

University at Buffalo

Fall 2020, CSE 429LEC Algs for Modern Compute System Section

Instructor: Miller, Russ (Primary)



There were: 56 possible respondents.

	Question Text	N	RR	Top Two	Avg	SD	CSE F20	Div F20	Sch F20	Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
1	Violations of Academic Integrity did not occur	16	29%	93% (13)	4.6	1.1	4.2	4.4	4.4	6% (1)	0% (0)	0% (0)	13% (2)	69% (11)	13% (2)
										Very Poor	Poor	Fair	Good	Excellent	
2	Overall course	16	29%	81% (13)	4.2	1.1			4.2	6% (1)	0% (0)	13% (2)	31% (5)	50% (8)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
3	Course organized	16	29%	88% (14)	4	1.1			4.3	6% (1)	6% (1)	0% (0)	56% (9)	31% (5)	
4	Course was intellectually challenging	16	29%	81% (13)	4.3	0.8			3.9	0% (0)	0% (0)	19% (3)	31% (5)	50% (8)	
5	Work load reasonable	16	29%	94% (15)	4.4	0.6			4.3	0% (0)	0% (0)	6% (1)	50% (8)	44% (7)	
6	Method of eval fair	16	29%	75% (12)	4	1.2			4.3	6% (1)	6% (1)	13% (2)	31% (5)	44% (7)	0% (0)
7	Course content helped learning	16	29%	88% (14)	3.9	1.2			4.1	13% (2)	0% (0)	0% (0)	63% (10)	25% (4)	
10	Instructor communicated expectations for academic integrity	15	27%	0% (0)	4.5	0.6				0% (0)	0% (0)	7% (1)	40% (6)	53% (8)	
11	Online components were easy to navigate	15	27%	73% (11)	3.9	1.5			4.1	13% (2)	7% (1)	7% (1)	27% (4)	47% (7)	0% (0)
12	Technology requirements clear	15	27%	93% (14)	4.4	0.6			4.3	0% (0)	0% (0)	7% (1)	47% (7)	47% (7)	0% (0)
13	Instructor required resources provided accessible	15	27%	87% (13)	4.3	0.7			4.3	0% (0)	0% (0)	13% (2)	47% (7)	40% (6)	0% (0)
14	UB required software accessible	15	27%	73% (8)	4.3	0.9			4.3	0% (0)	0% (0)	20% (3)	13% (2)	40% (6)	27% (4)
15	UB technical support was adequate	15	27%	67% (6)	3.9	1.4			4.1	7% (1)	0% (0)	13% (2)	13% (2)	27% (4)	40% (6)

16	Technology easy to use	15	27%	82% (9)	4.5	0.8			4.1	0% (0)	0% (0)	13% (2)	13% (2)	47% (7)	27% (4)
17	Technology reliable	15	27%	80% (8)	4.5	0.8			4.1	0% (0)	0% (0)	13% (2)	7% (1)	47% (7)	33% (5)
18	TAs were effective in recitation/lab and office hours	15	27%	87% (13)	4.3	0.9				0% (0)	7% (1)	7% (1)	40% (6)	47% (7)	0% (0)
										Very Poor	Poor	Fair	Good	Excellent	N/A
20	Overall instructor (Miller, Russ)	15	27%	87% (13)	4.3	1	4.4	4.4	4.4	0% (0)	13% (2)	0% (0)	33% (5)	53% (8)	0% (0)
										Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
21	Instructor present learning outcomes clearly (Miller, Russ)	15	27%	87% (13)	4.1	1.2	4.4	4.4	4.4	7% (1)	7% (1)	0% (0)	40% (6)	47% (7)	0% (0)
22	Instructor enthusiastic about teaching (Miller, Russ)	15	27%	93% (14)	4.5	1.1	4.5	4.4	4.5	7% (1)	0% (0)	0% (0)	20% (3)	73% (11)	0% (0)
23	Instructor welcomed seeking help (Miller, Russ)	15	27%	80% (12)	4.1	1.1	4.4	4.4	4.4	7% (1)	0% (0)	13% (2)	33% (5)	47% (7)	0% (0)
24	Instructor presented material clearly (Miller, Russ)	15	27%	87% (13)	4.2	1.4	4.4	4.3	4.3	13% (2)	0% (0)	0% (0)	27% (4)	60% (9)	0% (0)
26	Instructor integrated a variety of instructional method (Miller, Russ)	10	18%	50% (5)	3.5	1.6			4.1	20% (2)	0% (0)	30% (3)	10% (1)	40% (4)	0% (0)
27	Instructor provided opportunities for a variety of interactions (Miller, Russ)	10	18%	80% (8)	3.7	1.5			4.1	20% (2)	0% (0)	0% (0)	50% (5)	30% (3)	0% (0)

