CS 2501-100 **Spec Topic: Computer Science** - Fall 2019

ENGR (18452)

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

Respondents: 20 / Enrollment: 74

Summary: CS 2501-100 Spec Topic: Computer Science - Fall 2019 (18452)

Overall Course Rating

CS-2501-100 Mean 4.52
CS-2501-100 Std Dev 0.63
CS-2501-100 Response Count 100

SEAS, 2000-level courses Mean 3.95
SEAS, 2000-level courses Std Dev 1.07
SEAS, 2000-level courses Response Count 16045

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.62
  Std Dev 0.54
  Response Count 40

SEAS, 2000-level courses Mean 4.39
SEAS, 2000-level courses Std Dev 0.88
SEAS, 2000-level courses Response Count 6799

~ QUESTIONS AND DETAILS ~ *~ ANSWER MATRICES ~*

1. The activities and assignments helped me learn the subject matter.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.55	0.60	12 (60.00%)	7 (35.00%)	1 (5.00%)	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)
3218	4.13	0.94	1288 (40.02%)	1359 (42.23%)	325 (10.10%)	154 (4.79%)	76 (2.36%)	16 (0.50%)

2. 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-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.55	0.60	12 (60.00%)	7 (35.00%)	1 (5.00%)	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)
3210	4.05	1.04	1238 (38.57%)	1337 (41.65%)	297 (9.25%)	201 (6.26%)	126 (3.93%)	11 (0.34%)

3. The course materials (such as textbook, readings, or background materials) increased my learning.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.35	0.70	8 (40.00%)	7 (35.00%)	2 (10.00%)	0 (0.00%)	0 (0.00%)	3 (15.00%)

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)
3207	3.69	1.13	805 (25.10%)	1082 (33.74%)	631 (19.68%)	297 (9.26%)	165 (5.14%)	227 (7.08%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.65	0.49	13 (65.00%)	7 (35.00%)	0 (0.00%)	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)
3204	3.88	1.12	1066 (33.27%)	1269 (39.61%)	420 (13.11%)	264 (8.24%)	170 (5.31%)	15 (0.47%)

5. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.70	0.47	14 (70.00%)	6 (30.00%)	0 (0.00%)	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)
3401	4.25	0.97	1671 (49.13%)	1026 (30.17%)	340 (10.00%)	137 (4.03%)	80 (2.35%)	147 (4.32%)

6. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.45	0.76	11 (55.00%)	8 (40.00%)	0 (0.00%)	1 (5.00%)	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)
3206	3.98	1.03	1143 (35.65%)	1280 (39.93%)	439 (13.69%)	237 (7.39%)	95 (2.96%)	12 (0.37%)

7. The instructor showed respect for students, and created a safe and supportive learning environment.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
20	4.55	0.60	12 (60.00%)	7 (35.00%)	1 (5.00%)	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)
3398	4.53	0.74	2094 (61.62%)	891 (26.22%)	208 (6.12%)	50 (1.47%)	22 (0.65%)	133 (3.91%)

8. What aspects of the course most helped your learning?
~
Question Type: Short Answer
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100

Total	Individual Answers
13	*See below for Individual Results*

Having the flexibility to do assignments at your own pace let me actually spend time with the material, get stuck, learn some new things, come back and complete it. This alone made me learn much more than I feel I learn in many of my other classes.

I really appreciated that we always had the chance to go back and learn stuff. I also feel like it was really helpful making sure that I really understood the stuff by taking the quizzes in the quiz bank until I knew I understood the stuff.

The assignments were very helpful in my learning the material.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

TA office hours were instrumental in my understanding of how to actually implement the data structures described during lecture.

Implementations were very helpful in learning data structures.

Being able to work on assignments at my own pace made sure I knew the material, because I wasn't just doing them to meet a deadline, but I was more focused on getting them correct so that I could pass the homeworks. Lecture slides were also very helpful and the teaching style was clear and easily followed.

The homework assignments forced me to understand the underlying concepts.

The assignments were really fun most of the time. It was satisfying to see the tester go DONE DONE DONE ALL GOOD!!! The pacing was nice also.

Doing the homework

I liked that the homework assignments did not have due dates so that I could pace myself and focus on the material I needed to.

The homewords.

The ability to have weekly quizzes and make them up allowed me to reflect on what I didn't quite know and show that I eventually made up for it. I liked being able to choose my own pace as needed.

Homeworks.

9. What changes to the course would most help your learning?
~
Question Type: Short Answer
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-100	
Total	Individual Answers
10	*See below for Individual Results*

Less analysis and more coding assignments.

Having a way to more immediately receive feedback for quizzes and assignments. Perhaps an automated testing system for implementation submissions would be helpful. Some type of assessment that students needed to complete in a real-time (without seeing beforehand and not having a time limit) and was followed by an answer key would be helpful for learning.

I would remove the lab analyses from the course as I don't believe they are very helpful.

Faster grading of assignments, especially near the end of the semester when everything is due.

Please destroy roomba >:((I actually didn't hate roomba that much.) In all honesty, I think the assignments requiring students to think outside the box and be creative (like roomba) are very useful. If you can find really strong assignments for these, you'll have the homeworks nailed down. It could even be a game/simulation like roomba, but just a bit more polished. Also, some variation on the second homeworks would be nice. Replace one or two reports with something more exciting, like getting a program to do something novel with the data structure they just implemented. The word search solver was really cool, I want more things like that.

I feel like falling behind made everything really hard but I think it taught good life skills.

Learning would be much more efficient if we code do more coding in class.

Most of the class seemed to be a reading of a slideshow. I really enjoyed the times we live coded and worked through things as a class. If class was more of a learn by trying and doing it would definitely make learning more interesting and easier.

N/A

My only problem was that grades were not released regularly or when they said they were going to be, which made it hard to know what quizzes to study for because I wouldn't know until the morning of many times what I needed to take for the day.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

10. 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-2501-100

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
20	0 (0.00%)	5 (25.00%)	12 (60.00%)	3 (15.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3215	226 (7.03%)	984 (30.61%)	1202 (37.39%)	438 (13.62%)	365 (11.35%)

11. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
20	4.80	0.41	16 (80.00%)	4 (20.00%)	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)
3206	4.12	0.95	1298 (40.49%)	1302 (40.61%)	378 (11.79%)	160 (4.99%)	68 (2.12%)

12. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-100

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
20	4.80	0.41	16 (80.00%)	4 (20.00%)	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)
3205	4.06	1.03	1303 (40.66%)	1212 (37.82%)	403 (12.57%)	169 (5.27%)	118 (3.68%)

13. 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-2501-100, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
20	4.70	0.57	15 (75.00%)	4 (20.00%)	1 (5.00%)	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)
3393	4.29	0.86	1666 (49.10%)	1228 (36.19%)	350 (10.32%)	109 (3.21%)	40 (1.18%)

14. 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-2501-100, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
20	4.45	0.51	9 (45.00%)	11 (55.00%)	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)
3388	4.28	0.90	1740 (51.36%)	1062 (31.35%)	438 (12.93%)	104 (3.07%)	44 (1.30%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

15. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-100, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
20	4.65	0.59	14 (70.00%)	5 (25.00%)	1 (5.00%)	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)
3402	4.14	1.03	1605 (47.18%)	1059 (31.13%)	443 (13.02%)	205 (6.03%)	90 (2.65%)

16. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2501-100

Total	Individual Answers
10	*See below for Individual Results*

Floryan was a very effective professor and the material was very interesting.

Mark Floryan cannot draw even looking boxes and it took away from the experience.

Good course.

The overall structure of the class was great (content, pacing, evaluation techniques, re-doable quizzes).

I thought the course was well organized and very informative.

Floryan is an amazing professor

Some of the analyses (e.g. Roomba or Blackjack) were somewhat excessive and took time unrepresentative of their contribution to student learning. Course grading policy also has many flaws. With only one hard deadline, all students were at different places throughout the course and grading was too reliant on TAs. It became difficult to prepare for quizzes when feedback wasn't provided until the morning of lab. Assignments also were not returned at regular time intervals from submission. The grading policy also seemed somewhat unfair as a student could complete every single module except the first and fail the class.

The delay in grading homework assignments made planning ahead more difficult.

Id give the class a 2. It was my favorite class I've taken at UVA I wish more classes were structured this way as It reduced stress so much and allowed me to learn practical skills. By being so flexible it gives you the chance to work with the material as much as you need rather than having hard deadlines that you need to know it by. I also appreciated that much of the fluff was cut out and he showed us how to do the important things in java whereas many other classes will try and teach every little detail of a language, which just isn't necessary. Moreover, I always went to class and still appreciated posting the lecture videos. It was much more helpful when he started drawing on the screen so that when I would watch the lectures, I could follow what he was saying.

I had so much fun in DSA this semester. It was really cool. I also appreciate how fun it was to come to class and how good the professor was at telling stories/how funny he was. It made it easy to stay engaged.

CS 2150-002 **Program & Data Representation** - Fall 2019

ENGR (16325)

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

Respondents: 71 / Enrollment: 165

Summary: CS 2150-002 Program & Data Representation - Fall 2019 (16325)

Overall Course Rating

CS-2150-002 Mean 3.93
CS-2150-002 Std Dev 1.06
CS-2150-002 Response Count 354

SEAS, 2000-level courses Mean 3.95
SEAS, 2000-level courses Std Dev 1.07
SEAS, 2000-level courses Response Count 16045

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
 Mean 4.66
 Std Dev 0.61
 Response Count 141

SEAS, 2000-level courses Mean 4.39
SEAS, 2000-level courses Std Dev 0.88
SEAS, 2000-level courses Response Count 6799

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. The activities and assignments helped me learn the subject matter.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	4.45	0.63	36 (50.70%)	32 (45.07%)	2 (2.82%)	1 (1.41%)	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)
3218	4.13	0.94	1288 (40.02%)	1359 (42.23%)	325 (10.10%)	154 (4.79%)	76 (2.36%)	16 (0.50%)

2. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
70	3.46	1.44	23 (32.86%)	17 (24.29%)	8 (11.43%)	13 (18.57%)	9 (12.86%)	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)
3210	4.05	1.04	1238 (38.57%)	1337 (41.65%)	297 (9.25%)	201 (6.26%)	126 (3.93%)	11 (0.34%)

3. The course materials (such as textbook, readings, or background materials) increased my learning.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	3.87	0.88	17 (23.94%)	33 (46.48%)	14 (19.72%)	6 (8.45%)	0 (0.00%)	1 (1.41%)

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)
3207	3.69	1.13	805 (25.10%)	1082 (33.74%)	631 (19.68%)	297 (9.26%)	165 (5.14%)	227 (7.08%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	4.08	0.87	24 (33.80%)	34 (47.89%)	9 (12.68%)	3 (4.23%)	1 (1.41%)	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)
3204	3.88	1.12	1066 (33.27%)	1269 (39.61%)	420 (13.11%)	264 (8.24%)	170 (5.31%)	15 (0.47%)

5. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
70	4.70	0.49	50 (71.43%)	19 (27.14%)	1 (1.43%)	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)
3401	4.25	0.97	1671 (49.13%)	1026 (30.17%)	340 (10.00%)	137 (4.03%)	80 (2.35%)	147 (4.32%)

6. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	3.79	1.08	19 (26.76%)	31 (43.66%)	11 (15.49%)	7 (9.86%)	3 (4.23%)	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)
3206	3.98	1.03	1143 (35.65%)	1280 (39.93%)	439 (13.69%)	237 (7.39%)	95 (2.96%)	12 (0.37%)

7. The instructor showed respect for students, and created a safe and supportive learning environment.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	4.62	0.70	50 (70.42%)	17 (23.94%)	3 (4.23%)	0 (0.00%)	1 (1.41%)	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)
3398	4.53	0.74	2094 (61.62%)	891 (26.22%)	208 (6.12%)	50 (1.47%)	22 (0.65%)	133 (3.91%)

8. What aspects of the course most helped your learning?
~
Question Type: Short Answer
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002

Total	Individual Answers
58	*See below for Individual Results*

The Labs, as tedious as they were, helped me the most because no matter how much I understood the actual material it was still hard to implement in code form.

Labs

Office hours

The slides

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The examples on the board
	The slide, tutorials and office hours were very helpful.
	The lecture recordings allowed me to go back and make sure I understood everything.
	Doing the labs.
	Examples given and gone over in class
	Going to class
	Lecture
	The labs and lectures being online (so we can review it)
	I learned a lot working through labs. Also Floryan Rocks.
	the labs were extremely long and time consuming, which i know if just part of the course, but i feel like I could've learned just as much with more help on the labs. Such as more instructions and better ways of explaining what is i needed to do on each lab. i also feel like the instructions could have been organized in a better visual way to make the instructions more clear instead of just paragraphs of words.
	Lab assignments.
	The labs
	The labs helped my learning the most.
	The labs and Floryan's lecturing
	The homework assignments and lecture. Professor Floryan did a really good job of explaining the class material and his lectures were interesting. He is my favorite professor I've had at UVA.
	Piazza forum was helpful. Lecture recordings were also really good.
	Floryan made an effort to connect with the students and keep their attention and make the class more fun, which was very appreciated.
	The homework assignments (labs)
	The lab assignments, lectures, and lecture slides.
	Professor Floryan is an amazing professor. He is knowledgeable, funny, and easy to talk to. Without him I would not have learned as much as I did. The reading accompanying each lab were also extremely helpful.
	The labs were very helpful.
	Very intensive class that taught a lot of data structures and how memory is stored and how computers do things. Everything is great!
	Labs and lectures
	The labs really reinforced the topics.
	The TA's were very helpful.
	The lecture powerpoint folder
	The labs and organized lecture slides
	Homework assignments
	The labs were well developed and while challenging, I definitely learned a lot from them.
	The labs even though they were stressful and time consuming
	When he drew on the board to represent spatial concepts
	The slides for this course provide much information which was helpful for review and the recorded lectures were extremely useful for students who were confused.
	Everything.
	The professor was very helpful and the assignments tested my knowledge very well.
	Weekly Labs

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

slides, in-class demonstrations, videos

The labs are where the majority of my learning occurred.

Labs were effective in putting the concepts that we learned in class to practice.

Labs, and well organized slides. Also when Floryan wrote things on the board.

drawing out new concepts during class for students to better understand the content

Completing the labs

The labs!

n/a

Having an assignment for every topic.

2150 forces me to write codes that I have never written and taught me aspects of computer science that I have never encountered before.

the labs

The labs forced you to learn a lot and the concepts often built atop on another which made learning very nice and easy

The labs were challenging but the slide set developed by the instructors was very helpful. TA office hours multiple times a week were also crucial.

The Labs

The labs. Honestly I felt like they were a trial by fire. I feel significantly more confident in my coding abilities.

Google The class did not teach me much

Taking the time to work through the labs with the guidance of the slides on the repo most helped my learning.

Readings and lectures.

The Lab assignments

---

9. What changes to the course would most help your learning?
~
Question Type: Short Answer
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002	
Total	Individual Answers
57	*See below for Individual Results*

First lab was a little overwhelming because I don't know anything about cpp

Unsure.

Changing the due dates of the labs. The deadlines for the labs are very front-loaded, and I think it took a toll on a lot of students as the semester progressed.

The workload was overwhelming; I think lessening the amount of work would have helped me to be able to focus on learning material better

make the labs easier, also don't assign a lab on the last week with our final the next day

Providing solutions along with practice tests would be a huge help to prepare for the exams. The questions were not that useful for practice when you couldn't check your work.

More information on slides - seems like they're made to be a compliment to lectures which makes it hard to study the slides.

Rearranging the content, making test grading guidelines more fair (not just looking for a specific right answer, but any right answer), and releasing answer keys for old tests - right now studying them does not help at all and makes review sessions a lot less effective.

Quicker grading of Labs

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	We need to have answers to the practice exam questions. Not being able to check your work completely undermines the whole point of doing practice. There are review sessions where you can ask the professor, but you can't exactly go through entire exams in a 2-3 hour period while hundreds of other students are also trying to ask questions. I'm not sure why or for what purpose they do not post the answers to the practice exams, but this is something that needs to be changed if they want students to do well in this course.

Reordering the labs to go from numbers-heaps or somethings like that, so everything would make more sense. Also not having Huffman on thanksgiving! I feel like it could be easily switched with another lab! Especially if things were reordered. I love my family and want to spend time with them.

Lowering the difficulty of the labs.

I would potentially add an extra day for extensions or maybe at least 12 hours. I think it was fair and I know you guys need time to grade the work as soon as possible, but I was taking a lot of hard courses during this semester and I definitely had to take every last second to complete the assignments. Once again however, this was a personal problem, I should've balanced my course load better.

Change the structure so that it starts with number representation, builds into machine code, and finishes with graphs (go low to high instead of high to low to high)

It would be nice if there were answer keys to the exams.

more background on labs so that we are not just thrown into doing something we don't know. for me, the hardest part of the lab was starting, because i just didn't know where to begin. i would read the instructions over and over, which was very time consuming and unnecessary.

Split it into two courses.

Reduce the coursework, while the labs were helpful, there were three assignments due per week. These assignments could range from 2-5 hours of work and sometimes more. This led to a constant cycle of work for this class alone which was difficult to balance with my other courses.

Nothing.

N/A

Minimize Work

I think the course is well organized and I am afraid there is little that can be improved.

More of the lecture notes should be recorded on slides online. Class goes fast and missing notes are a mess. The slides are also cleaner than the pseudocode put on the chalkboard.

Eliminate IBCM from the curriculum

Making the lab instructions more clear

Reordering the way material is presented.

different ordering of topics -- we did not code in c++ for a few weeks so there was a shift in the dynamic of the labs

Amount of Work

If possible more examples of what we are doing like pictures or going through problems.

Rewritten lab documentation/instructions. It is a bit verbose, redundant, and there are mistakes sometimes.

More clear and specific lab instructions

Please make the submission system on Collab able to upload more than one file at a time. I feel like I wasted years of my life uploading one file after one file when submitting assignments.

Perhaps more interaction in class? They already do a lot, however.

add small quizzes instead of having three gigantic tests and slow-graded labs. This is a case where i-clickers could come in handy.

reduce labs

The order of the labs could be changed. A bottom up approach.

I would have liked for professors to preface the labs more so that we would know the difficulty level to expect. The labs were also disorganized and had too much text which sometimes covered important details. The labs should be more concise. |

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

Making said labs a little bit more clear and concise

Teach more of the coding aspect and less of the conceptual so we can actually finish the labs in a reasonable amount of time PLEASE

Numbers should be the first unit since it's the easiest and most basic. Also, labs should not involve so many irrelevant tutorials b/c the class isn't about how to document a file or write in bash.

I think less emphasis on reports in the latter half of the semester would be helpful, as I always felt like I learned more from the problem-solving of the coding aspects of labs

A slight reordering of the labs

I would either increase the number of credits or decrease the workload. It was extremely difficult to keep up with the work from this course in addition to my other courses - it felt as though this course neglected the fact that this is not the only course that a student takes in one semester. This giant workload in addition to the very strict extension policy made it extremely difficult for students who had fallen behind to catch up. My lab grades, which were meant to be lifting my grade, were actually bringing down my grade due to me being unable to complete work on time despite spending as much time as possible on the work (staying up all night at times). As a student who was only taking 15 credits, I was forced to sacrifice so much sleep over the semester to attempt to complete this course's work in addition to my others'. The work wasn't even that difficult, it just took a very long time to complete properly.

Ordering

Despite what some say, I was not bothered by the order of the course material. It is important to have a strong understanding of pointers before going into other topics, such as IBCM.

Providing answer keys for the previous exams, so studying would be easier.   Less lab reports.

Maybe make the site easier to navigate.

More resources for help on labs

n/a

n/a

THe tutorials were utter, excuse my langauge, dog excrement. I felt like I did not really learn anything from them at all. In my humble opinion, if a subject is important enough to teach that involves some conceptual understanding (ratehr than an exercise in developing critical thinking and planning skills, and good coding habits) it should be addressed in lecture.

I found Floryan to be unreachable because whenever I emailed him, I would get a notification that the email failed. I then tried to reach Nguyen with my question and never got a response. My question was about an issue with the submission system, and the syllabus had no information on who to reach out to about this.

I would rearrange the order in which the topic are presented. The current order topics are presented does not make much sense.

Make assignment and lecture content more connected

Restructuring of labs

Allowing more time for labs!

10. 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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
71	0 (0.00%)	1 (1.41%)	9 (12.68%)	14 (19.72%)	47 (66.20%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3215	226 (7.03%)	984 (30.61%)	1202 (37.39%)	438 (13.62%)	365 (11.35%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

11. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
70	4.61	0.64	49 (70.00%)	15 (21.43%)	6 (8.57%)	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)
3206	4.12	0.95	1298 (40.49%)	1302 (40.61%)	378 (11.79%)	160 (4.99%)	68 (2.12%)

12. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
71	4.30	0.96	39 (54.93%)	19 (26.76%)	10 (14.08%)	1 (1.41%)	2 (2.82%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3205	4.06	1.03	1303 (40.66%)	1212 (37.82%)	403 (12.57%)	169 (5.27%)	118 (3.68%)

13. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
71	4.63	0.51	46 (64.79%)	24 (33.80%)	1 (1.41%)	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)
3393	4.29	0.86	1666 (49.10%)	1228 (36.19%)	350 (10.32%)	109 (3.21%)	40 (1.18%)

14. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
71	4.42	0.79	40 (56.34%)	24 (33.80%)	4 (5.63%)	3 (4.23%)	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)
3388	4.28	0.90	1740 (51.36%)	1062 (31.35%)	438 (12.93%)	104 (3.07%)	44 (1.30%)

15. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
71	4.62	0.57	47 (66.20%)	21 (29.58%)	3 (4.23%)	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)
3402	4.14	1.03	1605 (47.18%)	1059 (31.13%)	443 (13.02%)	205 (6.03%)	90 (2.65%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-2150-002

Total	Individual Answers
43	*See below for Individual Results*

swell course man

Mark Floryan is an excellent professor (great knowledge of material and very funny), and this class is an excellent class. It's a lot of work-the breadth and depth of knowledge that is covered is impressive-but the class really ingrained the material into my brain. As a result, I feel very confident about my programming ability and knowledge moving forward.

A lot of tedious work but great payoff

The workload is extremely high, taking 10+ hours doing labs per week is usual.

Mark Floryan was a great teacher. The lab assignments were very difficult. I think it would be worth while to allow collaboration with students, because it could help with the insanely long TA office hour queues.

I really appreciate the work that went into developing this course. Though I do wish the difficulty of the labs was more consistent from week to week.

Great class, horrible while taking it. Negatively affected my mental health but at least I learned a lot.

mark floryan was a great professor

The most valuable class so far I have taken in UVA

Great teacher

Best course I have taken so far

It is a good class. That should be the standard difficulty for the cs department. cs1110, cs2110, and cs2102 are just way too easy

Professor Floryan is the best, no complaints.

This was my favorite class I've taken, and I'm not even a CS major.

Even though this was class difficult, it's been my favorite CS course taken at UVA so far. I felt everything we learned was interesting and relevant for my future endeavors. I absolutely loved Professor Floyran and his teaching style. He was a fun guy and made these difficult concepts 'easy' to understand.

It was useful.

The one complaint that I have is that the lab assignments do not prepare you for the exams. The lab assignments are more application-based and they actually test you on your ability to code. The exams, on the other hand, are more like logic puzzles. The lectures spend a lot of time on coding and not a lot of time on conceptual material, but the exams really emphasize this conceptual material. Overall for this class, I felt that the exams did not test us on the content that we learned in this course. I feel that the labs are a much more accurate measure of how well someone knows computer science than the exams.

Floryan was fantastic, even though the class is designed to teach a ton in not enough time, resulting in overworked students

I almost died out of sheer frustration sometimes but I'm still here and kicking so 8/10 would take it again.

Very useful and relevant.

I loved this class and is the most valuable course I have taken at UVA. The amount of content covered is a lot but you get a lot out of it.

This course expected too much time from students, particularly the short time frame to do some of the more difficult in-labs and the ridiculous expectation that students do the most difficult labs over Thanksgiving break and immediately on getting back.

It was an experience.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The grading guidelines sucked, and the strict adherence to them sucked. If I ever felt that a stifling bureaucracy adhering mechanically to a lifeless, arbitrary written document comically strayed from the ideals of fairness and effectiveness (specifically related to how effectively grades on exams reflect understanding of the material), I sure as heck felt it in this course. I don't know if the anonymous feedback even gets read, it felt like I was just screaming into the void. But you know what, I still loved this class. Through the trials and tirbulations, I think it made me a better coder and thinker. But like, there are some pretty big faults that could be EASILY fixed. So please do that. But professor Floryan was amazing. I really enjoyed his lectures, and the days when I skipped class to sleep until 2 pm, I always felt a lil bad.

If you're giving almost a full letter grade to all of your students for free (the curve was 9% this semester), you have to wonder if you're doing something wrong with grading. Also, apparently the final exam was created a couple days before it was given, which meant that many things students prepared for just weren't on it...

N/A

Too hard for people know little about C++

Floryan was a great teacher. A great mix of knowing the material and how to teach it effectively, and being engaging and funny so his students want to pay attention.

n/a

Floryan was a great lecturer. He was very engaging and funny, I really appreciate him! The material also works well with CS 3102: Theory of Computation, and taking both in conjunction ended up working well with similar sections in the material. Thank you for a great semester!

I don't understand why this course has to be so hard, particularly with the handful of labs that are really really hard. For example, if the Prelab #2 is wickedly hard but the inlab is super easy, why couldn't the prelab work be spread out into the inlab rather than having to do it all at once? Or on the midterm, why were so many of my answers just given zeroes? As long as you write something that isn't complete nonsense, I think you deserve at least 1 point of partial credit. It kind of feels like the people in charge of the curriculum had to go through a "weed out" course when they were undergraduate and now feel that we have to as well. Just because things were done that way in the past does not mean that is the right way to do things. I disagree strongly with the concept of a "weed out" course, and I believe it should be the goal of an instructor to get as many students over the finish line as possible - ideally without sacrificing the content of the course.

It was a ton of work and the strict extension policy hurt students who were bogged down by work. My main suggestions are to somehow spread out the work better so students can sleep at night. Professors were kind and very knowledgable.

It was tough, but I loved it. I am a better computer scientist now than I was when I entered.

Great professor, and very worthwhile course. However, the workload was extremely intense.

Some labs were a bit too much to the point where I felt like I was wasting my time, rather than using it effectively to learn the material.

Very well constructed course but is very information dense. The CS department did a good job with this class. 10/10

Great learning experience. BUT, the course should be evaluated at approximately 6 credits for it's courseload. This is NO exaggeration. This took by FAR the most amount of time per week out of every course I've taken at UVA by a factor of 3+. 3 'labs' per week, and each one took on averge, atleast 8 hours to complete. In addition to the extra material for this course, I would spend, at times, OVER 30 hours a WEEK for this one class only. The fact that it is 3 credits is unbelievable.

