

Student Evaluation Comments, Summaries & Improvement Plans For
the Courses Taught During the 2014-2015 School Year

CSCI-205 Data Structures

Fall 2014

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
The Huffman Code hw	Don't make hw due Monday that was assigned on Friday
Huffman project, not having the open source project	
Programming assignments	Most come into this class unprepared and that caused the class to spend too much time on things that were covered in previous classes. Perhaps make entry classes harder?
Huffman code	Have long layed out assignments, like Huffman, with sort assignments.
The Huffman project when he broke it down in parts.	break assignments into simpler parts
Assignments that actually involved the things we learned in class	some more smaller assignments before we did the big Huffman project. That involved everything we had gone over for over a month and I feel if it was broken up a little more the class would have done better.
The homework and help sessions	The absence consequence was really extreme, especially if I was a commuter. I'm not going to go to the nurse if I live off campus to not get docked a letter grade.
The hw/projects, even though they were very difficult, it made me learn by having to apply the things in the class to actual programming.	Lecture seemed like a lot of copying stuff on the board sometimes. More interaction would be better. Maybe have days where we wrote coding in class instead of only at home. Don't like that 2 absences resulted in docking of letter grade.
Completing methods, one by one, instead of writing a whole program.	Maybe move a litter slower.

Summary:

The instructor explained course material in an effective fashion – 4.0

The instructor provided feedback on assignments that fostered my learning – 4.36

I learned a lot in this course – 4.82

Overall rating of the instructor – 4.27

I did not expect student evaluation responses to be as positive as they were. I felt the beginning of the course was unorganized. Not knowing what level the students were at when the semester started, I gave a competency exam at the beginning of the semester. Half of the class could not write the most basic *Hello World* program. The other half scored above 90. There was a great gap in student abilities. I have spoken with the chair of our department about this. With this gap in abilities, the first quarter of the semester focused on review. I had also planned on requiring students to join an open source project. Expert programmers are experts because they have a joy of programming. I hoped that students would find a project that interested them and would contribute to their new-found open source team. Mid way though the semester, I dropped the assignment for lack of participation.

Throughout the semester, we talked about the different built in Java data structures and how to develop new data structures like trees and heaps. We discussed tree traversal and sorting and I used worksheets to give students practice with these concepts. This was effective and enticed participation.

During the last third of the semester, I assigned a program that consisted of writing a program that compressed text using the Huffman code. I gave the students 2 weeks to complete the assignment. Only 2 students handed in a working program. Rather than abandoning the idea, I broke the assignment into 6 parts and gave them an outline of the program. For each of the next 6 lectures, the students were assigned a new part, each building on the previous. During the lecture we went over a correct solution and I assigned the next part. This was very successful. A number of students (often 4 or 5) came to my office to work on the assignments. The students enjoyed this exercise. It was a sophisticated yet practical problem and they felt a sense of accomplishment and could see their programming ability increase.

The course did not seem to flow very well. I felt like we bounced around a bit. A valid comment on evaluations was that students copied a lot of code off the board that was in the book. I am also considering using the textbook that is used with CSCI-200 or not using one at all and providing notes like I do in other programming courses.

Improvement Plan:

In the fall of 2013 we created a new course, CSCI-200 called Intermediate Programming. Next time we offer CSCI-205 the students will have taken CSCI-200,

so their programming ability will be better going into the course. To better engage students, we'd like to give more practical assignments (no trivial games) like the Huffman code assignment from Fall 2014 where the assignment is broken into small segments and where a correct solution is given to them before the next part is assigned. We need to be better at returning graded work sooner, giving constructive feedback, and requiring proper style. Students also have a tendency to start an assignment the day it is due. We need to find a way to discourage this or rather, encourage starting early.

CSCI-330 Scripting Languages

Fall 2014

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
Homework done in class	Instructor didn't realize the level of programming each student was at. Previous professors didn't teach well of taught different material. Material was too tough for ISM majors.
	The homework counted 30% of grade and was way too hard. Go slower, not everyone is an expert at programming.
Homework helped me stretch my learning ability.	More lectures rather than handouts that we had to do ourselves.
Coding in practice.	Increased coverage of base Linux commands like grep.
The homework assignments.	Provide feedback on hw and midterm. Make midterm take-home, felt rushed. Have study guides.
Lecture notes on Moodle were nice. Learning git was valuable. hands on experience was good.	
	More in class time on programs, more examples. Very tough class for non CS majors.
Programming Assignments	Longer lectures.
All the hw assignments that made us to the new ideas we learned	Maybe a few more assignments to help us get more practice.
All of the hw were very helpful & keeping the notes in PDF files on Moodle.	
Hw were a great way to apply the learning from class.	First half of the semester moved a bit quickly. What's the point of writing scripts for tests on paper? You'll never have to program without a computer.

