

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
 Downing, Glenn P C S373 51485
 E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
 SOFTWARE ENGINEERING

Spring 2022 DEPARTMENT COPY
 Grade-eligible enrollment = 60
 Surveys Returned = 54

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	0	3	17	34	54	4.6
2 INSTRUCTOR PREPARED	0	1	2	14	37	54	4.6
3 COMMUNICATED INFORMATION EFFECTIVELY	0	2	3	20	29	54	4.4
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	0	3	17	34	54	4.6
5 INSTRUCTOR AVAILABILITY	0	1	8	20	25	54	4.3
6 COURSE WELL-ORGANIZED	5	1	6	20	22	54	4.0
7 STUDENT FREEDOM OF EXPRESSION	0	1	7	21	25	54	4.3
8 CLASS PARTICIPATION ENCOURAGED	0	0	0	16	38	54	4.7
9 ENGAGING INSTRUCTION	3	8	3	11	28	53	4.0
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	2	4	13	35	54	4.5
11 INSTRUCTOR EXPLANATIONS CLEAR	0	0	6	19	29	54	4.4
12 GENUINELY INTERESTED IN TEACHING COURSE	0	1	3	14	33	51	4.5
13 HELPFUL COURSE MATERIALS	7	6	10	14	17	54	3.5
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	4	5	5	21	19	54	3.9
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	3	9	11	15	16	54	3.6
16 ASSIGNMENTS USUALLY WORTHWHILE	1	3	6	21	23	54	4.1
17 STUDENT PERFORMANCE EVALUATED FAIRLY	2	3	9	23	17	54	3.9
18 STUDENT PERCEPTION OF AMOUNT LEARNED	0	3	3	20	28	54	4.4
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	4	11	18	21	54	4.0
20 OVERALL COURSE RATING	3	6	12	17	16	54	3.7
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	6	27	16	0	2	51	
	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	2	5	46	54	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	46	5	2	1	0	54	

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: 29

1. RESPONSE: Overall, I enjoyed the class and if I went back in time, I would still choose to take this class. I felt the grading system was fair and cold calling was fine. I personally hated the papers and blogs due to a dislike of talking about myself and saying things for the sake of just saying something, but they served a purpose in the class. My only criticism of this class is the fact that the lectures aren't related to the projects. I know in a job, we have to take responsibility to learn things on our own and that the person in charge probably won't have the knowledge to help us, but this isn't a job, its school where we should be learning the skills we need for our future careers, and going more into depth about development tools and cycles would be very helpful. For example, I spent a long and frustrating time trying to figure out features on Gitlab because no one has ever walked me through it before and the workflow instructions were confusing for someone of my experience. In the end, I think I learned what I needed, but some more guidance would have been appreciated. That being said, the class was still very well organized and for the most part enjoyable. Thanks! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-5, Q10-3, Q11-4, Q12-5, Q13-5, Q14-3, Q15-5, Q16-5, Q17-4, Q18-5, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

2. RESPONSE: I didn't think the papers that we read were helpful especially since they were the same ones as the ones in OOP. The blogs also didn't really add anything insightful to the course and felt like busy work. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-3, Q4-5, Q5-4, Q6-3, Q7-4, Q8-4, Q9-3, Q10-5, Q11-4, Q12-4, Q13-1, Q14-3, Q15-2, Q16-2, Q17-4, Q18-3, Q19-3, Q20-2, Q21-3, Q22-5, Q23-1,

3. RESPONSE: Great course! Definitely learned a lot and got a lot of real-world experience. The material was covered very well and the grading method is fair. /// 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, Q15-4, Q16-4, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

4. RESPONSE: This is a great course /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-3, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-0, Q13-5, Q14-4, Q15-2, Q16-5, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

5. RESPONSE: I really don't understand the structure of this class. I understand that in the real world, we are supposed to learn on the job by ourselves. But even in the real world, we have mentors and coworkers that may be knowledgeable in the frameworks we are working on. Whereas here, the TAs and professor are not very helpful with the projects we work on. At times as well, it seems like the TAs themselves don't really understand the grading rubric, so my team was constantly unsure about what we needed to do to get an E or M. The papers, blogs, exercises, and quizzes just seem like a bunch of unnecessary busy work. Going to class is a waste of time because none of it is applicable to the projects. The papers do not relate to the projects or whatever is taught in class. Before exercises, we are given very little help on what they are looking for and Downing does not go into depth very much about the topics we do exercises on before we begin. I also think the grading scheme is flawed. I understand wanting to have good performance across the board, but if a student has already gotten an A- in one category, what stops them from slacking off in another category if they're already getting an A-? I think this grading system actually encourages people to try less. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-5, Q5-4, Q6-3, Q7-4, Q8-4, Q9-1, Q10-5, Q11-3, Q12-5, Q13-1, Q14-2, Q15-2, Q16-1, Q17-3, Q18-2, Q19-3, Q20-1, Q21-1, Q22-5, Q23-1,

