



Fall 2025 Course Evaluations - Danforth Campus

Fall 2025 Engineering Instructor Reports for CSE 5114-01 - Data Manipulation and Management at Scale (Ilan Goodman)



Created Friday, January 23, 2026



Courses Audience: 25
Responses Received: 22
Response Ratio: 88.00%

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Course Administration

Was a course syllabus or a course information sheet distributed or available online?

Was a course syllabus or a course information sheet distributed or available online?

Options	Count	Percentage
Yes	21	100.00%
No	0	0.00%

Did the syllabus explain the content and administration of the course (e.g., office hours, grading)?

Did the syllabus explain the content and administration of the course (e.g., office hours, grading)?

Options	Count	Percentage
Yes	21	100.00%
No	0	0.00%

Early in the semester, did your professor explain the expectations for academic integrity?

Early in the semester, did your professor explain the expectations for academic integrity?

Options	Count	Percentage
Yes	21	100.00%
No	0	0.00%

Rating Scale Responses

Question	Subject			
	Response Count	Mean	Standard Deviation	Median
In retrospect, the syllabus was an accurate reflection of how the course was actually taught.	21	6.76	0.44	7.00
The course matched the course catalog description.	21	6.81	0.51	7.00

1. In retrospect, the syllabus was an accurate reflection of how the course was actually taught.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	0.00%	0	
6	23.81%	5	<div style="width: 23.81%;"></div>
7 - Strongly ...	76.19%	16	<div style="width: 76.19%;"></div>
Total		21	

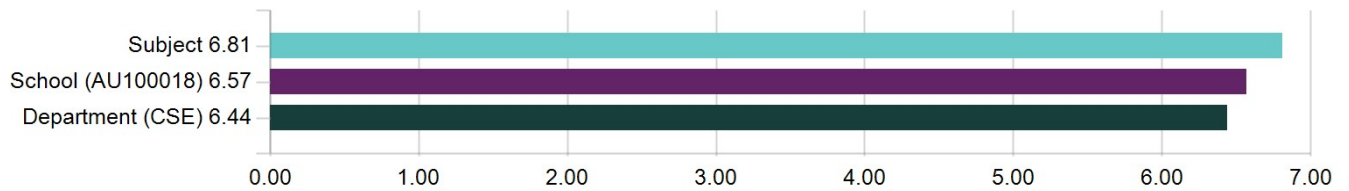
2. The course matched the course catalog description.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	4.76%	1	<div style="width: 4.76%;"></div>
6	9.52%	2	<div style="width: 9.52%;"></div>
7 - Strongly ...	85.71%	18	<div style="width: 85.71%;"></div>
Total		21	

1. In retrospect, the syllabus was an accurate reflection of how the course was actually taught.



2. The course matched the course catalog description.



Please elaborate if you felt the course did not match the course catalog description.

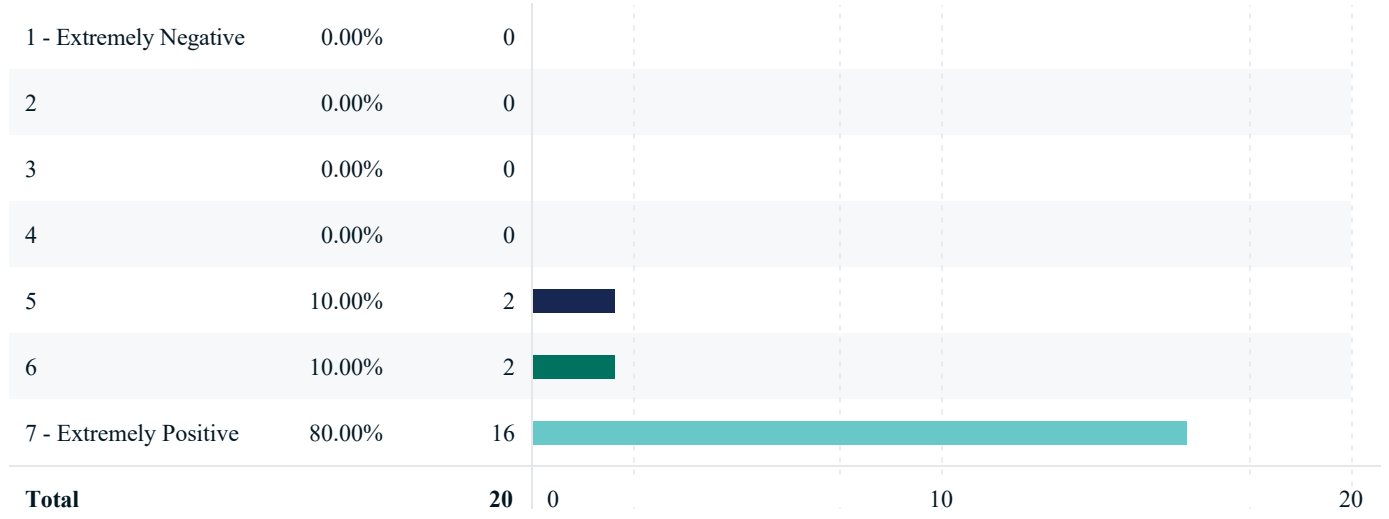
Comments

NO

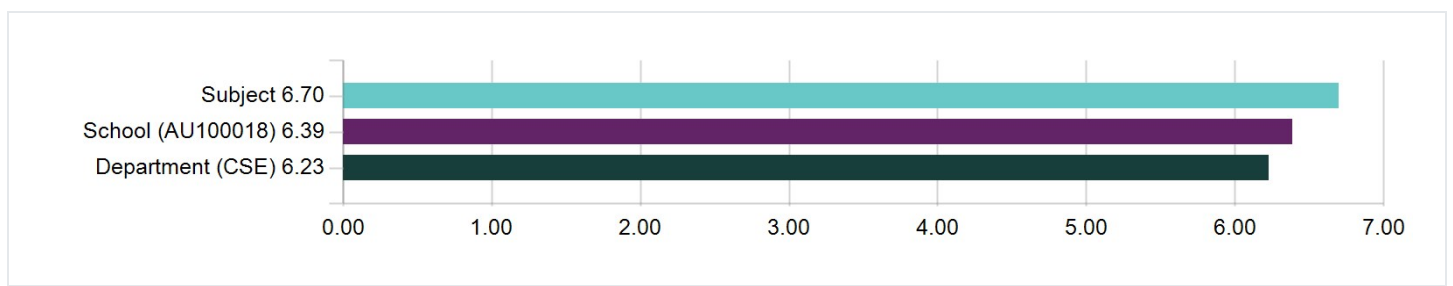
General structure and content discussed was as-advertised, but the timing and depth of discussion on certain topics was different. We were told this was a possibility early in the semester, though, so it was not unexpected.

Please rate how well **Ilan Goodman** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.

Please rate how well **Ilan Goodman** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Statistics	Value
Response Count	20
Mean	6.70
Median	7.00
Standard Deviation	0.66



Where relevant, please give specific examples to explain your answer above.

Comments

He encouraged students to participate in a variety of formats including but not limited to: submitting anonymous participation responses during lecture, chiming in verbally, feedback after every lecture, and even an in-class workshop since this was the first installment of the class. He was patient with shy students and always gave positive feedback for questions, comments, or anecdotes that people shared during class ice-breakers and during lecture in general. He was flexible with midterm scheduling, final presentation scheduling, and occasionally with assignment submission if absolutely necessary which encouraged attempts to engage with the many pertinent assignments.

He encouraged all students to answer questions with candy which made class more engaging.

He provided a very study and dependable hybrid approach to teaching where we had the option to attend class virtually or in person. He also insured that the room where we would normally have class would be available for students to come join the virtual class during virtual weeks.

Fully considering the students' specific situations, you asked about the details multiple times and slightly adjusted the course arrangement when appropriate, which I found very helpful.

Ilan Goodman consistently promoted an inclusive learning environment that respected diverse backgrounds and identities. He encouraged multiple ways to participate (speaking, chat, office hours) so different communication styles were welcomed. When sensitive topics or differing viewpoints came up, he set a respectful tone and made sure everyone's questions were taken seriously. He also made expectations transparent (rubrics/feedback) so students with different prior preparation could succeed.

We had anonymous pollev polls at the start of each class that let us participate without barriers.

