

# Online Student Ratings Report



Period: **Fall 2013**  
 Instructor: **McCarthy, Jay A (075667467)**  
 Course: **C S 330-001: Concepts of Programng Lang**

Responses/Enrolled: **10 / 13 = 77%**  
 College: **Physical and Mathematical Sciences**  
 Department: **Computer Science**

Instructor Below Overall    Instructor Above Overall

Course	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall	VSD (1)	SD (2)	D (3)	SwD (4)	SwA (5)	A (6)	SA (7)	VSA (8)	NR	Resp Rate			
Amount learned	2.17	6.4	6.4 / 6.4	6.4 / 6.8	6.4 / 6.4	6.4 / 6.7	1	0	0	0	1	2	2	4	0	77%			
Materials & activities effective	2.00	6.3	6.3 / 6.3	6.3 / 6.5	6.3 / 6.2	6.3 / 6.5	1	0	0	0	0	3	4	2	0	77%			
Well organized	1.73	6.9	6.9 / 6.9	6.9 / 6.4	6.9 / 6.4	6.9 / 6.6	0	0	1	0	1	1	1	6	0	77%			
Evaluations good measures of learning	2.38	5.1	5.1 / 5.1	5.1 / 6.3	5.1 / 6.0	5.1 / 6.3	2	0	0	1	1	2	4	0	0	77%			
Grading procedures fair	2.50	5.4	5.4 / 5.4	5.4 / 6.6	5.4 / 6.3	5.4 / 6.6	2	0	0	0	1	4	1	2	0	77%			
Intellectual skills developed	2.21	6.3	6.3 / 6.3	6.3 / 6.8	6.3 / 6.5	6.3 / 6.6	1	0	0	0	2	1	2	4	0	77%			
Testimony strengthened	1.70	6.3	6.3 / 6.3	6.3 / 5.9	6.3 / 5.7	6.3 / 6.3	0	0	1	1	0	3	2	3	0	77%			
Hours spent in class	0.17	2.9	2.9 / 2.9	2.9 / 2.8	2.9 / 3.3	2.9 / 2.8										69%			
	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall	0% (0)	10% (10)	20% (20)	30% (30)	40% (40)	50% (50)	60% (60)	70% (70)	80% (80)	90% (90)	100% (100)	NR	Resp Rate
Valuable time in class	31.99	73.0	73.0/73.0	73.0/70.5	73.0/74.8	73.0/80.7	0	1	0	0	2	0	0	1	0	3	3	0	77%
Hours spent out of class	10.32	15.3	15.3/15.3	15.3/ 7.4	15.3/ 5.5	15.3/ 3.7													77%
Valuable time out of class	27.26	79.0	79.0/79.0	79.0/80.6	79.0/78.4	79.0/80.3	0	1	0	0	0	0	1	0	3	2	3	0	77%

Instructor	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall	VSD (1)	SD (2)	D (3)	SwD (4)	SwA (5)	A (6)	SA (7)	VSA (8)	NR	Resp Rate
Interest in student learning	0.88	6.6	6.6 / 6.6	6.6 / 7.0	6.6 / 6.8	6.6 / 7.1	0	0	0	0	1	3	4	1	1	69%
Opportunities to get help	1.76	7.0	7.0 / 7.0	7.0 / 6.8	7.0 / 6.7	7.0 / 6.9	0	0	1	0	1	1	0	7	0	77%
Active student involvement	1.71	6.4	6.4 / 6.4	6.4 / 6.7	6.4 / 6.6	6.4 / 6.9	0	0	1	1	0	2	3	3	0	77%
Prompt feedback	0.88	7.4	7.4 / 7.4	7.4 / 6.3	7.4 / 6.3	7.4 / 6.5	0	0	0	0	0	2	1	6	1	69%
Useful feedback	1.78	6.6	6.6 / 6.6	6.6 / 6.3	6.6 / 6.1	6.6 / 6.5	0	0	1	1	0	1	3	4	0	77%
Responded to students respectfully	1.58	5.6	5.6 / 5.6	5.6 / 6.9	5.6 / 6.8	5.6 / 7.0	0	1	0	1	1	4	3	0	0	77%
Explained concepts effectively	2.22	5.5	5.5 / 5.5	5.5 / 6.4	5.5 / 6.3	5.5 / 6.7	1	0	1	1	0	4	1	2	0	77%
Integrates gospel into subject	1.42	6.3	6.3 / 6.3	6.3 / 6.3	6.3 / 6.2	6.3 / 6.7	0	0	1	0	0	5	2	2	0	77%
Spiritually inspiring	1.26	6.6	6.6 / 6.6	6.6 / 6.5	6.6 / 6.3	6.6 / 6.8	0	0	0	1	0	4	2	3	0	77%

Overall	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall	EP (1)	VP (2)	P (3)	SP (4)	SG (5)	G (6)	VG (7)	EG (8)	NR	Resp Rate
Overall Course	1.96	5.6	5.6 / 5.6	5.6 / 6.6	5.6 / 6.2	5.6 / 6.7	1	0	0	1	1	4	2	1	0	77%
Overall Instructor	1.64	6.3	6.3 / 6.3	6.3 / 6.6	6.3 / 6.6	6.3 / 6.9	0	0	1	0	2	2	2	3	0	77%

