COURSE STATISTICS *Total response: 72* *Undergrad enrollment: 106* *Response Rate: 67.9%*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.7	4.1	0	4	20	24	12	0	60
Instructor:									
Schoolfield	4.2	4.2	1	3	8	27	33	0	72
Reading:	3.2	3.7	7	7	23	29	4	2	72
Audio/visual aids:	3.2	3.9	2	7	18	7	6	32	72
Website:	2.6	3.3	12	14	27	10	1	8	72
Workload:	2.1	2.7	14	40	16	2	0	0	72
Difficulty:	3.4	3.5	0	5	34	29	4	0	72
Competition:	3.1	2.6	5	17	18	26	4	1	71
Pace:	3.0	2.9	0	10	53	9	0	0	72
Course engaging:	3.4	3.9	2	10	24	26	9	0	71
Assignments:									
Relevance:	4.1	4.1	0	0	12	40	19	0	71
Helped for exams:	4.0	3.8	0	2	18	32	19	0	71

Year:		Primary Reason for Enrolling:	
First-year:	5	Elective:	5
Sophomore:	30	Concentration:	45
Junior:	20	Elective in Concentration:	22
Senior:	9	Core:	1
Other:	8		

Requirements: Final Project (15%), Midterm I (20%), Midterm II (20%), Problem sets (20%), Final (25%).

Reading: Rice, *Mathematical Statistics and Data Analysis.*

Instructor: One third of students polled commend Dr. **Clyde H. Schoolfield, Jr.**'s clear lectures. One sixth compliment their organization, while just over one fourth appreciate his sense of humor.

Sections: A large minority of respondents find sections helpful. Just over one fifth lament their section leaders' lack of preparation.

Reading: Several students surveyed find readings helpful in understanding the material.

Requirements: One sixth of respondents feel that problem sets are appropriate applications of student ability, and one fifth deem them helpful in synthesizing lectures. One fourth consider the problem sets challenging, and a large minority appreciate the positive feedback from section leaders. However, one sixth complain that they are not provided with answer keys.

Preparation: A considerable number of respondents cite the need for a strong background in calculus. Just under one fourth suggest prior exposure to multivariable calculus, and a handful specifically recommend Mathematics 21a.

• Just over two fifths of surveyed students fully endorse **Statistics 110**. Just under one third give it a conditional recommendation.

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

Statistics 111. Introduction to Theoretical Statistics

Steve C. Wang

Half Course — To be given Spring Term

Official Course Description: Statistics 111 examines the basic concepts of statistical inference from frequentist and Bayesian perspectives. Topics include maximum likelihood methods, confidence and Bayesian interval estimation, hypothesis testing, least squares methods, and analysis of variance.

COURSE STATISTICS *Total response: 37* *Undergrad enrollment: 39* *Response Rate: 94.9%*

	MEAN		# RESPONSES						
	course	Spr. Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	4.4	3.9	0	0	3	13	16	0	32
Instructor:									
Wang	4.9	4.1	0	0	0	5	32	0	37
Reading:	2.6	3.7	4	14	10	5	2	2	37
Handouts:	3.8	3.9	0	1	8	20	4	4	37
Audio/visual aids:	4.6	3.9	1	0	1	9	25	0	36
Website:	2.7	3.2	6	8	12	4	3	1	34
Workload:	2.3	2.7	5	21	9	0	2	0	37
Difficulty:	3.4	3.5	0	4	17	15	1	0	37
Competition:	3.3	2.4	3	4	12	14	4	0	37
Pace:	3.0	2.9	0	5	27	4	1	0	37
Course engaging:	3.8	3.8	0	3	10	14	10	0	37
Assignments:									
Relevance:	4.3	4.1	0	0	3	21	13	0	37
Helped for exams:	4.4	3.8	0	0	3	17	17	0	37

Year:		Primary Reason for Enrolling:	
First-year:	2	Elective:	3
Sophomore:	14	Concentration:	15
Junior:	8	Elective in Concentration:	18
Senior:	5		
Other:	8		

Requirements: Project (10%), Final (30%), Homework (30%), Two midterms (30%).

Reading: Rice, *Mathematical Statistics and Data Analysis*, 2nd ed.

Instructor: Just under one third of respondents rate Dr. **Steve C. Wang** excellent. An equal number note that his lectures are interesting, and a few laud their clarity. One sixth find the audio-visual portion of lectures particularly engaging. This year, Professor **Arthur P. Dempster** assumes teaching responsibilities for this course.

Sections: Just over one third of those polled find sections useful. One sixth, however, complain that they are not helpful.

Reading: One fourth of surveyed students complain that the book is not helpful. An equal number gripe that it is poorly-integrated. Just over one fifth state that it is poor.

Requirements: Just over one third of pollees note that written assignments are appropriate to the course, and an equal number comment that they are helpful. Several appreciate their prompt return. One sixth, however, wish that solution sets were available.

Preparation: Five sixths of respondents believe that Statistics 110 is appropriate preparation for this course.

• Enrollment in **Statistics 111** is advocated by just over three fifths of respondents. Just over one fifth praise the quality of the teaching. An equal number, however, give the course a conditional recommendation.

Statistics 139. Regression Analysis

Steve C. Wang

Half Course — To be given Fall Term

Official Course Description: Statistics 139 introduces the linear models and associated computational and statistical inference techniques that use empirical data to predict "response" variables from a variety of "independent" variables such as "background" or experimentally "controlled" variables. The course examines sketches of a range of extensions to the basic theory, including hierarchical models with random effects, nonlinear regression models, models for counted data, and models for phenomena tracked through time.