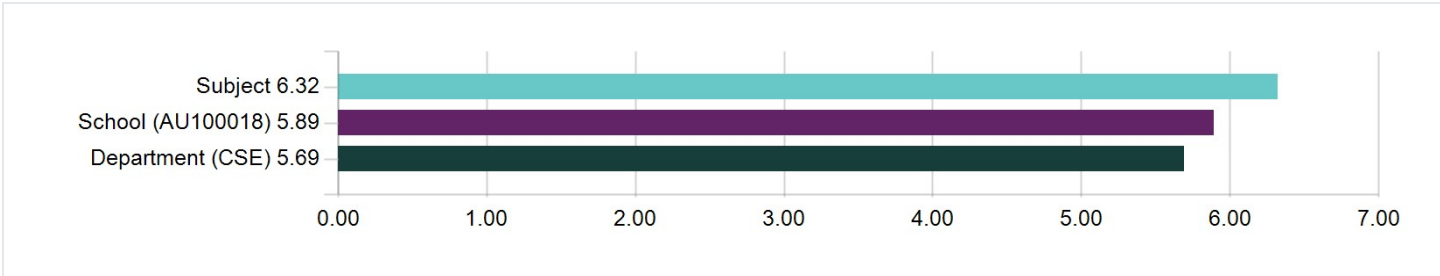
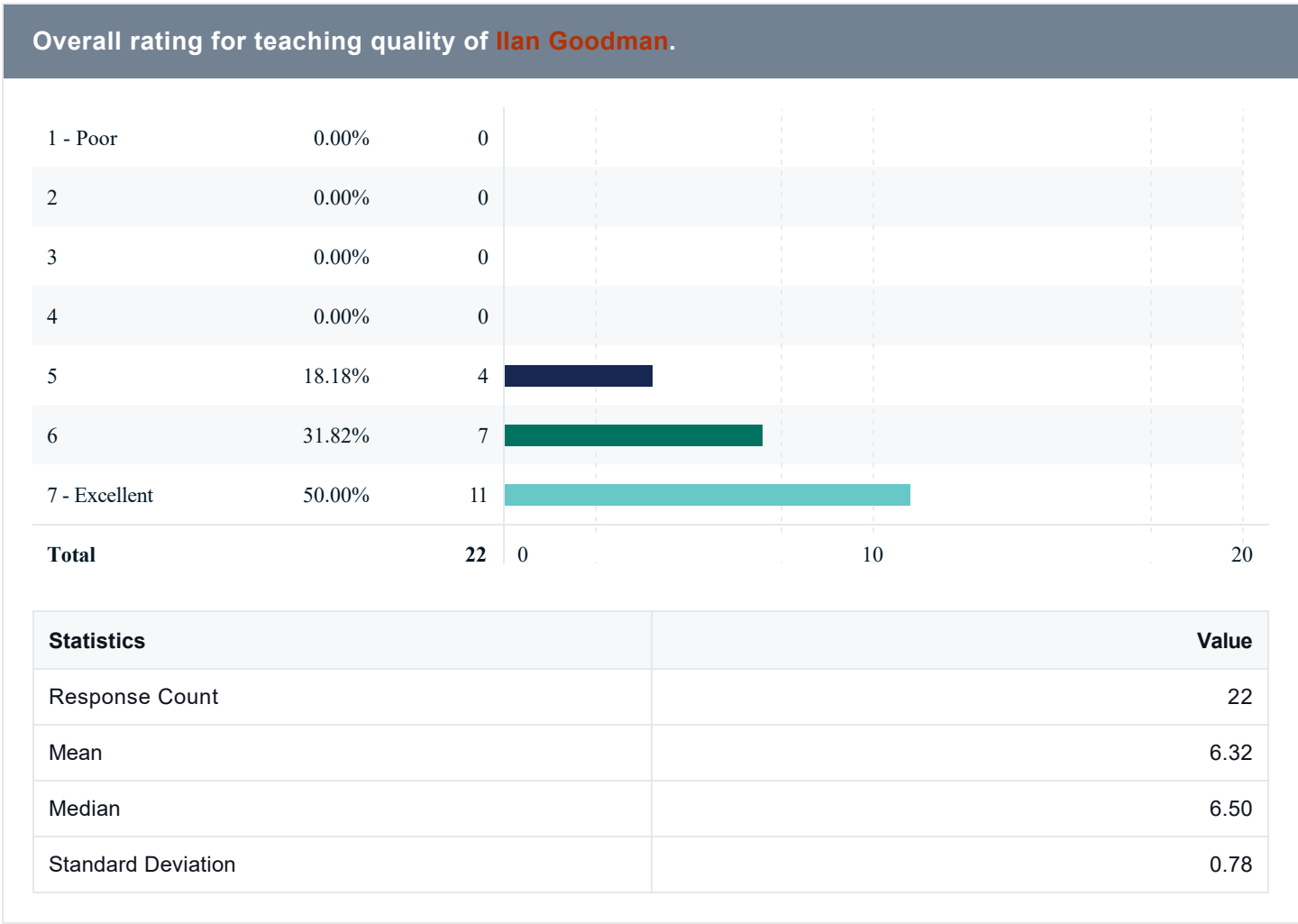
Prof. Goodman created an excellent learning environment with respect to the things he could control. He was gracious with grading and deadlines, and made clear efforts to provide interesting and engaging assignments. He was always respectful of student questions, and never made anyone feel like they couldn't speak up.

He provided review materials for students so that they could have sufficient prerequisite skills for this course.

Prof Goodman takes an interest in learning about his students through the daily warmup (for example, there have been questions like what hogwarts house would you be in, favorite restaurants/food, etc).

Instructor Evaluation

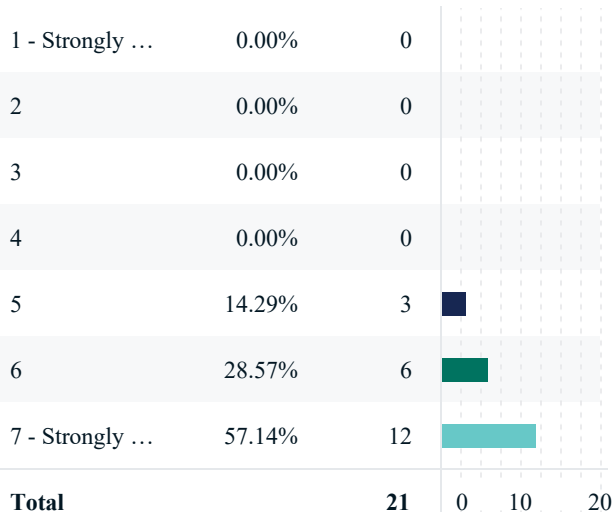
Overall rating for teaching quality of **Ilan Goodman**.



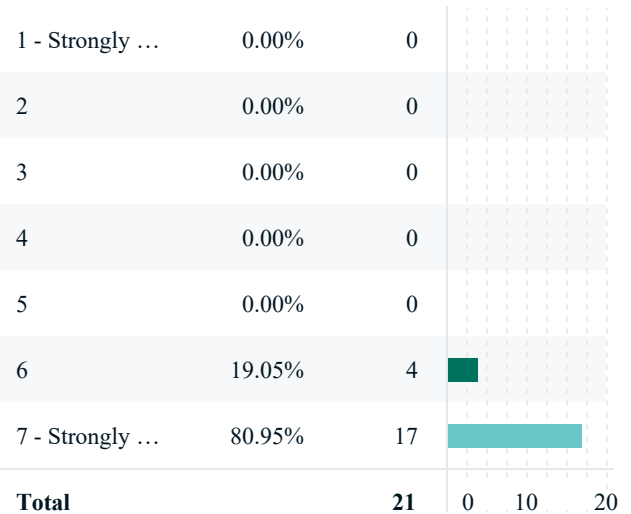
Rating Scale Responses for **Ilan Goodman**

Question	Subject			
	Response Count	Mean	Standard Deviation	Median
The instructor made the course interesting.	21	6.43	0.75	7.00
The instructor was enthusiastic about the course.	21	6.81	0.40	7.00
The material was covered at a reasonable pace.	21	6.33	0.97	7.00
The instructor was available to answer questions (through office hours, email, etc.).	21	6.57	0.81	7.00
The instructor was well-organized and prepared for class.	21	6.43	0.81	7.00
The instructor explained the course material so that you could understand it.	21	6.67	0.66	7.00

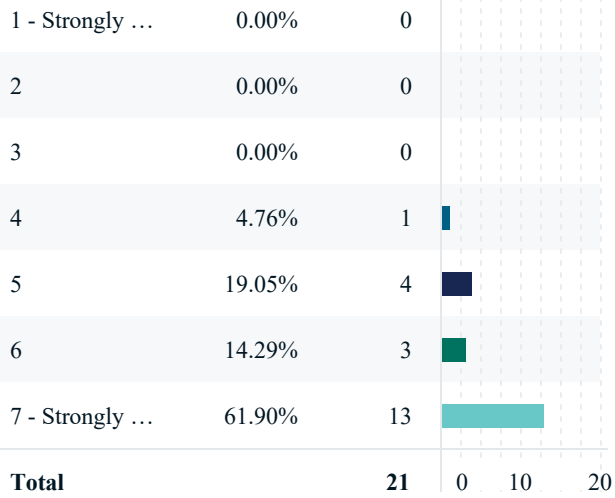
1. The instructor made the course interesting.



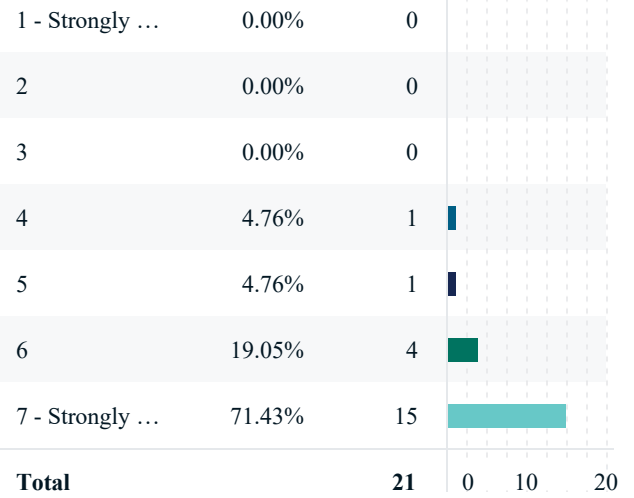
2. The instructor was enthusiastic about the course.



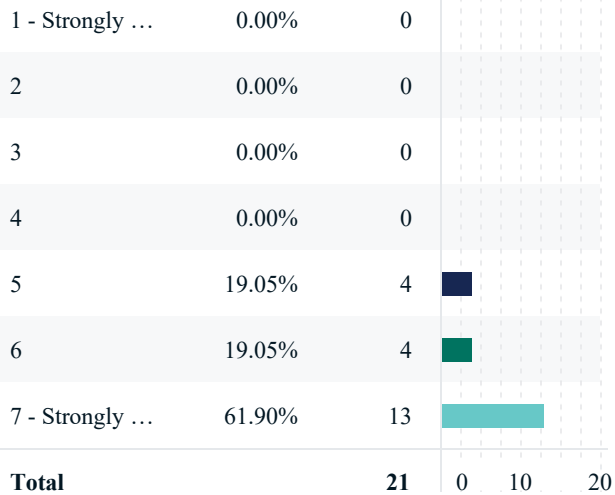
3. The material was covered at a reasonable pace.



