

ROCHESTER INSTITUTE OF TECHNOLOGY
COLLEGE OF SCIENCE
STUDENT EVALUATION OF INSTRUCTION

FALL 021

COURSE: 51 461 01

INSTRUCTOR: Salvaggio C (7039)

Current Quarter:

SECT - Percentage for this instructor in this section
CRSE - Percentage for all sections of this course
INST - Percentage for all courses taught by this instructor
DEPT - Percentage for all courses taught by this department
COLL - Percentage for all courses taught by the College of Science

Cumulative since Fall 1977

CRSE - Percentage for all sections of this course
INST - Percentage for all courses taught by this instructor
DEPT - Percentage for all courses taught by this department
COLL - Percentage for all courses taught by the College of Science

Both:

N - Number of responses to this question

*** CURRENT QUARTER ***
SECT CRSE INST DEPT COLL

*** CUMULATIVE ***
CRSE INST DEPT COLL

THE COURSE

THE COURSE	SECT	CRSE	INST	DEPT	COLL	CRSE	INST	DEPT	COLL	
1. What is your present feeling about how much you learned in this course?	N=	8	8	8	169	4486	8	8	614	16982
(a) I learned an exceptional amount about the subject.		75	75	75	35	23	75	75	37	28
(b) I learned a lot.		25	25	25	41	40	25	25	42	40
(c) I learned a moderate amount.		0	0	0	19	26	0	0	16	23
(d) I learned little.		0	0	0	5	8	0	0	4	7
(e) I learned practically nothing.		0	0	0	0	3	0	0	1	2
2. What is your opinion of the principal course material of this course? (Omit if there was no text.)	N=	8	8	8	167	4469	8	8	601	16925
(a) Exceptionally good materials for the course.		50	50	50	29	17	50	50	26	19
(b) Good materials for the course.		25	25	25	45	51	25	25	45	48
(c) Adequate materials for the course.		25	25	25	18	24	25	25	23	23
(d) The materials were somewhat deficient or inadequate.		0	0	0	7	6	0	0	4	7
(e) Decidedly inferior materials.		0	0	0	2	2	0	0	2	3
3. In general, how do you feel about the assignments.	N=	8	8	8	168	4470	8	8	613	16918
(a) This question is not applicable.		0	0	0	9	13	0	0	6	14
(b) Work was relevant to course; the amount was about right.		100	100	100	67	69	100	100	74	69
(c) Work was relevant to course; but amount was too much.		0	0	0	15	11	0	0	10	11
(d) Assignments were not relevant to the course.		0	0	0	1	2	0	0	1	2
(e) More assignments would be helpful.		0	0	0	8	4	0	0	9	4
4. How adequate was your background for this course?	N=	8	8	8	167	4452	8	8	611	16890
(a) Background courses were satisfactory.		63	63	63	71	77	63	63	79	79
(b) Not adequate because previous background courses were too elementary.		38	38	38	12	8	38	38	7	8
(c) Not adequate because previous background courses were poorly taught.		0	0	0	2	6	0	0	3	6
(d) Both (b) and (c).		0	0	0	2	2	0	0	1	1
(e) Not adequate for other reasons.		0	0	0	13	7	0	0	10	6
THE INSTRUCTOR										
5. Was the instructor's presentation effective in helping you understand the material associated with the course?	N=	8	8	8	168	4482	8	8	613	16948
(a) Extremely effective.		100	100	100	42	33	100	100	42	36
(b) Quite good.		0	0	0	40	35	0	0	42	35
(c) Adequate.		0	0	0	15	19	0	0	14	19

(d) Less than helpful.	0	0	0	2	9	0	0	2	7	
(e) Not helpful at all.	0	0	0	1	3	0	0	1	3	
6. How do you feel about the instructor's handling of class procedures (planning work, making assignments, announcing quizzes, etc.)	N=	8	8	8	168	4478	8	8	613	16946
(a) Highly systematic, well organized.		100	100	100	49	57	100	100	55	58
(b) Moderately well organized.		0	0	0	43	28	0	0	35	29
(c) Somewhat organized.		0	0	0	8	10	0	0	8	9
(d) Organization inadequate.		0	0	0	0	2	0	0	1	2
(e) Confusing, unsystematic.		0	0	0	1	2	0	0	1	2
7. Was the instructor receptive and responsive to students' questions?	N=	8	8	8	167	4470	8	8	608	16915
(a) Encouraged questions; answered them very effectively.		100	100	100	69	57	100	100	76	61
(b) Encouraged questions; answered them adequately.		0	0	0	28	27	0	0	20	26
(c) Did not particularly encourage questions, but answered them.		0	0	0	2	10	0	0	3	8
(d) Was ineffective in understanding and answering questions.		0	0	0	1	5	0	0	0	4
(e) Tended to discourage questions in class.		0	0	0	0	1	0	0	0	1
8. How accessible and helpful was the instructor?	N=	8	8	8	168	4467	8	8	613	16908
(a) Usually accessible and helpful.		88	88	88	59	59	88	88	68	58
(b) Usually accessible but not helpful.		0	0	0	5	6	0	0	4	6
(c) Rarely accessible but helpful.		0	0	0	9	5	0	0	7	5
(d) Rarely accessible and not helpful.		0	0	0	2	2	0	0	1	2
(e) I never sought assistance.		13	13	13	26	28	13	13	20	30
9. How intellectually stimulating was the instructor?	N=	8	8	8	166	4443	8	8	609	16810
(a) Outstanding in this respect.		63	63	63	28	21	63	63	30	25
(b) Very intellectually stimulating and challenging.		38	38	38	48	35	38	38	45	35
(c) Moderately stimulating and thought provoking.		0	0	0	20	26	0	0	20	24
(d) Somewhat thought-provoking.		0	0	0	4	9	0	0	4	9
(e) Not stimulating.		0	0	0	1	8	0	0	1	8

EXAMINATIONS

10. With regard to the number of examinations and/or quizzes in this course, there were:	N=	8	8	8	148	4374	8	8	559	16682
(a) Too few.		0	0	0	13	11	0	0	12	11
(b) About the right number.		100	100	100	84	84	100	100	86	85
(c) Too many.		0	0	0	3	5	0	0	2	4
11. In general, how did you feel about the clearness of the examination questions?	N=	8	8	8	146	4358	8	8	553	16612
(a) Consistently very clear.		100	100	100	53	54	100	100	53	54
(b) Moderately clear.		0	0	0	40	39	0	0	43	39
(c) Often vague and ambiguous.		0	0	0	7	7	0	0	4	7
12. Concerning the relevance of test questions to the course content, the questions provided	N=	8	8	8	146	4329	8	8	551	16522
(a) Complete coverage of important points.		100	100	100	52	51	100	100	51	51
(b) Adequate overall coverage.		0	0	0	40	40	0	0	43	39
(c) Poor overall coverage.		0	0	0	4	4	0	0	3	3
(d) Too much emphasis on details.		0	0	0	4	6	0	0	3	6
13. Concerning strictness in grading examinations, the standards were	N=	8	8	8	147	4356	8	8	553	16591
(a) Unreasonably strict.		0	0	0	6	9	0	0	5	9
(b) Strict but fair.		0	0	0	36	37	0	0	31	38
(c) About right.		100	100	100	57	54	100	100	64	53
(d) Too lenient.		0	0	0	1	1	0	0	0	1
14. With regard to consistency in grading the examination(s), the standards were	N=	8	8	8	143	4343	8	8	549	16544
(a) Always consistent.		100	100	100	59	68	100	100	66	67
(b) Usually consistent.		0	0	0	38	29	0	0	32	30
(c) Seldom consistent.		0	0	0	3	3	0	0	1	3

LABORATORY

15. In general, were the laboratory experiments of value in developing techniques and experience or in contributing to understanding of the subject?	N=	0	0	0	41	1451	0	0	85	5886
(a) Extremely valuable.		0	0	0	22	23	0	0	34	24
(b) Very valuable.		0	0	0	49	38	0	0	40	37
(c) Moderately valuable.		0	0	0	20	26	0	0	18	26
(d) Somewhat valuable.		0	0	0	2	9	0	0	1	8
(e) Of little value.		0	0	0	7	4	0	0	7	4
16. In explaining the laboratory and assisting the student during the laboratory, the instructor was	N=	0	0	0	41	1450	0	0	85	5884
(a) Very helpful.		0	0	0	49	62	0	0	61	65
(b) Sometimes helpful.		0	0	0	39	30	0	0	32	26
(c) Of little help.		0	0	0	10	7	0	0	5	7
(d) Seriously deficient.		0	0	0	2	2	0	0	2	2
17. Was the laboratory instructor receptive and responsive to students questions?	N=	0	0	0	40	1446	0	0	84	5870
(a) Encouraged questions; answered them effectively.		0	0	0	68	56	0	0	67	56
(b) Encouraged questions; answered them adequately.		0	0	0	20	26	0	0	25	25
(c) Did not particularly encourage questions, but answered them.		0	0	0	8	14	0	0	6	14
(d) Was ineffective in understanding and answering questions.		0	0	0	5	3	0	0	2	4
(e) Tended to discourage questions in class.		0	0	0	0	0	0	0	0	0
18. How available and helpful was the laboratory instructor outside of class?	N=	0	0	0	41	1448	0	0	85	5880
(a) Usually available and helpful.		0	0	0	32	41	0	0	48	37
(b) Usually available but not helpful.		0	0	0	10	9	0	0	9	7
(c) Rarely available but helpful.		0	0	0	7	7	0	0	7	7
(d) Rarely available and not helpful.		0	0	0	7	1	0	0	4	1
(e) I don't know I never sought assistance.		0	0	0	44	42	0	0	32	48
19. For the laboratory, the written materials, manuals, instruction sheets, etc. were	N=	0	0	0	41	1444	0	0	85	5857
(a) Extremely helpful.		0	0	0	22	25	0	0	28	26
(b) Very helpful.		0	0	0	44	38	0	0	40	38
(c) Adequate.		0	0	0	24	26	0	0	22	26
(d) Somewhat helpful.		0	0	0	7	8	0	0	5	7
(e) Not helpful.		0	0	0	2	2	0	0	5	2
20. Concerning the grading of laboratory notebooks and reports, The instructor was	N=	0	0	0	41	1440	0	0	85	5848
(a) Usually fair and thorough.		0	0	0	46	69	0	0	65	68
(b) Usually too strict, but thorough.		0	0	0	39	18	0	0	24	18
(c) Often not thorough.		0	0	0	5	3	0	0	2	4
(d) This question does not apply.		0	0	0	10	10	0	0	9	11
21. Concerning the organization of the laboratory, the materials, supplies and room were usually	N=	0	0	0	39	1447	0	0	83	5854
(a) Very well organized, neat.		0	0	0	51	63	0	0	41	60
(b) Moderately well organized, adequately neat.		0	0	0	41	33	0	0	52	35
(c) Poorly organized; Lacking neatness.		0	0	0	8	4	0	0	7	5

DISTANCE LEARNING

22. How well did the printed, CD, or Web material, provided to the beginning of the course, describe how the course would operate?	N=	0	0	0	6	36	0	0	16	108
(a) Very good.		0	0	0	33	19	0	0	38	19
(b) Good.		0	0	0	33	17	0	0	38	26
(c) Adequate.		0	0	0	0	8	0	0	13	19
(d) Inadequate.		0	0	0	0	0	0	0	0	5
(e) Not applicable.		0	0	0	33	56	0	0	13	32
23. The technical quality of the lessons presented on video, TV, or over the Web was	N=	0	0	0	5	28	0	0	15	96
(a) Very good.		0	0	0	20	25	0	0	53	34

(b) Good.		0	0	0	20	18	0	0	20	20
(c) Adequate.		0	0	0	20	14	0	0	7	15
(d) Inadequate.		0	0	0	20	4	0	0	13	5
(e) Not applicable.		0	0	0	20	39	0	0	7	26
24. The instructional quality of the lessons on video, TV or over the web was	N=	0	0	0	5	26	0	0	15	92
(a) Very good.		0	0	0	20	15	0	0	40	22
(b) Good.		0	0	0	40	31	0	0	40	26
(c) Adequate.		0	0	0	20	8	0	0	7	16
(d) Inadequate.		0	0	0	0	0	0	0	7	10
(e) Not applicable.		0	0	0	20	46	0	0	7	26
25. The Web access to course materials was	N=	0	0	0	5	26	0	0	15	87
(a) Very good.		0	0	0	20	12	0	0	20	26
(b) Good.		0	0	0	40	19	0	0	53	33
(c) Adequate.		0	0	0	0	12	0	0	0	8
(d) Inadequate.		0	0	0	20	15	0	0	20	11
(e) Not applicable.		0	0	0	20	42	0	0	7	21
26. Communications with other students in the class was	N=	0	0	0	5	25	0	0	15	87
(a) Very valuable.		0	0	0	20	36	0	0	7	23
(b) Somewhat valuable.		0	0	0	80	32	0	0	73	32
(c) Not valuable.		0	0	0	0	4	0	0	13	13
(d) Too complicated to bother with.		0	0	0	0	0	0	0	7	5
(e) Not applicable.		0	0	0	0	28	0	0	0	28
27. Compared with a face-to-face version of this course, this distance learning course was	N=	0	0	0	3	16	0	0	13	72
(a) Superior.		0	0	0	33	6	0	0	23	11
(b) Better.		0	0	0	33	31	0	0	8	17
(c) The same.		0	0	0	33	13	0	0	38	32
(d) Inferior.		0	0	0	0	19	0	0	23	25
(e) Very inferior		0	0	0	0	31	0	0	8	15

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COLLEGE OF SCIENCE
STUDENT EVALUATION OF INSTRUCTION

FALL 20031

COURSE: 51 461 01

INSTRUCTOR: Salvaggio C (7039)

Current Quarter:
SECT - Percentage for this instructor in this section
CRSE - Percentage for all sections of this course
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Cumulative since Fall 1977
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Both:
N - Number of responses to this question

THE COURSE	* * * CURRENT QUARTER * * *					* * * CUMULATIVE * * *				
	SECT	CRSE	INST	DEPT	COLL	CRSE	INST	DEPT	COLL	

1. What is your present feeling about how much you learned in this course?										
(a) I learned an exceptional amount about the subject.	N=	20	20	20	236	5787	36	73	1409	37945
(b) I learned a lot.		60	60	60	37	25	67	68	38	27
(c) I learned a moderate amount.		35	35	35	47	38	31	26	42	40
(d) I learned little.		5	5	5	11	25	3	5	16	24
(e) I learned practically nothing.		0	0	0	3	9	0	0	4	8
2. What is your opinion of the principal course material of this course? (Omit if there was no text.)										
(a) Exceptionally good materials for the course.	N=	20	20	20	235	5771	36	71	1390	37784
(b) Good materials for the course.		30	30	30	32	18	39	41	28	19
(c) Adequate materials for the course.		55	55	55	46	48	42	39	45	48
(d) The materials were somewhat deficient or inadequate.		15	15	15	15	25	19	15	21	24
(e) Decidedly inferior materials.		0	0	0	6	7	0	4	5	7
3. In general, how do you feel about the assignments.										
(a) This question is not applicable.	N=	20	20	20	235	5767	36	73	1407	37806
(b) Work was relevant to course; the amount was about right.		5	5	5	11	16	3	8	10	14
(c) Work was relevant to course; but amount was too much.		90	90	90	72	68	94	88	73	69
(d) Assignments were not relevant to the course.		0	0	0	9	9	0	3	9	11
(e) More assignments would be helpful.		0	0	0	2	2	0	0	1	2
4. How adequate was your background for this course?										
(a) Background courses were satisfactory.	N=	20	20	20	229	5751	36	72	1397	37731
(b) Not adequate because previous background courses were too elementary.		55	55	55	79	77	58	67	78	78
(c) Not adequate because previous background courses were poorly taught.		15	15	15	7	9	25	17	8	8
(d) Both (b) and (c).		15	15	15	2	6	8	4	3	6
(e) Not adequate for other reasons.		5	5	5	0	2	3	3	1	2
THE INSTRUCTOR		10	10	10	12	7	6	10	10	6

5. Was the instructor's presentation effective in helping you understand the material associated with the course?										
(a) Extremely effective.	N=	20	20	20	234	5782	36	73	1406	37893
(b) Quite good.		65	65	65	48	35	81	79	43	35
(c) Adequate.		35	35	35	36	32	19	16	39	34
		0	0	0	12	21	0	4	14	19

		0	0	0	3	9	0	0	3	8
		0	0	0	0	3	0	0	0	3
6. How do you feel about the instructor's handling of class procedures(planning work, making assignments, announcing quizzes, etc.)	N=	20	20	20	235	5785	36	73	1408	37887
(a) Highly systematic,well organized.		85	85	85	68	55	92	85	57	57
(b) Moderately well organized.		15	15	15	26	31	8	15	34	29
(c) Somewhat organized.		0	0	0	4	9	0	0	7	9
(d) Organization inadequate.		0	0	0	1	3	0	0	1	3
(e) Confusing, unsystematic.		0	0	0	0	2	0	0	0	2
7. Was the instructor receptive and responsive to students' questions?	N=	20	20	20	235	5778	36	73	1402	37832
(a) Encouraged questions; answered them very effectively.		100	100	100	78	60	100	99	74	60
(b) Encouraged questions; answered them adequately.		0	0	0	19	26	0	1	22	26
(c) Did not particularly encourage questions, but answered them.		0	0	0	1	8	0	0	2	8
(d) Was ineffective in understanding and answering questions.		0	0	0	2	4	0	0	1	4
(e) Tended to discourage questions in class.		0	0	0	0	1	0	0	0	1
8. How accessible and helpful was the instructor?	N=	20	20	20	234	5776	36	73	1407	37816
(a) Usually accessible and helpful.		95	95	95	80	59	92	90	70	58
(b) Usually accessible but not helpful.		0	0	0	4	7	0	0	4	7
(c) Rarely accessible but helpful.		5	5	5	5	4	3	5	7	5
(d) Rarely accessible and not helpful.		0	0	0	0	2	0	0	1	2
(e) I never sought assistance.		0	0	0	11	29	6	4	18	30
9. How intellectually stimulating was the instructor?	N=	20	20	20	230	5741	36	73	1395	37594
(a) Outstanding in this respect.		50	50	50	43	25	56	59	33	24
(b) Very intellectually stimulating and challenging.		45	45	45	39	32	42	37	42	34
(c) Moderately stimulating and thought provoking.		5	5	5	13	24	3	4	18	24
(d) Somewhat thought-provoking.		0	0	0	4	9	0	0	5	9
(e) Not stimulating.		0	0	0	1	9	0	0	1	8
EXAMINATIONS										

10. With regard to the number of examinations and/or quizzes in this course, there were:	N=	20	20	20	234	5678	36	73	1311	37216
(a) Too few.		15	15	15	8	11	8	7	11	11
(b) About the right number.		85	85	85	90	86	92	89	87	85
(c) Too many.		0	0	0	2	3	0	4	2	4
11. In general, how did you feel about the clearness of the examination questions?	N=	20	20	20	233	5661	36	73	1299	37073
(a) Consistently very clear.		85	85	85	60	54	92	86	56	54
(b) Moderately clear.		15	15	15	34	38	8	14	39	39
(c) Often vague and ambiguous.		0	0	0	6	8	0	0	5	7
12. Concerning the relevance of test questions to the course content, the questions provided	N=	20	20	20	232	5634	36	73	1293	36869
(a) Complete coverage of important points.		80	80	80	59	52	89	81	52	51
(b) Adequate overall coverage.		20	20	20	36	39	11	18	41	39
(c) Poor overall coverage.		0	0	0	1	4	0	0	3	4
(d) Too much emphasis on details.		0	0	0	3	5	0	1	4	6
13. Concerning strictness in grading examinations, the standards were	N=	20	20	20	231	5662	36	73	1297	37043
(a) Unreasonably strict.		0	0	0	6	8	0	3	5	9
(b) Strict but fair.		15	15	15	34	37	8	14	31	37
(c) About right.		85	85	85	60	54	92	84	63	54
(d) Too lenient.		0	0	0	0	0	0	0	1	1
14. With regard to consistency in grading the examination(s), the standards were	N=	20	20	20	231	5640	36	73	1287	36911
(a) Always consistent.		85	85	85	72	67	92	92	67	67
(b) Usually consistent.		15	15	15	27	30	8	8	32	30
(c) Seldom consistent.		0	0	0	1	3	0	0	1	3

LABORATORY

15. In general, were the laboratory experiments of value in developing techniques and experience or in contributing to understanding of the subject?	N=	0	0	0	120	2113	0	0	354	13533
(a) Extremely valuable.		0	0	0	27	24	0	0	26	25
(b) Very valuable.		0	0	0	45	38	0	0	45	37
(c) Moderately valuable.		0	0	0	23	25	0	0	18	26
(d) Somewhat valuable.		0	0	0	3	8	0	0	5	8
(e) Of little value.		0	0	0	3	6	0	0	5	5
16. In explaining the laboratory and assisting the student during the laboratory, the instructor was	N=	0	0	0	120	2113	0	0	353	13526
(a) Very helpful.		0	0	0	73	62	0	0	57	64
(b) Sometimes helpful.		0	0	0	23	29	0	0	37	27
(c) Of little help.		0	0	0	3	7	0	0	5	7
(d) Seriously deficient.		0	0	0	1	2	0	0	1	2
17. Was the laboratory instructor receptive and responsive to students questions?	N=	0	0	0	120	2109	0	0	349	13491
(a) Encouraged questions; answered them effectively.		0	0	0	71	55	0	0	62	56
(b) Encouraged questions; answered them adequately.		0	0	0	23	27	0	0	28	26
(c) Did not particularly encourage questions, but answered them.		0	0	0	5	13	0	0	7	14
(d) Was ineffective in understanding and answering questions.		0	0	0	2	4	0	0	2	4
(e) Tended to discourage questions in class.		0	0	0	0	0	0	0	0	0
18. How available and helpful was the laboratory instructor outside of class?	N=	0	0	0	119	2107	0	0	352	13499
(a) Usually available and helpful.		0	0	0	55	45	0	0	52	40
(b) Usually available but not helpful.		0	0	0	14	8	0	0	13	8
(c) Rarely available but helpful.		0	0	0	4	5	0	0	5	6
(d) Rarely available and not helpful.		0	0	0	0	2	0	0	2	2
(e) I don't know I never sought assistance.		0	0	0	26	40	0	0	29	45
19. For the laboratory, the written materials, manuals, instruction sheets, etc. were	N=	0	0	0	120	2109	0	0	354	13466
(a) Extremely helpful.		0	0	0	28	25	0	0	25	26
(b) Very helpful.		0	0	0	44	38	0	0	41	37
(c) Adequate.		0	0	0	23	25	0	0	25	26
(d) Somewhat helpful.		0	0	0	2	7	0	0	5	8
(e) Not helpful.		0	0	0	3	4	0	0	4	3
20. Concerning the grading of laboratory notebooks and reports, The instructor was	N=	0	0	0	120	2102	0	0	352	13449
(a) Usually fair and thorough.		0	0	0	68	67	0	0	63	68
(b) Usually too strict, but thorough.		0	0	0	26	17	0	0	27	18
(c) Often not thorough.		0	0	0	4	5	0	0	4	4
(d) This question does not apply.		0	0	0	2	12	0	0	7	10
21. Concerning the organization of the laboratory, the materials, supplies and room were usually	N=	0	0	0	120	2106	0	0	350	13465
(a) Very well organized, neat.		0	0	0	58	62	0	0	48	61
(b) Moderately well organized, adequately neat.		0	0	0	38	33	0	0	45	35
(c) Poorly organized; Lacking neatness.		0	0	0	4	4	0	0	7	4
DISTANCE LEARNING										
22. How well did the printed, CD, or Web material, provided to the beginning of the course, describe how the course would operate?	N=	0	0	0	29	62	0	0	64	320
(a) Very good.		0	0	0	14	18	0	0	28	22
(b) Good.		0	0	0	24	27	0	0	27	26
(c) Adequate.		0	0	0	3	8	0	0	6	12
(d) Inadequate.		0	0	0	0	5	0	0	0	4
(e) Not applicable.		0	0	0	59	42	0	0	39	36
23. The technical quality of the lessons presented on video, TV, or over the Web was	N=	0	0	0	26	51	0	0	58	274
(a) Very good.		0	0	0	12	14	0	0	28	27

(b) Good.		0	0	0	23	25	0	0	28	22
(c) Adequate.		0	0	0	4	6	0	0	7	12
(d) Inadequate.		0	0	0	0	4	0	0	5	4
(e) Not applicable.		0	0	0	62	51	0	0	33	34
24. The instructional quality of the lessons on video, TV or over the web was										
(a) Very good.	N=	0	0	0	28	54	0	0	60	266
(b) Good.		0	0	0	11	13	0	0	22	19
(c) Adequate.		0	0	0	25	24	0	0	35	27
(d) Inadequate.		0	0	0	0	2	0	0	3	11
(e) Not applicable.		0	0	0	0	4	0	0	2	5
25. The Web access to course materials was										
(a) Very good.	N=	0	0	0	26	51	0	0	58	257
(b) Good.		0	0	0	35	31	0	0	31	27
(c) Adequate.		0	0	0	23	20	0	0	33	26
(d) Inadequate.		0	0	0	0	4	0	0	3	10
(e) Not applicable.		0	0	0	0	4	0	0	9	9
26. Communications with other students in the class was										
(a) Very valuable.	N=	0	0	0	24	50	0	0	57	256
(b) Somewhat valuable.		0	0	0	17	24	0	0	19	28
(c) Not valuable.		0	0	0	25	24	0	0	46	28
(d) Too complicated to bother with.		0	0	0	0	6	0	0	4	9
(e) Not applicable.		0	0	0	0	2	0	0	2	2
27. Compared with a face-to-face version of this course, this distance learning course was										
(a) Superior.	N=	0	0	0	13	30	0	0	39	192
(b) Better.		0	0	0	8	17	0	0	15	12
(c) The same.		0	0	0	0	10	0	0	8	19
(d) Inferior.		0	0	0	8	10	0	0	31	27
(e) Very inferior		0	0	0	23	13	0	0	23	19
		0	0	0	62	50	0	0	23	23

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DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students in the class</u> was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Salvaggio
 Term 2003-1
 Quarter Fall

Professor Salvaggio is incredibly understanding and extremely helpful in assisting students with any and all problems in class. Only through his a.c did some students learn, but he helped and made this a better learning experience. P

Give more grades — possibly exams?

DISTANCE LEARNING

22. How well did the printed, CD, or Web material, provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The technical quality of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The instructional quality of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The Web access to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. Communication with other students in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a face-to-face version of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Carl Salvaggio

Term 20031

Quarter Fall

Digital Image Proc I was a really good class, one of the top 5 classes I have taken at RIT as a 5th year student.

The only complaint is that we could have moved faster perhaps, and covered more, but perhaps not.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face</u> version of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Carl Salvaggio
 Term 20031
 Quarter Fall

Didn't use the textbook, yet, at all.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Salvaggio

Term 2003I

Quarter Fall

break presentation into smaller files for easier handling or provide ppt file

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor SALVABGIO
 Term 2003
 Quarter Fall

Excellent quarter I look forward to your next programming course. It's hard to find a prof. that actually makes a subject I despise entertaining and interesting like Carl does.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
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25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Carl Salloggio

Term Fall 2003

Quarter Fall

- very helpful both in and out of class with programs and other questions

- very concerned students learn and understand material

- an excellent professor, one of the best I have had at B.I.T.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- the instructor
- the course materials (notes, textbook, videos, etc.)
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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Carl Salvaggio

Term 2003 I

Quarter Fall

Dr. Salvaggio is one of my favorite professors. He was always very understanding + was always willing to help.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- the instructor
- the course materials (notes, textbook, videos, etc.)
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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor C Salvaggio

Term 2003-04

Quarter Fall

Fun class, very enjoyable.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
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25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- the instructor
- the course materials (notes, textbook, videos, etc.)
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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Carl Salvaggio
 Term 20031
 Quarter Fall

Very good instructor - learned a bundle
 about programming
 and good w/ one on one help.

DISTANCE LEARNING

22. How well did the printed, CD, or Web material, provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The technical quality of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The instructional quality of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The Web access to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. Communication with other students in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a face-to-face version of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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Instructor Carl Salvaggio
 Term 2003-5
 Quarter Fall

I have never learned more in a class. I came into the class knowing literally nothing about programming, and I now have an excellent understanding of JPL (at least in dealing with the class projects). Mr. Salvaggio is the perfect teacher for the course. I especially appreciated his course slides and out-of-class help.

