

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
 Downing, Glenn P C S373 52985
 E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
 SOFTWARE ENGINEERING

Fall 2021 DEPARTMENT COPY
 Grade-eligible enrollment = 59
 Surveys Returned = 49

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	4	8	20	17	49	4.0
2 INSTRUCTOR PREPARED	0	1	4	18	26	49	4.4
3 COMMUNICATED INFORMATION EFFECTIVELY	0	1	7	21	20	49	4.2
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	2	6	14	27	49	4.3
5 INSTRUCTOR AVAILABILITY	0	1	4	19	25	49	4.4
6 COURSE WELL-ORGANIZED	2	7	9	13	18	49	3.8
7 STUDENT FREEDOM OF EXPRESSION	0	1	8	20	20	49	4.2
8 CLASS PARTICIPATION ENCOURAGED	0	1	3	10	35	49	4.6
9 ENGAGING INSTRUCTION	1	5	11	17	15	49	3.8
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	7	18	23	49	4.3
11 INSTRUCTOR EXPLANATIONS CLEAR	0	1	7	23	18	49	4.2
12 GENUINELY INTERESTED IN TEACHING COURSE	0	1	5	17	25	48	4.4
13 HELPFUL COURSE MATERIALS	0	6	16	14	13	49	3.7
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	2	8	10	17	12	49	3.6
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	6	11	20	12	49	3.8
16 ASSIGNMENTS USUALLY WORTHWHILE	1	5	5	14	24	49	4.1
17 STUDENT PERFORMANCE EVALUATED FAIRLY	2	6	9	18	14	49	3.7
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	5	10	11	23	49	4.1
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	4	15	14	16	49	3.9
20 OVERALL COURSE RATING	0	7	14	13	15	49	3.7
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	6	30	13	0	0	49	
	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	1	1	6	41	49	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	29	16	3	1	0	49	

