

# CS 2150-001 Program & Data Representation - Fall 2016

ENGR (16803)

INSTRUCTORS: Floryan, Mark (mrf8t)

Respondents: 95 / Enrollment: 134

Summary: CS 2150-001 Program & Data Representation - Fall 2016 (16803)	
<b>Overall Course Rating</b>  CS-2150-001 Mean 4.05 CS-2150-001 Std Dev 1.17 CS-2150-001 Response Count 475  SEAS, 2000-level courses Mean 4.04 SEAS, 2000-level courses Std Dev 1.01 SEAS, 2000-level courses Response Count 16316	<b>Overall Instructor Rating</b>  <i>INSTRUCTOR:</i> Floryan, Mark Mean 4.48 Std Dev 0.73 Response Count 665  SEAS, 2000-level courses Mean 4.26 SEAS, 2000-level courses Std Dev 0.88 SEAS, 2000-level courses Response Count 23269

~ QUESTIONS AND DETAILS ~		~ ANSWER MATRICES ~	
<b>1. 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.</b> ~ Question Type: Short Answer ~ <i>contributed by Floryan, Mark (mrf8t)</i>		Results for CS-2150-001, Floryan, Mark	
		Total	Individual Answers
		78	See below for Individual Results
		<p>All and all, I feel like most of the TAs were very helpful. For most, if not all, labs, I needed them in order to finish. In general the TAs were friendly, and really wanted to help me finish. However, there is an exception here. While I won't mention names, there was a particular TA who was very unhelpful. They always wanted me to completely change my code to match theirs instead of working with me on the code that I already have and then leaving by just giving me a vague skeleton with only a justification that he can't do the work for me. This ended up leaving me more confused that helped and this was especially disappointing during days where office hours were full. It was tough to wait for up to and hour for help and then be left having more questions than answers. Besides this particular TA, however, I found them to be very helpful.</p> <p>The TAs deserve a pay raise. A huge pay raise, like pay them a shit ton of money. The most helpful TAs I have ever had, they taught me so much and I never could have done it without them.</p> <p>I think there need to be more TAs during the weeks with the more difficult labs, as the queue gets very long.</p> <p>overall TAs were very good</p> <p>Generally helpful in lab.</p> <p>The TAs were great! Very helpful in walking me through things I didn't understand. I wish there were more of them at office hours, but the existing TAs were awesome.</p> <p>I felt the TAs, with the exception of a few, only major benefit was that they had access to the solutions and could help guide us to the solutions, rather than necessarily broader questions about the implications of what we're doing. I felt they had difficulty answering broader questions that were not directly related to the assignment. Maybe if the TAs could themselves be briefed on the material in advance by the instructors so that they have a broader understanding of what we're trying to learn about, it would help them answer our broader questions</p> <p>I LOVED the TAs. They were all great. Especially the girls. Except for one TA. I don't think we vibed very well. I was always confused when I got this TA.</p> <p>Teaching assistants were knowledgeable and did their best to make sure everyone in the room got their questions answered.</p> <p>The TAs were very helpful this semester and I learned a lot with their assistance and patience. I wish there were more of them so that the office hours queue didn't take so much of the students' time.</p> <p>TA's are very knowledgeable and helpful.</p> <p>I have had TA's for this course that have been very helpful an some that were not so helpful. The differences between the responses can be frustrating I wish that there was a more specific way that the help was provided for us. Not having any warning for the queue being shut down/ not knowing when it will open again is also very frustrating. I wish this was a little more visible to us students.</p> <p>Pro - helpful when accessible Con - slow turnaround time</p> <p>They were good!</p> <p>The teaching assistants were very knowledgeable overall.</p>	

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

The TA's for this course were fantastic. They were extremely helpful and very well prepared.

Most of the TAs were helpful, but I did not appreciate that some of them asked me to leave the room the minute lab ended so that they could leave as fast as possible.

Overall very nice and helpful. Good at explaining components of the lab.

No complaints.

I didn't communicate with them too much, so no opinions here.

The teaching assistants were very helpful and knowledgeable. I wished they looked up from time to time to see if some is raising their hands asking for assistance.

Pros: Super helpful and friendly. Some TAs were really knowledgeable and I learned a lot from them while trying to clarifying topics I was confused on. Cons: Some TAs didn't really know what we were doing for labs...

TAs were very helpful during labs, making sure we fully understood the concepts.

N/A

Some of the TAs seemed to not know many of the basic details about the labs. Asking them for help in some cases wouldn't help any.

Usually very helpful. Good group of TAs.

The TAs were overall very helpful. Sometimes, it would be hard to meet up with them when the wait time was long but I think that they tried their best to help.

I thought they were super helpful during the lab sections.

Mostly useful, but sometimes couldn't get good answers.

My lab section's TAs were very helpful during inlab work.

TAs FOR THIS CLASS ARE EXCELLENT!!! They are so knowledge and know exactly how to help you when you have a common question, and will sit down and work things out with you when your question is more obscure/ambiguous. They did a phenomenal job of trying to increase my understanding of a concept when I had a question, rather than just giving me the answer. I cannot thank the TAs enough, they were amazing!!!

Y'all did a great job! No complaints whatsoever, except that we need more of you.

They were all very helpful. There could be more of them.

While some of the TAs were very helpful throughout the semester, some seemed to be more knowledgeable about the lab material compared to others. Moreover, some TAs had a better idea of what the lab was for the week while others seemed to be only learning about it during office hours.

they were super super helpful!!!!

