

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
Downing, Glenn P C S373 51200
E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
SOFTWARE ENGINEERING-WB

Fall 2020 DEPARTMENT COPY
Grade-eligible enrollment = 59
Surveys Returned = 55

	NUMBER CHOOSING EACH RESPONSE						NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree			
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	2	2	17	34	55	4.5	
2 INSTRUCTOR PREPARED	0	0	1	2	52	55	4.9	
3 COMMUNICATED INFORMATION EFFECTIVELY	0	0	3	13	39	55	4.7	
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	0	4	10	40	54	4.7	
5 INSTRUCTOR AVAILABILITY	0	1	4	12	38	55	4.6	
6 COURSE WELL-ORGANIZED	0	4	4	18	29	55	4.3	
7 STUDENT FREEDOM OF EXPRESSION	0	1	3	16	35	55	4.5	
8 CLASS PARTICIPATION ENCOURAGED	0	1	2	8	44	55	4.7	
9 ENGAGING INSTRUCTION	0	0	8	16	31	55	4.4	
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	2	8	44	55	4.7	
11 INSTRUCTOR EXPLANATIONS CLEAR	0	0	3	10	41	54	4.7	
12 GENUINELY INTERESTED IN TEACHING COURSE	0	0	1	8	46	55	4.8	
13 HELPFUL COURSE MATERIALS	2	0	11	15	27	55	4.2	
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	2	5	9	19	20	55	3.9	
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	1	5	15	34	55	4.5	
16 ASSIGNMENTS USUALLY WORTHWHILE	0	0	4	11	40	55	4.7	
17 STUDENT PERFORMANCE EVALUATED FAIRLY	0	1	3	19	32	55	4.5	
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	0	6	17	32	55	4.5	
19 OVERALL INSTRUCTOR RATING	Vry Unsat 0	Unsat 0	Satisfact 5	Very Good 11	Excellent 39	55	4.6	
20 OVERALL COURSE RATING	0	0	8	16	31	55	4.4	
21 STUDENT RATING OF COURSE WORKLOAD	Excessive 4	High 23	Right 27	Light 0	Insuff 1	55		
22 OVERALL UT GRADE POINT AVERAGE	Less 2.00 0	2.00-2.49 0	2.50-2.99 1	3.00-3.49 12	3.50-4.00 42	55		
23 PROBABLE COURSE GRADE	<u>A</u> 46	<u>B</u> 7	<u>C</u> 2	<u>D</u> 0	<u>F</u> 0	55		

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: 24

1. RESPONSE: I really enjoyed this class – however it was a huge source of stress, and I'm not sure if it was just this semester due to it being online, if it is always this way, or if the team I chose was the reason for it. The requirements for the project were a little excessive I thought, the civic engagement portion especially was hard to reach. My team struggled to nail down an idea that would work with available data and as a result it took us until phase 3 to feel on top of things – even then the work was so imbalanced with my group in particular that I was constantly working on this project just to lose points on things I had nothing to do with. I realize that maybe I should have had more to do with it if that was the case, but there's just too much work to be done to try and micromanage (and also micromanaging would not have been very conducive to teamwork). I was really excited to take this class and learn about things besides frontend (I'm mostly frontend focused) and ended up doing nothing but frontend, which was disappointing. Again, probably my fault, but I do think that the workload and grading are a little harsh for when we're supposed to be learning these tools as we go. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–4, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–3, Q14–3, Q15–5, Q16–4, Q17–5, Q18–5, Q19–5, Q20–5, Q21–2, Q22–5, Q23–1,

2. RESPONSE: This has been one of the most worthwhile classes I've taken at UT. I think some of the IDB deadlines were tough to meet, especially in a group where no one had frontend experience. /// 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,

3. RESPONSE: Rewarding course! I felt that I learned a whole lot with the effort that I put into the class. I like the group project aspect and the level of autonomy we were given in creating and designing our websites in comparison to other projects I've had to do at university. The only change I would really advocate for is an increased focus on talking about the tools and general software methodologies during lecture. I understand that you want there to be an intentional disconnect between lecture and the project, but I often felt that learning the intricacies of Python didn't feel particularly related to software engineering, and could have been covered in a different course. Just a few lectures about how all of the tools work, a crash course of JavaScript and React, etc. could be invaluable. Still a great class regardless and one of the best in the department! /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–4, Q4–5, Q5–4, Q6–5, Q7–4, Q8–5, Q9–4, Q10–5, Q11–5, Q12–5, Q13–5, Q14–4, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–2, Q22–5, Q23–1,

