#### Course Evaluation

|       | e evaluate the ded below:          | course in   | the follow  | ing section  | using t   | he numeric :     | ratings |
|-------|------------------------------------|-------------|-------------|--------------|-----------|------------------|---------|
| 1: St | trongly disagree                   | 2: Disa     | gree 3: N   | leutral 4    | : Agree   | 5: Strongly      | agree   |
| 1.    | I can describe v                   | what comp   | uter progr  | amming a     | nd algori | thmic thinki     | ng are. |
|       |                                    | 1.          | 2           | 3            | 4         | ( <u>5</u> )     |         |
|       | I can translate<br>pseudo-code.    | an English  | h specifica | tion of a c  | computat  | tional proble    | m into  |
|       |                                    | 1           | 2           | 3            |           | . 5              |         |
|       | I can describe a<br>and operators. | nd use fun  | damental    | programm     | ing cons  | tructs like va   | riables |
|       |                                    | 1           | 2           | 3            | 4         | (5)              |         |
| 4.    | I can describe a                   | and use if  | -statement  | ts, loop str | ructures  | and function     | s.      |
|       |                                    | 1           | 2           | 3            | 4         | (5)              |         |
| 5.    | I can use Matla                    | ıb to visua | lize data a | and plot si  | mple fun  | actions.         |         |
|       |                                    | 1           | 2           | 3            | 4         | ( <del>5</del> ) |         |
|       | I can describe w<br>importance.    | hat gʻood 1 | orogramm    | ing practic  | es are an | ıd I appreciat   | e their |
|       |                                    | 1           | 2           | 3            | 4         | 5                |         |
|       | I can write mo                     |             |             |              |           |                  | ome or  |
|       |                                    | 1           | 2           | 3 (          | 4         | 5                |         |
| 8. ′  | The pace of the                    | e course wa | as good.    |              |           |                  |         |

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

1 2 3 4 (5)

1

| 10. The labs helped n    | ne understa  | nd the class   | material b  | etter.            |             |    |
|--------------------------|--------------|----------------|-------------|-------------------|-------------|----|
| 1                        | 2            | 3              | 4           | (5)               |             |    |
| 11. The homework as      | signments w  | vere interesti | ng.         | _                 |             |    |
| . 1                      | 2            | 3              | 4           | <b>(</b> 5)       | ,           |    |
| 12. The homework as:     | signments w  | vere:          |             |                   |             |    |
| 1 (too hard)             | 2 (hard)     | 3 (just righ   | at) 4 (eas  | y) 5 (too easy)   |             |    |
| 13. The grading in the   | e course wa  | s fair.        |             |                   |             |    |
| 1                        | · 2          | (3)            | 4           | 5                 |             |    |
| 14. The instructor / 7   | ΓA provided  | useful feedl   | oack when   | grading assignmen | nts.        |    |
| 1                        | 2            | 3              | 4           | 5                 |             |    |
| 15. The code of acade    | mic integrit | y was uphel    | d in this c | lass.             | •           |    |
| 1                        | 2            | 3              | 4           | $\binom{5}{5}$    |             |    |
| 16. The things I liked   | best about   | the course:    |             |                   |             |    |
| The excitement the homen | A of         | Solicing       | compl       | uting a court     | ring code a | مر |
| the homon                | ortks        |                |             | ·                 |             |    |
| V () M2 -                |              |                |             |                   |             |    |
|                          |              |                |             |                   |             |    |
|                          |              | ; J            |             |                   |             |    |
| 17. Ways in which thi    | s course cou | ıld be made    | better:     |                   |             |    |
|                          |              | * **           |             |                   |             |    |
| Can't t                  | mk o         | bary           | t           |                   |             |    |
|                          |              | , <i>J</i>     |             |                   |             |    |
|                          |              |                |             |                   |             |    |

### Instructor Evaluation

| Please  | evaluate | the   | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|-------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo- | w:     |            |    |     |           |         |       |     |         |

| atın | gs аеппеа оею    | w:          |             |             |                        |                     |
|------|------------------|-------------|-------------|-------------|------------------------|---------------------|
| 1: 5 | Strongly disagre | ee 2: D     | isagree 3   | : Neutral   | 4: Agree               | 5: Strongly agree   |
| 1.   | The instructo    | r commu     | nicates ide | as and co   | ncepts clear           | rly.                |
|      |                  | 1 .         | 2           | 3           | $\stackrel{\frown}{4}$ | 5                   |
| 2.   | The instructo    | r demons    | trates a th | norough ur  | nderstandir            | ng of the material. |
|      |                  | 1           | 2           | 3           | 4                      | (5)                 |
| 3.   | The instructo    | r explain   | s the mate  | rial in an  | interesting            | manner.             |
|      |                  | 1           | 2           | 3           | 4                      | (5)                 |
| , 4. | The instructo    | r is well-o | organized.  |             |                        |                     |
|      |                  | 1           | 2           | 3           | 4                      | (5)                 |
| 5.   | The instructor   | r is acces  | sible outsi | de class.   |                        |                     |
|      |                  | 1           | 2           | 3           | 4                      | 5                   |
| 6.   | The instructor   | r encoura   | ges partic  | ipation in  | class.                 |                     |
|      |                  | 1           | 2           | 3           | 4                      | 5                   |
| 7.   | The instructor   | r uses go   | od exampl   | es in lectu | re.                    |                     |
|      |                  | 1           | 2           | 3           | 4                      | 5                   |
| 8.   | The instructor   | r notices   | indication  | s when stu  | idents need            | l help.             |
|      |                  | 1           | 2           | 3           | $\dot{4}$              | (5)                 |
| 9.   | The instructor   | r stimula   | ted my int  | erest in th | ne subject.            |                     |
|      |                  | 1 .         | 2           | 3           | 4                      | 5                   |
|      |                  |             |             |             |                        |                     |

Usay example as a way to explain things botten

11. Ways in which this instructor could improve:

Nothing I can think ob.

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| 1. | Stron | igiy u | usagre | e 2. | Disagree | 5. Iveutrai | 4. Ayree | υ. | Strongty | аутее |
|----|-------|--------|--------|------|----------|-------------|----------|----|----------|-------|
|    |       |        |        |      |          |             |          |    |          |       |
|    |       |        |        |      |          |             |          |    |          |       |

1. I can describe what computer programming and algorithmic thinking are.

 $1 \qquad 2 \qquad 3 \qquad \overbrace{4} \qquad 5$ 

 $2.\ \, \text{I}$  can translate an English specification of a computational problem into pseudo-code.

1 2  $\sqrt{3}$  4 5

 $3.\,$  I can describe and use fundamental programming constructs like variables and operators.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

4. I can describe and use if-statements, loop structures and functions.

 $1 \quad 2 \quad 3 \quad 4 \quad \boxed{5}$ 

5. I can use Matlab to visualize data and plot simple functions.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

6. I can describe what good programming practices are and I appreciate their importance.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

8. The pace of the course was good.

 $1 \qquad 2 \qquad \boxed{3} \qquad 4 \qquad .5$ 

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

10. The labs helped me understand the class material better.

|     |                  | 1          | 2          | 3             | 4          | 5)                 |   |
|-----|------------------|------------|------------|---------------|------------|--------------------|---|
| 11. | The homework     | assignme   | nts were i | nteresting.   |            |                    |   |
|     |                  | 1          | 2          | 3             | <b>4</b>   | 5                  |   |
| 12. | The homework     | assignme   | nts were:  | ·             |            |                    |   |
|     | 1 (too har       | d) 2 (han  | rd) 3 (ju  | $ust\ right)$ | 4 (easy)   | 5 (too easy)       |   |
| 13. | The grading in   | the cours  | e was fair |               |            |                    |   |
|     |                  | 1          | 2          | 3             | 4          | 5                  |   |
| 14. | The instructor   | / TA prov  | vided usef | ul feedbacl   | when gra   | ading assignments. |   |
|     |                  | 1          | 2          | 3             | 4          | 5                  |   |
| 15. | The code of ac   | ademic int | egrity wa  | s upheld in   | this class |                    |   |
|     |                  | 1 -        | 2          | (3)           | 4          | 5                  |   |
| 16. | The things I lil |            |            |               |            |                    |   |
|     | - tead           | china      | Styl       | e.            |            |                    |   |
|     | - Qabs           | and        | their      | r ex          | plane      | ations.            |   |
|     |                  |            |            |               |            |                    |   |
|     |                  |            |            |               |            |                    |   |
|     |                  |            |            | . /           |            | ,                  |   |
| 17. | Ways in which    | this cours | e could b  | e made bet    | ter:       | If included        | ~ |
|     | -altho           | ugh        | it n       | ias n         | ot 47      | the instructors    |   |
| (   | Kand,            | F:         | ther       | e wa          | 5 Ma       | re time to         |   |
|     | Prepar           | e/k        | ean        | n, Hi         | at i       | vould have         |   |
| í   | 10               | n -^       |            |               |            |                    |   |
| ¥   | zeen Y           | ypruc      | ute        | d.            |            |                    |   |

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| umys aejmea veio    | w:           |             |            |                  |   |
|---------------------|--------------|-------------|------------|------------------|---|
| 1: Strongly disagre | ee 2: Dis    | agree 3:    | Neutral    | 4: Agre          | e 5: Strongly agree                         |
| 1. The instructor   | r communi    | cates ideas | and con    | cepts cle        | early.                                      |
|                     | 1 :          | 2.          | 3          | 4                | 5   |
| 2. The instructor   | r demonstr   | ates a tho  | rough un   | derstand         | ling of the material.                       |
|                     | 1            | 2           | 3 (        |                  | $\left(\begin{array}{c}5\end{array}\right)$ |
| 3. The instructor   | r explains   | the materi  | al in an i | nterestir        | ng manner.                                  |
|                     | 1            | 2           | 3          | $\binom{4}{4}$   | 5   |
| 4. The instructor   | r is well-or | ganized.    |            |                  |   |
|                     | 1            | 2           | 3          | 4                | 5   |
| 5. The instructor   | r is accessi | ble outside | class.     | $\sim$           |   |
|                     | 1            | 2           | 3          | $\left(4\right)$ | 5   |
| 6. The instructor   | r encourag   | es particip | ation in c | lass.            |   |
|                     | 1            | 2           | 3          | 4                | 5   |
| 7. The instructor   | r uses good  | d examples  | in lectur  | e.               |   |
|                     | 1            | 2           | 3          | 4                | (5)   |
| 8. The instructor   | r notices ir | ndications  | when stu   | dents ne         | ed help.                                    |
|                     | 1            | 2           | 3          | 4                | (5)   |
| 9. The instructor   | r stimulate  | ed my inter | est in the | e subjec         | t.  |
|                     | 1            | 2           | 3          | 4                | $\left(\begin{array}{c}5\end{array}\right)$ |
|                     |              |             |            |                  | <del>-</del>                                |

-Communicia commonicates lessons clearly +
- Organized, confise lessons

effectively.

11. Ways in which this instructor could improve:

### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| efin | ned below:                      |             |             |             |          |   |
|------|---------------------------------|-------------|-------------|-------------|----------|---|
| 1: £ | Strongly disagree               | 2: Disa     | gree 3: 1   | Neutral 4   | : Agree  | 5: Strongly agree   |
| 1.   | I can describe v                | vhat comp   | uter progr  | amming a    | nd algor | ithmic thinking are   |
|      |                                 | 1           | 2           | 3           | 4        | (I)   |
| 2.   | I can translate pseudo-code.    | an Englis   | h specifica | tion of a   | computa  | tional problem into   |
|      |                                 | 1 ·         | 2           | 3           | 4        | 5,0   |
| 3.   | I can describe a and operators. | nd use fur  | damental    | programm    | ing cons | structs like variables  |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
| 4.   | I can describe a                | and use if  | -statemen   | ts, loop st | ructures | and functions.  |
|      |                                 | 1           | 2           | 3           | 4        | (5)   |
| 5.   | I can use Matla                 | ab to visua | lize data a | and plot si | mple fu  | nctions.  |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
| 6.   | I can describe wimportance.     | hat good    | programm    | ing practic | es are a | nd I appreciate their   |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
| 7.   | I can write mo                  |             |             |             |          | at combine some or<br>olem.   |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
| 8.   | The pace of the                 | e course w  | as good.    | ,           |          | Market Market Commence of the |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
| 9.   | The requirement quately explain |             | course (ho  | meworks,    | exams,   | labs etc.) were ade   |
|      |                                 | 1           | 2           | 3           | 4        | 5   |
|      |                                 |             |             |             |          |   |

| 10. The labs helped me understand the class material better.                |        |
|---|--------|
| $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$                             |        |
| 11. The homework assignments were interesting.                              |        |
| 1 2 3 4 5   |        |
| 12. The homework assignments were:  |        |
| 1 (too hard) 2 (hard) 3 (just right) 4 (easy) 5 (too easy)                  |        |
| 13. The grading in the course was fair.                                     |        |
| 1 2 3 4 5 maybe m   | a<br>O |
| 14. The instructor / TA provided useful feedback when grading assignments.  |        |
| $1 \qquad 2 \qquad 3 \qquad \left(4 \qquad 5 \right) \qquad 5$              |        |
| 15. The code of academic integrity was upheld in this class.                |        |
| 1 2 3 4 5   |        |
| 16. The things I liked best about the course:                               |        |
| It was interesting; I bearned a lot at                                      | 7      |
| It was interesting; I bearned a lot at a pace; I cannot think of a day I do | · C    |
| this class.   |        |
|   |        |
|   |        |
|   |        |
| 17. Ways in which this course could be made better:                         |        |
| Maybe increase the weight of labs   |        |
|   |        |
|   |        |

Please evaluate the course instructor in the following section using the numeric ratings defined below:

| 1: , | Strongly disagre | e 2: Dis   | agree 3:    | Neutral     | 4: Agree    | 5: Strongly agree   | 6. Everyone | betk |
|------|------------------|------------|-------------|-------------|-------------|---|-------------|------|
| 1.   | The instructor   | communi    | cates ideas | s and con   | cepts clear | ly.   | Moree       |      |
|      |                  | 1          | 2           | 3           | 4           | (5)   |             |      |
| 2.   | The instructor   | demonstr   | rates a tho | rough und   | derstandin  | g of the material.  |             |      |
|      |                  | 1          | 2           | 3           | 4           | 5   |             |      |
| 3.   | The instructor   | explains   | the materi  | al in an ir | nteresting  | manner.   |             |      |
|      |                  | 1          | 2           | 3           | 4           | 5   |             |      |
| 4.   | The instructor   | is well-or | ganized.    |             |             |   |             |      |
|      | •                | 1          | 2           | 3           | 4           | 5   |             |      |
| 5.   | The instructor   | is accessi | ble outside | class.      |             |   |             |      |
|      |                  | 1          | 2           | 3           | 4 (4.5      | 5   |             |      |
| 6.   | The instructor   | encourage  | es particip | ation in c  | lass.       | a startist trinipants   |             |      |
|      |                  | 1          | 2           | 3           | 4           | 5   |             |      |
| 7.   | The instructor   | uses good  | l examples  | in lectur   | e.          | s de la companya de |             |      |
|      |                  | 1          | 2           | 3           | 4           | 5   | •           |      |
| 8.   | The instructor   | notices in | dications   | when stud   | lents need  | help.   |             |      |
|      |                  | 1          | 2           | 3           | $\dot{4}$   | 5 (6)   |             |      |
| 9.   | The instructor   | stimulate  | d my inter  | est in the  | subject.    |   |             |      |
|      |                  | 1          | 2           | 3           | 4           | 5   |             |      |
|      |                  |            |             |             |             |   |             |      |
|      |                  |            |             |             |             |   |             |      |
|      |                  |            | 21          |             |             |   |             |      |

Organization, communication, interesting.

11. Ways in which this instructor could improve:

More demonstrations with font ! i, other than that you're nivesome!

## Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| lefin | ned below:                           |                | <b>,</b>       |                |            | J           |
|-------|--------------------------------------|----------------|----------------|----------------|------------|-------------|
| 1: 1  | Strongly disagree                    | 2: Disagree    | : 3: Neutral   | 4: Agree       | 5: Stror   | ngly agree  |
| 1.    | I can describe w                     | hat compute    | r programmir   | ng and algor   | ithmic th  | inking are  |
|       |                                      | 1 2            | 3              | 4              | 5          |             |
| 2.    | I can translate a pseudo-code.       | an English sp  | pecification o | f a computa    | tional pro | oblem into  |
|       | 1                                    | 1 2            | 3              | $\binom{4}{4}$ | 5          |             |
| 3.    | I can describe ar and operators.     | nd use fundar  | nental progra  | mming cons     | tructs lik | e variable  |
|       | 1                                    | 1 2            | 3              | 4              | 5          |             |
| 4.    | I can describe a                     | nd use if-sta  | tements, loo   | p structures   | and func   | tions.      |
|       | 1                                    | 2              | 3              | 4              | (5)        |             |
| 5.    | I can use Matlal                     | b to visualize | data and plo   | ot simple fu   | nctions.   |             |
|       | 1                                    | 2              | 3              | 4              | 5          |             |
| 6.    | I can describe whimportance.         | hat good prog  | gramming pra   | actices are ai | nd I appre | eciate thei |
|       | 1                                    | 2              | 3              | 4              | 5          |             |
| 7.    | I can write mod<br>all of the above  |                |                | -              |            | ne some o   |
|       | 1                                    | 2              | 3              | 4              | 5          |             |
| 8.    | The pace of the                      | course was g   | ood.           |                |            |             |
|       | . 1                                  | 2              | 3              | 4              | (5)        |             |
| 9     | The requirement<br>quately explained |                | rse (homewor   | rks, exams, l  | labs etc.) | were ade    |
|       | 1                                    | 2              | 3              | 4              | (5)        |             |
|       |                                      |                |                |                |            |             |

| 10. The labs helped r  | ne understand  | the class m  | aterial bett  | er.                |
|------------------------|----------------|--------------|---------------|--------------------|
| 1                      | 2              | 3            | 4             | 5                  |
| 11. The homework as    | signments wer  | e interestin | g.            |                    |
| 1                      | 2              | 3            | 4             | 5                  |
| 12. The homework as    | signments wer  | e:           |               |                    |
| 1 (too hard)           | 2 (hard) (3)   | (just right  | ) 4 (easy)    | 5 (too easy)       |
| 13. The grading in th  | e course was f | air.         |               |                    |
| 1                      | 2              | 3            | 4             | 5                  |
| 14. The instructor / ' | ΓA provided u  | seful feedba | ick when gra  | ading assignments. |
| . 1                    | 2              | 3            | 4             | 5                  |
| 15. The code of acade  | emic integrity | was upheld   | in this class | <b>5.</b>          |
| 1                      | 2              | 3            | 4             | 5                  |
| 16. The things I liked | best about th  | e course:    |               |                    |
| the tead               | ner            |              |               |                    |
|                        |                |              |               |                    |

17. Ways in which this course could be made better:

more interesting home work

### Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| 1: . | Strongly disagre | e 2:   | Disagree    | 3: Neutral     | 4: Agree     | 5: Strongly agree  |
|------|------------------|--------|-------------|----------------|--------------|--------------------|
| 1.   | The instructor   | comr   | nunicates i | ideas and cor  | ncepts clear | rly.               |
|      |                  | 1      | 2           | 3              | 4            | 5                  |
| 2.   | The instructor   | demo   | onstrates a | thorough un    | nderstandin  | g of the material. |
|      |                  | 1      | 2           | 3              | 4            | 5                  |
| 3.   | The instructor   | expla  | ins the ma  | aterial in an  | interesting  | manner.            |
|      |                  | 1      | 2           | 3              | 4            | 5                  |
| 4.   | The instructor   | is we  | ll-organize | d.             |              |                    |
|      |                  | 1      | 2           | 3              | 4            | (5)                |
| 5.   | The instructor   | is acc | cessible ou | tside class.   |              |                    |
|      |                  | 1      | 2           | 3              | 4            | 5                  |
| 6.   | The instructor   | enco   | ırages par  | ticipation in  | class.       |                    |
|      |                  | 1      | 2           | 3              | 4            | 5                  |
| 7.   | The instructor   | uses   | good exam   | ıples in lectu | re.          |                    |
|      |                  | 1      | 2           | 3              | 4            | (5)                |
| 8.   | The instructor   | notic  | es indicati | ons when stu   | idents need  | help.              |
|      |                  | 1      | 2           | 3              | $\dot{4}$    | (5)                |
| 9.   | The instructor   | stimı  | ılated my   | interest in th | e subject.   |                    |
|      |                  | 1      | 2           | 3              | (4)          | 5                  |
|      |                  |        |             |                |              |                    |

