

**Final Evaluation (CTEF Numeric) for Lathrop, Richard COMPSCI 171 LEC A (34350), Fall Qtr 2013**

Responses: 94/126 (74.6%)

**A. Please comment on the following areas and be as specific as possible:**

1. What are the instructor's teaching strengths?

- - Strong interest and experience in AI - Providing links to optional cultural interests and readings ( and usually presented in class ) - Accommodating all students' needs regarding the project( reducing the requirements, while giving extra credit for the student who did the (original) requirements ) .. That was fair and a great approach!
- 1. Knowledge about the content 2. Friendliness 3. Education 4. Clear concern for student learning
- Accomodates the class very well as a whole. Keeps it interesting by including cultural references and videos throughout the lecture.
- A Fedora hat
- Being funny and sincere. Having an updated website and a lot of supplementary materials.
- Clarity, interest in subject, passion
- Clear voice.
- Enjoy the class, more concept
- Everything!
- Everything.
- everything. great teacher. understanding, fair, entertaining, very knowledgable
- Excellent
- Explaining the material very clearly and slowly. Going through examples that students seem to have issues with. Giving plenty of exercises to work through and study from.
- explain it thoroughly, many quizzes, useful responds,
- Explains topics well, class is interesting and quizzes cover important material
- Explains very thoroughly and is easy to understand. Is willing to re-explain if students did not get it the first time.
- Extreme enthusiasm for the material. Very knowledgeable about the subject matter. Concerned about student learning versus merely doing well on exams.
- Extremely clear and thorough Good lecture material Fair
- Extremely knowledgeable about course material as well as desire to help and challenge students to the best of his abilities.
- fair about making sure the students understand the material
- funny
- Going over the material slowly until we understand
- Good at preparing the class for quizzes/exams.
- Good explanations, interesting extra videos at end of classes
- Good use of other materials such as videos to keep interest during lecture
- He's very interesting and keeps the class entertained with relevant funny/amusing AI videos.
- He's very passionate
- He has so strong responsibility and he can answer to student's question very well and kindly.

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- He is disciplined, attentive to student's needs, knows his material thoroughly, cares about his students, gives opportunity for extra credit, is as fair as possible, lectures very well, is approachable, teaches well, and also offers cultural enrichment which really expands the classroom medium.
- He is so nice to students and always want to communicate with students.
- He is very excited about AI which translates to better teaching
- He is very welcome for questions and ideas sharing, and he is also very patient to explain some of the complicated ideas in the class topics.
- Helps prepare the student with background knowledge, examples, and applications of the material. Cultural enrichments are handy for motivation.
- He really cares that students learn the material covered, even if it means to use another lecture to cover the material more in depth.
- He takes the time to ensure everyone understands the material and is open to any corrections, comments, or questions. He also has very interesting videos that make students motivated to focus more on AI.
- He walks the class through the relevant algorithms and explains everything in a detailed manner. He also has quite extensive knowledge of the field and is able to answer any question I've posed quickly and easily. It's also nice to have a teacher who clearly takes his role as such very seriously and works iteratively to improve the class formula.
- He will thoroughly explain a concept if asked from a student who is confused, and continue to explain until everyone also understands which causes me to retain the information fully and understandably. He takes student input and applies it fairly so that everyone has an equal chance to succeed. His exams and quizzes are meant to be difficult but in a fair manner, which I enjoy because I do not feel that he is intentionally trying to fail me. He does not lecture monotonously and will humor us with a joke here and there. In addition, he will play interesting videos that are relevant to the class in the middle of the lecture slides, which is a nice break.
- His applied knowledge of the material.
- His explanations of concepts are very clear. He takes his time and makes sure that students understand the material and goes back to review if students are having trouble. He is very responsive to feedback and suggestions from students.
- i love his hair
- interesting
- interesting, interested, knows the material incredibly well
- Is always willing to answer questions. Explains examples very clearly. Course is taught at a good pace.
- It is amazing that he takes the time to go back and explain topics that people don't understand. Even if we have gone onto a new subject, he seems very committed to helping students.
- Knowledgeable
- Knowledgeable about the subject, strong understanding, encourages students to really push forward
- Like that the previous exams and quizzes are available to study from.
- motivation
- Open to student input
- Overall simplistic view of the topic
- Passionate about material, understands what he is teaching. Engaging, understanding of students.

