

Course: CEC.202630.GRAD.50400.001.11166: Advanced AI Fundamentals
Instructor: Mir Imtiaz Mostafiz, Philip Sands *
Response Rate: 32/70 (45.71 %)

1 - YOUR CLASS

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Fresh	(1)	0	0.00%		
Soph	(2)	0	0.00%		
Jr	(3)	0	0.00%		
Sr	(4)	0	0.00%		
Grad	(5)	31	96.88%		
Other	(6)	1	3.13%		
				0 25 50 100	
Response Rate					
32/70 (45.71%)					

2 - EXPECTED GRADE

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	19	59.38%		
B	(2)	10	31.25%		
C	(3)	1	3.13%		
D	(4)	0	0.00%		
F	(5)	0	0.00%		
Pass	(6)	2	6.25%		
Fail	(7)	0	0.00%		
				0 25 50 100	
Response Rate					
32/70 (45.71%)					

3 - COURSE REQUIRED

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Required for your major/minor	(1)	28	87.50%		
Required by school/University	(2)	2	6.25%		
Elective	(3)	2	6.25%		
				0 25 50 100	
Response Rate					
32/70 (45.71%)					

4 - YOUR SCHOOL

Response Option	Weight	Frequency	Percent	Percent Responses	Means
AG	(1)	0	0.00%		
ED	(2)	0	0.00%		
ENGR	(3)	15	46.88%		
HHS	(4)	0	0.00%		
LA	(5)	1	3.13%		
DSB	(6)	0	0.00%		
PHARM	(7)	0	0.00%		
SCI	(8)	4	12.50%		
PPI	(9)	0	0.00%		
VET MED	(10)	0	0.00%		
UNDECLARED	(11)	6	18.75%		
JOINT AND SPECIAL PROGRAMS	(12)	6	18.75%		
				0 25 50 100	
Response Rate					
32/70 (45.71%)					

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5 - The course is well organized.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	31.25%			3.38		
Agree	(4)	6	18.75%					
Neither Agree nor Disagree	(3)	4	12.50%					
Disagree	(2)	10	31.25%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD	Median	
32/70 (45.71%)				3.38		1.39	3.50	

6 - The assignments aid me in achieving the class objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	37.50%			3.88		
Agree	(4)	10	31.25%					
Neither Agree nor Disagree	(3)	6	18.75%					
Disagree	(2)	2	6.25%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD	Median	
32/70 (45.71%)				3.88		1.18	4.00	

7 - The projects or laboratories aid me in achieving the class objectives. [where relevant]

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	31.25%			3.78		
Agree	(4)	12	37.50%					
Neither Agree nor Disagree	(3)	5	15.63%					
Disagree	(2)	3	9.38%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD	Median	
32/70 (45.71%)				3.78		1.18	4.00	

8 - The tests or exams aid me in achieving the course objectives. [where relevant]

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	7	21.88%			3.69		
Agree	(4)	16	50.00%					
Neither Agree nor Disagree	(3)	4	12.50%					
Disagree	(2)	2	6.25%					
Strongly Disagree	(1)	3	9.38%					
				0 25 50 100	Question			
Response Rate				Mean		STD	Median	
32/70 (45.71%)				3.69		1.18	4.00	

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9 - The instructor communicates clearly.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	11	34.38%					
Agree	(4)	6	18.75%					
Neither Agree nor Disagree	(3)	7	21.88%					
Disagree	(2)	5	15.63%					
Strongly Disagree	(1)	3	9.38%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.53		1.37		4.00

10 - The instructor effectively answers students' questions.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	31.25%					
Agree	(4)	8	25.00%					
Neither Agree nor Disagree	(3)	11	34.38%					
Disagree	(2)	1	3.13%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.72		1.14		4.00

11 - The instructor seems to care about my learning in this course.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	13	40.63%					
Agree	(4)	7	21.88%					
Neither Agree nor Disagree	(3)	7	21.88%					
Disagree	(2)	1	3.13%					
Strongly Disagree	(1)	4	12.50%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.75		1.37		4.00

12 - The instructor makes time to help students.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	31.25%					
Agree	(4)	8	25.00%					
Neither Agree nor Disagree	(3)	12	37.50%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.75		1.11		4.00

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13 - The instructor is fair in evaluating my performance in the course.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	9	28.13%					
Agree	(4)	11	34.38%					
Neither Agree nor Disagree	(3)	8	25.00%					
Disagree	(2)	2	6.25%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.72		1.14		4.00

14 - The instructor created an inclusive learning environment.

