Student Evaluations and Surveys

CLÉMENT AUBERT

March 15, 2021
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Mid-term Evaluations
Fall 2017
Clément Aubert
October 25, 2017

Presentation
For my first semester of teaching at Augusta University, I did not want to wait until the end of the semester to get formal feedback from my students in my two classes, so I sent them a short survey. I was actively asking for feedback during and outside of class, but I thought that having a written and anonymous survey would help me in making sure that I was hearing them all. The surveys and their results are enclosed below (starting p. 3 and p. 7), after a short analysis that includes plans for action. I can also grant access on Desire2Learn (D2L) if needed.

Methodology
Students had two weeks (From Monday, October 9, 2017, to Sunday, October 22, 2017) to complete this short anonymous survey of 4 questions on D2L. The survey was spread out the week before and after mid-term, and student fall pause. They could edit their answers as many time as they wanted until the deadline. The survey was announced by email, mentioned in class once, and I also sent a reminder two days before the deadline.

Short Analys
Database System

The survey is p. 3.

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<tbody>
<tr>
<td>Students enrolled</td>
<td>6</td>
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<tr>
<td>Participants</td>
<td>3</td>
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<tr>
<td>Participation rate</td>
<td>50%</td>
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</table>

The feedback is unanimous but not so constructive or useful. Since I had more constructive feedback using the very same survey with a larger group, that might indicate two things:

1. Students feel more free to express their comments directly to me (they did so over the first half of the semester), leaving few comments for the on-line survey.
2. The survey might need to be different, more oriented, for smaller groups.
The good participation rate indicates that students still wanted to express their opinion, partially contradicting the first hypothesis above: maybe a slightly different survey should be proposed to smaller groups, then.

The class is identified as being useful and hitting the right topics. My teaching does not seem to call for any major complain.

I still plan on making numerous adjustments to that lecture next semester, making for instance the Homework and the labs using Visual Studio and probably Java earlier in the course of the semester. I also plan to include more exercises “live”, probably asking students to come present their solution in front of the class.

**Operating System:**

The survey is p. 7.

<table>
<thead>
<tr>
<th>Students enrolled</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>10</td>
</tr>
<tr>
<td>Participation rate</td>
<td>26%</td>
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</table>

The students seem to have overall a satisfactory experience with that class, but there is a debate whenever this lecture is too technical or not enough. The lecture seems to be more code-oriented that originally thought, which is sometimes presented as a positive thing, sometimes as negative. I’ll take those mixed signs as an indication that I’m hitting the right spot for this semester, but will shift the balance toward more code next semester, as my audience will be exclusively composed of CS student (Vs. a portion of IT students this semester).

I would interpret the rating of my teaching style as globally positive, but the answers to question 4 point to concrete problems. I believe they can be divided as follows:

1. I should make note-taking easier for the students.
2. I should avoid constantly pointing to the limitations of the models we are considering, better motivate the usefulness of this class, as well as why we are not using C#.
3. I should be more precise regarding the content of the exams.

I took the following measures:

1. I already write more at the board, and will give handouts of the code we will study during the lectures to come. I don’t want to share the code we will be looking at in advance, fearing that students might think that, if they understand the code, they’ll understand the content of the lecture, and can skip class.
2. I reverted the tone of my lecture: instead of presenting the concrete cases as contradicting the theory, I present them as refining it. I reminded the student that (almost) no operating system was written in C#, but don’t see any way of emphasising the usefulness of operating systems even more: I feel like I dwell on that every single lecture. I might want to include more concrete usage example?
3. I believe I already addressed that criticism by detailing what I expected for the second exam. I felt like I gave enough detail for Exam #1, spending 10 min. detailing the program, but doubled that time for the second exam, and giving the recommended revisions earlier (three weeks before for Exam #2 instead of one week before for Exam #1).
Questions about the course

Question 1

Please, comment on the following general statements about the course.

So far, this course is a valuable learning experience for me.

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<table>
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<tr>
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<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0 (0 %)</td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neutral</td>
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<td>Agree</td>
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<tr>
<td>Strongly Agree</td>
<td>1 (100 %)</td>
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<tr>
<td>N/A</td>
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</table>

The course contributes to my knowledge of/skills in the subject matter.

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<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>N/A</td>
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The overall amount of work required for this course is adequate.

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<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>N/A</td>
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Question 2

What were your expectations of the course? Did the course meet them? If no, how did the course fail to meet your expectations?

Collapse Responses

My expectations were exceeded.
I expected to be able to design a database from start to finish by the end of the class, and I feel like I can. It was presented very well.

To learn how to make databases. Yes, we cover every step, theory + implementation.

Questions about the instructor

**Question 3**

Please rate on your instructor’s

<table>
<thead>
<tr>
<th>Enthusiasm for teaching.</th>
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<table>
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<tr>
<th>Ability to stimulate interest in the course material.</th>
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<th>Effective use of class time.</th>
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## 2017 - Fall - CSCI 3410 and CSCI 3271 - Mid-term (p. 5)

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</table>
Timeline of the evaluation of student work.

Very Satisfied 3 (100 %)
N/A 0 (0 %)

Very Dissatisfied 0 (0 %)
Dissatisfied 0 (0 %)
Neutral 0 (0 %)
Satisfied 0 (0 %)
Very Satisfied 3 (100 %)
N/A 0 (0 %)

Question 4

Please mention any suggestions you have that would enhance the teaching and learning in this course. What should I change? What should I keep?

- I like everything
- I do not have any suggestions for changes, I think both the material and the pace was executed very well
- Keep everything the same. I like the structure and pace of the lecture.
Questions about the course

Question 1

Please, comment on the following general statements about the course.

So far, this course is a valuable learning experience for me.

- Strongly Disagree: 0 (0 %)
- Disagree: 0 (0 %)
- Neutral: 0 (0 %)
- Agree: 2 (33.33 %)
- Strongly Agree: 4 (66.67 %)
- N/A: 0 (0 %)

The course contributes to my knowledge of/skills in the subject matter.

- Strongly Disagree: 0 (0 %)
- Disagree: 0 (0 %)
- Neutral: 0 (0 %)
- Agree: 2 (33.33 %)
- Strongly Agree: 4 (66.67 %)
- N/A: 0 (0 %)

The overall amount of work required for this course is adequate.

- Strongly Disagree: 0 (0 %)
- Disagree: 0 (0 %)
- Neutral: 0 (0 %)
- Agree: 1 (16.67 %)
- Strongly Agree: 5 (83.33 %)
- N/A: 0 (0 %)

Question 2

What were your expectations of the course? Did the course meet them? If no, how did the course fail to meet your expectations?

- Collapse Responses

  Yes
I expected to learn about specific operating systems and not just OS theory. Despite this, I still enjoy the broad approach of this course. The abstract approach makes for a more interesting course that can be reasonably followed without getting too technical. Including code with this course puts everything into perspective (concrete with abstract).

Beyond expecting to learn about operating systems, I didn’t know what to expect. So far I am learning a lot more about how computers work than what I expected.

To learn how the operating system works. I feel like I know a lot more than before the class, so it met my expectations.

My expectation for this course was to build on my minimal understanding of how an Operating System works. So far, I feel like I am constantly learning and as long as I do my part, I will get a great deal of knowledge from this course.

My expectations were to dive into the inner workings of operating systems. The class has certainly met my expectations and then some because I never dreamed we would dive into code as heavily as we have.

I thought it would be more basic subject matter for some reason, but like the fact that it was more detailed than I had originally imagined.

I was excited when I heard we had a new professor leading the class. Surely an improvement. I’d like more practical application (i.e. code). But I also plan on working in a field that deals with kernel level code...

To learn the basics of operating systems and how they work. Yes, the course exceeded my expectations.

Questions about the instructor

**Question 3**

Please rate on your instructor’s

**Enthusiasm for teaching.**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>0</td>
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<tr>
<td>Dissatisfied</td>
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<tr>
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<td>N/A</td>
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**Ability to stimulate interest in the course material.**

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<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very Dissatisfied</td>
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**Effective use of class time.**

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<th>Rating</th>
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<tbody>
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<tr>
<td>Category</td>
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<td>Dissatisfied</td>
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<tr>
<td>Preparedness for class.</td>
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<td>Organization in class presentations.</td>
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<td>Responsiveness to students' questions.</td>
<td>0 (0 %)</td>
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<td>Availability to help students.</td>
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<td>Fairness in grading procedures.</td>
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### Question 4

Please mention any suggestions you have that would enhance the teaching and learning in this course. What should I change? What should I keep?

- **Collapse Responses**

- For some definitions during class, you give the answer verbally. It is hard to catch the words sometimes and leaves us with notes lacking precision. In those cases, I try to turn to the book for the definition. However, the book is not always right. Please write down any definitions that you want us to have your version of especially for quizzes and exams.

- You are perfect!

- The only concern I have may be outside your control as it relates to the course curriculum. A few times throughout the semester, you have made the statement “well this is how it works, but not really” when referring to illustrations explaining how various components of an operating system work. I understand that your illustration may be a simple way of thinking of things, but this statement makes the lecture material seem (not necessarily true, just perceived) outdated or missing vital pieces. Simple thing; Not much of a big deal but still a concern.
I like the outline that you do for each class so I can see how everything fits together and keep my notes organized. I also like that you stay close to the assigned reading in your lecture, so that if I don’t understand a concept from one source, I can have it from another. Also, at first I was pretty intimidated to find out we had to learn C, when I’m still a beginner at C#, but it wasn’t as bad as I thought. The questions you asked on the test covered familiar code, and the step-by-step homework helps me understand the code even if I don’t know every syntactical rule. Also, learning a little C has made me look at C# in a new way, and given me a better abstract understanding of programming languages in general. I like that you show code in class, though I think it would be better to give us the code electronically first, so we could print it and take notes on it without also having to get it all copied down.

The class isn’t over yet, but I feel like what we have learned is pretty basic. I would like to get more into the tools of the O.S and how to manipulate an O.S, examples of why the O.S is so powerful and why we need to know about it for computer science.

Course is going great! Definitely one of my favorite courses this semester!

My biggest complaint on the course is it was not totally clear to the students what all was going to be on the first exam. We were under the impression it would be chapters 1 & 2 as well as all the accompanying lectures but there was material that was on chapter 3 included and the following quiz had all of the answers to what I missed. If I had known chapter 3 was going to be on the exam I would have studied it as well. I spent many hours preparing over the course of the days leading up to the exam but I believe I was setup to fail. It was clear the areas I was totally blindsided with and which that I studied. Also while I think code is a great addition to the course and I understand the overall function that the code is performing, not being proficient in C has caused major issues in getting as detailed as you would like especially on the exam. If the course used C# which coincided with our curriculum and all other code classes this school offers then I think it would be a fair assessment of our understanding of the concepts. I enjoy the lecture style courses and its a breath of fresh air not to sit through another professor that just reads from a power point.

I liked the programming & VM projects in the course. I would definitely keep those. Some may complain about learning C to finish some of the projects, but I feel that if you’re in a 3000 level CS course, you should be able to pick up on a new language by now. Particularly one that isn’t all that different from what you know at that point.

The lectures can be tend towards abstract or general explanation. I know that is necessary as this is essentially an introduction to operating systems so I don’t think this critique is all that valid, however, I would enjoy more literal example such as how you included fork().

I absolutely love the structure of this class. The only suggestion would be to include more concrete applications/examples. I know most concepts are abstract, but if there is a concrete example it would be nice to know.
CSCI 3271 (A): Operating System  
Fall 2017 | Clement Aubert

Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>DNA</th>
<th>SD</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor clearly conveyed course expectations.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>12.5% (2)</td>
<td>87.5% (14)</td>
<td>16</td>
<td>0</td>
<td>0.33</td>
<td>4.88</td>
</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>12.5% (2)</td>
<td>87.5% (14)</td>
<td>16</td>
<td>0</td>
<td>0.33</td>
<td>4.88</td>
</tr>
<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>6.25% (1)</td>
<td>93.75% (15)</td>
<td>16</td>
<td>0</td>
<td>0.24</td>
<td>4.94</td>
</tr>
<tr>
<td>The instructor provided meaningful learning experiences.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>6.25% (1)</td>
<td>93.75% (15)</td>
<td>16</td>
<td>0</td>
<td>0.24</td>
<td>4.94</td>
</tr>
<tr>
<td>The instructor was interested that students learned.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>6.25% (1)</td>
<td>93.75% (15)</td>
<td>16</td>
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<td>0.24</td>
<td>4.94</td>
</tr>
</tbody>
</table>

Please respond to each of the following statements by circling the letter of the response that most accurately describes your evaluation.

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<tr>
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<tr>
<td>The instructor covered the main topics specified in the course syllabus.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>7.14% (1)</td>
<td>92.86% (13)</td>
<td>14</td>
<td>0</td>
<td>0.26</td>
<td>4.93</td>
</tr>
<tr>
<td>The instructor was accessible during regularly-scheduled office hours.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>7.14% (1)</td>
<td>14.29% (2)</td>
<td>78.57% (11)</td>
<td>14</td>
<td>0</td>
<td>0.59</td>
<td>4.71</td>
</tr>
<tr>
<td>The instructor explained course material clearly.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
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<td>92.86% (13)</td>
<td>14</td>
<td>0</td>
<td>0.26</td>
<td>4.93</td>
</tr>
<tr>
<td>The instructor appeared to be well prepared and organized.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>14.29% (2)</td>
<td>85.71% (12)</td>
<td>14</td>
<td>0</td>
<td>0.35</td>
<td>4.86</td>
</tr>
<tr>
<td>The instructor encouraged class discussion.</td>
<td>0% (0)</td>
<td>7.14% (1)</td>
<td>0% (0)</td>
<td>21.43% (3)</td>
<td>71.43% (10)</td>
<td>14</td>
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<td>0.82</td>
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</tr>
<tr>
<td>The instructor encouraged intellectual effort.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (14)</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor related course material to real, practical situations.</td>
<td>0% (0)</td>
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<td>The instructor appeared to be enthusiastic about the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (14)</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Examinations and assignments required critical thinking, problem solving, and decision making.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>14.29% (2)</td>
<td>85.71% (12)</td>
<td>14</td>
<td>0</td>
<td>0.35</td>
<td>4.86</td>
</tr>
<tr>
<td>Examinations and assignments were graded fairly and impartially.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (14)</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The course was a valuable learning experience for me.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (14)</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Qualitative
<table>
<thead>
<tr>
<th>What specific things did you like about this course?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I understand much more about how a computer works, and how software and hardware interact. I am even more interested in studying computers since taking this course.</td>
<td></td>
</tr>
<tr>
<td>• I learned a lot, and doing stuff on the vm was cool</td>
<td></td>
</tr>
<tr>
<td>• Working on linux commands</td>
<td></td>
</tr>
<tr>
<td>• The subject matter</td>
<td></td>
</tr>
<tr>
<td>• I thoroughly enjoyed all the content of this course.</td>
<td></td>
</tr>
<tr>
<td>• Dr. Aubert tried to be thorough about what happens in an O.S. Previous instructors, from what I heard, did not really teach anything and the students had to learn most everything on their own. I was very grateful for his enthusiasm.</td>
<td></td>
</tr>
<tr>
<td>• You can tell a lot of effort was put into making the class enjoyable and fulfilling. I didn't particularly enjoy the subject, but Dr. Aubert did a fantastic job of making it enjoyable.</td>
<td></td>
</tr>
<tr>
<td>• Broad spectrum of information covered</td>
<td></td>
</tr>
<tr>
<td>• The entire course. It was great. I loved it. Learned a lot from this course.</td>
<td></td>
</tr>
<tr>
<td>• I liked that we got to use a different operating system other than Windows that allowed us to explore the inner workings of an operating system. Also the challenge of getting to some what learn a new language other than C# (it’s nice to have variety). This class has really helped me gain an in-depth understanding of how OS works and also sparked some interests to go out and research on my own, with operating systems.</td>
<td></td>
</tr>
<tr>
<td>• Being provided with software to interact with an OS directly in a safe environment.</td>
<td></td>
</tr>
<tr>
<td>• I liked the C code examples we were given throughout the semester, as well as the homework assignments were well thought out I felt. The lectures were really great all around.</td>
<td></td>
</tr>
<tr>
<td>• The homework was very helpful for learning the material</td>
<td></td>
</tr>
<tr>
<td>• Lectures were, if slightly disorganized, very helpful and the notes that were written on the board were very helpful for learning the material.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific things did you not like about this course?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The lectures could be a little bit boring at times</td>
<td></td>
</tr>
<tr>
<td>• There wasn't anything major I can think of that I didn't like. The segment we did on networking seemed a little patchy, but I feel it was sufficient.</td>
<td></td>
</tr>
<tr>
<td>• I can't think of anything specific</td>
<td></td>
</tr>
<tr>
<td>• Nothing major really. The test I felt covered the material very well and there was nothing unexpected, but they were just a bit long for what was being asked in the limited time frame that we had. A lot of the questions are critical thinking questions where we had to analyze or explain implementations, concepts, code, etc, and in turn takes some students more time than others to get their answer down on paper.</td>
<td></td>
</tr>
<tr>
<td>• I did not dislike anything.</td>
<td></td>
</tr>
<tr>
<td>• Networking thrown in last second so it seemed out of place. Not instructor's fault by any means, just seems odd that a university would change the curriculum mid-semester.</td>
<td></td>
</tr>
<tr>
<td>• I wasn't particularly interested in the subject.</td>
<td></td>
</tr>
<tr>
<td>• There was a lot of information to cover in a short time. Sometimes it was a little hard to comprehend.</td>
<td></td>
</tr>
<tr>
<td>• N/A</td>
<td></td>
</tr>
<tr>
<td>• My professor was switched at the last moment.</td>
<td></td>
</tr>
<tr>
<td>• Theory</td>
<td></td>
</tr>
<tr>
<td>• sometimes lectures were hard to follow</td>
<td></td>
</tr>
<tr>
<td>• Although I now understand the C language pretty well, at first that part of the course was intimidating. I wish I had had a primer on C before starting the class.</td>
<td></td>
</tr>
</tbody>
</table>
What specific things did you like about this instructor’s teaching methods? -