10. The main strengths of this instructor:

His teaching methods, knowledge of material, and ability to make you understand concepts

11. Ways in which this instructor could improve:

More exciting lectures

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | l below: |     |        |    |     |           |         |       |     |         |         |

| 1: | Strongly disagree | 2: | Disagree | 3: | Neutral | 4: | Agree | 5: | Strongly | agree |
|----|-------------------|----|----------|----|---------|----|-------|----|----------|-------|
|    | •                 |    |          |    |         |    |       |    |          |       |

1. I can describe what computer programming and algorithmic thinking are.

 $1 \qquad 2 \qquad 3 \qquad \stackrel{4}{4} \qquad 5$ 

2. I can translate an English specification of a computational problem into pseudo-code.

 $1 \qquad 2 \qquad 3 \qquad \overbrace{4} \qquad 5$ 

3. I can describe and use fundamental programming constructs like variables and operators.

and operators. 1 2 3 4 5

4. I can describe and use if-statements, loop structures and functions.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

5. I can use Matlab to visualize data and plot simple functions.

 $1 \qquad 2 \qquad 3 \qquad \overbrace{4} \qquad 5$ 

6. I can describe what good programming practices are and I appreciate their importance.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad 3 \qquad \left( \overbrace{4} \right) \qquad 5$ 

8. The pace of the course was good.

1 2 3 4 5

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

 $1 \qquad 2 \qquad \boxed{3} \qquad 4 \qquad 5$ 

10. The labs helped me understand the class material better.

|                   | . 1              | 2           | 3              | $\binom{4}{2}$ | 5                   |
|-------------------|------------------|-------------|----------------|----------------|---------------------|
| 11. The homewor   | rk assignm       | ents were   | interesting    | ;,             |                     |
|                   | 1                | 2           | 3              | 4              | 5                   |
| 12. The homewor   |                  |             |                |                |                     |
| 1 (too ha         | (rd) $(2)$ $(h)$ | ard) 3 (j   | $(ust\ right)$ | 4 (easy)       | ) 5 (too easy)      |
| 13. The grading i | in the cour      | rse was fai | r              |                |                     |
|                   | 1 :              | 2           | 3              | 4 (            | 5                   |
| 14. The instructo | or / TA pr       | ovided use  | ful feedbac    | ck when g      | rading assignments. |
|                   | 1                | 2           | 3              | 4              | 5                   |
| 15. The code of a | cademic i        | ntegrity w  | as upheld i    | n this clas    | 58.                 |
|                   | 1                | 2           | 3              | 4              | 5                   |
| 16. The things I  | liked best       | about the   | course:        |                |                     |
| Infere            | acting           | With        | the TA         | 4/Prof         | EBSCr               |
|                   |                  |             | ffice          |                | -                   |
| ta (              | 200in            | a bo        | Her IN         |                | tending             |
| $\sim c$          | J ~ W .          |             |                |                | nowing              |
| OF                | the              | conco       | b <sub>t</sub> |                |                     |
|                   |                  | :           |                |                |                     |
|                   |                  |             | , a            |                |                     |

17. Ways in which this course could be made better:

Having a text book that Cancided better with the curriculum

Please evaluate the course instructor in the following section using the numeric ra

| atin | gs defined below |              | 01 46001 110 | one jouo   | bung securo  | is about with the   |
|------|------------------|--------------|--------------|------------|--------------|---------------------|
| 1: i | Strongly disagre | ee 2: Dis    | agree 3:     | Neutral    | 4: Agree     | 5: Strongly agree   |
| 1.   | The instructor   | r communi    | cates idea   | s and cor  | ncepts clear | rly.                |
|      |                  | 1 :          | 2,           | 3          | 4            | 5                   |
| 2.   | The instructor   | r demonsti   | ates a tho   | rough un   | ıderstandir  | ng of the material. |
|      |                  | 1            | 2            | 3          | 4            | 5                   |
| 3.   | The instructor   | r explains   | the materi   | al in an   | interesting  | manner.             |
|      |                  | 1            | 2            | 3          | 4            | 5                   |
| 4.   | The instructor   | r is well-or | ganized.     |            |              |                     |
|      |                  | 1            | 2            | 3          | 4 (          | 5                   |
| 5.   | The instructor   | r is accessi | ble outside  | e class.   | · ·          | _                   |
|      |                  | 1            | 2            | 3          | 4            | 5                   |
| 6.   | The instructor   | encourag     | es particip  | ation in   | class.       |                     |
|      |                  | 1            | 2            | 3 (        | 4            | 5                   |
| 7.   | The instructor   | uses good    | ł examples   | s in lectu | re.          |                     |
|      |                  | 1            | 2            | 3          | 4            | (5)                 |
| 8.   | The instructor   | notices in   | ndications   | when stu   | idents need  | l help.             |
|      |                  | 1            | 2            | 3 (        | 4            | 5                   |
| 9.   | The instructor   | stimulate    | d my inter   | rest in th | e subject.   |                     |
| ,    |                  | 1            | 2            | 3          | 4            | 5                   |
|      |                  |              |              |            |              |                     |

Very good at explanating approaching Misunderstandings & adolessing them in a way that the student understands

accomposates to students needs well (i.e. additional office hory)

" You're too coul!



#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| Please evaluate t<br>lefined below: | he course  | in the fol   | llowing sec  | tion using     | the numer    | ric rating  |
|-------------------------------------|------------|--------------|--------------|----------------|--------------|-------------|
| 1: Strongly disa                    | gree 2: 1  | Disagree     | 3: Neutral   | 4: Agree       | 5: Stron     | gly agree   |
| 1. I can descri                     | be what c  | omputer p    | rogrammin    | g and algo     | rithmic thi  | nking are   |
|                                     | 1          | 2            | 3            | $\bigcirc 4$   | 5            |             |
| 2. I can transl<br>pseudo-code      |            | iglish spec  | ification of | a comput       | ational pro  | blem into   |
|                                     | 1          | 2            | 3            | 4              | 5            |             |
| 3. I can describe and operator      |            | e fundamer   | ntal progra  | mming con      | structs like | : variable: |
|                                     | 1          | 2            | 3            | 4              | 3            |             |
| 4. I can descri                     | be and us  | e if-stater  | nents, loop  | structures     | s and funct  | ions.       |
|                                     | 1          | 2            | 3            | 4              | (5)          |             |
| 5. I can use M                      | atlab to v | risualize da | ıta and plo  | t simple fu    | inctions.    |             |
|                                     | 1          | 2            | 3            | 4              | 5            |             |
| 6. I can describ                    |            | ood progra   | mming pra    | ctices are a   | and I appre  | ciate their |
|                                     | 1          | 2            | 3            | 4              | <b>3</b>     |             |
| 7. I can write all of the ab        |            |              |              |                |              | e some o    |
|                                     | 1          | 2            | 3            | 4              | (5)          |             |
| 8. The pace of                      | the cours  | se was goo   | d. ,         |                |              |             |
|                                     | 1          | 2            | 3            | $\overline{4}$ | .5           |             |
| 9. The require quately exp          |            | the course   | (homework    | ks, exams,     | labs etc.)   | were ade    |
|                                     | 1          | 2            | 3            | 4              | 5            |             |
|                                     |            |              |              |                |              |             |

|   | 10. T  | he labs he | elped me un  | derstand  | l the class m            | aterial b  | etter.       |          |   |
|---|--------|------------|--------------|-----------|--------------------------|------------|--------------|----------|---|
|   |        |            | 1            | 2         | 3                        | 4          | 5            |          |   |
|   | 11. T  | he homew   | ork assignn  | nents we  | re interesting           | <u>z</u> . |              |          |   |
|   |        |            | 1            | 2         | 3                        | 4          | 5            |          |   |
|   | 12. Tl | he homew   | ork assignn  | nents we  | re:                      |            |              |          |   |
|   |        | 1 (too l   | hard) 2 (h   | (ard) $3$ | $\widehat{j}ust\ right)$ | 4 (ea      | sy) 5 (too e | asy)     |   |
|   | 13. Tl | he grading | g in the cou | rse was : | fair.                    |            |              |          |   |
|   |        |            | 1            | 2         | 3                        | 4          | (5)          |          | • |
|   | 14. Tl | he instruc | tor / TA pi  | ovided u  | ıseful feedba            | ck when    | grading assi | gnments. |   |
|   |        |            | 1            | 2         | 3                        | 4          | 5            |          |   |
|   | 15. Tl | he code of | academic i   | ntegrity  | was upheld               | in this c  | lass.        |          |   |
|   |        |            | 1            | 2         | 3                        | 4          | 5            |          |   |
|   | 16. Tl | ne things  | I liked best | about t   | he course:               |            |              |          |   |
|   | Th     | e me       | sto ote      | - 1/1     | 42 go                    | n d        | o Earth      | 0,0      | C |
| 9 | ood,   | finn       | 7 909        |           |                          |            |              |          |   |
|   |        |            |              |           |                          |            |              |          |   |
|   |        |            |              |           |                          |            | • .          |          |   |
|   |        |            |              |           |                          |            |              |          |   |
|   |        |            |              | :         | 1                        |            |              |          |   |
|   | 17. W  | avs in wh  | ich this cou | rse could | d be made b              | etter:     |              |          |   |
|   |        |            |              |           |                          |            |              |          |   |

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atin | gs defin | ed belou | ):    |              |                |             | •                   |
|------|----------|----------|-------|--------------|----------------|-------------|---------------------|
| 1: i | Strongly | disagree | e 2:  | Disagree     | 3: Neutral     | 4: Agree    | 5: Strongly agree   |
| 1.   | The in   | structor | comi  | municates    | ideas and cor  | ncepts clea | rly.                |
|      |          |          | 1     | 2            | 3              | 4           | 5                   |
| 2.   | The in   | structor | demo  | onstrates a  | thorough ur    | nderstandir | ng of the material. |
|      |          |          | 1     | 2            | 3              | 4           | 5                   |
| 3.   | The in   | structor | expla | ains the m   | aterial in an  | interesting | manner.             |
|      |          |          | 1     | 2            | 3              | 4           | 5                   |
| 4.   | The in   | structor | is we | ell-organize | ed.            |             |                     |
|      |          |          | 1     | 2            | 3              | 4           | <b>(3)</b>          |
| 5.   | The in   | structor | is ac | cessible ou  | tside class.   |             |                     |
|      |          |          | 1     | 2            | 3              | 4           | ( <del>5</del> )    |
| 6.   | The in   | structor | enco  | urages par   | ticipation in  | class.      |                     |
|      |          |          | ,1    | 2            | 3              | 4           | 5                   |
| 7.   | The in   | structor | uses  | good exan    | nples in lectu | re.         | _                   |
|      |          |          | 1     | 2            | 3              | 4           | 5                   |
| 8.   | The in   | structor | notic | es indicati  | ons when stu   | idents need | l help.             |
|      |          |          | 1     | 2            | 3              | $\dot{4}$   | <b>(3)</b>          |
| 9.   | The ins  | structor | stimi | ulated my    | interest in th | e subject.  |                     |
|      |          |          | 1     | 2            | 3              | 4           | 5                   |
|      |          |          |       |              |                |             |                     |

Making the dass interesting - ton, and

he knows the material very well.

11. Ways in which this instructor could improve:

## Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | ! below: |     |        |    |     |           |         |       |     |         |         |

|      | se evaluate the co<br>ed below:     | ourse in th   | e following   | section usin  | g the nume    | ric ratings  |
|------|-------------------------------------|---------------|---------------|---------------|---------------|--------------|
| 1: 2 | Strongly disagree                   | 2: Disagr     | ee 3: Neu     | tral 4: Agre  | ee 5: Stroi   | ngly agree   |
| 1.   | I can describe w                    | hat comput    | er program    | ming and alg  | gorithmic th  | inking are.  |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 2.   | I can translate a pseudo-code.      | an English    | specification | n of a compu  | ıtational pr  | oblem into   |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 3.   | I can describe an and operators.    | nd use funda  | amental pro   | gramming co   | onstructs lik | e variables  |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 4.   | I can describe an                   | nd use if-s   | tatements,    | loop structur | es and func   | tions.       |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 5.   | I can use Matlab                    | o to visualiz | e data and    | plot simple   | functions.    |              |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 6.   | I can describe wh<br>importance.    | nat good pro  | ogramming     | practices are | and I appre   | eciate their |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 7.   | I can write mod<br>all of the above | -             | _             |               |               | ne some or   |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 8.   | The pace of the                     | course was    | good.         |               |               |              |
|      | 1                                   | . 2           | 3             | 4             | 5             |              |
| 9.   | The requirement quately explaine    |               | urse (home    | works, exam   | s, labs etc.) | were ade-    |
|      | 1                                   | . 2           | 3             | 4             | (5)           |              |
|      |                                     |               |               |               |               |              |

| 10. The labs helped me understand the class material better. |               |              |              |             |                    |       |  |  |  |  |  |  |
|--|---------------|--------------|--------------|-------------|--------------------|-------|--|--|--|--|--|--|
|  | 1             | 2            | 3            | 4           | <u>(5)</u>         |       |  |  |  |  |  |  |
| 11. The home   | work assign   | ments we     | re interesti | ng.         |                    |       |  |  |  |  |  |  |
|  | 1             | 2            | 3            | 4           | (5)                |       |  |  |  |  |  |  |
| 12. The home   | work assign   | ments we     | re:          |             |                    |       |  |  |  |  |  |  |
| 1 (too   | hard) 2 (     | (hard) $(3)$ | (just righ   | t) 4 (eas   | sy) 5 (too easy)   |       |  |  |  |  |  |  |
| 13. The gradin   | ng in the co  | urse was     | fair.        |             |                    |       |  |  |  |  |  |  |
|  | 1             | 2            | 3            | 4           | (5)                |       |  |  |  |  |  |  |
| 14. The instru   | ictor / TA j  | provided u   | useful feedb | ack when    | grading assignment | ents. |  |  |  |  |  |  |
|  | 1             | 2            | (3)          | 4           | 5                  |       |  |  |  |  |  |  |
| 15. The code   | of academic   | integrity    | was uphelo   | l in this c | lass.              |       |  |  |  |  |  |  |
|  | 1             | 2            | 3            | 4           | 5)                 |       |  |  |  |  |  |  |
| 16. The things   | s I liked bes | t about t    | he course:   |             |                    |       |  |  |  |  |  |  |
| [  | energthing    | 1            |              |             | ě.                 |       |  |  |  |  |  |  |
|  |               |              |              |             |                    |       |  |  |  |  |  |  |

17. Ways in which this course could be made better:

None It was great already.

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atings define | d below:        |              |               |             |                    |
|---------------|-----------------|--------------|---------------|-------------|--------------------|
| 1: Strongly   | disagree 2: 1   | Disagree     | 3: Neutral    | 4: Agree    | 5: Strongly agree  |
| 1. The ins    | tructor comm    | unicates id  | leas and cor  | cepts clear | ·ly.               |
|               | 1               | 2            | 3             | 4           | 5                  |
| 2. The inst   | tructor demor   | nstrates a t | horough ur    | derstandin  | g of the material. |
|               | 1               | 2            | 3             | 4           | 5                  |
| 3. The inst   | tructor explai  | ns the mat   | erial in an   | interesting | manner,            |
|               | 1               | 2            | 3             | 4           | (5) <sub>3</sub>   |
| 4. The inst   | tructor is well | -organized   | ,             |             |                    |
|               | 1               | 2            | 3             | 4           | 5                  |
| 5. The inst   | tructor is acce | essible outs | side class.   |             |                    |
|               | 1 .             | 2            | 3             | 4           | (5)                |
| 6. The inst   | tructor encou   | rages parti  | cipation in   | class.      |                    |
|               | 1               | 2            | 3             | 4           | 5                  |
| 7. The inst   | tructor uses g  | ood examp    | oles in lectu | re.         |                    |
|               | 1               | 2            | 3             | 4           | <b>5</b>           |
| 8. The inst   | tructor notice  | s indication | ns when stu   | idents need | help.              |
|               | 1               | 2            | 3             | 4           | 5                  |
| 9. The inst   | ructor stimul   | ated my in   | nterest in th | e subject.  |                    |
|               | 1               | 2            | 3             | 4           | (5)                |
|               |                 |              |               |             |                    |

His teaching skills, humory accessibility, (methods) halpfulness.

11. Ways in which this instructor could improve:

None He's to awesome already.

# Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| 1: 5 | Strongly disagree                   | 2: Disagree    | 3: Neutral     | 4: Agree       | 5: Stron     | gly agree   |
|------|-------------------------------------|----------------|----------------|----------------|--------------|-------------|
| 1.   | I can describe w                    | hat computer   | programming    | g and algor    | ithmic thi   | nking are.  |
|      | 1                                   | 2              | 3              | 4              | 5            |             |
| 2.   | I can translate a pseudo-code.      | n English spe  | ecification of | a computa      | tional pro   | blem into   |
|      | 1                                   | 2              | 3              | 4              | 5            |             |
| 3.   | I can describe an and operators.    | d use fundam   | ental progran  | nming cons     | structs like | e variables |
|      | 1                                   | 2              | 3              | 4              | (5)          |             |
| 4.   | I can describe ar                   | nd use if-stat | ements, loop   | structures     | and funct    | ions.       |
|      | . 1                                 | 2              | 3              | 4              | 5            |             |
| 5.   | I can use Matlab                    | to visualize   | data and plot  | t simple fui   | nctions.     |             |
|      | 1                                   | 2              | 3              | $\overline{4}$ | 5            |             |
| 6.   | I can describe whimportance.        | nat good progr | camming prac   | ctices are a   | nd I appre   | ciate their |
|      | 1                                   | 2              | 3              | 4              | 5            |             |
| 7.   | I can write mod<br>all of the above |                |                |                |              | e some or   |
|      | 1                                   | 2              | 3              | 4              | 5            |             |
| 8.   | The pace of the                     | course was go  | ood.           |                |              |             |
|      | 1                                   | 2              | 3              | 4              | .5           |             |
| 9.   | The requirement quately explaine    |                | se (homework   | ks, exams,     | labs etc.)   | were ade-   |
|      | 1                                   | 2              | 3              | $\binom{4}{}$  | 5            |             |
|      |                                     |                |                |                |              |             |

10. The labs helped me understand the class material better.

|                   | 1            | 2             | 3             | 4            | 5                  |
|-------------------|--------------|---------------|---------------|--------------|--------------------|
| 11. The homewor   | rk assignm   | ents were i   | nteresting    |              |                    |
|                   | 1            | 2             | 3             | 4            | 5                  |
| 12. The homewor   | rk assignme  | ents were:    |               |              |                    |
| 1 (too ho         | ard) 2 (ha   | ard) 3 $(jv)$ | $ist\ right)$ | 4 (easy)     | 5 (too easy)       |
| 13. The grading   | in the cour  | se was fair   | . :           |              |                    |
|                   | 1            | 2             | 3             | 4            | 5                  |
| 14. The instructo | or / TA pro  | ovided usef   | ul feedbac    | ck when gr   | ading assignments. |
|                   | 1            | 2             | 3             | 4            | 5                  |
| 15. The code of a | academic in  | itegrity wa   | s upheld i    | n this class | 5.                 |
|                   | 1            | 2             | 3             | 4            | 5                  |
| 16. The things I  | liked best a | about the     | course:       |              |                    |
| 0                 | ngpi i Ze    | d             |               |              |                    |
| f.                | 016          |               |               |              |                    |
|                   |              |               |               |              |                    |
|                   |              |               |               |              |                    |
|                   |              |               |               |              |                    |

17. Ways in which this course could be made better:

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atings defined bel   | low:      |                |                            | -           |                     |  |  |  |
|--|-----------|----------------|----------------------------|-------------|---------------------|--|--|--|
| 1: Strongly disag  | gree 2:   | Disagree       | 3: Neutral                 | 4: Agree    | 5: Strongly agree   |  |  |  |
| 1. The instructor communicates ideas and concepts clearly. |           |                |                            |             |                     |  |  |  |
|  | 1         | 2              | 3                          | 4           | <b>5</b>            |  |  |  |
| 2. The instruct  | or demo   | nstrates a     | thorough ur                | nderstandir | ng of the material. |  |  |  |
|  | 1         | 2              | 3                          | 4           | 5                   |  |  |  |
| 3. The instruct  | or expla  | ins the ma     | terial in an               | interesting | manner.             |  |  |  |
|  | 1         | 2              | 3                          | 4           | 5                   |  |  |  |
| 4. The instruct  | or is wel | l-organizeo    | d.                         |             |                     |  |  |  |
|  | 1         | 2              | 3                          | 4           | 5                   |  |  |  |
| 5. The instructor is accessible outside class.             |           |                |                            |             |                     |  |  |  |
|  |           | 2              | 3                          | 4           | 5                   |  |  |  |
| 6. The instructor encourages participation in class.       |           |                |                            |             |                     |  |  |  |
|  | 1         | $\binom{2}{2}$ | 3                          | 4           | 5                   |  |  |  |
| 7. The instruct  | or uses g | good exam      | ples in lectu              | re.         | •                   |  |  |  |
|  | 1         | 2 ,            | 3                          | <b>(4)</b>  | 5                   |  |  |  |
| 8. The instruct  | or notice | es indicatio   | ons when stu               | idents need | l help.             |  |  |  |
|  | 1         | 2              | 3                          | 4           | 5                   |  |  |  |
| 9. The instruct  | or stimu  | lated my i     | nterest in th              | e subject.  |                     |  |  |  |
|  | 1         | 2              | $\left(\widehat{3}\right)$ | 4           | 5                   |  |  |  |
|  |           |                |                            |             |                     |  |  |  |
|  |           |                |                            |             |                     |  |  |  |

Clear, concise

11. Ways in which this instructor could improve:

Ronge of abilities in closs not always recognized.

### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| _    | ed below:                           | ourse in me j  | onowing seci   | ron using    | ine numer    | ic ruiniys |
|------|-------------------------------------|----------------|----------------|--------------|--------------|------------|
| 1: 5 | Strongly disagree                   | 2: Disagree    | 3: Neutral     | 4: Agree     | 5: Strong    | ly agree   |
| 1.   | I can describe w                    | hat computer   | programming    | g and algor  | rithmic thir | iking are. |
|      | 1                                   | . 2            | 3              | $\bigcirc$ 4 | 5            |            |
| 2.   | I can translate a pseudo-code.      | an English sp  | ecification of | a computa    | ational prol | olem into  |
|      | 1                                   | 2              | 3              | $\bigcirc$ 4 | 5            |            |
| 3.   | I can describe an and operators.    | ıd use fundam  | ental program  | nming con    | structs like | variables  |
|      | 1                                   | 2              | 3              | 4            | 5 /          |            |
| 4.   | I can describe an                   | nd use if-stat | ements, loop   | structures   | and functi   | ons.       |
|      | 1                                   | 2              | 3              | 4            | (5)          |            |
| 5.   | I can use Matlat                    | to visualize   | data and plot  | t simple fu  | nctions.     |            |
|      | 1                                   | . 2            | 3              | (4)          | 5            |            |
| 6.   | I can describe whimportance.        | nat gʻood prog | ramming prac   | ctices are a | nd I appred  | iate their |
|      | 1                                   | . 2            | 3              | (4)          | 5            |            |
| 7.   | I can write mod<br>all of the above |                |                |              |              | e some or  |
|      | 1                                   | 2              | 3              | $\bigcirc$ 4 | 5            |            |
| 8.   | The pace of the                     | course was go  | ood.           |              |              |            |
|      | 1                                   | 2              | 3              | 4            | (5)          |            |
| 9.   | The requirement quately explaine    |                | se (homework   | ks, exams,   | labs etc.)   | were ade-  |
|      | 1                                   | 2              | 3              | 4            | (5)          |            |
|      |                                     |                |                |              |              |            |

| 10. The labs helped me understand the class material better.   |             |            |              |          |                      |  |  |  |
|--|-------------|------------|--------------|----------|----------------------|--|--|--|
|  | 1           | 2          | 3            | 4        | <u>(5)</u>           |  |  |  |
| 11. The homework assignments were interesting.   |             |            |              |          |                      |  |  |  |
|  | 1           | 2          | 3            | 4        | (5)                  |  |  |  |
| 12. The homev  | vork assign | ments wer  | e:           |          |                      |  |  |  |
| 1 (too   | hard) : 2 ( | hard) (3)  | just right   | (ea      | sy) 5 (too easy)     |  |  |  |
| 13. The gradin   | g in the co | urse was f | air.         |          |                      |  |  |  |
|  | 1           | 2          | 3            | 4        | (5)                  |  |  |  |
| 14. The instruc  | ctor / TA p | orovided u | seful feedba | ack when | grading assignments. |  |  |  |
|  | 1           | 2          | 3            | 4        | (5)                  |  |  |  |
| 15. The code of academic integrity was upheld in this class.   |             |            |              |          |                      |  |  |  |
|  | · 1         | 2          | 3            | 4        | 5_                   |  |  |  |
| 16. The things I liked best about the course:  The districtly level, and the assistance  that the instructor and TA provided |             |            |              |          |                      |  |  |  |
|  |             |            | ******       | ,        |                      |  |  |  |
|  |             |            |              |          |                      |  |  |  |
|  |             |            |              |          |                      |  |  |  |
|  |             | ;          |              |          |                      |  |  |  |
| 17. Ways in wh   |             |            |              |          | e graded a sagnments |  |  |  |
|  |             |            |              | •        |                      |  |  |  |

Please evaluate the course instructor in the following section using the numeric ratings defined below:

| atings   | s defined belou        | ):    |             |                |         |                        |  |  |
|--|------------------------|-------|-------------|----------------|---------|------------------------|--|--|
| 1: St  | rongly disagree        | e 2:  | Disagree    | 3: Neutral     | 4: Ag   | ree 5: Strongly agree  |  |  |
| 1. The instructor communicates ideas and concepts clearly. |                        |       |             |                |         |                        |  |  |
|  |                        | 1     | · 2         | 3              | 4       | 5                      |  |  |
| 2. 7   | $\Gamma$ he instructor | demo  | onstrates a | thorough ur    | ndersta | nding of the material. |  |  |
|  | ,                      | 1     | 2           | 3              | 4.      | (5)                    |  |  |
| 3. 7   | The instructor         | expla | ins the ma  | aterial in an  | interes | ting manner.           |  |  |
|  |                        | 1     | 2           | 3              | 4       | $\binom{5}{5}$         |  |  |
| 4. 7   | The instructor         | is we | ll-organize | d.             |         |                        |  |  |
|  | ·                      | 1     | 2           | . 3            | 4       | (5)                    |  |  |
| 5. The instructor is accessible outside class.             |                        |       |             |                |         |                        |  |  |
|  |                        | 1     | 2           | 3              | 4       | (F)                    |  |  |
| 6. T   | The instructor         | encoi | ırages par  | ticipation in  | class.  |                        |  |  |
|  |                        | 1     | 2           | 3              | 4       | (5)                    |  |  |
| 7. 7   | The instructor         | uses  | good exan   | nples in lectu | re.     | - II and the land      |  |  |
|  |                        | 1     | 2           | 3              | 4       | (5)                    |  |  |
| 8. 7   | The instructor         | notic | es indicati | ons when stu   | idents  | need help.             |  |  |
|  |                        | 1     | 2           | 3              | 4       | (5)                    |  |  |
| 9. The instructor stimulated my interest in the subject.   |                        |       |             |                |         |                        |  |  |
|  |                        | 1     | 2           | 3              | 4       | 5                      |  |  |
|  | •                      |       | •           |                |         |                        |  |  |

Accessibility outside of class and ability to clearly explain and Eicher due to great understanding a mastering of material.

11. Ways in which this instructor could improve:

 $Please\ evaluate\ the\ course\ in\ the\ following\ section\ using\ the\ numeric\ ratings$ 

### Course Evaluation

| defin | ned below:                          |            |             |             |                |                   |      |
|-------|-------------------------------------|------------|-------------|-------------|----------------|-------------------|------|
| 1: 2  | Strongly disagree                   | 2: Disa    | gree 3: N   | Neutral 4   | : Agree        | 5: Strongly ag    | ree  |
| 1.    | I can describe w                    | hat comp   | uter progr  | amming a    | nd algori      | thmic thinking    | are  |
|       |                                     | 1          | 2           | 3           | 4              | <b>(5)</b>        |      |
| 2.    | I can translate a pseudo-code.      | an Englis  | h specifica | tion of a   | computa        | tional problem    | into |
|       | :                                   | 1          | 2           | 3 (         | $\binom{4}{4}$ | 5                 |      |
| 3.    | I can describe an and operators.    | nd use fun | damental    | programn    | ning cons      | tructs like varia | bles |
|       |                                     | 1 .        | 2           | 3           | 4              | <u>(5)</u>        |      |
| 4.    | I can describe a                    | nd use if  | -statemen   | ts, loop st | ructures       | and functions.    |      |
|       |                                     | 1          | 2           | 3           | 4              | (5)               |      |
| 5.    | I can use Matla                     | b to visua | lize data a | and plot s  | imple fur      | nctions.          |      |
|       | . :                                 | 1          | 2           | 3           | 4              | 5                 |      |
| 6.    | I can describe w importance.        | hat good j | orogramm    | ing practio | ces are ar     | nd I appreciate t | heir |
| S.,   | · .<br>· .                          | 1 :        | 2           | 3           | 4              |                   |      |
| 7.    | I can write mod<br>all of the above |            |             |             |                |                   | e oi |
|       |                                     | 1          | 2           | 3           | 4              | ( <del>)</del>    |      |
|       |                                     |            |             |             |                |                   |      |

3

9. The requirements of the course (homeworks, exams, labs etc.) were ade-

8. The pace of the course was good.

1

quately explained.

| 10. The labs h  | nelped me u  | ınderstand  | l the class       | material be    | etter.           |                                  |          |
|-----------------|--------------|-------------|-------------------|----------------|------------------|----------------------------------|----------|
|                 | 1            | 2           | 3                 | 4              | $\binom{5}{5}$   |                                  |          |
| 11. The home    | work assign  | nments we   | re interest       | ing.           |                  |                                  |          |
|                 | 1            | 2           | 3                 | 4              | ( <del>5</del> ) |                                  |          |
| 12. The home    | work assigr  | nments we   | re:               |                |                  |                                  |          |
| 1 ( <i>too</i>  | hard) $(2)$  | (hard) 3    | (just rigi        | ht) 4 (easy    | y) 5 (too ed     | isy)                             |          |
| 13. The gradii  | ng in the co | ourse was   | fair.             |                |                  |                                  |          |
|                 | 1            | 2           | , <sup>ii</sup> 3 | 4              | <b>(5)</b>       |                                  |          |
| 14. The instru  |              | •           | · .               | back when      | grading assig    | gnments.                         |          |
|                 | 1            | 2           | 3                 | 4              | 5                |                                  |          |
| 15. The code of | of academic  | integrity   | was uphe          | ld in this cl  | ass.             |                                  | •        |
|                 | 1            | 2           | 3                 | $\binom{4}{4}$ | 5                |                                  |          |
| 16. The things  | s I liked be | st about tl | he course:        |                |                  |                                  |          |
| Loarn           | диа          | all +       | to in             | teros          | 2+i              | randon ut the ammin es! I- ntere | <u>ب</u> |
| tidh            | its a        | R in        | Paru              | en fian        | sing i           | + the                            | 2        |
| histor          | ru of        | ) · (       | 11000             | مرا احق<br>م   | ) Ka ca aa       |                                  | _        |
| durio           | if 1         | dr. K       | agh               | u's l          | ection           | ex IT.                           |          |
| Made            | 1 th         | e co        | neer              | ots me         | re in            | ntere                            | stino    |
| and             | real         | to a        | re.               |                |                  |                                  | d        |
| 17. Ways in w   | hich this co | ourse coul  | d be made         | better:        |                  |                                  |          |
| N/A             |              |             |                   |                |                  |                                  |          |
| •               |              |             |                   | ŧ              |                  |                                  |          |
|                 |              |             |                   |                |                  |                                  |          |

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atin | gs defined $b$ |              |             | in the jetter | zung zeenen  | is according to the real terms. |
|------|----------------|--------------|-------------|---------------|--------------|---------------------------------|
| 1: 3 | Strongly disc  | agree 2: 1   | Disagree    | 3: Neutral    | 4: Agree     | 5: Strongly agree               |
| 1.   | The instru     | ctor comm    | unicates ic | leas and cor  | ncepts clear | rly.                            |
|      |                | 1            | 2           | 3             | 4            | <b>(5)</b>                      |
| 2.   | The instru     | ctor demor   | istrates a  | thorough un   | nderstandin  | ng of the material.             |
|      |                | 1            | 2           | 3             | 4            | 0                               |
| 3.   | The instru     | ctor explai  | ns the mat  | terial in an  | interesting  | manner.                         |
|      |                | 1            | 2           | 3             | 4            | (5)                             |
| 4.   | The instru     | ctor is well | -organized  | l.            |              |                                 |
|      |                | 1            | 2           | 3             | 4            | (5)                             |
| 5.   | The instruc    | ctor is acc  | essible out | side class.   |              |                                 |
|      |                | 1            | 2           | 3             | 4            | $\binom{5}{5}$                  |
| 6.   | The instru     | ctor encou   | rages parti | cipation in   | class.       |                                 |
|      |                | 1            | 2           | 3             | 4            | (5)                             |
| 7.   | The instruc    | ctor uses g  | ood examı   | oles in lectu | re.          |                                 |
|      |                | 1            | 2           | 3             | 4            | (5)                             |
| 8.   | The instruc    | ctor notice  | s indicatio | ns when stu   | idents need  | l help.                         |
|      |                | 1            | 2           | 3             | 4            | (5)                             |
| 9.   | The instruc    | ctor stimul  | ated my in  | nterest in th | e subject.   |                                 |
| 0.   |                | 1            | 2           | 3             | 4            | (5)                             |
|      |                |              |             | _             |              |                                 |
|      |                |              |             |               |              |                                 |

Very accessible! I Selt like I could ask him anything! He was very interesting / Sunny in tecture.

11. Ways in which this instructor could improve:

N/A

### Course Evaluation

quately explained.

1

|      | se evaluate the ed below:  | course in   | the follow   | ring sectio | n using                                     | the numeric ratings      |  |  |  |  |  |  |
|------|--|-------------|--------------|-------------|---|--------------------------|--|--|--|--|--|--|
| 1: 5 | Strongly disagre   | e 2: Disc   | agree 3: 1   | Neutral .   | 4: Agree                                    | 5: Strongly agree        |  |  |  |  |  |  |
| 1.   | I can describe   | what comp   | outer progr  | ramming     | and algor                                   | ithmic thinking are.     |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | 5                        |  |  |  |  |  |  |
| 2.   | I can translate pseudo-code.   | e an Englis | sh specifica | ation of a  | computa                                     | tional problem into      |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | (5)                      |  |  |  |  |  |  |
| 3.   | 3. I can describe and use fundamental programming constructs like variables and operators. |             |              |             |   |                          |  |  |  |  |  |  |
|      |  | 1 .         | 2            | 3           | 4   | 5                        |  |  |  |  |  |  |
| 4.   | I can describe   | and use it  | f-statemen   | ts, loop s  | tructures                                   | and functions.           |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | (5)                      |  |  |  |  |  |  |
| 5.   | I can use Matl   | ab to visu  | alize data   | and plot s  | simple fui                                  | nctions.                 |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | (5)                      |  |  |  |  |  |  |
| 6.   | I can describe importance.   | what göod   | programm     | ing practi  | ces are aı                                  | nd I appreciate their    |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | $\left(\begin{array}{c}4\end{array}\right)$ | 5                        |  |  |  |  |  |  |
| 7.   | I can write mo<br>all of the abov  | -           | _            | . –         | -   | at combine some or olem. |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | 5                        |  |  |  |  |  |  |
| 8.   | The pace of th   | ne course w | as good.     |             |   |                          |  |  |  |  |  |  |
|      |  | 1           | 2            | 3           | 4   | (5)                      |  |  |  |  |  |  |

9. The requirements of the course (homeworks, exams, labs etc.) were ade-

5

| 10. The labs he  | lped me ui   | nderstand         | the class n  | naterial be    | etter.                                     |
|------------------|--------------|-------------------|--------------|----------------|--|
|                  | 1            | 2                 | 3            | 4              | $\begin{pmatrix} \cdot \\ 5 \end{pmatrix}$ |
| 11. The homewo   | ork assignr  | ments wer         | e interestin | ıg.            |  |
|                  | 1            | 2                 | 3            | $\binom{4}{4}$ | 5  |
| 12. The homewo   | ork assignr  | nents wer         | e:           |                |  |
| 1 (too h         | (ard)        | hard) 3           | (just right  | t) 4 (easy     | y) 5 (too easy)                            |
| 13. The grading  | ; in the cou | ırse was f        | air.         |                |  |
|                  | 1            | 2                 | 3            | 4              | 5  |
| 14. The instruct | or / TA p    | rovided u         | seful feedba | ack when g     | grading assignments.                       |
|                  | 1            | 2                 | 3            | 4              | 5  |
| 15. The code of  | academic     | integrity         | was upheld   | in this cla    | ass.                                       |
|                  | 1            | 2                 | 3            | 4              | 5  |
| 16. The things I | liked best   | t about th        | e course:    |                |  |
| The              | extro        | The second second | P            | that           | er c c                                     |
| aveilas          | ile,         |                   |              |                |  |
|                  |              |                   |              |                |  |
|                  |              |                   |              |                |  |
|                  |              |                   |              |                |  |
|                  |              |                   |              |                |  |

17. Ways in which this course could be made better:

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| LUUT | iys aejinea veio | rw.         |            |               |             |                     |
|------|------------------|-------------|------------|---------------|-------------|---------------------|
| 1: , | Strongly disagr  | ree 2: L    | Disagree - | 3: Neutral    | 4: Agree    | 5: Strongly agree   |
| 1.   | The instructo    | or commi    | ınicates i | deas and cor  | ncepts clea | rly.                |
|      |                  | 1 .         | 2          | 3             | 4           | (5)                 |
| 2.   | The instructo    | or demon    | strates a  | thorough un   | nderstandir | ng of the material. |
|      |                  | 1           | 2          | 3             | 4           | (5)                 |
| 3.   | The instructo    | or explain  | ns the ma  | terial in an  | interesting | manner.             |
|      |                  | 1           | 2          | 3             | 4           | (5)                 |
| 4.   | The instructo    | or is well- | organizeo  | d.            |             |                     |
|      |                  | 1           | 2          | 3             | 4           | 5                   |
| 5.   | The instructo    | or is acce  | ssible out | side class.   |             | •                   |
|      |                  | 1           | 2          | 3             | 4           | 5                   |
| 6.   | The instructo    | r encour    | ages part  | icipation in  | class.      |                     |
|      |                  | 1           | 2          | 3             | 4           | (5,                 |
| 7.   | The instructo    | or uses go  | ood exam   | ples in lectu | re.         |                     |
|      |                  | 1           | 2          | 3             | 4           | (5)                 |
| 8.   | The instructo    | or notices  | indication | ons when stu  | idents need | l help.             |
|      |                  | 1           | 2          | 3             | 4           | 5                   |
| 9.   | The instructo    | r stimula   | ated my i  | nterest in th | ie subject. |                     |
|      |                  | 1           | 2          | 3             | 4           | (5)                 |
|      |                  |             |            |               |             |                     |

