

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
 Downing, Glenn P C S373 51480
 E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
 SOFTWARE ENGINEERING

Spring 2022 DEPARTMENT COPY
 Grade-eligible enrollment = 56
 Surveys Returned = 52

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	4	3	13	32	52	4.4
2 INSTRUCTOR PREPARED	0	2	2	12	36	52	4.6
3 COMMUNICATED INFORMATION EFFECTIVELY	0	2	6	19	25	52	4.3
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	2	5	14	31	52	4.4
5 INSTRUCTOR AVAILABILITY	1	2	6	20	23	52	4.2
6 COURSE WELL-ORGANIZED	1	5	8	16	22	52	4.0
7 STUDENT FREEDOM OF EXPRESSION	0	3	2	17	30	52	4.4
8 CLASS PARTICIPATION ENCOURAGED	0	2	2	10	38	52	4.6
9 ENGAGING INSTRUCTION	2	8	9	17	16	52	3.7
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	7	14	30	52	4.4
11 INSTRUCTOR EXPLANATIONS CLEAR	0	1	4	21	26	52	4.4
12 GENUINELY INTERESTED IN TEACHING COURSE	1	2	1	16	32	52	4.5
13 HELPFUL COURSE MATERIALS	2	6	17	15	12	52	3.6
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	1	6	10	20	15	52	3.8
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	5	14	11	12	10	52	3.2
16 ASSIGNMENTS USUALLY WORTHWHILE	1	3	7	19	22	52	4.1
17 STUDENT PERFORMANCE EVALUATED FAIRLY	0	6	10	24	12	52	3.8
18 STUDENT PERCEPTION OF AMOUNT LEARNED	1	4	5	20	21	51	4.1
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	1	2	13	16	20	52	4.0
20 OVERALL COURSE RATING	1	4	20	14	13	52	3.7
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	10	24	17	0	1	52	
	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	10	42	52	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	35	17	0	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: 28

1. RESPONSE: While it was disclosed at the beginning of the semester that there is a large disconnect between lectures and assignments, I don't think it was a good thing. It would've been much more helpful if the class went over relevant information like doing SQL at the beginning before Phase 2, and covering React Hooks and what they do and mean. I personally had a good understanding of React, but equipping every group member to be full-stack would've made a lot more sense for this course. Those are only a couple of examples, but there are endless topics that could be covered related to the projects that would've been very helpful. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-1, Q10-4, Q11-4, Q12-4, Q13-1, Q14-2, Q15-1, Q16-4, Q17-2, Q18-4, Q19-3, Q20-3, Q21-1, Q22-5, Q23-1,

2. RESPONSE: Probably one of the worst classes I've experienced. Professor makes it very clear early on the grading scheme is different, though what is not explained is how big assignments are graded not by their successes but by their failures. One slight mistake (that would net you a 95% in another class) would mean you fail the assignment. There is absolutely no leniency. The course load is enormous, you're practically on your own as the TAs are fully unhelpful since they did their projects nearly 100% differently than you're doing yours. Anything besides the projects is just a mandatory waste of time. Sure learning small things about python is neat, but this isn't a course on python. Professor is helpful when it comes to class topics, but not at all when it comes to the only thing of value: projects. This class boils down to paying to get a rubric on a website. If you're really interested in learning what is in this course, do yourself and favor and do not register. Instead use the extra free time you have to make your own website, you'll acquire the same skills. The class is also just boring and the only thing keeping it alive is that you're forced to talk to the professor around once a month /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-5, Q3-4, Q4-4, Q5-5, Q6-1, Q7-2, Q8-3, Q9-1, Q10-3, Q11-4, Q12-1, Q13-1, Q14-3, Q15-1, Q16-1, Q17-2, Q18-1, Q19-1, Q20-1, Q21-1, Q22-5, Q23-1,

