**UCLA | EIP**

. COM SCI Course Survey
Evaluation of Instruction Program Report
20F: COM SCI 118 LEC 1: CMPTR NTWRK FNDMNTL
No. of responses = 87
Enrollment = 170
Response Rate = 51.18%

## 1. Background Information

1.1) Year in School:

		n=85
Freshman	0	
Sophomore	0	
Junior	35	
Senior	49	
Graduate	0	
Other	1	

1.2) UCLA GPA:

		n=84
Below 2.0	0	
2.0 - 2.49	0	
2.5 - 2.99	6	
3.0 - 3.49	24	
3.5+	54	
Not Established	0	

1.3) Expected Grade:

		n=83
A	41	
B	19	
C	1	
D	1	
F	1	
P	8	
NP	0	
?	12	
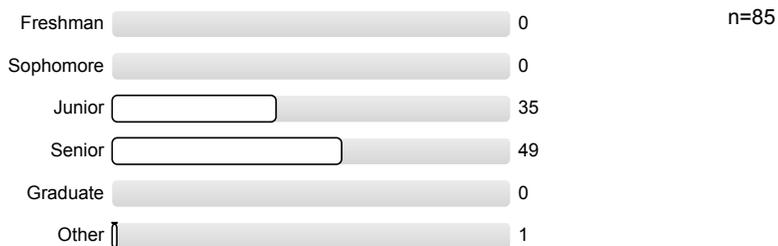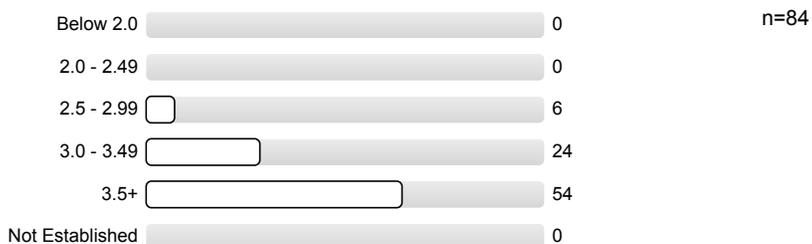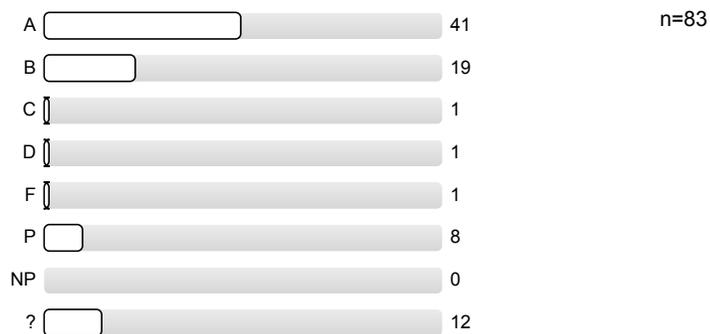
1.4) What requirements does this course fulfill?
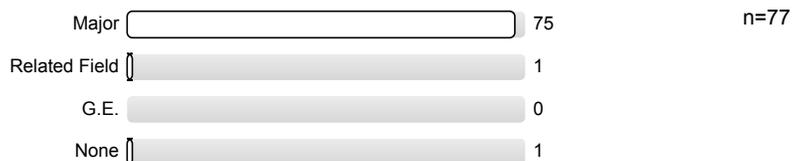
		n=77
Major	75	
Related Field	1	
G.E.	0	
None	1	

2. To what extent do you agree that:

2.1) The instructor(s) incorporated activities and practices that helped me to learn effectively (consider, for example, the use of synchronous and/or asynchronous lectures, discussion boards, breakout rooms, videos, etc.).

Strongly Disagree | Strongly Agree

1   4   26   56

1   2   3   4

n=87
av.=3.57
md=4
dev.=0.64

- -
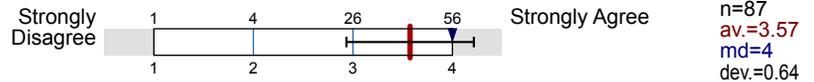
2.2) Given your response to this question, please give specific examples or provide constructive ideas about what is working well and/or could be improved in this course.