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- Precise detail of course material, assignments catered to students' programming levels.
- Prof. Lathrop is very caring about his students. He is very knowledgeable about the material, and he tries very hard to make every student understand the material.
- Prof. Lathrop knows the material, for the most part. He has dozens of examples of Artificial Intelligence in real-world and research applications, from the Google Car to Robot Soccer to Nintendo Mario AI.
- Professor Lathrop is always very thorough and receptive to student feedback, even going so far as to offer extra credit for student corrections. The "cultural enrichment" videos at the end of each lecture are great motivation for students to delve deeper into A.I.
- Professor Lathrop is one of the best professors on campus. He is very patient, and always puts the student's interest ahead of his own.
- Professor Lathrop is very enthusiastic about the subject and this creates a good atmosphere for students to learn. He is also very polite in answering students' questions, whether in-person or through e-mail. He never makes a student feel ashamed for not understanding a concept even though it has been explained several times. He does his best to accommodate students from all backgrounds.
- Provide interesting videos
- Really encourages students to learn as much as possible. Is healthily concerned with with students understanding the material. I really appreciated how much of a fair learning environment professor Lathrop tried to create. He really put in the time to ensure that everyone received the same amount of time on the quizzes, as well as on the midterm, and certainly for the final. Cultural enrichment of AI provided a good break in lecture, as well as providing students with an insight as to how the concepts learned in class is applied to the real world. Made an effort to phrase words carefully such that no student felt foolish or insulted when asking a question.
- Sense of humor, dedicated to capturing student's imagination. Inspired examples for difficult concepts.
- speaking skills
- speak slowly, really strong back ground about this course, clear mind. understandable as an introduction course.
- Strong and enjoyable lectures, works to include interesting material. Overall a great professor
- Strong understanding of material, and empathizes with the students.
- Talking clearly and explain things easily understandable.
- Teachers the subject really well.
- Try to make us interested in AI itself. He always shows some actual AI field, which this class leads to.
- Very caring instructor, he genuinely wants his students to succeed. He always emphasizes that the only thing that matters is that his students understand the material.
- Very clear. Actually interested in teaching and provides tons of learning material.
- Very clear lectures and easy to follow, very knowledgeable.
- Very clear with class material, instruction, and what students are expected to know. Practice quizzes and midterms are excellent. I'm learning a lot.
- very good
- Very interested in subject and cool extra material.
- very knowledgeable. He cares about students learn the material.
- Very organized and clear. Prepares students well for quizzes and tests. Gives lots of opportunities to go beyond the basics without it interfering with the rest of the class.

- Very quick to respond to student questions, listens to students, tries to keep students interested, fair, easy to listen to.
- very smart, also know all the course material
- Works hard to parallel the course material with actual applications.
- 16 blank answer(s).

