Strengths/Weaknesses (22): Professor Meng (23%) is considered the main strength of the course. Weaknesses mentioned include the discrepancy between material on problem sets and exams (23%), the lack of review of Statistics 110 material (14%), and the excessive emphasis on theory rather than practical applications (23%).

Summary (24): Many respondents give **Statistics 111** their full approval (54%), explaining that the class is interesting (13%) and a good introduction to the material (17%). Others give it a conditional recommendation (21%), suggesting it only for those with a strong interest in the subject (13%).

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. 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: 18 undergrads out of 27 total* *Response: 21 (77.8%)*

	MEAN		# RESPONSES						
	course	Fall Nat.Sci.	1	2	3	4	5	NA	total
Course overall:	4.2	3.9	0	1	3	8	8	0	20
Instructor:									
Wang	4.8	4.1	0	0	0	5	15	0	20
Reading:	3.4	3.7	0	1	2	1	1	15	20
Website:	3.3	3.6	0	4	6	5	2	3	20
Workload:	2.5	2.8	3	9	3	5	0	0	20
Difficulty:	2.8	3.4	1	6	10	3	0	0	20
Competition:	2.7	2.6	5	2	7	3	2	1	20
Pace:	3.1	3.3	0	2	15	1	1	0	19
Course engaging:	3.8	4.0	0	1	8	6	5	0	20
Assignments:									
Relevance:	4.6	4.2	0	0	0	9	11	0	20
Helped for exams:	4.4	3.9	0	1	0	9	10	0	20

Year:		Primary Reason for Enrolling:	
First-year:	1	Elective:	11
Sophomore:	3	Concentration:	7
Junior:	4	Pre-med:	1
Senior:	3		
Other:	10		

Requirements: Midterm (15%), Project (15%), Final (20%), Homework (50%).
Reading: Unavailable.

Instructor (10): Those responding describe Dr. **Steve C. Wang** as excellent (60%), noting his enthusiastic (30%), clear lectures (30%), and excellent examples (30%). This year, Professor **Xiao-Li Meng** assumes teaching responsibilities for this course. (For more on Professor Meng, please refer to the write-up of Statistics 111 in this year's *CUE Guide*.)

Sections (7): Although 43% of pollees find sections helpful, another 43% deem them unhelpful.

Reading (6): 67% of respondents believe the course should use a textbook, although it currently does not.

Requirements (11): Students surveyed assert that assignments are fair (45%) and helpful (36%).

Website (12): Pollees find the homework data postings helpful (33%), although some believe the website should include more course information (58%).

Preparation (14): Of those commenting, 21% claim that no background is necessary for this course, although 29% believe knowledge of statistics is helpful and 50% recommend taking Statistics 100 before enrolling.

Summary (12): 92% of polled students fully endorse **Statistics 139**, listing the high quality of instruction (36%), useful subject matter (27%), and fun environment (27%) as reasons to enroll.

Writer's Notes: Those polled remark that the strength of **Statistics 139** is its emphasis on practical applications, but some lament that it includes little study of statistical theory or mathematics.

Statistics 140. **Mayumi Morimoto**
Design of Experiments

Half Course — To be given Spring Term

Official Course Description: Statistics 140 studies statistical designs for the estimation of the effects of treatments in randomized experiments. Topics include brief review of some basic structural inference procedures, analysis of variance, randomized block and Latin square designs, balanced incomplete block designs, factorial designs, nested factorial designs, confounding in blocks, and fractional replications.