

\*\*\* PROVISIONAL REPORT \*\*\*

UNIVERSITY OF TEXAS AT AUSTIN  
 Downing, Glenn P C S373 50615  
 E100 EXPANDED

COURSE-INSTRUCTOR SURVEY  
 SOFTWARE ENGINEERING

Spring 2020 DEPARTMENT COPY  
 Grade-eligible enrollment = 57  
 Surveys Returned = 46

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	1	2	15	28	46	4.5
2 INSTRUCTOR PREPARED	0	0	1	7	38	46	4.8
3 COMMUNICATED INFORMATION EFFECTIVELY	0	1	1	11	31	44	4.6
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	0	0	10	35	45	4.8
5 INSTRUCTOR AVAILABILITY	0	1	2	10	32	45	4.6
6 COURSE WELL-ORGANIZED	0	2	4	12	27	45	4.4
7 STUDENT FREEDOM OF EXPRESSION	0	2	4	11	28	45	4.4
8 CLASS PARTICIPATION ENCOURAGED	0	0	1	8	36	45	4.8
9 ENGAGING INSTRUCTION	0	1	2	18	24	45	4.4
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	4	5	34	44	4.6
11 INSTRUCTOR EXPLANATIONS CLEAR	0	1	0	14	30	45	4.6
12 GENUINELY INTERESTED IN TEACHING COURSE	0	0	0	7	38	45	4.8
13 HELPFUL COURSE MATERIALS	0	3	11	15	16	45	4.0
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	3	6	4	18	14	45	3.8
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	0	4	15	26	45	4.5
16 ASSIGNMENTS USUALLY WORTHWHILE	0	0	0	12	32	44	4.7
17 STUDENT PERFORMANCE EVALUATED FAIRLY	0	1	2	23	19	45	4.3
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	0	4	10	31	45	4.6
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	0	2	12	31	45	4.6
20 OVERALL COURSE RATING	0	0	3	18	24	45	4.5
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	5	22	16	0	2	45	
	Less 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00		
22 OVERALL UT GRADE POINT AVERAGE	0	0	2	16	27	45	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	29	15	1	0	0	45	

For the computation of averages, values were assigned on a 5-point scale so that the most favorable response was assigned a value of 5 and the least favorable response was assigned a value of 1.

COMMENTS:

Total Number of Comments: 23

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1. RESPONSE: The workload of this class due to projects is higher than I imagined. I like the in-class explanations about Python syntaxes and software engineering knowledge. I love the papers and blog posts. I hope class material could touch on the web project more since that could help keep us on track. Also, I hope attendance would not be factored into grade after the course was moved online since I was not in the same time zone and it would be difficult for me to attend lectures during lecture time. The recorded lectures were very helpful. The explanations are really clear. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-3, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-3, Q14-4, Q15-3, Q16-5, Q17-5, Q18-3, Q19-5, Q20-4, Q21-2, Q22-5, Q23-2,

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2. RESPONSE: (1) I think spending on average 8-12 minutes per 50 minute class on daily quizzes severely impacts our ability to be introduced to new material. At the end of the day, I'm paying for these classes because I want to hear the expertise of the professor and I felt that the class's over reliance on graded assignments hindered this. While I thought the presentation of material was very very clear (maybe too slow at times but that's better than too fast), the amount of material I was introduced to was maybe 50% of an average CS class. I think this just comes down to how much class time was taken by quizzes, cold calling overhead, assignment discussion, etc. (2) The website syllabus would be changed throughout the semester and there needs to be some form of note about what has changed and when for accountability. Many times I marked due dates or requirements in my agenda only to check back weeks later and see the date on the website was different and I had no idea. (3) Distribution of time allotted to project phases was imbalance. I think the IBMD project was started to late in the semester and some phases we had too much time and others not enough. (4) I developed some very bad JS habits so I think if the project will be heavily in JS, the class should have a JS crash course or similar /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-5, Q6-5, Q7-3, Q8-4, Q9-4, Q10-5, Q11-5, Q12-5, Q13-3, Q14-3, Q15-5, Q16-4, Q17-5, Q18-5, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

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3. RESPONSE: The most challenging part of the class was really that I had to put in over 30 hours of work for each of the first two phases because of my group and the amount of documentation for the project. 2 of them were really busy with other stuff, 2 of them had to be babysitted thoroughly and assigned tasks rather than actively participating in learning, and I accidentally cannibalised the work of my other group member because I was too busy doing everything to realise I did his work. It was fine starting in phase 3 because we got the 4 people who wanted to help to do the hard stuff and left the easy stuff for the disinterested, but it was just really stressful and there needs to be more tools for accountability. Despite all of the issues, I had no real incentive to report this to you because I still needed to work with them for the next phases. Taking time in the middle of each phase, for the professor and TAs to ask each member what they have done and what they will do, then responding to those fulfilling those goals in the Catme is my solution to this, say during Friday class the weekend before it's due since that's when most work is accomplished. It places the burden on you, but it helps people like me to not have to worry about destroying my relationships with the group by snitching /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-5, Q10-3, Q11-5, Q12-5, Q13-5, Q14-2, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-1, Q22-5, Q23-1,

