IASystem — The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

Univ. of Washington, Bothell
Engineering and Mathematics
Term: Winter 2016

B EE 271 A
Digital Circuits And Systems
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A
Responses: 16/20 (80%)

Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median	College Decile
4.1	**4**
(0=lowest; 5=highest)	(0=lowest; 9=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.7
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
The course as a whole was:	16	31%	25%	38%	6%			3.8	2	3
The course content was:	16	19%	56%	6%	19%			3.9	3	3
The instructor's contribution to the course was:	16	56%	19%	19%	6%			4.6	5	6
The instructor's effectiveness in teaching the subject matter was:	16	44%	12%	31%	12%			4.0	3	4

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst	DECILE RANK College
Do you expect your grade in this course to be:	16	6%	6%	25%	56%	6%			4.3	0	2
The intellectual challenge presented was:	16	12%	31%	31%	19%	6%			5.3	3	2
The amount of effort you put into this course was:	16	6%	31%	19%	38%	6%			4.8	1	0
The amount of effort to succeed in this course was:	16	6%	38%	25%	31%				5.2	2	2
Your involvement in course (doing assignments, attending classes, etc.) was:	16	19%	31%	19%	25%	6%			5.5	2	3

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 9.5 Hours per credit: 1.9 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	6%	19%	19%	6%	25%	12%	6%				6%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 6.7 Hours per credit: 1.3 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	19%	12%	31%	6%	19%		6%				6%

What grade do you expect in this course?

Class median: 3.1 (N=16)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
	38%	12%	25%	12%	12%									

In regard to your academic program, is this course best described as:

(N=16)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Inst	College
Course organization was:	16	31%	44%	12%	12%			4.1	4	4
Clarity of instructor's voice was:	16	75%	12%		12%			4.8	8	8
Explanations by instructor were:	16	50%	19%	19%	6%	6%		4.5	6	6
Instructor's ability to present alternative explanations when needed was:	16	38%	38%	19%	6%			4.2	4	4
Instructor's use of examples and illustrations was:	16	38%	31%	25%	6%			4.1	3	4
Quality of questions or problems raised by the instructor was:	16	38%	31%	19%	6%	6%		4.1	4	4
Student confidence in instructor's knowledge was:	16	75%	25%					4.8	7	8
Instructor's enthusiasm was:	16	69%	25%	6%				4.8	6	7
Encouragement given students to express themselves was:	16	62%	31%	6%				4.7	6	6
Answers to student questions were:	16	44%	25%	25%	6%			4.2	4	5
Availability of extra help when needed was:	16	88%	12%					4.9	9	9
Use of class time was:	16	38%	38%	12%	12%			4.2	4	4
Instructor's interest in whether students learned was:	16	75%	12%	12%				4.8	8	8
Amount you learned in the course was:	16	31%	38%	12%	19%			4.0	4	4
Relevance and usefulness of course content were:	16	44%	31%	12%	12%			4.3	5	5
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	38%	38%	6%	19%			4.2	4	5
Reasonableness of assigned work was:	16	38%	38%	12%	6%		6%	4.2	4	5
Clarity of student responsibilities and requirements was:	16	44%	38%	19%				4.3	5	5

B EE 271 A
Digital Circuits And Systems
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A
Responses: 16/20 (80%)

Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. I'm about half and half with how I felt about this class. For starters, learning by slides is my least favorite way to be taught, and it didn't help that Nicole when through them very quickly at times. She would go back if there were questions, but that rarely happened since we got lost so quickly.

3. no, and yes. because homework was not given and therefore we had no practice for the material, she went fast in slides. always seemed rushed.

4. This class was very intellectually stimulating, thanks to Nicole Hamilton. I took this course with Rania Hussein last year in winter 2015 and Rania did a horrible job of teaching the course. Nicole Hamilton did a fantastic job. Rania Hussein is not fit to teach this 271 course and did not even know her own lecture slides. Nicole Hamilton had very good lecture slides and knew how to teach. Rania Hussein never gave us time to think about the questions and just gave us answers without explaining anything. Nicole Hamilton gave us time to think and then she explained how each problem was done and why it worked. Nicole did a fantastic job.