ROCHESTER INSTITUTE OF TECHNOLOGY
COLLEGE OF SCIENCE
STUDENT EVALUATION OF INSTRUCTION

FALL 20041

COURSE: 51 461 01

INSTRUCTOR: Salvaggio C (7039)

Current Quarter:

SECT - Percentage for this instructor in this section
CRSE - Percentage for all sections of this course
INST - Percentage for all courses taught by this instructor
DEPT - Percentage for all courses taught by this department
COLL - Percentage for all courses taught by the College of Science

Cumulative since Fall 1977

CRSE - Percentage for all sections of this course
INST - Percentage for all courses taught by this instructor
DEPT - Percentage for all courses taught by this department
COLL - Percentage for all courses taught by the College of Science

Both:

N - Number of responses to this question

* * * CURRENT QUARTER * * * * * CUMULATIVE * * *
SECT CRSE INST DEPT COLL CRSE INST DEPT COLL

THE COURSE

	N=	SECT	CRSE	INST	DEPT	COLL	CRSE	INST	DEPT	COLL
1. What is your present feeling about how much you learned in this course?										
(a) I learned an exceptional amount about the subject.	74	74	64	41	26	74	67	38	27	
(b) I learned a lot.	21	21	32	39	37	22	31	41	39	
(c) I learned a moderate amount.	5	5	4	16	25	4	3	16	24	
(d) I learned little.	0	0	0	2	9	0	0	3	8	
(e) I learned practically nothing.	0	0	0	2	2	0	0	1	2	
2. What is your opinion of the principal course material of this course? (Omit if there was no text.)										
(a) Exceptionally good materials for the course.	28	28	30	25	19	35	34	26	19	
(b) Good materials for the course.	61	61	59	48	47	50	51	46	48	
(c) Adequate materials for the course.	6	6	4	19	25	12	9	22	23	
(d) The materials were somewhat deficient or inadequate.	6	6	7	6	7	4	6	5	7	
(e) Decidedly inferior materials.	0	0	0	1	2	0	0	2	3	
3. In general, how do you feel about the assignments.										
(a) This question is not applicable.	0	0	4	13	14	0	3	8	14	
(b) Work was relevant to course; the amount was about right.	100	100	93	70	69	100	94	73	69	
(c) work was relevant to course; but amount was too much.	0	0	4	10	11	0	3	10	11	
(d) Assignments were not relevant to the course.	0	0	0	1	1	0	0	1	2	
(e) More assignments would be helpful.	0	0	0	5	4	0	0	8	4	
4. How adequate was your background for this course?										
(a) Background courses were satisfactory.	94	94	85	76	76	85	80	78	78	
(b) Not adequate because previous background courses were too elementary.	0	0	0	8	10	12	9	7	8	
(c) Not adequate because previous background courses were poorly taught.	0	0	0	1	5	0	0	2	6	
(d) Both (b) and (c).	0	0	0	2	2	0	0	1	2	
(e) Not adequate for other reasons.	6	6	15	13	7	4	11	11	6	

THE INSTRUCTOR

5. Was the instructor's presentation effective in helping you understand the material associated with the course?										
(a) Extremely effective.	68	68	64	39	33	78	72	41	36	
(b) Quite good.	32	32	36	40	33	22	28	41	34	
(c) Adequate.	0	0	0	14	21	0	0	14	19	

(d) Less than helpful.	0	0	0	5	9	0	0	3	8	
(e) Not helpful at all.	0	0	0	1	3	0	0	1	3	
6. How do you feel about the instructor's handling of class procedures (planning work, making assignments, announcing quizzes, etc.)	N=	19	19	28	227	5514	27	36	840	22460
(a) Highly systematic, well organized.		74	74	79	54	54	81	83	55	57
(b) Moderately well organized.		26	26	21	35	31	19	17	35	29
(c) Somewhat organized.		0	0	0	7	10	0	0	8	9
(d) Organization inadequate.		0	0	0	2	3	0	0	2	2
(e) Confusing, unsystematic.		0	0	0	1	2	0	0	1	2
7. Was the instructor receptive and responsive to students' questions?	N=	19	19	28	226	5514	27	36	834	22429
(a) Encouraged questions; answered them very effectively.		89	89	89	68	58	93	92	74	60
(b) Encouraged questions; answered them adequately.		11	11	11	25	27	7	8	22	26
(c) Did not particularly encourage questions, but answered them.		0	0	0	4	9	0	0	3	8
(d) Was ineffective in understanding and answering questions.		0	0	0	3	4	0	0	1	4
(e) Tended to discourage questions in class.		0	0	0	0	1	0	0	0	1
8. How accessible and helpful was the instructor?	N=	19	19	28	227	5512	27	36	840	22420
(a) Usually accessible and helpful.		95	95	96	70	57	93	94	69	58
(b) Usually accessible but not helpful.		5	5	4	5	8	4	3	4	7
(c) Rarely accessible but helpful.		0	0	0	9	5	0	0	8	5
(d) Rarely accessible and not helpful.		0	0	0	1	2	0	0	1	2
(e) I never sought assistance.		0	0	0	15	28	4	3	19	29
9. How intellectually stimulating was the instructor?	N=	19	19	28	225	5484	27	36	834	22294
(a) Outstanding in this respect.		53	53	54	32	25	56	56	30	25
(b) Very intellectually stimulating and challenging.		37	37	39	36	33	37	39	43	34
(c) Moderately stimulating and thought provoking.		11	11	7	23	25	7	6	21	24
(d) Somewhat thought-provoking.		0	0	0	6	9	0	0	5	9
(e) Not stimulating.		0	0	0	3	8	0	0	2	8

EXAMINATIONS

10. With regard to the number of examinations and/or quizzes in this course, there were:	N=	19	19	28	220	5379	27	36	779	22061
(a) Too few.		5	5	7	17	11	4	6	14	11
(b) About the right number.		95	95	93	81	85	96	94	84	85
(c) Too many.		0	0	0	2	3	0	0	2	4
11. In general, how did you feel about the clearness of the examination questions?	N=	19	19	28	214	5354	27	36	767	21966
(a) Consistently very clear.		89	89	93	57	52	93	94	54	53
(b) Moderately clear.		11	11	7	40	40	7	6	42	39
(c) Often vague and ambiguous.		0	0	0	3	8	0	0	4	7
12. Concerning the relevance of test questions to the course content, the questions provided	N=	19	19	28	214	5338	27	36	765	21860
(a) Complete coverage of important points.		89	89	82	56	50	93	86	52	51
(b) Adequate overall coverage.		11	11	18	37	40	7	14	41	39
(c) Poor overall coverage.		0	0	0	2	4	0	0	3	3
(d) Too much emphasis on details.		0	0	0	5	6	0	0	4	6
13. Concerning strictness in grading examinations, the standards were	N=	19	19	28	213	5356	27	36	766	21947
(a) Unreasonably strict.		0	0	0	2	9	0	0	4	9
(b) Strict but fair.		21	21	21	39	38	15	17	33	38
(c) About right.		79	79	79	58	53	85	83	62	53
(d) Too lenient.		0	0	0	0	1	0	0	0	1
14. With regard to consistency in grading the examination(s), the standards were	N=	19	19	28	210	5334	27	36	759	21878
(a) Always consistent.		84	84	89	75	67	89	92	69	67
(b) Usually consistent.		16	16	11	25	30	11	8	30	30
(c) Seldom consistent.		0	0	0	0	3	0	0	1	3

LABORATORY

15. In general, were the laboratory experiments of value in developing techniques and experience or in contributing to understanding of the subject?	N=	0	0	0	59	1790	0	0	144	7676
(a) Extremely valuable.		0	0	0	41	25	0	0	37	24
(b) Very valuable.		0	0	0	34	37	0	0	38	37
(c) Moderately valuable.		0	0	0	20	27	0	0	19	27
(d) Somewhat valuable.		0	0	0	5	7	0	0	3	8
(e) Of little value.		0	0	0	0	4	0	0	4	4
16. In explaining the laboratory and assisting the student during the laboratory, the instructor was	N=	0	0	0	59	1791	0	0	144	7675
(a) Very helpful.		0	0	0	66	57	0	0	63	63
(b) Sometimes helpful.		0	0	0	25	32	0	0	29	28
(c) Of little help.		0	0	0	8	8	0	0	6	7
(d) Seriously deficient.		0	0	0	0	3	0	0	1	2
17. Was the laboratory instructor receptive and responsive to students questions?	N=	0	0	0	58	1790	0	0	142	7660
(a) Encouraged questions; answered them effectively.		0	0	0	64	53	0	0	65	55
(b) Encouraged questions; answered them adequately.		0	0	0	31	27	0	0	27	26
(c) Did not particularly encourage questions, but answered them.		0	0	0	5	14	0	0	6	14
(d) Was ineffective in understanding and answering questions.		0	0	0	0	5	0	0	1	4
(e) Tended to discourage questions in class.		0	0	0	0	1	0	0	0	0
18. How available and helpful was the laboratory instructor outside of class?	N=	0	0	0	59	1783	0	0	144	7663
(a) Usually available and helpful.		0	0	0	86	45	0	0	64	39
(b) Usually available but not helpful.		0	0	0	3	9	0	0	7	8
(c) Rarely available but helpful.		0	0	0	3	6	0	0	6	7
(d) Rarely available and not helpful.		0	0	0	0	3	0	0	2	2
(e) I don't know I never sought assistance.		0	0	0	7	36	0	0	22	45
19. For the laboratory, the written materials, manuals, instruction sheets, etc. were	N=	0	0	0	59	1783	0	0	144	7640
(a) Extremely helpful.		0	0	0	32	26	0	0	30	26
(b) Very helpful.		0	0	0	31	35	0	0	36	37
(c) Adequate.		0	0	0	27	28	0	0	24	27
(d) Somewhat helpful.		0	0	0	8	9	0	0	6	8
(e) Not helpful.		0	0	0	2	3	0	0	3	3
20. Concerning the grading of laboratory notebooks and reports, The instructor was	N=	0	0	0	59	1787	0	0	144	7635
(a) Usually fair and thorough.		0	0	0	75	66	0	0	69	67
(b) Usually too strict, but thorough.		0	0	0	12	16	0	0	19	18
(c) Often not thorough.		0	0	0	7	4	0	0	4	4
(d) This question does not apply.		0	0	0	7	13	0	0	8	11
21. Concerning the organization of the laboratory, the materials, supplies and room were usually	N=	0	0	0	59	1788	0	0	142	7642
(a) Very well organized, neat.		0	0	0	46	61	0	0	43	60
(b) Moderately well organized, adequately neat.		0	0	0	49	35	0	0	51	35
(c) Poorly organized; Lacking neatness.		0	0	0	5	4	0	0	6	4

DISTANCE LEARNING

22. How well did the printed, CD, or Web material, provided to the beginning of the course, describe how the course would operate?	N=	0	0	0	2	69	0	0	18	177
(a) Very good.		0	0	0	0	10	0	0	33	15
(b) Good.		0	0	0	0	22	0	0	33	24
(c) Adequate.		0	0	0	0	13	0	0	11	16
(d) Inadequate.		0	0	0	0	1	0	0	0	3
(e) Not applicable.		0	0	0	100	54	0	0	22	41
23. The technical quality of the lessons presented on video, TV, or over the Web was	N=	0	0	0	2	61	0	0	17	157
(a) Very good.		0	0	0	0	7	0	0	47	24

(b) Good.	0	0	0	0	18	0	0	18	19	
(c) Adequate.	0	0	0	0	15	0	0	6	15	
(d) Inadequate.	0	0	0	0	0	0	0	12	3	
(e) Not applicable.	0	0	0	100	61	0	0	18	39	
24.The instructional quality of the lessons on video, TV or over the web was	N=	0	0	0	3	58	0	0	18	150
(a) Very good.	0	0	0	0	5	0	0	33	15	
(b) Good.	0	0	0	0	12	0	0	33	21	
(c) Adequate.	0	0	0	0	17	0	0	6	17	
(d) Inadequate.	0	0	0	0	2	0	0	6	7	
(e) Not applicable.	0	0	0	100	64	0	0	22	41	
25.The Web access to course materials was	N=	0	0	0	3	56	0	0	18	143
(a) Very good.	0	0	0	0	16	0	0	17	22	
(b) Good.	0	0	0	33	16	0	0	50	27	
(c) Adequate.	0	0	0	0	9	0	0	0	8	
(d) Inadequate.	0	0	0	0	4	0	0	17	8	
(e) Not applicable.	0	0	0	67	55	0	0	17	34	
26.Communications with other students in the class was	N=	0	0	0	2	55	0	0	17	142
(a) Very valuable.	0	0	0	0	24	0	0	6	23	
(b) Somewhat valuable.	0	0	0	0	27	0	0	65	30	
(c) Not valuable.	0	0	0	0	7	0	0	12	11	
(d) Too complicated to bother with.	0	0	0	0	5	0	0	6	5	
(e) Not applicable.	0	0	0	100	36	0	0	12	31	
27.Compared with a face-to-face version of this course, this distance learning course was	N=	0	0	0	1	44	0	0	14	116
(a) Superior.	0	0	0	0	7	0	0	21	9	
(b) Better.	0	0	0	0	11	0	0	7	15	
(c) The same.	0	0	0	0	18	0	0	36	27	
(d) Inferior.	0	0	0	0	16	0	0	21	22	
(e) Very inferior	0	0	0	100	48	0	0	14	28	

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name <u>Carl Salvaggio</u>	Course Number <u>1051-461</u>
Instructor Number <u>7038</u>	Term <u>Fall</u> Quarter <u>20041</u>
<p><i>• Stimulating, Fair, Flexible</i></p> <p><i>- optional lab time would be nice</i></p>	

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Carl Salvaggio Course Number _____

Instructor Number _____ Term _____ Quarter _____

Carl the course was great. You make excellent programming problems, also the additional homework was very helpful. The after hours programming sessions on Tuesday were also extremely helpful.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
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25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- the instructor
- the course materials (notes, textbook, videos, etc.)
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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 5146101
 Instructor Number 7039 Term _____ Quarter Fall 2004

The instructor always had a clear and understandable way of presenting material. He was also more than happy to answer questions outside of class and make sure students understand the concepts.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 1051-461-01
 Instructor Number 7039 Term 2009 Quarter Fall

Good job Carl!

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Carl Salvaggio Course Number 5146101
 Instructor Number 7039 Term _____ Quarter 20041

Best Instructor @ RIT
 Great teacher, can do anything!

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
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25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

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- the instructor
- the course materials (notes, textbook, videos, etc.)
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- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 1051-461-01
 Instructor Number _____ Term R Quarter Fall

Overall course was interesting. The lectures were ok, sometimes a little dry and you tend to lose focus and concentration on the topic. It was good to give Hw and then implement the program using the Hw as an example.

A lot of the programming tricks should be given to us rather than us find them on our own.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

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- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Carl Salvaggio Course Number 1051-461-01
 Instructor Number 7039 Term _____ Quarter Fall 04

Carl is a great professor, fair & extremely helpful.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Carl Salvaggio Course Number 1051-461-01

Instructor Number _____ Term _____ Quarter _____

Carl is a good guy and a good prof. Course was easy. It would be better if it was hard. Unlock full potential.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Karl Salvaggio Course Number 1051-461

Instructor Number 2039 Term 2004 Quarter 1

Lectures were good and to the point.
 Questions were encouraged and answered thoroughly.
 Homework was adequate.

only complaint - bring the class to attention sooner.
 Often lost 5-10 minutes just getting everyone to attend

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 5146101
 Instructor Number 7039 Term 2004 Quarter Fall

Well taught, great coverage



DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	(A) (B) (C) (D) (E)
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	(A) (B) (C) (D) (E)
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	(A) (B) (C) (D) (E)

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 1051-461-01
 Instructor Number 7039 Term 2004 Quarter Fall

I think it was awesome you held those extra help sessions. They rock.

DISTANCE LEARNING

22. How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate? (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
23. The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
24. The <u>instructional quality</u> of the lessons on video, TV, or over the Web was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
25. The <u>Web access</u> to course materials was (a) very good. (b) good. (c) adequate. (d) inadequate. (e) not applicable.	A B C D E
26. <u>Communication with other students</u> in the class was (a) very valuable. (b) somewhat valuable. (c) not valuable. (d) too complicated to bother with. (e) not applicable.	A B C D E
27. Compared with a <u>face-to-face version</u> of this course, this distance learning course was (a) superior. (b) better. (c) the same. (d) inferior. (e) very inferior.	A B C D E

The College of Science is particularly interested in your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbook, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

Instructor Name Salvaggio Course Number 5146101
 Instructor Number 7039 Term 2004 Quarter Fall

Carl's a great teacher; the only complaint I have is that he's a morning person + I'm a night person so I can never make our schedules match!
 His tests are great - well organized, etc fair, etc. + the programs too.

OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
 Course: 1051-461-01 Digital Image Proc I
 Quarter: 20043
 Total responses: 7

PART 1

1) What is your present feeling about how much you learned in this course?
 (7 responses)

option	text	number	percent
(a)	I learned an exceptional amount about his subject.	2	28.6%
(b)	I learned a lot.	4	57.1%
(c)	I learned a moderate amount.	1	14.3%
(d)	I learned a little.	0	0.0%
(e)	I learned practically nothing.	0	0.0%

2) What is your opinion of the principal course materials (textbooks, course notes, CDs/videos, etc.) of this course? (7 responses)

option	text	number	percent
(a)	Exceptionally good materials for the course.	2	28.6%
(b)	Good materials for the course.	4	57.1%
(c)	Adequate materials for the course.	1	14.3%
(d)	The materials were somewhat deficient or inadequate.	0	0.0%
(e)	Decidedly inferior materials.	0	0.0%

3) In general, how do you feel about the assignments? (7 responses)

option	text	number	percent
(a)	This question is not applicable.	0	0.0%
(b)	Work was relevant to the course; the amount was about right.	6	85.7%
(c)	Work was relevant to the course; but the amount was too much.	1	14.3%
(d)	Assignments were not relevant to the course.	0	0.0%
(e)	More assignments would be helpful.	0	0.0%

4) How adequate was your background for this course? (7 responses)

option	text	number	percent
(a)	Background courses were satisfactory.	5	71.4%
(b)	Not adequate because previous background courses were too elementary.	1	14.3%
(c)	Not adequate because previous background course were poorly taught.	0	0.0%
(d)	Both (b) and (c).	0	0.0%
(e)	Not adequate for other reasons.	1	14.3%

5) Was the instructor's presentation effective in helping you understand the material associated with the course? (7 responses)

option	text	number	percent
(a)	Extremely effective.	3	42.9%
(b)	Quite good.	3	42.9%
(c)	Adequate.	1	14.3%
(d)	Less than helpful.	0	0.0%
(e)	Not helpful at all.	0	0.0%

6) How do you feel about the instructor's handling of the class procedures (planning work, making assignments, announcing quizzes, etc.)? (7 responses)

option	text	number	percent
(a)	Highly systematic, well organized.	4	57.1%
(b)	Moderately well organized.	3	42.9%
(c)	Somewhat organized.	0	0.0%
(d)	Organization inadequate.	0	0.0%
(e)	Confusing, unsystematic.	0	0.0%

7) Was the instructor receptive and responsive to students' questions? (7 responses)

option	text	number	percent
(a)	Encouraged questions; answered them very effectively.	7	100.0%
(b)	Encouraged questions; answered them adequately.	0	0.0%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%

8) How accessible and helpful was the instructor? (7 responses)

option	text	number	percent
(a)	Usually accessible and helpful.	7	100.0%
(b)	Usually accessible but not helpful.	0	0.0%
(c)	Rarely accessible but helpful.	0	0.0%
(d)	Rarely accessible and not helpful.	0	0.0%
(e)	I never sought assistance.	0	0.0%

9) How intellectually stimulating was the instructor? (7 responses)

option	text	number	percent
(a)	Outstanding in this respect.	3	42.9%
(b)	Very intellectually stimulating and challenging.	3	42.9%
(c)	Moderately stimulating and thought-provoking.	1	14.3%
(d)	Somewhat thought-provoking.	0	0.0%
(e)	Not stimulating.	0	0.0%

10) With regard to the number of examinations and/or quizzes in this course, there were: (7 responses)

option	text	number	percent
(a)	Too few.	0	0.0%
(b)	About the right number.	7	100.0%
(c)	Too many.	0	0.0%

11) In general, how did you feel about the clearness of examination questions? (7 responses)

option	text	number	percent
(a)	Consistently very clear.	5	71.4%
(b)	Moderately clear.	2	28.6%
(c)	Often vague and ambiguous.	0	0.0%

12) Concerning the relevance of test questions to the course content, the questions provided: (7 responses)

option	text	number	percent
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(a)	Complete coverage of important points.	5	71.4%
(b)	Adequate overall coverage.	2	28.6%
(c)	Poor overall coverage.	0	0.0%
(d)	Too much emphasis on details.	0	0.0%

13) Concerning strictness in grading the examination(s), the standards were:
(7 responses)

option	text	number	percent
(a)	Unreasonably strict.	0	0.0%
(b)	Strict but fair.	1	14.3%
(c)	About right.	6	85.7%
(d)	Too lenient.	0	0.0%

14) With regard to consistency in grading the examination(s), the standards were: (7 responses)

option	text	number	percent
(a)	Always consistent.	6	85.7%
(b)	Usually consistent.	1	14.3%
(c)	Seldom consistent.	0	0.0%

15) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding of the subject?
(0 responses)

option	text	number	percent
(a)	Extremely valuable.	0	0.0%
(b)	Very valuable.	0	0.0%
(c)	Moderately valuable.	0	0.0%
(d)	Somewhat valuable.	0	0.0%
(e)	Of little value.	0	0.0%

16) In explaining the laboratory and assisting the student during the laboratory, the instructor was: (0 responses)

option	text	number	percent
(a)	Very helpful.	0	0.0%
(b)	Sometimes helpful.	0	0.0%
(c)	Of little help.	0	0.0%
(d)	Seriously deficient.	0	0.0%

17) Was the laboratory instructor receptive and responsive to students' questions? (0 responses)

option	text	number	percent
(a)	Encouraged questions; answered them effectively.	0	0.0%
(b)	Encouraged questions; answered them adequately.	0	0.0%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%

18) How available and helpful was the laboratory instructor outside of class? (0 responses)

option	text	number	percent
(a)	Usually available and helpful.	0	0.0%
(b)	Usually available but not helpful.	0	0.0%
(c)	Rarely available but helpful	0	0.0%
(d)	Rarely available and not helpful	0	0.0%
(e)	I don't know; I never sought assistance.	0	0.0%

19) For the laboratory, the written materials, manuals, instructions sheets, etc. were: (0 responses)

option	text	number	percent
(a)	Extremely helpful.	0	0.0%
(b)	Very helpful.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Somewhat helpful.	0	0.0%
(e)	No helpful.	0	0.0%

20) Concerning the grading of laboratory notebooks and reports, the instructor was: (0 responses)

option	text	number	percent
(a)	Usually fair and thorough.	0	0.0%
(b)	Usually too strict but thorough.	0	0.0%
(c)	Often not thorough.	0	0.0%
(d)	This question does not apply.	0	0.0%

21) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (0 responses)

option	text	number	percent
(a)	Very well organized, neat.	0	0.0%
(b)	Moderately well organized, adequately neat.	0	0.0%
(c)	Poorly organized, lacking in neatness.	0	0.0%

22) How well did the printed, CD, or Web material, provided prior to the beginning of the course, describe how the course would operate? (0 responses)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%

23) The technical quality of the lessons presented on video, TV, or over the Web was: (0 responses)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%

24) The instructional quality of the lessons on video, TV, or over the Web was: (0 responses)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%

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25) The Web access to course materials was: (0 responses)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%

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26) Communication with other students in the class was: (0 responses)

option	text	number	percent
(a)	Very valuable.	0	0.0%
(b)	Somewhat valuable.	0	0.0%
(c)	Not valuable.	0	0.0%
(d)	Too complicated to both with.	0	0.0%
(e)	Not applicable.	0	0.0%

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27) Compared with a face-to-face version of this course, this distance learning course was: (0 responses)

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option	text	number	percent
(a)	Superior.	0	0.0%
(b)	Better.	0	0.0%
(c)	The same.	0	0.0%
(d)	Inferior.	0	0.0%
(e)	Very inferior.	0	0.0%

28) The College of Science is particularly interested your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbooks, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.) (5 responses)

GREAT JOB CARL!

I really did learn a lot from the class. Carl is a great prof cause he puts up with me and my occasionally negative attitude toward programming.... Bruuuuuuuuce!!!!

Everything was fine, don't change a thing, thanks Carl!
Bruuuuuuuuce!!

It would be easier if the IDL programming class was prerequired.

one of the best classes i've ever taken. i learned a ton about image processing. carl is a great teacher. the pace of the class was fine, not too fast, not too slow. i liked having the powerpoint slides available online to view later. carl was always available for questions, either about class or other things. homework assignments were fine. oral exams were ok too, not as bad as they sound. i guess the only (minor) complaint was that we could have gotten our graded programs back a little sooner. but other than that, i cant say enough good things.