- -

- - George managed to schedule in-class (and out-of-class) interviews with Internet pioneers, which was made possible by Zoom, which were well-done and informative
- breakout rooms to discuss lecture questions were ok, but the pacing is so fast and the material pretty difficult that a lot of us didn't really understand how to do the questions
- Miniflip (little video to watch before lecture): the miniflip was useful to get an idea of what the next lecture would be about, but I often got too behind on watching them

- Breakout rooms, asynchronous lectures, Piazza forum, supplemental readings

- Breakout rooms, posted slides, mini-flip to come prepared to class, free to interrupt if any questions

- Effective use of breakout rooms and lots of effort put forth with pre-lecture preparations.

- Format works perfectly, and comprehensive lecture notes were provided which provided super helpful in my learning.

- Good

- He added interviews with internet pioneers.

- He provided many interviews with people in industry which enhanced the class a lot. However, it did lead to some topics being rushed after the interview or being a little hectic.

- I like his incorporation of breakout rooms, which helped us to discuss ideas with our peers before revealing the answer to problems posed in class. Additionally, I appreciate the miniflips he recorded and gave us which provided context for the class the night before.

- I liked the breakout rooms we did in class because it gave us an opportunity to go over pre-lecture videos and also get to know people in the class! I also really appreciate the interviews we did with network pioneers

- I liked the interviews, but I would prefer if they could happen outside of class. This is because sometimes the discussions took a long time, so the professor had to rush the lecture, making him speak faster and harder to understand. I liked the miniflips; they gave good context as to what to expect in lecture.

- I really liked the mini-flip and breakout room aspect of the class. It allowed me to interact with my classmates and talk to some people about various topics.

- I think the breakout rooms during class were helpful to reinforce concepts we've learned and to get us thinking about what comes next.

- I was in the different timezone to attend the lecture for the breakout activities, but I would enjoy it very much.

- I was not a big fan of the break out rooms. In an in person class, it might make sense, but it just doesn't work effectively in a virtual setting.

- Interviews

- Lecture slides could be clearer and more organized, so that the students can keep pace with the lecture as well as understanding the slides

- Lectures were made very engaging. The professor prepared pre-lecture discussion questions and gave us time to discuss the topics in breakout rooms before going more in depth in the lecture. This was very helpful.

  The professor also uploaded very thorough notes for the major lecture topics which helped me catch up when I missed real-time lectures, or just to review the material.

- Lectures, interviews, activity of TAs on office hours made this class very "tight-knit" and allows us all to feel involved in the class.

- Loved the interview series with internet pioneers throughout the quarter! Also, I found that the before and after-class discussions were very conducive to interact with the professor as well as our classmates. Breakout rooms, although helpful, could be hit-or-miss depending on the participation level of the members in the breakout room itself.

- Mini flips were good ideas to preface lectures

- Miniflip and breakout room discussions, recorded lectures, course notes, pioneer interviews, reasonable assignments, flexible exams, Piazza - ticks every box.

- Miniflip lectures.

- Miniflips were really helpful in framing the problems that we were learning to solve. Absolutely loved the interviews with famous people from the networking field. Piazza was extremely helpful, and TAs were consistently responsive, bless Seungbae.

- None

- Piazza is great. Miniflips were OK though I lost my drive to watch them as the quarter continued because my work for other classes started piling up. The breakout rooms were well-intentioned but a lot of people are behind in the class or very tired so there aren't many participants. Also the breakout questions are mainly about guessing why things in network are the way that they are. While the argument could be made that they drive our creativity, I don't personally like them because there are external factors that I'm unaware of (e.g. we can't just add another field to the IP headers because then we'd have to change the format for everyone). So my answers are usually insufficient. I'd rather go over some little problem that reviews what we learned in the last lecture in breakout rooms. And I'd prefer saving the problems that're supposed to spin our creativity gears in regular old lecture time (no breakout). I really liked the interview with Radia but I didn't otherwise enjoy the interviews. The first few interviews were great but after a while it sounded like they all were saying the same thing.

- Professor provided miniflip video for students

- Recorded lecture, semi-flipped classroom, leveraging remoteness to invite Internet Pioneers :)

- Recorder lectures

- Sometimes people can be silent during the breakout rooms. However, this may be because of the online lecture nature that people are not confident to speak up.

- The homework questions are really good practice for midterm/finals.

- The instructor used short videos before lecture to give students a quick idea of the lecture material. Then he used powerpoints during synchronous lectures that were also recorded and posted afterwards. There was also a discussion board where students could ask questions and be answered by the teaching assistants.

- The mini flips were solid

- The mini-flip structure was very interesting. I think this will work better in future quarters if the Professor is able to re-use the recorded mini-flip videos from this quarter in order to release them on a more regular schedule. The interviews have also been a great experience that keeps me captivated and makes this class truly stand out for me.