Instructor	Text Responses
	Question: Course element found effective
	(CSE 429LEC) Lectures were very informational and provided depth of understanding.
	(CSE 429LEC) I think lectures and OH were quite helpful. Students who do reading before the lecture, even if they dont understand completely, do a lot better.

	(CSE 429LEC) I found the lectures interesting, which helped me learn the material and do well on the exams. Also, giving points for attending office hours was a motivation that got me to come in every week and ask questions that helped me understand the course material better. Something, I honestly, probably wouldnt have done if they didnt give out points for that. So that was helpful.
	Question: Course improvements
	(CSE 429LEC) PLEASE MAKE THE POWERPOINT SLIDES!!!!!! read mice-writing is so hard!!!
	(CSE 429LEC) I feel like there was so much to learn, and some of the knowledge while valuable, wasnt challenged. A more complex teaching of fewer topics would help me understand algorithms better.
	(CSE 429LEC) Hi Prof. Miller, I had a few suggestions for the course as were approaching the end of the semester which you can consider if youre offering this course next semester. 1. TA office hour credit: Sometimes, Im unable to find time during the week to visit OH or I might not have questions for the OH, so I think you should increase the limit to get a maximum of 2 credits in a week if you meet 2 times and have some great discussion. Moreover, it will provide more options for students to earn these credits. 2. Record the lectures: It is very helpful to recap the material covered in the lecture when were revising materials again. Moreover, to ensure students do the reading before the lecture, you can have a mini/small quiz in each lecture like CSE 116. For example, I was unable to understand the mesh of tree sorting was working in one go but I had to visit OH multiple times to understand that topic completely, but if the recorded lecture was there, I could have saved some time. 3. Example of bitonic merge and sort. I think if you can give like a number sequence and explain through that then it will be a lot more intuitive. 4. Graded HW: I think its important to have some sort of HW to keep students apply course material on weekly basis. Im sure it will improve the overall class average even if its a small hw. 5. Points for attendance. 6. Sometimes, I find certain topics to be a lot more challenging than the others, so when I look up those topics on the internet, Im unable to find any good explanation video on YouTube. I think since Im new to high-level CS courses, thats the main reason but I wish topics in this course are more generally studied. For example, hyper quick sort. You can ignore this suggestion also as Im inexperienced in this topic. 7. Have specific OH like ta, not one after lectures because there a lot of students there. We want to have a 1-1 with you.
	(CSE 429LEC) The department should provide better equipment such as drawing tablets to professors.
	(CSE 429LEC) Offer either recorded lectures or notes which cover the major topics and concepts in a reasonable way. If a student feels, after lecture, like re-reading their notes is not sufficient to understand the material, theres no way for them to check this against the content of the lectures. If you fall behind on any topic, it makes it feel insurmountably difficult to catch up.
	Question: How effective the TAs were in helping meet learning outcomes
	(CSE 429LEC) I feel like sometimes TAs should take different approaches when guiding students than the professors way. If we have difficulty understanding what the professor explained, they should explain something in their own way respectfully. Overall most of the time they answered my questions with proper responses.
	(CSE 429LEC) The office hour is effective to solve all my questions! Good work!
	(CSE 429LEC) i think chen used a whiteboard was a good idea so other ta should do the same. give chen a raise!
	(CSE 429LEC) I went to Chens office hours almost every week to ask questions and he was very helpful and explained well.
	Question: Effective teaching
Miller, Russ	(CSE 429LEC) Dr. Miller is an incredible professor, and he exudes knowledge that many can be inspired from. I think he couldve done better at motivating students that are being led by him for the first time, as I was nervous in the beginning but I understand and at least now I can be able to give good advice for anyone that will take a course with him for the first time. He did very well with being respectful and comfortable to everyone.
Miller, Russ	(CSE 429LEC) I think youre awesome in teaching. Keep up the great work!

Distribution of Scores

