SPRING STATISTICS *Enrollment: 9 undergrads out of 13 total* *Response: 12 (92.3%)*

	MEAN		# RESPONSES						
	course	Spr. Soc.Sci.	1	2	3	4	5	NA	total
Course overall:	4.0	4.2	0	0	2	7	2	0	11
Instructor:									
Bobo	4.1	4.4	0	1	0	7	3	0	11
Reading:	4.4	4.0	0	0	1	5	6	0	12
Website:	2.0	3.2	1	0	1	0	0	8	10
Workload:	2.6	2.1	0	7	3	2	0	0	12
Difficulty:	3.1	2.9	0	2	7	3	0	0	12
Competition:	2.3	2.3	2	4	3	1	0	2	12
Pace:	3.3	3.1	0	0	9	1	1	0	11
Course engaging:	4.2	4.2	0	0	3	3	5	0	11
Assignments:									
Relevance:	4.3	4.2	0	1	1	4	6	0	12
Helped for exams:	3.7	3.8	1	0	2	1	3	3	10

Year:
First-year: 0
Sophomore: 1
Junior: 3
Senior: 2
Other: 6

Primary Reason for Enrolling:
Elective: 6
Concentration: 3

Requirements: Unavailable.

Reading: Unavailable.

Statistics

Statistics 100. Introduction to Quantitative Methods

Fabrizia Mealli (Fall)
Steve C. Wang (Spring)

Half Course — To be given Fall and Spring

Official Course Description: Statistics 100 introduces the key ideas underlying statistical and quantitative reasoning, including fundamentals of probability. Topics include elements of sample surveys, experimental design and observational studies, descriptive and summary statistics for both measured and counted variables, and statistical inference including estimation and tests of hypotheses as applied to one- and two-sample problems, regression with one or more predictors, correlation, and analysis of variance. The class emphasizes simple and multiple regression and applications in non-experimental fields including, but not limited to, economics.

FALL STATISTICS *Enrollment: 101 undergrads out of 103 total* *Response: 27 (26.2%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.0	3.9	3	5	7	9	1	0	25
Instructor:									
Mealli	2.7	4.1	6	6	4	11	0	0	27
Reading:	4.3	3.7	1	1	0	12	12	1	27
Website:	3.4	3.6	2	5	6	9	5	0	27
Workload:	2.2	2.8	4	15	6	2	0	0	27
Difficulty:	2.8	3.4	1	7	15	4	0	0	27
Competition:	2.5	2.6	4	7	12	3	0	0	26
Pace:	3.2	3.3	1	2	15	9	0	0	27
Course engaging:	3.0	4.0	2	10	4	9	2	0	27
Assignments:									
Relevance:	4.2	4.2	0	1	5	8	13	0	27
Helped for exams:	4.1	3.9	0	3	3	9	12	0	27

Year:
First-year: 1
Sophomore: 15
Junior: 5
Senior: 1
Other: 5

Primary Reason for Enrolling:
Elective: 2
Concentration: 23
Core: 1

SPRING STATISTICS *Enrollment: 276 undergrads out of 284 total* *Response: 144 (50.7%)*

	MEAN		# RESPONSES						
	course	Spr. Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.8	4.0	2	8	31	74	24	0	139
Instructor:									
Wang	4.8	4.3	1	1	3	23	121	0	149
Reading:	3.0	3.8	11	35	49	35	11	3	144
Website:	3.9	3.6	2	9	32	54	44	1	142
Workload:	1.7	2.9	65	62	13	2	1	0	143
Difficulty:	2.6	3.4	10	54	57	20	1	0	142
Competition:	2.6	2.5	25	38	56	19	3	1	142
Pace:	2.8	3.3	4	29	97	9	3	0	142
Course engaging:	3.2	4.0	6	26	51	47	12	0	142
Assignments:									
Relevance:	4.4	4.2	1	2	9	62	69	0	143
Helped for exams:	4.1	3.9	1	9	20	58	54	0	142

Year:		**Primary Reason for Enrolling:**	
First-year:	72	Elective:	13
Sophomore:	40	Concentration:	111
Junior:	14	Core:	22
Senior:	7	Pre-med:	5
Other:	11		

Requirements: Fall 2001-2002: Project (16%), Homework (20%), Final (30%), Two midterms (34%).

Reading: Fall 2001-2002: Moore and McCabe, *Introduction to the Practice of Statistics*, 3rd ed.

Instructor (20): Fall pollees praise Professor **Fabrizia Mealli** for her friendly attitude (25%) and knowledge (15%). They claim, however, that her lectures can be hard to understand (25%) and confusing (20%), with poor explanations of concepts (15%). 30% disagree, saying the lectures are clear. For the spring, many call Dr. **Steve C. Wang** excellent (36%) for his interesting (27%) and engaging (24%) lectures. They characterize him as funny (24%), clear (15%), and entertaining (12%), and think he is enthusiastic (29%) and knowledgeable (10%) as well. This year, Dr. **Nathan A. Taback** assumes teaching responsibilities for the fall term, while Professor **David P. Harrington** assumes teaching responsibilities in the spring.

Section Leaders (21): While those polled in the fall say that section leaders are sometimes hard to understand (19%), others praise the leaders for being helpful (29%), knowledgeable (24%), excellent (19%), and clear (14%). In the spring, 15% find the leaders excellent. They appreciate their helpfulness (20%), positive attitudes (17%), knowledge (15%), and ability to answer questions (15%). However, some say some leaders are unclear (12%).

Sections (19): 63% of those answering in the fall say sections are useful, while 16% do not find them helpful. In the spring, 56% call sections helpful, while 19% argue the opposite. 25% say sections are not necessary.

Reading (20): Students responding in the fall declare the readings helpful (25%) and necessary for the course (30%). For the spring, they report readings are helpful (25%), although generally unnecessary (31%).

Requirements (19): 53% of fall respondents call the problem sets helpful, and 16% say they are easy. 47%, however, warn that they are long. Spring respondents describe the problem sets as helpful (32%), fair (22%), and of appropriate length (13%) and difficulty (13%). Furthermore, they claim assignments are good preparation for exams (28%)

Website (19): Although 32% of those responding for the fall term claim the website is useful and 16% call it excellent. 16% feel the website has only limited usefulness. In the spring, 70% find the website helpful.

Preparation (23): 61% of students in the fall assert that no preparation is necessary, although 26% recommend basic math skills. During the spring term, 11% say some algebra is helpful, although 81% feel no background is necessary.

Strengths/Weaknesses (20): Fall respondents believe the interesting material is a course strength (25%). They cite the lectures (35%), course difficulty (20%), and problem sets (15%) as weaknesses. In the spring, the professor (28%) and lectures (15%) emerge as strengths, while the slow pace (20%) and exams (11%) are found to be the biggest weaknesses.

Summary (23): A majority of those polled in the fall recommend **Statistics 100** (57%), mostly for the useful skills one can learn (22%). 17% give a conditional endorsement, while 26% do not recommend taking this class. In the spring, 88% fully endorse **Statistics 100**; 18% for the high-quality teaching, 18% for the light workload (18%), and 14% for the interesting material. They say the class provides a solid foundation (14%) to important topics (21%).

Note: The write-up for the Fall term is based on a response rate of less than 30%, and the write-up for the Spring term is based on a response rate of less than 70%.

Statistics 101. *Steve C. Wang*

Introduction to Quantitative Methods

Half Course To be given Fall Term

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