University of Michigan
Office of the Registrar - Evaluations
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Winter 2018 Final
29 students responded out of the total enrolled 99

InstructorwithCommentsReport

2018-04-04-2018-04-18   ReportID:MSR04734

Instructor:Weimer,WestleyR

EECS 481 001

		5 SA	4 A	3 N	2 D	1 SD	NA	Your Median	University Wide 75% Above	50% Above	25% Above	School/College 75% Above	50% Above	25% Above
4	I had a strong desire to take this course.	11	13	2	2	0	0	4.27	3.67	4.17	4.67	3.71	4.06	4.35
891	As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier).	2	7	16	3	0	0	3.19	2.83	3.12	3.46			
1631	This course advanced my understanding of the subject matter.	15	13	0	0	0	0	4.57	4.12	4.50	4.75			
1632	My interest in the subject has increased because of this course.	16	7	2	3	0	0	4.63	3.79	4.25	4.67			
1633	I knew what was expected of me in this course. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever).	12	14	2	0	0	0	4.36	4.02	4.40	4.71			
230	The instructor seemed well prepared for class meetings. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	28	1	0	0	0	0	4.98	4.52	4.81	4.93			
199	The instructor explained material clearly. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	23	5	1	0	0	0	4.87	4.30	4.70	4.88			
217	The instructor treated students with respect.	24	3	1	0	1	0	4.90	4.68	4.87	4.95			
1	Overall, this was an excellent course.	17	8	1	2	0	0	4.68	3.90	4.33	4.75	3.76	4.03	4.32
2	Overall, the instructor was an excellent teacher.	24	3	1	1	0	0	4.90	4.38	4.75	4.92	4.14	4.48	4.67
3	I learned a great deal from this course.	16	10	1	1	0	0	4.63	4.00	4.40	4.75	3.96	4.20	4.45
13	The prerequisite mathematics course was adequate preparation for this course.	12	5	2	0	0	9	4.71	4.33	4.59	4.71			
15	I increased my ability to apply math and science knowledge to engineering problems.	6	12	4	2	0	4	4.00	4.00	4.25	4.59			
16	I increased my ability to design and conduct experiments.	8	12	3	0	1	4	4.17	3.90	4.30	4.61			
19	I increased my ability to design a system, component, or process.	9	13	3	0	0	2	4.23	4.04	4.29	4.62			
1738	I improved my ability to apply design and develop software and/or hardware systems.	12	12	2	1	0	0	4.38	n/a	n/a	n/a			
21	I gained valuable experience working in teams in this course.	7	9	6	2	0	3	3.94	3.75	4.21	4.56			
23	I increased my ability to formulate, and solve engineering problems.	11	12	3	1	0	1	4.29	4.00	4.25	4.55			
28	Course improved my ability to communicate technical information, designs, and analyses.	13	12	2	1	0	0	4.42	3.88	4.24	4.50			
35	I increased my ability to apply engineering tools and methods.	12	13	2	0	0	1	4.38	4.01	4.27	4.58			
61	Prerequisites provided adequate preparation for this course.	12	15	0	0	0	1	4.40	4.04	4.29	4.55			
121	I gained a good understanding of concepts/principles in this field.	16	12	0	0	0	0	4.63	4.00	4.29	4.64			
125	I developed the ability to solve real problems in this field.	14	11	2	1	0	0	4.50	4.00	4.25	4.60			
374	I developed confidence in my ability to work in the subject area of this course.	14	9	2	2	0	0	4.54	4.04	4.26	4.51			
180	I developed skills needed by professionals in this field.	16	9	2	1	0	0	4.63	4.00	4.33	4.70			
183	The instructor used examples that had relevance for me.	24	3	1	1	0	0	4.90	4.38	4.62	4.79			
198	I was very satisfied with the educational experience this instructor provided.	23	3	2	1	0	0	4.87	4.26	4.70	4.88			
201	The instructor gave clear explanations.	22	4	1	2	0	0	4.84	4.25	4.67	4.86			
216	The instructor acknowledged all questions insofar as possible.	26	3	0	0	0	0	4.94	4.50	4.75	4.88			
229	The instructor used class time well.	24	4	0	1	0	0	4.90	4.29	4.69	4.88			
232	Work requirements and grading system were clear from the beginning.	12	14	2	0	0	0	4.36	4.00	4.40	4.67			
239	The amount of work required was appropriate for the credit received.	13	15	0	0	0	0	4.43	3.90	4.17	4.52			
242	The instructor made the course difficult enough to be stimulating.	21	6	2	0	0	0	4.81	4.10	4.53	4.81			
254	Group activities in this course contributed to my learning.	8	12	2	0	0	6	4.25	4.00	4.28	4.61			