The hw and modules in class	Feedback on hw assignments given back sooner.
The tutorials and python scripts	Maybe do even more homework
programming homeworks and the pdf lectures along with your explanations and examples	
	The workload was too much for just one class.
The programming assignments were interesting. They were different, but it was good learning.	The class was good, but it was tough for me because I haven't programmed for 4 years until this class. So learning was tough. I would say keep doing the same thing.
The programming assignments	Slow down the pace and explain the topics/assignments in more detail. Teach slower since some students have not had programming since freshman year (3 years)!
The hw, however it was really hard to relate the lectures to some of the hw problems.	Don't go so fast. It was hard for those who had never taken Python to understand the class material. I struggled understanding the material.
The hw scripts were the most beneficial. Appreciated when you posted the solutions that you came up with on Github because it allowed for comparison.	I wish we could have covered more topics because there are a lot more things that didn't get touched but the pace of instruction was set by the majority of the class. Hw assignments were occasionally vague and it was hard to keep track of where the assignments were posted (Github, Moodle, lecture). Email reminders would have been nice.
The hw assignments	Do more examples/practical uses for what we learned.
The shorter assignments helped more.	More fun assignments, more quick assignments
The programming assignments offered a good learning experience.	Slow the pace down. You went so fast that I didn't even understand some of it. You were looking for stuff for us to do because you went so fast.
Tutorials, hw.	It is hard to judge your grade when nothing is returned back to you. The course needs a slower pace. If you aren't a programmer, this class sucks. Homework due before finals is not fair.

Summary:

The instructor explained course material in an effective fashion – 3.54

The instructor provided feedback on assignments that fostered my learning – 3.58

I learned a lot in this course – 4.21

Overall rating of the instructor – 3.71

It's not surprising that overall students felt they learned a lot, yet the class average scores on questions relating to the instructor were between neutral and agree.

The class consisted of mostly ISM majors (required course) and a few CSC majors (elective course). The course taught the python scripting language along with its uses for system administration. Prior to each lecture I posted a tutorial that I wrote on Moodle. Initially, I had students work through them at their own pace, but many students felt a lecture would be better, so I began lecturing while the students used the tutorial as a reference.

Students practiced writing scripts on a virtual machine installed on their laptops running the Linux OS. We covered only the basics of Python (conditionals, loops, files, data structures), admin commands on Linux, regular expressions, setting up mail servers, sftp, ssh, and system administration topics. We also had Kristy Rhea come to class and speak about her path from student to director. The goal of having Kristy speak was to reinforce the notion that the Information Systems Management majors will likely have system admin jobs before they hold a management job and so they need practical skills like being able to write scripts.

A few ISM students (speaking of course on behalf of the entire class) complained about the fact that I was requiring them to learn a new skill (programming) that they didn't want to learn. A few students spoke with the chair of the department, one saying that she thought that we were going to learn about the theory of scripting languages (I don't know what this even means). The chair encouraged me not to change anything and so I didn't. Aside from the students who complained, most of the other ISM students did well and came to my office for help. In fact, I had delivered up a 7-foot table and 6 chairs from the old gym so that more students could work in my office. From the results of their final exams (average: 78.48) I am satisfied with most of their ability. Without curving, the lowest grade in the course was D+.

A challenge for many of the ISM students is that the course is a programming course and they had not programmed in a number of years. Since the course is a 300 level course, many don't take it until their junior or senior year. We have proposed to make the course a 200 level course so that students take the course in their sophomore years, lessening the time between this course and CSIC-105.

Something to note: At the beginning of the semester, I consistently had quizzes. The students actually liked these and I would see them study for them. About midway through the semester, I had less time to write and grade them as I was preoccupied with writing the lecture notes.

Improvement Plan:

Aside from changing a few homework assignments to make them more interesting, we don't see substantial change as necessary for this course. As mentioned above, if we make this course a 200 level course so that students take it soon after taking CSCI-105, I think we'll see the student's performance increase and instructor ratings increase.

I should have more time next time this course is taught to prepare and grade quizzes since many of the lecture notes that have been written can be reused.

CIS-350 Database Management

Fall 2014

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
Implementing in MySQL Workbench. Thank you for being organized and willing to explain anything in detail during office hours.	Please post syllabus on Moodle along with all current grades including midterm so we know where we stand before the final. Do in-depth review about the difference between MySQL Workbench and Azure. Go slower.
MySQL hw, quizzes, class days spend on MySQL.	I didn't use the book a lot. You were more helpful and understandable. No point allocation on exam, makes it hard to see why grade was received.
	More work on website. Implementing html/php code that uses a database to perform tasks.
The hw where we had to write what our queries did, not just provide the output.	I thought we were going to incorporate the database into our website, that would have been cool. it would have been useful to go through the process of setting up a database and using it for something, some sort of large scale project. Never opened the textbook.
Practice, hw mainly with MySQL	Didn't use the book very much, but I liked how it was taught to me.
The hw really helped on quizzes.	The book didn't really help, the internet was more helpful. Give hw back quicker.