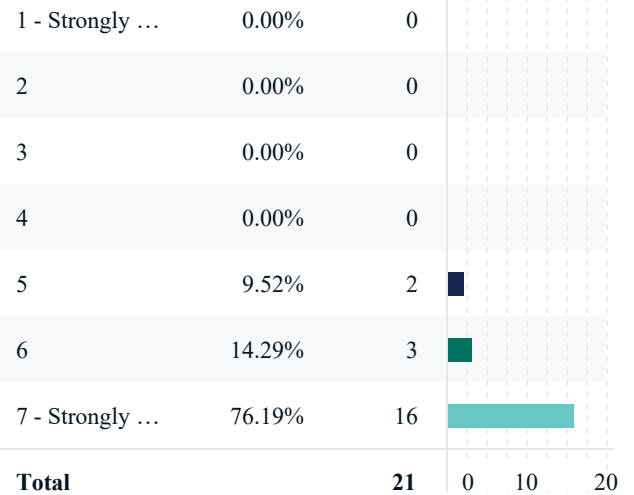
4. The instructor was available to answer questions (through office hours, email, etc.).



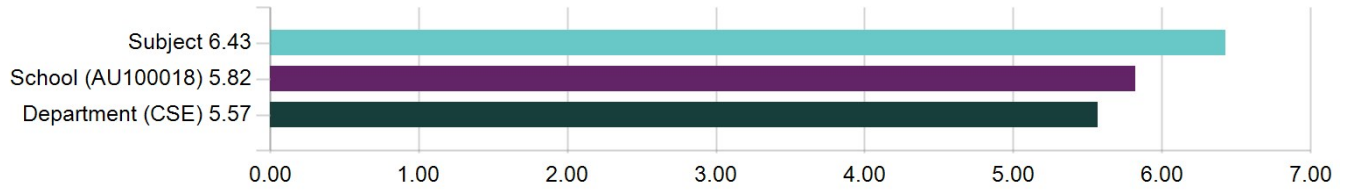
5. The instructor was well-organized and prepared for class.



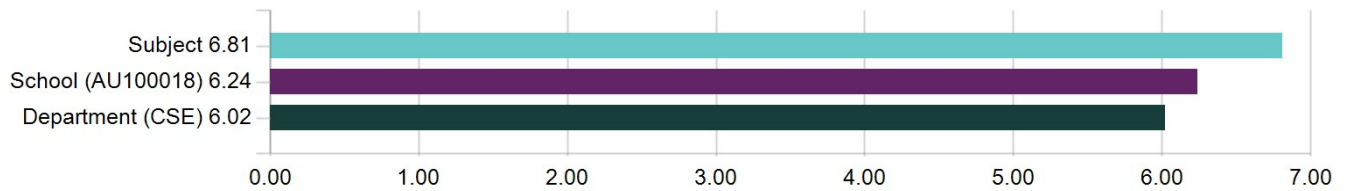
6. The instructor explained the course material so that you could understand it.



1. The instructor made the course interesting.



2. The instructor was enthusiastic about the course.



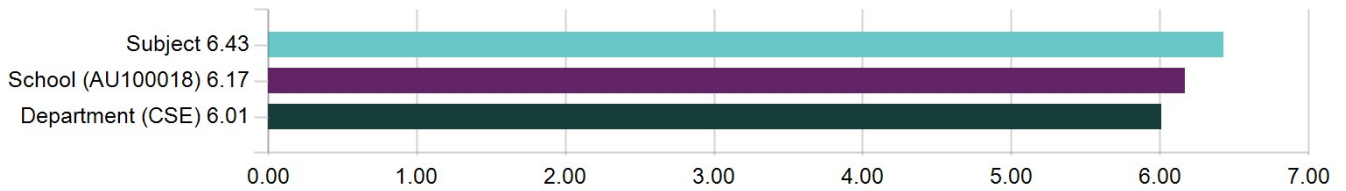
3. The material was covered at a reasonable pace.



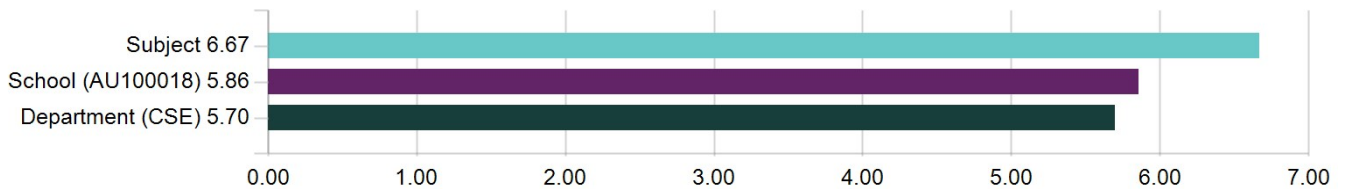
4. The instructor was available to answer questions (through office hours, email, etc.).



5. The instructor was well-organized and prepared for class.



6. The instructor explained the course material so that you could understand it.



Please elaborate if you felt the material was not covered at a reasonable pace.

Comments

The size of certain assignments or rather the supplemental material provided along with some of the assignments was overwhelming when combined with IT troubles. The instructor did adjust mid-course since he was listening to his students and provided more opportunities in class to work through labs and code examples. With the adjustment I believe it was reasonable and am confident that the pacing for following installments of this class will only improve.

I thought the pace might have been a bit slow. I think too much material was covered on one day with review and work time for following days, but I did not find the review and work days productive. I would rather cover the material slower and go into more depth with examples and diagrams during discussion, and spread the remaining instruction over the other days that were dedicated for work time.

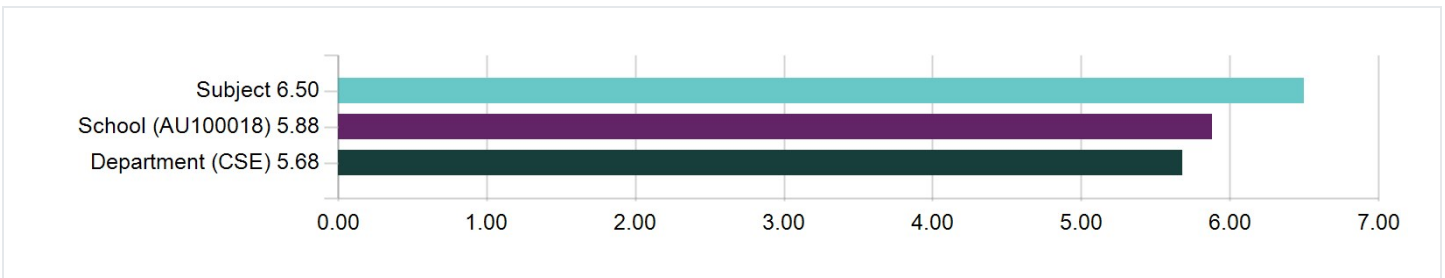
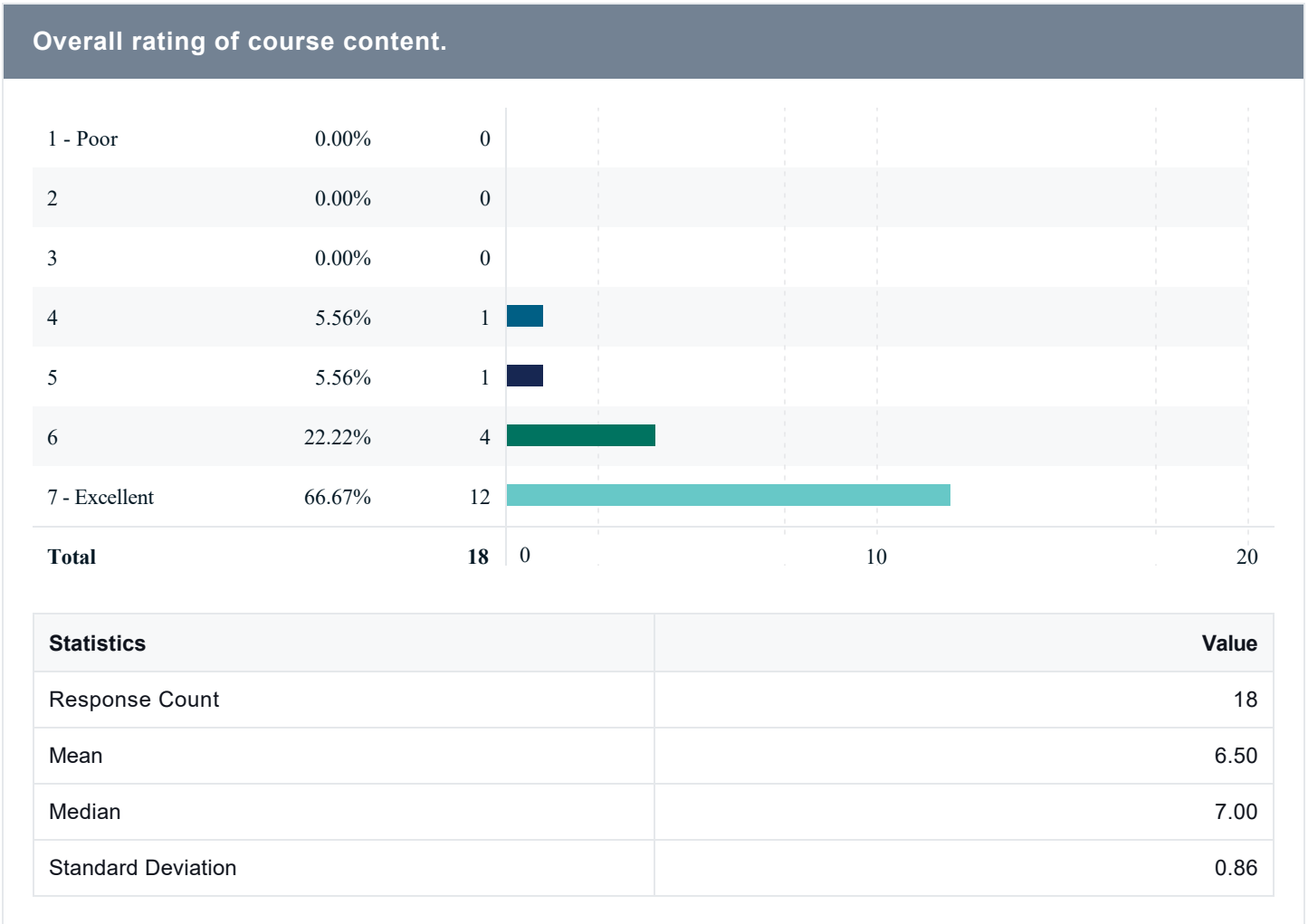
There was some weeks where the assignments and material covered was extremely dense and difficult and would've been better spread out over two weeks while other assignments could have been more like worksheets and didn't require that much time and effort

I felt the pace was appropriate. On a micro-scale, far too much time was spent on introductions/announcements/ice-breakers at the beginning of class periods. Sometimes ~30 minutes. While I am a big fan of the general structure, a hard-stop limit for these items should probably be considered for future iterations of the course. Content could be delivered on a tidier schedule if these earlier moments were used more efficiently.