- The miniflips are great because I can watch and rewatch them until I get them. I wish they were posted a bit earlier though.

- The miniflips before each lecture were helpful in introducing material before I went to bed. The breakout rooms added some social aspect to remote learning.

- The miniflips gave good context for those who attended lecture, and for those who watched the recorded lecture it felt more cohesive/

- The miniflips were super, super helpful! And the interviews were so so cool. Thanks for these two additions!

- The professor interviewed pioneers of the internet during lecture time and gave students the opportunity to ask them question. I don't know a better way to learn about networking and the internet than to talk to the people that invented it and it was really cool that the professor set that up.

- The teacher was very flexible with recorded lectures and had many awesome guest speakers come teach us about industry!

- The use of "mini-flip" pre-lecture material was a great way to get us thinking about the upcoming topics. Taking advantage of the Zoom format to incorporate interviews with internet legends and pioneers. These were unique experiences and very much appreciated!

- There were so many things available! PowerPoints, lecture notes (text-based), miniflip videos, and lecture videos. The professor also created breakout room questions and had students discuss them. I felt like the class was very interactive. We also had a discussion board that the TAs and other students were extremely responsive on.

- everything is great

- it's hard to do all the work just relying on zoom

- n/a

- professor did well with considering the tough times and adjusted to the online format well.

- what was good: recorded lectures and discussions, textbooks, interviews

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2.3) The instructor(s) incorporated assessments and deadlines that enabled me to demonstrate my learning effectively (consider, for example, the format and weighting of assignments or exams, the timing provided to complete them, etc.).

Strongly Disagree		Strongly Agree

2 8 30 47

1 2 3 4
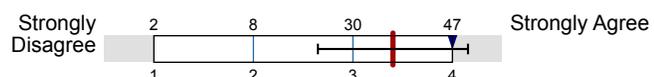
n=87
av.=3.4
md=4
dev.=0.75

2.4) Given your response to this question, please give specific examples or provide constructive ideas about what is working well and/or could be improved in this course.

- -

- Exams had a good submission window

- Exams tested if we had understood the homework and the lecture, which was very fair.

- Exams were fair and appropriate.

- Fair exams, assignments and projects were relevant to material we learned in class

- Good

- Good hw

- Homework assignments were practical and directly related to the lecture material. Nothing was arbitrarily confusing, although I do wish that all the typos were fixed in the readings/assignments!

- Homeworks and projects were both helpful in reinforcing class material and seem to be graded fine. Each homework typically had 4 questions, only 1 of which was graded. I understand that grading staff can be difficult but I think it would be ideal to grade more of the problems both to provide feedback and to get more appropriate grades. That being said, I did well on the problems they graded so I guess no real complaints here.

  The class had a confusing late assignment policy. Some other CS courses have very lenient credit policies for late assignments. Notably CS131 and CS111 when I took them took of 1% for one day late, 2% for two days late, then 4%, 8%, 16%. This class was more -10% for each day late although the syllabus initially stated that no late assignments would be accepted. Especially during Covid when keeping up with assignments is significantly harder I am in favor of more generous late policies. The same work is done, but can be critical in preventing assignments of multiple classes from colliding.

- Homeworks and projects were extremely well designed, and sufficiently reinforces learning of the important materials.

- Homeworks and projects were pretty reasonable, and TAs helped greatly in answering questions and giving project advice. I really appreciated how homeworks and exams were never about memorization and more about creative thinking with the principles we'd learned.

- I am glad that the midterm and homeworks are adjusted due to election and remote learning time. These were stressed time and the works were changed to balance the stress

- I felt it was very unfair to add another project to the course, when remote instruction already makes everything harder. I had trouble with this and found the workload to be really hard, especially with the constant stream of miniflips, long notes, and homeworks and projects to complete. I really struggled this quarter

- I found that the programming assignments along with all of the other homework and exams resulted in a very high workload for this class, along with time crunches too. Also, the programming homeworks were not necessarily reflective of course / material understanding, but rather technicalities of implementation.

- I liked that we got a long time to work on projects, and I think the scheduling of course deadlines was mostly well done except that the homework deadlines were sometimes too close to the project deadlines.

- I liked the router project and the homeworks were interesting and creative.

- I liked the way the homeworks and exams explore the effects of adding to or adjusting the protocols we learned. It really showed how there is a lot room for creativity within the protocols.