Good at explaining

11. Ways in which this instructor could improve:



### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

|      | e evaluate the c                    | course in | the follow   | ing section  | ı using | the numeric ratings           |
|------|-------------------------------------|-----------|--------------|--------------|---------|-------------------------------|
| 1: S | Strongly disagree                   | 2: Disc   | agree 3: l   | Veutral 4    | : Agree | 5: Strongly agree             |
| 1.   | I can describe w                    | hat comp  | outer progr  | amming a     | nd algo | rithmic thinking are.         |
|      |                                     | 1         | 2            | 3            | 4       | (5)                           |
| 2.   | I can translate pseudo-code.        | an Englis | sh specifica | ation of a   | comput  | ational problem into          |
|      |                                     | 1         | 2            | 3            | 4       | (5)                           |
| 3.   | I can describe a and operators.     | nd use fu | ndamental    | programm     | ing cor | nstructs like variables       |
|      |                                     | 1         | 2            | 3            | 4       | (5)                           |
| 4.   | I can describe a                    | nd use i  | f-statemen   | ts, loop sti | ructure | s and functions.              |
|      |                                     | 1         | 2            | 3            | 4       | (5)                           |
| 5.   | I can use Matla                     | b to visu | alize data   | and plot si  | mple fu | inctions.                     |
|      |                                     | 1         | 2            | 3            | 4)      | 5                             |
|      | importance.                         |           |              |              |         | and I appreciate their        |
|      |                                     | 1         | 2            | 3            | 4       | 5                             |
| 7.   | I can write mod<br>all of the above |           | _            |              |         | hat combine some or<br>oblem. |
|      |                                     | 1         | 2            | 3            | 4       | (5)                           |
| 8.   | The pace of the                     | course w  | as good.     |              |         |                               |
|      |                                     | 1         | 2            | 3            | 4       | 5                             |
| 9.   | The requirement quately explained   |           | course (ho   | meworks,     | exams,  | labs etc.) were ade-          |
|      |                                     | 1         | 2            | 3            | 4       | 5                             |

| 10. 1110 1010 | o neipea me a   | itacibidata                           | OIIC CIGOD I  | ilwool idi | DC00CI.  |         |
|---------------|-----------------|---------------------------------------|---------------|------------|--|---------|
|               | 1               | 2                                     | 3             | .4         | 5  |         |
| 11. The ho    | mework assign   | ments wei                             | re interestir | ng.        |  |         |
|               | 1               | 2                                     | 3             | 4          | (5)  |         |
| 12. The hor   | mework assign   | ments wei                             | e:            | _          |  |         |
| 1 (           | too hard) 2 (   | hard) 3                               | (just righ    | t) 4 (ea   | isy) 5 (too easy)  |         |
| 13. The gra   | ading in the co | urse was f                            | air.          |            |  |         |
| ·             | 1 1             | 2                                     | 3             | 4          | 5  |         |
| 14. The ins   | tructor / TA p  | provided u                            | seful feedb   | ack whe    | n grading assignmer  | ıts.    |
|               | 1               | 2                                     | 3             | 4          | 5  |         |
| 15. The coo   | de of academic  | integrity                             | was uphelo    | l in this  | class.   |         |
|               | 1               | 2                                     | 3             | 4          | (5)  |         |
| 16. The thi   | ngs I liked bes | t about tl                            | ne course:    |            |  |         |
| I had ne      | ner take        | N CON                                 | pter          | prog       | and doing the face of the face | ice, so |
| lically       | enjoyed         | Leanie                                | c alpor       | tit        | and daing  | it. 1+  |
| was me        | ushne           | and                                   | comple        | w, lo      | A targuri  | t       |
| ovcha         | logical         | Way                                   | treat         | itu        | vade scuse   | ··· &   |
|               |                 | :                                     |               |            |  |         |
|               |                 | · · · · · · · · · · · · · · · · · · · | ·             |            |  |         |
| 17. Ways in   | which this co   | urse could                            | i be made     | better:    |  |         |

# Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

|      | se evaruate in<br>.gs defined bel |              | isituciot  | in the joilor  | ving secuo  | n using the numeri  |
|------|-----------------------------------|--------------|------------|----------------|-------------|---------------------|
| 1: i | Strongly disag                    | ree 2: D     | is agree   | 3: Neutral     | 4: Agree    | 5: Strongly agree   |
| 1.   | The instruct                      | or commu     | nicates ic | leas and cor   | cepts clea  | rly.                |
|      |                                   | 1 .          | 2          | 3              | 4           | 5)                  |
| 2.   | The instruct                      | or demons    | trates a   | thorough un    | derstandiı  | ng of the material. |
|      |                                   | 1            | 2          | 3              | 4           | $\binom{5}{}$       |
| 3.   | The instruct                      | or explains  | s the mat  | terial in an i | interesting | manner.             |
|      |                                   | 1            | 2          | 3              | 4           | 5                   |
| 4.   | The instruct                      | or is well-o | organized  | l.             |             |                     |
|      |                                   | 1            | 2          | 3              | 4           | 5                   |
| 5.   | The instruct                      | or is acces  | sible out  | side class.    |             |                     |
|      |                                   | 1            | 2          | 3              | 4           | 5                   |
| 6.   | The instruct                      | or encoura   | ges parti  | cipation in    | class.      |                     |
|      |                                   | 1            | 2          | 3              | 4           | 5                   |
| 7.   | The instruct                      | or uses go   | od examp   | oles in lectu  | re.         |                     |
|      |                                   | 1            | 2          | 3              | 4           | $\binom{5}{5}$      |
| 8.   | The instruct                      | or notices   | indicatio  | ns when stu    | dents need  | d help.             |
|      |                                   | 1            | 2          | 3              | $\dot{4}$   | (5)                 |
| 9.   | The instruct                      | or stimula   | ted my in  | nterest in th  | e subject.  |                     |
|      |                                   | 1            | 2          | 3              | 4           | 5                   |
|      |                                   |              |            |                |             |                     |

the explained things very methand was
very willing to help the strollers
understand the material both in and
ext of class. He was also very fring and
made the material menioshing to leave.

11. Ways in which this instructor could improve:

# Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| 1: 1 | Strongly disagree                   | 2: Disag    | ree 3: N              | eutral 4.   | : Agree   | 5: Strongly agree           |
|------|-------------------------------------|-------------|-----------------------|-------------|-----------|-----------------------------|
| 1.   | I can describe w                    | hat compu   | iter progra           | amming a    | nd algor  | ithmic thinking are.        |
|      | 1                                   | : :         | 2                     | 3           | 4         | 5                           |
| 2.   | I can translate a pseudo-code.      | an English  | specificat            | tion of a c | computa   | tional problem into         |
|      | 1                                   | . :         | 2                     | 3           | 4         | 5                           |
| 3.   | I can describe an and operators.    | nd use fund | damental <sub>l</sub> | programm    | ing cons  | structs like variables      |
|      | 1                                   | . :         | 2                     | 3           | 4         | 5                           |
| 4.   | I can describe a                    | nd use if-  | statement             | s, loop str | uctures   | and functions.              |
|      | 1                                   |             | 2                     | 3           | 4         | 5                           |
| 5.   | I can use Matlal                    | o to visual | ize data a            | nd plot si  | mple fu   | nctions.                    |
|      | 1                                   |             | 2                     | 3           | 4         | 5                           |
| 6.   | I can describe whimportance.        | nat good p  | rogrammi              | ng practic  | es are a  | nd I appreciate their       |
|      | 1                                   |             | 2                     | 3           | 4         | 5                           |
| 7.   | I can write mod<br>all of the above |             |                       |             |           | at combine some or<br>olem. |
|      | . 1                                 |             | 2                     | 3 (         | 4)        | 5                           |
| 8.   | The pace of the                     | course wa   | s good.               |             |           | ga 1944.                    |
|      |                                     |             | 3                     | 3           | 4         | 1                           |
|      | 1                                   |             | 2                     | J           | <b>'1</b> | (.5)                        |
| 9.   |                                     | ts of the c |                       |             |           | labs etc.) were ade-        |

| 10. The labs helped me understand the class material better.                |
|---|
| 1 2 3 4 5   |
| 11. The homework assignments were interesting.                              |
| $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$                             |
| 12. The homework assignments were:  |
| 1 (too hard) 2 (hard) 3 (just right) 4 (easy) 5 (too easy)                  |
| 13. The grading in the course was fair.                                     |
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad \boxed{5}$ |
| 14. The instructor / TA provided useful feedback when grading assignments.  |
| $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$                             |
| 15. The code of academic integrity was upheld in this class.                |
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad \boxed{5}$ |
| 16. The things I liked best about the course:                               |
| the labs & homework   |
|   |
|   |
|   |
|   |
|   |
| 17. Ways in which this course could be made better:                         |
|   |
| cover mirror menterial in   |
| class on Mondays & widnesday  |
|   |
|   |
|   |

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-----------|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |           |         |

| atir | ngs defined be | low:      |               |               |                                   |                     |
|------|----------------|-----------|---------------|---------------|-----------------------------------|---------------------|
| 1:   | Strongly disag | gree 2:   | Disagree .    | 3: Neutral    | 4: Agree                          | 5: Strongly agree   |
| 1.   | The instruct   | tor comn  | nunicates id  | eas and cor   | ncepts clea                       | arly.               |
|      |                | 1         | 2             | 3             | 4                                 | 5                   |
| 2.   | The instruct   | tor demo  | nstrates a t  | horough ur    | nderstandi                        | ng of the material. |
|      |                | 1         | 2             | 3             | 4                                 | 5                   |
| 3.   | The instruct   | tor expla | ins the mat   | erial in an   | interesting                       | g manner.           |
|      |                | 1         | 2             | 3             | 4                                 | (5)                 |
| 4.   | The instruct   | or is we  | ll-organized  |               |                                   | Section 2           |
|      |                | 1         | 2             | 3             | 4                                 | 5                   |
| 5.   | The instruct   | or is acc | essible outs  | ide class.    |                                   |                     |
|      |                | 1         | 2             | 3             | 4                                 | (5)                 |
| 6.   | The instruct   | or encou  | ırages parti  | cipation in   | class.                            |                     |
|      |                | 1         | 2             | 3 (           | $\begin{pmatrix} 4 \end{pmatrix}$ | 5                   |
| 7.   | The instruct   | or uses a | good examp    | oles in lectu | re.                               | e<br>January        |
|      |                | 1         | 2             | 3             | 4                                 | 5                   |
| 8.   | The instruct   | or notice | es indication | ns when stu   | idents nee                        | d help.             |
|      |                | 1         | 2             | 3             | $\dot{4}$                         | 5                   |
| 9.   | The instruct   | or stimu  | lated my in   | iterest in th | e subject.                        |                     |
|      |                | 1         | 2             | 3             | 4                                 | 5                   |
|      |                |           |               |               |                                   |                     |

can explain ideas clearly so they're easy to understand gives help in labs

11. Ways in which this instructor could improve:

### Course Evaluation

|      | se evaluate the<br>ed below:     | course in    | the follow   | ring sectio  | n using th     | e numeric rating    |
|------|----------------------------------|--------------|--------------|--------------|----------------|---------------------|
| 1: 3 | Strongly disagre                 | e 2: Disc    | igree 3: i   | Neutral      | 4: Agree       | 5: Strongly agree   |
| 1.   | I can describe                   | what comp    | outer prog   | ramming a    | and algorit    | hmic thinking are   |
|      |                                  | 1            | 2            | 3            | $\overline{4}$ | 5                   |
| 2.   | I can translate<br>pseudo-code.  | e an Englis  | sh specifica | ation of a   | computati      | onal problem into   |
|      |                                  | 1            | 2            | 3            | 4 (            | 5                   |
| 3.   | I can describe<br>and operators. |              | ndamental    | programi     | ning consti    | ructs like variable |
|      |                                  | 1            | 2            | 3            | 4              | 5                   |
| 4.   | I can describe                   | and use if   | f-statemen   | its, loop st | tructures a    | nd functions.       |
|      | •                                | 1            | 2            | 3            | 4 (            | 5                   |
| 5.   | I can use Matl                   | lab to visua | alize data   | and plot s   | simple fund    | tions.              |
|      |                                  | 1.           | 2            | 3            | 4              | 5                   |
| 6.   | I can describe importance.       | what good    | programm     | ning practi  | ices are and   | I appreciate their  |
|      |                                  | 1            | 2            | 3            | (4)            | 5                   |
| 7.   | I can write mo                   | •            | _            |              | _              | combine some of     |
|      |                                  | 1            | 2            | 3            | (4)            | 5                   |

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

3

quately explained.

1 2 3 4 5

2

8. The pace of the course was good.

1

10. The labs helped me understand the class material better.

|     | 1                  | 2              | 3                 | 4              | (5)               |
|-----|--------------------|----------------|-------------------|----------------|-------------------|
| 11. | The homework as    | signments v    | vere interesting. |                |                   |
|     | 1                  | 2              | 3                 | $\boxed{4}$    | 5                 |
| 12. | The homework as    | signments v    | vere:             |                |                   |
|     | 1 (too hard)       | 2 (hard) (     | $just\ right)$    | 4 (easy)       | 5 (too easy)      |
| 13. | The grading in th  | e course wa    | s fair.           |                |                   |
|     | . 1                | . 2            | 3                 | 4              | 5                 |
| 14. | The instructor / 7 | ΓA provided    | l useful feedbac  | k when gr      | ading assignments |
|     | . 1                | 2              | 3                 | $\binom{4}{4}$ | 5                 |
| 15. | The code of acade  | emic integri   | y was upheld in   | n this class   | S                 |
|     | 1                  | 2              | 3                 | 4              | 5                 |
| 16. | The things I liked | best about     | the course:       |                |                   |
|     | - Cool professor   |                |                   |                |                   |
|     | - Informative nat  |                |                   |                |                   |
|     | - Only M-R; 9      | nt to slepp in | on Friday AM      |                |                   |

17. Ways in which this course could be made better:

Although the HW assignments were good in their difficulty, many times the case would be the are don't know where to start. If we were given a hout on how to start, the assignments would be easier to approach and industried.

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using th | ie | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|----------|----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |          |    |         |

| woon | go acjunca ocio  | ٠.     |             |                |                |                     |
|------|------------------|--------|-------------|----------------|----------------|---------------------|
| 1: 1 | Strongly disagre | e 2:   | Disagree    | 3: Neutral     | 4: Agree       | 5: Strongly agree   |
| 1.   | The instructor   | comn   | nunicates   | ideas and cor  | ncepts clear   | rly.                |
|      |                  | 1      | 2           | 3              | $\binom{1}{4}$ | 5                   |
| 2.   | The instructor   | demo   | nstrates a  | thorough un    | nderstandin    | ng of the material. |
|      |                  | 1      | 2           | 3              | 4              | (5)                 |
| 3.   | The instructor   | expla  | ins the ma  | aterial in an  | interesting    | manner.             |
|      |                  | 1      | 2           | 3              | 4              | (5)                 |
| 4.   | The instructor   | is we  | ll-organize | d.             |                |                     |
|      | •                | 1      | 2           | 3              | $\binom{4}{4}$ | 5                   |
| 5.   | The instructor   | is acc | essible ou  | tside class.   | -              |                     |
|      |                  | 1      | 2           | 3              | 4              | (5)                 |
| 6.   | The instructor   | encou  | rages par   | ticipation in  | class.         |                     |
|      |                  | 1      | 2           | (3)            | 4              | 5                   |
| 7.   | The instructor   | uses g | good exam   | ples in lectu  | re.            |                     |
|      |                  | 1      | 2           | 3              | $\binom{4}{4}$ | 5                   |
| 8.   | The instructor   | notice | es indicati | ons when stu   | idents need    | l help.             |
|      |                  | 1      | 2           | 3              | (4)            | <b>5</b> °          |
| 9.   | The instructor   | stimu  | lated my    | interest in th | e subject.     |                     |
|      |                  | 1      | 2           | 3              | 4              | (5)                 |
|      |                  |        |             |                |                |                     |

10. The main strengths of this instructor:

- Knows material

- talks to students
- Am Willing to help a lot hood sense of humor
- 11. Ways in which this instructor could improve:

VA

#### Course Evaluation

|        | evaluate<br>below: | the   | course | in th  | he fo | ollow | ing  | $section{ }{ }{ }{ }{ }{ }{ }{ }{ }{ }{ }{ }{ }{$ | on | using | the | numeric  | ratings |
|--------|--------------------|-------|--------|--------|-------|-------|------|---|----|-------|-----|----------|---------|
| 1: Str | ongly dis          | agree | e 2: 1 | Disagr | ree   | 3: I  | Neut | ral   | 4: | Agree | 5:  | Strongly | agree   |

| 1. | I | can | describe | what | computer | programming | and | algorithmic | thinking | are. |
|----|---|-----|----------|------|----------|-------------|-----|-------------|----------|------|
|    |   |     |          |      |          |             |     |             | )        |      |

2. I can translate an English specification of a computational problem into pseudo-code.

3. I can describe and use fundamental programming constructs like variables and operators.

 $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad \overbrace{5}$ 

 $4.\ \ I$  can describe and use if-statements, loop structures and functions.

1 2 3 4 5

5. I can use Matlab to visualize data and plot simple functions.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

6. I can describe what good programming practices are and I appreciate their importance.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \widehat{\left(5\right)}$ 

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad 5$ 

8. The pace of the course was good.

1

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

1 2 3 4

| 10. 1  | the labs helpe | ea me una  | erstand th   | e ciass ma  | terrar beti | ier.               |
|--------|----------------|------------|--------------|-------------|-------------|--------------------|
|        |                | 1          | 2            | 3           | 4           | (5)                |
| 11., 7 | The homeworl   | k assignme | ents were i  | nteresting. |             |                    |
|        |                | 1          | 2            | 3           | 4           | (5)                |
| 12. Т  | The homeworl   | k assignme | ents were:   |             |             |                    |
|        | 1 (too har     | (2) $(2)$  | rd) 3 (ju    | st right)   | 4 (easy)    | 5 (too easy)       |
| 13. Т  | The grading in | the cours  | se was fair. |             |             |                    |
|        |                | 1          | 2            | 3           | 4           | (5)                |
| 14. Т  | The instructor | / TA pro   | vided usef   | ıl feedbacl | when gr     | ading assignments. |
|        |                | 1          | 2            | 3           | 4           | 5                  |
| 15. T  | The code of a  | cademic in | tegrity was  | upheld in   | this clas   | s.                 |
|        |                | 1          | 2            | 3           | 4           | (5)                |
| 16. T  |                | 'vi'ty     | behind       | home        | work        | assignments,       |
|        | help           | from       | Nofess       | o 6 .       |             | ·                  |
|        |                |            |              |             |             |                    |
|        |                |            |              |             |             |                    |
|        |                |            |              |             |             |                    |
|        |                |            | ÷            | I.          |             |                    |
| 17. V  | Vays in which  | this cour  | se could be  | made bet    | ter:        |                    |
|        | Hintson        | tle h      | w, bei       | ans         | I have      | fromble            |
| 9      | starting       | on the     | suripts      | lead        | (a) .       |                    |

### Instructor Evaluation

Please evaluate the course instructor in the following section using the numeric ratings defined below:

| ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | ge acjuited velou |        |              |                |   |                         |
|---|-------------------|--------|--------------|----------------|---|-------------------------|
| !: !                                    | Strongly disagre  | e 2:   | Disagree     | 3: Neutral     | 4: Agree                                      | 5: Strongly agree       |
| 1.                                      | The instructor    | comn   | nunicates i  | deas and cor   | ncepts clea                                   | rly.                    |
|   |                   | 1      | 2            | 3              | 4   | 5                       |
| 2.                                      | The instructor    | demo   | nstrates a   | thorough un    | nderstandir                                   | ng of the material.     |
|   |                   | 1      | 2            | 3              | 4   | $\left(\sqrt{5}\right)$ |
| 3.                                      | The instructor    | expla  | ins the ma   | aterial in an  | interesting                                   | manner.                 |
|   |                   | 1      | 2            | 3              | 4   | (5)                     |
| 4.                                      | The instructor    | is wel | l-organize   | d.             | N   |                         |
|   |                   | 1      | 2            | 3              | 4   | (5)                     |
| 5.                                      | The instructor    | is acc | essible out  | tside class.   |   |                         |
|   |                   | 1      | 2            | 3              | 4   | 5                       |
| 6.                                      | The instructor    | encou  | rages part   | ticipation in  | class.  |                         |
|   |                   | 1      | 2            | 3              | 4   | 5                       |
| 7.                                      | The instructor    | uses g | good exam    | ples in lectu  | re.   |                         |
|   |                   | 1      | 2            | 3              | 4   | (5)                     |
| 8.                                      | The instructor    | notice | es indicatio | ons when stu   | idents need                                   | l help.                 |
|   |                   | 1      | 2            | 3              | 4   | 5                       |
| 9.                                      | The instructor    | stimu  | lated my     | interest in th | e subject.                                    |                         |
|   |                   | 1      | 2            | 3              | $\left(\begin{array}{c} 4 \end{array}\right)$ | 5                       |
|   |                   |        |              |                |   |                         |
|   |                   |        |              |                |   |                         |

Creative, open minded.

