

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

UNIVERSITY OF TEXAS AT AUSTIN  
Downing, Glenn P C S373 52570  
E100 EXPANDED

COURSE-INSTRUCTOR SURVEY  
SOFTWARE ENGINEERING-WB

Spring 2021 DEPARTMENT COPY  
Grade-eligible enrollment = 57  
Surveys Returned = 53

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	0	3	10	40	53	4.7
2 INSTRUCTOR PREPARED	0	0	0	8	45	53	4.8
3 COMMUNICATED INFORMATION EFFECTIVELY	0	0	0	8	45	53	4.8
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	1	0	8	44	53	4.8
5 INSTRUCTOR AVAILABILITY	0	0	1	8	44	53	4.8
6 COURSE WELL-ORGANIZED	0	1	1	16	35	53	4.6
7 STUDENT FREEDOM OF EXPRESSION	0	1	0	10	42	53	4.8
8 CLASS PARTICIPATION ENCOURAGED	0	0	1	1	51	53	4.9
9 ENGAGING INSTRUCTION	1	0	2	9	40	52	4.7
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	0	10	42	53	4.8
11 INSTRUCTOR EXPLANATIONS CLEAR	0	0	1	12	40	53	4.7
12 GENUINELY INTERESTED IN TEACHING COURSE	0	0	0	6	47	53	4.9
13 HELPFUL COURSE MATERIALS	0	3	5	14	30	52	4.4
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	0	1	8	14	30	53	4.4
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	0	5	15	33	53	4.5
16 ASSIGNMENTS USUALLY WORTHWHILE	0	0	0	11	42	53	4.8
17 STUDENT PERFORMANCE EVALUATED FAIRLY	0	0	0	15	38	53	4.7
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	0	0	8	45	53	4.8
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	1	0	8	44	53	4.8
20 OVERALL COURSE RATING	0	1	1	17	34	53	4.6
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	2	36	14	0	1	53	
	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	0	5	48	53	
	A	B	C	D	F		
23 PROBABLE COURSE GRADE	42	9	1	0	0	52	

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: 31

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1. RESPONSE: Overall, I think was really good! My only problem was the time originally given for phase II. I think it was a huge workload, especially for those not experienced in setting up the backend and connecting it to a database as well as data scraping and making sure APIs work. I think phase II should have another week or at least a couple more days to complete. Of course, the winter storm overall affected the entire course schedule and shifted it. Other than that, I have a great team and we work our butts off to get each phase completed. Just a suggestion, I think it'd be nice for there to be a TA panel at the beginning of the semester where TAs go over how we should set up our repo and what to expect for each phase. /// 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,

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2. RESPONSE: Felt that a lot of the project phases should have been split up into smaller pieces to help groups pace themselves, especially in the online learning format. It felt like the workload was especially high. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-3, Q10-4, Q11-4, Q12-4, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,

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3. RESPONSE: Loved the class and learned a lot. The only criticisms I would have is that I feel on the project page, some of the requirements were not as clear as they should be, with minimal requirements listed at the top but lots of requirements in the rubric and on the bulleted lists at the bottom. It would be nice if all the requirements were compiled into a more organized list for each phase, and that this list corresponded better with the rubric. /// 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, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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4. RESPONSE: I loved the class! I learned a lot from doing research on my own and looking at other people's projects. I liked how all the repos were public, so whenever I was having issues or bugs, I could go to another project and see how they implemented the feature. The lectures were also great and allowed me to get more comfortable with python. The only thing I would change is letting the students pick the groups. I realize that the assigned groups were probably to mimic real world situations, but working with people I didn't know caused some stress since we had different working styles and were not always compatible. I think in the real world you are only responsible for your own work even if you're working on a big project with other people, but here the whole group's grade was affected if one of the people didn't pull their weight, so it was a little stressful in that aspect. I also realize that doing the research on our own is the purpose of the class, however it would have been helpful to give a general overview of how a web app is structured. For example explaining what hosting a website means or how an api works would have kickstarted our project faster. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-4, Q10-4, Q11-4, Q12-4, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