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: 26

-
1. RESPONSE: Should teach about how to do the web projects, or at least provide some materials for students to learn /// 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, Q14-3, Q15-3, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
-
2. RESPONSE: I really appreciated Professors engaging lecture style and enthusiasm, but the disconnect between in class activities and the projects was extremely disappointing. It felt like taking two classes at the same time, and professor downing was pretty much useless when it came to the actual projects. I felt very little motivation to actually pay attention in class or go to his office hours because I was way more concerned with the actual projects. On a similar note, there is absolutely no reason that we should be forced to be in random groups. OS was one of the best classes I took at UT because I got to work with the group of CS friends that I worked so hard to make. Also, the grading scheme is needlessly complicated and extremely frustrating. I earned A-worthy grades in all categories, but I will earn a B because I got an R on the first project due to not running some obscure log command, despite having FULL FUNCTIONALITY. If it takes a 15 minute video from a professor to explain the grading scheme, it is too complicated. I really looked forward to this class, but I feel like there are too many complications to feel satisfied. My recommendations are to let students choose groups, reduce the complexity of the grading scheme, and teachpython in the context of backend code in lecture. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-4, Q11-5, Q12-5, Q13-4, Q14-4, Q15-4, Q16-2, Q17-2, Q18-3, Q19-3, Q20-3, Q21-2, Q22-5, Q23-2,
-
3. RESPONSE: I really enjoyed the lectures about Python and SQL. I would have preferred if the SQL lectures would be given earlier in the course because I had to self-teach myself a lot of SQL and would rather have learned about it in class. I also wished there were more lectures about React, maybe in the future you can remove some of the Python lectures / condense them that are very similar to Java. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-4, Q11-4, Q12-5, Q13-3, Q14-2, Q15-3, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-1, Q22-5, Q23-1,
-
4. RESPONSE: Professor Downing is a very kind professor who gave great weekly lectures. I felt that the group project assigned was incredibly helpful in terms of real-world experience. However, since there was little to no correlation between the project and thelectures, it was extremely difficult to complete the project. Luckily there were others in the course with previous knowledge on the tools necessary for the group project; they were able to provide guidance which helped save me weeks worth of research. The grading scheme was the most challenging aspect of my learning experience in this course. While I initially thought it was an interesting idea, I soon felt opposed to it; having each type of assignment weighed equally, despite the difference in time and difficulty, was discouraging, especially knowing that just the quizzes could change the course grade by an entire letter grade. I felt that it was unfair because the projects required a greater time and effort commitment while the quizzes,blogs, and papers could be done in a shorter amount of time. The grading scheme felt like pass or fail, but with every type of assignment. I did appreciate the tokens; however, I did not like the time limit for using a token. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-4, Q10-4, Q11-4, Q12-5, Q13-3, Q14-4, Q15-4, Q16-5, Q17-2, Q18-4, Q19-3, Q20-3, Q21-1, Q22-4, Q23-3,
-
5. RESPONSE: I think this class might have been better if the topics of the quizzes, lectures, and readings related more to the projects. The most difficult aspect of this class was figuring out what to spend time on. The work that I did on the projects did not have anything to do with my classwork and it felt like I was putting in lots of time to learn several different concepts which had little to do with each other. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-4, Q3-4, Q4-5, Q5-5, Q6-2, Q7-4, Q8-5, Q9-2, Q10-5, Q11-4, Q12-4, Q13-5, Q14-2, Q15-4, Q16-5, Q17-5, Q18-5, Q19-3, Q20-3, Q21-2, Q22-4, Q23-2,
-
6. RESPONSE: My main complaint with this course is that the material we learn in class is entirely unrelated to our projects. I understand that the professor?s logic behind this is that in the real world, we will not be walked through requirements we are givento complete at work. Instead, we must figure it out on our own with research and coworker help. However, I wish the in-class material was more beneficial. The python that we learned all semester does not seem applicable to my career down the road. The material was the very basic foundation of the python language and something I feel I could easily google if I had a question on. My favorite part of the lectures was learning SQL and creating tables with relational data. I feel this was the most sufficient and applicable information for my future, aside from the semester long team project. I highly recommend continuing this project because this was the foundation of the class for me and applied directly to my software engineering internship as well. un addition, I think the professor can be better about keeping a positive attitude when cold calling students. Lastly, the quizzes needed to be longer. There were lots of issues where the professor would say the quiz was 3 min, yet would count the clock time rather than time in the canvas qui /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-3, Q4-4, Q5-4, Q6-2, Q7-3, Q8-5, Q9-3, Q10-5, Q11-5, Q12-4, Q13-3, Q14-5, Q15-4, Q16-4, Q17-4, Q18-3, Q19-3, Q20-3, Q21-3, Q22-5, Q23-1,
-
7. RESPONSE: Professor Downing is a wonderful professor. He is knowledgeable and passionate about what he teaches, and keeps the lectures very engaging and interactive, which I liked. The new grading scheme is a bit weird to me, though I don't think it really matters on anything except the projects. With as dense and complex as the projects are, it doesn't feel right to just have everyone's work thrown into four buckets, with a difference in bucket essentially determining the final letter grade you'll end up with. Speaking of projects, I really enjoyed the semester long website; while I think it's weird that pretty much nothing practical we used was covered in lecture, I understand and appreciate that the disconnect is purposeful, and I learned a lot on the fly and from my teammates. I think CATME was a very good tool to use and matched me with great teammates. Conversely, I've never seen the point of the weekly TA meetings. They weren't bad, but they just never seemed very necessary to me. Overall, a superb class with a great professor, but one that could be better advertised on official UT channels as being unique and purposefully disconnected, unlike other CS classes, since I only knew what to expect (and thus prepare for) from word-of-mouth conversations. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-4, Q6-5, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-3, Q14-5, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
-
8. RESPONSE: Did not like EMRN system /// 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, Q19-3, Q20-3, Q21-2, Q22-5, Q23-2,
-
9. RESPONSE: Loved the grading scheme and the concept of virtual tokens. It made it like a game or sorts and made the learning more fun and a lot less stressful. I would definitely stick to the grading scheme and wish it could be a universal thing! /// 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,
-
10. RESPONSE: The course overall was worthwhile taking. I learned a great deal from my teammates and from the professor. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-5, Q6-3, Q7-4, Q8-4, Q9-4, Q10-4, Q11-4, Q12-5, Q13-4, Q14-4, Q15-3, Q16-5, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-2,
-
11. RESPONSE: I think that I learned valuable information in the class. The lectures were informative and made me learn more about python especially. It did feel like the blogs and papers were busy work sometimes, but that could definitely be me slacking off a bit. I did enjoy the lectures and some of thee project work, but I really didn't like how much of a disconnect there was between the lectures and the projects. There was a lot of gray area in how we were being graded and what was being asked, until there was an outline a week before the due date. I'm glad I had some group partners that went above and beyond and we did well on the