11. Ways in which this instructor could improve:

# Course Evaluation

| Please   | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|----------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| define a | l below: |     |        |    |     |           |         |       |     |         |         |

| efin | ea velow:                       |             |              |             |                |                           |
|------|---------------------------------|-------------|--------------|-------------|----------------|---------------------------|
| 1: 5 | Strongly disagre                | e 2: Disa   | igree 3: 1   | Veutral 2   | 4: Agree       | 5: Strongly agree         |
| 1.   | I can describe                  | what comp   | outer progr  | ramming a   | and algorit    | thmic thinking are        |
|      |                                 | 1           | 2            | 3           | 4              | <u></u>                   |
| 2.   | I can translate<br>pseudo-code. | an Englis   | sh specifica | ation of a  | computat       | ional problem into        |
|      |                                 | 1           | 2            | 3           | (4)            | 5                         |
| 3.   | I can describe and operators.   | and use fui | ndamental    | programn    | ning const     | ructs like variables      |
|      |                                 | 1           | 2            | 3           | 4              | (5)                       |
| 4.   | I can describe                  | and use if  | f-statemen   | ts, loop st | tructures a    | and functions.            |
|      |                                 | 1           | 2            | 3           | 4              | (5)                       |
| 5.   | I can use Matl                  | ab to visua | alize data a | and plot s  | simple fun     | ctions.                   |
|      |                                 | 1           | 2            | 3           | 4              | <b>(</b> 5)               |
| 6.   | I can describe vimportance.     | what good   | programm     | ing practi  | ces are an     | d I appreciate their      |
|      |                                 | 1           | 2            | 3           | 4              | $\Theta$                  |
| 7.   | I can write mo                  |             |              |             |                | t combine some or<br>lem. |
|      |                                 | 1           | 2            | 3           | $\binom{4}{4}$ | 5                         |
| 8.   | The pace of th                  | e course w  | as good.     |             |                | <b>~</b> 3                |
|      |                                 | 1           | 2            | 3           | 4              | (5)                       |
| 9.   | The requireme quately explain   |             | course (ho   | meworks,    | exams, la      | abs etc.) were ade        |
|      |                                 | 1           | 2            | 3           | 4              | (5)                       |

| 10. The labs he  | lped me u    | nderstand  | the class ma   | terial bett  | er.                 |
|------------------|--------------|------------|----------------|--------------|---------------------|
| ·                | 1            | 2          | 3              | 4            | (5)                 |
| 11. The homewo   | ork assign   | ments wer  | e interesting. |              | ^                   |
|                  | 1            | 2          | 3              | 4            | 5)                  |
| 12. The homewo   | ork assign   | ments wer  | re:            |              |                     |
| 1 (too h         | (2)          | hard) 3    | (just right)   | 4 (easy)     | 5 (too easy)        |
| 13. The grading  | in the co    | urse was f | air.           |              | 6                   |
|                  | 1            | 2          | 3              | 4            | (5)                 |
| 14. The instruct | tor / TA p   | provided u | seful feedbacl | k when gr    | ading assignments.  |
| :                | 1            | 2          |                | 4            | 5                   |
| 15. The code of  | academic     | integrity  | was upheld in  | n this class | 5.                  |
|                  | 1            | 2          | 3              | 4            | 5                   |
| 16. The things I | liked bes    | t about tl | ne course:     |              |                     |
| Intere           | lting w      | nathi      | 91 - ch        | alleng       | ing but fin         |
| Raghu            | , was        | 9n         | exceller       | nt team      | cher '              |
| 900d             | pacl         |            |                |              | ins but fin<br>cher |
|                  |              | •          |                |              |                     |
|                  |              |            |                |              |                     |
|                  |              | ± .        | <i>I</i>       |              |                     |
| 17. Ways in whi  | ich this co  | urse could | l be made bet  | tter:        |                     |
| may be           | 9            | ithe       | more of        | pri das      | nee of how          |
| to do            | <b>1</b> 1_4 | hon        | wrks           |              |                     |
| , -0             | 1 - 4        | ·          |                |              |                     |
|                  |              |            |                |              |                     |

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| 1: Strongly disagre | ee 2: Dis    | agree 3:    | Neutral 4   | 4: Agree   | 5: Strongly agree  |
|---------------------|--------------|-------------|-------------|------------|--------------------|
| 1. The instructor   | r communi    | cates ideas | and conc    | epts clear | ly.                |
|                     | 1            | 2           | 3           | 4          | 0                  |
| 2. The instructor   | r demonstr   | ates a tho  | rough und   | erstandin  | g of the material. |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 3. The instructor   | r explains   | the materi  | al in an in | teresting  | manner.            |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 4. The instructor   | r is well-or | ganized.    |             |            |                    |
|                     | 1            | 2           | 3           | 4          | 6                  |
| 5. The instructor   | r is accessi | ble outside | class.      |            |                    |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 6. The instructor   | r encourage  | es particip | ation in cl | ass.       |                    |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 7. The instructor   | r uses good  | l examples  | in lecture  |            |                    |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 8. The instructor   | notices in   | dications   | when stud   | ents need  | help.              |
|                     | 1            | 2           | 3           | 4          | (5)                |
| 9. The instructor   | stimulate    | d my inter  | est in the  | subject.   |                    |
|                     | 1            | 2           | 3           | 4          | <b>(5)</b>         |
|                     |              |             |             |            |                    |

enthusiasm understanding of college students explained material dearly

11. Ways in which this instructor could improve:

none :

# Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | ! below: |     |        |    |     |           |         |       |     |         |         |

|      | se evaluate the co<br>ed below:     | ourse in ine j | onowing seci  | ion using      | ти питен      | с таннуг   |
|------|-------------------------------------|----------------|---------------|----------------|---------------|------------|
| 1: 5 | Strongly disagree                   | 2: Disagree    | 3: Neutral    | 4: Agree       | : 5: Strong   | ly agree   |
| 1.   | I can describe w                    | hat computer   | programming   | g and algo     | rithmic thin  | king are   |
|      | 1                                   | 2              | 3             | 4              | (3)           |            |
| 2.   | I can translate a pseudo-code.      |                |               |                | ational prol  | olem into  |
|      | 1                                   | 2              | 3             | 4              | (5)           |            |
| 3.   | I can describe an and operators.    | d use fundam   | ental program | nming cor      | nstructs like | variables  |
|      | 1                                   | 2              | 3             | 4              | (5)           |            |
| 4.   | I can describe an                   | nd use if-stat | ements, loop  | structure      | s and functi  | ons.       |
|      | 1                                   | 2              | 3             | 4              | (5)           |            |
| 5.   | I can use Matlah                    | to visualize   | data and plot | simple fu      | unctions.     |            |
|      | 1                                   | 2              | 3             | 4              | (5)           |            |
| 6.   | I can describe whimportance.        | nat good prog  | ramming prac  | tices are      | and I apprec  | iate their |
|      | 1                                   | 2              | 3             | 4              | 5             |            |
| 7.   | I can write mod<br>all of the above |                |               |                |               | some o     |
|      | 1                                   | 2              | 3             | 4              | 5             |            |
| 8.   | The pace of the                     | course was go  | ood.          |                |               |            |
|      | . 1                                 | 2              | 3             | 4              | (5)           |            |
| 9.   | The requirement quately explaine    |                | se (homework  | s, exams,      | labs etc.)    | were ade   |
|      | 1                                   | 2              | 3             | $\overline{4}$ | 5             |            |

| 10. The labs helped me understand the class material better.  |  |
|---|--|
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad \overbrace{5} \qquad \qquad \qquad $ |  |
| 11. The homework assignments were interesting.  |  |
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad 5$                                   |  |
| 12. The homework assignments were:  |  |
| 1)(too hard) 2 (hard) 3 (just right) 4 (easy) 5 (too easy)  |  |
| 13. The grading in the course was fair.   |  |
| 1 2 3 5   |  |
| 14. The instructor / TA provided useful feedback when grading assignments.                            |  |
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad 5$                                   |  |
| 15. The code of academic integrity was upheld in this class.  |  |
| 1 2 3 4 5   |  |
| 16. The things I liked best about the course:   |  |
| Tory,   |  |
| Ton,<br>able to learn   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| 17 Ways in which this course could be made better:  |  |

-more explanations

## Instructor Evaluation

| Please  | evaluate | the   | course | instructor | in | the | following | section | using | the.n | umeric |
|---------|----------|-------|--------|------------|----|-----|-----------|---------|-------|-------|--------|
| ratings | defined  | belo- | w:     |            |    |     |           |         |       |       |        |

|      | go acjunoa vonoa  | •           |             |              |           |                     |
|------|-------------------|-------------|-------------|--------------|-----------|---------------------|
| 1: : | Strongly disagree | e 2: Disc   | igree 3: 1  | Veutral 4    | : Agree   | 5: Strongly agree   |
| 1.   | The instructor    | communic    | cates ideas | and conce    | epts clea | rly.                |
|      |                   | 1           | 2           | 3            | 4         | ( <u>5</u> )        |
| 2.   | The instructor    | demonstr    | ates a thor | ough und     | erstandiı | ng of the material. |
|      |                   | 1           | 2           | 3            | 4         | (5)                 |
| 3.   | The instructor    | explains t  | he materia  | al in an int | teresting | manner.             |
|      |                   | 1           | 2           | 3            | 4         | (5)                 |
| 4.   | The instructor    | is well-org | ganized.    |              |           |                     |
|      |                   | 1           | 2           | 3            | 4         | (5)                 |
| 5.   | The instructor    | is accessib | ole outside | class.       |           | New York            |
|      |                   | 1           | 2           | 3 (          | 4)        | 5                   |
| 6.   | The instructor    | encourage   | s participa | ation in cla | ass.      |                     |
|      |                   | 1           | 2           | 3            | 4         | (5)                 |
| 7.   | The instructor    | uses good   | examples    | in lecture   |           |                     |
|      |                   | 1           | 2           | 3            | 4         | 5                   |
| 8.   | The instructor    | notices in  | dications v | vhen stude   | ents need | d help.             |
|      |                   | 1           | 2           | 3            | 4         | 5                   |
| 9.   | The instructor    | stimulated  | d my inter  | est in the   | subject.  | ,                   |
|      |                   | 1           | 2           | 3            | 4         | (-5)                |
|      |                   |             |             |              |           |                     |

-makes it interesting
-labs are not boring

11. Ways in which this instructor could improve:

amount of distributed to the hows don't seem as hard.

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

1. I can describe what computer programming and algorithmic thinking are.

1 2 3  $\boxed{4}$  5

2. I can translate an English specification of a computational problem into pseudo-code.

1 2 3 4 (5)

 $3.\ \ I$  can describe and use fundamental programming constructs like variables and operators.

1 2 3 4 5

4. I can describe and use if-statements, loop structures and functions.

1 2 3 4 5

 $5.\,$  I can use Matlab to visualize data and plot simple functions.

 $1 \qquad 2 \qquad 3 \qquad \overbrace{4} \qquad 5$ 

6. I can describe what good programming practices are and I appreciate their importance.

1 2 3 4 5

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

1 2 3 4 (3)

8. The pace of the course was good.

1 2 3 4 5

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

1 2 3 4 (5)

3

3

1 (too hard) (2 (hard) 3 (just right) 4 (easy) 5 (too easy)

10. The labs helped me understand the class material better.

2

2

1

1

13. The grading in the course was fair.

12. The homework assignments were:

11. The homework assignments were interesting.

|     |                | 1 :                    | 2                      | . " 3                       | 4                     | 5)   | i                                |                     |                  |
|-----|----------------|------------------------|------------------------|-----------------------------|-----------------------|--|----------------------------------|---------------------|------------------|
| 14. | The instructo  | or / TA p              | rovided us             | seful feedb                 | ack wher              | n grading assig                              | gnments.                         |                     |                  |
|     |                | 1 .                    | 2                      | 3                           | 4                     | 5  |                                  |                     |                  |
| 15. | The code of a  | academic               | integrity              | was uphelo                  | l in this             | class.                                       |                                  | • .                 |                  |
|     | q              | 1                      | 2                      | 3                           | 4                     | 5  | ·                                |                     |                  |
| 16. | to             | enjoy<br>S co<br>Servi | ed hombin-             | ow -                        | with<br>a v           | teacher?<br>the 1<br>ery for                 |                                  | -1 3                |                  |
| 17. | o<br>lot<br>in | Tayboxt cof            | e tin<br>the<br>norter | he t<br>He t<br>lesse<br>am | each,<br>aster<br>ons | er cov<br>r pace<br>could<br>of a<br>eng the | . I h<br>hare<br><b>10</b> tinu. | eH 1<br>been<br>Tha | like a<br>tavalu |

# Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

|      | se evaluate the<br>igs defined belo |           | instructo   | r in the follow | wing section | on using the numeri |
|------|-------------------------------------|-----------|-------------|-----------------|--------------|---------------------|
| 1: , | Strongly disagr                     | ree 2:    | Disagree    | 3: Neutral      | 4: Agree     | 5: Strongly agree   |
| 1.   | The instructe                       | or comr   | nunicates   | ideas and co    | ncepts clea  | arly.               |
|      |                                     | 1         | 2           | 3               | 4            | $\bigcirc$ 5        |
| 2.   | The instructo                       | or demo   | nstrates a  | thorough ur     | nderstandi   | ng of the material. |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
| 3.   | The instructor                      | or expla  | ins the m   | aterial in an   | interesting  | g manner.           |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
| 4.   | The instructo                       | or is we  | ll-organize | ed.             |              |                     |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
| 5.   | The instructo                       | or is acc | essible ou  | tside class.    |              |                     |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
| 6.   | The instructo                       | or encou  | ırages par  | ticipation in   | class.       |                     |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
| 7.   | The instructo                       | or uses   | good exan   | nples in lectu  | re.          |                     |
|      |                                     | 1 .       | 2           | 3               | 4            | 5                   |
| 8.   | The instructo                       | or notic  | es indicati | ons when stu    | idents nee   | d help.             |
|      |                                     | 1         | 2           | 3               | 4 .          | 5                   |
| 9.   | The instructo                       | or stimu  | ılated my   | interest in th  | e subject.   |                     |
|      |                                     | 1         | 2           | 3               | 4            | 5                   |
|      |                                     |           |             |                 |              |                     |

10. The main strengths of this instructor: He is very knowledgeable and qualified to teach this corrse and he conveys the material in an effective manner. He used good examples and was creative with the assignments and interested me 11. Ways in which this instructor could improve: guite a 64.

At times, the classes moved very slowly. I felt like the teacher (ovld have adapted and moved through the material a 64 more quickly when he saw that everyone in our class understood what he was teaching. Overall, however, Raghu was a great teaching and I grasp can say comfortably now that I gained a solid grasp of basic

thanh you.

# Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| fin | ned below:                    |             | ·            |             |            | ·                    |
|-----|-------------------------------|-------------|--------------|-------------|------------|----------------------|
| : , | Strongly disagre              | e 2: Disa   | igree 3: l   | Veutral 4   | : Agree    | 5: Strongly agree    |
| 1.  | I can describe                | what comp   | outer progr  | amming a    | nd algor   | ithmic thinking are  |
|     |                               | 1           | 2            | 3           | 4          | 5                    |
| 2.  | I can translate pseudo-code.  | e an Englis | sh specifica | tion of a   | computa    | tional problem into  |
|     |                               | 1           | 2            | 3           | 4          | $\left(5\right)$     |
| 3.  | I can describe and operators. | and use fu  | ndamental    | programm    | ning cons  | tructs like variable |
|     |                               | 1           | 2            | 3           | 4          | 5                    |
| 4.  | I can describe                | and use if  | f-statemen   | ts, loop st | ructures   | and functions.       |
|     | •                             | 1           | 2            | 3           | 4          | 5                    |
| 5.  | I can use Matl                | ab to visua | alize data   | and plot si | imple fui  | nctions.             |
|     |                               | 1           | 2            | 3           | 4          | (5)                  |
| 6.  | I can describe simportance.   | what good   | programm     | ing practio | ces are aı | nd I appreciate thei |
|     |                               | 1           | 2            | 3           | 4          | (F)                  |
| 7.  | I can write mo                |             |              |             |            | at combine some o    |
|     |                               | 1           | 2            | 3 (         | (4)        | 5                    |
| 8.  | The pace of th                | e course w  | as good.     |             |            |                      |
|     |                               | 1           | 2            | 3           | 4          | (5)                  |
| 9.  | The requireme quately explain |             | course (ho   | meworks,    | exams,     | labs etc.) were ade  |
|     |                               | 1           | 2            | 3           | 4          | (5)                  |
|     |                               |             |              |             |            | •                    |

| 10. The labs  | helped me u    | nderstand | d the class n | naterial l | better               |
|---------------|----------------|-----------|---------------|------------|----------------------|
|               | 1              | 2         | 3             | 4          | $\binom{2}{5}$       |
| 11. The hom   | ework assign   | ments we  | re interestin | g.         |                      |
|               | 1              | 2         | 3             | 4          | 5                    |
| 12. The hom   |                |           |               |            |                      |
| 1 (to         | oo hard((2 (   | (hard) 3  | (just right   | ) 4 (ea    | sy) 5 (too easy)     |
| 13. The grad  | ling in the co | urse was  | fair.         |            |                      |
|               | 1              | 2         | 3             | 4          | (5)                  |
| 14. The insti | ructor / TA p  | provided  | useful feedba | ack wher   | grading assignments. |
|               | 1              | 2         | 3             | 4          | 5                    |
| 15. The code  | of academic    | integrity | was upheld    | in this    | class                |
|               | 1              | 2         | 3             | 4          | (5)                  |
| 16. The thin  | gs I liked bes | t about t | he course:    |            |                      |
| New           | ways           | of th     | inking        |            | •                    |