4. RESPONSE: I believe that 4 minutes for some of the quizzes is not enough. Especially the SQL quizzes where you have to look through multiples rows for each question. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–4, Q5–4, Q6–5, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–5, Q14–5, Q15–5, Q16–5, Q17–5, Q18–4, Q19–5, Q20–5, Q21–3, Q22–5, Q23–1,

5. RESPONSE: I think Downing is a talented lecturer, and I enjoyed going to class. My criticisms for the class would be to reduce the number of papers or reformat the paper annotations. I ended up not reading the papers freely because every paragraph I was looking for an annotation to make rather than looking for understanding. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–0, Q5–5, Q6–5, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–1, Q14–5, Q15–5, Q16–5, Q17–4, Q18–4, Q19–5, Q20–4, Q21–3, Q22–5, Q23–1,

6. RESPONSE: I kind of wish there was more relation between course content and the projects. While I understand the point of the disparity, I think some useful bits about JavaScript or other project related topics would have been really nice. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–4, Q4–5, Q5–5, Q6–4, Q7–4, Q8–5, Q9–4, Q10–4, Q11–4, Q12–5, Q13–5, Q14–3, Q15–4, Q16–5, Q17–4, Q18–5, Q19–4, Q20–4, Q21–2, Q22–5, Q23–1,

7. RESPONSE: The biggest thing I would like is a detailed schedule of each week. It would help me account for tests/project due dates, and it would give me a better idea of what to pay attention to/study. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–5, Q4–5, Q5–5, Q6–3, Q7–4, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–4, Q14–4, Q15–4, Q16–5, Q17–5, Q18–4, Q19–5, Q20–4, Q21–2, Q22–5, Q23–1,

8. RESPONSE: Professor Downing is a fantastic teacher who is always prepared, explains everything in the most understandable way, and makes his class material highly accessible for review. Hands down one of the best teachers I've ever had. /// 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, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–2, Q22–4, Q23–2,

9. RESPONSE: Professor Downing's lectures are great and the way he breaks each concept down is really helpful. I wish that he would dedicate at least a couple of lectures to explain the tools we use for our projects, but other than that, great course. /// 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, Q11–0, Q12–5, Q13–5, Q14–5, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–4, Q23–1,

10. RESPONSE: It was hard to find a link to the imdb project from the class website. Also, it would be nice to have verbose rubrics (with points) on the website instead of having to cross reference between the website and canvas. Finally, I think the hardest part of the class was understanding what the hackerrank tests was asking us to do. The expectations were too specific but the questions were too broad. Overall, I really enjoyed the class and the projects :) /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–4, Q4–5, Q5–5, Q6–4, Q7–4, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–4, Q14–2, Q15–4, Q16–5, Q17–4, Q18–3, Q19–4, Q20–4, Q21–2, Q22–5, Q23–1,

11. RESPONSE: As someone who was new to all topics covered in the class, it was just too much to keep up with. All my classes are competing for my time, and this one demanded more than I could afford to give. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–4, Q4–4, Q5–4, Q6–4, Q7–4, Q8–5, Q9–4, Q10–5, Q11–4, Q12–4, Q13–3, Q14–3, Q15–4, Q16–3, Q17–4, Q18–3, Q19–3, Q20–3, Q21–1, Q22–4, Q23–3,

12. RESPONSE: The course as a whole was fantastic! The one issue I had was that sometimes, the rubrics for the assignments didn't line up with the points given. For example, we sometimes lost points for not having enough unit tests, when we had at least one test for each aspect of the site; this wasn't entirely clear from the rubric. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–4, Q7–5, Q8–5, Q9–5, Q10–4, Q11–4, Q12–5, Q13–3, Q14–2, Q15–4, Q16–5, Q17–4, Q18–5, Q19–5, Q20–5, Q21–2, Q22–5, Q23–2,

13. RESPONSE: Cold calling is a great way to encourage participation and helps me pay attention and build understanding. Thank you for teaching me the ins and outs of 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, Q14–5, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–2, Q22–5, Q23–1,

14. RESPONSE: This was a really wonderful class! It introduced me to a wide range of topics through the combination of the readings, lectures, and projects, which I think will be helpful for diving deeper into these topics in the future. The most challenging aspect of this course for me was managing my time for the projects, but I appreciate that this class helped in developing that skill. I also appreciated the extra effort that was put into adapting this class to the fully online format. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–5, Q4–5, Q5–4, Q6–4, Q7–4, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–4, Q14–4,

Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

15. RESPONSE: The assignment instructions can be a bit vague at times. For example, for Phase I, the API was a big portion of the grade, but without a specific rubric or example, it was difficult to know exactly what was required. I think otherwise the class was quite nice. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-4, Q5-3, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-3, Q12-4, Q13-4, Q14-3, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