Writing our own statements based on predefined criteria really helped. Felt like we worked on real world applications which was great.	
Found it helpful using MySQL Workbench. Material was easy to learn when we went over it in class as well as in class examples.	When using Workbench, having a single error made it difficult to complete hw. Perhaps, make sure everyone has a working database.
The hw and practice helped a lot.	
I enjoyed the practice MySQL and making the website.	For some assignments, there would be no similar examples done in class so more examples would have been helpful. I did not use the text book at all. All the help needed was online.
The actual coding.	Only used the book because you assigned problems from it. Found everything I had questions about online.

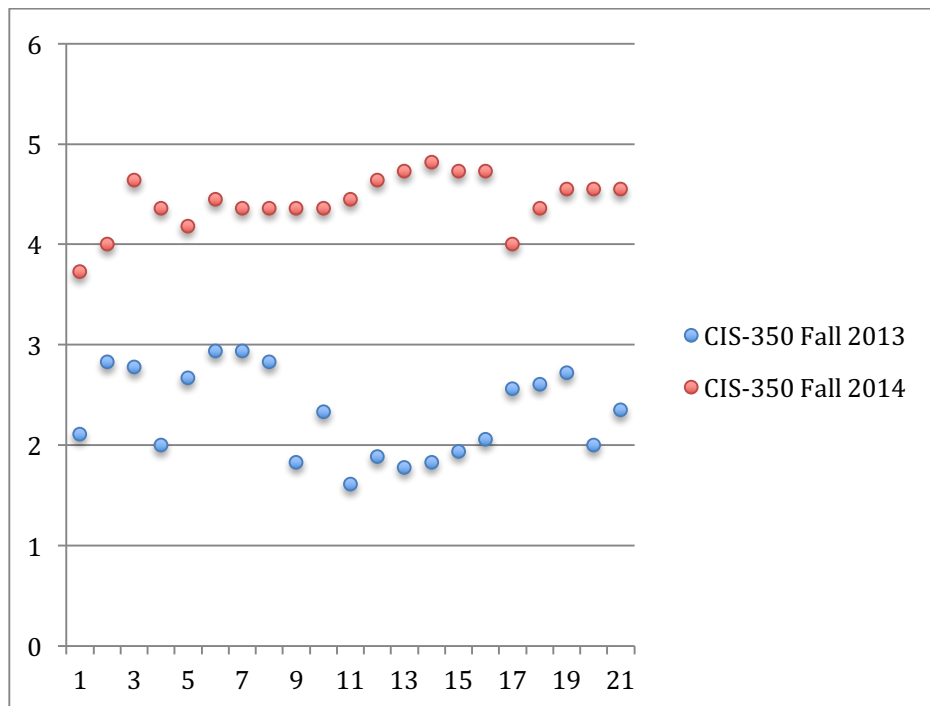
Summary:

The instructor explained course material in an effective fashion – 4.55 (F'13: 3.28)

The instructor provided feedback that fostered my learning – 4.55 (F'13: 3.65)

I learned a lot in this course – 4.36 (F'13: 3.67)

Overall rating of the instructor – 4.64 (F'13: 3.22)



Course Evaluation Comparison

Above you will find the student evaluation scores for Fall 2014 along with those for the Fall of 2013, the previous time I taught the course. As you can see, the scores are up across the board. Though I had a smaller class I believe the increase in scores is due to the changes to the course influenced by the previous class' evaluations.

Rather than lecturing verbatim from the textbook that included 4 chapters strictly containing terminology we provided practical experience designing, creating, and using a MySQL database situated on a cloud server. This gave the students experience using Web Matrix, MySQL Workbench, and Microsoft's Azure platform.

A couple of things to consider for next time the course is taught:

- I initially planned on having students create a web site that would integrate the MySQL database but that became too cumbersome to teach and manage.
- I also planned on giving regular quizzes, but as the pile of assignments that needed to be graded climbed, I stopped giving quizzes.
- Students did not use their textbook to study. Most material is found online.
- I did not teach indexes, transactions or rollbacks, which should be taught.

Improvement Plan:

The course in general went well – not much needs changing. As mentioned in the summary:

- If I am going to give quizzes I need to be more consistent.
- I think I can teach the course without a textbook as well because the MySQL syntax is online.
- I need to make sure I cover indexes, transactions, and rollbacks.

I think the following course outline should be considered.

- Using Visio and MySQL Workbench to design EER diagrams
- Establish relational schema
- Teach MySQL using MySQL Workbench and Azure
- Assign a 2-week group project.

Many students are unable to work through the stages of development (Problem description -> EER modeling -> relational schema design -> SQL table construction) to produce a working database suitable for a business situation. One problem is that often there is extraneous information in the problem description. The textbook problems show solutions that include this extraneous information in the EER diagram. Ideally, we would identify the extraneous information and exclude it from the EER diagram so that it is not included in subsequent stages of development. If it is not excluded in the EER diagram we need to exclude parts of the EER diagram when constructing the necessary relational schema. We need to explain this more clearly and give additional exercises that demonstrate this. Some students also have difficulty simply translating the EER diagram to relational schema. More practice is needed in this area. We should have students do exercises where they

execute all of the stages of development up to stage being taught. For example, when teaching how to construct relational schema, have students work on exercises that have them take a business problem, design the EER and develop the relational schema; when teaching how to write SQL table definitions, have students work on exercises that have them take a business problem, design the EER, develop the relational schema and then write the SQL table definitions. This redundancy should help student comprehension of the process.