They were fine. Were helpful when I needed help

The TAs were great. They were so helpful and nice. But there weren't enough---this could be solved by changing other aspects of the class, but with the current state of the class, there were always about 40-50 people on the queue.

The teaching assistants for my lab were great. They were always super duper helpful and I'm really glad that I had them for my lab block.

I did not use a TA during this class

I barely noticed the TAs were there, which is fine with me because I wouldn't have asked questions anyway. Still, labs could have used an extra TA---maybe steal a few away from CS 111x.

The TAs were great. I did not ask them for help too often but they were helpful when I did.

I had no interactions with any TAs during the semester.

In general, the TAs were very helpful with the assignments and explaining topics to students.

It's hard to be general. Some TAs have been helpful, others seem as knowledgeable as I was.

They tried to help the best that they could and were very nice.

I think the TAs were very helpful throughout the course. It was nice knowing that there were frequent office hours in case I had questions.

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

The TA's in this course were fantastic. While some were slightly less helpful than other, they were all very knowledgeable about the labs and were always very willing to help with the assignments.

My TAs were SUPER HELPFUL. I love the way they took time to sit down with me and truly explain the "why" behind the "what". I felt as though they truly cared about my learning and more often provided prompting questions that allowed me to arrive at my own conclusions than they simply told me the answer.

I did not really work with the TAs much, so I can't really comment on them. The little that I did interact with them, they seemed helpful.

Awesome TA's, in lab they were really helpful. Just sometimes it would take a while for a TA to come around to me.

TA's were reliable resources

The teaching assistants, while extremely helpful in learning the concepts in this course, are spread far too thinly. More TAs will be required, especially as the class size of CS 2150 is growing larger.

Good knowledge of the CS principles. Not the best knowledge of how the class was going to be graded and class specifics.

They were helpful during lab times and office in helping with the labs.

The TAs were very helpful.

I didn't really utilize the TA's much so I have no comments

Very helpful in office hours

More TAs please!

They were all so nice and knowledgeable, and especially made sure to ensure they knew what we were asking before trying to help (which is really awesome).

For the most part the TAs were very helpful in providing assistance with the labs. However, sometimes different TA's would have different ways of doing things and when I would get help from multiple TA's, they would tell me to change things the previous TA has told me to do. This was frustrating when at office hours because the Queue takes so long to get through. When I would finally get help, I sometimes ended up having to change things I had already gotten help with.

The TAs were really friendly.

I LOVE the TA's for lab section 105!!!!!!!

I didn't interact with the assistants too much (I only went to their office hours once) but from that one time and during in lab, they were pretty great. I really appreciated that they would tell me they didn't know the answer to a question rather than conjuring up something. Overall, they were great TAs!

I never really had to go to the TAs for help, but in terms of grading it seemed that there were inconsistencies on tests and labs between people, but this is bound to happen in a large class.

great job

Didn't really go to TA's for help. Every time I tried to go to office hours, the queue would fill up so fast and I would end up answering my own questions before I got help from the TA's.

Never went to office hours

PROS there are some great ones CONS not enough of them

I thought they were very helpful.

TA's were very helpful

The TAs were very helpful in person, both in lab and in office hours, but I was a little disappointed in the amount piazza was used by the TAs throughout the course. In previous classes, if I had questions and could not make it to office hours, I would be able to get some questions answered on Piazza, but I did not feel that was the case at all for this course, and often had to submit some labs late because I needed to get help in person.

Some pros were the TA's were knowledgeable. Some cons were that they spent too much time on certain people's questions that other people could not get their questions answered in a timely manner.

the TA's were very helpful and was always very patient when asked any question. For the most part, all the TA's spent a fair amount of time with each student and made sure that they helped you in some way before leaving. The TA's in the 2pm section of lab were especially great!

The TAs were very helpful throughout the course.

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

The TAs were almost also very helpful and knowledgeable.

Start evaluating the labs earlier, so that you make less mistakes.

great teacher, overly strict and inconsistent grading

Most assistants were good but some of them were in too much of a hurry to move on from you or would consider what you didn't understand easy so they would just tell you they "dont know" or would just tell you to do it. (as if i was waiting for your approval to do it myself....thanks....). If I knew what I was doing I wouldn't wait after 40 other people for you to come to me, that kind of thing. Still please tell them to not say "dont know" and leave, people have lives that they like to get on with outside of thornnton, at least you get paid.

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

~  
Question Type: Short Answer

~  
contributed by Floryan, Mark (mrf8t)

### Results for CS-2150-001, Floryan, Mark

Total	Individual Answers
92	See below for Individual Results

This class could easily be worth 5 credits. The amount of time this class takes per week (including lecture, in-labs, pre/post labs, and just studying to understand concepts) is numerous hours which can be very stressful along with the rest of a students course load. Having an amount of credits that represents the work might warn students as to how much time commitment this course demands.

4 In comparison, an architecture studio is worth 6 credits, and I think this is requires a bit less time than that (from experience).

More than 3 credits for the amount of time invested in all the work and assignments.

I think it should be worth at LEAST 4 credits, since a major part of this class is the lab section, and all of my other classes that have labs that are this much work are worth at least 1 credit. I understand that the lab in this class is not completely separate, unlike other science/engineering labs, but the concept is the same - the work done takes a lot of time and effort and is therefore worth at least another credit.

I know its been mentioned a great deal but I think the course should be worth more than three credits, preferably four with one lab credit. The amount I put into this class way overexceeded what I put into many other four credit classes.

the amount it is already

This is a 4 credit class. It's a lot of work.