Thank you so much for being flexible when I got sick. However, this course took way too much time for the amount of credits we received. I spent more than 20 hours most weeks and i had no life outside of 2150 this semester.

NA

Specifically about open-ended questions on the exam. The grading policy adhered too strictly to the rubric. It was frustrating to get zero points on questions and then hear the professor paraphrase what I had wrote on the exam in class. There is a 20 word limit that prohibits me from writing the buzz words that the graders are looking for. The solution: either make the word limit larger, make the questions more directed and specific, or adhere less strictly to the rubric.

This was a very good class in that I learned a lot. I truly earned everything I worked for.

This was the most difficult course I have taken so far. It really pushed me to my limits but was extremely rewarding in the end. I learned a ton of really useful information. Professor Floryan is an amazing teacher and really cares for and sympathizes with his students.

Very good TA's that tried theyre very best to help us succeed .

CS 2150-003 **Program & Data Representation** - Spring 2019

ENGR (18893)

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

Respondents: 42 / Enrollment: 77

Summary: CS 2150-003 Program & Data Representation - Spring 2019 (18893)

Overall Course Rating

CS-2150-003 Mean 4.02
CS-2150-003 Std Dev 1.13
CS-2150-003 Response Count 210

SEAS, 2000-level courses Mean 4.05
SEAS, 2000-level courses Std Dev 1.01
SEAS, 2000-level courses Response Count 18076

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.35
  Std Dev 0.79
  Response Count 294

  SEAS, 2000-level courses Mean 4.27
  SEAS, 2000-level courses Std Dev 0.89
  SEAS, 2000-level courses Response Count 26519

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.67	0.57	30 (71.43%)	10 (23.81%)	2 (4.76%)	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)
3616	4.39	0.71	1780 (49.23%)	1555 (43.00%)	187 (5.17%)	57 (1.58%)	21 (0.58%)	16 (0.44%)

2. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.12	0.94	19 (45.24%)	11 (26.19%)	10 (23.81%)	2 (4.76%)	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)
3795	4.08	1.01	1507 (39.71%)	1384 (36.47%)	451 (11.88%)	229 (6.03%)	96 (2.53%)	128 (3.37%)

3. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	3.24	1.48	12 (28.57%)	9 (21.43%)	4 (9.52%)	11 (26.19%)	6 (14.29%)	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)
3621	4.08	1.04	1409 (38.91%)	1576 (43.52%)	257 (7.10%)	200 (5.52%)	160 (4.42%)	19 (0.52%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.60	0.59	27 (64.29%)	13 (30.95%)	2 (4.76%)	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)
3619	4.20	0.93	1509 (41.70%)	1378 (38.08%)	305 (8.43%)	146 (4.03%)	74 (2.04%)	207 (5.72%)

5. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	3.45	0.83	2 (4.76%)	7 (16.67%)	9 (21.43%)	2 (4.76%)	0 (0.00%)	22 (52.38%)

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)
3616	3.52	1.15	570 (15.76%)	792 (21.90%)	701 (19.39%)	312 (8.63%)	155 (4.29%)	1086 (30.03%)

6. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.31	0.75	19 (45.24%)	18 (42.86%)	4 (9.52%)	1 (2.38%)	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)
3784	4.10	0.97	1459 (38.56%)	1549 (40.94%)	391 (10.33%)	209 (5.52%)	91 (2.40%)	85 (2.25%)

7. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.71	0.51	31 (73.81%)	10 (23.81%)	1 (2.38%)	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)
3791	4.53	0.72	2299 (60.64%)	1128 (29.75%)	170 (4.48%)	46 (1.21%)	33 (0.87%)	115 (3.03%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.48	0.63	23 (54.76%)	16 (38.10%)	3 (7.14%)	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)
3787	4.36	0.84	1945 (51.36%)	1308 (34.54%)	262 (6.92%)	86 (2.27%)	60 (1.58%)	126 (3.33%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	3.85	1.01	12 (28.57%)	16 (38.10%)	9 (21.43%)	3 (7.14%)	1 (2.38%)	1 (2.38%)

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)
3604	3.91	1.02	1008 (27.97%)	1392 (38.62%)	512 (14.21%)	237 (6.58%)	104 (2.89%)	351 (9.74%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	3.86	1.05	12 (28.57%)	18 (42.86%)	8 (19.05%)	2 (4.76%)	2 (4.76%)	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)
3788	4.17	0.92	1555 (41.05%)	1541 (40.68%)	365 (9.64%)	186 (4.91%)	62 (1.64%)	79 (2.09%)

11. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.57	0.55	25 (59.52%)	16 (38.10%)	1 (2.38%)	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)
3787	4.34	0.84	1851 (48.88%)	1396 (36.86%)	243 (6.42%)	113 (2.98%)	50 (1.32%)	134 (3.54%)

12. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.40	0.63	20 (47.62%)	19 (45.24%)	3 (7.14%)	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)
3787	4.29	0.84	1709 (45.13%)	1473 (38.90%)	320 (8.45%)	103 (2.72%)	45 (1.19%)	137 (3.62%)

13. 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-2150-003

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
42	0 (0.00%)	0 (0.00%)	7 (16.67%)	13 (30.95%)	22 (52.38%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3619	232 (6.41%)	1175 (32.47%)	1285 (35.51%)	536 (14.81%)	391 (10.80%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
42	4.62	0.54	27 (64.29%)	14 (33.33%)	1 (2.38%)	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)
3608	4.20	0.91	1571 (43.54%)	1480 (41.02%)	339 (9.40%)	146 (4.05%)	72 (2.00%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
42	4.45	0.77	25 (59.52%)	12 (28.57%)	4 (9.52%)	1 (2.38%)	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)
3598	4.13	0.99	1543 (42.88%)	1379 (38.33%)	395 (10.98%)	178 (4.95%)	103 (2.86%)

16. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
42	4.43	0.59	20 (47.62%)	20 (47.62%)	2 (4.76%)	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)
3782	4.31	0.80	1760 (46.54%)	1627 (43.02%)	264 (6.98%)	86 (2.27%)	45 (1.19%)

17. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
42	4.24	0.79	18 (42.86%)	17 (40.48%)	6 (14.29%)	1 (2.38%)	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)
3785	4.29	0.85	1844 (48.72%)	1396 (36.88%)	406 (10.73%)	83 (2.19%)	56 (1.48%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
42	4.43	0.74	24 (57.14%)	12 (28.57%)	6 (14.29%)	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)
3793	4.18	0.98	1722 (45.40%)	1388 (36.59%)	416 (10.97%)	159 (4.19%)	108 (2.85%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-003	
Total	Individual Answers
27	*See below for Individual Results*

Hardest (in terms of sheer amount of work) but most worthwhile course I've taken at UVA.

First of all, this should MOST DEFINITELY be a 4 or 5 or ever 6 credit course. The amount of time I spent working on this one course far outweighs the time I spent on all of my other courses combined this semester. I think the class structure could be improved, by for example making it so that the in lab assignments are due Wednesday morning or night. I also think that Floryan could improve his teaching style, which mostly consists of him reading from the slides that we already have access to. That all being said, I do think that Floryan and Bloomfield are both very knowledgeable in the subject matter (obviously) and are probably much better one-on-one, since the material is kind of hard to teach anyway. The labs for this course are definitely the most challenging assignments I've had here in my time at UVA, but there was never one that I couldn't complete (they may have taken me 12+ hours for one assignment, but darn it I got them done). I learned SO much in this class and I definitely think I'm a better programmer because of it.

Mark Floryan knows a lot about a lot of things. Great guy, enthusiastic lecturer. CS 2150 just has way too much work to be considered a 3 credit class.

Should be more credits in my opinion

this class was fun Floryan and Bloomfield are cool? people hope to take more classes taught by either of you guys

This course was both challenging and useful.

The instructor was good and knowledgeable, but the class itself really wasn't the best. There was too much work expected for a 2000 level class that only gives three credits. I found myself struggling all semester and office hours never really helped because they took forever to get my question answered. Overall, I would not recommend this course. I feel there are many things that need to be changed and it seems like this class is almost set up for students to fail. I really like computer science, but this class really made me not like it that much anymore because it was so frustrating. The professors should really consider how they teach the course.

The course is well structured and the labs really helped me understand the concepts taught in class. I think that the exams should be easier in difficulty.

I do not have comments to make at this time.

Some of the lab docs were confusing.

Great course, really taught nearly all of the basic data structures in the beginning of CS. But just the way the weekly labs are structured, it could be improved. For instance inlab takes more than the class period to do, so they should get longer time. Lab extention are nice and should be used in the future. If we can have a better way to make students learn, I would tear down all the tutorials... and lab documents... they are way too long, yet, YET, they don't provide everything whenit comes to like "research topics" and other bullshit excuses for making students do more work. We certainly won;t learn much from "oh yea, go read this book abour bash shell script, and you will use like two lines from it..." The work is chanllenging and I am fine with that, they could be presented in way better format rather than arial lab documents... If you think we have not stared at a computer screen long enough for CS classes, then please help the students save their vision...

Strongly recommended for anyone interested in CS. Great introduction to a wide variety of topics. Both instructors for this semester are great.

The workload seemed like too much and while that is understandable for a course like this the jump from 2110 to 2150 was enormous in terms of work outside of class. While I feel as though this course shouldn't need much change, its the preparation entering into this course that needs change.

Good class, difficult but very straightforward and well organized for the huge amount of content it's supposed to cover

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class was hard. It's supposed to be hard, but there are things that should be changed to make it effective. I spent hours a week slaving away on each part of the lab only to get points unfairly taken off. Some of the labs asked for too much. Everything was doable, but the deadlines were too rigorous. I think there should be more time to do the In-Lab. At the beginning of the semester, Bloomfield said "In-Lab should only take you an hour. The time of your lab period." That was THE biggest lie. Staying up all night trying to do the pre-lab and then having to wake up and code for 17 straight more hours was ridiculous. Just think about it from our perspective, you all get to go home at decent normal work hours, but if we're staying up until 5 AM trying to finish something there's a problem. I love CS and I appreciate how much this class has taught me, but asking to turn in the In-Lab hours after the Pre-Lab was too much. The week of the National Championship was great because the Post-lab was due Saturday. I worked on most of it on Thursday night and was able to sleep on it and actually think about the material to be able to finish it on Friday morning. Maybe you could incentivize people to finish stuff early, but set slightly later deadlines. The exams in this class are ridiculous. Please post keys to previous exams or give them to TAs or something. I literally went to class every day and spent every second I could in TA office hours and still failed both exams. Just a simple topics list would go a long way. This course covers so much and just saying to study everything is not helpful. I feel like many weeks I would go through the motions of finishing the lab, but not understand what I was supposed to from it. Maybe you could set aside 5 minutes every Friday lecture to conclude what concepts should be taken away from the lab. There was a disconnect between what we talked about in class and the subject matter of labs, in my opinion. The TAs who grade need to be on the same page and give better feedback because blindly taking off 4 points was unfair. My main point: PLEASE make it clear what you want from students. This applies across the board from exams to labs. It was always unclear what 2150 concept we were supposed to be applying. It's been a challenging semester, but please, help your students out in the future by making it clear what you want from them. This class is tough, but it made me feel SO stupid at times. It's discouraging, but I can say that it hasn't stopped me from wanting to be a CS major and improve. CS2150 is a well structured and interesting course that goes in depth about data structures and lower level representations of data and languages. There is a decent amount of overlap between CS2110 and CS2150, but that overlap is made up for the fact that 2150 goes a lot more in depth with the same topics, and is more theoretical. Overall good course and good professor. The one suggestion about this course is to not make the prelab and inlab due on the same day. It can become a lot to have two assignments due on the same day, especially when the prelab and inlab are the most time consuming parts of the homework. You made a 3 credit CS class feel like 3 3 credit classes. I had no life outside of e-school this semester, primarily because of this class. I have also questioned staying in CPE many times this semester, primarily because of this class. Overall, this class feels like a full-time job. Thank you for coming to my TED Talk. CS 2150 has been one of my favorite classes I have taken so far at UVA. I did not think this class was that hard nor too time consuming, and I learned a great deal. I actually think that the labs were a little too lenient with providing pseudocode and algorithms, and sometimes entire usable code. I feel I learned the best when no code or algorithms were provided at the start, so that I had to actively think about the steps I need to take to incrementally complete the problem. I think my biggest disappointment in terms of this class was that the wordsearch code was already given to us in the Hashing lab. I understand that the point of that lab was hashing, and not extraneous algorithms, but I would have really loved to implement that myself from scratch. As a EE/CPE double major I especially loved the lower level programming, and wish we spent more time on assembly than we did. Some of the reports could be monotonous, but otherwise I don't think I disliked a single lab. Mark Floryan is also a really nice guy and good professor, and I'm glad he came back for the second half of the semester. This course is very very difficult. There could be some measure done to make it less stressful for the student. It is hard to spend 10+ hours on this course, and take other courses at the same time. Material wise, it is okay, but the labs are hard to understand and then when one goes to TA office hours, he/she is 40th in the queue. Exams too are very hard, there wouldn't need to be a curve if the exam was reasonable. N/A 2150 requires a lot of time out of your schedule and should probably be worth more than three credits. Overall, the first CS class where I feel like I learned how to really program and why things are done the way they are. Some labs were easy and others were really difficult, just had to make sure to always start labs early and understand all the information that was given to you. I think the Honor Policy for this course is unnecessarily strict This was the hardest CS class I've taken so far. The amount of work needed to complete some of the labs is ridiculous; some of the labs provided little to no guidance other than something along the lines of "Implement a linked list." While you will learn a lot in this course, you will do so through painstaking hours of scratching your head, debugging, possibly crying, giving up, and then discovering you should have used a pointer instead of a dereference. The workload for this class led to me neglecting the work of some of my other classes, making it feel like I was taking only this course the entire semester. I've lost sleep, sanity, and some of my passion for coding; the labs were monumental tasks and I was never motivated to complete them due to an outstanding desire to learn C++, but simply because I had to maintain my grade to pass the class. 2150 was quite the ride. I do think that this course was very worthwhile but I do also agree it was a lot of work. There were definitely some frustrating parts like when my prelab 12 wouldn't compile and there was no way for me to fix this problem on my own. Overall I do think that work in this class was worthwhile as the only way to really learn how to code is to do it. Great job!

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think this course and all its necessary resources are well-organized, and the professors are excellent lecturers who can explain the material well. The labs, while difficult and requiring an intensive amount of work throughout the week, cover important concepts in-depth. I would have expected this class to be 4 credits due to the 10+ hours required for the assignments throughout the week. Additionally, I believe the strict penalties for submitting assignments late is unreasonable because the work involved in doing the each part of the labs is quite heavy for the short time period we have to complete each one. This would often result in my either having to turn in partially complete or functional code in order to not get 25% off, whereas if I continued to debug it for another day I could turn it in completely functional and late. Essentially I think the one-day penalty is very severe when considering that the grading isn't completed until weeks later, and it seems like it would be more worthwhile to turn in functional code with a minor penalty than rush through the assignments to not get the large penalty. Another big issue is TA office hours, which is an extremely inefficient and ineffective experience because there are not enough TAs present to help students in a timely manner. Arriving right on time for office hours means you can get help fairly quickly one time, but the help queue gets so backed up that you must wait over 45 minutes to be able to speak to a TA again and get any confirmation or clarifications on your work. This is a completely ineffective use of time especially given that students often have other time commitments throughout their evenings, and are unable to wait in the queue for hours to get 15 minutes of face time with a TA.

CS 2150-002 **Program & Data Representation** - Spring 2019

ENGR (16542)

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

Respondents: 90 / Enrollment: 144

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.69	0.51	64 (71.11%)	24 (26.67%)	2 (2.22%)	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)
3616	4.39	0.71	1780 (49.23%)	1555 (43.00%)	187 (5.17%)	57 (1.58%)	21 (0.58%)	16 (0.44%)

2. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	3.97	1.13	35 (38.89%)	30 (33.33%)	12 (13.33%)	7 (7.78%)	4 (4.44%)	2 (2.22%)

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)
3795	4.08	1.01	1507 (39.71%)	1384 (36.47%)	451 (11.88%)	229 (6.03%)	96 (2.53%)	128 (3.37%)

3. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	2.66	1.60	19 (21.11%)	13 (14.44%)	9 (10.00%)	15 (16.67%)	33 (36.67%)	1 (1.11%)

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)
3621	4.08	1.04	1409 (38.91%)	1576 (43.52%)	257 (7.10%)	200 (5.52%)	160 (4.42%)	19 (0.52%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.56	0.64	56 (62.22%)	29 (32.22%)	4 (4.44%)	1 (1.11%)	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)	Not Applicable (NA)
3619	4.20	0.93	1509 (41.70%)	1378 (38.08%)	305 (8.43%)	146 (4.03%)	74 (2.04%)	207 (5.72%)

5. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	3.41	1.16	9 (10.00%)	8 (8.89%)	14 (15.56%)	6 (6.67%)	2 (2.22%)	51 (56.67%)

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)
3616	3.52	1.15	570 (15.76%)	792 (21.90%)	701 (19.39%)	312 (8.63%)	155 (4.29%)	1086 (30.03%)

6. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
89	4.28	0.80	40 (44.94%)	37 (41.57%)	10 (11.24%)	1 (1.12%)	1 (1.12%)	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)
3784	4.10	0.97	1459 (38.56%)	1549 (40.94%)	391 (10.33%)	209 (5.52%)	91 (2.40%)	85 (2.25%)

7. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.66	0.58	63 (70.00%)	23 (25.56%)	2 (2.22%)	1 (1.11%)	0 (0.00%)	1 (1.11%)

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)
3791	4.53	0.72	2299 (60.64%)	1128 (29.75%)	170 (4.48%)	46 (1.21%)	33 (0.87%)	115 (3.03%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.61	0.60	59 (65.56%)	25 (27.78%)	5 (5.56%)	0 (0.00%)	0 (0.00%)	1 (1.11%)

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)
3787	4.36	0.84	1945 (51.36%)	1308 (34.54%)	262 (6.92%)	86 (2.27%)	60 (1.58%)	126 (3.33%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	3.90	1.07	29 (32.22%)	36 (40.00%)	13 (14.44%)	8 (8.89%)	3 (3.33%)	1 (1.11%)

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)
3604	3.91	1.02	1008 (27.97%)	1392 (38.62%)	512 (14.21%)	237 (6.58%)	104 (2.89%)	351 (9.74%)

10. The grading policy was fair.

~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	3.77	1.15	25 (27.78%)	40 (44.44%)	9 (10.00%)	11 (12.22%)	5 (5.56%)	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)
3788	4.17	0.92	1555 (41.05%)	1541 (40.68%)	365 (9.64%)	186 (4.91%)	62 (1.64%)	79 (2.09%)

11. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.51	0.68	53 (58.89%)	29 (32.22%)	6 (6.67%)	1 (1.11%)	0 (0.00%)	1 (1.11%)

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)
3787	4.34	0.84	1851 (48.88%)	1396 (36.86%)	243 (6.42%)	113 (2.98%)	50 (1.32%)	134 (3.54%)

12. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
90	4.51	0.62	50 (55.56%)	35 (38.89%)	3 (3.33%)	1 (1.11%)	0 (0.00%)	1 (1.11%)

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)
3787	4.29	0.84	1709 (45.13%)	1473 (38.90%)	320 (8.45%)	103 (2.72%)	45 (1.19%)	137 (3.62%)

13. 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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
90	0 (0.00%)	5 (5.56%)	5 (5.56%)	26 (28.89%)	54 (60.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3619	232 (6.41%)	1175 (32.47%)	1285 (35.51%)	536 (14.81%)	391 (10.80%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
90	4.68	0.60	66 (73.33%)	20 (22.22%)	3 (3.33%)	1 (1.11%)	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)
3608	4.20	0.91	1571 (43.54%)	1480 (41.02%)	339 (9.40%)	146 (4.05%)	72 (2.00%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
90	4.47	0.81	55 (61.11%)	26 (28.89%)	6 (6.67%)	2 (2.22%)	1 (1.11%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3598	4.13	0.99	1543 (42.88%)	1379 (38.33%)	395 (10.98%)	178 (4.95%)	103 (2.86%)

16. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
90	4.53	0.58	52 (57.78%)	34 (37.78%)	4 (4.44%)	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)
3782	4.31	0.80	1760 (46.54%)	1627 (43.02%)	264 (6.98%)	86 (2.27%)	45 (1.19%)

17. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
90	4.32	0.80	44 (48.89%)	34 (37.78%)	10 (11.11%)	1 (1.11%)	1 (1.11%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3785	4.29	0.85	1844 (48.72%)	1396 (36.88%)	406 (10.73%)	83 (2.19%)	56 (1.48%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
90	4.48	0.64	50 (55.56%)	33 (36.67%)	7 (7.78%)	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)
3793	4.18	0.98	1722 (45.40%)	1388 (36.59%)	416 (10.97%)	159 (4.19%)	108 (2.85%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-002	
Total	Individual Answers
55	*See below for Individual Results*

This is the hardest I have ever had to work in any class of my entire schooling career. I spent more time on this one class than my other 12 credits of classes combined. This course made my semester miserable, but it also taught me a massive amount of important information, so I guess it was a tradeoff necessary to really understanding low level computing.

N/a

I really enjoyed lecture. Mark Floryan was a very humorous guy, and I highly enjoyed his lecture.

I think this was one of the most satisfying classes I have ever taken because you truly have to earn your grade. Floryan was an engaging and insightful lecturer and is part of the reason why this course is so beneficial to any CS student. I appreciate the humor he incorporated into each lecture to make it fun.

Deserves more credits

Tough, time-consuming class, but well worth the time and effort. Floryan is an awesome lecturer!

I loved this class. I learned more in the past 3 months of this class than I have in the rest of my computer science education. In my opinion, the AVL tree part of lab 5 was by far the hardest assignment I had this year. My favorite lab was the Huffman lab, definitely don't change anything about it.

#growing pains

5 credit course

Extremely difficult to find a professor - and even harder to complete assignments

This might be my favorite course I have taken at UVA, even though it was a lot of work I feel like I learned so much about programming and how it works at the machine level that I feel so much more knowledgeable about the subject matter. As I said in my suggestion.txt file I think that office hours could implement a priority queue depending on the severity of the problem at hand, and if it is possible, the instructors could make themselves more available with more frequent office hours during the week, as if there is a complication with the Pre-Lab the office hours usually weren't until after the assignment was due. Other than that, I really enjoyed this course and thought Floryan did a great job not only being excited about the content but teaching it extremely well. Thank you for a fantastic semester!!

Floryan was good but this course was brutal. It caused me quite a few relationships and lowered by confidence as a programmer. I really appreciate both Floryan and Bloomfield not trying to condescend the students during their questions because PDR is incredibly hard.

This course is a back breaking amount of work, but you already know that. Also just get rid of IBCM and go straight into assembly

Hardest class I've ever taken. Material was necessary and important but work load was absolutely ridiculous.

This course should be 4-5 credits for the workload! Overall, learned a lot. Exam conflicts should be resolved much earlier; I didn't hear back about the final exam makeup time until yesterday (3 months later) and now I might be stuck taking three exams in 24 hours.

The Lectures aren't meant for anything other than introducing us to the tools we need to complete the labs. Not sure if that's a good or bad thing, just putting that out there.

No outstanding comments

This is such a fulfilling class, but way too much work for three credits. I spent basically all my time outside my classes only focusing on this course, so its a good thing I took easy courses otherwise. I have never spent so much time on a class and although I learnt alot, I think that the office hour times should be made more available. Alot of the times the TAs were not helpful and closed the queue early. I think that there should be office hours everyday.

