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Individual Course Report - CSCE423 Sec. 001

CSCE423 Section 001: DSGN&ANLYS ALGORITHMMS

Semester: '15-'16: Spring Semester

Survey Trigger: UNL Spring 2016

Instructor: Stephen D. Scott

Students: 52

Respondents: 48

92.3%

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Evaluation of Course and Instructor

Base Questions item 4

	Freshman	Sophomore	Junior	Senior	Graduate Student
1. My year in college is:	0	1	12	24	11

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:	30	13	5	0	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	25	10	0

Base Questions item 7

	More than 40 hours	30 to 40 hours	20 to 30 hours	10 to 20 hours	Less than 10 hours
4. I currently work the following number of hours per week at a job:	4	3	7	25	9

Base Questions item 8

	Yes	No
5. This course is my major field of study:	47	1

Base Questions item 10

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A (0)	mean	mode	Std. Dev.
6. I see myself as a motivated student in this course.	1	0	6	22	19	0	4.21	4	0.82
7. I was academically prepared to take this course.	0	0	5	32	11	0	4.13	4	0.57
8. I was challenged to think in this course.	2	0	2	13	31	0	4.48	5	0.92
9. My course grade will be a fair representation of my learning.	1	7	3	22	15	0	3.90	4	1.08
10. I treated the instructor fairly and respectfully.	1	0	2	15	30	0	4.52	5	0.77
Question Set Statistics							4.25	5	0.87

Base Questions item 12

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A (0)	mean	mode	Std. Dev.
11. Before taking this course, my interest in this subject was very high.	0	2	11	25	10	0	3.90	4	0.78
12. I understand the objectives of this course.	0	0	1	31	16	0	4.31	4	0.51

13. The organization of the course topics is reasonable and logical.	0	1	0	24	23	0	4.44	4	0.62
14. The pace at which course topics are covered is reasonable.	0	1	0	28	19	0	4.35	4	0.60
15. This course helped me improve my rational thinking, problem-solving and decision-making ability.	0	0	3	23	22	0	4.40	4	0.61
16. After taking this course, my interest in this subject is very high.	1	1	13	21	12	0	3.88	4	0.89
Question Set Statistics							4.21	4	0.71

Base Questions item 14

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A (0)	mean	mode	Std. Dev.
17. The textbook, workbook, and/or lesson notes help me understand course material.	0	1	4	29	14	0	4.17	4	0.66
18. The method (or methods) of presenting information in class enhances my learning.	1	1	2	28	16	0	4.19	4	0.79
19. The coursework helps me understand and apply the subject matter.	0	1	0	31	16	0	4.29	4	0.58
20. The amount of coursework is reasonable for what I am expected to learn.	0	0	1	35	12	0	4.23	4	0.47
21. Testing methods fairly measure my understanding of the course material.	2	3	6	27	10	0	3.83	4	0.97
Question Set Statistics							4.14	4	0.73

Base Questions item 16

Strongly				Strongly				
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	Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Agree (5)	N/A (0)	mean	mode	Std. Dev.
22. The instructor is prepared for the class and is concerned about his or her preparation.	0	0	0	20	28	0	4.58	5	0.50
23. The instructor makes good use of class time.	1	1	1	17	28	0	4.46	5	0.82
24. The instructor is enthusiastic and interested in teaching this course.	0	0	0	15	33	0	4.69	5	0.47
25. The instructor treats students in a professional manner.	0	2	3	16	27	0	4.42	5	0.79
26. New concepts and examples are clearly explained at a level students can comprehend.	0	0	1	26	21	0	4.42	4	0.54
27. The instructor motivated me to understand and apply course concepts.	0	0	7	21	20	0	4.27	4	0.71
28. The instructor provides useful feedback on how I am doing in the course.	2	3	4	21	18	0	4.04	4	1.05
29. The instructor is accessible for help outside of the classroom.	0	1	1	23	23	0	4.42	5,4	0.65
Question Set Statistics							4.41	5	0.73

Base Questions item 18

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A (0)	mean	mode	Std. Dev.
30. The classroom physical environment (e.g. temperature, lighting, acoustics) is comfortable for learning.	0	4	5	25	14	0	4.02	4	0.86
31. The classroom is free from outside distractions.	1	1	7	23	16	0	4.08	4	0.87
32. The classroom design and furnishings do not	1	5	7	20	15	0	3.90	4	1.04

interfere with my learning.									
33. The classroom has adequate instructional equipment and technology.	1	0	6	23	18	0	4.19	4	0.82
Question Set Statistics							4.05	4	0.90

