*Department: COMPSCI    Number of instructors: 37    Number of sections: 67*
*Enrolled: 4177*
*Responded: 2046*
*Response rate: 49%  \*WARNING: SAMPLE MAY NOT  BE REPRESENTATIVE  DUE TO  LOW RESPONSE\**

| Item | Label | 5 | 4 | 3 | 2 | 1 | OMIT | N |
|---|---|---|---|---|---|---|---|---|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 1370 | 465 | 145 | 34 | 11 | 21 | 2025 |
| | | 68% | 23% | 7% | 2% | 1% | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 923 | 590 | 335 | 119 | 54 | 25 | 2021 |
| | | 46% | 29% | 17% | 6% | 3% | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 989 | 537 | 341 | 103 | 50 | 26 | 2020 |
| | | 49% | 27% | 17% | 5% | 2% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 1112 | 552 | 255 | 67 | 34 | 26 | 2020 |
| | | 55% | 27% | 13% | 3% | 2% | | |
| 5 | The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never) | 922 | 506 | 356 | 150 | 89 | 23 | 2023 |
| | | 46% | 25% | 18% | 7% | 4% | | |
| 6 | The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never) | 1189 | 459 | 255 | 73 | 47 | 23 | 2023 |
| | | 59% | 23% | 13% | 4% | 2% | | |
| 7 | I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never) | 808 | 478 | 413 | 199 | 129 | 19 | 2027 |
| | | 40% | 24% | 20% | 10% | 6% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 1061 | 518 | 316 | 92 | 36 | 23 | 2023 |
| | | 52% | 26% | 16% | 5% | 2% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 877 | 511 | 434 | 123 | 74 | 27 | 2019 |
| | | 43% | 25% | 21% | 6% | 4% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 516 | 648 | 532 | 234 | 90 | 26 | 2020 |
| | | 26% | 32% | 26% | 12% | 4% | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 784 | 652 | 358 | 163 | 67 | 22 | 2024 |
| | | 39% | 32% | 18% | 8% | 3% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 466 | 623 | 573 | 245 | 117 | 22 | 2024 |
| | | 23% | 31% | 28% | 12% | 6% | | |

| Classroom was conducive to my learning. | | Which best describes this course for you | | Proportion of class sessions you attended | | What is your class level | | Hours per week spent working on course outside of class | | Expected grade | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disagree strongly | 7% | Major requirement | 76% | Almost none | 2% | Freshmen | 19% | Less than 1 hour | 2% | A | 29% |
| Disagree somewhat | 16% | Gen. Ed. requirement | 3% | About one-quarter | 2% | Sophomore | 25% | 1-2 hours | 5% | A- | 21% |
| Agree somewhat | 40% | Other requirement | 3% | About half | 6% | Junior | 26% | 2-4 hours | 16% | B+ | 14% |
| Agree strongly | 37% | Elective | 17% | About three-quarters | 14% | Senior | 20% | 4-6 hours | 27% | B | 15% |
| Missing | 1% | Missing | 1% | All or almost all | 76% | Graduate | 8% | 6-8 hours | 22% | B- | 6% |
| | | | | Missing | 1% | Other | 0% | 8-10 hours | 14% | C+ | 3% |
| | | | | | | Missing | 2% | More than 10 hours | 13% | C | 5% |
| | | | | | | | | Missing | 1% | C- | 1% |
| | | | | | | | | | | D+ | 1% |
| | | | | | | | | | | D | 1% |
| | | | | | | | | | | F | 1% |
| | | | | | | | | | | Other | 3% |
| | | | | | | | | | | Missing | 1% |

*Data for 500-level courses are reported with undergraduate sections. For more information or help interpreting results visit www.umass.edu/oapa.*

**SPRING 2018 DEPARTMENTAL SUMMARY REPORT: ITEM MEANS - UNDERGRADUATE SECTIONS**
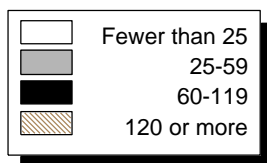
*Department: COMPSCI     Number of instructors: 37     Number of sections: 67*
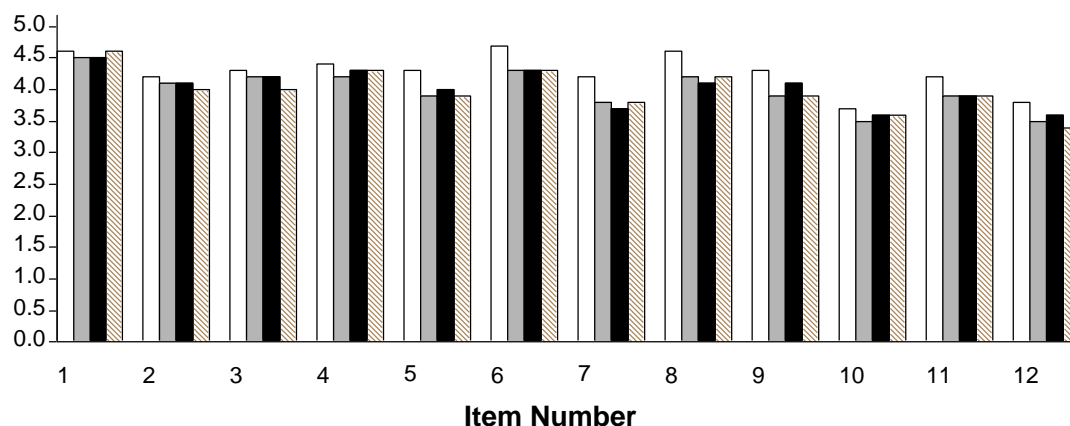*Enrolled: 4177*
*Responded: 2046*
*Response rate: 49% *WARNING: SAMPLE MAY NOT BE REPRESENTATIVE  DUE TO  LOW RESPONSE**

