University at Buffalo

Fall 2020, CSE 529LEC Algs for Modern Computer Syst Section
Instructor: Miller, Russ (Primary)

There were: 60 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	23	38%	83% (19)	4.3	1.2	4.2	4.4	4.4	9% (2)	0% (0)	9% (2)	13% (3)	70% (16)	0% (0)
										Very Poor	**Poor**	**Fair**	**Good**	**Excellent**	
2	Overall course	23	38%	70% (16)	4	1.2			4.2	4% (1)	9% (2)	17% (4)	26% (6)	43% (10)	
										Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	
3	Course organized	23	38%	70% (16)	3.8	1.3			4.3	9% (2)	9% (2)	13% (3)	30% (7)	39% (9)	
4	Course was intellectually challenging	23	38%	70% (16)	4.1	1.2			3.9	4% (1)	4% (1)	22% (5)	17% (4)	52% (12)	
5	Work load reasonable	23	38%	83% (19)	4.1	1.1			4.3	4% (1)	4% (1)	9% (2)	39% (9)	43% (10)	
6	Method of eval fair	23	38%	83% (19)	4.1	1.3			4.3	9% (2)	9% (2)	0% (0)	30% (7)	52% (12)	0% (0)
7	Course content helped learning	23	38%	78% (18)	3.9	1.1			4.1	4% (1)	13% (3)	4% (1)	48% (11)	30% (7)	
10	Instructor communicated expectations for academic integrity	22	37%	0% (0)	4.6	0.6				0% (0)	0% (0)	5% (1)	27% (6)	68% (15)	
11	Online components were easy to navigate	22	37%	77% (17)	4.1	1.1			4.1	5% (1)	5% (1)	14% (3)	27% (6)	50% (11)	0% (0)
12	Technology requirements clear	21	35%	76% (16)	4	1.1			4.3	5% (1)	5% (1)	14% (3)	38% (8)	38% (8)	0% (0)
13	Instructor required resources provided accessible	21	35%	86% (18)	4.3	1.1			4.3	5% (1)	5% (1)	5% (1)	29% (6)	57% (12)	0% (0)
14	UB required software accessible	21	35%	94% (15)	4.4	0.6			4.3	0% (0)	0% (0)	5% (1)	33% (7)	38% (8)	24% (5)
15	UB technical support was adequate	21	35%	88% (14)	4.2	1			4.1	5% (1)	0% (0)	5% (1)	33% (7)	33% (7)	24% (5)

#	Item	N	%		Mean	SD				Str Disagree / Very Poor	Disagree / Poor	Neutral / Fair	Agree / Good	Str Agree / Excellent	N/A
16	Technology easy to use	21	35%	82% (14)	4.1	1.2			4.1	5% (1)	5% (1)	5% (1)	29% (6)	38% (8)	19% (4)
17	Technology reliable	21	35%	72% (13)	4	1			4.1	0% (0)	10% (2)	14% (3)	29% (6)	33% (7)	14% (3)
18	TAs were effective in recitation/lab and office hours	21	35%	74% (14)	4.1	1.3				5% (1)	10% (2)	10% (2)	19% (4)	48% (10)	10% (2)

										Very Poor	**Poor**	**Fair**	**Good**	**Excellent**	**N/A**
20	Overall instructor (Miller, Russ)	23	38%	83% (19)	4.3	1.1	4.4	4.4	4.4	4% (1)	4% (1)	9% (2)	26% (6)	57% (13)	0% (0)

