University at Buffalo

Spring 2024, CSE 429LEC Algs for Modern Compute System Section
Instructor: Miller, Russ (Primary)

There were: 225 possible respondents.
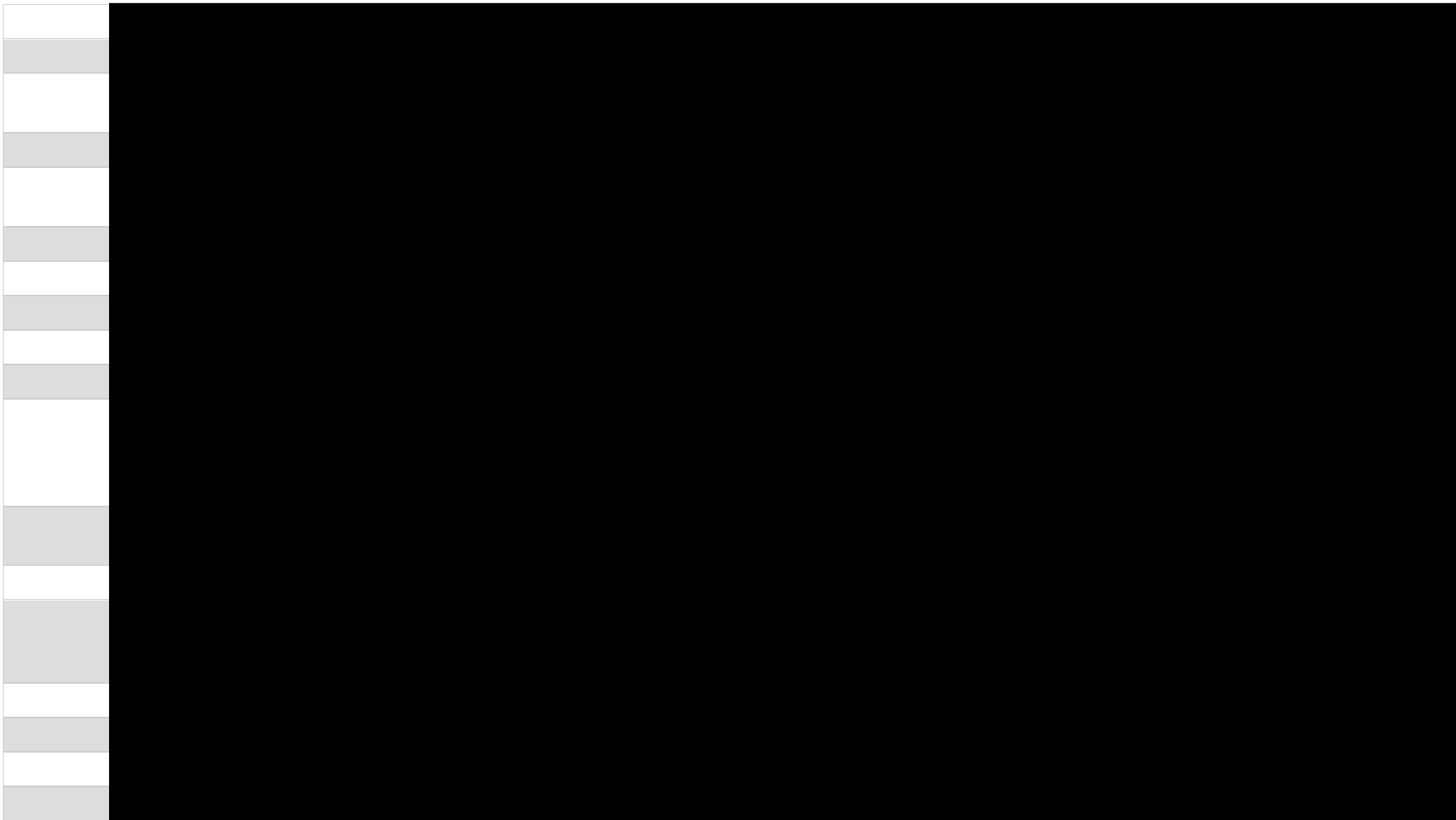
	Question Text	N	RR	Top Two	Avg	SD	429LEC SP24	CSE SP24	Div SP24	Sch SP24	Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
1	Academic integrity violations did not occur	50	22%	83% (40)	4.3	0.9		4.3	4.4	4.4	2% (1)	2% (1)	12% (6)	32% (16)	48% (24)	4% (2)
											V Poor	**Poor**	**Fair**	**Good**	**Excel**	
2	Overall course rating	50	22%	58% (29)	3.6	1.1				3.9	6% (3)	6% (3)	30% (15)	34% (17)	24% (12)	
											Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	
3	Course was well organized	50	22%	74% (37)	3.8	1				4.0	6% (3)	4% (2)	16% (8)	50% (25)	24% (12)	
4	Course was intellectually challenging	50	22%	86% (43)	4.3	0.9				4.0	2% (1)	2% (1)	10% (5)	34% (17)	52% (26)	
5	Work load was reasonable	50	22%	80% (40)	4.1	0.9				4.0	0% (0)	6% (3)	14% (7)	42% (21)	38% (19)	
											Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
6	Fair methods of evaluation	50	22%	70% (35)	3.9	1.2				4.0	6% (3)	6% (3)	18% (9)	30% (15)	40% (20)	0% (0)
											Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	
7	Course content helped learning	50	22%	68% (34)	3.8	1.1				3.9	8% (4)	2% (1)	22% (11)	38% (19)	30% (15)	
	Follow up --										**Str Disagree**	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
10	Online components easy to navigate	50	22%	78% (39)	4.1	0.8				4.2	0% (0)	2% (1)	20% (10)	40% (20)	38% (19)	0% (0)
11	Technology requirements were clear	50	22%	92% (45)	4.5	0.6				4.5	0% (0)	0% (0)	8% (4)	36% (18)	54% (27)	2% (1)
12	Required resources were accessible	49	22%	90% (43)	4.4	0.9				4.4	2% (1)	2% (1)	6% (3)	37% (18)	51% (25)	2% (1)
13	Required software was accessible	48	21%	89% (39)	4.3	0.7				4.5	0% (0)	0% (0)	10% (5)	40% (19)	42% (20)	8% (4)