More time was spent at the beginning of the semester, and I felt it was a bit rushed when it came to the end of the semester

Course Materials and Assignments

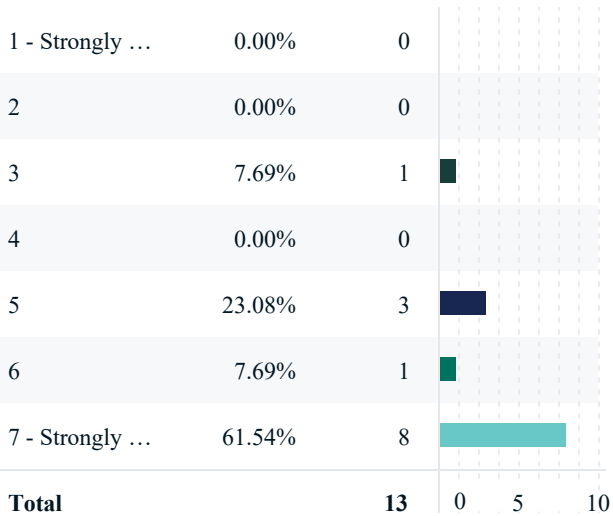
Overall rating of course content.



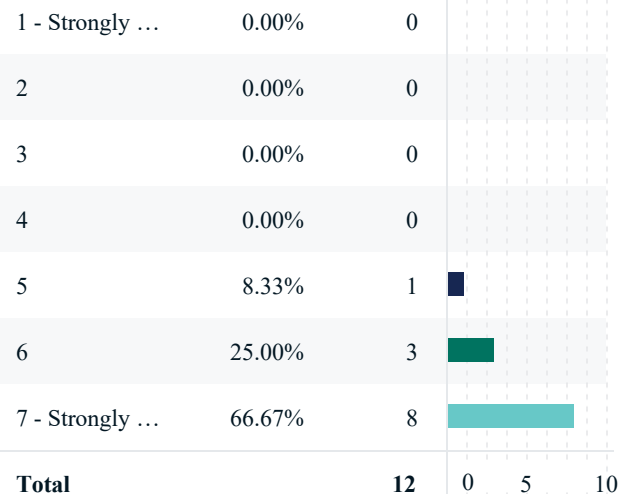
Rating Scale Responses

Question	Subject			
	Response Count	Mean	Standard Deviation	Median
Textbooks/readings complemented the lectures.	13	6.15	1.28	7.00
Textbooks/readings were useful.	12	6.58	0.67	7.00
Assigned homeworks were helpful and relevant to the course.	21	6.81	0.60	7.00
There was reasonable time to complete assignments.	21	6.62	0.67	7.00
Assignments were returned within a reasonable period of time.	20	6.80	0.52	7.00
Comments on graded work were helpful.	21	6.95	0.22	7.00
Labs were an effective supplement to the course.	20	6.60	1.05	7.00
The course material drew upon real world applications.	21	6.71	0.78	7.00

1. Textbooks/readings complemented the lectures.



2. Textbooks/readings were useful.



3. Assigned homeworks were helpful and relevant to the course.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	9.52%	2	
6	0.00%	0	
7 - Strongly ...	90.48%	19	
Total		21	

4. There was reasonable time to complete assignments.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	9.52%	2	
6	19.05%	4	
7 - Strongly ...	71.43%	15	
Total		21	

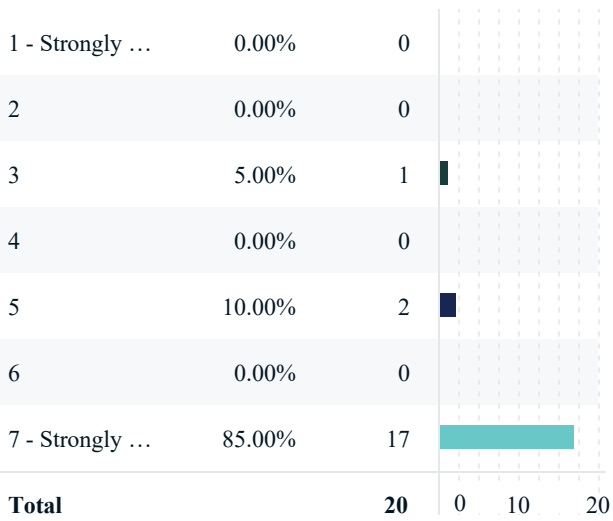
5. Assignments were returned within a reasonable period of time.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	5.00%	1	
6	10.00%	2	
7 - Strongly ...	85.00%	17	
Total		20	

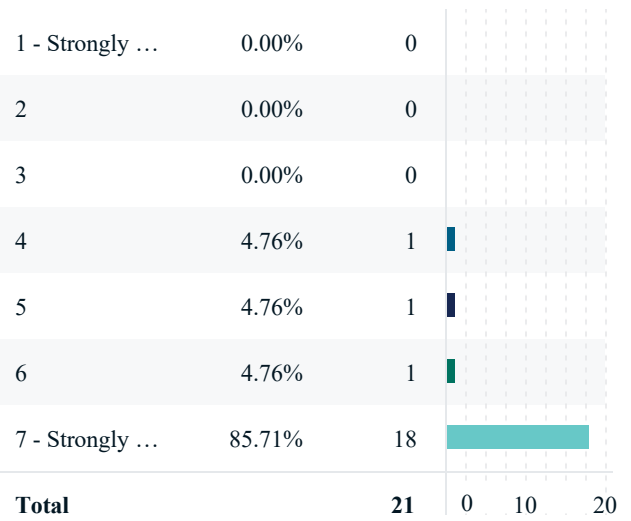
6. Comments on graded work were helpful.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	0.00%	0	
6	4.76%	1	
7 - Strongly ...	95.24%	20	
Total		21	

7. Labs were an effective supplement to the course.



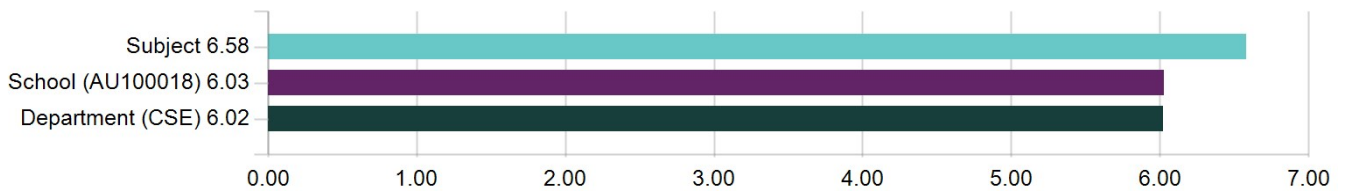
8. The course material drew upon real world applications.



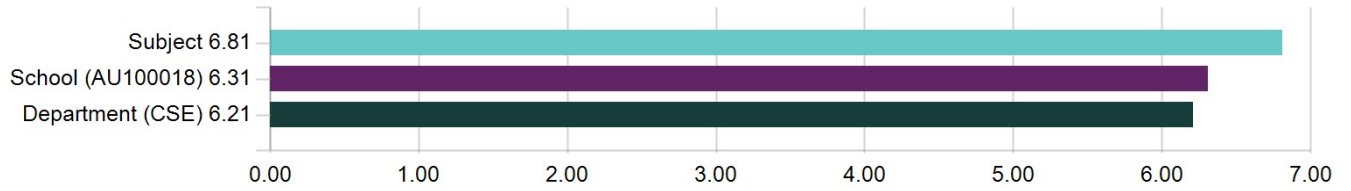
1. Textbooks/readings complemented the lectures.



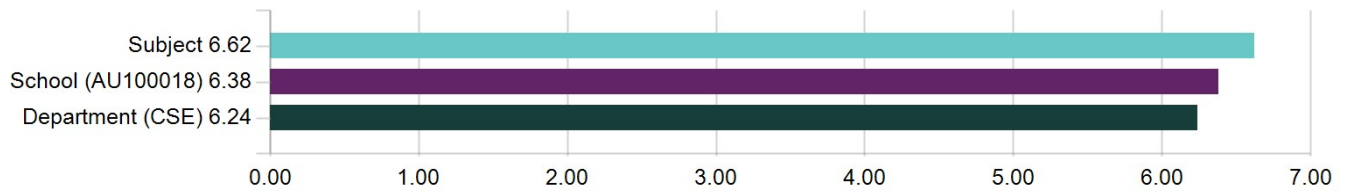
2. Textbooks/readings were useful.



3. Assigned homeworks were helpful and relevant to the course.



4. There was reasonable time to complete assignments.



5. Assignments were returned within a reasonable period of time.



6. Comments on graded work were helpful.



7. Labs were an effective supplement to the course.



8. The course material drew upon real world applications.



Please elaborate if you felt the textbooks/readings were not useful.

Comments

Reading was not part of the course! I think that makes sense for this course as we are learning how to use and interact with real world technology.

There wasn't really a textbook or a set of readings for this course. We occasionally had readings or videos to watch two better or cleaned ourselves with systems that we were working on or topics that we recovering, but no strict textbooks. However, those are short videos and other material was effective.

Not really any assigned readings. Documentation (such as the Snowflake user-guide) that he provided was useful, though.

There were no readings in the class but the slide decks were good.