In addition, we attempted to teach PHP and HTML to show students how to utilize a MySQL database through a webpage. PHP is incredibly difficult to debug and the CIS students did not have the patience or talent for this. In the future we will not teach PHP and HTML, but rather stick to just teaching how to design, construct and query a database. We believe this should also address the late homework issue as most of the homework that was not done or handed in late were PHP and HTML assignments.

CIS-450 Software Engineering

Fall 2014

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
Creating an app as a class was fun. It was a learning experience in both programming and in the lifecycle of a product.	The final exam seems unnecessary. The course goes from learning to using and implementing. The exam then goes backwards to reciting vocabulary.
When each team divided up the sequence diagrams and the use-case.	Giving back grades quicker. Didn't know what to study for the final.
Making diagrams.	
Having a hands-on experience.	I wish I would have been taught these skills before taking this class. Even out the workload so one person isn't doing the majority of the work.
Individual work on a section of the app. Fostered learning and prepared me for the working world.	There was a disconnect from all the portions of development. Add in tests throughout the year on the diagrams to keep them fresh in everyone's minds.
	Instead of splitting us up into small teams, the whole class could have been working on each aspect of the app. I felt like we didn't get taught some of the material we were suppose to be using to create the application.

Working in groups to fulfill a larger objective.	Break groups into rotating groups where students work in web dev for 3 weeks and then a transition to planning while the planning team would transition to work in another team.
The big project was a good way to get hands-on experience and experience the real world.	I wish he would not just do parts of the project for us and actually help with the code so I can understand. The way you set up the course was cool and innovative and I wanted to learn more, but you did not give me the opportunity and take the time to work with me.
The whole app dev process	Less expectations of students with sudden deadlines. The way the work was divided. Managers/app dev team should exempt from exam. This class was extremely stressful with the amount of mental work. It was not fun.
Learning what you had to do for the project without training.	
Time management + personnel mgmt. Like the style of the class.	A testing group was not needed, they didn't do anything for the first half of the semester. Do a review each time we do peer evaluations.
Hands on development of the class	More clear objectives developed earlier. There was a lot of rushing, then nothing to do.
Android coding.	Don't rush through the slides. IT was difficult to follow the development process before we had covered it. Would have been beneficial to become familiar with the formal proves prior to starting development.

Summary:

The instructor explained course material in an effective fashion – 3.56

The instructor provided feedback on assignments that fostered my learning – 3.75

I learned a lot in this course – 4.27

Overall rating of the instructor – 3.56

This course was an experiment in teaching. The course consisted of the students working together to create an Android app and accompanying website and server for two Biology professors.

I think the course came up short in a number of ways. A main problem is that we are asked to teach software engineering practices to ISM majors. These students do not have the experience to perform a most functions in software engineering. Some of the topics the ISM students are not prepared for are modeling software, testing, and of course software development, however these are very important to CSCI students. It is my opinion that ISM students should have a course on Project Planning and Management and CSCI students should have a course on Software Engineering.

For the course, I split the students into 4 teams: Planning, Testing, Web Development, and Android Development. The ISM majors were in the first 3 teams and the CSCI majors were mostly in the Android Development team. Each team had a manager and was assigned tasks. Throughout the process the workload was uneven with the Android team doing much more work than other teams. When faced with poor performing team members, I stepped in and performed their tasks. This was not helpful.

Improvement Plan:

The concept for the course was good, and the outcome was good (a working app and website along with documentation), but the process needs work.

In the Spring of 2015 the CS curriculum was changed to move CS students out of CIS-450 into their own Software Engineering course. This change will take effect for the incoming freshmen class. CIS-450 will then be able to learn software project management rather than engineering.

In the mean time:

- More lectures need to be created for tasks associated with project management.
- A new (more relevant) text book should be found. Perhaps on software development and project management.
- Team managers should be held accountable for meeting deadlines: perhaps having their grade influenced by success in meeting deadlines
- The testing team should be given access to a bug repository at the beginning of the semester and begin testing both the app and the website as soon as the development teams begin development.
- The app and web development teams should have test versions of their projects regularly available for the testing team.