OCE - COURSE DETAIL REPORT

20043 1051-461-01 Digital Image Proc I

Salvaggio, Carl

Department Template #29

order	number	question	option weight	20043 Results					Cumulative Results				
				section	course	instructor	department	college	course cumulative	instructor cumulative	department cumulative	college cumulative	
1.	427 MC	What is your present feeling about <u>how much you learned</u> in this course?											
		number of responses (N)		7	7	18	136	3574	7	18	136	4932	
		weighted average		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.		I learned an exceptional amount about his subject.	0	2 (28.6%)	2 (28.6%)	7 (38.9%)	30 (22.1%)	746 (20.9%)	2 (28.6%)	7 (38.9%)	30 (22.1%)	979 (19.8%)	
2.		I learned a lot.	0	4 (57.1%)	4 (57.1%)	8 (44.4%)	70 (51.5%)	1475 (41.3%)	4 (57.1%)	8 (44.4%)	70 (51.5%)	2027 (41.1%)	
3.		I learned a moderate amount.	0	1 (14.3%)	1 (14.3%)	3 (16.7%)	30 (22.1%)	905 (25.3%)	1 (14.3%)	3 (16.7%)	30 (22.1%)	1273 (25.8%)	
4.		I learned a little.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (4.4%)	336 (9.4%)	0 (0.0%)	0 (0.0%)	6 (4.4%)	486 (9.9%)	
5.		I learned practically nothing.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	112 (3.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	167 (3.4%)	
2.	428 MC	What is your opinion of the <u>principal course materials</u> (textbooks, course notes, CDs/videos, etc.) of this course?											
		number of responses (N)		7	7	16	127	3493	7	16	127	4831	
		weighted average		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.		Exceptionally good materials for the course.	0	2 (28.6%)	2 (28.6%)	8 (50.0%)	21 (16.5%)	536 (15.3%)	2 (28.6%)	8 (50.0%)	21 (16.5%)	690 (14.3%)	
2.		Good materials for the course.	0	4 (57.1%)	4 (57.1%)	6 (37.5%)	57 (44.9%)	1574 (45.1%)	4 (57.1%)	6 (37.5%)	57 (44.9%)	2195 (45.4%)	
3.		Adequate materials for the course.	0	1 (14.3%)	1 (14.3%)	2 (12.5%)	26 (20.5%)	964 (27.6%)	1 (14.3%)	2 (12.5%)	26 (20.5%)	1353 (28.0%)	
4.		The materials were somewhat deficient or inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (16.5%)	323 (9.2%)	0 (0.0%)	0 (0.0%)	21 (16.5%)	452 (9.4%)	

5.	Decidedly inferior materials.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.6%)	96 (2.7%)	0 (0.0%)	0 (0.0%)	2 (1.6%)	141 (2.9%)
3.	429 MC	In general, how do you feel about the <u>assignments</u> ?									
	number of responses (N)	7	7	18	134	3498	7	18	134	4844	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	This question is not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (5.2%)	246 (7.0%)	0 (0.0%)	0 (0.0%)	7 (5.2%)	264 (5.5%)
2.	Work was relevant to the course; the amount was about right.	0	6 (85.7%)	6 (85.7%)	17 (94.4%)	95 (70.9%)	2541 (72.6%)	6 (85.7%)	17 (94.4%)	95 (70.9%)	3545 (73.2%)
3.	Work was relevant to the course; but the amount was too much.	0	1 (14.3%)	1 (14.3%)	1 (5.6%)	21 (15.7%)	467 (13.4%)	1 (14.3%)	1 (5.6%)	21 (15.7%)	717 (14.8%)
4.	Assignments were not relevant to the course.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.7%)	96 (2.7%)	0 (0.0%)	0 (0.0%)	1 (0.7%)	121 (2.5%)
5.	More assignments would be helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (7.5%)	148 (4.2%)	0 (0.0%)	0 (0.0%)	10 (7.5%)	197 (4.1%)
4.	430 MC	How adequate was your <u>background</u> for this course?									
	number of responses (N)	7	7	18	133	3435	7	18	133	4752	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Background courses were satisfactory.	0	5 (71.4%)	5 (71.4%)	15 (83.3%)	111 (83.5%)	2789 (81.2%)	5 (71.4%)	15 (83.3%)	111 (83.5%)	3834 (80.7%)
2.	Not adequate because previous background courses were too elementary.	0	1 (14.3%)	1 (14.3%)	1 (5.6%)	8 (6.0%)	167 (4.9%)	1 (14.3%)	1 (5.6%)	8 (6.0%)	234 (4.9%)
3.	Not adequate because previous background course were poorly taught.	0	0 (0.0%)	0 (0.0%)	1 (5.6%)	4 (3.0%)	165 (4.8%)	0 (0.0%)	1 (5.6%)	4 (3.0%)	260 (5.5%)

4.	Both (b) and (c).	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	68 (2.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	102 (2.1%)
5.	Not adequate for other reasons.	0	1 (14.3%)	1 (14.3%)	1 (5.6%)	9 (6.8%)	246 (7.2%)	1 (14.3%)	1 (5.6%)	9 (6.8%)	322 (6.8%)
5.	431 MC	Was the <u>instructor's presentation</u> effective in helping you understand the material associated with the course?									
	number of responses (N)	7	7	18	133	3571	7	18	133	4929	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Extremely effective.	0	3 (42.9%)	3 (42.9%)	9 (50.0%)	34 (25.6%)	1053 (29.5%)	3 (42.9%)	9 (50.0%)	34 (25.6%)	1445 (29.3%)
2.	Quite good.	0	3 (42.9%)	3 (42.9%)	8 (44.4%)	57 (42.9%)	1281 (35.9%)	3 (42.9%)	8 (44.4%)	57 (42.9%)	1747 (35.4%)
3.	Adequate.	0	1 (14.3%)	1 (14.3%)	1 (5.6%)	31 (23.3%)	773 (21.6%)	1 (14.3%)	1 (5.6%)	31 (23.3%)	1070 (21.7%)
4.	Less than helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (7.5%)	319 (8.9%)	0 (0.0%)	0 (0.0%)	10 (7.5%)	460 (9.3%)
5.	Not helpful at all.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	145 (4.1%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	207 (4.2%)
6.	432 MC	How do you feel about the instructor's handling of the <u>class procedures</u> (planning work, making assignments, announcing quizzes, etc.)?									
	number of responses (N)	7	7	18	138	3575	7	18	138	4932	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Highly systematic, well organized.	0	4 (57.1%)	4 (57.1%)	11 (61.1%)	58 (42.0%)	1667 (46.6%)	4 (57.1%)	11 (61.1%)	58 (42.0%)	2227 (45.2%)
2.	Moderately well organized.	0	3 (42.9%)	3 (42.9%)	7 (38.9%)	52 (37.7%)	1226 (34.3%)	3 (42.9%)	7 (38.9%)	52 (37.7%)	1707 (34.6%)
3.	Somewhat organized.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	23 (16.7%)	431 (12.1%)	0 (0.0%)	0 (0.0%)	23 (16.7%)	630 (12.8%)
4.	Organization inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (3.6%)	140 (3.9%)	0 (0.0%)	0 (0.0%)	5 (3.6%)	203 (4.1%)
5.	Confusing, unsystematic.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	111 (3.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	165 (3.3%)
7.	433 MC	Was the instructor receptive and responsive to <u>students' questions</u> ?									
	number of responses (N)	7	7	18	136	3556	7	18	136	4903	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Encouraged questions; answered them very effectively.	0	7 (100.0%)	7 (100.0%)	18 (100.0%)	77 (56.6%)	1827 (51.4%)	7 (100.0%)	18 (100.0%)	77 (56.6%)	2483 (50.6%)
	Encouraged										

2.	questions; answered them adequately.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	47 (34.6%)	1133 (31.9%)	0 (0.0%)	0 (0.0%)	47 (34.6%)	1584 (32.3%)
3.	Did not particularly encourage questions, but answered them.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (6.6%)	357 (10.0%)	0 (0.0%)	0 (0.0%)	9 (6.6%)	494 (10.1%)
4.	Was ineffective in understanding and answering questions.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.2%)	197 (5.5%)	0 (0.0%)	0 (0.0%)	3 (2.2%)	286 (5.8%)
5.	Tended to discourage questions in class.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	42 (1.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	56 (1.1%)
8.	434 MC	How <u>accessible and helpful</u> was the instructor?									
	number of responses (N)	7	7	18	134	3530	7	18	134	4853	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.	Usually accessible and helpful.	0	7 (100.0%)	7 (100.0%)	15 (83.3%)	100 (74.6%)	2022 (57.3%)	7 (100.0%)	15 (83.3%)	100 (74.6%)	2788 (57.4%)
2.	Usually accessible but not helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (4.5%)	196 (5.6%)	0 (0.0%)	0 (0.0%)	6 (4.5%)	288 (5.9%)
3.	Rarely accessible but helpful.	0	0 (0.0%)	0 (0.0%)	2 (11.1%)	12 (9.0%)	118 (3.3%)	0 (0.0%)	2 (11.1%)	12 (9.0%)	186 (3.8%)
4.	Rarely accessible and not helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.5%)	93 (2.6%)	0 (0.0%)	0 (0.0%)	2 (1.5%)	114 (2.3%)
5.	I never sought assistance.	0	0 (0.0%)	0 (0.0%)	1 (5.6%)	14 (10.4%)	1101 (31.2%)	0 (0.0%)	1 (5.6%)	14 (10.4%)	1477 (30.4%)
9.	435 MC	How <u>intellectually</u> stimulating was the instructor?									
	number of responses (N)	7	7	18	136	3539	7	18	136	4876	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.	Outstanding in this respect.	0	3 (42.9%)	3 (42.9%)	9 (50.0%)	32 (23.5%)	809 (22.9%)	3 (42.9%)	9 (50.0%)	32 (23.5%)	1132 (23.2%)
	Very intellectually										

2.	stimulating and challenging.	0	3 (42.9%)	3 (42.9%)	8 (44.4%)	58 (42.6%)	1082 (30.6%)	3 (42.9%)	8 (44.4%)	58 (42.6%)	1506 (30.9%)
3.	Moderately stimulating and thought-provoking.	0	1 (14.3%)	1 (14.3%)	1 (5.6%)	30 (22.1%)	962 (27.2%)	1 (14.3%)	1 (5.6%)	30 (22.1%)	1308 (26.8%)
4.	Somewhat thought-provoking.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (8.1%)	353 (10.0%)	0 (0.0%)	0 (0.0%)	11 (8.1%)	477 (9.8%)
5.	Not stimulating.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (3.7%)	333 (9.4%)	0 (0.0%)	0 (0.0%)	5 (3.7%)	453 (9.3%)
10.	436 MC	With regard to the <u>number of examinations</u> and/or quizzes in this course, there were:									
	number of responses (N)	7	7	18	119	3301	7	18	119	4612	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Too few.	0	0 (0.0%)	0 (0.0%)	1 (5.6%)	10 (8.4%)	267 (8.1%)	0 (0.0%)	1 (5.6%)	10 (8.4%)	368 (8.0%)
2.	About the right number.	0	7 (100.0%)	7 (100.0%)	17 (94.4%)	106 (89.1%)	2899 (87.8%)	7 (100.0%)	17 (94.4%)	106 (89.1%)	4056 (87.9%)
3.	Too many.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	135 (4.1%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	188 (4.1%)
11.	437 MC	In general, how did you feel about the <u>clearness of examination questions</u> ?									
	number of responses (N)	7	7	18	119	3268	7	18	119	4576	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Consistently very clear.	0	5 (71.4%)	5 (71.4%)	13 (72.2%)	63 (52.9%)	1680 (51.4%)	5 (71.4%)	13 (72.2%)	63 (52.9%)	2315 (50.6%)
2.	Moderately clear.	0	2 (28.6%)	2 (28.6%)	5 (27.8%)	47 (39.5%)	1303 (39.9%)	2 (28.6%)	5 (27.8%)	47 (39.5%)	1884 (41.2%)
3.	Often vague and ambiguous.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (7.6%)	285 (8.7%)	0 (0.0%)	0 (0.0%)	9 (7.6%)	377 (8.2%)
12.	438 MC	Concerning the <u>relevance of test questions</u> to the course content, the questions provided:									
	number of responses (N)	7	7	18	117	3256	7	18	117	4558	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Complete coverage of important points.	0	5 (71.4%)	5 (71.4%)	14 (77.8%)	51 (43.6%)	1427 (43.8%)	5 (71.4%)	14 (77.8%)	51 (43.6%)	1951 (42.8%)
2.	Adequate overall coverage.	0	2 (28.6%)	2 (28.6%)	4 (22.2%)	60 (51.3%)	1507 (46.3%)	2 (28.6%)	4 (22.2%)	60 (51.3%)	2174 (47.7%)
3.	Poor overall coverage.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.9%)	121 (3.7%)	0 (0.0%)	0 (0.0%)	1 (0.9%)	184 (4.0%)

4.	Too much emphasis on details.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (4.3%)	201 (6.2%)	0 (0.0%)	0 (0.0%)	5 (4.3%)	249 (5.5%)
13.	439 MC	Concerning <u>strictness in grading</u> the examination(s), the standards were:									
	number of responses (N)	7	7	18	117	3290	7	18	117	4599	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Unreasonably strict.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.6%)	316 (9.6%)	0 (0.0%)	0 (0.0%)	3 (2.6%)	438 (9.5%)
2.	Strict but fair.	0	1 (14.3%)	1 (14.3%)	3 (16.7%)	30 (25.6%)	1107 (33.6%)	1 (14.3%)	3 (16.7%)	30 (25.6%)	1607 (34.9%)
3.	About right.	0	6 (85.7%)	6 (85.7%)	15 (83.3%)	84 (71.8%)	1846 (56.1%)	6 (85.7%)	15 (83.3%)	84 (71.8%)	2529 (55.0%)
4.	Too lenient.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (0.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	25 (0.5%)
14.	440 MC	With regard to <u>consistency in grading</u> the examination(s), the standards were:									
	number of responses (N)	7	7	18	119	3248	7	18	119	4534	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Always consistent.	0	6 (85.7%)	6 (85.7%)	12 (66.7%)	60 (50.4%)	1930 (59.4%)	6 (85.7%)	12 (66.7%)	60 (50.4%)	2629 (58.0%)
2.	Usually consistent.	0	1 (14.3%)	1 (14.3%)	6 (33.3%)	56 (47.1%)	1186 (36.5%)	1 (14.3%)	6 (33.3%)	56 (47.1%)	1731 (38.2%)
3.	Seldom consistent.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	132 (4.1%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	174 (3.8%)
15.	441 MC	In general, were the laboratory experiments of <u>value</u> either in developing techniques and experience or in contributing to understanding of the subject?									
	number of responses (N)	0	0	0	31	1794	0	0	31	2610	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Extremely valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (35.5%)	395 (22.0%)	0 (0.0%)	0 (0.0%)	11 (35.5%)	513 (19.7%)
2.	Very valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	13 (41.9%)	622 (34.7%)	0 (0.0%)	0 (0.0%)	13 (41.9%)	886 (33.9%)
3.	Moderately valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (16.1%)	483 (26.9%)	0 (0.0%)	0 (0.0%)	5 (16.1%)	751 (28.8%)
4.	Somewhat valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.2%)	164 (9.1%)	0 (0.0%)	0 (0.0%)	1 (3.2%)	261 (10.0%)
5.	Of little value.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.2%)	130 (7.2%)	0 (0.0%)	0 (0.0%)	1 (3.2%)	199 (7.6%)
16.	442 MC	In explaining the laboratory and assisting the student during the laboratory, <u>the instructor</u> was:									
	number of responses (N)	0	0	0	30	1760	0	0	30	2573	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	17 (56.7%)	1000 (56.8%)	0 (0.0%)	0 (0.0%)	17 (56.7%)	1408 (54.7%)
2.	Sometimes	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (36.7%)	561 (31.0%)	0 (0.0%)	0 (0.0%)	11 (36.7%)	854 (33.2%)

2.	helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (30.7%)	301 (51.9%)	0 (0.0%)	0 (0.0%)	11 (30.7%)	301 (51.9%)
3.	Of little help.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	124 (7.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	209 (8.1%)
4.	Seriously deficient.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (6.7%)	75 (4.3%)	0 (0.0%)	0 (0.0%)	2 (6.7%)	102 (4.0%)
17.	443 MC	Was the laboratory instructor receptive and responsive to <u>students' questions</u> ?									
	number of responses (N)	0	0	0	32	1754	0	0	32	2560	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Encouraged questions; answered them effectively.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	16 (50.0%)	811 (46.2%)	0 (0.0%)	0 (0.0%)	16 (50.0%)	1150 (44.9%)
2.	Encouraged questions; answered them adequately.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (37.5%)	542 (30.9%)	0 (0.0%)	0 (0.0%)	12 (37.5%)	809 (31.6%)
3.	Did not particularly encourage questions, but answered them.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	267 (15.2%)	0 (0.0%)	0 (0.0%)	3 (9.4%)	386 (15.1%)
4.	Was ineffective in understanding and answering questions.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.1%)	113 (6.4%)	0 (0.0%)	0 (0.0%)	1 (3.1%)	180 (7.0%)
5.	Tended to discourage questions in class.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (1.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	35 (1.4%)
18.	444 MC	How <u>available and helpful</u> was the laboratory instructor outside of class?									
	number of responses (N)	0	0	0	33	1716	0	0	33	2497	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Usually available and helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	23 (69.7%)	807 (47.0%)	0 (0.0%)	0 (0.0%)	23 (69.7%)	1156 (46.3%)
2.	Usually available but not helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.0%)	92 (5.4%)	0 (0.0%)	0 (0.0%)	1 (3.0%)	153 (6.1%)
3.	Rarely available but helpful	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (9.1%)	73 (4.3%)	0 (0.0%)	0 (0.0%)	3 (9.1%)	112 (4.5%)
	Rarely										

4.	available and not helpful	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.0%)	50 (2.9%)	0 (0.0%)	0 (0.0%)	1 (3.0%)	70 (2.8%)
5.	I don't know; I never sought assistance.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (15.2%)	694 (40.4%)	0 (0.0%)	0 (0.0%)	5 (15.2%)	1006 (40.3%)
19.	445 MC	For the laboratory, the <u>written materials, manuals, instructions sheets, etc.</u> were:									
	number of responses (N)	0	0	0	30	1713	0	0	30	2489	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Extremely helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	13 (43.3%)	384 (22.4%)	0 (0.0%)	0 (0.0%)	13 (43.3%)	489 (19.6%)
2.	Very helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (30.0%)	584 (34.1%)	0 (0.0%)	0 (0.0%)	9 (30.0%)	841 (33.8%)
3.	Adequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (20.0%)	529 (30.9%)	0 (0.0%)	0 (0.0%)	6 (20.0%)	834 (33.5%)
4.	Somewhat helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.3%)	150 (8.8%)	0 (0.0%)	0 (0.0%)	1 (3.3%)	230 (9.2%)
5.	No helpful.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.3%)	66 (3.9%)	0 (0.0%)	0 (0.0%)	1 (3.3%)	95 (3.8%)
20.	446 MC	Concerning the grading of <u>laboratory notebooks and reports</u> , the instructor was:									
	number of responses (N)	0	0	0	34	1675	0	0	34	2427	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Usually fair and thorough.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (58.8%)	1091 (65.1%)	0 (0.0%)	0 (0.0%)	20 (58.8%)	1547 (63.7%)
2.	Usually too strict but thorough.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (17.6%)	290 (17.3%)	0 (0.0%)	0 (0.0%)	6 (17.6%)	459 (18.9%)
3.	Often not thorough.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.9%)	75 (4.5%)	0 (0.0%)	0 (0.0%)	1 (2.9%)	123 (5.1%)
4.	This question does not apply.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (20.6%)	219 (13.1%)	0 (0.0%)	0 (0.0%)	7 (20.6%)	298 (12.3%)
21.	447 MC	Concerning the <u>organization of the laboratory</u> , the materials, supplies, and room were usually:									
	number of responses (N)	0	0	0	28	1659	0	0	28	2432	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very well organized, neat.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	17 (60.7%)	957 (57.7%)	0 (0.0%)	0 (0.0%)	17 (60.7%)	1407 (57.9%)
2.	Moderately well organized, adequately neat.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (39.3%)	617 (37.2%)	0 (0.0%)	0 (0.0%)	11 (39.3%)	914 (37.6%)
	Poorly										

3.	organized, lacking in neatness.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	85 (5.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	111 (4.6%)
22.	448 MC	How well did the <u>printed, CD, or Web material</u> , provided prior to the beginning of the course, describe how the course would operate?									
	number of responses (N)	0	0	0	19	851	0	0	19	1210	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	97 (11.4%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	124 (10.2%)
2.	Good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (26.3%)	124 (14.6%)	0 (0.0%)	0 (0.0%)	5 (26.3%)	174 (14.4%)
3.	Adequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	64 (7.5%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	97 (8.0%)
4.	Inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	39 (4.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	49 (4.0%)
5.	Not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (52.6%)	527 (61.9%)	0 (0.0%)	0 (0.0%)	10 (52.6%)	766 (63.3%)
23.	449 MC	The <u>technical quality</u> of the lessons presented on video, TV, or over the Web was:									
	number of responses (N)	0	0	0	19	840	0	0	19	1198	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	81 (9.6%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	107 (8.9%)
2.	Good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (26.3%)	106 (12.6%)	0 (0.0%)	0 (0.0%)	5 (26.3%)	148 (12.4%)
3.	Adequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	56 (6.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	76 (6.3%)
4.	Inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	24 (2.9%)	0 (0.0%)	0 (0.0%)	3 (15.8%)	31 (2.6%)
5.	Not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (42.1%)	573 (68.2%)	0 (0.0%)	0 (0.0%)	8 (42.1%)	836 (69.8%)
24.	450 MC	The instructional quality of the lessons on video, TV, or over the Web was:									
	number of responses (N)	0	0	0	19	836	0	0	19	1195	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	83 (9.9%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	111 (9.3%)
2.	Good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	89 (10.6%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	120 (10.0%)
3.	Adequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	58 (6.9%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	85 (7.1%)
4.	Inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	27 (3.2%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	34 (2.8%)
5.	Not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (47.4%)	579 (69.3%)	0 (0.0%)	0 (0.0%)	9 (47.4%)	845 (70.7%)
25.	451 MC	The <u>Web access</u> to course materials was:									
	number of responses (N)	0	0	0	20	872	0	0	20	1255	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	126 (14.4%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	186 (14.8%)

2.	Good.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (25.0%)	139 (15.9%)	0 (0.0%)	0 (0.0%)	5 (25.0%)	224 (17.8%)
3.	Adequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	65 (7.5%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	103 (8.2%)
4.	Inadequate.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.0%)	37 (4.2%)	0 (0.0%)	0 (0.0%)	1 (5.0%)	47 (3.7%)
5.	Not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (40.0%)	505 (57.9%)	0 (0.0%)	0 (0.0%)	8 (40.0%)	695 (55.4%)
26.	452 MC	<u>Communication with other students</u> in the class was:									
	number of responses (N)	0	0	0	19	869	0	0	19	1248	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Very valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	147 (16.9%)	0 (0.0%)	0 (0.0%)	4 (21.1%)	218 (17.5%)
2.	Somewhat valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (36.8%)	180 (20.7%)	0 (0.0%)	0 (0.0%)	7 (36.8%)	263 (21.1%)
3.	Not valuable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	63 (7.2%)	0 (0.0%)	0 (0.0%)	1 (5.3%)	82 (6.6%)
4.	Too complicated to both with.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	19 (2.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	21 (1.7%)
5.	Not applicable.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (36.8%)	460 (52.9%)	0 (0.0%)	0 (0.0%)	7 (36.8%)	664 (53.2%)
27.	453 MC	Compared with a <u>face-to-face version</u> of this course, this distance learning course was:									
	number of responses (N)	0	0	0	9	291	0	0	9	385	
	weighted average	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.	Superior.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	43 (14.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (13.0%)
2.	Better.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	52 (17.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	66 (17.1%)
3.	The same.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	71 (24.4%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	103 (26.8%)
4.	Inferior.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	33 (11.3%)	0 (0.0%)	0 (0.0%)	4 (44.4%)	50 (13.0%)
5.	Very inferior.	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (11.1%)	92 (31.6%)	0 (0.0%)	0 (0.0%)	1 (11.1%)	116 (30.1%)

Responses to open-ended questions

The College of Science is particularly interested your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

28. 454 OE

- the instructor
- the course materials (notes, textbooks, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.)

GREAT JOB CARL!

I really did learn a lot from the class. Carl is a great prof cause he puts up with me and my occasionally negative attitude toward programming.... Bruuuuuuuce!!!!

Everything was fine, don't change a thing, thanks Carl! Bruuuuuuuuce!!

It would be easier if the IDL programming class was prerequired.

one of the best classes i've ever taken. i learned a ton about image processing. carl is a great teacher. the pace of the class was fine, not too fast, not too slow. i liked having the powerpoint slides available online to view later. carl was always available for questions, either about class or other things. homework assignments were fine. oral exams were ok too, not as bad as they sound. i guess the only (minor) complaint was that we could have gotten our graded programs back a little sooner. but other than that, i cant say enough good things.

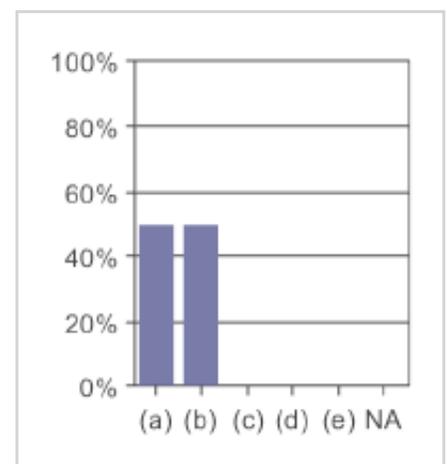
OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Process I
Quarter: 20053
Total responses: 8

PART 1

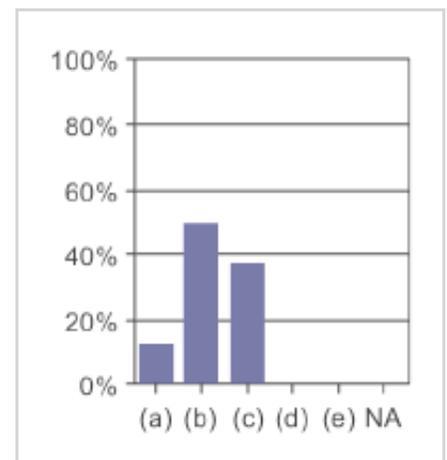
1) What is your present feeling about how much you learned in this course? (8 answered)

option	text	number	percent
(a)	I learned an exceptional amount about his subject.	4	50.0%
(b)	I learned a lot.	4	50.0%
(c)	I learned a moderate amount.	0	0.0%
(d)	I learned a little.	0	0.0%
(e)	I learned practically nothing.	0	0.0%
	Not Answered	0	0.0%



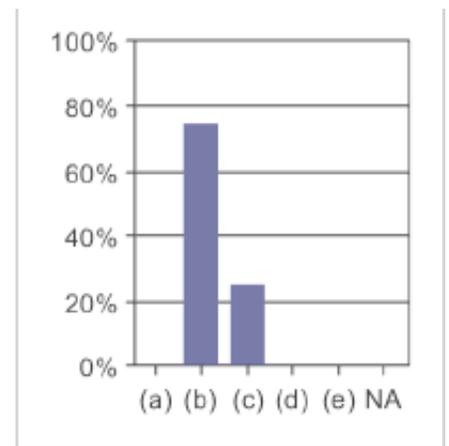
2) What is your opinion of the principal course materials (textbooks, course notes, CDs/videos, etc.) of this course? (8 answered)

option	text	number	percent
(a)	Exceptionally good materials for the course.	1	12.5%
(b)	Good materials for the course.	4	50.0%
(c)	Adequate materials for the course.	3	37.5%
(d)	The materials were somewhat deficient or inadequate.	0	0.0%
(e)	Decidedly inferior materials.	0	0.0%
	Not Answered	0	0.0%



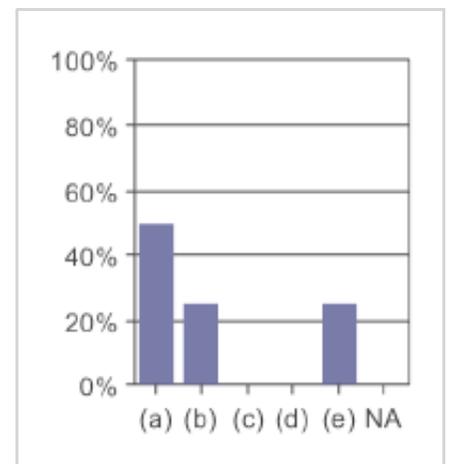
3) In general, how do you feel about the assignments? (8 answered)

option	text	number	percent
(a)	This question is not applicable.	0	0.0%
(b)	Work was relevant to the course; the amount was about right.	6	75.0%
(c)	Work was relevant to the course; but the amount was too much.	2	25.0%
(d)	Assignments were not relevant to the course.	0	0.0%
(e)	More assignments would be helpful.	0	0.0%
	Not Answered	0	0.0%



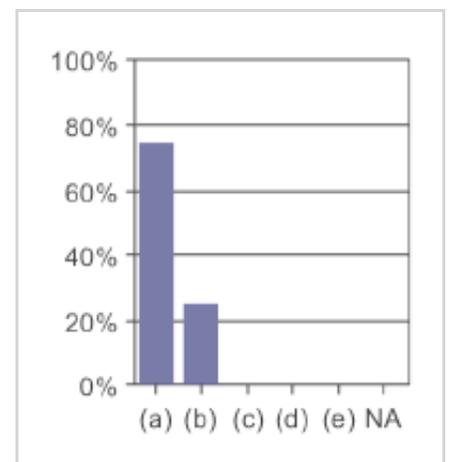
4) How adequate was your background for this course? (8 answered)

option	text	number	percent
(a)	Background courses were satisfactory.	4	50.0%
(b)	Not adequate because previous background courses were too elementary.	2	25.0%
(c)	Not adequate because previous background course were poorly taught.	0	0.0%
(d)	Both (b) and (c).	0	0.0%
(e)	Not adequate for other reasons.	2	25.0%
	Not Answered	0	0.0%



5) Was the instructor's presentation effective in helping you understand the material associated with the course? (8 answered)

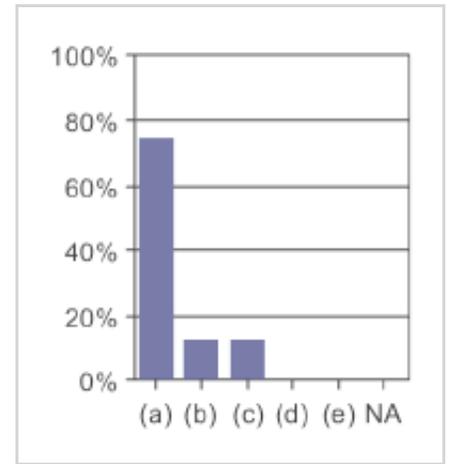
option	text	number	percent
(a)	Extremely effective.	6	75.0%
(b)	Quite good.	2	25.0%
(c)	Adequate.	0	0.0%
(d)	Less than helpful.	0	0.0%
(e)	Not helpful at all.	0	0.0%
	Not Answered	0	0.0%