5. Yes it was stimulating because we had to try to figure how to apply the concepts of electrical circuits for logic and then translate that into verilog

6. yes

7. Yes, the material really put the mechanism by which machines compute logic functions into perspective for me. I will never see a candy machine or the speed controller in my car the same again and I feel I am better because of it.

8. Yes, learning about gates and gate logic was fun, but I felt like there was a jump between gate logic and then working in the labs with Verilog.

9. Yes

10. Yes, I was interested in the material we covered and I learned quite a bit on the concepts that go with digital circuits.

What aspects of this class contributed most to your learning?

2. Doing the labs probably helped me the most, at least with learning Verilog.

3. gates.

4. Having Nicole Hamilton as a teacher who cares about the students and loves to teach is the aspect that contributed most to my learning. Rania Hussein was disrespectful to the students. Rania Hussein did not care about the students or teaching the students. Rania Hussein did not care about our success. The way that Nicole Hamilton taught the class showed us she wanted us to learn the material and wanted us to succeed. Nicole Hamilton even came to the labs on Tuesdays, Thursdays, Fridays, and Saturdays, not just the Mondays and Wednesdays she was scheduled for. Nicole coming to the labs almost every day was very helpful to my lab partner and I. We both really appreciated what Nicole did for us and the rest of the class. We ended up learning beyond the labs. Rania Hussein was usually late to the labs and I am not sure why Rania Hussein was late to the labs when she did not teach a class before the labs. Nicole Hamilton was always on time to the labs and lectures.

5. The homework problems and the posting of the lecture slides

6. the instructor's extra effort

7. Nicole's entrepreneurial wisdom.

8. Labs 1 and 2 were very useful. Labs 3 and 4 made a significant cognitive jump, and I felt like I didn't have the Verilog resources to complete the labs without getting help.

9. Nicole

10. The labs helped in understanding Verilog in that it gave me a practical example of what it does. It utilized the material we have covered in the lectures and when we didn't understand certain parts in the labs, Nicole was there to give us a general overview of what is necessary to get to our goals and when students needed time in lab, she would stay the extra days so as to have all students finish their labs.

What aspects of this class detracted from your learning?

2. I feel the lack of homework helped perpetuate my apathy towards reading the book and reviewing slides. In regards to Verilog, the scarcity of doing any live coding exercises in class didn't help learn the language. Instead, we only saw pictures of code on slides, that were often gone through too quickly to properly read and understand.

3. verilog coding

4. None. Nicole Hamilton did a great job and the other students in the class were great too. Nicole Hamilton kept the class interested in her lectures. Nicole Hamilton came to class every Monday and Wednesday for the lectures. Rania Hussein would cancel class multiple times and every time Rania Hussein would cancel class, she would have some excuse. Some of her "excuses" were "friend pasted away", "doctor's appointment", or "out of town." Rania Hussein detracted me from my learning by skipping and canceling class many times last year in 271. Nicole Hamilton did a fantastic job of always coming to class and Nicole never canceled class which helped me learn from her lectures.

5. The dryness of the material but that is unavoidable due to the nature of the material

7. none

8. Too many slides -- simply put, too much information during a lecture, too quickly.

9. A bit too much Verilog focus

10. The amount of slides we go through during lectures are tedious and many, so we don't get to absorb all that is written on them before moving on to the next slide. The slides with Verilog code did not lend itself very well to the lectures. For me personally, I need to really stare at the code for some time and be able to compile it to see what it really does. The nature of this course does not allow that, and so that really slowed my progress in learning how to use Verilog.

What suggestions do you have for improving the class?

1. Due to the amount of material and the difference in knowledge taught/required for lab section and election this class should be split into two consecutive classes instead of crammed into one.

2. Assign weekly homework for sure. Do coding exercises in class (eg. have Quartus II open, tell class to write a module, have someone say what they wrote and type it up, compile, and explain if (when) something is wrong). I have found this technique to be really helpful in previous coding classes.

3. give more homework to students, more verilog examples.

