

CSS 143 A
Computer Programming II
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A
Responses: 31/40 (78% very high)

Taught by: Yusuf Pisan
Instructor Evaluated: Yusuf Pisan-Assoc T Prof

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:

Median	College Decile
3.7 (0=lowest; 5=highest)	2 (0=lowest; 9=highest)

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:

CEI: 5.6 (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:	31	26%	32%	26%	13%	3%		3.8	2	3
The course content was:	31	29%	29%	32%	6%	3%		3.8	2	3
The instructor's contribution to the course was:	31	32%	32%	26%	10%			4.0	2	2
The instructor's effectiveness in teaching the subject matter was:	30	17%	23%	37%	20%	3%		3.2	1	1

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK	
										Inst	College
Do you expect your grade in this course to be:	31	10%	6%	29%	35%	13%	6%		4.4	1	2
The intellectual challenge presented was:	31	39%	26%	16%	13%	6%			6.1	8	7
The amount of effort you put into this course was:	31	35%	35%	6%	16%	3%		3%	6.1	7	7
The amount of effort to succeed in this course was:	31	52%	23%	10%	13%	3%			6.5	9	9
Your involvement in course (doing assignments, attending classes, etc.) was:	31	52%	10%	13%	23%	3%			6.5	8	8

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: 8.5 Hours per credit: 1.7 (N=31)

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
3%	3%	13%	26%	16%	26%	3%	3%	6%	3%		

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

Class median: 6.4 Hours per credit: 1.3 (N=31)

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
3%	13%	19%	32%	10%	10%	3%	6%	3%			

What grade do you expect in this course?

Class median: 3.3 (N=31)

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
10%	32%	13%	23%	10%	6%	6%								

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

(N=31)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
48%	3%		6%	35%	6%

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:	31	29%	29%	35%	6%			3.8	2	3
Clarity of instructor's voice was:	31	13%	16%	48%	6%	16%		3.1	0	0
Explanations by instructor were:	31	13%	29%	45%	13%			3.3	1	1
Instructor's ability to present alternative explanations when needed was:	31	19%	35%	35%	10%			3.6	1	2
Instructor's use of examples and illustrations was:	31	35%	29%	35%				4.0	2	3
Quality of questions or problems raised by the instructor was:	31	26%	42%	29%	3%			3.9	2	3
Student confidence in instructor's knowledge was:	31	39%	35%	26%				4.2	2	2
Instructor's enthusiasm was:	31	26%	39%	29%	6%			3.9	1	1
Encouragement given students to express themselves was:	31	23%	35%	26%	16%			3.7	1	2
Answers to student questions were:	31	29%	32%	32%	6%			3.9	2	2
Availability of extra help when needed was:	31	42%	29%	19%	10%			4.2	3	4
Use of class time was:	31	35%	29%	19%	13%	3%		4.0	3	4
Instructor's interest in whether students learned was:	31	29%	35%	23%	13%			3.9	1	2
Amount you learned in the course was:	31	32%	35%	23%	6%	3%		4.0	3	4
Relevance and usefulness of course content were:	31	39%	26%	29%	3%	3%		4.1	3	3
Evaluative and grading techniques (tests, papers, projects, etc.) were:	30	20%	27%	33%	13%		7%	3.4	1	2
Reasonableness of assigned work was:	31	29%	39%	19%	3%	10%		4.0	2	3
Clarity of student responsibilities and requirements was:	31	32%	39%	19%	10%			4.0	3	3

