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1 Teaching Related Awards

- Named an Anderson Scholar/Faculty nominee for the University of Florida.
- Recipient of a Johns Hopkins Bloomberg School of Public Health Advising, Mentoring & Teaching Recognition Award (AMTRA).

2 Statement of Teaching Philosophy

When teaching it is important to both give the students the best opportunity to master the material, but also to foster their ability to independently learn and build on the material presented. The latter point is, I believe, is much more fundamental. Students who are independent learners will go on to be successful in any endeavor, whether it is fixing their car, doing their taxes or learning a new academic subject on their own. I emphasize that independent learning and critical thinking can be taught and should be focused on in any university class. That is, teaching a student *how* is best left to trade schools and certification processes. Instead, universities should emphasize *why,* and should encourage critical thought and the questioning of assumptions. Students who leave a university with a hacker's spirit towards independent learning, a consistent philosophy towards their discipline, foundational knowledge and critical thinking skills will become leaders, while those only possessing an arsenal of facts and techniques are likely doomed to be followers.

Teaching independent learning focuses on core principals and synthesis, rather than special cases. It focuses on understanding, not rote memorization. It emphasizes “why”, not “how”. I believe that the fundamental tool for teaching independent learning is difficult take-home assignments that push the students on topics beyond those covered in class. Of course, the level of independence required of the students must be tailored to the level of the class and students' abilities. In my Biostatistics 650 classes, the single best tool to use in these assignments is the Monte Carlo experiment. (Monte Carlo experiments are the statistician's version of laboratory experiments.) With this tool students who are not mathematically sophisticated can learn the essence of deep theoretical concepts that would take years to learn from a theoretical perspective. In fact, even for advanced students, Monte Carlo experiments give intuition that is often difficult to obtain with theory alone.

In addition to emphasizing independent learning, students should also receive a historical background about the topic. As such, I always endeavor to interject as many historical facts about the subject of statistics into my lectures as possible. The students truly enjoy this, as statistics has its fair share of surprisingly colorful characters, heated rivalries and significant breakthroughs. However, I believe that there is a deeper rationale for teaching the history of the subject. In particular, *true academics* are interested in the history and foundations of their discipline. They read articles and attend seminars unrelated to their research; they appreciate the historical context of the major advances, peruse journals and engage in debates on big ideas and nuances of their discipline. Teaching the history of the subject nudges students towards being true academics over the competing zealous pressure of production in academic environments, especially soft-money ones. I have thought that an interesting experiment would be to teach material chronologically (by the year of development), to emphasize the historical context of the discipline. (I have yet to be brave enough to try this in any course.)

Another important aspect of being a true academic is supporting the free (as in freedom) exchange of ideas and dissemination of knowledge. As such, I am a tremendous supporter of the School's Open Courseware project, open source software tools and other open learning projects that allow for open access and no restrictions on use (other than copyright protections that prevent users from denying the same freedoms to others). Every class that I teach has a web site that I develop, with varying amounts of notes and homework assignments posted. In addition, I emphasize the use of open source software in my classes, particularly the R programming language. Currently the Biostatistics 650 series is the best example, where I have placed all notes and assignments for every year that I have taught online with open access. Moreover, I have convinced the students, who are used to using proprietary tools that are both costly and have restrictions on use, such as SAS and STATA, to work with R. Relevant R code that myself and the TAs have developed is available to the students in a section of the web site. Furthermore, I am happy to say that the 650 course notes are currently being included in the Open Courseware project.

Finally, I would mention the importance of the practical aspects of teaching. Generally, no amount of extra attention to details or effort ever seems to go wasted in teaching. One need only to word a homework problem or test question poorly once to realize the importance of presentation. Also with regard to presentation, I try to stand up straight, speak loudly and face the class. Important ideas and statements should be repeated, over and over. I believe that it's crucial to give the class time to both have mental breaks and to write things down. It is difficult, but also important, to be able to stand in front of a class in silence, rather than rambling on while they're trying to catch up. While I think that instructors should be cautious and skeptical regarding student advice on content, their advice on presentation and style is almost always well founded. While I doubt that attention to these sorts of things can make a class good, absence of them can surely ruin one.

3 Classroom Instruction

3.1 At Johns Hopkins

3.1.1 Advanced Statistical Computing (140.778) 2001-2005

Target Audience: Doctoral students past their second year in biostatistics.

Enrollment: 5 – 15 students.

