FALL STATISTICS *Enrollment: 135 undergrads out of 150 total* *Response: 138 (92.0%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.9	4.0	0	7	30	54	30	0	121
Instructor:									
Schoolfield	4.3	4.1	0	2	20	52	63	1	138
Reading:	3.6	3.7	7	14	35	49	30	3	138
Handouts:	3.2	4.0	3	7	19	13	4	92	138
Audio/visual aids:	3.7	3.9	4	6	33	40	27	26	136
Website:	3.8	3.6	1	11	35	56	31	3	137
Workload:	2.3	2.8	19	72	41	5	1	0	138
Difficulty:	3.4	3.5	2	13	63	47	13	0	138
Competition:	3.0	2.5	16	27	45	33	12	4	137
Pace:	2.9	2.9	1	25	94	14	3	0	137
Course engaging:	3.4	4.0	5	19	43	51	20	0	138
Assignments:									
Relevance:	4.2	4.2	1	2	20	55	56	0	134
Helped for exams:	4.1	3.9	3	5	27	41	58	0	134

Year:

First-year:	2
Sophomore:	56
Junior:	44
Senior:	15
Other:	21

Primary Reason for Enrolling:

Elective:	14
Concentration:	68
Elective in Concentration:	49
Core:	3

Requirements: Two midterms (20% or 40%), Final (20% or 40%), Homework (40%).

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

Instructor: Respondents praise Professor **Clyde H. Schoolfield Jr.** for his sense of humor (37%), effectiveness (13%), enthusiasm (13%), and good use of the blackboard (13%). They describe his lectures as clear (44%) and organized (24%), and 25% rate him excellent overall. However, some grumble that his lectures simply repeat material in the textbook, making the lectures less valuable (17%). This year, Professor **Wing H. Wong** assumes teaching responsibilities for the course.

Section Leaders: Those polled deem section leaders helpful (26%), knowledgeable (24%), excellent (17%), friendly (18%), good (16%), and clear (15%). Still, some feel that they have poor attitudes (19%). Section leader **Samantha Cook** receives special praise for her teaching abilities.

Sections: Surveyed students report that sections are helpful in understanding and completing the homework assignments (72%), but some find section rather unhelpful (20%).

Reading: While some respondents praise the textbook, finding it helpful (35%), relevant (26%), and good (14%), others consider it unclear (20%), unhelpful (12%), and irrelevant (17%).

Requirements: Those surveyed describe the problem sets as helpful (40%), fair and appropriate (34%), challenging (26%), reasonably frequent (15%), and promptly graded (44%).

Website: Pollees find the website useful (61%) and adequate (26%), but they express frustration with its lack of examples, notes, and solution sets (20%).

Preparation: Most of those surveyed advise a mathematical background, such as Calculus (57%) or Math 21a (35%).

Strengths/Weaknesses: Those commenting describe the course as interesting (27%), well-taught (25%), and well-structured (18%). On the other hand, they feel that lectures lack concrete examples (18%) and are too theoretical (21%).

The Verdict: 58% of respondents recommend **Statistics 110**. They consider it an interesting course (15%). Nevertheless, 33% offer a conditional endorsement, with 16% recommending it only as a requirement and the same percentage advocating enrollment only for those with a strong interest in the subject matter.

Writer's Notes: Students appreciate the quality of teaching in this course, but repeatedly grumble over the lack of numerical examples both in the lectures and in the textbook.

Statistics 139. Steve C. Wang

Regression Analysis

Half Course To be given Fall Term

Official Course Description: Statistics 139 offers an introduction to data analysis using multiple regression. Course topics may include model building and diagnostics, graphical checks of assumptions, transformations, multivariate graphics and visualization, exploratory data analysis, tests of significance and confidence intervals, and logistic regression. The course emphasizes analysis and investigation of real datasets using computer software.