This was by far my favorite CS class I have taken. Yes it was hard, but honestly for a higher level CS class it could have been so much worse. Many of the labs were incredibly challenging at the time, but looking back they actually weren't too too terrible and I definitely learned a lot while working through them. Lectures were mostly interesting, although there were times when we spent a lot of time walking through example code when I feel like it might have been more beneficial to have had to read through it and try to understand it on our own. Also, regarding the tests, they were hard, but I feel like they could have been better. With most of the answers, I feel like the answer was stated pretty directly in lecture, which yes midterms should test what was covered in class and my grade appreciated that, but I feel like there could have been more thought-provoking/challenging questions that required more consideration than simple recall. (I may end up regretting saying this after the final.) Professor Floryan was engaging and I loved having him (I also had Bloomfield for the first part of the semester and he was great too.)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I know that this is already being considered by the CS department, however, I strongly believe that this course should be worth more than 3 credit hours based off of the amount of time is needed to do work for this course.
	This was the most difficult course I have taken at UVA but not necessarily the rigor of the stuff we were learning but the time required to complete the labs. With that, I also learned the most that I have ever learned in a course.
	I have never put in so many hours into a class. I must have spent 15+ hours a week on this class between classes, lab and the many many hours I spent doing the labs. With that being said, I really enjoyed this class. I had the pleasure of having both Professor Bloomfield and Professor Floryan as my lecturer this semester and I was surprised that you could have two great teachers teaching the same class. Typically, there is one professor who is much more liked than the other, but I really enjoyed them both. At times, this class made me want to curl up into a ball and cry my pain away but that was what made it fun. The relief of finishing a lab was amazing. Looking back, this probably was one of the most rewarding classes I have ever taken. Thank you Professor Floryan. I promise that I laughed at most of your jokes this semester.
	Should be a 4 credit class based on the workload. Additionally, lab difficulty could be better balanced.
	This class is a truly great class, I was in the section that had both Bloomfield and Floryan and they both were fantastic! I really appreciate how much thought goes into the organization of the class and how easy it is to find the information. I think the work could be spread out more throughout the week so the week isn't so front heavy.
	The grading policy for the exams was pretty harsh. For example, on one test there were 12 true/false questions, and I got 9/12 correct but was only awarded 3/6 points for that section. I don't get who would come up with that policy instead of just giving equal credit for each question.
	I had a lot of complaints about the class, but was afraid of the "anonymous" comments on collaboration because I didn't know how anonymous it actually was. First, the TA's suck at grading. I've received so many points off for mistakes. I've submitted multiple regrades and got the points back, but they shouldn't be making so many mistakes in the first place. Second, how come you didn't know the answers to some of the previous test questions? I know you won't put the questions on the test, but what about Bloomfield? Next, how come you guys don't post the answers for previous tests online? If we don't know the answers and you don't give us the answers at the review sessions because you don't know them, how the hell are we supposed to prepare for the tests? That's the most retarded part of the class.
	As known, learned a lot, but probably should be worth another credit for the amount of work.
	I lost a lot of sleep over this class... I really hated the amount of work we had to do, but I have friends at other schools who have CS classes that are more demanding than this, so I don't think that this should be made any easier... I think 2110 should be designed to be better at preparing students for 2150 (maybe have some coding in C++, work in a coding environment without an IDE for 1 lab, etc). Also, I have a few suggestions to improve office hours. 1) get more TA's during weeks of hard labs. 2) Implements a second queue for students who need less than 5 minutes of help (like an express lane). 3) Have some TA's address general questions about the lab in a group setting. You're a very funny guy, had fun learning from you.
	A lot of hours were put into this course, but I wouldn't say it was unreasonable for the amount of material we were learning.
	I really appreciate both Professors for their efforts to make the confusing concepts and topics clearer to us. The class is challenging but really worthwhile.
	The homework assignments were an integral part of learning the material, but lecture wasn't always the most interesting and the exams were heavily conceptual. I wish they were more balanced between conceptual and technical.
	Good class, but a lot of hours per week.
	Unavoidably, the teachers were not able to attend to their 300+ students, so most of the small technical aspects of the course were handled by the TAs. Obviously, it depends on the funding supplied by the department, but adding more TAs to this class would be very helpful.
	I think the way cs2150 is working is more suitable for people who have already had adequate knowledge and experiences of programming, not people who have just taken cs1110, cs2120, and cs2102. A lot of things are taught in cs2150 that's for sure, but I don't think I understand many of them thoroughly. I think more coding examples should be given in class and the hw instructions should be clearer. Many times I understand the logic at a high level but I had trouble implementing it because I'm not that familiar with c++ and we are not using IDE either. BTW Emacs is hard to use. We could not even open two things at the same time to check things in my .cpp and .h files. Compared to the time I spent, the things I learned are too trivial. For example, as for many lab reports we are writing, do you really think most of use could learn and understand those things on our own?? Many times I was just writing stuff that me myself don't know for sure. Isn't that a waste of time? We don't get any correct answer back from either labs or exams. I think the process of learning is that you make a mistake and then correct it. But if we never get any correct answer how can we ever know what went wrong and what should be right?? The TAs aren't that helpful either. I had a really busy schedule this semester but I spent this amount of time and effort in writing this just so you know how unreasonable this course is and how I think it could be improved. I know CS is difficult for most people and I'm not a talent in this field but I'm not stupid either. This course is just too much for most of the students. If it is just difficult and lots of work then I won't say this much. But the problem here is that I don't think I learned a lot either. For people who have prior experiences with c++ or have dedicated to cs while young they may found it more rewarding, but there are still many people like me who decided to do cs on their first or second year of college life.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class should be worth 4 credits for the amount of work
	I liked the class, and felt I learned a lot. The labs varied in difficulty, and while some were much harder than others they never felt difficult for the sake of difficulty. My only minor complaint about the labs is that we have to reupload every file if we forget one or forget to select which assignment to submit.
	While I am happy to say that I learned a ton in this course, it comes with price of putting in many more hours than expected for 3 credits. I do not think my answer of 10+ for the average number of hours spent outside of class preparing for the course is accurate enough. I would say I spent more like 15 hours on average on each lab. I think that the information is important and I have become a much better programmer. This course taught me time-management and how to program more creatively. It also made me understand what was happening behind my programs. I do not think the grading policy was always fair. For example, on an exam there was a question with 12 TF questions worth 6 points in total. Instead of subtracting .5 for each TF, 1 point was taken away. So 11/12 correct TF resulted in a score of 5/6.
	Unfortunately, I can't rate Floryan because I didn't go to any of his lectures. The class was worth the time I put into it.
	Overall, this has been one of my favorite classes I've taken at UVA. Although it is a lot of work, none of it was busy work and I felt like I was always learning something along the way. The only tough part was the way exams were graded.
	This class taught me a lot, but it was also a lot of work. The work load was never unmanageable, it just required good time management skills.
	has to be more than 3 credits man
	One of the best CS classes (also one of the worst in terms of how hard it was), but I definitely learned a lot. I just wish that the course was structured differently and material was shuffled to teach us from top to bottom instead of jumping around high level and low level information. But thanks for an amazing course, Floryan!
	Why are the Labs SO LONG?
	Method of communication between students and professors is awful. Often took several days for professor to respond to support request.
	I really enjoyed this course and the work done in it. I felt like it was a fun challenge to do some of the labs. My only suggestion would be that I found it difficult to use some of the documentation such as the lecture notes due to their format and the mix of .md and .html file formats the lab documents are in.
	Very difficult. I learned a lot.
	While I don't think this will happen, I do think this should be a 4 credit course considering the amount of work required and the amount of time students are expected to spend on work outside of class. While I understand that the course is meant to be intense and a lot of the assignments are designed to be challenging, I think that it could be dialed back for the inlabs a little bit. While in the beginning of the semester it was relatively easy to finish the lab during lab section, it became increasingly difficult to finish before the midnight deadline as I had other classes and academic commitments that sometimes lasted until 10 pm. At that point I couldn't go to office hours and only had 2 hours to figure out how to solve any problems I had with my code. If nothing else, I think the due date of the inlab should be pushed back at least until Wednesday morning, although that would encourage consecutive all nighters after staying up late working on the prelab. I think the tests were fair but the grading was pretty harsh. Especially on the second test I don't understand why the TAs would choose to take off a full point for True False questions that were obviously supposed to be half a point. I know the curve should make up for it but it still doesn't make much sense. Overall I think both Floryan and Bloomfield are good lecturers and I learned a lot even though I didn't get a lot of sleep.
	n/a
	I thought this class required a reasonable amount of effort for the hardest CS class I will take as a CS minor. I feel like I understand so much more about CS and am prepared for future classes.
	It was a lot of work, but I learned a lot. There are a few things I felt were not really necessary to the course: - The lab 9 section on C (and, although I haven't done it yet, I suspect the objective C part of lab 12) seemed kind of pointless. If C had been covered in class I feel that I may have some grasp on it, but just doing it for one assignment in lab was more of a nuisance than a learning experience because I had to look up how to do everything in C instead of C++ terms then instantly forgot how to do everything, so I didn't actually learn any C from that. It was also not used anywhere else in the course and I didn't feel like it was something I actually needed to know. - Inlab of lab 4: I would have learned the material better if it were just taught to us instead of having us google things and only be partially confident in our answers based on things we found from google. I don't remember all of my answers for it and I was not at all confident that they were all right when I submitted it. - There were also a few readings throughout the course such as the bash shell script reading that were very long and only parts of them were directly relevant to what we were doing. As a result, all of the stuff that wasn't a part of the lab was easily forgotten and reading through it was kind of a waste of time. - I still don't see what is so valuable about requiring us to code in a Unix environment, but I guess that was just a minor inconvenience so that's not a big deal anyway.

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class was a lot more work than just 3 credits. I spent more time on this class than I have for any 4 credit class that I have ever taken at UVa. The learning curve for the beginning of this course was extremely difficult. Additionally, it was frustrating to go to TA office hours and be on the queue for 2 hours before being helped. More TAs need to be staffed for lab, especially when it is known that the labs are difficult. I wish it was easier to get one-on-one help, since it's such a large class and I didn't find the TAs helpful in any of my experiences with them. This class was so damn hard. Great course. The lab pages could be better organized and presented (eg. more aesthetically pleasing) to facilitate reading and understanding

CS 2501-200 **Spec Topic: Computer Science** - Fall 2018

ENGR (19477)

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

Respondents: 23 / Enrollment: 47

Summary: CS 2501-200 Spec Topic: Computer Science - Fall 2018 (19477)

Overall Course Rating

CS-2501-200 Mean 4.02
CS-2501-200 Std Dev 1.04
CS-2501-200 Response Count 115

SEAS, 2000-level courses Mean 4.06
SEAS, 2000-level courses Std Dev 1.02
SEAS, 2000-level courses Response Count 18641

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.35
  Std Dev 0.74
  Response Count 161

  SEAS, 2000-level courses Mean 4.24
  SEAS, 2000-level courses Std Dev 0.92
  SEAS, 2000-level courses Response Count 28100

~ QUESTIONS AND DETAILS ~   *~ ANSWER MATRICES ~*

1. 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-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.35	0.71	10 (43.48%)	12 (52.17%)	0 (0.00%)	1 (4.35%)	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)
3724	4.35	0.78	1811 (48.63%)	1550 (41.62%)	218 (5.85%)	83 (2.23%)	40 (1.07%)	22 (0.59%)

2. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.22	0.85	10 (43.48%)	9 (39.13%)	3 (13.04%)	1 (4.35%)	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)
4018	4.10	1.01	1640 (40.82%)	1457 (36.26%)	426 (10.60%)	254 (6.32%)	103 (2.56%)	138 (3.43%)

3. 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-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.09	1.12	11 (47.83%)	7 (30.43%)	1 (4.35%)	4 (17.39%)	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)
3731	4.07	1.05	1467 (39.32%)	1583 (42.43%)	269 (7.21%)	224 (6.00%)	163 (4.37%)	25 (0.67%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.43	0.73	13 (56.52%)	7 (30.43%)	3 (13.04%)	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)
3728	4.23	0.91	1625 (43.59%)	1395 (37.42%)	318 (8.53%)	143 (3.84%)	66 (1.77%)	181 (4.86%)

5. 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-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	3.17	0.75	0 (0.00%)	2 (8.70%)	3 (13.04%)	1 (4.35%)	0 (0.00%)	17 (73.91%)

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)
3727	3.57	1.17	633 (16.98%)	769 (20.63%)	645 (17.31%)	282 (7.57%)	162 (4.35%)	1236 (33.16%)

6. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.22	0.67	8 (34.78%)	12 (52.17%)	3 (13.04%)	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)
4013	4.05	1.01	1495 (37.25%)	1619 (40.34%)	453 (11.29%)	241 (6.01%)	121 (3.02%)	84 (2.09%)

7. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.70	0.47	16 (69.57%)	7 (30.43%)	0 (0.00%)	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)
4017	4.50	0.73	2366 (58.90%)	1221 (30.40%)	199 (4.95%)	61 (1.52%)	30 (0.75%)	140 (3.49%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.52	0.67	14 (60.87%)	7 (30.43%)	2 (8.70%)	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)
4018	4.35	0.86	2038 (50.72%)	1356 (33.75%)	301 (7.49%)	102 (2.54%)	64 (1.59%)	157 (3.91%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	3.28	1.23	1 (4.35%)	10 (43.48%)	3 (13.04%)	1 (4.35%)	3 (13.04%)	5 (21.74%)

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)
3731	3.88	1.07	1032 (27.66%)	1338 (35.86%)	516 (13.83%)	251 (6.73%)	137 (3.67%)	457 (12.25%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	3.91	0.90	5 (21.74%)	14 (60.87%)	1 (4.35%)	3 (13.04%)	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)
4019	4.13	0.96	1629 (40.53%)	1621 (40.33%)	396 (9.85%)	200 (4.98%)	102 (2.54%)	71 (1.77%)

11. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.48	0.67	13 (56.52%)	8 (34.78%)	2 (8.70%)	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)
4010	4.32	0.86	1936 (48.28%)	1436 (35.81%)	287 (7.16%)	143 (3.57%)	46 (1.15%)	162 (4.04%)

12. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.66	11 (47.83%)	10 (43.48%)	2 (8.70%)	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)
4005	4.25	0.86	1746 (43.60%)	1555 (38.83%)	373 (9.31%)	107 (2.67%)	61 (1.52%)	163 (4.07%)

13. 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-2501-200

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
23	1 (4.35%)	5 (21.74%)	7 (30.43%)	4 (17.39%)	6 (26.09%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3728	312 (8.37%)	1118 (29.99%)	1303 (34.95%)	575 (15.42%)	420 (11.27%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.17	0.72	8 (34.78%)	11 (47.83%)	4 (17.39%)	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)
3723	4.18	0.93	1605 (43.11%)	1491 (40.05%)	405 (10.88%)	138 (3.71%)	84 (2.26%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-200

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.43	0.59	11 (47.83%)	11 (47.83%)	1 (4.35%)	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)
3723	4.13	1.00	1596 (42.87%)	1402 (37.66%)	432 (11.60%)	182 (4.89%)	111 (2.98%)

16. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.43	0.51	10 (43.48%)	13 (56.52%)	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)
3994	4.28	0.81	1789 (44.79%)	1730 (43.31%)	335 (8.39%)	84 (2.10%)	56 (1.40%)

17. 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-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.43	0.51	10 (43.48%)	13 (56.52%)	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)
4008	4.25	0.91	1914 (47.75%)	1443 (36.00%)	450 (11.23%)	127 (3.17%)	74 (1.85%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-200, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.57	0.59	14 (60.87%)	8 (34.78%)	1 (4.35%)	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)
4020	4.18	0.98	1845 (45.90%)	1436 (35.72%)	451 (11.22%)	174 (4.33%)	114 (2.84%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2501-200	
Total	Individual Answers
12	*See below for Individual Results*

While I came in to this class having already learned much of the material on the syllabus, Professor Floryan went above and beyond, throwing in this I didn't know with each unit. This has been a very valuable class

Mark Floryan is an incredible person and an even greater professor. I am so happy that he was the person to teach this course, and I was very sad when I learned that he was not teaching DSA 2. He was very approachable about all things, and he tried to help out people who were behind as much as he could. He very clearly explained concepts, how assignments/exams were structured, and what his expectations were in regards to assignments. I loved this course and the professor was a large part of that. This course was definitely difficult, but I felt it was fair, and I am very glad that I was able to take it with Professor Floryan. Thank you for everything, Professor.

Emphasis on vocabulary on tests does not test for understanding. Sometimes questions were too vague.

The course structure was sometimes kinda flimsy or not fully adhered to, but this is to be expected from a pilot class, and the class went very well.

This course definitely needs some tweaking but overall this course was worthwhile and necessary to learn future material. You have to put in a reasonable amount of effort to be successful and the professor was often available to help.

The inlab seemed somewhat pointless but the prelab and postlab were both very useful for the overall class.

I really enjoyed this course and felt that I grew a lot as a programmer. I enjoyed the weekly labs and felt that they helped solidify the course material. Professor Floryan was very approachable and would always be patient and answer my questions when I came to office hours. Coming from 1110, the transition to Java was tricky at first since we were going a bit fast. I would liked to have spent more time on the Java basics before moving on. Additionally, if the class is going to have most people coming from 1110 in the future, I think it would be helpful to spend more time on recursion before going into trees, sorting, etc.

Postlabs were very loosely graded, meaning that most students by the end put very little thought into writing a quality report. Perhaps a format like chem lab, in which reports are divided into parts and only certain parts are turned in each week, would allow for more in-depth writing and grading

I'm pretty terrible at the material, and struggled all the way, re-evaluated my life choices, then struggled some more. However, the teacher was pretty solid, so I guess that's good. The course is new, so there's that too. I think it's heading in a good direction overall. Needs a slight overhaul when it comes to delivering content.

This class was very difficult and seemed to accommodate the people that came into the class already knowing the majority of the subject material. The tests were unfair in the sense that no one knew what to study, due to the fact that he wouldn't even know what was going to be on the test until the night before. Professor Floryan is a good person, but I do think that he could have presented the material and the exams in a better fashion.

I enjoyed this class and learned a great the material effectively.

CS 2150-003 **Program & Data Representation** - Fall 2018

ENGR (20339)

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

Respondents: 69 / Enrollment: 126

Summary: CS 2150-003 Program & Data Representation - Fall 2018 (20339)

Overall Course Rating

CS-2150-003 Mean 3.99
CS-2150-003 Std Dev 1.25
CS-2150-003 Response Count 343

SEAS, 2000-level courses Mean 4.06
SEAS, 2000-level courses Std Dev 1.02
SEAS, 2000-level courses Response Count 18641

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.37
  Std Dev 0.86
  Response Count 482

SEAS, 2000-level courses Mean 4.24
SEAS, 2000-level courses Std Dev 0.92
SEAS, 2000-level courses Response Count 28100

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
68	4.72	0.59	53 (77.94%)	12 (17.65%)	2 (2.94%)	1 (1.47%)	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)
3724	4.35	0.78	1811 (48.63%)	1550 (41.62%)	218 (5.85%)	83 (2.23%)	40 (1.07%)	22 (0.59%)

2. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.90	1.20	26 (37.68%)	24 (34.78%)	7 (10.14%)	7 (10.14%)	4 (5.80%)	1 (1.45%)

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)
4018	4.10	1.01	1640 (40.82%)	1457 (36.26%)	426 (10.60%)	254 (6.32%)	103 (2.56%)	138 (3.43%)

3. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.35	1.55	22 (31.88%)	17 (24.64%)	8 (11.59%)	7 (10.14%)	15 (21.74%)	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)
3731	4.07	1.05	1467 (39.32%)	1583 (42.43%)	269 (7.21%)	224 (6.00%)	163 (4.37%)	25 (0.67%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
68	4.46	0.78	40 (58.82%)	22 (32.35%)	3 (4.41%)	3 (4.41%)	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)
3728	4.23	0.91	1625 (43.59%)	1395 (37.42%)	318 (8.53%)	143 (3.84%)	66 (1.77%)	181 (4.86%)

5. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	2.83	1.13	2 (2.90%)	4 (5.80%)	9 (13.04%)	6 (8.70%)	3 (4.35%)	45 (65.22%)

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)
3727	3.57	1.17	633 (16.98%)	769 (20.63%)	645 (17.31%)	282 (7.57%)	162 (4.35%)	1236 (33.16%)

6. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
68	4.40	0.76	35 (51.47%)	28 (41.18%)	2 (2.94%)	3 (4.41%)	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)
4013	4.05	1.01	1495 (37.25%)	1619 (40.34%)	453 (11.29%)	241 (6.01%)	121 (3.02%)	84 (2.09%)

7. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.75	0.43	52 (75.36%)	17 (24.64%)	0 (0.00%)	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)
4017	4.50	0.73	2366 (58.90%)	1221 (30.40%)	199 (4.95%)	61 (1.52%)	30 (0.75%)	140 (3.49%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.67	0.50	47 (68.12%)	21 (30.43%)	1 (1.45%)	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)
4018	4.35	0.86	2038 (50.72%)	1356 (33.75%)	301 (7.49%)	102 (2.54%)	64 (1.59%)	157 (3.91%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.84	1.18	23 (33.33%)	26 (37.68%)	8 (11.59%)	7 (10.14%)	4 (5.80%)	1 (1.45%)

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)
3731	3.88	1.07	1032 (27.66%)	1338 (35.86%)	516 (13.83%)	251 (6.73%)	137 (3.67%)	457 (12.25%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.72	1.08	18 (26.09%)	26 (37.68%)	16 (23.19%)	6 (8.70%)	3 (4.35%)	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)
4019	4.13	0.96	1629 (40.53%)	1621 (40.33%)	396 (9.85%)	200 (4.98%)	102 (2.54%)	71 (1.77%)

11. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.61	0.52	43 (62.32%)	25 (36.23%)	1 (1.45%)	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)
4010	4.32	0.86	1936 (48.28%)	1436 (35.81%)	287 (7.16%)	143 (3.57%)	46 (1.15%)	162 (4.04%)

12. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.52	0.63	40 (57.97%)	26 (37.68%)	2 (2.90%)	1 (1.45%)	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)
4005	4.25	0.86	1746 (43.60%)	1555 (38.83%)	373 (9.31%)	107 (2.67%)	61 (1.52%)	163 (4.07%)

13. 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-2150-003

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
69	0 (0.00%)	3 (4.35%)	8 (11.59%)	19 (27.54%)	39 (56.52%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3728	312 (8.37%)	1118 (29.99%)	1303 (34.95%)	575 (15.42%)	420 (11.27%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.71	0.52	51 (73.91%)	16 (23.19%)	2 (2.90%)	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)
3723	4.18	0.93	1605 (43.11%)	1491 (40.05%)	405 (10.88%)	138 (3.71%)	84 (2.26%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
67	4.55	0.74	45 (67.16%)	16 (23.88%)	4 (5.97%)	2 (2.99%)	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)
3723	4.13	1.00	1596 (42.87%)	1402 (37.66%)	432 (11.60%)	182 (4.89%)	111 (2.98%)

16. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.51	0.63	39 (56.52%)	27 (39.13%)	2 (2.90%)	1 (1.45%)	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)
3994	4.28	0.81	1789 (44.79%)	1730 (43.31%)	335 (8.39%)	84 (2.10%)	56 (1.40%)

17. 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-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.29	0.91	35 (50.72%)	24 (34.78%)	6 (8.70%)	3 (4.35%)	1 (1.45%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4008	4.25	0.91	1914 (47.75%)	1443 (36.00%)	450 (11.23%)	127 (3.17%)	74 (1.85%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-003, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.54	0.63	42 (60.87%)	22 (31.88%)	5 (7.25%)	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)
4020	4.18	0.98	1845 (45.90%)	1436 (35.72%)	451 (11.22%)	174 (4.33%)	114 (2.84%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-003	
Total	Individual Answers
46	*See below for Individual Results*

One of the most challenging but rewarding classes I have ever taken. Professor Floryan was a great professor, teaching the topics very well and answering any question that came his way in class. His sense of humor was also great lol I always enjoyed his lectures. Great course with probably one of the best CS professors at UVA.

This class was haaaaaard

This course is not well developed at all. I understand requiring students to learn on their own, but do something to change the course because majority of the topics that I learned were incredibly difficult and took copious amounts of time. This class should be weighted much more than a 3 credit course for the amount of work that was put on me. In addition, a lot of the written postlabs were required for us to know knowledge that was never discussed or talked about in class later, expecting way too much out of students. This class destroyed my GPA and I understand it is a weed out class for CS Majors but it hurts my chances for other pursuits in the future not matter how hard I prepared for the class. Terribly structured.

For the amount of work that is expected of students, this class should be 4 credits, I spent at least 30 hours per week on the homework for this class.

more ta's needed in lab

Floryan was awesome, he explained the material in a way that people with little background could still understand it. He was super helpful in OH and has taught me so so so much more about computer science than any of my other professors here at UVA. The course does require a LOT of time, and it is pretty bad during the class, looking back I am glad I went through everything since I know so much more.

The material learned in this class is, as expected, foundational for a potential career in software development, and I feel like I've learned so much in this realm. However, the material asked on the tests has little correlation with what is learned and used on a daily basis in the labs. Rote memorization and trivia recall of arbitrary details takes priority over knowledge and application of data structures on exams, and thus they are difficult to study for and do well on. I've noticed this to be an issue in CS 111x/2110, but the issue is far amplified in 2150.

This class was both incredibly challenging and incredibly frustrating for many ways. I very much enjoyed the material and thought the labs were very helpful in preparing me for difficult CS problems and questions, but the lectures were underwhelming. To me, sitting and watching a slide stack is not a good way to actually learn and apply CS concepts, it is more route memorization. I would suggest more of a learning and working environment, where we are given time to write pseudo code to attempt to solve a problem before given the answer, or given code to run so that we can see what is going on on our own computers. Alternatively, code could be run and displayed in real time on the computer by the professor instead of just showing stills on the screen. After having two internships, both in which I was tasked with solving various CS problems, online resources are your best friend, and it seems to me that this course is not representative of the real world in that way. I understand that allowing students to use online resources to solve problems opens the door to copy and pasting code, but that is already checked for. It also seems like a fairly basic task for the instructors to create problems that have not already been solved out by others on the internet if that is the main worry. Overall, I was most disappointed in the exams for this class. Whiplash is a light term to put the feeling that is given when every assignment for the class is to be done on a computer, coding with references to material, and the exams are a 180 to no computer, no references, and route memorization. Route memorization does not make a good computer scientist, and will not help me succeed in the long run. Especially with questions like "What is this number in this other representation," and "Write a makefile". None of these students are going to remember the exact formula or file syntax at any point after this class is done, and all of these solution steps can be determined easily online or using the resources we were given during class. In addition, if we are to be given exams on paper, with no other comparable assignments, it blows my mind that we are not given a reference for what proper responses would look like on an exam. When studying, I have absolutely no idea if what you want to see on an exam is what I am learning or placing emphasis on in my studying, because I have no frame of reference. If the on paper exams are to continue, I would reccomend giving students class worksheets or homework that is similar in nature to these problems, because we were never taught how to approach these, and it is a very different style than coding for a lab assignment. I think a more appropriate exam would be a combination of the very important questions you think need to be memorized from the slides, and a short lab-activity, or code correcting activity that is done on the computer since that is what the majority of the class focuses on.