Base Questions item 20

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

- Powerpoints and in class group problems
- Using the resources online and watching youtube vidoes
- The TA (Bahar) was very helpful, and the professor was very interested in helping answer any questions.
- The homework and class notes were the most helpful with my learning the subjects in class.
- 1- Teacher 2- Book 3-Homeworks
- Office hours
- Lecture notes
- Going to Dr. Scott's office hours was very beneficial.
- In-class examples. These help us understand what you expect to see on the homework, and how much detail should go into our proofs.
- The book was very helpful for furthering my understanding in this course along with attending office hours. The in class exercises were also very helpful
- The method and algorithm that how we solve problems.
- Being in groups was really nice for collaboration and brainstorming ideas. Being able to work them out and talk about different aspects. In class activities were nice and reassuring.
- All of the slides were better than the book for material to learn from.
- The book is very well selected and effective. The individual study groups are a great help as well.
- The lectures themselves were very beneficial, and the lecture notes were helpful as well. As with most classes, the homework was what helped me learn the most.
- Scott is very energetic and you can tell that he cares if you are learning.
- The structure of (1) lectures then (2) group activities then (3) quizzes and homework then (4) tests.
- Allowing teams to form early in the course was incredibly helpful in group problem-solving.

- Textbook and Friends
- Reviewing lecture slides, talking with classmates
- Youtube/ in class exercises
- Professor Scott's passion for the class was the best part about this course. He was able to find the perfect balance between making the course difficult, but enjoyable. He was kept the class professional, yet fun and personal. Also, the quizzes and in class excersizes were a great way to reinforce the material in class.
- The in-class examples were really helpful, as is most examples, as theory has always been a difficult thing for me to understand.
- in class group activities were by far the most useful way to enhance learning
- Studying any and all examples of problems given in class.
- Dr. Scott does a great job of providing lots of followable definite examples. Working through examples in class as a group is where I learned the most.
- Going through concrete examples of algorithms and proofs in class always helps. And the homework is where I learned most by applying the concepts myself.
- -Forming official study groups for assignments. -Distribution of problems in to homework assignments and class problems.
- Dr. Scott is a good lecturer.
- Comprehensive notes and weekly quizzes.
- Professor Scott was easy to understand.

Base Questions item 21

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

- nothing
- The instructor would sometimes second guess himself on a subject that was being presented in class. His explanations were sometimes confusing and didn't do a very good job presenting it. Some of the material seemed to be out of order and should have been taught in different segments then what it was.
- Lack of time with other classes, the TAs' office hours usually conflicting with my schedule.
- I can't think of anything. I feel that I excelled in this course.
- I'm not smart enough
- Not enough student interaction on examples. Easy to get lost in lecture.

- Sometimes the material was very difficult to understand.
- There have been at least 2 times that I asked a question, and you interpreted it as a different question and answered that instead. I would have liked to correct you, but you took so long to answer that I felt uncomfortable taking more class time and let it slide. Perhaps you should ask for clarification after hearing the question, or, after you give your answer, ask if it answered my question.
- Some examples were rushed through in class and this made certain concepts hard to understand.
- Learning attitude and efforts into the course.
- The book was fairly boring and hard to read. Office hours and TAs were great for topics such as NP complete or other challenging topics.
- Nothing at this time
- Sometimes a little chillier than comfortable. Also a loud banging sound was frequent through the year (some sort of pipes banging sound).
- Some lectures were confusing, but that was just because they were tough concepts, they were still taught well.
- The room is very warm.
- Working in groups didn't always work well when group members didn't understand concepts or misunderstood concepts.
- A lot of time was spent arguing why an existing, well-proven algorithm was correct, when the information seemed not very relevant.
- Taking 3 other CSCE classes
- Na
- N/a
- n/a
- not enough practical examples
- Grading Could be improved. Often I get feedback saying I didn't do something in the homework when I clearly did.
- Would often get steps mixed up or not fully understand a problem.
- Sometimes it smelled so bad in the classroom, that it was difficult to focus.
- -Initial topics were rather difficult (maybe DP was not an easy topic to introduce a student to this course)
- Chairs are uncomfortable.

- Nothing specific.
- Nothing

Base Questions item 22

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

- everything is pretty good so there isn't really anything i would change
- Read read read the lecture notes over and over again until stick into your head because they are very resourceful for homework's and quizzes you will be presented in the class. Also, use the book and other resources if you need further explanation.
- Nothing.
- I can't think of anything.
- provide more resource for the class
- be smarter.
- More student involvement in every lecture.
- Make the focus more on homework rather than tests because that's where we learn most of the material.
- Some of my group members had difficulty understanding the conditions we need to fulfill to satisfy optimal substructure, greedy choice, and NP-completeness. I know you already go over those quite a bit, but I guess it would be helpful to hammer it home some more.
- Read the textbook.
- More support material covered and example tests will really help .
- I feel like the learning style for this class matched my learning style very well.
- Give more inclass example of similar homework questions from the book.
- Not sure what I could add.
- Provide more options (outside of homework, such as additional work) for bonus credit.
- Have less emphasis on tests for the overall grade and place more on the homework and quizzes.
- Give more bonus points to motivate students to work harder
- Provide more throughout examples
- It wasn't a problem for me, but going over class length time by 5-10 minutes could cause issues for some students.

