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# Individual Course Report - CSCE351 Sec. 001

## CSCE351 Section 001: OPERATING SYS KERNELS

**Semester:**'17-'18: Fall Semester

**Survey Trigger:**Fall 2017

**Instructor:** Witawas Srisa-An

**Students:** 76

**Respondents:** 24



[Download raw response data \(CSV/Excel\)](#)

### Evaluation of Course and Instructor

#### Base Questions item 4

	Freshman	Sophomore	Junior	Senior	Graduate Student
1. My year in college is:	0	0	5	18	1

#### Base Questions item 5

	4.0 to 3.5	3.5 to 3.0	3.0 to 2.5	2.5 to 2.0	Below 2.0
2. My overall grade point average is:	9	9	5	1	0

#### Base Questions item 6

	More than 18 hours	15 to 17 hours	12 to 14 hours	9 to 11 hours	Less than 9 hours
3. I am enrolled for the following number of credit hours this semester:	2	11	11	0	0

**Base Questions item 7**

	<b>More than 40 hours</b>	<b>30 to 40 hours</b>	<b>20 to 30 hours</b>	<b>10 to 20 hours</b>	<b>Less than 10 hours</b>
4. I currently work the following number of hours per week at a job:	0	3	3	12	6

**Base Questions item 8**

	<b>Yes</b>	<b>No</b>
5. This course is my major field of study:	24	0

**Base Questions item 10**

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Indifferent (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>	<b>N/A (0)</b>	<b>mean</b>	<b>mode</b>	<b>Std. Dev.</b>
6. I see myself as a motivated student in this course.	2	1	4	9	8	0	3.83	4	1.20
7. I was academically prepared to take this course.	2	1	3	10	8	0	3.88	4	1.19
8. I was challenged to think in this course.	0	0	1	8	15	0	4.58	5	0.58
9. My course grade will be a fair representation of my learning.	0	1	2	12	9	0	4.21	4	0.78
10. I treated the instructor fairly and respectfully.	0	0	1	6	17	0	4.67	5	0.56
<b>Question Set Statistics</b>							4.23	5	0.96

**Base Questions item 12**

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Indifferent (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>	<b>N/A (0)</b>	<b>mean</b>	<b>mode</b>	<b>Std. Dev.</b>
11. Before taking this course, my interest in this subject was very high.	2	2	5	10	5	0	3.58	4	1.18
12. I understand the objectives of this course.	0	1	2	15	6	0	4.08	4	0.72





adequate instructional equipment and technology.	1	1	2	11	9	0	4.08	4	1.02
<b>Question Set Statistics</b>							4.13	4	0.98

**Base Questions item 20**

34. What are 1 or 2 specific things that helped you learn in this class?

- review before exams & answering questions on projects during class time
- Witty just explains everything really well. The first time I learned about memory was a disaster, he helped me really understand it.
- Doing the coding assignments solidified understanding of the material and showed how it is applied to actual systems.
- The homework and projects.
- The lecture notes, and the instructions of each assignments.
- Class slides were fairly useful, but didn't always cover everything fully. I was usually able to find more information in the online textbook, and other online resources like Wikipedia, and PDFs of books.
- In-class discussion
- Class time
- The assignments certainly challenged my knowledge learned in the course.
- Slides online. Retaking quizzes.
- Doing the assignments
- I could have a better understanding of linked list, even though it was not the main goal.
- Creating a malloc function to suit a system How programs are scheduled via semaphores or monitors.
- Professor Srisa-an did a great job of explaining concepts, and was quick to answer emails when I had questions. He was also kind enough to give an extension on the most difficult project of the term, for which I was grateful.
- The assignments were most helpful in learning as they showed ways to design and implement course topics.
- Flexibility in assignments to properly understand them and PowerPoint lecture notes.
- The projects where very interesting and applicable to the course.