16. RESPONSE: I wish more of the class was dedicated to JavaScript, React, and frontend development. There are many aspects of JavaScript that I felt would have been helpful to learn about, such as Promises and async/await. I understand that "learning frontend development yourself" is a major component of this class, but I feel that JavaScript has many idiosyncrasies and unintuitive concepts that are worth talking about in detail. I personally have found many JavaScript tutorials to be inadequate. Professor Downing is one of the best lecturers I have ever had - I feel like if he created lectures that talked about JavaScript, it would make learning and understanding JavaScript much easier. Also, I believe that learning Python should have been a separate course similar to OOP. Most of the Python we learned was not applicable to our projects, since they did not require us to use advanced Python concepts. Additionally, the second exam did not even have any Python in it. In OOP, though we did not use all of the concepts in the lectures in our projects, we used enough such that they felt worthwhile. Here, because we did not use a lot of concepts (such as decorators), it made me wonder "why are we learning this if we cannot apply it?" I retain information much easier when I use it in something. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-4, Q5-4, Q6-3, Q7-4, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-3, Q14-3, Q15-3, Q16-3, Q17-3, Q18-4, Q19-4, Q20-3, Q21-3, Q22-4, Q23-1,

17. RESPONSE: It would be nice if the project was more open-ended. /// 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, Q21-3, Q22-4, Q23-1,

18. RESPONSE: For all of your emphasis on testing and test-driven development, the tests on the final exam were completely unusable because you used Java assertions instead of a unit testing library. I didn't even know they weren't running until the end of the exam. I wish we learned other design patterns besides Singleton and Reflection. Singleton is regarded by experts as bad design and Reflection seems completely useless to me. A lot of people take both of your classes, so try to having a different first assignment would be better (that was the third time I've had to code a solution for Collatz at UT). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-4, Q5-5, Q6-4, Q7-2, Q8-4, Q9-4, Q10-5, Q11-5, Q12-5, Q13-1, Q14-3, Q15-4, Q16-5, Q17-4, Q18-4, Q19-4, Q20-3, Q21-3, Q22-5, Q23-1,

19. RESPONSE: I think the test questions could be improved a little by adding more exhaustive test cases. The hackerranks we do in class and the in-class notes have many many tests that help to inform the correct solution. The test questions could also use similar tests. This allows the question to remain a little bit vague but for the tests to properly judge whether the solution is correct or not. I find that if the test questions do not exhaustively test cases or the TA's happen to miss something when going over everyone's code, some people's code that is not exactly correct or doesn't account for edge cases could be just as successful as someone's code that does account for edge cases. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-5, Q6-5, Q7-4, Q8-4, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-1, Q22-5, Q23-1,

20. RESPONSE: The idb project was really great in getting a feel for working on a software development team. I learned a lot regarding the languages presented in class and fell better prepared for future jobs. /// 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, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

21. RESPONSE: I would have preferred if assignments were not due on the weekend. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-4, Q14-4, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-1, Q22-5, Q23-2,

22. RESPONSE: I really liked that this course encouraged us as students to take a hand in our own learning. The distinction between lecture material and the projects really forced me and my group to proactively learn and teach each other about strategies and tools related to web development and software development in the real world. However, the restriction over frameworks, specifically backend, felt rather burdensome as it limited us from using other tools, such as Node.js, that would've been more practical. It did not make sense to have this restriction when we as groups were free to take initiative in designing all aspects of the website from scratch through self-learning and selection of tools/frameworks. With regards to lecture, I do wish that more material pertaining to web development in general was covered. For example, it would've been nice to go over some JavaScript, instead of the detailed lectures on the pythonic implementations of select and join, which were covered anyway as concepts in the SQL lectures. This would've definitely helped in terms of the project we were working on. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-3, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-4, Q13-4, Q14-3, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

23. RESPONSE: I would say the most effective aspects of my learning experience consisted of learning valuable tools, technologies, and practices that will be extremely useful for my future career in the industry. Furthermore, I have the privilege of now having a semester-long project under my belt that I can talk about with recruiters during interviews! Content-wise, I also felt like I learned a lot more about refactoring and Python's intricacies. The challenging aspects of the class were also suggestions I had for improvement. These include quizzes taking too much time, papers being outdated, project and test instructions being a little too vague, project ideas being a little too restrictive, having a slip/late day system for the projects, and maybe the content getting a little too specific at times. However, these are all suggestions that could be fixed pretty easily and would make the class absolutely stellar in my opinion. /// 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, Q14-4, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

24. RESPONSE: The semester long project was a very good learning experience. I thoroughly enjoyed the course, but the portion on refactoring wasn't very comprehensive. /// 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, Q21-3, Q22-5, Q23-1,