### 2. How can this instructor improve as a teacher?

- 1. sometimes the excessive formalism in posture creates a climate somewhat tense form for exams
- Be more dynamic while lecturing. Some famous comedian said that if you stand still while doing your routine then people can go off and do their own thing and when they come back you'll be right there where they left you, but if you walk around they have to keep up and pay attention to you.
- can't think of anything
- Can improve with more engaging powerpoint with less words.
- Doesn't spend enough time on actual application
- Don't be too nice to the students, the project was easy enough. Also the class seemed to slow down because of some of the dumber questions students asked.
- Do not berate students who have "weak coding skills" (as per your definition) – Remember that students have, on average, 4 classes of substantial difficulty. Let me quote Prof. Lathrop here, "If you are one of the students who have weak coding skills, I urge you to improve them. I say this only with the best intentions of helping your future career. The State of California pays me to give advice that benefits students. It is highly unlikely that you will ever get a memo from your boss in industry that begins, In support of employees with weak coding skills the project requirements have been reduced....." The simple fact is: even with great coding skill, large projects take time. Your project was VERY late (5th - 6th week?) and complicated. For a master such as you, a super-complex project might seem fun to students who are already overworked and tired. Please, step out of your bubble and see the bigger picture! If the Regents of UCI asked you to create an AI algorithm to fully and accurately emulate human emotion in 5 weeks, would you be able to do it? How about if you had to teach classes at the same time? How about if you had some family to attend to as well? If you fail, is it because you are a weak coder, not smart? What exactly is the problem? Maybe the requirements are too stiff? How about we think outside of your magic bubble a bit? Do not assume that the students understand complex concepts just because you brush over them quickly and do not get immediate questions! State Space problem – How are we supposed to know how to get preachers and cannibals across a damn river when we don't know the solution in the first place? This was a bs problem. You spent less than 1 minute explaining state space problems in lecture, so I hope you did not think students could use that fraction of time to develop their own solutions! You may of thought of it as a brain teaser, but don't do that crap on a graded assessment! Playtime is for homework and extra credit noise. Some of us are trying to get into grad school and don't have the luxury of having our grades diminished by those who can solve arbitrary puzzles faster than most. It's like taking an English class where we are graded on providing step by step instructions for solving a rubik's cube from a certain state, within a time limit. Those unfortunate students would certainly be upset about being graded on solving a Rubik's cube instead of writing an English paper.. In this case, it would have been nice to know how a machine could solve the problem.. Please tell us how! Seriously, what the hell are perceptrons? You never really covered them in lecture, and certainly did not work out a single problem to completion on how to solve for them. I feel that somehow, you will put this on the (final) exam without fully covering it.
- Dont use powerpoint all the time

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- Everything is good. But, I just shocked that midterm avg score..... It was fair enough, but too high...
- Excellent
- excellent.
- Give more examples of applications for the things we learn
- Giving students more clear instructions and outline of the project for the class from the beginning of the quarter.
- Good teacher.
- grow more beard
- Hard to say. Perhaps be a little more interactive during lectures? I do find myself zoning out a bit, but that always happens whenever a professor just reads off slides (which is most of the time anyway).
- Have the project specification ready and clear, concise
- He's great!
- He's the best.
- He is a great teacher.
- He is perfect
- He is too concerned that some students will fall behind and makes the class way too easy.
- He should give prior notice about any changes to the projects more than last minute. For our project, it was experimental-ish such that the specifications kept changing dramatically especially in the latter half of the quarter. It's a bit troublesome and tiring to try and adjust to it.
- He will improve if he speak little bit faster.
- I'm not sure if this is related to "improving as a teacher"(because you did a great job and accommodated all students.. especially with the project.. Not many professors do that) .. However, here are two suggestions that came to my mind: -Suggestion regarding the project: It might be a good idea to set a few deadlines for parts of the project (incremental work?) during the quarter, instead of expecting it all at once at the end of the quarter.. -Suggestions regarding quizzes: It's great that previous quizzes are available for students to use as study guides. However, wouldn't it be a better idea to have similar problems(could be same procedure but different letters/numbers/situations) instead of (sometimes) repeating exact old problems? What would the difference be between someone who just memorized the answer key (usually a few letters/numbers) to that exact previous problem and someone who really worked through it to derive the correct solution?
- i can't think of anything
- I felt angry after you lowered the expectations for the 171 project, but besides that I have no real complaints.
- It's a minor thing, but I would have preferred that the project specifications hadn't been changed mid-run. It made things a little confusing the last couple weeks.
- I think he is doing a great job, but I would say in my opinion I think teachers should use a combination of lecture slides and writing on the board to cover material and I think prof. Lathrop could write examples and lecture material on the board a little bit more to demonstrate the material.
- I think he is one of the best instructors i've ever come across and i don't know how he can improve.
- Lectures put people to sleep because of the professor's calming voice

