

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	40	49%	95% (37)	4.6	0.6	4.2	4.3	4.3	0% (0)	0% (0)	5% (2)	25% (10)	68% (27)	3% (1)
										Very Poor	Poor	Fair	Good	Excellent	
2	Overall course	40	49%	78% (31)	4	0.8	3.9	4.0	4.1	0% (0)	5% (2)	18% (7)	50% (20)	28% (11)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
3	Course organized	40	49%	80% (32)	4	0.9	4.0	4.0	4.1	0% (0)	10% (4)	10% (4)	45% (18)	35% (14)	
4	Course was intellectually challenging	40	49%	85% (34)	4.3	0.7	4.2	4.2	4.2	0% (0)	0% (0)	15% (6)	43% (17)	43% (17)	
5	Work load reasonable	40	49%	90% (36)	4.3	0.7	3.9	4.0	4.1	0% (0)	3% (1)	8% (3)	45% (18)	45% (18)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
6	Method of eval fair	40	49%	60% (24)	3.7	1.3	4.1	4.1	4.2	5% (2)	20% (8)	15% (6)	23% (9)	38% (15)	0% (0)
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
7	Course content helped learning	40	49%	70% (28)	3.8	1.2	3.9	4.0	4.0	8% (3)	5% (2)	18% (7)	38% (15)	33% (13)	
										Str Disagree	Disagree	Neutral	Agree	Str Agree	
10	Instructor communicated expectations for academic integrity	40	49%	0% (0)	4.5	0.6	4.4	4.4	4.4	0% (0)	0% (0)	5% (2)	43% (17)	53% (21)	
	Follow up --									Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
11	Online components were easy to navigate	40	49%	87% (34)	4.3	0.8	4.5	4.3	4.4	0% (0)	3% (1)	10% (4)	40% (16)	45% (18)	3% (1)

12	Technology requirements clear	40	49%	86% (31)	4.4	0.8	4.4	4.4	4.5	0% (0)	3% (1)	10% (4)	28% (11)	50% (20)	10% (4)
13	Instructor required resources provided accessible	40	49%	89% (32)	4.4	0.8	4.5	4.5	4.4	0% (0)	5% (2)	5% (2)	28% (11)	53% (21)	10% (4)
14	UB required software accessible	40	49%	89% (24)	4.4	1	4.5	4.5	4.4	3% (1)	3% (1)	3% (1)	18% (7)	43% (17)	33% (13)
15	UB technical support was adequate	40	49%	80% (20)	4.1	1.2	4.3	4.2	4.3	5% (2)	0% (0)	8% (3)	23% (9)	28% (11)	38% (15)
16	Technology easy to use	40	49%	93% (26)	4.4	0.6	4.4	4.4	4.4	0% (0)	0% (0)	5% (2)	35% (14)	30% (12)	30% (12)
17	Technology reliable	40	49%	89% (24)	4.3	0.7	4.4	4.3	4.3	0% (0)	0% (0)	8% (3)	33% (13)	28% (11)	33% (13)
										Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
18	TAs were effective in recitation/lab and office hours	40	49%	61% (23)	3.8	1	4.3	4.2	4.2	0% (0)	10% (4)	28% (11)	30% (12)	28% (11)	5% (2)
										Very Poor	Poor	Fair	Good	Excellent	N/A
20	Overall instructor	40	49%	93% (37)	4.6	0.7	4.2	4.3	4.3	0% (0)	3% (1)	5% (2)	18% (7)	75% (30)	0% (0)
										Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
21	Instructor present learning outcomes clearly	40	49%	98% (39)	4.6	0.5	4.2	4.2	4.3	0% (0)	0% (0)	3% (1)	33% (13)	65% (26)	0% (0)
22	Instructor enthusiastic about teaching	40	49%	95% (38)	4.6	0.8	4.3	4.4	4.4	3% (1)	0% (0)	3% (1)	20% (8)	75% (30)	0% (0)
23	Instructor welcomed seeking help	40	49%	88% (35)	4.6	0.8	4.2	4.3	4.3	0% (0)	5% (2)	8% (3)	15% (6)	73% (29)	0% (0)
24	Instructor presented material clearly	40	49%	88% (35)	4.6	0.8	4.1	4.2	4.2	0% (0)	3% (1)	10% (4)	18% (7)	70% (28)	0% (0)