17. Ways in which this course could be made better:

Please evaluate the course instructor in the following section using the numeric ratings defined below:

| шин  | ys defined beio  | ω.           |             |             |                |   |
|------|------------------|--------------|-------------|-------------|----------------|---|
| 1: 1 | Strongly disagre | ee 2: Dis    | agree 3:    | Neutral     | 4: Agre        | e 5: Strongly agree                         |
| 1.   | The instructo    | r communi    | cates ideas | s and conc  | epts cl        | early.                                      |
|      |                  | 1            | 2           | 3           | 4              | (5)   |
| 2.   | The instructor   | r demonsti   | ates a tho  | rough und   | erstand        | ding of the material.                       |
|      |                  | 1            | 2           | 3           | 4              | $\left(\begin{array}{c}5\end{array}\right)$ |
| 3.   | The instructor   | r explains   | the materi  | al in an in | terestii       | ng manner.                                  |
|      |                  | 1            | 2           | 3           | 4              | $\left( \left( 5\right) \right)$            |
| 4.   | The instructor   | r is well-or | ganized.    |             |                |   |
|      |                  | 1            | 2           | 3           | 4              | $\begin{pmatrix} 5 \end{pmatrix}$           |
| 5.   | The instructor   | r is accessi | ble outside | e class.    |                |   |
|      |                  | 1            | 2           | 3           | 4              | <b>(</b> 5)                                 |
| 6.   | The instructor   | r encourag   | es particip | ation in cl | ass.           |   |
|      |                  | 1            | 2           | 3           | 4              | $\begin{pmatrix} 1 & 5 & 1 \end{pmatrix}$   |
| 7.   | The instructor   | r uses good  | l examples  | in lecture  | <del>)</del> . |   |
|      |                  | 1            | 2           | 3           | 4              | (5)   |
| 8.   | The instructor   | r notices in | dications   | when stud   | ents ne        | ed help                                     |
|      |                  | 1            | 2           | 3           | 4              | 5   |
| 9.   | The instructor   | r stimulate  | d my inter  | est in the  | subjec         | t.  |
|      |                  | 1            | 2           | 3           | 4              | (5)   |
|      |                  |              |             |             |                |   |

Personable
Ensy to approach w/ questions

11. Ways in which this instructor could improve:

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree 1. I can describe what computer programming and algorithmic thinking are. 2. I can translate an English specification of a computational problem into pseudo-code. 1 5 3. I can describe and use fundamental programming constructs like variables and operators. 1 4. I can describe and use if-statements, loop structures and functions. 5. I can use Matlab to visualize data and plot simple functions. 1 6. I can describe what good programming practices are and I appreciate their importance. 1 5 7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem. 1 5 8. The pace of the course was good. 1 2 3 5 9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained. 1 5

| 10. The labs helped    | me unde   | rstand the      | class ma   | terial bette   | er.               |
|------------------------|-----------|-----------------|------------|----------------|-------------------|
|                        |           | 2               | 3          | 4              | 9                 |
| 11. The homework a     | ssignmer  | nts were in     | teresting. |                |                   |
| 1                      |           | 2               | 3          | 4.             | 5                 |
| 12. The homework a     |           |                 |            |                |                   |
| 1 (too hard)           | 2 (har    | d) $(3)$ $ju$ . | st right)  | 4 (easy)       | 5 (too easy)      |
| 13. The grading in the | he course | e was fair.     |            |                |                   |
| 1                      | :         | 2               | 3 ,        | $\binom{4}{4}$ | 5                 |
| 14. The instructor /   | TA prov   | ided usefu      | l feedbacl | k when gra     | ding assignments. |
| 1                      |           | 2               | 3          | 4              | Č                 |
| 15. The code of acad   | lemic int | egrity was      | upheld ir  | this class     | i. 🤍              |
| 1                      |           | 2               | 3 (        | 4)             | 5                 |
| 16. The things I like  | d best ab | out the co      | ourse:     |                |                   |
| The :                  | nstru     | Ltop            |            |                |                   |
|                        |           |                 |            |                |                   |
|                        |           |                 |            |                |                   |

17. Ways in which this course could be made better:

Please evaluate the course instructor in the following section using the numeric

| atin | gs defined below |        |            |                | ~g          | no accord the manners |
|------|------------------|--------|------------|----------------|-------------|-----------------------|
| 1: 5 | Strongly disagre | ee 2:  | Disagree   | 3: Neutral     | 4: Agree    | 5: Strongly agree     |
| 1.   | The instructor   | r comm | unicates   | ideas and cor  | ncepts clea | rly.                  |
|      |                  | 1      | 2          | 3              | 4           | 5                     |
| 2.   | The instructor   | r demo | nstrates a | a thorough ur  | nderstandir | ng of the material.   |
|      |                  | 1      | 2          | 3              | 4           | 5                     |
| 3.   | The instructor   | expla  | ns the m   | aterial in an  | interesting | manner.               |
|      |                  | 1      | 2          | 3              | 4           | <b>(5)</b>            |
| 4.   | The instructor   | is wel | l-organize | ed.            |             |                       |
|      |                  | 1      | 2          | 3              | 4           | (5)                   |
| 5.   | The instructor   | is acc | essible ou | ıtside class.  |             |                       |
|      |                  | 1      | 2          | 3              | 4           | (5)                   |
| 6.   | The instructor   | encou  | rages par  | ticipation in  | class.      |                       |
|      |                  | 1      | 2          | 3              | 4           | ( <u>5</u> )          |
| 7.   | The instructor   | uses g | ood exar   | nples in lectu | re.         |                       |
|      |                  | 1      | 2          | 3              | 4           | <b>5</b>              |
| 8.   | The instructor   | notice | s indicat  | ions when stu  | idents need | d help.               |
|      |                  | 1      | 2          | 3              | $\dot{4}$   | (5)                   |
| 9.   | The instructor   | stimu  | lated my   | interest in th | e subject.  |                       |
|      |                  | 1      | 2          | 3              | 4           | (5)                   |
|      |                  |        |            |                |             |                       |

very knowledgeble in the subject france

11. Ways in which this instructor could improve:

N/H

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

1. I can describe what computer programming and algorithmic thinking are.

2. I can translate an English specification of a computational problem into pseudo-code.

1 2 3 4 5

3. I can describe and use fundamental programming constructs like variables and operators.

1 2 3 (4) 5

4. I can describe and use if-statements, loop structures and functions.

 $1 \qquad 2 \qquad 4 \qquad 5$ 

5. I can use Matlab to visualize data and plot simple functions.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

6. I can describe what good programming practices are and I appreciate their importance.

1 2 3 4 5

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad \widehat{3} \qquad 4 \qquad 5$ 

8. The pace of the course was good.

1 2 3 5

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

quatery explained.

1 2 3 4 5

|              | 10.      | The labs helpe  | ed me unde  | erstand th                            | e class ma     | terial bette   | r.                                    |          |
|--------------|----------|-----------------|-------------|---------------------------------------|----------------|----------------|---------------------------------------|----------|
|              |          |                 | 1           | 2                                     | 3              | $\binom{4}{4}$ | 5                                     |          |
|              | 11.      | The homework    | assignme:   | nts were i                            | pteresting     | •              |                                       |          |
|              |          |                 | 1           | 2                                     | 3              | 4              | 5                                     |          |
|              | 12.      | The homework    | assignme:   | nts were:                             |                |                |                                       |          |
|              |          | 1 too har       | (d) 2 (ha   | rd) 3 (ju                             | ust right)     | 4 (easy)       | 5 (too easy)                          |          |
|              | 13.      | The grading in  | the cours   | e was fair                            |                |                | <b>~</b>                              |          |
|              |          |                 | 1 :         | 2                                     | 3              | 4              | 5)                                    |          |
|              | 14.      | The instructor  | / TA prov   | vided usef                            | ul feedbac     | k when gra     | ding assignment                       | s.       |
|              | ,        |                 | 1           | 2                                     | 3              | 4              | 5                                     |          |
|              | 15.      | The code of ac  | ademic int  | egrity wa                             | s upheld i     | n this class.  | · .                                   |          |
|              |          |                 | 1           | 2                                     | 3              | 4              | 3                                     |          |
|              | 16.      | The things I li | ked best a  | bout the                              | course:        |                |                                       |          |
| <b>i</b> (   | 0        | Being al        | de to       | work                                  | 1 on           | the re         | w topics the hor easier. which was ma | , in lab |
| De-          | tos<br>1 | e having        | , to a      | ttem                                  | pt tr          | em in          | the hor                               | nework   |
| V na<br>Clas | 1)-      | 11the of        | mewo<br>The | teach                                 | rec a          | od his         | under s                               | standing |
| of           | hi       | n has           | of the      | 601                                   | nse l          | load           | was ma                                | de class |
| and          | a        | Shing qu        | reshis      | ^5 €                                  | easies         | -              |                                       |          |
|              |          | 5 0             |             | · · · · · · · · · · · · · · · · · · · | i              |                |                                       |          |
|              | 17.      | Ways in which   | this cours  | e could b                             | !<br>e.made be | tter:          |                                       |          |
|              | _        | - Parl H        | at ta       | ho le                                 | ivel o         | I the          | boner                                 | sock     |
| lor          | 11       | l hand          | 200         | ane le                                | - m            | taus a         | . the wi                              | CK       |
| 70           | V0       | olved in        | the b       | nom-e                                 | work           | often          | n inwsp                               | ora ted  |
| fur          | 76       | tions?          | Hoat        | west                                  | in't f         | sevio          | n involvedis                          | cussed.  |
|              |          |                 |             |                                       |                |                | . •                                   |          |
|              |          |                 |             |                                       |                |                |                                       |          |

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

|        | defined below  |            | tructor in  | the follo | wing section | n using the numeri |
|--------|----------------|------------|-------------|-----------|--------------|--------------------|
| 1: Str | rongly disagre | e 2: Dis   | agree 3: .  | Neutral   | 4: Agree     | 5: Strongly agree  |
| 1. T   | The instructor | communi    | cates ideas | s and co  | ncepts clear | ly.                |
|        |                | 1          | 2           | 3         | (4)          | 5                  |
| 2. T   | he instructor  | demonstr   | ates a tho  | rough u   | nderstandin  | g of the material. |
|        |                | 1          | 2           | 3         | 4            | (5)                |
| 3. T   | he instructor  | explains   | the materi  | al in an  | interesting  | manner.            |
|        |                | 1          | 2           | 3         | 4            | 5                  |
| 4. T   | he instructor  | is well-or | ganized.    |           |              |                    |
|        |                | 1          | 2           | 3         | 4            | $\binom{7}{5}$     |
| 5. T   | he instructor  | is accessi | ble outside | class.    |              |                    |
|        |                | 1          | 2           | 3         | 4            | 5                  |
| 6. T   | he instructor  | encourage  | es particip | ation in  | class.       |                    |
|        |                | 1          | 2           | 3         | 4            | 5                  |
| 7. T   | he instructor  | uses good  | l examples  | in lectu  | ire.         |                    |
|        |                | 1          | 2           | 3         | 4            | 5                  |
| 8. T   | he instructor  | notices in | dications   | when st   | udents need  | help.              |
|        |                | 1          | 2           | 3         | 4 (          | 5                  |
| 9. T   | he instructor  | stimulate  | d my inter  | est in p  | ne subject.  |                    |
|        |                | 1          | 2           | 3         | 4            | 5                  |

His understanding of how the lesson is understood and absorbed by the students so it makes asking questions easier and more beneficial

11. Ways in which this instructor could improve:

# Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           | ÷       |       |     |         |         |

|   |     | se evaluate the co<br>ed below:     | ourse in    | the follow  | ing section  | using t                | he numeric ratings         |
|---|-----|-------------------------------------|-------------|-------------|--------------|------------------------|----------------------------|
| 1 | : 2 | Strongly disagree                   | 2: Disa     | gree 3: N   | Veutral 4:   | Agree                  | 5: Strongly agree          |
|   | 1.  | I can describe w                    | hat comp    | uter progr  | amming ar    | nd algori              | thmic thinking are.        |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   | 2.  | I can translate a pseudo-code.      | an Englis   | h specifica | tion of a c  | omputat                | sional problem into        |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   | 3.  | I can describe an and operators.    | ıd use fur  | ıdamental   | programm     | ing const              | tructs like variables      |
|   |     | 1                                   |             | 2           | 3            | 4                      | (5)                        |
|   | 4.  | I can describe ar                   | nd use if   | -statemen   | ts, loop str | uctures                | and functions.             |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   | 5.  | I can use Matlah                    | to visua    | lize data a | and plot si  | mple fun               | ctions.                    |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   | 6.  | I can describe whimportance.        | nat gʻood j | programm    | ing practic  | es are an              | d I appreciate their       |
|   |     | . 1                                 |             | 2           | 3 (          | $\stackrel{\frown}{4}$ | 5                          |
|   | 7.  | I can write mod<br>all of the above |             |             |              |                        | at combine some or<br>lem. |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   | 8.  | The pace of the                     | course wa   | as good.    |              |                        |                            |
|   |     | 1                                   |             | 2           | 3            | 4                      | (.5)                       |
|   | 9.  | The requirement quately explaine    |             | course (ho  | meworks,     | exams, la              | abs etc.) were ade-        |
|   |     | 1                                   |             | 2           | 3            | 4                      | 5                          |
|   |     |                                     |             |             |              |                        |                            |

|   | 10. 1110 1805 110. | iped ine di | Ideibuaite | t the crass i | Haiter for Di | CUCCI.              |    |
|---|--------------------|-------------|------------|---------------|---------------|---------------------|----|
|   |                    | 1           | 2          | 3             | 4             | 5                   |    |
|   | 11. The homewo     | ork assigni | ments we   | re interestin | ıg.           |                     |    |
|   |                    | 1           | 2          | 3             | 4             | 5                   |    |
|   | 12. The homewo     | ork assignr | ments we   | re:           |               |                     |    |
|   | 1 (too h           | nard) 2 (   | hard) $(3$ | )just right   | t) 4 (eas     | y) 5 (too easy)     |    |
| 9 | 13. The grading    | in the cou  | ırse was   | fair.         |               |                     |    |
|   |                    | 1           | 2          | 3 ,           | . 4           | 5                   |    |
|   | 14. The instruct   | or / TA p   | rovided u  | seful feedb   | ack when      | grading assignments | ;. |
|   |                    | 1           | 2          | 3             | 4             | 5                   |    |
|   | 15. The code of    | academic    | integrity  | was upheld    | in this cl    | ass.                |    |
|   |                    | 1           | 2          | 3             | 4             | 5                   |    |
|   | 16. The things I   | liked best  | t about t  | ne course:    |               |                     |    |
|   | It stand           | from t      | The bas    | ves but       | 54.71 m.      | and d               |    |
|   | ot a good          | l pace      | ,          |               |               |                     |    |
|   |                    |             |            |               |               |                     |    |
|   |                    |             |            |               |               |                     |    |
|   |                    |             |            |               |               |                     |    |
|   |                    |             |            |               |               |                     |    |

17. Ways in which this course could be made better:

Include more challenging color and publishers.

| Please  | evaluate | the    | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|--------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belown | w:     |            |    |     |           |         |       |     |         |

| annys aejmea veior  | w.           |             |             |             |                    |
|---------------------|--------------|-------------|-------------|-------------|--------------------|
| 1: Strongly disagre | ee 2: Dis    | agree 3:    | Neutral     | 4: Agree    | 5: Strongly agree  |
| 1. The instructor   | r communi    | cates ideas | s and con   | cepts clear | rly.               |
|                     | 1 .          | 2           | 3           | 4           | (5)                |
| 2. The instructor   | r demonsti   | ates a tho  | rough und   | derstandin  | g of the material. |
|                     | 1            | 2           | 3           | 4           | (5)                |
| 3. The instructor   | r explains   | the materi  | al in an ii | nteresting  | manner.            |
|                     | 1            | 2           | 3           | 4           | ( <del>5</del> )   |
| 4. The instructor   | r is well-or | ganized.    |             |             |                    |
|                     | 1            | 2           | 3           | 4           | (5)                |
| 5. The instructor   | r is accessi | ble outside | e class.    |             | -                  |
|                     | 1            | 2           | 3           | 4           | (5)                |
| 6. The instructor   | encourag     | es particip | ation in c  | lass.       |                    |
|                     | 1            | 2           | 3           | 4           | 5                  |
| 7. The instructor   | uses good    | d examples  | in lectur   | e.          |                    |
|                     | 1            | 2           | 3           | 4           | 5                  |
| 8. The instructor   | notices in   | dications   | when stud   | dents need  | help.              |
|                     | 1            | 2           | 3           | 4           | 5                  |
| 9. The instructor   | stimulate    | d my inter  | est in the  | subject.    |                    |
|                     | 1            | 2           | 3           | 4           | 5                  |
|                     |              |             |             |             |                    |

10. The main strengths of this instructor:

He is very adiabate and our explain the national well.

11. Ways in which this instructor could improve:

### Course Evaluation

quately explained.

| Please<br>defined | evaluate the co<br>below:      | ourse in the  | following se | ection using   | the nume     | eric ratings |
|-------------------|--------------------------------|---------------|--------------|----------------|--------------|--------------|
| 1: Stre           | ongly disagree                 | 2: Disagree   | 3: Neutro    | al 4: Agree    | 5: Stro      | ngly agree   |
| 1. I d            | an describe w                  | hat compute   | r programm   | ing and algo   | orithmic th  | inking are.  |
|                   | 1                              | 2             | 3            | Ø              | 5            |              |
|                   | can translate a<br>eudo-code.  | ın English sp | ecification  | of a comput    | ational pr   | oblem into   |
|                   | 1                              | 2             | 3            | <b>4</b>       | 5            |              |
|                   | ean describe and operators.    | d use fundar  | nental progr | camming cor    | nstructs lik | te variables |
|                   | 1                              | 2             | 3            | 4              | 6            |              |
| 4. I d            | can describe ar                | nd use if-sta | tements, lo  | op structure   | s and fund   | ctions.      |
|                   | 1                              | 2             | 3            | 4              | <b>⑤</b>     |              |
| 5. I c            | can use Matlab                 | to visualize  | data and p   | lot simple f   | unctions.    |              |
|                   | 1                              | 2             | 3            | 4              | B            |              |
|                   | an describe wh<br>portance.    | nat good prog | gramming pi  | ractices are a | and I appr   | eciate their |
|                   | 1                              | 2             | 3            | 4              | Ø            | •            |
|                   | can write mode<br>of the above | -             | ,            |                |              | ne some or   |
|                   | 1                              | 2             | 3            | 4              | Ó            |              |
| 8. Tl             | ne pace of the                 | course was g  | ood.         |                |              |              |
|                   | 1                              | 9             | 3            | А              | B            |              |

9. The requirements of the course (homeworks, exams, labs etc.) were ade-

2

3

4

(5)

| 10. The                                 | 10. The labs helped me understand the class material better. |              |                 |               |                    |  |  |  |  |  |
|---|--|--------------|-----------------|---------------|--------------------|--|--|--|--|--|
|   | 1  | 2            | 3               | 4             | <i>(</i> 3)        |  |  |  |  |  |
| 11. The                                 | e homework a   | ssignments   | were interestin | g.            |                    |  |  |  |  |  |
|   | 1  | 2            | 3               | 4             | (3                 |  |  |  |  |  |
| 12. The                                 | 12. The homework assignments were:                           |              |                 |               |                    |  |  |  |  |  |
|   | 1 (too hard)   | 2 (hard)     | ③(just right    | ) 4 (easy)    | $5\ (too\ easy)$   |  |  |  |  |  |
| 13. The grading in the course was fair. |  |              |                 |               |                    |  |  |  |  |  |
|   | 1  | . 2          | 3               | 4             | 6                  |  |  |  |  |  |
| 14. The                                 | e instructor /   | TA provide   | d useful feedba | ack when gra  | ading assignments. |  |  |  |  |  |
|   | 1  | 2            | 3               | <b>4</b>      | 5                  |  |  |  |  |  |
| 15. The                                 | e code of acad   | lemic integr | ity was upheld  | in this class | S.                 |  |  |  |  |  |
|   | 1  | 2            | 3               | 4             | <b>⑤</b>           |  |  |  |  |  |
| 16. The                                 | things I like  | d best abou  | t the course:   |               |                    |  |  |  |  |  |
|   | We -   | had in       | dozesting.      | assignme      | rt.                |  |  |  |  |  |
|   |  |              |                 | <i>g. n</i> = |                    |  |  |  |  |  |
|   |  |              |                 |               |                    |  |  |  |  |  |
|   |  |              |                 |               |                    |  |  |  |  |  |

17. Ways in which this course could be made better:

# Instructor Evaluation

|      | se evaluate the ogs defined below |        | instructor  | r in the follow | wing section | n using the numeric |
|------|-----------------------------------|--------|-------------|-----------------|--------------|---------------------|
| 1: 5 | Strongly disagre                  | e 2:   | Disagree    | 3: Neutral      | 4: Agree     | 5: Strongly agree   |
| 1.   | The instructor                    | comr   | nunicates   | ideas and co    | ncepts clear | rly.                |
|      |                                   | 1      | 2           | 3               | 4            | \$                  |
| 2.   | The instructor                    | demo   | onstrates a | thorough ur     | nderstandin  | g of the material.  |
|      |                                   | 1      | 2           | 3               | 4            | <b>3</b>            |
| 3.   | The instructor                    | expla  | ins the ma  | aterial in an   | interesting  | manner.             |
|      |                                   | 1      | 2           | 3               | 4            | 5                   |
| 4.   | The instructor                    | is we  | ll-organize | ·d.             |              |                     |
|      |                                   | 1      | 2           | 3               | Ø            | 5                   |
| 5.   | The instructor                    | is acc | cessible ou | tside class.    |              |                     |
|      |                                   | 1      | 2           | 3               | 4            | 5                   |
| 6.   | The instructor                    | enco   | urages par  | ticipation in   | class.       |                     |
|      |                                   | 1      | 2           | 3               | 4            | 5                   |
| 7.   | The instructor                    | uses   | good exam   | ples in lectu   | re.          |                     |
|      |                                   | 1      | 2           | . 3             | 4            | (5)                 |
| 8.   | The instructor                    | notic  | es indicati | ons when stu    | idents need  | help.               |
|      |                                   | 1      | 2           | 3               | 4            | 5                   |
| 9.   | The instructor                    | stim   | lated my    | interest in th  | e subject.   |                     |

4

5

More briendly and approachable than other teachers.

