

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						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	
Face:	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:										
First-year:		72							13	
Sophomore:		40							111	
Junior:		14							22	
Senior:		7							5	
Other:		11								
			Primary Reason for Enrolling:							

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.