4.

4!!!! for sure it took up so much time

I would think about 4. Honestly I felt that the class was very manageable and I am not upset it is 3 because I never felt destroyed by it, but it is significant work, especially if you run into issues. Plus, since there is a lab + 3 lectures, 4 credits seems fair.

4, no question

100 more like 6 actually

This course is a lot of work. However, the workload was not unmanageable. I think this course should probably be worth maybe 1 or 2 more credits simply because of the time required for each lab, but I don't think the work load was unreasonable. It think the hardest part was that the work was constant. There never seemed to be a break from labs and that can get very tiring, however, the actual amount of work was fair most of the time.

With the amount of time we spend on the labs outside of class, probably 4 credits.

At least 4 credits. Considering that the labs are essential to understanding course material, and take many hours, the lecture should be worth 3 credits and the lab should itself count for 1 or even 2.

4. It is the most time consuming 3 credit course I have ever taken.

Probably 5, but at least 4. I don't think 3 credits is commensurate with the amount of time and effort put into this course. Combined with having a lab section, I think it should be 5 credits.

4, the class should be graded on a rather favorable curve and then each student should be given 4 credit hours to be doubly beneficial for all the time spent in the course.

At least 4

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

Compared to the amount of work I typically spend on a 3 credit class, this class should be worth 6-8. This means that this class NEEDS TO BE CHANGED.

4 credits. With 3 50-min classes, an hour and 15-min lab and the amount of outside work, it should be more than 3 credits.

I think 4 credits would be fair.

At least 4 because we have three lectures a week and a lab.

I think this class should probably be worth 4 credits, because of the large amount of effort required.

4 because we have 3 lecture hours and an hour of lab

6 at least based on the hours put in for the course

3

3

3

3

3

4 credit.

3.

This course needs be be 4 or 5 credits. I can't tell you how long I have worked on this class. Each and every week, I spent roughly 6 to 7 hours a day at office hours0 I actively lived in Thorton stacks EVERY SINGLE DAY. And I had to because the work was very hard and if I skipped a day, I would be instantly behind with no hope of catching up (hash Lab). Not only was this incredibly stressful, but it detracted from my other classes. I can't remember how many times I need to study for a test, or write a paper, but only have Saturday and Tuesday to write or study because I was constantly at office hours working on some lab. This class takes up so, so. so much of my time, and I didn't even have a life this semester. All I did was CS and my other classes took a hit because of it. This isn't the only class I have, and it isn't the only hard class I have, and to have to dedicate so much of my time to this, while worrying about 4 other classes is incredibly stressful. So stressful, I actually had to start going to therapy. I had to check into capps in order to help myself because this class caused me to do poorly on other classes and it actually made me depressed. I have never had a class that caused me to be this sad before. I don't know how you would do it, but please either make the course worth more of cool it with the work, especially on breaks. Thanksgiving with Huffman was atrocious.

5

A lot more than 3. This class took up about 50% of my time spent on schoolwork during an average week with a 16-credit SEAS schedule.

4, definitely 4, no chance it should be less than 4, i am APPALLED it isn't 4+

I'd say about 4, simply due to the hours of homework that go into the course.

Probably 4 based on the amount of work I had based in my only other 4 credit course (Differential Equations). But 3 doesn't seem inaccurate either, as I thought diffeq could have been a 3 credit class as well.

4

4

4

4

4

4

4

4

4

4

4

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

4

4

4

4

8 credits because it is so much work.

I think 4 is a good number of credits it would be worth. Just the number of assignments per week is non stop and when you fall behind it gets hard to catch up.

4 - 1 for the lab and 3 for the class.

4; the lab makes it 4 hours of class per week, and the workload is definitively 4 credits worth.

Okay, yeah, this course was a ton of work. And it did suck the life out of my other classes because I was so focused on working hard enough to pass this one (lol which still may not happen)... BUT I recognize that strong work habits (read: STARTING THE LABS EARLY) really helped make the work load more reasonable. As a result, I feel like it's worth about 4 credits (2.5 for lecture and 1.5 for lab) but no more.

At least 4. The amount of work required is easily more than most 3 credit classes

honestly I spent as much time on this course a week as I did in 12 credits of first year comm school (verifiable since I took them at the same time). I would definitely say > 3, but that would also hurt my grade more, so I'm okay with it hahaha

4. It is definitely more work than any other class I have yet taken (CS or otherwise), and deserves to be marked as such.

At least 4 because it can have a lot of work, and having to physically go to lab also eats a lot of time if you don't live that close.

At least 4 credits, because we go to class for 4 hrs+ in class, and then we spend anywhere from 4-10 hrs per pre/in/post lab, and I would say that I average 20 hrs/week

Probably 4-5 credits. Just time commitments coming to class and lab add up to nearly 4 hours, and with the amount of time I spent completing the homework I would say it would fairly be 4 credits at least. 3 is very little.

100 This course took so much time and it definitely caused me to not be able to focus on some of my other classes as much as I would have liked because there were so many assignments due for this class. I greatly enjoyed the curriculum, but the credit hours did not match up with the work load and the amount of time I put into this class each week.

4-6

15 definitely more than 3 honestly tho I wish I was joking when I said 15 but I mean it?

This is a tricky question - by the very nature of coding assignments, some will spend more time than others on assignments. However, since you are expected to spend 3 hours outside of class per credit, and I most definitely spent more than 9 hours a week on this class, I think the 3 credits given should be reconsidered to a higher number to reflect that.