CSCI-225 Math Structures in CS

Spring 2015

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
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Homework	Explain in depth complex problems/ don't skim over steps
The homework assignments were helpful in finding what parts I needed to work. Having lots of examples is very helpful for me to understand what I am learning.	Use a variety of teaching, like maybe make a worksheet or two before the quiz and test to make sure that people really understand the material.
The homework assignments really contributed to my learning in the course because it actually let me do the work on my own instead of just copying down what the professor wrote	More content about the set operators
General notes and professor's enthusiastic lectures	The tests were challenging because it was a low number of questions that were all very difficult but if you missed one your grade dropped substantially
The quizzes helped me prepare for test but the tests were very hard.	Teaches at fast pace but helps you a lot.
Homework and review	Slow down. Take time to explain concepts more thoroughly. Personally, I'd advise limiting yourself to teaching 2 concepts per day at most. You go so fast I literally couldn't keep up taking notes.
The homework and the in class examples we did were what most helped me learn in this class.	I would suggest a study guide for the test, just so students can get an idea of what to expect because I felt the test were more then what I was ready for.
I didn't learn much through assignments in this course. The homework feedback was excellent though.	I would have liked to have more suggested problems or some sort of way of getting more practice with the material in order to have been better prepared for the exams.
The homework was a big help. I think learning by practice is a good way to go with the proofs.	I wish the tests were longer. The test was 4 questions, so a simple mistake will drop your grade a letter.
Various examples on the board that applied to the current section.	
The homework contributed the most to my learning of the material.	
Homework and classroom participation	

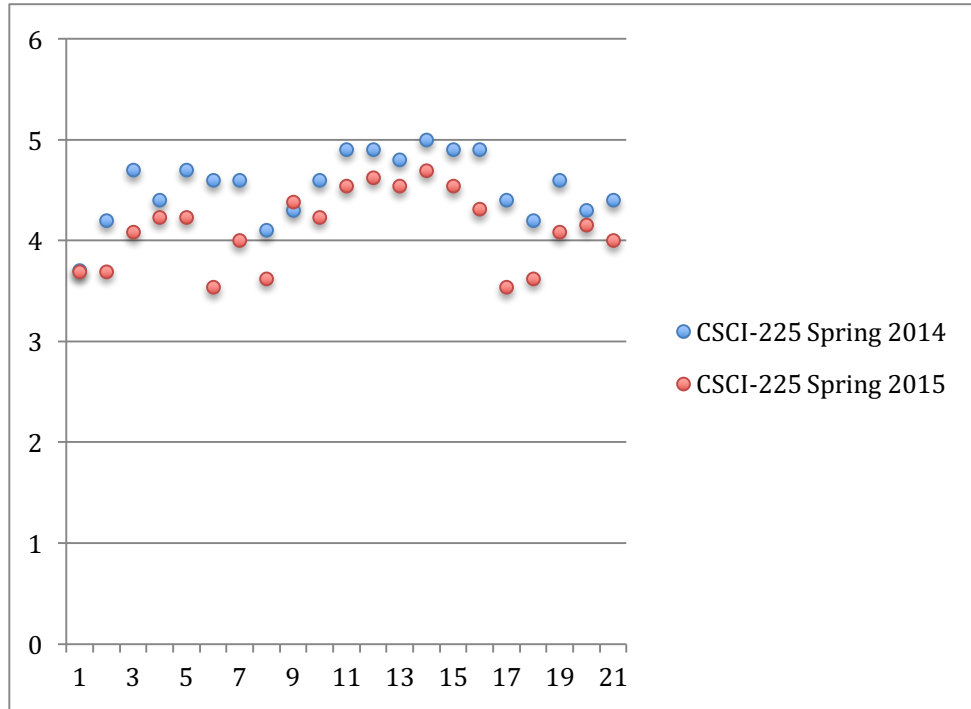
Summary:

The instructor explained course material in an effective fashion – 4.08

The instructor provided feedback on assignments that fostered my learning – 4.0

I learned a lot in this course – 4.23

Overall rating of the instructor – 4.08



Course Evaluation Comparison

Student feedback on the Spring 2015 course evaluations were slightly lower across the board than in Spring 2014. Generally, I'm satisfied with how the course went. More work, however, needs to be done to encourage the less ambitious students to work outside of class.

The content of the course was similar to the content presented when I taught the course in Spring 2014, except for replacing the graph theory content with that of first-order logic. This substitution was made with the assumption that I will be teaching Artificial Intelligence in the spring of 2016. If this is the case, I plan to teach program verification tools that utilize first-order logic.

This course covers a large number of disparate topics that are introduced here and used in other upper level courses. Any one topic is dealt with in at most 2 lectures. This presents a challenge, as many students are often uneasy by the constant switching of topics. It should be pointed out at the beginning of the semester that this is the case to make students aware of the nature of the course.

Similar to other mathematics courses, homework is assigned at the beginning of nearly every lecture and reviewed at the beginning of the following class. 8 out of the 12 students that commented on their student evaluations stated that homework was helpful in learning the material. It should also be noted that 6 of the 16 students in the class received less than 70% on the homework portion of their final

grade. Like other mathematics courses, practice is crucial for comprehension. More needs to be done to make sure that all students are doing homework regularly.

A few students commented that the exams have few questions and that if they perform poorly on one questions, then their grade suffers. I often provide study guides, but not always. I can do better in this regard. This will help them focus on which material to study while preparing for an exam.