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes
2. It was very stimulating and it allowed me to actually apply concepts/methods into my work
3. Yes it did as it was new concepts
4. Yes this class was intellectually stimulating as the course covered concepts that I was not familiar with prior to starting the quarter.
5. Some of the Leetcode questions did stretch my thinking, so it was fun to experience that. Some other's didn't since they required a straight forward solution.
6. Yes.
7. Yes, this class was intellectually stimulating. As someone learning CSS, I learned brand new concepts that I never heard before and it was a challenge trying to understand them all.
8. Yes it was intellectually stimulating and it stretched my thinking. It forced me to really think about how to utilize what I learned and made me go outside my comfort zone.
9. This class really made you have to think hard as the logic for certain problems was difficult at times.
10. No, I already knew all the course content before starting it.
11. This class was intellectually stimulating, as we focused more on problem-solving with the skills we learned. It certainly made me think of problem-solving approaches and how to approach data in computer science, such as with searching each element or using storage and indices in such a way that I can make what I want happen, happen.
12. Yes, this class was very intellectually stimulating. The Leetcode problems really challenged what I knew on the concepts taught in class.
13. Yes, the content was relevant to my learning and fun, difficult and not predictable or easy to just guess myself.
14. Yes the class was very intellectually stimulating with lots of problem solving and algorithmic thinking. It made me solve problems in unorthodox ways.
15. Somewhat, since I am retaking this class I didn't learn a lot of new things but more refreshed my memory.
16. Yes, we did in class coding problems which helped on some exams and understanding of the code.
18. Yeah
19. It was, as the content was about applying concepts we learned to solve various problems.
20. I thought this class was intellectually stimulating, and that it stretched my thinking. The instructor used very challenging but fun coding problems that I enjoyed.
21. This class was intellectually stimulating because of the depth and breadth of the material we covered.
22. This class definitely required me to use a lot of critical thinking and problem solving by applying concepts learned in class to solve problems.
23. It was nice.
24. This class was quite difficult and could be stimulating if you pay close attention, it required more self driven learning than most
25. Yes it was, I learned a lot of new things when it came to coding and I had to think of many different solutions for one problem.
26. I think this class was very intellectually stimulating because I found myself needing to read over the material multiple times to make sure I had a good understanding of it. I also needed to use resources outside of the class such as reading explanations of topics we covered or watching videos explanations on topics we covered to help me out when I didn't know what topics being taught in class meant.
27. It was a great class, but I believe even with amount of time I spent, I couldn't do as good as I thought. I aim to work on my flaws and make myself better
28. Yes but some of the stuff were too complicated, like I had trouble understanding.

What aspects of this class contributed most to your learning?

1. Zybooks
2. The amount of work we had to do were all integral to success on the exams and moving forward in the class
3. Outside of class learning
4. What helped me the most was going over the leetcode problems in class and example problems covering different concepts.
5. The zybooks contributed most to my learning, so I would definitely consider to continue using this going forward.
6. All the leetcode.
7. Aspects of this class that contributed most to my learning was the assignments on Zybooks and some of the leetcode exercises. Having TAs also helped when I had any questions to ask.
8. The office hours helped me a lot.

9. I think that the TAs were very helpful as they were always there when I ran into trouble.
10. Some LeetCode assignments.
11. The explanations on the whiteboard contributed the most to my learning. Usually when we were given a problem to solve, such as in LeetCode, the problem seemed confusing or hard to wrap your head around. But when the Professor would write out each step, such as in recursion or perhaps with a LinkedList, then I understood the process. Since I think of myself as a visual learner, I thought it certainly helpful.
12. The Leetcode problems and the Zybook labs that were assigned contributed most to my learning.
13. The zybooks labs, and leetcode problems
14. The in class problems that we practiced as well as the competition in getting the most efficient solutions.
15. The leet code assignments we would do in class.
16. In class problems and exploring how various topics can be used in code.
18. Most of the class , the in class exercises and the hw assignments and tests
19. The Leetcode exercises were very helpful as they gave us a good chance to apply our newly learned concepts.
20. The usefulness of my instructors resources such as practice problems and the textbook helped me learn as much as I possibly could have.
21. The exam study sheets and the in-class assignments/activities.
22. In class exercises as well as the homework.
23. Just showing up and working out what to do.
24. The ZYbook assignments with examples helped solidify understanding
25. Lectures and leetcode in class
26. I think the in class activites helped me the most because they challenged me on the spot right after topics were being taught to make sure I did understand what we were learning. It also helped to have the peer facilitators going around as well. The homework was pretty helpful as well but it was frustrating when certain code wouldn't work due to white space error.
27. zybooks and leetcode exercises
28. The practice exam with answers really helped me learn the topic more clearly.

What aspects of this class detracted from your learning?

1. Zybooks
2. Some of the zybooks assignments (regarding labs) were a bit unclear or vague on how we should go about the problem, so maybe further clarification on what the assignment is would be helpful
3. Nothing
4. There wasn't anything that detracted from learning.
5. nothing.
6. Paper exams.
7. I felt that Pisan often went over each new topic very fast and very briefly. It was hard to keep up and I felt that we were expected to immediately understand each topic when we only learnt it for one day.
8. The in class time was less effective because I wouldn't understand him sometimes.
9. I think that only using zybooks to learn the concepts instead of slides was new to me and why I thought it was more difficult to learn.
10. None.
11. I'd say whenever we had zyBooks for lecture in class. By that, I mean when the Professor would read off the zyBooks. When the Professor himself explained the topic, I found it much easier to grasp the idea, since the explanations were to the point and simple. For example, we went over selection and insertion sort a week or two ago, and the visuals the Professor provided (along with the explanations) were much more helpful than the zyBooks reading.
12. The difficulty of first test demoralized me and stressed me out which detracted from my learning.
13. Zybooks challenge assignments. Theyre just busy work and dont teach me anything. They take away time I could be practicing actual coding.
14. Some of the explanations for the subject matter was a little vague.
15. None.
18. This class was significantly more difficult than css 142 so it was slightly discouraging that this class felt like a 300 level class but also made me more involved in this class.
19. I didn't like the IDE that was used on the Zybooks. It was hard to debug, and crashed sometimes without saving, which was frustrating.
20. I thought that time could have been spent better in class. For example, the instructor could've used more interactive activities during class, and sometimes stretched the lecture despite not needing to say much more.
21. N/A
22. None
23. Me not really getting that much sleep
24. In person sessions felt long and difficult to follow, with not enough examples before having to do it yourself
25. Not sure
26. Not many, the class was pretty focused the entire time and there wasn't much free time.