Assistant to the Instructor (AI) and Recitation

Rating Scale Responses

Question	Subject			
	Response Count	Mean	Standard Deviation	Median
The assistant to the instructor was effective.	18	6.72	0.67	7.00
The assistant to the instructor was available and responsive to questions.	17	6.71	0.85	7.00
Recitation section served to enhance your understanding of the course material.	15	6.67	0.90	7.00

1. The assistant to the instructor was effective.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	0.00%	0	
5	11.11%	2	
6	5.56%	1	
7 - Strongly ...	83.33%	15	
Total		18	0 10 20

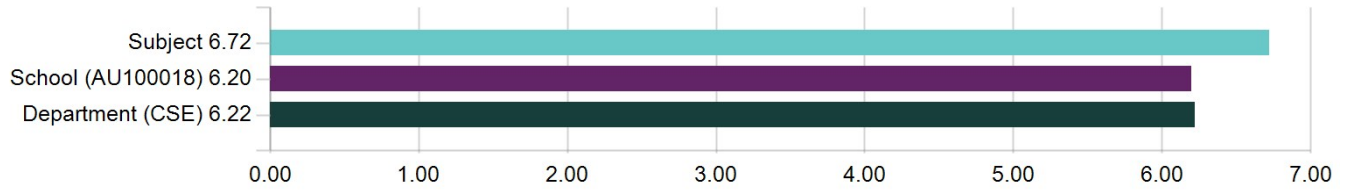
2. The assistant to the instructor was available and responsive to questions.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	5.88%	1	
5	5.88%	1	
6	0.00%	0	
7 - Strongly ...	88.24%	15	
Total		17	0 10 20

3. Recitation section served to enhance your understanding of the course material.

1 - Strongly ...	0.00%	0	
2	0.00%	0	
3	0.00%	0	
4	6.67%	1	
5	6.67%	1	
6	0.00%	0	
7 - Strongly ...	86.67%	13	
Total		15	0 10 20

1. The assistant to the instructor was effective.



2. The assistant to the instructor was available and responsive to questions.



3. Recitation section served to enhance your understanding of the course material.



Please comment on the effectiveness of the assistant to the instructor (AI).

Comments
He can comment all the assignments and give useful suggestions.
The assistant to the instructor was readily available during office hours. He was encouraging and provided a space to work through labs, ask questions, and get help debugging.
NA
Good
They provided timely and effective assistance.
The assistant to the instructor (AI) was highly effective. They responded quickly and clearly, helped resolve common issues (homework logistics, deadlines, tooling/setup), and provided guidance that made expectations easier to understand. When questions were complex, they either broke the problem down well or directed students to the right resources, which improved the overall learning experience.
I didn't interact much with the AI, but he always graded assignments in a timely fashion and provided incredibly detailed feedback.
He recorded videos to talk about AI coding tools and gave useful comments on the project report.
Although the AI videos were interesting, I don't think were completely relevant to the course material (they were more general and teaching you how to use them, which I think most students already know).
Carlos was a great TA, being always really helpful during office hours and providing detailed feedback for every assignment.
Very detailed feedbacks on assignments. He's not active on Ed tho so I didn't really get to ask him questions or anything.

Please comment on the effectiveness of the recitation section.

Comments
There wasn't really a recitation section as the class size was fairly small and interactive.
NA
Good
They effectively helped me resolve my questions when I needed assistance.
No recitation
Get hands-on experiences with the softwares
The oral exam review session helped me understand what topics I needed to review and provide a good template for my practice runs

Exams and Grade

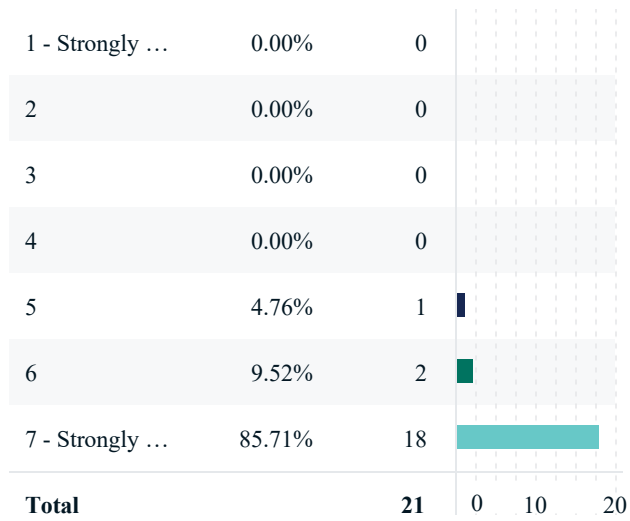
Expected grade for this course.

Expected grade for this course.		
Options	Count	Percentage
A	13	68.42%
B	6	31.58%
C	0	0.00%
D	0	0.00%
F	0	0.00%
P	0	0.00%

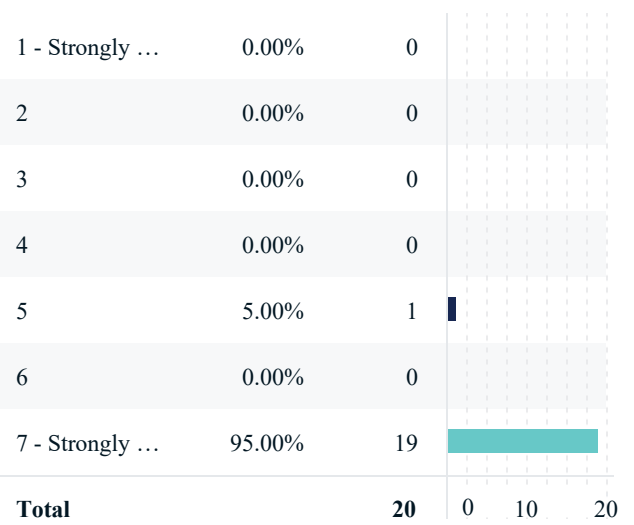
Rating Scale Responses

Question	Subject			
	Response Count	Mean	Standard Deviation	Median
Exams reflected material taught.	21	6.81	0.51	7.00
Adequate time was given to complete exams.	20	6.90	0.45	7.00
Your grades to this point accurately reflect your understanding of the material.	21	6.48	0.98	7.00
The grading system was consistent and equitable.	21	6.81	0.51	7.00

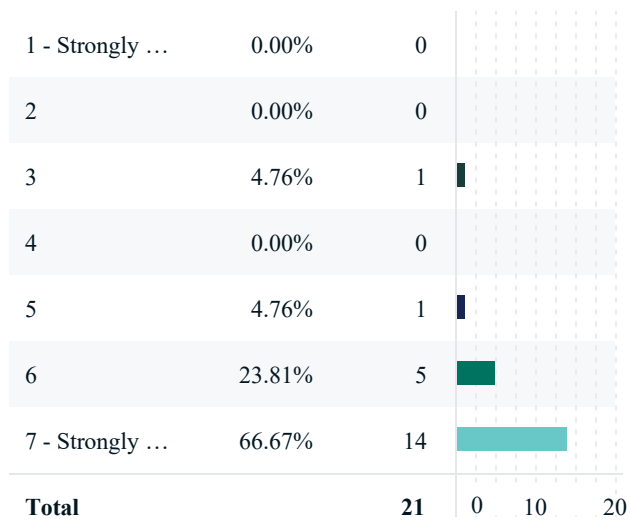
1. Exams reflected material taught.



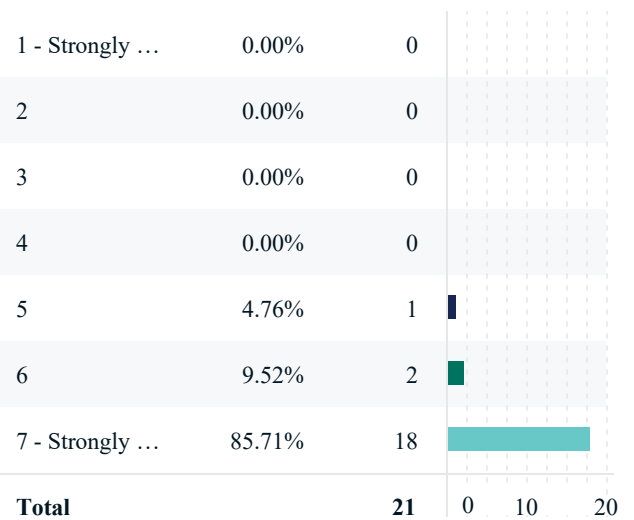
2. Adequate time was given to complete exams.



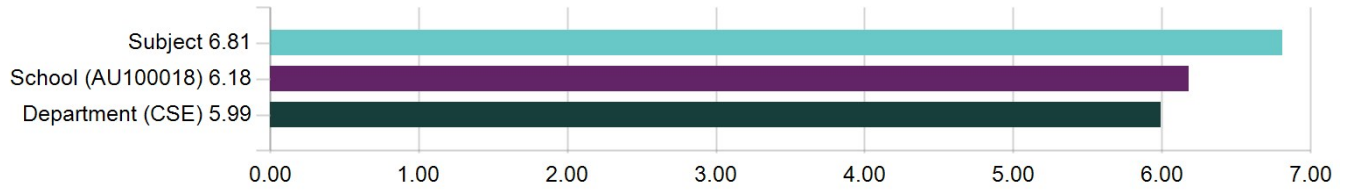
3. Your grades to this point accurately reflect your understanding of the material.



4. The grading system was consistent and equitable.



1. Exams reflected material taught.



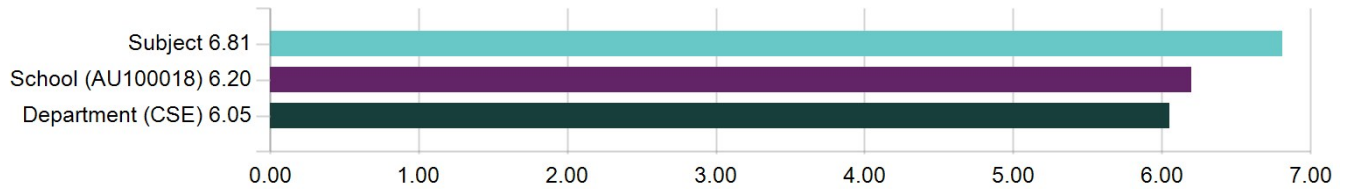
2. Adequate time was given to complete exams.



