UNIVERSITY AT BUFFALO

Russ Miller Teaching CSE 429LR UGRD Algs for Modern Compute System LEC Y sec: 2017 Fall

There were: 37 possible respondents.

	Question Text	N	RR	Top Two	My Avg	SD	CSE Avg	Div Avg	Sch Avg	S Disagree	Disagree	Neutral	Agree	S Agree	NA/DK
1	◊ High achievement standards for class	14	38%	93%	4.5	0.9	4.2	4.3	4.3	0%	7%	0%	29%	64%	0%
2	◊ Clearly showed relevance of course	14	38%	79%	4.1	1.2	4.1	4.2	4.2	7%	0%	14%	29%	50%	0%
3	◊ Provided useful and timely feedback on graded work	14	38%	100%	4.8	0.4	3.9	4.0	4.0	0%	0%	0%	21%	79%	0%
4	◊ Creates environment of inclusion	14	38%	100%	4.7	0.5	4.1	4.2	4.2	0%	0%	0%	29%	71%	0%
5	◊ Violations of Academic Integrity did not occur	14	38%	100%	4.7	0.5	4.0	4.2	4.2	0%	0%	0%	29%	64%	7%

										V Poor	Poor	Fair	Good	Excellent	
6	◊ Overall course	14	38%	93%	4.4	1.1	3.8	3.9	4.0	7%	0%	0%	36%	57%	

										Str Disagree	Disagree	Neutral	Agree	Str Agree	
7	◊ Course organized	14	38%	93%	4.4	0.8	3.7	3.8	3.9	0%	7%	0%	43%	50%	
8	◊ Intellectual challenge	14	38%	93%	4.4	0.6	4	4.0	4.0	0%	0%	7%	50%	43%	
9	◊ Work load reasonable	14	38%	100%	4.7	0.5	3.7	3.8	4.0	0%	0%	0%	29%	71%	

										S Disagree	Disagree	Neutral	Agree	S Agree	NA/DK
10	◊ Method of eval fair	14	38%	92%	4.4	0.9	3.8	3.9	4.0	0%	7%	0%	36%	50%	7%

										Str Disagree	Disagree	Neutral	Agree	Str Agree	
11	◊ Course content helped learning	14	38%	93%	4.2	1.1	3.7	3.8	3.9	7%	0%	0%	50%	43%	

										V Poor	Poor	Fair	Good	Excellent	NA
14	◊ Overall instructor (Miller, Russ)	14	38%	93%	4.6	1.1	4.1	4.2	4.3	7%	0%	0%	7%	86%	0%

										S Disagree	Disagree	Neutral	Agree	S Agree	NA/DK
15	◊ Present learning outcomes clearly (Miller, Russ)	14	38%	93%	4.8	0.6	4.0	4.0	4.1	0%	0%	7%	7%	86%	0%
16	◊ Enthusiastic about teaching (Miller, Russ)	14	38%	93%	4.6	1.1	4.2	4.2	4.2	7%	0%	0%	7%	86%	0%
17	◊ Welcome seeking help (Miller, Russ)	14	38%	93%	4.5	0.7	4.1	4.1	4.2	0%	0%	7%	36%	57%	0%
18	◊ Presented material clearly (Miller, Russ)	14	38%	93%	4.7	0.8	3.9	3.9	4.1	0%	7%	0%	7%	86%	0%

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Instructor	Questions	Text Responses

	Question: Course element found effective	Professor Miller teaches with great energy and perfect clarity. He doesn't grade attendance, yet his lecture is always full. His test questions are composed entirely of topics covered in lecture.
	Question: Course element found effective	I have always found Professor Miller's classes to be very straightforward. I liked there were no graded assignments, and everything we needed to learn for the exams was based on things in lecture. Going into exams, I always felt fairly confident I knew how well I would be able to do.
	Question: Course element found effective	The professor was great at explaining concepts and lectures were always exciting.
	Question: Course element found effective	Lectures were taught really well.
	Question: Course element found effective	All exams, no homework. It was awesome.
	Question: Course improvements	Either the professor or the TAs ought to incorporate the materials covered in lecture on the course page. It can be difficult to know what was discussed in lecture if a student isn't able to attend.
	Question: Course improvements	More homework problems to practice, not necessarily to be collected, solutions could be released online for those interested in solving the problems.
	Question: Course improvements	The lack of lecture notes or powerpoint slides is a double edged sword. On one hand, it encourages people to attend lecture, and read the book on their own. On the other hand, it makes it more difficult to recover from missing a class or two due to a legitimate reason. The lack of powerpoints in lecture is also beneficial since it gives the students more time to take notes (since professor Miller also has to take the time to write down information) However, for students who can write quickly, a lot of class time is spent just waiting. Using prepared powerpoints or lecture notes would save time and allow the lectures to run more efficiently, even if they were not posted anywhere. Additionally, I was glad that most lectures finished early because this allowed for extra questions to be asked at the end of class. However, I feel that some people would hesitate to ask questions if they think it would get in the way of the rest of the class getting out early. Rather than structuring the class as: new lecture material -> any questions / review -> class dismissed -> 1 on 1 questions at the front... There would be more participation in the question asking portion of class if it were structured as: new lecture material -> class dismissed -> any questions / review for those who stayed seated -> 1 on 1, personal, or irrelevant questions at the front if there is time. Another way to utilize that end of class time would be to pick review questions at random, old homework questions, or material that might be on the quiz even if no one asked them. I understand the desire to make the students think and do work on their own, but this would only benefit those who truly had a desire to learn and do well in the course (same for review sessions) Sometimes students won't ask questions because they know everything, but sometimes students won't ask questions because they don't even know what they should know. Answering random, unasked questions would be very beneficial.
	Question: Course improvements	I think the class is excellent as it is.
	Question: Course improvements	Some more filler grades (quizzes, projects, or homework) would be nice but you need to staff the course better for that to happen.
	Question: Course improvements	Other courses have the resources to grade more than two exams and a final. Why does this one not? At the minimum, actual solutions should be given to the 'homework' sporadically assigned during lecture, so that I have some idea of what this class is supposed to be about.
	Question: Course improvements	Nothing
Miller, Russ	Question: Effective teaching	Professor Miller has been extremely effective in teaching this course. He sincerely cares whether students are able to comprehend his teachings and he has a great sense of knowing when he needs to reiterate something or slow down during lecture.
Miller, Russ	Question: Effective teaching	Material was all clearly explained and presented at a good pace.
	Question:	Professor Miller is an excellent professor. His teaching style and evaluation were both very straightforward. He provided many high level concepts in a very clear manner. In addition to his knowledge of discrete math

Miller, Russ	Question: Effective teaching	He provided many high level concepts in a very clear manner. In addition to his knowledge of discrete math, algorithms, and parallel machines, he also has a wealth of knowledge with regards to the history of computer science. I would love to see him teach a history of computer science lecture or seminar at some point to learn more from his very many years of experience.
Miller, Russ	Question: Effective teaching	The instructor was great for this course. He was really great at explaining concepts and I highly recommend this course to other students.
Miller, Russ	Question: Effective teaching	Great professor! Really well planned out lectures.
Miller, Russ	Question: Effective teaching	Instructor clearly does not want to be teaching and seems far more interested in discussing past accomplishments. This begs the question: Why is he teaching?
Miller, Russ	Question: Effective teaching	His lectures were impeccable, love the style of teaching and writing the notes on the board. Also held review sessions if the students wanted it.

ask class exam knowledge lecture material professor question student teaching