- I like that his lectures are very clearly organized, so I always understand how the material fits together. Also we get a lot done in every class because he is well-prepared and keeps focus, so I feel like coming to class is worthwhile. I also like the diagrams he puts on the board to illustrate concepts, because it helps me to see a concrete representation of such abstract concepts. He is also good at bridging the gap between the students who have a lot of experience in computers and those of us who are just starting in the field, because he is willing to answer high-level questions but also explains things clearly and in detail. I also really appreciate that he uses the book to structure his lectures because it gives me two sources from which I can learn. I also like the periodic quizzes because they force me to learn the material as we go instead of waiting until right before the test.
- I knew what we would be doing in class each day.
- His way of teaching
- I actually learned in this course. He was also very interested in the learning outcomes of the course and its students.
- The homeworks were very helpful reinforcement for the material covered in the lectures and notes. I also enjoyed that he was very open to questions and discussion during class.
- I liked how Dr. Aubert would stop if someone had a question and try to go over what is confusing people until they understand.
- He was extremely receptive to questions and tried to make sure everyone actually understood the subject.
- Enthusiastic teaching, lectures were very clearly organized by subject. Quick recap of last lecture was incredibly helpful to increase retention so you didn't feel lost if short on study time.
- His notes and the code examples. Loved that he does not allow use of computer and enforces hand written notes.
- Liked that the professor was always 15-minutes early to the class to answer questions and just chat with students if no questions were being asked. At the beginning we would go over announcements and what was covered last time as well as what was to be covered that day. This helped me keep my notes very organized and helped me to know what to expect that day. Also liked that the professor was encouraging to students and was always willing to meet outside of office-hours if there was time.
- He clearly explained the concepts in our material.
- I like Dr. Aubert’s lecture style and his use of diagrams to explain concepts. I also like that he led the lectures off with a nice review of what we discussed in the last lecture and when upcoming tests were.
- Giving quizzes about the homeworks really help to make sure that people do the homework correctly.
- He is very friendly but still professional and obviously very knowledgeable about the subject matter.

What specific things did you not like about this instructor’s teaching methods? -

- I did not like how there was only lectures. I wish there had been labs of some sort.
- It was a little confusing sometimes trying to figure out what certain shorthand written on the board meant, but other than that I was pretty happy with the instruction.
- I can't think of anything specific.
- N/A
- No complaints.
- I can't think of anything
- Nothing.
- A significant portion of things that showed up in homeworks would come not from stuff that he wrote on the board, but from stuff he lectured about. It would be nice if he also highlighted some of the material that he goes on a significantly longer lecture about. The structure of the lecture would also loop around as stuff was forgotten to be mentioned and then mentioned later or possibly corrected (sometimes next class meeting).
- The professor was difficult to understand in the beginning, but it grew easier as the course progressed.
- Very hard exam paper
- sometimes lectures got confusing (not material, but flow)
Which do you prefer traditional or executive style classes? Why? -

- this question is still absolutely meaningless to me.
- I do not know what the term executive-style means.
- Traditional
- Traditional
- I prefer more hands on traditional style classes because if I make a mistake I receive quick feedback and learn much more rapidly that way. However, it is impractical in such large classes. (I still don't know quite what this means)
- ?
- I don't know what that means. What that is?
- Either one would work for this class. Being able to play with a VM in class would be beneficial but computer screens get in the way
- Traditional
- I have no idea. sorry.
- I don't know what an executive style class is.
- I don't have much of a preference.
- Executive

Other comments about the course or instructor? -

- None
- Dr. Aubert seems like a great professor. I was really impressed with the quality of his presentation of the course material.
- Thanks!
- Please keep teaching the class the way you’ve been teaching it. I know many students complain about using Linux, C, C++, and Java, but people need to step out of their comfort zone and try something new. I believe that this is why CS is where it is today, because people were daring enough to try something new. I really enjoyed learning from you.
- Great course. I thoroughly enjoyed it! Would have loved to been able to learn C code and actually program in this course but I understand some of the restrictions teaching this, this semester.
- For a first semester of teaching this course, everything was pretty smooth. Enjoyed the class!
- Keep it cool, my dude.
- The Linux code is helpful for understanding a little bit of what happens.
- I didn't make a list of pronunciations that he needed to work on, but I'm sure others did.
- He is a funny and fair instructor.
- The instructor is good
- Thank you for all your hard work this semester. I enjoyed taking this class and I definitely learned a lot!
- :)
CSCI 3410 (A): Database Systems
Fall 2017 | Clement Aubert

Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
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<tr>
<td>The instructor clearly conveyed course expectations.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>20% (1)</td>
<td>80% (4)</td>
<td>5</td>
<td>0</td>
<td>0.4</td>
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</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<tr>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor was interested that students learned.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Please respond to each of the following statements by circling the letter of the response that most accurately describes your evaluation.

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<tr>
<th>Statement</th>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor explained course material clearly.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor encouraged class discussion.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
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<td>The instructor encouraged intellectual effort.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Examinations and assignments required critical thinking, problem solving, and decision making.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>25% (1)</td>
<td>75% (3)</td>
<td>4</td>
<td>0</td>
<td>0.43</td>
<td>4.75</td>
</tr>
<tr>
<td>Examinations and assignments were graded fairly and impartially.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>25% (1)</td>
<td>75% (3)</td>
<td>4</td>
<td>0</td>
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Qualitative

What specific things did you like about this course?

- The breadth of material covered, and the approach taken to teach it
- Real world application of common software Homework was given well ahead of time and was used as more of a study guide. Interactive style
- I actually learned about more things than when I previously took this course.
- I liked the exams. They were structured perfectly and it almost was like solving puzzles, which makes learning easier. It was also easy to learn from my mistakes with the exams.
### What specific things did you not like about this course?

- The quizzes felt like easy points that you could study for right before class. Maybe instead of quizzes have presentable homework problems or mini projects.
- I felt that there were too many quizzes.
- Felt like it was too easy to gloss over part 2 of the homework. I think it would’ve been better to sprinkle some of that into the quizzes, even if it means some take longer than 10 minutes.
- Nothing, this course was great

### What specific things did you like about this instructor’s teaching methods?

- One of the best professor’s I have had so far. He was almost always available and approachable after class, the notes taken in class were more than adequate to assist with homework/ quizzes, which were good study tools for the exams. Code provided after class was great; it allowed me to pay attention to the material and not get caught up in language semantics, or get behind trying to copy code by hand. Doing all of the above returns nothing but success for this course.
- Listens to constructive criticism, reads studies on how to improve teaching effectiveness (no cell phones etc), doesn’t dwell on anything for too long, follows the book but can also improvise from questions.
- He shows the example in class then will send the code after. He included every student into the class discussions.
- I liked the Part 2 of the homework’s. They helped me gauge my understanding incredibly well. The lectures were also easy to follow.

### What specific things did you not like about this instructor’s teaching methods?

- Quizzes.
- I didn’t have any disagreements with his teaching methods.
- Accent has a bit of a learning curve but it’s not too bad.
- There wasn’t anything I didn’t like, this has been one of my favorite CS classes so far

### Which do you prefer traditional or executive style classes? Why?

- I prefer executive style classes for the most part, but I understand that it is not always the best approach for a given class. In the case of my Database class, there were only 6 students, so this approach was helpful for the small number of students. With 30 or 60, that may not be as effective or efficient.
- I don’t understand the difference of styles. Please rephrase question.

### Other comments about the course or instructor?

- If you continue the quizzes, instead of having the same questions from the homework, create similar questions on the same topic.
- Great instructor. I wish he was my first instructor for this course.
- I thoroughly enjoyed the class. My recommendations are based solely on my experience in the class, but I think if the material and teaching style stays the same, there is no reason for a student not to do well.

### Other (please specify): 

- I wasn’t considering a DB admin as a possible work field I was interested in until taking this course. Never realized the person who made the DB for the red button is above the president.
- I enjoyed the class and thought it was a good introduction into databases.
View Report

Mid-Term Survey

18 attempts have been completed

Question 1

Name some of the things your instructor should continue to do (i.e., what is working for you in this class).

- Not allowing laptops during lectures is a great policy. It allows to focus so much more.
- The feedback on graded assignments has been really good, as well as your openness to answering any questions we may have during lab/lecture and even outside of class. I also appreciate your enthusiasm when teaching your class and that you try and make things more interesting.
- I enjoy the structure and organization of your lectures. The way you lay out beforehand what we will cover, and stick to it, really helps me grasp these concepts better.
- To continue to do:
  - outlining lecture
  - basically everything about lecture - they are incredible
  - not allowing late people to lecture but having lenient lab rules
  - tests, quizzes, homeworks, and projects are all good
- I think the lab exercises are very good and are really how I learn the material in the end.
- Writing out examples
  Work similar examples the class will personally use
- Giving lectures before lab.
  Providing examples in class to the homework.
- Doing practice code on the board is extremely helpful and helps me when it comes time to study and do the labs and projects.
- Going into depth about the topics you bring up in class.
- I like the preciseness of the instructions, the reminders for assignments, and how the quizzes are based on the homework.
- The way he teaches is excellent and should continue that format
- He should continue to answer questions as frequently as he does, and he should continue to explain each method step by step for it is quite easy to lose focus with all the different coding language written.
Code examples

breaking up sections
  labs where we build code from scratch
  quizzes

The labs are challenging enough to make you think and learn what we are discussing in class. I believe this is truly beneficial in helping learn the material.

Lab coursework and lectures format.
  Challenge us to think independently and apply the material to real-life situations.
  Teaches in a way that helps to retain and make material almost second-nature.
  Is available (if communicated with) and will look over problems with concepts and creating applications with Visual Studio.
  Provides plenty of resources to expand knowledge and reinforce learning material.
  Makes the material fun, and has a sense of humor.

I like that you take time to review exams, quizzes, and projects after you give them back. Additionally, I like that you give partial feedback on our projects and how you’re always available to answers any questions we have, whether it’s about homework or labs. So, continue to do that.

- Periodic projects (I’m able to utilize what we’ve learned)
  - Milestone labs
  - Reviews before exam

Question 2

Name some of the things your instructor should stop to do (i.e., what is not working for you in this class).

Collapse Responses

N/a

During lecture you have a tendency to be a bit unorganized (no offense), in that you will write something on the board, leave it to go write something else, then come back and add to what you’ve already written. I know that at times this is intentional, but sometimes I don’t think it is and it can make note taking and keeping track of information slightly difficult.

I have no complaints.

To stop doing:
  - tests are maybe too high stakes - maybe one more test per semester would be good (not sure about this one)
  - some of the Microsoft docs that are linked to in the labs are written at a level so much higher than where we are that the benefits of trying to read them probably don’t outweigh the costs
I would want him to elaborate more on the newer things we learn.

Giving out homework questions that better pertain to the sections in the book of which they instruct you to look through.
Ask to see if everyone understands a certain subject.

Not go so fast when explaining certain topics.

I can not think of anything.

The programing assignments should carry a little weight instead of the exams which carries over 80% of the grades.

I believe there are no real issues with his teaching, maybe there should be a little more of a break between some of the grades such as the projects, quizzes, and tests

Answering pointless questions. If a student asks something during the lecture that is completely un-related to the lecture and/or was covered in a previous lecture, taking a few minutes to answer them inconveniences the rest of the class. Answering them during lab would be preferable.

Lessons where we learn to many new things. Some lessons end up being overwhelming.

The review day before exam I think more review directed on your part would be helpful. Especially the first exam where nobody really knows what to exspect. At least the first half of the class. Then leave the rest of the class open to questions.

Nothing really to stop doing, see Question 3 for recommendations.

No complaints

Honestly, you’re doing fine. I can't think of anything that you’re doing wrong.

- Limiting quiz times to only 5 minutes (the small time constraint makes me feel rushed -- 10 minutes is a better time frame)
  - Adding things in the lab that haven’t been thoroughly discussed in class

Question 3

Name some of the things your instructor should start doing (i.e., new or different approach that would aid your learning).

Collapse Responses

We should be allowed to make up work if we miss a quiz or test.
The only thing that I would recommend is taking just a little more time during lecture to recap and make sure everyone understands the topics that are being discussed. We got a lot of information during lecture and at times it can be a little overwhelming.

Nothing I can think of.

Start doing:
- speak louder during lecture
- maybe provide solutions/answers to the problems/projects/questions presented during the lab. Would be nice to check our work, so to speak, even if they are only sample solutions/answers since a variety of solutions/answers are sometimes possible. Asking the instructor to check everything would probably be too much.

Maybe have examples on the website

Giving out study guides or outlines for the exams, and more example exercises in the homework's questions.

none

It would be nice to have more exciting projects, but that is difficult to do in an intro class. Other than that, I can not think of anything.

I think his approach now is perfect

Once again no real issues, maybe could go a little deeper into the meanings of some of many of the keywords used.

More labs where we build from scratch

Shorter labs. I almost never completely finish a lab.

In the lab guide us to what we should be seeing. Open ended questions can help guide us but I often feel as if I don't know what I should be seeing.

