



# Individual Instructor Report Fall 2024 Version A for C S 371P - OBJECT-ORIENTED PROGRAMMING (50600) (Glenn Downing)

Project Title: **Course Evaluations Fall 2024**

Courses Audience: **59**

Responses Received: **54**

Response Ratio: **91.5%**

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## Report Comments

### Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)  
Agree (4)  
Neutral (3)  
Disagree (2)  
Strongly Disagree (1)

Excellent (5)  
Very Good (4)  
Satisfactory (3)  
Unsatisfactory (2)  
Very Unsatisfactory (1)

The Mean 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 (e.g. respondents) 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 picture of student perception of a course.

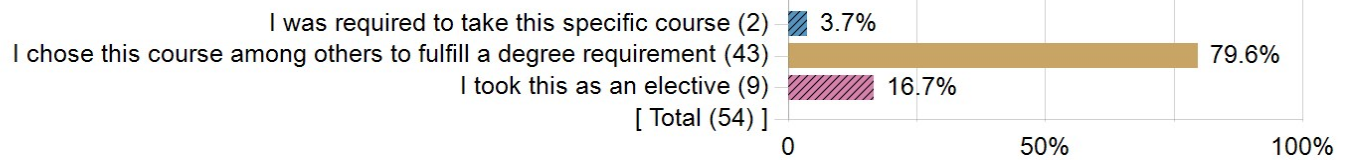
Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are 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. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

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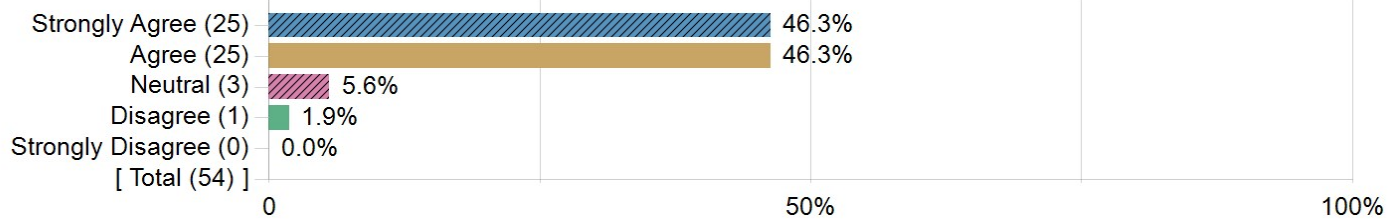
Creation Date: **Monday, December 16, 2024**

## Course Questions

Why did you take this course?



During this course, I gained a deeper understanding of the subject matter.



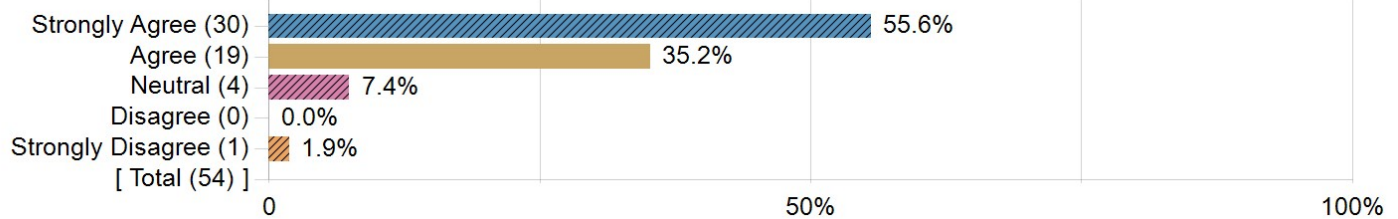
Statistics

Value

Mean

4.37

The course was well organized.



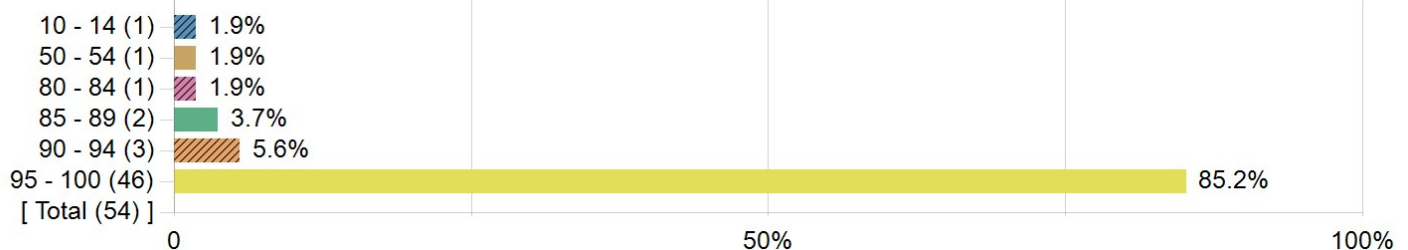
Statistics

Value

Mean

4.43

Overall, approximately what percentage of the course meetings did you attend or complete (online, in person, or asynchronously)?



