Preparation (26): Most students surveyed claim that no background is necessary (65%), although several suggest that Sociology 128 is helpful (19%). Several also advise a foundation of high school math (19%).

Strengths/Weaknesses (22): Those polled cite the boring subject matter as the main weakness of the class (36%). Nevertheless, 18% consider the excellent teaching a course strength.

The Verdict (22): 64% of respondents give **Sociology 156** their full recommendation, with 14% noting that it is well-taught, and an equal percentage calling it important. 28% recommend it only as a requirement.

Statistics

Statistics 100. Introduction to Quantitative Methods

Clyde H. Schoolfield, Jr. **(Fall)**
Steve C. Wang (Spring)

Half Course — To be given Fall and Spring

Official Course Description: Statistics 100 aims to develop an understanding of the basic concepts of probability and statistics and help students to be informed and critical readers of quantitative methods. It is designed to provide sufficient skills to enable students to apply simple statistical techniques with the aid of a computer, to help students appreciate the role of the field of statistics in empirical research and scientific study, and to help students gain flexible problem-solving skills applicable to unfamiliar statistical settings.

FALL STATISTICS *Enrollment: 205 undergrads out of 209 total* *Response: 181 (86.6%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.0	4.0	19	30	62	52	8	0	171
Instructor:									
Schoolfield	3.3	4.1	15	25	54	60	24	0	178
Reading:	3.8	3.7	7	18	33	47	62	10	177
Handouts:	3.5	4.0	10	17	52	50	31	17	177
Audio/visual aids:	3.3	3.9	8	25	63	36	31	14	177
Website:	3.9	3.6	6	16	36	50	62	0	170
Workload:	2.1	2.8	44	82	46	6	1	0	179
Difficulty:	3.2	3.5	4	35	74	48	16	0	177
Competition:	3.1	2.5	10	39	66	46	12	3	176
Pace:	2.9	2.9	6	31	111	27	1	0	176
Course engaging:	2.5	4.0	40	46	53	29	6	1	175
Assignments:									
Relevance:	4.0	4.2	2	5	33	84	51	0	175
Helped for exams:	3.8	3.9	5	14	40	72	43	0	174

Year:		Primary Reason for Enrolling:	
First-year:	10	Elective:	11
Sophomore:	140	Concentration:	144
Junior:	6	Elective in Concentration:	4
Senior:	6	Core:	19
Other:	19		

SPRING STATISTICS *Enrollment: 169 undergrads out of 171 total* *Response: 115 (67.3%)*

	MEAN course	MEAN Spr. Nat.Sci.	# RESPONSES 1	2	3	4	5	NA	total
Course overall:	4.1	4.0	0	2	18	43	32	0	95
Instructor:									
Wang	**4.8**	4.2	0	1	1	14	100	0	116
Reading:	**3.2**	3.8	7	20	34	38	9	4	112
Handouts:	**4.7**	3.9	0	0	7	25	83	0	115
Audio/visual aids:	**4.3**	3.9	0	5	9	38	57	3	112
Website:	**2.1**	3.5	33	42	19	9	2	6	111
Workload:	**1.7**	2.6	45	62	6	0	1	0	114
Difficulty:	**2.7**	3.3	9	34	51	17	1	0	112
Competition:	**2.6**	2.3	17	30	47	11	6	1	112
Pace:	**3.1**	2.9	0	11	80	19	1	0	111
Course engaging:	**3.3**	4.0	5	13	42	45	8	0	113
Assignments:									
Relevance:	**4.4**	4.1	0	2	9	43	58	0	112
Helped for exams:	**4.4**	3.8	2	2	9	36	62	0	111

Year:		Primary Reason for Enrolling:	
First-year:	54	Elective:	8
Sophomore:	44	Concentration:	88
Junior:	8	Elective in Concentration:	0
Senior:	3	Core:	13
Other:	6		

Requirements: Term project (10%), Final (20%), Homework and computer assignments (30%), 2 hourlies (40%).

Reading: Moore and McCabe, *Introduction to the Practice of Statistics.*

Instructors: In the fall, respondents commend Professor **Clyde H. Schoolfield, Jr.** for his good instruction (10%), friendliness (13%), and overall excellence (15%). While some find his lectures organized (19%) and clear (27%), others complain that they are unclear (13%) and boring (17%). They note that he lectures directly from the textbook (31%). In the spring, respondents describe Dr. **Steve C. Wang** as an excellent (48%), enthusiastic (18%), clear (27%), organized (15%), and friendly (14%) instructor. They applaud his sense of humor (20%) and appreciate his ability to make the otherwise dull material entertaining (29%) and interesting (51%). This year, Professor **Fabrizia Mealli** assumes teaching responsibilities for the course in the fall.

Section Leaders: Fall pollees characterize section leaders as clear (14%), accessible (16%), knowledgeable (16%), good (20%), friendly (22%), excellent (22%), and helpful (26%). They appreciate the helpful handouts (12%) and report that section leaders answer questions well (12%). However, some consider communication difficult, describing section leaders as unclear (24%). Fall section leader **Calvin Chiu** receives special praise for his teaching abilities. Those responding in the spring describe section leaders as knowledgeable (20%), helpful (27%), friendly (24%), and good overall (11%).

Sections: In the fall, pollees laud sections for their overall excellence (11%) and helpfulness (52%), but some find them unhelpful (11%). In the spring, some students find sections helpful (46%) while others find them unhelpful (19%), explaining that, because some section leaders do not have a good command of English, there is a significant communication problem (15%).

Reading: Respondents in the fall deem the reading well-integrated (14%) and helpful (47%). Some describe it as essential (16%) while others consider it unnecessary (10%). In the spring, while some respondents find the reading helpful (47%), others describe it as both unhelpful (11%) and unnecessary (30%).