3 or 4. Ideally it'd be nice to get 4 with an A, but if one does poorly, the additional credit hurts more than it helps.

I think this course should be worth 6 credits!!! It is so much material to cover and the hours of work I spend each DAY on this course alone is more than 5 hours. The course mostly consists of the labs, which are so time consuming and challenging, so the course should definitely be worth more than it is now!

4 - Because this is a 3 credit hour lecture, the lab should add an additional 1 credit hour to the class. There is a significant amount of prep work for the class and studying required for exams, on top of the weekly 3-part lab assignments. Thus, it would be most fair if this was a 3 credit hour class.

I think the lecture and lab combined should be 5 credits just like how it is for science classes. The lecture was 50 minutes for 3 days a week and then the lab was an hour and 15 once a week. Besides the time in class or lab, I spent on average about 5-6 hours per homework assignment. This semester I spent SO much time doing all of the homework and I felt jipped that it was only 3 credits in total.

4. I spent way more time and effort on this course than any other course I took (which included 4-credit courses)

AT LEAST 4!!! The fact that there is a lab for this course in addition to lecture means that it should be at least 4. I would say more because of the amount of work required for the course, but I think 4 would be reasonable.

4. This course is a ton of work with all of the labs each week. Students are nearly required to go to TA office hours to complete the labs.

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

At least 4. I took another 4 credit class this semester and easily spent AT LEAST 5-10 hours more a week on work for this class than that one.

A lot.

4, the work-load for this course has far exceeded any 3 credit course I have taken before

This class should be worth at least 4-6 credits, spitting the lecture and the lab sections into two separate courses, similar to how the Chemistry department structures its core chemistry courses.

As an astrophysics major, I am, unfortunately, very familiar with unfairly credit-weighted classes. Looking from an absolute scale (in terms of the university as a whole), I feel this class should be worth 5 or 6 credits. But looking relatively within SEAS and hard science CLAS courses, four seems to be just right. I would encourage the CS department to challenge this norm and push it to more credits if possible though.

I think about 4 credits would be fair. When you consider time spent working on labs and learning/reviewing in class materials, the class is more comparable to a 4 credit course workload.

3 or 4

10

I would say 4. The class is even curved, so people shouldn't be afraid of it being worth more than 3 credits.

4. This class has more work than many 4 credit classes I already take. In addition to being a fair number of credits for the class, I think offering 2150 as a 4 credit class would probably cut down on the number of complaints received by the professors. The vast majority of average complaints about 2150 come down to 'it's too much work,' and if it was a 4 credit class, people would be more receptive to the amount of work.

This should be a four credit course.

4 credits

4 It's a rigorous course with a lecture and lab component. It requires many hours of in-class and outside-class work, students who complete this course should earn 4 credits.

4? Although more work than expected, but still reasonable.

I think it should be worth at least 4 credits. The amount of time that is required for labs and studying is a great deal.

The course should be worth 6 credits; it takes up a large amount of time.

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

Question Type: Multiple Choice

contributed by Floryan, Mark (mrf8t)

#### Results for CS-2150-001, Floryan, Mark

Total	BS CS (declare d) (NA)	BA CS (declare d) (NA)	BS CpE (declare d) (NA)	Undeclar ed, but aiming for BS CS (NA)	Undeclar ed, but aiming for BA CS (NOT Deferred ) (NA)	Undeclar ed, 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)
95	22 (23.16%)	28 (29.47%)	5 (5.26%)	3 (3.16%)	13 (13.68%)	0 (0.00%)	1 (1.05%)	20 (21.05%)	3 (3.16%)

#### Results for SEAS, 2000-level courses

Total	BS CS (declare d) (NA)	BA CS (declare d) (NA)	BS CpE (declare d) (NA)	Undeclar ed, but aiming for BS CS (NA)	Undeclar ed, but aiming for BA CS (NOT Deferred ) (NA)	Undeclar ed, 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)
95	22 (23.16%)	28 (29.47%)	5 (5.26%)	3 (3.16%)	13 (13.68%)	0 (0.00%)	1 (1.05%)	20 (21.05%)	3 (3.16%)



## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

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

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)
95	4.79	0.44	76 (80.00%)	18 (18.95%)	1 (1.05%)	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)
3263	4.38	0.72	1578 (48.36%)	1403 (43.00%)	185 (5.67%)	56 (1.72%)	19 (0.58%)	22 (0.67%)

**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.**

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)
95	4.37	0.75	47 (49.47%)	34 (35.79%)	9 (9.47%)	2 (2.11%)	0 (0.00%)	3 (3.16%)

## 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)
3328	4.08	1.03	1337 (40.17%)	1229 (36.93%)	373 (11.21%)	184 (5.53%)	108 (3.25%)	97 (2.91%)

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

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)
95	3.19	1.51	29 (30.53%)	16 (16.84%)	9 (9.47%)	26 (27.37%)	15 (15.79%)	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)
3267	4.11	1.02	1332 (40.77%)	1365 (41.78%)	237 (7.25%)	202 (6.18%)	116 (3.55%)	15 (0.46%)

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

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)
95	4.62	0.57	63 (66.32%)	28 (29.47%)	4 (4.21%)	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)
3260	4.25	0.86	1394 (42.76%)	1239 (38.01%)	304 (9.33%)	112 (3.44%)	36 (1.10%)	175 (5.37%)