6) How do you feel about the instructor's handling of the class procedures

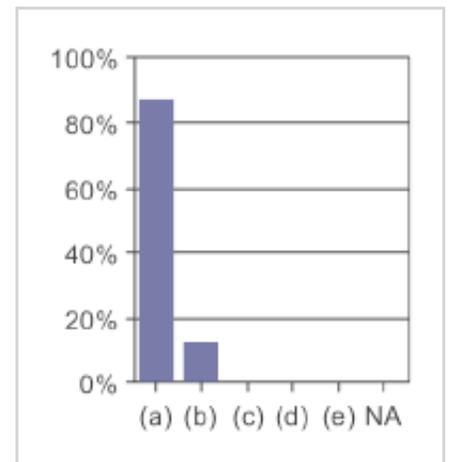
(planning work, making assignments, announcing quizzes, etc.)? (8 answered)

option	text	number	percent
(a)	Highly systematic, well organized.	6	75.0%
(b)	Moderately well organized.	1	12.5%
(c)	Somewhat organized.	1	12.5%
(d)	Organization inadequate.	0	0.0%
(e)	Confusing, unsystematic.	0	0.0%
	Not Answered	0	0.0%



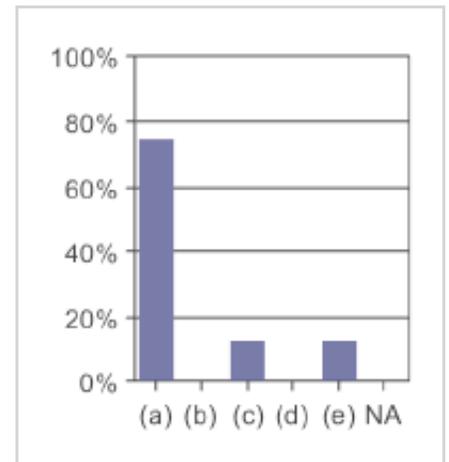
7) Was the instructor receptive and responsive to students' questions? (8 answered)

option	text	number	percent
(a)	Encouraged questions; answered them very effectively.	7	87.5%
(b)	Encouraged questions; answered them adequately.	1	12.5%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%
	Not Answered	0	0.0%



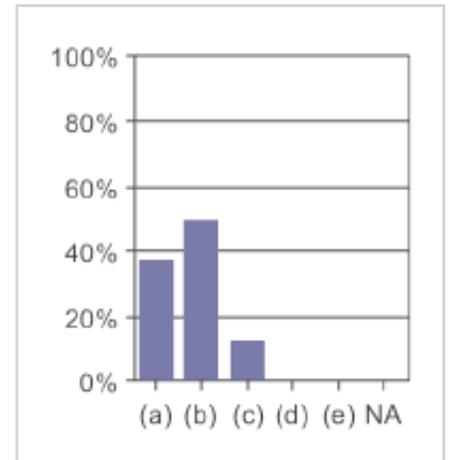
8) How accessible and helpful was the instructor? (8 answered)

option	text	number	percent
(a)	Usually accessible and helpful.	6	75.0%
(b)	Usually accessible but not helpful.	0	0.0%
(c)	Rarely accessible but helpful.	1	12.5%
(d)	Rarely accessible and not helpful.	0	0.0%
(e)	I never sought assistance.	1	12.5%
	Not Answered	0	0.0%



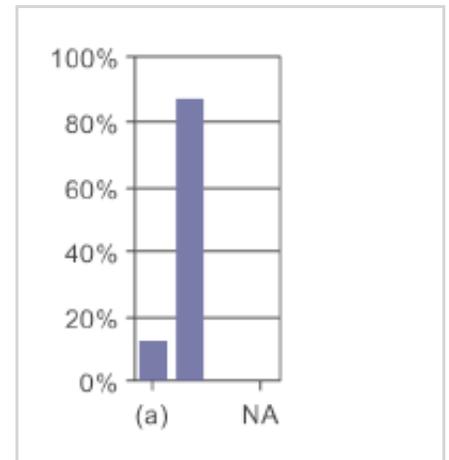
9) How intellectually stimulating was the instructor? (8 answered)

option	text	number	percent
(a)	Outstanding in this respect.	3	37.5%
(b)	Very intellectually stimulating and challenging.	4	50.0%
(c)	Moderately stimulating and thought-provoking.	1	12.5%
(d)	Somewhat thought-provoking.	0	0.0%
(e)	Not stimulating.	0	0.0%
	Not Answered	0	0.0%



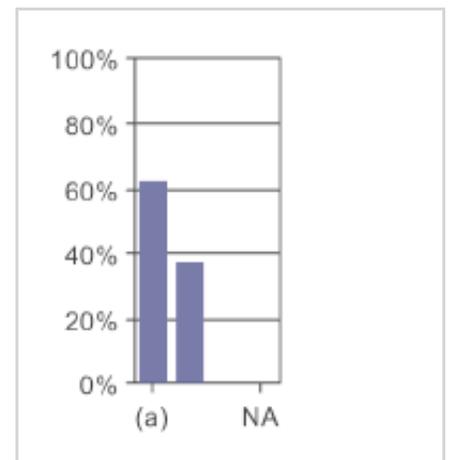
10) With regard to the number of examinations and/or quizzes in this course, there were: (8 answered)

option	text	number	percent
(a)	Too few.	1	12.5%
(b)	About the right number.	7	87.5%
(c)	Too many.	0	0.0%
	Not Answered	0	0.0%



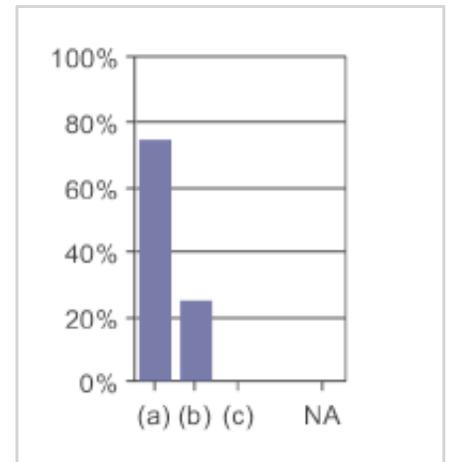
11) In general, how did you feel about the clearness of examination questions? (8 answered)

option	text	number	percent
(a)	Consistently very clear.	5	62.5%
(b)	Moderately clear.	3	37.5%
(c)	Often vague and ambiguous.	0	0.0%
	Not Answered	0	0.0%



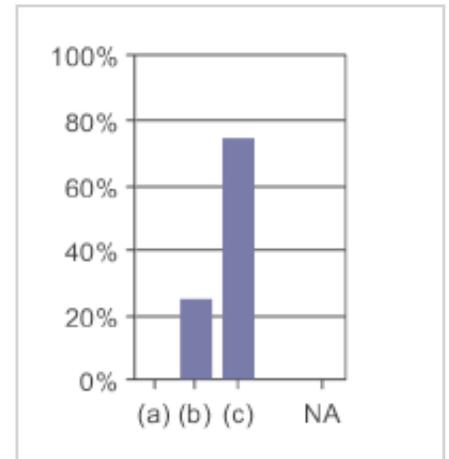
12) Concerning the relevance of test questions to the course content, the questions provided: (8 answered)

option	text	number	percent
(a)	Complete coverage of important points.	6	75.0%
(b)	Adequate overall coverage.	2	25.0%
(c)	Poor overall coverage.	0	0.0%
(d)	Too much emphasis on details.	0	0.0%
	Not Answered	0	0.0%



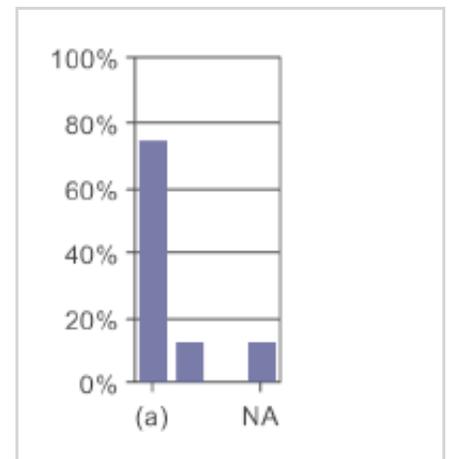
13) Concerning strictness in grading the examination(s), the standards were: (8 answered)

option	text	number	percent
(a)	Unreasonably strict.	0	0.0%
(b)	Strict but fair.	2	25.0%
(c)	About right.	6	75.0%
(d)	Too lenient.	0	0.0%
	Not Answered	0	0.0%



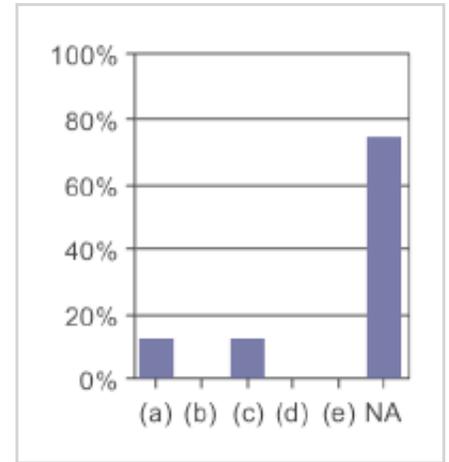
14) With regard to consistency in grading the examination(s), the standards were: (7 answered)

option	text	number	percent
(a)	Always consistent.	6	75.0%
(b)	Usually consistent.	1	12.5%
(c)	Seldom consistent.	0	0.0%
	Not Answered	1	12.5%



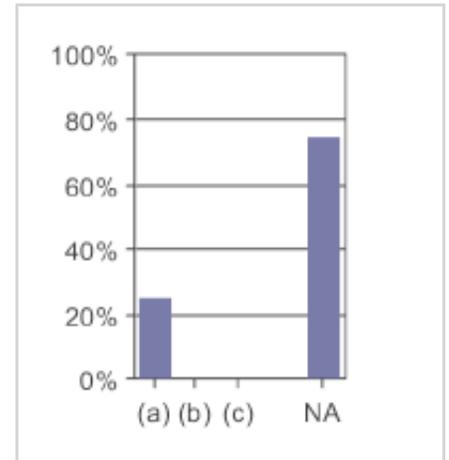
15) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding of the subject? (2 answered)

option	text	number	percent
(a)	Extremely valuable.	1	12.5%
(b)	Very valuable.	0	0.0%
(c)	Moderately valuable.	1	12.5%
(d)	Somewhat valuable.	0	0.0%
(e)	Of little value.	0	0.0%
	Not Answered	6	75.0%



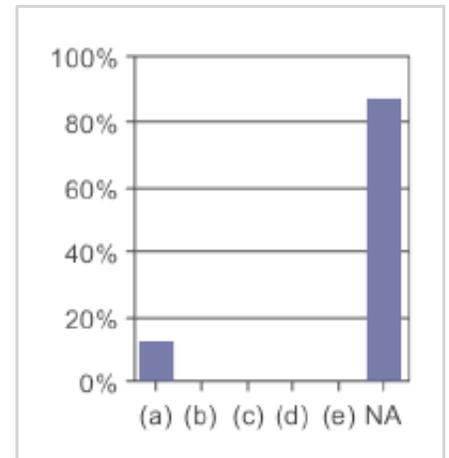
16) In explaining the laboratory and assisting the student during the laboratory, the instructor was: (2 answered)

option	text	number	percent
(a)	Very helpful.	2	25.0%
(b)	Sometimes helpful.	0	0.0%
(c)	Of little help.	0	0.0%
(d)	Seriously deficient.	0	0.0%
	Not Answered	6	75.0%



17) Was the laboratory instructor receptive and responsive to students' questions? (1 answered)

option	text	number	percent
(a)	Encouraged questions; answered them effectively.	1	12.5%
(b)	Encouraged questions; answered them adequately.	0	0.0%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%



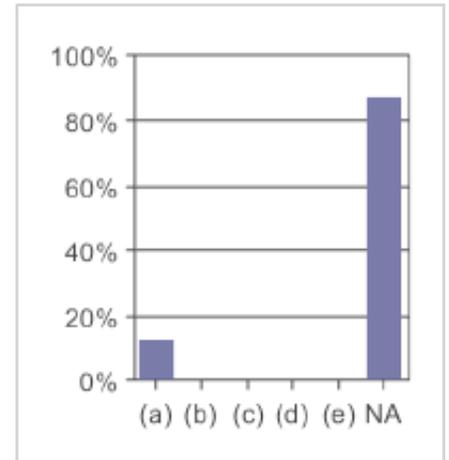
Not Answered

7

87.5%

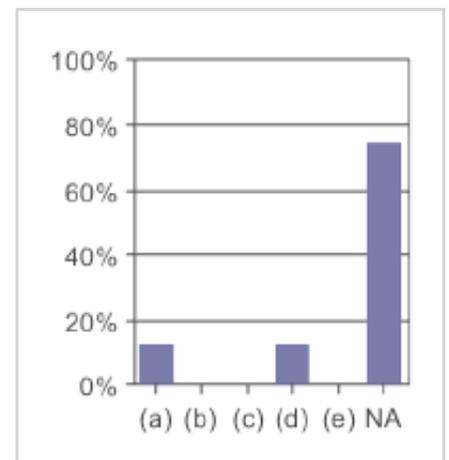
18) How available and helpful was the laboratory instructor outside of class?
(1 answered)

option	text	number	percent
(a)	Usually available and helpful.	1	12.5%
(b)	Usually available but not helpful.	0	0.0%
(c)	Rarely available but helpful	0	0.0%
(d)	Rarely available and not helpful	0	0.0%
(e)	I don't know; I never sought assistance.	0	0.0%
	Not Answered	7	87.5%



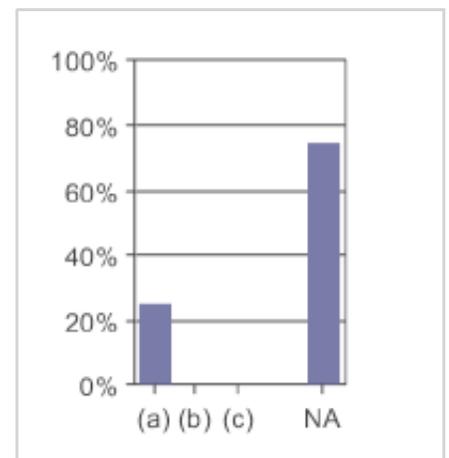
19) For the laboratory, the written materials, manuals, instructions sheets, etc. were: (2 answered)

option	text	number	percent
(a)	Extremely helpful.	1	12.5%
(b)	Very helpful.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Somewhat helpful.	1	12.5%
(e)	No helpful.	0	0.0%
	Not Answered	6	75.0%



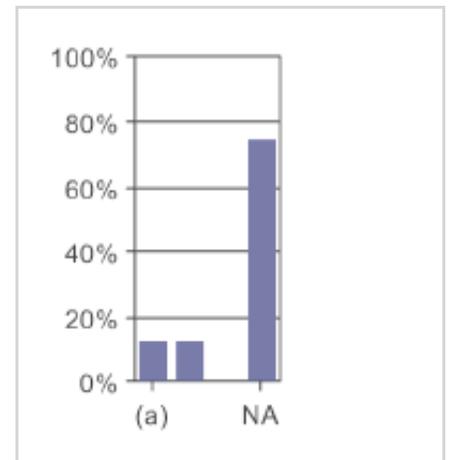
20) Concerning the grading of laboratory notebooks and reports, the instructor was: (2 answered)

option	text	number	percent
(a)	Usually fair and thorough.	2	25.0%
(b)	Usually too strict but thorough.	0	0.0%
(c)	Often not thorough.	0	0.0%
(d)	This question does not apply.	0	0.0%
	Not Answered	6	75.0%



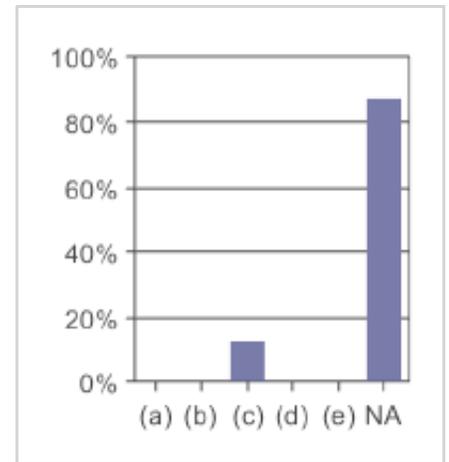
21) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (2 answered)

option	text	number	percent
(a)	Very well organized, neat.	1	12.5%
(b)	Moderately well organized, adequately neat.	1	12.5%
(c)	Poorly organized, lacking in neatness.	0	0.0%
	Not Answered	6	75.0%



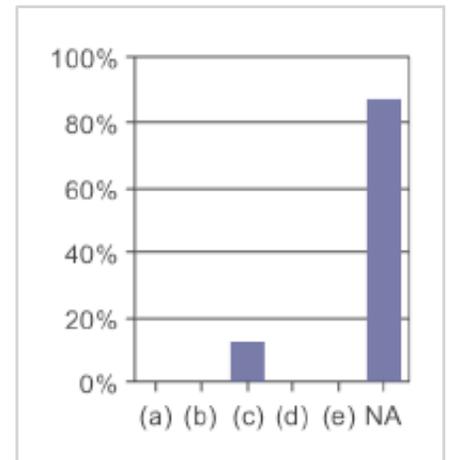
22) How well did the printed, CD, or Web material, provided prior to the beginning of the course, describe how the course would operate? (1 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	1	12.5%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	7	87.5%



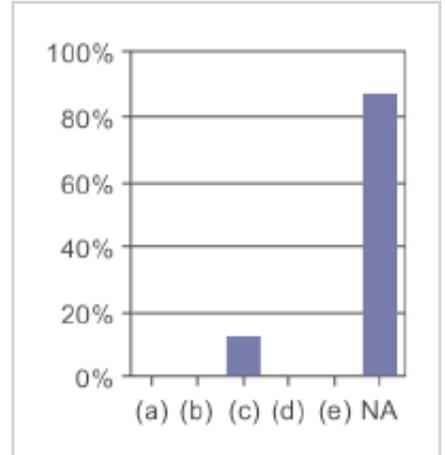
23) The technical quality of the lessons presented on video, TV, or over the Web was: (1 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	1	12.5%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	7	87.5%



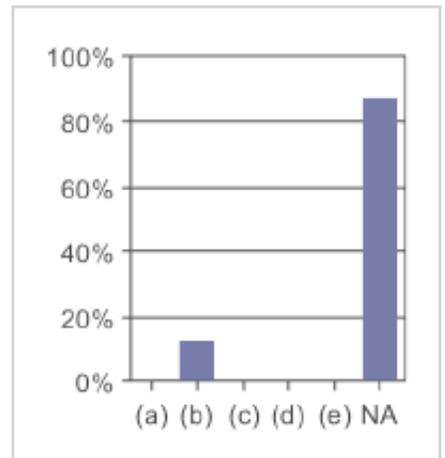
24) The instructional quality of the lessons on video, TV, or over the Web was: (1 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	1	12.5%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	7	87.5%



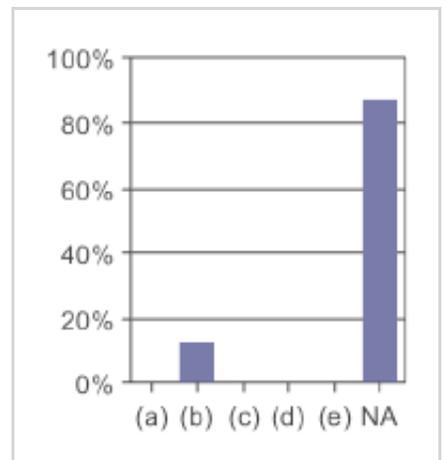
25) The Web access to course materials was: (1 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	1	12.5%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	7	87.5%



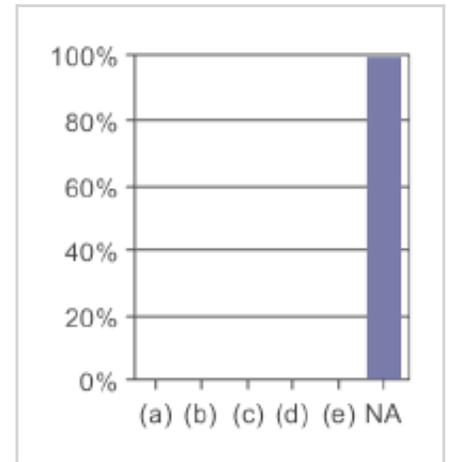
26) Communication with other students in the class was: (1 answered)

option	text	number	percent
(a)	Very valuable.	0	0.0%
(b)	Somewhat valuable.	1	12.5%
(c)	Not valuable.	0	0.0%
(d)	Too complicated to both with.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	7	87.5%



27) Compared with a face-to-face version of this course, this distance learning course was: (0 answered)

option	text	number	percent
(a)	Superior.	0	0.0%
(b)	Better.	0	0.0%
(c)	The same.	0	0.0%
(d)	Inferior.	0	0.0%
(e)	Very inferior.	0	0.0%
	Not Answered	8	100.0%



28) The College of Science is particularly interested your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbooks, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.) (2 answered)

- The book, while it might be one that most imaging scientists use, is not overly helpful for this course.
- It would be nice if due dates and class cancellations would be announced more than once in passing and posted online, since those who don't pay as much attention tend to miss these things and be confused.

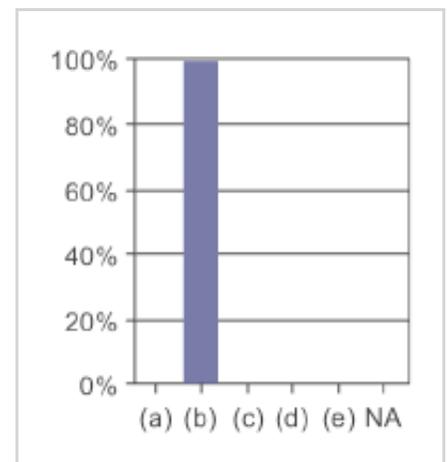
OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Process I
Quarter: 20061
Total responses: 3

PART 1

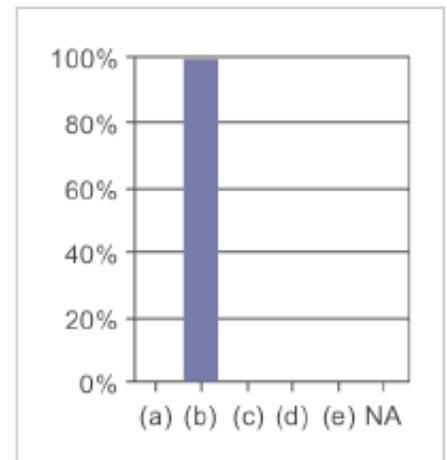
1) What is your present feeling about how much you learned in this course? (3 answered)

option	text	number	percent
(a)	I learned an exceptional amount about his subject.	0	0.0%
(b)	I learned a lot.	3	100.0%
(c)	I learned a moderate amount.	0	0.0%
(d)	I learned a little.	0	0.0%
(e)	I learned practically nothing.	0	0.0%
	Not Answered	0	0.0%



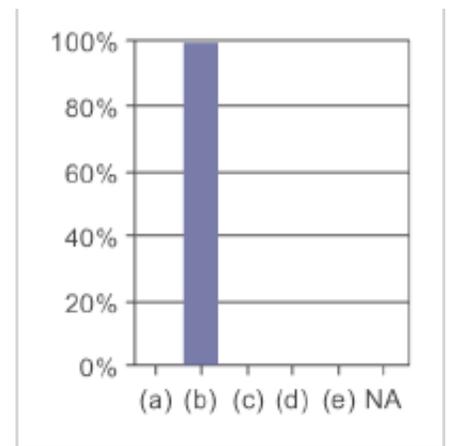
2) What is your opinion of the principal course materials (textbooks, course notes, CDs/videos, etc.) of this course? (3 answered)

option	text	number	percent
(a)	Exceptionally good materials for the course.	0	0.0%
(b)	Good materials for the course.	3	100.0%
(c)	Adequate materials for the course.	0	0.0%
(d)	The materials were somewhat deficient or inadequate.	0	0.0%
(e)	Decidedly inferior materials.	0	0.0%
	Not Answered	0	0.0%



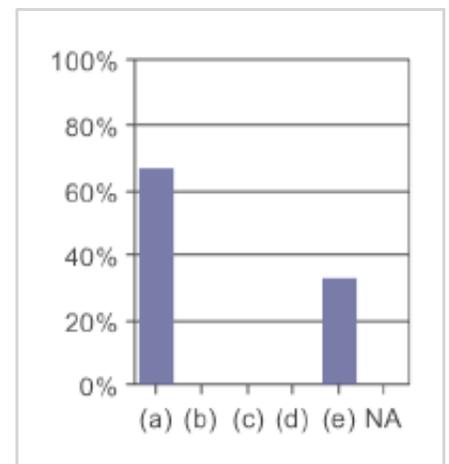
3) In general, how do you feel about the assignments? (3 answered)

option	text	number	percent
(a)	This question is not applicable.	0	0.0%
(b)	Work was relevant to the course; the amount was about right.	3	100.0%
(c)	Work was relevant to the course; but the amount was too much.	0	0.0%
(d)	Assignments were not relevant to the course.	0	0.0%
(e)	More assignments would be helpful.	0	0.0%
	Not Answered	0	0.0%



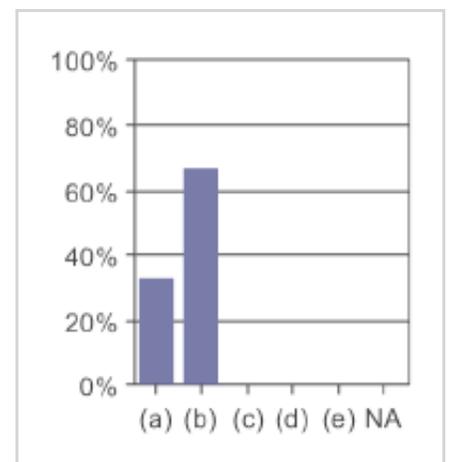
4) How adequate was your background for this course? (3 answered)

option	text	number	percent
(a)	Background courses were satisfactory.	2	66.7%
(b)	Not adequate because previous background courses were too elementary.	0	0.0%
(c)	Not adequate because previous background course were poorly taught.	0	0.0%
(d)	Both (b) and (c).	0	0.0%
(e)	Not adequate for other reasons.	1	33.3%
	Not Answered	0	0.0%



5) Was the instructor's presentation effective in helping you understand the material associated with the course? (3 answered)

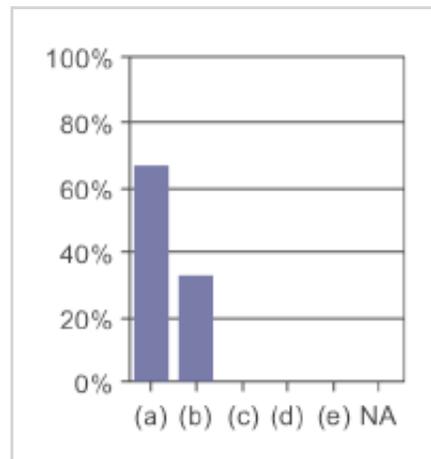
option	text	number	percent
(a)	Extremely effective.	1	33.3%
(b)	Quite good.	2	66.7%
(c)	Adequate.	0	0.0%
(d)	Less than helpful.	0	0.0%
(e)	Not helpful at all.	0	0.0%
	Not Answered	0	0.0%



6) How do you feel about the instructor's handling of the class procedures

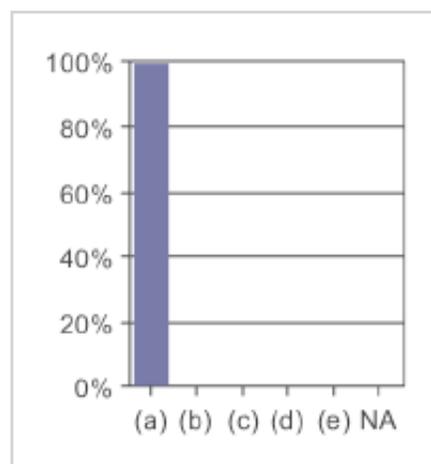
(planning work, making assignments, announcing quizzes, etc.)? (3 answered)

option	text	number	percent
(a)	Highly systematic, well organized.	2	66.7%
(b)	Moderately well organized.	1	33.3%
(c)	Somewhat organized.	0	0.0%
(d)	Organization inadequate.	0	0.0%
(e)	Confusing, unsystematic.	0	0.0%
	Not Answered	0	0.0%



