Course Evaluation System at UNL

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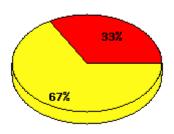|	
Question Period:	**'05-'06: Spring Semester**
Department:	**Computer Science and Engineering (CSCE)**
Professor:	**Stephen Scott**
Class:	**CSCE 156A 062 Intro Comp Sci Ii CSCE156 Sec 150 Spring 2006 Section 150**

Response Statistics

Total Surveys: **27**

Evaluated Surveys: **18**

[1] My year in college is:

Freshman	Sophomore	Junior	Senior	Graduate Student
12	3	2	1	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
9	5	3	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
3	7	8	0	0

[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	0	4	3	10

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

Yes	No
13	5

	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.	3	1	3	3	8	0	3.67	5.00	1.53
[7] I was academically prepared to take this course.	0	3	1	8	6	0	3.94	4.00	1.06
[8] I was challenged to think in this course.	0	1	3	6	8	0	4.17	5.00	0.92
[9] My course grade will be a fair representation of my learning.	3	5	4	4	2	0	2.83	2.00	1.29
[10] I treated the instructor fairly and respectfully.	0	0	2	6	10	0	4.44	5.00	0.70
Question Set Stats							3.81	5.00	1.24

	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	3	4	11	0	4.44	5.00	0.78
[12] I understand the objectives of this course.	3	1	1	5	8	0	3.78	5.00	1.52
[13] The organization of the course topics is reasonable and logical.	1	6	1	7	3	0	3.28	4.00	1.27
[14] The pace at which course topics are covered is reasonable.	3	4	2	6	3	0	3.11	4.00	1.41
[15] This course helped me improve my rational thinking, problem-solving and decision-making ability.	2	3	1	10	2	0	3.39	4.00	1.24
[16] After taking this course, my interest in this subject is very high.	3	3	2	5	5	0	3.33	5.00	1.50
Question Set Stats							3.56	4.00	1.36

	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.	3	1	6	6	2	0	3.17	4.00	1.25
[18] The method (or methods) of presenting information in class enhances my learning.	5	5	4	3	1	0	2.44	2.00	1.25
[19] The coursework helps me understand and apply the subject matter.	3	1	7	3	4	0	3.22	3.00	1.35
[20] The amount of coursework is reasonable for what I am expected to learn.	3	6	1	6	2	0	2.89	4.00	1.37
[21] Testing methods fairly measure my understanding of the course material.	4	3	4	6	1	0	2.83	4.00	1.29
Question Set Stats							2.91	4.00	1.30

	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.	1	2	4	8	3	0	3.56	4.00	1.10
[23] The instructor makes good use of class time.	2	2	6	6	2	0	3.22	4.00	1.17
[24] The instructor is enthusiastic and interested in teaching this course.	0	1	3	10	4	0	3.94	4.00	0.80
[25] The instructor treats students in a professional manner.	0	2	2	7	7	0	4.06	5.00	1.00
[27] The instructor motivated me to understand and apply course concepts.	2	7	5	3	1	0	2.67	2.00	1.08

[28] The instructor provides useful feedback on how I am doing in the course.	1	3	6	7	1	0	3.22	4.00	1.00
[29] The instructor is accessible for help outside of the classroom.	0	0	4	10	2	2	3.88	4.00	0.62
[26] New concepts and examples are clearly explained at a level students can comprehend.	3	5	1	7	2	0	3.00	4.00	1.37
					Question Set Stats		3.44	4.00	1.12

	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	3	10	5	0	4.11	4.00	0.68
[31] The classroom is free from outside distractions.	0	0	0	12	6	0	4.33	4.00	0.49
[32] The classroom design and furnishings do not interfere with my learning.	0	3	0	9	6	0	4.00	4.00	1.03
[33] The classroom has adequate instructional equipment and technology.	0	0	1	12	5	0	4.22	4.00	0.55
					Question Set Stats		4.17	4.00	0.71

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

- Anything I found on Google.
- Excellent professor teaching, applicable homework.
- Notes from book, but mostly the lab and the lab TA's
- Studying the lecture notes.
- The assigned outside class quizes taught most of what we learned in class to me, while lexure was a good enforcement and filled in some small details
- The homework and labs.
- The homework assignments and online quizzes.
- The homeworks and the lab.
- The labs and the quizzes
- The labs are the only place I learned anything.
- The quizzes that were given to us a couple times a week were useful to me. It kept me on top of the book readings.
- The shide shows bothin powerpoint and adobe. and the review sessions.
- Um...the lab TA's. I think I learned the most from them.
- Weekly quizzes and practice exams help in basic understanding.

