CSE351 Course Evaluation Form A (front):

1. The course as a whole was: (Excellent, Very Good, Good, Fair, Poor, Very Poor)
2. The course content was: (E,VG,G,F,P,VP)
3. The instructor's contribution to the course was: (E,VG,G,F,P,VP)
4. The instructor's effectiveness in teaching the subject matter was: (E,VG,G,F,P,VP)

5. Course organization was: (E,VG,G,F,P,VP)
6. Clarity of instructor's voice was: (E,VG,G,F,P,VP)
7. Explanations by instructor were: (E,VG,G,F,P,VP)
8. Instructor's ability to present alternative explanations when needed was: (E,VG,G,F,P,VP)
9. Instructor's use of examples and illustrations was: (E,VG,G,F,P,VP)

10. Quality of questions or problems raised by instructor was: (E,VG,G,F,P,VP)
11. Student confidence in instructor's knowledge was: (E,VG,G,F,P,VP)
12. Instructor's enthusiasm was: (E,VG,G,F,P,VP)
13. Encouragement given students to express themselves was: (E,VG,G,F,P,VP)

14. Answers to student questions were: (E,VG,G,F,P,VP)
15. Availability of extra help when needed was: (E,VG,G,F,P,VP)
16. Use of class time was: (E,VG,G,F,P,VP)
17. Instructor's interest in whether students learned was: (E,VG,G,F,P,VP)
18. Amount you learned in the course was: (E,VG,G,F,P,VP)

19. Relevance and usefulness of course content were: (E,VG,G,F,P,VP)
20. Evaluative and grading techniques (tests, papers, projects, etc.) were: (E,VG,G,F,P,VP)
21. Reasonableness of assigned work was: (E,VG,G,F,P,VP)
22. Clarity of student responsibilities and requirements was: (E,VG,G,F,P,VP)

    Relative to other college courses you have taken:
23. Do you expect your grade in this course to be: (Much Higher, _, _, Average, _, _, Much Lower)
24. The intellectual challenge presented was: (MH,_,_,Avg,_,_,ML)
25. The amount of effort you put into this course was: (MH,_,_,Avg,_,_,ML)
26. The amount of effort to succeed in this course was: (MH,_,_,Avg,_,_,ML)
27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    (MH,_,_,Avg,_,_,ML)
28. On average, how many hours per week have you spent on this course, including attending classes,
    doing readings, reviewing notes, writing papers and any other course related work?
    (Under 2, 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22 or more)
29. From the total average hours above, how many do you consider were valuable in advancing your
    education? (Under 2, 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22 or more)
30. What grade do you expect in this course?
    (A 3.9-4.0, A- 3.5-3.8, B+ 3.2-3.4, B 2.9-3.1, B- 2.5-2.8, C+ 2.2-2.4, C 1.9-2.1, C- 1.5-1.8, D+
    1.2-1.4, D 0.9-1.1, D- 0.7-0.8, E 0.0, Pass, Credit, No Credit)
31. In regard to your academic program, is this course best described as: (in your major?, in your
    minor?, a distribution requirement?, a program requirement?, an elective?, other?)

CSE351 Course Evaluation Form A Additional Items (see back side of Form A):

The first 12 questions are part of our ABET accreditation preparations. Questions 13-35 are additional items we would like to know more about. Please answer all of these and use them as starter ideas for you to make additional comments on the yellow sheet.

1. An ability to apply knowledge of mathematics, science, and engineering.
   (A-very much, D-some, G-not at all)
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
   (A-very much, D-some, G-not at all)
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
   (A-very much, D-some, G-not at all)
4. An ability to function on multi-disciplinary teams.
   (A-very much, D-some, G-not at all)
5. An ability to identify, formulate, and solve engineering problems.
   (A-very much, D-some, G-not at all)
6. An understanding of professional and ethical responsibility.
   (A-very much, D-some, G-not at all)
7. An ability to communicate effectively.
   (A-very much, D-some, G-not at all)
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. (A-very much, D-some, G-not at all)
9. A recognition of the need for, and an ability to engage in life-long learning.
   (A-very much, D-some, G-not at all)
10. A knowledge of contemporary issues.
    (A-very much, D-some, G-not at all)
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. (A-very much, D-some, G-not at all)
12. Indicate the extent to which this particular course contributed to your development of the following: An ability to recognize when you need to get additional information on your own, as well as the ability to know how to get that information to complete required coursework.

13. For the written assignments, we only graded a subset of the problems but provided solutions for all of them. What did you think of this grading scheme?
    (0-hated it, 9-loved it)
14. Did you find the time spent doing written assignments to be useful? (0-never, 9-always)
15. For the programming assignments, we had some extra credit elements. Was this a good idea?
    (0-nope, everyone felt they had to do them anyway, 9-great to have a challenge)
16. Did you find the time spent doing programming assignments to be useful? (0-never, 9-always)
17. What did you think of the programming environment on attu? (0-terrible, 9-just peachy)
18. Do you think that the written and programming assignments were graded fairly?
    (0-absolutely unfair, 9-with the wisdom of the ages)
19. In general, did you like the mix of lectures, written assignments, and laboratory assignments?
    (0-not at all, 9-very much)

20. Did you think the mid-term exam emphasized the right aspects of the course?
    (0-no, not at all, 9-yes, perfectly)
21. How much use did you make of the midterm exam solution? (0-none, 9-lots)

22. Please evaluate Paul Pham (section instrucdtor) as a TA. (0-terrible, 9-great)
23. Please evaluate Ben Wood (programming assignment developer) as a TA. (0-terrible, 9-great)
24. Please evaluate Andrew Reusch as a TA (grading and general help). (0-terrible, 9-great)

25. How were the responses to your e-mail questions? (0-worthless, 9-very useful)

26. What did you think of the course web? (0-useless, 9-great)
27. What did you think of the lecture slides? (0-hated them, 9-loved them)
28. How much use did you make of the assignment solutions? (0-none, 9-lots)
29. Do you wish you had handouts for the lecture slides in advance of each lecture?
    (0-no, 5-maybe, 9-yes)
30. What did you think of the course text? (0-hated it, 9-loved it)
31. Did you read the assigned chapters in the text? (0-no, 5-sometimes, 9-all the time)

32. Would recommend this course to fellow students? (0-never, 9-absolutely)
33. Do you think this course and its material was worthwhile to your education?
    (0-waste of time, 9-very enriching)
34. How often did you fall asleep in lecture? (0-all the time, 9-never)
35. Was the course what you expected? (0-not at all, 9-pretty much)

CSE351 Course Evaluation "Yellow Sheets" (and some suggested topics):

1. Was this class intellectually stimulating? Did it stretch your thinking?   Yes/No   Why/Why not
2. What aspects of this class contributed most to your learning?
3. What aspects of this class detracted from your learning?
4. What suggestions do you have for improving the class?

Please also address the following somewhere on the yellow sheets:

Would the class benefit from having a 3-hour weekly lab so that about half the time we can use it to introduce software tools and debug together? Imagine a meeting that is a one-hour section every week and then every other week has a 2 hour time period to work on programming/debugging together.
Write "YES-LAB" somewhere on the yellow sheet if in favor, "NO-LAB" if opposed to the idea.

Did you feel you got a gentle introduction to C in this course? Should we have devoted more lecture time and some simple programming assignments to better learning the C language and its use?
Write "C-OK" somewhere on the yellow sheet if it was ok, "C-NOTOK" if it was to harsh a start.