Philip Sands

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	31.25%					
Agree	(4)	11	34.38%					
Neither Agree nor Disagree	(3)	7	21.88%					
Disagree	(2)	2	6.25%					
Strongly Disagree	(1)	2	6.25%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
32/70 (45.71%)				3.78		1.16		4.00

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15 - We welcome your comments below. What is something/are some things that the instructor does well, e.g., something you hope that the instructor will continue to do in the class in the future?

Philip Sands

Response Rate	14/70 (20%)
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- The lecture videos I thought were very well done, from the content to how it was broken up it was easy to follow and go back to re-learn things as necessary.
- I found several aspects of this course frustrating and difficult to navigate. Some of the course materials appeared to be older materials from Dr. Chris Clifton, and it was often unclear how our work was being evaluated or what grading criteria/system was being used. One of my biggest concerns was that we were expected to complete Project Checkpoint 2 without having received our grade or feedback for Project Checkpoint 1. This made it very difficult to know what we needed to improve or correct before moving forward. Additionally, one of our team members left the group in the middle of the project, which created additional challenges for the remaining members; regarding some of these concerns but did not receive an email response. I believe the course could be significantly improved through clearer grading expectations, more timely feedback, updated and well-organized course materials, and better communication with students, especially during major group projects.
- I didn't interact with the professor to answer this.
- Unfortunately, we never had the opportunity to connect directly with Philip. I have watched his videos throughout this course, and I would like to share some honest feedback about my experience. I found that the course videos and overall teaching approach did not explain the concepts clearly enough for me to understand them effectively. I also connected with several classmates, and they shared similar concerns about having difficulty following the material and understanding what was being taught. To complete the course and properly understand the concepts, I had to rely on another instructor's course on Udemy. I followed the same topics covered by Philip, but there seemed to be a significant disconnect between the course content and the way the concepts were explained. Based on my experience, I would prefer not to attend this course again if it continues to be taught and structured in the same way. I would strongly recommend connecting with other students as well to gather their feedback and better understand their experience. This is intended as honest and constructive feedback, with the hope that the course structure and teaching approach can be improved for future participants.
- Very attentive and prompt to answer
- N/A
- Programming Project I really enjoyed this project, where we made a knn classifier. It forced me to really think through the algorithm. To me, replacing the group project with 3 more of these would be a huge improvement. I talked to other students who agreed that this was the best part of the class.
- Clear instructions in the assignments.
- Providing a pdf of the slides is appreciated as I like marking down the slides with notes and it saves me time copying.
- Prof. Philip Sands appears to be highly experienced and knowledgeable, and I appreciate the effort he puts into the course. However, I have several serious concerns: 1. Course Load vs. Duration The syllabus is extremely dense and difficult to manage within a 6 week timeframe. The amount of content feels unrealistic for such a short session. 2. Lack of Instructor Interaction We never had meaningful interaction with the professor—no office hours, no email communication, and no opportunities for direct engagement. While everyone has limited time, many of us are working professionals balancing jobs and family responsibilities. Simply uploading videos and running the course entirely through the TA does not justify the cost of a graduate level program. If that were sufficient, we could use platforms like Udemy or other online resources for far less money. The value of a university course should include instructor access. 3. Course Organization Issues As mentioned earlier, course organization could have been significantly better. Several students lost marks due to unclear instructions or lack of timely guidance. Please do not assume that working adults—some with 10 hour workdays and family routines—need to be taught "time management." What we need is clear structure and support. 4. Overall Impression The curriculum itself is strong, but the course organization was disappointing. Because of these issues, I would not recommend this course to my colleagues. Lastly, I understand that surveys often do not lead to changes, but I hope this feedback is taken seriously.
- course was well planned and scheduled with all required material, so was able to complete the course smooth learning progress.
- The assignments and group project have been assigned and prepared in a very organised phased manner such that we can collaborate and learn the subject effectively. I hope this continues for future courses.
- Rubric for the Assignments and any submission should be made available. I struggled to understand what get me the better score. The Office hours were helpful but was never clear on scoring. We lost scores and it impacted the grades and my motivation to continue with the course.
- Philip provides fantastic guidance and creates a very engaging learning environment