- I suppose my only regret was that Project #1 was disproportionately spent dealing with non-networking issues (like threading and file descriptors). Still, it was a good project that gave me more confidence in my ability to handle real-life networking dilemmas, so it was not all bad!

- I think professor Varghese gave us adequate time and was understanding of the online situation with our deadlines for homework, projects, and midterms

- Most of the quarter had good pacing, but there was this one time I remember we had the midterm and a homework and a project all due around the same time and that was a bit stressful.

- None

- Overall the homework assignments were well-balanced. But the two projects assigned during the quarter felt like they missed the mark slightly. For example, in the second project, the principles of a NAT router are not illustrated effectively when there is only a single computer on the private network.

- Professor Varghese accommodated students in different time zones very well

- Projects and homeworks were very helpful.

- Some of the deadlines were not flexible.

- Sometimes the projects were a little unclear and confusing and it was just especially difficult to seek out help. However, they did really help me understand the material better.

- The flexibilty and listening to the student's needs has been truly amazing.

- The grading weights was very fair and limited the amount of stress I felt when doing / preparing for an assignment or exam.

- The homework assignments builds on lecture ideas and sufficiently tests our understanding. The programming projects let us implement lecture ideas in something tangible. Both work in tandem, I believe, that enabled be to demonstrate my learning effectively.

- The miniflip works really well. It gives me a thinking period, which is reinforced by the lecture the following day. The interviews are also fun as they provide chances for us to talk with pioneers, and for us to tighten the knot between theory and application.

- The professor placed more emphasis on projects and homework than tests, which makes sense since it's a lot easier to cheat on tests. He also made sure to make the projects brand new so that students couldn't look up the answers to past years projects on Github.

- The professor was extremely reasonable and understanding with assignments and deadlines. He even granted an extension for one of the homeworks and one of the projects which was so nice and helpful. The exams were also very reasonable and he said he made them easier to accommodate for hard times.

- The teacher was very generous and kind with test formats and deadlines.

- Things were pretty evenly distributed in terms of weighting. The timing for the midterms was basically alright though they were short enough to incite panic...Love how the multiple choice give partial credit depending on your answer; that's a godsend.

- We had more assignments than normal in the quarter since exams were weighted less. I think the additional work was not useful and added unnecessary stress.

- everything is great

- n/a

■ what was good: lectures and hw, the projects not so much

2.5) The instructor(s) made sufficient accommodations given my personal circumstances (consider, for example, the response to issues with technology, time zone differences, inadequate space for learning, etc.).

Strongly Disagree — Strongly Agree

| 1	0	31	53
1	2	3	4

n=85
av.=3.6
md=4
dev.=0.56
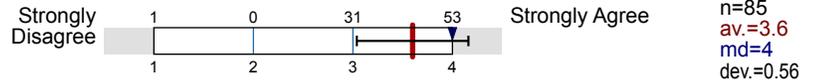
2.6) Given your response to this question, please give specific examples or provide constructive ideas about what is working well and/or could be improved in this course.

■ -

■ 24 hour exam time window is always a plus. Very lenient homework due dates.

■ 24 hour period for exam taking

■ Extended deadlines good

■ George was incredibly kind and sincere, and it was very apparent that he understands what we are all going through.

■ Good

■ Grading was lenient overall, and even on the projects I felt that the entire class staff did everything possible to award points where possible

■ He posts videos and slides so that's great. I wish the slides weren't Powerpoint, though because Powerpoints don't render properly on my Mac. Perhaps he could try uploading the Powerpoints to Google Drive, turning them into Google Slides and sharing them with everyone (with a link rather than with individual emails)?

■ I did not have any issue since I am in PST, but I was very well accomodated.

■ I didn't have any circumstances that needed accommodating.

■ I needed no personal accommodations, so not much to say here.

■ N/A (2 Counts)

■ N/A. The professor did this very well!

■ None

■ Online timed CCLE exams that can be started at any time in a 24 hour window

■ Test times

■ Tests were 24 hour exams

■ The 24 hour window was very helpful for exams.

■ The 24-hour time window for exams is really helpful. This quarter the professor also allowed for the projects to be submitted late. Even with penalty, this was very helpful.

■ The assignments had a fixed deadline set at midnight PT which should have accommodated all

students - but may in fact harm students in certain regions when CCLE is under maintenance. The exams have a 24 hour range which has accommodated everyone.

- The instructor definitely made a lot of helpful accommodations such as extending deadlines when needed. He also made the exams easy for students in different time zones by giving a 24 hour period to complete them. Overall I believe that he was extremely helpful and accommodating.