**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)
95	3.42	1.13	9 (9.47%)	8 (8.42%)	16 (16.84%)	5 (5.26%)	2 (2.11%)	55 (57.89%)

## 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)
3264	3.52	1.13	567 (17.37%)	928 (28.43%)	689 (21.11%)	343 (10.51%)	156 (4.78%)	581 (17.80%)



## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

**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)
95	4.51	0.65	54 (56.84%)	33 (34.74%)	5 (5.26%)	1 (1.05%)	0 (0.00%)	2 (2.11%)

## 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)
3317	4.10	0.96	1307 (39.40%)	1315 (39.64%)	373 (11.25%)	206 (6.21%)	60 (1.81%)	56 (1.69%)

**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)
95	4.76	0.43	71 (74.74%)	23 (24.21%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (1.05%)

## 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)
3324	4.57	0.65	2044 (61.49%)	1025 (30.84%)	115 (3.46%)	32 (0.96%)	13 (0.39%)	95 (2.86%)

**11. The instructor was well prepared for class.**

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)
95	4.55	0.60	57 (60.00%)	32 (33.68%)	5 (5.26%)	0 (0.00%)	0 (0.00%)	1 (1.05%)

## 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)
3325	4.41	0.76	1713 (51.52%)	1238 (37.23%)	194 (5.83%)	60 (1.80%)	27 (0.81%)	93 (2.80%)

**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)
95	3.87	0.95	27 (28.42%)	34 (35.79%)	24 (25.26%)	6 (6.32%)	1 (1.05%)	3 (3.16%)

## 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)
3262	3.81	1.09	813 (24.92%)	1066 (32.68%)	481 (14.75%)	254 (7.79%)	115 (3.53%)	533 (16.34%)

**13. The grading policy was fair.**

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)
95	3.91	1.05	32 (33.68%)	35 (36.84%)	17 (17.89%)	7 (7.37%)	3 (3.16%)	1 (1.05%)

## 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)
3326	4.10	0.91	1217 (36.59%)	1455 (43.75%)	385 (11.58%)	168 (5.05%)	54 (1.62%)	47 (1.41%)

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

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

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)
95	4.64	0.55	62 (65.26%)	31 (32.63%)	0 (0.00%)	1 (1.05%)	0 (0.00%)	1 (1.05%)

## 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)
3328	4.34	0.82	1626 (48.86%)	1246 (37.44%)	227 (6.82%)	93 (2.79%)	37 (1.11%)	99 (2.97%)

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

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)
95	4.61	0.59	61 (64.21%)	30 (31.58%)	2 (2.11%)	1 (1.05%)	0 (0.00%)	1 (1.05%)

## 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)
3321	4.23	0.88	1437 (43.27%)	1293 (38.93%)	334 (10.06%)	99 (2.98%)	54 (1.63%)	104 (3.13%)

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

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)
95	0 (0.00%)	0 (0.00%)	15 (15.79%)	25 (26.32%)	55 (57.89%)

## Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3270	202 (6.18%)	850 (25.99%)	1360 (41.59%)	545 (16.67%)	313 (9.57%)

**17. I learned a great deal in this course.**

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)
93	4.76	0.43	71 (76.34%)	22 (23.66%)	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)
3257	4.22	0.89	1459 (44.80%)	1290 (39.61%)	320 (9.82%)	144 (4.42%)	44 (1.35%)

**18. Overall, this was a worthwhile course.**

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)
95	4.63	0.55	63 (66.32%)	29 (30.53%)	3 (3.16%)	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)
3257	4.12	0.98	1391 (42.71%)	1201 (36.87%)	411 (12.62%)	177 (5.43%)	77 (2.36%)

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

**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)
95	4.63	0.53	62 (65.26%)	31 (32.63%)	2 (2.11%)	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)
3314	4.33	0.72	1491 (44.99%)	1519 (45.84%)	238 (7.18%)	48 (1.45%)	18 (0.54%)

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

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)
94	4.48	0.77	57 (60.64%)	28 (29.79%)	7 (7.45%)	1 (1.06%)	1 (1.06%)

## Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3316	4.29	0.85	1609 (48.52%)	1221 (36.82%)	361 (10.89%)	89 (2.68%)	36 (1.09%)

**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)
95	4.63	0.53	62 (65.26%)	31 (32.63%)	2 (2.11%)	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)
3324	4.17	0.98	1494 (44.95%)	1214 (36.52%)	388 (11.67%)	136 (4.09%)	92 (2.77%)

**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
65	See below for Individual Results

I think Floryan was more than accessible, and an honestly great person/teacher, but because of the number of credits I was taking this semester and general busy-ness, I didn't get to know him better, and was often unable to stop after class to talk or ask him to meet in person, which seems to be the only way to get ahold of him!

Floryan >> Bloomfield!!

This class was challenging, but I'm really glad I stuck it out. I feel like I've learned a lot. Sometimes I doubted myself and really questioned whether or not I chose the right major..... but it's worth it.

This course is absurd. I feel like I am getting my life handed back to me after the final, and dammit I want my life back. I handled the work well until after break, then I just wanted the class to gtf of my life.

While I ultimately am glad I learned as much as I did, this class had an insane amount of work. I'm thankful I had been warned ahead of time by friends and planned my semester's schedule to be relatively light so that I did not have to worry about getting the rest of my homework done in addition to this course's work. I do genuinely think the amount of credits this class is worth should increase, or the CS professors of prerequisite courses to this course should adequately warn their students about how much work this class is so that they can plan their semester accordingly to give them the time they will need to work on this class's labs.

