

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
 Downing, Glenn P C S373 50620
 E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
 SOFTWARE ENGINEERING

Spring 2020 DEPARTMENT COPY
 Grade-eligible enrollment = 53
 Surveys Returned = 47

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	2	4	17	24	47	4.3
2 INSTRUCTOR PREPARED	0	0	1	9	37	47	4.8
3 COMMUNICATED INFORMATION EFFECTIVELY	1	1	2	15	28	47	4.4
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	1	3	9	34	47	4.6
5 INSTRUCTOR AVAILABILITY	0	0	2	13	32	47	4.6
6 COURSE WELL-ORGANIZED	0	2	6	11	28	47	4.4
7 STUDENT FREEDOM OF EXPRESSION	1	3	2	9	32	47	4.4
8 CLASS PARTICIPATION ENCOURAGED	1	1	2	7	36	47	4.6
9 ENGAGING INSTRUCTION	2	2	3	15	25	47	4.3
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	0	6	9	32	47	4.6
11 INSTRUCTOR EXPLANATIONS CLEAR	0	1	2	14	30	47	4.6
12 GENUINELY INTERESTED IN TEACHING COURSE	0	0	2	11	34	47	4.7
13 HELPFUL COURSE MATERIALS	2	8	8	12	17	47	3.7
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	3	7	8	14	15	47	3.7
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	3	3	17	24	47	4.3
16 ASSIGNMENTS USUALLY WORTHWHILE	1	1	4	13	28	47	4.4
17 STUDENT PERFORMANCE EVALUATED FAIRLY	2	3	4	19	19	47	4.1
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	2	3	13	29	47	4.5
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	2	5	11	29	47	4.4
20 OVERALL COURSE RATING	2	1	6	15	23	47	4.2
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	7	20	19	0	1	47	
	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	3	16	28	47	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	24	19	4	0	0	47	

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: 20

1. RESPONSE: This class was not what I expected it to be. After several industry internships, the coursework and projects were simply reviews over what I had already learned except now I had to manage a group of classmates who had no experience with any of these technologies. I do not believe that the group projects were evaluated fairly on their own, let alone taking into account that half of my group did not participate at all yet achieved the same grade as me with over 20x their commit contributions. Finally, this class felt like an intro to Python and SQL class and did not improve my abilities as a software engineer over anything I had already experienced through my internships. In addition, after moving online, I did not feel like there was an attempt to adjust for students' wellbeing and in fact, made life significantly more complicated for those who actually worked on the projects. Overall, this was my biggest let down class at UT. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-4, Q4-3, Q5-4, Q6-2, Q7-5, Q8-5, Q9-1, Q10-3, Q11-4, Q12-4, Q13-1, Q14-1, Q15-2, Q16-1, Q17-2, Q18-2, Q19-3, Q20-1, Q21-1, Q22-5, Q23-2,

2. RESPONSE: This has been the most enlightening CS class that I have taken to date, and I will take these skills with me in my future industry endeavors. The most challenging part other than the learning curve was the insufficient rubric structure for the project pages. Perhaps this was intentional so we ask questions on piazza and practice good inquiries for later in life with a project manager or something, but the project specs were always somewhat vague in my opinion. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-5, Q4-5, Q5-4, Q6-3, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-3, Q14-2, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

3. RESPONSE: Professor Downing is hands down one of the most effective Professors when it comes to communicating info. He is also extremely hard working and ready to adapt to any situation, which was invaluable when it came to the mid-semester transition to online classes. He constantly communicated with his students in order to make sure we were prepared for any ways in which the class might change in the second half. He is a great professor whether he is lecturing in class or online and I can't praise him enough. /// 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,

4. RESPONSE: Great class! Nothing to add or take away. Thanks for a great semester! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-4, Q5-4, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-4, Q15-5, Q16-4, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-4, Q23-1,

5. RESPONSE: I feel that the project instructions were too vague. For example, implementing searching, sort, and filtering did not say that they need to be able to layer on top of each other even though we lost points for this. Some implemented global searches over all the model pages whereas some people had searches for each model page. I find it unfair to deduct points when instructions are unclear. On a brighter note, you're an excellent lecturer and keep the class engaged. I felt that you transitioned to online learning seamlessly, and your assigned projects were engaging. I know that participation is required and enforced by the 15% quiz grades, but I feel that in the case that someone missed a lecture, they should have the opportunity to rewatch it via a recording. I feel that the .5% deduction to a person's grade with each absence will be more than enough to keep them coming to class if the rationale for not posting recordings is to encourage students to attend class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-4, Q11-5, Q12-5, Q13-2, Q14-3, Q15-5, Q16-5, Q17-5, Q18-5, Q19-4, Q20-4, Q21-2, Q22-4, Q23-3,

6. RESPONSE: I think the transitioning to online lecturing is smooth. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-3, 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, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

7. RESPONSE: A few years ago at a Hackathon I was recommended this exact course by one of Downing's former students, who mentioned him by name. He said it was a very practical must take class. I have come to agree with him. Its usefulness does not much derive from learning web dev, although surely that alone is useful. Rather, it derives from being forced to work on a team striving towards a technical goal and to be accountable to one another. I found that having worked at an internship prior to taking this course gave me some direction, but also the perspective to see in hindsight how some of the development practices I saw at that company were probably misguided! Learning about continuous integration I found especially indispensable, and furthermore the course gave me ample incentive to make it a habit. I also found the papers on effective development practices helpful. The only critique I would offer would be one echoed by my teammates, namely that it is "jarring" to have the in class material have little to do with the project material. Sure, we used python, and learning about its depths is useful, but to never hear a lick of information about how the hell react works, for example, was somewhat discouraging and unhelpful. Nevertheless, this is a good class overall so thank you for that. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-4, Q8-4, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-4, Q23-2,