Improvement Plan:

In the summer of 2015 I participated in a 'Flip the Classroom' pedagogy workshop. I believe this course is ideal for flipping. By requiring students to read prior to the class, giving quizzes at the beginning of each lecture to incentivize reading, and working on exercises during the class will better prepare students for exams. I will be working on preparing for this pedagogy change during the next 9 months.

In addition, students should be made aware at the beginning of the class of the nature of the course; specifically, that we move frequently to new topics. Study guides should also be given consistently prior to exams.

CSCI-300 Software Practice

Spring 2015

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
All of the coding assignments	Have a set plan for a program before we start so that we don't have to continuously change the plan during the semester.
Ongoing programming assignment, lectures	Clearer explanation of how everything works together, the application itself gets very complicated and it was confusing to figure out how different elements were actually communicating together.
The actual making of the application	Better organized/better idea of what we'll be doing over the entire course.
App tutorials	The app should be made to control a robot with a laser instead of just sending messages. This could be added functionality to the current app. This way you could both shine a laser in the eye of someone across the room and then gloat about it. The teacher would never know.

Well, since the entire class was making a larger android application, I would have to go with that.

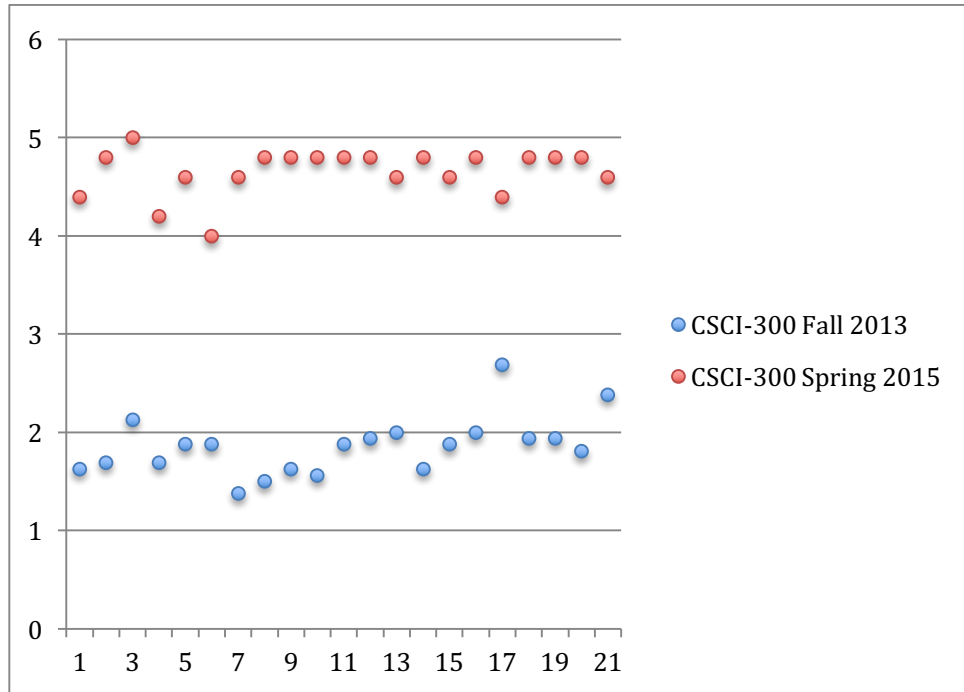
Summary:

The instructor explained course material in an effective fashion – 4.48

The instructor provided feedback on assignments that fostered my learning – 4.6

I learned a lot in this course – 4.8

Overall rating of the instructor – 5



Course Evaluation Comparison

This course went very well. With no grading curve, 7 students received an A, 3 students received A-, 1 student received B- and 1 student received F. High student performance in this class is due to the student’s willingness to work on the material outside of class. The respondents reported spending, on average, 3.2 hours per week on homework outside of class, higher than any other of my courses. Their willingness to spend that amount of time, I believe, is due to the topic, the structure of the course, and the lectures I’ve prepared.

Throughout the semester, students work on incrementally building a single Android application (student comments indicate that this is a good approach). Last semester the students wrote a messaging app that passes messages from one phone to another via the Bluetooth chip on their phones. At the beginning of each lecture, I posted to Moodle a written version of the lecture. I then presented the lecture to them while they followed along. Each lecture described a new app feature along with example code, explanations, and links to online resources. During the lecture I

also demonstrated how the feature should look and act by showing them how I implemented it in my own version of the app. Students were then asked to implement the feature presented in lecture in their own apps. Apps are graded at certain milestones during development.

This past semester, I sought student involvement in designing the app. After presenting lectures on the basics of Android programming, we brainstormed on features that the app should have. As the semester progressed we found that some features were far too challenging (e.g. using WIFI-Direct) and so had to modify our plan. Some students mentioned in their student evaluations that they found this troubling. This happened because I was learning how to use a number of features for the first time myself. As time goes on, and as I learn *all* of the features available in the Android API, this will be less of a concern as I'll be able to explain the difficulties with the proposed features as we discuss them.