4. If UW Bothell really cares about us students, they would let Nicole Hamilton teach this 271 class instead of Rania Hussein. That is the biggest improvement UW Bothell can make in the EE department. If Nicole Hamilton taught here full time, I would take all of my a classes with Nicole and none with Rania. When I was taking 271 last year in winter 2015, I would ask Rania Hussein to explain a problem in her lectures and she would tell me to come to her office hours for extra help. Rania Hussein's office hours were Thursday 1:00 - 3:00 pm and she guaranteed to be there. When I went to her office she would not office the door. She would just tell me to ask her for help in class. And in class she would tell me to come to her office hours. Rania contradicted what she said and lied to us. Sometimes Rania Hussein would not even be in her office on Thursdays 1:00 - 3:00 pm. even though she guaranteed it on her syllabus (winter 2015). Nicole Hamilton always took the time to answer all of our questions before, during ,and after class. Nicole Hamilton was always available to help us during her office hours. UW Bothell is extremely lucky to have Nicole Hamilton around.

5. A different method in delivering the material? Slide method is pretty dry for the lecture but excellent for the exam

6. the number of questions on exam should be fewer

7. A laser pointer with fun shapes.

8. There are some portions of lecture that just didn't seem relevant. Also, rather than two or three different examples of one different piece of code, just show one or two. The single greatest thing to improve this lecture would be to do coding in class hours. Walk students through the process of your logic and Verilog syntax. Assigning weekly homeworks would also give students a better idea of what they should be focusing on retaining knowledge-wise.

9. Tone back the Verilog a bit

10. The best parts of the class for me were the conceptual portions of lecture as well as the hands-on experience of the lab. What I think could be improved is to slow down on the slides and perhaps show some more examples of certain concepts we are covering. If there is some way to show how the code that is presented in the slides compile, that would also greatly help understand how to use the language.

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Numeric Responses

Univ. of Washington, Bothell
Engineering and Mathematics
Term: Winter 2016

B EE 271 AA
Digital Circuits And Systems
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: H
Responses: 8/10 (80%)

Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median	College Decile
4.7	**8**
(0=lowest; 5=highest)	(0=lowest; 9=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.6
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	College
The lab section as a whole was:	8	50%	38%	12%				4.5	6	7
The content of the lab section was:	8	50%	50%					4.5	7	7
The lab instructor's contribution to the course was:	8	75%	25%					4.8	8	8
The lab instructor's effectiveness in teaching the subject matter was:	8	75%	25%					4.8	8	8

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst	College
Do you expect your grade in this course to be:	8	12%	12%	25%	38%	12%			4.5	1	3
The intellectual challenge presented was:	8	38%	25%	25%	12%				6.0	7	6
The amount of effort you put into this course was:	8	25%	38%	25%	12%				5.8	5	5
The amount of effort to succeed in this course was:	8	50%	25%	12%	12%				6.5	9	8
Your involvement in course (doing assignments, attending classes, etc.) was:	8	38%	38%	12%	12%				6.2	7	7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 8.5   (N=8)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		12%	38%		25%		12%				12%

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 8.5   (N=8)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	12%	25%		25%	12%		12%				12%

What grade do you expect in this course?   **Class median: 3.3   (N=8)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
38%	25%	25%	12%											

In regard to your academic program, is this course best described as: **(N=8)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
100%					

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	College
Explanations by the lab instructor were:	8	88%	12%					4.9	9	9
Lab instructor's preparedness for lab sessions was:	8	75%	25%					4.8	8	9
Quality of questions or problems raised by the lab instructor was:	8	50%	50%					4.5	6	7
Lab instructor's enthusiasm was:	8	88%	12%					4.9	8	8
Student confidence in lab instructor's knowledge was:	8	88%	12%					4.9	9	8
Lab instructor's ability to solve unexpected problems was:	8	62%	38%					4.7	8	9
Answers to student questions were:	8	62%	25%	12%				4.7	7	7
Interest level of lab sessions was:	8	75%	12%	12%				4.8	8	9
Communication and enforcement of safety procedures were:	8	62%	38%					4.7	7	9
Lab instructor's ability to deal with student difficulties was:	8	62%	38%					4.7	8	9
Availability of extra help when needed was:	8	88%	12%					4.9	9	9
Use of lab section time was:	8	75%	25%					4.8	9	8
Lab instructor's interest in whether students learned was:	8	88%	12%					4.9	9	8
Amount you learned in the lab sections was:	8	62%	38%					4.7	8	8
Relevance and usefulness of lab section content were:	8	50%	38%	12%				4.5	6	6
Coordination between lectures and lab activities was:	8	38%	38%	25%				4.2	6	8
Reasonableness of assigned work for lab section was:	8	38%	38%	12%	12%			4.2	4	5
Clarity of student responsibilities and requirements was:	8	50%	50%					4.5	6	6

