructor's precepts:**

Preceptor Quality - Rate the overall quality of the assistant instructor's precepts:			
Options	Score	Count	Percentage
Excellent	5	3	43%
Very Good	4	4	57%
Good	3	0	0%
Fair	2	0	0%
Poor	1	0	0%

## Qualitative Feedback

**Readings II - What reading assignments should be eliminated? Do you have suggestions for reading that might be added?**

### Comments

I would encourage Dean to make the Bishop readings mandatory for the relevant weeks.

**Class Assignments - Which problem sets, exercises, papers, or exams were very helpful in learning the course subject matter, and which did not help at all? Did you receive timely and constructive feedback? Were there too many assignments, or too few?**

### Comments

The problem sets were very practical, and we had the correct amount of them. Perhaps coding the topic model was the only thing out of reach for most students.

Problem sets were generally very useful, except for some parts that were not directly related to quant and a bit too cumbersome.

**Course Content - Please comment on the content and organization of the seminar. Do you have any suggestions for its improvement?**

### Comments

Having students report on progress made on their projects ONCE, not twice, would probably benefit everyone. (The first progress report was probably too early, and the second one fairly repetitive.)

It would have been better if the slides were posted on blackboard in a more timely manner so that we can review before the next class.

**Course Expectations - How did this course compare to your expectations when you enrolled in it - and to other courses taken here or elsewhere?**

### Comments

This course was about what I expected for 574.

**Preceptor Contribution - Please comment on the relative value of the assistant instructor's lectures, other formal commentaries, and open discussion.**

### Comments

I am fortunate to have had Naijia as a preceptor twice. Naijia is willing to adapt precepts to student feedback; balances proofs, R examples, and readings well; and is a good communicator. She is always well-prepared.

She went over the math in detail on the board, which was helpful.