										Str Disagree	**Disagree**	**Neutral**	**Agree**	**Str Agree**	**N/A**
21	Instructor present learning outcomes clearly (Miller, Russ)	23	38%	83% (19)	4.3	1.2	4.4	4.4	4.4	4% (1)	9% (2)	4% (1)	13% (3)	70% (16)	0% (0)
22	Instructor enthusiastic about teaching (Miller, Russ)	23	38%	78% (18)	4.2	1.3	4.5	4.4	4.5	4% (1)	13% (3)	4% (1)	13% (3)	65% (15)	0% (0)
23	Instructor welcomed seeking help (Miller, Russ)	23	38%	87% (20)	4.4	1	4.4	4.4	4.4	4% (1)	0% (0)	9% (2)	22% (5)	65% (15)	0% (0)
24	Instructor presented material clearly (Miller, Russ)	23	38%	74% (17)	4	1.6	4.4	4.3	4.3	17% (4)	4% (1)	4% (1)	13% (3)	61% (14)	0% (0)
26	Instructor integrated a variety of instructional method (Miller, Russ)	14	23%	50% (7)	3.4	1.5			4.1	14% (2)	21% (3)	14% (2)	14% (2)	36% (5)	0% (0)
27	Instructor provided opportunities for a variety of interactions (Miller, Russ)	14	23%	79% (11)	4.1	1.3			4.1	7% (1)	7% (1)	7% (1)	29% (4)	50% (7)	0% (0)

Instructor	Text Responses
	Question: Course element found effective
	(CSE 529LEC) The direct interaction between the professor and students was key in making sure everyone was on the same page in terms of the material, and I believe having the option to either speak your question via microphone or type it via chat is very helpful, given some students may find it difficult to ask their question out loud. It also allows other students to answer the question rather than forcing the professor to take time away from the lecture to do so.

(CSE 529LEC) The way of explaining things by Professor Russ Miller is outstanding.

(CSE 529LEC) Course

(CSE 529LEC) The lectures were awesome! The sample question papers before midterms were a lot of help in understanding the structure of paper.

(CSE 529LEC) The lecturer has basically ruined this course.

(CSE 529LEC) I think only 3 exams (without homework) are not enough to evaluate students.

Question: Course improvements

(CSE 529LEC) Prepared lecture notes could be advantageous, especially for a fully-online course such as it was taught this semester. I understand the need to draw out diagrams a lot of the time, but for plain-text definitions and theorems, prepared notes could have saved time for more material that we werent able to get to.

(CSE 529LEC) Attending the final exam online would be a hassle with all the technology requirements and extra devices. Not sure, how effective the final exam going to be, but, somehow if it could be conducted in such a manner to avoid these unavoidable technical issues in between, it would have been a hassle-free exam environment.

(CSE 529LEC) In midterm exam 2, the timing was not enough given the number of questions. There was one error in the question. That thing may be improved. Professor has compensated for the error with extra 6 marks in the final exam.

(CSE 529LEC) None

(CSE 529LEC) Had heard a lot about the course from seniors and hence, opted for it. But whether it was the online model or the general nature of the course, the course was an unorganized mess with a lot of spontaneous decisions being made with no clear plan upfront, along with a stubborn desire to not innovate for the online format. - Syllabus is just a portion of the "textbook" which is written by the professor and just aimed at increasing personal sales volume apparently; there are definitely better textbooks out there to study algorithms - Forced to risk to come to the campus for midterm exams when an online model could have easily been figured out (like basically all other CS teachers out there) - Some students being exempted from the final exam because apparently they were "clearly going to get As". This exemption was to ensure online supervision of final exams would be easier; this was clearly a testament to how unmanaged the adopted online model was too, not to mention it was unfair to other students. (No way should a teacher be giving 40 free points to a student because they got the first 60 right!) Basically, a lot of redundant and unrequited red-taping in an era when the need is quite the opposite, along with a stubborn adoption of older, slower, and inefficient methods made this course a terrible experience.

(CSE 529LEC) I think the course is perfect the way it is!

(CSE 529LEC) I think its such a shame UB charges its own international students thousands of dollars, and in return offer such a poor education system. Please try harder and do a better job, even the very fundamentals are wrong here.

(CSE 529LEC) Course can be recorded for reference.

(CSE 529LEC) I feel very upset to take the exams. I dont know how to organize my answer to improve my grade even I repeat those algorithms in my mind again and again. Maybe any instruction about how to answer them would be helpful, I mean the instruction for the previous exams.