COURSE SUMMARY REPORT
Student Comments

Univ. of Washington, Bothell
Engineering and Mathematics
Term: Winter 2016

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Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. This class was very intellectually stimulating, thanks to Nicole Hamilton. I took this course with Rania Hussein last year and Rania did a horrible job of teaching the course. Nicole Hamilton did a fantastic job. Rania Hussein is not fit to teach this 271 course and did not even know her lecture slides. Nicole Hamilton had very good lecture slides and knew how to teach. Rania Hussein never gave us time to think about the questions and just gave us answers without explaining anything. Nicole Hamilton gave us time to think and explained how each problem was done and why it worked. Rania Hussein was always on her smartphone instead of teaching the class or the labs. One time during lab Rania Hussein dropped her smartphone infront of me and she said "oh, fuck." I felt offended by hearing Rania Hussein cuss infront of me. Nicole Hamilton spoke with respect and was always polite in the way she talked to students, she never said a bad word like Rania Hussein did.

3. yes

4. Yes, it was pretty challenging

What aspects of this class contributed most to your learning?

1. The lab assignments were key to leaning the consents presented by the class. However I feel that lab 1 could be replaced by a more complex Verilog lab after lab 4

2. Having Nicole Hamilton as a teacher who cares about the students and loves to teach is the aspect that contributed most to my learning. Rania Hussein was disrespectful to the students. Rania Hussein did not care about the students or teaching the students. Rania Hussein did not care about our success. The way that Nicole Hamilton taught the class showed us she wanted us to learn the material and wanted us to succeed. Nicole Hamilton even came to the labs on Tuesdays, Thursdays, Fridays, and Saturdays, not just the Mondays and Wednesdays she was scheduled for. Nicole coming to the labs almost every day was very helpful to my lab partner and I. We ended up learning beyond the labs. Rania Hussein was usually late to the labs and she I am not sure why Rania Hussein was late to the labs when she did not teach a class before the labs. Nicole Hamilton was always on time to the labs and lectures.

3. the instructor's extra effort

4. Nicole, the challenging nature of the lab

What aspects of this class detracted from your learning?

2. None. Nicole Hamilton did a great job and the other students in the class and labs were great too. Nicole Hamilton kept the class and labs interested in her lectures. Nicole Hamilton came to class and the labs every Monday and Wednesday for the lectures. Rania Hussein would cancel class multiple times and every time Rania Hussein would cancel class, she would have some excuse. Some of her "excuses" were "friend pasted away", "doctor's appointment" or "out of town." Rania Hussein detracted me from my learning by skipping and canceling class many times last year in 271. Nicole Hamilton did a fantastic job of always coming to class and Nicole never canceled class which helped me learn from her lectures.

4. Nothing

What suggestions do you have for improving the class?

2. If UW Bothell really cares about us students, they would let Nicole Hamilton teach this 271 class instead of Rania Hussein. That is the biggest improvement UW Bothell can make. If Nicole Hamilton taught her full time, I would take all of my a classes with Nicole and none with Rania. When I was taking 271 last year in winter 2015, I would has Rania Hussein to explain a problem in her lectures and she would tell me to come to her office hours for extra help. Rania Hussein's office hours were Thursday 1:00 - 3:00 pm and she guaranteed to be there. When I went to her office she would not office the door. She would just tell me to ask her for help in class. And in class she would tell me to come to her office hours. Rania lied and contradicted what she said. Nicole Hamilton always took the time to answer all of our questions before, during ,and after class. Nicole Hamilton was always available to help us during her office hours. Rania Hussein told me my grade would be okay and that I would pass after the quarter ended but she ended up failing me for some reason even after I re-took her only two tests and did extremely better the second time. She did not change my test grades even though she promised me she would change them. The next quarter when I confronted her about the tests grades not being changed, she told me she forgot and did not give me credit. She told me to re-take the class again. UW Bothell is extremely lucky to have Nicole Hamilton around and extremely unlucky to have Rania Hussein around.