3. Your grades to this point accurately reflect your understanding of the material.



4. The grading system was consistent and equitable.



Please elaborate if you felt the grading system was not consistent and equitable.

Comments

I think it was consistent. I also really liked the format of the midterm. Having the opportunity to prep for an interview with topics we covered and review feedback was very useful.

The grading system is interesting, but ultimately leads to a strange problem. With the product of parts ABC becoming your grade, and parts A and C being reasonably easy to achieve 100%, your entire grade becomes basically three graded assignments (midterm, presentation, project paper). This isn't totally out of the ordinary compared to other courses, but I don't like it. It basically devalues homework assignments (part A), or gives them a weight of 0 (or even negative weights if you don't get a 100%) in a traditional grading scheme. If you want parts A B and C to contribute equally to the final grade, you can't take their product. I think a fairer grading scheme would be to assign 40% of the grade to parts A and C, and 60% to part B. As it is, you could get 100% on parts A and C and still fail the course.

I would appreciate feedback on areas of improvement or things done well during the exam, if possible!

Participation

Overall

About how many hours per week did you spend on this course outside of class?

About how many hours per week did you spend on this course outside of class?

Options	Count	Percentage
0	0	0.00%
1-3	1	5.00%
4-6	12	60.00%
7-9	6	30.00%
10-12	1	5.00%
13-15	0	0.00%
Over 15	0	0.00%

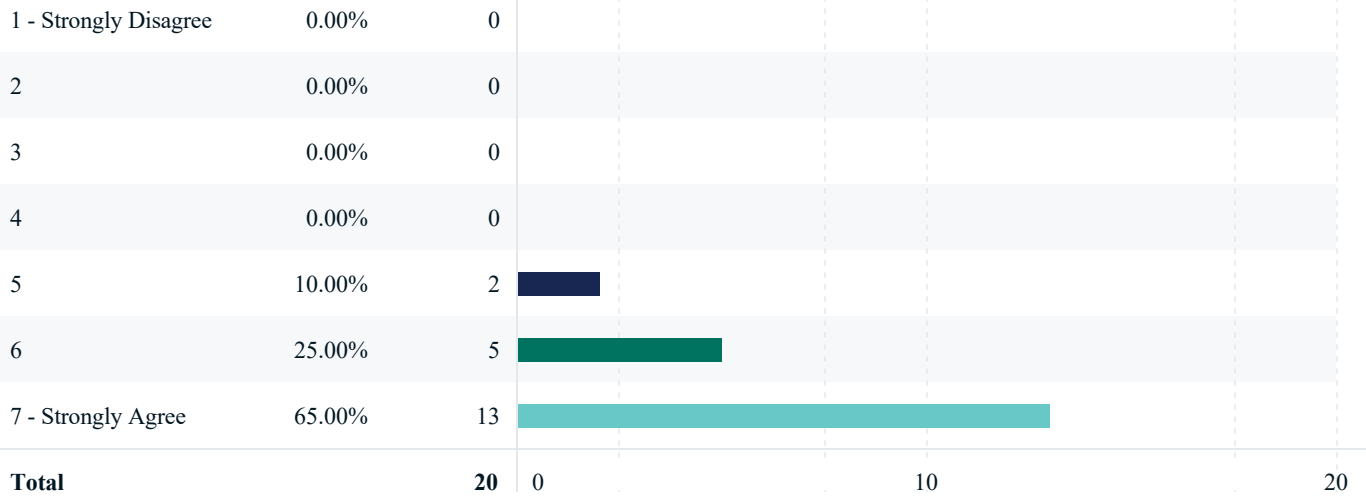
What percentage of the lectures did you attend?

What percentage of the lectures did you attend?

Options	Count	Percentage
0%	0	0.00%
10%	0	0.00%
20%	0	0.00%
30%	1	5.00%
40%	0	0.00%
50%	0	0.00%
60%	0	0.00%
70%	0	0.00%
80%	2	10.00%
90%	10	50.00%
100%	7	35.00%

Would you recommend this course to others?

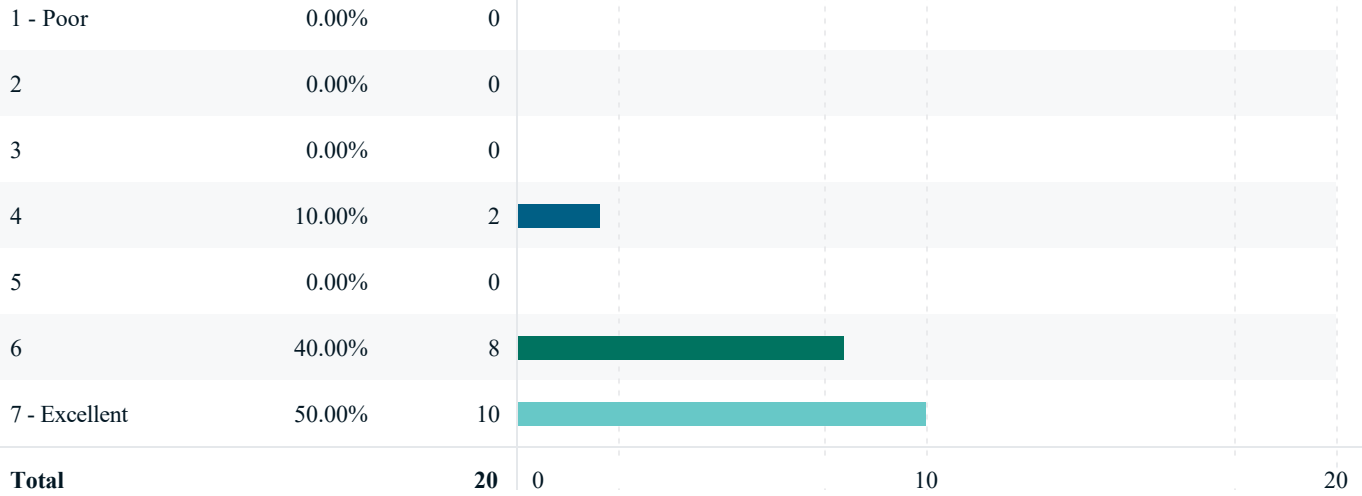
Would you recommend this course to others?



Statistics	Value
Response Count	20
Mean	6.55
Median	7.00
Standard Deviation	0.69

Overall satisfaction with the course.

Overall satisfaction with the course.



Statistics	Value
Response Count	20
Mean	6.30
Median	6.50
Standard Deviation	0.92



Any comments on why you did or did not attend lecture?

Comments
I had a recurring work meeting that I could not move so I did need to arrive late to some lectures and miss one entirely, however, the recordings of the lectures allowed me to continue to engage with the material fully and the hybrid structure allowed me to actively participate each class period.
Attendance was encouraged and I have trouble following the slides with no instruction so I thought it was very helpful to attend class and ask questions. Attendance should be required
I didn't attend a few lectures since I had other more pressing obligations, and having lectures recorded provided peace of mind.
I attended all lectures I was able to.
unavoidable scheduling conflicts
I only didn't attend when I wasn't feeling well or when I needed to get together with my team members to work on the group project.
I always attend in-person lectures because they're more engaging. I skipped one or two lectures after the midterm to focus on other final exams and projects. I still watch the recordings though, and I appreciate the flexibility there. Goodman really wants students to do well and try to incorporate fun questions at the beginning to keep us engaged.

What did you like most about this course?

Comments
The labs are very useful. They help us learn how to use some tools like snowflake, airflow.
I appreciated that every assignment was designed to either train us to use an industry standard tool or to work through a problem that a professional might encounter. The lectures were well-organized with built-in opportunities to ask questions. The modules segmented the class in such a way that the concepts were clear and easy to digest.
I liked the topics on streaming data like Spark Streaming, Kafka, and Flink. I think handling live data is interesting and learning tools to help with that process and apply will be very useful for my future.
Practical
I genuinely loved the real-world context that the class brought. We were actively using industry-leading tools to complete our assignments in the industry like environments. We also had tons of freedom on our final project in terms of what text we could use and what data we could use, which felt a lot like a real project.
The professors frequently ask for students' opinions and ideas, and they modify the course methods accordingly. I really like this approach.
I liked that the course was hands-on and practical, with assignments that pushed me to apply concepts rather than just memorize them. The structure encouraged iterative learning through feedback, and I left the course with skills I can use in real projects.
I liked the use of real industry tools the most during this course. In my opinion, Prof Goodman is on the right side of history when it comes to higher education. Industry appears to increasingly value industry experience, making it harder and harder for students to find junior roles, particularly in CS. By having a class that focuses on these industry tools, how they are designed, and their application, you are able to give a little bit of both the classic university experience and a some relevant technical expertise with common industry tools.
The mock interview midterm The labs
The final project helped tie in everything I learned together. Working on the project, I had some uncertainty about various design decisions like if we need to use flink vs spark, how many partitions we need etc. Working through these decisions helped me solidify my learnings
I loved learning how the tools learned in class are used in industry and connect together (especially Snowflake and Kafka). I liked that lectures were recorded if I missed something. I also liked the lectures where there was some code examples and diagrams (for example, the Kafka acks slides with the smiley faces were). I liked the daily warmup (what X are you, any questions for the prof, etc.) and inclusion of previous exit ticket questions.
I thought that the material was interesting, especially because it involved topics that are used nowadays in industry.
Great class that teaches you stuff you can put to use at work. There's an automatic three-day extension on all assignments. Hybrid lectures with recordings posted right after class are really helpful because you can pause, take notes, and listen again. Some professors don't post lectures to force attendance, but realistically speaking everyone zones out at some point during a lecture, and it's sometimes hard to catch up after.
Really practical and industrially aligned course content, the dams especially are designed for industry readiness

How could this course improve?