Teaching Assistants: 1.

Description: This is a course in algorithms useful for statisticians. Students are required to learn both the practical application and the theory of the algorithms. The course requires a substantial programming, statistical and mathematical background. Evaluation is entirely comprised of take-home projects. Topics include: root finding, numerical optimization, the EM algorithm, Monte Carlo and Markov chain Monte Carlo, numerical integration (such as Gaussian quadrature), stochastic optimization and saddlepoint and Laplace approximations.

History: This course was developed by Karl Broman and is is now taught by Roger Peng.

Web page: (old) http://www.biostat.jhsph.edu/~bcaffo/asc/asc.htm

3.1.2 Advanced Methods in Biostatistics IV (140.754) 2003 - 2004

Target Audience: Second year doctoral and masters students in biostatistics.

Enrollment: 20 students.

Teaching Assistants: 1.

Description: This is a core requirement for biostatistics PhD students. Extends topics of 140.753 to encompass modern semi-parametric and non-parametric methods. Topics include linear, nonlinear and multivariate smoothing, semi-parametric models for clustered data, measurement error models, and statistical learning techniques such as classification, decision trees, and boosting. Emphasis is given both to rigorous methodological development and to practical data analytic strategies. Computational methods designed for semi-parametric inference are presented and relevant software is discussed. Students are evaluated by take-home assignments and a final project.

History: This course is now taught by Ciprian Crainiceanu.

Web page: (old) http://www.biostat.jhsph.edu/~bcaffo/aglm/index.htm

3.1.3 Guest lecturer in Advanced Methods in Biostatistics II (140.752) 2003 – 2004

Target Audience: Second year doctoral and masters students in biostatistics

Enrollment: 20 students

Description: Reviews linear algebra, develops the least squares approach to linear models through projections, and discusses connections with maximum likelihood. Topics include linear estimability, the Gauss Markov theorem, distribution theory under normality assumptions, and testing linear hypothesis. 140.752 applies those theories to standard experimental designs as well as the theory and application of linear mixed models. Topics include variance component estimation, best linear unbiased estimation, restricted maximum likelihood and shrinkage estimation. Examples emphasize applications to longitudinal data analysis.

History: Class is currently taught by Tom Louis. In 2003-2004, I served as a two-week guest lecturer for Ingo Ruczinski to present material on linear mixed effect models.

3.1.4 Biostatistics Computing Orientation

Target Audience: Incoming biostatistics students.

Enrollment: 15 students.

Description and History: This series of lectures is designed to orient students to the Biostatistics computing environment. It was initially created by myself, Karl Broman, Ingo

Ruczinski, Rafael Irizarry and Roger Peng. Currently it is organized by the BIT committee. Typically, I lecture on Emacs and LaTeX.

History: This course is now handled by the BIT committee.

Web page: http://www.biostat.jhsph.edu/~kbroman/teaching/compintro/

3.1.5 Advanced Methods in Biostatistics III (140.753) 2005

Target Audience: Second year doctoral and masters students in biostatistics.

Enrollment: 20 students.

Teaching Assistants: 1.

Description: Reviews the extension of linear models to generalized linear models. Topics include exponential family models, link functions, and over-dispersion. Emphasizes models for discrete outcomes with some development of methods for clustered data. Specific topics include logistic and probit regression, models for polytomous outcomes, quasi-likelihood, the beta-binomial model, log-linear models and conditional logistic regression. Students are evaluated by take-home assignments and an in-class exam.

History: This course is now taught by Ciprian Crainiceanu.

Web page: (old) http://www.biostat.jhsph.edu/~bcaffo/aglm/index.htm

3.1.6 Statistical Computing (140.776) 2003-2004

Audience: Students who want to learn practical programming in statistics.

Enrollment: 20-30 students.

Teaching Assistants: 1.

Course description: Covers practical issues in statistical computing. Includes programming in R, calling complied code from R, accessing R libraries, creating R packages with documentation, programming in C, debugging, organizing and commenting code, working in Emacs, LaTeX typesetting, literate programming, using computer algebra packages, and high-performance computing in UNIX and LaTeX. Topics in numerical linear algebra provide working examples. Students are

History: This course was initiated by myself, Karl Broman, Ingo Ruczinski, Rafael Irizarry and Roger Peng to respond to issues raised by Biostatistics students at a annual retreat. It is currently taught by Roger Peng.

