



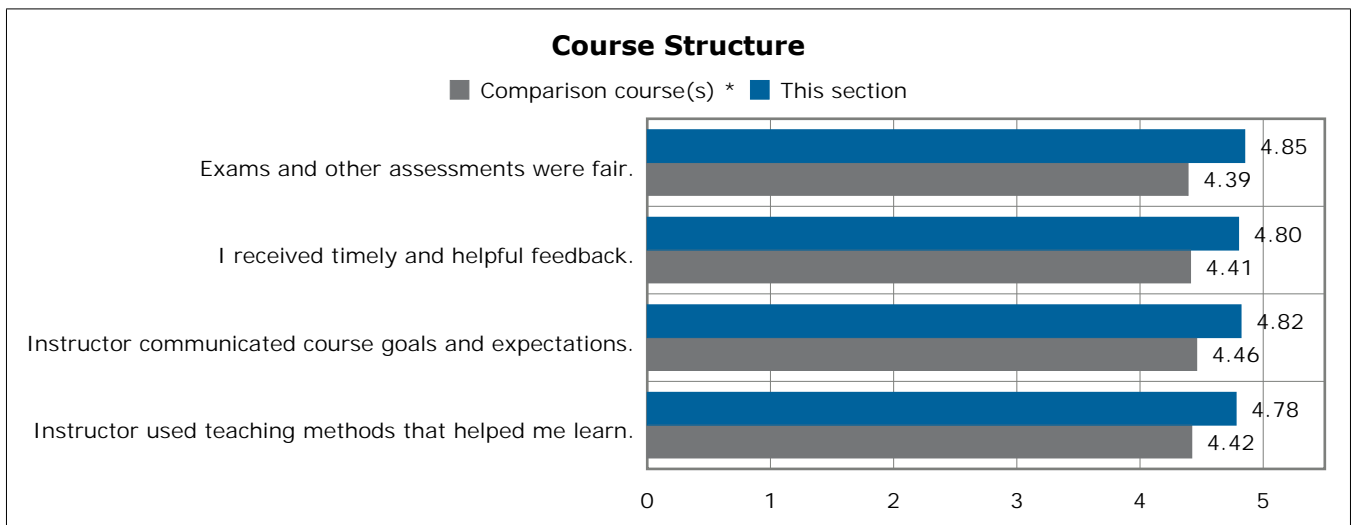
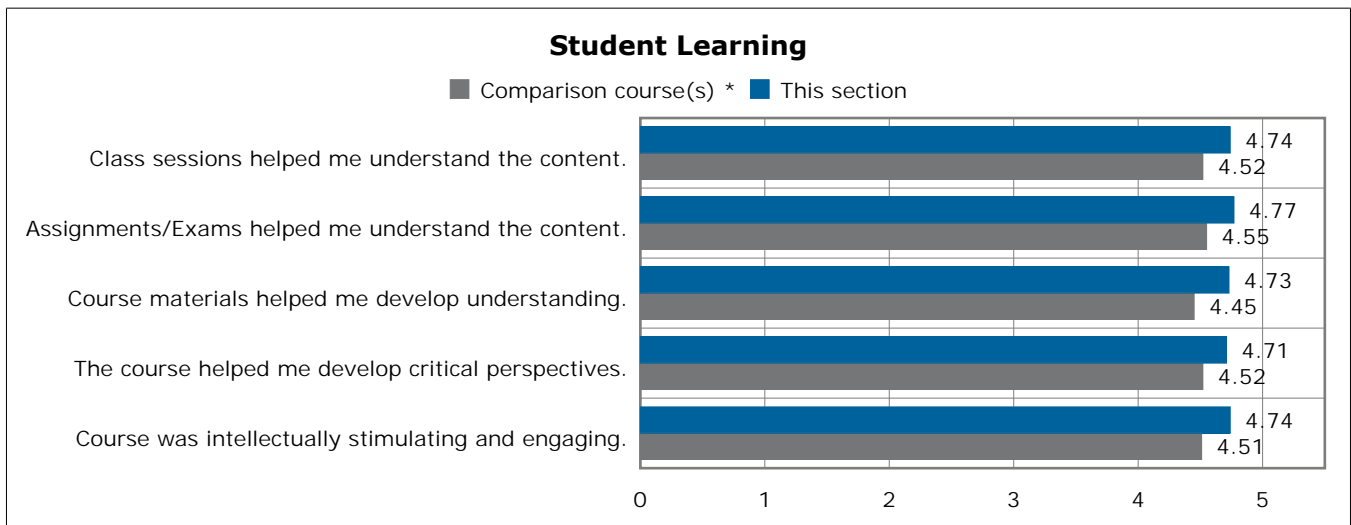
9500 GILMAN DRIVE  
LA JOLLA, CALIFORNIA 92093-0348