- Less open ended projects... I feel a lot of people started the project late because we didn't have a finalized project document. Maybe do the projects in stages. "File input/output" to standardize on what to expect, then "Displaying the problem" to show the sudoku on screen, and then "Solving" the problem.
- make major changing decisions sooner
- make the course more interesting
- Make the subject material more enjoyable to learn with creative teaching methods.
- maybe for the project, can have more monitoring and setting milestones to ensure students complete the project
- More challenging material, despite being an introductory course.
- more videos!
- NA
- No immediate criticism.
- none
- none
- None.
- None.
- no need to improve
- Nothing I can think of. Optimal teacher.
- Nothing I know of.
- Not much else for him to do.
- Prof. Lathrop could give more examples on how to solve certain problem. For example, he was very diligent explaining the Alpha Beta pruning algorithm. I wish he did the same for some of the other algorithms he showed us in class.
- Professor Lathrop knows the material very well, but he has an expectation that the students know the material as well as he does. He justifies this expectation by requiring that the students read the material in the book at least twice, once before lecture and again afterward. Reading the specified chapters in the book gave very little help with understanding the lecture, and did not contribute in any way to any of the graded material. Part of that problem is the book. His academic book of choice uses very difficult terminology and does not explain nearly enough of the concepts being introduced. Sadly, the lecture elaborated on the few understandable parts of the book by convoluting them into nonsensical and confusing topics. Professor Lathrop targets the students who already understand the material. It makes no sense that someone as intelligent as Rick Lathrop would be so self-focused and close-minded to forget about the students who have never seen the building blocks of the course material before. I struggled to keep up with the readings in the class; the book simply did not make sense to me on about 80-90% of the course material, because it elaborates on (but never explains or defines) several fundamental elements of computation that I have never seen before. These elements were not clearly defined in any of the course material, because they are fundamental building blocks of artificial intelligence. As a student of Introduction to Artificial Intelligence, it is of my strong opinion that the professor should safely assume that students are being introduced to the building blocks of Artificial Intelligence for the first time in their personal and academic development. Apparently part of the benefit of attending such a prestigious university is that it is assumed that I have been coddled by programming teachers for the majority of my post-primary education. I guess I should apologize for being the one who served for years (in a non-computer-science roll) to defend the rights of Professor Lathrop and his elitist-minded colleagues to treat students however they wish, instead of learning computer science from my full-time nanny or whoever teaches that kind of thing. This is not to say that all of the

computer science professors at UC Irvine use this method of teaching, but it is now clear to me that Prof. Lathrop is among those who do. In the high school that I attended many years ago, they still now do not offer any form of computer science as part of the curriculum. Professor Lathrop is so far ahead of normal society on that one particular front that he simply does not know how to deal with students who did not have his apparently isolated, privileged, and focused background. For his artificial intelligence programming assignment, it consisted of building a Sudoku Solver. I do not have the programming skills to build a Sudoku board, much less a solver. His suggestion to the students who were behind on the project? Get better coding skills. As soon as I am allowed to build a coding project for a programming class that allows me to use things like Linked Lists that are doubly-linked, or maybe vectors, or just standard library components that I do not have to build from scratch, perhaps then Ill be able to develop better coding skills. As a transfer student, I got put into the freshman programming classes, so its not like I have three years of coding project classes on my transcript. Yet. This was supposed to be one of those classes to help me acquire the three years of coding experience, not required three years of coding experience. Something else that Prof. Lathrop does regularly is complement a single student, by e-mail or during lecture, that is inadvertently turned into an insult directed at the rest of the class. His extra-credit policy is somewhat appalling, and requires that a student be able to identify where he has made mistakes in lecture slides or concepts to earn an extra point on their final grade for the class. If a student understands the course material so well that they are able to find a mistake in the presentation by the professor, then they dont need the extra credit! This policy alone is a slap in the face, as it shows that Prof. Lathrop supports taking from those who are in need and giving to those who have plenty. It makes me wonder if this is his general outlook on other elements of life and the world as well (such as supporting the current distribution of wealth). Not only does Prof. Lathrop remind students that only the smartest students are able to get extra credit, but he also reminds the class that he has exactly one smart and attentive student who was able to identify an issue in his course presentation, which implies that the other students are not smart or attentive. As a UC Irvine Regents Scholar who served in the United States Navy as a Nuclear Power Plant Operator, it infuriated me when Prof. Lathrop would thank a student individually for being smart and attentive. Having seen similar course material multiple times before neither makes a student smart or attentive. Even if one student is more perceptive than another, it is wholly unnecessary to belittle the rest of the class. He should just fix his course material. As for the Sudoku Solver programming problem, giving out a bunch of extra credit points to students who find faults in the programming project mean that the project assignment was pretty terribly written to begin with. Ultimately, I did not finish the constraints evaluations of the Sudoku generator. I am guaranteed to lose approximately 20% of my final grade (I am estimating it to be 14-17%, based on what I did finish) because of an assignment that was simply beyond my skill. At the same time, I have had at least two classmates tell me that they have not coded a Sudoku solver since middle school. I was still writing school reports by type writer when I was in middle school. As of this writing, I do not know if I will pass Prof. Lathrops class or not, and it was not for lack of effort on my part. I simply do not know anything about how to build a Sudoku board. I dont Sudoku. If I do pass the class, it will be with a marginal C. If I do have to take Comp Sci 171 again (which I am expecting that I will), I will hope and pray that it is with someone other than Professor Rick Lathrop.

