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Question Period: **'04-'05: Spring Semester**
Department: **Computer Science and Engineering (CSCE)**
Professor: **Stephen Scott**
Class: **CSCE 156A 052 Intro Comp Sci Ii CSCE156 Sec 150 Spring 2005 Section 150**

Response Statistics

Total Surveys: **32**
Evaluated Surveys: **14**

Created by VH Graph

□ Completed Surveys
■ Uncompleted Surveys

[1] My year in college is:

Freshman	Sophomore	Junior	Senior	Graduate Student
7	5	2	0	0

[2] My overall grade point average is:

4.0 to 3.5	3.5 to 3.0	3.0 to 2.5	2.5 to 2.0	Below 2.0
6	6	1	1	0

[3] I am enrolled for the following number of credit hours this semester:

More than 18 hours	15 to 17 hours	12 to 14 hours	9 to 11 hours	Less then 9 hours
1	8	4	0	1

[4] I currently work the following number of hours per week at a job:

More than 40 hours	30 to 40 hours	20 to 30 hours	10 to 20 hours	Less than 10 hours
1	1	1	1	10

[5] This course is my major field of study:

Yes	No
12	2

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation
[6] I see myself as a motivated student in this course.	0	1	2	7	4	0	4.00	4.00	0.88
[7] I was academically prepared to take this course.	0	2	0	9	3	0	3.93	4.00	0.92
[8] I was challenged to think in this course.	0	0	1	8	5	0	4.29	4.00	0.61
[9] My course grade will be a fair representation of my learning.	0	4	2	8	0	0	3.29	4.00	0.91
[10] I treated the instructor fairly and respectfully.	0	0	0	8	6	0	4.43	4.00	0.51
Question Set Stats							3.99	4.00	0.86

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation
[11] Before taking this course, my interest in this subject was very high.	0	0	1	4	9	0	4.57	5.00	0.65
[12] I understand the objectives of this course.	0	1	0	8	5	0	4.21	4.00	0.80
[13] The organization of the course topics is reasonable and logical.	1	1	0	10	2	0	3.79	4.00	1.05
[14] The pace at which course topics are covered is reasonable.	1	1	1	8	3	0	3.79	4.00	1.12
[15] This course helped me improve my rational thinking, problem-solving and decision-making ability.	0	1	2	8	3	0	3.93	4.00	0.83
[16] After taking this course, my interest in this subject is very high.	1	2	3	3	5	0	3.64	5.00	1.34
Question Set Stats							3.99	4.00	1.01

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation
[17] The textbook, workbook, and/or lesson notes help me understand course material.	0	2	2	7	3	0	3.79	4.00	0.97
[18] The method (or methods) of presenting information in class enhances my learning.	0	1	5	7	1	0	3.57	4.00	0.76
[19] The coursework helps me understand and apply the subject matter.	0	1	2	8	3	0	3.93	4.00	0.83
[20] The amount of coursework is reasonable for what I am expected to learn.	0	4	4	5	1	0	3.21	4.00	0.97
[21] Testing methods fairly measure my understanding of the course material.	3	4	2	4	1	0	2.71	4.00	1.33
Question Set Stats							3.44	4.00	1.06

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation
[22] The instructor is prepared for the class and is concerned about his or her preparation.	0	0	1	6	7	0	4.43	5.00	0.65
[23] The instructor makes good use of class time.	0	1	0	10	3	0	4.07	4.00	0.73
[24] The instructor is enthusiastic and interested in teaching this course.	0	0	0	8	6	0	4.43	4.00	0.51
[25] The instructor treats students in a professional manner.	0	0	0	10	4	0	4.29	4.00	0.47
[27] The instructor motivated me to understand and apply course concepts.	0	2	3	5	4	0	3.79	4.00	1.05
[28] The instructor provides useful feedback on how I am doing in the course.	0	1	3	8	2	0	3.79	4.00	0.80
[29] The instructor is accessible for help outside of the classroom.	0	0	1	7	5	1	4.31	4.00	0.63
[26] New concepts and examples are clearly explained at a level students can comprehend.	0	2	2	7	3	0	3.79	4.00	0.97
Question Set Stats							4.11	4.00	0.78

	Strongly Disagree (1.00)	Disagree (2.00)	Indifferent (3.00)	Agree (4.00)	Strongly Agree (5.00)	N/A	Average	Mode	Standard Deviation
[30] The classroom physical environment (e.g. temperature, lighting, acoustics) is comfortable for learning.	0	0	0	9	5	0	4.36	4.00	0.50

[31] The classroom is free from outside distractions.	0	0	1	9	4	0	4.21	4.00	0.58
[32] The classroom design and furnishings do not interfere with my learning.	0	0	0	9	5	0	4.36	4.00	0.50
[33] The classroom has adequate instructional equipment and technology.	0	0	0	8	6	0	4.43	4.00	0.51
Question Set Stats							4.34	4.00	0.51

[1] What are 1 or 2 specific things that helped you learn in this class?