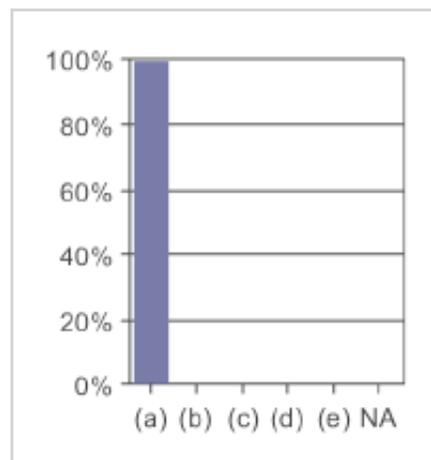
7) Was the instructor receptive and responsive to students' questions? (3 answered)

option	text	number	percent
(a)	Encouraged questions; answered them very effectively.	3	100.0%
(b)	Encouraged questions; answered them adequately.	0	0.0%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%
	Not Answered	0	0.0%



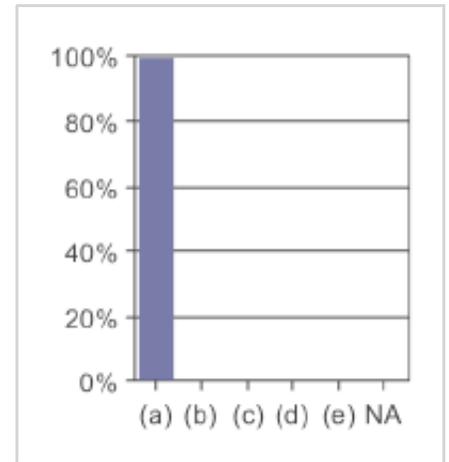
8) How accessible and helpful was the instructor? (3 answered)

option	text	number	percent
(a)	Usually accessible and helpful.	3	100.0%
(b)	Usually accessible but not helpful.	0	0.0%
(c)	Rarely accessible but helpful.	0	0.0%
(d)	Rarely accessible and not helpful.	0	0.0%
(e)	I never sought assistance.	0	0.0%
	Not Answered	0	0.0%



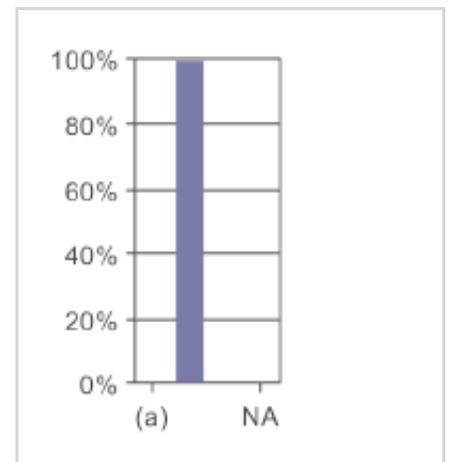
9) How intellectually stimulating was the instructor? (3 answered)

option	text	number	percent
(a)	Outstanding in this respect.	3	100.0%
(b)	Very intellectually stimulating and challenging.	0	0.0%
(c)	Moderately stimulating and thought-provoking.	0	0.0%
(d)	Somewhat thought-provoking.	0	0.0%
(e)	Not stimulating.	0	0.0%
	Not Answered	0	0.0%



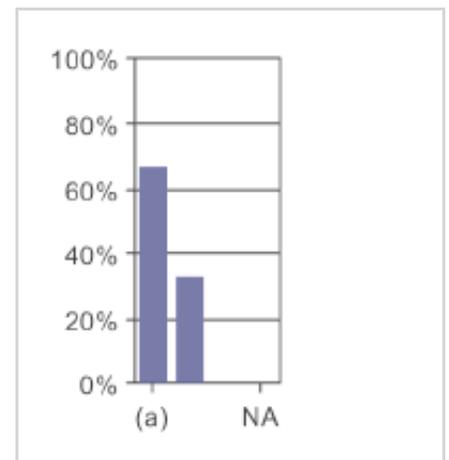
10) With regard to the number of examinations and/or quizzes in this course, there were: (3 answered)

option	text	number	percent
(a)	Too few.	0	0.0%
(b)	About the right number.	3	100.0%
(c)	Too many.	0	0.0%
	Not Answered	0	0.0%



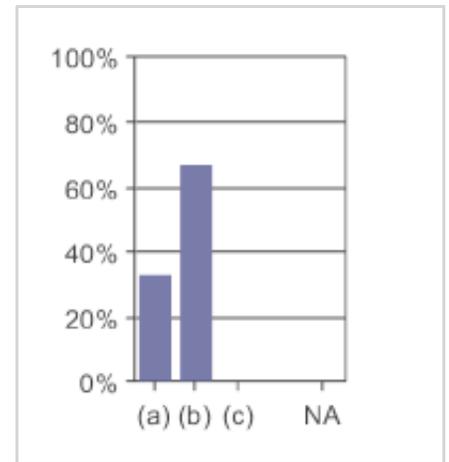
11) In general, how did you feel about the clearness of examination questions? (3 answered)

option	text	number	percent
(a)	Consistently very clear.	2	66.7%
(b)	Moderately clear.	1	33.3%
(c)	Often vague and ambiguous.	0	0.0%
	Not Answered	0	0.0%



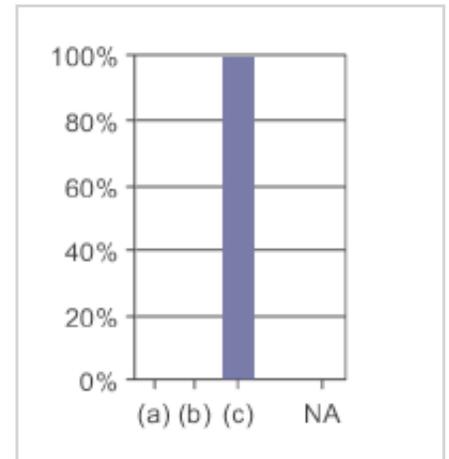
12) Concerning the relevance of test questions to the course content, the questions provided: (3 answered)

option	text	number	percent
(a)	Complete coverage of important points.	1	33.3%
(b)	Adequate overall coverage.	2	66.7%
(c)	Poor overall coverage.	0	0.0%
(d)	Too much emphasis on details.	0	0.0%
	Not Answered	0	0.0%



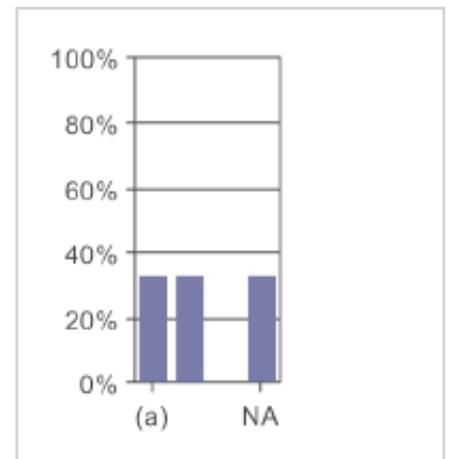
13) Concerning strictness in grading the examination(s), the standards were: (3 answered)

option	text	number	percent
(a)	Unreasonably strict.	0	0.0%
(b)	Strict but fair.	0	0.0%
(c)	About right.	3	100.0%
(d)	Too lenient.	0	0.0%
	Not Answered	0	0.0%



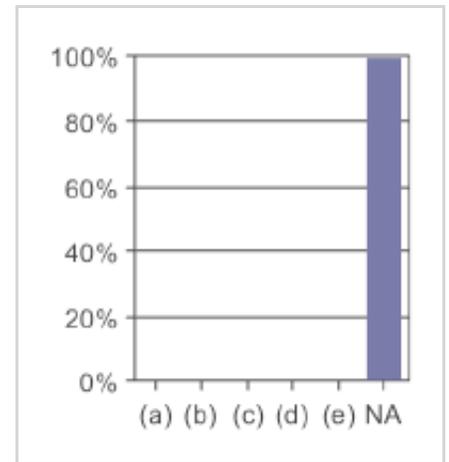
14) With regard to consistency in grading the examination(s), the standards were: (2 answered)

option	text	number	percent
(a)	Always consistent.	1	33.3%
(b)	Usually consistent.	1	33.3%
(c)	Seldom consistent.	0	0.0%
	Not Answered	1	33.3%



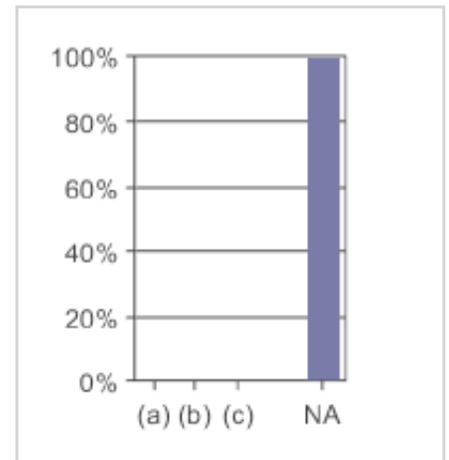
15) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding of the subject? (0 answered)

option	text	number	percent
(a)	Extremely valuable.	0	0.0%
(b)	Very valuable.	0	0.0%
(c)	Moderately valuable.	0	0.0%
(d)	Somewhat valuable.	0	0.0%
(e)	Of little value.	0	0.0%
	Not Answered	3	100.0%



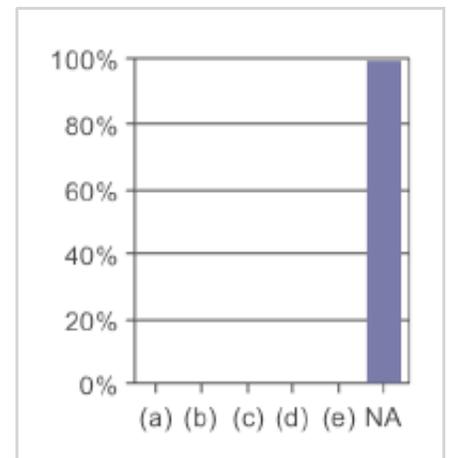
16) In explaining the laboratory and assisting the student during the laboratory, the instructor was: (0 answered)

option	text	number	percent
(a)	Very helpful.	0	0.0%
(b)	Sometimes helpful.	0	0.0%
(c)	Of little help.	0	0.0%
(d)	Seriously deficient.	0	0.0%
	Not Answered	3	100.0%



17) Was the laboratory instructor receptive and responsive to students' questions? (0 answered)

option	text	number	percent
(a)	Encouraged questions; answered them effectively.	0	0.0%
(b)	Encouraged questions; answered them adequately.	0	0.0%
(c)	Did not particularly encourage questions, but answered them.	0	0.0%
(d)	Was ineffective in understanding and answering questions.	0	0.0%
(e)	Tended to discourage questions in class.	0	0.0%



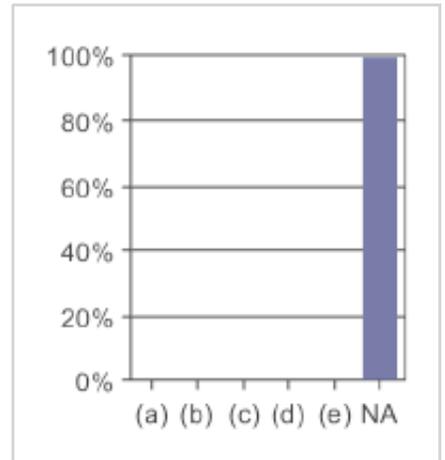
Not Answered

3

100.0%

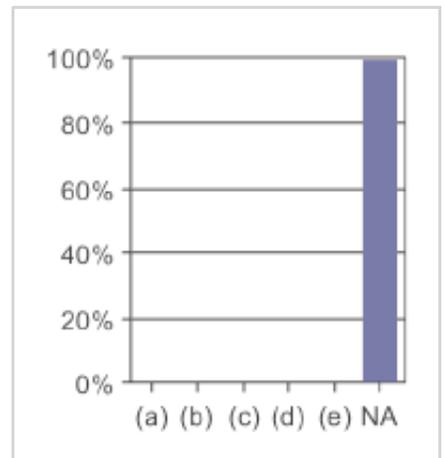
18) How available and helpful was the laboratory instructor outside of class?
(0 answered)

option	text	number	percent
(a)	Usually available and helpful.	0	0.0%
(b)	Usually available but not helpful.	0	0.0%
(c)	Rarely available but helpful	0	0.0%
(d)	Rarely available and not helpful	0	0.0%
(e)	I don't know; I never sought assistance.	0	0.0%
	Not Answered	3	100.0%



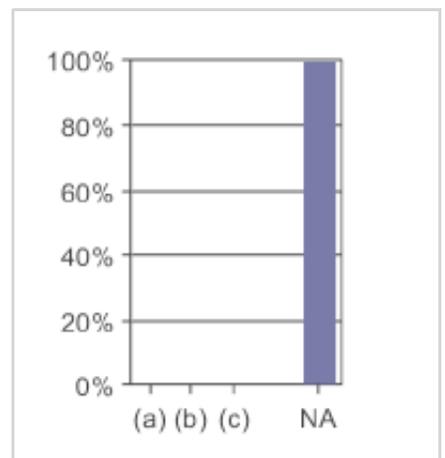
19) For the laboratory, the written materials, manuals, instructions sheets, etc. were: (0 answered)

option	text	number	percent
(a)	Extremely helpful.	0	0.0%
(b)	Very helpful.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Somewhat helpful.	0	0.0%
(e)	No helpful.	0	0.0%
	Not Answered	3	100.0%



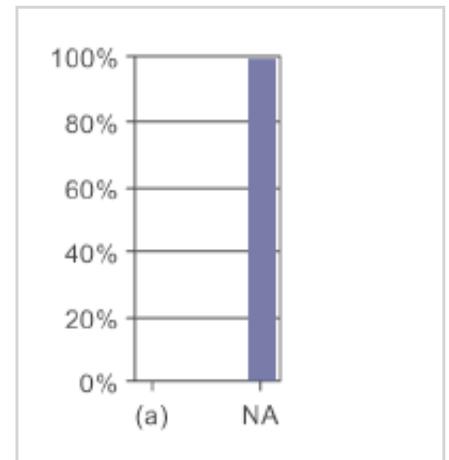
20) Concerning the grading of laboratory notebooks and reports, the instructor was: (0 answered)

option	text	number	percent
(a)	Usually fair and thorough.	0	0.0%
(b)	Usually too strict but thorough.	0	0.0%
(c)	Often not thorough.	0	0.0%
(d)	This question does not apply.	0	0.0%
	Not Answered	3	100.0%



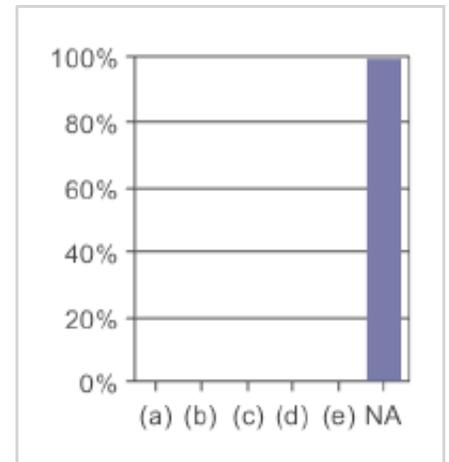
21) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (0 answered)

option	text	number	percent
(a)	Very well organized, neat.	0	0.0%
(b)	Moderately well organized, adequately neat.	0	0.0%
(c)	Poorly organized, lacking in neatness.	0	0.0%
	Not Answered	3	100.0%



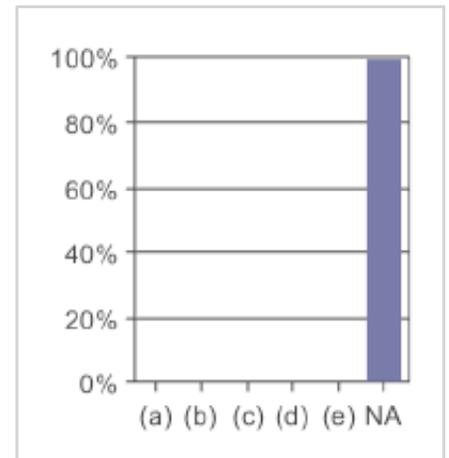
22) How well did the printed, CD, or Web material, provided prior to the beginning of the course, describe how the course would operate? (0 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	3	100.0%



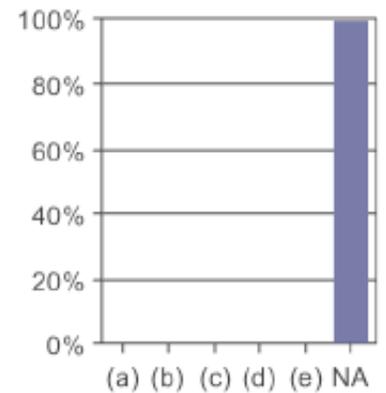
23) The technical quality of the lessons presented on video, TV, or over the Web was: (0 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	3	100.0%



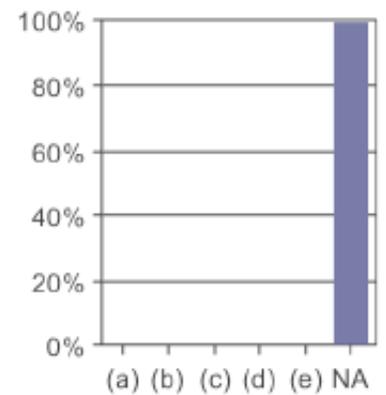
24) The instructional quality of the lessons on video, TV, or over the Web was: (0 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	3	100.0%



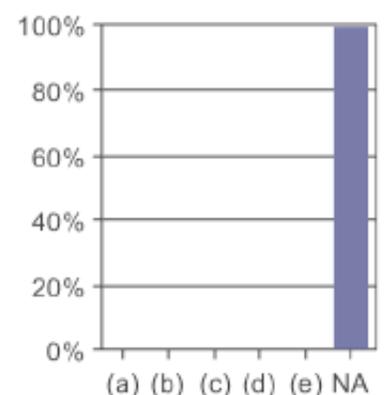
25) The Web access to course materials was: (0 answered)

option	text	number	percent
(a)	Very good.	0	0.0%
(b)	Good.	0	0.0%
(c)	Adequate.	0	0.0%
(d)	Inadequate.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	3	100.0%



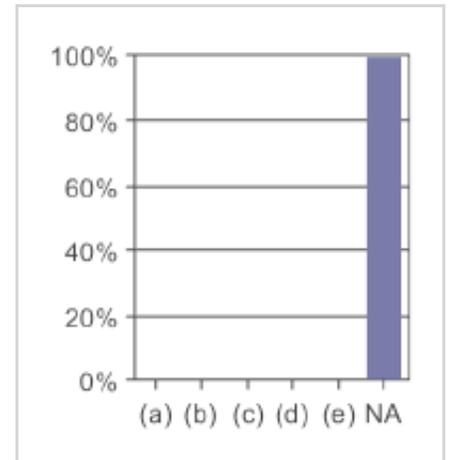
26) Communication with other students in the class was: (0 answered)

option	text	number	percent
(a)	Very valuable.	0	0.0%
(b)	Somewhat valuable.	0	0.0%
(c)	Not valuable.	0	0.0%
(d)	Too complicated to both with.	0	0.0%
(e)	Not applicable.	0	0.0%
	Not Answered	3	100.0%



27) Compared with a face-to-face version of this course, this distance learning course was: (0 answered)

option	text	number	percent
(a)	Superior.	0	0.0%
(b)	Better.	0	0.0%
(c)	The same.	0	0.0%
(d)	Inferior.	0	0.0%
(e)	Very inferior.	0	0.0%
	Not Answered	3	100.0%



28) The College of Science is particularly interested your own comments and suggestions. In the space below please tell us in your own words your thoughts on any or all of the following.

- the instructor
- the course materials (notes, textbooks, videos, etc.)
- the technology (computers, FirstClass, CourseInfo, etc.)
- general comments on other aspects of the course (lecture style, distance learning mode, etc.) (2 answered)

- The course was very interesting, and the teacher is very energetic about the topics which makes the lectures fun.
- Dr. Salvaggio is a great professor. He is always very helpful and answers all questions asked by students in and out of class.

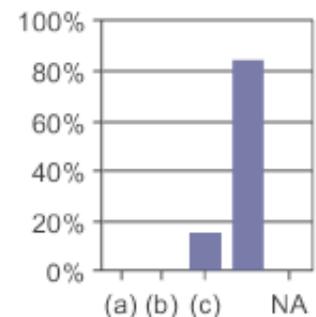
OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Process I
Quarter: 20071
Total responses: 13

PART 1

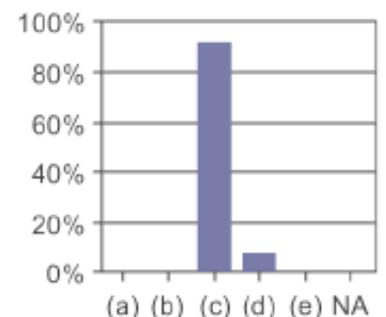
1) Your initial desire to take this course was: (13 answered)

option	text	number	percent
(a)	none at all	0	0.0%
(b)	slight	0	0.0%
(c)	moderate	2	15.4%
(d)	strong	11	84.6%
	Not Answered	0	0.0%



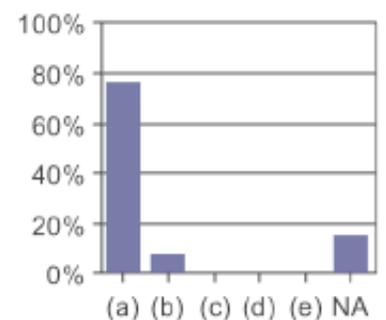
2) For your background and ability, this course was: (13 answered)

option	text	number	percent
(a)	very elementary	0	0.0%
(b)	somewhat elementary	0	0.0%
(c)	about right	12	92.3%
(d)	somewhat difficult	1	7.7%
(e)	very difficult	0	0.0%
	Not Answered	0	0.0%



3) What grade do you expect to receive in this course? (11 answered)

option	text	number	percent
(a)	A	10	76.9%
(b)	B	1	7.7%
(c)	C	0	0.0%
(d)	D	0	0.0%
(e)	F	0	0.0%
	Not Answered	2	15.4%



4) How concerned was the instructor that students learn? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%
(d)	Above average	2	15.4%
(e)	Best possible rating	10	76.9%
	Not Answered	0	0.0%

5) How much did the instructor stimulate your thinking and interest in the subject? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%
(d)	Above average	5	38.5%
(e)	Best possible rating	7	53.8%
	Not Answered	0	0.0%

6) How effective was the method of presentation of the course material? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	4	30.8%
(d)	Above average	5	38.5%
(e)	Best possible rating	4	30.8%
	Not Answered	0	0.0%

7) What is your overall rating of this course? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%

(d)	Above average	3	23.1%
(e)	Best possible rating	9	69.2%
	Not Answered	0	0.0%

8) What is your overall rating of this instructor? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%
(d)	Above average	4	30.8%
(e)	Best possible rating	8	61.5%
	Not Answered	0	0.0%

9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (2 answered)

option	text	number	percent
(a)	Of little value.	0	0.0%
(b)	Somewhat valuable.	0	0.0%
(c)	Moderately valuable.	0	0.0%
(d)	Very valuable.	1	7.7%
(e)	Extremely valuable.	1	7.7%
	Not Answered	11	84.6%

10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (2 answered)

option	text	number	percent
(a)	Extremely disorganized and inadequate.	0	0.0%
(b)	Poorly organized and barely adequate.	0	0.0%
(c)	Moderately organized and adequate.	0	0.0%
(d)	Well organized and more than adequate.	1	7.7%
(e)	Extremely well organized and excellent.	1	7.7%
	Not Answered	11	84.6%

11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (9 answered)

I thoroughly enjoy oral exams... it gives me a chance to interact with Carl, which I think gives him a better sample of what I know and (especially) understand. On a written exam it's more difficult to separate conceptual understanding from rote memorization. Also, Carl's personality is unbeatable; I really enjoy coming to class, and he is able to take an already interesting course such as digital image processing and make it even more interesting through his excitement of the subject and his personal experiences using the techniques we are trying to learn. This was easily my favorite class this quarter, and I'm looking forward to taking DIP 2 and 3 with Carl in the future. Huzzah!

Carl is a great professor who makes the class interesting (except when he won't stop talking.. see below) and has plenty of great stories that may or may not have anything to do with the subject at hand. Definitely among my favorite professors at RIT.

- The oral exams.

Learned a lot, and programming assignments solidified the concepts.

- Oral exams are a bit scary but make sense for the material - Overall, great class.
- u did a great job

Carl lectured using well organized slides, but there was much useful and entertaining material presented beyond what the slides showed. He was friendly, knowledgeable, and very helpful.

- It was good that slides were available before class time. It is also good that you are available outside of class. I like how you ask if anyone has questions during class to make sure everyone is understanding.

I learned a great deal in this class. I enjoyed the oral exams, they

- actually resulted in me retaining information. Also the teacher was very approachable, which was great.

Carl is one of the most effective teachers I have ever had. While maybe sometimes he goes over material a little too slow, he always makes sure that the concepts are understood. His way of explaining the material is very straightforward and easy to learn.

12) Your instructor would like to know what should be done to improve the teaching of this course. (9 answered)

Improvement? Hrm.... Honestly, this course seemed so well balanced, that I'm not sure I could change anything without degrading it in some way. Maybe remember to take a break during the two hour lecture more often? :)

- Carl has a tendency to just keep talking and talking in class. Take a breather sometimes- I can only pay attention for so long.

Break the note up into 'chapters' so it becomes easier to find what you are looking for quickly. It may be a good idea to try to spread the programs out a bit more (making the reduced gray levels/IGS due earlier) and let the others follow. This would balance the class load out a bit more.

