

University of Michigan

Fall 2025 Instructor Report

EECS 481-002: Software Engin

Priscila Santiesteban

28 out of 121 students responded to this evaluation.

Responses to University-wide questions about the course:

	SA	A	N	D	SD	N/A	Your Median	School/College Median	Univ-Wide Median
This course advanced my understanding of the subject matter. (Q1631)	8	14	5	0	0	0	4.1	4.5	4.5
My interest in the subject has increased because of this course. (Q1632)	9	10	6	1	1	0	4.1	4.2	4.2
I knew what was expected of me in this course.(Q1633)	8	14	5	0	0	0	4.1	4.5	4.5
I had a strong desire to take this course.(Q4)	7	9	9	1	1	0	3.8	4.1	4.0
As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier). (Q891)	3	7	9	6	2	0	3.1	2.9	3.0

Responses to University-wide questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	School/College Median	Univ-Wide Median
Priscila Santiesteban seemed well prepared for class meetings.(Q230)	17	7	2	0	0	1	4.7	4.7	4.8
Priscila Santiesteban explained material clearly.(Q199)	17	6	3	0	0	1	4.7	4.7	4.7
Priscila Santiesteban treated students with respect.(Q217)	17	7	2	0	0	1	4.7	4.8	4.8

Responses to questions about the course:

	SA	A	N	D	SD	N/A	Your Median
Overall, this was an excellent course. (Q1)	11	11	4	0	1	0	4.3
I felt included and valued when working with other students. (Q253)	9	7	4	1	0	6	4.3

Responses to questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median
Overall, Priscila Santiesteban was an excellent teacher. (Q2)	13	11	3	0	0	0	4.5

The medians are calculated from Fall 2025 data. University-wide medians are based on all UM classes in which an item was used. The school/college medians in this report are based on classes that are upper division with enrollment of 75 or greater in College of Engineering.

Written Comments

Comment on the quality of instruction in this course. (Q900)

Comments
Even though the lectures had a good, inclusive and positive energy, I found the slides to be a bit overloaded and the explanations as well. Even though the point was to dive into various SWE topics, it felt like it went too specific sometimes to where understanding the lectures could be confusing. I preferred when it stayed more on teaching about general SWE with some diving into specific concepts rather than getting overly into actual programming stuff.
Instructors are clearly passionate about the topics taught within this course and work to develop a sense of pride in the work each of their students completes.
I really enjoyed the lectures. I would say this my favorite lectures that I have at EECS courses. The content is interesting, the presentation is good and I personally enjoyed it a lot.
The instructions and lectures were really good.
I like how the instructors bring in real world examples to the course content as it makes the students think about how they can apply this concept to themselves so it's make learning the material easier.
Amazing and the course instructors are so funny and the lectures just feel nice
Decent teaching quality. The instructors were more charismatic than one would expect and seemed like they were having fun.
asd
Significantly high
Westley Weimer is goated, super enthusiastic and knowledgable.
Good!

What were the strengths of the course ? (Q953)

Comments
The exams are well structured and fair in their content and how they work. Assignments also feel very open to allowing to students to do it different ways. The selection of readings is very good and offers learning about many different SWE topics. I really appreciate the fairness towards both in person and remote section students with the structure for participation.
Strengths of the course were ensuring that learning in the course is enforced by material outside of the course and providing readings for a more technical course that were able to more readily engage students.
The strength is definitely its lectures with both Professors. I really enjoy the lectures. I also really like the remote participation work. I would say that is really useful and ensures students like me don't lag too much behind lectures.
The lectures and the final project is pretty cool.
The material taught feels relevant because real world examples are brought in. It feels like I can apply the course content to any field I work in.
The teaching quality
Projects demonstrate core course concepts well. Breaks in the middle of lectures are appreciated.
jgh
Lectures

What suggestions would you make for improving the course ? (Q955)

Comments
From a remote section perspective, the reading + lecture + reading quiz + remote activity could be a bit much and was very inconsistent. Some weeks would be simple activities and no readings, others would have longer coding activities and lots of reading. The weeks with more content made it harder to actually grasp what we should be learning, and it felt much more appropriate when the remote activity was kept simple and short as for a participation activity should, and the reading could be under a hour per lecture as thats when it was easier to actually focus on the reading and learn from it. Maybe focusing on a specific topic per week and having one load of reading would be better instead of different topic every lecture where often there wasn't a flow of topics from lecture to lecture.
I would honestly eliminate the virtual option. I think that while it was largely helpful for me to be able to take this course virtually due to a scheduling conflict, I took less away from the course had I would have if it was only offered in person.
I would say maybe make the the assignment instructions and stuff much more clearer and easier to understand if possible, especially the format. Make sure to have better section titles and if possible better flow for the entire assignment.
I think homework specs could be better written. Sometimes, it just links you to another page with many pages that it makes figuring out what to do difficult.
Nothing
Not sure.
ghj
As a student enrolled in the remote section, I felt there was a disconnect with the class. I actually really enjoyed watching the lecture recordings, and wanted to come to in person lecture to engage more. However, this would require essentially double work since remote activities still had to be completed. I wish there was a either a way for the remote students to receive credit for going in person, or a larger grace period at the beginning of the semester to get a better feel of the lectures before committing either way.
Make some of the homework more interesting
Give a reasonable number of readings. Having 5 readings for a single day encourages students not to do any of them. If there was only one assigned for a day, I think almost everyone would do it. The more readings presented, the lower the chance that ANY of them get done, for me at least.
N/A

How might the class climate be made more inclusive of diverse students? (Q910)

Comments
Personally, I think this class climate was way more inclusive of students than previous courses I have taken within the COE. There is an emphasis on our learning focusing on more than concepts solely within software engineering which I think helped to create a widened perspective of our learning and its overall impact.
I would say it is already quite inclusive of diverse students. Especially the special facts from different parts of the world is quite fun and inclusive in my opinion.
I think it's fine
It couldn't possibly be (in a good way!)
Not sure.
ghj
It's already quite inclusive
It already is