Learned so much. Labs are very great learning tools

As a third year E-school student I was taking 2150 along with other difficult courses required for my major. I would say though I spent most of my time on CS; going to office hours and working on the labs. I really tried to make sure I understood the material and tried to do my best on all assignments. This was probably one of the most difficult courses I took this semester and perhaps overall at UVA. Though it took up a lot of my time I am very grateful for the skills I learned in this class and definitely feel more confident in my coding skills. The only thing I wish was better about this class was that there were more TAs but I understand that this semester had the largest enrollment in 2150 ever. Also, thank you Floryan for a great class. I know all the sections go through the same lecture slides but I very much enjoyed your lectures every time and always looked forward to CS. I hope that I will be able to have you as a professor in CS again. Thank you very much!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I thought it was a very enjoyable course. Some of the postlab report were just overall tedious. I think most of the people who complain about this course just don't have enough experience programming or problem solving skills. If we could select multiple items at a time when uploading to the course tools submission tool, that'd be great. Floryan is an absolutely amazing professor. I will miss 2150 because it is a great course that has made me a better student but more so because Floryan is so good at what he does. I was genuinely sad on the last day of class because I will miss Floryan. Give this man a pay raise please. The biggest difficulty I had with the class is that there is too much material for one semester. I was rushing to get assignments done on time only to turn around and work on the next assignment. I feel like I just don't have the time to absorb the material. It was definitely a lesson in life where I see others learning faster than me, with not enough time that the professors and TA's could give me. I feel that this was a taste of the real world where I am literally weeded out because I just cannot keep up with others. Mark Floryan is a nice guy. He's fun, approachable, instructive and chill. I like his lectures! The only thing I grudge about: the course should be for FOUR credits!!! This class out prioritizes any other class you take at the time. Having a multiple hour assignment due Tuesday morning at 8am, and another due that same Tuesday at midnight doesn't make any sense. Every week it feels like my Monday, Tuesday, and Thursday nights were dedicated solely to this class. It's not like the early morning due dates change anything either, as oftentimes the labs take multiple weeks to get graded. You come into the class expecting a large amount of work, but the way it's distributed makes no sense. Probably put in more work into this class compared to the other 4 combined, which include capstones. Also, tests don't serve as a way to test what you've learned, but rather if you managed to memorize an obscure tidbit from a lab tutorial or something. -Course should be 4 credits -Its weird how all the labs have the same amount of points available even though some are objectively more difficult -good class, lots of work, difficult content, but definitely not the end of the world as others make it seem -floryan suuuuuuucks, jk just for poops and giggles, great guy, keep doing what you're doing. Floryan was a great professor, and even funny sometimes too. However, this class asked WAY too much of students on the weekly lab assignments. I would often spend 20+ hours on the lab over the course of one week and that is absolutely ridiculous for a 3 credit class. Truly unfair to ask that much of students when we have 4 12-14 OTHER credit hours to complete work for as well. Floryan -> thumbs up. Class overall -> thumbs down. I don't think the overall outlook of this class is going to change by what I say here but... It would be great to have it across two semesters. Keep the rigor and intensity but limit the covered material. Keep the mean labs, the mean lectures, and the mean policies (so they say). Those aren't the things that make this class hard, unlike most of what you hear from classmates. None of the material is that bad, it's just the shear speed at which it is covered that makes it hard. Other than that I really enjoyed the class regardless of the hours. I wish that I didn't have capstone during this class so that I could have spent more time with the labs. Although the work load in this class was ridiculous at times, I enjoyed the lectures and have learned a lot over the past semester in this course. I really enjoyed this course and especially enjoyed having Professor Floryan. His jokes really help lighten what can be a pretty tough subject to follow. Overall, I learned an incredible amount in this class and really enjoyed all the assignments I had the chance to work on. I think the big issue with the class is the shear volume of students taking it makes it difficult to get help in a timely manner, but I know the professors are aware of this issue. This class is hard Great class I learned a lot in 2150, but the amount of work required outside the class is ridiculous. Either this class needs to be 5 credits like some one the physics classes or the workload needs to be reduced. If every class required the amount of work that 2150 does and was 3 credits, taking a 15 credit schedule would be impossibly hard. As it is right now the professors seem to think that students have no work for their other classes and can spend all their time on pdr. I think this class would be much better without the exams and only consisted of the labs themselves. I learned a lot through the labs, but I felt that the exams weren't as helpful and they were weighted too much in the grand scheme of things. This class was really good. I just transferred here, so this was also absolutely painful as I never learned about the topics in a previous class as thoroughly or even as an overview like in 2110. Overall, painful but worthwhile. (Please make 4 credits. 3 doesn't seems right.) Some labs can be a bit more simplified. Like post lab 8 or in lab 5. Tests were a quite nitpicking, I didn't feel they gave us the opportunity to accurately demonstrate our proficiency of the material. Perhaps consider including more coding questions.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think the course needs better balance between labs and between the different parts of the labs. Some labs were extremely difficult and others were much easier. I also think some of the written assignments were a bit much; for most of them, I wrote anywhere from 4-10 pages (depending on if there was another assignment to do alongside the written work or not). I feel like the grading requirements should have perhaps been explained more thoroughly before the labs rather than after. Overall, I learned a lot, but it felt like a lot of work (more than all other classes combined except Physics 2) and not all that much fun. Floryan was fantastic! 10/10 one of my favorite professors ever. He responded well to every question, so I was never worried about sounding silly when I asked things. Only thing: in my opinion, the labs need another credit hour. They're so extensive. They take hours and hours. Professor Floryan is the best professor that I have had at UVA thus far! He is very good at explaining topics, especially difficult ones, and is a great lecturer. This course is very challenging, and I have really loved taking this course and learning a lot more about CS. I would love to be a TA for this course as well. I wish there were more professor office hours because the hours Floryan was available was always during my classes. Also, this class had a large coursework load, especially given the number of credits this class is. However, I understand why the course load is so large given the amount of information that is taught in this class. This class was hard as hell but it made me a better coder so I think it was worth it. Floryan was also very funny and informative, his lectures were nice to attend and I appreciate that. Too intense of a class for 3 credits. I have taken 4 credit classes but worked for 5 hours a week max. Same comments as the one made for Bloomfield. Also, I think you need to have more than one hour of OH a week, especially during the harder labs I know it gets annoying when us students complain about the grades, but know that's just us projecting our stress on to you guys. Overall this was a terrific course, which I enjoyed very much, and although difficult, helped me learn a lot about computer science! Way too much work to be 3 credits; should honestly be 4. Also, office hours were too crowded to get reliable help; more TAs should be hired + OH extended. This class is far, far too broad. The material in this class could very easily be divided into material for 2+ classes. So much material is covered, in class and in assignments, that studying for exams is almost useless. A student could be tested on so many different topics in so many varying degrees of detail that it is impossible to be fully prepared for a CS 2150 exam without being a C++/Unix expert. Assignments are also created to be very difficult, which would be okay if the class were not as broad. This class requires so much time and effort to do well, and students are faced with a choice between doing well in this class and doing well in others. This class is very impersonal. I have never seen a professor try to be as unapproachable as Floryan. He requests that students seek help from TAs rather than him, he tells students not to email him but to submit "support requests" online. These requests often go unanswered, and any emails sent are guaranteed to go unanswered. This seems to me to be unacceptable, I know that I and many classmates have felt so alienated by this class. It killed a lot of passion I had for CS, and while I have learned more in this class than any other, the workload is absolutely too much and the material in this class needs to be split into multiple classes. I really can't wait to see absolutely 0 changes made to the class. I'm very certain that either 1) nobody reads any criticism of this class or 2) any criticism is disregarded because Floryan/Bloomfield know best. This class has a lot of potential to be the best learning experience of our lives, and that potential is never realized because the environment created by the professors is absolutely not conducive to learning. This class stresses students out to a degree at which their ability to learn is impeded. I would never recommend this class to anyone, and I have only taken it because it is a requisite hell through which all CS students must suffer. This class was a remarkable hike in difficulty and workload from previous CS classes, and not due to content. Rather it was the unforgiving pace of this course that made students either learn the subject quickly or face the consequences of their own weakness through late grades and late nights. This is not a good reason for a course to be hard, whereas difficult content would be reasonable. The labs for this class were great from a problem-solving standpoint but the tutorials and un-taught skills added hours of instruction outside of the classroom on top of problems that already took hours to complete. It is safe for me to say that this class bested my next most time-intensive class by several hours per week of workload, and that includes all three years I have spent here. This seems silly considering this is a 3-credit intermediate course. The lecture style was productive and useful. I appreciated having the organized slides later for studying and labs. The professors were engaging and helpful during lecture. I actually went to Bloomfield's lecture most of the time since it fit into my schedule better but I'm sure Floryan has a similar style of teaching. The class was mostly lecture and not really much group discussion but I'm not sure if including more group discussion would help because I think a lot of people in lecture are kind of dead (including me). I also think that sometimes the wording on the lab pages or the class slides could be interpreted in multiple ways so I think it would be good to look over wording because I know a lot of people were really confused on what the requirements were for labs. Overall, this was a really stressful class even though I learned a lot.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The tests were horribly worded to the point where most questions the student's had to guess the assumptions the instructors made. The TA's would always say too write your assumptions but when the test came back, at the end of the day, if you made the wrong assumption you are wrong! You might at most get 1/6ths of the points. The test also tested unfair corner case questions in which most students will not remember past December 18th (WHATS THE POINT OF THAT) you should test important main concepts and other things that use that knowledge not "What are pipes, or write a makefile". Lastly, the homework assignments in which a paper needed to be written did not benefit a single student and if we are being honest. I do not remember a single thing I wrote. Just make the students do an easy c++ assignment. The Honor policy for this class must be better defined. There is an extremely fine line between working in groups (in lab) and looking at people's code (which everyone does in lab). The fact that ~10% of the class receives Honor violations per semester is a clear indication that the problem lies in the poorly defined Honor policy, not in the students. I loved taking this class with Floryan. He is incredibly knowledgeable and keeps the class pretty light and fun when it at times can get very stressful. Only issues I had were that sometimes it took a while to get things graded, but I know that's due to sheer volume of students so I'm not too upset. All of the TA's I interacted with were awesome and really helpful. This class definitely lived up to its reputation for me, but because all the resources at our disposal were so helpful, I would take this class again. Mark Floryan was so bald. He was an interesting and effective teacher. I enjoyed the class a lot. He conveyed the material very well in class and the slides provided a good review when studying. Floryan has so much knowledge in his head that there is no room for hair. In all seriousness I think that Floryan was a great professor. Very difficult and challenging class, but well worth the effort to make better programmers. Hot take: the course material and labs were completely reasonable and not very difficult. What was not okay was the grading policies. The current solution to handle test grading is not effective and the frivolous regrade policy is egregious. Students should not be punished if they are unsure if a test was graded correctly. If the staff is being overrun by regrade requests perhaps it is not the student's fault, but instead the method of which the tests are graded. Having a group of TAs grade 450 subjective tests will of course lead to problems. My suggestion would be to either give objective questions, or instead of treating it as a class of 450 kids split it into lectures and have each professor give their own tests and grade their own papers (similar to apma). The current solution does not work, and the students are being punished because of it. Also it felt like the professors always assumed the worst or nefarious purpose behind student's requests. While I'm well aware people cheat in this class, there's an honor code for a reason, and the current solution creates a toxic environment for all students. I loved CS 2150 and it is probably the most worthwhile course I have taken at UVA so far, but it was extremely challenging as well. Some of the labs were fun and interesting (hashtables, AVL trees, traveling salesperson), while others felt like a chore (linked list in C, Assembly report). Because of the challenge, I now feel that I know vastly more about CS than I did a semester ago.

CS 4730-001 **Computer Game Design** - Summer 2018

ENGR (11726)

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

Respondents: 3 / Enrollment: 22

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. Please identify the most important reason for enrolling in Summer Session.
~
Question Type: Multiple Choice
~
contributed by Summer Session

Results for CS-4730-001

Total	To learn about a unique topic not offered during the academic year (NA)	To take advantage of the intensive format of summer classes (NA)	Other - please specify in the comments below. (NA)	To engage in a research opportunity (NA)	To complete an area or competency requirement (NA)	To complete a requirement for your major (NA)	To improve your GPA (NA)	To lighten your course load during the academic year (NA)	To double major (NA)	To graduate early (NA)	To work with faculty in a small class (NA)
3	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	To learn about a unique topic not offered during the academic year (NA)	To take advantage of the intensive format of summer classes (NA)	Other - please specify in the comments below. (NA)	To engage in a research opportunity (NA)	To complete an area or competency requirement (NA)	To complete a requirement for your major (NA)	To improve your GPA (NA)	To lighten your course load during the academic year (NA)	To double major (NA)	To graduate early (NA)	To work with faculty in a small class (NA)
2390	140 (5.86%)	142 (5.94%)	183 (7.66%)	44 (1.84%)	416 (17.41%)	852 (35.65%)	92 (3.85%)	280 (11.72%)	75 (3.14%)	132 (5.52%)	34 (1.42%)

2. Please identify the second most important reason for enrolling in Summer Session.
~
Question Type: Multiple Choice
~
contributed by Summer Session

Results for CS-4730-001

Total	To learn about a unique topic not offered during the academic year (NA)	To take advantage of the intensive format of summer classes (NA)	Other - please specify in the comments below. (NA)	To engage in a research opportunity (NA)	To complete an area or competency requirement (NA)	To complete a requirement for your major (NA)	To improve your GPA (NA)	To lighten your course load during the academic year (NA)	To double major (NA)	To graduate early (NA)	To work with faculty in a small class (NA)
3	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (66.67%)

Results for Summer Session - Summer, 2018

Total	To learn about a unique topic not offered during the academic year (NA)	To take advantage of the intensive format of summer classes (NA)	Other - please specify in the comments below. (NA)	To engage in a research opportunity (NA)	To complete an area or competency requirement (NA)	To complete a requirement for your major (NA)	To improve your GPA (NA)	To lighten your course load during the academic year (NA)	To double major (NA)	To graduate early (NA)	To work with faculty in a small class (NA)
2375	152 (6.40%)	282 (11.87%)	137 (5.77%)	40 (1.68%)	433 (18.23%)	403 (16.97%)	177 (7.45%)	443 (18.65%)	88 (3.71%)	84 (3.54%)	136 (5.73%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

3. Which support service was most important to you during Summer Session?
~
Question Type: Multiple Choice
~
contributed by Summer Session

Results for CS-4730-001

Total	Libraries (NA)	The Office of Summer and Special Academic Programs (NA)	University Registrar (NA)	University Bookstore (NA)	Other - please specify in the comments below (NA)	University Computing Facilities (NA)	Student Financial Services - Office of Financial Aid (NA)	Summer Housing (UVa Conference Services) (NA)	Dining Services: Dining Halls/Cafes/Pavilion XI (NA)	Office of the Dean of Students (NA)	Student Health (NA)	IM-Rec Sports (gyms on Grounds) (NA)	Newcomb Hall: Facilities and Services/Extracurricular Programs (NA)
3	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Libraries (NA)	The Office of Summer and Special Academic Programs (NA)	University Registrar (NA)	University Bookstore (NA)	Other - please specify in the comments below (NA)	University Computing Facilities (NA)	Student Financial Services - Office of Financial Aid (NA)	Summer Housing (UVa Conference Services) (NA)	Dining Services: Dining Halls/Cafes/Pavilion XI (NA)	Office of the Dean of Students (NA)	Student Health (NA)	IM-Rec Sports (gyms on Grounds) (NA)	Newcomb Hall: Facilities and Services/Extracurricular Programs (NA)
2344	900 (38.40%)	40 (1.71%)	44 (1.88%)	190 (8.11%)	219 (9.34%)	96 (4.10%)	221 (9.43%)	90 (3.84%)	100 (4.27%)	26 (1.11%)	117 (4.99%)	275 (11.73%)	26 (1.11%)

4. Which support service was of second most importance to you during Summer Session?
~
Question Type: Multiple Choice
~
contributed by Summer Session

Results for CS-4730-001

Total	Libraries (NA)	Summer Session Office (NA)	University Registrar (NA)	University Bookstore (NA)	Other - please specify in the comments below (NA)	University Computing Facilities (NA)	Student Financial Services - Office of Financial Aid (NA)	Summer Housing (UVa Conference Services) (NA)	Dining Services: Dining Halls/Cafes/Pavilion XI (NA)	Office of the Dean of Students (NA)	Student Health (NA)	IM-Rec Sports (gyms on Grounds) (NA)	Newcomb Hall: Facilities and Services/Extracurricular Programs (NA)
3	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Libraries (NA)	Summer Session Office (NA)	University Registrar (NA)	University Bookstore (NA)	Other - please specify in the comments below (NA)	University Computing Facilities (NA)	Student Financial Services - Office of Financial Aid (NA)	Summer Housing (UVa Conference Services) (NA)	Dining Services: Dining Halls/Cafes/Pavilion XI (NA)	Office of the Dean of Students (NA)	Student Health (NA)	IM-Rec Sports (gyms on Grounds) (NA)	Newcomb Hall: Facilities and Services/Extracurricular Programs (NA)
2305	487 (21.13%)	68 (2.95%)	86 (3.73%)	375 (16.27%)	247 (10.72%)	162 (7.03%)	152 (6.59%)	93 (4.03%)	127 (5.51%)	28 (1.21%)	152 (6.59%)	264 (11.45%)	64 (2.78%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

5. How did you learn about Summer Session?
~
Question Type: Multiple Choice
~
contributed by Summer Session

Results for CS-4730-001

Total	Announcements in the Cavalier Daily (NA)	Online brochure (NA)	Web search engine (NA)	Mass email (NA)	Other - please specify in the comments below (NA)	Internet Advertisement (NA)	E-mails from the College of Arts and Sciences deans (NA)	Table tents in dining halls and cafes (NA)	Flyers posted around Grounds (e.g., classrooms, dorms) (NA)	Posters on other university campuses (NA)	Word of mouth from faculty, staff, and fellow students (NA)	Connections College Online Newsletter (NA)	Attendance at a conference or fair (NA)
3	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Announcements in the Cavalier Daily (NA)	Online brochure (NA)	Web search engine (NA)	Mass email (NA)	Other - please specify in the comments below (NA)	Internet Advertisement (NA)	E-mails from the College of Arts and Sciences deans (NA)	Table tents in dining halls and cafes (NA)	Flyers posted around Grounds (e.g., classrooms, dorms) (NA)	Posters on other university campuses (NA)	Word of mouth from faculty, staff, and fellow students (NA)	Connections College Online Newsletter (NA)	Attendance at a conference or fair (NA)
2341	15 (0.64%)	53 (2.26%)	283 (12.09%)	97 (4.14%)	534 (22.81%)	56 (2.39%)	152 (6.49%)	10 (0.43%)	25 (1.07%)	8 (0.34%)	1084 (46.30%)	10 (0.43%)	14 (0.60%)

6. Is there a particular course you would have taken during the summer term if it had been offered?
~
Question Type: Short Answer
~
contributed by Summer Session

Results for CS-4730-001

Total	Individual Answers
1	*See below for Individual Results*

No

7. Please rate your overall experience in Summer Session.
~
Question Type: Likert
~
contributed by Summer Session

Results for CS-4730-001

Total	Mean	Std Dev	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
3	4.67	0.58	2 (66.67%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
2371	4.36	0.79	1212 (51.12%)	881 (37.16%)	213 (8.98%)	44 (1.86%)	21 (0.89%)

8. 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-4730-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)

Results for Summer Session - Summer, 2018

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2385	80 (3.35%)	413 (17.32%)	637 (26.71%)	488 (20.46%)	767 (32.16%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3	4.67	0.58	2 (66.67%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2379	4.43	0.79	1366 (57.42%)	773 (32.49%)	171 (7.19%)	46 (1.93%)	23 (0.97%)

10. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3	4.67	0.58	2 (66.67%)	1 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2381	4.42	0.84	1382 (58.04%)	756 (31.75%)	146 (6.13%)	62 (2.60%)	35 (1.47%)

11. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3	5.00	0.00	3 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2757	4.51	0.77	1773 (64.31%)	704 (25.54%)	217 (7.87%)	43 (1.56%)	20 (0.73%)

12. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3	5.00	0.00	3 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2759	4.55	0.79	1906 (69.08%)	555 (20.12%)	223 (8.08%)	53 (1.92%)	22 (0.80%)

13. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3	5.00	0.00	3 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Summer Session - Summer, 2018

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2767	4.43	0.89	1736 (62.74%)	643 (23.24%)	265 (9.58%)	79 (2.86%)	44 (1.59%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-4730-001	
Total	Individual Answers
3	*See below for Individual Results*

  The main difficulty I had with this course was the group project. My partner was often difficult to contact and sometimes did not complete her share of the work.

Good course! Don't intern, work, or take another class while taking this course though. It's very time consuming.

The best instructor ever, I am really satisfied with the class!Except the grader was taking points off for no good reasons but other than that it was great.

CS 3205-001 **HCI in Software Development** - Spring 2018

ENGR (18390)

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

Respondents: 67 / Enrollment: 136

Summary: CS 3205-001 HCI in Software Development - Spring 2018 (18390)

Overall Course Rating

CS-3205-001 Mean 4.17
CS-3205-001 Std Dev 0.87
CS-3205-001 Response Count 334

SEAS, 3000-level courses Mean 4.09
SEAS, 3000-level courses Std Dev 0.99
SEAS, 3000-level courses Response Count 12906

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.47
Std Dev 0.70
Response Count 467

SEAS, 3000-level courses Mean 4.20
SEAS, 3000-level courses Std Dev 0.93
SEAS, 3000-level courses Response Count 22603

~ QUESTIONS AND DETAILS ~ | ~ ANSWER MATRICES ~

1. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.19	0.80	24 (35.82%)	36 (53.73%)	4 (5.97%)	2 (2.99%)	1 (1.49%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2575	4.41	0.73	1314 (51.03%)	1068 (41.48%)	124 (4.82%)	40 (1.55%)	21 (0.82%)	8 (0.31%)

2. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.48	0.75	40 (59.70%)	21 (31.34%)	4 (5.97%)	2 (2.99%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3237	4.04	1.05	1263 (39.02%)	1155 (35.68%)	399 (12.33%)	201 (6.21%)	113 (3.49%)	106 (3.27%)

3. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
66	4.41	0.66	32 (48.48%)	30 (45.45%)	3 (4.55%)	1 (1.52%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2582	4.14	0.98	1074 (41.60%)	1085 (42.02%)	195 (7.55%)	151 (5.85%)	73 (2.83%)	4 (0.15%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.01	0.98	25 (37.31%)	25 (37.31%)	10 (14.93%)	7 (10.45%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2582	4.15	0.93	1020 (39.50%)	1049 (40.63%)	244 (9.45%)	126 (4.88%)	49 (1.90%)	94 (3.64%)

5. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	3.95	1.01	20 (29.85%)	25 (37.31%)	11 (16.42%)	3 (4.48%)	2 (2.99%)	6 (8.96%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2584	3.62	1.20	503 (19.47%)	541 (20.94%)	393 (15.21%)	215 (8.32%)	116 (4.49%)	816 (31.58%)

6. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.33	0.86	33 (49.25%)	28 (41.79%)	2 (2.99%)	3 (4.48%)	1 (1.49%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3226	4.07	0.99	1209 (37.48%)	1293 (40.08%)	382 (11.84%)	188 (5.83%)	81 (2.51%)	73 (2.26%)

7. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.69	0.50	47 (70.15%)	19 (28.36%)	1 (1.49%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3230	4.54	0.67	1951 (60.40%)	1029 (31.86%)	131 (4.06%)	26 (0.80%)	17 (0.53%)	76 (2.35%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
66	4.50	0.56	35 (53.03%)	29 (43.94%)	2 (3.03%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3233	4.37	0.80	1632 (50.48%)	1192 (36.87%)	234 (7.24%)	58 (1.79%)	39 (1.21%)	78 (2.41%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.29	0.84	29 (43.28%)	25 (37.31%)	6 (8.96%)	1 (1.49%)	1 (1.49%)	5 (7.46%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2583	3.97	1.00	823 (31.86%)	1084 (41.97%)	355 (13.74%)	169 (6.54%)	71 (2.75%)	81 (3.14%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
66	4.20	0.92	28 (42.42%)	29 (43.94%)	4 (6.06%)	4 (6.06%)	1 (1.52%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3230	4.01	0.99	1096 (33.93%)	1351 (41.83%)	405 (12.54%)	198 (6.13%)	90 (2.79%)	90 (2.79%)

11. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.61	0.52	42 (62.69%)	24 (35.82%)	1 (1.49%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3230	4.27	0.86	1446 (44.77%)	1296 (40.12%)	257 (7.96%)	97 (3.00%)	51 (1.58%)	83 (2.57%)

12. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
67	4.45	0.61	34 (50.75%)	28 (41.79%)	4 (5.97%)	0 (0.00%)	0 (0.00%)	1 (1.49%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3217	4.12	0.95	1234 (38.36%)	1286 (39.98%)	344 (10.69%)	146 (4.54%)	74 (2.30%)	133 (4.13%)

13. 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-3205-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
67	1 (1.49%)	42 (62.69%)	24 (35.82%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2583	88 (3.41%)	704 (27.26%)	1052 (40.73%)	432 (16.72%)	307 (11.89%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
67	4.21	0.83	25 (37.31%)	36 (53.73%)	2 (2.99%)	3 (4.48%)	1 (1.49%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2577	4.08	0.97	977 (37.91%)	1098 (42.61%)	285 (11.06%)	159 (6.17%)	58 (2.25%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
66	4.24	0.91	31 (46.97%)	25 (37.88%)	6 (9.09%)	3 (4.55%)	1 (1.52%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2579	3.97	1.10	980 (38.00%)	957 (37.11%)	332 (12.87%)	196 (7.60%)	114 (4.42%)

16. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
65	4.37	0.76	31 (47.69%)	30 (46.15%)	2 (3.08%)	1 (1.54%)	1 (1.54%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3216	4.26	0.82	1384 (43.03%)	1449 (45.06%)	257 (7.99%)	84 (2.61%)	42 (1.31%)

17. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
67	4.39	0.80	35 (52.24%)	26 (38.81%)	4 (5.97%)	1 (1.49%)	1 (1.49%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3230	4.20	0.93	1449 (44.86%)	1243 (38.48%)	349 (10.80%)	112 (3.47%)	77 (2.38%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
67	4.48	0.68	38 (56.72%)	24 (35.82%)	4 (5.97%)	1 (1.49%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3237	4.11	1.00	1367 (42.23%)	1213 (37.47%)	399 (12.33%)	165 (5.10%)	93 (2.87%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3205-001	
Total	Individual Answers
41	*See below for Individual Results*

Overall this was a great class! I really enjoyed taking it and would recommend it to just about anyone. One comment I do have is that sometimes the test questions were a bit harsh. Even though I read and studied the book in its entirety there were often questions that were just so specific there was no chance of me remembering exactly what was said in the book. Great class, overall, however.

I thought that the content of the course material was really interesting. Although the programming assignment was not the best thing, I still felt that the homeworks overall helped me gain a better understanding of each topic.

This was an awesome class and Floryan makes it even better. He is extremely personable and does a great job leading discussions and provoking thoughts. Probably my favorite professor I have had in college and a very enjoyable class. Thanks for a great class, Floryan.

The grading in this course was very unclear at times and a lot of this can be attributed to the lack of clarity in comments given by the TAs. For the one assignment of the semester where help was actually needed, many if not all seemed ill equipped to help. As stated before it was very unclear how to get good grades in the course, as there were little to no comments on assignments. Points also seemed to be deducted for no apparent reason, or at least for reasons other than those laid out in the rubric. This course needs to be greatly improved in its structure.

I took this class expecting it to be a super easy, b.s. class that I would get nothing out of. But Floryan is genuinely passionate about good design, and I got WAY more out of the class than I expected to. The class was pretty well-organized, and Floryan did a good job of encouraging class discussion in such a large lecture. I wish the in-class lecture format had had more variation, though. Maybe incorporate small group discussions to break up the monotony of PowerPoint slides every single in-class session. From now on, I will never not judge a door handle, and I'm not sure if that's a good or bad thing.

Fair and well structured class

Group work is always an absolute pain, but I appreciated the additional individual assignments to balance out the grade. Floryan was kind of mean with exam two, but overall he was pretty fair in testing the material in class and in the book (which was a great choice!!). I really enjoyed how much input he wanted from the students in the in-class discussions, it made even the (Floryan recognized) boring lectures decently interesting. Great material, great course, great Professor, loved it!

I highly enjoyed this class - Professor Floryan is very passionate about the material and highly knowledgeable. It influenced what I want to in the field of CS!

The in-class discussions were very interesting and often brought in new perspectives relevant to the material being taught. Also, the material itself has profoundly changed the way I view and consider designs. Thank you for a fun semester!

I learned a lot in this course, many things that can be applicable in real career paths.

The assignments are too lengthy and the grading is very subjective, especially for the exams

This was an entertaining class and the lectures are funny. However, the material in the class was not tested properly. Question/Answer based exams are not a good way to assess our skills and some of the answers are very subjective.

Could touch more directly on accessibility ;) (I do think it was worthwhile to spend a lot of time making people realize that even users who don't need additional accessibility are going to behave a lot differently from what we might expect, though. We're in a CS bubble. It's important to consider the general population. And people in CS usually either picked up technology real quick or don't remember their own struggles when they first started out)

I enjoyed the discussions in this class. The workload wasn't too much and lectures were interesting.

Good course but some assignments took very long. Exam grading wasn't great. Not enough points.

The only problem that I had with this class were the TA's. They would take points of assignments and would give us no feedback as to why we lost those points. In addition, piazza was essentially useless as the TA's would not even respond to some extremely basic questions that were posted on piazza.