During labs, while going around to those who only have questions, I believe a rough start on the "labs" or homeworks should be done the first 10-15 minutes of class. Some students understand and get how to do the labs easy and fly through the class, while others can do it, but struggle to get started. So a brief "overview" should be done. (Visual Studio 2017 helps with problem solving to help those students as it gives recommendations, but 2015, which is what we have in class, does not)

Nothing comes to mind; I believe he is doing an excellent job.

Maybe you should randomly grade lab assignments and have them count as extra credit. That would give me and I think other students more of an incentive to do them. Not that learning and practicing the material isn't incentive enough, but making them count as extra credit would definitely motivate us more.
- Using more of the code that we talked about/wrote out on the board in class in the lab (I can see exactly how it’s used/manipulate it myself)
- Giving solutions to the lab problems (so I know if i’m doing them correctly)
Mid-Term Survey

6 attempts have been completed

Question 1

Name some of the things your instructor should continue to do (i.e., what is working for you in this class).

Collapse Responses

You are very good at ensuring a student's question is fully answered. Sometimes the question goes a little bit into a tangent, but it is refreshing to have an atmosphere where students do not feel too intimidated to ask questions.

Class is going great!

I think he does a good job of being open to questions / suggestions.

I think you're killing it as it is. I think your lectures are very easy to understand and the pace is great. I don't find myself bored or stressed.

What I like about your teaching style is that it is very organized and for people who are very organized themselves, I like this. I like that we begin with announcements and then how you cover briefly what we will be covering for that lecture or that week. This really helps me keep my notes organized and it makes looking back in my notes very easy and the information accessible. Another teaching aspect I like are the diagrams and the color code. There's lots of information that goes up on the board during lecture time, so the fact that you color code things also helps me use colors in my notes and differentiate between the information.
Your lectures are top notch in my opinion. I like how we stay away from powerpoint slides and how you have a clear structure to each lecture.

Homeworks feel important, but don't kill your grade for not understanding them the first time you do them because well they aren't a grade which is how homework should be.

Test feel hard enough to where if you didn't keep up in class and do the homeworks they would be difficult to blindly take.

Quizzes feel like they serve their purpose. Not suppose to cripple your grade, but are a good wake up call that you don't understand something and that you should probably look at it somemore.

Question 2

Name some of the things your instructor should stop to do (i.e., what is not working for you in this class).

- Collapse Responses

- Nothing comes to mind. Most things are executed well in terms of lecture and assignment/test expectations.

- Class is going great!

- I can't think of anything in particular.

- Everything is kosher.
There is nothing particularly wrong with your lectures or teaching style. The only thing I'd ask is that after writing the notes or drawing a diagram on the whiteboard, give students a moment to catch up before explaining the diagram/notes in-depth. Sometimes I fall behind in lecture trying to keep up with writing down what has been written on the board. Other than that fantastic job.

Question 3

Name some of the things your instructor should start doing (i.e., new or different approach that would aid your learning).

Collapse Responses

1. Very small suggestion. The only issue I have with this lecture is the sheer speed we adjust and navigate through the database drawings. I can keep up mentally but trying to draw and redraw lines and relations in the time it takes to erase a marker line and rewrite somewhere else is a little overwhelming. Seems like not a big deal, but when I go back to look at my notes, I have half drawn examples. One thing I would recommend, its posting each lecture's examples online so that students can print them out and bring them during each lecture. Much like handouts 1, 2, 3 earlier this year, but have the students print them out instead.

2. Also, because part 2 of the homework is so vital to most of your tests, have you ever considered setting up part 2 in a way that they can be graded OR even have projects through the semester similar to the assignments in part 2? The only reason is because students are naturally only going to do the bare minimum, so if there is a grade required for an assignment, I'm sure more will have exposure to problems like the ones in Part 2 and hopefully lead them to better test averages. Just a thought.
I would like to work on a project for this class that allows us to work with a database in a meaningful way, and to create a program that reflects how real world applications interact with databases.

It doesn't have to be a big project, just something that would allow us to demonstrate our knowledge and ability to interact with databases as programmers. Could be a group project, or individual, which ever way you think would work best.

It could even be optional! I just think we would benefit from, as well as welcome, the opportunity.

Maybe more project based assignments. The problems on HW's help, but I feel as though I learn more if I have to build things myself rather than be told what to do.

I'm not sure.

I honestly have nothing to add.

Do more live examples. Making mistakes while we do a live example is one of the best ways that I have found to learn. Doing everything perfectly the first time makes it hard to understand what to do if you do mess something up.
CSCI 1301 (A): Principles of Comp Program I  
Spring 2018 | Clement Aubert

## Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
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<td>The instructor clearly conveyed course expectations.</td>
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## Qualitative

No comments were made for this course section.
# CSCI 1301 (B): Principles of Comp Program I

Spring 2018 | Clement Aubert

## Quantitative

Please respond to the following questions about the instructor of this course.

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<tr>
<th></th>
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## Qualitative

No comments were made for this course section.
CSCI 3410 (A): Database Systems  
Spring 2018 | Clement Aubert

**Quantitative**

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**Qualitative**

No comments were made for this course section.
View Report

Mid-Term Eval

3 attempts have been completed

Question 1

Name some of the things your instructor should continue to do (i.e., what is working for you in this class).

- Labs and practice problems

  The labs are set up and partitioned in a way that makes them doable for most everyone at all levels. Like if I start to get confused in lecture, usually in lab I can understand whatever I was confused or lost on.

- Clement Aubert should think about quitting

Question 2

Name some of the things your instructor should stop doing (i.e., what is not working for you in this class).

- N/A
I know we have ALOT to cover, but sometimes it is super hard to keep up when taking notes because you speak super fast and write alot. So im trying really hard to take notes on like what you are saying while copying code at the same time. I almost feel like I need a second right hand to write everything at once.

Maybe if you had it available before class you could post the code or have it online so we can print it and write on it to edit it (note on it in class).

Clement Aubert should stop teaching

Question 3

Name some of the things your instructor should start doing (i.e., new or different approach that would aid your learning).

Collapse Responses

Make labs and homeworks graded.
Alot of students in this course are struggling with similar issues. I feel like making labs more interactive with the class would help those of us that come regularly, get more out of it.

Would you consider adding points to the test grades so that if the highest score was say a 95 then everyone would receive 5 points to their test. This would be really helpful to keep everyone positive and less depressed because I am pretty sure with the way the schedule worked out we will receive the exam scores after the no-fault withdrawl date. So if we do fail miserably we will have at least a little more chance to make a comeback later in the semester, since we are unable to receive a W if we did want to try to get out of the class.

I feel the addition of the points would help the entire class without shifting grades that much. Otherwise I feel there isn't much I would change.

I personally found this as something I actually enjoy doing, but if I fail this test I am not sure if I should keep going with this path or what to do from here.

Clement aubert should start the process to quitting
View Report

Mid-semester

2 attempts have been completed

Question 1

Name some of the things your instructor should **continue** to do (i.e., what is working for you in this class).

- Collapse Responses

  - Keep list of what we will discuss today.
  
  - Keep showing code examples. The code helps me understand the ideas.

Question 2

Name some of the things your instructor should **stop** doing (i.e., what is not working for you in this class).

- Collapse Responses

  - Giving us homework assignment problems that are unclear and never really went over the answers of the problems (For example, "Hi, dad" printed twice but we never understood which process printed that message").

  - Don't stop anything.

Question 3
Name some of the things your instructor should **start** doing (i.e., new or different approach that would aid your learning).

- Explain coding part in more details with more comments written down.
- Can't think of anything that would help me more.
View Report

End of semester

2 attempts have been completed

Question 1

Name some of the things your instructor should **continue** to do (i.e., what is working for you in this class).

- The use of different colored markers really helped in lectures, as well as the constant and overall helpful feedback on projects allowed me to see what I was doing wrong/could be doing better.
- I honestly love your teaching. You explain things, you give examples and you go over things when they need to be gone over in depth.

Question 2

Name some of the things your instructor should **stop** doing (i.e., what is not working for you in this class).

- I personally thought everything was fine.

Question 3

Name some of the things your instructor should **start** doing (i.e., new or different approach that would aid your learning).
Collapse Responses

- Maybe some people in the future would benefit from more/different examples of problems.

- For the love of God, please give some multiple choice test. I understand writing code genuinely means you understand the material, but that was some intense stuff. I think actually using visual studios in class so we can see errors (if they occur) or how things compile would be a great option.
### Quantitative

Please respond to the following questions about the instructor of this course.

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<thead>
<tr>
<th></th>
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<tr>
<td>The instructor was interested that students learned.</td>
<td>0% (0)</td>
<td>10% (1)</td>
<td>20% (2)</td>
<td>40% (4)</td>
<td>30% (3)</td>
<td>10</td>
<td>0</td>
<td>0.94</td>
<td>3.9</td>
</tr>
</tbody>
</table>

### Qualitative

No comments were made for this course section.
No survey results found for the period selected.
# CSCI 3271 (A): Operating System

## Fall 2018 | Clement Aubert

### Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>DNA</th>
<th>SD</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor clearly conveyed course expectations.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>The instructor provided meaningful learning experiences.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td></td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>The instructor was interested that students learned.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (4)</td>
<td></td>
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</table>

### Qualitative

No comments were made for this course section.
### Quantitative Report

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Key</th>
<th>Report Status</th>
<th>Enrolled Students</th>
<th>Responded Students</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1301 (A): Principles of Comp Program I</td>
<td>A</td>
<td>Released</td>
<td>25</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>CSCI 1301 (B): Principles of Comp Program I</td>
<td>B</td>
<td>Released</td>
<td>25</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>CSCI 3410 (A): Database Systems</td>
<td>C</td>
<td>Released</td>
<td>7</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td>57</td>
<td>26</td>
<td>45.61%</td>
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</table>

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>The instructor clearly conveyed course expectations.</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Did Not Answer</th>
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<tbody>
<tr>
<td>A</td>
<td>30% (3)</td>
<td>0% (0)</td>
<td>0% (0)</td>
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<tr>
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<td>0% (0)</td>
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<td>69.23% (9)</td>
<td>4.23</td>
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<td>0</td>
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<tr>
<td>C</td>
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<td>0% (0)</td>
<td>33.33% (1)</td>
<td>66.67% (2)</td>
<td>4.67</td>
<td>0.47</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>The instructor helped me better understand the subject matter.</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
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<th>Standard Deviation</th>
<th>Did Not Answer</th>
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<tr>
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<td>7.69% (1)</td>
<td>76.92% (10)</td>
<td>4.31</td>
<td>1.43</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (3)</td>
<td>5</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The instructor treated students with respect.</th>
<th>Strongly Disagree</th>
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<th>Did Not Answer</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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<td>0% (0)</td>
<td>20% (2)</td>
<td>20% (2)</td>
<td>60% (6)</td>
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<td>0.8</td>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>7.69% (1)</td>
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<td>4.31</td>
<td>1.43</td>
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</tr>
<tr>
<td>C</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (3)</td>
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<td>0</td>
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### Qualitative Report

<table>
<thead>
<tr>
<th>Course Sections</th>
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<td>7</td>
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<td>42.86%</td>
</tr>
</tbody>
</table>

**Overall**

|               | 57 | 26 | 45.61% |

<table>
<thead>
<tr>
<th>The instructor provided meaningful learning experiences.</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
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<td>0% (0)</td>
<td>30% (3)</td>
<td>40% (4)</td>
<td>3.6</td>
<td>1.56</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>15.38% (2)</td>
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</tr>
</tbody>
</table>

<table>
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<th>The instructor was interested that students learned.</th>
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<td>0</td>
</tr>
<tr>
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<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (3)</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Responses

What specific things did you like about this course?

A

- Like the practical nature of the material that is taught.
- There is more than one way to achieve an outcome.
- I like understanding the content; that sort of "eureka!" moment where everything clicks together.
- Having routine quizzes in class.
- I've learnt a lot more than I expected. It was very extensive.
- Typing code.
- The laboratory assignments and projects.
- Since this is an introductory course it is not required for students to attend every class. Since this class took place at 8:30 AM and I already had a lot of experience with the subject matter this was very important to me.

B

- The level of detail he went into and how he'd entertain any question with a thorough, helpful answer.
- I learned C# programming principles.
- In the beginning it was assumed we knew nothing about programming (which in my case was true) and went from there. I loved how meticulous the professor was about erasing the board as well.
- I love the involvement. The magnitude of exposure and its opportunities with the professor for help with content is awesome.
- The professor is funny. He lectures thoroughly well. He tries to understand students and help them understand the topic. I love that he has assistants that take notes in class so sometimes when you must take an absent you don't miss out on the notes. His assistants are also very knowledgable in the course too.
- Although the lectures are really long and often hard to follow, the teacher is open to any questions the student may have. This also includes when a student discovers a different way to finish the code.
- I thoroughly enjoyed the subject matter. This class was my first experience with any type of programming and it helped me to quickly develop a passion for programming and logical thinking.
- I enjoyed the problem solving aspect of the course. It allowed me to see how the concepts that I was learning in class applied to the real world.
- The material covered made sense in the order it was presented.
- Each lesson built on the previous ones, making it easy to understand complicated topics. The professor never went too fast or jumped ahead. Well paced.
- Easy to understand the material being taught. Excellent examples. Lab to support course material.
Responses

C
- I especially liked the problems that asked us to identify problems and database models and to propose alternative solutions. I also liked writing database applications.
- The lectures were thorough and well planned.
- Class environment was relaxed.

A
- This course should not be listed as a 4-hour course. It is an introductory course that technically has a lab meeting portion, however, since it is listed as a 4 hours course none of my previous coding classes from GA Tech transferred thus I was forced to sit through an unnecessary course that is not even part of my major. The course itself is was fine, but it should either be 3 hours, or intro to coding courses that are 3 hours from other school should be able to replace it.
- The textbook
- Writing code by hand.
- The course material was not good. It didn't follow the professor's arrangement, and I think the professor taught it in a better way.
- Homework was never graded or gone over in class
- Nothing in particular.
- Very challenging and a waste of time if you are an IT major since we don't have to take part 2. If we fail this class we have to retake which is very costly!
- It taught in a very rigid fashion. It doesn't allow for exploration of different problem solving methods that C# offers; Discourages creativity.