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

class?

- 1. Being tested on concepts two weeks before they were lectured on.

  2. This class was supposed to be about coding, but seemed to be more about theory, and how things are *supposed* to work, rather than getting them to work.

  3. We were supposed to learn C++ from the beginning. We were taught starting from arrays. This doesn't help, especially considering I took the equivalent of 155 two years ago. There was no help or any teaching on how to do basics in C++, other than the basic "Hello, World!" program that everyone does.
- Although the slides were very vague, stressing the theory behind ideas, the tests were very specific, with specific questions about specific syntax. I learn best when i have to apply a theory or idea to an situation, not by memorizing everything about c++, STL, etc.
- C++ wasn't covered that well, and since I didn't know it before coming in a liitle more practice with it would be nice.
- EDU is a horrible way to do exams. It should be used for Labs only. Teaching from the author's slides is a horrible way to teach, it's better to have real examples and implementation instead of just leaving all of it to be learned in lab. Just assuming we are going to learn C++ and php enough to do the overly-difficult homework assignments without any real instruction is rediculous.
- EDU system was frustrating, homework was unclear.
- Lack of examples from instructor; slides were being read from.
- Lecture slides were very dull.
- Lectures - didn't learn very much by going to them
- Lectures covered more theory than practical examples of data structures. For example, we spent more time talking about what a data structure is than how to use/implement it!

  THE AMOUNT OF HOMEWORK! Not only did the huge homework assignments consume most of my time (almost all of it for #4!), they hurt my grade in other classes as well, being unable to focus on any other homework or study for those classes.
- Not many, if any, examples of code in class actually running. Also, expected to go from one language to another, without talking about them first.
  EDU tests were not a good way to test us, not partial creadit, and teacher didn't write very concrete questions.
- Nothing really.
- Oh...where to begin. Our homeworks were kind of ridiculously intricate and time consuming for the amount of time we went over the material. We also NEVER implemented what we learned about in lecture for programming practice so we were always lost as to how to code things in C++.
- Studying the lecture notes.
- The homeworks were not extremely difficult, however there was little time given to complete the homeworks.
- The seats line up in the classroom in places so you're staring at the back of the person in front of you's head instead of the projector
- alot of material was repetetive of what was Supposed to be read for the quizes before lexure, though its understandable that most don't read so its usually required to repeat all of that information

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

- 1. Do a lot more in-class coding, and start from the beginning of C++, rather than the middle. See previous question for explanation.

  2. Lecture, take questions, then quiz. See the previous question for explanation.
- Better lecture slides.
- Demonstrate examples in class to relate the abstract material to something the class can relate to.
- Don't use EDU. Actually teach relavant material.
- Have smaller homeworks to ease into a concept. Having large homeworks that incompass multiple concepts allowed to have a very basic knowledge of each one

  Clicker questions would have been really helpful
- Make past lab and classroom edu assignments availavle to practice with interactively for tests.
- Quit with the "I'm going to teach you the concepts and as a side effect, you will learn C++" bull crap. Teach the C++ and I promise you, I will know the concept. It seemed so backwards this entire semester.

- Rearrange seats, setup the PRS system in the room before the last two weeks of class.
- Sample output for homework assignments would be choice.
- Scale back the size of the homework, and provide more practical examples in class. I learn best by example and this class was a struggle for me.
- Smaller but more frequent homeworks.
- Tell students to KNOW c++ before they take this class.
- have more information during lexure that is not covered in the book but should be known from a profesionall point of view
- just going through more of the C++ aspect of it

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

- At the beginning of the Course, The instructor informed us that this class would not teach us a language, but rather problem solving skills. Then, on the tests, there were specific questions, specific to c++, that only tested our memorization of specific c++ syntax, and STL.
- Desks are too small. Online quizzes didn't line up with course materail, so you don't know when they start or end, causing me to miss some.
- Excellent course; all-around great teaching and material.
- It would help a lot if since we don't actually go over any coding/implementation examples in class, that if on the homework specifications there was some sort of guide as to how to go about doing it. On a couple of assignments I felt like I was completely in the dark!
- My interest in computer science took a dive, and I lost a lot of confidence in my own programming skills. I didn't learn much, until I hit the php stuff. SQL was a pain in the ass, and not enough help or teaching was given for advanced SQL queries. I can see SQL and PHP being a separate class, with this one being C++. All in all, I thought the class was pretty poorly put together, and I've heard plenty of complaints from other students.