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16 - Make a suggestion(s) for improving the course (a criticism alone is not helpful; tell your instructor how you would fix any problem).

Philip Sands

Response Rate 18/70 (25.71%)

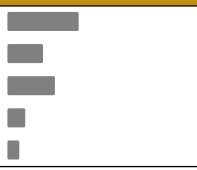
- This was a challenging course, which I understand as an advanced course in a masters program, but for the amount of work that was required it seemed like it should be a 3 credit class. It's hard to plan and schedule our semester workload if classes are under-credited. This way it will be easier to understand the amount of work required and in line with expectations.
- I found several aspects of this course frustrating and difficult to navigate. Some of the course materials appeared to be older materials from Dr. Chris Clifton, and it was often unclear how our work was being evaluated or what grading criteria/system was being used. One of my biggest concerns was that we were expected to complete Project Checkpoint 2 without having received our grade or feedback for Project Checkpoint 1. This made it very difficult to know what we needed to improve or correct before moving forward. Additionally, one of our team members left the group in the middle of the project, which created additional challenges for the remaining members; regarding some of these concerns but did not receive an email response. I believe the course could be significantly improved through clearer grading expectations, more timely feedback, updated and well-organized course materials, and better communication with students, especially during major group projects.
- Please provide clear homework and project assignments in the beginning. Also, make sure that syllabus contains the proper dates and deadlines. Having evaluation rubrics for team project is also beneficial. Otherwise, it's likely students will overshoot or undershoot. It would also be nice to see the professor during office hours or in the lectures.
- Areas for Improvement -Teach the topics more thoroughly: Concepts should be explained in greater depth, with clearer examples and step-by-step explanations to help students understand the material. Make the sessions more interactive: Rather than mainly reading from scripts or slides, the instructor should actively work through the slides, explain the content in his own words, demonstrate examples, and engage students during the sessions. -Improve the overall course structure: The course content, learning objectives, assignments, and expectations should be organized more clearly so students can easily understand what is required. Provide clear assignment instructions: Students were often unclear about what needed to be submitted for each assignment. Assignment requirements and deliverables should be explained in detail. -Clearly communicate due dates: Assignment deadlines should be communicated consistently and made easily accessible to students. -Provide clear grading rubrics: There should be a well-defined rubric for each assignment so students understand the evaluation criteria, grading expectations, and what is required to successfully complete the work. -Improve communication around expectations: Students should not have to guess what is expected of them. Instructions, deliverables, timelines, and grading criteria should all be communicated clearly and in advance.
- None
- N/A
- I would've liked to receive grades much quicker. I did not know where I stood grade wise until very late into the course. Also felt the discussion was a little unnecessary. There was no clear grading rubric for this or possibly started conversations to get this going. The exams for very hard for me to connect to the lectures. I understand that we as student should be going into the material in more depth but a quick gloss over material in the lectures was not enough to fully extract what would be needed in the exams. I would've just preferred a list of major topic, questions to think about, and possible math needed to develop a deeper understanding than spending time on the lectures.
- Lectures The instructor is clearly speaking extemporaneously. There is a lot of stumbling over words and ideas. Many ideas are simply not explained well, especially when working through calculations. Thinking out the lectures and more planning would be a big improvement. The lectures should all be the videos embedded in brightspace, but many are "External Resources" that open the video in a new tab. Lectures were seemingly recorded for an 8 week course, so in week 5 he starts the video saying "here in week 6". Obviously not a huge deal, but demonstrates a lack of effort. Programming Project There was a wrong named variable (Xs) that would cause an error when running. Surely previous classes came across this issue, and yet the provided notebook still had this error. I hope it will be updated for the fall. Group Project Group projects are never a good idea for a class. Especially for a degree program advertised as 100% online and asynchronous. That implies I can do the work on my schedule. I have a job and family. I'm fitting in my schoolwork in odd hours - early mornings and weekends. But now I need to check in on my team basically every day to make sure they are doing their work, and schedule a time when we can all meet to record our multiple presentations. That's not asynchronous. In a lecture, the professor mentioned that this is actually a feature, because in industry you'll work with remote teams. This is true; I work with remote teams in my job. However, I can schedule a Zoom call with my coworkers during set work hours. My job was not advertised as asynchronous. Also, if they aren't pulling their weight, I have avenues - contact the program manager, etc. Another problem with teams is that I have to constantly think - are they using AI for their code and their report? Do I need to proofread everyone's contributions? If they do use AI, and are sloppy and get caught, will that impact me? After week 2 (data exploration), the group project was almost entirely disconnected from the course content. The group project instructions were poorly written. It seems I had to look in multiple places to figure out exactly what to submit and where. Having 2 15-minute presentations is overkill and pointless. 