COP3538 - Data Structures Using OOP
CRN: 83195
TYPE: CLAS
ISQ ID: 103370

Term: 201780	Campus: MC	College: CCEC	Department: Computing	Level: UL
Course Prefix: COP	Course Number: 3538	CRN: 83195	Instructor(s): Liu, Xudong	

Number Enrolled: 35	Number Responded: 8	Percent Responded: 22.86%

RESPONSE PERCENTAGES

Item ID	Item	Strongly Agree(5)	Agree(4)	Neutral(3)	Disagree(2)	Strongly Disagree(1)	NR/NA	Mean	
1	My instructor communicated ideas and information effectively.	37.50%	37.50%	12.50%	12.50%	0.00%	0.00%	4.00	
2	My instructor was knowledgeable about the subject matter.	75.00%	25.00%	0.00%	0.00%	0.00%	0.00%	4.75	
3	My instructor was able to explain complex concepts and ideas clearly.	37.50%	37.50%	0.00%	12.50%	12.50%	0.00%	3.75	
4	My instructor was well-organized and provided a framework conducive to learning.	62.50%	12.50%	12.50%	12.50%	0.00%	0.00%	4.25	
5	My instructor taught the course in a way that stimulated critical and creative thinking.	37.50%	25.00%	25.00%	12.50%	0.00%	0.00%	3.88	
6	My instructor assisted students outside of class.	25.00%	12.50%	12.50%	0.00%	0.00%	50.00%	4.25	
7	My instructor set high standards that challenged me in the course.	50.00%	25.00%	25.00%	0.00%	0.00%	0.00%	4.25	
8	My instructor showed respect for students.	62.50%	37.50%	0.00%	0.00%	0.00%	0.00%	4.63	
9	My instructor provided useful feedback on assignments/tests.	37.50%	12.50%	25.00%	12.50%	0.00%	12.50%	3.86	
Item ID	**Item**	**Excellent (5)**	**Very Good (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**	**NR/NA**	**Mean**	
10	My overall rating of instructor	37.50%	37.50%	12.50%	12.50%	0.00%	0.00%	4.00	

Item ID	Item	Male	Female
	Gender	75.00%	25.00%

Item ID	Item	<2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
	Current Cumulative GPA	0.00%	25.00%	37.50%	12.50%	25.00%

Item ID	Item	Freshman	Sophomore	Junior	Senior	Postbac	Masters	Doctoral	Other
	Classification	0.00%	0.00%	87.50%	0.00%	12.50%	0.00%	0.00%	0.00%

What did you like best about the course and/or how the instructor taught it?:

Seq	Answer
6	I liked how you provided a lot of examples during class. It helped illustrate otherwise very abstract or hard-to-imagine concepts. The projects were also interesting. Granted, I never completed any of them, but I appreciated what each project was trying to achieve.
7	Instructor was very thorough when explaining new concepts, this is also a negative, that thorough.
8	Projects which built on top of each other in content, at least projects 1-3. It was very empowering, being able to use classes I'd written from previous projects in ensuing projects, and seemed to me a lesson in program design.

What suggestions do you have for improving the course and/or how the instructor taught it?:

Seq	Answer
6	Going to class was boring, but there's nothing I can do about that because data structures in itself is not the most interesting topic to hear about for 1 hour and 40 minutes. A lot of what I did to pass tests was self studying. Not sure if I would have made the same grades had I relied on class notes. Provide more in-class programming examples. Execute code so students can see what will occur after they code particular lines.
7	If it is not to great of a burden, could we have feedback on what our projects did wrong, as to where they needed more work or what they were missing?
8	Dr. Liu's idea of explaining a concept was to go to the blackboard and draw out the powerpoint slides' examples (or some modest variation thereof) step by step. This appeared to be both how he taught, and how he chose to answer, say, a single student's offhand question about why the order of nodes ended up the way a powerpoint slide said they did, even if it took tens of minutes. I and many others began to stop asking questions, and instead resolve to look those questions up online after class. I believe Dr. Liu noticed this: the growing number of times where, when he asked if everyone understood the material, no one responded to his vocalized frustrations. Dr. Asaithambi's methodology may be worth considering: giving the core lesson/concept (1) a definition, (2) a basic, template-style example, and then (3) further examples which reinforce or challenge that given definition and that most basic example until the concept is considered fully explained, and THEN taking questions. It's just an idea, anyway. Additionally, on exams, a significant number of the questions were misinterpretable and/or vague. Questions appeared to have more than one valid answer, or the core concept/lesson being asked for wasn't being conveyed, and students would be left guessing at each question's purpose, rather than its answer. Though I think this should be addressed, I don't have any particular solution to suggest.