

Project Title: **Fall 2018 Evaluations**

Courses Audience: **43**  
Responses Received: **23**  
Response Ratio: **53.49%**

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Subject Details

Name	A,RESEC 213 LAB 101 APPLIED ECONOMETRIC
DEPT_NAME	A,RESEC
DEPT_FORM	A,RESEC
EVALUATION_TYPE	G
First Name	Shaoda
Last Name	Wang

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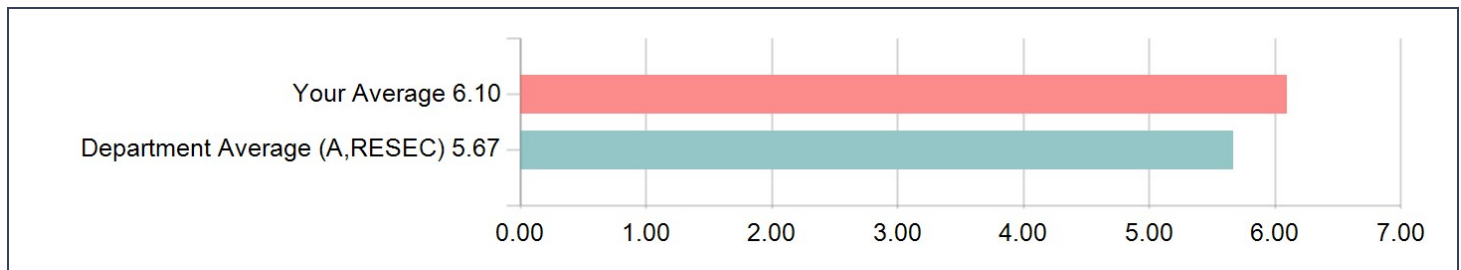
Creation Date: **Mon, Jan 07, 2019**

FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

## RATING QUESTIONS (QUANTITATIVE)

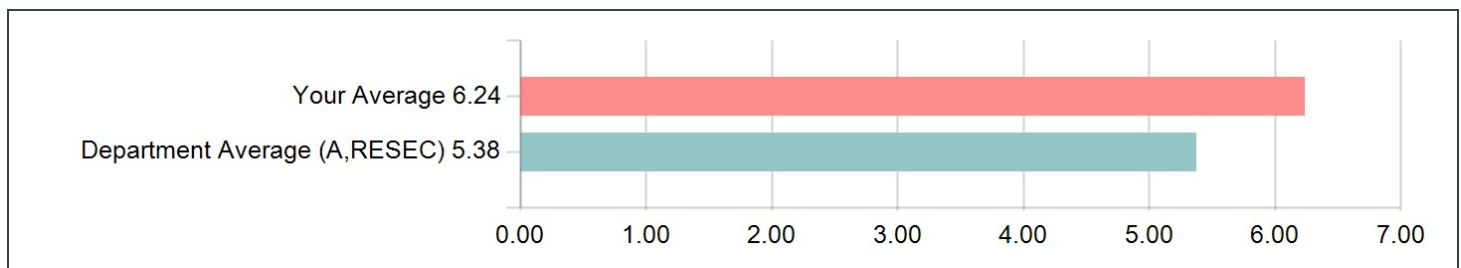
UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this graduate student instructor?



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	1	4.76%
5	4	19.05%
6	8	38.10%
7-Extremely Effective	8	38.10%
Statistics	Value	
Response Count	21	
Mean	6.10	
Median	6.00	
Standard Deviation	0.89	

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?



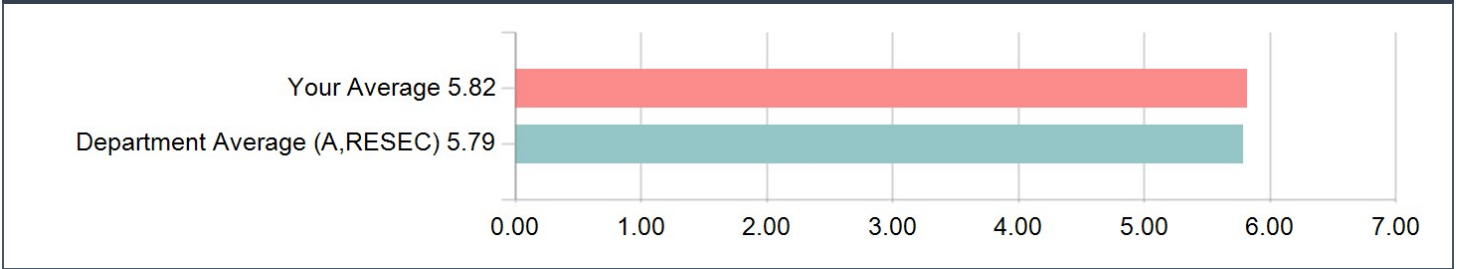
Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	4	19.05%
6	8	38.10%
7-Extremely Effective	9	42.86%
Statistics	Value	
Response Count	21	
Mean	6.24	
Median	6.00	
Standard Deviation	0.77	

DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Please rate the ARE section leader and section on each of the following characteristics:

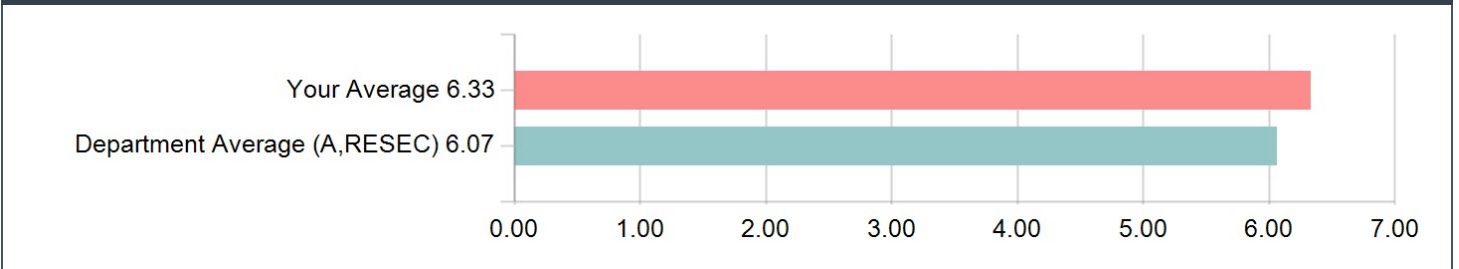


#### 4. Ability to communicate and to explain difficult material clearly

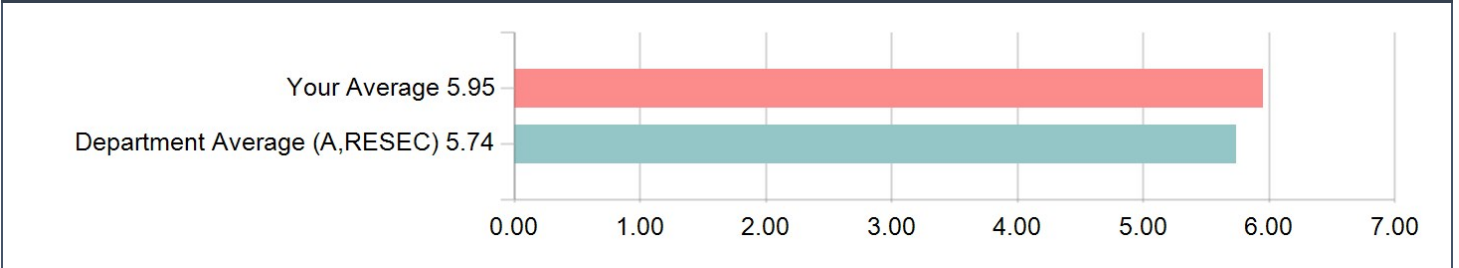


Please rate the ARE section leader and section on each of the following characteristics: (continued)

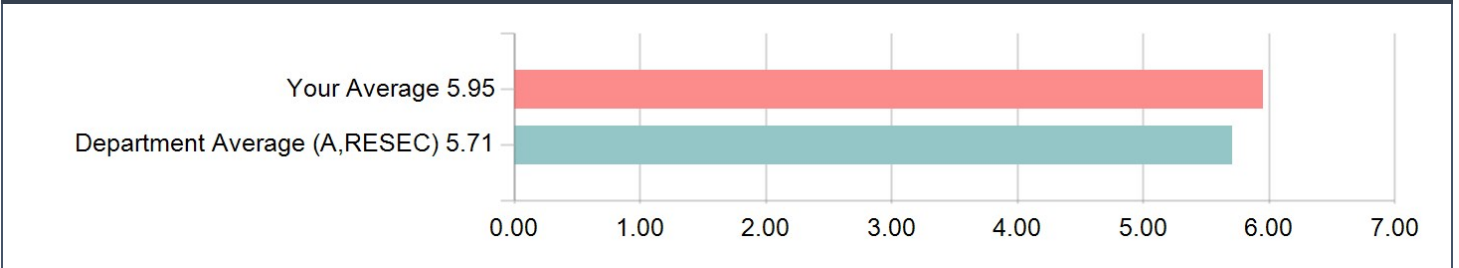
5. Willingness to answer questions and treat opposing views