For the button assignment, perhaps extending the due date, especially, if the TAs were to cancel office hour last minute. It was also hard to approach because it took a couple of days to visit TAs and understand the assignment. For the group assignment with the prototypes, please provide an exit for students who are struggling to work with their groups. Giving an option for the member to quit their group and simply work on the project by themselves would be useful. Would it also be possible for the schedule of assignments to be spread out more evenly, the schedule felt extremely loaded at the end of the semester. Finally, please note down on the slides and to tell the class the exact edition of Norman's book is required for the class. I saw on piazza that a student wrote that you said the specific edition of the book is noted on the slides, but I checked every slide and could not find this edition. It would also help minimize the issue of students reading the wrong edition making them unprepared for the exams.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The group projects could've used more structure. The total lack of structure made it difficult to adapt the homework assignments to our individual project. One of my favorite classes this semester. Floryan is definitely super approachable and very fair. 10/10 would recommend. I really enjoyed the class discussions, and found it to be extremely worthwhile. Loved your class! Thanks for an awesome semester! (: HCI is a very interesting class! Take this class if you expect to learn some psychological knowledge and want to understand the relationship between human and technology more. Overall, this was a really good course. I felt like it offered a different aspect of CS which was super useful to learn. Additionally, the large group project definitely helped to tie all the ideas together. N/A This was probably my favorite course so far in college, and the professor was excellent at teaching it. Very interesting class, good teacher I came into this course not really knowing what to expect. I just needed a CS elective. However, I was surprised to see how interesting the class in terms of designing and stuff. Without Floryan as the professor, I think the course material would have been rather dry and boring, however his humor and character really brings the class to life. Also, I have to admit, I talked a lot about this class for one of my internship interviews, and I got the job! So I would like to thank this class for getting more immersed into the technological side of things. For assignments, I think they're pretty fair, however I thought the very first assignment about our project proposal was a bit much back in the beginning of the semester. Floryan is an effective teacher and I hope to see this class continue to being offered to other students in the future. Floryan is always a great professor, but in this course I think he really shines. HCI is a field I'd been interested in for a while and having someone as enthusiastic as him teach it made me all the more engaged. The Don Norman book is my new Bible and I live for the in-class discussions because we basically get to rant about bad designs and gutterall reactions. Overall, would highly recommend this class to anyone, but especially to people who doubt computer science's ability to be about more than coding. I felt Professor Floryan did not give this class as much attention I would have hoped. He is extremely knowledgable in HCI yet does not communicate as effectively as I would've hoped about the class instructions and assignments. I also felt some assignments had no relation to what we learn in class such as the coding assignment. It was quite easy but felt like a waste of time. He is not very clear on the level of effort we need for the group project and the other assignments he gives us made the whole flow of the class feel disjointed. There is a lot of useful content for CS majors explored in this class, but I wish it was better organized and structured. Prof. Floryan himself did not seem all that prepared in terms of slide quality (which felt as if he took it straight from the book he assigned us to read) and just general communication. No complaints, good class just similar to HMI in the systems department. This is a very worthy course! Although the contents are not hard, the lessons are really valuable. In fact, I think all CS students should take this course, especially when I think about my experiences with some of the programming tools. Thank you very much for this course! The only critique I have, is perhaps the course could be a little bit faster paced. Of course, I have no idea whether other students agree with me on this. I think the contents are really interesting, and I would love to learn deeper and more about many psychology and designer aspects of products. Hopefully next time you have the programming assignment all of the TAs won't cancel their office hours right before it's due because that was awful. Otherwise great class. Professor Floryan is one of the best professors that I have had in all 4 years at UVA. He is dedicated to understanding his students and creating course content that is actually meaningful to them. Floryan has been my favorite professor since 2150. He manages to make even dry material engaging with his mannerisms and enthusiasm. Also HCI is a class that all CS students should take because it makes you think about the stuff you are designing a bit more The course is overall a good elective for CS majors who are interested in design or who just want to think about their users. Mark Floryan definitely makes this class much more interesting for me. However, I did not care for some of the contributions of the students in the class discussion that took a lot of time but did not really relate to the topics. The assignments are definitely were I learned the most and I enjoyed them. The textbook however I did not enjoy reading. Norman needs to get to the point lol. Excellent job professor!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Overall I learned so much in your class. Honestly, I remember being disenchanted with coding because it all seemed so technical, but I am glad to say that your class gave coding a lot more purpose to me. Being able to see the human element in the way we code was truly an exciting adventure. Also, it was nice to know that not all the stupid things I do with technology and devices were my fault. It COULD be a terrible design. However, I still have two problems with the course. The book chapters were out of alignment with the lecture material. Thus, it was kind of hard to sometimes see where you were going in the slides to what we were learning in the book. Second, I had no idea what I was doing in the project, especially in the first and second homeworks. The way that the first homework was pitched was that it was supposed to be a technology that you wanted to create or improve. After hearing others proposals, I came to understand that you wanted us to focus really more on how to bring about the best human-computer-interaction with a certain technology. I really don't want to complain too much because I also appreciated having the chance to work it out on my own. Yet, I think my prototype testing would have gone better if from the beginning I had a better understanding of what to do. A simple fix to this would be to give a couple project examples that you consistently use to explain each homework assignment. Either way, I still loved this class! THANK YOU SOOOOOO MUCH

I wish we got more time for each assignment. Often times, Floryan would wait to release assignments before their corresponding lectures, but it would be nice to get the assignments before the corresponding lectures. This way, we would be able to plan ahead with our groups to meet up and complete the assignment when we did learn the material in lecture.

The course was useful, in my opinion, however, it was not structured very well. The semester-long project we were completing, while precedented, was poorly distributed out to us. Instead of giving us the full scope of the project ahead of time to allow us to adequately prepare and complete the project, each part of it was only given to us about a week before the due date. And for portions that included building prototypes and testing them, extra time to prepare these would have been extremely valuable

I think the homework schedule could have been structured better. It would've been nice to have more than a week to do part 4 of the project at the expense of time on parts 1 or 2 because those aren't as time intensive. Trying to meet up with a group right before finals several times to plan and test prototypes on top of having a final right after the due date was a bit overwhelming. The button assignment also didn't fit into the course objectives in my opinion. We talked a lot about design principles and then zooming in suddenly to implementing a button in Java seemed to come out of left field. Lastly, some exam questions seemed unfair. I think there's a difference between reading the book and memorizing every single definition and a few times, the exams were testing whether you memorized those definitions. |

CS 2150-002 **Program & Data Representation** - Spring 2018

ENGR (18248)

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

Respondents: 111 / Enrollment: 154

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. What is your major (and whether you are declared or not)?
~
Question Type: Multiple Choice
~
contributed by Floryan, Mark (mrf8t)

Results for CS-2150-002, 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)
111	67 (60.36%)	10 (9.01%)	26 (23.42%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (4.50%)	3 (2.70%)

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)
111	67 (60.36%)	10 (9.01%)	26 (23.42%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (4.50%)	3 (2.70%)

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-2150-002, Floryan, Mark

Total	Individual Answers
111	*See below for Individual Results*

The course should be worth 4 credit hours.

10 - because I put in so many hours a week into the class. 1- because I don't want my grade in this class to hurt my GPa that much.

This course should be worth 4 credits.

4 no doubt. The lab section could be treated as a discussion and that would take care of the additional instructional hour. Given that there are three assignments a week, some of which taking (worse case) 10+ hours, students should expect to spend 8-10 hours at the MINIMUM for a usual week in the course. Labs 1-4 were pretty easy, but after that the hammer really came down. Lab 10 was easily 15 hours, which is on par with a four credit hour course.

3. It is the standard for meeting 3 days a week and I think the workload is very manageable with decent time management skills. There are weekly assignments that correspond to what is done with class that I think do not take too long to do.

4. A lecture with as much homework as this class had combined with a lab section really seemed like more work than just 3 credits. This class had the more weekly work than any 3 credit class I have taken but I felt like if this had been a 4 credit class the workload would have been reasonable.

This course should be worth 4 credits due to the amount of work that is required per week.

At the very minimum 4. No one can argue against the substantial amount of time these labs take to hash out.

4. Having three labs that take multiple hours to complete each week. I spent more time doing the homework for this class than the work for my actual 4 credit course, FUN2.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	3-4 credits as the course was pretty rigorous in regards to the amount of work expected to put in for the labs with even the in-lab portions sometimes taking more time than allotted in lab.
	4, because Lab is tough and is most of the course. Duh.
	5. 3 major assignments a week was a killer, even if you disregard any other credits I'm taking.
	I think it should be a 4 credit course, this is because the 3 part labs each week take up a lot of time and require more time than other 3 credit classes, and this doesnt include time needed to deepen your understanding of the material.
	This course should be worth 4 credits. I have been in similarly structured classes with lecture and lab that have been 4 credits and I think that, given the workload for this class, it should be 4 credits.
	4. I think that the lab should count as an extra credit.
	I think the class is fine at 3 credits. In my experience, I believe the amount of work that I have put into the class is representative of the 3 credits that this class is.
	4, due to the amount of time it requires per week
	Probably 4 credits, but I don't think it would encourage people to take fewer classes/
	4, because the lab should add to this total, considering it is an hour+ by itself.
	However many it is now
	4 The class material was not difficult but the time required to complete the labs exceeded other 3 credit courses in the CS department and otherwise.
	This is hard to say, on one hand the course was a very heavy workload. On the other hand, I learned relatively little. I am shocked that from doing so much work I have learned so little when from my previous experience taking advance computer science courses such as AI and Parallel Computing I had learnt more doing less tedious works. I think a complete restructure of the course such as the pilot program would be a large improvement.
	4. This course requires a lot of work outside of class, so it would be nice to have that extra credit to show for all of the work that you had to do.
	4~5, the labs are just too much for just one class. There were some labs that took barely any time to complete but there were a lot more that too almost all the time of the week so there wasn't much time for any other classes.
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	2
	4. This course essentially has 3 full assigments due every week. I spend most of my time working on these assignments. We meet 4 times a week so this class should definitely be worth more than 3 credits, especially when a lot of College classes get 4 credits just for having a 45 minute discussion in addition to lecture.
	Honestly, 4 makes the most sense for the level of worth. Its basically like taking physics with a lab.
	4, because the labs take up a lot of time each week.
	4+, there is a huge amount of time per week devoted to this course.
	4. Lab PLUS lecture, it is unfair this is only 3 credits
	6
	6
	5

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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The lab should be worth at least an additional credit-- making 2150 a total of 4 credits.

4-5 credits

4. The workload and hours spent lends itself to a 4-credit class.

I think the course should be worth 4 credits. I don't agree with a lot of the complaining that surrounds this course but I definitely spend more time on this course than any other course and some of those other courses are 4 credits, such as differential equations.

I think three credits is good for the amount of work we do in this class. Comparing this class to my fundamentals of electrical engineering classes... it's not enough work to be considered a 4 credit class.

3 - But could be 4 if added more material.

4. It makes no sense to make this class three credits given the amount of work it take. The credit limit should not have to do with just the hours in class.

I had a professor say once that, a class being three credits means that you should expect to do 9 hours of work (number of credits * 3), outside of class time per week. If I were following this standard for this class, for me personally it'd be 5 credits (at least). As far as I know, that's not really possible, so I'd give it 4 credits.

3 credits

Honestly, I have taken many classes worth 4 credits that had a laughable amount of work and complexity compared to this class. There is no reason for it to not be 4 credits.

Surely 4 if not 5.

4, the workload is on par with some other 4-credit classes

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	If the amount of course work is kept consistent, this course absolutely has to be at least 5 credits. This class was the biggest influence in keeping me behind and struggling in all of my other courses, because the absurdly frequent scheduling of due dates kept me busy for the majority of at least 3 week days. 4 credits. This course is indeed really time consuming. 4 for sure. Inhad about as much work in this class as fun2 and that's 4 credits 5. It was so much work. 4, we were told that 3 hours should be spent on homework for every credit of class. On average, I spent 15-20 hours on the labs. However, I do not think this one class should be 5 credits. 5 If I was home, I was working on the labs for this class. The only time during the week I had time to work on homework for other classes was literally my time between classes while I was on grounds. I probably spent 15-20 hours a week working on the homework for this class. On one hand, I wanna say 4, but then again I think that would make people more scared for their grade in the class. Also, since most CS courses are 3 credits, keeping it at 3 should be ok. 4 If calc 3 is 4 credits, than this class should be 4 credits as well. At the very least 4. It is an extreme time commitment but I am not sure if there are 5 credit courses. Definitely four. The labs take an extremely long time outside of class, especially if there is a copious amount of debugging involved. At least 4. The amount of work and time needed for this class greatly exceeds that of a normal 3 credit course and the three part weekly labs can take large amounts of time even with TA help 4 It definitely is a lot of work. 3 or 3.5 Whatever it currently is (3 I think). I feel like that is an adequate credit amount. 4; 3 for the lecture and 1 for the lab 4 credits. It's an incredibly time-consuming amount of work. At least 4.5 - the amount of work that is required for the lab and the number of hours that students spend on each assignment should be reflected by increasing the number of credits this class is worth. Ideally 6 - With Organic Chemistry, the lecture is 3 credits and the lab is an additional 3 credits. I feel like this class is easily comparable to the amount of work that is required for Organic Chemistry and should be reflected. 4 It's much more work than any 3 credit class I've taken It could be 4 because labs require so much work. Lecture should be 3, lab should be 1. Definitely 4, but seeing how the class is being split in the new curriculum, I'm pretty sure that's not going to happen. 4 because we meet 4 times a week (including the lab) 3.5 4 credits. I averaged about 8-10 hours of work a week (studying & working on labs). Some weeks I put in upwards of 15+ hours. The labs were crucial to my understanding of the material, but 3 50-minute lectures, a lab period, and 3 separate lab assignments over the course of the week deserves more than 3 credits. 4 credits - I think there is enough work in this class with labs to justify an extra credit. 10 3 or 4. The class is a significant amount of work reviewing and understanding concepts, doing the 3 weekly lab assignments, and preparing for exams. 4 credits 4, it is the most work I've ever done in a course. I believe that three credits is a reasonable number for this class, although I can understand how some people would argue that it should be increased to four, the labs took a good portion of time throughout the week.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	4. I found this course very interesting in rewarding, but I put more time and effort towards this course than I have for some other 4 credit classes. 4 credits 4 credits 4 credits 4. This was my HARDEST class this semester, and I was taking a variety of other 4 credit courses that did not give nearly enough work as this one. 4+; this course was by far my most time consuming course. By the weekly demands of the course alone, we should receive a significant amount of credit.

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-2150-002, Floryan, Mark	
Total	Individual Answers
93	*See below for Individual Results*

TAs were fantastic. No criticisms here.

thanks to the TAs for being so patient with us at office hours. your help is so appreciated!!!

They're useless

Kyra Ballard and Sara Innis are wonderful TAs

I think that the TAs did a good job of explaining everything and were very helpful throughout the course.

N/a

They were helpful.

Some of the TAs seemed more interested in chit-chatting than helping students with questions. Sometimes TAs were so busy helping students on the harder lab that it made getting answers to questions and making progress on the lab a very stagnant process.

Did not have many interactions, but all of them were nice and helpful when I did.

Some TAs were not helpful at all, I dont know the names

pro: give good suggestions for each lab cons: too many students to care of

Zachary Danz was a little off-putting on Piazza sometimes.

I only went to office hours one or two times, so the most I know about the TAs is from lab. I found my TAs very useful. They themselves very available throughout the whole lab period.

I did not talk to the teaching assistants much, but when I did they were knowledgable on the subject matter and were always super willing to help out.

I think most of them are really good. All really smart. I like when they explain step to step and wait to see if I fully understand. Sometimes they'll explain something generally and ask do you get it? How do you think you;d solve this? And I would try my best and if I'm off they'll help me or help me build my way to the answer but giving small hints, thus helping me.

I have never interacted with the TA's but they seem fast at grading :)

Most of the TA's were very helpful during lab time and office hours. However the queue for office hours would get extremely long sometimes (waiting almost up to 2 hours) and as a result, TA's would rush to get to each student and not fully answer questions.

I think that most of them had a decent idea for what had to be done for the labs, but relied too much on the code they wrote for the different labs. Which made it hard to get hints from them other than being told to do what they did when they took the course.

Con: They seemed mostly unable to help in nearly any instance I had a question relating to most subject matters and labs. con:^^^^^^^^ Con: the senior grading TAs were unapproachable

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	TAs were helpful to an extent where they couldn't help you beyond a certain point because they don't wish to "cheat" which is understandable but sometimes really unhelpful in terms of completing the assignments. Sometimes they come off a little condescending on Piazza, but very helpful during labs. In my experiences the TAs have always been very helpful none Overall, I found the TAs very helpful in lab and office hours. The TA's were very good and really worked to help understanding when asked questions. Overall, I've had positive experiences with the TAs and find that a lot of them are willing to sit down and thoroughly help me. Although I did feel that as labs became more advanced that some TAs weren't as comfortable with the material. Therefore, if I approached my lab in a different way, each TA would tell me to change everything I did because they didn't know how to do it in a different way. This got to be really frustrating when different TAs were telling me to approach my code in completely different ways, essentially rewriting it. I have never received so many points off on assignments for doing things correctly. I have pretty much had to submit a regrade on every post lab as a TA has incorrectly graded something. I fully understand that the TAs have to grade 100s of labs and fully respect the effort that they put into being teaching assistants, they're always there when you need them! I also understand that they are bound to make mistakes, but there are things that are so blatantly obvious in my submissions that I've lost points on, for example, citations. I would not be complaining if this occurred on a few labs, but this happens almost every time, and it's frustrating because not only do I put a lot of time and effort in completing the labs, but also commenting my work so make grading easier, which has apparently proven to do the exact opposite. Then, I have to wait weeks, even months, for my labs to get looked at again. While I fully agree with the Piazza post from the head TA talking about students complaining about regrades, I feel that if the labs were graded more slowly and carefully the first time around, this would not be the case to begin with. I would much rather wait longer to receive a more accurate grade than to receive them quickly with errors. On the topic of Piazza, I've noticed some exceedingly sassy remarks in the responses from some of the TAs that I find to be unnecessary. Although Iâve never made a post on Piazza, I regularly check it as there are many times when another student has asked a question that I have. I find it useless when a TA responds saying something like âgo look at the lab document again.â With the same rationale as the head TAâs post about regrades, sometimes us students can miss things too, and thereâs no reason to leave a sassy comment in return, which, if you think about it, really does nothing. I know it seems like Iâve been bashing the TAs in this feedback, but I believe that these are things that need to be addressed. The TAs are super helpful and friendly in person, and Iâm never reluctant to approach a TA if I need anything, which I find is an important quality for a TA to have. The TAs have also done a great job at explaining things in detail, which has been super helpful in the lab sections. With that being said, I think the TAs are doing a great job, but there are just a few things that would make them even better than they already are! Teaching assistants were very helpful in guiding people to the right direction along with helping people who were stuck. Nothing negative comes to mind. TA"s were really, really good. (Some of them). Akhil was so awesome. So was the other Indian guy. also the girl with bushy brown hair. N/A not much interaction with them. Helped when I needed to. The TAs were great, helpful, and overall very knowledgeable. Zach Danz was quite rude on Piazza though. TAs were SO helpful. Without them, I definitely would not have been able to do the labs. TAs were great. Sometimes condescending during midterms/in-lab to the point where I felt embarrassed for not knowing certain things. Overall, I thought the TAs did a very good job. There were some labs that were complex and long enough that a TA wouldn't really be able to provide concrete advice without sifting through tons of code, but I'm not sure how that can be fixed exactly. Most of the TAs were absolutely wonderful. They were very helpful and understanding. There were a couple that could have been a bit more understanding and not so harsh, but overall the TAs were a tremendous help. They were generally very helpful when posed with direct questions, but sometimes it can be hard wrap your mind around how to get started and in that case I sometimes found it difficult to get help from them. Some in office hours are good, some are terrible. It's a mixed bag really. Extremely helpful The TA's were often pretty helpful. Sometimes during exams, the TA's would give us information that ended up being wrong and made the understanding of the question incorrect. I would then have to submit regrades to deal with the TA telling me wrong information.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Please pay attention to how TA's perceive the skill level of students in the course. Before the lab 5 disaster, a TA came into lab and he claimed that "the post lab is my baby." For someone to put so much work into an assignment and have it fail so miserably to meet the expectations of the course makes it seems like it was a failure of the TA's to empathize with our skill level. I overheard many of the TA's during lab complain about having to help students on what they thought were trivial tasks, even though the students they were helping had no experience with the material and the TA's had taken the course before. The goal is to create a comfortable environment for learning, but instead the TA's promote a sense of superiority within their group. The leadership of the TA's should aim to degrade this sense of superiority.
	They were fine - didn't use them all that much, a little at the start and for checking practice exams. They all seemed knowledgeable on the subject.
	I have mixed feelings about Zach Danz. He is often pretty helpful, but is also often unnecessarily mean. I understand he may have some philosophy behind this, but personally I think it detracts from our learning environment more than it adds. All the other TAs are helpful, but Ryan McCampbell is exceptionally helpful!! :-)
	The TA's need to stop talking down on the students. I honestly felt like at some points that I was being treated like trash, especially by one of the female TA's with blonde hair.
	I haven't had too many interactions with TAs mostly because office hours are busy, which made getting help very costly. It would be nice if there could be review sessions for exams, since those help a large amount of students.
	I felt that the TAs were very knowledgeable in the subject and overall I have no complaints.
	TAs do a good job but there should be much more TAs.
	They are really helpful~!
	The TA's are great!
	Were not as helpful/knowledgeable as necessary for lab 5, with a few exceptions
	Good TAs
	High variation in knowledge, availability, and willingness to help. Some TAs were not helpful at all, while others I am very very grateful for.
	The TAs were good, in my opinion. I did not interact with them enough to make any productive comments, however.
	The TAs are very knowledgeable about CS 2150! However, please don't make the labs too hard when trying to change the labs.
	The TAs were very knowledgable and helpful
	The teaching assistants were all very helpful and not only worked with me to overcome particular issues with an assignment, but would also go over other approaches to the problem. They discussed other aspects of certain problems or algorithms that were not covered in class, which I personally found really interesting.
	pro: helpful in explaining stuff cons: sometime TA didn't know how to exactly help with coding homework as they would do it a different way.
	The TA's were not knowledgeable about many of the labs. They usually did not come prepared when there were changes to the labs. They also gave incorrect answers to test old tests, which are key aspects of studying for these classes.
	Some of the TAs are very good at explaining concepts.
	They always went above and beyond. They often would stay extra hours to help out and made themselves available when they were off the clock.
	They are good but I think you should give them the answer keys to previous exams as it wastes some time when having them check during preparation for this class' exams
	Didn't go to the TA's very much, but I've heard they're pretty good.
	Got help from a TA a few times, as well as a confirmation that my code was working properly but when I got back my grade it said incorrect output. TA's are not sufficiently equipped with test cases to know if the code is working properly.
	I never went to OH for assistance but overall it seemed that the TAs were on top of their stuff and did a good job
	I didn't really interact with many TAs for this course. Mainly just the TAs in lab and they were pretty helpful.
	The TA's were fantastic. The ones I worked with both in lab and in office hours really cared about helping me and were very knowledgable.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Some TAs were not useful at some times
	They are good but somewhat condescending (Zachary Danz, please be less arrogant and more helpful on Piazza instead of referring us to just "go read the lab writeup")
	The TAs were helpful whenever I went to them about conceptual questions, but they had no control over anything when it came to grades. Whenever I asked to appeal a lab grade or exam grade, they would just say "sorry I can't do anything" and move on.
	Honestly didn't have much interactions with the TAs but they were very helpful whenever I did ask for help.
	I thought the tas were generally helpful
	I didn't make much use of the TAs so I can't comment here.
	TAs were very knowledgeable
	I thought TAs made themselves available and helpful throughout the semester.
	The TA's all seemed fine.
	The TAs are typically very helpful and I'm always impressed with how much they know. I have only had positive experiences.
	The keyboard warrior of a head TA could have been much more respectful in his responses to his students. I understand that responding to asshole students all day must get frustrating, but that doesn't mean all of us are assholes. His responses to reasonable requests and questions were often extremely blunt, and he was ridiculously harsh with regard to regrades. Check yoself mr. head TA. The rest of you did a fantastic job. You helped me through rough points in just about every lab, and gave me a deeper understanding of the topics.
	So many of the TA's in office hours were really helpful. I didnt get to truly appreciate this until I got someone once that wasnt helpful - which was mainly because when i tried to explain my thought process to them they werent really listening and that person didnt care to look at the code i wrote or try to understand it, but rather just told me a completely different approach to the assignment that i should restart and change my code rather than helping me pinpoint where I went wrong. But other than that one time I found it really really helpful when a TA would help me by trying to understand my code specifically. Also I found it really helpful when a TA helped me debug my code using the debugger near the beginning of the curse when i was still new to using lldb/gdb
	Difficult to communicate with, don't feel like they care or want to be there
	TAs were fine, didn't have too much interaction with them.
	They are usually helpful but sometimes seem to not be familiar with the material
	The TAs were always very helpful and available to address the questions that I had.
	TA's were willing to help a lot.
	TA's were very helpful and knowledgeable. Never quit until they found an answer to my question.
	The teaching assistants I came across were for the most part very helpful. They were accessible and tried their best to help.
	I think that the TAs were fairly consistent with providing help and tried to answer questions to the best of their knowledge.
	They were helpful for the most part.
	I didn't interact with them all that much, but when I did they were very good at explaining things.
	ben cohen is the best FUN 2 lab partner in the world
	TA's were phenomenal, they are a big part of me making through the course.
	Kyra was a fantastic TA and was very helpful.
	TA's were really good when I needed help.
	They did a good job helping us out with labs and stuff.
	I rarely went to the TA's for help since there were simply too many students seeking assistance. Additionally, the grading was quite harsh.