- set the requirements for the project an leave them the same. Do not change the requirements each week. I finished my project wee 6, then had to keep changing it each time the requirements were changed.
- Some of the test/quiz problems may have been too easy. Last few lectures were a bit harder to follow.
- Sometimes he cannot finish explanations in the lecture since he spends too much time on some students' questions and forget about time, maybe he should pay more attentions on time controlling.
- Sometimes the class is too slow.

- Speak a little faster in lecture
- Speak up more in class.
- Spend more time in machine learning
- talk more about the exam question.
- The only complaint I have is that he was writing the project requirements as the class was going on. I would've preferred it if everything about the project was already prepared for us from the start.
- The only thing that annoyed me a bit was the execution of the final project. In the beginning the project sounded difficult which was fine, however, more specifications were added throughout the quarter making it even more difficult. With more work added onto an already heavy project, it lead me to think if my partner and I will even finish on time; and then the project changed again with 3 weeks left of the quarter, but not for the better. The project felt sloppy in terms of how it was handled.
- To help us students stay awake (your teaching is great, but 3pm class? That's asking for a post-lunch nap session) I would recommend spreading out the culture videos or references throughout the class. Some at beggining just to engage us and then also through the rest of the class.
- Try to get important details out quickly and correctly to students. Making constant revisions, especially for the project, can make it more difficult on students. It can further confuse the students as well.
- While I enjoyed the coding project, I didn't finish it, my fault. I would like to have instead multiple coding projects where I got to explore the other chapters maybe building on top of each other, with the final project encapsulating all the projects. This could act like quizzes offering a small fun project that later builds up to something cooler then the individual projects
- Work through some problems on the board, rather than on the power point slides.
- 30 blank answer(s).

3. Any other comments about this course?

- A quite hard class and quite challenging.
- Class was a little bit too easy. I feel like I did not learn very much.
- Difficult!
- Easily the most enjoyable class I've ever had. Studying for exams did not feel like a chore. The project was very interesting and showed me actual applications of the topic. I would take it again just to do a different project.
- Enjoyed the cultural enlightenment pieces.
- Even though I was worried about this class, I found it quite interesting and I don't regret taking it. A note about the textbook: I found the chapters quite long and difficult to read; I'm not sure I'll be able to catch up. Luckily I find that the lecture, even though it is covering the same material, explains things in a more effective way for me. Also, it was nice to have the past quizzes and exams, so that I could get used to the types of questions that the Professor asks.
- Excellent
- Excellent. Feel like I learned a lot, inspired me to think about taking up a specialization in AI.
- Extremely interesting course but intimidating. The professor is genuine and a great instructor! I'm glad that the project allows a partner because it was absolutely necessary for me to bounce ideas off of another person rather than think to myself. Overall, I'm happy to have taken this course with professor Lathrop.