## Graduate Course Student Evaluation of Teaching for Julian John McAuley

CSE 291 - Top/Computer Sci & Engineering (McAuley, Julian John)  
Winter 2025

Number of Evaluations Submitted: 68  
Number of Students Enrolled: 262

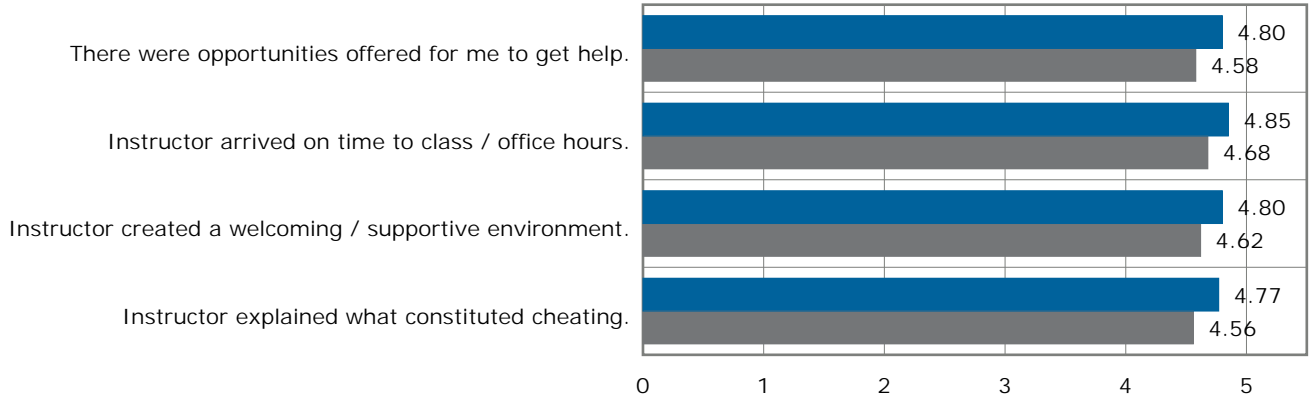
### Summary Results



\* Comparison courses used: All Computer Science and Engineering Winter 2025 GR courses