- Some class time with the instructor/TA in a computer lab. Sync up lecture material with the current programming/homework assignment.
- let us know where you are in the book throughout the quarter cause i never used the book till the last program

- This course was excellent as it was. The only improvement I could think of, would be in better organizing the homework write-ups so the objectives were clearer.
-

- You go slightly too fast during class. Sometimes you are confusing when asking questions outside of class. Your grading on the oral tests seem inconsistent.
-

- Try to keep the lectures and programs closer in topic to each other, even if that means shortening the amount of time one gets for a program.
-

- I think that I speak for most of the class when I say that Fourier concepts are still hard to grasp completely. It would have helped to have covered that more. I also think that more interaction would be helpful. Maybe have a day when groups teach the class or something similar.
-

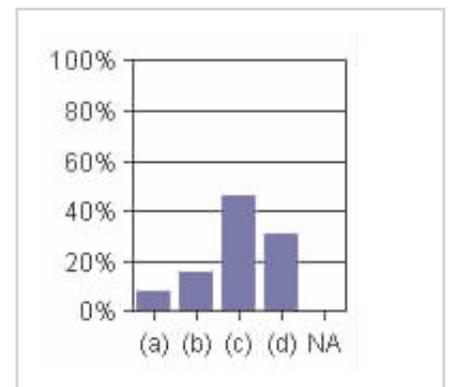
OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Process I
Quarter: 20081
Total responses: 13

PART 1

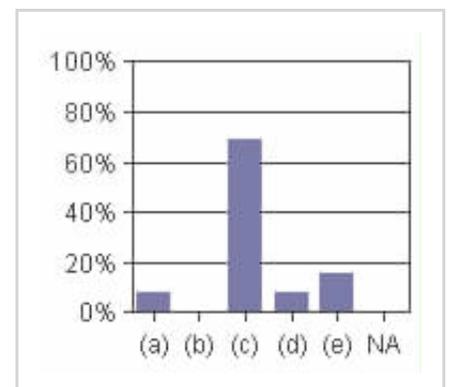
1) Your initial desire to take this course was: (13 answered)

option	text	number	percent
(a)	none at all	1	7.7%
(b)	slight	2	15.4%
(c)	moderate	6	46.2%
(d)	strong	4	30.8%
	Not Answered	0	0.0%



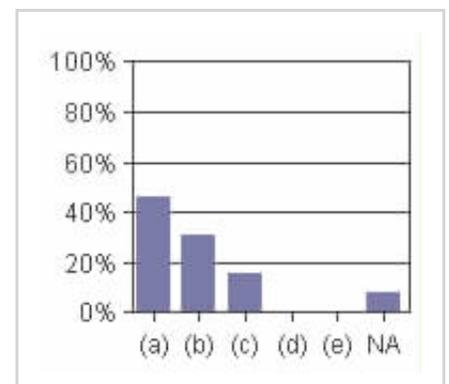
2) For your background and ability, this course was: (13 answered)

option	text	number	percent
(a)	very elementary	1	7.7%
(b)	somewhat elementary	0	0.0%
(c)	about right	9	69.2%
(d)	somewhat difficult	1	7.7%
(e)	very difficult	2	15.4%
	Not Answered	0	0.0%



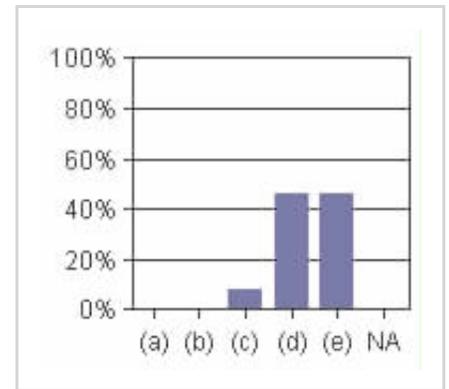
3) What grade do you expect to receive in this course? (12 answered)

option	text	number	percent
(a)	A	6	46.2%
(b)	B	4	30.8%
(c)	C	2	15.4%
(d)	D	0	0.0%
(e)	F	0	0.0%
	Not Answered	1	7.7%



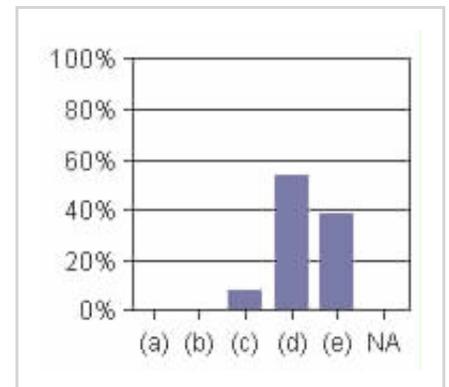
4) How concerned was the instructor that students learn? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%
(d)	Above average	6	46.2%
(e)	Best possible rating	6	46.2%
	Not Answered	0	0.0%



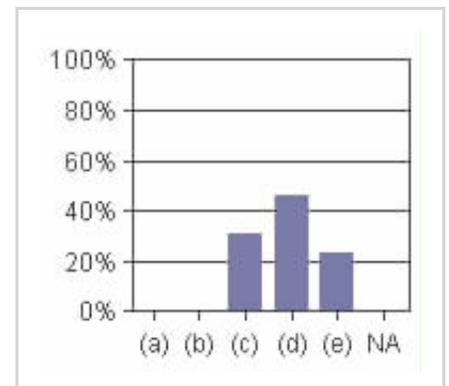
5) How much did the instructor stimulate your thinking and interest in the subject? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%
(d)	Above average	7	53.8%
(e)	Best possible rating	5	38.5%
	Not Answered	0	0.0%



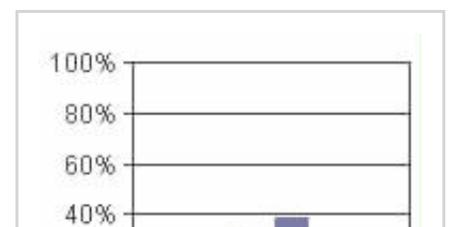
6) How effective was the method of presentation of the course material? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	4	30.8%
(d)	Above average	6	46.2%
(e)	Best possible rating	3	23.1%
	Not Answered	0	0.0%

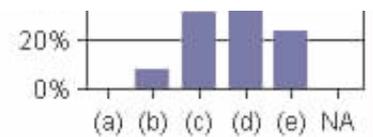


7) What is your overall rating of this course? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	1	7.7%
(c)	Average	4	30.8%

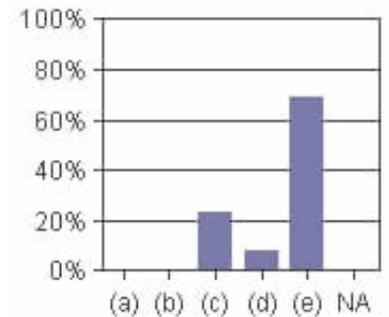


(d)	Above average	5	38.5%
(e)	Best possible rating	3	23.1%
	Not Answered	0	0.0%



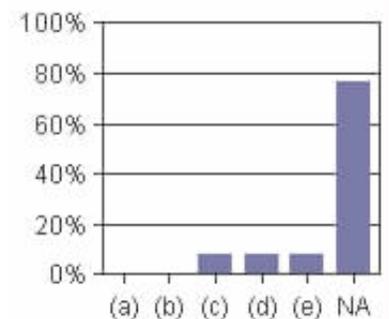
8) What is your overall rating of this instructor? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	3	23.1%
(d)	Above average	1	7.7%
(e)	Best possible rating	9	69.2%
	Not Answered	0	0.0%



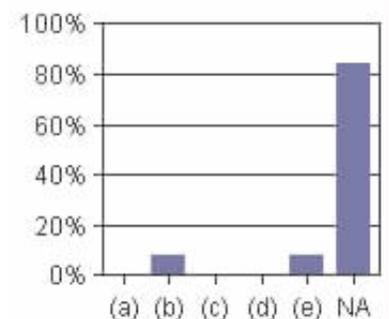
9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (3 answered)

option	text	number	percent
(a)	Of little value.	0	0.0%
(b)	Somewhat valuable.	0	0.0%
(c)	Moderately valuable.	1	7.7%
(d)	Very valuable.	1	7.7%
(e)	Extremely valuable.	1	7.7%
	Not Answered	10	76.9%



10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (2 answered)

option	text	number	percent
(a)	Extremely disorganized and inadequate.	0	0.0%
(b)	Poorly organized and barely adequate.	1	7.7%
(c)	Moderately organized and adequate.	0	0.0%
(d)	Well organized and more than adequate.	0	0.0%
(e)	Extremely well organized and excellent.	1	7.7%
	Not Answered	11	84.6%



11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (12 answered)

- Was able to adapt to the varying experience levels of students in the class. Offered fascinating real world anecdotes to the class projects.
- He has done a great job overall I think. Helpful and always happy instructor

For having slipped at the start and lost all the course projects, the recovery was pretty well done in terms of relevant projects. The off topic

- conversations relating to imaging science were useful, as it is always nice to get an idea of what real world things there are going on in our field.

- I like the format of the class in how grades were based upon the homeworks, projects, and oral exams. The homeworks worked well in helping to understand processing concepts before we started the
- programs. The programs were not excessively hard and I appreciate that Carl was always available to answer questions. The oral exams were a good idea because it forced us to be able to explain the concepts we learned in simple terms. Carl was very helpful at guiding us through the exams and helping out when we seemed lost.

- Like the question before asks, stimulating interest. Explaining how
- where we can go with some of the things we have been doing. Just being a good and happy guy in general is always good.

- Carl, you are an amazing professor and an even better friend. Only you can make a class I really dreaded taking, fun, interesting, and dare I say, my favorite class so far.. I really don't know how you do it. Maybe it's because you go out of your way to help us succeed. You are the most approachable guy I have ever met, no matter how elementary the
- problem, you will always sit down and help. You've helped me reach my goals beyond CIS, like studying abroad and searching for a co-op in Germany. And even beyond image processing, you really understand what's important in life. When my dad passed, we never really had to share many words, we just knew we were on the same page. Not many people get that, not many people see life that way. You have a really positive spirit. Keep it up!

- Carl is always an enthusiastic lecturer, and is the first professor to explain the Fourier Transform in a way I almost understand.
- Assignments and presentations well prepared.
- Raised thought about the applications of course material

- The level of enthusiasm in this class is unmatched by any other. Carl brings a high level of understanding and enthusiasm to the class. This
- paired with a very relaxed class setting where there was plenty of joking had by all created a very enjoyable class. Even with all of the joking we still finished the material ahead of schedule and everyone felt comfortable with the material.

- The presentation of material in class was fine. The material itself was interesting and not difficult to understand.

- You made the class fun and entertaining. We were able to joke around and still get through the material ahead of schedule. The homework
- assignments helped reinforce what we were learning. The timing of the assignments and the amount of assignments we had to do was a decent amount. The programs were interesting to write. It was nice to see how what we were learning is applied through writing the programs.

12) Your instructor would like to know what should be done to improve the teaching of this course. (12 answered)

- Continue to explore new project ideas based on the class's interests.
- I think he did excellent job and keep the same teaching method of this course

It may be necessary, but the TA/Prefector to teacher communication seemed to break down in too many points. There were many times where I got conflicting messages from on high and was just left feeling that I was screwed no matter which way I turned, so why bother. I'm not saying we won't do programming in the future, but too much of this

- grade is dependent on our IDL skills. The concepts were fairly easy and could be well understood, while at the same time the program would fail for not having the right data type in one spot. Programming is important, but for the most part we have had very little experience with it. We spend 12 years learning how to write sentences. We've had one class on how to write code.

- More videos squeezed in to show cool applications of digital image processing

- I loved how you changed up the projects for this course, I was nice to get some fresh challenges that required more creative thinking and ingenuity, as opposed to just plug and chug projects. I can't think of anything to change to improve this course.

- The lectures were perfect. The assignments made the course a living hell. Grades for EVERY assignment reflected expectations we didn't know about ahead of time. There is nothing more frustrating than spending hours on a project, then receiving a grade that you could have gotten by spending a tenth of the time, because of a.) little or no partial credit and b.) losing points for programming errors in a course that isn't supposed to be based solely on programming. It's understood that programming is a necessary part of digital image processing, but it doesn't seem right that the same amount of regard is given to floating point error as to understanding the mathematical concepts behind the
- process. It's also very frustrating when the professor and TA do not get on the same page with grading expectations, as seemed to happen in several cases with the paper assignment. There is one other comment that needs to be made, even if it is not the most...mature one. There is a reason that there is low attendance at the prefector sessions. Again, an immature one, but a reason all the same. It is very difficult to subject yourself to two extra hours of your life listening to someone talk down to you. 'Condescending' does not even begin to describe it. And know that it is not just the opinion of this reviewer - it's pretty universal. Maybe there's no solution, because we are all supposed to be adults. But human nature is human nature.

- Offer a little more initial help for the programs, such as an introduction on how to get started, since a lot of times I feel lost right off the bat. If you spent even a half-lecture introducing each program when it's assigned, it would help a lot.
- No Juliet Bernstein.
- Include more programming in class, there should be no need to go to a seprate session afterwards to fill gaps.

While technically this isn't a programming course, for all intensive purpose it is a programming course. More emphases should have been on programming. It has been a year since our last programming experience and most of the difficulties encountered were because of IDL

- and not because of understanding of course material. Because the programs were changed and often not fully set in stone before they were due, expectations were not always clear and programming to such vague standards was difficult at times. If the programs are going to be new for each class they should be defined before the class and a handout written with as clear as possible expectations.

I felt that the grading of the programming assignments was very unfair. We were told that this was not a programming course, but the majority of our grade was based on the programs. Some options might be to add

- in instruction on IDL in class (all the course material was covered early so there should be time) or to not take off as many point on the assignments for coding mistakes as long as the algorithms are implemented correctly. Also, the assignment grade reports tended to be very condescending.

I understand programming is an important part in this course, but it was

- almost a year since most of us have programmed. It would be nice to have a couple classes to review programming.

13) In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum? (7 answered)

- The content of this courses prerequisite in the curriculum.
- Applied some math from linear and physical optics, but most was done within the class. Projects were very dependent on previous IDL course.
- we used IDL in a more advanced way, then previous classes. More techniques described.

Coming back from a year without IDL, it was a little hard to get back into the programming frame of mind right away, but after the first project, things really fell into place and the content and tools we learned from the previous class really helped me do well in DIP I.

- DIP involves almost completely new concepts and mostly looks at algorithms. We had previous programming experience although a while ago, and we had the Fourier analysis at some level before hand. Probability theory should be before this class as it is used in DIP.
- We were expected to be able to implement all of the basic IDL coding that we had learned in the Intro to Programming course.

The course used a lot of programming. It seems off that programming is

- fall of sophomore year and then we don't program again until fall of junior year.

How this report works:

[hide this](#)

- this report compares the selected course to other courses that are in the OCE
- to be compared to another course, the courses must use the same template
- only courses offered in the same quarter, and up to 5 years before the selected course are compared

What do the columns mean:

- **Section:** this is the totals for only the selected course (same as "course summary" report)
- **Course:** all courses that match the quarter, college number, department number, and 3 digit course number of the selected course
- **Instructor:** all courses the faculty member has taught using the same template that quarter
- **Department:** all courses that match the quarter, college number, and department number of the selected course
- **College:** all courses that match the quarter, and college number of the selected course
- **Cumulative:** all cumulative results work the same way as the previously listed criteria, except they ignore the quarter criteria

OCE - COURSE DETAIL REPORT

20113 1051-361-01 Digital Image Process I

Instructor: Salvaggio, Carl

Department Template #206

			20113 Results					Cumulative Results			
order	number	question	section	course	instructor	department	college	course	instructor	department	college
1.	967 MC	Your initial desire to take this course was:									
		number of responses (N)	14	14	14	154	159	76	242	2692	2878
1.		none at all	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (5.2%)	8 (5.0%)	2 (2.6%)	13 (5.4%)	128 (4.8%)	130 (4.5%)
2.		slight	1 (7.1%)	1 (7.1%)	1 (7.1%)	26 (16.9%)	26 (16.4%)	9 (11.8%)	17 (7.0%)	411 (15.3%)	413 (14.4%)
3.		moderate	6 (42.9%)	6 (42.9%)	6 (42.9%)	56 (36.4%)	59 (37.1%)	28 (36.8%)	80 (33.1%)	1083 (40.2%)	1127 (39.2%)
4.		strong	7 (50.0%)	7 (50.0%)	7 (50.0%)	64 (41.6%)	66 (41.5%)	37 (48.7%)	132 (54.5%)	1070 (39.7%)	1208 (42.0%)
2.	968 MC	For your background and ability, this course was:									
		number of responses (N)	14	14	14	159	164	77	244	2705	2891
1.		very elementary	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (5.0%)	8 (4.9%)	2 (2.6%)	8 (3.3%)	120 (4.4%)	122 (4.2%)
2.		somewhat elementary	1 (7.1%)	1 (7.1%)	1 (7.1%)	17 (10.7%)	17 (10.4%)	6 (7.8%)	12 (4.9%)	319 (11.8%)	324 (11.2%)
3.		about right	7 (50.0%)	7 (50.0%)	7 (50.0%)	87 (54.7%)	90 (54.9%)	47 (61.0%)	144 (59.0%)	1428 (52.8%)	1542 (53.3%)
4.		somewhat difficult	5 (35.7%)	5 (35.7%)	5 (35.7%)	42 (26.4%)	44 (26.8%)	18 (23.4%)	55 (22.5%)	636 (23.5%)	687 (23.8%)
5.		very difficult	1 (7.1%)	1 (7.1%)	1 (7.1%)	5 (3.1%)	5 (3.0%)	4 (5.2%)	25 (10.2%)	202 (7.5%)	216 (7.5%)
3.	969 MC	What grade do you expect to receive in this course?									
		number of responses (N)	13	13	13	142	147	73	230	2510	2684
1.		A	9 (69.2%)	9 (69.2%)	9 (69.2%)	88 (62.0%)	90 (61.2%)	36 (49.3%)	139 (60.4%)	1364 (54.3%)	1497 (55.8%)
2.		B	4 (30.8%)	4 (30.8%)	4 (30.8%)	46 (32.4%)	49 (33.3%)	29 (39.7%)	71 (30.9%)	916 (36.5%)	955 (35.6%)
3.		C	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (4.9%)	7 (4.8%)	5 (6.8%)	17 (7.4%)	197 (7.8%)	199 (7.4%)
4.		D	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.7%)	1 (0.7%)	3 (4.1%)	3 (1.3%)	31 (1.2%)	31 (1.2%)
5.		F	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)
4.	977 LS	How concerned was the instructor that students learn?									
		number of responses (N)	14	14	14	158	163	77	243	2712	2897
1.		Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.3%)	2 (1.2%)	0 (0.0%)	0 (0.0%)	24 (0.9%)	24 (0.8%)
2.		Below average	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (4.4%)	7 (4.3%)	0 (0.0%)	1 (0.4%)	103 (3.8%)	109 (3.8%)
3.		Average	1 (7.1%)	1 (7.1%)	1 (7.1%)	37 (23.4%)	38 (23.3%)	12 (15.6%)	14 (5.8%)	510 (18.8%)	530 (18.3%)
4.		Above average	3 (21.4%)	3 (21.4%)	3 (21.4%)	47 (29.7%)	49 (30.1%)	27 (35.1%)	59 (24.3%)	924 (34.1%)	982 (33.9%)
5.		Best possible rating	10 (71.4%)	10 (71.4%)	10 (71.4%)	65 (41.1%)	67 (41.1%)	38 (49.4%)	169 (69.5%)	1151 (42.4%)	1252 (43.2%)
5.	978 LS	How much did the instructor stimulate your thinking and interest in the subject?									
		number of responses (N)	14	14	14	156	161	77	243	2707	2892
1.		Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.3%)	2 (1.2%)	0 (0.0%)	0 (0.0%)	48 (1.8%)	50 (1.7%)
2.		Below average	1 (7.1%)	1 (7.1%)	1 (7.1%)	16 (10.3%)	16 (9.9%)	8 (10.4%)	7 (2.9%)	213 (7.9%)	219 (7.6%)
3.		Average	0 (0.0%)	0 (0.0%)	0 (0.0%)	32 (20.5%)	35 (21.7%)	8 (10.4%)	20 (8.2%)	573 (21.2%)	606 (21.0%)
4.		Above average	4 (28.6%)	4 (28.6%)	4 (28.6%)	56 (35.9%)	57 (35.4%)	34 (44.2%)	59 (24.3%)	876 (32.4%)	932 (32.2%)

5.	Best possible rating	9 (64.3%)	9 (64.3%)	9 (64.3%)	50 (32.1%)	51 (31.7%)	27 (35.1%)	157 (64.6%)	997 (36.8%)	1085 (37.5%)
6.	979 LS	How effective was the method of presentation of the course material?								
	number of responses (N)	14	14	14	154	159	77	242	2695	2878
1.	Worst possible rating	1 (7.1%)	1 (7.1%)	1 (7.1%)	5 (3.2%)	5 (3.1%)	1 (1.3%)	1 (0.4%)	76 (2.8%)	77 (2.7%)
2.	Below average	0 (0.0%)	0 (0.0%)	0 (0.0%)	25 (16.2%)	26 (16.4%)	8 (10.4%)	8 (3.3%)	337 (12.5%)	349 (12.1%)
3.	Average	1 (7.1%)	1 (7.1%)	1 (7.1%)	42 (27.3%)	44 (27.7%)	20 (26.0%)	38 (15.7%)	700 (26.0%)	739 (25.7%)
4.	Above average	7 (50.0%)	7 (50.0%)	7 (50.0%)	44 (28.6%)	46 (28.9%)	34 (44.2%)	84 (34.7%)	778 (28.9%)	828 (28.8%)
5.	Best possible rating	5 (35.7%)	5 (35.7%)	5 (35.7%)	38 (24.7%)	38 (23.9%)	14 (18.2%)	111 (45.9%)	804 (29.8%)	885 (30.8%)
7.	980 LS	What is your overall rating of this course?								
	number of responses (N)	14	14	14	158	163	77	242	2713	2898
1.	Worst possible rating	1 (7.1%)	1 (7.1%)	1 (7.1%)	3 (1.9%)	3 (1.8%)	1 (1.3%)	2 (0.8%)	51 (1.9%)	51 (1.8%)
2.	Below average	0 (0.0%)	0 (0.0%)	0 (0.0%)	17 (10.8%)	18 (11.0%)	2 (2.6%)	4 (1.7%)	211 (7.8%)	219 (7.6%)
3.	Average	0 (0.0%)	0 (0.0%)	0 (0.0%)	40 (25.3%)	40 (24.5%)	23 (29.9%)	31 (12.8%)	688 (25.4%)	716 (24.7%)
4.	Above average	6 (42.9%)	6 (42.9%)	6 (42.9%)	52 (32.9%)	55 (33.7%)	28 (36.4%)	83 (34.3%)	910 (33.5%)	976 (33.7%)
5.	Best possible rating	7 (50.0%)	7 (50.0%)	7 (50.0%)	46 (29.1%)	47 (28.8%)	23 (29.9%)	122 (50.4%)	853 (31.4%)	936 (32.3%)
8.	981 LS	What is your overall rating of this instructor?								
	number of responses (N)	14	14	14	157	162	77	240	2701	2886
1.	Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.3%)	2 (1.2%)	1 (1.3%)	0 (0.0%)	40 (1.5%)	40 (1.4%)
2.	Below average	1 (7.1%)	1 (7.1%)	1 (7.1%)	12 (7.6%)	13 (8.0%)	2 (2.6%)	3 (1.3%)	147 (5.4%)	155 (5.4%)
3.	Average	0 (0.0%)	0 (0.0%)	0 (0.0%)	31 (19.7%)	31 (19.1%)	16 (20.8%)	15 (6.3%)	511 (18.9%)	531 (18.4%)
4.	Above average	4 (28.6%)	4 (28.6%)	4 (28.6%)	46 (29.3%)	49 (30.2%)	22 (28.6%)	50 (20.8%)	830 (30.7%)	888 (30.8%)
5.	Best possible rating	9 (64.3%)	9 (64.3%)	9 (64.3%)	66 (42.0%)	67 (41.4%)	36 (46.8%)	172 (71.7%)	1173 (43.4%)	1272 (44.1%)
9.	984 LS	In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject?								
	number of responses (N)	11	11	11	115	120	24	138	1774	1881
1.	Of little value.	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (9.6%)	11 (9.2%)	0 (0.0%)	1 (0.7%)	78 (4.4%)	79 (4.2%)
2.	Somewhat valuable.	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (10.4%)	12 (10.0%)	0 (0.0%)	6 (4.3%)	204 (11.5%)	204 (10.8%)
3.	Moderately valuable.	1 (9.1%)	1 (9.1%)	1 (9.1%)	18 (15.7%)	19 (15.8%)	4 (16.7%)	13 (9.4%)	422 (23.8%)	430 (22.9%)
4.	Very valuable.	3 (27.3%)	3 (27.3%)	3 (27.3%)	31 (27.0%)	34 (28.3%)	7 (29.2%)	47 (34.1%)	567 (32.0%)	603 (32.1%)
5.	Extremely valuable.	7 (63.6%)	7 (63.6%)	7 (63.6%)	43 (37.4%)	44 (36.7%)	13 (54.2%)	71 (51.4%)	503 (28.4%)	565 (30.0%)
10.	986 LS	Concerning the organization of the laboratory, the materials, supplies, and room were usually:								
	number of responses (N)	9	9	9	102	107	21	107	1649	1763
1.	Extremely disorganized and inadequate.	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (1.2%)	20 (1.1%)
2.	Poorly organized and barely adequate.	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (5.9%)	7 (6.5%)	1 (4.8%)	1 (0.9%)	96 (5.8%)	100 (5.7%)
3.	Moderately organized and adequate.	0 (0.0%)	0 (0.0%)	0 (0.0%)	24 (23.5%)	26 (24.3%)	2 (9.5%)	18 (16.8%)	469 (28.4%)	488 (27.7%)
4.	Well organized and more than adequate.	4 (44.4%)	4 (44.4%)	4 (44.4%)	37 (36.3%)	38 (35.5%)	7 (33.3%)	37 (34.6%)	619 (37.5%)	657 (37.3%)
5.	Extremely well organized and excellent.	5 (55.6%)	5 (55.6%)	5 (55.6%)	35 (34.3%)	36 (33.6%)	11 (52.4%)	51 (47.7%)	445 (27.0%)	498 (28.2%)
Responses to open-ended questions										
11.	975 OE	Your instructor would like to know what you think s/he has done especially well in teaching this course.								
		The days when you took time to really go through the projects/homeworks in detail were extremely helpful! I always left those class days with a basic idea of what I had to program and knew, in general, how to get there.								
		Choice of projects was interesting and valuable in the long run. Thank you for being flexible with some of the due dates.								
		I liked that the class consisted of all projects and no tests. The instructor did a great job of teaching the material and then giving us ways and helping us apply it in practical ways.								
		Really liked how easy it was to access information from the slides and from other PDF sources on his site. Also really helpful after class to help answer any questions.								
		The slides presentation of the material were very understandable and organized. He made the class fun which was nice!								
		Presentation was awesome and he was always available to answer questions.								
		Overall presentation and description of material was very articulate and easy to understand.								
		He would explain the programs that were expected of us in a lot of detail, which was nice. Also, he was very helpful whenever we came to him with questions and concerns.								
		It was a difficult course, but manageable, and I thought it was well done.								

12.	976 OE	Your instructor would like to know what should be done to improve the teaching of this course.
		It ran smoothly as is...
		more example code; debugging checklist; list of useful commands; important checks of what the output should be and suggestions on how to check
		Not sure
		A bit more organization in the slides, some parts seemed like extra information and somewhat jumpy. I really had a hard time following the slides when we worked on the Frequency domain image filtering; it was difficult to follow the slides because they seemed to jump around a bit.
		I think that every project should have examples of what our output should look like given a specific input. As the assignments continued there were less and less examples posted on the forum as to the correct result we should be getting.
		I think it would be helpful to have a little more understand of what he is looking for in the programs and the programming style he likes. Many of us did not learn basic programming with him, and requirements and methods that we were taught are all different.
		Provide more examples of how a computer can perform mathematical implementations. For example, when to use for loops, etc.
		Some of the material went very fast. It would have been nice to spend a little bit more time on certain things.
13.	1611 OE	In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum?
		Having had programming in the fall, this course was an excellent way to build upon that knowledge. I feel like I entered this class thinking it was going to be awful because I didn't like programming, but I left thinking that programming isn't that bad! You somehow managed to convince me that programming is something that everyone can, and should, do.
		Because you asked more often than not who has actually been exposed to a concept before going all out, most of what you taught built on what most if not all have learned at some point or at least saw.
		Many ways.
		In terms of the things we learned from Intro to Programming I felt the difficulty was just about right.
		Basic programming skills were used in a application setting.
		We used concepts I had learned in Linear Math for Imaging as well as Probability and Statistics for Imaging.
		This used material we learned in our programming course and rogers linear course.



ONLINE COURSE EVALUATIONS

COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01, Digital Image Process I
Quarter: 20113
Total responses: 13 out of 26 students.

Key Style: letters - numbers
Totals Style: max - average

[Show Open-Ended Responses](#)

Key: A = none at all , B = slight, C = moderate, D = strong

1) Your initial desire to take this course was: (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 6 (46.2%) D: 7 (53.8%)

D

Key: A = very elementary, B = somewhat elementary, C = about right, D = somewhat difficult, E = very difficult

2) For your background and ability, this course was: (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 7 (53.8%) D: 5 (38.5%) E: 1 (7.7%)

C

Key: A = A, B = B, C = C, D = D, E = F

3) What grade do you expect to receive in this course? (13/26 Responded)

A: 9 (69.2%) B: 4 (30.8%) C: 0 (0.0%) D: 0 (0.0%) E: 0 (0.0%)

A

Key: A = Worst possible rating, B = Below average, C = Average, D = Above average, E = Best possible rating

4) How concerned was the instructor that students learn? (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 0 (0.0%) D: 3 (23.1%) E: 10 (76.9%)

E

5) How much did the instructor stimulate your thinking and interest in the subject? (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 0 (0.0%) D: 4 (30.8%) E: 9 (69.2%)

E

6) How effective was the method of presentation of the course material? (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 1 (7.7%) D: 7 (53.8%) E: 5 (38.5%)

D

7) What is your overall rating of this course? (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 0 (0.0%) D: 6 (46.2%) E: 7 (53.8%)

E

8) What is your overall rating of this instructor? (13/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 0 (0.0%) D: 4 (30.8%) E: 9 (69.2%)

E

Key: A = Of little value., B = Somewhat valuable., C = Moderately valuable., D = Very valuable., E = Extremely valuable.

9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (11/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 1 (7.7%) D: 3 (23.1%) E: 7 (53.8%)

E

Key: A = Extremely disorganized and inadequate., B = Poorly organized and barely adequate., C = Moderately organized and adequate., D = Well organized and more than adequate., E = Extremely well organized and excellent.

10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (9/26 Responded)

F

A: 0 (0.0%)

B: 0 (0.0%)

C: 0 (0.0%)

D: 4 (30.8%)

E: 5 (38.5%)



11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (9/26 Responded)

- Choice of projects was interesting and valuable in the long run. Thank you for being flexible with some of the due dates.
- The slides presentation of the material were very understandable and organized. He made the class fun which was nice!
- He would explain the programs that were expected of us in a lot of detail, which was nice. Also, he was very helpful whenever we came to him with questions and concerns.
- Presentation was awesome and he was always available to answer questions.
- I liked that the class consisted of all projects and no tests. The instructor did a great job of teaching the material and then giving us ways and helping us apply it in practical ways.
- Overall presentation and description of material was very articulate and easy to understand.
- The days when you took time to really go through the projects/homeworks in detail were extremely helpful! I always left those class days with a basic idea of what I had to program and knew, in general, how to get there.
- Really liked how easy it was to access information from the slides and from other PDF sources on his site. Also really helpful after class to help answer any questions.
- It was a difficult course, but manageable, and I thought it was well done.