| | | Enrollment Category** (see graph below) | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Fewer than 25<br>#Sections: 26<br>Resp. rate: 65% | | 25-59<br>#Sections: 19<br>Resp. rate: 53% | | 60-119<br>#Sections: 11<br>Resp. rate: 54% | | 120 or more<br>#Sections: 11<br>Resp. rate: 43% | |
| | Label | Mean | Avg. SD | Mean | Avg. SD | Mean | Avg. SD | Mean | Avg. SD |
| 1 | The instructor was well prepared for class.<br>(5=Almost always, 1=Almost never) | 4.6 | 0.46 | 4.5 | 0.66 | 4.5 | 0.72 | 4.6 | 0.65 |
| 2 | The instructor explained course material clearly.<br>(5=Almost always, 1=Almost never) | 4.2 | 0.90 | 4.1 | 0.85 | 4.1 | 0.93 | 4.0 | 0.99 |
| 3 | The instructor cleared up points of confusion.<br>(5=Almost always, 1=Almost never) | 4.3 | 0.93 | 4.2 | 0.85 | 4.2 | 0.90 | 4.0 | 0.98 |
| 4 | The instructor used class time well.<br>(5=Almost always, 1=Almost never) | 4.4 | 0.75 | 4.2 | 0.85 | 4.3 | 0.88 | 4.3 | 0.81 |
| 5 | The instructor inspired interest in the subject matter of this course.<br>(5=Almost always, 1=Almost never) | 4.3 | 0.94 | 3.9 | 0.92 | 4.0 | 1.01 | 3.9 | 1.11 |
| 6 | The instructor showed a personal interest in helping students learn.<br>(5=Almost always, 1=Almost never) | 4.7 | 0.47 | 4.3 | 0.80 | 4.3 | 0.86 | 4.3 | 0.91 |
| 7 | I received useful feedback on my performance on tests, papers, etc.<br>(5=Almost always, 1=Almost never) | 4.2 | 0.89 | 3.8 | 1.06 | 3.7 | 1.13 | 3.8 | 1.18 |
| 8 | The methods of evaluating my work were fair.<br>(5=Almost always, 1=Almost never) | 4.6 | 0.59 | 4.2 | 0.87 | 4.1 | 0.93 | 4.2 | 0.93 |
| 9 | The instructor stimulated student participation.<br>(5=Almost always, 1=Almost never) | 4.3 | 0.70 | 3.9 | 0.98 | 4.1 | 0.96 | 3.9 | 1.12 |
| 10 | Overall, how much do you feel you learned in this course?<br>(5=Much more than most, 1=Much less than most) | 3.7 | 0.97 | 3.5 | 0.95 | 3.6 | 1.05 | 3.6 | 1.06 |
| 11 | Overall rating of this instructor's teaching.<br>(5=Almost always effective, 1=Almost never effective) | 4.2 | 0.82 | 3.9 | 0.88 | 3.9 | 0.99 | 3.9 | 1.02 |
| 12 | Overall rating of this course.<br>(5=One of the best, 1=One of the worst) | 3.8 | 0.87 | 3.5 | 0.95 | 3.6 | 1.01 | 3.4 | 1.08 |

| | |
| --- | --- |
| ☐ | Fewer than 25 |
| ▨ (gray) | 25-59 |
| ■ (black) | 60-119 |
| ▨ (hatched) | 120 or more |



Item mean

Item Number

*\*\*Means are only reported for categories with three or more sections. Each mean is the grand mean of a set of section means or standard deviations (SD) in a particular category (not the mean or SD of student responses pooled across the sections.) Data for 500-level courses are reported with undergraduate sections. For more information or help interpreting results visit www.umass.edu/oapa.*

*Department: COMPSCI    Number of instructors: 19    Number of sections: 25*
*Enrolled: 814*
*Responded: 658*
*Response rate: 81%*

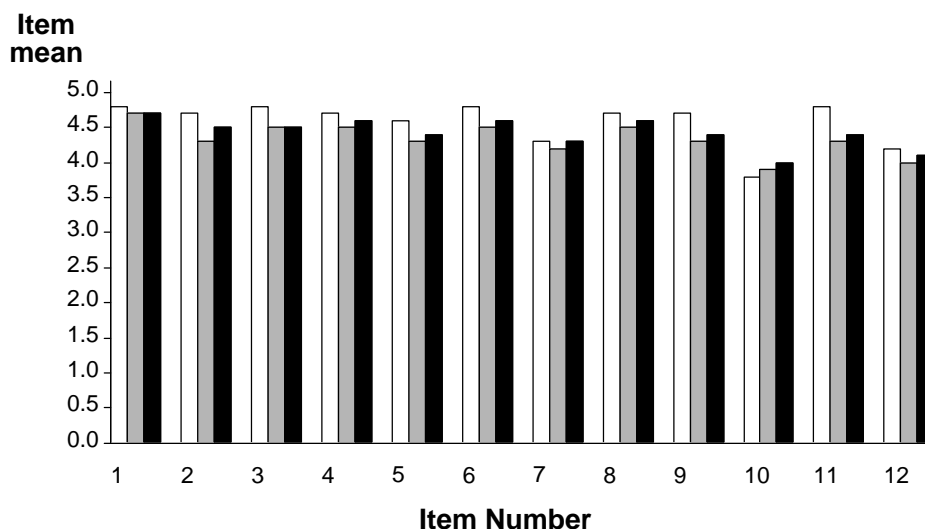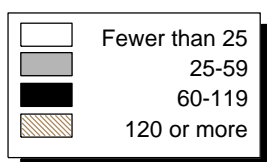| Item | Label | 5 | 4 | 3 | 2 | 1 | OMIT | N |
|---|---|---|---|---|---|---|---|---|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 513 | 98 | 35 | 8 | 1 | 3 | 655 |
| | | 78% | 15% | 5% | 1% | 0% | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 409 | 158 | 66 | 14 | 7 | 4 | 654 |
| | | 63% | 24% | 10% | 2% | 1% | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 447 | 144 | 44 | 18 | 3 | 2 | 656 |
| | | 68% | 22% | 7% | 3% | 0% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 467 | 127 | 47 | 10 | 4 | 3 | 655 |
| | | 71% | 19% | 7% | 2% | 1% | | |
| 5 | The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never) | 415 | 138 | 69 | 17 | 15 | 4 | 654 |
| | | 63% | 21% | 11% | 3% | 2% | | |
| 6 | The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never) | 456 | 133 | 47 | 10 | 6 | 6 | 652 |
| | | 70% | 20% | 7% | 2% | 1% | | |
| 7 | I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never) | 348 | 165 | 97 | 31 | 11 | 6 | 652 |
| | | 53% | 25% | 15% | 5% | 2% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 435 | 155 | 43 | 13 | 6 | 6 | 652 |
| | | 67% | 24% | 7% | 2% | 1% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 406 | 147 | 65 | 27 | 8 | 5 | 653 |
| | | 62% | 23% | 10% | 4% | 1% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 204 | 239 | 172 | 29 | 9 | 5 | 653 |
| | | 31% | 37% | 26% | 4% | 1% | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 393 | 169 | 62 | 22 | 7 | 5 | 653 |
| | | 60% | 26% | 9% | 3% | 1% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 244 | 264 | 114 | 22 | 9 | 5 | 653 |
| | | 37% | 40% | 17% | 3% | 1% | | |

