CS 2150-001 **Program & Data Representation** - Spring 2017

ENGR (17532)

INSTRUCTORS: **Floryan, Mark (mrf8t)**

Respondents: 119 / Enrollment: 158

Summary: CS 2150-001 Program & Data Representation - Spring 2017 (17532)

Overall Course Rating

CS-2150-001 Mean 4.03
CS-2150-001 Std Dev 1.19
CS-2150-001 Response Count 593

SEAS, 2000-level courses Mean 4.01
SEAS, 2000-level courses Std Dev 1.04
SEAS, 2000-level courses Response Count 20529

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.48
Std Dev 0.74
Response Count 831

SEAS, 2000-level courses Mean 4.29
SEAS, 2000-level courses Std Dev 0.86
SEAS, 2000-level courses Response Count 31834

~ QUESTIONS AND DETAILS ~ | *~ ANSWER MATRICES ~*

1. What is your major (and whether you are declared or not)?

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Question Type: Multiple Choice

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contributed by Floryan, Mark (mrf8t)

Results for CS-2150-001, Floryan, Mark

Total	BS CS (declared) (NA)	BA CS (declared) (NA)	BS CpE (declared) (NA)	Undeclared, but aiming for BS CS (NA)	Undeclared, but aiming for BA CS (NOT Deferred) (NA)	Undeclared, but aiming for BS CpE (NA)	Deferred from BA CS (NA)	A SEAS major that is not listed above (NA)	A major outside the SEAS school not listed above (NA)
119	19 (15.97%)	61 (51.26%)	6 (5.04%)	5 (4.20%)	2 (1.68%)	0 (0.00%)	0 (0.00%)	19 (15.97%)	7 (5.88%)

Results for SEAS, 2000-level courses

Total	BS CS (declared) (NA)	BA CS (declared) (NA)	BS CpE (declared) (NA)	Undeclared, but aiming for BS CS (NA)	Undeclared, but aiming for BA CS (NOT Deferred) (NA)	Undeclared, but aiming for BS CpE (NA)	Deferred from BA CS (NA)	A SEAS major that is not listed above (NA)	A major outside the SEAS school not listed above (NA)
119	19 (15.97%)	61 (51.26%)	6 (5.04%)	5 (4.20%)	2 (1.68%)	0 (0.00%)	0 (0.00%)	19 (15.97%)	7 (5.88%)

2. How many credits should the course be worth? Please add your comments here.

~

Question Type: Short Answer

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contributed by Floryan, Mark (mrf8t)

Results for CS-2150-001, Floryan, Mark

Total	Individual Answers
116	*See below for Individual Results*

4 credits love the course, but could do 4 so I could get a higher boost on my GPA.

4

3 credits, I spent an appropriate amount of time on the labs

5 credits for the amount of work required outside of class

At least 4, this course is much more work than many of the four credit coursed I have taken

Keep it as is.

4 credits - a lot of outside work required to finish labs on time

4. This class is a lot of hard work; much more time consuming and challenging than 2110, so it should be worth more credits.

4 credits. It's worth more but making it more would get in the way of scheduling.

At least 4 credits for this course.

This course should be worth 4 credits, at the least. Not only is this an introduction for Algorithms AND Architecture, which are two completely different aspects of Computer Science, it is also the highest workload I have encountered at UVA. There are THREE labs a week, every week, and most of these take a total of 6+ hours a week to do, IF you are a good coder. Considering how much work students put into this class, they should get the credits.

4 just based solely on the amount of hours of class time.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	4 to 5. This class is an excessive amount of work
	3, because if a student does marginally, it can destroy his or her gpa, but it definitely is worth 4 FULL credits
	4; it is a difficult class that requires a decent amount of time outside of the class but it isn't impossible.
	3 or 4 (when combined with the lab). Just thinking back to the volume of material covered and the additional contribution of a rather involved lab section is reminiscent of my other 3 and 4 credit hour classes in the CHE and APMA departments.
	I really believe this course should be at least 4 credits. This was the course that took most of my time this semester and it was the one I learned the most in. I think that the CS department's policy of only having 3 credit course is the most insulting policy I have heard here at uva.
	4, a lot of work is required for this course. I spend over 12 hours for almost every lab, maybe even more. This course takes up most of my schedule because not only do I have to learn new material for every lab, I have to apply that material in an advanced way in a short amount of time. Other 4 credit courses are much less work.
	The class as a whole should be at least 5 credits because I spent tons of hours writing labs and I could never go to sleep before 2am every Monday. The TA office hours were extremely crowded and dreadful because I had to wait in queue for 2 hours to get help. The lab descriptions were very vague. I submitted feedbacks saying that I couldn't understand but nothing changed over the course. What can I say...We rushed through too many materials. Overall, I learned things from lectures but most of the time I was studying on my own and extremely stressed because it was hard to get help.
	5 because of the consistent labs that we do. It is non stop and a lot of time must be put into each of the labs.
	6 credits, I spent over two hours most days of the week working on the 3 labs that were due every week.
	At least 4 or 5 - this class takes so many hours every week!!
	4 or 5. I spent most of my time working on homeworks/studying for this course.
	3 or 4. There aren't any homework assignments in class, but some of the labs are significantly more work than others--but the time frame to do them is the same.
	5,000 just kidding 4
	4 or 5. There is way too much work for this class to only be three credits.
	4 credits. Currently, at 3 credits, the lectures are packed with a lot of information which would be easier to learn if it were spread out more. The workload is already comparative to a 4-credit class.
	I would say probably 4 or 5, just because this class is way more work than any other 3 credit classes I have taken. Maybe the lab could be worth 1 credit and lecture 3 credits? Not sure.
	this class should be 10 credits. There was a lot of work required for a 3 credit course.
	4 because of the amount of hours we spend on labs.
	3
	3
	3
	3
	3.
	4 (at least). We have three lectures and a lab each week, and there's so much work required that I think we should be rewarded for our blood, sweat, and tears (mostly tears).
	6
	8.
	5
	5
	5
	5
	5