This class was definitely worthwhile, and I suppose I have to admit that I enjoyed the material quite a bit. However, as I'm sure you're used to hearing (joining the chorus on this one), the workload is definitely unfortunate. As I mentioned above, this should be a 4 credit course. In addition, labs should be better spaced to allow for more breaks.

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

I really liked Floryan, and I even liked the course, but the grading was bad. I feel like your grade is largely dependent on whether an easy or a strict TA grades your test.

Switching labs 10 and 11 so that lab 10 isn't over Thanksgiving break would be extremely helpful for students that are traveling.

Floryan, I thought you were great. This class beat me down, though. I learned a TON but I would get so frustrated. Not sorry to say that I am so glad it's over. Thanks for the knowledge.

Longer time fro pre-labs, less writing for post-lab reports ~ the grading for those seemed really ambiguous/ subjective. Ditch the 2nd x86 lab by combining the most important aspects into one lab, and then include the 32-bit one instead, that way we have experience w/ both. Also, make the late policy less... maybe 15% per day, because the amount of effort required for some of those labs was pretty ridiculous, and it makes me feel pretty pathetic if i already know the most i can get is like a 75%

This class consumes your life. Please make it consume less life.

Labs were not as bad as people said they were. They were well organized so that if you follow the steps and do some critical thinking you could get through them while learning a lot. I did however not like the way the test was created. I would prefer there to be more algorithmic questions and questions that test your understanding of the concepts and how to apply them to new problems rather than rote memorization which was the majority of the exams.

This class has too much work to be 3 credits. Everyone I know spent all of their free time on the labs and I'm sure from the reviews of the past semesters that are online you guys know this too. Why is there no action being taken to increase the credit amount? Isn't that the point of these evals? It's really unfair that students work so hard to not receive enough credit.

This course was one of the best I have taken at UVA. Prof. FLOryan was very knowledgeable and a great lecturer. The course was well laid out and I always knew what was expected of me. It has a reputation of being hard, but honestly with the prior C++, assembly, and linux experience I had I found most assignments to be fairly trivial. I believe most students get caught up on the syntax of the material instead of the actually course material itself.

I was enrolled in Floryan's section, but attended Professor Bloomfield's lectures. I did go to a few of Professor Floryan's lectures and he was very engaging and knowledgeable, but I chose to regularly attend Bloomfield's section solely because this class is his baby. It's not to say Bloomfield is a particularly better professor than Floryan, but he has been doing this for 10 years, and that is obvious in the way he navigates the course content.

I liked how organized the class was.

Great course, interesting topics and homeworks. Only problem is the amount of work required is a TON

My favorite class I've taken at UVA, Professor Floryan is an excellent teacher.

Pretty good class. Much easier than I anticipated. Coming from someone that scored well on the exams.. they weren't fair and were very poorly written. The exams need to be redesigned, but I doubt that will happen until all the regrade requests are done... so, perhaps in 2-3 years? LOL. Mistakes galore in the slides :/ Grade average for the exams was low because the exams were such garbage.. probably more students knew the material than was depicted... I guess some still hold that antiquated idea in their head that the grades should match a bell curve, though. Now for the positives? The lab material was exceptional. So much material in so little space! I couldn't believe my eyes when looking at the varying fonts, random spacing, and ambiguous instructions. Just kidding.. the labs were actually quite good, and there were only a few egregious errors due to updating the material from semester to semester (Which is, of course, a good thing!). I looked forward to the labs for this course most of the time. I enjoyed labs 6-10 the most. Lab 10 was my favorite although I messed something up right before submitting it so I'll probably FAIL now and have to become a garbage man, or should I say.. "sanitation engineer." Beyond the sarcasm (Yes, it gets better..), but not yet beyond the condescension: Okay, fine. Beyond the condescension, too! :) This was my first semester here at U.Va., so 2150 was one of my first CS courses taken at this university. Personally, I had a really good experience in this class and I think the class was more than worth my time. I'm glad this class didn't just cover "data structures" and branched out a bit more covering various other topics. Courses as developed as this one is what makes U.Va. stand out, and I hope to have a similarly great experience in the future. In the future of this course, I would definitely change up the exams to address the theoretical and objective aspects of this course better. Many exam questions were testing for brute memorization of the little details of the slides rather than probing students for their understanding of the key theory and objectives that the course should be evaluating.

I think the course was well-taught but extremely difficult. I wish that I could go back and relearn all the material again because so much of it was so useful and I feel like I missed a few things in the beginning that would be very helpful later on. Overall, great job for teaching such a rigorous course! Thank you.

One thing that I did not like about this course was that often times labs and lectures did not correlate (the lab required knowledge we had not learned in lecture).

I really enjoyed this class- I actually enjoyed the work and thought the labs were kind of fun. Definitely my favorite course this semester.

why don't we take the midterms together as a class? (as in 2110 or 1110) Taking it by lab section is really a disadvantage for those that have the early morning labs.(less time to prepare)

Please grade the tests less strictly

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

This course was great. I've definitely learned more Computer Science in this course than I have in every other CS course I've taken before combined. I think that it's well designed, and it definitely provides a challenge for people who wish to graduate with a degree in CS. I think that what I've learned in this course will definitely prepare me for future CS courses and employment.

This is easily the best and most productive course I have taken thus far at UVA. It is organized and run about as well as any class I have seen and all of the concepts seem important and are well thought out. The labs make good use of what we learn in class to reinforce the concepts. Floryan is an amazing professor who is humorous, engaging, and knowledgeable and I hope to take him again in the near future.