| Classroom was conducive to my learning. | | Which best describes this course for you | | Proportion of class sessions you attended | | What is your class level | | Hours per week spent working on course outside of class | | Expected grade | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disagree strongly | 2% | Major requirement | 65% | Almost none | 1% | Freshmen | 0% | Less than 1 hour | 1% | A | 49% |
| Disagree somewhat | 13% | Gen. Ed. requirement | 10% | About one-quarter | 3% | Sophomore | 0% | 1-2 hours | 3% | A- | 32% |
| Agree somewhat | 33% | Other requirement | 4% | About half | 10% | Junior | 1% | 2-4 hours | 8% | B+ | 11% |
| Agree strongly | 51% | Elective | 21% | About three-quarters | 30% | Senior | 3% | 4-6 hours | 21% | B | 4% |
| Missing | 1% | Missing | 1% | All or almost all | 56% | Graduate | 94% | 6-8 hours | 26% | B- | 1% |
| | | | | Missing | 1% | Other | 0% | 8-10 hours | 23% | C+ | 1% |
| | | | | | | Missing | 2% | More than 10 hours | 18% | C | 0% |
| | | | | | | | | Missing | 1% | C- | 0% |
| | | | | | | | | | | D+ | 0% |
| | | | | | | | | | | D | 0% |
| | | | | | | | | | | F | 0% |
| | | | | | | | | | | Other | 1% |
| | | | | | | | | | | Missing | 1% |

*Data for 500-level courses are reported with undergraduate sections. For more information or help interpreting results visit www.umass.edu/oapa.*

*Department: COMPSCI     Number of instructors: 19    Number of sections: 25*
*Enrolled: 814*
*Responded: 658*
*Response rate: 81%*

| Ite m | Label | Enrollment Category** (see graph below) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Fewer than 25 # Sections: 11 Resp. rate: 90% | | 25-59 # Sections: 10 Resp. rate: 74% | | 60-119 # Sections: 4 Resp. rate: 86% | | 120 or more # Sections: 4 Resp. rate: 86% | |
| | | Mean | Avg. SD | Mean | Avg. SD | Mean | Avg. SD | Mean | Avg. SD |
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 4.8 | 0.41 | 4.7 | 0.59 | 4.7 | 0.49 | . | . |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 4.7 | 0.52 | 4.3 | 0.83 | 4.5 | 0.73 | . | . |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 4.8 | 0.44 | 4.5 | 0.72 | 4.5 | 0.70 | . | . |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 4.7 | 0.49 | 4.5 | 0.71 | 4.6 | 0.58 | . | . |
| 5 | The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never) | 4.6 | 0.65 | 4.3 | 0.99 | 4.4 | 0.76 | . | . |
| 6 | The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never) | 4.8 | 0.40 | 4.5 | 0.77 | 4.6 | 0.64 | . | . |
| 7 | I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never) | 4.3 | 0.74 | 4.2 | 0.96 | 4.3 | 0.92 | . | . |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 4.7 | 0.52 | 4.5 | 0.78 | 4.6 | 0.70 | . | . |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 4.7 | 0.47 | 4.3 | 0.92 | 4.4 | 0.88 | . | . |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 3.8 | 0.76 | 3.9 | 0.94 | 4.0 | 0.79 | . | . |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 4.8 | 0.34 | 4.3 | 0.89 | 4.4 | 0.76 | . | . |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 4.2 | 0.76 | 4.0 | 0.97 | 4.1 | 0.72 | . | . |

Legend:
- Fewer than 25
- 25-59
- 60-119
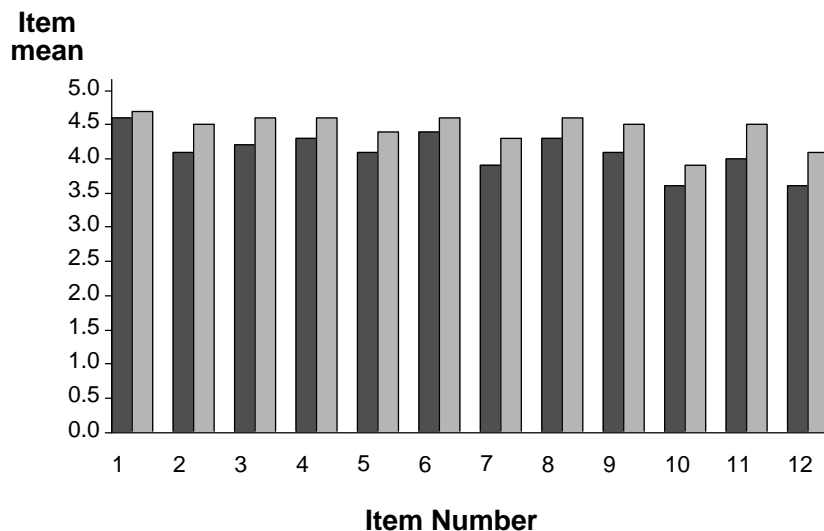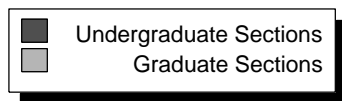- 120 or more



**Item mean** vs **Item Number**

**\*\*Means are only reported for categories with three or more sections. Each mean is the grand mean of a set of section means or standard deviations (SD) in a particular category (not the mean or SD of student responses pooled across the sections.) Data for 500-level courses are reported with undergraduate sections. For more information or help interpreting results visit www.umass.edu/oapa.**