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	5 credits. This class is just a lot of work, especially with the equivalent of three labs a week. 4 4 4 4 4 4 4 4 4 4 4 4 4 4 This should be more than 3 credits. Most of my time during the week is dedicated to learning the material. This means upwards of 4-5 hours a day outside of the class is dedicated to doing the assignments and studying for exams. 4; time-consuming 4, I think the amount of time outside of class that some of the labs require could warrant this class to be worth 4 credits. At least 4, maybe 5? I spent at least 7~8 hours per week on this course. Sometimes I spent up to 12~14 hours, especially when we had the reports. A normal 3 credit course normally takes me 5~6 hours. (I know it is not supposed to take 5 hours, but I normally do that) I feel that with how many topics are loaded into this course that it should be worth 4, instead of just 3. (If it already is four, then I'm an idiot and I think that it is weighted fairly.) 4. I would say that this course demands a lot outside of the lectures, but it is doable 9, I spent more time on this class than my econ, accounting, and ENWR class combined. 3-4 The time spent on assignments out of class certainly warrants 4 credits 6. It's possible to do well in this class, but it took about 80% of my time this semester. I prioritized this class and the rest of my transcript shows it. 3 is fine. 5 credits at least. My peers and I spent countless hours every week on this course. 3, I really don't think it's an unreasonable amount of work. So this class is obviously a lot of work for 3 credits. I think I've heard that university guidelines say that for every credit hour of a class, you should have to spend roughly 2 hours doing work for that class outside of class and this class obviously exceeds that. Adding more credits to this class doesn't actually help anything though, since students would still have to take all of their required classes and so making this class more credits would just give students more paper work to fill out at the beginning of the semester to course overload. I think definitely more than 3, that's for sure.... probably 4? I think the lab definitely adds a bit. 4, I feel like that should be standard for Lecture+Lab. It takes up the equivalence of 2 class spaces. 3. However, I think it would be best to split this course into two 3-credit courses(one focusing on data-structures, and one an intro to comp arch) and go into more detail in each. 4-5 4, except then it would make class sign-ups a nightmare with the 15 credit limit