  In order to pass this class, YOU MUST KNOW C++ BEFORE YOU COME IN! I didn't, and that's what killed me. You can't explain the concept of arrays at the beginning, for those new to the language. I don't care if java and C++ are similar; there were several people, myself included, who took java a year or two ago, and that screwed us over.

  The book sucked ass. That C++ book was HORRIBLE. The guide on about.com was many times better. As a side note, on their tutorial, arrays are the 20th lesson, and not the first. This is something that should be factored into the class. If arrays are the 20th lesson, then the other 19 should also be a part of the class.
- Please stop using slides from other websites to present the material. In fact, don't use power point slides at all. I'm so sick of those now because of this course.

  Also, taking tests via EDU system was the worst idea anyone has come up with since my friend snorted parmesean cheese. The testing center is INCREDIBLY uncomfortable and that made me want to just hurry through the test to get out of the fires of hell which was the room. I mean it was very hot. Also, we pay for credit hours and expect to use those hours for learning, but then we need to take a test on our own time? Another thing, when taking online exams, you don't have a teacher there in case you have questions.

  One last thing, this survey thing is misnumbered. This box is number 5, but the one before it is number 3. We were expected more perfect programs than this so POINTS OFF for you!
- This course was the final push that made me decide to change my major. Although the course was a waste of money and time, at least now I know that I want to get out of the College of Arts and Sciences.
- This is the worst class I've ever taken.

(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.	1	3	2	7	3	2	3.50	4.00	1.21
Using EDU in the labs enhanced my learning of the lab material.	3	5	4	2	3	1	2.82	2.00	1.38

Using EDU on the exams did not interfere with my work on the exams.	5	4	4	2	2	1	2.53	1.00	1.37
Using EDU on the exams enhanced my learning of the course material.	8	3	4	0	2	1	2.12	1.00	1.36
Xuli Liu (grader and asst lab TA) was helpful whenever I sought help from him.	0	0	0	0	17	1	5.00	5.00	0.00
Brandon Hauff (lab TA) was helpful whenever I sought help from him, and was helpful in my learning of lab material.	0	1	0	1	15	1	4.76	5.00	0.75
Question Set Stats							3.46	5.00	1.56

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

- Covering all the data structures were really boring. Most of them we didn't even get to implement. Most people learn better by doing than just by being told it.
- Extremely specific details were tested, but not taught.
- I EXPECTED that we'd go over actual C++ where we'd also learn the concept as we coded. Instead, we got bombarded with boring powerpoint slide shows that made us not want to come to class. We also had to twist the professor's arm just so he could show us examples of what he was talking about in C++.
- I and my counselor thought I was prepared for this class, but we were both wrong. I learned after the first week that you need to know C++ before coming in. That just killed me.

  Half the class dropped. This should say something about how this class was being taught, considering it's also a 100 level course.
- I didn't really know what to expect but I learned a lot of new things.
- I found i wasn't too interested in any of it, and once i learned one topic and started to enjoy it, we were on the next topic.
- It seemed like we covered a lot of this class in 155 or atleast the basics. and I wasn't sure what to expect comming in, but It was interesting.
- Overall, we were tested on C++ syntax more than actual algorithms, which was what the course was supposed to be about. I had learned more mysql/php in two days worth at my job then I think we covered in class. However, the labs did help increase our experience with the subject content.
- The only topics I liked were three-tiered architecture and databases. Everything else was either review, common sense, or in the case of asymptotic notation, tedious and poorly taught.
- The topics covered in class seemed like unnecessary abstraction when more examples could have been given. The topics interested me, however.
- The topics did not interest me the way I expected.
- The topics in class were way above my expectations! The course title is "INTRO to Comp Sci II", yet we're covering advanced data structure theory and really abstract stuff!
- The topics were covered well.
- They were kind of boring, yet understandable that we needed to learn them. The class did alot of different things which was hard to keep track of the right syntax and scope of the class
- They were what I expected to cover, and I love computer science material, so it was very interesting.