*Department: COMPSCI    Number of instructors: 52    Number of sections: 92*
*Enrolled: 4991*
*Responded: 2704*
*Response rate: 54%*

| | | Item Means | | | | | |
|---|---|---|---|---|---|---|---|
| | | **All Sections**<br>**# Sections:    92**<br>**Resp. rate:    54%** | | **Undergraduate**<br>**# Sections:    67**<br>**Resp. rate:    49%** | | **Graduate**<br>**# Sections:    25**<br>**Resp. rate:    81%** | |
| **Item** | **Label** | **Mean** | **Avg. SD** | **Mean** | **Avg. SD** | **Mean** | **Avg. SD** |
| 1 | The instructor was well prepared for class.<br>(5=Almost always, 1=Almost never) | 4.6 | 0.56 | 4.6 | 0.59 | 4.7 | 0.50 |
| 2 | The instructor explained course material clearly.<br>(5=Almost always, 1=Almost never) | 4.2 | 0.84 | 4.1 | 0.91 | 4.5 | 0.68 |
| 3 | The instructor cleared up points of confusion.<br>(5=Almost always, 1=Almost never) | 4.3 | 0.82 | 4.2 | 0.91 | 4.6 | 0.59 |
| 4 | The instructor used class time well.<br>(5=Almost always, 1=Almost never) | 4.4 | 0.75 | 4.3 | 0.81 | 4.6 | 0.59 |
| 5 | The instructor inspired interest in the subject matter of this course.<br>(5=Almost always, 1=Almost never) | 4.2 | 0.93 | 4.1 | 0.97 | 4.4 | 0.80 |
| 6 | The instructor showed a personal interest in helping students learn.<br>(5=Almost always, 1=Almost never) | 4.5 | 0.67 | 4.4 | 0.70 | 4.6 | 0.59 |
| 7 | I received useful feedback on my performance on tests, papers, etc.<br>(5=Almost always, 1=Almost never) | 4.0 | 0.98 | 3.9 | 1.03 | 4.3 | 0.86 |
| 8 | The methods of evaluating my work were fair.<br>(5=Almost always, 1=Almost never) | 4.4 | 0.75 | 4.3 | 0.78 | 4.6 | 0.65 |
| 9 | The instructor stimulated student participation.<br>(5=Almost always, 1=Almost never) | 4.2 | 0.85 | 4.1 | 0.89 | 4.5 | 0.72 |
| 10 | Overall, how much do you feel you learned in this course?<br>(5=Much more than most, 1=Much less than most) | 3.7 | 0.95 | 3.6 | 0.99 | 3.9 | 0.84 |
| 11 | Overall rating of this instructor's teaching.<br>(5=Almost always effective, 1=Almost never effective) | 4.1 | 0.82 | 4.0 | 0.90 | 4.5 | 0.63 |
| 12 | Overall rating of this course.<br>(5=One of the best, 1=One of the worst) | 3.8 | 0.92 | 3.6 | 0.95 | 4.1 | 0.84 |

Legend:
- ■ Undergraduate Sections
- ▨ Graduate Sections



*Data for 500-level courses are reported with undergraduate sections. Each mean is the grand mean of a set of section means or standard deviations (SD) in a particular category (not the mean or SD of student responses pooled across the sections.) For more information or help interpreting results visit www.umass.edu/oapa.*

Course: COMPSCI 240   Section #: 01   Class #: 55442   Instructor: Tosch, Emma M
Enrolled: 171
Responded: 71
Response rate: 42%  *WARNING: SAMPLE MAY NOT BE REPRESENTATIVE DUE TO LOW RESPONSE*

| Item | Label | 5 | 4 | 3 | 2 | 1 | OMIT | N |
|------|-------|---|---|---|---|---|------|---|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 38 | 21 | 11 | 1 | 0 | 0 | 71 |
| | | 54% | 30% | 15% | 1% | 0% | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 16 | 24 | 16 | 5 | 9 | 1 | 70 |
| | | 23% | 34% | 23% | 7% | 13% | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 14 | 23 | 19 | 6 | 8 | 1 | 70 |
| | | 20% | 33% | 27% | 9% | 11% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 23 | 28 | 15 | 3 | 1 | 1 | 70 |
| | | 33% | 40% | 21% | 4% | 1% | | |
| 5 | The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never) | 16 | 18 | 17 | 12 | 6 | 2 | 69 |
| | | 23% | 26% | 25% | 17% | 9% | | |
| 6 | The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never) | 25 | 16 | 13 | 10 | 6 | 1 | 70 |
| | | 36% | 23% | 19% | 14% | 9% | | |
| 7 | I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never) | 17 | 21 | 21 | 6 | 5 | 1 | 70 |
| | | 24% | 30% | 30% | 9% | 7% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 25 | 24 | 19 | 2 | 0 | 1 | 70 |
| | | 36% | 34% | 27% | 3% | 0% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 17 | 21 | 19 | 9 | 4 | 1 | 70 |
| | | 24% | 30% | 27% | 13% | 6% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 4 | 27 | 23 | 12 | 4 | 1 | 70 |
| | | 6% | 39% | 33% | 17% | 6% | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 8 | 26 | 17 | 13 | 6 | 1 | 70 |
| | | 11% | 37% | 24% | 19% | 9% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 3 | 21 | 21 | 12 | 13 | 1 | 70 |
| | | 4% | 30% | 30% | 17% | 19% | | |

| Classroom was conducive to my learning. | | Which best describes this course for you | | Proportion of class sessions you attended | | What is your class level | | Hours per week spent working on course outside of class | | Expected grade | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disagree strongly | 4% | Major requirement | 97% | Almost none | 0% | Freshmen | 17% | Less than 1 hour | 0% | A | 23% |
| Disagree somewhat | 27% | Gen. Ed. requirement | 0% | About one-quarter | 1% | Sophomore | 62% | 1-2 hours | 3% | A- | 18% |
| Agree somewhat | 46% | Other requirement | 0% | About half | 10% | Junior | 15% | 2-4 hours | 14% | B+ | 15% |
| Agree strongly | 21% | Elective | 0% | About three-quarters | 11% | Senior | 0% | 4-6 hours | 21% | B | 20% |
| Missing | 1% | Missing | 3% | All or almost all | 76% | Graduate | 0% | 6-8 hours | 38% | B- | 10% |
| | | | | Missing | 1% | Other | 0% | 8-10 hours | 15% | C+ | 3% |
| | | | | | | Missing | 6% | More than 10 hours | 7% | C | 1% |
| | | | | | | | | Missing | 1% | C- | 3% |
| | | | | | | | | | | D+ | 4% |
| | | | | | | | | | | D | 1% |
| | | | | | | | | | | F | 0% |
| | | | | | | | | | | Other | 0% |
| | | | | | | | | | | Missing | 1% |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*
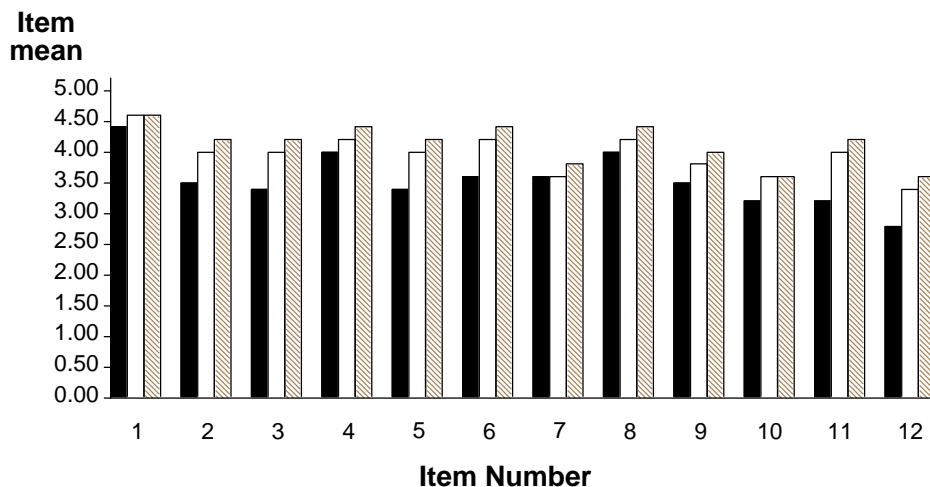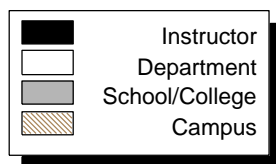
*Page 1*