#	Question	N	%	% (n)	Mean	SD				Comp	Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
14	Technical support was adequate	50	22%	73% (27)	4.1	0.8				4.3	0% (0)	0% (0)	20% (10)	24% (12)	30% (15)	26% (13)
15	Technology was easy to use	49	22%	83% (38)	4.2	0.9				4.4	2% (1)	4% (2)	10% (5)	39% (19)	39% (19)	6% (3)
16	Technology was reliable	49	22%	87% (40)	4.2	0.8				4.4	0% (0)	4% (2)	8% (4)	45% (22)	37% (18)	6% (3)
											Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
17	TAs effective in recitation/lab and office hours	49	22%	81% (35)	4.1	1.1					4% (2)	6% (3)	6% (3)	33% (16)	39% (19)	12% (6)
	Follow up --										**V Poor**	**Poor**	**Fair**	**Good**	**Excel**	**N/A**
19	Overall instructor rating	50	22%	72% (36)	4	1.1				4.2	2% (1)	8% (4)	18% (9)	30% (15)	42% (21)	0% (0)
	Follow up --										**Str Disagree**	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
20	Instructor clearly presented learning expectations	50	22%	84% (42)	4.3	0.9				4.1	2% (1)	2% (1)	12% (6)	34% (17)	50% (25)	0% (0)
21	Instructor enthusiastic about course	50	22%	82% (40)	4.3	0.8				4.2	0% (0)	2% (1)	16% (8)	30% (15)	50% (25)	2% (1)
22	Instructor welcomed students to seek help	50	22%	70% (35)	3.9	1.2				4.1	6% (3)	8% (4)	16% (8)	34% (17)	36% (18)	0% (0)
23	Instructor presented material clearly	50	22%	82% (41)	4.2	0.9				4.1	0% (0)	8% (4)	10% (5)	38% (19)	44% (22)	0% (0)
	Follow up --										**Str Disagree**	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
25	Instructor used variety of teaching methods	50	22%	67% (32)	3.9	1.1				4.3	2% (1)	10% (5)	20% (10)	30% (15)	34% (17)	4% (2)
26	Opportunities provided for instructor/student interaction	50	22%	79% (38)	4	1				4.1	2% (1)	8% (4)	10% (5)	40% (20)	36% (18)	4% (2)

