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.

FALL STATISTICS *Enrollment: 176 undergrads out of 178 total* *Response: 79 (44.4%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	4.3	3.9	0	1	7	34	32	0	74
Instructor:									
Wang	4.9	4.1	0	0	0	5	74	0	79
Reading:	3.2	3.7	7	8	30	24	8	2	79
Website:	3.3	3.6	1	15	27	23	10	3	79
Workload:	1.8	2.8	28	38	11	2	0	0	79
Difficulty:	2.8	3.4	6	19	40	12	0	0	77
Competition:	2.5	2.6	14	30	23	6	5	0	78
Pace:	2.9	3.3	1	10	63	5	0	0	79
Course engaging:	3.7	4.0	2	5	22	30	17	0	76
Assignments:									
Relevance:	4.5	4.2	0	0	6	29	42	0	77
Helped for exams:	4.4	3.9	0	1	9	24	42	0	76

Year:		**Primary Reason for Enrolling:**	
First-year:	10	Elective:	6
Sophomore:	50	Concentration:	58
Junior:	11	Core:	14
Senior:	4	Pre-med:	1
Other:	4		

Requirements: Participation (1%), Project (15%), Homework (16%), Final (34%), Two midterms (34%).

Reading: Unavailable.

Instructor (63): 71% of those responding rate Dr. **Steve C. Wang** excellent. They describe his lectures as interesting (48%), funny (32%), clear (25%), entertaining (14%), and even fun (16%). 19% appreciate his good examples. Dr. Wang is also praised for his caring attitude (14%) and enthusiasm (13%). This year Professor **Garret M. Fitzmaurice** assumes teaching responsibilities for this course.

Section Leaders (21): Pollees find section leaders helpful (43%), knowledgeable (33%), friendly (19%), willing to answer questions (14%), and excellent overall (14%). However, 29% grumble that section leaders are difficult to understand. **Julia Kim** and **Niluki Rodrigo** receive especially high praise for their teaching abilities.

Sections (23): Students responding describe sections as helpful (57%) and valuable for solving problem sets (39%). 30%, however, consider them unnecessary.

Reading (58): Respondents call the readings helpful (43%) and describe the textbook as a good supplement to lectures (22%). 48%, however, claim that readings are unnecessary.

Requirements (58): Those responding consider the problem sets helpful (36%), fair (21%), relevant (14%), and good overall (14%). 17% think assignments are of appropriate length, 17% find them of fair difficulty, and 38% feel that problem sets are good preparation for exams.

Website (56): Those polled praise the website for its helpfulness (11%) and for the handouts available online (52%). While 16% consider it good overall, 27% complain that the website does not contain enough information; 14% report that they do not use the website.

Preparation (66): 83% of students feel that no preparation is necessary, but 23% suggest that a background in basic math and algebra is helpful.

Strengths/Weaknesses (54): Respondents consider Dr. Wang's teaching (50%) and the course's interesting material (15%) strengths. On the other hand, they indicate that the teaching fellows (13%) and the pace of the course (15%) are weaknesses.

Summary (69): A resounding 97% of pollees give **Statistics 101** their full recommendation, explaining that the course is interesting (19%), fun (23%), painless (10%), and a good introduction to statistics (12%). They also mention that it teaches useful material (20%), fulfills a requirement (22%), and has a good professor (25%).

Note: This write-up is based on a response rate of less than 50%.

Statistics 102. Bernard Rosner

Fundamentals of Biostatistics

Half Course To be given Spring Term

Official Course Description: Statistics 102 introduces statistical methods used in biological and medical research. Topics include elementary probability theory, basic concepts of statistical inference, sampling theory, regression and correlation methods, analysis of variance, and study design. Emphasis is placed on applications to medical problems.