~ 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
110	4.68	0.59	81 (73.64%)	24 (21.82%)	4 (3.64%)	1 (0.91%)	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)
4243	4.35	0.76	2031 (47.87%)	1814 (42.75%)	266 (6.27%)	69 (1.63%)	43 (1.01%)	20 (0.47%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	3.93	1.12	41 (36.94%)	39 (35.14%)	19 (17.12%)	6 (5.41%)	6 (5.41%)	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)
4472	4.08	1.01	1755 (39.24%)	1661 (37.14%)	529 (11.83%)	264 (5.90%)	120 (2.68%)	143 (3.20%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	3.20	1.56	34 (30.63%)	21 (18.92%)	13 (11.71%)	19 (17.12%)	24 (21.62%)	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)
4251	4.09	1.01	1684 (39.61%)	1803 (42.41%)	339 (7.97%)	270 (6.35%)	138 (3.25%)	17 (0.40%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
110	4.41	0.98	69 (62.73%)	28 (25.45%)	6 (5.45%)	3 (2.73%)	4 (3.64%)	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)
4245	4.16	0.93	1675 (39.46%)	1710 (40.28%)	388 (9.14%)	188 (4.43%)	86 (2.03%)	198 (4.66%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	2.95	1.22	6 (5.41%)	3 (2.70%)	16 (14.41%)	7 (6.31%)	5 (4.50%)	74 (66.67%)

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)
4242	3.56	1.12	709 (16.71%)	1019 (24.02%)	836 (19.71%)	383 (9.03%)	162 (3.82%)	1133 (26.71%)

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	4.24	0.93	52 (46.85%)	43 (38.74%)	10 (9.01%)	3 (2.70%)	3 (2.70%)	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)
4471	4.02	1.02	1597 (35.72%)	1812 (40.53%)	512 (11.45%)	317 (7.09%)	125 (2.80%)	108 (2.42%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	4.68	0.57	81 (72.97%)	26 (23.42%)	3 (2.70%)	1 (0.90%)	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)
4473	4.51	0.71	2617 (58.51%)	1420 (31.75%)	209 (4.67%)	46 (1.03%)	34 (0.76%)	147 (3.29%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
110	4.54	0.67	67 (60.91%)	36 (32.73%)	5 (4.55%)	0 (0.00%)	1 (0.91%)	1 (0.91%)

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)
4469	4.32	0.87	2198 (49.18%)	1565 (35.02%)	360 (8.06%)	132 (2.95%)	68 (1.52%)	146 (3.27%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	3.79	1.06	28 (25.23%)	48 (43.24%)	21 (18.92%)	6 (5.41%)	6 (5.41%)	2 (1.80%)

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)
4244	3.86	1.05	1118 (26.34%)	1567 (36.92%)	620 (14.61%)	310 (7.30%)	134 (3.16%)	495 (11.66%)

13. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	3.77	1.09	32 (28.83%)	42 (37.84%)	21 (18.92%)	12 (10.81%)	4 (3.60%)	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)
4473	4.15	0.93	1801 (40.26%)	1811 (40.49%)	484 (10.82%)	192 (4.29%)	89 (1.99%)	96 (2.15%)

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
111	4.49	0.81	68 (61.26%)	34 (30.63%)	4 (3.60%)	2 (1.80%)	2 (1.80%)	1 (0.90%)

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)
4463	4.29	0.86	2075 (46.49%)	1678 (37.60%)	334 (7.48%)	151 (3.38%)	63 (1.41%)	162 (3.63%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
110	4.43	0.89	65 (59.09%)	35 (31.82%)	2 (1.82%)	5 (4.55%)	2 (1.82%)	1 (0.91%)

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)
4460	4.23	0.88	1918 (43.00%)	1711 (38.36%)	426 (9.55%)	170 (3.81%)	58 (1.30%)	177 (3.97%)

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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
111	0 (0.00%)	2 (1.80%)	16 (14.41%)	30 (27.03%)	63 (56.76%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
4246	343 (8.08%)	1211 (28.52%)	1577 (37.14%)	658 (15.50%)	457 (10.76%)

17. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
111	4.57	0.75	75 (67.57%)	29 (26.13%)	2 (1.80%)	5 (4.50%)	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)
4233	4.18	0.91	1762 (41.63%)	1791 (42.31%)	414 (9.78%)	192 (4.54%)	74 (1.75%)

18. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
110	4.39	1.02	70 (63.64%)	26 (23.64%)	5 (4.55%)	5 (4.55%)	4 (3.64%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4231	4.09	1.00	1711 (40.44%)	1668 (39.42%)	482 (11.39%)	253 (5.98%)	117 (2.77%)

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
111	4.48	0.76	66 (59.46%)	36 (32.43%)	6 (5.41%)	2 (1.80%)	1 (0.90%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4459	4.25	0.81	1870 (41.94%)	2046 (45.88%)	370 (8.30%)	115 (2.58%)	58 (1.30%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
111	4.21	0.98	53 (47.75%)	39 (35.14%)	11 (9.91%)	5 (4.50%)	3 (2.70%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4462	4.25	0.89	2097 (47.00%)	1640 (36.75%)	527 (11.81%)	118 (2.64%)	80 (1.79%)

21. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
111	4.41	0.89	64 (57.66%)	37 (33.33%)	3 (2.70%)	5 (4.50%)	2 (1.80%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
4471	4.14	0.97	1910 (42.72%)	1721 (38.49%)	490 (10.96%)	246 (5.50%)	104 (2.33%)

22. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Individual Answers
74	*See below for Individual Results*

I think the course can be more organized if they put set the order of the labs better.

Good course

Share more anonymous feedback

great professor, would recommend

One of the questions asked was whether the professor does anything but lecture. The answer is no. Floryan himself does an ok job answering questions but drawing on a whiteboard at the front of the class with a barely legible expo marker isn't effective instruction in my opinion. I think that Floryan has become detached and unsympathetic to the student experience in this class, perhaps because he has been doing it a long time. It's a tough class, perhaps the closest thing to a weed out course I've taken and when jokes are continually made by him at the expense of the student it really doesn't feel fair, I just end up getting more frustrated with CS as a topic, and myself. Also, when certain labs came around (Tree Lab), the difficulty and time spent jumped a huge amount. I personally feel a well designed course should have a smooth difficulty/workload, but over the course of the 11 labs things were all over the place. I learned a lot - there's no denying that. I'm not asking that the course be made easier in the future because the subject material is hard, but certainly things could have been better. 2 other sidenotes: I still have no idea why I got points off on certain labs even after asking the tas. The test questions are sometimes worded ambiguously.

Worthwhile, heavy workload. Could be better if more reasonable workload while at the same time maintain the level of knowledge student can learn from the course.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Between Linux, C and C++, assembly code, and bash shell scripting, as well as the programming and data representation topics, I feel like I've learned more in this course than any other CS course. The material all felt very useful and relevant (I added some of the skills I've learned to my resume). The workload was manageable in my opinion.

Wished that the some of that labs had extra time to do, especially in exams week such as before Spring Break.

It's a lot of work but very worthwhile. The exams are annoying though because one point off can be a substantial deduction in the actual grade because of how few points there are.

This class may be summed up as a necessary evil

Floryan is really good and I learned so much in this class, but the amount of work needs to be reevaluated for the sake of student health (not sure how to convey that I am not joking about this so I will add this parenthetical; this is 100% serious).

This class is not well created. The slides are almost useless. There are no videos of class so you cannot effectively review since the slides are usually context based. Asking questions in slides that you only answer in class is not an effective teaching tactic.

Thought the grading was a bit nitpicky on certain things, like losing points for not finishing evaluating an equation that equates to the right answer. Overall this is a very worthwhile course and honestly not nearly as bad as people make it out to be

Mark Floryan is a great teacher.

good. hard.

This is the best course that I have taken at UVA, bar none. I learned an incredible amount from it.

Extremely hard, but worthwhile course.

This was probably one of the most organized courses I have been in. I don't really have any problems with it and I am really glad to have been able to take this course and learn what I did.

Great course! Material isn't as bad as people made it out to be.

Floryan is a good teacher because he makes it fun to come to class just with his disposition. He also understands pretty much everything about the course. The exams are hard because it just feels like such a jump from lecture to exam. However, I feel like it'll work itself out.

More OH for Floryan. Too much lab work in a week. Didn't have time to breathe let alone understand material.

It was hard, but worth it

N/A

Mark Floryan made the course quite enjoyable for a subject matter that is quite dry. I was really interested in the subject matter, however I was not a big fan of the prelabs, inlabs, and postlabs. Although they did help me understand how to apply the material, I did not like the due dates of each lab section :(I would also prefer for the index.html files to be more direct on what to submit for the labs because half the time I would find myself scrolling throughout the entire document trying to figure out was to do and what to submit

I really enjoyed this class. It lives up to its reputation of being a doozy of a class but I feel as if I've learned more in this class than in any other class I have taken. It was so well organized that sometimes (not always, but sometimes) it made up for the trauma of the weekly labs. In all seriousness, however, the labs were not unreasonable (for the most part... The AVL post lab was a whole other beast). Sure, the labs took a lot of work and thinking but they really made you learn the material and understand what you needed to understand in order to succeed. I know that this class has a reputation, and rightfully so, but I also think that it is the most worthwhile class I have taken at UVA.

Floryan was the most effective teacher I've had in my time at UVA. Pretty amazing how well he is able to convey the topics learned in this course. The workload is heavy but I think this is the most I have ever learned in a class so I would say it was worth every assignment.

This class was tough, but the most worthwhile class I have taken here at UVA, as well as my favorite. Floryan is awesome and makes the learning process fun. My only complaint is that it is not 4 credits.

I wish Floryan's lectures were recorded because sometimes the material is hard to understand without watching the lecture again and the slides are very vague.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think this is potentially one of the most useful courses in terms of the content that is covered. Yet, this course is in desperate need of redesigning. The class itself is well-organized in terms of the content, but requires way too many overheads and takes a while to get used to the environments used in this class. The class hits home on the anxiety driven assignments; the assignments are very useful, yet, more time needs to be given for students to actively understand the material. Overall, I wish I could have learned more from this class but instead I spent more time being worried and anxious. Professor Floryan is very knowledgeable and his lectures are very worthwhile. The TA's work incredibly hard and are also very proficient at explaining concepts. Since labs are worth 45% of the grade it would only make more sense to give students more time to actually learn what they are doing and not have to resort to TA office hours to understand. The lab assignments were without a doubt high stakes but the most useful part of this course was that some of the base code could be found on the slides and this was probably the most effective way of doing the assignments. So, I would recommend that more emphasis be given on understanding how to do labs instead of throwing students into the deep end and creating panic. Overall, I definitely learned from the class (especially as I started understanding that code from class was very useful in implementing programs). However, one comment I wish to make is that the worry and anxiety associated with this class took away from the knowledge that I wanted to gain from this class.
	I found this course very interesting and rewarding, although I did not find the reports very beneficial, especially for Assembly. Although the reports were intended to stimulate self study, I would encourage using more active learning through a larger variety of coding assignments for the Assembly section.
	be more clear about how the lab reports are graded
	Make the AVL Tree post lab more reasonable. Everything else was perfect.
	This class, while extremely difficult and time consuming, does a great job of teaching the subject matter and making students engage in their work and think hard. While at times during this course I hated my life, I am very glad I took this course in retrospect.
	I love Mark Floryan!!! This class was dope as hell!!!
	Definitely a challenging but fun course. It's understandable how it gets its reputation.
	We should implement Dijkstra's or Branch and Bound in Lab 11.
	Probably the most interesting class I've taken at UVA thus far. However, it should definitely be 4 credits. Also, there were some aspects of the course that I did not find fair (e.g. a small error in code that leads to an incorrect output can cost you the majority of the points; there were some errors on the exams that made students put down incorrect answers that I don't believe were properly handled). But overall, great course.
	Mark Floryan sent out an email in the middle of the semester that I found very offensive. He referred to many students as "typical UVA brat students" and seemed very emotional and unprofessional. He was referring to an issue caused by a minority of the classroom but still sent out a general message reprimanding everyone. I was not happy to receive this email and it reflected on Floryan very poorly in my peers and my eyes. He also said that "you should not submit anonymous feedback that you would not say to my face" which doesn't really make sense, because that is exactly what anonymous feedback is for. I understand that maybe students made personal attacks on him, but his email was so emotionally charged that I felt embarrassed.
	This course was worthwhile and I believe I learned a lot especially through the labs. I found the most worth in the coding assignments like AVL Tree and Huffman. However, I did not find much worth in the lab write ups. I understand that they were not weighted heavily and allowed us to explain different concepts beyond just coding, but many of them took longer than I thought was necessary. Overall, this is a fair course. I wish the instructor was less sarcastic in class and more understanding towards problems that generally everyone has like with test questions or issues with the lab.
	This course is the course for UVA CS. All the others kind of feel like filler in comparison.
	Pretty good course, sad to see it go in 2020
	Very challenging and rewarding class
	Grading is a bit harsh, but you know that. :p I wish we had more/harder labs and no tests, but I'm not sure if anyone agrees with me on that haha. Maybe the "tests" can be extra-hard labs that apply all the knowledge from the previous weeks! Or maybe an in-class portion that forces you to study, followed by a take-home hard lab.
	Course attempt to teach valuable concepts to students pursuing CS however due to organizational problems with delivering clear instructions. Furthermore, students spent copious amounts of time practicing tedious processes with little to know explanation on why this practice is necessary. A larger focus on techniques and applications of the concepts would a better use of student's time.
	Admittedly, this course covers a wide array of content related to computer science and even introduces some low-level technicalities such as assembly languages to students. Nevertheless, the workload was outrageously immense. Also, the exams were a real challenge. It seems that the instructor has unrealistic expectations for his students.
	This was definitely my favorite course of the semester and my favorite CS course I have taken thus far. While the workload was insane, the feeling of finishing each prelab, inlab, and postlab was amazing. Thank you to Professor Floryan for a great semester full of interesting and hilarious lectures and furthering my interest in CS after a questionable time in CS 2110.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This course was too much work, it ended up negatively effecting my performance in my other courses as well. Too much of the course is dependent on coding level. We were expected to do all the coding ourselves with relatively little guidance and if we weren't the strongest coders the assignment could take hours (20+ per week) I think that the number of hours students spend on completing the assignments for this class should be reflected by increasing the number of credits received. Also, I think this class was incredibly interesting, and I truly believe that I learned a lot, but for slower learners like myself, this class moved far too fast. We would only spend a week on a given topic, and I don't feel like that was nearly enough time for us to really develop a good understanding of the material. I think the class could be restructured so that it is not so fast paced or even split in half over the course of two semesters. A lot of real world things are C-based, so I think that it is an important language to learn, but I don't feel like I was truly able to develop a strong understanding of the material from the way that it was taught. This class needs to be redesigned. It's too broad, not worth enough credits, and because the class isn't worth enough credits, it causes you to perform worse in your other classes. This course was tough. For me and many of my friends it required 20-30 hrs/week on average. However, I feel I have learned a great deal. My only complaint is that some of the instructions for the labs are ambiguous. Given the lack of ambiguity in the grading guidelines, the lab instructions should be clear. They should NOT be self-contradictory, as they currently are sometimes. This class was super tough and a whole lot of work, but I really did enjoy it a lot. I feel like a learned a lot and was challenged just the right amount (except for with post-lab 5, not a fan of that one.) I think this course is great. I really enjoyed learning C++ and I enjoyed having Floryan as a professor. Great class, Floryan is a great lecturer, though sometimes he would miss updating the announcement slides and the xkcd. A lot of work. Difficult but rewarding course. Only thing I would complain about is that the breadth of the content meant that we didn't go into too much detail about any of the subjects. Please do not delay the restructuring of this class. The professor is great and the material is very interesting, but it would lessen the pressure that students have if grades were more than just labs and midterms. I think one of the difficulties of the course is the variation in the amount of work per week. I was fearful of when a brutal lab (5, 6, 10, 11) might line up with a rough week with regards to my other classes. If the work could be spread out a little more evenly that might help students avoid really painful situations. Honestly this course makes me feel like a real programmer now so that's pretty satisfying. Overall, good course, even if there were some hiccups with labs. Professor Floryan was a good lecturer and TA's were super knowledgeable. But, I believe this class exceeds the work load expected for a 3 credit course. The lab should be worth additional credits. This class was immense amounts of effort, and often times, the labs were nearly impossible to do with just the information from the lectures. Labs took easily 7-10 hours, often times some labs took over 15 hours to do and we only would have two days to do them. The submission times every week left very little time to do the labs, and any amount of setback completely ruined you. This class was not flexible AT ALL. Floryan is funny and charismatic and knows a lot about C++, but his slides were very unorganized, hard to follow, and often very incomplete. Instead of learning about data structures well enough, I found myself spending more and more time on debugging my C++ code and figuring out how syntax worked in C++ which took away from the understanding of actual program and data representation. Instead of learning how things like trees or stacks worked, we had to implement them on our own entirely which instead of teaching us how the data structure worked, just caused immense confusion, frustration, and more time was spent debugging code instead of understanding the logic. Overall, this class takes up immense amounts of time and effort during the week, definitely more than 4 credits worth in my opinion (i spent over 10-15 hours on labs alone every week). This class is very hard to follow, and no background in any language was good enough to do the labs and assignments that this class required. Most of the labs would require immense amounts of self teaching and going to office hours. Not a class that was fun at all, and I feel like I didn't really learn a lot about program and data representation but rather just learned that C++ is a hard language to debug and write, and not being able to use an actual development platform with a built in debugger just made everything worse. The focus of the course was then shifted to more unimportant things like syntax and debugging of C++ rather than what the course is for (program and data representation). I've seen previous feedback asking for this course to be 4 credits, and you guys have ignored it for years, but please make this worth 4 credits. Calc II was worth 4 credits and I spent like 5 hours per week in that class. Sometimes I thought the labs were too in depth for the time allotted. I would start my prelabs early in the weekend and go to all the office hours sessions and still wouldn't be able to finish on time. I think it's really hard to manage all 3 assignments especially when the first assignment is really long and when you don't finish on time. I think really just hurts your whole week in that lab. I also felt like his tests were unfair. I appreciate that he wants us to think in a different way but there were some questions on the test that only like 20% of people got right. I think he should remove questions like that. Overall, I felt like his test was more of a reading test more so then actually testing my knowledge of the material.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Overall, I felt that this course was well structured and gave me a well-rounded introduction to a variety of different topics in computer science. Professor Floryan was an excellent teacher and would take the time to step through examples on the board or go over and topics that seemed particularly confusing. He also stayed after class and answered any questions I had about the assignments or material. Some of my favorite units were those on machine code (IBCM) and assembly. My main issue with this course is that you were taught the theory in class, and expected to turn that theory into code on the labs. However, I was never taught how to turn theory into code, or good practices for doing that. As a non CS major interested in learning high level programming, this was really frustrating. Many of the lab assignments could be reduced in length without compromising their educational value. Many contained portions which required much more time to complete than was necessary to fully understand the subject matter. Success or lack thereof on the lab assignments seemed mostly proportional to the amount of time that students had to spend on this class rather than depth of understanding of the material. I really enjoyed Professor Floryan for the most part. As far as computer science professors go, he was miles better in terms of communication, accessibility and in generally not making the class boring than any of his colleagues I have taken courses with. However, I think everyone knows that calling this a 3 credit class is an absolute joke. The CS department has to do something about this. With three homework assignments due every single week, each liable to take 5 hours or more in my experience, this class easily took more time than I was able to give to the rest of my courses, Combined. It is not fair to students to represent this as a 3 credit course, and I honestly ask that someone please do something to change this. The fact that this was listed as just a three credit, 2000-level class was enough to encourage me to switch majors from CS to Systems. Seriously. Great course in which I learned a lot, the post-lab on AVL trees should probably be redone, as it was extremely long and we did not get nearly enough time to finish it. holy shit this class took so much time, but I did learn a lot... I struggle to reconcile how a relatively advanced CS class utilizes technology in teaching less than my STS classes. The inability to have recorded lectures do to Mr. Floryan's personal desire is patently offensive. Imagine a course where a great deal of dense material is only spoken and not recorded in anyway, there will be significant amount of material that even if I'm at a lecture I cannot absorb all of it and cannot refer to the slides for as its ! ! ! ! not even in the slides (which appear to be an abhorrent amalgamation of years and years of small additions with little total editing) The labs are also offensively bad English typically. They are demanding labs and I find myself struggling to simply understand what is being asked of me frequently. Overall, I think that this course was well executed as I've learned tons of new things with great depth. I really enjoyed professor Floryan's teaching style, which made classes fun to attend. In my opinion, the class turned out not to be as bad as others had made it out to be, and in fact, it was a pleasant experience. Definitely one of my favorite classes so far (but I'm just a 1st year)! Was definitely a worthwhile class but I feel that 3 credits doesnt accurately reflect the work that must be put in It was a very good course although at some points, some of the labs were extremely difficult and took a while to figure out what was wanted or what the ultimate goal of the lab was. Although the labs were extreme at times, the course itself was very good and well put together. Well. Even though it's well known, I think this class was the only thing I did all semester. There were never any breaks and now that I'm done you could say I kind of liked always being on that CS grind it felt like my brain was continously punchced and pumped with CS. However sometimes the labs were really really hard and I can't even calculate how many hours I spent because literally I spend almost every day working on them and honestly towards the end I was losing motivation to keep working because it was so contious and just so much. Though I surely do feel I've learned a great deal in this course and I'm really grateful for that and I like to work hard, one think I think was totally off were the tests. They were very rigorous and because of labs I felt I never had time to study for them and my knoweldge, though gained from labs, felt a little different then what I was actually tested on. So I really hope there is an overall curve and I would greatly appreciate that. Thank you. This class has WAY too much work. I spent hours upon hours almost every day working on this course to keep up with the pace of the course. The grading guidelines were often BS ("have at least 2 sources or you don't get any points for this section"), and there was no flexibility in lab grading. Also, I absolutely hated the long and terrible reports that we had to write for postlabs near the end of the semester. This is a CS course, not a writing course. I do not want to be spending 6 hours (this has actually happened) sitting alone at 5am writing a report about my code. Floryan had no idea how much time students spent on these reports, and had no empathy for the labs.

CS 2150-002 **Program & Data Representation** - Fall 2017

ENGR (18137)

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

Respondents: 80 / Enrollment: 98

Summary: CS 2150-002 Program & Data Representation - Fall 2017 (18137)

Overall Course Rating

CS-2150-002 Mean 4.05
CS-2150-002 Std Dev 1.20
CS-2150-002 Response Count 399

SEAS, 2000-level courses Mean 4.06
SEAS, 2000-level courses Std Dev 1.03
SEAS, 2000-level courses Response Count 16524

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.47
  Std Dev 0.77
  Response Count 556

  SEAS, 2000-level courses Mean 4.27
  SEAS, 2000-level courses Std Dev 0.89
  SEAS, 2000-level courses Response Count 24814

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. What is your major (and whether you are declared or not)?
~
Question Type: Multiple Choice
~
contributed by Floryan, Mark (mrf8t)

Results for CS-2150-002, 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)
80	27 (33.75%)	46 (57.50%)	4 (5.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (3.75%)	0 (0.00%)

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)
223	82 (36.77%)	77 (34.53%)	21 (9.42%)	4 (1.79%)	15 (6.73%)	1 (0.45%)	0 (0.00%)	20 (8.97%)	3 (1.35%)

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-2150-002, Floryan, Mark

Total	Individual Answers
80	*See below for Individual Results*

The course should be worth 4 credits, due to the amount of time spent. Also, there are 3 lectures and a lab section every week.

4. I spent over 10 hours each week on labs.

4. The amount of work was definitely comparable to, and in some cases greater than, many of my other four credit classes.

4 credits seems reasonable, due to the amount of work per week and the value of the course overall, 3 credits doesn't seem like enough credit to give someone that has learned this much.

The course should be worth four credits to account for the lab portion of the class.

At the very least one more than it's worth now. Given that we have something due nearly every day of the week I agree with those before us who said that this course should be worth more.

4, the lab work makes up a significant portion of my workload this semester.

3 or 4 credits

The course should at least be 4 credits because it has a lab that is required. Biology, Chemistry, Physics, all have labs for 1 credit. Discussions in Sociology, History and Politics are one of the three class meetings each week, but in this class, also for 3 credits, we are expected to attend a lab section, that is 75 minutes, every week also. That means this class requires my attendance for 225 minutes a week for three credits, which is 75 minutes a credit, specifically exams, which is absurd. That is not saying anything of the workload, which should also be fixed. The class has continually been modified for so many years, it has morphed into this mess that professors are unwilling to fix, and thus pile on work in a way that is not helpful, especially for only three credits.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	4 because of the three classes per week, lab, and very large workload
	at least 4 or 5
	Definitely at least 4. The work-load is heavy at times.
	4-- The labs were very long and it often took 10+ hours for each one.
	The amount of work outside of class often exceeded 15 hours per week; this course should be at least 4, if not 5 or 6.
	4, for sure. There is an immense amount of lab work required each week, on top of normal studying requirements. If there were just 1 lab assignment per week, 3 hours might be acceptable, but with 3 lab assignments every week, it should be 4.
	At least 4, if not more
	4, this class has work to do for the whole week
	3
	3
	3
	3
	Worst care scenario: 18 credits. You conquer this course, and you are going to conquer the whole world.
	4. I spend about 8-12 hours on average just for the labs each week.
	The standard 3 credits seems reasonable.
	6
	Probably 4 since the lab portion took up much more time than we actually spent in lectures.
	5
	5
	5
	I say 4, as the although lab is technically only 1 extra hour, as each lab takes several hours.
	4
	4
	4
	4
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	4
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	4
	4
	4
	4
	4
	4
	4
	4
	haha 4!!! Its a lot of work!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	5 because we have 50 minute lectures three times a week plus a lab and I spend about 5-6 hours a day from Sunday to Thursday working on the lab
	4, the class is way too intensive for just 3 credits
	3 - I think class is pretty fair.
	4, this course was mad work for only 3 credits
	at least 5
	4 definitely.
	4, especially since the class is 3 days a week *and* an hour and fifteen minute lab
	at least 4
	3 or 4, 3 is fair but I would understand 4 - showing up to lab AND doing the three components of the labs take time.
	Course was fine for credits worth - 3.
	4 credits; This is a course with a lab, that still meets for three one-hour blocks. Every other course with this set-up is a 4 credit course, and the amount of work and time in class should reflect that.
	4 because of the time spent outside of class.
	I believe it should worth 4 points due to the amount of course work students would have done
	6
	At least 3, but I'd say more in line with 4
	4. Three for the class, 1 for the lab
	Honestly- 4 credits, because 3 credits does not justify the amount of work and time that students put into this course. I think this class could also be split form the lecture like 2 credits lecture ,and 2 for lab and people can opt to take both together, or they can take the lab after as long as they have already taken the lecture.
	This class should definitely be worth more than 3 credits... I would suggest at least 4 credits. This class is equivalent to just about any 3000 level science course with labs... so seriously consider raising the course worth.
	Given the workload and the number of hours spent on labs, this credit should be worth 4 credits.
	3 - it's a decent amount of work but not worth 4 credits to me.
	5 credits. The labs take an average of at least 8 hours outside of the classroom and are spread throguhout the week so the class takes up a lot of time.
	4 With three nontrivial assignments due every week, this class takes a significantly larger amount of time than any other 3 credit class I have taken here.
	10. The amount of credits for the class is dependent on the number of hours spent on the course, I feel I spent an absurd amount of time on each lab.
	4 credits, because of the lab component
	At least 4.5 credits. Up to 6 I went to Office Hours every week, anticipate getting an A in the course, and it still took me almost 20 hours of work per week for these labs. This is so so much more work than I have had for other 4 credit classes. I worked as many hours in this class than my other 4 classes combined (12 credits).
	4; There is a lot of work expected for this class.
	7-8, a max of 2-3 classes should be taken alongside this course. Class is extremely time-consuming and it is very hard to balance a course load with class taking up much of my time.
	4 as the labs take a lot of time.
	4 -- it is SO much work
	At least 4, 3 for lecture, 1 for lab. But the amount of time you can spend on each lab should really warrant more.
	Honestly, for the time requirement in this class, 4. I understand it being 3 credits, but we have 3 weekly classes and a lab that actually has the bulk of the classwork, so the class deserves to be at least 3, if not 4, credits.

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	at least 4. The class meets three times for lecture and has a lab. The work required is far more than your typical three credit class. 4, I think you could have a lecture worth 3 credits and have the lab section be worth a credit due to its immense time investment 4 - This is an incredibly rigorous and time-consuming course, even 4 credits wouldn't fully do it justice.

