CSS 143 B
Computer Programming II
Course type: Unknown

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

Evaluation Delivery: Online
Evaluation Form: A
Responses: 26/32 (81% very high)

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
4.1	**4**
(0=lowest; 5=highest)	(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)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
The course as a whole was:	26	38%	27%	35%				4.1	4	5
The course content was:	26	38%	38%	15%	8%			4.2	4	5
The instructor's contribution to the course was:	26	38%	31%	23%	8%			4.1	3	4
The instructor's effectiveness in teaching the subject matter was:	26	42%	23%	15%	19%			4.2	3	4

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	DECILE RANK College
Do you expect your grade in this course to be:	26	15%	31%	12%	19%	12%	8%	4%	5.2	4	6
The intellectual challenge presented was:	26	23%	50%	19%	8%				6.0	7	6
The amount of effort you put into this course was:	26	35%	31%	23%	8%		4%		6.0	7	7
The amount of effort to succeed in this course was:	26	46%	27%	27%					6.4	8	8
Your involvement in course (doing assignments, attending classes, etc.) was:	26	35%	35%	19%	8%	4%			6.1	7	7

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: 9.0 Hours per credit: 1.8 (N=26)

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
		15%	23%	15%	31%	4%	8%			4%	

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

Class median: 7.2 Hours per credit: 1.4 (N=26)

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
	15%	8%	31%	23%	15%	8%					

What grade do you expect in this course?

Class median: 3.3 (N=25)

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
16%	20%	24%	20%	8%	8%	4%								

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

(N=26)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
50%	15%		8%	23%	4%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
Course organization was:	26	27%	42%	27%	4%			4.0	3	4
Clarity of instructor's voice was:	26	31%	15%	42%	4%	8%		3.4	1	1
Explanations by instructor were:	26	31%	31%	27%	12%			3.9	2	3
Instructor's ability to present alternative explanations when needed was:	26	38%	23%	27%	8%	4%		4.0	3	4
Instructor's use of examples and illustrations was:	26	46%	35%	19%				4.4	4	5
Quality of questions or problems raised by the instructor was:	26	38%	35%	27%				4.2	3	4
Student confidence in instructor's knowledge was:	26	65%	19%	15%				4.7	5	6
Instructor's enthusiasm was:	26	50%	35%	15%				4.5	3	4
Encouragement given students to express themselves was:	25	44%	32%	16%	8%			4.3	3	4
Answers to student questions were:	26	42%	35%	19%	4%			4.3	3	4
Availability of extra help when needed was:	26	54%	27%	15%	4%			4.6	5	5
Use of class time was:	26	54%	27%	15%	4%			4.6	6	6
Instructor's interest in whether students learned was:	26	46%	35%	15%		4%		4.4	3	4
Amount you learned in the course was:	26	42%	46%	12%				4.3	5	5
Relevance and usefulness of course content were:	25	64%	28%	4%	4%			4.7	7	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	26	38%	27%	15%	12%	8%		4.1	3	4
Reasonableness of assigned work was:	26	46%	31%	19%	4%			4.4	4	5
Clarity of student responsibilities and requirements was:	26	58%	27%	15%				4.6	6	6

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes, this course challenged me to think outside of the box.

2. This class was intellectually stimulating, I had to challenge my thinking to understand complex programming concepts and push my logical reasoning and analytical skills.

3. Yes, solving coding problems was challenging and fun. Class time was very productive. I liked that we had enough time to try out problems before the answers were revealed and that TAs and the professor was readily available if we get stuck.

4. This class, as it was a major requirement, was definitely intellectually simulating. It was one the harder classes as most of the class was based on three tests. So there was not a lot of room to showcase improvement in your grade.

6. Yes, it taught me a lot about data structures that I did not know before.

7. It was intellectually stimulating and stretched my thinking as I learnt more about the Java coding language.

8. Yes. The nature of computer science is that it's puzzle-like, so of course it stretched my thinking.

9. It was a very interesting class that taught many useful things. Pisan did a good job of drawing on the board to show how things worked.

10. Yes, I appreciated how Professor Pisan encouraged us to think of alternative solutions to different coding problems. It was especially helpful that he demonstrated how to implement them as well as challenged us to try to do it ourselves too.