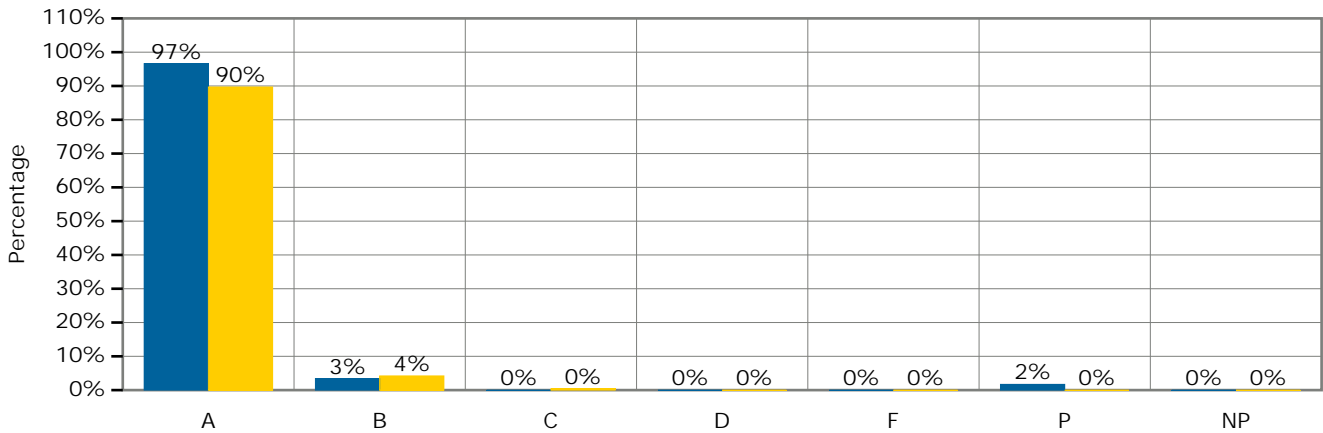
### Class Environment

■ Comparison course(s) \* ■ This section

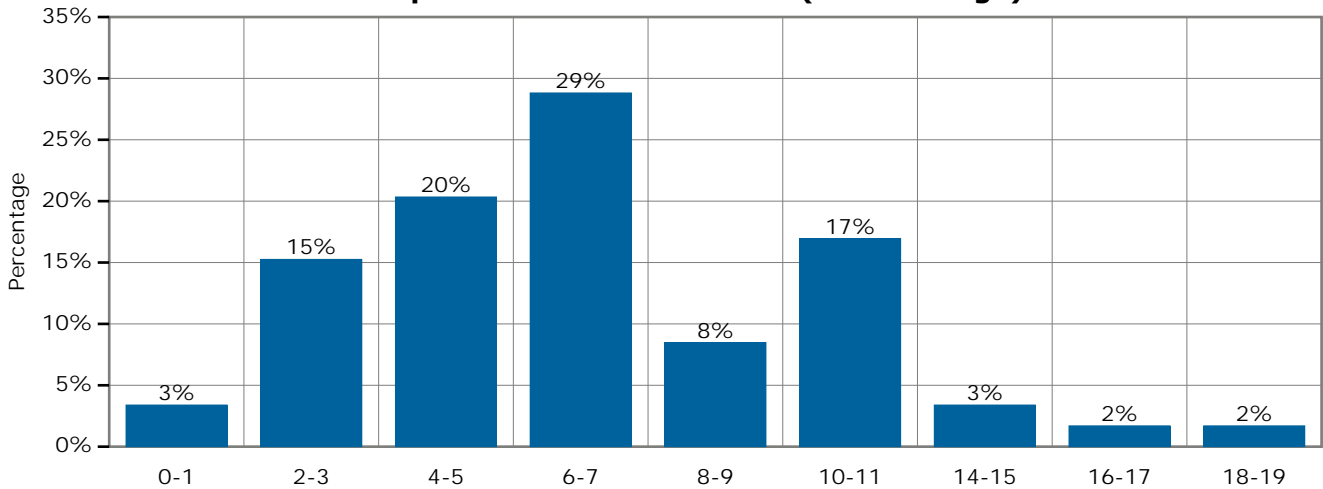


### Expected Grade (A- average, 3.97) vs. Grade Received: (A- average, 3.94)

■ Expected ■ Received



### Hours per week outside of class (7.27 average)



## Full Results

### Student Learning

1. Class sessions helped me understand the course content.

50 (73.5%): Strongly Agree  
18 (26.5%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

2. Assignments (homework, projects, etc.) helped me understand the course content.

51 (77.3%): Strongly Agree  
15 (22.7%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
2: [No Response]

3. Course readings and other course materials helped me develop a thorough understanding of course concepts.

47 (72.3%): Strongly Agree  
17 (26.2%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
1 (1.5%): Not Applicable  
3: [No Response]