## Base Questions item 21

35. What are 1 or 2 specific things that caused a problem with your learning in this class?

- nothing
- The Altera boards for the final. They need to be updated badly, so that operating systems outside Windows can be used.
- NA
- Not knowing any C.
- The most difficult part is the second assignment, which made me confused.
- The programming assignments were fairly challenging compared to most of the other courses I have taken. The only class that would compare would be some of the programming assignments in CSCE 310, and those were generally much simpler because of how well they were explained in class. I almost felt like I wasn't prepared for some of the assignments. I did the first two projects by myself, which worked out fine, but I had a friend who was in a group with someone and was abandoned once they got it working. I ended up doing the final project pretty much entirely by myself even though I was in a group of three. I'm not sure if there is any perfect way to solve this problem though.
- None
- Assignment and projects are way too hard
- None.
- Sleeping.
- The midterms
- My lack of C programming knowledge.
- Lack of outlets in classroom
- Other classes take up time I would have spent studying more for this class.
- I had no problems with the class.
- None
- Nothing in particular.
- The malloc project, while very interesting, was a little rough. I think breaking it into smaller "sub-modules" might improve on students working through the project, so there's less moving parts to mess up and it's easier to trouble-shoot.

## Base Questions item 22

36. Please provide 1 or 2 practical suggestions on ways to help improve student learning in this course.

- homework graded faster to get faster feedback
- NA
- Either spend time teaching a bit more C or requiring earlier classes in the program to use C.
- I think we need lab TA to help us dealing with the assignments.
- There are lots of different things that could be improved. One of the problems I ran into was that it was difficult to work on the group project with only one DE2 board. We all have jobs, and full time class schedules, and didn't have a lot of time we could meet. Growing class sizes, and expensive boards, means that not everyone can have a board. I feel like there could have been an alternative to the board. Maybe some sort of virtual machine running a basic Linux OS (similar to whatever runs on the DE2) that can be extended and programmed on any computer. Or maybe some cheaper single board computer like a Raspberry Pi with a basic Linux OS, or one of the newer cheaper Altera boards. I liked having multiple attempts on the later quizzes. That way I could try, and then learn from my mistakes, and redo it for a better score. I would have liked this on all of the quizzes, even if there was a maximum score on the second attempt or something to prevent everyone from getting 100%. I felt like I was in the dark when working on most of the projects. I had a general idea of what I needed to do from the lectures, and the assignment instructions, but didn't know exactly how to get there. More supporting material would have been nice. I think having class for an hour on MWF would have worked out better. It's hard to stay focused that long in the afternoon, and only meeting twice a week felt like it wasn't enough. I'm sure this is probably something that has been fixed in the university's schedule for decades and can't be changed though. I think having a more flexible set of course content would be nice. The professor talked about some of the other things he has done in the past and some topics seemed interesting. Maybe have a survey every month on what topic/project the class wants to do most next. For example writing kernel drivers for Linux would have really been interesting to me, and maybe the rest of the class.
- More open discussion between students/instructors
- make the project and assignments easier
- None.
- 1) Teach better. 2) Learn better.
- Don't have midterms, just homework
- Not too much, more than enough help from teachers or other students.
- Assign the project sooner. More in-depth assignment handouts would be helpful.
- Have assignments due after the day after TA office hours so that we can ask any last minute questions or get help.

### Base Questions item 23

37. Other comments that you would like to make:





46. The timeliness with which the GTA returns the graded materials is	5	7	2	0	1	9	4.00	4	1.07
47. The GTA's feedback on written work he or she graded is	2	8	2	0	1	11	3.77	4	1.01
48. The extent to which the recitation/lab section is beneficial.	4	5	1	0	1	13	4.00	4	1.18
49. The communication skills of the GTA are	3	6	2	0	1	12	3.83	4	1.11
<b>Question Set Statistics</b>							3.95	4	1.04

### GTA Text Response

50. What strengths does the GTA display?

- NA
- Willingness to help.
- N/A, never met him.
- Helpful
- nothing
- Approachable.
- Yes
- Most of these were left blank, as we never had occasion to meet, but everyone says nice things.
- N/A
- I did not see the GTA ever

51. What areas does the GTA need to improve in?

- NA
- N/A
- N/A, never met him.
- None
- answering questions and grading
- None.

- [Maybe](#)
- [N/A](#)
- [I did not see the GTA ever](#)

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