Instructor	Text Responses
	Question: Comments on most effective elements
	(CSE 429LEC) I liked that it was remote and that we went over examples of all the algorithms. I also liked the opportunity for extra credit questions in class.
	(CSE 429LEC) The slides are amazing.
	(CSE 429LEC) I found the textbook extremely helpful. I clarified what i didnt know in lecture and followed what was taught in lecture

	(CSE 429LEC) Diagrams and slides dedicated to writing/drawing concepts were incredibly helpful in understanding. The slower pace and repetition helped ideas sink in.
	(CSE 429LEC) The ability to ask questions during lecture.
	(CSE 429LEC) I think the lectures were well done. The visual representations of the algos really helped me understand them and made it a lot easier to think about it in terms of any input size after running through it with a smaller constant.
	(CSE 429LEC) Lectures and examples presented were very helpful. Exams were fair due to the questions be very similar to the examples shown in class.
	(CSE 429LEC) - zybooks interactive questions (NOT COUNTING THE PROGRAMMING LABS, those had numerous issues) - ability to screen share when reviewing exams
	(CSE 429LEC) Course slides, recordings
	(CSE 429LEC) I loved the zooms
	(CSE 429LEC) Zybooks had no purpose, but other than that, the class was nice. Lot of exciting information
	(CSE 429LEC) I think that the presentation slides and the textbook were useful in understanding the material.
	(CSE 429LEC) *Well organized. *Using zybook for Homeworks is effective. *Speak slowly to allow students processing the information. *QA times each lecture as well as any time for an appointment or before exams. *Practice questions helped a lot. *HW due dates, Project due dates, exam times are arranged really well. *Good TAs.
	(CSE 429LEC) nothing much
	(CSE 429LEC) The material is intellectually stimulating and the pace of progressing the course is very steady.
	(CSE 429LEC) No such elements were found
	(CSE 429LEC) I enjoyed the zybooks reading assignments, there were a bunch of areas that I hadnt been exposed to as a transfer student from my other schools so having the chance to engage with the reading better helped make topics like Big O notation stick better.
	(CSE 429LEC) The lectures were highly effective. They covered all of what was on the exams and made it clear what we needed to know.
	(CSE 429LEC) The subjects that were taught and the algorithms used were directly linked to the tests.
	(CSE 429LEC) Lectures were decent
	Question: Suggestions to improve course
	(CSE 429LEC) I wish there were at least some solutions given for the previous exams to help study, I felt unprepared going into the exams.
	(CSE 429LEC) The exams are a bit too easy (especially midterm 2). It just seems like it fails to distinguish students who truly understand the materials and those who just memorize the algorithms.
	(CSE 429LEC) For the programming assignment, it would be more useful it was not in zybooks but rather an admission through autograder.
	(CSE 429LEC) More attention to issues with the Zybooks labs. For instance, while the images embedded within the labs are visible by the instructor, they were not visible by students. This appeared to be some sort of permissions issue or hotlinking issue caused by linking directly to images in Drive. The instructor waved off this concern in-lecture by saying that he could see them just fine (which would be the case because they were from a Drive he had access to); TAs had to compensate for this hand-waving by posting the images on Piazza for each lab. As a side-note, while Chrome will display the missing image icons for those images, Firefox does not, so those students using Firefox wouldnt have been aware that there were images just from a glance.
	(CSE 429LEC) The exam grading is absolutely RIDICULOUS. You never know what they are looking for...