- n/a
- having students work through problems in class themselves, such that we have the opportunity to ask questions, unlike on the homework where the instructor was just being cheeky and not answering questions so that we solve it on our own.
- Review the grading ability of your graders. Write your solutions, see how the grader grades them.
- Make reference sheets.
- Tests are a tricky subject in classes like this that are very proof based. It's hard to get problems that require a lot of thinking, but are feasible in a short period of time. I thought the tests were pretty good in this respect, but just really make sure they're feasible proofs in the time given.
- Follow the book carefully! Attend all lectures. Practice
- Class could use a recitation, lecture is too long. Spread it out over more days (MWF)
- Nearly every class went five minutes over time. When there is only one minute left in class, please do not start teaching the next slide.
- Prepare in prior about the basic algorithm & data structure.
- Make exams easier

Base Questions item 23

37. Other comments that you would like to make:

- Please please please stop ending class 1-5 minutes after class time is over. It's frustrating for people who have to get to other classes and no one pays attention anyway. Also, please please please don't make fun of students who try and move your lectures along. Specifically, asking for an example number or node, getting an answer, and responding "well that's not very original" is annoying and makes people not want to speak up in class.
- Great professor, but I just wish he did a better job presenting material in class.
- Very good class.
- I understand the concern about making sure we understand how to rigorously prove things. But it seems unfair to dock most of the points for a valid proof just because it wasn't as rigorous as expected.
- Really Good job. Dr. Scott.
- Professor Scott was the best teacher for this subject! He made it understandable and fun!
- I don't Scott gets enough credit on rate my teacher. He really is amazing and helpful. Seriously one of my favorite teachers in any subject so far.
- N/A

38. The grader's respect for all students and sensitivity to their views are	20	17	7	0	0	4	4.30	5	0.73
39. Graders maintain either one or two office hours every week. The adequacy of the grader's hours in the office/resource center is	19	22	5	0	0	2	4.30	4	0.66
40. The grader's availability and punctuality at the office/resource center for the specified office hours is	19	19	7	0	0	3	4.27	5,4	0.72
41. The quality of the grader's explanations during office/resource center hours is	18	14	9	0	0	7	4.22	5	0.79
42. The grader's fairness in grading is	15	16	12	2	1	2	3.91	4	0.98
43. The timeliness with which the grader returns the graded materials is	18	20	7	1	0	2	4.20	4	0.78
44. The grader's feedback on written work he or she graded is	16	13	12	3	2	2	3.83	5	1.12
Question Set Statistics							4.14	5	0.85

Grader Text Response

45. What strengths does the grader display?

- Knowing the material and being able to explain it in a way that anyone asking for specific help on a particular subject. She did well explaining exactly what you should be looking for.
- Gives good feedback on points that are taken off.
- I have no clue who this person is. Bahar and Paul graded us.
- Bahar was extremely helpful on homework problems during her office hours.
- She was very helpful in answering questions
- Consistency
- Gets homework and quizzes back to us fairly quickly
- They would have good explanations to any questions we have.
- She really understands the material and is great help in office hours.
- They are helpful and willing to give a hand for people indeed.

- Great explanations of the material
- Very quick to respond to questions.
- Bahar is very helpful to all students who come in.
- Explains why points are taken off and what the correct answer should be.
- Excellent people skills, as well as providing an appropriate amount of help on assignments when needed.
- I've never met the grader.
- Fair grader
- Very responsive to email questions.
- n/a
- not sure how to answer this
- Subject Knowledge
- Good feedback.
- Takes time to explain the penalties. Available promptly to help.
- She obviously tries her best
- Prompt and punctual.
- Best TA I've had. I went to her whenever I struggled, but I never felt bad going to her, and she never turned down help, but never straight up gave me the answers, which fully contributed to my learning. If every TA was like her, school would be super awesome!!!!!!

46. What areas does the grader need to improve in?

- Not much you're great Bahar and I am thankful your help throughout the class.
- Nothing.
- I have no clue who this person is. Bahar and Paul graded us.
- n/a
- A lot of times the grader does not give much partial credit, so you either get 100% or 10% on assignments which is very demotivating and does not accurately reflect how much work I have put into the class and how much I have learned. Also, when you get a problem wrong, it is not explained in very much detail what you should have done instead.
- Sometimes there are inconsistencies with the grades that my peers and I received.

- There have been instances of the grader skimming homework and as a result missing vital information
- More office hours will be helpful since sometimes it does not work for my schedule .
- Explanations for points off.
- None that I know of.
- She could give more help on homework and respond to questions via e-mail faster.
- Grade homework quicker. Sometimes we wait too long to get our stuff back.
- Fair grader
- N/a
- n/a
- There weren't ever explanations of what I did wrong on the homework I got back.
- evaluating the accuracy of a wide range of different solutions.
- N/A
- Fair grading.
- I can't think of any criticisms.

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