- The instructor made the midterm a take-home, 24 hour exam to accommodate technological issues and time zone differences, which I think worked well.

- The midterm had a 24 hour time window

- The teacher was accommodating to all!

- Very lenient with deadlines and assignments. Understanding of everybody's circumstances.

- everything is great

- n/a

2.7) The instructor(s) created opportunities for me to connect with others in the course (consider, for example, the use of activities or practices for getting to know classmates and the instructor(s), platforms that encourage students to engage with one another outside of class, etc.).
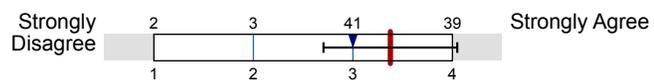
Strongly Disagree					Strongly Agree	n=85
	2	3	41	39		av.=3.38
	1	2	3	4		md=3
						dev.=0.67

2.8) Given your response to this question, please give specific examples or provide constructive ideas about what is working well and/or could be improved in this course.

- -

- Always stayed after class ended to talk with students to clarify questions or talk in general.

- Breakout rooms (2 Counts)

- Breakout rooms allowed me to conect with other students

- Breakout rooms in zoom were a good way to talk directly to peers. The interviews were another great way to learn about other people in the field and how they got started.

- Breakout rooms to come up with algorithms

- Breakout rooms!

- Breakout rooms, Piazza forum

- Class was engaging

- Discussion boards and breakout rooms really made it feel like the professor wanted us to discuss ideas and get to know each other.

- For CS118, I have used online platforms like Discord servers to talk to other CS118 students - this wasn't advertised in class since UCLA does not have an official Discord server, but it did help connect

me to others in the course.

Officially, the class uses Piazza to connect students with Professor Varghese and the TAs. I think the TAs there responded to questions and comments quick, and students helped each other out in homeworks and projects.

- Good

- I was not personally motivated to use it, but the class did have an active Piazza which I think is very helpful to many students. In general there were more opportunities than I was motivated to pursue, which is good.

- Internet pioneer interview series and breakout rooms. Also other interactions during office hours.

- Intervies were interesting and fun!

- Interviews were cool

- It is really hard to connect outside of class as we cannot meet, but he makes chances for students to talk and discuss together.

- None

- Piazza has been a great resource throughout this online class for engagement, especially for those in different timezones

- Piazza was great. Breakout rooms were helpful in my opinion, but I know a lot of other students didn't enjoy them much.

- Piazza was helpful

- The course used Piazza, which was helpful to me in finding the answers to questions other people already thought of. Furthermore, the TA's were very responsive on Piazza, which made it more useful.

- The discussion sections were a great way to get to know a small group of people from class better.

- The guest speakers / interviews were great.

- The instructor used breakout rooms to try to let students collaborate which I though was helpful.

- The teacher sparked student engagement and helped us network with professionals!

- This happened a bit, but I feel more could've been done to encourage us to to work with classmates

- Those breakout rooms allowed me to participant with driven people who're more or less miraculously on top of all their work so that's great.

- Zoom Breakout rooms, overall friendly nature of professor

- everything is great

- n/a

- there were breakout rooms, but i personally disliked them

3. Your view of this course overall:

3.1) Please select the statement that best reflects your opinion of remote learning in this course, recognizing that none may perfectly reflect your views:

		n=79
I missed the social aspect of the classroom, but still learned the course material.	31	
I found it difficult to learn without being in a classroom with the instructor and other students.	17	
The flexibility of remote learning made it easier to succeed in this class.	26	
Remote instruction can never be as effective as regular classroom instruction for this course no matter how hard the instructor tries.	5	

4. Additional Background Information:

4.1) Are you a transfer student?

		n=83
Yes	23	
No	58	
Prefer not to say	2	
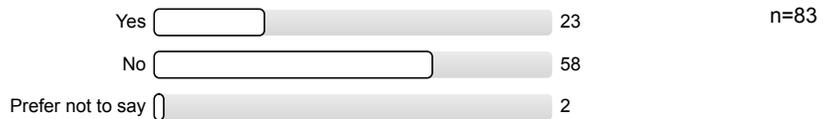
4.2) Are you an international student?

		n=80
Yes	12	
No	66	
Prefer not to say	2	
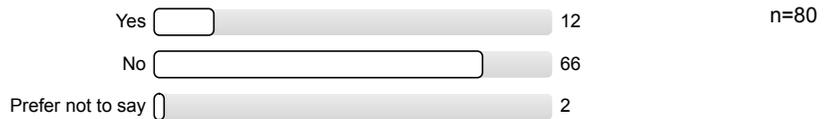
4.3) Are you currently living abroad?