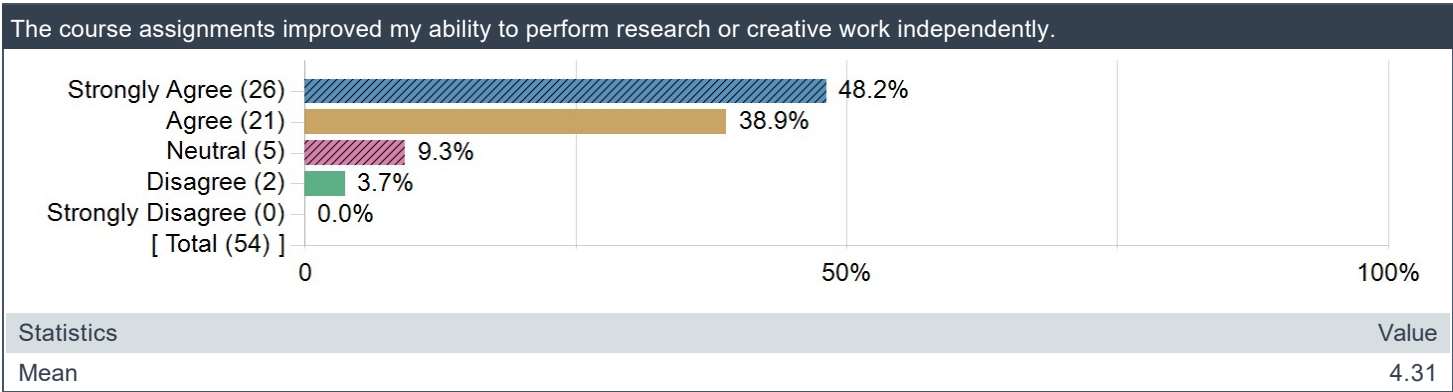
Statistics

Value

Mean

94.04

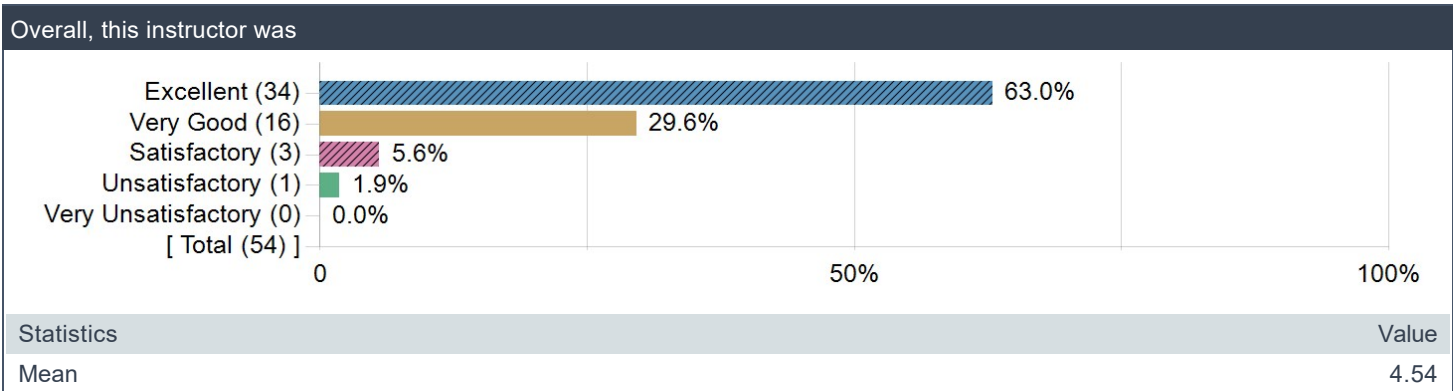
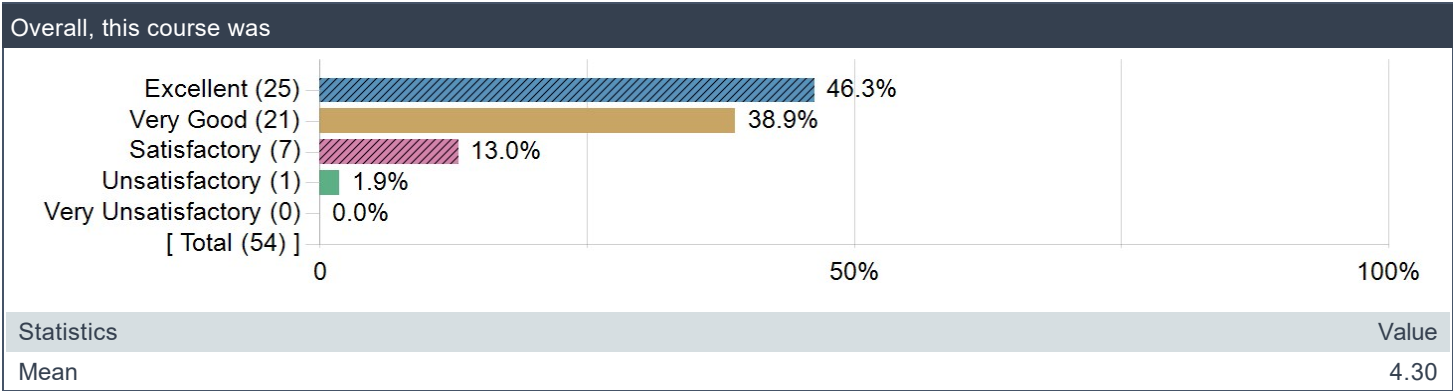
The course assignments improved my ability to perform research or creative work independently. (Flag Question)