8. RESPONSE: I think the projects need more specification, i.e. a quick blurb as to how Mocha and Selenium are different, what the write up should look like, past websites, etc. /// 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, Q21-3, Q22-4, Q23-1,

9. RESPONSE: The course was very well structured, but I generally have discontent with courses that do not have that pertain to the given homework/projects. There were also many instructions that were too ambiguous which left my group and me to have to figure things out on our own and then being disappointed when we got something wrong after things were graded. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-4, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-4, Q11-5, Q12-5, Q13-5, Q14-2, Q15-4, Q16-5, Q17-3, Q18-3, Q19-3, Q20-3, Q21-3, Q22-5, Q23-2,

10. RESPONSE: The course was great. Professor Downing and the TAs did a great job! /// 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, Q16-4, Q17-4, Q18-4, Q19-5, Q20-4, Q21-3, Q22-5, Q23-1,

11. RESPONSE: Dr. Downing employs a unique style to teaching and the structuring of this course. The disconnect between the lecture and project material, while challenging to get used to, encouraged me to take more initiative in my own learning. The group format of exams and projects also help facilitate learning from peers as well. Overall, he handled the transition from classroom to online smoothly, and there was no lecture material left behind. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

12. RESPONSE: The course was great and very well done. Downing did an excellent job and is an incredible professor. Work did seem a bit excessive sometimes but all in all, I know everything I learned will be useful in the future. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-4, Q6-4, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-4, Q14-4, Q15-5, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-4, Q23-2,

13. RESPONSE: This course was supposed to be about Software Engineering. Instead, I felt as though the course was about learning the basics of programming. At the beginning of the course, we learned python. We didn't learn about how python was connected to SWE.

We just learned python basics. These things could be easily googled and self-taught. We then took a test over python. This enforced the feeling in me that this class was not about SWE. During this time that we spent learning python, we also had our group projects to worry about. These group projects are the only part of the course where I felt as though I was learning about SWE. In the latter half of the course, we switched to online. In our switch to online, the instructor tried to keep the sameworkload. The instructor also enforced us to use proctrio which was invasive of our privacy. I will credit the instructor that he dropped the extension since it caused too many issues. Also in the second half of the course is where we began to learn about things that were more correlated with SWE such as refactoring and SQL. However, by this time I was very frustrated with the course. My suggestions: remove tests and focus on projects, teach important tools (react, aws, etc.), and have group time in class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-4, Q3-2, Q4-4, Q5-3, Q6-3, Q7-1, Q8-1, Q9-1, Q10-3, Q11-2, Q12-4, Q13-1, Q14-1, Q15-2, Q16-3, Q17-1, Q18-3, Q19-2, Q20-1, Q21-2, Q22-5, Q23-2,

14. RESPONSE: great /// 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, Q19-4, Q20-4, Q21-3, Q22-4, Q23-2,

15. RESPONSE: Like many have said before, I do wish that more of the lectures related to the projects of the class. Also, I had an unpleasant experience with Test 1b (Proctorio issues and too little time), but I thought Test 2 was handled well. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-4, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-5, Q16-5, Q17-3, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

16. RESPONSE: The lectures were excellent for the whole semester, and I thought this class handled the transition to online very well. The teaching staff was quick to adapt and respond to complaints and suggestions from the class. The gap between the lecture material and the projects was frustrating at times, but I understand the reasoning behind it. My only complaint about the projects is that my group thought some of the requirements and grading criteria could have been explained better, because there were parts of the project specs that confused us (what user stories and visualizations are, "requirements" that were not associated with a particular phase, "requirements" that did not appear to factor into grading, etc). /// 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, Q13-3, Q14-3, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

17. RESPONSE: Great course. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-5, Q6-4, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-3, Q16-4, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

18. RESPONSE: It would be great if the class is less Python focused in the first half of the class. Maybe require a pre-req for taking the 1 hour python class first. /// 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,

19. RESPONSE: It would be helpful to introduce tutorial assignments on each of the development tools. This would allow everyone to learn about the tools because sometimes will schedule and workload for other classes it's difficult to learn all the tools. This results in everyone learning different tools and doing that part of the project. However, if we had small individual assignments then everyone would be required to have some base knowledge. The tutorial grades could substitute the part of the exam grades. Additionally, I think it would really value to add agile component to the projects since that is a big part of software development in the industry. This could include mandatory scrum meetings, using the terminology, etc. By doing so students would be familiar with the terms before entering the workplace. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-1, Q4-5, Q5-4, Q6-3, Q7-2, Q8-4, Q9-4, Q10-4, Q11-4, Q12-5, Q13-3, Q14-2, Q15-4, Q16-5, Q17-4, Q18-5, Q19-4, Q20-3, Q21-1, Q22-4, Q23-1,

20. RESPONSE: I wish this class was more about Software Engineering, and less about python. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-3, Q9-2, Q10-3, Q11-3, Q12-3, Q13-3, Q14-1, Q15-4, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-3, Q22-4, Q23-2,