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4. RESPONSE: One of the best professors I have ever had. Taught me lots of tools and python in great detail. Very grateful to have experienced Downing's class and this class will take me very far in the future due to his incredible teaching. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-4, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-4, Q23-2,

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5. RESPONSE: The class was great during the first half of the semester. Moving online has presented some issues along the way, but overall it has remained a great class that I very much look forward to. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-4, Q14-4, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-4, Q23-1,

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6. RESPONSE: The class was good. Although the self-learning and group projects at time were frustrating I thought they were necessary. My biggest complaints with this class were 1. the cold calling, I absolutely hated it and 2. I already knew python. In fact I imagine most people in the class probably know python as it's probably the most popular language. If anything I think teaching Javascript makes way more sense for a software engineering course. Other than that, good class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-5, Q4-4, Q5-4, Q6-5, Q7-4, Q8-4, Q9-2, Q10-0, Q11-5, Q12-5, Q13-2, Q14-4, Q15-4, Q16-5, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

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7. RESPONSE: The difficult part was learning front-end development while taking this course. I only realized there were some resources on React to start with near the end of the semester in the IDB requirements page. The provision of resources have been great so far with solutions and hackerrank problems being available for after class. It would be great to foster more participation on piazza particularly to our IDB project. I'm not sure if forcing participation would be good nor exactly awarding too much extra credit for eager folks that just know all the technologies every group uses. I understand Tue/Thu afternoon sessions are supposed to be shared collaborative helping time, but not everyone goes to it. Other than that, the class has been incredibly informative on OOP concepts, class designs, and an intro to SQL has been great. One more thing is if we could learn SQL earlier, but maybe that conflicts with the learning path you already paved to be comfortable for us. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-5, Q16-0, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-4, Q23-2,

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8. RESPONSE: I absolutely loved this class. The class is well organized and challenging at the same time. I have learned a whole lot over this semester that I haven't really learned in any other class. The in-class content after the 1st test got a little boring so I would maybe add more interesting things about Java at that time. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-5, Q22-5, Q23-1,

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9. RESPONSE: Overall, I liked this class. Cold calling kept me engaged, and I liked all the topics we covered. However, I wasn't too keen on the presentation at the end - it was a big time investment but I didn't get much value out of it. I also didn't get much out of the quick refactoring unit at the end. I also wish we had spent some time covering the non-Python technologies we needed for our website, like React, Mocha, etc. But overall, it was a great class and I learned a lot. Thank you! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-3, Q14-4, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-2,

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10. RESPONSE: I really enjoyed how the lectures were structured. It was nice that Professor Downing basically took notes for us so I didn't have to rush to jot everything down. The class code and examples were really well made and great for learning all the nuances of python. The class code will be great to reference in the future when I am using python. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-4, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-4, Q23-1,

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11. RESPONSE: Lectures were excellent in both sections of the semester. While I preferred them offline, the quality did not noticeable decrease with the transition to online classes. The most difficult portion of the test were the projects. Having to learn things myself, while useful for "real world" experience, was difficult during times when I myself did not know what I did

not know. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-5, Q7-4, Q8-4, Q9-4, Q10-5, Q11-5, Q12-4, Q13-5, Q14-3, Q15-3, Q16-4, Q17-4, Q18-3, Q19-5, Q20-4, Q21-2, Q22-4, Q23-3,

12. RESPONSE: Prof Downings course taught me a lot and made me feel more prepared to enter the workforce. I wish he had been a little more lenient on attendance policies after the switch to remote but other than that the course was great. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-4, Q14-4, Q15-5, Q16-5, Q17-5, Q18-5, Q19-4, Q20-4, Q21-3, Q22-4, Q23-2,

13. RESPONSE: I felt like the transition to online class was handled very well and our needs were addressed appropriately. I do wish the projects had slip days, even if we only got 1 per group, because sometimes things go wrong in the last day of work that are out of your control with a project like this. We had a due date where the primary API we got data from went down for most of the day, so we couldn't do anything with our backend until just hours before the deadline, which led to a late submission. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-5, Q7-2, Q8-5, Q9-4, Q10-4, Q11-4, Q12-5, Q13-3, Q14-4, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-4, Q23-1,

14. RESPONSE: Top 2 CS UDE at UT. Downing is great, love his lectures. Top 3 lecturer in the department, up there with Proise and Scott. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