- Doing the homeworks without having read the book help me in seeking for more information about the subject and thus learning a little bit more.
- Extensive homework assignments brought out those topics and understanding of the material that had not yet been presented thoroughly.
- I enjoyed the homeworks, even the more difficult ones.
- I found the structured design of following the powerpoint slides to be helpful to the logical understanding of topics. They were well designed (for the most part) and generally helpful.

  Your enthusiasm and understanding of these topics was also very conducive to learning.
- I really liked the review games.
- Notes and online materials
- The games were a really useful review tool.
- The labs and going through specific examples in class.
- The labs and homework definately helped a lot.
- The material was well-explained in lecture
- homework

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

- At times, the slides caused things to be more difficult to understand when they were poorly representative of the material. HOWEVER, you did not stick only to the slides; rather, you seemed to feel free to leave the slides behind if students weren't understanding topics or if they had specific questions. This was the most helpful aspect of your teaching style and you should definitely continue to do this.

  The homework assignments were not very well placed. Of course some (HW 3) were extremely difficult, but more than that, there were many weeks when we had no homework assignments and then when the end began to loom closer, we were inundated with homework that we had increasingly less time to do. That is to say, if perhaps we had started the other homeworks sooner, we would have had more time to push back homework 3, for example, and do a better job on it overall.
- Exceptionally difficult homework caused agony
- Homework assignments that were not covered in any lab. It was very difficult to try to figure out how to complete them without any hands on experience coding. Going over the concepts in class is not enough. I understood the concepts, but not how to put those concepts into code.
- I didn't feel much motivation for doing the homework as soon as it was up.
- Nothing that I can think of.
- Online testing is not a great Idea. I believe that both the quizzes and tests should be curved if they are to be taken in a place where you have no ability to ask the teacher questions. I felt that nearly half of the questions on the tests were very ambiguous and poorly worded but had no way of asking what was intended by them.
- The difficulty of the some of the Homeworks.
- The homework assignments had a huge time budget, at the same time, new concepts were being introduced in lectures, which caused (me) difficulties in dividing time between working on the current homework and studying the new concepts being introduced.

  Additionally, there were too many topics to cover (C++,PHP,MySQL, HTML) which restricted actual understanding to only lower-level understanding of the course material, followed by homework assignments which required much more in-depth study of each topic.

  Perhaps the prerequisites or placement exams need to be adjusted, because I often had difficulties with assumed previous knowledge.
- There was too much to do, especially for a 100-level course.
- laziness of me
- to big of homework

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

- As I said, keep being enthusiastic. When you are enjoying the subject you teach, it helps us to learn better.

  I think the test grading is still slightly askew. For example, on test 1 we had a total of ~80 points and two questions were worth 10 points apiece, roughly 1/4 of the total test grade. These were extremely tough questions which of course they had to be since they were worth 10 times as much as the majority of the other questions. My suggestion is to pattern more after the second test where there was only one 10 point question and two 5 point questions. I think this contributed to my getting a higher grade on the 2nd test. Also, it would be nice if we could take a full test online and get a better idea for the breadth and grading of the tests. In particular, I did not feel prepared in understanding how the test would be graded before I took the first test (which also relates to the large gap between those 1 point and 10 point problems)
- Divide the course into 2 parts since cramming C++ which SQL, PHP, and HTML is not that easy to do without practice for which students wouldn't have time to put on if they are taking many classes because practicing all this coding is very time consuming.
- Don't use C++ and Linix after having Java in Computer Science I.

  Don't assume because a few students are in 235 that we all are and that we understand as much as them. It can be embarassing to admit

that we don't get it in class.

- Maybe combine some of the topics of the class into the lab.
- More chances to earn BONUS POINTS.
- Orient the homeworks towards the concepts that have been taught in class, and make the quizzes on more of a regular schedule.
- Smaller homeworks,

  something about online quizzes, they drive me crazy, i miss them because they are not an inclass thing.
- Smaller, more frequent homework assignments designed to support the most recent lecture/lab materials. Limit the homework assignments to materials actually covered in the lecture and labs, and in the same level of detail.
- Starting homework early
- make the tests in class tests or guarantee that there are no ambiguities on the questions. I also think that placing 4% of the overall class grade on a subjective "participation" points is ridiculous and very unjust. I was at every lecture and did very well on homeworks and tests but am penalized because I never asked questions that I already knew the answer to.
- needs a better target for the review game

[4] How did you like this online course evaluation system?