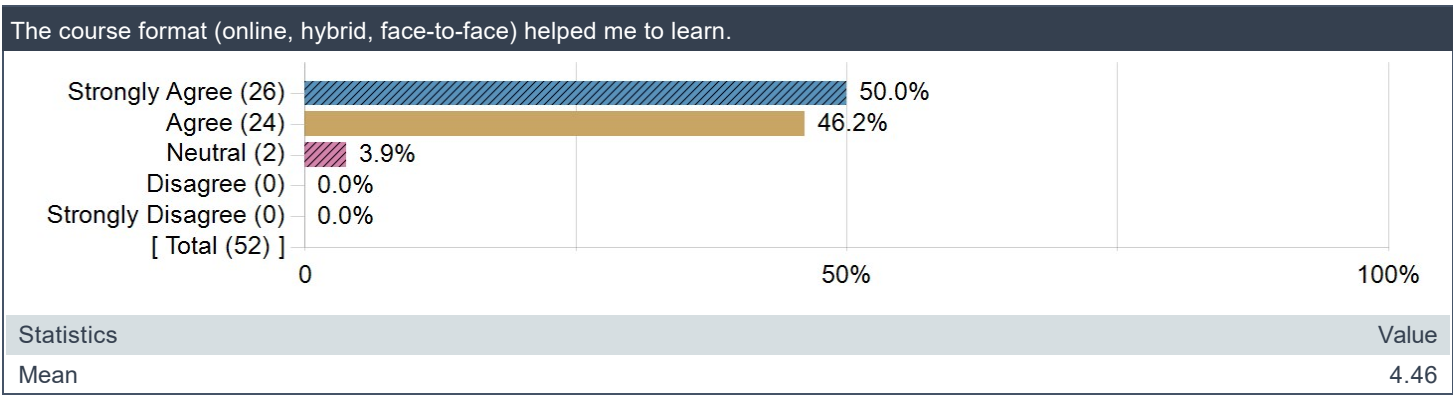
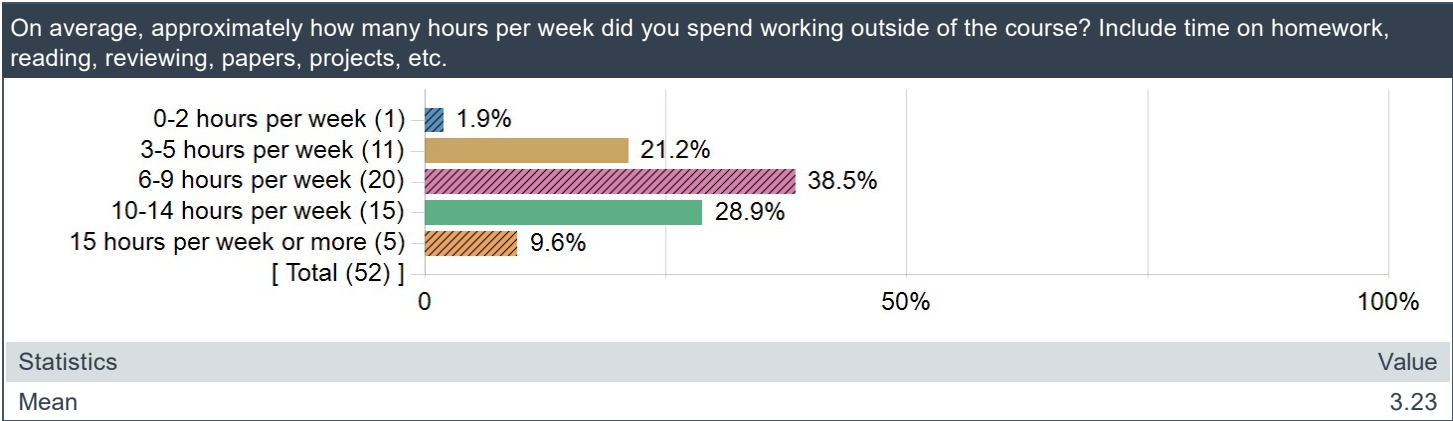
## Instructor Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The instructor clearly explained the course objectives and expectations.	72.2%	27.8%	0.0%	0.0%	0.0%	54	4.72
The instructor fostered an inclusive learning environment.	63.0%	31.5%	5.6%	0.0%	0.0%	54	4.57
The instructor effectively explained the concepts and subject matter in this course.	61.1%	37.0%	0.0%	1.9%	0.0%	54	4.57
The instructional techniques kept me engaged in learning.	61.1%	31.5%	7.4%	0.0%	0.0%	54	4.54
The instructor checked for student understanding of the concepts presented in the course.	63.0%	35.2%	1.9%	0.0%	0.0%	54	4.61

