

# University at Buffalo

Fall 2021, CSE 429LEC Algs for Modern Compute System Section

Instructor: Miller, Russ (Primary)



There were: 82 possible respondents.

	Question Text	N	RR	Top Two	Avg	SD	CSE F21	Div F21	Sch F21	Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
1	Violations of Academic Integrity did not occur	30	37%	78% (21)	4.2	1	4.2	4.3	4.3	3% (1)	0% (0)	17% (5)	23% (7)	47% (14)	10% (3)
										Very Poor	Poor	Fair	Good	Excellent	
2	Overall course	30	37%	57% (17)	3.7	0.8	3.9	4.0	4.1	0% (0)	7% (2)	37% (11)	40% (12)	17% (5)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
3	Course organized	30	37%	57% (17)	3.6	0.8	4.0	4.0	4.1	0% (0)	7% (2)	37% (11)	47% (14)	10% (3)	
4	Course was intellectually challenging	30	37%	83% (25)	4.3	0.8	4.2	4.2	4.2	0% (0)	3% (1)	13% (4)	37% (11)	47% (14)	
5	Work load reasonable	30	37%	63% (19)	3.8	1	3.9	4.0	4.1	0% (0)	13% (4)	23% (7)	33% (10)	30% (9)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
6	Method of eval fair	30	37%	53% (16)	3.5	1.1	4.1	4.1	4.2	7% (2)	10% (3)	30% (9)	33% (10)	20% (6)	0% (0)
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
7	Course content helped learning	30	37%	47% (14)	3.4	1	3.9	4.0	4.0	3% (1)	13% (4)	37% (11)	30% (9)	17% (5)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
10	Instructor communicated expectations for academic integrity	30	37%	0% (0)	4.3	0.7	4.4	4.4	4.4	0% (0)	0% (0)	17% (5)	37% (11)	47% (14)	
	Follow up --									Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
11	Online components were easy to navigate	30	37%	81% (22)	4.2	0.7	4.5	4.3	4.4	0% (0)	0% (0)	17% (5)	40% (12)	33% (10)	10% (3)

12	Technology requirements clear	30	37%	89% (24)	4.3	0.7	4.4	4.4	4.5	0% (0)	0% (0)	10% (3)	43% (13)	37% (11)	10% (3)
13	Instructor required resources provided accessible	30	37%	85% (22)	4.2	0.7	4.5	4.5	4.4	0% (0)	0% (0)	13% (4)	43% (13)	30% (9)	13% (4)
14	UB required software accessible	30	37%	90% (19)	4.2	0.6	4.5	4.5	4.4	0% (0)	0% (0)	7% (2)	43% (13)	20% (6)	30% (9)
15	UB technical support was adequate	30	37%	75% (12)	3.9	1.1	4.3	4.2	4.3	3% (1)	0% (0)	10% (3)	23% (7)	17% (5)	47% (14)
16	Technology easy to use	30	37%	77% (17)	4.1	0.9	4.4	4.4	4.4	0% (0)	3% (1)	13% (4)	30% (9)	27% (8)	27% (8)
17	Technology reliable	30	37%	82% (18)	4.2	0.7	4.4	4.3	4.3	0% (0)	0% (0)	13% (4)	33% (10)	27% (8)	27% (8)
										<b>Str Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Str Agree</b>	<b>N/A</b>
18	TAs were effective in recitation/lab and office hours	30	37%	83% (24)	4.1	1	4.3	4.2	4.2	3% (1)	3% (1)	10% (3)	40% (12)	40% (12)	3% (1)
										<b>Very Poor</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>N/A</b>
20	Overall instructor	30	37%	77% (23)	4.1	0.8	4.2	4.3	4.3	0% (0)	0% (0)	23% (7)	40% (12)	37% (11)	0% (0)
										<b>Str Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Str Agree</b>	<b>N/A</b>
21	Instructor present learning outcomes clearly	30	37%	83% (25)	4.2	0.7	4.2	4.2	4.3	0% (0)	0% (0)	17% (5)	43% (13)	40% (12)	0% (0)
22	Instructor enthusiastic about teaching	30	37%	93% (28)	4.5	0.6	4.3	4.4	4.4	0% (0)	0% (0)	7% (2)	40% (12)	53% (16)	0% (0)
23	Instructor welcomed seeking help	30	37%	77% (23)	4.1	1	4.2	4.3	4.3	3% (1)	0% (0)	20% (6)	37% (11)	40% (12)	0% (0)
24	Instructor presented material clearly	30	37%	77% (23)	4.1	0.9	4.1	4.2	4.2	0% (0)	3% (1)	20% (6)	37% (11)	40% (12)	0% (0)