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I believe this course should be worth four credits. The amount of work is much higher than in my other three credit classes, and I spend way more time on 2150 homework than I do any other class.
	4 - At least 4 would be nice. It's a lot more work than 4 credits though.
	5 credits, given the amount of work I had to do for this class. Given that there is something due for this class 3 times a week.
	4. CS 2150 is more work than all the 4 credit courses I have taken (FUN I, II, and III).
	4. I truly believe that the lecture should be 3 credits, and the lab should count as 1. This is similar to gen chem.
	4, since the class includes a lab sections that constitute a significant portion of the class.
	4, I think the labs take up a very large portion of your time and 3 doesn't really justify how much time we spend on this course. I'd say more but in terms of credit hours we technically have 3 classes a week and "'1' lab" a week.
	4- We have 3 lectures a week plus a lab. Additionally, several of the labs are extremely time consuming.
	With the amount of work you have to do, this course should be worth at least 5-6 credits. The fact that it's only worth 3 credits and I'm spending three times the amount of time doing work for this class than for 4 credit classes I'm taking is outrageous.
	The credit should be 4 at least. three for lecture and 1 for labs. The labs take too much time.
	4 credits, it required more than 10 hours per week
	This course should at least 5 credits for the amount of work required to be done.
	At least 4 for class time alone. I don't know of many courses that count for more than 4 credits, but if the total amount of time I spent working on this class was any indication of the credits it should have been, it would be worth at least 6 credits.
	4-5 credits because the labs themselves are extremely time-consuming and rigorous
	4. With an attached lab to the course (which has a inlab assignment associated with it), comparing it to classes that I have taken in the sciences (such as chemistry or bio which have labs with homework associated to them separately), I would say just like those classes in the sciences with 4 credits, this class's workload seems quite similar to that style.
	4. With three lectures, a lab, and considering how incredibly long it takes to do the labs, I think it should definitely be a 4 credit class.
	3 or 4 depends lol
	3 credits. It seemed fine for 3 credits. It was a lot of work but seemed reasonable.
	Absolutely 4, as the world load and difficulty of subject material speaks for itself.
	4.5
	4.5
	The lectures should be worth 3 credits and the lab should be worth 1 credit - collectively the course should be worth 4 credits.
	4, there was a lot of outside readings and homework compared to other classes and I spent a lot more time on this class than for other 3 credit classes.
	4. It is not the hardest class I have but it was the most time consuming. A lot of work is expected of students.
	4, credit hours = number of scheduled hours your butt is in a seat. lecture + lab = 4.
	This should be a 4 credit class because the amount of time required to successful do the labs, in addition to preparing for the lecture.
	4 credits or more
	It should be the largest double value that can be represented. On a more serious note, 4 credits. 1 for the class, 3 for the labs.
	10
	4 credits, a 3-credit class should have on average one decent-length hw assignment a week.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	6- This class takes twice as much time each week as any other engineering course I've taken. It made up more than half of my workload this semester. 3 credits, MAYBE 4 I can see this course being worth 4 credits due to the immense workload. 3 or 4 credits is the correct amount. 4 or more. I spent over 40 hours a week working on the course load in this class. The class is extremely demanding. The current number is fine. I think this class should definitely be worth MORE than 4 credits. I would say on average I worked on labs for about 20/25 hours a week. It is definitely a class that takes up a LOT of time. This should be worth an extremely large amount of credits, like 7, due to the enormous amount of time spent preparing the prelabs, inlabs and postlabs. Whatever equates to nearly 18 hours of homework every week. 4 - you spend a lot of time on the labs. I feel like most of the work should be concentrated in the pre-lab, the in-lab should be able to be completed during the lab section, and the post-lab should be the least time consuming. Most of the time though, the in-lab and post-lab take up way too much time, especially when we have to spend a ton of time on reports that the graders don't even bother reading. more than its currently worth. It should at least be 4
3. Please list any comments (pro or con) about the teaching assistants here. These results will be passed onto the TAs so that they also have some feedback from the course evaluations. ~ Question Type: Short Answer ~ *contributed by Floryan, Mark (mrf8t)*	Results for CS-2150-001, Floryan, Mark Total: 99 Individual Answers: *See below for Individual Results*
	TAs were great! I have not communicated with any TAs. Overall, the TAs are very good. They are knowledgeable on the subject matter and available for office hours. I appreciate that office hours are so often. The TAs have always been really helpful. The only thing is that I feel like I got inconsistent grading for some of my labs. For example, I remember getting points taken off for something in the in-lab, but I got full 10 points in the post-lab despite not changing anything. I think the TA's did a great job helping during the labs, only complaint is maybe more comments when grading. A lot of the TA's were great, however, there were a few that would consistently make me feel really dumb when I would go to office hours. At one point I was sort of berated for not finishing my inlab when I went to get help for it. I also think some of them are too smart for their own good--like the one last week who told me to use a hashTable to complete the graph assignment...They need to realize that there are people who are not very good at going through a difficult problem the first time around and need extra attention--rather than saying "I really need to move on" and leaving us with a half-baked response to a question we still don't understand. TA's are helpful. More would be nice! They were helpful. TA's are students too, and understand the struggle. The TAs were very good at explaining how to fix the problems I would have with my lab, along with the concepts behind these fixes. They never acted like they were in a rush, and were very patient when I had difficulty explaining the problem to them. The hardest part about dealing with the TAs was getting through long and slow office hours queues. I didn't go to office hours, but during labs they were always really nice and helpful. TAs are for the most part very helpful and approachable. My lab TAs - Divya, Xhama and Leon were all great. There was one TA - I believe Salah(? He has a beard) - who many of us agreed could be quite condescending, and instead of helping us implement the lab the way we wanted - especially in hash lab - he told us to change it entirely to do it the way that he did it, which only caused more stress. We had no choice but to go his way, as he said he could not help us otherwise, and we would have had to return to the 50+ person queue.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Most teaching assistants were very helpful. Most were brilliant. There were a couple who were not helpful/patient with students trying to get help in office hours (there are probably 2 or 3 who would leave while a student is still confused).
	TA's were fine.
	I found them helpful but overworked. This class needs more TAs. HOWEVER when they are grading they can be real a**holes. I think there's some pressure not to be a pushover, but some of my grades were ridiculously unfair
	TA knowledge varied vastly. For some i found myself simply raising my hand to get a different TA during lab. Some TA's were extremely helpful. TA screening could really streamline office hours and lab efficiency.
	Super lovely
	99% of the time the TAs were awesome and ready to help. While the queue can get long, I like that they seem to stay with students until the student is totally comfortable with the concepts they're struggling with and have no further questions. I also liked when TAs used notepads or white boards to illustrate concepts.
	The TAs were actually pretty helpful for this course and usually seemed to give the appropriate amount of guidance to solve lab problems.
	They were all really helpful!
	Office Hours could have been run better, one TA answering group questions, while the other goes through to help debugg code, so there is a conceptual and syntactical component to office hours, which I think will improve overall understanding in the course
	they are really helpful
	The TAs answered all my questions rather promptly and in a friendly & helpful manner. Though I didn't ask more than 2 questions all semester.
	Best TAs I've worked with in the department
	I never interacted with the TAs, did most of the work at home
	I did not interact with TA's much, so I will refrain from commenting.
	Very knowledgeable and helpful but more are needed for the TA hours
	They were great
	I loved the TAs!!! They were so helpful and knowledgeable about everything- I definitely needed their help for almost every lab and they were so incredibly helpful, I'd just love to thank them for putting up with all of my questions this semester!
	All the TAs were very helpful. More work can be done to improve the efficiency of the office hours queue.
	A lot of them are really great. I found Glenna very helpful in particular! She was great at explaining things conceptually and not just giving the answer out. I had a few issues with people skipping me on the queue/taking me off the queue and forgetting to come help me but other than that no complaints.
	The only bad experience I've had with office hours is when the TA didn't even try to understand my code. He just told me that my logic was flawed and told me to change everything I had done, which was just very unhelpful. Otherwise, the TAs were super helpful, so willing to help, and really nice. I would not have gotten through the course without them.
	no comments, they're all pretty solid for the most part
	All fine/helpful.
	Some TAs are very familiar with the materials, which is good to us. But some TAs are not, and cost lots of time and solve nothing
	N/A
	N/A
	N/A
	Some TAs were incredibly annoyed at questions, others were incredibly patient.. still.. NOT enough TAS!!!!!
	They're great, we just need like 3x as many.
	The teaching assistant is great. They looked into my hash function code and debugged with me. grading should be more generous!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I didn't really make use of the TAs much, but from what I could tell, they did a good job during lab
	The TAs vary wildly in the way they help, but they are all very helpful. Some are quick to the point and just tell me what's wrong with my code, others are more roundabout, trying to lead me to what a potential problem is. Both are good for different labs.
	Most of the teaching assistants were phenomenally talented and very helpful. My favorite was Joo Wan! He was like a code doctor, very quickly diagnosing problems in the code, and suggesting possible solutions.
	There were good TAs and bad TAs, usually the ones I encountered during office hours were helpful. Sam the TA rocks.
	Most all of the TAs were very helpful and nice. I wish there had been more office hours (maybe having more TAs would have made this possible?), because waiting in the queue for 3+ hours without getting help can be extremely frustrating. However, I realize this was not the fault of the TAs, just how the office hours are designed.
	Some where amazing and great to have other lack the ability to explain topics so that another person can understand them.
	the TAs were wonderful, they knew a LOT about the course and it was nice having them around to fill in gaps of knowledge.
	I think the TAs did a great job for how many people needed their help. Sometimes in lab I felt like they hadn't looked at the material before hand but they were usually really helpful and nice.
	They were very knowledgeable and helpful when asked questions
	TA's were helpful when you approached them.
	Pro: Good job at roaming around lab section and helping students when necessary
	One of the TAs in charge of the 6:30 - 7:45 lab section (4th from the right in the exam grading photo) is the GOAT TA and the real MVP of TAing for helping me for over an hour with the huffman coding lab. I honestly learned a lot and felt really comfortable taking on lab 11 after that because he taught me how to less-painfully debug code, and how to debug when there are multiple compiled files
	The exam grading was not standardized enough. The TA who graded some part of my exam 1 was being way too harsh, and I managed to get credits back.
	The TA's were phenomenal. I do not think you all could have hired better TA's. Every one of them was so helpful, so patient, and made sure we thoroughly understood the answers to whatever questions we had. They were so amazing.
	No Comments
	They were helpful the times I went.
	I liked the teaching of the assistants. I thought they helped me better understand the labs when I was confused.
	Most of the TAs were great, but sometimes in office hours they would just give us the answer and move on to the next person instead of trying to help us understand what we were doing wrong. Also, closing the office hours queue at 8pm when office hours are supposed to be going on until 10 was really inconvenient, since a lot of times, I couldn't show up until 8:30ish because of work.
	They tried to help but sometimes they just provided a new way of solving a problem instead of helping me work through my solution
	I didn't really interact with any TAs except the lab TAs. They seemed nice.
	TA's are fine. One TA was very rude to me though when asking for clarification on an exam question. He said "just read the problem". I then went to another TA and he cleared up the question. Please advice TAs to give a more coherent answer than "just read the problem".
	TAs seems helpful during lab.
	Basically, all the teaching assistants for this class were truly amazing. I had trust issues with TAs after 2110 but the TAs here know what they are doing. They actually care that you get the lab done AND know how you got it done. Also, Joo Won is super fresh.
	Never been to TA sessions....
	TAs were very knowledgeable and helpful. Would help to hire far more though. Too many students needed assistance in this course for there to be only 3 at office hours at a time. The TA queue would often exceed 60 students and take 3 hours+ for them to get around to your questions.
	The TAs in my lab section did a great job answering questions and clarifying lab instructions.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	All of the teaching assitants I have had a chance to work with are very nice and definitely know what they are doing (for the most part, there were some issues during the inlabs that even the TAs couldn't fix)
	The TAs were very kind and helpful during lab and office hours. They also take off unnecessary points on the tests, which gives them more regrades to deal with. I received 5 points back for each of the exam regrades.
	All the TA's were fabulous. Available and gave great help, made sure you left understanding what you were missing.
	TAs were very helpful.
	TAs were definitely helpful throughout the semester.
	Lab is my favorite time with the TAs. I don't even bother with OH.
	I never needed to use them, but I would say stop literally writing code for people. Because TA's need to help the students, many students I've seen come in, and the TA has to guide them step by step. Then the student repeats the process for the next lab. At a certain point, they need to teach how to debug for themselves.
	The TAs graded more harshly then needed and were not helpful on regrades
	Most of the TAs were responsible and patient. I like my lab TAs. Shout out to lab 105! Though I don't know their names. Sometimes they spent to much time on a single student, but nothing else to improve next semester.
	TAs sometimes were not familiar with the requirements of the labs and as a result could not give advice that was helpful. Some TAs showed me their own version of the lab that would not have recieved full credit because it was done wrong.
	The TA's were extremely helpful. I can't thank them enough for helping me through the material.
	The TAs were very helpful and I felt that working with them was very beneficial to my learning in the course.
	TAs were very helpful during office hours.
	n/a
	n/a
	n/a
	N/A, I never talked to the TAs.
	None.
	I had no interaction with the TA's for office hours.
	Very helpful for the most part. Nice people.
	Helpful and available during labs: although, sometimes it would take a while for them to get around to everyone who needed help.
	My lab section TAs were patient and helpful. They never gave me too much information but helped me figure out my problems.
	The TAs in this course were really great. One suggestion, however, I have is to be a little more thorough when helping us. Sometimes a TA will only provide a high level explanation that doesn't really help me to understand what is going wrong with my program. More TAs would be great too, since the queue can get pretty long at times.
	Sometimes vague with grading
	I never really used TA's
	All amazing. On the hard labs sometimes I would see them stay late at OH which I would never, ever, ever expect someone to do. Good people, good at their job.
	Pros - They are all very knowledgable about the material Cons - They are not all very knowledgable about the grading for the class and how the class in general works.
	There were not enough teaching assistants. During the labs it took upwards of 1-2 hours just to get 1 question answered since there were so many people on the queue. It was hardly worth it to go to office hours since it would take nearly the entirety of the designated office hours to get your question answered.
	The teaching assistants were awesome and very helpful.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