12) Your instructor would like to know what should be done to improve the teaching of this course. (8/26 Responded)

- more example code; debugging checklist; list of useful commands; important checks of what the output should be and suggestions on how to check
- I think it would be helpful to have a little more understand of what he is looking for in the programs and the programming style he likes. Many of us did not learn basic programming with him, and requirements and methods that we were taught are all different.
- Some of the material went very fast. It would have been nice to spend a little bit more time on certain things.
- Not sure
- Provide more examples of how a computer can perform mathematical implementations. For example, when to use for loops, etc.
- I think that every project should have examples of what our output should look like given a specific input. As the assignments continued there were less and less examples posted on the forum as to the correct result we should be getting.
- It ran smoothly as is...
- A bit more organization in the slides, some parts seemed like extra information and somewhat jumpy. I really had a hard time following the slides when we worked on the Frequency domain image filtering; it was difficult to follow the slides because they seemed to jump around a bit.

13) In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum? (7/26 Responded)

- Because you asked more often than not who has actually been exposed to a concept before going all out, most of what you taught built on what most if not all have learned at some point or at least saw.
- Basic programming skills were used in a application setting.
- This used material we learned in our programming course and rogers linear course.
- We used concepts I had learned in Linear Math for Imaging as well as Probability and Statistics for Imaging.
- Many ways.
- In terms of the things we learned from Intro to Programming I felt the difficulty was just about right.
- Having had programming in the fall, this course was an excellent way to build upon that knowledge. I feel like I entered this class thinking it was going to be awful because I didn't like programming, but I left thinking that programming isn't that bad! You somehow managed to convince me that programming is something that everyone can, and should, do.

[Show Open-Ended Responses](#)

OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Process I
Quarter: 20113
Total responses: 13

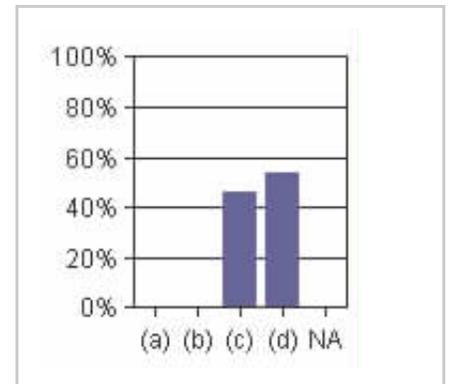
PART 1

Your evaluation of this course is an important means of collecting data for use in improving teaching in the Center for Imaging Science. Please read the questions carefully and answer them honestly. Your thoughtful answers will be valuable to instructors and administrators. This evaluation is completely anonymous. Results will be compiled after grades have been submitted at the end of this quarter.

Section One: Student Data

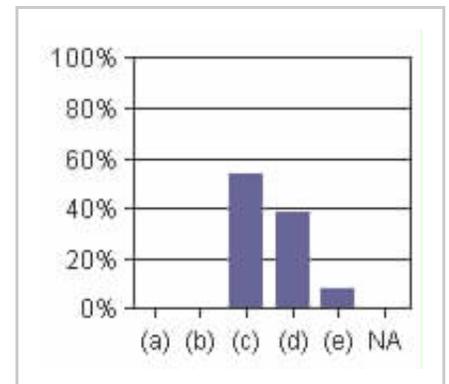
1) Your initial desire to take this course was: (13 answered)

option	text	number	percent
(a)	none at all	0	0.0%
(b)	slight	0	0.0%
(c)	moderate	6	46.2%
(d)	strong	7	53.8%
	Not Answered	0	0.0%



2) For your background and ability, this course was: (13 answered)

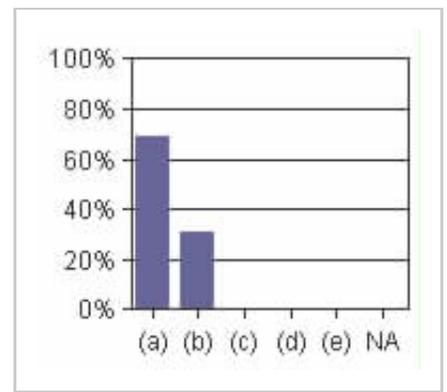
option	text	number	percent
(a)	very elementary	0	0.0%
(b)	somewhat elementary	0	0.0%
(c)	about right	7	53.8%
(d)	somewhat difficult	5	38.5%
(e)	very difficult	1	7.7%
	Not Answered	0	0.0%



3) What grade do you expect to receive in this course? (13 answered)

option	text	number	percent
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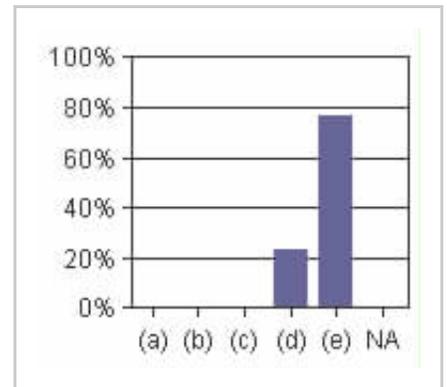
(a)	A	9	69.2%
(b)	B	4	30.8%
(c)	C	0	0.0%
(d)	D	0	0.0%
(e)	F	0	0.0%
Not Answered		0	0.0%



Section Two: General Questions

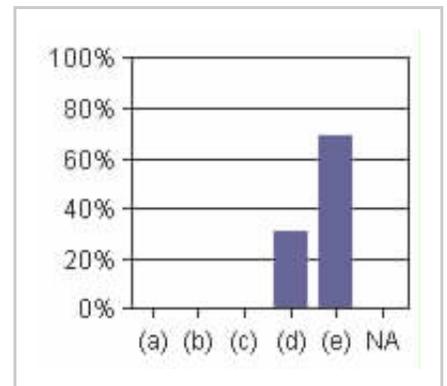
4) How concerned was the instructor that students learn? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	0	0.0%
(d)	Above average	3	23.1%
(e)	Best possible rating	10	76.9%
Not Answered		0	0.0%



5) How much did the instructor stimulate your thinking and interest in the subject? (13 answered)

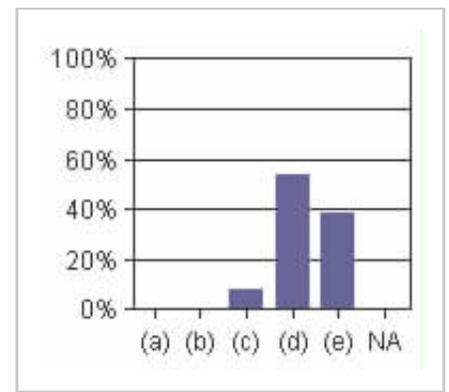
option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	0	0.0%
(d)	Above average	4	30.8%
(e)	Best possible rating	9	69.2%
Not Answered		0	0.0%



6) How effective was the method of presentation of the course material? (13 answered)

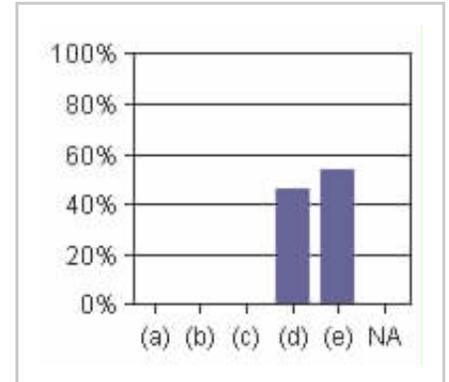
option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	1	7.7%

(d)	Above average	7	53.8%
(e)	Best possible rating	5	38.5%
	Not Answered	0	0.0%



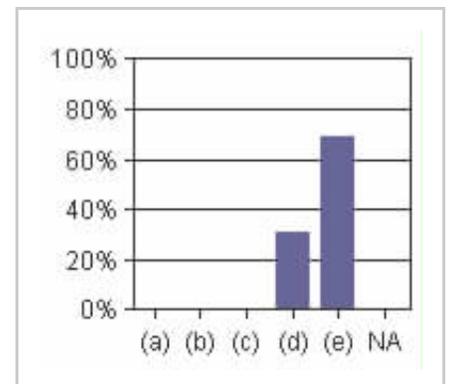
7) What is your overall rating of this course? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	0	0.0%
(d)	Above average	6	46.2%
(e)	Best possible rating	7	53.8%
	Not Answered	0	0.0%



8) What is your overall rating of this instructor? (13 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	0	0.0%
(d)	Above average	4	30.8%
(e)	Best possible rating	9	69.2%
	Not Answered	0	0.0%

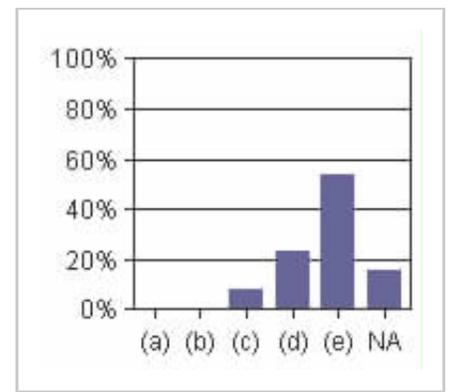


Section Three: Laboratory

9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (11 answered)

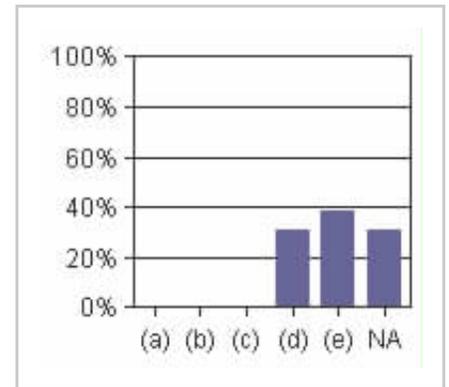
option	text	number	percent
(a)	Of little value.	0	0.0%
(b)	Somewhat valuable.	0	0.0%
(c)	Moderately valuable.	1	7.7%

(d)	Very valuable.	3	23.1%
(e)	Extremely valuable.	7	53.8%
	Not Answered	2	15.4%



10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (9 answered)

option	text	number	percent
(a)	Extremely disorganized and inadequate.	0	0.0%
(b)	Poorly organized and barely adequate.	0	0.0%
(c)	Moderately organized and adequate.	0	0.0%
(d)	Well organized and more than adequate.	4	30.8%
(e)	Extremely well organized and excellent.	5	38.5%
	Not Answered	4	30.8%



Section Four: Comments

11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (9 answered)

- Choice of projects was interesting and valuable in the long run. Thank you for being flexible with some of the due dates.
- The slides presentation of the material were very understandable and organized. He made the class fun which was nice!
- He would explain the programs that were expected of us in a lot of detail, which was nice. Also, he was very helpful whenever we came to him with questions and concerns.
- Presentation was awesome and he was always available to answer questions.
- I liked that the class consisted of all projects and no tests. The instructor did a great job of teaching the material and then giving us ways and helping us apply it in practical ways.
- Overall presentation and description of material was very articulate and easy to understand.
- The days when you took time to really go through the projects/homeworks in detail were extremely helpful! I always left those class days with a basic idea of what I had to program and knew, in general, how to get there.

- Really liked how easy it was to access information from the slides and from other PDF sources on his site. Also really helpful after class to help answer any questions.
- It was a difficult course, but manageable, and I thought it was well done.

12) Your instructor would like to know what should be done to improve the teaching of this course. (8 answered)

- more example code; debugging checklist; list of useful commands; important checks of what the output should be and suggestions on how to check
- I think it would be helpful to have a little more understand of what he is looking for in the programs and the programming style he likes. Many of us did not learn basic programming with him, and requirements and methods that we were taught are all different.
- Some of the material went very fast. It would have been nice to spend a little bit more time on certain things.
- Not sure
- Provide more examples of how a computer can perform mathematical implementations. For example, when to use for loops, etc.
- I think that every project should have examples of what our output should look like given a specific input. As the assignments continued there were less and less examples posted on the forum as to the correct result we should be getting.
- It ran smoothly as is...
- A bit more organization in the slides, some parts seemed like extra information and somewhat jumpy. I really had a hard time following the slides when we worked on the Frequency domain image filtering; it was difficult to follow the slides because they seemed to jump around a bit.

13) In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum? (7 answered)

- Because you asked more often than not who has actually been exposed to a concept before going all out, most of what you taught built on what most if not all have learned at some point or at least saw.
- Basic programming skills were used in a application setting.
- This used material we learned in our programming course and rogers linear course.
- We used concepts I had learned in Linear Math for Imaging as well as Probability and Statistics for Imaging.
- Many ways.
- In terms of the things we learned from Intro to Programming I felt the difficulty was just about right.
- Having had programming in the fall, this course was an excellent way to build upon that knowledge. I feel like I entered this class thinking it was going to be awful because I didn't like programming, but I left thinking that programming isn't that bad! You somehow managed to convince me

that programming is something that everyone can, and should, do.

How this report works:

[hide this](#)

- this report compares the selected course to other courses that are in the OCE
- to be compared to another course, the courses must use the same template
- only courses offered in the same quarter, and up to 5 years before the selected course are compared

What do the columns mean:

- **Section:** this is the totals for only the selected course (same as "course summary" report)
- **Course:** all courses that match the quarter, college number, department number, and 3 digit course number of the selected course
- **Instructor:** all courses the faculty member has taught using the same template that quarter
- **Department:** all courses that match the quarter, college number, and department number of the selected course
- **College:** all courses that match the quarter, and college number of the selected course
- **Cumulative:** all cumulative results work the same way as the previously listed criteria, except they ignore the quarter criteria

OCE - COURSE DETAIL REPORT

20123 1051-361-01 Digital Image Processing I

Instructor: Salvaggio, Carl

Department Template #206

			20123 Results					Cumulative Results			
order	number	question	section	course	instructor	department	college	course	instructor	department	college
1.	967 MC	Your initial desire to take this course was:									
		number of responses (N)	14	14	20	137	137	77	220	2637	2802
1.		none at all	2 (14.3%)	2 (14.3%)	2 (10.0%)	10 (7.3%)	10 (7.3%)	4 (5.2%)	13 (5.9%)	117 (4.4%)	119 (4.2%)
2.		slight	3 (21.4%)	3 (21.4%)	3 (15.0%)	26 (19.0%)	26 (19.0%)	12 (15.6%)	21 (9.5%)	416 (15.8%)	418 (14.9%)
3.		moderate	3 (21.4%)	3 (21.4%)	6 (30.0%)	47 (34.3%)	47 (34.3%)	29 (37.7%)	69 (31.4%)	1032 (39.1%)	1068 (38.1%)
4.		strong	6 (42.9%)	6 (42.9%)	9 (45.0%)	54 (39.4%)	54 (39.4%)	32 (41.6%)	117 (53.2%)	1072 (40.7%)	1197 (42.7%)
2.	968 MC	For your background and ability, this course was:									
		number of responses (N)	15	15	21	138	138	79	223	2657	2822
1.		very elementary	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (6.5%)	9 (6.5%)	2 (2.5%)	8 (3.6%)	127 (4.8%)	130 (4.6%)
2.		somewhat elementary	0 (0.0%)	0 (0.0%)	2 (9.5%)	13 (9.4%)	13 (9.4%)	6 (7.6%)	11 (4.9%)	303 (11.4%)	307 (10.9%)
3.		about right	5 (33.3%)	5 (33.3%)	8 (38.1%)	56 (40.6%)	56 (40.6%)	40 (50.6%)	122 (54.7%)	1334 (50.2%)	1435 (50.9%)
4.		somewhat difficult	6 (40.0%)	6 (40.0%)	7 (33.3%)	44 (31.9%)	44 (31.9%)	23 (29.1%)	55 (24.7%)	667 (25.1%)	711 (25.2%)
5.		very difficult	4 (26.7%)	4 (26.7%)	4 (19.0%)	16 (11.6%)	16 (11.6%)	8 (10.1%)	27 (12.1%)	226 (8.5%)	239 (8.5%)
3.	969 MC	What grade do you expect to receive in this course?									
		number of responses (N)	15	15	20	129	129	77	213	2464	2618
1.		A	7 (46.7%)	7 (46.7%)	12 (60.0%)	67 (51.9%)	67 (51.9%)	33 (42.9%)	123 (57.7%)	1360 (55.2%)	1478 (56.5%)
2.		B	4 (26.7%)	4 (26.7%)	4 (20.0%)	48 (37.2%)	48 (37.2%)	32 (41.6%)	70 (32.9%)	869 (35.3%)	902 (34.5%)
3.		C	3 (20.0%)	3 (20.0%)	3 (15.0%)	12 (9.3%)	12 (9.3%)	8 (10.4%)	16 (7.5%)	202 (8.2%)	205 (7.8%)
4.		D	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	1 (0.8%)	3 (3.9%)	3 (1.4%)	30 (1.2%)	30 (1.1%)
5.		F	1 (6.7%)	1 (6.7%)	1 (5.0%)	1 (0.8%)	1 (0.8%)	1 (1.3%)	1 (0.5%)	3 (0.1%)	3 (0.1%)
4.	977 LS	How concerned was the instructor that students learn?									
		number of responses (N)	15	15	21	138	138	79	222	2664	2828
1.		Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.7%)	1 (0.7%)	0 (0.0%)	0 (0.0%)	19 (0.7%)	19 (0.7%)
2.		Below average	2 (13.3%)	2 (13.3%)	2 (9.5%)	7 (5.1%)	7 (5.1%)	2 (2.5%)	3 (1.4%)	98 (3.7%)	104 (3.7%)
3.		Average	2 (13.3%)	2 (13.3%)	3 (14.3%)	35 (25.4%)	35 (25.4%)	13 (16.5%)	14 (6.3%)	488 (18.3%)	508 (18.0%)
4.		Above average	4 (26.7%)	4 (26.7%)	6 (28.6%)	49 (35.5%)	49 (35.5%)	29 (36.7%)	59 (26.6%)	906 (34.0%)	956 (33.8%)
5.		Best possible rating	7 (46.7%)	7 (46.7%)	10 (47.6%)	46 (33.3%)	46 (33.3%)	35 (44.3%)	146 (65.8%)	1153 (43.3%)	1241 (43.9%)
5.	978 LS	How much did the instructor stimulate your thinking and interest in the subject?									
		number of responses (N)	15	15	21	138	138	79	222	2655	2819
1.		Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.2%)	3 (2.2%)	0 (0.0%)	0 (0.0%)	39 (1.5%)	41 (1.5%)
2.		Below average	0 (0.0%)	0 (0.0%)	0 (0.0%)	14 (10.1%)	14 (10.1%)	8 (10.1%)	7 (3.2%)	224 (8.4%)	230 (8.2%)
3.		Average	4 (26.7%)	4 (26.7%)	5 (23.8%)	39 (28.3%)	39 (28.3%)	11 (13.9%)	20 (9.0%)	557 (21.0%)	588 (20.9%)
4.		Above average	4 (26.7%)	4 (26.7%)	6 (28.6%)	44 (31.9%)	44 (31.9%)	33 (41.8%)	55 (24.8%)	862 (32.5%)	908 (32.2%)

5.	Best possible rating	7 (46.7%)	7 (46.7%)	10 (47.6%)	38 (27.5%)	38 (27.5%)	27 (34.2%)	140 (63.1%)	973 (36.6%)	1052 (37.3%)
6.	979 LS	How effective was the method of presentation of the course material?								
	number of responses (N)	15	15	21	133	133	79	221	2635	2797
1.	Worst possible rating	1 (6.7%)	1 (6.7%)	1 (4.8%)	5 (3.8%)	5 (3.8%)	2 (2.5%)	2 (0.9%)	71 (2.7%)	72 (2.6%)
2.	Below average	2 (13.3%)	2 (13.3%)	2 (9.5%)	23 (17.3%)	23 (17.3%)	10 (12.7%)	9 (4.1%)	321 (12.2%)	333 (11.9%)
3.	Average	3 (20.0%)	3 (20.0%)	5 (23.8%)	45 (33.8%)	45 (33.8%)	19 (24.1%)	35 (15.8%)	704 (26.7%)	741 (26.5%)
4.	Above average	4 (26.7%)	4 (26.7%)	6 (28.6%)	34 (25.6%)	34 (25.6%)	33 (41.8%)	76 (34.4%)	760 (28.8%)	804 (28.7%)
5.	Best possible rating	5 (33.3%)	5 (33.3%)	7 (33.3%)	26 (19.5%)	26 (19.5%)	15 (19.0%)	99 (44.8%)	779 (29.6%)	847 (30.3%)
7.	980 LS	What is your overall rating of this course?								
	number of responses (N)	15	15	21	138	138	79	221	2662	2826
1.	Worst possible rating	1 (6.7%)	1 (6.7%)	1 (4.8%)	4 (2.9%)	4 (2.9%)	2 (2.5%)	3 (1.4%)	48 (1.8%)	48 (1.7%)
2.	Below average	1 (6.7%)	1 (6.7%)	1 (4.8%)	13 (9.4%)	13 (9.4%)	3 (3.8%)	5 (2.3%)	199 (7.5%)	207 (7.3%)
3.	Average	2 (13.3%)	2 (13.3%)	3 (14.3%)	47 (34.1%)	47 (34.1%)	24 (30.4%)	27 (12.2%)	691 (26.0%)	717 (25.4%)
4.	Above average	5 (33.3%)	5 (33.3%)	8 (38.1%)	48 (34.8%)	48 (34.8%)	30 (38.0%)	79 (35.7%)	898 (33.7%)	954 (33.8%)
5.	Best possible rating	6 (40.0%)	6 (40.0%)	8 (38.1%)	26 (18.8%)	26 (18.8%)	20 (25.3%)	107 (48.4%)	826 (31.0%)	900 (31.8%)
8.	981 LS	What is your overall rating of this instructor?								
	number of responses (N)	15	15	21	137	137	79	220	2656	2821
1.	Worst possible rating	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.7%)	1 (0.7%)	1 (1.3%)	0 (0.0%)	36 (1.4%)	36 (1.3%)
2.	Below average	1 (6.7%)	1 (6.7%)	1 (4.8%)	8 (5.8%)	8 (5.8%)	3 (3.8%)	3 (1.4%)	139 (5.2%)	147 (5.2%)
3.	Average	2 (13.3%)	2 (13.3%)	3 (14.3%)	35 (25.5%)	35 (25.5%)	17 (21.5%)	16 (7.3%)	502 (18.9%)	522 (18.5%)
4.	Above average	0 (0.0%)	0 (0.0%)	1 (4.8%)	45 (32.8%)	45 (32.8%)	18 (22.8%)	37 (16.8%)	815 (30.7%)	862 (30.6%)
5.	Best possible rating	12 (80.0%)	12 (80.0%)	16 (76.2%)	48 (35.0%)	48 (35.0%)	40 (50.6%)	164 (74.5%)	1164 (43.8%)	1254 (44.5%)
9.	984 LS	In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject?								
	number of responses (N)	9	9	11	87	87	31	127	1739	1834
1.	Of little value.	1 (11.1%)	1 (11.1%)	1 (9.1%)	5 (5.7%)	5 (5.7%)	1 (3.2%)	2 (1.6%)	72 (4.1%)	73 (4.0%)
2.	Somewhat valuable.	1 (11.1%)	1 (11.1%)	1 (9.1%)	14 (16.1%)	14 (16.1%)	1 (3.2%)	6 (4.7%)	192 (11.0%)	192 (10.5%)
3.	Moderately valuable.	1 (11.1%)	1 (11.1%)	1 (9.1%)	22 (25.3%)	22 (25.3%)	5 (16.1%)	12 (9.4%)	411 (23.6%)	418 (22.8%)
4.	Very valuable.	1 (11.1%)	1 (11.1%)	2 (18.2%)	22 (25.3%)	22 (25.3%)	7 (22.6%)	37 (29.1%)	541 (31.1%)	572 (31.2%)
5.	Extremely valuable.	5 (55.6%)	5 (55.6%)	6 (54.5%)	24 (27.6%)	24 (27.6%)	17 (54.8%)	70 (55.1%)	523 (30.1%)	579 (31.6%)
10.	986 LS	Concerning the organization of the laboratory, the materials, supplies, and room were usually:								
	number of responses (N)	8	8	11	86	86	27	104	1629	1730
1.	Extremely disorganized and inadequate.	1 (12.5%)	1 (12.5%)	1 (9.1%)	4 (4.7%)	4 (4.7%)	1 (3.7%)	1 (1.0%)	22 (1.4%)	22 (1.3%)
2.	Poorly organized and barely adequate.	1 (12.5%)	1 (12.5%)	1 (9.1%)	7 (8.1%)	7 (8.1%)	2 (7.4%)	2 (1.9%)	82 (5.0%)	86 (5.0%)
3.	Moderately organized and adequate.	0 (0.0%)	0 (0.0%)	0 (0.0%)	22 (25.6%)	22 (25.6%)	2 (7.4%)	14 (13.5%)	443 (27.2%)	460 (26.6%)
4.	Well organized and more than adequate.	2 (25.0%)	2 (25.0%)	4 (36.4%)	34 (39.5%)	34 (39.5%)	8 (29.6%)	35 (33.7%)	606 (37.2%)	636 (36.8%)
5.	Extremely well organized and excellent.	4 (50.0%)	4 (50.0%)	5 (45.5%)	19 (22.1%)	19 (22.1%)	14 (51.9%)	52 (50.0%)	476 (29.2%)	526 (30.4%)
Responses to open-ended questions										
11.	975 OE	Your instructor would like to know what you think s/he has done especially well in teaching this course.								
		<p>the course lesson was very clear as it is.</p> <p>Very good job communicating all of the concepts and helping students along.</p> <p>Enthusiasm was nice, very appreciated. Handled questions very well and was able to rephrase key concepts in order to make sure everyone understood them.</p> <p>Carl is a very great professor, one of the best I have had. He was enthusiastic and understanding, with my learning placed to priority.</p> <p>I like how the assignments make up the entirety of the grade, and how there is no exam or test that we are trying to cram for. I have learned a lot by practicing different assignments and continually programming different problems.</p> <p>Carl is great when you have specific questions about your code. He always gets back to you in a timely manner and is very considerate to student concerns.</p> <p>Carl is one of my absolute favorite instructors. His positive attitude and obvious love for the subject made me enjoy the class lecture. That being said, the course homework seemed disconnected from the material learned in class. Yes, the topics were the same, but there was no programming taught in the course. Coming from the "Intro to Programming for Imaging Science" course, where I feel as though I was taught close to nothing, the class assignments were extremely difficult.</p>								

Fantastic job in rewording and trying to understand students questions. Did a good job giving an understanding of the process for each program.

EVERYTHING!!!! best class every I love, good thing there is a DIP2 and maybe if I'm good they make a DIP3, I can hope

Making everything understandable, concepts that I would never in a million years, I completely understood.

Carl is an exemplary professor, his passion for the subject and willingness to work with students makes him a great teacher.

Carl Salvaggio was always concerned that we had an understanding of a particular topic and never hesitated to go out of his way to explain a topic that was unclear. He also made his lectures enjoyable to be present during.

Carl is the happiest person ever and he makes class fun!

12. 976 OE Your instructor would like to know what should be done to improve the teaching of this course.

i think the class was good enough, i dont think there was any need for improvement unless you have two projectors, one show as the lecture slide and other show the programming code.

I felt I struggled a lot at some points and the instructor was only able to help in certain ways. This was frustrating because it made me feel like I was left in the dark. This may not be the instructor's fault however. It should be communicated thoroughly that students should work together.