Improvement Plan:

I believe students would benefit more from this class if I decided the features of the app ahead of time rather than brainstorming with the students. The brainstorming activity could be left for the Software Engineering course. With this approach, I'd write a Requirements Analysis Document prior to the beginning of the course and present it along with the syllabus.

CSCI-440 Operating Systems

Spring 2015

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
programming assignments, tests, readings from book/lectures	(See above) Also, more tests/quizzes.
The tests - very helpful in summarizing what we went over and gathering together the important information learned. The assignments where we were given the skeleton and we just had to fill in the relative parts (sockets) were very helpful. The assignments where we had to come up with the whole program were harder and accomplished less because there was so much to come up with that it was overwhelming to know where to start. With no prior experience, it's hard to begin some of the assignments we had.	Just out of a pure time standpoint, the depth and length of the homework assignments was sometimes very extensive. What would be thought to only take about an hour or two turned into five or six hours for two or three days in order to get it working. Other than that, the course was put together very well, and the amount of time for the programming is different for everyone, so it may not have been an issue for others in the class.

<p>The homework programming was tough but it helped us to learn what exactly we were talking about in class. By discussing the topic in class and then putting it to practical use, it helped to cement what it was we were doing in class. The in-class lectures were a good way to present the material and the syllabus pointed us in the correct direction for the readings that coincided with the lecture for that given day. The combination of the two is what made the information come across better.</p>	<p>Break it up in to two courses.</p>
<p>Should be weekly quizzes in this class.</p>	<p>When doing the programming assignments, I felt it was confusing to continue the class lectures while still talking about something different in the programming assignments. Things felt scattered. Towards the end when there were fewer programming assignments, and just more lectures to concentrate on, I felt I was learning more. I was able to pay attention more to the lecture and not have to think about what we were suppose to do for programming assignments. Overall, Its an interesting course and the material is great material to learn. Just felt like I was juggling two topics at a time and trying to learn two topics, rather than just one topic at a time. With that being said, I think more programming assignments could prove to be useful for future topics, but maybe concentrate on one topic at a time.</p>
<p>The programming assignments though tough, were the most beneficial to my learning of the concepts and material</p>	<p>Too much note taking, would be nice to have a powerpoint or print out notes for students so that students can listen instead of simply copying notes like crazy.</p>
<p>Programming assignments really helped</p>	<p>Provide mini in-class assignments that reflect what was covered in class. I think it is good to have quizzes once a week (mybe every Friday) because they will force the students to keep on track of what has been taught in that week and</p>

	<p>be more likely ready to take an exam and get a good score when exam date is getting closer.</p>
<p>The homework assignments helped me to understand the concepts taught in class. They were hard but challenged me to look deeper into my notes and the textbooks to understand the main points of the concept that is covered in the homework assignment.</p>	<p>While the course was great overall and challenged my skills/abilities, I really wish that the material was presented in a slower fashion. I know that multiple times, you asked us if you were going to fast, but when we told you, you would only slow down for a short period of time before speeding up again. I know for me, I felt as if there was no point in telling you because you would only speed up again. Operating systems is a demanding and challenging course in which the material is possibly some of the most difficult concepts you will learn in the major. It's important to go at a steady and slow pace in which myself and the rest of the class can actually understand the material. While I felt I was learning the material, I did not feel that I was understanding the material because we were going so fast. Not to mention, the homework assignments were way above what we learned in class. Some of the material we covered in class was not even on the assignments.</p>
<p>The programming assignment were extremely helpful in developing my understanding of the material. The reading also helped me develop the material as well, the only problem is that I did not have much time to read because I spent so much on the homework assignments or other material.</p>	<p>Return Assignments back faster, and move at a slower pace.</p>
<p>Programming Assignments, Exams</p>	<p>I feel like we covered topics at too quick of a pace. It was never enough for me to use what we did in class on our assignments. Instead I had to scour the internet for code examples that I could use as a starting point for what I was doing, and then still be a little confused after that. So I think if possible, this class</p>

	needs to move a lot slower. Also, adding quizzes could help make sure people are understanding current topics before being tested on a large variety of them once tests roll around. This course made me worried about my future as a CS major. All other CS courses have come relatively easily to me in the past, but in this class none of the topics ever seemed to really click with me, so tests and assignments were almost unable to be completed by me.
The individual assignments contributed a lot to my learning whenever I was able to do them. I often didn't feel prepared for assignments based on what was covered in class.	I feel like the grading could be a little bit more fair. I feel as though the final exam takes up too much of the grade, could we have had more exams instead? Add quizzes? Larger percentage for the homework grade? I don't feel as though a final should count for more than a quarter of an entire class grade.
Coding and practical applications. I realize that a large part of Operating Systems is theory, but like your previous algorithms class, I found it hard to follow theory without at least an example of in-practice done in lecture.	