Offer your opinion on the amount of work required for this course, especially on the homework.

- Homework was reasonable, never overly complicated or time-consuming
- Homework was usually at a bad time. The assignments were too long and often required more work to learn the language we had to use, than actually figuring out what to do with it (the objective part of assignment). Also, we didn't learn in class or lab how to do program homework until less than a week before they were due. Also, first big homework due on superbowl sunday :(
- I covered this in the "cause a problem with learning" questions, but again, it was just too much. We would be doing huge assignments that a lot of the times wouldn't coincide with what we were doing in class at the time.
- I think that the womeworks took to long. There were some assignments where there were 2 different programs you had to write. If you could make it one program implementing both parts. it would be way better.
- Lots of work, as long as it isn't put off until the weekend it's due, no problem.
- The AMMOUNT of homework was fine, but the homeworks were intentionally made extrememly difficult especially when the languages used for the homework wasn't taught in class and we were left to teach ourselves C++ which has no online API like java and is the messiest "object

oriented" language I've ever worked with.

- The amount of work was about what I had expected. However, I think that homework assignment descriptions should be less vague to prevent certain people from getting off easy (e.g., using STL instead of implementing it themselves).
- The homework seemed to go a bit far in some regards. The concepts were good but the assignments were a bit lengthy and repetitive. Also, the assignments seemed a bit ambiguous and unclear in some cases. It wasn't clear what was wanted. What has been helpful in similar courses is sample program output. That is very helpful in making it 100% certain what the application should do.
- The homework should be worked on in class, both as help, and as practice. The homeworks took a long time to do, and didn't necessarily help me learn anything in certain cases.
- The homework was quite time consuming, as I had expected. It does take a lot of time, however that's the best way to learn the material in this field.
- The homeworks were very reasonable.
- The work load for this class was exponentially way too much. The programming concept could've easily been realized by us if we had done half of what the homeworks asked us to do. Instead, we were asked to do extra, much more tedious and time consuming tasks outside of what the homework topic was on.
  Also, some homeworks were due on Sunday nights at 11:59 p.m. To me, I think it's in bad taste. It's kind of like taunting us. Here I am waiting for the weekend, but I can't enjoy it because I need to spend 10 more hours slaving away over a semi-pointless homework.
- There is no way to get the labs done in lab. They had be essentially done before you went to lab. The last homeworks were to large and they had to much of a jump in difficulty from what we had been doing in class. Smaller homeworks would make things easier.
- We were given extremely lengthy homework assignments in a short period of time. I think it would've been better if we had smaller homeworks but on a more frequent basis. Also, if the homework is to study algorithms, the majority of time should be spent on the topic and not accessories to the assignment.
- the ammount of work is no more than the pre-req cse155 and you are given enough time for everything, except labs are maybe pushing the limit

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

- EDU is good for labs, I'm not sure if it really helps anything for exams, it's just a different way of taking an exam.
- EDU is terrible. I know I could do better on a paper based test than on EDU.
- EDU was all right in Labs and Exams, but it sucked really really bad for taking quizes. I would reccomend checking out Aplia (something I signed up for to take quizes in another class) instead of using EDU again.
  The EDU system does a poor job of telling you when something is due, and whether or not you have already completed it. Aplia kicks the crap out of it.
- EDU was ok, but this was the first comp sci class I've ever had with closed book exams. In the real world (as explained to me), you always have reference guides with you. EDU itself was ok, and it was ok for exams.
- I HATE EDU!!! Most of the material covered has a couple ways of explaining either how it works or how to apply, and the EDU does not allow this. Also, hard to write out proofs on EDU by typing, caused me to loose points on test.
- I don't care for the EDU system personally. It crashed on me a few times, and I think life was better before EDU.
- I liked it because it centralized where you could go back and look at previous tests and such. Makes reviewing very easy.
- I think EDU works extremely well for the labs. It eliminates unneccisary paperwork and streamlines the whole process. As for the exams. I think a new rule should be made that makes it so no exams can be taken on EDU EVER. Exams are meant to be given DURING CLASS (either in class or recitation) and aren't supposed to be treated as homework where the student has to adjust his/her schedule around the schedule of the testing center. The testing center is extremely out of date if it is truely supposed to be a testing center, I would expect a keyboard at least out of the late ninties instead the old, annoying keyboards that are currently in there. I'd also expect that it would be a little more well-lit and that the air conditioner would be addjusted to provide adequate cooling since it's a room full of computers (it's not a good testing environment to have a room warm... most people prefer 72degrees)
- I'm okay with using it for labs, but I hate it for exams. You cannot ask any questions, even if it's *clarification* on one of the questions! On exam 2 I was stuck on a problem for awhile just because I didn't understand what it was asking, and it killed me with the time limit.
- It wasn't rally a big deal with labs, however with exams, I wasn't at all given a chance to ask questions with exams.
- Labs are no big deal, EDU or not it wouldn't make a difference as a student, obvious it makes it easier as a TA to grade, and its nice to get some of the grade imediatley though usually not all of