3. RESPONSE: This class doesn't really teach you anything. The lectures (50 minutes) present material which could have been covered in much less time (possibly 5-10 minutes worth of reading), and you are taught nothing about software development (with the minor exception of the refactoring unit, which wasn't very profound anyways). The papers we were required to read on our own (in particular, those by Martin Fowler, expose you to a few software development philosophies and design principles which were somewhat informative, but as a class we never really went into depth). The projects are a self-teaching opportunity, which is somewhat acceptable because this is often how it will be in reality (using Google to figure everything out, reading documentation, etc.) However, good luck if you aren't placed into a "good" group (especially one where the majority may be experiencing senioritis), as you will be probably be completing the entire project singlehandedly, which can be a significant stressor if you have other commitments. Due to the unique specifications grading scheme in this class, you cannot afford to skip out/ just complete your "fair share" of the project, as there is no notion of partial credit. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-3, Q3-3, Q4-4, Q5-4, Q6-2, Q7-4, Q8-5, Q9-2, Q10-4, Q11-4, Q12-5, Q13-3, Q14-2, Q15-1, Q16-3, Q17-2, Q18-2, Q19-3, Q20-2, Q21-2, Q22-5, Q23-1,

4. RESPONSE: I am aware of the intended disconnect between lectures and assignments but I still feel like there are better uses of class time than discussing nitty-gritty tips and tricks of 1 specific programming language. The grading scheme is very generous with the amount of tokens we get + opportunity for a bump, but just kind of frustrating to deal with, especially since our token counts/non-project-resubmissions never get updated. I think the projects were a valuable learning experience and I'm proud of what we were able to create, but only because I didn't have a bad group. I think it's unfair that incompetent/unengaged students get to cruise on their group partners' desire to do decent work and get a decent grade, without any consequences whatsoever. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-2, Q7-5, Q8-5, Q9-3, Q10-5, Q11-5, Q12-5, Q13-3, Q14-3, Q15-3, Q16-4, Q17-3, Q18-4, Q19-4, Q20-3, Q21-3, Q22-5, Q23-1,

5. RESPONSE: Lectures were spent too much in the details and nuances of Python. Teaching more aspects of SQL and React would be a better usage of time and help students succeed more on projects. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-4, Q4-5, Q5-4, Q6-3, Q7-4, Q8-4, Q9-4, Q10-3, Q11-4, Q12-4, Q13-3, Q14-4, Q15-2, Q16-4, Q17-4, Q18-5, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

6. RESPONSE: Great class! I learned a lot about front-end development and React. I liked the grading system. However, I feel like it can be slightly more lenient with quizzes, papers, and blogs to get an A. I think currently, You can miss only one paper to get an A. This can be increased to two. An alternative would be increasing token opportunities. Also, I wish we spent more on SQL. I feel the class is excessively focused on Python. This can be reduced to accommodate an extra week for SQL. Other than that, this is one of the best and most worthwhile classes I've taken at UT so far. /// 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, Q22-4, Q23-1,

7. RESPONSE: I feel that I wasn't given enough time on the quizzes, by the time I had read the question and looked at the answer choices there was not a lot of time left to think about the answer, especially if it was a question with a longer description. Other than that, thanks for a great semester. /// 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, Q21-2, Q22-5, Q23-2,

8. RESPONSE: Overall I learned a great deal in this class, from software methodologies to new programming languages and systems (i.e. SQL, JavaScript, React, etc.). That being said, I do think the group system for the projects can be VERY frustrating (our group had 5 members, one of whom dropped and another one who did very little to no work). It's essentially a very large gamble on whether you can get a good grade with your teammates struggling to perform (or not performing at all) over the entire semester. The topics taught in this class are actually really useful, maybe a little bit dated on the articles/papers but the ideas are still relevant and I think they are good reading items for this class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-3, Q16-5, Q17-4, Q18-5, Q19-4, Q20-4, Q21-2, Q22-4, Q23-1,

9. RESPONSE: The grading and token system is still hard to keep track of and is confusing at times. It could still be better improved to be helpful to everyone. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-5, Q8-5, Q9-4, Q10-4, Q11-4, Q12-5, Q13-3, Q14-4, Q15-3, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-2, Q22-4, Q23-2,

10. RESPONSE: Excellent class /// 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,

11. RESPONSE: I learned a lot from this course and I would recommend it to any others. One thing is that, unlike at the beginning of the semester, the instructor and TAs are hard to reach out through Canvas. /// 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, Q13-5, Q14-5, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-4, Q23-1,

12. RESPONSE: I enjoyed both of my classes with Professor Downing. My experience in many UT CS classes was of disorganization and a lack of clarity with expectations. Downing does a wonderful job of ensuring that his students are aware of his class structure and is extremely upfront about the course. I not only appreciate his honesty with his students but also how clear his teaching

style is. He is always prepared for each lecture and helps reinforce previously learned topics. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-3, Q6-5, Q7-4, Q8-4, Q9-4, Q10-5, Q11-5, Q12-4, Q13-4, Q14-4, Q15-2, Q16-4, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-2,