11. Yes it did because the Professor made sure to try to involve us in finding various solutions to the problems that we faced.

12. This class did stretch my thinking as most of the topics were not easy to follow at first. The professor made us think in a way that allowed each of us to try to relate to the topics in our own way.

13. This class was intellectually stimulating because we did a lot of coding and problem solving. Going through different problems and scenarios.

14. Yes, it introduced new topics fast enough that I never got fully comfortable with the previous, making each new subject interesting and challenging.

15. Yes, we did a lot of practicing with leetcode which was great as it help us practice like we were interviewing for a job. As well as the questions were tough so it was better for us to practice with.

16. Yes, the material was mostly new to me and I had little prior fluency with the type of problem-solving thinking required for the course. This made it intellectually stimulating.

17. This class was intellectually stimulating, it stretch my thinking by using examples to demostrate the concept and challenging practice problems.

18. yes, it was challenging but an awesome class too. with the exercises and Homeworks and different problem solving situations.

19. Yes, it presented a lot of new concepts and was a rather challenging course for me.

20. The course content was really good. I feel like it covered a good variety of different coding aspects that I was able to get a good understanding of.

21. Yes, at first it went over things I already knew but was good review, in the end it brought up new concepts in a easy to understand way. It stretched my thinking to help me understand new concepts better.

22. Yes, it was intellectually stimulating as I was encouraged to apply a new concept I learned to different problems.

What aspects of this class contributed most to your learning?

1. The homework and in class activities were the most helpful.

2. The enthusiasm of the professor made me more eager to attend class, and how easy it was getting help on challenging concepts during class contributed to my learning.

3. The in-class activities(group work) and the lectures were very helpful to understanding the concepts.

4. I think the LeetCode problems we did in class helped me a lot. It was great to practice problems that don't necessarily have a common answer, and it helped me understand the topics taught in class more.

5. I liked going back over the questions we did in class to study them more closely.

6. The homework was very useful because if you don't practice CS a lot then you will never get it.

7. I enjoyed the leet code challenges and personally feel that they contributed the most to my learning.

8. In-class activities and zybook were both good.

9. The Zybooks homework assignments helped the most in learning.

10. The time I spent in class during lectures!

11. The class itself because the in class activities were us getting hands on trying to code what we were learning. So to succeed in this corse I do strongly believe attending class is helpful because you will get those in-class activities that will contribute to helping you learn.

12. I think the biggest part was how much of class time was used to actually teach the material. I also liked how the homework would directly expand on the topics we covered that week.

13. The in class coding. Professor did not hesitate to provide answer keys for us to look over and study on our own instead of letting us be lost.

14. The practice through zybooks or leetcode.

15. Everything has contributed to my learning.

16. Something I found immensely helpful was the activity where we had to build our own implementation of linked lists. It gave me a clear understanding of how linked list structures worked under the hood and made me much more comfortable working with them. I would have loved if we could have also done something similar for trees, stacks, hashmaps, etc. I also liked leetcode and how Professor Pisan and TAs would walk around and help you. It provided the opportunity for you to make a mistake and then get any misunderstandings fixed. I also appreciated the variability in activities we had throughout the class. Between powerpoint lectures, whiteboard explanations, coding demonstrations, leetcode, etc. I was able to remain engaged and the class didn't drag. Amongst all of these, I found whiteboard explanations that visually showed what the code was doing most helpful (especially for object inheritance, tracing back recursive calls, linked lists, and demonstrating strategies to solve leetcode).

17. Good use of class time, effective examples to help explain the concept, lots of helpful and challenging practice problems.

18. the explanations of the professor Aswell as the lecture and the answer to my questions.

19. Completing leetcode problems and working in class, while being able to recieve help from the professor and TAs was most helpful. The lectures were also helpful

20. The aspect that contributed the most to my learning was the leetcode exercises and zybook lab sections.

21. The in class participation activities and the explanations afterwards for how to solve them properly.

22. The in class leetcodes.

What aspects of this class detracted from your learning?

1. Sometimes the lectures went long before the break.

2. There were no aspects of this class that distracted from my learning.

3. I felt like the exam material was slightly more complex from the what was covered in class. Even though the topics are the same, sometimes we don't cover exam material in-depth. For example, I think practicing writing code for generics and more problems recursion would've helped me better prepare for exam 2.