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-2150-002, Floryan, Mark	
Total	Individual Answers
73	*See below for Individual Results*

They were all super helpful, I never had a bad experience with any of them

The TAs are for the most part awesome and super duper helpful.

The TAs were mostly helpful when I could gain access to them

Teaching assistants that I've interacted with have been very helpful.

Teaching assistants are really helpful. They donate their time in weekends to help us and also stay very late in the stack. I really appreciate it. Also, TAs are always trying their best to help and take care of each detailed question.

The TAs were great, knowledgeable, and helpful!

I did not associate with the TAs

The TAs are helpful but there are few. The queue is horrible.

They were helpful.

no comments

The TAs have always been extremely helpful, but there needs to be more of them, or a better system for office hours so students don't have to wait hours to be seen. Perhaps a more lecture-style approach would be better in this case, so that students who may have the same questions can get them answered together, instead of wasting time waiting around for individual help.

Most of the TA's were very nice and helpful. However, some of them were rather rude. I would always try to avoid getting help from Chiara because she was always rude in answering my questions.

some of them just look like they don't want to be here and when you ask questions or ask for help, they seem really bitter about it, but most of them are usually very helpful and nice.

Pros: very helpful, understanding to students Cons: Not always well knowledgable of course topics

In most cases, when I approached a TA with a question in office hours or in lab, they were able to adequately answer my question. The one time that they weren't able to was with a tricky debugging situation that took me several hours to find. Overall, I am satisfied with the TAs in this class. Although the office hour queue can get long, the large amount of office hours and the availability of the TAs during inlab makes things manageable.

The TAs were helpful, but those that looked for people to help were definitely better than those that did not, both in accessibility and knowledge

I didn't really use the TA's

I thought the tas were helpful

The TA's in this course were amazing! I went to Office Hours every week and a few of the amazing TA's that I worked with this semester: Leon, Jake, Zack. Additionally all of the TA's from Monday night (the primary night that I went to Office Hours) were awesome! I would recommend maybe having two queues on busy office hour days- one for shorter questions and then one for debugging (which can take a super long time). It was frustrating when I had a super simple question but I had to wait 2 hours for 5 minutes of help from a TA.

Great and accessible help

They were generally very helpful in lab, but often they would be preoccupied with a single student for most of the duration of the lab period, limiting the help I could receive in lab.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I didn't use them
	Some teaching assistants are really helpful, but I sometimes get different answers for the same question, some are even opposite, which makes me really confusing.
	N/A
	The TAs were very helpful during both office hours and lab.
	I never talked to them.
	Grading on tests was pretty inconsistent. They seem pretty knowledgeable aside from that.
	I didn't come to the TA's much, but they were very helpful whenever I came to office hours or asked questions.
	I personally did not have too many interactions with the TAs, but the ones I did and saw demonstrated that they were very knowledgeable and very willing to help, and I appreciated that.
	They are helpful in lab when I (rarely) need them.
	Some of the TAs would sit next to me and answer a different question than what I had and would tell me to get back in the queue without confirming if they had answered my question.
	We need more TAs! We need more office hours! This is a very hard course!
	I had some issues with my lab grader not following grading guidelines -- some closer enforcement of that would have been nice. I was able to fill out regrade requests, but that was an extra hassle on my part.
	They need to be more consistent time-wise at office hours. Depending on which TA you get, one works through an entire issue with you while another just tells you to "use the debugger" and moves on after an hour or longer wait.
	most TA's are extremely helpful and clear, and are usually very willing to help during office hours, however, some can be a little condescending sometimes. While I understand queues can be long, I think some TA's need to focus more on quality of help rather than quantity/just moving through the queue quickly. One TA that stood out to me was Graham, he was literally the best and so helpful and clear, and never made you feel bad or stupid for asking questions.
	TAs were always helpful. No complaints.
	TAs were helpful
	Some TAs were VERY unhelpful with answering questions on Piazza. Very direct, explicit questions would be asked, and the responses never answered the exact question. These would be very reasonable questions, such as "can we use this data structure?" and the answer would skirt around the question, like "I don't see why you would need it." A yes or no would suffice. Later in the semester, this was less of an issue, as other TAs would edit the responses and give more useful answers. This is just a note that I think some of the TAs should keep in mind. Also, during office hours and lab (especially lab 10), some TAs would spend a very long time with each student (20-30 minutes at worst) walking them through the procedure for the lab. This detracted from the time that other students, with more focused and easily resolvable concerns, had. Overall, it was pretty inefficient. Other than that, TAs were very helpful and very knowledgeable.
	Don't seem like they are prepared, and certainly are not good at grading.
	More TA's are needed in office hours
	TAs are great and are often helpful. More TAs would always be useful.
	The TA's were very helpful and held a very productive lab section.
	PRO: TAs are very useful CONS: -Take a long time to answer Piazza questions -Aren't the ones grading labs, so take their advice with a grain of salt -Not enough of them
	I didn't interact with them much. They answered a couple questions during lab.
	N/A, they were helpful when I needed them, but I didn't see them often.
	Everything went smoothly. They were always super helpful.
	no opinion
	Very helpful!
	Some of them were not as helpful as I previously thought they would be, however most others were extremely helpful.
	Never used them.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	All TAs that I sought help from were very helpful and always made sure I understood the problem I was having as well as potential solutions. TAs are more helpful when they have read the lab before it is currently happening. TA's were overall helpful in office hours; they made a very significant difference. There were some assignments, however (specifically the written reports), where they could barely offer any help at all, though I see this as more of a problem with the assignments themselves and the vague nature of their requirements. TA's were also very harsh in exam grading; I had to submit regrade requests for every single exam. This should not be the norm. They are kind've removed from us, but they were very useful throughout the year. They are good but sometimes there aren't enough people during office hours The TA's were knowledgeable I am assuming this question is referring to the undergraduate TA. Going to office hours was often helpful, however there were a few TAs that were lazy and did not want to help. In particular one of the TAs that I found extremely unhelpful was Zoe Grippo. Every time I went to office hours, she would say she could only help me with one thing, and she often left me more confused about that one thing than she would help. She only stays for 2-3 minutes after I've been waiting for 2 hours. TA's are really helpful and spend some much time helping us, but sometimes, some TA's on Piazza especially, come across as a bit rude or arrogant in their reponses and can make students feel upset. I only had one interaction and it was basically the TA being completely unknowledgable but sticking around and trying to help without looking up an answer or talking it through. Basically didn't ask for help again. Most of the TAs are helpful. However, that being said, some of the TAs are ill-prepared for office hours. Some of the TAs do not even know what the labs are asking for. I believe if the TAs understood the instructions clearly before coming to office hours. This would reduce time and greatly help the students who need help completing their labs instead of allocating time to inform the TAs what they have to do for the labs/summarizing the PDR instructions. n/a n/a The TAs are willing to provide help. They were very helpful once I got off the queue and were willing to stay with me until I fixed my problem even once I thought I knew what it was Teaching assistants were perfectly fine, although I wish there were additional assistants available for Labs 2, 6, and 10 since the queues got pretty ludicrous. mostly good Priya was a helpful TA. The teaching assistants were relatively helpful, but I don't think they were given enough information. I felt that some TAs came really prepared and were knowledgeable, but some TAs didn't really know how to correctly do some of the labs. I thought the TAs were very helpful every time I went to office hours. Pro very thoughtful and want you to learn. Con = too few during office hours. Thanks for stepping through the code with me during office hours and being so nice to me. TAs were somewhat helpful but could've been better informed about specific labs so they could better respond to questions during lab The TAs were very helpful and seemed to understand what was going on in the course.

~ 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
79	4.76	0.49	62 (78.48%)	15 (18.99%)	2 (2.53%)	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)
3298	4.41	0.71	1691 (51.27%)	1345 (40.78%)	186 (5.64%)	46 (1.39%)	19 (0.58%)	11 (0.33%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
78	4.24	0.90	38 (48.72%)	26 (33.33%)	9 (11.54%)	5 (6.41%)	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)
3549	4.12	1.00	1499 (42.24%)	1263 (35.59%)	421 (11.86%)	213 (6.00%)	82 (2.31%)	71 (2.00%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	3.06	1.59	25 (31.25%)	10 (12.50%)	7 (8.75%)	21 (26.25%)	17 (21.25%)	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)
3304	4.05	1.09	1387 (41.98%)	1250 (37.83%)	261 (7.90%)	261 (7.90%)	141 (4.27%)	4 (0.12%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.61	0.56	52 (65.00%)	25 (31.25%)	3 (3.75%)	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)
3306	4.24	0.89	1457 (44.07%)	1267 (38.32%)	278 (8.41%)	122 (3.69%)	53 (1.60%)	129 (3.90%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	3.32	0.95	4 (5.00%)	3 (3.75%)	16 (20.00%)	1 (1.25%)	1 (1.25%)	55 (68.75%)

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)
3310	3.62	1.14	642 (19.40%)	838 (25.32%)	651 (19.67%)	258 (7.79%)	150 (4.53%)	771 (23.29%)

The information in this document is private and confidential. Please handle accordingly.

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.45	0.81	49 (61.25%)	21 (26.25%)	7 (8.75%)	3 (3.75%)	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)
3540	4.10	0.98	1424 (40.23%)	1378 (38.93%)	413 (11.67%)	213 (6.02%)	76 (2.15%)	36 (1.02%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
79	4.75	0.47	60 (75.95%)	18 (22.78%)	1 (1.27%)	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)
3543	4.55	0.67	2189 (61.78%)	1071 (30.23%)	169 (4.77%)	32 (0.90%)	14 (0.40%)	68 (1.92%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.62	0.60	55 (68.75%)	20 (25.00%)	5 (6.25%)	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)
3545	4.39	0.80	1864 (52.58%)	1233 (34.78%)	258 (7.28%)	93 (2.62%)	26 (0.73%)	71 (2.00%)

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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.01	0.95	28 (35.00%)	33 (41.25%)	11 (13.75%)	8 (10.00%)	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)
3306	3.83	1.09	892 (26.98%)	1096 (33.15%)	529 (16.00%)	241 (7.29%)	124 (3.75%)	424 (12.83%)

13. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.12	0.91	30 (37.50%)	36 (45.00%)	10 (12.50%)	2 (2.50%)	2 (2.50%)	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)
3554	4.12	0.92	1392 (39.17%)	1463 (41.16%)	424 (11.93%)	196 (5.51%)	49 (1.38%)	30 (0.84%)

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
79	4.54	0.75	51 (64.56%)	23 (29.11%)	3 (3.80%)	1 (1.27%)	1 (1.27%)	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)
3538	4.36	0.83	1815 (51.30%)	1253 (35.42%)	238 (6.73%)	112 (3.17%)	37 (1.05%)	83 (2.35%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
80	4.55	0.73	51 (63.75%)	25 (31.25%)	2 (2.50%)	1 (1.25%)	1 (1.25%)	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)
3545	4.27	0.88	1649 (46.52%)	1305 (36.81%)	339 (9.56%)	114 (3.22%)	52 (1.47%)	86 (2.43%)

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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
80	0 (0.00%)	1 (1.25%)	17 (21.25%)	21 (26.25%)	41 (51.25%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3310	172 (5.20%)	860 (25.98%)	1225 (37.01%)	600 (18.13%)	453 (13.69%)

17. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
80	4.76	0.48	63 (78.75%)	15 (18.75%)	2 (2.50%)	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)
3303	4.25	0.89	1545 (46.78%)	1272 (38.51%)	291 (8.81%)	149 (4.51%)	46 (1.39%)

18. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
79	4.71	0.58	61 (77.22%)	13 (16.46%)	5 (6.33%)	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)
3305	4.17	0.98	1497 (45.30%)	1193 (36.10%)	346 (10.47%)	205 (6.20%)	64 (1.94%)

~ 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
79	4.65	0.60	55 (69.62%)	21 (26.58%)	2 (2.53%)	1 (1.27%)	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)
3541	4.32	0.77	1633 (46.12%)	1529 (43.18%)	275 (7.77%)	74 (2.09%)	30 (0.85%)

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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
80	4.48	0.78	48 (60.00%)	26 (32.50%)	2 (2.50%)	4 (5.00%)	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)
3547	4.26	0.88	1689 (47.62%)	1286 (36.26%)	413 (11.64%)	115 (3.24%)	44 (1.24%)

21. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
80	4.64	0.68	58 (72.50%)	17 (21.25%)	3 (3.75%)	2 (2.50%)	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)
3555	4.16	1.00	1633 (45.94%)	1226 (34.49%)	409 (11.50%)	191 (5.37%)	96 (2.70%)

22. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Individual Answers
57	*See below for Individual Results*

This was a great course. I feel like I learned a ton of relevant information that I will continue to use. However, it was a ton of work so that needs to be addressed somehow

Great course. I mostly liked how the course was well structured: the labs were all very well defined. There were a few kinks where I was confused about what was expected in a lab, for example what exactly should be output or what functions to call (for example, in the assembly lab, it seemed rather unclear to me at first that we needed to call our own product function in the power) but those were relatively few and far between. The only other time that this unstructured nature happened was with the reports, but none of them were graded too harshly. I was frustrated with the reports because I didn't want to get a bad grade due to not putting something, but it seemed that the grading was pretty lenient and understanding of the not well defined nature of the questions asked. In comparison to other CS courses at UVA, this one is definitely what made me not regret my choice to be a CS major. The other courses (discrete/2110) were not well defined and mostly learned outside of class. This course was very understanding to those who do a ton of CS already (I already knew CPP and a lot of the subject material but got a lot out of the formal teaching) and those who know little beyond courses. That's sort of the making of a great course. Lots of people say the time commitment is too much, but I found it to be fine. The problem comes because the time taken is almost always because there is an obscure error with the code that takes a few hours to figure out - not much you can do with that. The labs were a huge up for me as well. I enjoyed being able to implement what I learned in class, giving me a FAR greater understanding of the material. Finally, the actual material of the course was good. It was a little bit sporadic, with not much overlap between slide sets. That's fine, considering it's basically just a data structures course with some programming fundamentals thrown in (in my view). The assembly and machine code parts seemed out of place, but they definitely gave a solid background in order to go into lower level stuff, which is what I want to do. I think that the assembly and machine code parts were also taught correctly: it's a way of thinking, not something completely practical. Overall, great course. I'm glad that I took it.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

Thank you prof

Floryan was an awesome teacher! he defiently knew a lot about the material and wanted to help us learn it. He was more approachable outside of class than inside class, though, and as a suggestion I'd encourage him to be more approachable in class.

I love the humorous anonymous feedback monitoring. Discussion of more relevant (if they existed) feedback through that system may have made it out to be a more useful tool though.

I LOVE MARK FLORYAN <3<3

The reviews were right. Tough course but I learned quite a lot. Great class!

Very tough class, homework assignments helped a lot in learning this class's material. Instructor was extremely helpful in learning the material and was extremely knowledgable.

Either the workload or amount of credit should be adjusted; in its current state, there is more quantity and difficulty of homework than a 3 hour class has merited, in my experience.

Floryan is the only reason I think I genuinely liked this class. Going to lecture was easily the best part of the class, the test grading has consistently been pretty awful in my opinion though.

I think the labs take way too much time compared to the credits we get

Professor Floryan is the best CS professor I have ever had.

Great class, just needs to count for more credits and clean up some of the HW assignment prompts.

HE was engaging

This is a very hard course, therefore, I think students need more opportunities to meet with Professor Floryan and the TAs. Professor Floryan is also very bad about responding to emails. He is not very approachable. I do not like his/ the TAs way of grading. I really did not like this course. The labs were too hard and we were expected to do them over breaks too!!

More office hours, and less random blabber during lecture , but course was amazing- thank you

N/A

i love computer science

This course was a lot of work, but I'd say I learned more about CS this semester then my previous classes combined.

Sometimes Floryan would get really excited about the material because he thought something was really cool, and I think those lectures always went the best. Sometimes when a topic he didn't like so much came up such as assembly or IBCM, he was not as excited and it affected how he class felt about the material. I suggest that he not talk down about the material and instead focus on the aspects of the material that he thinks are really cool.

1.)Allow us to drop lowest exam/replace with final?

Overall, a very worthwhile course that always leaves its students feeling like they learned a lot. It is widely known, however, that this is an incredibly workload-heavy course that demands countless hours from its students. My most glaring issue with this course was actually a specific incident - the 10th lab assignment, considered to be one of the most challenging, had due dates entirely during Thanksgiving break. For an assignment of this scope, this is UNACCEPTABLE. I will never forget having to stay up until 9am looking for bugs on the first night of my "break." Half of my nights at home were spent not with my family, but with this assignment. You want us to do it earlier? Then make it due earlier. I had an exam both the day before and the day after break - so I had no time surrounding break to get started, and it cannot be assumed that anyone would have. Also, this assignment being due over break meant that we didn't have access to office hours TA help, making it far more tedious. I saw this as an alarming problem in an otherwise fair, but still quite challenging course. Floryan himself is a wonderful lecturer who is bright and engaging. I learned very much from this course.

This course was extremely rigorous and time consuming but ultimately worthwhile in the end.

Loved this class. Worth every minute spent on it. I learned more than all my other classes combined.

This class was a CRAP TON of work and I definitely wanted to die a lot, and some of the lab reports I found to be a little tedious/not super applicable to the rest of the lab. However, I really think I learned a lot from this class, and found the skills that I have gained to be super important and helpful. Floryan is a great teacher because he's fun and engaging and doesn't simply read off slides-- he actually understands what's going on and is effective in explaining things in a way aside from what the slides say. Aside from that, he's really funny and makes the class lectures fun, so I really don't hate going to class. I thought labs were a little tedious and not necessarily necessary, as some TA's aren't helpful during this time. Overall: good class, learned a lot, but a lot of the work made me want to die and I had multiple panic attacks, lab reports are kind of dumb, but overall worthwhile.

Floryan is one of the best CS teachers I've had, alongside Mark Sherriff. I really enjoyed the class

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Floryan has been one of the most engaging professors that I've taken a course with while at UVA. At times this class could be frustrating, but usually it was because we were being challenged, which I appreciate. The lab sections weren't really necessary because most of the time I didn't actually ask the TA's any questions.

This class is literal insanity. Floryan is a fantastic professor and a super down-to-earth, empathetic guy. I cannot imagine getting through this class without him at the helm.

Great course! Fair grading policy, excellent professor, helpful TAs. Labs were in general very valuable (although a lot of work). My greatest complaint with labs is that they weren't very well written. Often it took 2-3 read-overs to understand what the lab was about and to come up with a plan of action. Of all the labs, I think the huffman lab (10) was slightly more clear than the others. The bulleted list of steps involved with encoding and decoding helped clarify what was expected of the assignment. Subheadings were helpful (ex. expected output, file IO), so I would suggest more of those (overview, the problem--is it two part? like building the hash table and solving the word puzzle? etc). Explanations of the labs just seemed kind of circular, without a clear flow from beginning to end. Other than that, loved the course. I also felt like Prof. Floryan understood our struggle on an intrinsic level. He couldn't do anything about it, but his understanding was comforting.

The course was very well-structured, barring the lab over Thanksgiving break. The week after the first midterm could have been used to alleviate this, perhaps by combining the following in-lab with another part of the lab. I enjoyed Prof. Floryan's teaching style, but sometimes he was (and he admitted that he was) unprepared for class because he did not look over the slides before lecturing. The exams this semester were definitely an improvement from what I saw in the repo from past semesters. Also, I wish that there were just a few more TAs, especially in office hours. The queue was sometimes quite long. Overall, I learned a lot, and the course was worthwhile.

Wasn't a big fan of IBCM or Assembly (although I understand this will be helpful for CS 3330), especially the post lab writeup

Amount of time spent outside of class far exceeded the appropriate amount of work for a 3 credit class.

My only issue with this class was the number of research-style reports we were required to write for labs later in the course. I am not very interested in research as a career choice and took this class to learn about CS, not to be forced to do research. Because these were research-based assignments, the expectations for these also weren't very clear, and I feel these labs were less educational than the other labs we did.

This course provides solid knowledge about data structures to make me prepared for the future study

Great class, just needs to be worth more for the amount that is asked of students

As discussed in lecture one day, Professor Floryan admitted that this class had problems that were caused by it being modified by several different professors over the years, but that no one had been willing to solve a diagnosed problem so far.

The course was a lot of work but was extremely beneficial. It needs to be 4 credits.

This course was great! I learned a lot, I felt challenged, and I felt that everything was well organized. Like I said earlier, I do believe that this course would be better described as a 4 credit class.

None

Very difficult class that should be worth 5 credits, but Floryan is awesome, and by far the most I've learned in one course.

Floryan was an effective teacher because he often represented the structures visually by writing on the whiteboard, which I found extremely helpful. However, there was a disconnect between lectures and the labs. The examples shown in class were much easier than the labs. The lab instruction were extremely difficult to understand, I often spend most of my time trying to figure out what to do. When it came to doing the labs, it wasn't that bad once I understood the instructions. It would've been much more helpful to have the lab be explained in lecture before starting out.

The only major comment I'd like to make is please swap lab 10 with lab 9 or 11. There is no reason for the labs to be in this order, since the material is pretty unrelated, yet it would make Thanksgiving a lot more pleasant for the 2150 students. Because having to do the hardest lab over Thanksgiving certainly ruined my break!

The labs are really difficult and Professor Floryan is really cool. Although we have to make a choice between labs and sleep, we love this course SO MUCH, because it is really worthwhile and we learned a lot!

Just the suggestion about making the lab a 1-credit course. This class was very arduous but I learned a ton, which is what I wanted. Excited to take HCI with Floryan next semester

Even despite the workload, a very enjoyable class taught by a great professor.

I think too much time was necessary in order to complete this course. Also, the subject matter that was taught was confusing, It was almost impossible for me to do a lab without going to office hours. I also wish the amount of work required for the pre-lab, in-lab, and post-lab was separated better. For some labs the prelab took most of the time, for others it was the in lab. I wish it was a more organized system. Like 20% prelab, 60% inlab, and 20% postlab. |

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Floryan is the best CS professor I have ever had. He goes through the material slowly but effectively. I don't feel rush or intimidated by him. He also seems very enthusiastic about teaching and it's great. Certainly was a difficult course, however the knowledge gained from the course made it worthwhile. Also Floryan was a great instructor, and was always helpful/reasonable. This class has been a really good experience. The only thing I might change is making lab attendance completely options (i.e. giving everyone an extension automatically). It wasn't that inconvenient for me to go to the lab because of my schedule but most of the time I didn't need assistance from the TA and I could see where others would get furstrated with this. Extremely time consuming, trivial test questions didn't always accurately measure the student's level of understanding of the topics. Prof. Floryan was one of my favorite professors that I have had at UVA! Very knowledgeable and made the class fun for everyone! Other comments are submitted in Lab 12! Solid course for a lower-language/data-structure class. It's kind of funny- on its own the workload for this class was somewhat reasonable. But in combination with everything else I'm taking right now, it was kind of a nightmare. Floryan mentioned doing away with the inlab component of this course- I think that should definitely be done, and maybe also push what would've been the inlab deadline to be the deadline for the postlab as well. Overall I think this course would have benefited from less deadlines and a less rigorous pace. tests were oddly specific This course was challenging and required a lot of time outside of class. I do believe it should be worth 4 credits, but overall it was a worthwhile course because I learned a lot. I had a hard time grasping the material, but it was a good course overall. Hard, but overall very informative class It was a good course.

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

ENGR (16960)

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

Respondents: 144 / Enrollment: 207

Overall Course Rating

CS-2150-001 Mean 4.06
CS-2150-001 Std Dev 1.21
CS-2150-001 Response Count 717

SEAS, 2000-level courses Mean 4.06
SEAS, 2000-level courses Std Dev 1.03
SEAS, 2000-level courses Response Count 16524

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.53
Std Dev 0.71
Response Count 1004

SEAS, 2000-level courses Mean 4.27
SEAS, 2000-level courses Std Dev 0.89
SEAS, 2000-level courses Response Count 24814

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

1. 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 (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)
143	55 (38.46%)	31 (21.68%)	17 (11.89%)	4 (2.80%)	15 (10.49%)	1 (0.70%)	0 (0.00%)	17 (11.89%)	3 (2.10%)

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)
223	82 (36.77%)	77 (34.53%)	21 (9.42%)	4 (1.79%)	15 (6.73%)	1 (0.45%)	0 (0.00%)	20 (8.97%)	3 (1.35%)

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
143	*See below for Individual Results*

4 credits given the amount of in-class time (3*50 minutes + 1h15m lab)

4 at the minimum. The lab is short - 75 mins. Sounds good right? But we have pre-lab, in-lab, and post-lab. The total time cost for us to finish all of them is always more than 8 hours. You need to review notes, take tutorials, do research, use virtual box, go to OH, and still suffer from the bottom of your heart.

4

Probably 4, given that the labs can be quite a bit of work.

So many more than 3 - I dedicated easily 6 hours minimum a week to this class, more realistically closer to 8-10 depending on the lab. 4 definitely, but I think 5 is even closer to reality.

4 because of the lab credit and the amount of work required

I think it should be worth 4 credits. I definitely spent more time on this class than the other 3 credit courses I was taking, and was usually more workload than my Differential Equations 4 credit class this semester.

I would say it should be around credits because student has to use more than 15 hours a week for this class. So basically it is said that we should use 3 hours a week for credit so 15 hours per week would be 5 credit class.

4 With lab, which takes a minimum of 3 hours, and an average of 6 hours total

4 This should be 4 credits because it includes much more work and also since it has a lab session outside of the class time as well.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	6 given the class requires more than 10 hours of homework per week, which is well over twice the usual for a 3 credit course.

I think the course should be worth 4 credits. 3 credits for the lecture and 1 credit for the lab.

4 credits. The class takes so much time.

I don't have much of an opinion on this. Either 3-credits or 4-credits seems fair for this course.

At least 4

In my opinion the coursework was much more time consuming that any of the 4 credit math classes I have had to take during my time here. Using that logic I'd say the class should be worth 4 credits rather than 3.

At least 4. The amount of time required to do well in this class, finish the assignments and really understand the material is frankly a little ridiculous for a three credit course.

4 We spend an average of 10+ hours a week for the labs (Course Forums). Thus, the class should have more credits.

3

3

3

3

3

3

3

Definitely 4, probably most time consuming undergrad class at this university

4. The amount of work is similar to other 4 credit classes.

4 (or more)

Four. Almost all of the students I spoke to spend at least 12 hours a week doing many of the labs, and the workload only increased when the exams came.