13. RESPONSE: Wouldn't recommend this course. /// 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, Q23-1,

14. RESPONSE: I mean I would say my only qualm about this class was getting used to this new style of grading, but with virtual tokens it seems very lenient. This was probably the most honest and organized class I have taken at UT in terms of transparency from the teaching staff. /// 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, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

15. RESPONSE: TAs take forever to check virtual tokens which can be frustrating because we don't know how many tokens we have and if they do get accepted. Specifications grading can be fine but it's just hard to determine our current grade at that moment. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-5, Q14-4, Q15-3, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

16. RESPONSE: Lecture content had little bearing on the majority of the assignments. Seemed like Prof Downing was used to teaching one thing, got asked if he could teach this course, agreed, and then taught this one as if it were the other class, the only difference being the main project. We were expected to learn everything for the main project (took up most of the semester) on our own. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-3, Q7-5, Q8-5, Q9-3, Q10-4, Q11-4, Q12-4, Q13-2, Q14-5, Q15-3, Q16-4, Q17-2, Q18-4, Q19-3, Q20-3, Q21-2, Q22-5, Q23-2,

17. RESPONSE: I enjoyed taking software engineering with Professor Downing this semester! I learned a lot about developing a full-stack web application and about Python and SQL. The "cold calling" in class was a little scary to me at first, but I got used to it over time and think that it helped me retain information easier. /// 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, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

18. RESPONSE: The tokens form have taken a long time to affect my grades on canvas. I am not sure if they have gotten lost or just backed up. It would be great for future classes for canvas grades to be updated for using a token before a couple weeks. /// 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, Q13-4, Q14-4, Q15-4, Q16-5, Q17-5, Q18-5, Q19-4, Q20-4, Q21-3, Q22-4, Q23-1,

19. RESPONSE: Thanks for a great year! The class itself was pretty good but there were some issues with the grading. The TAs wouldn't grade things for a long time after they were turned in, they wouldn't update the virtual token count so we didn't know how many we had, and sometimes they graded things incorrectly and didn't fix the scores even after acknowledging that their grading had been incorrect. /// 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, Q15-2, Q16-3, Q17-3, Q18-4, Q19-4, Q20-3, Q21-1, Q22-5, Q23-1,

20. RESPONSE: I thoroughly enjoyed this class, the projects were a bit intense but they were meant to be. The grading system took a bit of getting used to, but it wasn't crazy difficult to adjust. /// 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,

21. RESPONSE: My group had one member drop the course and then another was unresponsive. Therefore, I felt like the project workload was too much since it pushed double the work onto me and the remaining members. To make it worse, our TA was also unresponsive. Hmessed 4-5 TA meetings and rarely answered any discord messages to 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, Q21-2, Q22-5, Q23-1,

22. RESPONSE: Downing is an amazing professor and the class was challenging! The projects felt completely separate from the class which was not what I expected coming into the class. It's a great learning experience although I feel like there wasn't enough support to help with the projects--perhaps I felt that way because of my group's TA. Our TA didn't show up to our weekly meetings consistently nor did they answer our questions satisfactorily when they did show up. One thing I'd recommend to improve this class is to build a more tightly knit group of TA's so they're on the same page when it comes to interpreting the project specifications and answering logistical questions. I'm not sure if this is how the instructors already operate outside of class, but I think a TA debriefing with the professor once a week would be beneficial. /// 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, Q15-2, Q16-5, Q17-3, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-2,

23. RESPONSE: I think this class will be extremely beneficial for my future, and it actually made me really interested in frontend development. While I think that the IDB project was a great way to dive into Software Engineering, it would've helped to get a bit more help and guidance during class. Professor Downing did make us aware of the contrast between projects and lectures, but I was not expected to have to do so much self-learning. I used Javascript for the entire semester, excluding Project 1, so the lectures didn't apply to anything that I personally did. One of my biggest complaints is the quizzes. I think I would've done MUCH better with a bit of extra time. The quizzes made me quite anxious because I felt like I barely had time to think. Lastly, I think that cold-calling is beneficial, but it was another anxiety-inducing feature of this class. If you struggle with being easily stressed, or anxious, this class will definitely be a challenge. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-2, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-2, Q14-5, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-3, Q21-1, Q22-5, Q23-1,