4. I think most things in class helped me as a student. The only thing was that the zybooks assignments were slightly out of order as we would often do assignments before the topic was discussed in class, which made those assignments hard to refer to and remember sometimes.

5. Not engaging in class and asking questions and attending office hours

6. Nothing.

7. I find some of the concepts confusing regardless of the explanations given. The explanations are enough to garner a surface understanding of the concepts presented in class, but not enough for a deeper, more intuitive, understanding.

8. Nothing that I can think of

9. The classes felt very uneven. Our class was multiple days behind the other classes taught by Stride because of holidays. Stride also curved his exams, so our averages were consistently lower than his. I have been above average on both exams and completed all homework for full credit, and I am at a 3.2.

10. Nothing which I can think of directly related to this class, but I wish the lab and lecture classes found more ways to be in sync.

11. The zybook issues. I know the professor cannot do anything about it so I am not blaming him but Zybook would have issues with sharing grades with canvas.

12. I can't think of anything that detracted from my learning.

13. I would say nothing.

14. What was covered in class and what was covered in the lab for the class never seemed to line up correctly so sometimes I learned something in the lab and was just bored during class while reviewing it with the basic explanations that I didn't need.

15. None really.

16. Class was a bit rushed from generics onward (we covered a greater breadth of material without going as in depth). It may have been the snow days, but I would have loved to spend a bit more class time on stacks, queues, and hasmaps/sets beyond the couple leetcodes we did.

17. Online textbook does not give clear instructions.

18. none all good

19. Some of the zybooks assignments were way too long, and a portion of the content it presents does not get mentioned in class.

20. The lack of coding from scratch assignments. The assignments were always working with code that was already there and sometimes the poor instructions on the lab made the assignment way more difficult to understand.

21. Nothing really.

22. Learning content for the next midterm before the current midterm was done.

What suggestions do you have for improving the class?

1. I think it would be useful to have two shorter breaks.

2. I'm not sure, maybe more fun ways of approaching coding like the rubber duckies?

3. I like how the class is organized right now. I like it as it is but maybe consider incorporating coding project to get familiar with using an IDE and debugging. Doing a small coding project could also help me prepare for the final.

4. I would just suggest that the Zybooks assignments be assigned maybe the weekend before the topic is discussed in class, and there be more opportunities to improve your grades in class.

5. I would suggest going over the work we did in class. I would also recommend attending office hours and asking questions on discord

6. The tests shouldn't be worth so much of the class grade because I feel that I completely understand all of the concepts, but when you put me in a testing environment where a lot of the questions are trick questions, then the score is a lot lower than what I actually know.

7. More leet code challenges would be nice.

8. Break up the beginning review assignment into pieces. Hundreds of points on a single assignment so early in the semester is a lot to deal with and it's not something students would expect from a review.

9. The classes need to ensure that they cover the same things and should have similar average grades. The lab is taught to students between the classes and Pisans class has not covered the things that Strides has so we always needed to learn the subject while everyone else was working on it.

10. Potentially encouraging more reading of the Zybooks materials, like a suggested reading outline which students could follow along with for the quarter to deeper understand the material/topics.

11. No suggestions.

12. I don't have anything as I loved how our class was organized.

13. Instead of only starting the leetcode in class. The professor can suggest or give some leetcode problem the morning before class for students to try it, before continuing in class and going over it together.

14. The practice exam we did before the first test was really helpful, doing more of those before every test would help a lot.

15. I think that the exams shouldn't weight more than half of the grade because if you mess those up there is no way for your grade to climb back up and you would have to retake the class to get a good grade.

16. I liked the couple times we were told to work in groups, I think it would be nice to incorporate that more often. My only other suggestion would be to release the zybook lab model answers after the homework deadline. I would have liked to see what the most efficient solution looked like.

17. Textbook should clearly explain the concept and instructions.

18. none all good and was an exciting and awesome class. thanks professor!

19. Leniency with zybooks assignments and late policy.

20. I feel like the exams were to high of a percentage of our grades. The exams had some questions that were challenging, which makes it hard to get a high grade in the class.

21. Force students to work together more, since there didn't seem to be much work together and it would have been more engaging that way.

22. A suggestion I have is to not teach new content before the current midterm is done.

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.