*Course: COMPSCI 240  Section #: 01  Class #: 55442  Instructor: Tosch, Emma M*
*Enrolled: 171*
*Responded: 71*
*Response rate: 42% *WARNING: SAMPLE MAY NOT BE REPRESENTATIVE DUE TO LOW RESPONSE**

| | | Instructor | | **Dept: COMPSCI** # Sections: 20 Resp. rate: 51% | | **College: ICS** # Sections: 0 Resp. rate: . | | **Campus** # Sections: 325 Resp. rate: 57% | |
|---|---|---|---|---|---|---|---|---|---|
| | Label | Mean | SD | Mean | Avg. SD | Mean | Avg. SD | Mean | Avg. SD |
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 4.4 | 0.79 | 4.6 | 0.68 | . | . | 4.6 | 0.54 |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 3.5 | 1.27 | 4.0 | 1.00 | . | . | 4.2 | 0.83 |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 3.4 | 1.22 | 4.0 | 1.00 | . | . | 4.2 | 0.86 |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 4.0 | 0.92 | 4.2 | 0.85 | . | . | 4.4 | 0.77 |
| 5 | The instructor inspired interest in the subject matter of this course. (5=Almost always, 1=Almost never) | 3.4 | 1.25 | 4.0 | 1.10 | . | . | 4.2 | 0.98 |
| 6 | The instructor showed a personal interest in helping students learn. (5=Almost always, 1=Almost never) | 3.6 | 1.32 | 4.2 | 0.92 | . | . | 4.4 | 0.79 |
| 7 | I received useful feedback on my performance on tests, papers, etc. (5=Almost always, 1=Almost never) | 3.6 | 1.15 | 3.6 | 1.22 | . | . | 3.8 | 1.18 |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 4.0 | 0.86 | 4.2 | 0.97 | . | . | 4.4 | 0.84 |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 3.5 | 1.15 | 3.8 | 1.13 | . | . | 4.0 | 0.97 |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 3.2 | 0.98 | 3.6 | 1.06 | . | . | 3.6 | 0.99 |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 3.2 | 1.14 | 4.0 | 1.02 | . | . | 4.2 | 0.91 |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 2.8 | 1.17 | 3.4 | 1.07 | . | . | 3.6 | 0.96 |