I learned the most from this class than any other I have taken

This course was by far the most challenging course I've taken at UVA so far, but it was so worth it. I shed many a frustrated tear for the labs (some more than others) but it was a great course that will prepare me for future rigorous courses in CS. I really enjoyed my professor, Mark Floryan, and learned a lot just by listening to him in lecture. The notes on the slides could be more detailed for studying purposes, but they were sufficient when accompanied by Floryan's lectures. I am glad to be done with this course, but also a bit sad because I learned so much, and that can't be said for some of my other courses!

I came into this course screwing up the linked list lab because I could not get a grasp on C++, and I was not confident in my abilities to solve problems by coding... Now, at the end, I feel confident in my abilities to solve problems using programming solutions. There was a ton of work and stress, but I think it definitely helped/forced me to improve.

I think this is one of the best CS classes I have taken, minus the workload.

This class must be restructured. It caused so much negativity for me and all of the peers I have talked to. So many students cannot handle the class the way it is formatted. The fact that there are always 40-50 people on the queue should serve as an obvious indication that the assignments are not able to be done without the help of the TAs. Not enough information is given in the lab PDR to be able to complete the assignment without the help of a TA, the internet, or our peers. Yet you scare us so much about getting help from the internet or our peers. So we spend hours waiting in the queue, or in a downward spiral trying to do it ourselves. There are so many hours spent wasted on things that could be so easily avoided. You should have each student submit "things that would have been helpful to know" for each assignment, so the next year people can avoid those unnecessary issues in the future. You should allow for two people to work together. Allow each student to list the name of the student they worked with so they can ask each other questions without being scared of crossing the line of "what is high level." You should encourage students to work together!! We learn better and more effectively from this. This class is about learning. Prof. Floryan said things during lecture to scare his students from working together. Basically using the 16 people who were failed last semester to scare us. Why?? That is such a bad thing to do as a teacher. Be realistic with how much work this class requires--and that you have good students who WANT to learn. Instead, I was scared to work with anyone, so I would just spend hours upon hours by myself, getting nothing done. Three huge assignments a week is way too much. I'm always staying up so late doing these assignments. It's way too much. Give more clear guidelines/tips. Or propose smaller things that could be done to get some credit if the students aren't getting the whole thing. You put so much on the TAs--they do so much of the work. Every student in this class that I have talked to has been so overwhelmed by this class. Yes, we do learn a lot and get a lot out of it, but there is a better way. The fact that the students come out of it saying they learned a lot does not give an excuse for all the negativity they experience during this class. There is a major need for a change in the workload, the format of the assignments and the attitude towards collaboration and online resources.

Overall this was an outstanding class, easily my favorite of the semester. There could be a lot of work some weeks, but overall I thought it was definitely manageable and not nearly as bad as the horror stories I had heard in the past. Professor Floryan was a great teacher, and always made lecture fun and engaging, even if we didn't always seem enthused as students. I enjoyed the way the course was laid out, the material was valuable, and making all of the slides and tutorials available on github so that they could be constantly updated and accessed straight from our computer instead of through collab was a very nice touch. The only thing I could ask to improve was making the assembly labs more compatible with mac, as I found it easier just to install a slow virtualBox image and use linux instead of using the native OSX. But that might not be a fixable problem and wasn't that big of an issue anyway. Overall a stellar course, and despite the complaints I'm sure many students will give you, any changes that are made should be just minor tweaks and not major overhauls.

Test grading was horrible. There were multiple times that I got points off, then Professor Floryan said my exact answer was the answer for the question. Please try to make sure what the expectations are between instructor and graders are beforehand.

hardest class I've ever taken

To be honest, I rarely went to lecture due to conflict with my work scheduling. That being said, I still learned a lot from Professor Floryan whenever I did get a chance to go. Despite the long nights and frustration with Segmentation Faults, I learned a lot from this course and found it worthwhile - and I'm not even a CS major.

While Prof. Floryan was available after classes to meet, support requests are very inefficient. I had a support request submitted in October, and still have not received a reply on the last day of class.

This was an absolutely worthwhile course and I really learned a lot about computer science while taking this course. I would recommend it to anyone who wants to really understand CS.

Lots of work, but in the end I learned the most in this class than any other class I've taken here yet.



## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

This course was tough. I understood the concepts well, but I hated the giant amount of work that was expected from us. This class was like a job, and I didn't sign up for a work study this semester. Especially one where I don't get paid and just get depressed.

This was a great course, and I definitely learned a TON about CS!

Professor Floryan was a really good resource who made learning daunting information manageable and fun!!!

Floryan is a very bright professor, both in knowledge and in personality, and is overall a great professor to take the course. While this class is very time-consuming, it is also very worthwhile.

Mark Floryan is easily the best professor I've had at UVA. His lectures were interesting and informative and you could tell he put a lot of effort into his preparation and teaching. Professor Floryan was extremely good at understanding how well we were following the lecture and always made sure we understood the information. In office hours, he was friendly and approachable while being extremely helpful and informative. This class is difficult and requires an incredible amount of time management and outside of class work. However, all of the necessary resources are made easily available. This course is the most carefully planned out course I have ever taken. Despite the almost constant workload, I have learned more in this class than any CS classes I have taken previously combined. This is a great course.