6. RESPONSE: Overall, I really enjoyed the course, but I would have appreciated it if the rubrics for phases came out earlier so that we had a better idea about specifics when our group was planning a phase. I would also have appreciated it if virtual tokens were automated since I've put in some requests and I have no idea if they have been fulfilled yet. It would be nice if we could get some feedback on our token requests, in general, since I had to explicitly go to office hours to ask about that and didn't hear about it without reaching out. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-3, Q5-5, Q6-4, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-2, Q16-4, Q17-4, Q18-4, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

7. RESPONSE: Although it was by design to have the lectures disconnected from the projects, I feel that we could have been given a little bit more guidance on where to look for information. In many instances where my team got stuck, google was not useful to solved our problems and sometimes even OH or help hours where not that useful. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-2, Q14-5, Q15-5, Q16-5, Q17-4, Q18-4, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,

8. RESPONSE: I really learned a lot in this class. I feel like the projects are really practical and can definitely use the skills gained from them beyond this class. The weekly lectures were also nice. Even though I had experience with a lot of the things we talked about such as Python and SQL, I didn't know some of the deep nuances that we went over in the lectures. It really enlightened me. The readings were also interesting as they revealed some surprises such as that getter and setter methods aren't good. Overall, I think this was a great class. Even the quizzes I thought were good as well. There are only a couple of things that I would suggest. First thing, for the quizzes, I think there should be a timer enabled where not only do you just get 3 minutes, but also that it automatically cuts off when it reaches the 4 minute mark after class has begun. I have seen other classes do this, so I know it is possible to do and would be easier than having us as students having to keep track of both the timer as well as the actual clock if we join the actual class just after 1 minute. Lastly, for the exercises, it would be nice if either we were given more time or there was a way where multiple of us could edit at the same time. That way there is less pressure on the driver. Otherwise great class! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-4, Q12-5, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

9. RESPONSE: Material in class is taught super slowly and mostly not useful. I don't see the point of memorizing regex, and a professor reading rules to a peer that's barely paying attention is not helpful either. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-2, Q4-4, Q5-4, Q6-4, Q7-4, Q8-4, Q9-2, Q10-4, Q11-4, Q12-4, Q13-2, Q14-4, Q15-3, Q16-3, Q17-2, Q18-3, Q19-2, Q20-3, Q21-2, Q22-5, Q23-1,

10. RESPONSE: Grading criteria should be specific about what will constitute a 0/1/2/3. Some things were fine to mess up on and still get credit for a few weeks of work, other things were grade deal breakers. I want to be able to know what needs to be perfect and what doesn't get credit for my work. Also, using tokens has been a pain all semester. You have to submit to the form and then message a TA and the grades just don't change. If the class had a normal grading scheme that kind of issue would not be so bad, but with this grading scheme its more stressful since your grade is always being dragged along by your lowest grade section. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-5, Q11-3, Q12-5, Q13-1, Q14-2, Q15-4, Q16-2, Q17-5, Q18-3, Q19-3, Q20-2, Q21-2, Q22-5, Q23-1,

11. RESPONSE: I really enjoyed this course. I did not think I would like the grading system (had friends take it last semester who did not), but I did end up liking it a lot. The only thing I could see as a major improvement to the grading system would be a better way to see if you had submitted a virtual token for an assignment. It came up multiple times that I could not remember if I had already submitted the form to excuse an assignment or if I still needed to (once had to message TAs for a list). I am unsure of the best method of doing this, but it would be a big help I feel. The project was fantastic (I had worked on websites for my internship before, but never from the ground up), largely because I had a great group. Needing to create issues for Collatz (and also all of the OOP projects) felt unnecessary, especially since the number we had to open and close forced them to be for very small matters. For the website project, the issues made far more sense. Overall, thank you for a 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, Q11-5, Q12-5,

Q13-4, Q14-5, Q15-4, Q16-4, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

12. RESPONSE: Great course, definitely learned a lot. The grading system is unique, however for the most part it felt pretty fair. The only part of the course I found a bit annoying was how the daily quizzes worked. The time limit was very tight and they often covered topics we had yet to cover. Normally, this would be fine, however, the unique grading system employed by the course makes things a lot more complicated, since messing up on these quizzes could potentially drop your grade by an entire letter. I found the grading system worked well for all other types of assignments in the course, however for quizzes, it made what should have been a low-stakes learning experience incredibly stressful. Other than that, everything else in the course was great. Thanks for an engaging semester! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-4, Q4-4, Q5-4, Q6-3, Q7-4, Q8-4, Q9-3, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-3, Q16-3, Q17-3, Q18-5, Q19-4, Q20-3, Q21-3, Q22-5, Q23-1,