B
- Nothing
- Not enough graded assignments, so your grade was determined by only a few quizzes and tests. The final is worth too high of a percentage of the total grade.
- Sometimes the grammar was a little off in the lab instructions.
- I understand that it is an introductory course but I believe that less time should be allocated to the simple stuff like declaring variables and displaying them etc.
- There was nothing that I didn't like about this course.
- The teacher nitpicks in certain situations which can be a good or bad thing depending on the assignment.
- Not really anything, I enjoy this course the most by far.
- My ex was in it too.
- Though intelligent this instructor was not reared from this school of thought
- Nothing.
### Responses

<table>
<thead>
<tr>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific things did you not like about this instructor's teaching methods?</td>
</tr>
<tr>
<td>The disparity between writing on paper in class versus having to practice on a computer.</td>
</tr>
<tr>
<td>I very much enjoyed that the professor wrote out his codes on the board by hand, however, I really would have preferred to have seen some visual basic in class either as screen shots, or running actual codes.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Too much grade emphasis on exams.</td>
</tr>
<tr>
<td>Sometimes we went forward a little too fast, and I didn't understand everything. I tried to cover everything from the lectures in my notes, and I still always have to google some answers for the homework.</td>
</tr>
<tr>
<td>Labs, homework, tests, and quizzes were never gone over</td>
</tr>
<tr>
<td>Nothing in particular.</td>
</tr>
<tr>
<td>This course is very default and having a professor who has a strong French accent makes it very hard to understand. Gives homework doesn't grade or go over in class. Only answer the homework questions for 5 minutes before quizzes. Lab is another thing that he does not grade. So it would be nice to have him go over the lab as a class if he isn't grading them.</td>
</tr>
<tr>
<td>Needs to slow down the speed which the material is taught and elaborate more on concepts (go step by step). Lack of practical examples that involve more wide-spread student participation (make it an active learning experience).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>No complaints</td>
</tr>
<tr>
<td>Labs felt very optional, not tied into class enough. Wanted to do another project or two.</td>
</tr>
<tr>
<td>Sometimes when he answers a question he is really blunt and it comes off as him being rude. Other than that their is really nothing that I disliked about Dr. Aubert's teaching methods.</td>
</tr>
<tr>
<td>There was nothing that I didn't like about his teaching methods.</td>
</tr>
<tr>
<td>Handwriting is difficult to read and the boxes he uses can be a bit confusing early on.</td>
</tr>
<tr>
<td>Nothing, if anything please give the Professor a room with a movable stadium because it's blocking the board and he has to consistently move around due to that one area he can't write on the board.</td>
</tr>
<tr>
<td>Organization lacks a bit when we are covering library and program tabs but it's understandable and comprehensive.</td>
</tr>
<tr>
<td>I guess my only complaint would be to talk slower sometimes.</td>
</tr>
<tr>
<td>Early test came in low</td>
</tr>
<tr>
<td>nothing.</td>
</tr>
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</table>
## Responses

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
</tr>
<tr>
<td>- I personally was not fond of live-coding sessions. I learn better by implementing code on my own.</td>
</tr>
<tr>
<td>- I wish I could offer constructive criticism, but there was nothing about his teaching that I disliked.</td>
</tr>
<tr>
<td>- Nothing negative to say.</td>
</tr>
</tbody>
</table>

## Other comments about the course or instructor?

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>- Nothing in particular.</td>
</tr>
<tr>
<td>- It was challenging. But that’s good. I took this course because I wanted to see if I would like programming, and I really feel like I got an understanding of what it’s like, so I’m glad.</td>
</tr>
<tr>
<td>- I feel it could be potentially beneficial for students if you had visual examples of the codes in progress using visual studios in class as opposed to solely in lab since in my opinion the lab does not go into the depth that you go into in class. This could be easily accomplished, by having certain scripts written ahead of time so students can see exactly what they will be seeing on their screens when they attempt to code for the first time themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
</tr>
<tr>
<td>- Great course and I hope to have him in the future!</td>
</tr>
<tr>
<td>- Thank you for the instructor. the entire output, the semester, was a enjoyable.</td>
</tr>
<tr>
<td>- I was terrified at the beginning of the course that I wouldn’t be able to get it, but M. Aubert was patient, kind, and encouraging.</td>
</tr>
<tr>
<td>- Honestly best professor this semester, I would love to take him again</td>
</tr>
<tr>
<td>- If you don’t understand just ask him, he is happy to help so don’t be upset in getting something wrong.</td>
</tr>
<tr>
<td>- Before taking this class, I was nervous that Dr. Aubert was going to assume that we all had a background in computers and were already familiar with the subject – this was not the case. I greatly appreciate his patience, organization and dedication to teaching.</td>
</tr>
<tr>
<td>- He is a great teacher and a person that really cares about his students. He does not wish that anyone fails and tries his best to allow every student to succeed.</td>
</tr>
<tr>
<td>- Include at least one more project in the course, as they were very fun to figure out, and having another grade included would spread out the grade distribution more — tests and final outweigh quizzes and projects too much.</td>
</tr>
<tr>
<td>- I highly recommend him for this course. He made the class about understanding programming and not memorization. I thoroughly enjoyed it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
</tr>
<tr>
<td>- Thank you, and I hope you teach other upper level courses.</td>
</tr>
<tr>
<td>- Best professor at AU.</td>
</tr>
</tbody>
</table>
View Report

Mid-term Survey

6 attempts have been completed

The Student's Role

Question 1
What is your reason for taking this course?

<table>
<thead>
<tr>
<th>Requirement Type</th>
<th>Count</th>
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<td>Core Requirement</td>
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<tr>
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<tr>
<td>Major/Minor requirement</td>
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<tr>
<td>Learning Support Requirement</td>
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Question 2
Is the subject matter in this course interesting to you?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>50 %</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>50 %</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0 %</td>
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</table>

Question 3
How difficult has this course been for you?

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Extremely easy</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Relatively easy</td>
<td>4</td>
<td>66.67 %</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>2</td>
<td>33.33 %</td>
</tr>
<tr>
<td>Relatively hard</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Extremely hard</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Question 4
On average, approximately how many hours per week did you devote to this course outside of class and lab time?
### Course Overview

**Question 5**

The course objectives were clearly stated in the syllabus or in class.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>9 – 11 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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<tr>
<td>6 – 8 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>3 – 5 hours</td>
<td>6 (100 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>0 – 2 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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</tbody>
</table>

**Question 6**

Tests were representative of the content of the lectures, discussions, and assignments.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>12 or more hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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<tr>
<td>9 – 11 hours</td>
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<td>6 – 8 hours</td>
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<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>3 – 5 hours</td>
<td>5 (83.33 %)</td>
<td>1 (16.67 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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<tr>
<td>0 – 2 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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</table>

**Question 7**

I was usually able to complete tests within the time allowed.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
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<tr>
<td>12 or more hours</td>
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<td>9 – 11 hours</td>
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<td>0 (0 %)</td>
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<td>0 (0 %)</td>
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<tr>
<td>6 – 8 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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<tr>
<td>3 – 5 hours</td>
<td>5 (83.33 %)</td>
<td>1 (16.67 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
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<tr>
<td>0 – 2 hours</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>
Question 8
This course has challenged me to think and not just memorize.

- Strongly agree: 3 (50%)
- Agree: 3 (50%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

Question 9
After taking this course, I see how this course relates to other academic areas and/or practical situations.

- Strongly agree: 5 (83.33%)
- Agree: 1 (16.67%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

The Role of the Instructor

Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

- Strongly Agree: 5 (83.33%)
- Agree: 1 (16.67%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

Question 11
The professor showed enthusiasm in the teaching of this course.

- Strongly Agree: 6 (100%)
**Question 12**
The professor provided opportunities to ask questions and to participate in class.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<tr>
<td>Strongly Agree</td>
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<tr>
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<td>0%</td>
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<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
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</tbody>
</table>

**Question 13**
The professor was available for consultation during posted office hours or by appointment.

<table>
<thead>
<tr>
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<th>Count</th>
<th>Percentage</th>
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<tr>
<td>Agree</td>
<td>2</td>
<td>33.33%</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Question 14**
The professor's classes were well organized.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<td>100%</td>
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<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
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</tbody>
</table>

**Question 15**
The professor explained ideas and concepts clearly.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>100%</td>
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<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
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</tbody>
</table>

**Question 16**
The professor gave clear instructions for course assignments.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Neither</td>
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<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<td>0%</td>
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</tbody>
</table>

**Question 17**
The professor graded in a fair manner.

<table>
<thead>
<tr>
<th>Always</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Question 18**
The professor gave feedback on tests, papers, and other assignments.

<table>
<thead>
<tr>
<th>Always</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (83.33%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>16.67%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Question 19**
The professor returned graded assignments, except for long-term projects or papers, within one week.

<table>
<thead>
<tr>
<th>Response</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Question 20**
The professor was on time for class.

<table>
<thead>
<tr>
<th>Response</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>33.33%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Question 21**
The professor was well prepared for class.

<table>
<thead>
<tr>
<th>Response</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Question 22**
During class, the professor kept the focus on material relevant to the topic at stake.

<table>
<thead>
<tr>
<th>Response</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
2019 - Fall - CSCI 3410 - Mid-term (p. 7)

**Overall Evaluation**

**Question 23**

How would you rate the professor's overall performance in this course?

- **Excellent**: 6 (100 %)
- **Very Good**: 0 (0 %)
- **Good**: 0 (0 %)
- **Fair**: 0 (0 %)
- **Poor**: 0 (0 %)

**Question 24**

How would you rate your overall performance as a student in this course?

- **Excellent**: 0 (0 %)
- **Very Good**: 4 (66.67 %)
- **Good**: 1 (16.67 %)
- **Fair**: 1 (16.67 %)
- **Poor**: 0 (0 %)

**Question 25**

What should your instructor *continue* to do in this class (i.e., what is working for you?):

- Dividing the lecture into sections has helped me to focus on the material and not wonder when it is going to end.
- The lectures, drawings and examples are very helpful! The lecture notes and questions/problems/exercises etc and also extremely helpful!
- The instructor should keep everything as is, the daily review and chances to ask questions are perfect for keeping up with the class.
Question 26
What should your instructor stop to do in this class (i.e., what is not working for you?).

- Nothing particular in mind.
- I honestly can't think of anything that isn't at least partially helpful. The lectures, notes, and examples have all been useful.
- Nothing in the class is detrimental to the learning experience
- I've been sitting here for like 5 minutes trying to thinking something and nothing comes to mind.
- Nothing

Question 27
What should your instructor start doing in this class (i.e., how can it be improved?).

- The material seems to be presented at the same speed regardless of its complexity. It might be good to vary the time spent on material based on how difficult to understand that material is likely to be. However, maybe the instructor is already doing that and I just haven't noticed.
- I enjoy the lectures just the way they are.
- Maybe improve handwriting?
- I can't think of anything that could be added to improve the learning experience
- Maybe offer blank paper for test/quizzes to draw/illustrate any ideas we might need to think out before answering specific questions?
- Incorporate the book some and use some examples on the projector.

Question 28
What is your opinion on the lecture notes I'm sharing with you? Are they usable, useful, sufficiently detailed, clear enough, properly organized?

Please, remember to include both the positive and the negative aspects.
Collapse Responses

They're useful and easy to understand for the most part. I especially like the exercises and problems with solutions. However, some of the examples could be better explained. For example, in 4.2.2.5, page 98, the CUSTOMER, BANK, ACCOUNT entities with POSSESES relationship is explained quite nicely in the third paragraph, but the PERSON, LIBRARY, BOOK with BOUGHT relationship is sort of difficult to understand (is it saying that a book at a library can be bought by multiple people? Maybe the relationship is supposed to be "BORROW"). I also would have like to read an explanation of (or way of reading) the last example, the TEACHES relationship on page 99-100. So I feel that how to read ER models with relationships of degree higher than two needs more explanation and maybe more examples. That is the only place in the notes that I can think of that is to me not sufficiently explained and/or detailed.

While the notes have errors sometimes, they are well organized and have me more than prepared for the lectures and quizzes. Also, having the notes instead of a book has saved me loads of money.

Very helpful overall! They're pretty clear and they provide specific information that will be useful on quizzes and tests. I can go through them and make a study guide for the tests while also practicing different examples. There are occasionally a few errors or the solutions won't match up to the questions, but it's still mostly clear and readable so this isn't a huge drawback.

Very helpful. The only things I've noticed is the occasional mismatch problem solutions and some typos here and there.

The lecture notes have been very useful! The only thing I might suggest is maybe a more clear table of contents. Even that is just slight nitpicking though.

positive - the exercises are really helpful

cons - the format and the organization don't convey the info clearly for me
**The Student's Role**

**Question 1**
What is your reason for taking this course?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Votes</th>
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<tbody>
<tr>
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<td>Elective</td>
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</tr>
<tr>
<td>Major/Minor requirement</td>
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<td>69.23%</td>
</tr>
<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Learning Support Requirement</td>
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<td>3.85%</td>
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</table>

**Question 2**
Is the subject matter in this course interesting to you?

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>14</td>
<td>53.85%</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>34.62%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>7.69%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3.85%</td>
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</tbody>
</table>

**Question 3**
How difficult has this course been for you?

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Extremely easy</td>
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<tr>
<td>Relatively easy</td>
<td>9</td>
<td>34.62%</td>
</tr>
<tr>
<td>Middle of the road</td>
<td>9</td>
<td>34.62%</td>
</tr>
<tr>
<td>Relatively hard</td>
<td>4</td>
<td>15.38%</td>
</tr>
<tr>
<td>Extremely hard</td>
<td>0</td>
<td>0%</td>
</tr>
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</table>

**Question 4**
On average, approximately how many hours per week did you devote to this course outside...
of class and lab time?

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
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<tbody>
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<td>12 or more</td>
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<tr>
<td>9 – 11</td>
<td>0 (0 %)</td>
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<tr>
<td>6 – 8</td>
<td>3 (11.54 %)</td>
</tr>
<tr>
<td>3 – 5</td>
<td>9 (34.62 %)</td>
</tr>
<tr>
<td>0 – 2</td>
<td>14 (53.85%)</td>
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</table>

**Course Overview**

**Question 5**
The course objectives were clearly stated in the syllabus or in class.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>13 (50 %)</td>
</tr>
<tr>
<td>Agree</td>
<td>12 (46.15 %)</td>
</tr>
<tr>
<td>Neither</td>
<td>1 (3.85 %)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>

**Question 6**
Tests were representative of the content of the lectures, discussions, and assignments.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>15 (57.69 %)</td>
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<tr>
<td>Agree</td>
<td>7 (26.92 %)</td>
</tr>
<tr>
<td>Neither</td>
<td>2 (7.69 %)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (7.69 %)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>

**Question 7**
I was usually able to complete tests within the time allowed.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12 (46.15 %)</td>
</tr>
<tr>
<td>Agree</td>
<td>9 (34.62 %)</td>
</tr>
<tr>
<td>Neither</td>
<td>3 (11.54 %)</td>
</tr>
</tbody>
</table>
### Question 8
This course has challenged me to think and not just memorize.

- **Strongly agree**: 16 (61.54 %)
- **Agree**: 10 (38.46 %)
- **Neither**: 0 (0 %)
- **Disagree**: 0 (0 %)
- **Strongly disagree**: 0 (0 %)

### Question 9
After taking this course, I see how this course relates to other academic areas and/or practical situations.

- **Strongly agree**: 13 (50 %)
- **Agree**: 11 (42.31 %)
- **Neither**: 2 (7.69 %)
- **Disagree**: 0 (0 %)
- **Strongly disagree**: 0 (0 %)

### The Role of the Instructor

### Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

- **Strongly Agree**: 15 (57.69 %)
- **Agree**: 10 (38.46 %)
- **Neither**: 1 (3.85 %)
- **Disagree**: 0 (0 %)
- **Strongly Disagree**: 0 (0 %)

### Question 11
The professor showed enthusiasm in the teaching of this course.
Question 12
The professor provided opportunities to ask questions and to participate in class.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<td>76.92%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>23.08%</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Question 13
The professor was available for consultation during posted office hours or by appointment.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15</td>
<td>57.69%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>23.08%</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>19.23%</td>
</tr>
<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Question 14
The professor’s classes were well organized.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>16</td>
<td>61.54%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>38.46%</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Question 15
The professor explained ideas and concepts clearly.

- Strongly Agree: 16 (61.54%)
- Agree: 10 (38.46%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

Question 16
The professor gave clear instructions for course assignments.

- Strongly Agree: 19 (70.37%)
- Agree: 8 (29.63%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

Question 17
The professor graded in a fair manner.

- Always: 23 (88.46%)
- Most of the time: 3 (11.54%)
- Sometimes: 0 (0%)
- Rarely: 0 (0%)
- Never: 0 (0%)

Question 18
The professor gave feedback on tests, papers, and other assignments.

- Always: 23 (88.46%)
- Most of the time: 3 (11.54%)
- Sometimes: 0 (0%)
Question 19
The professor returned graded assignments, except for long-term projects or papers, within one week.

Always: 26 (100 %)
Most of the time: 0 (0 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 20
The professor was on time for class.

Always: 25 (96.15 %)
Most of the time: 1 (3.85 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 21
The professor was well prepared for class.