Overall Questions



College, School, or Unit Questions



## Comment Questions

Identify aspects of the course that were the most effective in helping your learning.

Comments
Required attendance quizzes, in class exercises, cold calling
Engaging lectures. Fun projects.
The in class exercises helped a lot in applying what we learned in class to a practical example.
The grading and class structure was well defined and clear from the beginning.
Ed Discussion and cold calling
Cold calling/daily quizzes
Was a great teacher
The weekly quizez
I thought that the projects were pretty effective.
The papers taught me the most object oriented design principles. I enjoyed those the most.
Professor Downing is a very good lecturer and explains all course material very well. He gets the class involved and has us thinking through every solution, even bad ones, to show us the thought process behind certain topics. Outside of the class material, Professor Downing is just a very good dude. He is extremely understanding of student difficulties in the class and if you are someone who is clearly putting in effort, he is willing to work with you on deadlines and grades if it means you are understanding the course material. Very forgiving and cares more about understanding than grades.
The projects and in class exercises helped me learn a lot.
The projects along with the exercises were most effective for my learning. Helped me to give applications of what we learned so that the content was more meaningful.
Prof. Downing's teaching style of no notes during class was the most effective. It allowed me to focus more on what he was saying in class rather than worrying about taking notes.
The collaborative lectures and exercises helped prepare me for more difficult work on my projects. I found that the lectures would introduce me to a concept while the exercise solidified it with a hands-on approach.
The lectures taught by Professor Downing and the in-class exercises.
Cold calling, group projects/quizzes
I liked the in class exercises, they were very helpful for practicing what we learned because the assignments sometimes didn't cover everything.
lecture notes, examples, exercises,
the in class exercises
Cold calling was scary at first but was very helpful as a way to convey information(using a conversation).
Professor Downing is an excellent lecturer, and passionate about the subject matter. The projects and quizzes are relevant, and the collaboration on quizzes and exercises makes it so much easier to learn as whatever you may have missed will be explained to you by another student.
The projects and cold calling.
The quizzes and exercises.
Engaging lectures and helpful office hours.
The in class exercises and cold-calling.
n/a
Projects and lectures
Professor Downing was an extremely engaging professor. The cold calling and the way this course was structured helped reinforced what I learned.
Cold calling was helpful in understanding and paying attention.
I liked the cold calling, it made me pay attention more in every lecture. I also thought that the projects especially the later ones did a good job of exposing us to OOP concepts and C++ as a language.
Cold calling and making class a conversation was very helpful in helping me stay engaged with the lectures and information.
Exercises and Projects because we got to apply what we learned in class.
I feel like I learnt a lot from being in the lecture.