13. RESPONSE: Professor Downing did an amazing job of ensuring that students were able to obtain valuable skills and experiences from this course overall. I thoroughly enjoyed this course! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, 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: I thought professor Downing's course was very well organized. However, I felt that the disconnect between the course material and project made it difficult to keep up with the course. There was a lot of self learning. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-3, Q5-4, Q6-4, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

15. RESPONSE: The papers didn't always feel helpful. It may have just been hard to fully digest, but it felt like about 5 of the papers were basically telling us not to interface directly with code and instead create abstractions. It would also be helpful to ask the whole class if they have questions every once in a while. I know we can ask questions in chat and you'll be responsive to that, but it would feel much more inviting if you asked for questions before cold calling the next person and asking them individually. However, asking an individual for questions has different and interesting results that has a place of its own, so I hope you don't entirely do one or the other. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-4, Q6-5, Q7-3, Q8-4, Q9-5, Q10-5, Q11-5, Q12-5, Q13-2, Q14-4, Q15-2, Q16-5, Q17-3, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

16. RESPONSE: Great course! Professor Downing is excellent as always /// 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,

17. RESPONSE: I have mixed feelings about this class. It's a great way to learn tools about software engineering, but I feel that the actual lecture material was not beneficial in my learning about software engineering. I know this has been a problem from previous semesters based on what I've read from previous eCIS/RPM reviews. One suggestion may be to do lectures over JavaScript and not Python (or maybe both?). JavaScript is an interesting language useful for more applications than just software engineering, plus if it was taught, it still leaves enough room for students to learn about the syntax of React on their own. This might be difficult in terms of preparation of lectures, but maybe a good transition would be to show how to implement something in Python and then provide a translation for JavaScript. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-3, Q6-1, Q7-5, Q8-4, Q9-2, Q10-5, Q11-5, Q12-4, Q13-1, Q14-1, Q15-5, Q16-3, Q17-5, Q18-5, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

18. RESPONSE: While I do think that learning fast is a skill in and of itself, I think it's a skill that should be developed on one's own time, not within the classroom. I learned a lot in this class, but I had to learn pretty much all of it myself. The professor's lectures were *completely* useless and unrelated to the projects, and were mostly just little syntax tricks that he was interested in and that I could've found on Google in 10 minutes. Rather than ragging on that too much, I'd like to suggest that the course lectures be shifted more towards broad software engineering concepts. Only once did we ever have a lecture on a real tool that was really helpful, and that was the lecture on Docker. I think having lectures over different tools and their uses would've been really helpful. Although I learned how to use some of these tools, I still don't understand much about why to use them. Databases (both SQL and NoSQL), React vs Angular vs Vue, using Flask vs Node for backend, hosting on different types of services... It would've been really nice to learn a little bit more about those, because realistically, unless my job happens to be using the exact same stack we used in this class, most of this material is gonna be kind of useless. Please, just teach on a broader scale, and in less detail. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-2, Q6-1, Q7-4, Q8-5, Q9-1, Q10-4, Q11-4, Q12-5, Q13-2, Q14-4, Q15-4, Q16-5, Q17-2, Q18-5, Q19-3, Q20-2, Q21-1, Q22-5, Q23-3,

19. RESPONSE: Great class, learned a lot. However, I thought that SOLID design (papers) were a bit tedious to read, and because they really weren't discussed in class, I feel as if I don't have a good grasp of them. /// 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, Q17-3, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

20. RESPONSE: I think that the rubrics for the IDB project could have been made more transparent by indicating which items were required to achieve an M or E. It was nearly impossible to achieve an E for these phases, and sometimes it was also difficult to achieve an M because of unclear details. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-3, Q7-4, Q8-5, Q9-5, Q10-4, Q11-5, Q12-5, Q13-3, Q14-4, Q15-2, Q16-4, Q17-4, Q18-5, Q19-5, Q20-4, Q21-3, Q22-5, Q23-1,

21. RESPONSE: I understand the point of making students look up everything for themselves for the projects but I think a majority of students just end up looking at past projects for help if they're stuck on something. I believe that giving a brief introduction on how to use aws and other tools would be super helpful and students would be more inclined to actually do their own research. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-3, Q6-1, Q7-4, Q8-5, Q9-2, Q10-5, Q11-4, Q12-3, Q13-1, Q14-2, Q15-3, Q16-4, Q17-3, Q18-4, Q19-2, Q20-2, Q21-2, Q22-5, Q23-2,