The course was tough, which is understandable, but it was a lot of work. At times I felt like the large workload wasn't really contributing to how much I learned. The instructions for lab were very wordy which made them a bit confusing. I tended to make my own outlines of what I thought the instructions were for the labs because the lab instructions were just too confusing and it was hard to find what were instructions and what was just helpful information. I think it would be helpful to include answer keys to previous exams provided so that I had a better understanding of what types of answers the instructors were looking for. I also think Piazza is great but there were a lot of posts that went unanswered. It would be more effective in the future if more posts were being answered. Lastly, I really enjoyed Floryan as a professor. He was very personable and explained the material very effectively.

This class was definitely the hardest class that I have taken at UVA so far, but I also think that I got the most out of it. It should definitely be worth more credit. Also, maybe try to move lab 10 away from Thanksgiving weekend

This was one of the most useful courses I've taken at U.Va, and I am a chemical engineering major! The course covers a broad range of topic in a way that clearly presents the fundamentals, and the instructors and TAs are well organized. I think the course has a pretty heavy work load considering that it is only 3 credits, but by comparison to some of my 3rd year ChemE courses it was honestly not as bad as people like to say it was. I really enjoyed the course and feel I learned a lot.

I really enjoyed the course and subject matter. The professor was great and was super helpful in answering questions and explaining the material. Again, the labs just took up a ton of time.

I felt like some of the grading policies for this class were somewhat harsh. A mistake in the lab would cause me to lose a disproportionate number of points, which I felt was unfair because I spent so much time on the lab.

This course was the most work I've ever had to do for a single class. However I learned more than I've ever learned in a single class. It is an incredibly well organized course and obviously a lot of thought has gone into the development of the class, but overall I enjoyed how organized the material was (slides are always consistent, format of the lectures etc). This course was not required for me to take, as I am not a CS major or even minor, however I got a lot out of this course and am very glad I decided to take it (even though it kicked my butt and if you had asked me this during lab 10 or lab 6 I would tell you how much I hate this). But I don't hate it. Overall it was very worthwhile and I gained valuable skills and knowledge that I believe will give me an edge in future interview, other courses etc.

I loved this class. It kicked my ass... but I loved it. And I learned a ton. You will too.

Great course, learned a lot but I can see how this amount of material could be split up. Feels like a big hurdle in the CS course path and might be taken in a little better if not so much material was thrown at you all at once.

I learned a lot

I think that I learned a lot from this course. I think that the material is well developed and the labs accomplish their goals. The tests on the other hand are another thing. We were given old tests to study from, but are not given the answers. That make it hard to gauge how well I know the material after doing several of them. Also, the material on the tests contains too much trivia. One question in multiple exams basically asked for the number of bits in the exponent of a double in a 64 bit Linux machine.

Good class learned a lot. Exams were very unfair at times (for example a question worth a tenth of the points on the 2nd exam which was barely covered). Inlab submission having to be from the lab was a bad policy that hurt rather than helped. Also having a lab due the day before thanksgiving when people are traveling and when people are driving back to school is a major dick move. Overall good professors but bad course policies

sicccckkkk

The class was challenging but worth it for any CS major. We went over so many large important data structures that can be used to make programs faster and easier to conceptualize.

## ~ QUESTIONS AND DETAILS ~

## ~ ANSWER MATRICES ~

This is a very rewarding class, but the end of the class seemed to heavily loaded. To have a lab on the final week of the year (only a two day week) as well as having the hardest lab (in my opinion) over Thanksgiving break is a bit unfair. This is the busiest time of the year for several of my courses and yet I had to spend much of it completing CS labs that haven't improved my skill set significantly. My grades in other courses have been worse than I would've hoped this semester and I felt it would be accurate to put some of the blame for that on the workload of this class.

if im being honest, i never went to a single section of floryans. i didn't have class during bloomfield's section and his block was earlier in the day so i went to his class instead. i answered all the questions in reference to bloomfield. bloomfield was one of the best profs i've had. you could tell he genuinely cared about his students and teaching vs majority of the professors in the cs department who suck at teaching. like actually horrible at teaching. i learned so much in the class, but i feel like the amount of time and effort i put into the class is not reflected in my grade and the amount of credits im receiving. i was in office hours and working on assignments for so so so long. i worked harder than i ever have in this class than any other class in my career as a student. i learned a ton, but i wish my efforts were more reciprocated.

Course materials was excellently structured and presented. Professors seemed to underestimate the amount of time some of the assignments took, particularly the lab reports. Additionally, the grading seemed unnecessarily harsh on the labs and exams. (i.e. losing many points for trivial mistakes) If the goal was to keep the average grade at a B or so it would have been more fair just to make the exams/labs more challenging. Overall, a fantastic course that has motivated me to fully pursue computer science.

Why did I have to do a CS lab during Thanksgiving break... I don't understand how that is a break when I have to stress at home over homework. I think the homework is valuable but maybe spend time every lecture giving some hints or boosts so people can start confidently and not just shooting around in the dark. I felt like this class should be at a 3000 level for the amount of effort expended.

Course did well in teaching intermediate programming.

This is the most material Ive had to know for only one course, and I honestly think it was way too much work--I believe I would have benefited more if the material were cut down a bit so I could really learn and understand more of the material instead of feeling like I barely understand the surface of a ton of topics.

I think this is the best course at UVa in terms of what I have learned.

It was painful. Made me cry on a weekly basis.

Not as bad as what I've heard of in terms of workloads. Instructor is kind and helpful. Course materials address the subject well, but have space for further improvements.