15. RESPONSE: The project was an extremely worthwhile experience and the reason I signed up for the class. I wanted to be able to get into a career in Frontend development and wanted to be put in a position where I would have to quickly and thoroughly learn all of the skills necessary for that, and the project provided exactly that so thank you. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-2,

16. RESPONSE: I want to thank the teaching staff for their effort to make the transition to online as seamless as possible for all of us. This class is probably the most practical upper division CS course I've taken so far and I learned a great deal. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

17. RESPONSE: Professor Downing, you are an incredible professor. You are very knowledgeable, kind, and approachable. I enjoyed coming to every SWE lecture and walked out of each lecture having learned something new. You have put so much thought into the entire course from the cold calling to the quizzes to the project requirements to the two-stage exams to the CATME peer reviews to the Lab Sessions to the lecture structure to the papers to the blogs and all the course content we cover (and there's still things I left out!). There's not enough space here to list out everything I've learned from you and admire you for. I will be coming back next Spring to take OOP with you (hopefully you teach it then!) because you are a fantastic professor and genuinely care about your students and their learning. For me, CS 373 has been the learning equivalent of no less than 5 CS courses. The rigor, collaboration, effort, and learning required has helped me grow tremendously this semester as a true software engineer. Thank you so much for everything you've done! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-2,

18. RESPONSE: I think Prof Downing was an amazing lecturer. I do wish the lectures had a little more connection to the projects. I especially think the Collatz project could've been replaced with creating some type of basic backend/data scraper/simple frontend on our own, with guidance from lectures. This would have been a good foundation for us to work through the website project. I also think that requirements for each phase of the project should have been more clear. There were many times when the day of the submission, the professor would put up a Piazza note of what should be done, and there were items that weren't listed on the class website. This made for very stressful deadline days as we scrambled to make sure we had everything required. Overall, however, I really enjoyed the course. It was a lot of work, but it was a rewarding experience. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-3, Q7-5, Q8-4, Q9-5, Q10-5, Q11-5, Q12-5, Q13-3, Q14-4, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

19. RESPONSE: While I really enjoyed doing the projects in this class and learned a lot doing them, the disconnect between the projects and lectures is far too wide. I understand that we are supposed to take initiative and learn things on our own, but we never knew if we were taking the best approach. Covering some fundamentals of system design would be very useful. The projects in this class felt like they belong in a software engineering class but the lectures did not. That being said I did learn a lot in the lectures and Downing is a great teacher, I just do not understand why the class is set up the way it is. I also believe it was hard at times to find the information needed to get full credit on the assignments. It often felt like vital information was found in Piazza responses but not listed in the rubric. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-3, Q14-2, Q15-4, Q16-5, Q17-4, Q18-5, Q19-4, Q20-4, Q21-2, Q22-4, Q23-1,

20. RESPONSE: The projects were engaging and challenging. I found it somewhat frustrating that the content taught in class was so different from the bulk of the work we needed to do for projects. After moving online, the class was still engaging because of the zoom meetings, which I appreciated. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-2, Q6-3, Q7-4, Q8-5, Q9-3, Q10-2, Q11-4, Q12-4, Q13-2, Q14-3, Q15-3, Q16-5, Q17-4, Q18-4, Q19-4, Q20-4, Q21-1, Q22-4, Q23-1,

21. RESPONSE: I did not feel prepared at all for the HackerRank format. The first exam had a big time crunch, and I waste a lot of time debugging syntax errors. If I don't end up with an entirely working solution, I don't get any partial credit because the tests don't all pass. Also, it was very difficult implementing factory pattern when we didn't not cover it in class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-3, Q11-4, Q12-4, Q13-4, Q14-2, Q15-5, Q16-5, Q17-3, Q18-5, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

22. RESPONSE: Before the switch to online, the class was good and not hard to follow. Unfortunately, there was no TA who had front-end experience which made getting help especially early on hard. Also, there is a disconnect between the classes and the project. They should take a lecture to help get groups started via guidance in the future (Just provide general information on getting started and maybe even show a little of how to do so. It is a class not he real world yet). After the shift to online the class got significantly worse as there was not really any change to help. Rather the class just kept going like nothing changed. I found that this made the class significantly harder. I think if the class is going to continue to be online there needs to be significantly changed in how the class is presented. Especially the lectures which are harder to follow online. (Note: more time was given on the final midterm which was needed, but no real changes other than that) /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-5, Q6-4, Q7-2, Q8-5, Q9-4, Q10-3, Q11-4, Q12-4, Q13-4, Q14-1, Q15-4, Q16-4, Q17-4, Q18-3, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

23. RESPONSE: I really enjoyed this class because of the way it is structured. And Prof. Downing does an amazing job. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-4, Q9-4, Q10-4, Q11-4, Q12-4, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,