4. The course helped me develop my own critical perspectives on the topic.

47 (72.3%): Strongly Agree  
17 (26.2%): Agree  
1 (1.5%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

5. The course was intellectually stimulating and engaging.

50 (75.8%):	Strongly Agree
15 (22.7%):	Agree
1 (1.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
2:	[No Response]

## Course Structure

6. Exams and other assessments (essays, projects, etc.) were a fair measure of course learning outcomes.

55 (84.6%): Strongly Agree  
10 (15.4%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

7. I received timely and helpful feedback in this course.

52 (80.0%): Strongly Agree  
13 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

8. The instructor effectively communicated course goals, learning outcomes, and expectations.

53 (81.5%): Strongly Agree  
12 (18.5%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

9. The instructor incorporated teaching methods that helped me learn.

52 (80.0%): Strongly Agree  
12 (18.5%): Agree  
1 (1.5%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

## Class Environment

10. There were opportunities offered for me to get help when needed (e.g. established office hours, discussion section, discussion board, etc.).

51 (78.5%): Strongly Agree  
13 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
1 (1.5%): Not Applicable  
3: [No Response]

11. The instructor arrived on time to class sessions and office hours.

55 (84.6%): Strongly Agree  
10 (15.4%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

12. The instructor created a welcoming and supportive learning environment that valued and supported equity, diversity, and inclusion.

51 (79.7%): Strongly Agree  
13 (20.3%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
4: [No Response]

13. The instructor explained what constituted cheating in this course and emphasized the importance of academic integrity.

50 (76.9%): Strongly Agree  
15 (23.1%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
3: [No Response]

**Please describe any specific aspects of the course and/or teaching practices that your instructor used that...**

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming and supportive learning environment that valued and supported equity, diversity and inclusion.

- Homework and assignments were fun. Really helped bring together all the course material
- yes

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to learn the material and/or develop your own critical perspectives on the material.

- I think your approach to hands-on learning is perfect and required. We need to see things in action to believe it. The examples you used were eye opening and really helped me understand the impact of what we do beyond just the math and theory that we are so used to learning in other classes.
- Yes

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that helped you to feel engaged with the course material or that encouraged you to feel that you could succeed in the course.

- yes

17. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

- I know this was your first time teaching this course, and of course there will be room for improvement. I want to provide this because I truly do care that this course succeeds and that you continue to teach it. Please take these as only constructive criticism:
  1. Slides and lectures: I think the slides can get boring at times (and you have pointed this out). However, I think it is important to be very careful in the wording that you use in class. I noticed you said "whatever" or something along the lines of "it doesn't matter" quite a few times when going over the math in this course. While I understand this is not interesting and often times boring that dialogue does reinforce students to not pay attention or think that the content is important. A suggestion would be to not use that type of wording, but also maybe to break up the content a little more. A possible way to teach this in a more interactive manner would be to do a workbook walkthrough of the metrics and such and show it applied to a real dataset. Also, maybe focusing on why the metrics matter in certain contexts (i.e. when to use demographic parity vs equalized odds) would be more beneficial (since students can generally follow a formula at this level).
  2. HW: The HWs were helpful. I thought they really helped me understand the class and I

actually would do them before class to get a better understanding of the content (and this really helped). I would suggest making us think more critically on the assignments rather than just getting output numbers. Maybe make part of the assignment interpretation. Ask us to reason and explain why a metric value is good or bad, ask us some questions regarding the difference between applying a metric to one dataset versus another, etc. I think this is the key to forcing students to reason on why these things are important, rather than just seeing it as formulas that compute something.

3a. Assignment 1: This was a good summary of the content so far. However, it felt a bit tedious and again did not focus on the why just the how. I think this class has to be different than 258 in that A1 shouldn't be application only, and possibly more open-ended to force students to be innovative in approach.

