SIGNAL PROCESS, LINEAR SYS I (2015-2016 Summer)

Term: **2015-2016 Summer**
Subject: **EE**
Catalog & Section: **102A 1**
Course Title: **SIGNAL PROCESS, LINEAR SYS I**

Instructor: **Gibbons, Eric**
Enrollment: **11**
Responses Incl Declines: **7**
Declines: **1**

Learning Goals

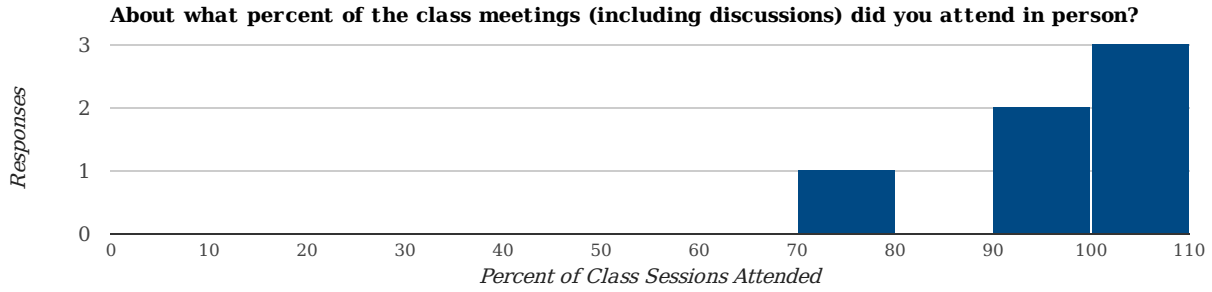
Students are most likely to say their learning goals have been met when

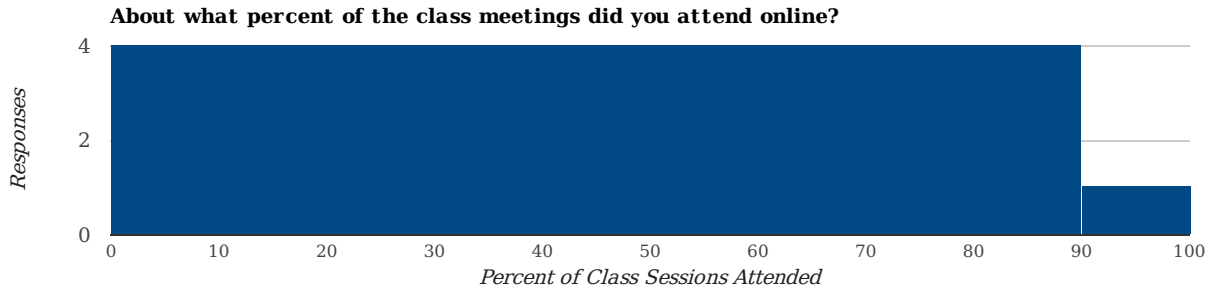
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/writing-learning).

No Data.