- Adequate
- I didn't
- I like it better than paper and pencil
- It was good.
- It's alright. I have 6 of them to do. Could use less of them.
- It's good. Better than written evaluations.
- It's not bad, but whenever I wanted to reread my questions the size of the text boxes provided made it difficult, could they be made larger?
- Just fine.
- Peachy.
- This system is fair to good. Open text boxes for comments are very useful.
- fine.
- okay

[5] Other comments that you would like to make:

- 1) Does not enjoy quiz-style revision.

  2) Too many questions within 60min exam. Was unable to get to the last question, when that question has the most points.
- 1. Were sufficient examples given in class to teach the main course concepts?
  Yes, nuff said
  2. Were the games effective reviews for the exams? I.e. did they point you to which topics you needed to study in more depth?
  Yes, but I often felt as though I was being left out of extra credit. Basically, whoever was closer to the front was more easily able to win the game and thus get extra credit. The room is not well adapted to exactly that sort of game.

  3. When they covered similar topics (e.g. C++, SQL), were the labs and lectures synchronized well?
  Yes and no. Really, it's yes, but I found that very often the labs and lectures did not cover similar topics at the same time. Additionally, the issue with CGI comes to mind--i.e. we did not ever cover CGI in the lab, but you were not aware of that since the lab had changed without your knowledge. Perhaps you and the lab TA's should work a little bit closer in integration?
- 1. Were sufficient examples given in class to teach the main course concepts? Yes to teach the concepts, but not how to apply those concepts into actual code.

  2. Were the games effective reviews for the exams? I.e. did they point you
  to which topics you needed to study in more depth? Yes, however more time spent with the difficult problems would be helpful. It seemed that we didn't always get to the hard problems or we rushed through them.

  3. When they covered similar topics (e.g. C++, SQL), were the labs and
  lectures synchronized well? Yes they were synchronized well. Adding a lab that deals with pointers would be beneficial.

  4. Were the lectures, labs, text, and on-line materials sufficient for you to
  complete the homeworks? NO. The middle two homework assignments dealing with indepth c++ code seemed to be way more advanced than this class. I felt that I had to teach myself the concepts in both of those assignments.

  5. Were the lectures, labs, text, and on-line materials sufficient for you to
  complete the exams? Yes, for the most part. More actual examples in class on how you prove the BIG O and such would have been helpful. Again, the concept I understood, but not how to put it on paper. Same thing for any code we had to write on the tests. We discussed the subject matter in theory in class, but not how to actually code it.
- 1. Were sufficient examples given in class to teach the main course concepts? yes

  2. Were the games effective reviews for the exams? I.e. did they point you to which topics you needed to study in more depth? yes, but it needs a better target

  3. When they covered similar topics (e.g. C++, SQL), were the labs and lectures synchronized well? pretty much

  4. Were the lectures, labs, text, and on-line materials sufficient for you to complete the homeworks? yep

  5. Were the lectures, labs, text, and on-line materials sufficient for you to complete the exams? yes
- As this course is representative of the new curriculum in CSE, this course has convinced me to no longer pursue either major or minor course work in CSE at this location.
- Great class overall. I enjoyed lecture and believe Dr. Scott is a great teacher. But some grading policies do need to change.
- The labs and lectures lined up pretty well.
- none
- nope

(1 = Strongly Disagree, 5 = Strongly Agree)

	1	2	3	4	5	N/A	Average	Mode	Standard Deviation
Using EDU in the labs did not interfere with my work on the labs.	0	2	2	5	4	1	3.85	4.00	1.07
Using EDU in the labs enhanced my learning of the lab material.	1	1	4	6	2	0	3.50	4.00	1.09
Using EDU on the exams did not interfere with my work on the exams.	2	4	3	1	4	0	3.07	5.00	1.49
Using EDU on the exams enhanced my learning of the course material.	1	4	3	4	1	1	3.00	4.00	1.15
The dumb question asker policy helped me learn.	2	2	2	5	2	1	3.23	4.00	1.36
Xuli Liu (lab TA) was helpful whenever I sought help from him, and was helpful in my learning of lab material.	0	0	1	5	8	0	4.50	5.00	0.65
Brandon Hauff (lab TA) was helpful whenever I sought help from him, and was helpful in my learning of lab material.	2	0	2	5	5	0	3.79	5.00	1.37
Qing Yang (grader) was helpful whenever I sought help from him.	0	0	4	1	1	8	3.50	3.00	0.84
Bo Tang (grader) was helpful whenever I sought help from her	0	0	2	2	2	8	4.00	5.00	0.89
Question Set Stats							3.59	4.00	1.22

Give your opinion on how well the topics covered in class matched your expectations and how much they interested you.