it
- Other than the fact that it took 10 minutes out of lab time I think it's a good way to quickly evaluate everyone ability of the lab. For exams it didn't bother me for this class, but if there were any questions you couldn't ask a teacher and it could have juast as easily been taken during a class period.
- The EDU system works great for labs, but I dislike it for tests since the testing center is usually crowded, and I am unable to ask questions directly to the instructor.
- The edu system for labs and exams is a stupid idea. I already said what I thought of exams. To me, doing edu during lab took time away from the actual lab work.
- They are fine for labs and the quizzes. I didn't like them for the tests. Would have preferred a paper one.

State your opinion of each TA.

- Both TA's did a great job and were very helpful.
- Both TA's were great. I wished they would've taught the class.
- Both of the TA were great. No problems there
- Brandon - friendly, flexible and prepared.
  Xuli - helpful to students and hard working.
- Brandon Hauff - Very helpful; takes care of any mistakes and/or ambiguities in the labs very quickly.

  Xuli Liu - Cares very much about the students doing well with their labwork.
- Brandon and Xuli both were helpfull and worked hard during Lab.
- Brandon and Xuli were both very helpful and friendly. They also seemed quite knowledgable on the topics and were very willing to share their knowledge.
- Xuli Liu was very helpful and did a thorough job in his work. I have no complaints about him. Brandon Hauff did an excellent job helping in the labs and did a good job of doing explanations. No complaints about him either.
- Xuli Liu was very helpful and helped with lab, which was really nice.

  B Hauff was also really helpful in lab. Taught class one day and used examples which helped a lot more than the past week of Steve Scott's teaching, very much appreciated.

  Both TA's in lab were very understanding, giving us examples on board and actually sat down and helped us with the lab itself, trying out our code and working with us very well.
- Xuli and Brandon are both awesome. The MySQL lecture that Brandon did for us was the most I've gotten out of a lecture all semester, and Xuli was incredibly helpful answering questions on the homework and often responded to my questions (email) within the same hour!
- Xuli is a fast grader for the homeworks, and is often available and prompt in replying for homeworks. Brandon Hauff instructs and advises us in lab well.
- Xuli was a lot of fun to work with and he seemed very knowlegable. I thought he did an excellent job.

  Brandon was also very helpful. It's obvious he's been doing this for a while because he knows so much.
- Xuli was extremely helpful. Including allowing me to visit him at his work and helping me there. Brandon has always done a good job. I wish we could have had full credit on the labs we got turned in by midnight of the next night though.
- Xuli was very nice, humble, and helpful. He knew his coding, though he was open about his hatred for PHP. That made sense. I'd like to have him as a TA again if it were possible.

  Brandon was a horrible TA, and God help the undergraduates under him. He was stuck up, and made that known to us all on the first day. We were told that he'd "lecture" (where he read the handout) and that he wouldn't help us afterward, so ask whatever questions at the beginning. Out of the official 1 hour 50 minutes, he would "lecture" for a good 30 minutes, wassting our time trying to figure out what the hell to do! He even seemed to talk down to Xuli, who he had to ask for for help quite regularly. His first and lasting impression to myself and others wasn't good. Later he *seemed* to ease up a bit, after they'd "thinned the herd" (as he referred to it) regarding half the class dropping. I even thanked him a few times, and he was stuck up about that! I never want to see him as a tutor, TA, or professor. He was a BAD TA. Get rid of him in his current capacity as an instructor and TA.

  Lastly, they forced too much stuff to be done, in too short a time. I couldn't keep up, and a lot of people couldn't. One guy next to me just dropped about the final drop date, as it was killing him, and he's a major! I think this lab did more damage than good.