(CSE 529LEC) Please teach the total content. 1, On the one hand, the professor gives up 3 chapters of 8 chapters because he thinks we do not have enough time. 2, On the other hand, we do not use up the course time for most days. In theory, we will end the class at 3:35 pm. However, we normally finish the class content at 3:20 pm and then begin to chat about campus life. The worst day is Nov 17th when we finish the class content at about 3:00 pm. After several minutes of chat, we have to dismiss the class early at 3:20 pm because nobody wants to talk. At the beginning of the semester, we plan to teach 8 chapters. However, due to the lack of content for every separate course, we have to give up 3 chapters at the end.

Question: How effective the TAs were in helping meet learning outcomes

	(CSE 529LEC) I didnt feel the need to attend office hours, but during the lectures, Alessandro was very helpful in answering and relaying questions to Professor Miller throughout the lecture. Without Alessandro, I dont believe the course would have been nearly as smooth.
	(CSE 529LEC) - TAs checking the papers provided no feedback (or no standard solution to an exam that could be referred) on what could be the right answer/ - TAs type marks/reviews of answer sheets in UB Box but do not want to use that place to discuss with the student, who is then expected to manage their own schedule to attend TA office hours and get their doubts clarified in OH!
	(CSE 529LEC) TAs were helpful during office hours and helped with the queries regarding the course topics.
	(CSE 529LEC) Not met TAs much but they are good TAs.
	(CSE 529LEC) Very helpful
	(CSE 529LEC) The TAs are awesome!! I can talk with them so easily. They make us feel welcome and we can interact with them very easily. Also, they make up a fun environment to learn. Even when u r under pressure, u will feel lighter talking to them.
	(CSE 529LEC) Honestly, I dont understand, with such poor skills how they even become TAs in the first place.
Question: Effective teaching	
Miller, Russ	(CSE 529LEC) Professor Millers lectures are always clear, concise, and straight to the point. His explanations are well-thought out and he doesnt waste time on unimportant material.
Miller, Russ	(CSE 529LEC) Overall, this course is good, and learned the aspects of the parallel algorithm for modern computing systems.
Miller, Russ	(CSE 529LEC) Very effective
Miller, Russ	(CSE 529LEC) Very effective even with online teaching.
Miller, Russ	(CSE 529LEC) - Professor had terrible handwriting which translated to even worse when writing on an iPad - There is no concept of sharing slides, notes, or recordings making it impossible for someone to revisit something taught in class whether they missed it or just did not grasp it in the first go
Miller, Russ	(CSE 529LEC) just please remove this lecturer. I dont think he would do well teaching in any school
Miller, Russ	(CSE 529LEC) Prof Miller is one of the best professors in UB! I had so much fun learning this course. I was very nervous in the beginning of the semester because Algorithm analysis was not my strong suit. But the prof made the course seem like a cakewalk compared to what I had imagined! The lectures were awesome and fun. Once the prof taught something, it stuck with you. He also took review sessions before exams. This made it easier to study for the exams. Also, I love that he doesnt try to trick you with some random question in the exams. All he cares is that you understand the material taught.
Miller, Russ	(CSE 529LEC) The professor does not teach in detail so that you have to read books by yourself if you want to understand the content.

Distribution of Scores

	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Course content helped learning	4 %	13 %	4 %	48 %	30 %
Course organized	9 %	9 %	13 %	30 %	39 %
Course was intellectually challenging	4 %	4 %	22 %	17 %	52 %
Instructor communicated expectations for academic integrity			5 %	27 %	68 %
Instructor required resources provided accessible	5 %	5 %	5 %	29 %	57 %
Method of eval fair	9 %	9 %		30 %	52 %
Online components were easy to navigate	5 %	5 %	14 %	27 %	50 %
Overall course	4 %	9 %	17 %	26 %	43 %
Technology requirements clear	5 %	5 %	14 %	38 %	38 %
UB required software accessible			6 %	44 %	50 %
Violations of Academic Integrity did not occur	9 %		9 %	13 %	70 %
Work load reasonable	4 %	4 %	9 %	39 %	43 %

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