- CrsEval
- Survey Results
- CSCE296

Individual Course Report - CSCE296 Sec. 150

CSCE296 Section 150: SPECIAL TOPICS

Semester:'17-'18: Fall Semester
Survey Trigger: Fall 2017
Instructor: Witawas Srisa-An
Students: 88
Respondents: 30

34.1%

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	24	4	2	0

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:	19	8	2	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:	0	21	9	0	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:	1	1	3	11	14

Base Questions item 8

	Yes	No
5. This course is my major field of study:	29	1

Base Questions item 10

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
6. I see myself as a motivated student in this course.	2	2	3	10	13	0	4.00	5	1.20
7. I was academically prepared to take this course.	1	1	2	14	12	0	4.17	4	0.95
8. I was challenged to think in this course.	1	0	0	10	19	0	4.53	5	0.82
9. My course grade will be a fair representation of my learning.	2	1	0	12	15	0	4.23	5	1.10
10. I treated the instructor fairly and respectfully.	1	0	1	6	22	0	4.60	5	0.86
Question Set Statistics							4.31	5	1.01

Base Questions item 12

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
11. Before taking this course, my interest in this subject was very high.	2	3	6	9	10	0	3.73	5	1.23
12. I understand the objectives of this course.	1	0	2	14	13	0	4.27	4	0.87

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
13. The organization of the course topics is reasonable and logical.	2	0	4	10	14	0	4.13	5	1.11
14. The pace at which course topics are covered is reasonable.	2	0	0	14	14	0	4.27	5,4	1.01
15. This course helped me improve my rational thinking, problem-solving and decision-making ability.	2	0	1	11	16	0	4.30	5	1.06
16. After taking this course, my interest in this subject is very high.	3	1	4	11	11	0	3.87	5,4	1.25
Question Set Statistics							4.09	5	1.10

Base Questions item 14

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
17. The textbook, workbook, and/or lesson notes help me understand course material.	3	3	5	11	8	0	3.60	4	1.28
18. The method (or methods) of presenting information in class enhances my learning.	2	4	5	12	7	0	3.60	4	1.19
19. The coursework helps me understand and apply the subject matter.	2	0	1	11	16	0	4.30	5	1.06
20. The amount of coursework is reasonable for what I am expected to learn.	2	0	3	12	13	0	4.13	5	1.07
21. Testing methods fairly measure my understanding of the course material.	1	3	2	11	13	0	4.07	5	1.11
Question Set Statistics							3.94	5,4	1.17

Base Questions item 16

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
22. The instructor is prepared for the class and is concerned about his or her preparation.	1	0	1	7	21	0	4.57	5	0.86
23. The instructor makes good use of class time.	1	1	1	11	16	0	4.33	5	0.96
24. The instructor is enthusiastic and interested in teaching this course.	1	0	0	9	20	0	4.57	5	0.82
25. The instructor treats students in a professional manner.	1	0	0	10	19	0	4.53	5	0.82
26. New concepts and examples are clearly explained at a level students can comprehend.	1	2	5	10	12	0	4.00	5	1.08
27. The instructor motivated me to understand and apply course concepts.	2	0	5	8	15	0	4.13	5	1.14
28. The instructor provides useful feedback on how I am doing in the course.	1	1	2	12	13	1	4.21	5	0.98
29. The instructor is accessible for help outside of the classroom.	1	3	0	4	14	8	4.23	5	1.27
Question Set Statistics							4.32	5	1.00

Base Questions item 18

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
30. The classroom physical environment (e.g. temperature, lighting, acoustics) is comfortable for learning.	1	4	2	9	14	0	4.03	5	1.19
31. The classroom is free from outside distractions.	1	0	2	10	17	0	4.40	5	0.89
32. The classroom design and furnishings do not interfere with my learning.	1	2	2	10	15	0	4.20	5	1.06
33. The classroom has									

		1	1	2	9	17	0	4.33		5	0.99
adequate instructional equipment and technology.											
						Question Set Statistics		4.24		5	1.04

Base Questions item 20

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

- Double screen + white board

- using past quizzes for studying really helps

- Dr. Srisa-An seemed very enthusiastic about the subject and that made me and other students more eager to learn about systems.

- The labs were very helpful (NOT the ones with the Altera boards; the ones early in the semester with bit operations and such). The homeworks were also good.

- The bomb lab was extremely beneficial for learning and understanding assembly, and I think it prepared me well for the remainder of the course--it showed the level of effort that I would need to put in while also teaching me the core concepts of the course. Also enabling students to take the quizzes multiple times was extremely beneficial. When I took them once in-class, I would never go back and try to figure out what I did wrong and correct it. But when I had a second chance outside of class, I would go study more and actually understand the concepts that the quiz was trying to show.

- Definitely all of the labs and homeworks. While I may have grumbled while completing them, having the hands on application of what we're learning really helped to hammer home some of my learning.