projects, but I know that some others weren't as fortunate and were really struggling. I think maybe spending a day or going through react and some backend components could be really beneficial to the students. I understand the point of the disconnect, making it feel more like a working environment, but it might be a little bit too much at times. Overall, I think this class was a good experience and I think it was beneficial to me. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-5, Q12-0, Q13-4, Q14-2, Q15-4, Q16-3, Q17-2, Q18-3, Q19-3, Q20-3, Q21-2, Q22-2, Q23-2,

12. RESPONSE: I wish the lectures were more relevant to the project. It's not very motivating for me to pay attention during lecture if it's not related to the homework. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-4, Q3-3, Q4-4, Q5-4, Q6-3, Q7-4, Q8-5, Q9-3, Q10-3, Q11-3, Q12-4, Q13-3, Q14-2, Q15-3, Q16-5, Q17-3, Q18-3, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

13. RESPONSE: I took this class because it had a writing flag. I would not recommend it in its current state for anyone who doesn't need the flag. I understand needing to teach ourselves tools to use the projects, but I think it is a real disappointment that we are taught various nitty-gritty Python details in class rather than something more applicable such as React. Additionally, I think the grading system this class uses is a little ridiculous. The professor's justification seems to be "everyone can get an A this way", however that is not necessarily untrue of a normal 0-100% scale. I and many students spent far more time figuring out whether or not it was worth it to use a virtual token etc than just doing the work. The projects in this class were not worthwhile in my opinion. Everyone essentially builds the same boilerplate site and the constraints make it hard to really have fun with it. The professor clearly cares about the class but I just feel like it could have been so much more rewarding if we maybe talked about the papers during lecture rather than just learning Python. This was kind of a ranty complaint but I am genuinely hoping to provide feedback to make this class better for future students. I can be reached at Ethan.houston@utexas.edu if you'd like to discuss the above! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-2, Q5-4, Q6-2, Q7-3, Q8-4, Q9-2, Q10-5, Q11-3, Q12-4, Q13-3, Q14-3, Q15-2, Q16-1, Q17-3, Q18-2, Q19-3, Q20-2, Q21-2, Q22-5, Q23-2,

14. RESPONSE: Great prof, didn't really care about learning about python though, that material although useful is probably better for OOP (as well as the papers but I'm sure he knows that already.) /// 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, Q14-5, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

15. RESPONSE: I really enjoyed the class, but was not a huge fan of the grading system. I had a lot of confusion surrounding the letter system, and had several assignments graded 2/3 on Canvas that I still received an R for. I think the system itself was ok, but it made it more difficult having to try to figure out what I needed to do well in the class at times. Besides that the lectures were always informative and I really loved working with my group on the projects! Professor Downing has been a huge addition to my time at UT, and I'm very thankful I got to take classes with him. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-5, Q3-5, Q4-5, Q5-5, Q6-3, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-3, Q15-5, Q16-5, Q17-2, Q18-5, Q19-5, Q20-5, Q21-3, Q22-4, Q23-3,

16. RESPONSE: The course seems to be about the project, as that's the part where you have to learn new things to succeed. However, the rest of the course was misaligned with this. The lectures could have gone faster; the first half of the class simply felt like a Python course, where reading documentation would have sufficed. The readings focused on object-oriented design, which was not only a repetition of another course (OOP), but not very relevant to the projects we were doing. Some more general paradigms were useful, but any OOP-specific details were useless when dealing with functional react (which seems to be the convention now) and sql/databases. There could have been more support for learning things relevant to the project, instead of having to follow online tutorials; even a brief explanation of react/web design would have been tremendously helpful. The most valuable thing the course had to offer for me was the deadline which provided motivation to actually get out and do the project (it's hard to independently have enough discipline to work on a large project). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-4, Q3-3, Q4-3, Q5-4, Q6-4, Q7-4, Q8-4, Q9-2, Q10-3, Q11-3, Q12-3, Q13-3, Q14-3, Q15-4, Q16-4, Q17-4, Q18-3, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,