BYU Aims	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall	VSD (1)	SD (2)	D (3)	SwD (4)	SwA (5)	A (6)	SA (7)	VSA (8)	NR	Resp Rate
Contributed to BYU Aims	2.22	6.5	6.5 / 6.5	6.5 / 6.8	6.5 / 6.6	6.5 / 6.9	1	0	0	0	1	2	1	5	0	77%

Comments	Std Dev	Sect Mean	Crse Mean Instructor/Overall	Dept Mean Instructor/Overall	Coll Mean Instructor/Overall	Univ Mean Instructor/Overall											Resp Rate
Comments																	62%

## C S 330-001 Fall 2013 - Comments

### Responses: 8 Total

I think that Jay has the ability to teach very well. His lectures are great. I just think that if he graded like the other computer science professors did, that students would get a greater benefit. It was difficult because he wasn't grading like the rest of the computer science staff. I think that he should grade this way because that is what students are expecting of every class. In order to get into the program, students are graded with good grades if their programs pass the appropriate tests, given by the professors. This would lead me to believe that all classes would be graded this way. The rest of the computer science staff tell you, before the assignment is due, what they are looking for in order to pass of an assignment. Jay has the students turn in what they have and then tells us what we need to get a good grade. I gave some ideas in several evaluations he gave us, and he seemed to only listen to the ideas if they were given in a logical proof form. I hope that he can understand my praise and concern from what I have written.

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I felt that the grading system was much too harsh, and too granular. I've never gotten a zero on an assignment that I actually did and turned in before.

It might have been nice to give us the opportunity to redo and resubmit assignments after receiving our grades and feedback, for at least partial credit.

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I'm very glad I took this course. It taught me more about programming and different languages than I would be able to learn on my own. Most of what I learned I would not be able to learn through work or classes from other professors.

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Jay is a fantastic teacher.

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Exceptional instructor. I learned a great deal from Jay. His course was one of the most difficult I have taken but it is hard for me to think of a class where I learned more.

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Professor McCarthy is one of the tougher professors I have had at the school, but I have learned more from his classes than any other professor. The organization of the course and homework required that students learn the material rather than simply reiterating what was said in class or the book, it required a demonstration of the understanding of the material. This has been the most "Intellectually Enlarging" and "Character Building" classes that I have taken at BYU.

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The good things about Jay McCarthy:

- Gave prompt feedback on all assignments and questions
- Funny and Entertaining in class
- Brought in gospel concepts to the lecture

Things for Jay McCarthy to improve on:

- Students don't like to be told they are wrong. Ease them into new concepts.

For example if a student gives an example of what they think Polymorphism is, and it is contrary to what

you know it is, instead of saying "You are wrong. Let me show you why you are wrong." respond with something like "You are close, but there is more to it than that" and then proceed to use terms that they recognize and build on what they got right. This approach is better than straight up telling the student that they are wrong. Telling a student they are wrong might cause them to doubt themselves and not want to ask questions anymore as they slowly start to hate the class for depressing reasons.

- The next thing that could be improved upon is responses to Student's questions on the Google Group. An example would be if the student asks the question "how do I do a for loop in Racket?", a good response would be "Here is an example of a simple for loop. [for loop code]. Here is where you can go to learn more about it. [link to for loop documentation]".

The response is ideal because it doesn't accuse the student of not reading the documentation thoroughly. This type of response will be better received than an accusatory "You didn't read the documentation." Also on the topic of the Google Group, be sure to not ask accusatory questions back to the student. Terse questions like "How did you come up with that?" can be interpreted as having an angry connotation. Instead, if you want to ask questions to the students to help them learn, try asking "What have you tried so far?" and then offer some suggestions or hints as to a few things that could be wrong. The thing that made it hard for me to ask you questions is that I didn't want to feel stupid because of the responses I would get such as "Why didn't you read the documentation?" when I had done my best to read the documentation and was still clueless. A little patience when students don't understand anything can go a long way.

- Final point, please don't disregard this input. I'm offering suggestions because I feel bad that I spent the majority of the semester hating your class all because I couldn't figure you out. Now that I have some idea of how you function it is too late for me to fix anything because I am so far behind.

Moral of the story: Try give thoughtful and non-accusatory responses to the students; even if you never intended your response to be accusatory, you should be careful how you talk to your students through text-base mediums.

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This course is a little absurd. I'm never sure what I'm supposed to be learning and the assignments are barely related to what we talk about in class. The grading system is completely arbitrary. A fully functioning program would get a 50% because it didn't include the test-cases Jay expected (even if it would handle those cases correctly). Even this would be acceptable, if we knew what those test cases would be before hand. Instead it's a game of 'guess-what-Jay's-thinking,' which is rather unfair. The language (Racket) is not worth learning. There is nothing about this course that will help me be better at computer science or help me succeed in any career.

Jay himself means well, and it seems he genuinely cares about his students, but he just has no concept of how to teach. I'm fairly certain that he's brilliant, but almost everything he talks about is extremely hard to follow.

The expectation on students is too high for what he's teaching.

Currently, the average in the class is somewhere around 55%, and that's the highest it's been all semester. This doesn't bother him because there are still extra credit assignments. But if we can't do the regular

assignments, why would he think we can do the extra hard ones? I assume he has some plan to stop half the class from failing. If not, I expect administration to step in, because a fail rate that high is clearly the fault of the instructor and not the students.

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