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5. RESPONSE: This course expects a lot from the students, and while is a worthwhile course if you put in the work, the work can be somewhat daunting at times. There's an intentional disconnect between the course lectures and the assignments, so that a significant amount of time must be devoted outside of class to learn the various mechanisms and tools of Software Engineering. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-5, Q4-5, Q5-5, Q6-3, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-3, Q15-3, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-1, Q22-5, Q23-1,

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6. RESPONSE: I thought Downing's method of lecturing was very fun and engaging. He is a very kind and energetic man, and it made cold calling not as intimidating, as I knew that he just wanted us to try our best and to learn. The independence he gives us for our web dev project also really taught me how it may feel to work as a SWE in the real world. I have really enjoyed this class and have learnt a great deal out of it. /// 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, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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7. RESPONSE: Awesome class with some of the most organized and clear lectures I've had at UT. Some suggestions for things to change: a little more intersection between lectures and project material since some of the Python features we learned seem too obscure to be using on a daily basis, be more clear with IDB project rubrics (our group got points off for some things that we didn't know we needed) and spend less time on each cold-called person (because I still zoned out sometimes when it felt like one person was being talked to for a long time). Also, some people were called on more than once in a rotation, which seemed unfair. /// 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, Q16-4, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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8. RESPONSE: I think the class should be mandatory for all CS majors. No class prepares students for industry like this class. It covers literally everything you need. /// 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,

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9. RESPONSE: GREAT CLASS! Definitely most useful class for computer science majors at UT. Get ready for a lot of independent learning though. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-4, Q11-5, Q12-5, Q13-5, Q14-5, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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10. RESPONSE: The cold calling wasn't as bad as I thought it would be. I think it was interactive and helped keep everyone engaged during lectures. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-5, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-4, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

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11. RESPONSE: Absolutely amazing professor! Wish other teachers were like him. /// 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,

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12. RESPONSE: Random teams this semester was definitely a source of conflict for me, even though I feel it sort of worked out in the end. Maybe some of the needless anxiety could have been helped by addressing this early on in the semester. Messing up on parts of the projects can feel super daunting especially when the entire group has less experience on the topics. I think there should be a possible pipeline to directly address feedback and shortcomings to minimize grade impacts as long as the work is done. /// 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, Q11-4, Q12-5, Q13-3, Q14-4, Q15-3, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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13. RESPONSE: This was a good learning experience. I wish we would spend more time on SQL than just the last 3-4 weeks. One suggestion I would make is for Professor Downing to better organize the website on the project requirements per phase. Maybe he can split each phase into a separate page and include the instructions and rubric per phase one after another. It was very confusing in the beginning to go through an incredibly long page to ensure we completed the requirements per phase. I would also just make instructions for each phase more clear. It was confusing especially in the first two phases when we were still getting in the groove of the class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-4, Q14-3, Q15-4, Q16-4, Q17-4, Q18-5, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

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14. RESPONSE: Professor Downing is an excellent and effective instructor. He clearly cares for teaching the material well and making

sure students understand his answers when they ask questions in the class. He strongly encourages class participation and makes students feel welcome to ask questions by fostering a "no question is dumb" inclusive atmosphere in the lectures and office hours. I really appreciated his friendly attitude and patience with each student he cold-called during lectures, and his availability to stay and answer questions after every class. I also loved how he assigned us papers to read that help us become not just better technical programmers, but also more aware and understanding team players in the professional world. The only nitpick was that sometimes (rarely) there was a slight disconnect on some specific requirements that was conveyed in lectures versus on the website rubric and Piazza by the TAs. Overall, he did a really great job in teaching this class, and I'm so glad I was finally able to get into this course my last semester at UT! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-3, Q14-3, Q15-3, Q16-4, Q17-4, Q18-4, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

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15. RESPONSE: Great professor and great class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-5, Q4-4, Q5-5, Q6-4, Q7-5, Q8-5, Q9-0, Q10-4, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-5, Q17-5, Q18-4, Q19-5, Q20-5, Q21-2, Q22-4, Q23-1,