(CSE 429LEC) A neater way of writing during lecture without freehand mouse movement, maybe some way to quickly insert text?
(CSE 429LEC) Don't make us use zybooks
(CSE 429LEC) N/A
(CSE 429LEC) - zybooks labs would be better handled in autolab with git repos for students the way 220 is - the course would be much easier to stay engaged with in person - office hours are extremely irregular and not in person which is difficult as is - russ does not respond or acknowledge piazza posts
(CSE 429LEC) a big portion of the class grade weighs on the result of exams. It would be greatly appreciated to have at least one example of what exactly we are expected to answer on these exams. I feel like a lot of students got partial credit on certain questions not because they didnt know the material, but because they didnt know that they were expected to include something within their answer. If not this, then make the review sessions before the midterm mandatory, or keep an old recording of the session around, because these sessions greatly clarify what exactly is expected from your answer.
(CSE 429LEC) More practice questions. I think having past midterm questons is nice, but I also feel like having smaller questions with answers (these can just be quizzes too) to make sure I am understanding the content of the course correctly would be helpful. Sometimes, I think I have the right grasp of the concepts and continue with that, but it turns out I was very wrong when it comes to the exam. I wish I had more feedback or self-check methods.
(CSE 429LEC) Theres literally no hw or suggested practice questions. Just old midterms. The instructions on exams arent clear. In class problems are worked out in very short hand but on the exam I get points off for justification. Its not even that I didnt know the material all of the time, sometimes I just didnt know what all I needed to write out because theres no clear guidance.
(CSE 429LEC) I want to learn less about russ miller. While it is cool that he is in a band and ccr, i am in an algorithms class not a history class. Additionally, the professor seemed to have no idea how the zybooks assignments worked. For a guy who works for zybooks, and is the literal professor, he seemed to love to defer to TAs, not the other way around like it is supposed to be, Dr Miller is extremely knowledgeable but it is quite annoying when good questions are pushed to the side in class, and time is spent on discussing his own personal endevours
(CSE 429LEC) I think that having animations and live diagrams of the RAM and PRAM for algorithms would be useful in to visualize parallel prefixes, hypercubes, etc. Also, I think that the zyBooks were useless because I believe they were only there so that it could fulfill some portion of the overall students grade. I think what would have been better instead of the zybooks is to have some homeworks based on the concepts and maybe quizzes to confirm understanding of those concepts.
(CSE 429LEC) The course sets perfectly for students to learn.
(CSE 429LEC) The homeworks and labs that we pay for and have to do have NOTHING to do with the exams, and there is no real good study resource for the exams. the instructor would not take responsibilty for the poor average on the midterms and blamed us all
(CSE 429LEC) I suggest that the previous midterms should have some solutions to it. If not, the best it can provide is some small hints. Also, using zyBook may be a good idea, but I would switch to other materials that dont need to be purchased.
(CSE 429LEC) Two things: 1) Introducing a robust grading system so that students understand the grading criteria at least partially 2) Create a way for students to be able to get ready for the upcoming exams - there are currently no useful examples, solutions, answer key, or problems to solve to understand how to get ready for an exam
(CSE 429LEC) N/A.
(CSE 429LEC) The lab assignments were interesting, however it would be great if they were connected to the course material more. Providing answers to the previous exams would be great for people like me who dont like to go to TAs.
(CSE 429LEC) Give answer keys to previous exams to assist in studying
Question: TA effectiveness in helping meet learning outcomes

	Question: Comments on teaching effectiveness
Miller, Russ	(CSE 429LEC) He was fine and taught the material well enough, but handwriting was really hard to read on the slides.
Miller, Russ	(CSE 429LEC) Dr. Miller makes this class extremely interesting, which makes me want to learn more about the materials. His side comments about the history of CCR and parallel computing is something a more junior faculty cannot provide. He is truly an asset to UBs cs department. I am honored to be in his class.
Miller, Russ	(CSE 429LEC) Hes like, grown in a lab to teach this class
Miller, Russ	(CSE 429LEC) Good at walking through and explaining concepts in lectures. But overly defensive and grouchy when interacting with students.