11. Ways in which this instructor could improve:

### Course Evaluation

|      | se evaluate the e<br>ed below:   | course in   | the followi | ing sectio | on using th  | e numeric i  | ratings |  |  |
|------|--|-------------|-------------|------------|--------------|--------------|---------|--|--|
| 1: 5 | Strongly disagree  | 2: Disa     | gree 3: N   | Ieutral .  | 4: Agree     | 5: Strongly  | agree   |  |  |
| 1.   | I can describe v   | vhat comp   | uter progr  | amming a   | and algoritl | nmic thinkir | ng arë. |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 2.   | I can translate pseudo-code.   | an Englis   | h specifica | tion of a  | computation  | onal proble  | m into  |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 3.   | 3. I can describe and use fundamental programming constructs like variables and operators. |             |             |            |              |              |         |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 4.   | 4. I can describe and use if-statements, loop structures and functions.                    |             |             |            |              |              |         |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 5.   | I can use Matla  | b to visua  | lize data a | and plot s | simple func  | tions.       |         |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 6.   | I can describe wimportance.  | hat gʻood j | orogrammi   | ing practi | ices are and | I appreciat  | e their |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 7.   | I can write modall of the above  |             |             |            |              |              | ome or  |  |  |
|      |  | 1           | 2           | 3          | 4            | 5            |         |  |  |
| 8.   | The pace of the  | course w    | as good.    |            |              |              |         |  |  |

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

3

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

3

10. The labs helped me understand the class material better.

2

1

| 11. The homework assignments were interesting.                                     |
|--|
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad \boxed{4} \qquad \qquad 5$        |
| 12. The homework assignments were:   |
| $1 \ (too \ hard) \ 2) hard) \ 3 \ (just \ right) \ 4 \ (easy) \ 5 \ (too \ easy)$ |
| 13. The grading in the course was fair.  |
| $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$                                    |
| 14. The instructor / TA provided useful feedback when grading assignments.         |
| $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$                                    |
| 15. The code of academic integrity was upheld in this class.                       |
| $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad 5$                |
| 16. The things I liked best about the course:                                      |
| . The instructor / TA are really helpful.  |
| · I actually leaned and understood when they                                       |
| explained to me the stuff that I did not   |
| understand in the first place  |
|  |
|  |
| 17. Ways in which this course could be made better:                                |
| · upload lectures on the meb   |
|  |
|  |

| Please  | evaluate | the  | course | instructor | in | the | following | section | using the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-----------|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |           |         |

| atings defined  | below:        |              |               |   |                    |
|-----------------|---------------|--------------|---------------|---|--------------------|
| 1: Strongly dis | sagree 2:     | Disagree     | 3: Neutral    | 4: Agree                                      | 5: Strongly agree  |
| 1. The instru   | uctor comm    | unicates id  | leas and cor  | icepts clear                                  | rly.               |
|                 | . 1           | 2            | 3             | 4   | (5)                |
| 2. The instru   | ıctor demoi   | nstrates a 1 | thorough un   | nderstandin                                   | g of the material. |
|                 | 1             | 2            | 3             | 4   | 5                  |
| 3. The instru   | ıctor explai  | ns the mat   | terial in an  | interesting                                   | manner.            |
|                 | 1             | 2            | 3             | (4).  | 5                  |
| 4. The instru   | ictor is well | -organized   |               |   | $\sim$             |
|                 | 1             | 2            | 3             | 4   | (5)                |
| 5. The instru   | ictor is acce | essible outs | side class.   |   | -                  |
|                 | 1             | 2            | 3             | 4   | 5                  |
| 6. The instru   | actor encou   | rages parti  | cipation in   | class.  |                    |
|                 | 1             | 2            | 3             | $\binom{4}{i}$                                | 5                  |
| 7. The instru   | ictor uses g  | ood examp    | oles in lectu | re.   |                    |
|                 | 1             | 2            | 3,            | 4   | (5)                |
| 8. The instru   | ictor notice  | s indicatio  | ns when stu   | idents need                                   | help.              |
|                 | 1             | 2            | 3             | 4   | 5                  |
| 9. The instru   | ictor stimul  | ated my ir   | nterest in th | e subject.                                    |                    |
|                 | 1             | 2            | 3             | $\left(\begin{array}{c}4\end{array}\right)$ . | 5                  |
|                 |               |              |               |   |                    |

- 10. The main strengths of this instructor:
  - · explains materials clearly
  - · always be there to help as
  - · vey helpful
- 11. Ways in which this instructor could improve:
  - · more office hour.
  - · should plan a party after our final

#### Course Evaluation

| $\bigcirc$ 01 | irse Evaluati                       | 1011       |             |             |             |                      |
|---------------|-------------------------------------|------------|-------------|-------------|-------------|----------------------|
|               | se evaluate the c<br>ed below:      | course in  | the follow  | ing section | n using th  | e numeric ratings    |
| 1: 5          | Strongly disagree                   | 2: Disa    | gree 3: N   | Veutral 4   | : Agree     | 5: Strongly agree    |
| 1.            | I can describe w                    | hat comp   | uter progr  | amming a    | and algorit | hmic thinking are.   |
|               |                                     | 1          | <b>2</b>    | 3           | 4           | 5                    |
| 2.            | I can translate pseudo-code.        | an Englis  | n specifica | tion of a   | computati   | onal problem into    |
|               |                                     | 1          | 2           | 3           | 4           | <b>(5)</b>           |
| 3.            | I can describe a and operators.     | nd use fun | damental    | programn    | ning const  | ructs like variables |
|               |                                     | 1 .        | 2           | 3           | 4           | (5)                  |
| 4.            | I can describe a                    | nd use if  | -statement  | ts, loop st | ructures a  | nd functions.        |
|               |                                     | 1          | 2           | 3           | 4           | 5                    |
| 5.            | I can use Matla                     | b to visua | lize data a | and plot s  | imple fund  | ctions.              |
|               |                                     | 1          | 2           | 3           | 4           | 5                    |
| 6.            | I can describe w importance.        | hat good 1 | orogramm    | ing practi  | ces are and | l I appreciate their |
|               |                                     | 1          | 2           | 3           | 4           | (5)                  |
| 7.            | I can write mod<br>all of the above | -          |             |             | -           | combine some or em.  |
|               |                                     | 1          | 2           | 3           | 4           | (5)                  |
| 8.            | The pace of the                     | course wa  | as good.    |             |             |                      |
|               |                                     | 1          | 2           | 3           | 4           | <b>③</b>             |
| 9.            | The requirement quately explained   |            | course (ho  | meworks,    | exams, la   | bs etc.) were ade-   |

1

2

10. The labs helped me understand the class material better.

|                    | 1           | 2           | 3            | 4          | <b>(5)</b>     |            |
|--------------------|-------------|-------------|--------------|------------|----------------|------------|
| 11. The homewo     | ork assignr | nents wer   | e interestin | g.         |                |            |
|                    | 1           | 2           | 3            | 4          | (3)            |            |
| 12. The homewo     | ork assignr | nents wer   | e:           |            |                |            |
| 1 (too h           | ard) (2)(1  | hard) 3     | (just right  | ) 4 (eas   | sy) 5 (too     | easy)      |
| 13. The grading    | in the cou  | ırse was fa | air.         |            |                | :          |
|                    | 1           | 2           | 3            | 4          | (5)            | i.         |
| 14. The instruct   | or / TA p   | rovided us  | seful feedba | ack when   | grading ass    | signments. |
|                    | 1           | 2           | , 3          | <b>(4)</b> | 5              |            |
| 15. The code of    | academic    | integrity   | was upheld   | in this c  | lass.          |            |
|                    | 1           | 2           | 3            | 4          | 5              |            |
| Raghu is programme | liked best  | very a      | e course:    | breet or   | The covered of | alces his  |
| I loved            | the h       | rol are     | how int      | cractive   | and a          | ss was.    |
|                    |             |             |              |            |                |            |
| 17. Ways in whi    | ch this co  | ırse could  | be made b    | etter:     |                |            |
| Th's 1             | n best      | ·           |              |            |                |            |

| Please evaluate the ratings defined below |       | instructor | in | the follo | wing | section | using  | the ' | numeric |
|---|-------|------------|----|-----------|------|---------|--------|-------|---------|
| 1: Strongly disagr                        | ee 2: | Disagree   | 3: | Neutral   | 4:   | Agree   | 5: Str | ongli | y agree |

| contigo dejunted tere | ω.         |            |               |              |                     |
|-----------------------|------------|------------|---------------|--------------|---------------------|
| 1: Strongly disagr    | ee 2: L    | )isagree   | 3: Neutral    | 4: Agree     | 5: Strongly agree   |
| 1. The instructo      | or commi   | inicates i | deas and cor  | ncepts clear | rly.                |
|                       | 1          | 2          | 3             | 4            | <b>(5)</b>          |
| 2. The instructo      | r demon    | strates a  | thorough ur   | nderstandin  | ng of the material. |
|                       | 1          | 2          | 3             | 4            | 5                   |
| 3. The instructo      | r explair  | is the ma  | terial in an  | interesting  | manner.             |
|                       | 1          | 2          | 3             | 4            | 5                   |
| 4. The instructo      | r is well- | organized  | <b>d</b> .    |              |                     |
|                       | 1          | 2          | 3             | 4            | (5)                 |
| 5. The instructo      | r is acce  | ssible out | side class.   |              |                     |
|                       | 1          | 2          | 3             | 4            | (5)                 |
| 6. The instructo      | r encour   | ages part  | icipation in  | class.       |                     |
|                       | 1          | 2          | 3             | 4            | 5                   |
| 7. The instructo      | r uses go  | od exam    | ples in lectu | re.          |                     |
|                       | 1          | 2          | 3             | 4            | (5)                 |
| 8. The instructo      | r notices  | indication | ons when stu  | idents need  | l help.             |
|                       | 1          | 2          | 3             | $\dot{4}$    | 5                   |
| 9. The instructo      | r stimula  | ited my i  | nterest in th | ie subject.  |                     |
|                       |            |            |               |              |                     |

Raghu is a very interactive instructor that notes his programming class very interesting by providing funny examples and real-life examples of the programming material he shows us.

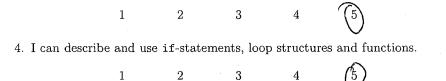
11. Ways in which this instructor could improve:

HE'S THE BEST

### Course Evaluation

| Please evaluate defined below: | the course  | e in the fo | llowing sect | ion using   | the numer   | ic ratings |
|--------------------------------|-------------|-------------|--------------|-------------|-------------|------------|
| 1: Strongly disc               | agree 2: .  | Disagree    | 3: Neutral   | 4: Agree    | 5: Strong   | ly agree   |
| 1. I can descr                 | ibe what c  | omputer p   | programming  | g and algor | ithmic thir | ıking are. |
|                                | 1           | 2           | 3            | 4           | 5           |            |
| 2. I can trans                 | slate an Ei |             |              |             |             | olem into  |

|    |                | 1     | 2            | 0          | ~1    |        | U        |          |       |
|----|----------------|-------|--------------|------------|-------|--------|----------|----------|-------|
| 3. | I can describe | and u | se fundament | al prograi | mming | constr | ucts lil | ce varia | ables |
|    | and operators. |       |              |            |       |        |          |          |       |



5. I can use Matlab to visualize data and plot simple functions.

I can describe what good programming practices are and I appreciate their importance.
 1 2 3 4 5

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

8. The pace of the course was good.

1 2 3 4 5

 $9.\ \,$  The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

| 10. | The labs helped   | me unders   | stand the    | class <sub>,</sub> mat | erial bett | ter.               |
|-----|-------------------|-------------|--------------|------------------------|------------|--------------------|
|     | 1                 | . 2         |              | 3                      | 4          | $\binom{5}{5}$     |
| 11. | The homework a    | ssignment   | s were int   | eresting.              |            |                    |
|     | 1                 | 2           |              | 3                      | 4          | $\binom{5}{5}$     |
| 12. | The homework a    | ssignment   | s were:      |                        |            |                    |
|     | 1 (too hard)      | (2)(hard    | ) $3 (just)$ | $t \ right)$           | 4 (easy)   | 5 (too easy)       |
| 13. | The grading in t  | he course   | was fair.    | ;                      |            |                    |
|     | 1                 | : 2         |              | 3                      | 4          | 5                  |
| 14. | The instructor /  | TA provid   | ded useful   | feedback               | when gr    | ading assignments. |
|     | 1                 | 2           |              | 3 (                    | 4          | 5                  |
| 15. | The code of acad  | lemic integ | grity was i  | upheld in              | this clas  | S.                 |
|     | 1                 | 2           |              | 3                      | 4          | (5)                |
| 16. | The things I like | d best abo  | out the co   | urse:                  |            |                    |
|     | Programming       | praetice    | s in lab     | is wh                  | 24 (lihu   | ed the most short  |
|     | he class. The     |             |              |                        |            |                    |
|     |                   |             |              |                        |            |                    |
|     |                   |             |              |                        |            |                    |
|     |                   |             | :            | I .                    |            |                    |
| 17. | Ways in which the | nis course  | could be r   | made bett              | ter:       |                    |
|     | N/A - ne          | nc is no    | thing to     | not lik                | e about    | this course.       |
|     |                   |             | •            |                        |            |                    |

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atings de | fined below | ע:          |              | -            | -                          |                    |
|-----------|-------------|-------------|--------------|--------------|----------------------------|--------------------|
| 1: Strong | gly disagre | e 2: Disc   | igree 3: 1   | Veutral 4    | l: Agree                   | 5: Strongly agree  |
| 1. The    | instructor  | communi     | cates ideas  | and conc     | epts clear                 | y.                 |
|           |             | 1 :         | 2            | 3            | 4                          | ( <del>5</del> )   |
| 2. The    | instructor  | demonstr    | ates a thor  | ough und     | erstanding                 | g of the material. |
| ,         |             | 1           | 2            | 3            | 4                          | (5)                |
| 3. The    | instructor  | explains t  | he materia   | al in an in  | teresting 1                | manner.            |
|           |             | 1           | 2            | 3            | 4                          | (5)                |
| 4. The    | instructor  | is well-org | ganized.     |              |                            | _                  |
|           |             | 1           | 2            | 3            | 4                          | (5)                |
| 5. The    | instructor  | is accessil | ole outside  | class.       |                            |                    |
|           |             | 1           | 2            | 3            | 4                          | 5                  |
| 6. The    | instructor  | encourage   | es participa | ation in cla | ass.                       |                    |
|           |             | 1           | 2            | 3            | 4                          | (5)                |
| 7. The    | instructor  | uses good   | examples     | in lecture   |                            |                    |
|           |             | 1           | 2            | 3            | 4                          | (3)                |
| 8. The    | instructor  | notices in  | dications v  | vhen stud    | ents need                  | help.              |
|           |             | 1           | 2            | 3            | 4                          | 5                  |
| 9. The    | instructor  | stimulate   | d my inter   | est in the   | subject.                   |                    |
|           |             | 1           | 2            | 3            | $\left(\widehat{4}\right)$ | 5                  |
|           |             |             |              |              | ~                          |                    |

Cornell students the is very clear and concise when explaining things.

11. Ways in which this instructor could improve:

N/A

#### Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| 1: Strongly disagree | 2: Disagree | 3: Neutral | 4: Agree | 5: Strongly agree |
|----------------------|-------------|------------|----------|-------------------|
| 1 Ti. J              |             |            |          | 41                |

1. I can describe what computer programming and algorithmic thinking are.

2. I can translate an English specification of a computational problem into pseudo-code.

1

3. I can describe and use fundamental programming constructs like variables and operators.

1

4. I can describe and use if-statements, loop structures and functions.

1 3

5. I can use Matlab to visualize data and plot simple functions.

6. I can describe what good programming practices are and I appreciate their importance.

> 5 1 4

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

> 1 5

8. The pace of the course was good.

3

9. The requirements of the course (homeworks, exams, labs etc.) were ade-

quately explained.