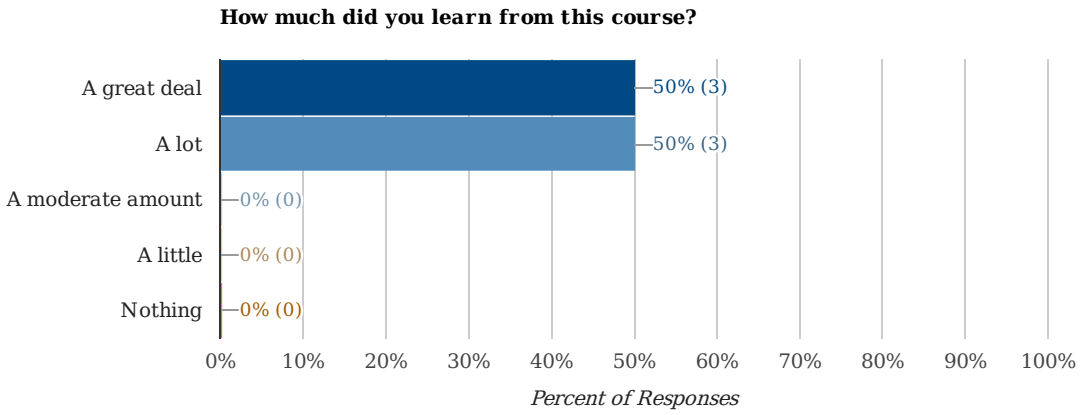
Attendance and Engagement

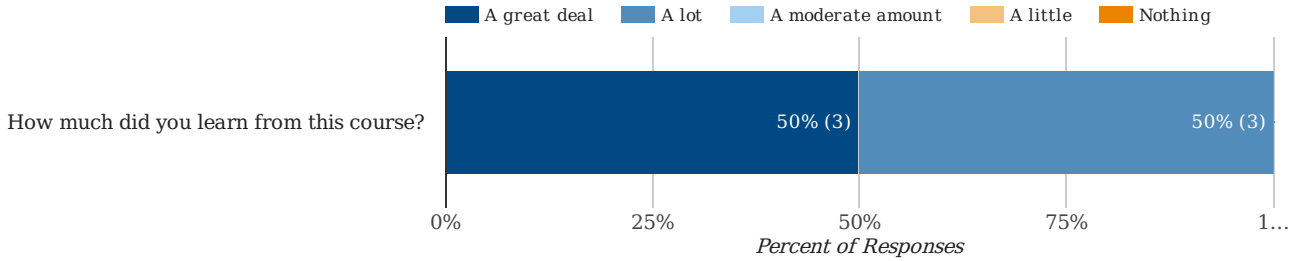




Student Learning

For information on factors that contribute to students' learning, please see Interpreting Your Course Evaluation Report (https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations).





Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How much did you learn from this course?	6	54%	4.5	5	0.5	50%	50%	0%	0%	0%

Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;

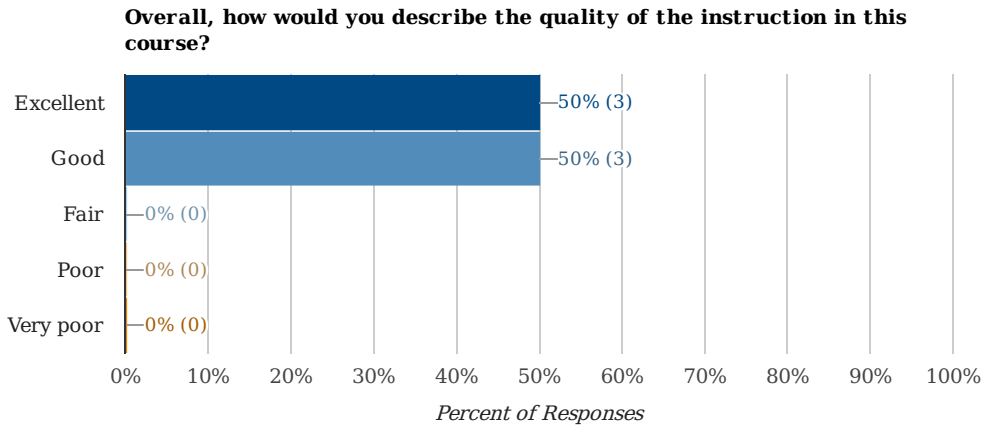
(6 comments)

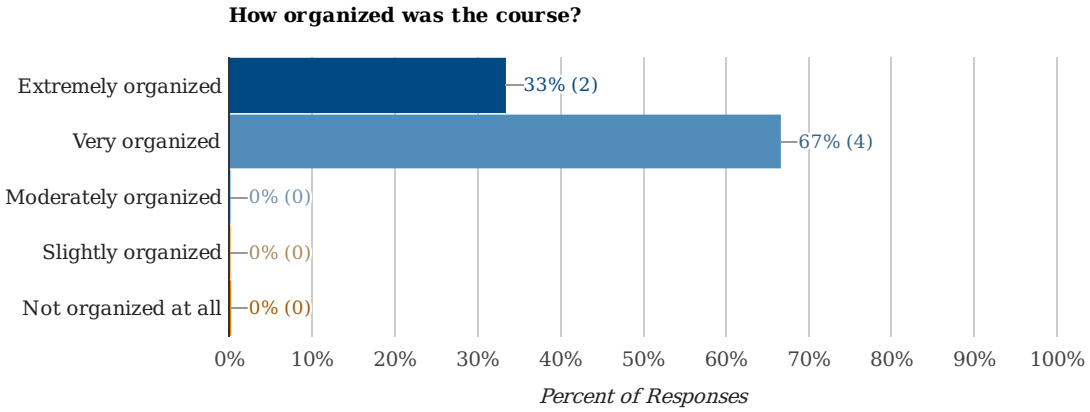
Q: What skills or knowledge did you learn or improve?

