

From: **Chuck Allison** chuck@freshsources.com
Subject: Fwd: Course Evaluation Results for: CS 3240 B01 - Charles D. Allison
Date: August 19, 2011 at 12:25 PM
To: Kirk Love LOVEKI@uvu.edu



You may recall that I was concerned about teaching Comp Theory in the summer. This is possibly the best SRI I've ever had!

Chuck Allison

Sent from my iPad

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From: **Student Rating of Instruction System** sri@uvu.edu
 Subject: Course Evaluation Results for: CS 3240 B01 - Charles D. Allison
 Date: August 19, 2011 at 11:38 AM
 To: 10005194@uvu.edu

Course Evaluation Report

Dear Faculty Member,

The Student Rating of Instruction system is now closed, and your grades should all be submitted. If they are not, please work with the registrar's office immediately to submit your grades. Your detailed survey results are shown below.

Term	Division	Department	Course ID	Course	Description	Professor	Evaluations Taken	Total Enrollment	% Complete
201130 TC		CSE	CS 3240 B01	14031	Intro to Computational Theory	Charles D. Allison	13	14	92.9

Demographics

Total
13

Description	Response Total	Response Percent
Class Standing		
Senior	7	54%
Junior	6	46%
Crse req'd for program?		
Required	11	85%
Both	1	8%
Elective	1	8%
Crse Requirement		
My Major	12	92%

Instructor

Total	Strongly Agree	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
13	89	11	0	0	0	4.90	0.18

Description	Total	Strongly Agree	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
Organized	13	100					5.00	0.00
Respectful	13	92	8				4.92	0.28
Fair	11	91	9				4.91	0.30
Clarity	13	77	23				4.77	0.44
Knowledgeable	13	100					5.00	0.00
Timely Feedback	13	85	15				4.85	0.38
Achievement Standards	13	77	23				4.77	0.44
Recommend	13	92	8				4.92	0.28

Comments

Total
13

Description
Helpful
Able display complex material in an understandable way, You can tell through action and attitude that the instructor cares about what the student gets out of the class, Takes subject material that could be mundane and makes it enjoyable, You can see the instructor's enthusiasm for the subject.
Great instructor. He provides examples. He explains things clearly. He encourages questions. He is knowledgeable about the subject. He really wants his students to succeed. He tests you on what he has taught you.
One of the better courses I ever had. While the material is abstract I found that I got it better than most other courses that were similarly abstract. Allison knows what he is talking about and is very responsive to questions. Seems to remember that school is not about grades but about learning new material.
Provides access to all the materials he uses in class, as well as other supplemental material.
Quite possibly the best instructor I've ever had! Explains things completely and concisely, with plenty of helpful examples, and classroom exercises to drive the points

home.

The best teacher I have had so far at UVU - clear lectures, well organized, gives a fair amount of homework therefore you can better assimilate the lectures. Myself I deeply appreciate the quizzes, as it points the questions we can expect on tests.

This has been one of the great classes of my lifetime. I am truly excited to explore and apply the theory we studied this semester, of course in future CS classes, but even more in exploring the potential applications of the intersections between the themes of computational theory -- logical approaches to languages, machines, and grammars -- and themes of postmodernist critical literary theories. Allison was terrific: He made the material interesting and accessible for a former English major. I think this is the best organized class I've ever attended. All materials, include all lecture slides, were available before the first day of class. Allison's use of powerpoint is among the most effective that I've seen. That he provides the slides before class to the students makes it so we were able to print them out before class and use them for taking notes as he lectured -- a very elegant approach. He is friendly and supportive.

Very Knowledgeable about the subject and fair.

Very clear in communicating and teaching material. He has a very good knowledge of the subject and does an excellent job making the concepts simple to understand. Very clear about expectations throughout the semester and informing about assignments.

Very well organized. Gave complete syllabus and stuck to it very closely. Provided slides to help with note taking. Gave good examples to explain difficult concepts

logical flow, clear expectations, very well taught

□

Suggestions

Because his class is so well organized, I am (ironically) more easily able to think of a few minor suggestions: This was a fast-moving class, which was actually great, but because of this speed, and homework assignments were due 2-3 days after their material was covered in class, it made it so I needed to refresh that material before working the homework problems. Similarly, midterm exam lecture material ended 2-3 lecture days before the exam began. This means we were learning material that was not on the exam while studying for the midterm and working homework assignments. Lastly, the textbook for the class assumes the student has fluency in Math notations, which I certainly don't have. It's great as a reference once you understand the notations, but it makes it very difficult to learn material if you don't already know the nomenclature. Allison should write a textbook. His teaching approach is elegant, and I'm sure a text based around his approach would be similarly accessible.

Can't think of anything

None - great class!!

Only improvement I could suggest would be to balance the homework assignments a little more so that there is more time to do larger assignments like programming projects. Just space out the workload a little bit more, but this was not a big issue, I'm just trying to think of good feedback.

Perhaps a bit more information about some of the processes in slides because the book is often difficult to understand.

Some things need a little more time spent on them, particularly, some of the definitions have slipped my mind during occasions where distinct ideas are similarly worded, the professor did clear this up upon request.

Try to get more interaction from the students, as the subject taught tends to be theoretical (aka. 'boring').

the book can at times place emphasis in areas not similarly covered in class; this sometimes causes the exercises to feel foreign. I wonder if it might be beneficial, in the class period before a given homework is due, to briefly bridge the differing styles/ notations with cues specific to the given exercises.

though there were many classroom exercises, even more would be helpful, especially in the more abstract areas.

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You can also view your results in UVLink on your faculty detail schedule. Please reply to this e-mail with any questions or concerns.

Thank you!

