

UT Direct - The University of Texas at Austin

Course - Instructor Survey Results

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Course - Instructor Survey (CIS) Results

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Downing, Glenn P
C S315 (53885)
Fall 2005
Survey: Expanded

Number of Submitted Surveys: 55

Course Enrollment: 91

#	Survey Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Avg
1	The course was well organized.	0 (0.0%)	1 (1.8%)	3 (5.5%)	19 (34.5%)	32 (58.2%)	55	4.5
2	The instructor communicated information effectively.	1 (1.8%)	5 (9.1%)	4 (7.3%)	15 (27.3%)	30 (54.5%)	55	4.2
3	The instructor showed interest in the progress of students.	2 (3.6%)	3 (5.5%)	8 (14.5%)	18 (32.7%)	24 (43.6%)	55	4.1
4	The tests/assignments were usually graded and returned promptly.	3 (5.5%)	7 (12.7%)	14 (25.5%)	21 (38.2%)	10 (18.2%)	55	3.5
5	The instructor made me feel free to ask questions, disagree, and express my ideas.	1 (1.8%)	1 (1.8%)	5 (9.1%)	17 (30.9%)	31 (56.4%)	55	4.4
6	Course objectives and assignments were clearly stated.	1 (1.8%)	5 (9.1%)	7 (12.7%)	19 (34.5%)	23 (41.8%)	55	4.1
7	The instructor seemed well prepared for class.	0 (0.0%)	0 (0.0%)	0 (0.0%)	19 (34.5%)	36 (65.5%)	55	4.7
8	The instructor showed a thorough knowledge of the course material.	0 (0.0%)	1 (1.8%)	1 (1.8%)	15 (27.3%)	38 (69.1%)	55	4.6
9	The instructor seemed genuinely interested in teaching the course.	0 (0.0%)	2 (3.6%)	3 (5.5%)	13 (23.6%)	37 (67.3%)	55	4.5
10	The instructor was generally accessible to students outside of class.	3 (5.5%)	0 (0.0%)	19 (34.5%)	19 (34.5%)	14 (25.5%)	55	3.7
11	My performance in this course has been evaluated fairly.	2 (3.6%)	4 (7.3%)	12 (21.8%)	23 (41.8%)	14 (25.5%)	55	3.8
12	The instructor gave adequate instructions concerning assignments.	3 (5.5%)	9 (16.4%)	8 (14.5%)	20 (36.4%)	15 (27.3%)	55	3.6
13	The instructor has tried to make the course material educationally valuable to me.	0 (0.0%)	1 (1.8%)	5 (9.1%)	23 (41.8%)	26 (47.3%)	55	4.3
14	The instructor has increased my knowledge and competence in the subject of this course.	0 (0.0%)	1 (1.8%)	7 (12.7%)	18 (32.7%)	29 (52.7%)	55	4.4
15	The instructor has inspired me to think more about the content of the course than what was required.	1 (1.8%)	4 (7.3%)	10 (18.2%)	17 (30.9%)	23 (41.8%)	55	4.0
16	In my opinion, the assignments,							

	presentations, projects or papers required in the course were worthwhile learning experiences.	0 (0.0%)	4 (7.4%)	7 (13.0%)	20 (37.0%)	23 (42.6%)	54	4.1
17	At this point in time, I feel that this course will be (or has already been) of value to me.	0 (0.0%)	1 (1.8%)	5 (9.1%)	28 (50.9%)	21 (38.2%)	55	4.3

#		Very Unsatisfactory	Unsatisfactory	Satisfactory	Very Good	Excellent	Total	Avg
18	Overall, this instructor was	0 (0.0%)	6 (10.9%)	4 (7.3%)	14 (25.5%)	31 (56.4%)	55	4.3
19	Overall, this course was	1 (1.8%)	5 (9.1%)	13 (23.6%)	16 (29.1%)	20 (36.4%)	55	3.9

#		Excessive	High	Average	Light	Insufficient	Total	Avg
20	In my opinion, the workload in this course was	2 (3.6%)	36 (65.5%)	15 (27.3%)	2 (3.6%)	0 (0.0%)	55	N/A

#		Less than 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Total	Avg
21	My overall G.P.A. to date at UT is	0 (0.0%)	8 (14.8%)	14 (25.9%)	18 (33.3%)	14 (25.9%)	54	N/A

#		A	B	C	D	F	Total	Avg
22	My probable grade to date in this course is	12 (22.2%)	25 (46.3%)	12 (22.2%)	3 (5.6%)	2 (3.7%)	54	N/A

#		Text	Total
23	Comments	<ul style="list-style-type: none"> -Please remember to consider trying to make the TAs take turns writing the quizzes for each week so that the grading can be fair on them. -I think that asking questions to students who don't know the material is wasting a lot of class time. there were d Really great professor, very worthwhile and recommendable. Puzzlers should be softened a bit grade wise when everything appears to be working but UVa still rejects it. Tests were a bit weird, for whatever reason I could never seem to "get" them though I felt I knew the material well. I don't like the idea that 50% of your grade is based on 3 exams. Especially since there were many questions on the exams where you weren't able to earn partial credit. It would be nicer to have 3 or 4 tests and a final, or just 4 tests and no final. There is too much material to cover in only 3 tests. Professor Downing was always well organized and had his lectures well TAs should all take part in grading of each assignments. Since one TA be The professor made every detail of the class very confusing. The algorithms we learned were far more confusing than they should be. The tests were unfair at times. They tested small details that were unimportant when applying the information to projects and future programming assignments. At the end of the semester, he forced a week of material into 1 day and expected us to go over it fully in the 2 days before the 	25

exam. I didn't see this overall course as fair or clear.