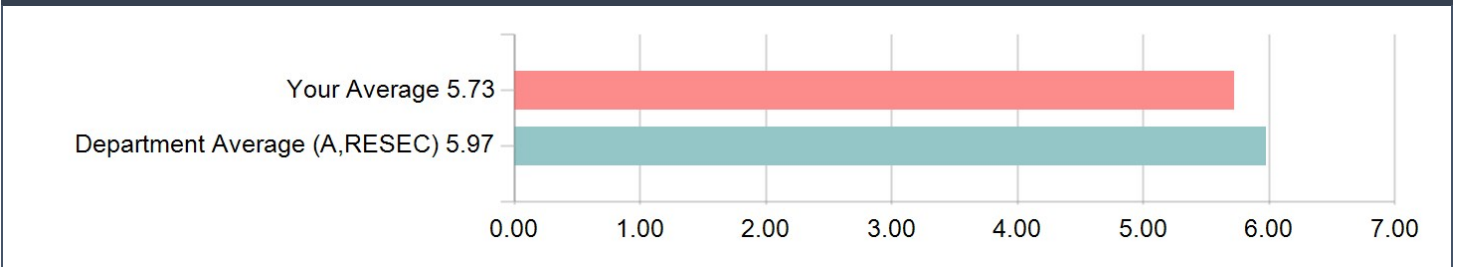
6. Provides intellectual challenge



7. Provides breadth of perspective

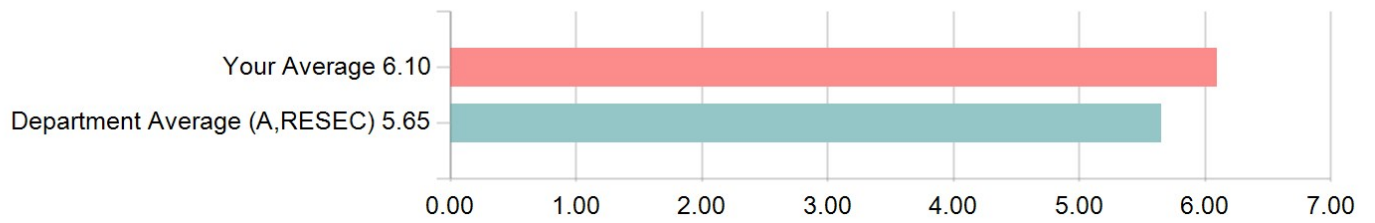


8. Speaks well and clearly (mannerisms in class)



Please rate the ARE section leader and section on each of the following characteristics: (continued)

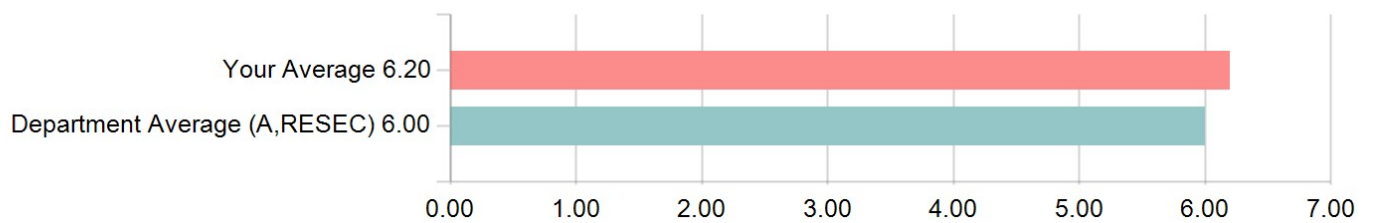
9. Usefulness of assignments, projects, homework, exams, etc.