4. None

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Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median	College Decile
4.3	**5**
(0=lowest; 5=highest)	(0=lowest; 9=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.8
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
The lab section as a whole was:	8	50%	25%	12%	12%			4.5	6	7
The content of the lab section was:	8	50%	12%	25%	12%			4.5	7	7
The lab instructor's contribution to the course was:	8	50%	25%	25%				4.5	4	6
The lab instructor's effectiveness in teaching the subject matter was:	8	38%	12%	50%				3.5	1	2

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst	DECILE RANK College
Do you expect your grade in this course to be:	7		29%	29%	29%	14%			4.8	2	4
The intellectual challenge presented was:	7	14%	29%	43%	14%				5.3	3	2
The amount of effort you put into this course was:	7	14%	43%		43%				5.7	4	4
The amount of effort to succeed in this course was:	7		43%	43%	14%				5.3	3	2
Your involvement in course (doing assignments, attending classes, etc.) was:	7	14%	29%	14%	29%	14%			5.0	1	1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?   **Class median: 7.0 (N=7)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		29%	29%	14%	14%	14%					

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 7.2 (N=7)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		14%	43%	43%							

What grade do you expect in this course?   **Class median: 3.3 (N=7)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
14%	29%	14%	43%											

In regard to your academic program, is this course best described as: **(N=7)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
86%				14%	

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	College
Explanations by the lab instructor were:	7	43%	29%	29%				4.2	4	5
Lab instructor's preparedness for lab sessions was:	7	43%	43%	14%				4.3	4	8
Quality of questions or problems raised by the lab instructor was:	7	43%	29%	29%				4.2	4	5
Lab instructor's enthusiasm was:	7	86%	14%					4.9	8	8
Student confidence in lab instructor's knowledge was:	7	71%	14%	14%				4.8	7	7
Lab instructor's ability to solve unexpected problems was:	7	29%	43%		14%		14%	4.0	4	5
Answers to student questions were:	7	29%	14%	14%	29%		14%	3.0	0	1
Interest level of lab sessions was:	7	57%	14%	29%				4.6	7	9
Communication and enforcement of safety procedures were:	7	57%	29%	14%				4.6	6	9
Lab instructor's ability to deal with student difficulties was:	7	29%	29%		43%			3.8	2	4
Availability of extra help when needed was:	7	86%	14%					4.9	9	9
Use of lab section time was:	7	57%		29%	14%			4.6	7	7
Lab instructor's interest in whether students learned was:	7	86%	14%					4.9	9	8
Amount you learned in the lab sections was:	7	57%	14%	29%				4.6	7	7
Relevance and usefulness of lab section content were:	7	57%	14%	14%	14%			4.6	7	7
Coordination between lectures and lab activities was:	7	57%	14%		29%			4.6	8	9
Reasonableness of assigned work for lab section was:	7	43%	43%	14%				4.3	5	6
Clarity of student responsibilities and requirements was:	7	86%			14%			4.9	9	9

IASystem
The Course Evaluation Standard

B EE 271 AB
Digital Circuits And Systems
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: H
Responses: 8/10 (80%)

Taught by: Nicole Hamilton
Instructor Evaluated: Nicole Hamilton-Lecturer

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. no, no, because their was no homework, taught to fast, and expected us to know verilog code, didnt even bother to teach it.

3. Yes the problems faced when trying to implement designs through verilog required some thought

4. The class did stretch my thinking, but there was a disconnect between the required Verilog coding requirements and what was taught in the lecture.

5. Labs were intellectually stimulating in that it was the bridge between what we learned in class to real life scenarios we might encounter in the near future.

What aspects of this class contributed most to your learning?

2. gates

3. Being able to ask questions as well as working on the problems

4. Labs 1 and 2.

5. Being able to sit down and code Verilog to see what it does helped me understand the language more.

What aspects of this class detracted from your learning?

2. coding

3. Having to seperate work between partners

5. Some of the portions of lab were things that we had only briefly seen in lectures, so we had to ask Nicole how to accomplish certain parts in the lab.

What suggestions do you have for improving the class?

1. Due to the amount of content and the difference in material required/taught in class and lab section the class should be split into two consecutive classes instead of being crammed into one.

2. more homework to be given.

3. Nothing in particular

4. Give students more support in teaching Verilog.

5. More examples of Verilog code that we will be using in that particular lab, that way we may reference it should we get stuck at certain parts.