Web page: (old) http://www.biostat.jhsph.edu/~bcaffo/statcomp/

3.1.7 Methods in Biostatistics I (140.651) 2005-2006

Audience: First year students in biostatistics and quantitatively advanced students from other departments.

Enrollment: 60 students.

Teaching Assistants: 3.

Course description: This is a core course for all Biostatistics majors. Presents fundamental concepts in applied probability, exploratory data analysis, and statistical inference, focusing on probability and analysis of one and two samples. Topics include discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means, proportions, and counts; maximum likelihood estimation; sample size determinations; elementary non-parametric methods; graphical displays; and data transformations. Students are evaluated by weekly assignments and a final exam.

History: This course is a biostatistics core requirement. It was previously taught by Ron Brookmeyer.

Web page: http://www.biostat.jhsph.edu/~bcaffo/651/index.html

3.1.8 Methods in Biostatistics II (140.652) 2005-2006

Audience: First year students in biostatistics and quantitatively advanced students from other departments.

Enrollment: 60 students.

Teaching Assistants: 3.

Course description: Presents fundamental concepts in applied probability, exploratory data analysis, and statistical inference, focusing on probability and analysis of one and two samples. Topics include discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means, proportions, and counts; maximum likelihood estimation; sample size determinations; elementary non-parametric methods; graphical displays; and data transformations. Students are evaluated by weekly assignments and a final exam.

History: This course is a biostatistics core requirement. It was previously taught by Ron Brookmeyer.

Web page: http://www.biostat.jhsph.edu/~bcaffo/651/index.html

3.2 At the University of Florida

3.2.1 Introduction to Statistics for the Social Sciences (2122)

Audience: First year undergraduate students.

Enrollment: 300 students.

Teaching Assistants: 2.

Course Description: This one semester course was geared towards early undergraduates. The

textbook by Moore and McCabe "Introduction to the Practice of Statistics" was used. This was the lowest level introductory course taught in the Statistics Department at the University of Florida. I taught this course three times. This course has since been discontinued.

3.2.2 Introduction to Statistics II (3024)

Audience: Mid-level undergraduate students.

Enrollment: 70 students;

Teaching Assistants: 1.

Course Description: This one semester course was geared towards quantitative undergraduates. It is the second in a series of introductory courses.

3.2.3 Mathematical Statistics with Computer Applications (4033)

Audience: Senior level engineering and computer science students.

Enrollment 20 students.

Course description: This course is involves a statistical computing theory and application for senior undergraduates in engineering and computer science.

3.2.4 CLAST Remediation Program

Audience: Senior undergraduates who had failed the CLAST exam. Students with mathematics learning disabilities.

Enrollment: 30 – 50 students.

Course description: This course was a remediation course for students who had failed the College Level Academic Skills Test (CLAST) at the University of Florida.

3.2.5 University of Florida's McNair's Scholar Program Statistics Module

Audience: Outstanding undergraduate minority students.

Enrollment: 20-30 students.

Course Descriptions: This course was created for the McNair's Scholars minority student recruitment and retention program.

History: I was the first instructor for this course.

3.3 Teaching, Other

3.3.1 Lab instruction at the University of Florida

Pre-calculus, remedial mathematics, college algebra., introduction to statistics.

3.3.2 Professional Tutoring

Broward Tutoring Center – Mathematics and Statistics

The University Florida Athletic Association – Mathematics and statistics

The University of Florida Student Services - Mathematics

Subjects tutored include: remedial mathematics, calculus, pre-calculus, algebra, differential equations, statistics, GRE math test-prep.

Tutored students with mathematics learning disabilities for Student Services.

4 Advising, Mentoring, and Evaluating Students

4.1 Academic Advisees

4.1.1 Primary Advisor, Completed

Advisee: Leena Choi

Degree: PhD in Biostatistics 2005, Phi Beta Kappa

Institution: Johns Hopkins Bloomberg School of Public Health

Thesis Title: "Modelling Biomedical Data and the Foundations of Bioequivalence"

Position After Graduation: Tenure Track Assistant Professor, Vanderbilt University Department of Biostatistics.

Advisee: Lijuan Deng

Degree: ScM in Biostatistics 2006

Institution: Johns Hopkins Bloomberg School of Public Health

Thesis Title: “Spline-based Curve Fitting With Applications to Kinetic Imaging”

Position After Graduations: Researcher at Boston Scientific Corporation

Advisee: Bruce Swihart.

Degree: MS 2006.

