

CSS 142 B  
Computer Programming I  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: D  
Responses: 21/44 (48% moderate)

Taught by: Yusuf Pisan  
Instructor Evaluated: Yusuf Pisan-Lecturer

**Overall Summative Rating** represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

<b>Median</b> <b>3.9</b> (0=lowest; 5=highest)	<b>College Decile</b> <b>3</b> (0=lowest; 9=highest)
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**Challenge and Engagement Index (CEI)** combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

<b>CEI: 6.2</b> (1=lowest; 7=highest)
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### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	College
The course as a whole was:	21	14%	38%	38%	5%	5%		3.6	2	2
The course content was:	21	29%	48%	19%		5%		4.0	4	4
The instructor's contribution to the course was:	21	33%	38%	14%	10%	5%		4.1	2	3
The instructor's effectiveness in teaching the subject matter was:	21	29%	24%	19%	14%	10%	5%	3.6	2	2

### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst	College
<b>Relative to other college courses you have taken:</b>											
Do you expect your grade in this course to be:	21	14%	19%	14%	24%	10%	14%	5%	4.4	1	2
The intellectual challenge presented was:	21	38%	38%	10%	14%				6.2	8	7
The amount of effort you put into this course was:	21	57%	29%	10%	5%				6.6	9	9
The amount of effort to succeed in this course was:	21	71%	14%	10%	5%				6.8	9	9
Your involvement in course (doing assignments, attending classes, etc.) was:	21	67%	14%	5%	10%	5%			6.8	9	9

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

**Class median: 10.5 Hours per credit: 2.1 (N=20)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		10%	5%	30%	10%	5%	10%	10%	5%	10%	5%

From the total average hours above, how many do you consider were valuable in advancing your education?

**Class median: 9.5 Hours per credit: 1.9 (N=20)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	5%	20%	20%	5%	10%	10%	10%	10%	5%	5%	

What grade do you expect in this course?

**Class median: 3.5 (N=21)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
24%	29%		29%	14%		5%								

In regard to your academic program, is this course best described as:

**(N=21)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
48%		5%	10%	29%	10%

**STANDARD FORMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK	
									Inst	College
Course organization was:	21	29%	38%	19%	5%	10%		3.9	3	4
Sequential presentation of concepts was:	21	24%	43%	14%	10%	10%		3.9	3	4
Explanations by instructor were:	21	24%	29%	29%	10%	5%	5%	3.6	2	2
Instructor's ability to present alternative explanations when needed was:	21	19%	29%	29%	14%		10%	3.4	1	1
Instructor's use of examples and illustrations was:	21	33%	33%	10%	19%	5%		4.0	3	3
Quality of questions or problems raised by the instructor was:	21	29%	29%	33%	5%		5%	3.8	2	2
Contribution of assignments to understanding course content was:	21	52%	14%	19%	14%			4.5	7	7
Instructor's enthusiasm was:	21	52%	24%	14%	5%		5%	4.5	3	4
Instructor's ability to deal with student difficulties was:	21	24%	38%	19%	5%	10%	5%	3.8	2	2
Answers to student questions were:	21	33%	33%	19%	5%	10%		4.0	3	4
Availability of extra help when needed was:	20	35%	20%	10%	25%	10%		3.8	1	2
Use of class time was:	21	38%	19%	29%	10%	5%		3.9	3	3
Instructor's interest in whether students learned was:	21	38%	29%	14%	14%		5%	4.1	2	3
Amount you learned in the course was:	21	43%	29%	29%				4.2	5	5
Relevance and usefulness of course content were:	21	57%	29%	10%	5%			4.6	6	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	21	43%	19%	19%	5%	5%	10%	4.1	4	5
Reasonableness of assigned work was:	21	43%	24%	10%	14%	5%	5%	4.2	4	5
Clarity of student responsibilities and requirements was:	21	33%	14%	43%	10%			3.4	1	1

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## STANDARD OPEN-ENDED QUESTIONS

### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This has been the most difficult class I've ever taken. It required a new way of thinking.
2. This class was very stimulating. It made me think more about how to program with Java. I found myself getting better at problem solving.
3. This was definitely a difficult class. A bit too difficult for me in regards to the second exam.
4. Yes, this class was intellectually stimulating, It actually did stretch my thinking about coding in general. We would do some problems that would get me thinking about the code and how that connects to the previous projects.
6. Yusuf provided very nice in class examples to work on. These in class assignments are always pertain to our concepts we learn in class. I enjoy the in class exercises. Syllabus is nicely laid out for each week so the students can always follow along.
7. It was very new and refreshing for me to take a Java course. It made me think a little outside the box than normally.
8. This class was extremely intellectually stimulating. That's really all it is.
9. This class was very challenging. Not having a lot of previous experience, especially with java, meant there was a lot of foundational knowledge I had to learn.
10. I have never done anything with coding so yes it was a very hard class for myself.
11. Yes this course was challenging. I learned a lot of things throughout the course. Computer Science is more of conceptual thinking rather than memorizing how to code lines. So for assignments I would have to think about what I was going to code before I started to code.
12. Yes, the concepts presented were new and challenging, and most required considerable effort to understand thoroughly.
13. I have taken this course before so it's not completely fair to say. But I do think I learned some new stuff and got clarity on previously explored topics
15. This class significantly improved my understanding of coding, and while the faster pace was stressful at times, I managed to absorb lots of information due to the in-class exercises supplemented with the lab course.
16. All assignments require a solid understanding of the concepts introduced in the course. Like with learning a new language, gaining conceptual understanding of the rules of the language or system you are trying to learn is difficult. It requires thinking in a new way and wrapping your head around the language or system's unique logic.
17. The class helped broaden my logical thinking and deductive abilities by providing assignments that require careful thought and coding.
18. Yes it definitely did. After learning the basics down and knowing how to use all the aspects the rest of the class was learning one new step at a time and using that to solve a puzzle. Everything you need to solve the puzzle is learned but how you put them together to solve it can get very difficult at times.
19. My knowledge was expanded and broadened a lot about java from this course.
20. This class was extremely intellectually stimulating and it stretched my thinking a lot. Throughout this class, we were presented with many concepts related to understanding Java and were given assignments that allowed us to use both our comprehension of the material we learned as well as creativity to complete assignments. Most of which required extensive thought and understanding of the concepts.

### What aspects of this class contributed most to your learning?

1. Working on the homework and the labs, where I was actually coding for myself. Although some of that work didn't seem to relate to the level we were expected to know for the exams.
2. I learned the most from the book or from the labs that we had on Fridays. The book was very useful in helping me understanding the concepts that we were expected to learn through the assignments.
3. The homework assignments.
4. I think it would have to be assignments, while i worked on the assignments, i would learn quite a bit during that process.
6. The in class assignments, his lectures he uploads online and homework. Yusuf always had office hours to help students as well, they are pretty helpful.
7. I would say that GitHub and access to materials we have done in class helped a ton. I was able to browse code and see what was not working well on my side compared to the in class code.
8. In-class coding. I think that was the most effective way in learning.
9. I would say the homework assignments and the lab times, contributed the most to my learning.
10. doing the assignments and labs
11. I enjoyed the weekly assignments because it would incorporate the things that I learned in-class that week. I really liked the open book Quizzes, it was something new and was a good way for test taking(for this course).
12. The assignments and labs contributed most to my learning by allowing me to practice the skills we learned in class.

13. In class group work. Working on coding tasks with a tablemate was a great learning experience
15. The in-class exercises, homework, and practice midterms helped me understand what the most important content of the course was.
16. Assignments, class work, and class examples helped me understand the material.
17. Working on class exercises/problems on the computer.
18. In class examples of coding, detailed explanations, online exams, open book exams, ability to go back to previous exams and look at what was done wrong.
19. 2D arrays, classes, etc
20. The lectures in the class was one of the main factors of which contributed to my learning in this class because it allowed me to verbally take in information as well as ask questions to clarify on uncertain thoughts that I may have on concepts being presented. Along with lectures, in class exercises also contributed to my learning. Unlike other classes where lectures are long and boring, this class structure that you had with in class assignments that allowed us to practice and learn as we go through concepts was extremely useful because we can use what we understand and try to complete exercise and ask questions when stuck.