they're good

Don't make passive aggressive comments to people who ask legit questions. It will make people less inclined to ask you questions/seek help.

The TAs are what made this class doable for me! They were always patient with me and able to approach problems from different angles. Only a couple TAs were too vague with their answers. I'd ask them something like, "Does this seem like a good strategy to solving this problem?" and they might say "I guess so, you should do whatever you want to do." Only a couple TAs were like this but it wasn't very helpful.

4. The course addressed technically rigorous subject matter consistent with the course objectives.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
117	4.68	0.51	81 (69.23%)	34 (29.06%)	2 (1.71%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4105	4.37	0.74	1992 (48.53%)	1723 (41.97%)	262 (6.38%)	77 (1.88%)	23 (0.56%)	28 (0.68%)

5. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
118	4.33	0.78	57 (48.31%)	45 (38.14%)	13 (11.02%)	1 (0.85%)	1 (0.85%)	1 (0.85%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4561	4.16	0.96	1912 (41.92%)	1735 (38.04%)	447 (9.80%)	241 (5.28%)	96 (2.10%)	130 (2.85%)

6. There was a reasonable level of effort expected for the credit hours received.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	3.35	1.54	42 (35.29%)	24 (20.17%)	6 (5.04%)	28 (23.53%)	19 (15.97%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4114	4.10	1.01	1658 (40.30%)	1707 (41.49%)	322 (7.83%)	280 (6.81%)	128 (3.11%)	19 (0.46%)

7. The homework assignments helped me learn the subject matter.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.58	0.60	76 (63.87%)	36 (30.25%)	7 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4102	4.13	0.95	1611 (39.27%)	1555 (37.91%)	457 (11.14%)	202 (4.92%)	80 (1.95%)	197 (4.80%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

8. The textbook increased my understanding of the material.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	3.27	1.12	7 (5.88%)	10 (8.40%)	20 (16.81%)	4 (3.36%)	4 (3.36%)	74 (62.18%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4109	3.49	1.20	650 (15.82%)	894 (21.76%)	684 (16.65%)	374 (9.10%)	221 (5.38%)	1286 (31.30%)

9. The course material was well organized and developed.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.31	0.81	56 (47.06%)	47 (39.50%)	11 (9.24%)	3 (2.52%)	1 (0.84%)	1 (0.84%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4535	4.09	0.96	1730 (38.15%)	1866 (41.15%)	500 (11.03%)	254 (5.60%)	103 (2.27%)	82 (1.81%)

10. The instructor was knowledgeable about the subject matter.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.72	0.54	89 (74.79%)	26 (21.85%)	2 (1.68%)	1 (0.84%)	0 (0.00%)	1 (0.84%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4551	4.56	0.67	2836 (62.32%)	1365 (29.99%)	176 (3.87%)	37 (0.81%)	26 (0.57%)	111 (2.44%)

11. The instructor was well prepared for class.

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Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.69	0.51	85 (71.43%)	30 (25.21%)	3 (2.52%)	0 (0.00%)	0 (0.00%)	1 (0.84%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4550	4.42	0.77	2416 (53.10%)	1620 (35.60%)	273 (6.00%)	86 (1.89%)	42 (0.92%)	113 (2.48%)

12. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	3.78	1.15	36 (30.25%)	40 (33.61%)	21 (17.65%)	11 (9.24%)	6 (5.04%)	5 (4.20%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4099	3.80	1.09	1041 (25.40%)	1389 (33.89%)	648 (15.81%)	314 (7.66%)	154 (3.76%)	553 (13.49%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

13. The grading policy was fair.

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Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.03	0.96	43 (36.13%)	46 (38.66%)	23 (19.33%)	4 (3.36%)	3 (2.52%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4551	4.15	0.89	1755 (38.56%)	1949 (42.83%)	504 (11.07%)	192 (4.22%)	66 (1.45%)	85 (1.87%)

14. The instructor responded adequately to in-class questions.

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Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
118	4.68	0.54	83 (70.34%)	30 (25.42%)	4 (3.39%)	0 (0.00%)	0 (0.00%)	1 (0.85%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4550	4.38	0.77	2272 (49.93%)	1759 (38.66%)	272 (5.98%)	84 (1.85%)	47 (1.03%)	116 (2.55%)