Institution: University of Colorado at Denver Health Sciences Center.

Thesis Title: "Quantitative characterization of sleep architecture using multi-state and log-linear models".

Position After Graduation: Doctoral Student, Johns Hopkins University Department of Biostatistics.

Note: jointly advised with Naresh Punjabi and Gary Grunwald.

4.1.2 Primary Advisor, In Progress

Xianbin Li	Doctoral student in Biostatistics
Shu-chi Su	Doctoral student in Biostatistics
Jeong Yun	MPH student

4.1.3 Secondary Advisor

Ming Wen An	Biostatistics	In progress
Mike Griswold	Biostatistics	PhD 2005
Dongmei Liu	Biostatistics	PhD 2005
Jennifer Ryea	Biostatistics	ScM 2005

4.1.4 Academic Advisor

Yun Lu, Xianbin Li, Lijuan Deng

4.1.5 Part-time MPH Faculty Advisor

Andrew Marovino, Jeong Yun

4.2 Prelimary Oral Examination Participation

Kenneth Brenneman	Environmental Health Sciences	2004
Ying Cao	GTPCI	2006
Yu-Jen Chen	Biostatistics	2006
Leslie Cromwell	Health Policy and Management	2005
Bin He	Environmental Health Sciences	2005
Yi Huang	Biostatistics	2003

Elizabeth Johnson	Biostatistics	2004
Alison Laffan	Epidemiology	2006
Gabriel Lai	Epidemiology	2007
Taek Soo Lee	Environmental Health Sciences	2006
Xianbin Li	Biostatistics	2006
Rongheng Lin	Biostatistics	2004
Dongmei Liu	Biostatistics	2002
Samuel Mills	Population and Family Health Sci	2002
Gretta Mok	Environmental Health Sciences	2007
Kenneth Shermock	Health Policy and Management	2007
Shuchi Su	Biostatistics	2006
Lin Zhang	Epidemiology	2003

4.3 Final Oral Examinations

Ying Cao	GTPCI	2007
Leena Choi	Biostatistic	2005
Leslie Conwell	Health Policy and Management	2007
Mike Griswold	Biostatistics	2005
Hongfei Guo	Biostatistics	2006
Bin He	Environmental Health Sciences	2006
Dongmei Liu	Biostatistics	2005
John Majnu	Mathematical Sciences	2005
Samuel Mills	Population and Family Health Sci	2004
Susan Milner	Health Policy and Management	2005
Judy Ng	Health Policy and Management	2004
Bruce Swihart	UC Denver Biostat Master's Defense	2006
Lin Zhang	Epidemiology	2004

4.4 Master's Thesis Reading

Ricard Carvallo	GTPCI	2006
Brendan Click	Biostatistics	2005
Jennifer Ryea	Biostatistics	2005
Bruce Swihart	UC Denver Biostiastics	2006
Meh Fen Yeh	Biostatistics	2004

4.5 Publications With Mentored Students

- Caffo, B, An, M and Rohde, C (2006). Flexible Random Intercept Models for Binary Outcomes Using Mixtures of Normals. To appear in *Computational Statistics and Data Analysis, Special Issue on Advances in Mixture Models*.
- Caffo, B, Griswold, M (2006). A User-friendly Tutorial on Link-probit-normal Models. *The American Statistician* 60: 139-145.
- Choi, L, Caffo, B, Rohde, C. Optimal Sampling Times in Bioequivalence Studies Using a Simulated Annealing Algorithm (2007). To appear in *Statistics and Computing*.
- Li, X, Caffo, B, Scharfstein, D (2007). On the Potential for Ill-logic With Logically Defined Outcomes. To appear in *Biostatistics*.
- Ndovi, T, Parson, T, Choi, L, Caffo, B, Rohde, C, Hendrix, C (2006). Split Ejaculate Estimates of Seminal Vesicle and Prostate Gland Marker Concentrations. *Clinical Pharmacology and Therapeutics* 80: 146-158.
- Ndovi, T, Parsons, T, Choi, L, Caffo, B, Rohde, C, Hendrix, C (2007). A New Method to Quantitatively Estimate Seminal Vesicle and Prostate Gland Contributions to Ejaculate. To appear in the *British Journal of Clinical Pharmacology* 63: 404-420.
- Zhang, L, Samet, J, Caffo, B, Punjabi, N (2006). Cigarette Smoking and Sleep Disruption: Results from the Sleep Heart Health Study. *The American Journal of Epidemiology* 164: 529-537.