- The lectures and labs are very helpful, I never felt a need to use the book because I felt like I understood everything really well.

- The labs, and recitations.

- The online quizzes definitely helped me learn and prepare for exams.

- None

- good

- Practice Quizzes and Practice exams Book Problems

- Reviewing slides and paying close attention during class.

- ASSEMBLY!!! CACHE MEMORY!

- The instructor's office hours. Online lecture notes.

- Labs and homework were extremely helpful.

- Having access to office hours was beneficial when I lacked understanding. Some of the labs were

- really helpful as well.

- The examples the instructor used.

- labs really show what I learned.

- Labs and quizzes

- Recitations and labs were very helpful. Witty was also very open to questions and clearly wanted everyone to fully understand a topic before moving on to the next one.

- Having homeworks or quizzes with multiple attempts, really helped me figure out what I was picking up on in the course as well as realize the topics that I was struggling with. They helped because I felt that I had enough examples or problems to make sure I could have a good grasp on the topics covered in class.

- I really believe that having multiple attempts on homework allows us to do the best we can while being able to practice with many different possible problems.

Base Questions item 21

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

- Lecture seat is small, uncomfortable for laptop.

- sometimes its hard to know what to study for a quiz, since the material seems so vast

- N/A

- I know that the size of the class can't really be helped, since it's a required class for an entire major, but having so many people in a large lecture hall was distracting.

- I found the lectures to be dry sometimes and I had a hard time paying attention when there was so little engagement with the class.

- The lectures were simply bad. I felt as if the lectures didn't prepare me for any of the homeworks. While they discussed the material, they were hard to follow and the slides were poorly labeled. In contrast, if you invested the time in the textbook and personal learning, the material could be learned much easier. In a course like this, I feel as if it is unacceptable.

- The first two labs, bits.c, were a little too much stress for the amount of learning that I gained from them. The TAs in lab weren't super helpful either. Zach is a very good TA though.

- Room was always hot, chairs were uncomfortable, and power points were not well put together.

- The way he teaches was difficult at times to follow. A lot of times people were so lost that we didn't even know what questions to ask about the topics. Topics are not explained at a non-computer science level of understanding. He's very intelligent, but has difficulty bring those ideas to those who have never heard of any of this stuff.

- Not well organized. Too hard at the beginning.

- good

- Lack of practice problems before taking the quiz

- A lot of the lectures seemed to drag on at times.

- I do not have a strong knowledge on programming before coming into this class, due to the difference in syllabus taught in my college. My lectyrers there were way to shallow compared to unl.

- The lectures were useful, but somewhat boring. There were not a lot of assignments.

- I did not know c going into this class and felt like I was expected to have an understanding of it before we started.

- One of the labs, where we had to implement specific operations in C using only bitwise operators was a good lab, but I think that we needed more specific instruction to figure some of it out.

- Lectures and test questions about assembly code were easy enough to understand, but the homework assignments where we had to "hack" assembly code were comparatively WAY more difficult, especially the buffer overflow homework. That was my personal experience, anyway. It could be my fault for choosing to work alone.

- Assignment conflicts with other classes.

- in some slides the material wasn't explained clearly. Unable to answer some question in the quiz with just the slide.

- The lectures went over very advanced topics that weren't explained such that I could learn them without external sources

- I did wish that a few more examples would have been worked in class. I also think that some of the concepts could have been explained in a way that is a little easier to understand.

- N/A

Base Questions item 22

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

- NA.

- doing examples in class helps a ton!

- Ensuring that students understand the concepts beyond a surface level, taking time to connect topics to one another.

- Have more sections so that there are fewer students in each.

- I would continue to offer students at least a second chance on the quizzes so that we really sit down and learn the material after not doing so well the first time. I also think that there should be at least one more homework assignment focusing especially on the data paths and pipelining--this stuff is

pretty confusing to me and I think I would benefit from a lab/homework focusing on this material.

- I think if the lectures are better improved the course would print a bunch better. Make lectures and slides that don't need to be heard in class to be understood. And make sure that the point and underlying intuition for everything is clearly articulated.

- Keep bits.c, but just put less problems in there.

- Have explanations for the examples in the slides instead of just during lectures, this would make it easier to look back at them

- Many times it felt what was important was only ever mentioned once, and it is easy to misunderstand the underlying concept without this information, especially when not emphasized.

- Please find new notes because yours are impossible to follow when trying to study on our own time. Also, when you ask the class if people have questions, most of the time people are so lost we don't even know what to ask. Also, please find a better way to engage students in class because when you just talk and talk nobody follows your thoughts. Right now students are not learning the material because you are not engaging them.

- No C any more.

- good

- The slides could be more descriptive. When reviewing after class, it makes it somewhat difficult to piece together what the slides are explaining.

- Go over more quiz example problems in the powerpoints/lectures Respond to student emails

- Use recitation for more class material, the way it was this semester was just going over the lab for that week which TA's would do in the lab anyway.