Always: 25 (96.15 %)
Most of the time: 1 (3.85 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 22
During class, the professor kept the focus on material relevant to the topic at stake.

Always: 22 (81.48 %)
### Overall Evaluation

#### Question 23
How would you rate the professor's overall performance in this course?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>20 (76.92%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>6 (23.08%)</td>
</tr>
<tr>
<td>Good</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>Fair</td>
<td>0 (0 %)</td>
</tr>
<tr>
<td>Poor</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>

#### Question 24
How would you rate your overall performance as a student in this course?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6 (23.08%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>10 (38.46%)</td>
</tr>
<tr>
<td>Good</td>
<td>7 (26.92%)</td>
</tr>
<tr>
<td>Fair</td>
<td>3 (11.54%)</td>
</tr>
<tr>
<td>Poor</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>

#### Question 25
What should your instructor continue to do in this class (i.e., what is working for you?).

- Teach and being prepared for all classes.
- Thoroughly explain programming techniques and concepts with examples on the board.
- I feel like the break down on the notes work really well.
- It's all working great!
By giving us the labs and homework at the beginning of the week, I can look over what we will be doing and learning, which has greatly helped me with the class. Also, by giving feedback on our project while we were doing it, I was able to improve more effectively than simply waiting till after he graded it to give us feedback.

Working through the code on the board and adding onto it throughout the lesson. Your enthusiasm helps keeping me intrigued and attentive during your lessons, and I'm glad you're passionate about the subject.

So far, my experience with the course has been excellent. Grasping the fundamentals of programming has been both an interesting challenge as well as a fun one. I enjoy how we review concepts from the previous class, as it helps reinforce the topics.

Writing out what they aim to do in that specific class is very useful and marking which section/topic we are on is very beneficial. Furthermore, writing on the board and not going too far down the board is also very beneficial. Also, using different color markers helps a lot too. Giving the opportunity for questions to be asked helps students better understand the material, and asking questions to the class incorporates classroom engagement. Even highlighting uppercase letters is a small but beneficial thing the teacher does. The teacher made comments on our assignments (tests and quizzes) and even went over the mid-term to help us better understand what we did wrong. The professor does many good things.

Have the notes color coordinated.

Working out examples of the new material

Continue to do a review of what we previously did in class.

Using previous examples that the class started with, gradually building on the same style of the example.

Every class we spend the first few minutes reviewing/going over what was taught in the previous class. The repetition has really helped for me to learn the material. I also like that he shows up early so we can ask any questions we may have before class.

n/a

N/A

Working with Virtual Studio, physically see the code.

Continue the way you explain everything and put content on the board. The way you simplify everything makes the content very easy to understand.

I like the anthropomorphism applied to the code by the instructor.

Just continue being himself. He is really funny and entertaining while still staying on task. His accent is not even that hard to understand and he always outlines whatever he is talking about on the board, and writes out code multiple times. Each time reexplaining step by step.
Dr. Aubert is very patient and helpful in answering my questions. He is very energetic and has a great sense of humor. He explains things so that even a novice like myself can understand them.

Continue providing examples.

I like the way he writes all the notes on the board and uses different color markers to explain. His notes are very clear & help a lot with the quizzes. I also like how he sends a weekly announcement to let us know everything for the week ahead, it helps keep me on track of what I need to do.

Writing notes on the board is helpful, and having time to ask questions.

be engaging

Class is very well organized. I like that he gives us the topics we are going to cover each class.

Write out examples for whichever lesson we are going over

Question 26
What should your instructor stop to do in this class (i.e., what is not working for you?).

Collapse Responses

His handwriting, better understanding, and better English.

I kind of wish the class was at least an hour.

Speeding through the notes so quickly

Nothing. He is doing good.

Nothing I can think of. Aubert is great.

I find nothing wrong with how you're teaching.

While I enjoy the recaps from last lecture, they can be redundant at times, and not allow for new material to be covered with the breadth that I would like. This subject is extremely interesting to me, and I constantly find myself hungry for more information.

I don't think the professor should stop doing anything in particular.

Nothing

N/a

Stop using the lab as in "independant study". There are lab instructions, and generally labs are designed for student self discovery. However, in this case of this class the lab portion is non graded, compared to a typical science class. Making the lab more interactive would serve a better purpose than a simple “if you complete the lab you can leave” mentality.
Would it be possible to move the computer stand at the front of the class? The screen is so large it blocks an entire white board and makes it extremely difficult to pay attention when I’m constantly having to shift to see.

- writing in bright or light color markers, those colors makes it hard to see what is being written.
- N/A

Teaching to fast in the time frame needed for this course. The course is currently only one hour, and the concepts require a indepth explanation and understanding.

- Nothing

- We are encouraged to use visual studio in the lab and home, which heavily auto completes syntax, variables, methods etc. This approach can set some students up for failure when it comes to the exam, when they are expected to think for themselves in this regard.

- ehhhh, nothing really. The reason I dont have an A in the class are all attributed to me. Dr. Aubert is an excellent professor and my very favorite of all my classes.

- N/A

- He's fine.

- One thing that is not working for me is the weight averages for the grades. I am doing amazing on the quizzes & projects but in the end those don’t mean anything if I fail the final & tests. I am not a good test taker, I can learn & know the content but tests just make me freak & I don't think it's fair they are almost half our grade percentage.

- everything is fine to me

- N/A

- N/A

Question 27

What should your instructor start doing in this class (i.e., how can it be improved?).

- Collapse Responses

- Having tests with multiple choice to give students a better chance to make good grades.

- Not sure, I’m fine with how you teach!

- I feel like sometimes notes get choppy and it becomes hard to apply everything together. Also it's really easy to forget to note things down when trying to focus so hard on the stuff that is being explained. Maybe posting notes after class might help students that are very visual and takes them a minute to understand everything.

- He is doing great.
More optional sections in the lab that are in addition to our base work. As a major of Comp Sci, this class is interesting and important to my future, so any practice work is exceptionally beneficial.

If possible, I'd like a bit more of a challenge, something optional for the students that seem to be exceeding your expectations. For me, somebody who's worked extensively in the Visual Studio IDE, I find myself getting bored often and I want to have the opportunity to do more stuff when I can.

I do wish that labs were focused on more "real world" problem solving. I focus on doing these challenges (Lab 14 problem solving for example) moreso than others, because it allows me to put my skills into practice, while still reinforcing the concepts.

There's really nothing that comes to mind that the professor could do better. Although I wish the podium and monitor could be moved so the board could be better seen, that is not something the professor can change, so there's nothing I can mention for the professor to improve.

Nothing

N/a

Use Visual Studios in class sometimes.

Use the computer provided to augment the lecture, you spend more time writing out the code when you can easily pull up Visual Studio, project it on the board, and write it that way. This helps in a multitude of ways. 1) we as students get more exposure to Visual Studio and can benefit to learn shortcuts or conventions about it, 2) if the code produces an error, we can go over the error and diagnose, as a class, why that came about, and 3) lectures can better be prepared with the use of Visual Studio, a code could already be written up and the lecture can break down each facet of the code and expanded further if needed.

Provide demonstrations of what we learned in class during lab on the computer just so we can see what it should look like within visual studio as well.

Perhaps make a study guide for the test. Even after reviewing the homework and lab I was not prepared for the test to be what it was. Having two blank pages staring at me was so intimidating. So having a study guide with similar problems would have been a nice warning/preparation for the first test.

Slow down when teaching.

N/A

More working with virtual studio, physical seeing of the code.

While writing down all of the information from the class is very helpful, I wish a basic version of the notes was available ahead of time online. That would allow me the opportunity to take additional and more detailed notes and would give me the ability to listen better instead of making sure I have everything written down.
I think the class/lab should be taught not with an ide like vs studio but a separate editor/debugger/compiler. This way the students aren't having their hands held by the ide, but can figure out what they did wrong after they write the code.

Maybe ask if everyone has copied down the board just before erasing it. Sometimes he can go just a bit fast and I might miss something. But honestly, its not really his fault, that mostly happens when I come in late. And it is a morning class, so the audience probably wouldnt even say "yes" or "no", they would just be unresponsive and everyone would feel akward I guess. Perhaps just a pre-explained pause before erasing would be a better option.

N/A

He's doing fine.

I believe the weights can be adjusted while still being fair to the student and the professor, or atleast take away 1 bad grade on a test if the student does well on another test.

WHen explaining setters and getters the first time we didnt go into detail so i was confused for a while, so maybe a more thorough description of those the first time around.

i think the class is fine how it is

N/A

Use the computer/projector to show me how it is plugged in on Visual Studios
## Qualitative

### What specific things did you like about this course? -
- Super helpful lectures, easily accessible and helpful lecture notes, you always know exactly what you need to study for for quizzes and tests.
- I liked most of the notes and how helpful he was through his lessons and outside of class. He responds to emails really quickly which I really appreciated, especially when they were about upcoming tests/quizzes. He also does weekly announcements through email, which were also really helpful.
- 1) How structured the course was. 2) How helpful the professor was.
- 1) How structured the course was. 2) How helpful the professor was.
- The class was quite interesting and it was nice to finally learn the actual meaning behind many concepts and terms that I have heard but never fully understood what they actually are and how they are used. I have thoroughly enjoyed and benefitted greatly from this course.
- I very much enjoyed the subject matter and how it expanded on things outside just the original scope of the class.

### What specific things did you not like about this course? -
- Nothing in particular.
- No graded homework.
- Sometimes the notes and examples from the class were a bit confusing. But, he usually fixed them quickly. Also, the topics for the second test should be split up because there was a lot of information to study. Maybe put off the java until the final test or add in another test somewhere in the semester. Also, some projects and homework would help with understanding the topics. I feel this class should be more than just notes and voluntary exercises.
- Honestly was my favorite course this semester, I don’t have anything negative to say.

### What specific things did you like about this instructor's teaching methods? -
- Concise and detailed lectures, provided lots of study material with the lecture notes. Emailed students with other study material as well.
- Handwritten notes.
- He was very involved with his students learning.
- He gets straight to the point and explains concepts clearly and thoroughly. I tend to lose focus easily, so having a professor who emphasizes the importance and usefulness of the concepts being taught, and also relating them to real world situations and examples, is extremely helpful. He makes sure you actually understand the concepts and their applications. He makes good use of the time in class and give grades back quickly. He also prevents the information in an extremely organized manner and regularly checked with the class to make sure we understood, and would not hesitate to stop to answer questions and take time to explain things differently using various examples.
- Very concise explanations of topics and very helpful answering questions.

### What specific things did you not like about this instructor's teaching methods? -
- I felt as if the examples on the exams were a little hard to follow.
- Although I did enjoy the variety of material covered in the class, it did get a bit overwhelming at times due to the lack of time and the speed of lectures.
- N/A.
- Sometimes tried to fit a lot of information into the last few minutes of class.
- I really don’t have anything negative to say about Dr. Aubert’s teaching methods.

### Other comments about the course or instructor? -
- Thank you for being a professor that seems to actually care about students.
- Overall, great instructor!
- I would have liked some homework that was graded to better understand the material before exams/quizzes.
- His teaching and content is impressive and I appreciate all his effective effort and sincerity he puts and shows in class. He has set the standard and expectation of true educator. He is an invaluable teacher I know I will never forget and can not thank him enough.
CSCI 1301 (E): Principles of Comp Program I
Fall 2019 | Clement Aubert

Quantitative

<table>
<thead>
<tr>
<th>Please respond to the following questions about the instructor of this course.</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>DNA</th>
<th>SD</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor clearly conveyed course expectations.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (6)</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (6)</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>16.67% (1)</td>
<td>83.33% (5)</td>
<td>0% (0)</td>
<td>6</td>
<td>0</td>
<td>0.37</td>
<td>4.81</td>
</tr>
<tr>
<td>The instructor provided meaningful learning experiences.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>16.67% (1)</td>
<td>83.33% (5)</td>
<td>0% (0)</td>
<td>6</td>
<td>0</td>
<td>0.37</td>
<td>4.81</td>
</tr>
</tbody>
</table>

Qualitative

**What specific things did you like about this course?**
- He made it interesting and learned a lot.
- I liked that he teaches from the ground up, and takes things slower.
- I enjoyed how structured the labs were, the material flowed easily, clearly building on previous content. I enjoyed the optional extra parts of the labs, the course was challenging in a good way, like a puzzle, especially creating algorithms. I liked the extra help in the labs provided by the instructor and assistant.
- I thoroughly enjoyed Prof. Aubert’s dedication to making sure we understood the material and how it was to be implemented.
- I found the material challenging but doable. I came into computer science with somewhat of a deficit of computer literacy, but once I got my feet under me, I was learning things I had only dreamed I’d be able to. The projects compelled me to think and reason in ways I had not before. I felt like my mind was being stretched to accommodate this new skill, a not unpleasant sensation.
- I like the way notes were given I like the whole course in general

**What specific things did you not like about this course?**
- Nothing.
- I cannot recall anything I did not like about the class.
- I wish we could have covered more material.
- The lectern made it difficult to see the board at times. I did not like visual studio and I think it detracts from learning. auto correct and auto fill of coding is great for people that already know how to code but it leads to bad habits, especially for new people. going from auto syntax/auto correct to pencil and paper exam was difficult.
- I did not like that the grading was tough. and there is no extra credit...
- Didn’t dislike anything.

**What specific things did you like about this instructor’s teaching methods?**
- He was quick but proficient at teaching us.
- I liked that he developed a hands-off approach: The student is allowed to be absent without repercussions (although attendance for the Quizzes and Tests is required) and how much they learn is up to themselves. However, to score well one must then immerse... it made for a personal interest rather than a forced work... I also liked his weekly emails sent out... They were very helpful.
- He did a great job personifying the code and making it seem organic, rather than just boring text. Clearly he put a lot of effort in designing the course and the labs. having the first 10-15 of class just for review of the previous lecture was a big help. the homework was comprehensive and was effective for studying for tests.
- I like how accessible the labs were, and how he worked through possible examples of the code and what would/wouldn’t work.
- Professor Aubert refused to do the work for us. We had to do the work, to do the learning ourselves. I’m afraid some of my classmates did not grasp the value of this. Each of the students was treated like an adult, capable of managing the course his or herself. I have since found out that Professor Aubert has a reputation for being “tough.” I have experienced first-hand his uncompromising standards and understand how he has earned this reputation. As a student who is interested more in learning than obtaining an easy A to pad my GPA, I could not have been happier with my good fortune in being placed in his class. I hope I have more classes with him in the future.
- Everything

**What specific things did you not like about this instructor’s teaching methods?**
- Nothing.
- I cannot recall anything I would change about Professor Aubert’s teaching methods. This is partly because I am new to this subject and am a poor judge of how to teach it.
- None, this was a fantastic course.
- As stated above, the only things I did not like was the strict grading and no extra credit available.
- None.