Miller, Russ	(CSE 429LEC) I think the professor did a nice job. I know these are anonymous so Ill say that I find it interesting that this professor is sort of bringing light to the fact our CS department is sort of letting student slide through and not really know anything at all(he never said that explicitly but I sort of picked up on it throughout the semester). I totally agree honestly and it sort of worries me. I didnt think this course was very difficult to follow especially with all the stuff we had to do to slow down for the class to keep up, I had to study of course but not excessively and the exams very fair and followed what we did in class. I think they need to make 331 harder to pass or something because too many people dont understand runtime analysis gong into senior year.
Miller, Russ	(CSE 429LEC) Instructor was very relatable. Talked about his outside life and offered a unique connection with the students that many professors dont have.
Miller, Russ	(CSE 429LEC) russ is pretty good
Miller, Russ	(CSE 429LEC) spoke a little slow
Miller, Russ	(CSE 429LEC) He seems to be bothered to have to deal with students individually
Miller, Russ	(CSE 429LEC) It was good, but I wish there were more graphics. I am more of a visual learner and just seeing the runtime or reading off slides is a little hard for me. The sketches during class and images in the slides do help, but I think seeing more of the content I am learning or the same slide information just being written out during lecture would help.
Miller, Russ	(CSE 429LEC) Great job.
Miller, Russ	(CSE 429LEC) He was enthusiastic, and is extremely smart. The material he picked was quite fun too.
Miller, Russ	(CSE 429LEC) Dr. Miller was an excellent lecturer and it was an honor to have an acclaimed computer scientist teach students about the modern computers.
Miller, Russ	(CSE 429LEC) presents the same problem in different types of ways which makes it easier to understand
Miller, Russ	(CSE 429LEC) Professor Miller is committed to making his lectures accessible to all students. He speaks at a measured pace to aid comprehension and provides ample time for students to process the information. His patience is apparent, as he dedicates significant time to addressing questions and employs a variety of explanatory methods to deepen understanding. The scheduling of exams has been effective in keeping us alert. Moreover, the homework assignments and practice questions are consistently fair. Additionally, his TAs are all great and eager to assist students.
Miller, Russ	(CSE 429LEC) very poor. would talk in a condescending manner to anyone who didnt agree with him
Miller, Russ	(CSE 429LEC) His teaching was slow but steady, which is my preferred way of progressing the flow of the course. Hes also very enthusiastic about answering students questions.
Miller, Russ	(CSE 429LEC) The instructor delivered the lecture material in a clear and efficient manner, but it never translated into understanding of what was expected from students on the exams with no clear way to prepare for those exams. I could describe it as reading a textbook in a general and not very detailed fashion, and then get tested on very specific knowledge from that textbook with very specific expectations, naturally leading to poor performance.
Miller, Russ	(CSE 429LEC) The topics in this course can be very complex but Professor Miller was able to explain them in very simple terms and made the material easily approachable.
Miller, Russ	(CSE 429LEC) He was very effective at teaching the course and you could very clearly tell he actually cared about the subject.
Miller, Russ	(CSE 429LEC) Lectures went by very slow which made me lose interests. I only showed up to lectures to get the bonus points and watched recordings at 1.5x speed if I needed to study.
Miller, Russ	(CSE 429LEC) Russ is great

Distribution of Scores

	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Academic integrity violations did not occur	2%	2%	13%	33%	50%
Course content helped learning	8%	2%	22%	38%	30%
Course was intellectually challenging	2%	2%	10%	34%	52%
Course was well organized	6%	4%	16%	50%	24%
Fair methods of evaluation	6%	6%	18%	30%	40%
Online components easy to navigate		2%	20%	40%	38%
Overall course rating	6%	6%	30%	34%	24%
Required resources were accessible	2%	2%	6%	38%	52%
Required software was accessible			11%	43%	45%
Technical support was adequate			27%	32%	41%
Technology requirements were clear			8%	37%	55%
Work load was reasonable		6%	14%	42%	38%

Legend: ■ 1 pt. ■ 2 pts. ■ 3 pts. ■ 4 pts. ■ 5 pts.