Instructor	Text Responses
	<b>Question: Course element found effective</b>
	(CSE 429LEC) slides with notes help a lot
	(CSE 429LEC) The method of teaching the distributed architectures was very sound
	(CSE 429LEC) I really enjoyed the lecture slide decks. I looked at the optional course textbook and I feel the slides really do a good job condensing that material down, and are pretty approachable in general given the complex subject matter.
	(CSE 429LEC) most things
	(CSE 429LEC) Textbook is a nice resource. TAs are also pretty good.
	(CSE 429LEC) I appreciate the PowerPoint slides, it was very helpful especially when it came to visually understanding specific concepts.
	(CSE 429LEC) Lecture slides were extremely clear
	(CSE 429LEC) I like the slides
	(CSE 429LEC) I found the speed of lecture to be just right so that it wasnt too fast and confusing
	(CSE 429LEC) The recommendation in talking with a TA once a week is extremely helpful, and providing an incentive results in students forcing themselves to go get help, this helps the shy students that want to excel do better in class because now theyll go look for help rather than trying to learn everything by themselves.
	(CSE 429LEC) The book is very good. Professor Miller also knows his stuff and is very good at teaching.
	(CSE 429LEC) Prof. Millers lectures are fantastic and he is an excellent teacher.
	(CSE 429LEC) Knowledgeable TAs, very well-organized lectures, and effective course materials. The expectations and important dates for the course are provided on Day 1 and followed up on.
	<b>Question: Course improvements</b>
	(CSE 429LEC) give one home work assignment before exam helps getting familiar with materials.
	(CSE 429LEC) Exam questions and grading can still be tweaked to show mastery of material, instead of sometimes feeling like theyre trying to trick students
	(CSE 429LEC) I feel like the learning expectations of this course arent always clear, in the sense that I dont feel like I always knew what I was going to be tested on. I understand that I shouldnt necessarily only use the previous exams used in this course as a study guide, but the second test in the course really through me for a loop cause I studied a certain way and got hit with unexpected questions (if that makes sense). Having optional homework question sets for each topic would likely be very helpful toward mitigating this issue and helping students study overall. I understand that this is the first time this course has been undergraduate focused and tweaks will be made, so I hope this suggestion will be given consideration.
	(CSE 429LEC) the random credit assignment for visiting OH. It was unfair how that depended on the TAs mood.
	(CSE 429LEC) Poorly delivered lectures. Monotonous and difficult to understand
	(CSE 429LEC) The class is held back by students who dont pay attention and have written off the class as an easy A. Id prefer if more concepts were covered instead of constantly reviewing.
	(CSE 429LEC) TAs were helpful, but making office hours graded seems like it made it more difficult to actually get to see a TA during their office hours. Students were often left waiting for more than an hour because of how many there were.