Instructor	Text Responses
	Question: Course element found effective
	(CSE 529LEC) The slides are very informative along with the textbook. Professor Miller is also very good at explaining things.
	(CSE 529LEC) None. Hardly anything is provided
	(CSE 529LEC) The lectures are very true to the exams
	(CSE 529LEC) Reading the book, reviewing, etc.
	(CSE 529LEC) Good explanation
	(CSE 529LEC) Grading of Examination papers is pretty harsh. The question paper is completely subjective and the questions are not completely clear in terms of expectations of answers. Apart from these, Professor teaches well and the teaching assistants are helpful.
	(CSE 529LEC) Prof. Millers lectures are the key to everything that this course expects from you.
	(CSE 529LEC) Resources provided and review sessions were highly helpful!
	(CSE 529LEC) Loved professors way of teaching. It was thorough
	(CSE 529LEC) Course is taught really well and the professor is never in a rush to complete a chapter just because the syllabus said so. Emphasis is given on the students understanding the material rather than running through the lectures.
	(CSE 529LEC) The Professor is patient, and can clearly illustrate different algorithms.
	(CSE 529LEC) In person classes and recording of the lectures would have helped a lot in understanding the concepts further
	Question: Course improvements
	(CSE 529LEC) Definitely increase the pace of the class, some classes felt less important because we would go over something for a long time that I felt was fairly trivial. I know the pace was designed for undergrad but I felt like I didnt really learn much especially because the first ~2-4 weeks was all review and the chapter on divide and conquer just felt like review plus a little more in-depth about something discussed in previous algorithms classes. I really only felt like I learned new stuff about a week before the first midterm and then the rest of the course was just a few things.

(CSE 529LEC) The professors refusal to record lectures (and speaking his non-consent to students screen-capturing the Zoom lectures, which I respected) caused severe detriment to many people in this class. Virtually every other CSE professor provides recordings. It is very easy, especially since he used Zoom. He can take attendance if he wants to guarantee that people will show up. He could literally not express his desire to have his content recorded anywhere but the students short-term memory and whatever notes they can conjure up before he decides to move on. He simply does not want his content to be available. This sits poorly with me because it seems like this is rejecting the importance of freedom of education and the right of the students to use the course. We pay money to have the professor teach us this content, give us this content to succeed in the course. Just because he wasnt provided recordings when he was in college doesnt mean that we should suffer too. He wont lose money if he lets the students save his lecture on their personal hard drive so they can go review the content afterwards because they have a hearing impairment and frequently need to do this for all courses (and there are others besides obviously myself). Furthermore, when students would bring up suggestions or ask why something had to be a certain way, it was always because "students in the past kept fighting me for it so I changed it and thats that", while management of a course should be fluid Not to mention the constant dismissal of undergraduates in the learning environment. Several times throughout the semester I was horrified with the way the professor would speak about lowerclassmen. Its one thing to lightheartedly joke about undergraduates skipping class before Thanksgiving or not having as much experience as others, but I feel like it was taken too far many times. For example, during some of the many times he brought up changes he had to make to the course in the past, he would say that these changes were forced to be made due to the lowering standard of CSE industry undergraduates as a whole. That is with the intention of meaning, students just arent as smart as they used to be and arent capable of these things that seem simple to me. I honestly was personally offended by this talk a few times, which was always exchanged with him and his TA in a haughty manner, with no undergraduates joining in as they could tell it was not silly banter, but a serious expression of the professors disappointment in us, as CSE students. This is why I wrote all this; it is not because I am a snowflake. But because I want the professor to be aware that there are people in his course with hopes and dreams and to spit upon years of their life as being worthless in general or compared to his undergraduate education is incredibly cruel (especially when he knows that his audience is UB CSE students). We are all human beings and we all deserve respect.

(CSE 529LEC) Online courses are objectively worse for students. If you are going to make a course online then lectures should be recorded so that students have the chance to review them. This is one of the best courses I have taken but lectures not being recorded was frustrating and bad for my learning

(CSE 529LEC) More practice problems, and honestly a faster pace. Speaking as an undergraduate, I definitely think I could have handled the material. It just would have come at the cost of more time spent outside class.