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16. RESPONSE: I cannot even fit on this form how much I have learned from this class! My only suggestion would be to alter the quizzes at the beginning of class. I often ran out of time on them, so I felt like how much I knew was not properly reflected since I simply could not get to some questions. I know it was a little controversial, but thank you for making the groups randomly assigned. I did not know anybody in this class prior to taking it so finding a group over zoom would have been incredibly stressful. Overall, thanks for being a superb professor! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-4, Q13-5, Q14-5, Q15-5, Q16-4, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-2,

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17. RESPONSE: I like how there were no exams and a heavy focus on the projects. I also liked the content of the course, but I wished there was some focus on things like Agile or Scrum. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-4, Q6-4, Q7-5, Q8-5, Q9-5, Q10-4, Q11-4, Q12-5, Q13-5, Q14-5, Q15-4, Q16-5, Q17-5, Q18-5, Q19-4, Q20-5, Q21-3, Q22-5, Q23-1,

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18. RESPONSE: The course was great! The only suggestion I have is to be a little more sensitive to cutting off students while they're chatting with you in class (although this might just be because of Zoom). /// 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, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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19. RESPONSE: While I understand that there's an intentional disconnect between lecture content and the projects, I expect a professor teaching software engineering to be knowledgeable about software engineering, or at the very least familiar with industry tools like React, APIs, etc. Professor Downing was clearly proficient in Python as shown throughout lectures, but when my team and I went to his office hours to ask for help on our project API, he had no familiarity and knowledge with the topic. For a professor that emphasizes developing skills for the industry so heavily throughout the class, it feels reasonable to expect him to be knowledgeable about industry tools (at least the ones he expects students to use on the web project). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-4, Q3-4, Q4-2, Q5-4, Q6-2, Q7-2, Q8-3, Q9-1, Q10-2, Q11-3, Q12-5, Q13-2, Q14-2, Q15-4, Q16-4, Q17-4, Q18-4, Q19-2, Q20-2, Q21-2, Q22-5, Q23-2,

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20. RESPONSE: Great /// 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,

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21. RESPONSE: All the course materials were well explained, and the lectures were well organized. I really enjoyed how interactive the lectures were, especially during this time where all lectures were given online. One thing that could be improved is that the SQL exercises could be better formatted so we could check the result of our query one by one instead of having to check all of them at once. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, 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, Q20-4, Q21-3, Q22-5, Q23-1,

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22. RESPONSE: There were several times in which information on your IDB rubric posted to your website conflicted with deadlines given by the TA's, which is very frustrating as the rubric is our primary information on what to do for the project. Wish there were more materials on getting started with the IDB project. Present the various ways in which you can set it up, but also suggest good tools and especially have a curated list of helpful videos and articles on how to deploy the website. Frustrating that the content in class did not correspond to what we did on the projects (outside of some backend python and SQL code). You don't have to hold our hand the whole way through, but one or two lectures on React lifecycles or on CSS would have been super helpful for most of the project, and would have maybe taken a week of content. I really like the 'no tests' structure compared to my experience in OOP last semester. Daily quizzes required passive study, whereas exams required 2 or 3 cram sessions in a semester. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-4, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-2, Q14-3, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-3, Q22-5, Q23-1,

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23. RESPONSE: Dr. Downing, you are an incredible professor! Online teaching is so hard to get right because it is very easy for us as students to lose motivation, become distracted, and ultimately not get anything out of lectures. You, however, manage to structure this course so well that I feel it would actually be better off if this course stayed online permanently! It truly was amazing! I learned so much from the web app project and developed skills that will serve me for life. Thank you for an absolutely awesome semester! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-3, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

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24. RESPONSE: Personally, I have had an extremely hard time going to class because of it being online. That is not the fault of the class or the professor in any way but for me that meant losing a lot of participation points. I think that maybe the projects could be worth more points and the daily quizzes worth less but that's subjective and completely an opinion of my own. /// 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, Q22-4, Q23-3,