	(CSE 429LEC) Going through the slides and the textbook didnt help me a lot in the exam. The exams are way more focused on the answer format. So, even I go through slides and textbook, I still get bad grades on exams.
	(CSE 429LEC) Suggestion to hold recitations; as one of the problems during the semester was getting into OH ; as we were spending sometimes an hour and over to get a question answered. More when it's close to exam time. Or u can make open office hour a permanent thing.
	(CSE 429LEC) Dont limit the number of points you can get from office hours to only once per week.
	(CSE 429LEC) I dont think its fair to have part of the undergrads grade being attending office hours, I personally was not able to get the full points in that area due to my schedule not lining up well with the few office hours offered. I understand wanting to get us to ask questions, but it should be as extra credit and not part of the overall grade.
	(CSE 429LEC) This semester most students averaged a score of 44% on the first and second test, a majority of the class are performing poorly on the tests meaning that the class intself did not prepare students enough for the test questions. Instead of having the students coming into test questions that are not covered in the class or certain diction that is used in the test that can easily be confused resulting in the wrong answer, there should be more participation forced between the professor and students. Perhaps questions asked in previous tests are asked in class or specifying what certain diction means for the new student, even though a student may understand certain words they may not know how to word their answer correctly. A lot of students from what I heard, felt like they understood the material being brought to them but the tests did not truly give them the platform to show that they understand the material nor showed the progression theyve made throughout the semester. For example lets say there is a student, that attends office hours once a week, builds a relationship with a TA and works on problems with the TA and outside of the TA hours, and would study atleast 1-2 hours a day (except for weekends), in the first test they performed badly because of the diction of the question messed them up but they learned from there and the second test came and they still did poorly (but slightly better) what can they do now if they are doing exactly what the TAs recommend, studying and asking advice from the TAs ? Nothing really, all the advice they will recieve is to study more, to go to more TA office hours and to prep more for the final test, even though their methods and attack on the subject is correct they still are lacking in the regard of answering questions on the test that doesnt best show their understanding of the material. There needs to be new methods or a change in the curriculum thatll help these outlier students that do bad on tests or is a bad test taker but they still excel in the regard of understanding the material.
	(CSE 429LEC) Reduce the number of weeks undergrads have to go to office hours to get their grades. I think 6 weeks would be a nice spot. I would usually have to wait an hour to get into office hours because everyone was spamming the office hours whether or not they actually had a question to get credit. Honestly, most of the weeks I didnt have any questions. So, I would make up a question just so I could get credit. Meaning I was contributing to the problem I just stated, which sucks. But when I did have a legitimate question to ask. It was kinda impossible to get into office hours early unless you queued up like an hour and a half before the meeting started. Kinda, hard to do if you have to attend other classes or office hours for other classes. But at least with other classes office hours, you can go in and out in like 10 mins. I would also suggest adding HWs into the class that actually count for the grade. Just 3 exams taking up your whole grade sucks. Even though I knew the material well I did average at best. Because the grading was harsh. Specifically when TAs are just looking for whether you added that one word they were looking for in the answer. Not their fault, they were just following the rubric.
	(CSE 429LEC) Definitely could have used more office hours.
	(CSE 429LEC) More blank lecture slides for annotating and drawing on.
	(CSE 429LEC) While the office hours were very helpful, making them required and 1 on 1 meant sometimes we would be waiting for over an hour in the waiting room to ask our question, even with the increased office hours times.
	<b>Question: How effective the TAs were in helping meet learning outcomes</b>
	(CSE 429LEC) TAs were great across the board
	(CSE 429LEC) The TA staff are all very knowledgeable and have helped my understanding of topics that confused me in this course throughout the semester. Kudos to all of them cause I feel they did a great job, and they might be the best staff of any undergraduate CSE course Ive taken at UB.

	(CSE 429LEC) very, all the 3 TAs are nice
	(CSE 429LEC) TAs are very helpful
	(CSE 429LEC) One of the TAs clearly hasnt taken the class before.
	(CSE 429LEC) Cant get into the OH for a lot of weeks. Losing opportunities to earn points because of that.
	(CSE 429LEC) The TAs were very helpful especially under pressure from seeing many people . They knew their stuff and explained in a way I could understand.
	(CSE 429LEC) They were pretty good, some TAs were a bit new at teaching the material so sometimes there was a bit miscommunication but all in all great people that understand that were students just like them.
	(CSE 429LEC) The TAs are good but getting into office hours was a big problem.
	(CSE 429LEC) The TAs helped to explain concepts but there wasnt enough time to explain them fully because the office hours are so busy.
	[REDACTED]
	(CSE 429LEC) I would wait sometimes actual hours for OH and then often get kicked out and not get either my points or my help
	(CSE 429LEC) Any questions I have that they are capable of answering, they do in great detail. Any questions that they themselves are unsure of, they ask their colleagues and provide a follow-up by email. I couldnt ask for better TAs for a course like this.
	<b>Question: Effective teaching</b>
Miller, Russ	(CSE 429LEC) Professor Miller did a good job with the changes he made to the course this semester. With no homework assignments, I feel like he could have explained what expectations for exam knowledge were a bit better.
Miller, Russ	(CSE 429LEC) very
Miller, Russ	(CSE 429LEC) Going through the slides and the textbook didnt help me a lot in the exam. The exams are way more focused on the answer format. So, even I go through slides and textbook, I still get bad grades on exams.
Miller, Russ	(CSE 429LEC) Professor clearly knew what he was talking about and was able to communicate effectively. Pacing was also very good.
Miller, Russ	(CSE 429LEC) Hes good at teaching the course. Although, sometimes he forgets he didnt teach us a specific thing and expects us to know said specific thing.
Miller, Russ	(CSE 429LEC) Great professor, he knows his stuff, the test questions itself can be a hit or miss, he may forget that for alot of these students this is their first time studying for this material, and the "easy" topics arent as easy as he thinks it is, in fact it changes from class to class. For example, a mesh of trees is extremely complex for a student to understand but a pyramid isnt that complex to understand but the professor says the mesh of trees is similar in understanding how it works just like the pyramid in sum cases but sadly it doesnt come off that way and a lot of students have trouble understanding the mesh of trees. The professor is a great instructor but maybe he needs to try to gauge what students are picking up the most and what material he feels like the class has a strong grasp on and tailor the questions to them rather than the material to help them further their understanding of the material.

## Distribution of Scores