**COMPARISON GROUP: Undergraduate sections with 120 or more enrolled**

Legend:
- Instructor
- Department
- School/College
- Campus



**Item mean** vs **Item Number**

*\*\*Reported only if data were available for 10 or more sections. Comparison means calculated using combined fall 2017 and spring 2018 results. A comparison group mean is the grand mean of a set of section means or standard deviations (SD) not the mean or SD of student responses pooled across sections. Undergraduate sections are the comparison group for 500-level courses. Dept=University courses from the same department or course subject within enrollment category; College=University courses from all other departments in the school/college within enrollment category; Campus=University courses within enrollment category.*
*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| Emma makes the dry subject matter engaging and interesting. | Develop intuiton and a sense for probability more, rather than proving all the subject matter- it acted to confuse myself and other students more than it helped. | More overlap between lecture and lab. | N/A |
| I personally did not like Emma's teaching of it that much. She seemed too concentrated on mathematical derivations. | Needs to be more accommodating to students needs. Seemed like she couldn't be bothered to fulfill basic student needs. | nothing | |
| | Everything is fine except for the exams.    I don't understand why the exams had to be so ridiculously tedious and clearly more difficult than every previous semesters exams. It felt like I was being tested on my patience and mathematical skill rather than the material from class. I did every practice exam for each midterm, each time doing well on them, only to be metaphorically be hit by a truck of tedious mathematical calculations. It makes me wish that I had taken this course a different semester so I could have had a better grade. | Allow a simple addition/subtraction/multiplication/division calculator for the exams, or make the exam questions much less tedious to complete. I don't understand why we were expected to calculate something like 99.75/20 by hand repeatedly, or calculate a MAP hypothesis with 4 intersecting events, which generates ugly fractions like $(1/472)/((1/472)+(1/431))$ or something. I feel like we could easily have had a simpler question that you would have still needed to know the material well in order to complete. | |
| Tried to clarify points. | Sometimes ended up contradicting the other instructor. | It would have been better if there was only one instructor or if the class was split between the two. | None. |
| She seemed invested on what she was teaching. Also, she was very knowledgeable when it came to any question on Piazza or lecture. | She needs to be open to change. For example, when people are critiquing her, she needs to take it and learn from it. | If the tests were not so difficult compared to the practice exam, it would have been better. | No. |
| Office hours are helpful since they have a whiteboard to explain everything. | They are not clear on answering questions. They go very very fast during the lecture, so it is hard to understand what they were talking about previously. Getting help on the homework is difficult because they said "I do not know how to help you without giving away the answer" which I think is a bit ridiculous. Along with grading, I have no idea where I stand and when asking them they said they do not know because they haven't figure out the grading system. | They should teach by writing out everything rather than lecture slides because it is confusing. Train the TA's to help you with homework in a way that they will not give us the answers. | Do not let PHD students teach this course! |
| multiple grading scheme | no practice exams, old exams not same topics/difficulty as current exams, wording on problems confusing sometimes | | |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 1*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| She was really passionate about the game theory lectures. That enthusiasm was good! | The examples on the slides weren't the easiest to follow. They were actually quite difficult to follow, or sometimes they were really easy and then it wouldn't be close to the kinds of questions we were actually tested on. | Terrible room. It was too dark and too large and it was too hard to hear in that room. Thompson 102 is not the best, not by a long shot. | |
| This is a very intensive course, but I do believe that the instructors did a great job breaking up the content in a way that was easy to digest and not overwhelming. They were always prepared, and even though the instructors were both new to teaching it, they never seemed to be uncertain of what to do at any given time. | This course is structured very well already. I don't really have much in mind that would improve it. | The only issue that comes to mind is the fact that a few test questions were often pretty ambiguous. They would always get cleared up pretty explicitly when someone pointed them out, but it was still a bit of a nuisance to have to crosscheck the questions on the test with all of the corrections that the instructors would add. | The main reason I wrote this eval is I because I wanted to discuss the perception that a lot of students have for Emma. She seems to get some flack from students, and on RateMyProfessors. I just wanted to say that this really is unwarranted. I think that it mainly comes from the fact that when people do poorly in a difficult course, it's very easy to convince yourself that it's the professors fault rather than your own. That being said, I do really think it also has to do with her demographic. Honestly the lack of female representation within the compsci department is pretty appalling, and when there are female student/instructors in the major, they are never really treated to the same caliber as male students (the amount of times that I've seen students talk down and mansplain to girls in CS classes for no apparent reason is really sickening). Anyway, Emma did an objectively good job teaching this course, and her transparency and willingness to help students is something that all other instructors should strive for. |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 2*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| Nothing | Emma should not be teaching students. I'm sure she's very smart, but she should not be allowed near a lecturing job, because she was one of the worst teachers I've ever had in my college career. I credit my crappy grade to her, because every lecture that she would teach, I would not learn a single thing. She would go ahead and explain something, but this would just leave me more confused than before. When Luis would teach, I would learn a lot. But when Emma would teach, I wouldn't learn crap. She is the one reason why I got a bad grade, and she should not be allowed to teach students ever again. | This course could have been a better learning experience if Emma never taught it. | no |
| The subject concepts were very interesting | Organization and balance | not sure | Thank you ! |
| Explained material at a high level, connected it to real life examples. | Explained alot of content at her level of understanding and not necessary at the students level. Therefore when she explained material sometimes it was difficult to comprehend. | one professor | |
| Emma seemed very passionate about what she was teaching and overall was very effective in running the class. | I think sometimes Emma has a tendency to rush through the slides. Which makes it a bit hard to understand concepts at times. I think it would be better if she just slowed down her speech a bit. | | |
| I liked the subject, especially the section on game theory. Also, I thought that the discussion sections were very helpful for reviewing the week's material and applying what we learned. | At times, questions from students and general confusion was not cleared up very well. Also, the 3 quizzes each week was overwhelming and changing it to 1 per week was much better. | I think that the "pre-lecture" quizzes were unhelpful and I would have preferred quizzes serve as review to help me digest and understand the material we went over in class. | |
| Emma has the best office hours of any professor I have ever seen. Her teaching one-on-one is really great and I think that's the area in which she excels. | The lectures, while organized well and structured, are very hard to keep up with. The whole course needs simplification as the concepts are too high-level for most students to keep up with | It is just too hard to follow, despite their best efforts. | I commend Emma and Luis for trying, and the course has potential, but for now it is just too hard. |
| I think Emma tried very hard to keep people interested and to be fair. | Her explanations were often unclear when answering questions. I think the examples given during lecture could be made more trivial so we can better understand what is going on. | Clearer lectures, discussion solutions were sometimes not explained well, poor exam questions. | |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 3*

*Tosch, Emma M - 55442 - COMPSCI 240*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| I think the discussions were well written and on topic | Proof read your exams and questions because they had very many mistakes | Clearer instruction | |
| There was a definite enthusiasm and openness to the teaching of this class. | Wording and presentation of the material was confusing fairly often. I think there should be more of an effort to improve the readability of the homework and sometimes class material. | I think this class would benefit from some more concise explanations and more examples (this is my biggest point; the material can be very confusing without well founded examples) | I had a lot of trouble with the wording on the exams. |
| The topics at the end were interesting | The class needs to be much more organized | There should be more focus on how to approach more challenging problems in lecture | |
| When Luis taught the lecture | Emma spent way too much time explaining basic concepts about probability while glossing over confusing topics like d-seperation. Once I took the time to learn about the topics I was confused about I realized that they weren't that confusing and that they were very poorly explained. | If this course was taught by a single professor who is not a Ph.D student that would be great. | |
| | There were lot of quizzes.    There should be two midterms instead of three quarterlies  Grades should be uploaded on moodle. | | |
| Very deep understanding of material. | none | nothing | none |
| The instructors were fair and saw that when the class struggled on something would attempt to gain feedback and try to adjust as much as possible for us.   The two grading schemas were also nice to have the options. | I think more examples would've been helpful at times to see the concepts in action. Even if not done in class, having extra content to reference would've been nice. I found myself using the discussions a lot to help with the HW so anything in addition to that I could see being useful. | One improvement would be the ability to see our grades and/or an estimate throughout the course. | |
| | I would have liked if Emma lectured a bit more slowly. I would also have liked if there were more examples to questions available. | | |
| Good voice | Use class time better, talk more into depth during lecture | Easier exams, more time for hw | |
| She had a clear teaching style that we could understand pretty well. | She goes a bit too fast at times, which is great because we have a short class, but a lot of the times I found myself lost on what I just learned because of the speed. | Clearer wording for homework, quizzes, and the exams; there were quite a bit of mistakes and confusion in those that could have been fixed after double checking. | None. |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 4*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| The instructor often explained things in a clear fashion and would often clear up points that she thinks may not be as clear. The instructors also work to improve the class using feedback from the forums and quizzes, which was nice. | Although I am okay with it myself, many people around me complained about the speed at which Emma went through the material, and this improved noticeably over time.   On a different note, I found it somewhat annoying/difficult to remember there were 3 quizzes every week, but the switch to once a week later in the course was nice. | I wish the slides had the iclicker question answers put on them later so that people could review from them for the exams. | I feel as a lot of students may be directing their struggles and frustration with the course to Emma as she seems the stricter of the two instructors, however, most of it seems unjustified, as the course is actually fair in grading, moreso than other courses I'd say, and people have been getting used to easier tests since coming here. |
| Emma has a strong understanding of the source material on a high mathematical level | Emma knew nothing about the tests, was condescending towards anyone who didn't understand small concepts, and gave the least helpful lectures I've ever sat in. One of the most difficult parts of the course, calculating mixed strategy Nash equilibriums, Emma quickly calculated one in the lecture with little explanation to what she was doing. She did not post lecture slides from that class, did not post her calculations, only posted notes that said "explain nash equilibriums." When asked online about how to calculate nash equilibriums she linked pictures of a textbook which were upside down, very confusing, and only showed how to calculate for a 2 by 2 zero sum game. Emma was less than helpful when anyone online asked a question, and her lectures were mostly mathematical formulas, notation that was never explained, and the expectation that we would immediately learn anything that was said aloud once and never repeated or found online anywhere. Emma needs to focus on teaching, rather than simply stating the information itself. | It was clear that the online quizzes, the in-class lectures, the lecture slides, the labs, and the tests were in no way connected by one cohesive structure. This class suffered from a lack of consistency, as well as lectures designed to make the instructors look smart rather than teach the students anything. | |
| | Making us use python for homework assignments when a lot of people don't know the language was kind of lame | | |
| Emma explains thing well and clears up confusions. | I prefer lecture slides than work done on paper. Makes it easier for me to review after class. Also, it would be helpful to highlight the iclicker answers. | I prefer lecture slides than work done on paper. Makes it easier for me to review after class. Also, it would be helpful to highlight the iclicker answers. | n/a |
| | | | Emma is a very inspiring and energetic person. |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 5*