Summary:

The instructor explained course material in an effective fashion – 4.0

The instructor provided feedback on assignments that fostered my learning – 3.92

I learned a lot in this course – 4.46

Overall rating of the instructor – 4.0

The students report that they learned a lot in this course – and they did. We covered a lot of material.

I am often in a philosophical battle with myself. One the one hand, I have a desire to cover a great deal of material so that when a student is in an interview they have the vocabulary to hold a conversation. On the other hand, I'd like all of my students to understand in depth every topic that we discuss. In operating systems, we have over 100 SLOOs to cover in a single semester. This forces me to move fast, from topic to topic, doing my best to explain the material in lecture and providing meaningful homework assignments that reinforce learning.

This pace causes hardship for many students. I think what might help alleviate this is if they read the textbook prior to coming to lecture. That way, lectures would reinforce the material that was read. If reading is required prior to class, incentives must be given. In this case quizzes are appropriate. In addition, in the spring of 2015, the faculty assembly approved a plan to split this course into two courses. This will take effect for the 2016 freshman class. This should allow for a somewhat slower pace.

Many students don't like how their final grade is calculated. Instead they would like less emphasis on the final exam and be provided quizzes and additional exams. As mentioned above, since quizzes should be given, the grade formula will have to change. At this time, however I am more inclined to keep the final exam at 30% and reduce the percentage of other components. I'll consider this again when I write the next syllabus.

The homework assignments that had students add code to existing code and the assignments that provided an algorithm seemed to be more effective. 5 students did not submit work for two of the programming assignments; additional work needs to go into finding ways to ensure that all students can start all of the assignments.

Improvement Plan:

Short quizzes, perhaps with Socrative, should be given at the beginning of each lecture to incentivize reading ahead. Better write-ups for the assignments need to be created to ensure all students can attempt the assignments.

MATH-118 Quantitative Reasoning

Spring 2015

What assignments, activities or comments most contributed to your learning?	How could this instructor/course be improved?
I think the group quizzes really helped me learn the material the best. By working with a group I was able to ask them questions and to go deeper into the formulas I was using.	I wish he had more examples in the notes. I think being able to practice problems more would have really benefitted me in this course.
Taking group quizzes in class. They allowed me to understand the material better and I could use other people in the class or the teacher if I needed help.	If the teacher could find new ways to teach and make math more exciting. Right now he just writes problems on the board and the class takes notes.
Doing group quizzes with the students	Doing more group activities and to have students walk up and do math problems on the board together.
The group quizzes were very helpful in class	Go along with the syllabus and more hands on work; getting up and doing

	problems on the board.
All the homework's and quizzes.	Could go over problems that students had on the quizzes.
The activities in the course that helped me the most included class lectures and homework assignments. But also when in class we worked together to solve troubling homework and quiz problems.	Covering material a little faster- material was covered at an appropriate pace, but I felt like we could have learned more. So slightly increasing the pace is my recommendation.
The group quizzes	They were both good
The homework definitely helped me understand the concepts we were learning in class and the quizzes were also good practice and showed to be very useful in preparation for the tests.	The syllabus was not followed all the way. Even though they were group quizzes I still would've like to have been able to know when they were so that I could do a little studying in advance and not struggle so much in class when the quiz was given. Just a reminder that we have a quiz or test the net class day would be a big help!!
Group quizzes.	Instructor could know material better. Slow down sometimes.
Having quizzes every Friday was helpful in learning the material. It gave the class the chance to show what they learned, or get help if they needed it. It also gave students the opportunity to work together and explain subjects to classmates.	Understand specific parts of a problem so he can describe the process better to students.
Textbook assignments and group quizzes in class	There was nothing wrong with the way this course was taught.
The group quizzes helped because we could teach each other.	I wish he had more examples in the notes. I think being able to practice problems more would have really benefited me in this course.

Summary:

The instructor explained course material in an effective fashion – 3.77

The instructor provided feedback on assignments that fostered my learning – 3.77

I learned a lot in this course – 3.85

Overall rating of the instructor – 3.62

This course was challenging for many reasons. First, last semester was the first time I taught the course. Second, there is a wide range of ability between the students in the class. Some seem to be bored while others found it very challenging.

The course was taught using the following schedule. One Monday and Wednesday, I would lecture a set of material. On Friday, the class would break out into groups and work on a group quiz. Students would work together to answer the questions, and each student would write up their own answers.

According to comments made throughout the semester and on the course evaluations, students liked this approach. On only one occasion did I receive an email about a student who was not working with the group but simply copying their teammate's solutions.

One chapter, containing 3 sections, that was listed on the syllabus was skipped during the semester due to snow cancelations and one lecture missed by me due to illness. This caused the timeline in the syllabus to not accurately reflect the material that was being covered. This was an issue for a couple of students and indicated on their student evaluations.

Improvement Plan:

The next time this course is taught, I will follow the same method of lecturing 2 days and providing class time to work on problems on the third day. As a department, we're going to define a uniform set of material that should be taught by all instructors. I think this will help in providing topics that are a bit more challenging and engaging.