- Covered very well
- Excellent.
- I had no expectations, really, but the topics did interest me.
- I really didn't know what to expect, but I found the course's concepts interesting although sometimes tough to understand.
- Learning C++ interested me. The text was not an introductory manual for C++, and assumed more basic understanding of C++ format and structure than I had when beginning the course. Consider the sylabus:

  You might have noticed that in the major topics of the course, no languages are listed. This is because the languages you learn during the course are more of a side-effect of the course, rather than the main focus.

  In spite of this, Assignments were practical applications of code which MUST compile and run correctly.
- Progamming in general is interesting for me, but not as much programming as we had to do for this class. There is too much to cover in this course in little time.
- The topic covered matched my expectations of programming class part II -- covering data structure.
- The topics covered were all useful. I was not sure what to expect out of this class. It was certainly harder and more time consuming than I thought it would be.
- They pretty well matched my expectations and they also interested me. However, one issue I noticed was in the repetition from 155, such as sorting/searching and also UML in the lab. I think you should talk very sternly with the 155 teachers/TA's about stealing your course material...just kidding. But seriously, at the university level, I don't think we should be going over the exact same material even at the 100 level. Not to put too fine a point on it, and certainly not to blame you in any way, but it felt unprofessional. Someone needs to know when these things are overlapping and ESPECIALLY in successive class (155-156) this sort of exact repition shouldn't occur.
- They seemed fine to me
- They were fine. I didn't have much expectations, fairly interesting.

What is your opinion on the amount of work required for the course?

- A HUGE amount of work was required for this course. For most the homework assignments I put in in excess of 60+ hours each. The lab preparation took me over 3 hours in some cases. Having labs, exams, quizes and homework assignments due at the same time was also time consuming.
- Good amount. Wished there were more homeworks of smaller scale.
- I felt the course work to be generally good. There were TWO problems though. 1) Too little in the first few weeks and too much at the end, and 2) Homework 3, of course, homework 3. On the other hand, this would have been a very excellent homework to make worth double the points IF you had given us double the time.
- I think that there was a reasonable amount of work, but homework 2 had way too much repetition with the same functions with different

parameters.

- It took a lot of time. Homework 3 was too hard, but otherwise it was good.
- Overall good, with a few minor exceptions
- Some homeworks are too big to be called homework. e.g. 5000 lines of program for a 2 weeks homework.
- The C++ homeworks were difficult. In 155, the assignments were all in Java, and so we discussed how to write Java programs in class. In 156, the assignments were sometimes in C++, and we rarely talked about the code itself, just the concepts, and then were expected to make a robust C++ program from that. It doesn't work that well...
- The amount required for this course was big mostly with homework 3 where we were supposed to know that we were going to implement breadth-first and depth-first search without having previous knowledge about it.
- The homeworks, especially hw3, were too difficult for a class that introduced students to C++.
- Typically, a homework assignment has required a time investment of between 25 and 40 hours outside of class time between design, research, debugging, and testing. Labs require between 2 and 9 hours of study and practice before entering the lab environment, and simply the typing of code, right or wrong, absorbs most, if not all, of the allocated lab time.
- Well rounded. Not to much but not to little.
- quite a bit is required, those homeworks were crazy

What is your opinion on using the EDU system for labs? What about for exams?

- EDU is an interesting system in its intial stages. There needs to be adjustment to the system so the questions being asked on EDU are more closely related to the couse materials. Currently, EDU is randomly generated facts from the required readings from lectures and labs.
- EDU is very practical and easy to use, so I would recommend to keep using it just with the condition of making sure the students know the rules for the exams where they are taking these.
- EDU rocks. It's easy to use and user-friendly.
- EDU system for labs seems fine, the exams are sometimes a hassle
- I found the EDU system to be detrimental to use when doing the worksheets. In 155, we used paper worksheets and I felt like they were generally a better solution. For example, on one lab I began working on the worksheet early, but was doing other things as well because I didn't realize there was a time limit. Also, I found being able to look over things on paper to be more helpful than looking at the screen.