FALL STATISTICS — *Enrollment: 6 undergrads out of 14 total* — *Response: 17 (121.4%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	4.3	4.0	0	2	0	4	9	0	15
Instructor:									
Wang	**4.8**	4.1	0	0	1	2	14	0	17
Reading:	3.4	3.7	0	0	3	2	0	12	17
Handouts:	3.6	4.0	0	1	6	6	2	1	16
Audio/visual aids:	4.5	3.9	0	0	1	6	10	0	17
Website:	3.8	3.6	1	1	3	4	5	3	17
Workload:	2.1	2.8	5	6	6	0	0	0	17
Difficulty:	2.4	3.5	2	7	8	0	0	0	17
Competition:	2.1	2.5	5	5	5	1	0	0	16
Pace:	3.3	2.9	0	1	11	4	1	0	17
Course engaging:	4.1	4.0	0	1	3	5	7	0	16
Assignments:									
Relevance:	4.6	4.2	0	0	0	6	11	0	17
Helped for exams:	4.5	3.9	0	0	2	4	9	2	17

Year:

First-year:	1
Sophomore:	1
Junior:	3
Senior:	1
Other:	11

Primary Reason for Enrolling:

Elective:	4
Concentration:	6
Elective in Concentration:	4

Requirements: Final project (15%), Midterm (15%), Final (20%), Homework (50%).

Reading: Selected readings.

Instructor (14): Respondents consider Dr. **Steve C. Wang** an excellent instructor (57%) who is organized (36%) and answers questions well (43%).
Section Leaders (10): Those polled regard section leaders as good overall (30%).
Sections (10): Those surveyed feel that sections are helpful (40%).
Requirements (13): Respondents consider the work appropriate (38%) and helpful in understanding the material (31%), and enjoy the applied topics assigned (31%). 69% appreciate their prompt return.
Website (13): Pollees find the website minimally useful (54%).
Preparation (12): Some of those commenting claim that no preparation is necessary (33%), while others suggest some basic understanding of statistics (42%).
Strengths/Weaknesses (12): Pollees list the quality of instruction as a course strength (25%). On the other hand, some observe the slow, easy pace (42%) to be a weakness of the course.
The Verdict (14): Those who recommend **Statistics 139** (93%) cite the interesting material (21%) and its useful applications (43%) as reasons for taking the course.

Statistics 160.
Survey Methods

Alan Zaslavsky

Half Course — To be given Spring Term

Official Course Description: Statistics 160 studies methods for design and analysis of sample surveys and techniques for sample design, with examples from some widely used current surveys. Estimation methods (including calculation and use of sampling weights) and variance estimation methods (including resampling methods) are also included. There are several guest lectures on nonstatistical aspects of survey methodology such as questionnaire design and validation. Other topics include variance estimation for complex surveys and estimators, nonresponse, missing data, and small-area estimation.

FALL STATISTICS — *Enrollment: 8 undergrads out of 30 total* — *Response: 21 (70.0%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	3.1	4.0	2	2	8	3	2	0	17
Instructor:									
Zaslavsky	**3.6**	4.1	1	3	3	10	4	0	21
Reading:	2.5	3.7	4	6	7	4	0	0	21
Handouts:	4.3	4.0	0	0	3	8	10	0	21
Audio/visual aids:	3.8	3.9	1	2	2	6	6	3	20
Website:	4.0	3.6	2	0	4	5	9	1	21
Workload:	2.4	2.8	0	15	3	3	0	0	21
Difficulty:	3.2	3.5	0	2	14	4	1	0	21
Competition:	2.0	2.5	7	4	7	0	0	1	19
Pace:	2.7	2.9	1	5	14	1	0	0	21
Course engaging:	2.8	4.0	2	4	12	2	1	0	21
Assignments:									
Relevance:	3.5	4.2	1	2	7	7	4	0	21
Helped for exams:	3.0	3.9	0	0	4	0	0	17	21

Year:

First-year:	0
Sophomore:	0
Junior:	3
Senior:	1
Other:	17

Primary Reason for Enrolling:

Elective:	9
Concentration:	3
Elective in Concentration:	6

Requirements: Projects (25%), Assignments (75%).

Reading: Cochran, *Sampling Techniques*; Fowler, *Improving Survey Questions: Design and Evaluation*; Kish, *Survey Sampling*; Lohr, *Sampling: Design and Analysis*; Särndal, Swenson and Wretman, *Model Assisted Survey Sampling*; Skinner, Holt and Smith, *Analysis of Complex Surveys*; Wolter, *Introduction to Variance Estimation*.

Instructor (13): Professor **Alan Zaslavsky** is praised for his accessibility (23%), but respondents complain that his lectures are not always clear (31%). This year, Professor **Xiao-Li Meng** assumes teaching responsibilities for this course.