24. RESPONSE: This class was more stressful than it needed to be. The grading scheme, despite what was argued, does not provide us with real-world experience but rather creates unnecessary amounts of stress by more or less weighting everything the same. When everything is graded on a 0-3 scale, when the blogs/papers due at the end of the week and a project is due, you are forced to sacrifice one or the other. There also isn't much room for error in any of the grading categories, any small mistakes would lead to a significant drop in our grade just because of how the grading scheme works. In theory the use of Discord and Ed Discussion is nice but the TAs and professor would often wait multiple days to answer or not even answer certain questions at all. The projects, especially phase 1 and 2, were too much work for the time that we had to work on them and probably should've been broken up into more projects or just have some of the requirements shifted to later projects so it didn't have to be weeks of non-stop work in order to complete the projects. Additionally, the grading of the projects did not seem fair when you would finish all of the requirements but there might've been a small error on one small part of the project like testing so then the whole project would end up receiving a 1. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-3, Q5-3, Q6-3, Q7-4, Q8-5, Q9-3, Q10-4, Q11-4, Q12-4, Q13-3, Q14-2, Q15-2, Q16-3, Q17-3, Q18-3, Q19-3, Q20-2, Q21-1, Q22-5, Q23-2,

25. RESPONSE: I thought the course was very insightful and the project taught us a great deal. The fact that the professor did not educate us on how to complete the project forced us to learn on our own, which is a professional skill. In light of that, he could have done more to assist us in general structure and teach things in different orders or focus on things less (some basic Python early on). Additionally, I hated specification grading so much. Getting a 1 for unnecessarily small mistakes is kinda

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

26. RESPONSE: This is essentially a web development course but none of the lectures focus on any sort of web development frameworks. I really disliked how the lectures were mainly focused on Python. The class should teach us things like React or other web development frameworks. Also, if you wanted to teach us a language, why python? Javascript would've been a lot more useful for this course. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-3, Q10-5, Q11-5, Q12-5, Q13-3, Q14-5, Q15-3, Q16-3, Q17-4, Q18-2, Q19-3, Q20-3, Q21-3, Q22-4, Q23-2,

27. RESPONSE: I wished that we talked about other things in lecture. We primarily just talked about python, but I feel that there are better things we could have discussed for an SWE class. We could have touched on different technologies used in modern SWE instead of just learning the ins and outs of python. We didn't even learn about React at all even though that was probably 60% of the work for the IDB project. Also, for IDB, I feel that we didn't really "engineer" anything. I was hoping to learn about howto choose the right tools and technologies for different types of applications, but we didn't really even think about that. For example, the app we built is essentially read-only. Users just interact with our data. I'm pretty sure this type of application would call for a No-SQL database like mongo instead of a SQL database because SQL is more optimized for fast writes but has slower reads (because of normalization I think) and No-SQL is optimized for fast reads but has slow writes. Although SQL works just fine for a small app and it's good we got to learn it, I wish we learned more about these design decisions that are made when you are building an app expected to be scaled out to thousands of users. Also, I wish the big project was some sort of CRUD app instead of being read-only. /// 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, Q20-3, Q21-3, Q22-5, Q23-2,

28. RESPONSE: A real software engineering course would cover software processes, agile software development, requirements engineering, system modeling, software testing, distributed software engineering, service-oriented software engineering, project management & planning, quality management, configuration management, etc. Unfortunately in this class we spent much of the lecture time talking about Python and SQL, basic languages that would better fall into an intro programming class than a class titled software engineering. Papers assigned each week to read covered small portions of software engineering but almost all of them were 15 to 20 years old, and were never talked about or reinforced in class. The project was helpful in providing us the opportunity to learn how to learn, a very important skill in this industry. However learning best practices in many of these areas would have been more helpful. I can stumble through making a website anytime, but if I'm paying for a class, I should be given more information on the best ways to do so. Finally the specification grading is not motivating and encourages students to put in the absolute minimum instead of their best. This class needs to be overhauled and modernized to provide a better comprehensive understanding of software engineering. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-3, Q6-3, Q7-4, Q8-5, Q9-2, Q10-3, Q11-4, Q12-4, Q13-3, Q14-3, Q15-2, Q16-2, Q17-4, Q18-3, Q19-2, Q20-2, Q21-3, Q22-5, Q23-1,