15. The instructor effectively used technology in support of the learning goals for this course.

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Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
119	4.58	0.67	77 (64.71%)	33 (27.73%)	6 (5.04%)	0 (0.00%)	1 (0.84%)	2 (1.68%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4536	4.27	0.84	2019 (44.51%)	1799 (39.66%)	387 (8.53%)	136 (3.00%)	53 (1.17%)	142 (3.13%)

16. The average number of hours per week I spent outside of class preparing for this course was:

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Question Type: Multiple Choice

~

contributed by Office of the Provost

Results for CS-2150-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
118	1 (0.85%)	3 (2.54%)	22 (18.64%)	23 (19.49%)	69 (58.47%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
4111	350 (8.51%)	1186 (28.85%)	1536 (37.36%)	614 (14.94%)	425 (10.34%)

17. I learned a great deal in this course.

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Question Type: Likert

~

contributed by Office of the Provost

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
119	4.72	0.52	90 (75.63%)	25 (21.01%)	4 (3.36%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4103	4.18	0.91	1750 (42.65%)	1673 (40.78%)	423 (10.31%)	188 (4.58%)	69 (1.68%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

18. Overall, this was a worthwhile course.

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Question Type: Likert

~

contributed by Office of the Provost

Results for CS-2150-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
119	4.57	0.73	81 (68.07%)	28 (23.53%)	8 (6.72%)	1 (0.84%)	1 (0.84%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4103	4.13	0.97	1727 (42.09%)	1575 (38.39%)	492 (11.99%)	216 (5.26%)	93 (2.27%)

19. The course's goals and requirements were defined and adhered to by the instructor.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
119	4.61	0.54	75 (63.03%)	41 (34.45%)	3 (2.52%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4540	4.32	0.73	1985 (43.72%)	2147 (47.29%)	303 (6.67%)	71 (1.56%)	34 (0.75%)

20. The instructor was approachable and made himself/herself available to students outside the classroom.

~

Question Type: Likert

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contributed by Office of the Provost

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
119	4.39	0.82	67 (56.30%)	36 (30.25%)	13 (10.92%)	2 (1.68%)	1 (0.84%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4547	4.34	0.78	2250 (49.48%)	1760 (38.71%)	412 (9.06%)	91 (2.00%)	34 (0.75%)

21. Overall, the instructor was an effective teacher.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-2150-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
119	4.71	0.53	88 (73.95%)	27 (22.69%)	4 (3.36%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4560	4.22	0.93	2094 (45.92%)	1729 (37.92%)	469 (10.29%)	168 (3.68%)	100 (2.19%)

22. Please make any overall comments or observations about this course:

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-2150-001

Total	Individual Answers
84	*See below for Individual Results*

1) Test grading should be made more flexible, was very harsh at times 2) IBCM simulator should be able to handle more lines of code (or we should be given a warning ahead of time) 3) x86 reports were very annoying to do, I wish there was another way to convey the same concepts 4) I feel like we should cover all the C++ topics, and then move into IBCM+x86

Floryan is fantastic. The course is tough, but overall felt fair. Wish there were more assignments to let us buffer bad grades/ensure we understand the material.