- Make more homework. The ones with multiple tries. It did help me a lot. Make the labs more related to the in class lectyrers.

- More assignments. Change up the lectures a bit.

- Teach c better in the first few weeks.

- More hands on assignments

- follow up and don't make the coursework pile up and it'll be fine.

- Complement lectures with more examples and clarifications, make lecture slides more readable for studying outside of class

- Maybe just work more examples of some of the more difficult concepts.

- I thought the homeworks were very helpful, and I could have even handled one or two more throughout the semesters, just as extra checks for understanding.

- The only thing I would recommend changing is finding a way to make the second and third labs easier. (It seems a little unnecessarily difficult to do a bunch of operations in only binary.)

Base Questions item 23

37. Other comments that you would like to make:

- NA.

- Witty is awesome

- N/A

- I appreciated the opportunities for extra credit. I felt rushed during the pop quizzes, since there were only fifteen minutes for each. I preferred the quiz method that was used later in the semester, when we had an opportunity to retake them after class.

- Nothing worth nothing, the class overall was a good class.

- good

- Assembly was very difficult for me and I still don't understand it very well, but I think it might just be a problem for me.

- We were blind to the types of questions that could be asked on the in class quizzes. Also the amount of time given for the quizzes in class was not enough considering it was the first time of solving a problem type.

- The homework assignments like the bomb lab and buffer overflow lab were very interesting.

- The TA's are really helpful. I am grateful for their help.

- I enjoyed this class and felt it was a useful experience.

- This course was very good all around. I enjoyed it a lot, and I feel as though everything I learned was interesting and relevant to my education and career in computer science.

- The class covers very difficult concepts that the assessments did not cover. Although this was good for my grade, adding the more difficult concepts on the exams would have allowed deeper learning of these concepts.

- Excellent class. I thought the weighting of everything was good. Lots of opportunities to make up ground if you didn't do well in a particular area.

- I really enjoyed this course, I felt the the professor was always approachable and cared about my learning. These topics were fairly complex at least to me, and I liked how they were explained at a speed where I could catch up and understand.

- Thanks for a great semester! Overall I really enjoyed the course and learned a lot!

Evaluation of GTAs

The CSE department is committed to continuous improvement of its programs and would like to have more information than is provided by the end of the term evaluation form. All responses remain absolutely anonymous.

Mohammad Mosiur R. Lunar

GTA

	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	N/A ()	mean	mode	Std. Dev.
38. The GTA's preparation for the course, recitation and/or lab sections is	4	1	2	1	1	21	3.67	5	1.50
39. The GTA's effectiveness at stimulating productive discussions is	3	2	1	3	0	21	3.56	2,5	1.33
40. The GTA's respect for all students and sensitivity to their views are	3	2	2	1	1	21	3.56	5	1.42
41. The adequacy of the GTA's hours in the office/resource center is	3	2	2	2	0	21	3.67	5	1.22
42. The GTA's punctuality at office/resource center for the specified office hours is	4	1	3	1	0	21	3.89	5	1.17
43. The GTA's availability at office/resource center for the specified office hours is	4	1	3	2	0	20	3.70	5	1.25
44. The quality of the GTA's explanations during office/resource center hours is	4	1	2	1	1	21	3.67	5	1.50
45. The GTA's fairness in grading is	5	1	3	2	0	19	3.82	5	1.25
46. The timeliness with which the GTA returns the graded materials is	5	2	1	1	1	20	3.90	5	1.45
47. The GTA's feedback on written work he or she graded is	5	1	2	1	1	20	3.80	5	1.48
48. The extent to which the recitation/lab section is beneficial.	4	2	1	2	0	21	3.89	5	1.27
49. The communication skills of the GTA are	4	2	1	1	1	21	3.78	5	1.48
Question Set Statistics							3.74	5	1.30

GTA Text Response

50. What strengths does the GTA display?

- NA

- N/A

- N/A

- N/A

- I do not remember Mohammad ever.

- No clue who this guy is.

- I don't even know who this is...

- nothing

- Did not meet or see him once, was not in his office hours twice when I attended.

- N/A

- Understanding the class material, while once being in our shoes. Therefore they know how to explain to make us understand more.

- Never met this TA.

- I never interacted with this GTA.

- Never met this GTA

- Quick grading

- N/A

- N/A

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

- NA

- N/A

- N/A

- I frankly did not know that there was a grad TA for this class. I don't think I saw him, except maybe when he proctored the midterm. The undergrad TAs did the recitation and labs.

- N/A

- See above.

- No clue who this guy is.

- I have never met the GTA so not sure...

- Grading

- nothing

- N/A

- I think their fine for now. Never encountered a problem that they can't solve. Im not that smart to ask questions that they can't solve, unfortunately.

- Never met this TA.

- I never interacted with this GTA

- Clarity during recitation

- N/A

- N/A

This site is maintained and operated by Information Technology Services.