1 final presentation would have been plenty. There was no team peer review. Any team with an underperformer has no way to report that. Grading grading took way too long Group project CP1 grades were returned a few days before CP2 was due. I would want feedback a little quicker than that. Grades for programming assignment and exam 1 came close to the end of the term. At the end of the class I had no idea what grade I was getting, because about half the total points were ungraded. The final exam and final report are understandable, since they are due at the end, but not everything else. The points on the grades page don't match the actual points on almost everything. The grade weighting is off. For example, Problem Definition Data Exploration is only 2.3% of final grade, but took more time to complete than the programming assignment, worth 10%. On grades page, the programming assignment and project should be split into their own group. Everything else has a group, but it looks like they are in the Quizzes group. For all the reasons above, my impression is that this class is a low priority for the instructors. That it is "good enough" as it is, no need to update anything for a new term. A 2 credit course costs close to \$2000. Having taken courses (at a fraction of the cost, or free) on platforms like Coursera and Udacity, the contrast is night and day in terms of planning, effort, and polish.
- This course needs significant restructuring, particularly for the seven-week summer format. The course appears to have been designed around an eight-week schedule and then compressed into seven weeks without the lectures, Brightspace content, handouts, exam structure, and deadlines being fully updated. There were conflicting timelines between the syllabus, Brightspace, handouts, and lecture materials, and exams were still described as covering Weeks 1-4 and Weeks 5-8 despite the course only having seven weeks. This made it unnecessarily difficult to determine what material should be prioritized when studying. I also believe there is a significant mismatch between the prerequisites for this degree path and the expectations of this required course. Programming and mathematical concepts are frequently presented as "refresher" material, yet the degree path does not necessarily require students to have previously completed coursework establishing that background. A short refresher cannot reasonably substitute for programming experience when students are then expected to complete programming assignments and projects using those skills. Either appropriate prerequisites should be established or considerably more instructional support should be provided. There is also a disconnect between the depth of the instructional material and the depth expected on the exams. Many concepts are covered relatively quickly and at a surface level in the lectures and slides, while exam questions frequently require students not only to arrive at the correct answer, but also to demonstrate the process and explain the reasoning behind it. Requiring conceptual explanations is reasonable, but the instruction and practice material should develop that same level of intuition and understanding before students are assessed on it. Finally, the workload is excessive for a two-credit, seven-week course. The final portion of the course concentrated a group project, paper, presentation, other coursework, and exam preparation into an extremely short period. This left very little opportunity to actually study and reinforce the material. Reducing the number of deliverables, spreading them more evenly throughout the term, and ensuring that examinable material is completed sufficiently before each exam would substantially improve the course. I would recommend rebuilding the seven-week version of GRAD 504 as its own course schedule rather than compressing the existing course into seven weeks. All course materials and deadlines should be synchronized, prerequisite expectations should be clearly defined, programming support should reflect the actual backgrounds of students admitted to the program, and assessments should better align with the depth at which concepts are taught. In its current format, I would recommend that students who have an alternative to this course consider that option.
- The lectures and slides could be improved. I sometimes struggled to understand the concepts because the flow of the lectures was not always smooth. In several cases, questions or more advanced material were introduced before the fundamentals were explained clearly. After reviewing other lectures on the same topics, the course material started to make more sense to me. I think the lectures and slides should be revisited with more emphasis on explaining the fundamentals clearly first, followed by examples and then more advanced questions. This would make the course much easier to follow and understand.
- Class has too much works for 2 credit class
- Theres too much overlap between the assignments in the first part of the class it became very overwhelming trying to watch all the lectures, do the quizzes, work on the assignment, then the group project, then the individual project. if the group project is a necessity, I would take away one of the personal assignments as the exam makes up for it. For a 2 credit class this was one of my most stressful experiences.
- Some of the weekly quiz questions appeared to be more time consuming than any of the exam questions or assignments parts. This could just be my personal strengths and weaknesses. I just found it odd.
- I strongly believe this kind of feedback given by the earlier students as this professor is not newly appointed for our cohort; That itself is telling the story you don't take this survey serious and no actions or improvements; If you have any further questions reach out to me. ----- overall, I'm very disappointed -----
- I enjoyed this course and time. Everything was good and great experience. We do plenty of coding and Machine learning with plenty of math I believe this course should be marked for 3 credit instead of 2.