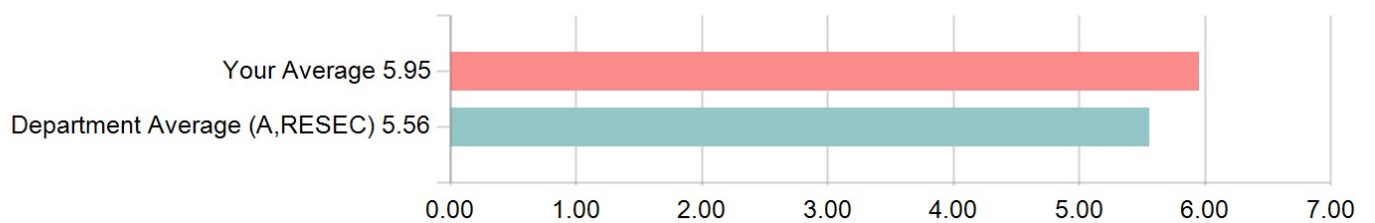
10. Provides feedback on assignments, exams, etc.



11. Availability and usefulness of office hours



12. Effectiveness of discussion sections in relation to lectures



1. Attitude toward and concern for the student			2. Preparation and organization of section meetings		
Options	Count	Percentage	Options	Count	Percentage
Not at all effective (1)	0	0.00%	Not at all effective (1)	0	0.00%
(2)	0	0.00%	(2)	0	0.00%
(3)	0	0.00%	(3)	0	0.00%
Moderately Effective (4)	0	0.00%	Moderately Effective (4)	0	0.00%
(5)	2	9.09%	(5)	3	13.64%
(6)	8	36.36%	(6)	7	31.82%
Extremely Effective (7)	12	54.55%	Extremely Effective (7)	12	54.55%
Statistics	Value		Statistics	Value	
Response Count	22		Response Count	22	
Mean	6.45		Mean	6.41	
Median	7.00		Median	7.00	
Standard Deviation	0.67		Standard Deviation	0.73	
3. Knowledge of subject matter			4. Ability to communicate and to explain difficult material clearly		
Options	Count	Percentage	Options	Count	Percentage
Not at all effective (1)	0	0.00%	Not at all effective (1)	0	0.00%
(2)	0	0.00%	(2)	0	0.00%
(3)	0	0.00%	(3)	0	0.00%
Moderately Effective (4)	1	4.55%	Moderately Effective (4)	4	18.18%
(5)	1	4.55%	(5)	4	18.18%
(6)	8	36.36%	(6)	6	27.27%
Extremely Effective (7)	12	54.55%	Extremely Effective (7)	8	36.36%
Statistics	Value		Statistics	Value	
Response Count	22		Response Count	22	
Mean	6.41		Mean	5.82	
Median	7.00		Median	6.00	
Standard Deviation	0.80		Standard Deviation	1.14	

5. Willingness to answer questions and treat opposing views		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	1	4.76%
(5)	3	14.29%
(6)	5	23.81%
Extremely Effective (7)	12	57.14%
Statistics	Value	
Response Count	21	
Mean	6.33	
Median	7.00	
Standard Deviation	0.91	

6. Provides intellectual challenge		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	1	4.55%
Moderately Effective (4)	1	4.55%
(5)	4	18.18%
(6)	8	36.36%
Extremely Effective (7)	8	36.36%
Statistics	Value	
Response Count	22	
Mean	5.95	
Median	6.00	
Standard Deviation	1.09	

7. Provides breadth of perspective		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	2	9.09%
(5)	6	27.27%
(6)	5	22.73%
Extremely Effective (7)	9	40.91%
Statistics	Value	
Response Count	22	
Mean	5.95	
Median	6.00	
Standard Deviation	1.05	

8. Speaks well and clearly (mannerisms in class)		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	4	18.18%
(5)	6	27.27%
(6)	4	18.18%
Extremely Effective (7)	8	36.36%
Statistics	Value	
Response Count	22	
Mean	5.73	
Median	6.00	
Standard Deviation	1.16	



9. Usefulness of assignments, projects, homework, exams, etc.		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	2	9.52%
(5)	4	19.05%
(6)	5	23.81%
Extremely Effective (7)	10	47.62%
Statistics		Value
Response Count		21
Mean		6.10
Median		6.00
Standard Deviation		1.04