Recitation (or fixing the Matterhorn program to work more than half of the time). More consistent naming conventions in the slides. Encourage TAs to be more accessible. State expected or desired conventions outright

With all due respect, find a new TA. Kevin Dickey was poor to work with and habitually egotistic and snide. Nothing feels better than working for days on a project to get back a grade littered with comments that are colloquial and highly un-professional. It would also be handy if our programs were graded on some type of a schedule, not just the TA's whim. As I write this, 20 percent of my grade sits unaccounted for (yes, halfway through finals week) because the TA's had not graded it. I understand they are busy, but this is unacceptable. Kevin is also moody and temperamental which I feel influenced a lot of grades besides my own as well. Dan was a good TA, hardworking and vague in his explanations of programs and their requirements; which by now I realize is a requirement to be any sort of TA. The way assignments were assigned was also very vague. There was no written, concrete list of guidelines and requirements. Some programs were discussed verbally, but managed to change from class to class without concrete anchor or backbone. This made doing the assignments difficult and hard to excel at because points were consistently missed because Carl briefly mentioned a point to include in our program and never elaborated. Please give students a list of program requirements and a rubrik. The first assignment in this class was assigned without a rubrik yet graded to one, unbeknownst to the students. Although opportunities were made to rectify the awful grades the class got as a result of this, it is still unprofessional and unacceptable in my opinion. The class was great, I enjoyed it immensely but the gap between the classroom and the assignments/grading was unprofessional and unacceptable, in my opinion. Too much was left to chance, the wind or Kevin's mood on any given day for me to leave this class feeling as knowledgeable as I should about DIP 1

More uniformity between grading. Rubrics might be helpful to develop for students to look at while they are doing the assignment. The grading would then be clearly outlined for all to see and agree on.

I wish the course would have focused more on the actual writing of code, instead of just the theories and conceptual topics.

For a class where the only grade is determined by weekly programming assignments, you would naturally expect some programming to be taught during the lecture. That would have been helpful, especially for those of us who do not program on a regular basis. I would like to make a comment on the extra credit assignments as well. I love the idea of extra credit and think it is awesome when professors give students chance to make up lost ground. The issue with the extra credit offered in this class, however, is that it is not do-able for those that need it. The reason I seek out extra credit is because my grade is low, and my grade is low because I have issues understanding the programming language we use to complete the weekly assignments. Having the extra credit be more programming isn't helpful. If i understood how to program, I wouldn't need the extra credit, and if I need the extra credit, it's because I don't understand how to program. If an extra credit assignment such as a research paper on a topic discussed in class were available, that would make more sense in my mind. And be much more helpful.

more work time in class.

Use more python!

More slides that you post to your website (ie fast corner detector).

An improvement could be to give a list of deliverables or some kind of rubric to the students so they know what exactly their code will be graded based on.

Keep on doing what you're doing Carl, your positive attitude and enthusiasm made me really enjoy being in your class.

Rubrics would be incredibly helpful. It was annoying to have to ask the TA's what exactly was due every assignment

Teach code!!!!!!!!!!!!!! Less talk, more lab. Write down homework instructions. Take hands out of pockets. If our grade is dependent on programming, teach programming. If you want to show a slide show so we can teach ourselves, give us half off tuition. If TA's our doing all of the grading, don't let them be point Nazi's. They gave very little to no partial credit when making mistakes when no programming was taught. Made way too many assumptions about programming ability. Used the phrase "it's simple" too often.

13. 1611 OE In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum?

the prerequisite course was programming of imaging science, it was taught in Matlab software. Until Fall, Python will be replace but we can still use Matlab.

It used the programming ideas we had learned. It also used imaging ideas we had learned from other classes. It not only brought them together, but also further elaborated on them and made them more hands on.

I was introduced to MATLAB in a previous class, but I didn't have much knowledge of it back then. This course definitely opened my eyes up to programming, and I think the prerequisite was not much of a help, because I felt like I didn't learn much in the prior course. Taking the prior course of CS1, though, was definitely helpful as a pre-class.

This course requires a lot of knowledge about programming. I feel that the pre-requisite did not prepare me for the course, even though I passed with an A.

The prerequisite course (Intro to Programming for Imaging Science) did not adequately prepare me for this class. I feel as though I have an extremely basic understanding of the programming language MATLAB and was not ready for the projects assigned during Digital Image Processing I. As stated before, there was no programming taught in this course, it was just expected of us to know how to perform the assigned tasks, resulting in me spending 20+ hours on some of the weekly assigned projects. Most of the time, upon submitting my assignments I would still feel as if I had no idea what I just submitted. I do not feel as if I have gained any knowledge of programming from this class, and am just as lost as ever entering into Digital Image Processing II. For some, programming in MATLAB is an exciting topic, and easy to understand. For others including myself, programming is difficult, frustrating, and uninteresting. Carl is an amazing person/professor and a joy to listen to during class, but after taking Digital Image Processing I, I am more certain than ever that I never want to attempt to program again. For me and others it is not a trivial and easy to understand task. Courses that involve programming need to have programming taught during them. Maybe if I was able to understand what it was that I was being asked to do, or given some sort of guidance on ways to approach programming, or even better, TAUGHT how MATLAB works in a systematic

step-by-step way (When do I need perform this task? Why do I need to perform it? and most importantly, how do i perform it?) I would not be as frustrated, and feel a little bit better about continuing on in the sequence. Conceptually understanding what needs to be done is not the issue. The syntax and vocabulary used in programming is.

built on intro to programming

I fully get the fourier transform now also I fell like i can consider my self a skilled programmer.

EVERYTHING: obviously programming for imaging science, but it built on probability and statistics for imaging science with the idea of histograms and image quantization. It also built on linear algebra (FOURIER TRANSFORMS).

It mostly built on intro to programming with some probability references.

When providing examples in class, Carl often referenced material from Radiometry, Linear Math for Imaging and Vision & Psychophysics which I believe furthered my understanding of material previously learned.

It used our previous programming experience but in this class we actually learned things.

The material and lectures do not suit the requirements for taking the course.



ONLINE COURSE EVALUATIONS

COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01, Digital Image Processing I
Quarter: 20123
Total responses: 15 out of 26 students.

Key Style: letters - numbers
Totals Style: max - average

[Show Open-Ended Responses](#)

Key: A = none at all , B = slight, C = moderate, D = strong

1) Your initial desire to take this course was: (14/26 Responded)

A: 2 (13.3%) B: 3 (20.0%) C: 3 (20.0%) D: 6 (40.0%)

D

Key: A = very elementary, B = somewhat elementary, C = about right, D = somewhat difficult, E = very difficult

2) For your background and ability, this course was: (15/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 5 (33.3%) D: 6 (40.0%) E: 4 (26.7%)

D

Key: A = A, B = B, C = C, D = D, E = F

3) What grade do you expect to receive in this course? (15/26 Responded)

A: 7 (46.7%) B: 4 (26.7%) C: 3 (20.0%) D: 0 (0.0%) E: 1 (6.7%)

A

Key: A = Worst possible rating, B = Below average, C = Average, D = Above average, E = Best possible rating

4) How concerned was the instructor that students learn? (15/26 Responded)

A: 0 (0.0%) B: 2 (13.3%) C: 2 (13.3%) D: 4 (26.7%) E: 7 (46.7%)

E

5) How much did the instructor stimulate your thinking and interest in the subject? (15/26 Responded)

A: 0 (0.0%) B: 0 (0.0%) C: 4 (26.7%) D: 4 (26.7%) E: 7 (46.7%)

E

6) How effective was the method of presentation of the course material? (15/26 Responded)

A: 1 (6.7%) B: 2 (13.3%) C: 3 (20.0%) D: 4 (26.7%) E: 5 (33.3%)

E

7) What is your overall rating of this course? (15/26 Responded)

A: 1 (6.7%) B: 1 (6.7%) C: 2 (13.3%) D: 5 (33.3%) E: 6 (40.0%)

E

8) What is your overall rating of this instructor? (15/26 Responded)

A: 0 (0.0%) B: 1 (6.7%) C: 2 (13.3%) D: 0 (0.0%) E: 12 (80.0%)

E

Key: A = Of little value., B = Somewhat valuable., C = Moderately valuable., D = Very valuable., E = Extremely valuable.

9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (9/26 Responded)

A: 1 (6.7%) B: 1 (6.7%) C: 1 (6.7%) D: 1 (6.7%) E: 5 (33.3%)

E

Key: A = Extremely disorganized and inadequate., B = Poorly organized and barely adequate., C = Moderately organized and adequate., D = Well organized and more than adequate., E = Extremely well organized and excellent.

10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (8/26 Responded)

E

A: 1 (6.7%)

B: 1 (6.7%)

C: 0 (0.0%)

D: 2 (13.3%)

E: 4 (26.7%)



11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (13/26 Responded)

- Fantastic job in rewording and trying to understand students questions. Did a good job giving an understanding of the process for each program.
- Making everything understandable, concepts that I would never in a million years, I completely understood.
- Carl is great when you have specific questions about your code. He always gets back to you in a timely manner and is very considerate to student concerns.
- EVERYTHING!!!! best class every I love, good thing there is a DIP2 and maybe if I'm good they make a DIP3, I can hope
- Carl Salvaggio was always concerned that we had an understanding of a particular topic and never hesitated to go out of his way to explain a topic that was unclear. He also made his lectures enjoyable to be present during.
- Carl is one of my absolute favorite instructors. His positive attitude and obvious love for the subject made me enjoy the class lecture. That being said, the course homework seemed disconnected from the material learned in class. Yes, the topics were the same, but there was no programming taught in the course. Coming from the "Intro to Programming for Imaging Science" course, where I feel as though I was taught close to nothing, the class assignments were extremely difficult.
- Enthusiasm was nice, very appreciated. Handled questions very well and was able to rephrase key concepts in order to make sure everyone understood them.
- Carl is an exemplary professor, his passion for the subject and willingness to work with students makes him a great teacher.
- the course lesson was very clear as it is.
- I like how the assignments make up the entirety of the grade, and how there is no exam or test that we are trying to cram for. I have learned a lot by practicing different assignments and continually programming different problems.
- Carl is a very great professor, one of the best I have had. He was enthusiastic and understanding, with my learning placed to priority.
- Very good job communicating all of the concepts and helping students along.
- Carl is the happiest person ever and he makes class fun!

12) Your instructor would like to know what should be done to improve the teaching of this course. (14/26 Responded)

- more work time in class.
- More slides that you post to your website (ie fast corner detector).
- I wish the course would have focused more on the actual writing of code, instead of just the theories and conceptual topics.
- Use more python!
- Keep on doing what you're doing Carl, your positive attitude and enthusiasm made me really enjoy being in your class.
- For a class where the only grade is determined by weekly programming assignments, you would naturally expect some programming to be taught during the lecture. That would have been helpful, especially for those of us who do not program on a regular basis. I would like to make a comment on the extra credit assignments as well. I love the idea of extra credit and think it is awesome when professors give students chance to make up lost ground. The issue with the extra credit offered in this class, however, is that it is not do-able for those that need it. The reason I seek out extra credit is because my grade is low, and my grade is low because I have issues understanding the programming language we use to complete the weekly assignments. Having the extra credit be more programming isn't helpful. If i understood how to program, I wouldn't need the extra credit, and if I need the extra credit, it's because I don't understand how to program. If an extra credit assignment such as a research paper on a topic discussed in class were available, that would make more sense in my mind. And be much more helpful.
- Recitation (or fixing the Matterhorn program to work more than half of the time). More consistent naming conventions in the slides. Encourage TAs to be more accessible. State expected or desired conventions outright
- Teach code!!!!!!!!!!!! Less talk, more lab. Write down homework instructions. Take hands out of pockets. If our grade is dependent on programming, teach programming. If you want to show a slide show so we can teach ourselves, give us half off tuition. If TA's our doing all of the grading, don't let them be point Nazi's. They gave very little to no partial credit when making mistakes when no programming was taught. Made way too many assumptions about programming ability. Used the phrase "it's simple" too often.
- An improvement could be to give a list of deliverables or some kind of rubric to the students so they know what exactly their code will be graded based on.
- i think the class was good enough, i dont think there was any need for improvement unless you have two projectors, one show on the lecture slide and other show the programming code

show as the lecture slide and other show the programming code.

- More uniformity between grading. Rubrics might be helpful to develop for students to look at while they are doing the assignment. The grading would then be clearly outlined for all to see and agree on.
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- I felt I struggled a lot at some points and the instructor was only able to help in certain ways. This was frustrating because it made me feel like I was left in the dark. This may not be the instructor's fault however. It should be communicated thoroughly that students should work together.
- Rubrics would be incredibly helpful. It was annoying to have to ask the TA's what exactly was due every assignment

13) In what ways did the content of this course build on or integrate material from previous or prerequisite courses in the curriculum? (12/26 Responded)

- built on intro to programming
- EVERYTHING: obviously programming for imaging science, but it built on probability and statistics for imaging science with the idea of histograms and image quantization. It also built on linear algebra (FOURIER TRANSFORMS).
- This course requires a lot of knowledge about programming. I feel that the pre-requisite did not prepare me for the course, even though I passed with an A.
- I fully get the fourier transform now also I fell like i can consider my self a skilled programmer.
- When providing examples in class, Carl often referenced material from Radiometry, Linear Math for Imaging and Vision & Psychophysics which I believe furthered my understanding of material previously learned.
- The prerequisite course (Intro to Programming for Imaging Science) did not adequately prepare me for this class. I feel as though I have an extremely basic understanding of the programming language MATLAB and was not ready for the projects assigned during Digital Image Processing I. As stated before, there was no programming taught in this course, it was just expected of us to know how to perform the assigned tasks, resulting in me spending 20+ hours on some of the weekly assigned projects. Most of the time, upon submitting my assignments I would still feel as if I had no idea what I just submitted. I do not feel as if I have gained any knowledge of programming from this class, and am just as lost as ever entering into Digital Image Processing II. For some, programming in MATLAB is an exciting topic, and easy to understand. For others including myself, programming is difficult, frustrating, and uninteresting. Carl is an amazing person/professor and a joy to listen to during class, but after taking Digital Image Processing I, I am more certain than ever that I never want to attempt to program again. For me and others it is not a trivial and easy to understand task. Courses that involve programming need to have programming taught during them. Maybe if I was able to understand what it was that I was being asked to do, or given some sort of guidance on ways to approach programming, or even better, TAUGHT how MATLAB works in a systematic step-by-step way (When do I need perform this task? Why do I need to perform it? and most importantly, how do i perform it?) I would not be as frustrated, and feel a little bit better about continuing on in the sequence. Conceptually understanding what needs to be done is not the issue. The syntax and vocabulary used in programming is.
- The material and lectures do not suit the requirements for taking the course.
- It mostly built on intro to programming with some probability references.
- the prerequisite course was programming of imaging science, it was taught in Matlab software. Until Fall, Python will be replace but we can still use Matlab.
- I was introduced to MATLAB in a previous class, but I didn't have much knowledge of it back then. This course definitely opened my eyes up to programming, and I think the prerequisite was not much of a help, because I felt like I didn't learn much in the proir course. Taking the prior course of CS1, though, was definitely helpful as a pre-class.

- It used the programming ideas we had learned. It also used imaging ideas we had learned from other classes. It not only brought them together, but also further elaborated on them and made them more hands on.
- It used our previous programming experience but in this class we actually learned things.

[Show Open-Ended Responses](#)

OCE - COURSE SUMMARY REPORT

Instructor 1: Salvaggio, Carl
Course: 1051-361-01 Digital Image Processing I
Quarter: 20123
Total responses: 15

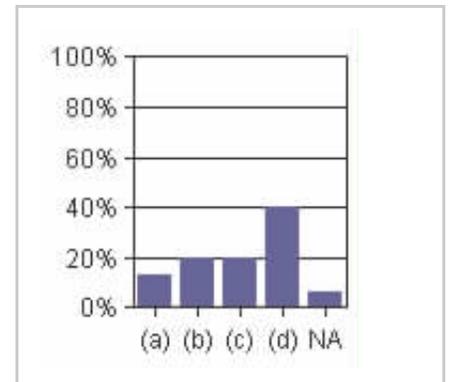
PART 1

Your evaluation of this course is an important means of collecting data for use in improving teaching in the Center for Imaging Science. Please read the questions carefully and answer them honestly. Your thoughtful answers will be valuable to instructors and administrators. This evaluation is completely anonymous. Results will be compiled after grades have been submitted at the end of this quarter.

Section One: Student Data

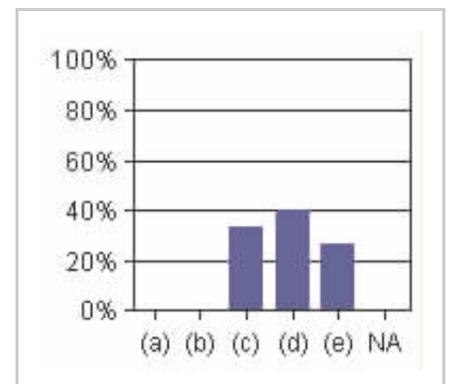
1) Your initial desire to take this course was: (14 answered)

option	text	number	percent
(a)	none at all	2	13.3%
(b)	slight	3	20.0%
(c)	moderate	3	20.0%
(d)	strong	6	40.0%
	Not Answered	1	6.7%



2) For your background and ability, this course was: (15 answered)

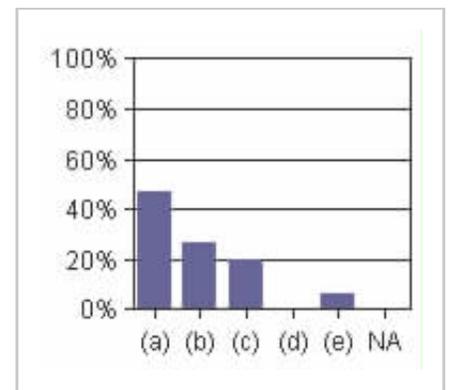
option	text	number	percent
(a)	very elementary	0	0.0%
(b)	somewhat elementary	0	0.0%
(c)	about right	5	33.3%
(d)	somewhat difficult	6	40.0%
(e)	very difficult	4	26.7%
	Not Answered	0	0.0%



3) What grade do you expect to receive in this course? (15 answered)

option	text	number	percent
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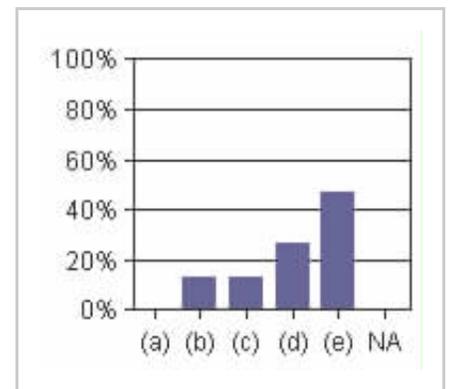
(a)	A	7	46.7%
(b)	B	4	26.7%
(c)	C	3	20.0%
(d)	D	0	0.0%
(e)	F	1	6.7%
	Not Answered	0	0.0%



Section Two: General Questions

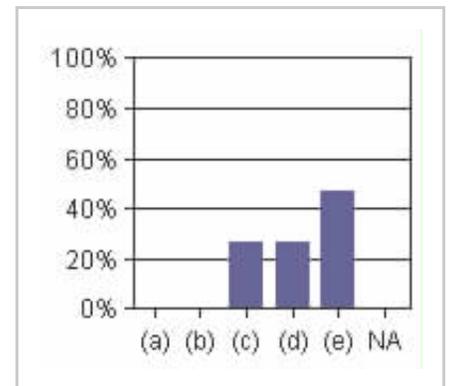
4) How concerned was the instructor that students learn? (15 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	2	13.3%
(c)	Average	2	13.3%
(d)	Above average	4	26.7%
(e)	Best possible rating	7	46.7%
	Not Answered	0	0.0%



5) How much did the instructor stimulate your thinking and interest in the subject? (15 answered)

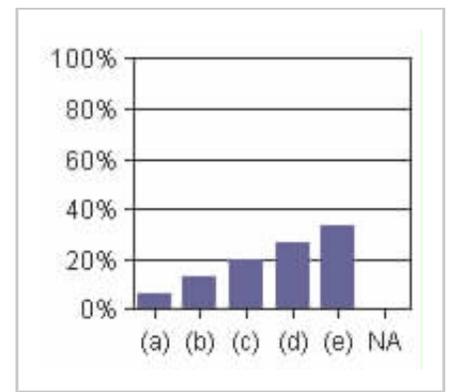
option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	0	0.0%
(c)	Average	4	26.7%
(d)	Above average	4	26.7%
(e)	Best possible rating	7	46.7%
	Not Answered	0	0.0%



6) How effective was the method of presentation of the course material? (15 answered)

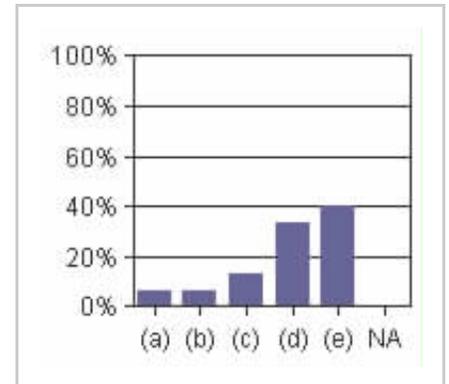
option	text	number	percent
(a)	Worst possible rating	1	6.7%
(b)	Below average	2	13.3%
(c)	Average	3	20.0%

(d)	Above average	4	26.7%
(e)	Best possible rating	5	33.3%
	Not Answered	0	0.0%



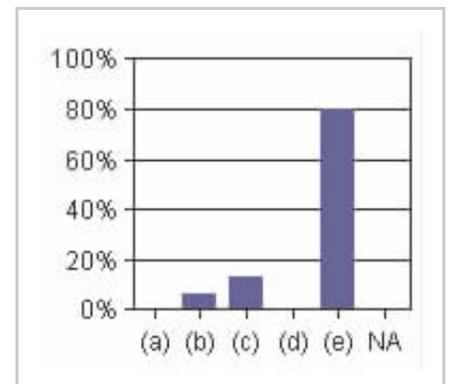
7) What is your overall rating of this course? (15 answered)

option	text	number	percent
(a)	Worst possible rating	1	6.7%
(b)	Below average	1	6.7%
(c)	Average	2	13.3%
(d)	Above average	5	33.3%
(e)	Best possible rating	6	40.0%
	Not Answered	0	0.0%



8) What is your overall rating of this instructor? (15 answered)

option	text	number	percent
(a)	Worst possible rating	0	0.0%
(b)	Below average	1	6.7%
(c)	Average	2	13.3%
(d)	Above average	0	0.0%
(e)	Best possible rating	12	80.0%
	Not Answered	0	0.0%

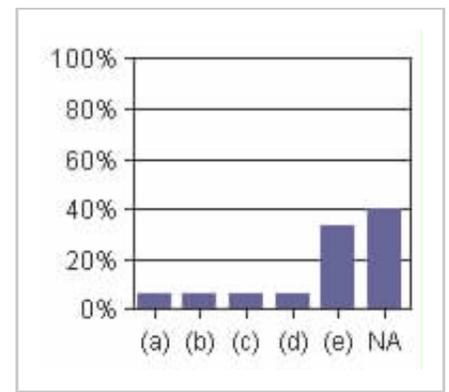


Section Three: Laboratory

9) In general, were the laboratory experiments of value either in developing techniques and experience or in contributing to understanding the subject? (9 answered)

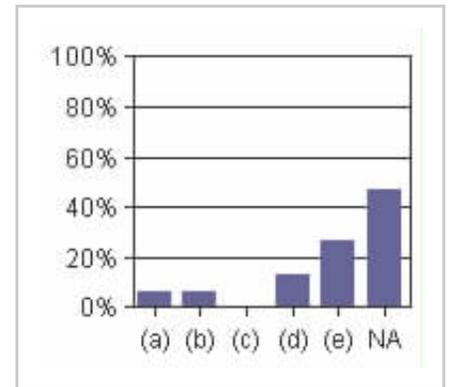
option	text	number	percent
(a)	Of little value.	1	6.7%
(b)	Somewhat valuable.	1	6.7%
(c)	Moderately valuable.	1	6.7%

(d)	Very valuable.	1	6.7%
(e)	Extremely valuable.	5	33.3%
	Not Answered	6	40.0%



10) Concerning the organization of the laboratory, the materials, supplies, and room were usually: (8 answered)

option	text	number	percent
(a)	Extremely disorganized and inadequate.	1	6.7%
(b)	Poorly organized and barely adequate.	1	6.7%
(c)	Moderately organized and adequate.	0	0.0%
(d)	Well organized and more than adequate.	2	13.3%
(e)	Extremely well organized and excellent.	4	26.7%
	Not Answered	7	46.7%



Section Four: Comments

11) Your instructor would like to know what you think s/he has done especially well in teaching this course. (13 answered)

- Fantastic job in rewording and trying to understand students questions. Did a good job giving an understanding of the process for each program.

- Making everything understandable, concepts that I would never in a million years, I completely understood.

Carl is great when you have specific questions about your code. He

- always gets back to you in a timely manner and is very considerate to student concerns.

- EVERYTHING!!!! best class every I love, good thing there is a DIP2 and maybe if I'm good they make a DIP3, I can hope

Carl Salvaggio was always concerned that we had an understanding of a particular topic and never hesitated to go out of his way to explain a topic that was unclear. He also made his lectures enjoyable to be present during.

- Carl is one of my absolute favorite instructors. His positive attitude and obvious love for the subject made me enjoy the class lecture. That being said, the course homework seemed disconnected from the material learned in class. Yes, the topics were the same, but there was no programming taught in the course. Coming from the "Intro to Programming for Imaging Science" course, where I feel as though I was

taught close to nothing, the class assignments were extremely difficult.

Enthusiasm was nice, very appreciated. Handled questions very well and

- was able to rephrase key concepts in order to make sure everyone understood them.
- Carl is an exemplary professor, his passion for the subject and willingness to work with students makes him a great teacher.
- the course lesson was very clear as it is.

I like how the assignments make up the entirety of the grade, and how there is no exam or test that we are trying to cram for. I have learned a lot by practicing different assignments and continually programming different problems.

- Carl is a very great professor, one of the best I have had. He was enthusiastic and understanding, with my learning placed to priority.
- Very good job communicating all of the concepts and helping students along.
- Carl is the happiest person ever and he makes class fun!

12) Your instructor would like to know what should be done to improve the teaching of this course. (14 answered)

- more work time in class.
- More slides that you post to your website (ie fast corner detector).
- I wish the course would have focused more on the actual writing of code, instead of just the theories and conceptual topics.
- Use more python!
- Keep on doing what you're doing Carl, your positive attitude and enthusiasm made me really enjoy being in your class.

For a class where the only grade is determined by weekly programming assignments, you would naturally expect some programming to be taught during the lecture. That would have been helpful, especially for those of us who do not program on a regular basis. I would like to make a comment on the extra credit assignments as well. I love the idea of extra credit and think it is awesome when professors give students chance to make up lost ground. The issue with the extra credit offered in this class, however, is that it is not do-able for those that need it. The reason I seek out extra credit is because my grade is low, and my grade is low because I have issues understanding the programming language we use to complete the weekly assignments. Having the extra credit be more programming isn't helpful. If i understood how to program, I wouldn't need the extra credit, and if I need the extra credit, it's because I don't understand how to program. If an extra credit assignment such as a research paper on a topic discussed in class were available, that would make more sense in my mind. And be much more helpful.

- Recitation (or fixing the Matterhorn program to work more than half of the time). More consistent naming conventions in the slides. Encourage TAs to be more accessible. State expected or desired conventions outright

Teach code!!!!!!!!!!!! Less talk, more lab. Write down homework instructions. Take hands out of pockets. If our grade is dependent on programming, teach programming. If you want to show a slide show so

- we can teach ourselves, give us half off tuition. If TA's our doing all of the grading, don't let them be point Nazi's. They gave very little to no partial credit when making mistakes when no programming was taught. Made way too many assumptions about programming ability. Used the phrase "it's simple" too often.

An improvement could be to give a list of deliverables or some kind of

- rubric to the students so they know what exactly their code will be graded based on.

i think the class was good enough, i dont think there was any need for

- improvement unless you have two projectors, one show as the lecture slide and other show the programming code.

More uniformity between grading. Rubrics might be helpful to develop for

- students to look at while they are doing the assignment. The grading would then be clearly outlined for all to see and agree on.

With all due respect, find a new TA. Kevin Dickey was poor to work with and habitually egotistic and snide. Nothing feels better than working for days on a project to get back a grade littered with comments that are colloquial and highly un-professional. It would also be handy if our programs were graded on some type of a schedule, not just the TA's whim. As I write this, 20 percent of my grade sits unaccounted for (yes, halfway through finals week) because the TA's had not graded it. I understand they are busy, but this is unacceptable. Kevin is also moody and temperamental which I feel influenced a lot of grades besides my own as well. Dan was a good TA, hardworking and vague in his explanations of programs and their requirements; which by now I realize is a requirement to be any sort of TA. The way assignments were assigned was also very vague. There was no written, concrete list of

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