A++ :)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Floryan is a great teacher. Definitely knows his stuff. Very helpful in office hours.
	I still can't believe the Atlanta Falcons blew a 28-3 lead in the third quarter of the Super Bowl Kevin Durant should've come to DC Lebron travels Don't let Prelab 12 being canceled distract you from the fact that the Cleveland Indians blew a 3-1 game lead against the Chicago Cubs in the World Series
	An in-depth class where the lecture actually aligned with the labs (oddly rare for me in my experiences at UVA). My only concerns were already expressed in the laboratory section course eval and only have to deal with lab grading and showing the rubric before the assignment is given out (as is the case with most other classes I've taken).
	This course was extremely time consuming and challenging. I struggled with some of the more basic concepts early on that made the class much harder as we continued on. I don't think Professor Floryan was a bad teacher, but my grades reflect that I did not adequately understand the course material, at least for the first two midterms. It might have helped myself and others if the professors had more conceptual office hours and the TAs had technical office hours for the labs. Just about every student at both office hours, myself included, only asked about how to do the labs or fix their lab code. Indeed, I felt that I was so busy doing the labs that I hardly had any time to review the material and understand what I was doing all the time. I would also possibly suggest moving the postlab due time back to Friday night at midnight, as it would give students a bit more time and I doubt that grading starts immediately on Friday afternoons.
	This was one of my favorite classes I've taken at UVA so far, because I feel like I've learned so much and that what I've learned is directly applicable to my interests and goals. I liked the "dreaded" open-end labs of Lab 6 and Lab 10, because they challenged me to creatively come up with a solution on my own. However, I think the regrade policy is the worst piece of class policy I've ever seen. I understand its purpose, and that it was instated to save time for the already-stretched TAs, but that doesn't change that the policy really really sucks from a student perspective.
	Floryan was great, well deserving of the award he got. Made class fun, great at explaining topics. Pictures on board were key
	Great course, probably the most difficult course I've taken but also probably the most rewarding course I've taken. Should absolutely be worth 4 credits. I've taken other 4 credit classes before and this is undoubtedly without fail more difficult. At the same time, I highly enjoyed this course, as I really felt I was learning at a high-level and worthwhile career skills. I would highly recommend. Only criticism is more clear directions in later half of the labs (the "to-do" list we should say, is spread out over mass text, and not in consolidated area). Also, would love to see possibility for a single prelab inlab or postlab be dropped for each student. This is to account for personal issues. I recommend this in every class, as a handful of students every semester will go through something terrible, and this will help them.
	Say Under the hood more
	This was a really challenging course, that I am both happy to be finished with as well as happy that I made it through.
	While this course kicked my ass, and was definitely the most difficult and work-based course I have ever taken, it is so rewarding looking back on the semester (maybe that's the euphoria of no longer having labs). I wish we got more credits because I worked so hard, but I really, really enjoyed this course, most likely because Floryan was such a good professor. Classes flew by so quickly and he taught the course in such an engaging way. While I cried way too much doing some of the labs (huffman and hash), I think that it was overall very beneficial and I want to thank Floryan and the TAs for making this my favorite course that I've taken (floryan plzz)
	I think IBCM is a pointless teaching language, why not just spend 3 weeks on x86, IBCM isn't practical at all.
	I had a lot of fun learning with Floryan: really appreciated the pictures, the sarcastic and witty comments, the comics on the slides, the chill atmosphere in class, and much more. Congrats on getting the teaching award!
	These professors, TAs and students are overworked. There is too much going on in this class. It is impossible to set up appointments with the professors because they are so busy, the TA office hours queue is always way too long, and students are way too unhappy with this course. I know this is supposed to be a hard course, but it needs some serious rethinking
	The course should go in more detail of certain topics. I feel as though we brush up on a little topic, and then move on. Perhaps the course should be split into 2 courses. Additionally, earlier this semester, my laptop's SSD stopped working and I could not do any labs. When I informed a TA, they said I can use the computers in Olsson. However, when working there, I could not get access to any TAs. As a result, for 3 of the labs, I stayed up until 5am for a few days to figure everything out by myself. Also, for my desktop (bad luck), when changed the virtualization setting in my BIOS to "ON", it completely destroyed my mother board. Cavalier Computers is now charging me $300, which I am getting back today, the end of the course. That is a lot of money that is taken away from me just because I wanted to do my labs.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I did learn a lot, but the work load was crazy. I initially planned to enjoy my fourth year. However, this class forced me to spend 10 hours per week, sometimes more, on coding and writing reports etc. I barely had time to finish my other assignments and do my capstone project. I did not regret taking this course, since I wanted to learn C++. However, my life would have been a lot more enjoyable without this class. The assignment due times were so weird. Sometimes I woke up on Tuesday morning and tried to finish the prelab. Since it was due at 9 AM, I did not finish on time a couple of times. Please make it due at some better time, such as Monday midnight or Tuesday noon etc. Some of the tutorials and lab pages did not make things clear. The shell scripting tutorial, for example, was so confusing. Plus, we did not need all the information on that page to finish the assignment. The lab pages sometimes hide important information in a bunch of text, and do not include them in the summary at the beginning of the page. One of the assembly lab wanted up to write a power function that called the multiplication function we wrote. I thought we were allowed to use the imulti function from the assembly, because the description was so unclear. Floryan was an outstanding teacher and lecturer and I feel that I learned so much from taking this course. Overall, this was a worthwhile course much more than any other course I have ever taken. There was so much work involved in this course I almost forgot about some of my other classes. This was such an amazing course. My only issue I had with it was how much time I had to spend on my work for this course. It often took away time I had to spend on other classes coursework and I think it led to me not doing as well as I could in this class. I learned so incredibly much, but like I said above, the amount of work is not adequately described by how many credits the class is worth. I wish there had been more of an indication of that. I really enjoyed MOST of the labs, and like being able to talk about some of the coursework I did in this class in interviews. I would recommend this class to anyone who is interested in CS because you just get to learn so many of the "why's" I had always asked in previous CS classes and learn from two amazing instructors! All of the labs need to be rewritten. They are repetitive, inconsistent with syntax, and confusing. Mega tough course, should definitely be worth more credits. Didn't enjoy the leaps from high to low-level programming but I that's a pretty popular opinion. I'm honestly slightly sad there's no more lectures cause Floryan is super funny and made the course material more bearable. I learned a lot, I suffered a lot, and I did have some fun along the way, thank you for the course! Need more credits for amount of work required. WAY WAY WAY too many labs for a course that is 3 credits. Having 3 labs due every week for 12 weeks is absolutely draining and unnecessary. In addition to that, there were never any solutions to the practice exams given which were pretty pointless to study off of. This course took up most of my semester and made it hard for me to focus on any of my other classes. Floryan is great, but I think the amount of homework given needs to be re-evaluated. Within the labs itself, it always took way too long to initially grasp the concept due to the amount of instruction given. I honestly believe that the pre-lab should have been the entire lab for most labs we completed since the pre-lab was always the most time-consuming and most difficult. There were absolutely no breaks in this class and if it is taking the graders awhile to grade the labs, I think that's a strong indicator of the one too many labs we are assigned weekly. In addition to that, the support requests were never handled in a timely manner. There was no urgency with them, which made them somewhat pointless for tasks that need to be handled immediately. Overall, this was a rigorous course and I was expecting it but a lot of improvement can be made to help students understand the material more and succeed to be ready for their higher level CS courses. Best class I never want to take again. Extremely well run and organized, but very, very hard. I got a ton of bang for my buck because of this. Floryan is a great guy and a wonderful professor. I learned more in this class than I have at any at UVA so far. The course is super demanding though and should definitely be considered 4 credits. There was one slide set this whole semester that I did not already have previous knowledge and understanding of. That slide set was the IBCM, since that was made up at UVA. I think it's silly that I wasn't able to skip out of this course and was asked to go through this material again. This is stuff that I learnt sophomore year in high school and is definitely important, but I already knew the material and feel that my time was simply wasted. When I talked to Bloomfield, prior to signing up and in the summer orientation, he told me that there was no way for me to skip this class. Definitely, one thing I want and believe very strongly should be changed is this course should also be able to skipped. The material covered in this class is a fraction of the material covered by the APCS program at TJHSST. I know that I'm not speaking alone in this, because I have fellow friends that are in this class and feel the same way and have friends, who felt the same way in the past. I'd rather have taken upper level classes than wasted a semester on a course in which I learnt little to no new material in. For instance, the the Huffman lab was either the sixth or seventh time I have written that code. Regarding the instructor, Floryan seemed to be very well-versed and definitely very approachable in his teaching ability, but since I already knew the material I have no way of judging the effectiveness of his teaching. Good class! It would be cool to have 1 or 2 big projects in lieu of a few weekly labs. This was definitely the most difficult course I have taken so far. While almost all the work is managable, you do need to put in hours upon hours of work to complete the assignments. I would normally spend 12 hours a week in office hours alone and would need to spend additional time working on my own. However, I would still recommend this course to anyone who is truly interested in computer science because we learn a variety of data structures and explore programming at various levels. I have definitely learned more in this CS class than any other taken so far, and I feel pretty prepared to move forward with CS classes. N/A