		n=81
Yes	8	
No	71	
Prefer not to say	2	
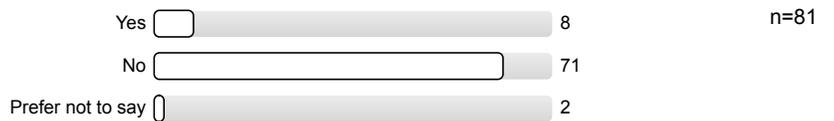
4.4) Are you a first-generation college student?

		n=78
Yes	14	
No	61	
Prefer not to say	3	
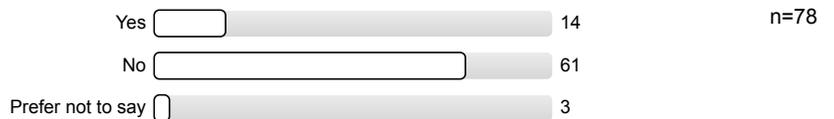
4.5) Have you ever received a Pell Grant?

		n=83
Yes	15	
No	62	
I don't know	4	
Prefer not to say	2	
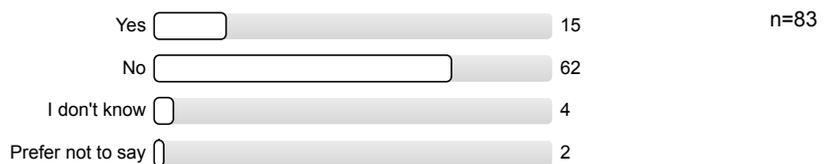
4.6) Which best describes your gender identity?

		n=82
Female	19	
Male	57	
Non-binary	1	
Prefer not to say	5	
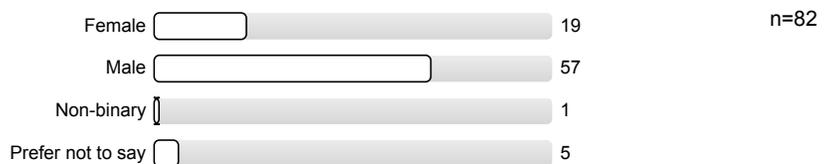
4.7) From the following categories, please select the one(s) that best describe you, recognizing that none may be a perfect fit.

American Indian or Alaskan Native		0
Asian or Pacific Islander		65
Black Non-Hispanic		0
Hispanic		3
White Non-Hispanic		15
Prefer not to say		6

n=87
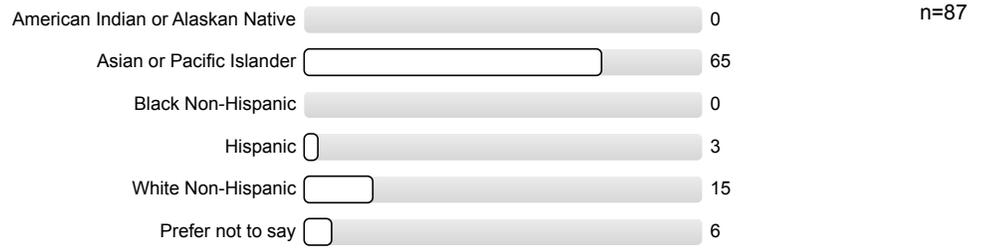
Profile

Subunit: **COM SCI**

Name of the instructor: **. COM SCI Course Survey**

Name of the course:
(Name of the survey) **20F: COM SCI 118 LEC 1: CMPTR NTWRK FNDMNTL**

Values used in the profile line: Mean

2. To what extent do you agree that:

2.1) The instructor(s) incorporated activities and practices that helped me to learn effectively (consider, for example, the use of synchronous and/or

Strongly Disagree — Strongly Agree   n=87   av.=3.57

2.3) The instructor(s) incorporated assessments and deadlines that enabled me to demonstrate my learning effectively (consider, for example, the format

Strongly Disagree — Strongly Agree   n=87   av.=3.40

2.5) The instructor(s) made sufficient accommodations given my personal circumstances (consider, for example, the response to issues with technology,

Strongly Disagree — Strongly Agree   n=85   av.=3.60

2.7) The instructor(s) created opportunities for me to connect with others in the course (consider, for example, the use of activities or practices for getting

Strongly Disagree — Strongly Agree   n=85   av.=3.38