Comments
Lectures
I liked the cold calling during class. It forces you to stay engaged with the content and follow along as Professor Downing teaches.
The assignments were really helpful in getting a good grasp of course content. I learned a lot from them by being able to properly apply content.
Lectures were engaging, and the projects helped apply content learned from lectures.
The collaborative quizzes and cold calling were very effective.
Really vibrant guy– loved his energy in classes.
Quizzes and Exercises
I liked the collaborative exercises and quizzes

**Identify the aspect of the course that you found most challenging, why you found it was challenging, and suggest one thing that could be done to help future students meet that challenge more effectively.**

Comments
In class exercises and attendance quizzes had low scores often, leading to the majority of people dropping a letter grade often – give some more leniency on these aspects
Not really challenges but I think these things were the least fun for me during the course: Pipelines were sometimes finicky. Too much bureaucratic type of work (Gitlab issues, blogs, papers).
Sometimes the daily quizzes were a bit long and either some extra time or a bit shorter of questions would be nice.
The quizzes were a little hard and only having a few to slip for an A was stressful.
The harshness of specification grading, make it a bit more lenient
specs grading – did not like it
The weekly quizeez
I think the course was well organized.
I found the exercise's deadlines and the grading weight of the quizzes to be stressful at times.
The in class exercises are difficult. I found that it is not a lot of work, but the concepts can be a lot to have to flesh out in the time given. He explains things well before hand, but sometimes the exercises still felt a bit unfair.
The cold calling was kind of challenging. Just always be paying attention.
The projects were the most challenging part of the course along with the exercises. For the projects, I find it useful to start early and learn how these concepts work outside of class. In class, some of the lecture material was helpful, but a lot of it I found myself having to research a little bit. The exercises were just about when to/when not to use const, a concept that was mentioned about 1/4 the way through the class and then almost thrown to the side and never mentioned but expected to be remembered.
The exercises. I felt like we needed a bit more time for the earlier ones.
Some of the project descriptions are somewhat vague and would benefit from being more detailed. Additionally, I would suggest making partnerships mandatory for the course, as working with a partner significantly enhanced my learning experience.
Certain projects did not have enough information written on the project page. I would appreciate if all requirements were written on the page because sometimes students aren't able to attend class and end up missing out on a certain requirement.
This course was not very challenging.
Daily quizzes
the quizzes
Assignments were the most challenging part but not too difficult where it was impossible to finish.
The grading scheme is terrible. Reducing your grade to your lowest among categories doesn't incentivize success in every area; it incentivizes skipping projects, quizzes, blogs, papers, and exercises that won't impact your grade when you realized you're limited. Knowing I'm limited to a B+ just means I don't care at anything in the class anymore. Nothing I do can change my grade apart from genuinely skipping class and getting 0's on quizzes. I didn't do the last project, and I'd assume I'm not alone in that.
The Exercises were the most challenging, especially because they had a tight time constraint.
Some of the quizzes were challenging
The exercises were very challenging as I felt not enough time and background was given.
The most challenging is debugging. I did many of the projects individually, where a group would have made it much more manageable.
n/a



Comments
Projects. Start them early – don't wait until the week they are due.
N/A
The exercises were consistently challenging for me, especially with the time constraints. I also think the attendance requirement to get an A is a bit too strict and discouraged me from doing the last project. I had to miss class for valid reasons (a last minute job interview that the company said was the only time they were holding group interviews) and I was not allowed to make that class up.
I found the projects the most challenging, as they were pretty complicated, and required a lot of thought to master and figure out. I think that new students should be encouraged to create designs of their code before they start coding so that they have a proper direction and figuring out the assignments becomes easier.
Not much
The fact that projects are pass/fail with how much they count each feels rather harsh. They're a whole 20 percent and the many little requirements, like the format of the UMLs and including the htmls, makes it relatively easy to mess up. Maybe some of that can be assigned as homework and worth a quiz grade.
Projects because the programming does have students challenge themselves.
Some of the exercises were challenging. To aid students, it would be beneficial if Professor Downing spent additional time reviewing the exercise concepts before assigning them to us. However, we received adequate help during the challenge and most of them were not difficult.
I thought that the daily quizzes were a little challenging, especially since there was such little leeway for missing class or simply getting all the questions wrong.
Exercises were the most challenging because of the time limit and little room for error in regards to the grading system.
I would say the last project because of thanksgiving break being right before its deadline.
Daily 3-minute quizzes were quite stressful, especially they included blocks of code to read through. I suggest having 6 minute quizzes instead. I like the collaborative nature of them, however.
The labs
I thought the projects were quite challenging