4.6 Submitted Manuscripts With Mentored Students

- Cao, Y, Caffo, B, Choi, L, Radebaugh, C, Fuchs, E, Hendrix, C. Indirect Validation of Noninvasive Quantitation of Drug Concentration in Prostate and Seminal Vesicles. Submitted to *Brittish Journal of Clinical Pharmacology*.
- Cao, Y, Ndovi, T, Parsons, T, Caffo, B and Hendrix, C. Effect of frequent semen ejaculation on seminal antiretroviral drug concentration. Submitted to *Clinical Pharmacology and Therapeutics*.
- Choi, L, Caffo, B, Rohde, C, Ndovi, T and Hendrix, C. A Mechanistic Latent Variable Model

for Estimating Drug Concentrations in the Male Genital Tract. Submitted to *Statistics and Medicine*.

- Liu, D, Parmigiani, G and Caffo, B. Are Multilevel Models Helpful in Screening for Differentially Expressed Genes? Submitted to the *Journal of the American Statistical Association*.
- Ryea, J, Scharfstein, D and Caffo, B. Accounting for Within Patient Correlation in Assessing Relative Sensitivity of an Adjunctive Diagnostic Test: Application to Lung Cancer. Under revisions for *Statistics and Medicine*.
- Stamatakis, K, Sanders, M, Caffo, B, Resnick, H, Gottlieb, D, Mehra, R, Punjabi, N. Fasting Glycemia in Sleep-disordered Breathing: Lowering the Threshold on Oxyhemoglobin Desaturation. Submitted to *Sleep*.
- Su, S, Caffo, B, Garrett-Mayer, E, Bassett, S. Improved Test Statistics by Shrinking Variance Components With an Application to fMRI. Submitted to *Biostatistics*.
- Swihart, B, Caffo, B, Bandeen-Roche, K and Punjabi, N (2006) "Quantitative Characterization of Sleep Architecture Using Multi-state and Log-linear Models".Under revisions for the *Journal of Clinical Sleep Medicine.*
- Swihart, B, Caffo, B, Strand, M, Punjabi, N. Novel Methods in the Visualization of Transition Phenomena. Under revisions for *the Journal of Computational and Graphical Statistics*.
- Zhang, L, Samet, J, Caffo, B, Bankman, I and Punjabi, N (2005). Cigarette Smoking and Electroencephalographic Activity during Sleep. Submitted to *Sleep*.

4.7 General Student and Faculty Mentoring and Consulting

4.7.1 Active mentoring

- Sorina Eftim (Biostatistics)
- Carolyn Lauzon (Biophysics)
- Taek-soo Lee (Environmental Health Sciences)
- Sheng Luo (Biostatistics)
- Susan Milner (HPM)
- Judy Ng (HPM)
- Jennifer Ryea (Biostatistics)
- Weiwei Wang (Biostatistics)
- Lin Zang (Epidemiology)

4.7.2 Consulting

For the following students and faculty, I have provided statistical consulting (apart from officially being on a grant or as part of a class). These meetings are typical educational in nature, teaching students or faculty about methods. In addition I spent one year as a consulting statistician for the Center for Mind Body Research.

- Keri Althoff (Epidemiology)
- Ayse Aralasmak (Radiology Fellow)
- Susan Bartlett (Rheumatology)
- Madeline Beal (Environmental Health Sciences)
- Frank Bengel (Radiology)
- Rosemary Braun (MPH)
- Aimee Broman (Researcher, Wilmer Institute)
- Aravinda Chakravarti (Nathans Institute of Genetic Medicine)
- Ming-Kai Chen (Environmental Health Sciences)
- Bettyann Chowdoski (Kennedy Krieger)
- Brendan Click (Biostatistics)
- Rey de Castro (Faculty, Environmental Health Sciences)
- Eric Frey (Faculty, Radiology)
- Sibyll Goetz (Radiology Fellow)
- Ali Gump (Epidemiology)
- Jennifer Haithornewaite (Faculty, JHMI)
- Xin He (Environmental Health Sciences and Post Doctoral Student in Radiology)
- Rudolf Hoehn-Saric (Faculty, Psychiatry)
- Lawrence Lee (GTPCI)
- Katarzyna Macura (Radiology)
- Igal Madar (Faculty, Radiology)
- Stewart Mofstofsky (Faculty, Kennedy Krieger)
- Evaristus Nwulia (Faculty, Psychiatry)
- Marty Pomper (Faculty, Radiology)
- Sarah Reading (Faculty, Psychiatry)
- Graham Redgrave (Faculty, Department of Psychiatry)