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								Other Users of This Item*					
	Responses from your Students**							University Wide			School/College		
	5 SA	4 A	3 N	2 D	1 SD	NA	Your Median	75% Above	50% Above	25% Above	75% Above	50% Above	25% Above
261 The term project was very useful in learning the material.	13	9	2	1	0	3	4.54	n/a	n/a	n/a			
375 The size of this class has not compromised the learning experience.	16	10	2	0	0	0	4.63	4.30	4.53	4.77			

Written Comments

900 Comment on the quality of instruction in this course.

Student 1
Excellent quality of instruction. Wes and all three GSIs did an excellent job advancing our understanding of the material.

Student 2
Wes is possibly the best instructor I've had in my four years here. He is extremely engaging, knowledgeable, and approachable. Keep him at UMich for as long as you can.

Student 3
Wes Weimer is the best lecturer I've had at Michigan and I hope I get to take another one of his classes

Student 4
NA

Student 5
Prof Weimer and the entire course staff were absolutely awesome. Weimer is one of the most entertaining and amazing Professor's I've ever had. He was extremely knowledgable about all topics, as well as extremely funny. I think in general, the lecture topics COULD have been very dry, yet his presentation of the information made the class very interesting and very useful.

Student 6
NA

Student 7
NA

Student 8
Wes is an astoundingly fantastic lecturer. In all my semesters at UM, no other lecturer even comes close. There's really nothing else to say on the matter.

Student 9
NA

Student 10
Wes did an excellent job. I also think his teaching style suited the course. It was also a great idea to weave in psychology and philosophy into the software engineering content, given how related some of the subject matter was.

Student 11
One of the best classes I have taken. I learned very practical skills and it was taught in a accessible way.

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Student 12
I like the way Professor Weimer encourages students to participate in lecture. It's not always easy to answer a professors question if you have doubts about your knowledge. With intensives (candy), I feel like students are more willing to try even if they might not have the correct answer.

Student 13
Wes is engaging and fun. Good lecture

Student 14
NA

Student 15
wes is great

Student 16
NA

Student 17
NA

Student 18
NA

Student 19
NA

Student 20
Super engaging and interesting!

Student 21
Wes is a great lecturer. Very clear in explaining concepts and showing how they make an impact in the real world.

Student 22
Wes Weimer is easily the best professor I've ever had. He has a unique way of explaining the course material, one that is engaging and entertaining, while also being informative. He communicates well with students, and really took the time to answer all questions and comments outside of class. If there was a professor like Wes for every CS class, the world would be a much better place.

Student 23
NA

Student 24
Wes, what can I say. You are definitely the most captivating lecturer I have ever had, and the most entertaining and informative Piazza counterpart. You made it fun to participate in class. You're a true Renaissance man (heh).

Three cheers for Stretchy Trivia Time!!

Stop by the BBB Sleepover this Friday at 9pm if you get a chance!

Always & forever,

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Student 25
Good instruction

Student 26
Wes is incredible.

Student 27
NA

Student 28
Professor Weimer was not a good lecturer. His slides were cluttered, overwhelming, and often used blurry images or even full paragraphs. He spoke way too fast. Additionally, I did not feel that he respects his students. He made jokes about suicide. Not only is this offensive, but also this is actually proven to cause more suicides. Which you would think a professor so interested in psychology would realize. He also crossed the line by telling us way too much about his personal life. It is extremely unprofessional to talk about alcohol and how to find love with your students. Finally, I felt that he rewarded students who were the most loud-spoken. He praises the brown-nosers, the students who stroke his ego. He forgot about those of us who are quiet learners. I studied hard and will still get a good grade, but he doesn't respect my learning style at all, which is so disappointing.

