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. 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. 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%.