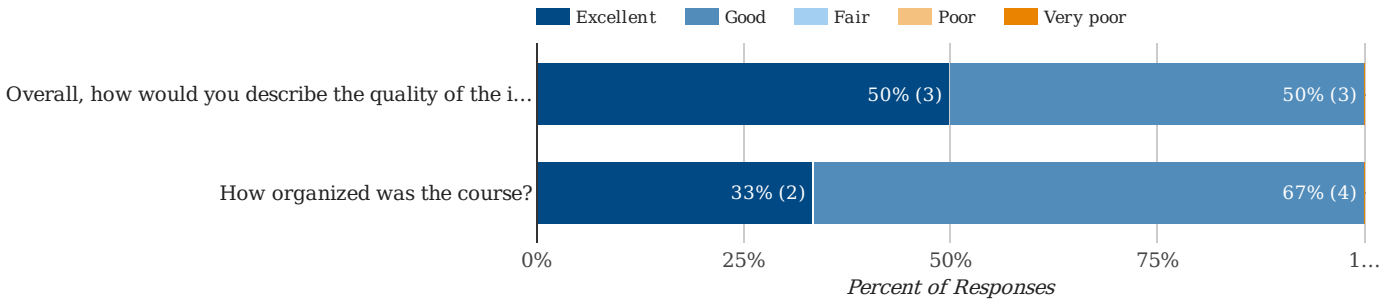
1	Problem solving, Critical thinking using current knowledge and available materials
2	A working proficiency of analyzing systems in both the time and frequency domain.
3	I learned how Fourier Transforms and all that math business actually does come in handy. For the first time in my life, I am actually seeing my math knowledge put into practice.
4	Learnt new material
5	basic signals and systems skills
6	Matlab, continue and discrete signals and systems, convolution operations, modulation and demodulation, applications of signal processing

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies).







Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	6	54%	4.5	5	0.5	50%	50%	0%	0%	0%
How organized was the course?	6	54%	4.3	4	0.5	33%	67%	0%	0%	0%

Note: 5:Excellent; 4:Good; 3:Fair; 2:Poor; 1:Very poor;

Course Elements

No Data.

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under “Questions or concerns?” at http://evals.stanford.edu/results/respond-feedback (http://evals.stanford.edu/results/respond-feedback) and write to VPTLevaluations@stanford.edu (mailto:vptlevaluations@stanford.edu).

(6 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

1	Easy to get lost so try the best to pay attention all the time.
2	Was great taking this in the summer with professor Gibbons-- felt much more manageable than my typical EE experience at Stanford.
3	The course is a lovely introduction to Signals and Processing. Take your time with the material, or else you will get lost in it.
4	Important class
5	really interesting material material is really difficult only take it if you are an ee major eric is amazing even though he is only a phd student, absolutely clear and knows all his mateiral, explains really well.
6	Take it during the summer with Eric Gibbons!

(3 comments)

Q: Would you like to provide any other comments about this course?

1	This class managed to present challenging material, and problems to reinforce my understanding of it, without pushing so hard as to be overwhelming. It struck a perfect balance.
2	Amazing course. It is making me consider possible switching tracks.
3	nah

Instructor Added Questions

Close-Ended Questions

No Data.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: VPTL Consultation Request Form (https://vptl.stanford.edu/getting-started-vptl)