Other comments about the course or instructor
- None. It was great
- As far as suggestions go, I would ask less redundant questions, or programs, on a test... I understand a quiz over a certain subject being redundant, but a test with multiple instances and questions on same “none essential things”(although it is technically essential. it is not rudimentary i.e. Random, or Array Declaration). I would also suggest some extra credit... maybe not a lot... but maybe a few points for completing ALL the suggested programs... or (in Project 3) specially doing extra work... Maybe even to the point of offering a 1/4 of a point every lab for extra in-depth work... to be clear-not required but extra credit
- Prof. Aubert truly cares about the material and it shows. He made the subject very easy to learn, and an overall fun and enjoyable class. If possible I would have preferred a more “substantive” final project, something we could maybe put in a portfolio, but the projects themselves were easily achievable, and there were more than enough resources in the labs to accomplish everything.
- I would enjoy taking a higher level course with him in the future
- Very awesome professor wish to have him as another professor in computer science
CSCI 1301 (F): Principles of Comp Program I
Fall 2019 | Clement Aubert

Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>DNA</th>
<th>SD</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor clearly conveyed course expectations.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>25% (2)</td>
<td>75% (6)</td>
<td>8</td>
<td>0</td>
<td>0.43</td>
</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>25% (2)</td>
<td>25% (2)</td>
<td>50% (4)</td>
<td>8</td>
<td>0</td>
<td>0.83</td>
</tr>
<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>25% (2)</td>
<td>75% (6)</td>
<td>8</td>
<td>0</td>
<td>0.43</td>
</tr>
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<td>0% (0)</td>
<td>25% (2)</td>
<td>75% (6)</td>
<td>8</td>
<td>0</td>
<td>0.43</td>
</tr>
</tbody>
</table>

Qualitative

What specific things did you like about this course? -

- As I already had an interest in the subject field, this class just helped me like it more.
- The professor was extremely in depth at explaining things and helped students understand. The professor clearly cared about his students and their success. He is a great professor.
- I liked the labs, it helped us learn.
- The labs to get a visual idea of what we are learning.
- The interactivity is a big plus, he always had labs ready that are primarily optional, so if you need the info it’s there.
- The projects.
- Everything.

What specific things did you not like about this course? -

- Nothing.
- Length of final exam
- As an experienced coder, this course offered little advanced projects for us to work on (Which he has began to fix to some extent).
- There was rarely any in class visual studio examples.
- I did not like the projects, they were hard and we could not ask for help.
- The course content itself was slightly challenging because it was new information.
- N/A

What specific things did you like about this instructor’s teaching methods? -

- He was very considerate and accommodating, being careful to not write too low on the board and risking some students not seeing information that may be crucial. Further, he was very open to questions and at the beginning of every lecture, he makes sure to provide the guidelines of what we will be covering that day. He uses lots of examples and provides comprehensible explanations.
- He was extremely caring and always willing to answer any questions. He is intelligent and explains things in a careful understandable way.
- I like how he writes everything out on the board, makes taking notes easier and you have lots of notes to refer too.
- He tried his best to make sure everyone understood the material.
- writing on board and explaining.
- Pretty much everything.

What specific things did you not like about this instructor’s teaching methods? -

- I wish grades were posted online as well.
- Most of everything was done on the board instead of in visual studios.
- I did not like how he sometimes taught like we already knew what we were doing, some people this was the first time they were learning this subject.
- His handwriting is not the best but it is okay because he is always willing to stop and clarify anything and is never offended if anyone asks what is written.
- N/A

Other comments about the course or instructor? -

- Phenomenal instructor
- He is doing a great job regardless of what the others say! People only complain because the course content is too hard for them and they cannot understand computer science. I wish I had tried harder because the professor truly deserves students who give their all because he clearly gives his all as a teacher. I wish I kept up with assignments and did not just wing everything because I should have shown how good of a professor he was through my work. Disappointed in myself.
- Should add a more fair grading scale, maybe grade the homework or scale down the exams from such a high percentage.
- It would be very helpful to have the answers to the homework posted online so we can know when we get something wrong. That way we know what to ask questions about. It’s very easy to think you understand something when you actually have it completely wrong. Since the homework is just practice and not graded, it would have been very helpful to be able to look up the answers and grade ourselves.
Mid-term Survey

6 attempts have been completed

The Student's Role

Question 1
What is your reason for taking this course?

- Core Requirement: 0 (0 %)
- Elective: 0 (0 %)
- Major/Minor requirement: 6 (100 %)
- Prerequisite: 0 (0 %)
- Learning Support Requirement: 0 (0 %)

Question 2
Is the subject matter in this course interesting to you?

- Strongly Agree: 3 (50 %)
- Agree: 3 (50 %)
- Neither agree nor disagree: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly disagree: 0 (0 %)

Question 3
How difficult has this course been for you?

- Extremely easy: 0 (0 %)
- Relatively easy: 1 (16.67 %)
- Middle of the road: 4 (66.67 %)
- Relatively hard: 1 (16.67 %)
- Extremely hard: 0 (0 %)

Question 4
On average, approximately how many hours per week did you devote to this course outside of class and lab time?

- 12 or more hours: 0 (0 %)
- 9 – 11 hours: 0 (0 %)
- 6 – 8 hours: 0 (0 %)
- 3 – 5 hours: 6 (100 %)
- 0 – 2 hours: 0 (0 %)
**Course Overview**

**Question 5**
The course objectives were clearly stated in the syllabus or in class.

<table>
<thead>
<tr>
<th>Response</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
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<tbody>
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<td>50 %</td>
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<tr>
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<td>3</td>
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</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Disagree</td>
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**Question 6**
Tests were representative of the content of the lectures, discussions, and assignments.

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**Question 7**
I was usually able to complete tests within the time allowed.

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<tr>
<td>Disagree</td>
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<td>0 %</td>
</tr>
<tr>
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**Question 8**
This course has challenged me to think and not just memorize.

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<td>0 %</td>
</tr>
<tr>
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<td>0</td>
<td>0 %</td>
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**Question 9**
After taking this course, I see how this course relates to other academic areas and/or practical situations.

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<tbody>
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<td>1</td>
<td>16.67 %</td>
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</table>
### The Role of the Instructor

#### Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

- **Strongly Agree**: 5 (83.33 %)
- **Agree**: 1 (16.67 %)
- **Neither**: 0 (0 %)
- **Disagree**: 0 (0 %)
- **Strongly Disagree**: 0 (0 %)

#### Question 11
The professor showed enthusiasm in the teaching of this course.

- **Strongly Agree**: 4 (66.67 %)
- **Agree**: 2 (33.33 %)
- **Neither**: 2 (33.33 %)
- **Disagree**: 0 (0 %)
- **Strongly Disagree**: 0 (0 %)

#### Question 12
The professor provided opportunities to ask questions and to participate in class.

- **Strongly Agree**: 6 (100 %)
- **Agree**: 0 (0 %)
- **Neither**: 0 (0 %)
- **Disagree**: 0 (0 %)
- **Strongly Disagree**: 0 (0 %)

#### Question 13
The professor was available for consultation during posted office hours or by appointment.

- **Strongly Agree**: 4 (66.67 %)
- **Agree**: 2 (33.33 %)
- **Neither**: 0 (0 %)
Question 14
The professor’s classes were well organized.

- Strongly Agree: 5 (83.33 %)
- Agree: 1 (16.67 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 15
The professor explained ideas and concepts clearly.

- Strongly Agree: 5 (83.33 %)
- Agree: 1 (16.67 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 16
The professor gave clear instructions for course assignments.

- Strongly Agree: 3 (50 %)
- Agree: 3 (50 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 17
The professor graded in a fair manner.

- Always: 6 (100 %)
- Most of the time: 0 (0 %)
- Sometimes: 0 (0 %)
- Rarely: 0 (0 %)
- Never: 0 (0 %)

Question 18
The professor gave feedback on tests, papers, and other assignments.
Question 19
The professor returned graded assignments, except for long-term projects or papers, within one week.

Question 20
The professor was on time for class.

Question 21
The professor was well prepared for class.

Question 22
During class, the professor kept the focus on material relevant to the topic at stake.
Overall Evaluation

Question 23
How would you rate the professor's overall performance in this course?

- Excellent: 5 (83.33 %)
- Very Good: 1 (16.67 %)
- Good: 0 (0 %)
- Fair: 0 (0 %)
- Poor: 0 (0 %)

Question 24
How would you rate your overall performance as a student in this course?

- Excellent: 1 (16.67 %)
- Very Good: 2 (33.33 %)
- Good: 2 (33.33 %)
- Fair: 1 (16.67 %)
- Poor: 0 (0 %)

Question 25
What should your instructor continue to do in this class (i.e., what is working for you)?

- Keep providing lecture notes. They have been the best study material/textbook I have seen in sometimes. They're clear, structured, and extremely organized. I even show it to a friend with no knowledge of any CS course and they had a great understanding after reading them.
- Just keep doing what you're doing
- The examples in class are always helpful in understanding the material
- Doing what's being done already.
- The lecture notes are very helpful
- Keep engaging with the class
- Get a person or student to continuously check the lecture notes for typos or misunderstandings. Also, continue asking students for in-class examples, they are entertaining, motivating, and very understanding.

Question 26
What should your instructor stop to do in this class (i.e., what is not working for you)?

- Keep providing lecture notes. They have been the best study material/textbook I have seen in sometimes. They're clear, structured, and extremely organized. I even show it to a friend with no knowledge of any CS course and they had a great understanding after reading them.
- Just keep doing what you're doing
- The examples in class are always helpful in understanding the material
- Doing what's being done already.
- The lecture notes are very helpful
- Keep engaging with the class
- Get a person or student to continuously check the lecture notes for typos or misunderstandings. Also, continue asking students for in-class examples, they are entertaining, motivating, and very understanding.
Question 27
What should your instructor start doing in this class (i.e., how can it be improved?).

- Nothing that I can think of at the moment. Everything has been pretty good.
- See above
- Nothing.
- The only problem I have with the class is the way things are written on the board mainly that sometimes it is very difficult to read the handwriting.
- I don't like the project installations. I had difficulty installing most of the applications and virtual machines, however, that is mostly my problem and the professor gave my tips for installation.

- Possibly give projects more points.
- See above
- NA
- I think that this is by far the best professor I've had in courses pertaining to my major by a longshot
- The instructor should allow students to use technology in the class in my opinion. The reason is because I feel that I could take notes better on my PC rather than drawing tables with only lead and pen ink. It is better to see and create the tables and the models from the PC.

Question 28
What is your opinion on the lecture notes I'm sharing with you? Are they usable, useful, sufficiently detailed, clear enough, properly organized?

Please, remember to include both the positive and the negative aspects.

- The only issue that I've had with the lecture notes is that I often run into questions/solutions that have no correlations like one to three questions per chapter that's solution are for another question or aren't even there. Aside from that, everything else looks fine. As stated earlier, they are well written, organized, structured greatly, and are easy to understand even for beginners.
- Incredibly useful, I definately enjoy reading them.
- The notes are extremely helpful. If I were to complain, going back and forth between the questions and answers is slightly irritating but overall, I truly cannot complain.
- Very informative, could do without using spots.augusta but that's beside the point.
- The lecture notes have helped a bunch to prepare me for tests and quizzes so they are great. There are times where I wish there was more info on certain things but otherwise they are great.
- The lecture notes are very helpful and useful. I like how you have the previous exams, exercises, and problems available there as well. However, as mentioned before, I found typos where answers were numbered wrong and words spelled incorrectly.
### Quantitative

Please respond to the following questions about the instructor of this course.

<table>
<thead>
<tr>
<th>The instructor clearly conveyed course expectations.</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>DNA</th>
<th>SD</th>
<th>M</th>
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<tr>
<td></td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
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<td></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor helped me better understand the subject matter.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>The instructor treated students with respect.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>20% (1)</td>
<td>80% (4)</td>
<td></td>
<td>5</td>
<td>0.4</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>The instructor was interested that students learned.</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>100% (5)</td>
<td></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

### Qualitative

What specific things did you like about this course?
- I stated this before in his midterm evaluations and I'll state it again. His lectures notes and the structure of his lectures. They are straight forward and easy to understand.
- The structure of the course is well thought out and is planned with the students benefit in mind.
- It's an important course for pretty much any branch of computer science you might get into, so it was interesting.
- I liked the resources and the help that we had from the professor. It really helped me understand the curriculum.

What specific things did you not like about this course?
- I did not like how the curriculum changed after the pandemic came in. However, that is not the professor's fault. I just like learning face-to-face and looking at the board to understand. However, it is what it is.
- There's nothing I can complain about. His quizzes are a little challenging, but they're fair. He provides all thing we need so I have no complaints what so ever.

What specific things did you like about this instructor's teaching methods?
- He goes at a pace students can understand and is willing to answer questions both in and outside of class. One of the best professors I had in the past three years. I would definitely recommend to other students to take this course if Aubert is teaching it.
- The way the class is organized as far as what it being taught and in what order is, in my opinion geared towards what will allow the student to best understand the upcoming subject matter while also using what we have already learned so far. Also, project 1 helped out a ton when it came to understanding how a database actually functions.
- Dr. Aubert is an excellent teacher, and an excellent person. His explanations are clear and concise, and he very obviously cares for his students. The materials he provides are thorough and well thought-out, and very accessible.
- I liked how he had lecture notes and tutorials to help us setup, install, and take an intro into SQL and java.

What specific things did you not like about this instructor's teaching methods?
- On some of the lecture notes online, I found some typos and mistakes in it. Otherwise, the lecture notes were amazing, really helpful, and expanded my knowledge.
- I dont think that there is anything that I can say i dont like about the course.
- I have nothing I can complain about.

Other comments about the course or instructor?
- Keep up the good work.
- N/A
- Keep up the good work.
- Thanks for taking the time and using Microsoft Teams and making the proposal for the remainder of the semester. Also, I really enjoyed having the material and resources to install SQL and java on my PC. I'm really looking forward to using this in my future.
CSCI 1301 -- Mid-term Survey

The Student's Role

Question 1
What is your reason for taking this course?

- Core Requirement: 2 (11.11 %)
- Elective: 0 (0 %)
- Major/Minor requirement: 12 (66.67 %)
- Prerequisite: 4 (22.22 %)
- Learning Support Requirement: 0 (0 %)

Question 2
Is the subject matter in this course interesting to you?

- Strongly Agree: 10 (55.56 %)
- Agree: 8 (44.44 %)
- Neither agree nor disagree: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly disagree: 0 (0 %)

Question 3
How difficult has this course been for you?

- Extremely easy: 1 (5.56 %)
- Relatively easy: 4 (22.22 %)
- Middle of the road: 5 (27.78 %)
- Relatively hard: 5 (27.78 %)
- Extremely hard: 3 (16.67 %)

Question 4
On average, approximately how many hours per week did you devote to this course outside of class and lab time?
### Course Overview

**Question 5**

The course objectives were clearly stated in the syllabus or in class.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>12 or more hours</td>
<td>13 (72.22 %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 – 11 hours</td>
<td>0 (0 %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 – 8 hours</td>
<td>8 (44.44 %)</td>
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<tr>
<td>3 – 5 hours</td>
<td>6 (33.33 %)</td>
<td></td>
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<tr>
<td>0 – 2 hours</td>
<td>2 (11.11 %)</td>
<td></td>
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</table>

**Question 6**

Tests were representative of the content of the lectures, discussions, and assignments.

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**Question 7**

I was usually able to complete tests within the time allowed.

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Question 8
This course has challenged me to think and not just memorize.

- Strongly agree: 11 (61.11%)
- Agree: 6 (33.33%)
- Neither: 0 (0%)
- Disagree: 1 (5.56%)
- Strongly Disagree: 0 (0%)

Question 9
After taking this course, I see how this course relates to other academic areas and/or practical situations.

- Strongly agree: 10 (55.56%)
- Agree: 6 (33.33%)
- Neither: 2 (11.11%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

The Role of the Instructor

Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

- Strongly Agree: 15 (83.33%)
- Agree: 3 (16.67%)
- Neither: 0 (0%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

Question 11
The professor showed enthusiasm in the teaching of this course.

- Strongly Agree: 17 (94.44%)
Question 12
The professor provided opportunities to ask questions and to participate in class.

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The professor was available for consultation during posted office hours or by appointment.

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Question 14
The professor's classes were well organized.

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Question 15
The professor explained ideas and concepts clearly.

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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>5.56%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
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</tbody>
</table>

**Question 16**

The professor gave clear instructions for course assignments.

<table>
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<th>Count</th>
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<tbody>
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</tr>
<tr>
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<td>0%</td>
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**Question 17**

The professor graded in a fair manner.