#### What aspects of this class detracted from your learning?

1. Watching the instructor code in front of the class did not help me. Maybe it would have been helpful for one of the first days, since I entered this class never seeing any code before.
2. The professor was more concerned with providing the basic information and not teaching the class on how to program with Java. If we had any questions about our code, then he told us to figure it out and not to ask anyone or don't show our code to anyone. How are we supposed to learn when we are learning concepts for the first time?
3. N/A
4. I don't think anything detracted from my learning. All of the assignments, class exercises, and lectures were super helpful.
5. It was a very time consuming class and took time away from other classes
7. The overall difficulty on learning Java was a lot to me. Sometimes, we would learn what I needed to know for an assignment on Monday but the assignment was due on the following Wednesday.
8. Long lectures and no problem solving.
9. I would say the "ethics" assignment, didn't really add to my learning much at all.
10. I feel like the material could have been taught better through different more interaction with the class and examples.
11. Nothing really detracted me from my learning in this course.
12. Randomized selection for class participation was stress inducing, when it was used.
13. Sometimes overly long lectures, not having enough time to discuss and do hands on work.
15. We were tested on classes after we received the homework on classes. I feel that severely hurt my score and understanding on that portion of the midterm.
16. Class work is sometimes confusing as to what you are trying to do and how to do it. The former is an issue of clarity and the latter is an issue of understanding.
17. The standard seating arrangement and inability most of the time to request instructor's help on important topics.
18. Whenever the teacher would start coding he would ask us to close our computers to look at the board so it becomes hard to catch up after they finish 15-20 lines of code.
19. none
20. Too long of lectures in a way (split up each concept being explained with exercises that allow for interactive learning with teams/peers).

#### What suggestions do you have for improving the class?

1. Remember that this class is supposed to be for beginners. We're not even used to the terminology yet, so try not to explain things using the specific vocabulary.
2. I wouldn't recommend that he teach this course because he doesn't seem interested in the student's learning for the course. The professor needs to be able to walk the students through concepts so they all have a good understanding of what is going on in class. Also, he should not test students on concepts that we have not yet learned.
3. Go over things slower and don't make the second midterm so hard/at least keep it similar to the sample midterm like the first exam.
4. It would be nice to discuss the book readings in class.
5. State which assignments correlate to which chapters/pages in the textbooks so that I can find helpful information quicker.
6. I like this class.
7. I would ask that you continue using GitHub. I did not have too much attachment to Google Drive but it did help having access through my Google account. I really appreciated the open computer exams since it relieved some pressure on memorizing vocabulary and allowed me to focus on applying concepts. I also enjoyed the cartoons every class. I now read xkcd on my own. Thank you.
8. More in-class coding, and more problem solving.
9. I feel like more time to work on exercises in class would have been more helpful. I felt there was a little too much lecture. Also would have been nice if there was a TA there to ask questions as well.
10. Going more in depth on the class and instant variables before putting it on a test.
11. None. I enjoyed the class.

12. I would say a little more coverage coverage on tougher topics, like classes and multi-dimensional arrays.
13. More in-class coding activities
14. Students who already know how to code should be able to test out of this course similar to math classes. These students make the class much harder for students who are truly new to coding. On midterm 2 all of the students who were in a coding class for the first time did very poorly but the test could not be curved because there were 5 - 10 students who already know how to code from high school or previous classes and they all got %100.
15. Have the homework for classes (I believe it was Registrar) assigned before we are tested on classes.
16. I don't quite remember how concepts were introduced, but having more examples while introducing a concept would help build understanding. How C5SSKL did it was we were given simple examples where the code was already written and we were asked what the output of the code is. But I can see that if this course were to adopt this practice, it would take away from the C5SSKL class.
17. More hands-on learning, seating arrangements that encourage students to socialize and collaborate.
18. Keeping the open book/online exams really helps the stress factor out for all the little things you have to know. Don't get me wrong just because the exams are open and online doesn't mean you don't have to study lots before it just makes the overload of stress much better!
19. more time and more help for assignments. and more lenient grading because we are all beginners in java
20. I believe the overall class structure is great, but the lectures are fairly long. If the lecture was split up into a way where students were given their own free time to work with their peers, I think it would allow for less boredom.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional Items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.