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25. RESPONSE: I really appreciate this course. I thought it was extremely well thought out from the Medium articles which reinforce our understanding of new content, to the lectures which teach us various coding techniques to the hackerranks and perusal articles and of course the projects. However, while I realize it's important for students to struggle and learn how to do things on their own as that is what we will do in our careers, I think there could be more resources provided. Yes there is a trap with having students all just follow the tutorial, but perhaps saying checkout Material UI or Algolio would be useful enough. Alternatively, creating a space for groups to share useful things with each other would be beneficial. I also think making/suggesting teams rotate leaders would potentially be a good idea. For lectures, I think some quizzes caught me off guard because they were more applications of the concepts in class. I usually understood everything in class, but I would like to see more applications of a concept or problem in class so I get better practice for the quizzes. Finally, some of the articles were long and difficult to understand well. I prefer shorter articles and perhaps reading articles about tools like React or Flask would have been useful. /// 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, Q13-0, Q14-4, Q15-3, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-2,

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26. RESPONSE: This course was awesome! Some highlights include the group website development project (my most fulfilling project to date) and choosing to have constant assessments present with quizzes, papers, and blog posts, instead of having high-stress tests

or exams. Even if the workload was on the high end, being able to focus on steady progress in the project while practicing the topics covered in class (along with critical thinking) with the other assessments led me to feel all of it was meaningful. /// 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,

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27. RESPONSE: The lectures were very engaging and I learned alot of new technologies and best practices for software engineering. The TAs and professor Downing were great and extremely helpful on piazza and office hours. The cold calling was stressful but I did learn alot when other people were being called on. For group projects, the workload for each phase was reasonable. The project requirements was slightly vague (behavior for search/sort/filter, the relationships between models)- it would have been helpful to point out tutorials that would be useful for certain steps in case a group goes down the wrong path. Guidance on best practices for pagination/search/sort/filter would have been very helpful and made our group learn more. The randomized groupsthis semester worked out for me but I did see it go badly for other groups. Super glad there were no exams since the coursework was already quite heavy! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-4, Q8-5, Q9-5, Q10-4, Q11-4, Q12-4, Q13-5, Q14-3, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

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28. RESPONSE: The most effective part of my learning experience was the combination of project work and no tests. I definitely learn better by working on projects hands on rather than cramming for tests. /// 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,

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29. RESPONSE: I only said the workload was somewhat high because it felt like phases 1 and 2 had way more work in them proportional to the time we spent on them. Phases 3 and 4 felt like I only had to work on them a little bit each week, phases 1 and 2 felt like I consistently had to be working 4+ hours every day to get the website set up. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-2, Q14-4, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

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30. RESPONSE: Overall, this course was excellent. I didn't intend to stay in the class, but the quality of Dr. Downing's lectures convinced me to stay in it and I'm extremely glad that I did. The class was an excellent learning experience for web development and working in teams over a long course of time. I understand why the course is organized to not discuss much web development in-class, but I did find that aspect a little frustrating during the first phase of the web project. Some more links to tutorials about the various tools to help students get started may be beneficial. While the lectures were excellent, it did feel like we spent a fairly long time on some topics, such as iterators. Each of them were incredibly important and needed to be understood before we could move on to the next topic, but reworking the schedule to talk even a little bit about relational algebra during the second phase of the web project may also be beneficial to students. Most students would likely say the same thing, but I really appreciated not having tests in this class. The web project provides a heavy enough workload and in today's stressful environment, not worrying about exams lifted a lot of stress. Overall, it's clear that Dr. Downing really cares about his students, and the class was awesome! /// 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,

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31. RESPONSE: I really enjoyed this class! I wish we had spent more time in lectures learning about different software design tools. I really enjoyed the refactoring unit, but it felt like it was completely dwarfed by the amount of time we spent on Python. I also think that the assignments were unevenly distributed, with the second phase of IDB containing the vast majority of the work. Thanks for a great semester! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-4, Q6-4, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

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