  On the other hand, I found pretest and postest, as well as the exams, to be overall very conducive to EDU. For a variety of reasons, these worked for me personally. One issue with EDU and exams especially is that there is some delay such as server problems that would not occur if we were taking a paper test. I think a good solution here is to either A) stop the test timer when a student can't answer any question i.e. when the server blocks them out or (provided that is--and I believe it probably is--impossible to do) B) give maybe 5-10 extra minutes to account for these potential issues. 5 minutes especially would be fair I believe
- I liked EDU. It offered flexibility and convenience. Being able to miss a class to take the exams would have been helpful since we would normally take the exam during class time.
- I'd rather have a worksheet for labs, and it's okay for exams.
- In general using EDU system for lab is OK - save some trees.
  Comfortable with using EDU system for exams.
- It took me awhile to get used to the worksheets on EDU, but I think it's a good system. I also like having a week to take the exams.
- On labs it worked well for pre and post tests, but I didn't like it for exams.
- The post lab tests were far too dificult. Even after doing everything needed for the lab questions woud apear with little to no relevence to lab work. Worst Idea in the world to take an exams worth 40% of my grade in EDU.
- it worked well

State your opinion of each TA.

- Due to circumstances not under their control, the TA lab hours matched nearly perfectly with my class schedule for class times. Outside of lab, my contact with TA's was restricted to e-mail. Xuli Liu responded to my questions and needs, but during labs, there was not enough time to wait for him to be available for consultation due mostly to the extreme time budget just to complete following sections.

  I had no contact with any other TA, including Brandon Hauff, because the times I needed assistance, he was always busy assisting another, or more often, several other students.
- I never met either of the grading ta's, but Xuli and Brandon were very helpful in lab.
- I think that they all did a great job.
- TA's a very important resource. Xuliu was very helpful and informative.
- They were all very helpful and informative. Never had a problem with any.
- Xuli Liu-I found Xuli to be extremely helpful, both in knowing what to do and helping me find out what to do. I want to say this very carefully because I feel it could come out the wrong way, but there were times I had difficulty understanding Xuli's accent. I think this sort of language barrier can be difficult to overcome, and I think Xuli did an exemplary job of overcoming it. However, it takes a lot of patience in trying to help someone understand what you're saying, especially when there are four or five other people waiting for your help, and I think Xuli needs to keep this in mind. The biggest obstacle to understanding is frustration, but its very easy to become frustrated when someone doesn't understand you. Because I feel that this could be interpreted in a way I don't intend, I want to say again that I think Xuli did a good job of keeping his patience with those of us who have difficulty understanding accent's unlike ours, but I also think he needs to keep working at this.

  Brandon Hauff-I found Brandon to be very helpful in understanding what to do and showing us how to do it. I think he was especially eager to help when we had problems. One problem I had was that Brandon did not always know enough about a programming language to be extremely helpful with all problems, especially some like small syntax errors. I want to stress that this did not occur often, but I think he could brush up a little bit more on some of the finer points of a few of the languages we use in the lab.

  Since I spent so long talking about the issues I had with Xuli and Brandon, I want to take a moment and just say that both of them were very good, and that is why I gave them 5/5. They both had just one real issue and they definitely shouldn't worry too much about the things I talked about.

  Qing Yang: I never talked to Qing Yang and I don't think I had any of my homeworks graded by Qing either.

  Bo Tang: I never talked to Bo either, but the comments Bo wrote to me on the homework were generally helpful.

On the other hand, I had issues with the way the homework was graded. Rather, I had issues with the way we were informed of our grades in that we never saw WHAT we had done wrong, such as "On line XX you did this when you should have done that." In doing code, I've found specific examples of things I can change to be the most helpful thing in making my code better. Of course asking the graders to write back a line by line summary of why our code was wrong/right is ridiculous, but I think we should recieve much more feedback. My personal feeling is that if I write ~1000 lines of code, I should receive maybe two paragraphs of feedback rather than a cryptic sentence or two.

- Xuli and Brandon I thought were good

  The graders I don't have much of an opinion of (no interaction with them)

- Xuli rocks. :) He always helped me with my lab stuff that I couldn't understand, and he was really good at pointing out subtle mistakes that I had.

  Brandon rocks also. He was nice and knew what he was doing and was very helpful. It was nice having two lab TA's.

- Xuli was very helpful in labs, always noticed any problem in programs, and if I were to take this class again I would certainly would like to have him as my TA again. On the other hand, Brandon wasn't that helpful, he just used to be good for getting Xuli to come over and see what the problem was. Brandon usually had no clue of how to answer question or finding problems in the program.

- Xuliu - Very smart and helpful
  Brandon - Sometimes couldn't figure out problems, but he still helped
  Qing - Din't interact

  Bo - Willing to help me on the homeworks

- err, only encountered once