Student 29
I like Wes Weimer

Written Comments

911 Please comment on the quality of the course as a whole.

Student 1
Good course. Did not originally want to take course, but I had to because any other interesting EECS course got filled up. Overall a very practical course and

Student 2
Admittedly, I went into this course pretty uninterested in it. I am leaving the course having thoroughly enjoyed it though. Lectures were high quality, and homeworks fit well into the course material.

Student 3
NA

Student 4
NA

Student 5
Amazing! I usually feel like a very small fish in a big pond at this University, and found that the course staff made an effort to individualize us, and give us any individual help we may need. I have never felt more comfortable reaching out to my course staff in any other upper level.

Student 6
NA

Student 7
NA

Student 8
The course as a whole is very good, but I always can come up with some nitpicks.

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One of the things that attracted me to the course in the first place was Wes's acknowledgement of how much of what's called "software engineering" is at best lacking evidence and at worst complete nonsense. Unfortunately, I think a few of the course topics, especially in the latter half of the course, might fall into this category. For instance, the requirements lectures do a good job justifying why getting requirements right is important; however, the recommendations on how to get requirements right are not particularly empirically justified. This complaint also more or less applies to the "designing for maintainability" lecture.

I'm not particularly a fan of reading quizzes. Granted, I'm the kind of student that *gasp* actually does the readings without needing an explicit punishment, and maybe they really are necessary for some other types of students, but overall I think they're rather infantilizing.

The course assignments could use some work. I would probably rank them something like 1 > 3 > 5 > 6 > 2 > 4, in some vague sense of "enjoyment" and "meaningfulness". You may notice a correlation with the volume of writing involved; this is not a coincidence! I suspect Wes is just too good at speaking and writing to realize that a lot of the writing components require a disproportionate amount of effort for the average engineering student. This is particularly salient for HW6, which I think is a very cool assignment, but the writing effort seems to be dwarfing the effort actually required for making the contribution.

Student 9
NA

Student 10
I thought it was really well organized, at least for learning how to understand larger systems. It was different from classes like 281 where we build systems from scratch (this isn't a con, it was kinda the point).

Student 11
Great course that I would recommend every CS student take before going into the workforce. It gave me a much better understanding of industry practices.

Student 12
I like how hands on the homeworks are in this class. Lectures are also interesting to attend. However, I would like to mention how homeworks only cover a small part of what we learn in class, as well as what was covered in the midterm. I feel as though the homeworks should focus mainly on programs/techniques that we would often see in the real world, and have a majority of the exams cover that kind of material. The midterm felt more like a more detailed reading quiz, which basically questioned your knowledge of specific programs rather than the idea behind those programs.

Student 13
NA

Student 14
NA

Student 15
Awesome course

Student 16
NA

Student 17
NA

Student 18
NA

Student 19
NA

Student 20

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Lecture content was great. HW6 was really cool--without this class I would not have contributed to open source at this point in time, but it was a great learning experience and neat to see some of the software engineering process in action!

Student 21
Overall good course, homeworks are deceivingly time intensive.

Student 22
The course seems to be designed well. It brings up plenty of information about software engineering that seems useful for students to know, and it helped me develop my ability to use certain tools and techniques that I could see myself using later in my career. The material and assignments in this course also made me think about my future.

Student 23
NA

Student 24
I hear that we want easier homeworks?

Student 25
Good

Student 26
Very interesting.

Student 27
NA

Student 28
This course did not give me valuable professional skills, as I had hoped. I wasted so much time trying to get the projects to even run. The test-suite generation project was useless- I spent hours photo-shopping PNGs. I was looking forward to this course but I was very disappointed. The only redeeming quality was our amazing GSI- Yu.

Student 29
NA

Written Comments

931 Please give any other comments on this course as a whole.

Student 1
NA

Student 2
I think this class should be restricted to seniors. Most of the material is only meaningful if you've encountered the issues/problems being discussed before. Seniors will definitely get the most out of this course since they have taken plenty of others EECS courses, and this course in particular is good at tying the rest of the curriculum together. I don't see a sophomore or possibly even a junior getting nearly as much out of this course, unless they have had 2+ internships prior to taking it.

Student 3
NA

Student 4

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NA

Student 5

Amazing! I loved it, up until the very very end. The last few weeks of the course seemed a little irrelevant (in terms of productivity and brain stuff- sorry Professor). I think there could have been more of a focus on good design patterns.