Requirements: Students polled in the fall deem problem sets and exams easy (14%), appropriately frequent (14%), fair (28%), and helpful (58%). They appreciate the prompt return of graded work (62%), but observe that problem sets are too long (14%). Polled students in the spring mention that the written assignments are appropriate (49%) and helpful (61%). 41% compliment their prompt return.

Website: Fall respondents describe the website as well-maintained (13%) and useful (58%). Spring pollees feel that it is average (12%), and complain that it should have problem sets and handouts (38%). Many, however, find it entirely unhelpful (26%).

Preparation: Fall respondents claim that no preparation is necessary for the course (76%). They advise a general knowledge of mathematics (20%). In the spring, pollees also claim that no preparation is necessary (78%) while others suggest a general background in mathematics (10%).

Strengths/Weaknesses: In the fall, students note the structure (10%) and the professor (12%) as particular strengths of the course. However, they consider the section leaders (10%), professor (12%), and boring subject matter (35%) weaknesses. Spring respondents mention the interesting material (12%), the excellent professor (45%), and the fact that the class provides a good introduction to statistics (14%) as course strengths, yet they deem the slow pace of the course (12%), the boring material (18%), and the exams (15%) course weaknesses.

The Verdict: Those responding give mixed recommendations of **Statistics 100.** In the fall, 44% give it their full endorsement. 10% cite the importance of the subject matter as a reason to enroll, and another 10% note that the course fulfills a requirement. 27% conditionally recommend the course, with 23% advising enrollment only as a requirement. 29% do not recommend the course. In the spring, a majority of those responding recommend the course (86%), saying that it is well-taught (30%), covers important material (18%), is a good introduction to statistics (12%), and is relatively painless (11%). 10% consider it a great way to fulfill the Quantitative Reasoning requirement. 11%, however, only offer their conditional recommendation.

Writer's Notes: In the fall pollees find that lectures closely mirror the textbook; some consider this integration to be a positive aspect while others classify it as a weakness of the course. Also of note: sections are optional, although many describe them as helpful. The inability of some section leaders to communicate fluently in English is cited as the main impetus behind their categorization as "unclear."

Note: The spring portion of this write-up is based on an evaluation with a response rate of less than 70%.

Statistics 101. Introduction to Quantitative Methods

Steve C. Wang

Half Course — To be given Fall Term

Official Course Description: Statistics 101 covers the same topics as Statistics 100. It emphasizes the analysis of variance, applied in experimental fields such as psychology and other behavioral sciences.

FALL STATISTICS *Enrollment: 161 undergrads out of 165 total* *Response: 93 (56.4%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	4.2	4.0	1	1	11	34	35	0	82
Instructor:									
Wang	4.9	4.1	0	0	1	11	80	0	92
Reading:	3.2	3.7	8	15	28	29	12	0	92
Handouts:	4.6	4.0	0	2	6	21	63	0	92
Audio/visual aids:	4.2	3.9	1	6	8	32	45	1	93
Website:	2.3	3.6	19	31	30	7	1	3	91
Workload:	1.8	2.8	34	46	11	0	1	0	92
Difficulty:	2.6	3.5	7	37	35	11	2	0	92
Competition:	2.2	2.5	27	31	28	6	1	0	93
Pace:	3.0	2.9	0	9	71	12	0	0	92
Course engaging:	3.6	4.0	3	6	31	35	17	0	92
Assignments:									
Relevance:	4.6	4.2	0	1	1	29	62	0	93
Helped for exams:	4.4	3.9	2	4	5	25	57	0	93

Year:		Primary Reason for Enrolling:	
First-year:	6	Elective:	3
Sophomore:	48	Concentration:	72
Junior:	27	Elective in Concentration:	3
Senior:	4	Core:	11
Other:	8		

Requirements: Unavailable.

Reading: Unavailable.

Instructor (80): Those responding consider Professor **Steve C. Wang** an excellent instructor (51%), noting that his lectures are interesting (48%), clear (36%), organized (19%) and entertaining (29%). 28% appreciate his enthusiasm, 16% note that he always answers questions, 14% enjoy his sense of humor, and an equal percentage find him approachable. Another 13% praise his encouragement of participation.

Section Leaders (57): Students find section leaders excellent (11%), good (16%), knowledgeable (11%), and helpful (28%). 11% praise their enthusiasm, 16% note that they answer questions well, and 26% consider them approachable. 11% complain, however, that their explanations are unclear.

Sections (68): Although 44% of respondents comment that the optional sections are helpful, 15% do not find them useful, and an equal percentage add that it is not necessary to go to sections.

Reading (85): 52% of those surveyed find the reading helpful, but 12% feel that it is of no use, and 41% note that it is not essential.

Requirements (84): Pollees describe problem sets as fair (25%) and helpful (71%). 32% report that they are returned promptly.

Website (77): Those surveyed disagree about the usefulness of the website, with 47% claiming that it is not valuable, and 19% deeming it useful.

Preparation (81): 70% of respondents feel that no preparation is required. Nevertheless, 20% contend that a basic knowledge of mathematics should be sufficient.

Strengths/Weaknesses (67): Strengths mentioned include the quality of teaching (51%) and the interesting subject matter (10%). However, 10% of those polled find the course boring, and an equal percentage claim that tests are too difficult.

The Verdict (76): Most respondents fully recommend **Statistics 101** (83%), citing the interesting course material (14%) and the quality of instruction (11%) as reasons to enroll. Yet, 17% recommend the course conditionally, with 10% endorsing it only as a requirement.

Writer's Notes: Sections are optional and therefore smaller in size; this is appreciated both by those who require extra help and are able to get individual attention and by those who do not feel the need to attend sections.

Note: This write-up is based on a response rate of less than 70%.