*Tosch, Emma M - 55442 - COMPSCI 240*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| | The test questions were pretty poorly worded. Sometimes, small differences in interpretation cause you to get things wrong ("is a measure of" vs. "implies bounds on"). The whole course felt slightly over pedantic. | | |
| Instructor is enthusiastic and inspired interest in the subject. Stimulated student participation. | Would go over material too quickly sometimes, not leaving enough time to fully absorb/understand material. | | |
| Emma gave some interesting real life examples of the material, which is fun to see sometimes. | The lectures felt very awkward, and it felt like the slides weren't actually theirs. They sometimes would just explain briefly what was on the slides, and especially at the beginning it felt really disorganized. Emma felt like she wasn't actually there for students. Emma also felt very sassy towards students in general and it was hard for me to approach her compared to Luis. | The exams/homework felt very ambiguous especially at the start, and there were some mistakes in grading and some parts seemed unfairly graded (needed regrades). Class time going over examples would have been more helpful rather than reading off brief proofs etc. | I'm not quite sure if Emma wanted to come off the way she did, but I just got the impression that she didn't exactly care and was blaming students for the lower class grades compared to previous semesters rather than the way the class was organized by them. It felt kind of unfair to be put into this semester when apparently it was easier in past semesters. |
| Emma has no good aspects, she is a horrible instructor and should never been put on the CS instructor team. I have nothing good to say about her. | Emma overcomplicated even the simplest concepts, which could probably be understood by a high school student if explained correctly. Emma also has an angry, condescending tone when answering questions asked during the lecture. She is by far the worst instructor I have had at UMass and it disappoints me that a flagship institution that is ranked top 25 for CS has resorted to pathetic CS instructors like her. | Remove Emma as instructor. The CS department would be better off without her. | |
| N/A | N/A | N/A | N/A |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 6*