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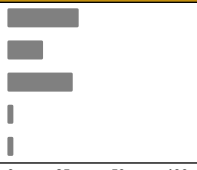
- The overall course structure with exam and assignment deadlines can be distributed more effectively and evenly, providing students more time to complete them without stress and pressure and learn the concepts more effectively, thus organizing the workload. Too many concepts and deliverables were expected to be learnt and submitted over a short period of time. Since the concepts and syllabus of this course is vast, it can be made a 3 credits course instead of a 2 credits course. Exams can be given more duration time to complete instead of just 80 minutes.
- Rubric for the Assignments and any submission should be made available. I struggled to understand what get me the better score. The Office hours were helpful but was never clear on scoring. We lost scores and it impacted the grades and my motivation to continue with the course.
- The course covers a tremendous amount of valuable material, but the compressed timeline felt too rushed for the depth of the content. I would suggest expanding the program into a longer format, to allow more time to fully explore the advanced concepts and practical projects without feeling constrained."

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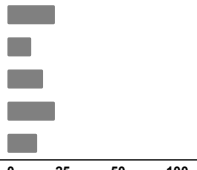
17 - The course site's design (navigation and instructions) made it easy to find what I needed to complete course activities.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	38.71%		3.74			
Agree	(4)	6	19.35%					
Neither Agree nor Disagree	(3)	8	25.81%					
Disagree	(2)	3	9.68%					
Strongly Disagree	(1)	2	6.45%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
31/70 (44.29%)				3.74		1.26		4.00

18 - The online materials, tools, and technologies (such as readings, videos, discussion boards, and collaboration tools) effectively supported my learning and active engagement in the course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	38.71%		3.87			
Agree	(4)	6	19.35%					
Neither Agree nor Disagree	(3)	11	35.48%					
Disagree	(2)	1	3.23%					
Strongly Disagree	(1)	1	3.23%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
31/70 (44.29%)				3.87		1.09		4.00

19 - The course's pacing and workload allowed me to plan my coursework efficiently.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	25.81%		3.06			
Agree	(4)	4	12.90%					
Neither Agree nor Disagree	(3)	6	19.35%					
Disagree	(2)	8	25.81%					
Strongly Disagree	(1)	5	16.13%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
31/70 (44.29%)				3.06		1.46		3.00