<table>
<thead>
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<th>Frequency</th>
<th>Count</th>
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<tr>
<td>Most of the time</td>
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<td>11.11%</td>
</tr>
<tr>
<td>Sometimes</td>
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<td>0%</td>
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<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
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<td>0%</td>
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</tbody>
</table>

**Question 18**

The professor gave feedback on tests, papers, and other assignments.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Always</td>
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<td>88.89%</td>
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<tr>
<td>Most of the time</td>
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</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0%</td>
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</table>
Question 19
The professor returned graded assignments, except for long-term projects or papers, within one week.

Always: 18 (100 %)
Most of the time: 0 (0 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 20
The professor was on time for class.

Always: 18 (100 %)
Most of the time: 0 (0 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 21
The professor was well prepared for class.

Always: 17 (94.44 %)
Most of the time: 1 (5.56 %)
Sometimes: 0 (0 %)
Rarely: 0 (0 %)
Never: 0 (0 %)

Question 22
During class, the professor kept the focus on material relevant to the topic at stake.

Always: 16 (88.89 %)
Most of the time: 2 (11.11 %)
Question 23
How would you rate the professor's overall performance in this course?

- Excellent: 13 (72.22 %)
- Very Good: 4 (22.22 %)
- Good: 1 (5.56 %)
- Fair: 0 (0 %)
- Poor: 0 (0 %)

Question 24
How would you rate your overall performance as a student in this course?

- Excellent: 6 (33.33 %)
- Very Good: 2 (11.11 %)
- Good: 6 (33.33 %)
- Fair: 2 (11.11 %)
- Poor: 2 (11.11 %)

Question 25
What should your instructor continue to do in this class (i.e., what is working for you)?

- I like how you have the classes set up with going over what we did last week and what we will focus on today and I also like the milestones. They help me get on track.

- Dr. Aubert is extremely good at making analogies during his lectures, and they help me (and hopefully other students) understand the material better; thus, he should continue to do so. I believe, if possible, that he should also continue to prematurely post the labs, lecture notes, test/quiz solutions as well as all other valuable class material because it enables me (and hopefully others as well) to get a head start on the upcoming week and gain a more in depth understanding of C#.
His teaching style and examples are great and allow me to better visualize the concepts we're discussing as a class.

The instructor should continue guiding the class as he has been. I don't think much should be changed as he has been a good professor.

I believe the instructor is doing a good job teaching the class. The course material has been difficult for me but I think I've found a groove to help me pass the remainder tests and quizzes.

I love the use of the white board and different colors to explain the parts of the code. I also appreciate how he handles the course load with an organized website.

Providing multiple forms of access for lectures, labs, quiz solutions (after grading them), and project solutions (after grading them). Not needing to visit the webpage 100% of the time for access due to the multiple file formats is a nice bonus for those file formats.

Providing hyperlinks where appropriate in your materials for additional information (C# manuals, etc).

Providing detailed virtual/official office hours as well as multiple lines of communication, even if most of those lines would go unused due to student choice/preference for a single line of communication.

Posting quiz and exam answers on the website is absolutely wonderful! It helps so much when studying for future assignments and solidifying my knowledge in the subject of Computer Programming.

I like that the professor writes out the code so that we can take notes on it rather than being on the computer and not understanding the concepts.

Continue to explain the concepts behind the code and the flow of the code. It is very clear and precise information even though the subject matter can be difficult at times. I think the professor does a great job breaking everything down and building it back up to form a clear picture about the material.

Everything works for me: my grade is earned and so I have to work harder to improve.

Continue the detail lecture notes.

Continue going over notes in detail.

Using the whiteboard, it is a great way to show all of the information. Labs, it was easy to memorize when you were able to practice.

Continue putting in effort to help students to pass this extremely difficult class.

Continue to give great feedback and grade in a timely manner.

Online posted lecture notes, good study material, explanations in class work well. Pretty much everything is good.

---

**Question 26**

What should your instructor stop to do in this class (i.e., what is not working for you?).
Collapse Responses

- There's nothing I would stop. This class just has a big learning curve for most of us.
- I do not have anything in mind of what Dr. Aubert is doing that is not working for me.
- N/A
- N/A
- It being a hybrid because of the pandemic is not working for me but that's out if all of our hands. It's understandable why it is a hybrid.
- There is little to criticise about his class. Everything has its purpose.
- Nothing I can think of at this time.
- N/A
- It's a fast pace class.
- N/A
- Everything is fine.
- The instructor could stop having the labs so difficult.
- Test and quizzes should somewhat be a replica of what is thought in class.
- Everything worked effectively for me.
- Sometimes the coding on the board would be out of the place and would confuse me where I would need to write next.
- Nothing. (Everything is working)
- N/a

Question 27

What should your instructor start doing in this class (i.e., how can it be improved?).

Collapse Responses

- The only thing I would ask for is maybe a practice quiz or more homework focusing on writing down code. That's the biggest problem me and others in class. I love doing the labs and projects. They aren't too difficult to me, but when it comes to writing code down on paper, I can't remember a thing. I try my best to practice at home; writing down code before I plug it into my script, but it's still a struggle when it comes to tests and quizzes. I know this partially my own anxiety, but I know a lot of classmates fell the same way.
I posit that Dr. Aubert can provide mock exams/quizzes before exam day; I contend that it can help students, who may be struggling with time management on exam/quiz day, to complete their exams/quizzes without rushing (assuming they previously were) and give themselves time to check over their work (provided that they have familiarized themselves with the material & made mental checkpoints). I postulate that doing this can also help with their confidence; hence, the more confident or comfortable they are with C#, the more willing (I am assuming) they will be to discuss it which can possibly enhance class interactions. Students also reinforce what they know or learn when blank copies of the actual exam/quiz (slightly different than the mock one) are distributed post exam day; thus, this can increase their confidence that they will succeed in the class (which they may have previously thought was impossible to do so).

Only issue I have for the course is the lecture notes, they are not super detailed so if you miss a week and go back to look at the notes there's a good chance you might miss something.

N/A

I think he's doing a good job. The only problem is because of the pandemic and how much it has impacted the meetings of the class. I think it would be better if it wasn't as a hybrid as I believe an extra learning day in class would be very beneficial.

The one thing I would add would be more practice outside of class like projects.

Not for this term, but more frequent projects for the course. Not too many (one project per week for example), but perhaps four or five total for the term could be appropriate. If the reader is merely looking for a response, the statements below the dotted line may be safely discarded/ignored.

Thanks in advance for reading any of the responses to this survey as well as any of the text blocks I leave here in the writing prompts.

Projects give the student an ample route through which to show the instructor that they've applied what they've learned in a meaningful way. Quizzes and tests show how well the student can solve a problem in a work setting where time is short or otherwise unabundant. Projects showcase how a student solves a concrete or abstract problem given a bit more time and abundance of resources to do it in.

For this level of course, the projects wouldn't be ones that could innovate the algorithms used in ANOVA or render a 3D structure of the novel coronavirus affecting us now... but it could be more in the likeness of asking students to build a relatively simple object. It could be a polygon with "n" number of sides and "a" number of angles.

Then again, I am a science major and projects might carry a different significance for those in my field compared to programming, computer science, or other similar fields. Maybe in this line of work, it is easy to copy something and tweak enough lines of code that it is hard to tell if someone is being original or just cheating the system. Not sure in the end.

N/A

Go through problems worded as they would be on assessments

N/A
Considering the cohort system in place, I think the course is limited by the separation. So, one class period must cover an entire week, rather than allowing more time to explore material and allow questions to develop.

- start doing brain tester to exercise the mind.
- slow down on talking a little
- answers to homework

The only thing I could think of would be write and compile code in class rather than just write. However I do not think this would add anything to the class. Labs already accomplish what this would for me.

- Nothing needed for improvement. Already doing a good job.

- Having more opportunities for students to actively engage in lesson or ask students more questions. Also, maybe show a demo in running some code in Visual Studio during actual class.

- More interactive labs, most are just experimenting with printing stuff to the console and such
View Report

CSCI 3410 -- Mid-term Survey

3 attempts have been completed

The Student's Role

Question 1
What is your reason for taking this course?

Core Requirement: 0 (0 %)
Elective: 0 (0 %)
Major/Minor requirement: 2 (66.67 %)
Prerequisite: 1 (33.33 %)
Learning Support Requirement: 0 (0 %)

Question 2
Is the subject matter in this course interesting to you?

Strongly Agree: 1 (33.33 %)
Agree: 2 (66.67 %)
Neither agree nor disagree: 0 (0 %)
Disagree: 0 (0 %)
Strongly disagree: 0 (0 %)

Question 3
How difficult has this course been for you?

Extremely easy: 0 (0 %)
Relatively easy: 0 (0 %)
Middle of the road: 2 (66.67 %)
Relatively hard: 0 (0 %)
Extremely hard: 1 (33.33 %)

Question 4
On average, approximately how many hours per week did you devote to this course outside of class and lab time?
Course Overview

Question 5
The course objectives were clearly stated in the syllabus or in class.

Strongly agree: 1 (33.33 %)
Agree: 2 (66.67 %)
Neither: 0 (0 %)
Disagree: 0 (0 %)
Strongly Disagree: 0 (0 %)

Question 6
Tests were representative of the content of the lectures, discussions, and assignments.

Strongly agree: 1 (33.33 %)
Agree: 1 (33.33 %)
Neither: 0 (0 %)
Disagree: 1 (33.33 %)
Strongly Disagree: 0 (0 %)

Question 7
I was usually able to complete tests within the time allowed.

Strongly agree: 0 (0 %)
Agree: 1 (33.33 %)
Neither: 0 (0 %)
Disagree: 1 (33.33 %)
### Question 8
This course has challenged me to think and not just memorize.

<table>
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<th>Disagree</th>
<th>Strongly Agree</th>
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### Question 9
After taking this course, I see how this course relates to other academic areas and/or practical situations.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Agree</th>
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<th>Disagree</th>
<th>Strongly Agree</th>
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</table>

### The Role of the Instructor

#### Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (33.33 %)</td>
<td>2 (66.67 %)</td>
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<td>0 (0 %)</td>
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</table>

#### Question 11
The professor showed enthusiasm in the teaching of this course.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (33.33 %)</td>
</tr>
</tbody>
</table>
Question 12
The professor provided opportunities to ask questions and to participate in class.

- Strongly Agree: 1 (33.33 %)
- Agree: 1 (33.33 %)
- Neither: 1 (33.33 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 13
The professor was available for consultation during posted office hours or by appointment.

- Strongly Agree: 1 (33.33 %)
- Agree: 2 (66.67 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 14
The professor’s classes were well organized.

- Strongly Agree: 1 (33.33 %)
- Agree: 1 (33.33 %)
- Neither: 0 (0 %)
- Disagree: 1 (33.33 %)
- Strongly Disagree: 0 (0 %)

Question 15
The professor explained ideas and concepts clearly.

**Question 16**
The professor gave clear instructions for course assignments.

**Question 17**
The professor graded in a fair manner.

**Question 18**
The professor gave feedback on tests, papers, and other assignments.
Question 19
The professor returned graded assignments, except for long-term projects or papers, within one week.

- Always: 2 (66.67 %)
- Most of the time: 1 (33.33 %)
- Sometimes: 0 (0 %)
- Rarely: 0 (0 %)
- Never: 0 (0 %)

Question 20
The professor was on time for class.

- Always: 1 (33.33 %)
- Most of the time: 2 (66.67 %)
- Sometimes: 0 (0 %)
- Rarely: 0 (0 %)
- Never: 0 (0 %)

Question 21
The professor was well prepared for class.

- Always: 1 (33.33 %)
- Most of the time: 1 (33.33 %)
- Sometimes: 1 (33.33 %)
- Rarely: 0 (0 %)
- Never: 0 (0 %)

Question 22
During class, the professor kept the focus on material relevant to the topic at stake.

- Always: 1 (33.33 %)
- Most of the time: 2 (66.67 %)
Overall Evaluation

Question 23
How would you rate the professor's overall performance in this course?

- Excellent: 1 (33.33 %)
- Very Good: 2 (66.67 %)
- Good: 1 (33.33 %)
- Fair: 1 (33.33 %)
- Poor: 0 (0 %)

Question 24
How would you rate your overall performance as a student in this course?

- Excellent: 0 (0 %)
- Very Good: 2 (66.67 %)
- Good: 0 (0 %)
- Fair: 0 (0 %)
- Poor: 1 (33.33 %)

Question 25
What should your instructor continue to do in this class (i.e., what is working for you?)?

- Most of what he does is fine currently.
- Assign homework, remain on topic.
- I really like the lecture notes posted online, as well as the practice questions. They help a lot with making sure I understand the material, and provide extra information when needed. I also like that Dr. Aubert starts every class with announcements, "last time" and a brief overview of what we will be covering in class for the day.

Question 26
What should your instructor stop to do in this class (i.e., what is not working for you?).

- Collapse Responses

- Having everything on spots is confusing at first, and accessing the different parts can get confusing. If he is not going to use DTL, at least upload a document to D2L containing links to the different parts of his spots website to make things easier.

- Expecting the speed of students who don't have SQL experience or DB design experience to be fast enough to finish a rigorous and lengthy test with the added stress of it being heavily weighted.

  - Creating examples on the spot that take time from the content we're going to be quizzed on and suffer from lack of exposure to.

  - Leaving typos in the spots page solutions because of how it makes students learn the wrong thing and have their quiz and test grades suffer for it when they tried to spend the time learning the material outside of class.

  - Simply accepting a correction from a student without explaining why the change was made

  - Having two different Exercise and Solution collections for the chapter. Chapter 4 in the pdf in Teams did not include the added questions for this past quiz

Question 27

What should your instructor start doing in this class (i.e., how can it be improved?).

- Collapse Responses

- Giving shorter tests, the quizzes were of a perfect length, but last midterm i felt i needed at least 30 more minutes in order to be able to complete it on time. If the midterm was a bit shorter, or he found a way for us to have more time on it, it would have been fine, but as it was, there was not enough time to reasonably do it.

- Give homework assignments in what will be covered to allow students to have more hands-on exposure with the material to allow the building of the desired speed and familiarity with the added benefit of helping the students’ grades if they do it correctly

  - Explain the changes that were made in the middle of a lecture

  - If there won't be homework given that will hone a student's skills with what'll be tested, specify what areas of the class can be expected.

  - Updating both PDFs or informing students which will be the most up to date
### Quantitative Report

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Key</th>
<th>Report Status</th>
<th>Enrolled Students</th>
<th>Responded Students</th>
<th>Response Rates</th>
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Please respond to the following questions about the instructor of this course.