22. RESPONSE: The four minute limit on the quiz can be too constraining at times. I would appreciate it if that was automated in some way so that students do not have to worry about the time and solving the problem at the same time. /// 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,

23. RESPONSE: I really enjoyed this course! At first, the grading scheme scared me, but I grew to really like it. Also, the class is very organized which I appreciate! /// 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, Q12-5, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-4, Q23-1,

24. RESPONSE: Great instructor, class structure and grading was different than other classes so it takes time to get used too, but overall was not bad. /// 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, Q12-0, Q13-5, Q14-5, Q15-5, Q16-5, Q17-3, Q18-5, Q19-4, Q20-3, Q21-3, Q22-3, Q23-2,

25. RESPONSE: I had taken Professor Downing before for Object-Oriented programming and really enjoyed his teaching style, as well as the grading scheme. What I didn't enjoy about specifications grading, however, is that it works best when there's an immediate turnaround, but that was hardly the case in either course. In addition, I reached out about whether the redemption of a virtual token was successful, but never got a response. I'm hoping that since there is a delay in updates reflecting on grade changes and

token redemptions, graders aren't too strict when considering requests towards the end of the semester. Overall, I enjoyed the content discussed in class, as well as the project we spent working on throughout the semester. /// 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, Q14-3, Q15-3, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

26. RESPONSE: I learned a lot in this class between the material in lectures and the tools used for the group project, but it would have been nice to learn how to use some of the tools required for the group projects during class. I know it might be difficult to learn how to do the projects in-depth during class, but some exposure to them would be helpful. /// 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, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

27. RESPONSE: I learned a lot from doing the projects and the overall class was ok, but the lectures in this class just felt very useless and a waste of tuition money. Mandatory attendance for lectures that don't even cover relevant stuff about the projects or software engineering was pretty dumb. Downing literally just teaches you random coding tricks and stuff. The super constrained time limit for the quizzes was also dumb as if you log in like a minute or two late to Zoom, you're screwed. Some of the quizzes were even long enough that it was impossible to actually do it in under 4 minutes of time. The cold calling in lectures wasn't fun and I don't think any student actually liked it. He and the TAs were also not as responsive to actual rubric questions from students about the projects on Ed or Discord. All of the assignments in this class also took ages to grade. For some of the projects, they actually released the previous phase grade like a day or two before the due date of the next phase. The virtual token system was also a mess and the TAs would never even update your Canvas gradebook without reminding them several times and speaking to them. The blogs and papers weren't hard to do but they were extremely boring, especially the papers. They were all so dry. Filler work basically. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-3, Q6-4, Q7-3, Q8-4, Q9-2, Q10-3, Q11-4, Q12-4, Q13-1, Q14-1, Q15-1, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

28. RESPONSE: [WHAT I LIKED] I really appreciate the structure of this class. Being a student is a lot easier when the class expectations are outlined well. I can keep track of my progress in the class easily with the grading spreadsheet. Grades are uploaded in sufficient time as well. The quizzes can be stressful at times if I'm feeling unfamiliar with the most recently covered material, but honestly, they made me learn from my mistakes faster than exams do. I appreciate the project of the class as well, I learned so much this semester that I can apply to my future in CS. The class material helped me process code in a way that I didn't before. Thank you for a great semester! [WHAT I WOULD IMPROVE] The turnaround time for token use. This class is very strict on deadlines, so it's a bit nerve-racking to not know if your virtual token submission is going to bring your grade back up because if you miss the deadline, it'll remain as is. /// 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,

29. RESPONSE: Professor Downing was a great instructor! I really loved the projects -- we had to opportunity to use so many useful technologies and tools that will definitely come in handy in the industry. This was the most practical course I've taken at UT, and I would highly recommend it to every CS major. The only constructive criticism I have is that I wish some of the material introduced in class would've been more related to Software Engineering. We covered Python, SQL, and refactoring which are good topics, but I wish we would've done maybe a bit less Python and focused on some other stuff like - Software Engineering best practices, microservice vs monolithic architecture, how to make sizable yet digestible pull requests, how to review pull requests and provide constructive feedback, how to write good frontend tests (i.e. what should we test?), more in-depth database/SQL stuff (transactions, window functions, pivots, subqueries using WITH, etc). The database stuff would be more nice-to-have, but I think more information on the other topics would have been fun as well. Overall, great course though! /// 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, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