- I REALLY would of liked more visual pictures to help describe certain things. Trying to imagine very complicated concepts is extremely hard for me. The quizzes for Bryan's TA session was EXTREMELY unfair. Being tested on material I was not even taught in class (and I've attended every class) is totally out of line. The information I learned in class didn't seem to help me on the coding problems for the tests. I'm struggling so much in this class and I didn't in 305J or 307. My overall feel of this course is
- Overall Excellent Instructor and Excellent Course. Sometimes assignments instructions were difficult to understand (esp. UVA) but with a bit of investigation and Q/A this could always be solved.
- The assignments were returned late sometimes. Also I had trouble finding Srikanth during office hours. On some assignment, it was not clear what the graders where looking for, ie Darwin.
- With the focus of the class being about understanding and utilizing data structures and algorithmis, it seems ridiculous to me that students will never get the opportunity to use and practice with these new tools in their projects. Does it really make sense that students are taught one thing (data structures/algorithmis) do homework assignments on other random things(sudoku, darwin) and then are tested on the first things after having no practice with them? Imagine a math class in which students receive homework
- Dr. Downing is an excellent teacher. He effectively communicated the knowledge in a large class.
- I must admit that Downing was a very entertaining instructor, and I really enjoyed his sense of humor. That helped keep the otherwise uninteresting subject of searching and sorting more interesting. He was very knowledgeable and comfortable with the material, except for a few misunderstandings of generics in Java. He effectively kept us paying attention by calling on us individually, which is a very good way to organize the class because everyone has to pay attention and participate. The only downside to his call
- The assignments (projects) did not seem to match up with the current subject we were learning in class. And as such made it seem that the first time we were being tested over the materials we learned in class was actually on the test.
- Good class. Lots of different avenues to learn by/from.
- Mostly a great class, my only complaint is the Darwin assignment. I
- My first impression of the class was very negative. But gradually, I began to realize how great it was. Thanks for the experience Dr. Downing. Keep on doing what you are doing. Drill those new students!

- This class' workload was very excessive. When problems arose, the instructor was of little help, often referring us to post it on the message board, and then wait for it to be answered then. Unfortunately, the message board is very difficult to use when attempting to comprehend a subject you are not familiar with. It would have been nice to have my questions answered when I actually approached the instructor in office hours, as opposed to being told to go use the message board. The turn-in system, especially with
- Good course, very interesting subject matter. I had a big problem with the TA, who very often missed discussion and was no help to me or others in our progress with the class. But besides that I had a good experience in this course. There was some confusion in the beginning about how to use the new technologies, i.e. javadoc, junit, ect. But afterwards things in class ran more smoothly. I like the way you ask questions of students during lecture, the way you guided students to the right answers helped comprehend some
- Enjoyed the course and found it extremely well organized. The only thing I was not sold on was the use of "pair programming". While its use in the 'real world' is effective, I found its use within the course dissimilar how it worked in my intern experiences, and more inconveniencing than anything else. On the whole though, a very excellently put together course.
- Your lectures were great. I thought you did a great job of explaining "why" in all of the subjects we studied. I'm not a CS major but I'm really interested in sitting in on some of your upper-division classes just because I enjoyed your lecture style. It's refreshing to have a prof that obviously puts some much into his/her lecture and that is able to present a lecture that a semi-motivated student can get so much out of.
- I would have liked to see more practical applications of the principles covered in class.
- Good class. Ate up my weekends though. Downing was very organized, the only salient exception being that the Darwin project seemed very straight forward, but later was respecified as to what the expectations were, forcing us to rewrite a large portion of our project. But really, it was a good, clean, well-networked, and effective class.
- I really enjoyed the class and feel I have learned a lot of sufficient material!!!
- I didn't give excellent to some questions. That's only because the TA was ill prepared, but the instructor was the greatest.
- I enjoyed the class but UVA is a joke, it doesn't give adequate instructions most of the time, its java is outdated, and it constantly rejected my puzzlers for no reason. It seems ridiculous to base grades on a system that works when it wants to. I spent much more time simply trying to find what UVA didn't like about my code than on actual implementation and debugging. Aside from the stress of UVA, the class was interesting

	and I did learn alot, though the professors online responses to emails and forum questions w	
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Guide to the Interpretation of the Course-Instructor Surveys at UT Austin

The Basic Form items are used in almost all UT Austin colleges and schools. These items provide general information about the course and instructor. The three sets of scales used and the associated weights are:

Strongly Disagree.....1
 Disagree.....2
 Neutral.....3
 Agree.....4
 Strongly Agree.....5

Excessive
 High
 Average
 Light
 Insufficient

Very Unsatisfactory.....1
 Unsatisfactory.....2
 Satisfactory.....3
 Very Good.....4
 Excellent.....5

The Average (AVG) is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a general picture of how the class is viewed by students; e.g., Are student ratings toward the top of the scale? Is there a relatively large proportion of unsatisfactory ratings? Students will find that there are definite differences in the rating patterns of various courses.

Course-Instructor Surveys have been shown to be a valid indicator of teaching effectiveness. However, most experts on teaching evaluation advise that no one method gives the complete picture of an instructor's teaching ability; multiple measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Thus while the results reported for the Basic Form items can be useful in selecting courses, the results for a particular instructor should not be interpreted as providing complete information on the teaching effectiveness of that instructor.

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