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<tr>
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<th>Mean</th>
<th>Standard Deviation</th>
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<td>The instructor clearly conveyed course expectations.</td>
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<td>0%</td>
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<td>83.33%</td>
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<td>4.33</td>
<td>1.25</td>
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<td>80%</td>
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<td>The instructor helped me better understand the subject matter.</td>
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<td>The instructor treated students with respect.</td>
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<td>The instructor provided meaningful learning experiences.</td>
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### Instructor Feedback

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<td></td>
<td></td>
<td>53</td>
<td>18</td>
<td>33.96%</td>
</tr>
</tbody>
</table>

### Qualitative Report

**Responses**

- **What specific things did you like about this course?**
  - I learned that I can (sort of) code a program. Yes, it was a challenging class, but I've learned quite a bit over the course of this semester.
  - Applying what one learned from the lecture notes to the lab material.
  - Writing out the code helped me study better and keep up in class.
  - Using the big whiteboards to write code and show how the program will execute the code, helped me understand.
  - I liked the platform independency of the course and the exclusion of computers for taking tests/quizzes. It's nice to know that the principles of the course hold true for multiple coding languages; as I have personal projects that use Python but I can map what I've used from working in C# to Python (as long as I change conventions) without too much issue.
  - The deeper understanding of code.
  - I really liked the projects we did; they gave me an opportunity to really test how far I'd come and get some real practice in.
  - The class material and lecture notes were presented well. The lab material and homework were challenging.
  - I liked the way Dr. Aubert taught. It was well structured and really engaging. I also liked how he was very informative and gave back extensive feedback on project and exams/quizzes. I also even more loved how much of a fast grader he was and gave us our papers back literally the day after if not that same day.
  - Programming, relatively easy.
  - Interesting topics. Learning how to program for the first time.
  - course materials and what we are expected to learn is very clearly put out.
Responses

**C**
- I liked the class examples they help to better grasp the concept.
- I enjoyed the availability of extensive notes, references, outside resources, and amount of practice material for the class. Class lectures were well-prepared and Dr. Aubert was readily available for questions and assignment feedback.
- I really enjoyed the content of this course. I think the entire course was interesting and very useful. What I liked most about this course is that the professor teaching it took the time to present the material in a way that I could process and understand the information.
- I appreciated that testing of code knowledge was primarily done through projects.

**Responses**

**A**
- Nothing in particular that could be controlled. A lot of the structuring issues might come from the current global environment, for which there is nothing to be done.
- Sometimes we breezed over topics because we had to cover a lot in a short amount of time.
- I do not know of any.

**B**
- How there are not good external resources we could use such as the textbook not being very helpful. I also disliked how this course jumps too quickly, and especially because of Covid, I feel that there was just too much material that needed to be covered but not enough time which caused it to get packed tightly.
- N/A
- Wish we had more time for class
- Nothing really.
- Not enough feedback on the homework and labs to ensure that I was doing it correctly. Other than the test, there was no validation of understanding. I would like to turn in labs or homework so I could gauge my comprehension of the material better.
- We only had one meeting a week because of Covid. Would have rather been able to meet twice a week at least.

**C**
- I felt some quizzes and the first test were too long for time allotted.
- The first test was entirely too long. The majority of the class did not have time to finish and it was very out of line with the rest of the assessments.
- The only thing I didn't like about this course is that I think CS majors should be provided with more explanation on command line coding, changing environment variables, and other useful tools that are used in this class (and others) in order to run/compile code (especially Java) and operate new software relating to computer science. *Yes, I realize this isn't an actual qualm with this course. However, more explanation as mentioned above would have saved myself and other students hours when completing certain assignments for this course.*
- I did not like that there were different platforms of communication.

---
**Responses**

**What specific things did you like about this instructor’s teaching methods?**

| A | Professor Aubert exudes a passion for teaching his students. However, due to COVID-19, I could tell that his teaching was limited to a degree, but Professor Aubert did his very best in providing us with any sort of aid necessary. Also, he’s very open to criticism and feedback.  
- Emphasizing repetition and writing programs with time constraints and without notes.  
- Use of colour and the materials available on Spots.  
- He was upfront when we were not going to follow the usual structure for our section; if he didn’t do any announcements, he said it... and didn’t just expect us to keep up with his rationale. The usual structure was always very consistent and followed the same teaching process from start to finish. The consistency of the teaching process mirrors the consistency a programmer should emulate when coding programming apps/etc. I guess to put it in other words, the instructor always stuck by his examples and methods and provided a good example for his students. |
| B |  
- The slow, easy to understand approach to difficult material  
- I liked the effort he put into making sure all the notes went online in several formats for the convenience of his students. I also really liked that the homework assignments and labs were optional, to get practice. It took a lot of stress off of doing them and put the focus on learning the material instead of scrambling to meet due dates and get the best grade possible.  
- Writing everything out on the board with lecture notes to follow along.  
- That he provided examples and allowed for student engagement to make it less of a lecture feel.  
- Posted lecture notes online  
- Very willing to help. Gives clear instructions.  
- That he was very passionate about us learning the material. I like how the notes were given to us before the lecture. |
Responses

C

- I like that he was prepared and that he was always willing to answer any questions to help his student.
- Availability of notes - Practice exercises/problems - Well-structured lectures - Easy to reach
- That he follows his lecture notes which are viewable to his students - makes it easier to follow the course and what he is teaching.
- I really like that Dr. Aubert posts lecture notes, exercises/problems, and exam yearbooks online. The lecture notes allowed me to have an overview of the topic before class, so that I would know what to expect and ask any questions that I had about the topic. The exercises/problems allowed me to test my understanding of the topics on my own and get a better understanding of the material being applied. The exam yearbooks allowed me to adequately prepare for upcoming tests, by having a basis of what to expect on the test - in terms of content and question formatting. I am also very thankful that Dr. Aubert took the time to provide a brief overview of security. As a senior computer science major, this is the first class I’ve taken that has given me this sort of “introduction to security” (which is very sad; AU should add a required course that teaches this to CS majors; Cyber Security does not suffice). I also like that Dr. Aubert sends weekly emails that include announcements, changes, reminders, and/or extra information (or corrections) about the material. He also responds to emails (or other communication, like teams) in a timely manner and is helpful when answering any questions/concerns. Dr. Aubert also provides very detailed and helpful feedback on all graded assignments, including quizzes, projects, and tests. Rather than just marking something as incorrect, he takes the time to explain why it is wrong and provides the insight needed to formulate the correct answer. His comments and feedback have helped me tremendously to understand the material fully. Also, he allows “rough draft” submissions on projects and provides feedback on these submissions. I believe this should be more common in CS classes. There are so many different aspects of writing code (in any language), and having a professor be willing to look at my code in progress and provide feedback is the most beneficial teaching method for students pursuing a career in computer science.
- Providing notes allowed me to get ahead of lectures so when we spoke about it in class everything made more sense.

Responses

A

- Nothing in particular.
- I do not know of any.
- I found his tests and quizzes to be difficult due to the fact that I memorize extremely easily and coding requires some memorization, but mostly problem solving. But I can’t complain about his teaching methods because he really is a truly wonderful teacher.

Responses

B

- I didn’t like how there were no video recordings of the lectures or live coding demonstrations. I think it would’ve been easier to learn if the professor projected his code and taught his lecture as we were also following along on our laptops coding. It was hard to take what we learned from the board and implement it directly onto Visual Studio.
- N/A
- Sometimes hard to read writing on the whiteboard
- None
- There were a few instances I was lost in the labs/homework and had a rough time finding a resource with the answer. I’m accustomed to reading the material in a textbook.
- I cannot think of anything I disliked about the class.
Responses

C

- Often times he would try to come up with an example on the spot and while they may help to flesh out our knowledge I find it easier if he would just stick to what was on his lecture notes.
- Would have liked to have seen an example of running the command line, or connecting database to Java environment, or something similar done on the screen.
- I did not like the fact that all his exams felt long and I did not have enough time to recheck my answers.

Responses

A

- Absolutely fabulous and provides a challenge for his students.
- Great dedication and communication.
- He was very willing to work with me and understood my unique circumstances. And for that, I'll thank him a thousand times over. Nobody was required to work with the affairs that happened at my house or non-COVID-19 related issues.

B

- I would recommend to Dr. Aubert to consider wording his feedback on tests and quizzes a little bit differently. It occasionally came off as a little bit rude, which I'm pretty sure is unintentional; an easy way to take the edge off written feedback is to try incorporating some positive feedback, or offering a better solution to the problem. For example, "This part of your code is correct, but around here you start doing [x] which isn't right," or "Try doing [y] instead of [x] next time," or "You may find it helpful to review the notes from week [z] if you're having trouble with this concept." Overall though, I loved the class, and I'm sad to see it ending.
- Great job
- Probably one of the best and most helpful professors I will ever have!
- The course material can be challenging if you are new to programming, but Dr. Aubert explains the concepts well.

C

- Dr. Aubert is, in my opinion, one of the best professors in the CS department, by far. I definitely feel as though he thoroughly explains each topic and provides students with all sorts of resources and tools to ensure that students can understand the material and how to apply it for the future.
View Report

Mid-term Survey
7 attempts have been completed

The Student's Role

Question 1
What is your reason for taking this course?

- Core Requirement: 1 (14.29%)
- Elective: 0 (0%)
- Major/Minor requirement: 6 (85.71%)
- Prerequisite: 0 (0%)
- Learning Support Requirement: 0 (0%)

Question 2
Is the subject matter in this course interesting to you?

- Strongly Agree: 3 (42.86%)
- Agree: 3 (42.86%)
- Neither agree nor disagree: 1 (14.29%)
- Disagree: 0 (0%)
- Strongly disagree: 0 (0%)

Question 3
How difficult has this course been for you?

- Extremely easy: 0 (0%)
- Relatively easy: 4 (57.14%)
- Middle of the road: 3 (42.86%)
- Relatively hard: 0 (0%)
- Extremely hard: 0 (0%)

Question 4
On average, approximately how many hours per week did you devote to this course outside of class and lab time?

- 12 or more hours: 0 (0%)
- 9 – 11 hours: 1 (14.29%)
- 6 – 8 hours: 1 (14.29%)
- 3 – 5 hours: 4 (57.14%)
- 0 – 2 hours: 1 (14.29%)
Course Overview

Question 5
The course objectives were clearly stated in the syllabus or in class.

- Strongly agree: 4 (57.14 %)
- Agree: 3 (42.86 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 6
Tests were representative of the content of the lectures, discussions, and assignments.

- Strongly agree: 5 (71.43 %)
- Agree: 2 (28.57 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 7
I was usually able to complete tests within the time allowed.

- Strongly agree: 3 (42.86 %)
- Agree: 4 (57.14 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 8
This course has challenged me to think and not just memorize.

- Strongly agree: 3 (42.86 %)
- Agree: 4 (57.14 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 9
After taking this course, I see how this course relates to other academic areas and/or practical situations.

- Strongly agree: 4 (57.14 %)
The Role of the Instructor

Question 10
The professor stated clearly in the syllabus what grading standards were to be used in the course.

- Strongly Agree: 7 (100 %)
- Agree: 0 (0 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 11
The professor showed enthusiasm in the teaching of this course.

- Strongly Agree: 5 (71.43 %)
- Agree: 2 (28.57 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 12
The professor provided opportunities to ask questions and to participate in class.

- Strongly Agree: 6 (85.71 %)
- Agree: 1 (14.29 %)
- Neither: 0 (0 %)
- Disagree: 0 (0 %)
- Strongly Disagree: 0 (0 %)

Question 13
The professor was available for consultation during posted office hours or by appointment.

- Strongly Agree: 4 (57.14 %)
- Agree: 2 (28.57 %)
- Neither: 1 (14.29 %)
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Question 14
The professor's classes were well organized.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>71.43 %</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>28.57 %</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Question 15
The professor explained ideas and concepts clearly.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Question 16
The professor gave clear instructions for course assignments.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>100 %</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Question 17
The professor graded in a fair manner.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>85.71 %</td>
</tr>
<tr>
<td>Most of the time</td>
<td>1</td>
<td>14.29 %</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Question 18
The professor gave feedback on tests, papers, and other assignments.
Question 19
The professor returned graded assignments, except for long-term projects or papers, within one week.

- **Always**: 6 (85.71 %)
- **Most of the time**: 1 (14.29 %)
- **Sometimes**: 0 (0 %)
- **Rarely**: 0 (0 %)
- **Never**: 0 (0 %)

Question 20
The professor was on time for class.

- **Always**: 7 (100 %)
- **Most of the time**: 0 (0 %)
- **Sometimes**: 0 (0 %)
- **Rarely**: 0 (0 %)
- **Never**: 0 (0 %)

Question 21
The professor was well prepared for class.

- **Always**: 6 (85.71 %)
- **Most of the time**: 1 (14.29 %)
- **Sometimes**: 0 (0 %)
- **Rarely**: 0 (0 %)
- **Never**: 0 (0 %)

Question 22
During class, the professor kept the focus on material relevant to the topic at stake.

- **Always**: 7 (100 %)
- **Most of the time**: 0 (0 %)
- **Sometimes**: 0 (0 %)
<table>
<thead>
<tr>
<th>Question 23</th>
<th>How would you rate the professor's overall performance in this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6 (85.71%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>1 (14.29%)</td>
</tr>
<tr>
<td>Good</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Fair</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Poor</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 24</th>
<th>How would you rate your overall performance as a student in this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1 (14.29%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>3 (42.86%)</td>
</tr>
<tr>
<td>Good</td>
<td>3 (42.86%)</td>
</tr>
<tr>
<td>Fair</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Poor</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 25</th>
<th>What should your instructor continue to do in this class (i.e., what is working for you?).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collapse Responses</td>
</tr>
</tbody>
</table>
> The lecture notes are very helpful I hope that they continue to be used.
>
> Reviewing the previous lecture at the beginning of class, putting the "agenda" for what we would cover today, putting everything in an organized manner, using colors, giving examples, returning papers on time, having examinations (tests/quizzes) that has material that covers what we learned in class—we're not tested on things we haven't already covered—and it feels fair.
>
> Continuing to improve the lecture notes. Being able to look at the format of previous exams is helpful, and allows to focus on learning the content rather than worrying about the specifics of the format.
>
> I really like the way you don't just use a powerpoint or just show the lecture notes but actually work through examples and are just engaging as a whole. I love all the example problems and exercises as it really gives me good practice.
>
> Working through and showing examples on the board in correlation to the material.
>
> I really like the detailed notes and practice problems provided. I also like the amount of examples that are used in class some professors only do one example and move on. It's nice to see several on the same topic.
>
> Giving us multiple examples to go and look at is something that should be continued as I feel it helps a lot. Also, sending emails before the week starts so that we can be prepared.
>
**Question 26**

What should your instructor **stop** to do in this class (i.e., what is not working for you?).

- **Collapse Responses**
- None
- N/A
- Working two examples simultaneously can be confusing, especially if the presentation is disorganized. Focus on one at a time, or clean up the presentation if two examples are going to worked at the same time.
- The only thing that has caught me off guard was using preside to explain the relation of being a president, other than the weird wording sometimes your class is great!!
- There is nothing that I can think of.
- Nothing

**Question 27**

What should your instructor **start** doing in this class (i.e., how can it be improved?).

- **Collapse Responses**
- None
There is no big issue I can think of that needs to be vastly improved.

The only things I can think of would be to try to:

> Not write so low on the board, since I sit in the front and I can't always see past a
certain point of the podium (typically not an issue and really no fault of your own).

> Try to use fresher markers. While rare, sometimes the markers can be a bit faded and
it can be hard to see what is written on the board (especially when the writing is a bit
faded and written on the far side of the board, opposite to where I am sitting and I
accidentally miss what you are saying when writing it). Again, this issue is minor though
and 99% of the time, I am able to read what is written.

> At the end of the class, provide the question numbers for problems in the lecture
notes so we can review and practice the material we learned that day in class. (This is
simply a quality of life feature you could start doing, if it is not too much of a hassle; I
have a bad memory and am not as organized as I want, so when I study, I often forget
that there are exercises in the lecture notes until we reach the end of a chapter, and
when I study, I mainly just review over previous notes.

Overall though, I want to emphasize that these noted issues are "very" minor and simply
quality of life improvements that would be nice to have, but not a necessity; if none of
these things were implemented (or were too hard to implement) then I would not
complain and would still be very satisfied with the lectures you give.

I would prefer a slightly more focused review than just be referred to 40 questions from
previous semesters in the lecture notes.

If there were possible solutions to all of the problems, it would be great. I only use them
when I'm done, but it would be great to know if I was on the right track or not.

There is nothing that I can think of.

Providing printed notes to follow along with.