Comments

Improve the slides. The slides have too many words and sentences but very few pictures and examples to help students understand.

Additional TA office hours to answer questions would be helpful. The most impactful improvement would be dedicated time to assist in the environment set up as that is where the majority of questions came up. This would allow students to focus on the concepts covered in class without spending the majority of their time with machine configuration.

This course can improve if there was more guidance. I think more documentation on assignments would be very useful or a way to test correctness. Also I know we had issues with IT this semester, but even better instructions for just setting up these complex softwares can be helpful (step by step with screenshots). Also I think less powerpoint and more diagram or images or demos to understand flow because it is hard to visualize how the data is being handled/moving with just the powerpoint slides and how it all comes together.

Better software environmental settings in Linux Lab

The course was consistently plagued with tech issues, stemming from issues with the Linux slabs and incompatibilities and software across different operating systems. I strongly believe that this could be worked on to help the next class complete their work better. I felt that much of my time was spent troubleshooting issues instead of actually focusing on the core concepts and goals of the assignments.

Perhaps it would be better to provide a more detailed outline before each topic.

When I first started preparing for the oral exam, I was at a loss, which led to a poor performance on my initial attempt. However, Professor Ilan gave everyone a second chance, and I achieved my target score on the retake. I suggest that future courses provide complete sample oral exams in advance to help students prepare more effectively.

The technical issues need to be solved. This isn't new information to Prof Goodman, but my suggestion would be to have your assignments (or at least small test-versions of them) all running on the linux-lab environment 1 month before the start of the semester. It is unfortunate, but when I look back on this course the technical issues are the thing I will remember most. Another suggestion would be to spend more time doing demos for some of these tools in class, or change the lecture style to incorporate more Jupyter-notebooks rather than powerpoint slides. When he had them, the visuals in the PPTs were great. But generally the slides were all text. This is difficult to focus on, and doesn't make for a particularly engaging lecture. A Jupyter-Notebook with a walk-through on topics you feel are relevant would be more engaging, provide better visuals/understanding, and serve as a platform for which students could complete homework assignments or projects. Lastly, as I already discussed, the grading scheme probably could be tweaked.

1. I think too much time was spent on the first part(data warehouse), and could spend more time on the streaming part.
2. Lab environment troubles: I tried to do the last assignment(although it's optional), but I kept having troubles in the Linux Lab, even when I followed the readme instructions.

The real-world industry example you provided in class is great!They helped me better understand the concept taught—would appreciate if you could include more of those for more complex topics like Kafka resiliency and when to use flink vs spark streaming

I think the homework instructions, at times, are vague and could be more explicit. For example, in HW3, the first step says to create a Snowflake table that has "columns for database name, schema name, table name, partition id, and status". Based on the name partition id, I assumed it was an integer at first, but then later in the assignment it implies that the partition id should be the date the data was loaded: "Delete the current date's partition from the historical table."

I also think it would be helpful to do midterm review two or three lectures before actual midterm week so we can have more time to understand the format, see examples/try them, and ask follow up questions.

Lastly, I think it would be beneficial to have office hours hosted at a different time or date because 1–4PM on Wednesday is normally to be a busy time for a lot of WashU students (classes, TA'ing, etc.).

I think probably try to introduce the concepts more through demos and labs instead of the slide decks (but the slide decks were good regardless).

Comments

I think the Engineering server setup was just not ready for the course.

More leniency in extenuating circumstances would be nice. I joined the class two weeks late but still was only afforded partial credit on an assignment

What did you like the most about Instructor **Ilan Goodman**?

Comments

In his lecture he helps us get familiar with some tools by conducting the labs.

I appreciated the commitment to tying every concept to real-world examples and his willingness to share anecdotes from his professional experience. Feedback was another valuable aspect of this course – from the project proposal and the progress report all the way to individual assignments, each piece of advice he provided was useful in pinpointing areas of success as well as weak areas that required further study.

He was very knowledgeable and very approachable

Extremely good and patient

I greatly appreciate his enthusiasm for the course as well as a fresh perspective that he brings to academia from the outside world. Being a professor, who is out in industry for a while, he brings a unique perspective of how work is done in the industry, especially during these changing times.

He is a very kind and knowledgeable professor.

I appreciated how approachable and supportive Ilan was. He explained ideas clearly, gave actionable feedback, and created a classroom tone where questions felt welcome. He also made an effort to connect concepts to real-world practice.

He is funny and honest. He clearly cares about the students learning and enjoyment of the course.

He's nice and willing to listen to students. He is also working really hard to give people a precious experience on a mock interview

Really liked the oral exam—this is really unique and I found it easier to prepare for and learned more from studying for this/conducting the exam compared to my other classes. I also appreciate time set aside for the class where you answer the form questions—I was able to learn new information not covered in lecture from this

I loved that Prof Goodman has experience in the industry and was able to relate how what we learned in class is used in industry and provide anecdotes of things to do/not do. It is also very obvious that he cares about his students and wants to learn more about us/what our goals are to tailor the class more, which is also appreciated.

I liked that he tried to keep everyone engaged during class and was really knowledgeable about the course material.

Very chill guy. Kind and patient, He really wants students to do well. He explains stuff in detail and is responsive via email and Ed. He also bought food for us! He teaches very practical knowledge.

Great guy really friendly and compassionate super helpful
He's extremely knowledgeable about the course content in its entirety, and he truly is a man of his craft

How could Instructor **Ilan Goodman** improve?

Comments

He can improve the slides to be more readable.

Professor Goodman was the primary point of contact on Ed for questions so while his feedback was helpful whenever technical difficulties arose, the response times could not fully replace the ease of back-and-forth communication during dedicated office hours. I believe that with the extra help of maybe at least one more TA this could be improved. Some of these topics are completely brand new to some students and most of the tools are novel to the majority of the class, so breaking up assignments into smaller projects or structuring the assignments such that each one builds off of the previous one could help solidify a student's understanding of the material.

I think he can improve by enforcing participation more. A lot of kids have cameras off on zoom even when told not to. I know professor Goodman was very understanding, but it also kills the interactiveness of class. Also maybe check ins throughout lecture. Like a fake "pop quiz" question to make sure people are on track since most students dont tend to ask questions.

NA

I would greatly appreciate more life, demos, and visualizations while teaching. Some of the earlier directed acyclic graph visualizations were tremendously helpful in understanding how airflow worked.

It would be even better if the lectures included more summaries of the material covered.

More explicit alignment between lecture content and assignment expectations would also reduce confusion.

Plan out more precisely what you want to achieve during each lecture. Spend less time on ice-breakers (but don't exclude them), and try to find more time for live-demos. The labs where we work on some stuff in class are a nice idea, but having something more guided (I really liked the Jupyter Notebook you made for the data privacy stuff) would make better use of class time.

For the midterm, I think it'll be great if we can have the examples of the interview with different scores, so that we can have a better understanding of the criteria and how deeply we should go into the interview topic

I think it would be great if slideshows could include more visuals than bullet points. Sometimes, I feel like important concepts where described by brief bullets, which I felt didn't fully cover the concept when I go back to the slideshows to reviews. Visuals would complement the word explanations

No suggestions, I think Prof Goodman is awesome!

Probably just try to incorporate more demos into his lectures.

I wish he could be more prepared about the setup issues, but these issues are sometimes random and strange, so I can't really blame him. I don't know if this is available to Goodman, but I know professors who, the semester before they need to teach a new course, find students to go through the course material and provide feedback. These students sign up for their independent study course, so they still get three credits that can be counted towards electives. This course could have benefited from that approach, so the setup issues wouldn't affect the larger group of students when it officially launches.

What would you tell another student who asked you to describe this course?

Comments
The interview simulation.
If you are interested in data processing, manipulation, and management on a large scale, then you should consider this course. You would do well to discover at least a mild interest in these topics since an important part of progressing in any industry is staying up-to-date with new technologies. The best part about this course is that it is taught by a compassionate teacher that still finds joy in mentorship and provides guidance to help you build a project from end to end.
I think it is very useful for the real world and at a good pace.
Take it
This is a course that provide students with a crash course introduction to lots of industry tools that are used in data manipulation and management. This course is great for people that are interested in data engineering or data science.
I would tell them that this is a course about using multiple tools to process data.
This is a practical, project/assignment-driven course that teaches you useful skills through doing. Expect a solid workload, but you'll learn a lot if you keep up and ask questions early. If you enjoy applied problem-solving, you'll probably like it.
This is a (generally) relaxed course with a nice professor. You'll get real experience working with relevant industry tools.
It's a really good chance to approach data engineering, especially with the instructor who worked for big tech before great class
Learning about data engineering and software that is commonly used in industry.
I would tell them that it's a class with many interesting topics that are definitely worth learning and that even though it's sometimes a lot of work, it's worth it.
Midterm is chill if you prepare for it. Focus on learning the concepts and how to optimize your system.
Generally, really valuable course with a reasonable amount of rigor and not too high of courseload. The professor is really friendly and super knowledgeable and has a ton of industry experience.

Have you observed any violations of academic integrity (e.g., cheating) in this course?