I also did not love the Guest lecturers. I thought the Google guy and James were great.. but that's about it.

Student 6
NA

Student 7
NA

Student 8

The amount of effort Wes puts into posts on the piazza forums is extremely admirable and appreciated. I've never seen an instructor go so far "above and beyond" the base expectation of "answer my immediate question on this course topic". In particular, the long-form posts, frequently addressing "meta-level" topics, were always a treat to read. (The recent post on criticism was particularly inspiring.)

The trivia is always a great way to regain focus in a lecture (though I think a lot of the recent ones have been too easy, and it might sometimes come a bit late in the lecture). Also, I'm particularly a fan of the psychology trivia; the SWE implications bit at is a great idea.

Also, sorry, but york peppermint patties are gross. I love the candy-throwing, and pretty much every other type of candy thrown out is at least decent, but it feels like half the time I just end up with a minty abomination.

Student 9
NA

Student 10
NA

Student 11
Wes is a really good professor. He explained what I expected to be boring content in a way that kept me engaged. I wish more classes had mid-lecture discussions.

Student 12
NA

Student 13
NA

Student 14
NA

Student 15
NA

Student 16
NA

Student 17

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NA

Student 18
NA

Student 19
NA

Student 20
The static analysis homework was the least thrilling in my opinion. If possible it could be cool to make it more interactive?

Student 21
NA

Student 22
NA

Student 23
NA

Student 24
I hear that students really liked the course?

Student 25
Well taught, but because the skills learned are less concrete than other CS courses, it feels difficult to judge my mastery or ability to apply the material.

Student 26
Give Wes Weimer a raise.

Student 27
NA

Student 28
Professor Weimer- Don't make suicide jokes during class! University of Michigan and especially the CS department have unacceptably high suicide rates already. You joked about suicide in class only days after we lost a beautiful young woman in Alpha Chi Omega to suicide. It was incredibly thoughtless of you. And joking about suicide, or merely discussing it, is proven to cause more suicides. I have studied psychology and have a close family member with a PhD in psychology who talks about this problem.

Student 29
The material in the second half was sometimes a little dry. Liked the multi-language project lecture a lot, though.

I think open source contribution should have come earlier, it's fun.

Written Comments

1098   Among the courses you have already taken, which proved the most (or least) effective in preparing you for this course, and why?

Student 1
Most effective: EECS 280, EECS 281

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Student 2
NA

Student 3
NA

Student 4
NA

Student 5
THIS COURSE SHOULD BE REQUIRED OVER EECS 496. Some concepts in 496 can be added to this course... its so helpful.

Student 6
NA

Student 7
NA

Student 8
I took the previous EECS 481, which you might think would have made this class redundant, but the amount of software engineering that was actually taught in that class is a rounding error, so contrary to expectations, it had more or less zero impact.

Student 9
NA

Student 10
NA

Student 11
NA

Student 12
I feel like this class is in its own category. What I mean by that is that there is really no prior class that would prepare a student to take this class. Most of the material (especially homeworks) require a lot of research into new programs as well as refreshing your memory on languages you may have not used for a few semesters.

Student 13
NA

Student 14
NA

Student 15
NA

Student 16
NA

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Student 17
NA

Student 18
NA

Student 19
NA

Student 20
Honestly not really any courses -- this class is very different from anything else I've taken in the past. (which is a good thing!) This isn't a course, but it was cool to see how my experience at my internship last summer lined up with what we talked about in class.

Student 21
NA

Student 22
I think EECS 280 and 281 provided me with the necessary knowledge and experience to get the most out of this course. Since those courses gave me an idea of what it's like to work on programming projects, I had some context for the material provided.

Student 23
NA

Student 24
I didn't take it, but probably a course that teaches topics like the ones taught in Darden's C4CS.

Student 25
EECS 281, provided general programming knowledge

Student 26
EECS 281.

Student 27
NA

Student 28
NA

Student 29
NA

*ThequartilesarecalculatedfromWinter2018data.Theuniversity-widequartilesarebasedonallUMclassesinwhichanitemwasused.Theschool/collegequartilesinthisreportarebasedonupperdivision
classeswithanenrollmentof75to9999studentsinCollegeofEngineering.

** SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD - Strongly Disagree, NA - Not Applicable.