(CSE 529LEC) Including graded homeworks and quizzes in the coursework would be helpful. Perhaps a graded programming assignment would also be helpful. Having one set of notes that are right the first time and ahead of time, instead of note slides without space to make notes during lecture would also be helpful. There needs to be more overall structure to foster student success. And with office hours - please find a way to meet demand. I got through less than half the time, which is significant wasted time on my part. Very frustrating. And especially - record the lectures and give students access. I dont understand the hesitance there. No one is going to steal your lectures.

(CSE 529LEC) Either record the lectures or do in person classes

(CSE 529LEC) Recording and homework

(CSE 529LEC) More problems and exercise can be given to students for practise before exams. Recorded lectures would help

(CSE 529LEC) Classes are remote and the zoom lectures are not recorded. Any person who misses a class will never get to listen to what exactly was taught in class. This is the drawback of this course, as it causes mental distress. The office hours are usually busy.

(CSE 529LEC) The pace of the course could be a little faster but nevertheless the course content was covered with clarity.

(CSE 529LEC) Grading on a curve is recommended as sometimes students lose marks even after knowing the concept just because of some key words not mentioned. This leads to anxiety due to low grades. This can definitely be avoided.

(CSE 529LEC) This course only grades on the exams, without any homework/projects. I think some hands-on project would definitely help us to get a deeper understand of the algorithms introduced in this course.

	(CSE 529LEC) Recording and more study material
	Question: How effective the TAs were in helping meet learning outcomes
	(CSE 529LEC) I never personally attended an office hour by the TAs but
	(CSE 529LEC) TAs were very knowledgeable and helpful during their OH
	(CSE 529LEC) I never went to OH
	(CSE 529LEC) They were very good in explaining But instead of 1 - 1 they can do some group sessions too
	(CSE 529LEC) Office hours were difficult to get into.
	(CSE 529LEC) The TAs were very useful in terms of understanding concepts and clarifying doubts. Exam related questions were resolved satisfactorily.
	(CSE 529LEC) They helped in clarifying doubts regarding course content
	(CSE 529LEC) Very painful to get into the TAs office hours. A better arrangement would be helpful.
	(CSE 529LEC) More involvement and more office hours
	(CSE 529LEC) Sometimes we need to wait a VERY long until we are able to join the office hour.
	Question: Effective teaching
Miller, Russ	(CSE 529LEC) Prof. Miller was very nice and good at describing concepts. Only complaint was that the bonus questions we got were harder than previous years since we had to circle multiple answers instead of just one, but thats a very minor complaint.
Miller, Russ	(CSE 529LEC) See course improvements answer; the professor has an active disdain for undergraduates whilst teaching them. Lecturing content was fine. The professor provides no other resources other than lecture slides, past semester exams, and his textbook which he claimed was optional. Since he provides no other content for studying for the exams, this makes the textbook actually essential. At the beginning of the semester, the professor said that he made the textbook optional due to students complaining about having to buy it. But, if you are no longer requiring students to have access to the material that is necessary for exams, then where are they supposed to get those resources from, since they are actually essential to the course? Kids will always complain about having to buy a book. More course resources could be made to fill this gap, or just make the book required again. Making it optional for understanding course content was misleading and impaired those that had not bought it significantly.
Miller, Russ	(CSE 529LEC) Dont do online course please.
Miller, Russ	(CSE 529LEC) One of the best CS prof Ive had
Miller, Russ	(CSE 529LEC) Great! I wish we couldve had this course in person so I could meet him :)
Miller, Russ	(CSE 529LEC) Updated pdf with lecturers writing were never made available Online lectures are fine But why not record them Harvard Stanford have made their lectures free on YouTube Not recording lectures was a poor decision
Miller, Russ	(CSE 529LEC) Prof. Millers lectures are some of the very best Ive had this semester. His way of explaining concepts is exceptional and the course material is outstanding.
Miller, Russ	(CSE 529LEC) First Online class that I actually looked forward to attending. I can only imagine In-person.
Miller, Russ	(CSE 529LEC) Professor was very clear and to the point of what he wanted from us and what the course offers!

Miller, Russ	(CSE 529LEC) More examples are recommended, abstraction does not work for all students alike. More information or problem solving would be appreciated and a bell curve for grading is also required.
Miller, Russ	(CSE 529LEC) in person and recordings
Miller, Russ	(CSE 529LEC) Professor Miller is very patient, and can clearly teach different algorithms.

Distribution of Scores