- Summer Rosenstock (CCT)
- Steve Schaterle (Epidemiology)
- Dory Segev (Faculty, Surgery)
- Rajeesh Serkar (Biomedical Engineering)
- Daniel Simonds (Kennedy Krieger)
- Katsuyuki Taguchi (Faculty, Radiology)
- Ravi Varadhan (Biostatistics)
- Wenyi Wang (Biostatistics)
- Dean Wong (Faculty, Radiology)
- Mike Yassa (Researcher, Psychology)
- Dave Youssem (Faculty, Radiology)
- Shuai Zang (MPH)
- Katie Ziegler (Biostatistics)

5 Other Educational Activities

5.1 Education-Related Publications and Survey Articles

- Agresti A, Booth J, Hobert J, Caffo B (2000). Random Effects Models for Categorical Data. *Sociological Methodology* 30: 27-80.
- Brian Caffo and Galin Jones (2001). Student's Solution Manual for Mendenhall, Wackerly and Scheaffer's Mathematical Statistics with applications. Duxbury press.
- Brian Caffo and Galin Jones (2001). [Teacher's] Solution Manual for Mendenhall, Wackerly and Scheaffer's Mathematical Statistics with applications. Duxbury press.
- Caffo B and Booth J (2003). Monte Carlo Conditional Inference for Log-linear and Logistic Models: Survey of Current Methodology. *Statistical Methods in Medical Research* 12(2) : 109-124.
- Caffo, B and Griswold, M (2006) A User-friendly Tutorial on Link-probit-normal models. To appear in *The American Statistician*.
- Caffo, B (2006). Exact Hypothesis Tests for Log-linear Models with exactLoglinTest. Package vignette listed at the Comprehensive R Archive Network.

5.2 Education-Related Lectures

- "A Tour of Biostatistics" Drexel University, Department of Mathematics, Philadelphia

Pennsylvania (2003).

- "A Tutorial on Statistical Power Calculations" Johns Hopkins University Center for Mind Bind Research (2005)
- "Lead, Cognition and Neuronal Volume" at the Johns Hopkins Biostatistics student recruitment weekend (2005).
- "A Tour of Biostatistics Collaborations" at the Johns Hopkins Biostatistics student recruitment weekend (2006).
- "Aging, Lead Exposure, Cognition and Neuronal Volume" overview talk given at the Department of Biostatistics retreat (2006).
- "A Tutorial on Emacs" given annually (2005, 2006) to Biostatistics Students.
- "Johns Hopkins Department of Biostatistics Student Orientation 2006" Johns Hopkins Bloomberg School of Public Health Open House 2006.

5.3 Education-Related Committees

- 2002-2006 member of the Departmental Admissions Committee.
- 2003 Co-organizer Junior Faculty Meetings
- 2003 Member of the Curriculum Committee.
- 2003-2005 member of the Departmental Second Year Oral Examination Committee.
- 2006 Member of the Graduate Program Committee.
- 2006 Member of the Departmental First Year Comprehensive Examination Committee.
- 2006 Member of the faculty advisors to the CEPH committee evaluating educational programs at the Bloomberg School of Public Health.

6 Student evaluations from Johns Hopkins service courses

Course Evaluations

Primary Instructor: Caffo, Brian

Campus Courses

Legend:
Course/Instructor: EX=Excellent; GD=Good; FR=Fair; PR=Poor
Workload: TM=Too Much; JR=Just Right; TL=Too Little

					Overall Course				Overall Instructor				Workload		
Course	**Year**	**Term**	**Enrolled**	**Resp.**	**EX**	**GD**	**FR**	**PR**	**EX**	**GD**	**FR**	**PR**	**TM**	**JR**	**TL**
140.651	2005-2006	1st	63	45	40	51	8	n/a	60	35	2	2	13	84	2

140.652	2005-2006	2nd	61	40	52	37	10	n/a	62	35	n/a	2	7	92	n/a
140.651	2006-2007	1st	58	42	54	38	7	n/a	73	19	7	n/a	16	83	n/a
140.652	2006-2007	2nd	53	36	58	36	5	n/a	75	25	n/a	n/a	16	83	n/a