W/tutoring (officehours) 1

|   | 10. The labs helped me understand the class material better.                 |
|---|--|
|   | $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad \boxed{5}$  |
|   | 11. The homework assignments were interesting.                               |
|   | $1 \qquad \qquad 2 \qquad \qquad 3 \qquad \qquad 4 \qquad \qquad 5$          |
|   | 12. The homework assignments were:   |
|   | $1\ (too\ hard)$ $2\ (hard)$ $3\ (just\ right)$ $4\ (easy)$ $5\ (too\ easy)$ |
| , | 13. The grading in the course was fair.                                      |
|   | $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$                              |
|   | 14. The instructor / TA provided useful feedback when grading assignments.   |
|   | 1 2 3 4 5  |
|   | 15. The code of academic integrity was upheld in this class.                 |
|   | $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$                              |
|   | 16. The things I liked best about the course:                                |
|   | The course was not easy but it.  doesn't kill me.                            |
|   | The course was not easy but it.  |
|   | doesn't kill me.   |
|   |  |
|   |  |
|   | 17. Ways in which this course could be made better:                          |
|   | that we can actually figure out without anythology  The right row            |
|   | that we can actually figure  |
|   | out without any-kelp?  |
|   | It works pust face vight vow   |

| Please evaluate the<br>ratings defined belo |             | structor in  | the follor  | ving sectio | on using the | numeric  |                   |
|---|-------------|--------------|-------------|-------------|--------------|----------|-------------------|
| 1: Strongly disagr                          | ee 2: Dis   | sagree 3:    | Neutral     | 4: Agree    | 5: Strong    | ly agree |                   |
| 1. The instructo                            | or commun   | icates idea  | s and con   | cepts clea  | arly.        |          |                   |
|   | 1 ;         | 2            | 3           | 4           | 5            |          |                   |
| 2. The instructo                            | r demonst   | rates a tho  | orough un   | derstandi   | ng of the m  | aterial. |                   |
|   | 1           | 2            | 3           | 4 /         | 5            |          |                   |
| 3. The instructo                            | r explains  | the mater    | ial in an i | nteresting  | g manner.    |          |                   |
|   | 1           | 2            | 3           | 4)          | 5 ,          |          |                   |
| 4. The instructo                            | r is well-o | rganized.    |             |             |              |          |                   |
|   | 1           | 2            | 3           | 4           | (5)          |          |                   |
| 5. The instructo                            | r is access | ible outsid  | e class.    |             |              |          |                   |
|   | 1           | 2            | 3           | 4           | 5            |          |                   |
| 6. The instructo                            | r encourag  | ges particip | oation in   | class.      |              |          |                   |
|   | 1           | 2            | 3           | 4           | .5)          | all 41   | re lab<br>K? Your |
| 7. The instructo                            | r uses goo  | d example    | s in lectur | re.         |              | 10001    | 47 Your           |
|   | 1           | 2            | 3           | 4           | (5)          |          |                   |
| 8. The instructo                            | r notices i | ndications   | when stu    | dents/nee   | d help.      |          |                   |
|   | 1           | 2            | 3           |             | (5)          |          |                   |
| 9. The instructo                            | r stimulate | ed my inte   | rest in th  | e subject.  |              |          |                   |
|   | 1 (         | 2)           | 3           | 4           | 5            |          |                   |

maderial well

11. Ways in which this instructor could improve:

pearly there interesting

#### Course Evaluation

Please evaluate the course in the following section using the numeric ratings defined below:

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

1. I can describe what computer programming and algorithmic thinking are.

2 3 4

2. I can translate an English specification of a computational problem into pseudo-code.

1 2 3 4 5

3. I can describe and use fundamental programming constructs like variables and operators.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \boxed{5}$ 

4. I can describe and use if-statements, loop structures and functions.

1 2 3 4 5

5. I can use Matlab to visualize data and plot simple functions.

1 2 3 5

6. I can describe what good programming practices are and I appreciate their importance.

 $1 \qquad 2 \qquad \boxed{3} \qquad 4 \qquad 5$ 

7. I can write moderately complex Matlab programs that combine some or all of the above concepts to solve a well-specified problem.

 $1 \qquad 2 \qquad \left(3\right) \qquad 4 \qquad 5$ 

8. The pace of the course was good.

 $1 \qquad 2 \qquad 3 \qquad \stackrel{4}{\cancel{4}} \qquad 5$ 

9. The requirements of the course (homeworks, exams, labs etc.) were adequately explained.

1 2 3 4 5

| 10. The la | abs helped me ı   | ınderstand  | the class         | material b   | etter.                                |        |
|------------|-------------------|-------------|-------------------|--------------|---------------------------------------|--------|
|            | 1                 | 2           | 3                 | 4            |                                       |        |
| 11. The h  | nomework assign   | nments wer  | e interesti       | ng.          | and the second                        |        |
|            | 1                 | 2           | 3                 | 4            | (5)                                   |        |
| 12. The h  | ıomework assigr   | ıments wer  | e:                |              |                                       |        |
| 1          | (too hard) 2      | hard) 3     | (just righ        | t) 4 (eas    | y) 5 (too easy)                       |        |
| 13. The g  | grading in the co | ourse was f | air.              |              |                                       |        |
|            | . 1               | 2           | 3                 | 4            | 5                                     |        |
| 14. The in | nstructor / TA    | provided u  | seful feedb       | ack when     | grading assignmen                     | its.   |
|            | 1                 | (2)         | 3                 | 4            | 5                                     |        |
| 15. The c  | ode of academic   | integrity   | was uphele        | d in this cl | ass.                                  |        |
|            | 1                 | 2           | 3                 | 4            | (5)                                   |        |
| 16. The t  | hings I liked be  | st about th | ie course:        |              | " " " " " " " " " " " " " " " " " " " |        |
| TI         | Aves              | · (6        | =1/-              | Some         | north, 1                              | Lefton |
|            |                   |             | · /               |              | teore                                 |        |
|            |                   | com.        | ra. "             | The          | teore                                 | nez    |
| fi         | endb              |             |                   |              |                                       |        |
| •          |                   |             |                   |              |                                       |        |
|            |                   | 1           | The second second |              |                                       |        |
| _          | in which this co  |             | * *               |              |                                       |        |
|            | 2 marisa          | ~ let       | ween              | Mar          | lab ad                                | offer  |
|            | 7 7               | •           | * * *             | leg          |                                       |        |
|            |                   |             | •                 | 5            | 69K                                   |        |
|            |                   |             |                   |              |                                       |        |

#### Instructor Evaluation

Please evaluate the course instructor in the following section using the numeric ratings defined below:

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

1. The instructor communicates ideas and concepts clearly.

2. The instructor demonstrates a thorough understanding of the material.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

3. The instructor explains the material in an interesting manner.

 $1 \qquad 2 \qquad \boxed{3} \qquad 4 \qquad 5$ 

4. The instructor is well-organized.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

5. The instructor is accessible outside class.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad \overbrace{5}$ 

6. The instructor encourages participation in class.

 $1 \qquad 2 \qquad 3 \qquad \left(4\right) \qquad 5$ 

7. The instructor uses good examples in lecture.

 $1 \qquad 2 \qquad 3 \qquad 4 \qquad 5$ 

8. The instructor notices indications when students need help.

 $1 \qquad 2 \qquad 3 \qquad \boxed{4} \qquad 5$ 

9. The instructor stimulated my interest in the subject.

1 2 (3) (4) 5

10. The main strengths of this instructor:

Friedly at helpfull
interesting excepter made the class more
entertaining

11. Ways in which this instructor could improve:

## Course Evaluation

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

|      | se evaluate the e<br>ed below:      | course in  | the follows  | ing section  | using    | the numeric ratings         |
|------|-------------------------------------|------------|--------------|--------------|----------|-----------------------------|
| 1: 5 | Strongly disagree                   | 2: Disa    | gree 3; N    | Veutral 4.   | : Agree  | 5: Strongly agree           |
| 1.   | I can describe v                    | vhat comp  | uter progr   | amming a     | nd algo  | rithmic thinking are.       |
|      |                                     | 1          | 2            | 3 .          | 4        | 5                           |
| 2.   | I can translate pseudo-code.        | an Englis  | h specifica  | tion of a c  | computa  | ational problem into        |
|      |                                     | 1          | 2            | 3            | 4        | 5                           |
| 3.   | I can describe a and operators.     | nd use fur | ndamental    | programm     | ing con  | structs like variables      |
|      |                                     | 1          | 2            | 3            | 4        | (5)                         |
| 4.   | I can describe a                    | and use if | -statement   | ts, loop str | ructures | and functions.              |
|      |                                     | 1          | 2            | 3            | 4        | 5                           |
| 5.   | I can use Matla                     | b to visua | alize data a | and plot si  | mple fu  | nctions.                    |
|      |                                     | 1          | 2            | 3            | 4        | (5)                         |
| 6.   | I can describe w importance.        | hat gʻood  | programm     | ing practic  | es are a | nd I appreciate their       |
|      |                                     | 1          | 2            | 3            | 4        | (5)                         |
| 7.   | I can write mod<br>all of the above |            |              |              |          | at combine some or<br>blem. |
|      |                                     | 1          | 2            | 3            | 4        | 5                           |
| 8.   | The pace of the                     | course w   | as good.     |              |          |                             |
|      |                                     | 1          | 2            | 3            | 4        | .5                          |
| 9.   | The requirement quately explained   |            | course (ho   | meworks,     | exams,   | labs etc.) were ade-        |
|      |                                     | 1          | 2            | 3            | 4        | 5                           |

| 1 2 3 4 5  11. The homework assignments were interesting.  1 2 3 4 (5)  12. The homework assignments were:  1 (too hard) (2 (hard) 3 (just right) 4 (casy) 5 (too casy)  13. The grading in the course was fair.  1 2 3 4 (6)  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 (5)  16. The things I liked best about the course:  LobS + H WS  |   | 10. The labs helped me u   | nderstand the class  | material better.        |             |  |
|--|---|----------------------------|----------------------|-------------------------|-------------|--|
| 1 2 3 4 5  12. The homework assignments were:  1 (too hard) 2 (hard) 3 (just right) 4 (easy) 5 (too easy)  13. The grading in the course was fair.  1 2 3 4 5  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:    LobS 4   LobS   Lob |   | 1                          | 2 3                  | 5                       |             |  |
| 12. The homework assignments were:  1 (too hard) 2 (hard) 3 (just right) 4 (easy) 5 (too easy)  13. The grading in the course was fair.  1 2 3 4 5  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:    Lobs +   Loss   Lobs +   Loss   Lobs +   Lobs   Lob |   | 11. The homework assign    | ments were interest  | ing.                    |             |  |
| 1 (too hard) (2 (hard) 3 (just right) 4 (easy) 5 (too easy)  13. The grading in the course was fair.  1 2 3 4 6  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:    Lobs + Huss   Lobs   Lo |   | 1                          | 2 3                  | 4 (5)                   |             |  |
| 13. The grading in the course was fair.  1 2 3 4 5  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:  LobS + H WS   |   | 12. The homework assign    | ments were:          |                         |             |  |
| 1 2 3 4 5  14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:  LobS + H WS  |   | 1 (too hard) (2)           | hard) 3 (just rig    | ht) 4 $(easy)$ 5 $(too$ | o easy)     |  |
| 14. The instructor / TA provided useful feedback when grading assignments.  1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:  LobS + H WS   | , |                            |                      | _                       |             |  |
| 1 2 3 4 5  15. The code of academic integrity was upheld in this class.  1 2 3 4 5  16. The things I liked best about the course:  LobS + H WS  17. Ways in which this course could be made better:  Eury Cass Should be M   | , | 1                          | 2 3                  | 4 5                     |             |  |
| 15. The code of academic integrity was upheld in this class.  1 2 3 4 (5)  16. The things I liked best about the course:  LobS + H WS  17. Ways in which this course could be made better:  Eury, Class Should be  |   | 14. The instructor / TA p  | provided useful feed | back when grading a     | ssignments. |  |
| 1 2 3 4 5  16. The things I liked best about the course:  LobS + Hus  17. Ways in which this course could be made better:  Eury Class Should be in   |   | 1                          | 2 3                  | 5                       |             |  |
| 16. The things I liked best about the course:  LobS + + WS  17. Ways in which this course could be made better:  Lun das should be   |   | 15. The code of academic   | integrity was uphe   | ld in this class.       |             |  |
| Lobs + Hus  17. Ways in which this course could be made better:  Eury dass should be in  |   | 1                          | 2 3                  | 4 (5)                   |             |  |
| 17. Ways in which this course could be made better:  Eury dass should be   |   | 16. The things I liked bes | t about the course:  | _                       |             |  |
| Every doss should be in y  |   | lobs +                     | Hus                  |                         |             |  |
| Every doss should be in y  |   |                            |                      |                         |             |  |
| Every doss should be in y  |   |                            |                      |                         |             |  |
| Every doss should be in y  |   |                            |                      |                         |             |  |
| Every doss should be in y  |   |                            |                      |                         |             |  |
| Every doss should be in y  |   |                            | 4                    | •                       |             |  |
|  |   |                            | • 1                  |                         |             |  |
|  |   | Every                      | dass                 | Should                  | be in       | The second secon |
|  |   | 1                          |                      |                         | **          |  |

### Instructor Evaluation

| Please  | evaluate | the   | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|-------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo- | w:     |            |    |     |           |         |       |     |         |

| itir | igs defined l | below:       |              |              |   |                     |
|------|---------------|--------------|--------------|--------------|---|---------------------|
| 1: , | Strongly dis  | agree 2: 1   | Disagree .   | 3: Neutral   | 4: Agree                                      | 5: Strongly agree   |
| 1.   | The instru    | ctor comm    | unicates id  | eas and co   | ncepts clear                                  | rly.                |
|      |               | 1            | 2            | 3            | 4   | (5)                 |
| 2.   | The instru    | ictor demor  | istrates a t | horough ui   | nderstandir                                   | ng of the material. |
|      |               | 1            | 2            | 3            | 4   | 5                   |
| 3.   | The instru    | ctor explai  | ns the mat   | erial in an  | interesting                                   | manner.             |
|      |               | 1            | 2            | 3            | $\left(\begin{array}{c} 4 \end{array}\right)$ | 5                   |
| 4.   | The instru    | ctor is well | -organized   |              |   |                     |
|      |               | 1            | 2            | 3            | 4   | 5                   |
| 5.   | The instru    | ctor is acce | ssible outs  | ide class.   |   |                     |
|      |               | 1            | 2            | 3            | 4   | 5                   |
| 6.   | The instru    | ctor encou   | ages parti   | cipation in  | class.  | (Pal)               |
|      |               | 1            | 2            | 3            | 4   | 5                   |
| 7.   | The instru    | ctor uses g  | ood examp    | les in lectu | ire.  |                     |
|      |               | 1            | 2            | 3            | 4   | (3)                 |
| 8.   | The instru    | ctor notice  | s indication | ns when stu  | idents need                                   | l help.             |
|      |               | 1            | 2            | 3            | 4   | 5                   |
| 9.   | The instru    | ctor stimul  | ated my in   | terest in th | ne subject.                                   |                     |
|      |               | 1            | 2            | 3            | $\left(4\right)$                              | 5                   |
|      |               |              |              |              |   |                     |

10. The main strengths of this instructor:

Explaining Concepts

11. Ways in which this instructor could improve:

#### Course Evaluation

quately explained.

| Please  | evaluate | the | course | in | the | following | section | using | the | numeric | ratings |
|---------|----------|-----|--------|----|-----|-----------|---------|-------|-----|---------|---------|
| defined | below:   |     |        |    |     |           |         |       |     |         |         |

| 1: 1 | Strongly disagree                   | 2: Disagree    | 3: Neutral     | 4: Agree                          | 5: Strongly a    | gree   |
|------|-------------------------------------|----------------|----------------|-----------------------------------|------------------|--------|
| 1.   | I can describe w                    | hat computer   | programming    | g and algor                       | ithmic thinkinį  | g are. |
|      | 1                                   | 2              | 3              | $\begin{pmatrix} 4 \end{pmatrix}$ | 5                |        |
| 2.   | I can translate a pseudo-code.      | an English sp  | ecification of | a computa                         | tional problem   | into   |
|      | 1                                   | . 2            | 3              | 4 (                               | 5                |        |
| 3.   | I can describe an and operators.    | nd use fundam  | ental progran  | nming cons                        | tructs like vari | ables  |
|      | . 1                                 | . 2            | 3              | 4 (                               | 5                |        |
| 4.   | I can describe ar                   | nd use if-stat | ements, loop   | structures                        | and functions    |        |
|      | 1                                   | . 2            | 3              | 4                                 | (5)              |        |
| 5.   | I can use Matlab                    | o to visualize | data and plot  | simple fu                         | actions.         |        |
|      | 1                                   | . 2            | 3              | 4                                 | 5                |        |
| 6.   | I can describe whimportance.        | nat good prog  | ramming prac   | ctices are a                      | nd I appreciate  | their  |
|      | 1                                   | . 2            | 3              | 4                                 | 5                |        |
| 7.   | I can write mod<br>all of the above |                |                | -                                 |                  | me or  |
|      | 1                                   | . 2            | 3              | 4                                 | 5                |        |
| 8.   | The pace of the                     | course was go  | ood.           |                                   |                  |        |
|      | 1                                   | . 2            | 3              | 4                                 | $\binom{5}{5}$   |        |

 $9.\,$  The requirements of the course (homeworks, exams, labs etc.) were ade-

| 10. The labs h  | elped me u   | ınderstand  | the class n    | aterial b  | etter.               |       |
|-----------------|--------------|-------------|----------------|------------|----------------------|-------|
|                 | 1            | 2           | 3              | 4          | 5                    |       |
| 11. The homev   | vork assign  | ments wer   | e interestin   | g.         |                      |       |
|                 | 1            | 2           | 3              | 4          | 5                    |       |
| 12. The homev   | vork assign  | ments wer   | e:             |            |                      |       |
| 1 (too          | hard) $2$    | hard) 3     | $(just\ right$ | ) 4 (eas   | y) 5 (too easy)      |       |
| 13. The gradin  | g in the co  | ourse was f | air.           |            |                      |       |
|                 | 1            | 2           | 3              | 4          |                      |       |
| 14. The instruc | ctor / TA    | provided u  | seful feedba   | ick when   | grading assignments. |       |
|                 | 1            | 2           | 3              | 4          | (5)                  |       |
| 15. The code o  | f academic   | integrity   | was upheld     | in this cl | ass.                 | ÷     |
|                 | 1            | 2           | 3              | 4          | (5)                  |       |
| 16. The things  | I liked bes  | st about th | e course:      |            |                      |       |
| Ven             | g orga       | inized      | com            | rse n      | naterial             | •     |
| <del>( )</del>  | lab &        | νω          | w/ d'          | etail      | naterial ed instruc  | tions |
|                 |              |             |                |            |                      |       |
|                 |              |             |                |            |                      |       |
|                 |              |             |                |            |                      |       |
|                 |              | :           | -<br>1         |            |                      |       |
|                 |              | 1           | · 1.           |            |                      |       |
| 17. Ways in wh  | nich this co | ourse coulc | be made b      | etter:     |                      |       |

A little more introduction or tips for hw might help mesoive nw problems w/ less effort.

## Instructor Evaluation

| Please  | evaluate | the  | course | instructor | in | the | following | section | using | the | numeric |
|---------|----------|------|--------|------------|----|-----|-----------|---------|-------|-----|---------|
| ratings | defined  | belo | w:     |            |    |     |           |         |       |     |         |

| atin | gs defined belou | v:          |             |             |            |                     |
|------|------------------|-------------|-------------|-------------|------------|---------------------|
| 1: 5 | Strongly disagre | e 2: Disc   | agree 3: .  | Neutral     | 4: Agree   | 5: Strongly agree   |
| 1.   | The instructor   | communi     | cates ideas | and cond    | cepts clea | rly.                |
|      |                  | 1           | 2           | 3           | 4          | 5                   |
| 2.   | The instructor   | demonstr    | ates a tho  | rough und   | derstandir | ng of the material. |
|      |                  | 1           | 2           | 3           | 4          | G                   |
| 3.   | The instructor   | explains t  | he materi   | al in an ir | nteresting | manner.             |
|      |                  | 1           | 2           | 3           | 4          | 5                   |
| 4.   | The instructor   | is well-org | ganized.    |             |            |                     |
|      |                  | 1           | 2           | 3           | 4          | (5)                 |
| 5.   | The instructor   | is accessil | ble outside | class.      |            |                     |
|      |                  | 1           | 2           | 3           | 4          | 5                   |
| 6.   | The instructor   | encourage   | es particip | ation in c  | lass.      |                     |
|      |                  | 1           | 2           | 3           | 4          | (5)                 |
| 7.   | The instructor   | uses good   | l examples  | in lectur   | e.         |                     |
|      |                  | 1           | 2           | 3           | 4          | 5                   |
| 8.   | The instructor   | notices in  | dications   | when stud   | dents need | d help.             |
|      |                  | 1           | 2           | 3,          | $\dot{4}$  | 5                   |
| 9.   | The instructor   | stimulate   | d my inter  | est in the  | subject.   |                     |
|      |                  | 1           | 2           | 3           | 4          | 5                   |
|      |                  |             |             |             |            |                     |

10. The main strengths of this instructor:

Cover di course material in a very organized manner, from easy to complex content.

11. Ways in which this instructor could improve:

Make the class more interesting, I guss.

I found the class charlenging but I'm not too interested in Further study in this fuld.