Comments
No.
No
No
No
No.
NO
No
No
no
No
N/a
No

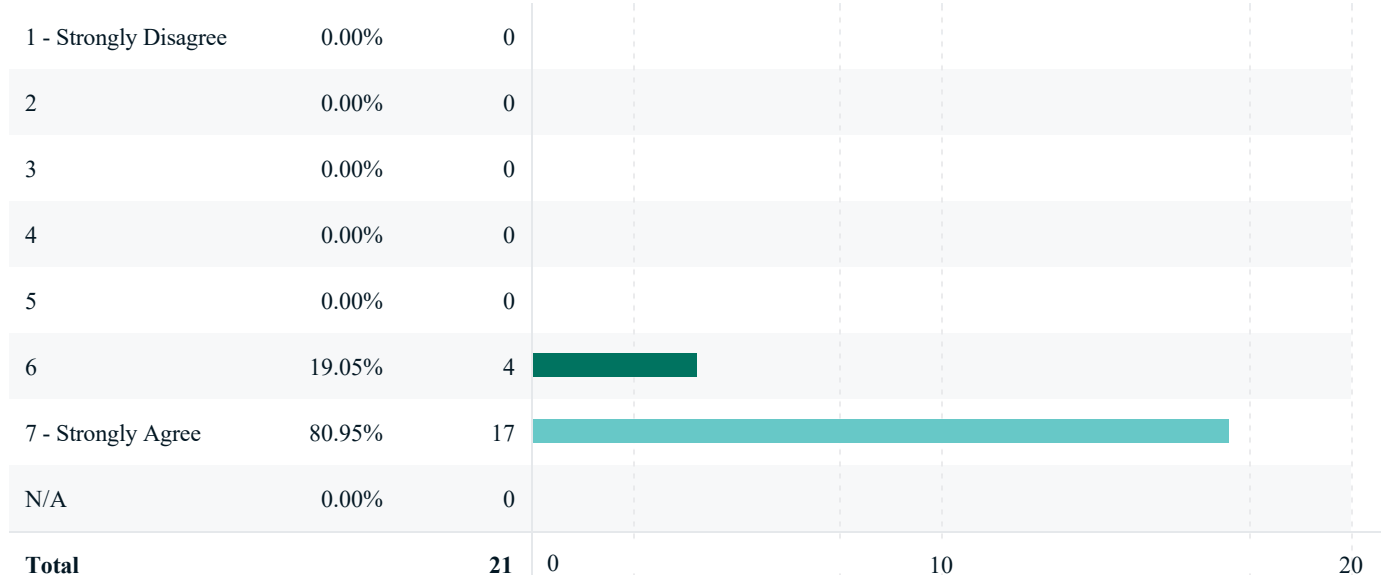
Any additional comments?

Comments
No
No
No
No.
NO
No

Danforth Question

The course Canvas page or website could be easily navigated to find course materials.

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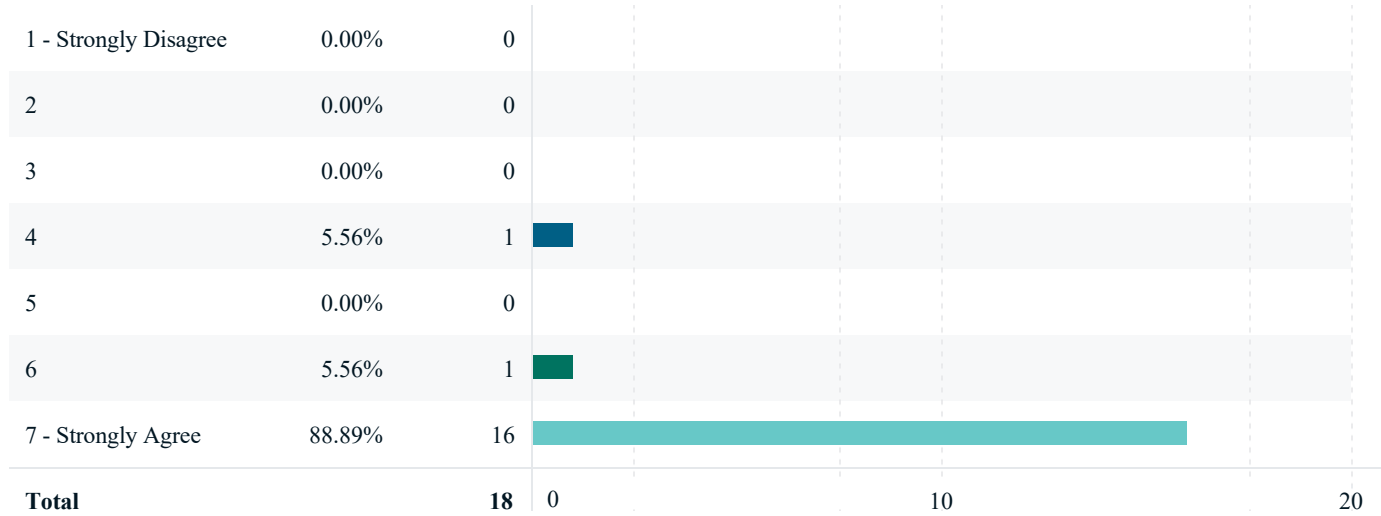


Statistics	Value
Mean	6.81
Median	7.00
Mode	7
Standard Deviation	0.40

Personalized Questions

The format of the midterm (oral, intended to mimic a data engineering design interview, one retake allowed) was valuable for my learning.

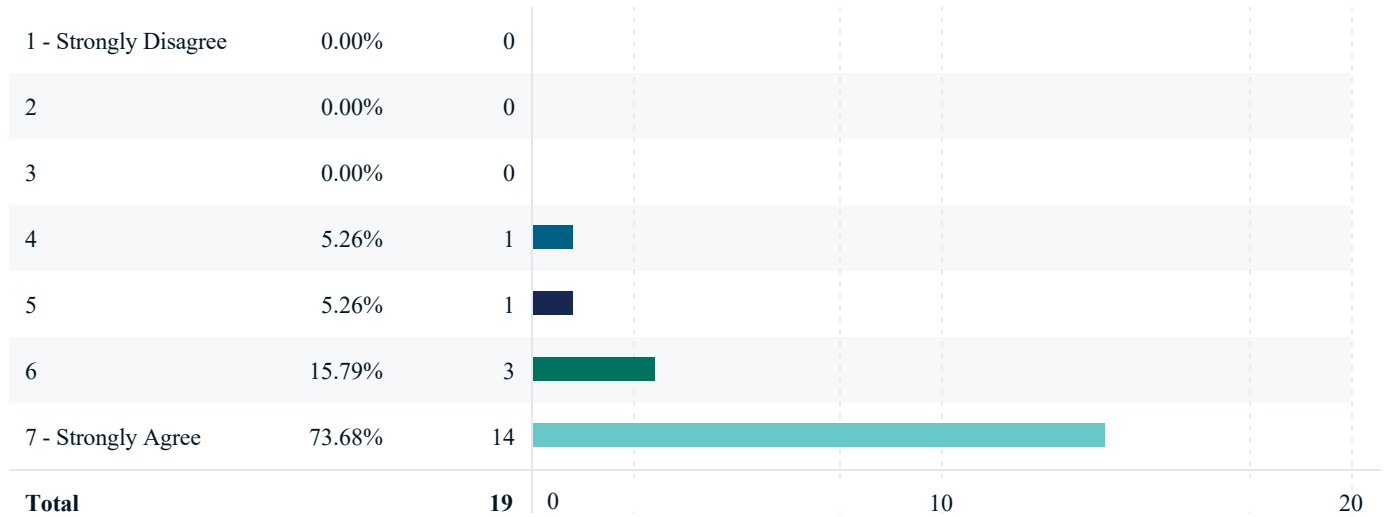
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Statistics	Value
Response Count	18
Mean	6.78
Median	7.00
Standard Deviation	0.73

The grading format in this course aimed to balance mastery of the material, continued engagement, effort, and academic integrity (e.g., discouraging the use of AI as a substitute for learning). Considering this, to what extent do you agree that the grading format incentivized these behaviors?

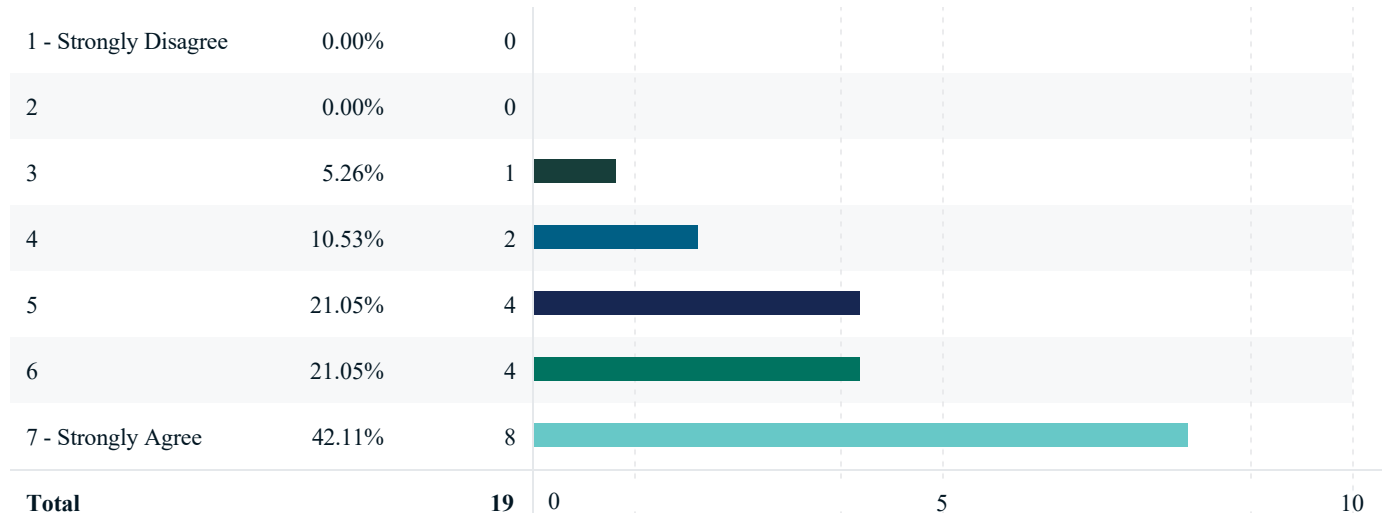
The grading format in this course aimed to balance mastery of the material, continued engagement, effort, and academic integrity (e.g., discouraging the use of AI as a substitute for learning). Considering this, to what extent do you agree that the grading format incentivized these behaviors?



Statistics	Value
Response Count	19
Mean	6.58
Median	7.00
Standard Deviation	0.84

As a result of this course, I am more likely to pursue data engineering further (as a career or future area of study).

As a result of this course, I am more likely to pursue data engineering further (as a career or future area of study).



Statistics	Value
Response Count	19
Mean	5.84
Median	6.00
Standard Deviation	1.26