17. RESPONSE: I liked the idea of the grading system. I think the idea was we could focus on big picture things. We just needed to pass a certain number of assignments adequately. At first, it seemed like this would make us not have to worry about certain details as much. Although the grading specs were clear, it was unpredictable how strictly they would be enforced. It made us extremely nervous that we would fail an assignment because we missed one little detail. If we missed a detail in a normal grading scheme, we would get bumped down from a 95 to a 90 or something like that. So, overall the new grading scheme made us feel like we needed to perform much higher to get even a passing grade. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-3, Q5-4, Q6-3, Q7-3, Q8-4, Q9-3, Q10-5, Q11-4, Q12-4, Q13-4, Q14-3, Q15-2, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-2, Q22-5, Q23-2,

18. RESPONSE: One's experience in the semester is highly dependent on their team assignment. A suggestion would be to allow students to choose their teams. /// 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, Q21-1, Q22-5, Q23-2,

19. RESPONSE: course needs to teach more about how to do projects /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-3, Q3-3, Q4-3, Q5-3, Q6-3, Q7-3, Q8-3, Q9-3, Q10-3, Q11-3, Q12-3, Q13-3, Q14-3, Q15-3, Q16-3, Q17-3, Q18-3, Q19-3, Q20-3, Q21-3, Q22-3, Q23-2,

20. RESPONSE: This course is an incredible learning experience for software development, it allows students to learn any facet of SWE that they want to. The IDB project is near perfect, but the grading scheme takes away from it. I think almost all students would prefer to have a 0-100 grading scheme, as it was extremely frustrating to do everything right but then get an M or R because a small and insignificant part of the project wasn't done perfectly to spec. Also, it does not feel fair to do almost everything in the class, but then get a very poor grade because you didn't complete all of the quizzes or another part of the class. Finally, I think the Papers and Lectures should be more focused on SWE, as they are far too similar to what is presented in OOP and they do not help very much in the actual classwork. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-4, Q11-5, Q12-5, Q13-5, Q14-4, Q15-3, Q16-5, Q17-2, Q18-5, Q19-5, Q20-4, Q21-2, Q22-4, Q23-4,

21. RESPONSE: One suggestion I have for the class is that it felt like we were repeating the same material for a few days, and my other suggestion is that I wish we had a bit more time for each phase because I wish I was able to learn what back-end did. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, 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, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

22. RESPONSE: This course is a lot of busy work that doesn't teach you much. The content across the different assignments is not cohesive. I'm not sure what one should expect out of a course called Software Engineering but I think it can be done better by changing the content. I found it weird that we went deep into a lot of Python things. It was just hard for me to justify the content we were learning. The instructor is very stubborn and will not be willing to understand your situation in case something happens. Good luck. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-3, Q5-4, Q6-2, Q7-3, Q8-3, Q9-1, Q10-3, Q11-4, Q12-4, Q13-2, Q14-3, Q15-4, Q16-2, Q17-4, Q18-2, Q19-2, Q20-2, Q21-2, Q22-5, Q23-1,

23. RESPONSE: The grading system had a ton of issues and was in general very stressful and unfair. A grading system shouldn't punish small mistakes to the degree that making one mistake could lower your entire group's grade by one letter. This grading system

madean otherwise good class very bad. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-4, Q7-5, Q8-5, Q9-3, Q10-3, Q11-4, Q12-4, Q13-2, Q14-2, Q15-3, Q16-4, Q17-1, Q18-3, Q19-2, Q20-2, Q21-2, Q22-5, Q23-1,

24. RESPONSE: na /// 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,

25. RESPONSE: I didn't think the grading scheme was fair to the students. If your teammates weren't participating, you had to pick up their workload in order to pass. Also I didn't think the blogs served any purpose. The majority of the classes weren't related to software development at all, it was just specifics of Python. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-4, Q3-3, Q4-3, Q5-4, Q6-1, Q7-4, Q8-5, Q9-2, Q10-4, Q11-3, Q12-4, Q13-2, Q14-2, Q15-3, Q16-2, Q17-3, Q18-2, Q19-3, Q20-2, Q21-2, Q22-5, Q23-2,

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