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- Good course, although could stand to be more challenging. The Sudoku solver project is intriguing and I think should draw a little more attention during the quarter.
- Good course, it truly teaches an introduction to artificial intelligence. I've learned a lot.
- Good course.
- Good introduction class and very interesting topics.
- Good introductory class with a lot of cultural enrichment.
- Good job on all of that extra curricular reading material for students who want to read more!
- Great Course, i wish there was more time to cover more material.
- Great course. I learned a lot!
- I enjoyed it and I think adding some "culturally enriched" material is a nice touch to the course teaching style
- I liked it
- I love his cat-mask that he wore on Halloween
- It'd be nice to have a more visually appealing website.
- I think this class is great because it ties everything we've learned so far.
- I thought that doing the monster sudoku solver would be hard, but once the odometer was created, it was easy. I feel there was no point to changing the project.
- It was an extremely interesting course, but most of the time I was trying to program the project towards the end and wasn't able to study the material as thoroughly as I would have liked to.
- It was interesting, in a good way
- most excited course ever taken at uci
- N/A
- no
- no
- No
- No, It was a great course!
- no.
- No.
- none
- none
- one of the best courses ive taken at uci.
- Project could have been better specified earlier in the course.
- Quizzes, Tests match too closely to preparation material. I didn't really open my book after local search
- Taking to a lot of students, most explained to me that AI was just extra algorithms practice and manipulating trees. this class taught me that there was a lot more to the subject which was delightfully surprising.
- The course is great, the teacher does well at making the subject interesting.
- The Halloween Cat mask rocked, there's a joke somewhere in there about a cat teaching formal symbolic logic but I cant seem to think of a good one.
- This course helps one think in new and relevant ways.
- This was a great and interesting course! Thank you!

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- This was supposed to be an Introduction to Artificial Intelligence. As a student who has completed Statistics, Calculus 1 and 2, and ICS 23 (which I had to take twice) this did not feel like an introductory course. Prof. Lathrop really made this seem like there is supposed to be a separate prior “Introductory to Introduction to AI” class which I apparently missed. Prof. Lathrop frequently mentioned that there was a struggle of course material as “more topics/less depth” or “less topics/more depth.” I strongly recommend that he change his ideology to “less topics / less depth / better examples / more clarification / more explanation of fundamental terms.” The course, overall, did not significantly contribute to my understanding of Artificial Intelligence and I truly hope that, should I have to take this class again (which it looks like I might) that I gain exposure to a different curriculum and teaching method that makes the material digestible for someone who does not have Doctorate level understanding of the course material.
- Very enjoyable. I wish every course was conducted this way. It would make college a lot less stressful and would allow me to just focus on learning the material.
- Very fun course overall but the coding project, if not specified early on, is a very troublesome.
- Wonderful professor, pleasure taking the class.
- 47 blank answer(s).

### B. Please choose the appropriate rating:

If you have no opinion on the question asked or if it does not apply, please select “Not Applicable.”

4. The course instructor shows enthusiasm for and is interested in the subject.

<b>69</b>	9 (Excellent)	Value: 9
<b>16</b>	8	Value: 8
<b>4</b>	7	Value: 7
<b>2</b>	6 (Good)	Value: 6
<b>0</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>1</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.61</b>	Mean	
<b>9.00</b>	Median	
<b>0.88</b>	Std Dev	

5. The course instructor stimulates your interest in the subject.

<b>52</b>	9 (Excellent)	Value: 9
<b>14</b>	8	Value: 8
<b>12</b>	7	Value: 7
<b>8</b>	6 (Good)	Value: 6
<b>1</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>3</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.07</b>	Mean	
<b>9.00</b>	Median	
<b>1.41</b>	Std Dev	

6. The course instructor meets stated objectives of the course.

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<b>60</b>	9 (Excellent)	Value: 9
<b>16</b>	8	Value: 8
<b>10</b>	7	Value: 7
<b>3</b>	6 (Good)	Value: 6
<b>0</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>2</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>1</b>	Not Applicable	No Value
<b>8.37</b>	Mean	
<b>9.00</b>	Median	
<b>1.14</b>	Std Dev	

7. The course instructor is accessible and responsive.

<b>66</b>	9 (Excellent)	Value: 9
<b>17</b>	8	Value: 8
<b>2</b>	7	Value: 7
<b>3</b>	6 (Good)	Value: 6
<b>1</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>1</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>2</b>	Not Applicable	No Value
<b>8.56</b>	Mean	
<b>9.00</b>	Median	
<b>0.98</b>	Std Dev	