27. nothing

28. Zybooks, like assigning 10 to 12 lessons is very difficult to complete, like the text explaining the concepts was confusing to me.

What suggestions do you have for improving the class?

1. Focus more on hand writing code since that's how our exams are structured
2. Just further clarification on zybooks labs would be helpful
3. Have prac tests and more interactions
4. It might be helpful having additional readings or sources online recommended that goes over the different concepts similar to the textbook.
5. explain concepts more clearly, and make sure we don't go too far off topic from when teaching things.
6. Remove paper exams.
7. I found that most of the class sessions were spent doing leetcode exercises after we learned a new topic. Although some were helpful to test our knowledge, I felt that they didn't really help me to understand some topics. After Pisan gave us time in class to work on the leetcode problem, he would solve it in front of the class but he didn't really go step by step of how he came to that solution. A suggestion would be to go more in depth when going over the leetcode problems. Another suggestion was that in my CSS 142 class, my professor had us split into mini groups to work together on solving in-class exercises. It's a bit hard to work in groups giving the class set-up (we all sit in lines facing the class) but I think that might give students a chance to collaborate with others and ask each other questions. Another suggestion would be to briefly review the previous class's session during the next class session. That way students would have had time to really understand the topic and ask questions if they had during the next class. Overall, this was a good class!
8. Nothing.
9. Teaching using slides where we can easily look back on.
10. Given the current job market, I believe we should have more challenging tests to better prepare us.
11. I do think the exam grading was too harsh, because you could get the right idea on how to solve a problem, and still lose a sizeable portion of points. I'd suggest lowering the importance of the exams on the grade in the class, but to a reasonable extent. I say this because I noticed the class was more problem-solving oriented, and I think the zyBooks labs and LeetCode exercises should be reflected more in the grade. That also gives students more incentive to do better on those assignments, and I think that will also lead to more satisfying grades.
12. I would suggest assigning more lab work in zybooks. Project based learning is very effective when learning how to program.
13. Don't do written exams, it doesn't show more skill to be able to code something perfectly the first time in writing, because people code by trying things and debugging. We should be given a difficult prompt and allowed to use our IDE to solve the problem and be graded based on our efficiency of method, and use a creativity. This is what the professional world is looking for anyways, companies don't care if the code works the first time around, they want you to be able to find alternatives and problem solving.
14. Maybe more projects instead of just class work or homework problems. Having more projects also helps with being able to support bad test grades.
15. Nothing, overall was a good course.
17. There were a lot of online assignments at the very start of the quarter, maybe lessen it by a little.
18. More detailed explanations and slow down the pace a little bit so that the students can catch up.
19. As mentioned above, maybe change the Zybook exercise assignments so they're on Leetcode or our own IDEs.
20. I would encourage the tests and resources to stay the same, but change how class time is used. Having more activities to encourage peer-to-peer interaction would be great, since CS students need to practice talking more lol. Additionally, if there is not much more to go over, ending class early would be nice.
21. Assign more homework, and increase the weight of homework on your final grade.
22. The class was well taught and well structured, it is just a difficult class that requires a lot of studying and practice.
23. I don't know
24. I believe the exams, especially the first exam are unreasonably difficult. The questions are things we had only just covered, and the grading is very strict. There was also no feedback as to WHY a question was wrong, just that it was wrong. These are things I would like to see improved upon.
25. More available practice and recommended leetcode problems would help. Also maybe more clear on what exactly will show up on exams so we don't spend too much time on topics that end up not showing up/show up very little.
26. I think the class was great, the professor taught everything really well and I think that he helped prep us for exams as much as he could. The only thing that could probably help to really ensure that students were learning could be calling on students more to see where they could be struggling, or even just walking around more to check in on students.
27. Definitely take your time learning and applying the zybooks and leetcode exercises to your programming and lab assignments. Practice it, practice it, practice it!
28. Give more practice problems like the exam as homework because homework was different to the exam.

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.¹ 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).

¹ 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.