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Good class, some aspects of the labs bordered on irrelevance but overall it was all pretty useful in the end. I feel much more confident as a programmer/computing major after taking this class
	Floryan was an incredible professor and I really appreciated his teaching style. There is a LOT of information covered in the course. If this was the only course I was taking I would love being able to fully delve into each of the topics but it is not the only course I was taking so there was a lot of information within the readings and other explorations that I was unable to get to because of how much other work I had to do for the labs. I could see this as two classes instead of one. Overall, I really enjoyed the course.
	Thank you Bloomfield and Floryan. You guys taught us a lot and we are definitely more prepared for high-level CS courses than before.
	Great teacher and material, but it needs to be split into to seperate classes
	Lab 2 is the hardest lab in my opinion because it is such a massive jump in difficulty. As someone who has never used terminal or done anything in C++ lab 2 was extremely difficult. There should be skeleton code for this lab. It is daunting and stressful to figure out all the syntax for an h file vs cpp file or a class. Also solutions to the practice exams would be helpful.
	Favorite course at UVa. Can say with certainty the people who complain about how much work it was didn't start their prelabs early enough and stressed themselves out and got angry about it. Only complaint is all of the reports. Maybe just give us a break on those post labs. I wanted to code not write :/
	Loved the course and learned alot about data structures.
	I thought this course was time intensive but fair and pushed me to learn a lot about computer science. I thought Professor Floryan was an outstanding teacher who was great at balancing the line of being a funny guy and demanding respect.
	Busy class
	The course is full of knowledge and worthy to learn!
	Thanks for the good year. It was hard work, but it was rewarding. Makes me feel like I've accomplished something.
	Tests need to be taken simultaneously, not in lab sections. As someone who is in the 9:30 am lab section I can say with confidence that we were all at a disadvantage because by the time even 2:00 rolls around nearly every 2150 student knew what was going to be on the test. For someone (bloomfield) who adores our "honor code" you aren't doing a good job of upholding it. Just book the chem room for two nights every semester! It surely can't be that hard. It felt super frustrating knowing that students in later sections than me were being fed information because, as someone who did poorly on the test, the thought of them even getting a free two or three points is sort of gutting. The lab instructions were for the most part super vague and this caused everyone to waste hours on end just trying to figure out what the assignments were asking. I think that if the PDR instructions were tightened up people would spend less time in office hours with, "how do I get started?" type questions. I don't think the tests are a fair reflection of how much someone has learned in the class. They should be about demonstrating knowledge like the labs instead of memorizing every single thing in the slides and readings and hoping that what you know gets asked.
	Love the class, we kind of talked about this in class today, but the material could definitely be divided and made much more digestable/meaningful to students. I hate to be this guy, but I know that I am not the only CS student (In fact, probably one of the 99%) who feel like the time spent in 2110 was virtually worthless. We sort of covered some of the DST material in 2150 in a superficial way in 2110, and if that class was repurposed to be that "half" of 2150, and 2150 became an "intro to comp arch" at the more assembly level, that would literally improve the UVA CS program tenfold. Stanford who?
	Not an impossible course to pass. I think its reputation as a weed out course somewhat stems from the fact that a lot of 2nd years take it, and it becomes the first truly challenging higher level course that they've taken. As a 3rd year taking it, it actually felt like a break from my other classes at times. I think something to add to the course is a little section about planning before you code. Something I noticed with a lot of my friends in the course is that they often started mish mashing code together (resulting in many errors), try to fix those errors, and overall just end up with a much more complicated mass of code than entirely needed. I think if one section of the course or prelab was dedicated to looking at problem statements and then brainstorming what kind of data structures would be most useful in solving it efficiently/pros & cons of data structures, people might feel a lot less lost on some of the labs (e.g. hash lab).
	Floryan was great.
	Very haphazard course with no sense of direction.
	Entertaining teacher that helped me learn a lot both during lecture and with the lab assignments
	This course was super interesting but very demanding.
	This is a very tough course but it is also very well organized. I can't stress how important it is to get TAs that are very knowledgeable and comfortable with the subject (which most were!). Sometimes the grading policies on the test were a bit harsh - as in some questions deserved to get partial credit for the answers but I wound up getting the whole question/part wrong based off one error even though it was clear I knew the general answer and how to calculate it.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This course was fairly difficult, but I think the stress I endured throughout the semester was worth it in the end! Professor Floryan did a good job of keeping the course interesting. The course itself was more difficult than it could have been if the labs had been shortened. Having three parts of lab due every week was a bit excessive. I think I learned a lot in this course but it was definitely really hard and took up a ton of time. I think the class should definitely be worth more than 3 credits considering the amount of time that is required to do well in this class. Great course. Learned a ton and it only made me love computer science more! I went to Bloomfield's lectures though because they were at a more convenient time and location for me but I thought Floryan was great at the review sessions! My favorite course I've taken at the college level. The labs were challenging and interesting. My only complaint is it would have been nice to write more x86. I believe this could be accomplished by assigning more programming for the lab and less report writing. This course requires a horrendous amount of work and the office hour queues were often prohibitively long Very interesting course. MY FEELINGS: I cried at least once a week because of this class. For certain labs, I cried 3-4 times a week. And I cried before taking each exam and I cried once more getting the exam grades back. :(This was without a doubt the hardest class I've ever taken. CONSTRUCTIVE CRITICISM: I think there needs to be a more effective way in running office hours for this class than just putting yourself on a queue and waiting. I don't think it's reasonable to have to wait 3 hours for a TA to come answer one question that you have. I also think that for certain tutorials and descriptions for the labs, they are really confusing to read and follow. I feel like they don't fully explain what some things are, and they should go a little more in depth of what this is, or what that is. Lastly, I understand that you want to make the tests hard, but I've always felt that certain questions on the test are just meant to be trick questions. While certain things (like testing if we know run-times for certain data structures) are actually useful and things we SHOULD know, and are understandably tested, there have also been questions where I just feel like the purpose was to trick us. And these questions (I feel) are not important to the overall course, and are not concepts that are necessary for us learn and use in future CS courses we take. Overall, my biggest worry is that this class is basically the foundation for all other higher CS courses. But I'm worried that with the amount of material I had to learn, and at such a fast pace, when I move on and take higher-level CS courses, I'm not going to remember all of this. I agree with others that this class should really be split into two courses. I liked the class a lot. I wish there was group work and that the exams weren't as harshly graded. I do not think that grading was consistent. Often I received a higher grade than I thought that I deserved, and at other times I received a lower grade. Typical evaluation -- pretty hard and time consuming but a worthwhile and necessary class. I don't think I've ever taken a class at UVA where I felt like I learned this much. I'm a Math/English major in the College who took this course for fun as a masochist. Maybe it was Stockholm Syndrome, but it ended up being my favorite course this semester. My only real complaint were the random tutorials that get thrown into labs that aren't really relevant to what we're doing. Often the tutorials felt cluttered and confusing, only to then ask us to use it in such a simple manner that we didn't really get anything out of it. Not that I'm asking for more program writing in C, mind you. Also, still annoyed the middleearth.cpp file didn't mention Tom Bombadil. That man is a Tolkien treasure and deserves respect. Mark Floryan is the best prof ever A lot of work, but we learn a lot from the course. I feel much more prepared as a computer scientist after taking this class. I only with it was worth more credits for the amount of work it was.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	1. Mark Floryan is an AMAZING teacher. He is incredibly approachable and knowledgeable, and makes his students willing to learn. He definitely deserves this year's teaching award. 2. This course is a nightmare. I am decent at coding, and had seen everything covered in this course before in a previous class in Java(besides assembly). What killed me is that there are THREE LABS EVERY WEEK. EVERY WEEK. No matter if you have 3 other tests that week and you happen to have the huffman coding lab, there is no break. The fact that you know that the labs are always going on and that you know you could always be working on the next pre lab is incredibly stressful and depressing. It made me dread doing 2150 assignments, because I knew no matter how much I worked, I could always be working ahead more. I don't ever want to go through that again ever. I have never felt so bad in my life. Please don't make other people go through this. 3. I hate it that when you ask a TA a question on the theory (or overall structure you need for the lab) they sometimes just say " just write _____ right there in the code" and don't give any type of explanation of the theory. This happened to me twice in office hours. 4. I was sitting in Thornton Stacks one day for office hours and there were two girls sitting across form me (both in 2150) and one of them said "I really don't know how to do this lab" (paraphrased) and the other girl said "Oh but isn't your dad in CS?" (not paraphrased) and the other girl said "OH right. I can just send it to him lol" (not paraphrased). SO YEAH. GOOD TIMES. GO HOOS. I just hate the nonchalance of "oh i guess he can do it for me" .... 5. WHERE DID IBCM COME FROM? Honestly, I liked IBCM. So much better than assembly. The only thing that was a concern was that there were no resources. Beyond the slides, there was no example codes to reference online, there was no explanation of how the machine worked, nothing. This was very frustrating, and made the entire project very vague. However, this process made DLD a lot easier, so I appreciate that. Also, IBCM is a great intro for the assembly type thinking. 6. This entire time I have been sligthly paranoid that I will be accused of cheating, because my friends and I will sit down and consider how to approach this weeks lab by talking about the lab and (sometimes) writing down some pseudocode. This is always super productive and helps put everyone in the right mindset. Also, it helps us see if we misunderstood something. This follows the CS guidelines of not cheating, but because we discuss the problems and then all eventually end up on the same approach of a problem, I have been paranoid all semester that what if this is mis interpreted and I will be accused of cheating at the end of the semester. But we all wrote our code separately! Just because our code is similar, doesn't mean we all copied each other. 7. This is getting a little long. Sorry to take up your time. I appreciate all the work that Prof Floryan and the TAs put into this course :))))))))
	i love you florian.
	I would recommend you spend more time demonstrating the use of features that are unique to C++ (pointers, etc) that students would not have been familiar with coming from Java. This would make it easier to get into the labs, I feel.
	Professor Floryan won the teaching excellence award during our second-to-last lecture. I could not agree more with that decision.
	Great informative course. Office hours needs some work. Often students would just get on the queue just to have the assignment explained to them. Ive seen TAs spend over 20 minutes on one student just to fix their poor code while other students dont get helped.
	Overall a great course, you definitely get what you put into the class although I would say its much more work than just 3 credit hours
	It takes forever to get back lab grades and regrades. Professor Floryan is a great teacher. He made the lecture funny and entertaining, but I don't like ending class earlier than we are supposed to, because this course contains too much info.
	instructions for the test say that for short answer questions, we should have around 20 words and an answer above 30 words is given a zero. This is an absurdly short word requirement for some questions. For example, a question about print methods for linked lists has shown up on the past two exams. The question asks for the difference in implementation between a member print method and a non member function for a linked list. The answer is that a member function has access to the internal variables of an object and so it can just print it directly while the non member function does not have access to the internal member fields and so it needs to use a 'getFirst' method to use an iterator to step through the list or something like that. The names of the methods are roughly 4 words each. Just referring to the each method name once uses up 8 words. I would be very impressed if either floryan or bloomfield could come up with a grammatically correct sentence that answers the question in the remaining 12 words. Not sure if such a sentence exists
	Professor Floryan is by far the best professor I have had at UVA. He is funny and makes the lectures enjoyable to attend. He sympathizes very well with his students since he was a student here himself and understands what we go through. He is extremely knowledgeable about the subject matter and when questions are asked he tells us more than we need to know and in a great way where we can connect it to the real world. Although the homeworks were difficult his office hours were always helpful and he was welcoming during them. All in all he made a difficult class fun and bearable and I would love to have him as a professor again.
	Awesome class. Floryan is the man. Learned so much. This is how all college classes should be. Everyone should take this class
	This class, although there is a lot of work, was not the nightmare I was expecting it to be. It just required a lot of commitment in terms of time to learn what exactly you were doing. But lab 6 and lab 11 were not fun. Lab 6 just required so much work, and lab 11 I just could not understand the prelab.
	On time. Funny. Draws great pictures. Answered our questions. Made us not feel stupid. You're awesome, Floryan.
	Great course! Lots of effort was put into designing it, and I learned a ton. I'm an EE major, and I'm glad I took it.
	n/a