*Tosch, Emma M - 55442 - COMPSCI 240*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| I really appreciate how reasonable the instructor was about making up exams, and how she tried to tailor the class to the student's abilities/preparedness (for example trying to make sure people who had previous experience with the material didn't find the class too easy, nor did people with no prior experience feel they were being left behind).   Also, she was willing to make changes when it became clear part of the class was struggling, and was very willing to take suggestions from the class about how she and the other instructor could make things clearer.  Additionally, I liked the material that we covered in class. Initially I thought I wasn't going to be interested, but I appreciated that both instructors discussed a little at least what the material is used for in real life. | I think that her explanations of the topics could be clearer. I found that her meaning was often obscured by more-complicated-than-necessary phrases. If she could make her initial explanation at least as simple as possible, that would be helpful.  Also, I think initially there were too many quizzes (especially on material we had not yet covered) because it was hard to keep up with them and the homework (although once the instructors reduced it to one a week only on material we covered it was fine)  I also wish the discussion section had been a little more discussion-based and a little less assignment-based. I think doing the assignments was valuable, especially doing it with a partner, but unless I stayed after, there was rarely time to ask questions unrelated to the assignment (maybe have a slightly shorter assignment, and spend a few minutes at the beginning of class answering questions?). | | Thank you both for putting in so much time and effort to teach this class.  I hope you guys have a great summer! :) |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 7*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| - very significant improvements in course management from the beginning to end of the course  - interesting material  - instructor spent a large amount of time outside of class/office hours answering student questions  - instructor admitted when she made a mistake and made it right to the students in one way or another (and also did not repeat said mistake) | - I feel like we as students had a lot of uncertainty about where we stood in the class for the majority of the semester  - the current state of the grading cutoffs are not good. There should not be such a small group around the A and such a large group around an A-. There are people in this class who have already taken courses very similar to this one and did not need to put in nearly as much effort to learn some of the material as the rest of the class did. The people learning it for the first time should not be punished with a scale that would hurt their final grade (94.5 as an A vs. the standard 93). I know personally, I could have gotten approximately anywhere between a 65 and a 95 and it would not have changed my final grade. While I appreciate the large A- target, I feel like I genuinely understand the material and would be somewhat disappointed in myself if I did not receive an A (I also understand that there are not many people in this position, and I am very grateful that this is my "problem"). | A more solidified class structure from the start. | I know that some people have written fairly negative reviews on external sites, but honestly I don't think really any of their complaints are warranted. The beginning of the class was rough. There is no question about that. But both you and Luis made significant improvements in how the class was managed as the semester went on. I thought there were small hiccups as you changed certain aspects of the class, but almost all of the changes were for the better (the final did feel a little too easy though). I feel that if you two were to teach this class again it would go much more smoothly. I would want to take a class with both of you in the future. |
| The LaTeX presentations were sleek, readable, and extremely professional, perhaps moreso than CS187. | Emma can go way too fast sometimes. | The course seems mostly optimized to the students' benefit, but we needed practice tests for the third midterm. The curriculum having changed and previous years' tests being made obsolete is not really an excuse. | |
| I enjoyed how knowledgeable Emma was in the subject matter, and how helpful she was in her office hours. | The course is on the right path. Ever since the suggestion box this class has been slowly getting better. I think the lectures definetly need to slow down. | The lectures need to slow down and more concrete examples need to be introduced. I am not going to lie, alot of the basic seeming math actually was very difficult for me (I know how that sounds and I am not that proud). But, I think it is very important for the lecture to slow down and really take it's time with the material, writing out all the math along the way. | The class has improved SIGNIFICANTLY since the suggestion box idea. I think the lectures still need to slow down and the writing on paper helped a ton! Also, don't be afraid to use Khan academy in class, it has some great videos on game theory! |
| I liked the examples given. | The exams were too hard in my opinion. | Nothing | |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 8*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| Emma was a very friendly and helpful instructor, but I felt blindsided on most of the exams. The theories weren't too difficult to memorize but it was extremely difficult to apply our knowledge to word problems. Emma was really encouraging though, in one of the exams I asked her a question about one of the problems that I was stuck on and she not only helped clarify the problem but she also encouraged me to try my best and answer the question to the best of my ability. Small interactions with Emma like this really proved to me that she cared about the class and her students and made the class much more enjoyable. | They should include more word problems in the slides. Optional practice problems would be great as well. | Seeing more questions similar to those on the exams. | I enjoyed the 2nd half of the semester for 240 and it felt like Emma and Louis really started to get into the groove of things. They both seemed much more enthusiastic about the applications of probability, and I really enjoyed when Emma would write out the notes on the projector instead of quicky brushing over a slide.   If the semester had started off like this I think it could've been a much more enjoyable experience for everyone. |
| You can definitely tell that Emma is super passionate about the work in her field. | While I can tell Emma is very knowledgable in her field, she did not make a great instructor for the course. I usually felt as though she was too smart to be teaching this course, and expected us to know more than we did. She would sometimes connect new topics to older topics, without much of a refresher, which left me lost a lot. She'd also go too fast in a lot of lectures, sometimes finishing the lecture in half the class time. | If the slides were clearer and the explanations were thorough. I also felt that the examples in class were too basic, and did not help much when it came time to do the homeworks and exams. | While I can tell Emma is very smart in the computer science field, I did not think she was a good instructor for the course. |
| | I think that if the instructor talked more slowly it would make understanding the material easier. | Fewer exams, slower pace. | |
| | When we would move on to a new subject oftentimes the first lecture would include a lot of confusing and technical terms. I would have learned more if the material was first presented in a simpler language. Also the lectures were very fast paced. Emma talked really fast and changed slides quickly. | The examples presented in class were usually very simple, but the exam questions would be more complex. There was not a lot of practice, rather most of the lectures were theoretical. If I had more access to practice problems of varying complexity I could have learned more. | The TA's weren't very good at explaining the material |
| Material was interesting and presented on-time. | | No problems with the course, but I don't see why the department put two fresh grad students on a dense intro course. | |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 9*

| What do you like most about this course or the instructor's teaching of it? | What about this course or the teaching of it needs change or improvement? | What suggestions can you offer that would have made this course a better learning experience for you? | Any additonal comments? |
|---|---|---|---|
| The sad part is, I actually was very interested about the topics this course was supposed to teach. It's a shame that learning it from this instructor made me hate it so much. | The homework should not take 15+ hours to complete, only to get a 70 on it. The exams are nothing like previous years, as I have spent hours doing the previous years exams and doing just fine on them, only to constantly fail the exams here. | The presentation and evaluation methods used in this course have such a significant skill jump from previous years. At some point, the instructors are almost TOO knowledgable about their field of expertise where they can't dumb it down enough for people to learn the basics. | Coming from HCC where I was receiving A's and B's, this class is my first "D - C" expected letter grade, and I feel like an idiot for it. The other classes that I took at UMass this semester are just fine, especially 230. Some serious evaluation needs to be done here. Also, the discussion sections were absolutely useless to my learning. |
| I can not say I enjoyed any aspect of this course. | Slow down the lectures, go over things more in depth. On numerous occasions class ended 15 to 30 minutes early when Emma was teaching. I found I couldn't comprehend any ideas or follow examples during the lecture because of the pace it was being presented at, which discouraged me from wanting to listen and attend at all. More homework problems, or problems to practice what we learned would be beneficial. Weekly quizzes that are merely a participation grade were not beneficial. | An actual instructor for this course probably would have made this a better experience. I am all for having graduate TA's teach a few lectures, but a professor who can clear up questions and ambiguities when the TA fails to present the material in an understandable manner would be helpful. | The course material and exams from this semester compared to past semester's seems to have taken a huge difficulty increase. I could solve most problems on the "practice exams" from previous semesters, go into my actual exam and not comprehend a thing.   Discussion section for this course was absolutely useless. The TA's would hand out a worksheet, wait until about 15 minutes left of class, then right the answers on the board without saying a thing about it. Not a reflection of Emma, but part of the course nonetheless. |
| Nothing, I am very dissatisfied with this course and wish I could get a refund and take a different class in its place. | Lectures often felt rushed. Grading of tests and homework was very inconstant. Comparing grades to several classmates showed that on test problems someone could follow the procedure exactly, but a wrong answer in part A would cause them to lose points all the way through each part of the question, while someone who didn't know how to do part A could just assign an variable answer 'X' to it, and use that in all the following parts and get full credit. | The homework was a mess, it was very confusing and often not graded or solutions provided until just before the exams or after. This made it very hard to adjust study plans or seek help. | I wasn't aware of this until the end of class but several students told me that by going to office hours they were told their homework problems were wrong. Then they were told the proper way to do them, allowing them to get almost perfect scores on the homework. In comparison when asking questions online through the online discussion boards (piazza) the answers the instructors gave were often unclear and unhelpful. With my work schedule office hours were generally something I was not able to attend and relied heavily on the online portion, I am not sure where there was such a huge discrepancy between the instructors willingness to help in person vs online. |
| I didn't really like much about this course. | The teacher speaks too quickly, uses vocabulary that students won't understand, and does not offer simplified explanations when students are confused. | If the catered more towards helping students learn the material. | |

*For more information or help interpreting your results visit www.umass.edu/oapa. Office of Academic Planning and Assessment, 05/25/2018*

*Page 10*