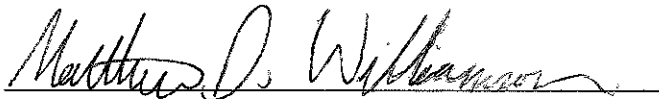


To Whom it May Concern:

The course review for CS 420 on Tuesday, March 29, 2011 was conducted without the presence of the instructor, Dr. K. Subramani. The surveys were not tampered with, and the results were compiled by the person signed below.

A handwritten signature in cursive script, reading "Matthew D. Williamson", written over a horizontal line.

Matthew D. Williamson





## Design of Algorithms - Course Review

K. Subramani  
LCSEE,  
West Virginia University,  
Morgantown, WV  
{ksmani@csee.wvu.edu}

March 28, 2011

1. Does the instructor address your concerns in timely fashion?  
☒ (a) Yes.  
☐ (b) No.  
☐ (c) Most of the time.
2. Is the instructor helpful? Have you sought help?  
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10. Are the homework problems helping you appreciate the course?  
☒ (a) Yes.  
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☒ (a) Yes.  
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12. Is the grading fair?  
☒ (a) Yes.

- (b) No.
- (c) For the most part.

13. Are you getting timely feedback on your work?

- ☒ (a) Yes.
- (b) No.
- (c) For the most part.

14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?

- ☒ (a) Yes.
- (b) No.

15. Briefly explain what your notion of an effective instructor is:

An effective instructor not only presents the material to the students, but he/she also engages the students as well. I have taught courses before, and I have seen first hand that students understand the material better when I use a hands-on approach by having them do examples and ask them questions. An effective instructor also encourages the students to ask questions. Otherwise, how is the instructor supposed to know if they're learning prior to the homeworks and/or exams?

16. Does the instructor meet your notion of an effective instructor:

- ☒ (a) Always.
- (b) Never.
- (c) Most of the time.
- (d) Sometimes.

17. What aspects of the course would you like to change and in what way? (More detail the better!)

It would be nice to go over more advanced material. Most, not all, of the material in here was presented in CS 221. Part of this is the diverse background of the students.

*Matthew D. Williams*

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- (b) No.  
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13. Are you getting timely feedback on your work?  
(a) Yes.  
(b) No.  
(c) For the most part.
14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?  
(a) Yes.  
(b) No.
15. Briefly explain what your notion of an effective instructor is:

Good feedback, communication  
Clearly outlines assignments/work

16. Does the instructor meet your notion of an effective instructor:  
(a) Always.  
(b) Never.  
(c) Most of the time.  
(d) Sometimes.
17. What aspects of the course would you like to change and in what way? (More detail the better!)

If attendance/lateness is  
a major issue, include it  
in the syllabus



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14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?

- ☒ (a) Yes.
- (b) No.

15. Briefly explain what your notion of an effective instructor is:

One who teaches material and is helpful to the student as they do their work.

16. Does the instructor meet your notion of an effective instructor:

- ☒ (a) Always.
- (b) Never.
- (c) Most of the time.
- (d) Sometimes.

17. What aspects of the course would you like to change and in what way? (More detail the better!)

Bonus Point Pop Quiz. One bag about yesterday's topic.  
↓ the last classes provide opportunity to  
this would allow students to learn the material and boost their grades





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13. Are you getting timely feedback on your work?

- ☒ (a) Yes.
- (b) No.
- (c) For the most part.

14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?

- (a) Yes.
- ☒ (b) No.

15. Briefly explain what your notion of an effective instructor is:

Someone who goes above and beyond to help a willing student learn new topics. Above and beyond meaning answering questions and providing out of class assistance and a willing student being one who asks for help.

16. Does the instructor meet your notion of an effective instructor:

- (a) Always.
- (b) Never.
- ☒ (c) Most of the time.
- (d) Sometimes.

17. What aspects of the course would you like to change and in what way? (More detail the better!)

Proofs and induction are not my strong suit so possibly some other things other than hw/presentations to help boost grade. Otherwise for someone that was not a Subramani fan initially I enjoy this class

*Matthew D. Williams*

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14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?

- (a) Yes.
- (b) No.

15. Briefly explain what your notion of an effective instructor is:

Someone who explains the material well, makes the class interesting, and avoids unnecessary repetition of content

16. Does the instructor meet your notion of an effective instructor:

- (a) Always.
- (b) Never.
- ☒ (c) Most of the time
- (d) Sometimes.

17. What aspects of the course would you like to change and in what way? (More detail the better!)

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14. Do you believe that the non-uniformity of student backgrounds impacts the instructor's effectiveness?

(a) Yes.

(b) No.

15. Briefly explain what your notion of an effective instructor is:

*if the instructor is not critical of the students, and doesn't make them feel bad for not knowing the answers to their questions*

16. Does the instructor meet your notion of an effective instructor:

(a) Always.

(b) Never.

(c) Most of the time.

(d) Sometimes.

17. What aspects of the course would you like to change and in what way? (More detail the better!)

*not being so critical when we all don't understand.*

*Matthew D. Williamson*

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15. Briefly explain what your notion of an effective instructor is:

*One who works through problems and discusses them with the students.*

16. Does the instructor meet your notion of an effective instructor:
- (a) Always.  
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17. What aspects of the course would you like to change and in what way? (More detail the better!)

*Since proofs are heavily stressed in this class I would like for there to be more group proof work during class so that we can discuss problems not just with the instructor but with peers. More homework frequency but smaller in portion.*