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Overall, this course was way too much work, although that was expected and I'm sure you get a lot of course evaluations telling you this. I just think, since everyone seems to be aware of the difficulty involved with this class, that the work should be more spaced out. There were many times, after spending countless hours on a prelab, that I just couldn't find the time or energy to finish the in lab on time, so I would be forced to take the late point reductions. The only thing I would change would be the time requirements on the labs. Maybe make the inlab due saturday and the postlab due next week so we have time to really think about the material and not feel as stressed out. Thanks for a great semester :) Floryan is one of my favorite professors. He is great! This course should be more credit hours - the average students spends way more time on homework assignments than 6 hours (how much outside of lecture time expected for a 3 credit course). That said, this course taught me more than any other at the university and the instructors are incredible knowledgeable, approachable, and engaging. Overall, I think this was a great course and I learned a lot. I'm not a CS or SEAS major and am taking this class for fun mostly and maybe that's why I think there is an unreasonable amount of work for a 3 credit course, but I will say I thought every lab was able to teach me something and was not assigned just to assign something. One thing about the grading, If you are going to assign lab reports where we take 2+ hours trying to address everything required correctly, at least have the graders read them. I know people who decided to submit without including everything listed and still got full credit and that's unfair to the people who put effort into the reports and include everything. I felt like this class was too much work for what it was worth, and some of it should definitely be distributed to the 2110 level. I did not like the section on assembly, as I thought it was mostly poorly taught and there were not enough adequate resources for me to figure out what I was doing. While I did not enjoy the workload of this class, I want to commend Mark Floryan for doing such an excellent job teaching this course. He answered questions very well, always wrote up on the board, and was happy to clarify some thoughts. I hope future new-hire professors at this school (looking at you, CS dept!) can not only teach the material as well as him, but also be as chill, relatable, funny (even at bad puns haha) as he was this semester. I liked the class, but the classroom smelled horrible and was very hot. The projector also malfunctioned a lot. The homework was astronomically more than my other classes and the exams tested for small things, requiring a 10-point curve.