Franklin, Randolph  
Rensselaer Polytechnic Institute  
ECSE-4750-01  
COMPUTER GRAPHICS  
TWF 2 PM  
Fall 2009  
Local code: 0035

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

There were 30 students enrolled in the course and 13 students responded. Your results are considered only marginally reliable. The 43% response rate indicates that results are inadequate to assure representativeness of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "important" or "essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.4 Adj.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three objectives were selected as relevant (Important or Essential—see page 2)</td>
<td>4.4 Adj.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Ratings

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Excellent Teacher</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Evaluation (Average of A & D) | 4.4 | 4.1 |

1If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

2The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>57</th>
<th>54</th>
<th>56</th>
<th>54</th>
<th>56</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>56</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>58</td>
<td>55</td>
</tr>
</tbody>
</table>

IDEA Discipline used for comparison: Engineering
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD--IDEA Center Learning Notes (www.theideacentre.org/podidea/PODNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw Adj. 1 or 2 4 or 5</td>
<td></td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Essential 4.5 4.3 8% 83%</td>
<td></td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Essential 4.2 3.9 25% 75%</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Essential 4.4 4.1 8% 83%</td>
<td></td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives 4.4 4.1

1 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Average (5-point scale)</th>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>3.0</td>
<td>47 Similar 50 Similar 48 Similar</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>2.8</td>
<td>40 Lower 37 Much Lower 39 Lower</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>2.8</td>
<td>40 Lower 38 Lower 39 Lower</td>
</tr>
</tbody>
</table>

Student Description

37. I worked harder on this course than on most courses I have taken. 3.5
38. I really wanted to take this course regardless of who taught it. 3.8
43. As a rule, I put forth more effort than other students on academic work. 4.0

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 Similar 48 Similar 48 Similar</td>
</tr>
<tr>
<td>59 Higher 58 Higher 54 Similar</td>
</tr>
<tr>
<td>62 Higher 58 Higher 56 Higher</td>
</tr>
</tbody>
</table>

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56-62)
Similar = Middle 40% (46-55)
Lower = Next 20% (36-44)
Much Lower = Lowest 10% (37 or lower)
## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD–IDEA Center Notes (www.theideacenter.org/PODideadocs), and POD–IDEA Center Learning Notes (www.theideacenter.org/PODideadocs/PODNotesLearning.html).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.2</td>
<td>67%</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>All selected objectives</td>
<td>4.7</td>
<td>92%</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>4.5</td>
<td>92%</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.6</td>
<td>91%</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Not relevant to objectives selected</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td></td>
<td>3.4</td>
<td>55%</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>Not relevant to objectives selected</td>
<td>3.3</td>
<td>42%</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>75%</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>All selected objectives</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23</td>
<td>4.3</td>
<td>85%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students’ academic performance</td>
<td>23</td>
<td>4.1</td>
<td>83%</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.7</td>
<td>63%</td>
</tr>
<tr>
<td>20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>83%</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Not relevant to objectives selected</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Related course material to real life situations</td>
<td>23</td>
<td>4.8</td>
<td>92%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g., data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.6</td>
<td>92%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>Not relevant to objectives selected</td>
<td>4.6</td>
<td>92%</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>Not relevant to objectives selected</td>
<td>4.3</td>
<td>75%</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>All selected objectives</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>All selected objectives</td>
<td>4.4</td>
<td>83%</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>All selected objectives</td>
<td>4.5</td>
<td>92%</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21, 22</td>
<td>4.7</td>
<td>83%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>83%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>3.9</td>
<td>67%</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever  2 = Occasionally  3 = Sometimes  4 = Frequently  5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Displayed a personal interest in students and their learning
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

2. Found ways to help students answer their own questions
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

3. Scheduled course work (class activities, tests, projects) in ways...
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

4. Demonstrated the importance and significance of the subject matter...
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

5. Formed "teams" or "discussion groups" to facilitate learning
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

6. Made it clear how each topic fits into the course
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

7. Explained the reasons for criticisms of students' academic...
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

8. Stimulated students to intellectual effort beyond that required...
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

9. Encouraged students to use multiple resources (e.g. data banks, ...
   - 0 = Hardly Ever
   - 1 = Occasionally
   - 2 = Sometimes
   - 3 = Frequent
   - 4 = Almost Always

10. Explained course material clearly and concisely
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

11. Related course material to real life situations
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

12. Gave tests, projects, etc. that covered the most important points...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

13. Introduced stimulating ideas about the subject
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

14. Involved students in "hands on" projects such as research, case...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

15. Inspired students to set goals which really...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

16. Asked students to share ideas and experiences with others...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

17. Provided timely and frequent feedback on tests, reports...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

18. Asked students to help each other understand ideas or concepts...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

19. Gave projects, tests, or assignments that required original or...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

20. Encouraged student-faculty interaction outside of class (office)...
    - 0 = Hardly Ever
    - 1 = Occasionally
    - 2 = Sometimes
    - 3 = Frequent
    - 4 = Almost Always

### Converted Avg. Comparison Group Average

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>56</td>
<td>4.0</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>55</td>
<td>50</td>
<td>3.9</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>58</td>
<td>53</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.9</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.9</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.4</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>3.4</td>
<td>3.5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

### Additional Questions

33. Amount of reading
    - 0 = Much Less than Most
    - 1 = Less than Most
    - 2 = About Average
    - 3 = More than Most
    - 4 = Much More than Most

34. Amount of work in other (non-reading) assignments
    - 0 = Much Less than Most
    - 1 = Less than Most
    - 2 = About Average
    - 3 = More than Most
    - 4 = Much More than Most

35. Difficulty of course work
    - 0 = Much Less than Most
    - 1 = Less than Most
    - 2 = About the Same
    - 3 = More than Most
    - 4 = Much More than Most

36. I had a strong desire to take this course.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

37. I worked harder on this course than on most courses I have taken.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

38. I really wanted to take a course from this instructor.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

39. I really wanted to take this course regardless of who taught it.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

40. As a result of taking this course, I have more positive feelings...
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

41. Overall, I rate this instructor an excellent teacher.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

42. Overall, I rate this course as excellent.
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

43. As a rule, I put forth more effort than other students on...
    - 0 = Definitely False
    - 1 = More False Than True
    - 2 = In Between
    - 3 = More True Than False
    - 4 = Definitely True

Key: 1 = Definitely False 2 = More False Than True 3 = In Between 4 = More True Than False 5 = Definitely True

No Additional Questions.
IDEA Student Ratings of Instruction

Franklin, Randolph
ECSE-4750-01
COMPUTER GRAPHICS
TWF
Rensselaer Polytechnic Institute
12-01-2009 - 12-16-2009
Local Code: 0035

Comments: Use the space provided in the text area below for your comments.

- Excellent course, I wish I had more time to devote to the term project instead of taking a bunch of other project-based classes at the same time. Very fun subject!

- This class was a waste of my time to be honest. I went in with the prerequisites, but I was totally lost on some of the programming assignments and ended up spending hours on my homework and projects. Other students seem to grasp some of the graphics because they have seen it before, but I had learned nothing about graphics before. It would be nicer if this class was taught at an easier level and make this class the advanced version of it.

- The course would be better if more programming assignments were given and an online system to share codes in assignments and mini-projects would make the class even better. Professor Franklin is an excellent instructor.

- Professor Franklin is one of the best professor I have had in my 4 years at RPI.