3b. Assignment 2: I think this is a great assignment to get students on the right track of asking questions. I would recommend providing some guidance on dataset selection (like 258) but honestly it wasn't that bad to find one. I will say I would much rather read 5 papers than watch 20 minute presentations. I understand your point about ChatGPT but the papers allow us to walk away with presentable work on what we did for this class (and helps the resume/portfolio). I would highly recommend having a paper and a short video (5 mins) to go over the highlights. If someone wants to use ChatGPT they can just as easily have it generate a script instead of a research paper. I think a paper is much more beneficial.

- The course is really useful, and Julian is a good teacher. But somewhere, I felt like much of the course material was repetitive. It's fine, considering this was the first time. But there is definitely some scope for refining the course material. The first part about the basics of ML went on for a while; I believe those topics could become part of discussion sessions rather than the main lecture.



## Additional Feedback

### 18. Is there anything else you would like to share about your experience in the course?

- I always appreciate Professor McAuley's courses, he always presents material in a digestible way, and it's easy to follow along to the lecture and complete assignments. The expectations are clear and reasonable.
- I want to start by saying this course is extremely relevant and critical to teach. CS students going into the field need to be introduced to fairness and how it is a priority, not an after thought (like our current industry is moving). This is the only way to shift the tides and make sure that we get back on track with how we choose to implement ML in the world.

A small nitpick is that I think making the assignments due at the same time as the HWs was difficult (although I understand the quarter is short so it may be impossible to avoid).

Another point: Tooling: We used sklearn throughout the quarter and while this is easy and helps us move quicker, I think introducing us to standard libraries used in fairness is extremely important. For example, fairlearn (<https://fairlearn.org/>) seems very useful and relevant to what we do. Having us play with fairlearn and use it for an open-ended assignment (like A1) could be a great use of teaching us standard tooling. This one is not a super important suggestion just something that I thought could be useful and helpful.

Overall, I really like that this class exists, there are just some tweaks to make students more receptive to what you are trying to get across.

- Really enjoyed this course and thankful that Professor Julian always open up interesting, cool-topic courses like this! Also, in lectures, he always highlights what he thinks that are important clearly, and focus on letting us understand the high-level, essential concepts, rather than forcing us to memorize or comprehend some details that are less important. This really makes me learn better and become more able to learn the essence of a subject. (and also learn happily) The design of homework and assignments are also great, as they are directly related to the lecture content, and are good materials for us to learn to put concepts into practice. Thank you professor Julian! Really love the course!

## Student Participation

19. What was/were your reason(s) for taking this course?

34 (41.0%):	Major/Program Requirement
0 (0.0%):	Minor
0 (0.0%):	College General Education
19 (22.9%):	Elective
30 (36.1%):	Interest
0 (0.0%):	American History and Institutions (AHI) Requirement
0 (0.0%):	Undergraduate Diversity, Equity and Inclusion Requirement (DEI) Requirement
0 (0.0%):	Jane Teranes Climate Change Education Requirement (JTCCER)

20. How often did you attend class and/or engage with course materials?

28 (47.5%):	Always
18 (30.5%):	Usually
12 (20.3%):	Sometimes
0 (0.0%):	Seldom
1 (1.7%):	Never
9:	[No Response]

21. Hours per week of work outside of class

2 (3.4%):	0-1
9 (15.3%):	2-3
12 (20.3%):	4-5
17 (28.8%):	6-7
5 (8.5%):	8-9
10 (16.9%):	10-11
0 (0.0%):	12-13
2 (3.4%):	14-15
1 (1.7%):	16-17
1 (1.7%):	18-19
0 (0.0%):	20 or more
9:	[No Response]

22. Expected grade in the course

57 (95.0%):	A
2 (3.3%):	B
0 (0.0%):	C
0 (0.0%):	D
0 (0.0%):	F
1 (1.7%):	P
0 (0.0%):	NP
8:	[No Response]

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