10. Provides feedback on assignments, exams, etc.		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	2	9.52%
(5)	6	28.57%
(6)	5	23.81%
Extremely Effective (7)	8	38.10%
Statistics		Value
Response Count		21
Mean		5.90
Median		6.00
Standard Deviation		1.04

11. Availability and usefulness of office hours		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	2	10.00%
(5)	1	5.00%
(6)	8	40.00%
Extremely Effective (7)	9	45.00%
Statistics		Value
Response Count		20
Mean		6.20
Median		6.00
Standard Deviation		0.95

12. Effectiveness of discussion sections in relation to lectures		
Options	Count	Percentage
Not at all effective (1)	0	0.00%
(2)	0	0.00%
(3)	0	0.00%
Moderately Effective (4)	3	14.29%
(5)	4	19.05%
(6)	5	23.81%
Extremely Effective (7)	9	42.86%
Statistics		Value
Response Count		21
Mean		5.95
Median		6.00
Standard Deviation		1.12

*INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*

## OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

### List the section leader's most effective characteristics.

Comments
knowledgeable about the material; concern for student understanding
Using visual aids (graphs, diagrams) and providing examples.
Experience + Knowledge
Succinct and always emphasized what would be most helpful/relevant!
Bringing in new examples that clarify course content
Thank you for putting together great sections with material that supplemented lectures. I often learned more in section than in lecture!
Shaoda was clearly very invested in his students, by taking the time to answer any questions that were brought up before, during and after Section, and by being readily available via email whenever something came up on our end. He was also very proactive in reaching out to students whenever it seemed like they were struggling in class or with homework. Shaoda was very clear in many of his explanations and took the time to create Section notes that delved into additional examples that helped clarify material in class.
great notes
clear understanding of material
I only attended one section. It was well done
Very responsive to student questions. I could always reach Shaoda when questions came up on homework. His answers were helpful.
Approachable and knowledgeable!
This GSI is very helpful and always eagerly replied to emails very quickly!
Very approachable and helpful; only able to attend a few sections due to course conflicts but found those that I did attend to be helpful in summarizing lecture material.

### List the section leader's least effective characteristics (suggestions for improvement).

Comments
Shaoda could speak a little slower. Sometimes it was hard to understand him.
Dont understand his sense of humor/jokes and videos that he has shown us to explain some topics.
Did not use adequate time providing a practical understanding of the content (both in terms of preparing for problems sets, practicing the kind of thinking that will appear on the exam, and coding in STATA)
Shaoda perhaps spoke a bit too quietly and quickly at times, but on the whole I do not have any significant criticisms of Shaoda's characteristics as a GSI. I make some notes on the Section structure below.
None
Sections provided helpful notes, sample stata code, and opportunities to ask questions. This is all very helpful.
An area for improvement is making the most of instruction during sections. Sections sometimes felt like a recitation of the section notes.
Would have appreciated uploading sections notes earlier in order to prepare for section.

### List the most effective aspects of this section.

Comments
simulations and showing code examples
Providing examples via published articles.
In addition to what was stated above, the most effective part of this section was when we covered some other examples of how to apply the techniques learned in class, when questions in the homework were covered (or a review of the material relevant to the homework was given), and when Shaoda answered students' questions.
great notes and (stata...) code
Didn't attend
Notes, sample stata code, opportunities to ask questions
The notes are useful.

### List the least effective aspects of this section (with suggestions for improvement).

Comments
Have more resources in R.
Aside from the above, some of the Sections perhaps delved too much into the details in a way that was hard to follow. For example, Section 9 on Synthetic controls, which delved into other forms of panel data analysis that we hadn't quite covered in class, comes to mind. I would have also appreciated some more feedback on the Problem Sets whenever points were deducted from certain parts but no explanation was given.
It would be really nice to have section notes in R. Considering the prerequisite to this class is ONLY in R, I'm not sure why we switch back to stata.
assumptions on knowledge of Stata – more assistance with Stata.
Didn't attend
Presentation of material covered in notes
It would have been much more useful to go through the Stata code together, in real time, than to just read through it in class.
I honestly didn't attend sections because the course was focused on stata, and I use R exclusively. However, R was allowed for submissions and we always got feedback so its okey. But because ARE 212 is now R-only, I think it might not be a bad idea to make ARE 213 R-only as well.

*INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*