8. The course instructor creates an open and fair learning environment.

<b>65</b>	9 (Excellent)	Value: 9
<b>14</b>	8	Value: 8
<b>6</b>	7	Value: 7
<b>1</b>	6 (Good)	Value: 6
<b>0</b>	5	Value: 5
<b>1</b>	4	Value: 4
<b>1</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>1</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.45</b>	Mean	
<b>9.00</b>	Median	
<b>1.35</b>	Std Dev	

9. The course instructor encourages students to think in this course.

## UCI EEE Evaluations

Final Evaluation (CTEF Numeric) for Lathrop, Richard COMPSCI 171 LEC A (34350), Fall Qtr 2013

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<b>58</b>	9 (Excellent)	Value: 9
<b>19</b>	8	Value: 8
<b>4</b>	7	Value: 7
<b>6</b>	6 (Good)	Value: 6
<b>1</b>	5	Value: 5
<b>1</b>	4	Value: 4
<b>3</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.22</b>	Mean	
<b>9.00</b>	Median	
<b>1.41</b>	Std Dev	

10. The course instructor's presentations and explanations of concepts were clear.

<b>54</b>	9 (Excellent)	Value: 9
<b>14</b>	8	Value: 8
<b>10</b>	7	Value: 7
<b>7</b>	6 (Good)	Value: 6
<b>2</b>	5	Value: 5
<b>1</b>	4	Value: 4
<b>2</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>1</b>	1 (Barely Satisfactory)	Value: 1
<b>1</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>7.95</b>	Mean	
<b>9.00</b>	Median	
<b>1.77</b>	Std Dev	

11. Assignments and exams covered important aspects of the course.

<b>56</b>	9 (Excellent)	Value: 9
<b>24</b>	8	Value: 8
<b>5</b>	7	Value: 7
<b>4</b>	6 (Good)	Value: 6
<b>0</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>1</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>1</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.33</b>	Mean	
<b>9.00</b>	Median	
<b>1.31</b>	Std Dev	

12. What overall evaluation would you give this instructor?

## UCI EEE Evaluations

Final Evaluation (CTEF Numeric) for Lathrop, Richard COMPSCI 171 LEC A (34350), Fall Qtr 2013

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<b>52</b>	9 (Excellent)	Value: 9
<b>24</b>	8	Value: 8
<b>7</b>	7	Value: 7
<b>6</b>	6 (Good)	Value: 6
<b>1</b>	5	Value: 5
<b>0</b>	4	Value: 4
<b>1</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>1</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.18</b>	Mean	
<b>9.00</b>	Median	
<b>1.39</b>	Std Dev	

13. What overall evaluation would you give this course?

<b>53</b>	9 (Excellent)	Value: 9
<b>20</b>	8	Value: 8
<b>10</b>	7	Value: 7
<b>3</b>	6 (Good)	Value: 6
<b>1</b>	5	Value: 5
<b>1</b>	4	Value: 4
<b>3</b>	3 (Fair)	Value: 3
<b>0</b>	2	Value: 2
<b>0</b>	1 (Barely Satisfactory)	Value: 1
<b>0</b>	0 (Unsatisfactory)	Value: 0
<b>0</b>	Not Applicable	No Value
<b>8.16</b>	Mean	
<b>9.00</b>	Median	
<b>1.38</b>	Std Dev	

### C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

<b>56</b>	A	Value: 4
<b>25</b>	B	Value: 3
<b>3</b>	C	Value: 2
<b>2</b>	D	Value: 1
<b>0</b>	F	Value: 0
<b>6</b>	NA	No Value
<b>3.57</b>	Mean	
<b>4.00</b>	Median	
<b>0.67</b>	Std Dev	

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.

- 0** A lot
- 1** Some
- 2** A little
- 88** None I could discern

2. Examples:

- I have this feeling that other students are sharing logic, code, and implementation methods with each other even though the stuff for our project is supposed to be limited to only your own team.

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- It is possible to see other people's tests and quiz since all the seats are quite close to each other.
- 92 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

- 20** Very
- 43** Adequately
- 21** Somewhat
- 8** Not at all

17. How challenging was this course?

- 26** Very
- 50** Adequately
- 12** Somewhat
- 4** Not at all