5

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5

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4

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	4
	4
	4
	4
	4
	4
	4 credits, please. Save people from themselves
	4. The labs take up a TON of time. This course should absolutely be worth 4.
	At leas 4 credits. Realistically, I would say 5 credits based of the number of hours I had to put in the class on a weekly basis.
	5 - About 10-15 hours per week were spent on the labs
	3 credits, we have to devote enough effort and time in understanding the concepts.
	3, even though the courseload might be a bit much, the lab is really not a separate thing, it's very integrated into the course. Additionally, it's more of a homework thing over the span of a week anyways, and the lab section is kind of just a mandatory office hours.
	given the definition of credit hours, this should probably be 25. having essentially 3 big assignments each week took over my entire life and left very little time for my other classes. i'm not sure how having 3 lectures plus a lab equate to 3 credits. heinous workload
	4 would be reasonable because of the lab block, 3 lectures, and serious time commitment. I spent on average 20 hours a week on this course and more than my other 4 classes combined.
	4. The labs are a lot of work and take up a lot of time and therefore, should be worth 4.
	This class should be worth 4 or 5 credits to make it worth the time spent on homework assignments AND the time in lab and lecture.
	4 credits, its just as hard as physics 2 which is 4 credits counting lab
	With the rigorous course load and the outside class time that this course demands, I believe this course should be worth at least 4 credits. On average most weeks I had to spend at least 8-9 hours on the labs, often times more. This course really demands that you put in hours and hours of your time to achieve the level of learning.
	4 credits because we meet three days a week and have a lab section in addition to all of the work required out of class for the lab.
	I spent about 9 hours a week on the course. I guess three credits is enough.
	This class should be worth at least 4 credits due to the amount of time required, the difficulty of the content, and because the course also includes a lab; the fact that this course is worth only 3 credits but could take upwards of 20 hours of work for a week is ridiculous.
	4 credits. Spent at least 12 hours per week working on homework for this course, and dedicated a significant majority of my time towards completing the basic assignments in this course.
	4 The lab work took a lot of time to complete.
	The course should be 4 credits. The amount of work outside of this class was on average over 10 hours. As such I think making this a four-credit class would be more appropriate.
	5, as I spend around 15-20 hours outside of class working on the assignments.
	4 or 5, the amount of time required outside of class is greater than the amount of time I spent outside of class for my 3 other classes combined.
	5, this class doubled my work load every week
	4 4 hours a week, 4 credit-hours. Seems pretty straightforward to me.
	4 or 5 if possible
	At least 4 credits. It is insane the amount of work that must be done for the class for only 3 credits.
	4 Credits. This class has a substantial amount of work to be done outside of the classroom, not to mention such work being quite difficult at times.
	4 credits. This workload is more than required for a 3 credit course currently.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Haha I love how this is the first question. Personally I think 5. But I'm not good with time, so I understand 4. 3 is absolutely unacceptable. I had so much difficulty this semester and I was in 13 credits (including Fun1) In order to do well on the labs, which I often didn't, it would require (me) about 30-40 hours in that week, sometimes more. I finished first year with 2 all nighters. I finished this semester with 3. Per week. If I die due to sleep loss, it's because of this class. I'm sooo off schedule I'm writing this at 2:30 am. what am i doing. 4-5 credit. Takes the most amount of time of any class I have ever taken, including 4 credit classes/ 6 since the amount of hours spent per week compared to other classes corresponds to 6 in my opinion Definitely 4. I put in more work for this class than any other I had this semester including two 4-credit classes (Calc III and Physics II). When I am spending around 15 hours a week just on the assignments (and maybe it just takes a long time for me), I feel like it should be worth more 3 or 4 3 or 4 4 Labs take many many hours to complete. I think the amount of work for this class is way more than the regular 3 credit CS courses due to the difficulty of the labs. Like five... But I suppose four is more realistic. It's more work than many four credit courses. But less work than some... Definitely at least four! This class should be worth four credits because there is a tremendous amount of work required every week to succeed. 4 - I spent A LOT of time outside of class working on the labs 4 or more - we spend 3 hours in lecture and 1 hour in lab, and the lab has three parts per week...I think it is definitely worth 4 credits. 4 credits. This class is way too much work, stress, and time for only 3 credits. 3 since everybody gets low grade 4-6 easily 3 lecture 1 lab 3, while it was a lot of work, it is a very important course for CS majors and the work was worth the reward At least 6. Of course, that is never going to happen. But that would accurately represent the workload for this class. I would say 4 because it's more work than pretty much all of my 3 credit classes. 4; Due to lab. 4 or 5, the workload is very heavy throughout the week I think both 3 or 4 credits is justifiable. If I wasn't in 12 credits, I would probably feel differently, as I do think that the time put into this class would warrant 4 credits. I mean I've never seen a course worth more than 4 credits, but I think it should be worth 5. Maybe, the lecture is worth 4 credits and the labs are worth 1 credit (even though it should really be that the lecture is worth 1 credit & the labs are worth 4 credits just based off of the endless hours put into labs). 4 We have a lab section and three lectures per week. We end up doing the majority of our work outside of that lab period as well. This is easily four credits worth of work. More than 4. Since it takes so much of our time. 4 credits because while I thought the work was necessary in terms of learning the material, it still required a significant amount of time and effort which surpasses the standards for 3 credits. 4 credits, there is SO MUCH WORK and a lab 4. 3 hours of class time + about 8 hours total per lab = 11 hours. Isn't the rule that you should expect to do 2 times the work outside the class as the number of credit hours? 4 at least I think 3 credits is fine, but it also makes sense if it is more. I spent more than 10 hours a week studying in this material, so I think this course can deserve more than that.

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think that this class should be 4 credits. This class is rather time consuming and has a lot more work than my other 3-credit classes. It would be nice if there were another credit in my transcript to reflect that.
	At least 4. This class is so much work.
	3 for the course and another 1 credit for lab.
	4 or 5 credits
	4 -- three classes per week plus the one hour for lab should be a 4 credit class. Not to mention the time put in outside of lab.
	4. One extra credit for the labs.
	4, take so much time and lab take so much time too so should be 4
	4, the labs should be the other credit because this class took a lot of my time as compared to other 4 credit classes I have taken before
	I think 3 is appropriate
	4 credits, at least. This class was more time-consuming than any 4 credit class that I have taken at UVA. I also believe that the grading is very fair in general and people put in a lot of work to earn their grade, so most students would like it to impact their GPAs more significantly.
	At least 4! Lab should definitely be its own credit.
	4 , it is easily the most time-consuming class I have ever taken by a longshot. I spend about 15 hours a week on the class.
	4-5, I'm a solid coder and I not only learned a lot but had to spend a great deal of time coding some of the labs. I definitely spent more time per credit for this class than most, but not disproportionately so like physics lab.
	It should be 4 credit course because it covers a lot of material and workload is a 4 credit course
	4. Floryan already said he agrees, but just looking at the average hours reported for time spent on this class outside of this lecture (19) that number is ridiculously high for a 3 credit course. From what I understand, there are weird rules about lab time with TA's, namely that it only counts as half a credit hour per hour, but the workload warrants an exception in my opinion.
	4 This class takes up at least 20 hours a week I would say.
	4-5
	4-5
	3-4
	3. The workload was, for the most part, appropriate for 3 credits.
	At least 4- 3 hours of class time + 1 hour of lab per week
	4 to 5
	3. It is a good deal of work, but there are also a lot of other science courses which are 3 credits but more work.
	4, if not, 5
	4 credits, mad work
	4 credits, its crazy that its not. I spend 3x the time on this class that I do for a 4 credit math course
	4. Took way more time than my other 3 credit classes.
	5
	4, a lot of time needs to be spent outside the class for homework.
	I would say 3 is reasonable. The labs were not so hard in my opinion that another credit should be added on, especially because the homework was replaced by the lab work.
	At least 4. I spent way longer on this course than any of my others
	5, mainly because of the amount of coursework. It is more than twice the average amount of coursework for a CS class.
	at least 4 because of the lab section

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	For the amount of work required, this course should be about 6 credits. Realistically though, it should definitely be 4. 4 credits 4 credits

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	Individual Answers
120	*See below for Individual Results*

The TA's basically do the homework for people at office hours. I only went a few times, but because of this I would have to wait 1 hour even though there were only 4 people who needed help ahead of me.

TA's were very helpful during the in-labs. If I had to make one recommendation it would be to answer to Piazza questions more promptly, but they did a pretty good job with that too.

Grading was quick and fair

too few TAs at some of the OH

Pro: some of the TAs were very approachable and very helpful Cons: some were not

I think every TA I talked to was EXTREMELY helpful. I am very thankful for them.

I think expanding OH would be useful

Thought they were helpful and informative

Lots of variability in the grading, especially for the homework

My only interaction with TA's came from grading and there were many instances when I had to submit regrades (and got the points back). I don't know if that's the TA's faults, but perhaps attention to detail should be emphasized so grading only has to be done once.

I found most of the TA's to be incredibly helpful especially during office hours. I did catch someone in the last 10 minutes of the queue being open once who told me to "just google it" but that was the only somewhat negative experience I had.

Awesome! We need more TAs.

TAs were awesome, except for a few who clearly were not cut out to be TAs. Some were pretty flat and rude, so maybe selection process should be more rigorous.

The TAs at office hours are very helpful. The lab TAs were also helpful.

5pm TAs are great! (Priya, Zach, and Jake)

I didn't have much experience with the TAs, I did most of the work myself and discussing with peers

I am sometimes confused when going to office hours and did not see TAs. I had waited there in the queue for 1 hour, and no more showed up. It would be great if students received some notification i.e. 'no office hour today'.

The graders on occasion take points off for things not on the grading guidelines, and are reluctant to give them back when confronted over it.

Sometimes the TA's can be harsh graders and others can be a little less harsh which is unfair to the students.

Some of the TAs were knowledgeable but there were some who were a little lost when I went to office hours, which is understandable but a little bit frustrating at times.

I found the TAs to be really nice and some in particular really went above and beyond in their efforts to help students both in labs and on Piazza. However, I also had some frustrations with what appeared to be incomplete understanding of the language specifications of C++. Regardless, I think they all did an excellent job.

Pros: Most of the TAs are very knowledgeable and are ready to explain the topics or answer questions regarding the labs/errors. Cons: Need more TAs for office hours. The waiting time for busy weeks is ridiculous.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	TA's were helpful and quick to respond on Piazza. no comment The lab TAs were very helpful, but I wish they were more familiar with the grading guidelines. There were a few times when I asked a question that they couldn't really answer because they didn't know how it was going to be graded. The TA's were very helpful when I asked them questions. I hope they keep teaching the class! I didn't make use of the TA's but I'm sure they were helpful The TAs were all good, but there were some who were clearly much more qualified than others. They were helpful but a little too strict on grading some labs. TAs were really helpful and saved me during some of these labs. The TAs were helpful and always responded within a reasonable amount of time on piazza The TAs were great - their level of preparation definitely varied (some people were incredible and others didn't help and you just got back in the queue) but all in all they were a lifeline I didn't really every use the TAs so I can't comment. I did not interact with the TAs. Most of the TA's in 2150 know what they're talking about, which is good in terms of the CS department. Except there was one female TA blonde with a nose ring I think who clearly did not know what she was talking about and had an attitude when poorly explaining a recursive method in assembly. She was like you just "pop pop" etc without setting up before hand what we pushed or what we are popping. She also turned off the queue I believe that day. I was there at OH with friends to sign up at 5:45pm and at around 6:10pm got removed and place back at the end when I signed in again. Ended up solving the recursive method on my own after having wasted around 2 hours. The TAs were good- could probably use more guidance in terms of how they grade. - The TA's were often very helpful and receptive during office hours but not really lab - Some TA's were excellent while some did not know what they were doing, causing the support received to be inconsistent The TAs were EXCELLENT. Ryan is a fantastic TA - he debugs code faster than I can type: cout<<"Ryan is a fantastic TA"<<endl; Generally, the TAs were very capable, though I would appreciate less sass on Piazza. Zachary Danz is a good TA, but would give sassy answers on important posts rather than factual answers. Appreciate his work, but would also appreciate it if Piazza posts could be answered in a straightforward manner. The TAs were all very helpful and kind at office hours! They did a great job explaining concepts I didn't understand and always did their best to help me fix my code when I couldn't figure out why it wasn't working. My only suggestion would be cutting down on the time spent per person. I noticed some TAs would be with the same person for 20+ minutes because they are too nice and that made the office hours queue go really slow sometimes which was frustrating. TA's were a enormous help at times of distress. However, I do not feel that there were enough TA's for people. This was easy to see especially in the harder labs. It we can have more TA's that would definitely improve the course. Ahhh...some TAs are very helpful and understand the concepts well. Some TAs are not helpful and just show up during the office hour without even know what that week's lab is about and just spent several minutes on each student without really touching the problem and then moved to the next one. The TAs were knowledgeable and constructive. Pro: they are pretty good and helpful Con: they cannot make personal suggestions to improve your code(like coding review) n/a TA's were really helpful most of the time but if one ever didnt know something he/she would use other TA's to help answer the students question. The TAs are very knowledgeable in the course materials, but many of them are very unforgiving and will often mark down grades for no reason and especially sometimes for the wrong reason. This is really frustrating as it requires us to submit a regrade but regrades take so long to handle its just a waste of time especially when they just mess up on grading. They are very helpful when I ask questions TA's were great, don't have any cons about them. They were there for help when needed.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	My comments are on the delivery of the way TA's teach or aid students, whether it be in person or through online means, such as Piazza. For example, if you ask any TA a question, I literally mean any TA, they bring an overwhelming amount of entitlement to the explanation. They appear to communicate help as if they have an upper edge on us as students. Seemingly acting as if we are not worth their time or that what we ask has little to no meaning/is a stupid question. Now, I'm not stating that most questions we ask are legitimate, but the "talk-down" attitude numerous TA's use is unacceptable. In my experience with the TA's, which has been numerous times across the semester, they act in a way that they want us to feel the great burden/stress they held while taking the course themselves. This is simply not the attitude the TA's need to use when making the course challenging or competitive. Knowing several TA's outside of the classroom, they are nice people! In fact, several would help you on whatever as friends/people in general. But whenever they get into 2150 TA mode, they forget all of that. This response is meant to simply identify that the TA's need to work on their communication skills. I have spoken with several other students currently enrolled and we all have agreed that this is a major flaw the TA's have. This is a source of frustration and honestly, hinders some from asking questions to TA's in the course, i.e. ask the professor directly in class/office hours or discuss among each other. They can laugh/dismiss all that they want at this comment/response, but really the instructors should really take control and realize that change in an organization comes from within. At that all stems from the culture you employ. Mainly, the faculty member/instructor in the course needs to make it so that 2150 is not a course seen as a stress/weed-out course, but more of a challenge that will allow you to learn a ton on your CS journey. Also, if you can tell Head TA Marina Sanusi, Bye Felicia.
	Teaching assistants were incredible helpful during this course, but I wonder if they were too responsible for teaching students how to complete the homework.
	Teaching assistants are very helpful when you ask for questions but they do not do much during labs to teach the general student body.
	They were very helpful during lab, but less so during office hours, probably because they had a long queue and had to be quick.
	Pro - they are very knowledgeable and helpful con - while there are many of them, there are still too few at office hours to help students efficiently.
	The TA's are pretty good
	I didn't interact much with the TAs, they seemed very nice but I can't say anything specific.
	Good job.
	TAs were good. However, there was definitely some TAs who were better/more diligent at explaining than others
	The TAs are good at answering questions on Piazza.
	All of the teaching assistants that ever helped me always understood what was going on and were super helpful!
	its was pretty good.
	no comments
	TAs were always very helpful
	The TA's were very helpful, especially those in my lab section (Tuesday 12:30). Other TA's, particularly some of those on piazza, were buttholes at times and were hurtful more than helpful, but in general they were good.
	TAs are very helpful in general but tend to spend too much time with one student in office hours, making it harder for others to get help. TAs should implement a 10-minute limit per student, especially in busy office hours.
	It's a hard job, especially in this class. I wish they would have helped a little more in debugging.
	I think the TAs graded assignments a little unfairly.
	The TA's for the 12:30 were pretty good. The Hispanic girl was fantastic, the blonde girl was ok, the one guy was average
	The teaching assistants were always very eager to help and approachable.
	When addressing errors, some TAs messed my code up even more than it already was. It was unfair that I had to sit in Office Hours for a long time just to have my code messed up even more. There was one TA (male, orange/blonde hair): he was super smart and was by far the best TA I have encountered. He always stays overtime to make sure we understand the concepts we are working with and is very effective in finding solutions to problems that other TAs could not figure out.
	There's not enough of them! There should be a generic Q & A session for students before pre-lab. It is often the case the everyone is stuck with the same part of the code. Normal office hours queues are insanely long, and people tend to hog the TA's. My suggestions would decrease the amount of time TA's and students waste.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The TAs are very helpful! It would be even more helpful if the assignments kept us on similar pages, so they wouldn't have to read our whole code to help us effectively.
	The TAs that I encountered were all good. They were knowledgeable and good at answering questions. Marina Sanusi did a fantastic job filling in for Floryan one day.
	please please hire more useful TA's :(only 2-3 TA have been helpful and I have been to OH everyday. Most TA are "uhm...I'm not sure" or "uhm...have u tried running it...go from there" OFC I HAVE TRIED RUNNING IT AND DIDN'T FIGURE OUT IF I KNEW I WOULD HAVE NOT COME TO OFFICE HOURS
	I found them very helpful!
	I don't have much experience with the TA's, but for me, as long as they're there and can talk through an issue, whether they know a definitive answer or not, is pretty useful.
	Most of the TAs are really helpful but some of them can't explain the real problems. I feel like they can be more familiar with what we are doing, especially for the assembly codes section.
	The TA's were very helpful, approachable, and knowledgeable.
	I thought the TAs were great. some did have trouble sometimes with certain things, but overall they were extremely helpful and 90% of them were polite and approachable.
	They do an excellent job of prompt responses to student questions. They are fairly harsh when it comes to minor mistakes on labs.
	more teaching assistants, they're always busy
	The TAs were very helpful during labs. They generally knew their stuff and were good teachers. However, there were sometimes long waits when all the TAs were occupied helping somebody, and often they were helping the people understand things they didn't get on the prelab rather than helping people on the inlab material as would make sense during an inlab period. There was one time I asked a TA for guidance on how to do file i/o in c++, and it took a long time of me trying to debug my weird stumbling-around way of doing it in front of him before he decided to show me the standard way of doing it, which was what I asked.
	TA's were all very helpful but I'm not sure there were enough of them for the traffic they had for office hours
	Did not really interact with them.
	Pro: Office hours are almost every day and are generally very helpful
	The TA's were solid! They just didn't have experience with the 64-bit assembly, so there was some difficulty there, but they were lots of help.
	CS is hard to TA because reading code is very different from writing it and the errors are often not even to do with the code but the computer. Good luck.
	Great people, very helpful.
	TAs were friendly and helpful. Did not interact with them much.
	The TAs were good, there just weren't nearly enough of them at office hours.
	TAs were great. Always were able to answer reasonable questions. Piazza responses were generally timely.
	There are quite a few good TAs, but there are some that are kind of not helpful at all
	TA's were very prompt and helpful, especially on Piazza. However, some of the grading was rather late, which was annoying at times.
	Zachary Danz was the most unhelpful TA I have ever encountered. He is extremely condescending on Piazza and in person (at office hours), and he usually ends up not helping anyway. He typically "answers" questions by making some snarky remarks about reading the instructions again (even if the question was specifically asking for clarification because the instructions were confusing) or just linking a website that is just as confusing and unclear. Zachary Danz is simply not suited to working with students. Please do not ever hire him again.
	They are fantastic
	I loved all of the TAs and frequently elected to do my assignments in Thornton stacks simply to have the TAs accessible to me in case I needed assistance. Some of the TAs definitely challenged me more than others and didn't offer much help up front, but it was a good mix where I didn't feel frustrated like none of them ever actually could help me work through an error.
	TAs have been extremely helpful
	I only came across two TA's that actually knew what they were doing and could fully help me. I was not that impressed with the TA's.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

Grading TA's were harsh, unforgiving, and often lazy, leading to lots of necessary regrades. This was made doubly difficult by the harsh disincentive placed on requesting exam regrades.

Some TAs did not know some basic concepts but they were generally helpful

helpful and knew most of the answers

Always available, very knowledgeable.

Well I personally didn't try to get help from the TAs that much. When I did, they were helpful.

I didn't use them very often, but I appreciated them keeping on top of piazza.

They were usually helpful

They were really helpful to visualize some concepts.

The TA's are too chatty when they aren't busy. It's too distracting for me so I just work from home.

they were good.

limit the time spent per student

Google it.

The TAs were helpful at times, but there are not enough to always meet the needs of the students during labs and during office hours. It is difficult since they are our only resource for guidance/help in this class.

I think some TA's were more knowledgeable than others. I found that the TA's in my lab section never seemed positive or excited to help - instead it felt like I was bothering them. The TA's I encountered in Office Hours were definitely more friendly and helpful, so I tended to wait to ask my questions until then! (Even though it would take forever because the queue was always long & slow).

They were great, I think going over the lab for the week when the section started would be helpful also.

Helpful when I could get help. However,TAs need to do a better job spreading out their help. I've noticed sometimes TAs would spend more than half an hour helping just one student, which is a problem when there are 20+ students on queue.

No comment because I didn't really go to office hours.

The TAs are great but there is not enough of them. Waiting in the office hour queue can easily take 1.5 hours with 10 people ahead of you.

The Teaching Assistants didn't do much. Whenever I asked a question, they were unable to help at all. Get better TAs or at least give the TAs something to do. Otherwise, there is no point.

Everyone is helpful so there is only pro for them.

Every time I went to TA office hours, I always left having resolved my issue.

Bryan has been really helpful and supportive throughout the whole semester.

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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)
144	4.79	0.41	114 (79.17%)	30 (20.83%)	0 (0.00%)	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)
3298	4.41	0.71	1691 (51.27%)	1345 (40.78%)	186 (5.64%)	46 (1.39%)	19 (0.58%)	11 (0.33%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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)
144	4.27	0.92	72 (50.00%)	46 (31.94%)	13 (9.03%)	9 (6.25%)	1 (0.69%)	3 (2.08%)

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)
3549	4.12	1.00	1499 (42.24%)	1263 (35.59%)	421 (11.86%)	213 (6.00%)	82 (2.31%)	71 (2.00%)

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)
144	3.35	1.52	51 (35.42%)	25 (17.36%)	14 (9.72%)	32 (22.22%)	22 (15.28%)	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)
3304	4.05	1.09	1387 (41.98%)	1250 (37.83%)	261 (7.90%)	261 (7.90%)	141 (4.27%)	4 (0.12%)

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)
143	4.60	0.62	92 (64.34%)	43 (30.07%)	4 (2.80%)	2 (1.40%)	0 (0.00%)	2 (1.40%)

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)
3306	4.24	0.89	1457 (44.07%)	1267 (38.32%)	278 (8.41%)	122 (3.69%)	53 (1.60%)	129 (3.90%)

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)
144	3.05	1.07	6 (4.17%)	3 (2.08%)	25 (17.36%)	5 (3.47%)	4 (2.78%)	101 (70.14%)

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)
3310	3.62	1.14	642 (19.40%)	838 (25.32%)	651 (19.67%)	258 (7.79%)	150 (4.53%)	771 (23.29%)

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)
143	4.53	0.63	83 (58.04%)	56 (39.16%)	1 (0.70%)	3 (2.10%)	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)
3540	4.10	0.98	1424 (40.23%)	1378 (38.93%)	413 (11.67%)	213 (6.02%)	76 (2.15%)	36 (1.02%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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)
143	4.85	0.36	121 (84.62%)	22 (15.38%)	0 (0.00%)	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)
3543	4.55	0.67	2189 (61.78%)	1071 (30.23%)	169 (4.77%)	32 (0.90%)	14 (0.40%)	68 (1.92%)

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)
143	4.75	0.47	109 (76.22%)	32 (22.38%)	2 (1.40%)	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)
3545	4.39	0.80	1864 (52.58%)	1233 (34.78%)	258 (7.28%)	93 (2.62%)	26 (0.73%)	71 (2.00%)

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)
142	3.80	1.17	45 (31.69%)	51 (35.92%)	17 (11.97%)	17 (11.97%)	7 (4.93%)	5 (3.52%)

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)
3306	3.83	1.09	892 (26.98%)	1096 (33.15%)	529 (16.00%)	241 (7.29%)	124 (3.75%)	424 (12.83%)

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)
144	4.06	0.90	49 (34.03%)	66 (45.83%)	18 (12.50%)	10 (6.94%)	1 (0.69%)	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)
3554	4.12	0.92	1392 (39.17%)	1463 (41.16%)	424 (11.93%)	196 (5.51%)	49 (1.38%)	30 (0.84%)

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)
143	4.69	0.52	102 (71.33%)	39 (27.27%)	1 (0.70%)	1 (0.70%)	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)
3538	4.36	0.83	1815 (51.30%)	1253 (35.42%)	238 (6.73%)	112 (3.17%)	37 (1.05%)	83 (2.35%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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)
144	4.57	0.67	92 (63.89%)	45 (31.25%)	5 (3.47%)	1 (0.69%)	1 (0.69%)	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)
3545	4.27	0.88	1649 (46.52%)	1305 (36.81%)	339 (9.56%)	114 (3.22%)	52 (1.47%)	86 (2.43%)

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)
144	1 (0.69%)	4 (2.78%)	26 (18.06%)	33 (22.92%)	80 (55.56%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3310	172 (5.20%)	860 (25.98%)	1225 (37.01%)	600 (18.13%)	453 (13.69%)

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)
144	4.68	0.62	106 (73.61%)	33 (22.92%)	3 (2.08%)	1 (0.69%)	1 (0.69%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3303	4.25	0.89	1545 (46.78%)	1272 (38.51%)	291 (8.81%)	149 (4.51%)	46 (1.39%)

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)
143	4.59	0.70	98 (68.53%)	34 (23.78%)	8 (5.59%)	3 (2.10%)	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)
3305	4.17	0.98	1497 (45.30%)	1193 (36.10%)	346 (10.47%)	205 (6.20%)	64 (1.94%)

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)
144	4.64	0.48	92 (63.89%)	52 (36.11%)	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)
3541	4.32	0.77	1633 (46.12%)	1529 (43.18%)	275 (7.77%)	74 (2.09%)	30 (0.85%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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)
141	4.43	0.72	78 (55.32%)	48 (34.04%)	13 (9.22%)	2 (1.42%)	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)
3547	4.26	0.88	1689 (47.62%)	1286 (36.26%)	413 (11.64%)	115 (3.24%)	44 (1.24%)

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)
144	4.67	0.63	104 (72.22%)	35 (24.31%)	3 (2.08%)	1 (0.69%)	1 (0.69%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3555	4.16	1.00	1633 (45.94%)	1226 (34.49%)	409 (11.50%)	191 (5.37%)	96 (2.70%)

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
96	*See below for Individual Results*

It was a good class to take to develop and lay the foundation for Computer Science and SWD techniques.

Hardest class I've taken, but the most worthwhile. Should definitely be worth 4 credits though.

The content of this class is both interesting and relevant, however the course curriculum could use some streamlining and course structure should be updated.

Hell on Earth. Destroyer of social lives. Tanker of GPAs. Leading reason of All-Nighters. Lucifer's spawn.

Interesting, a lot of material though

Great class and every cs major should take this not only because it is required but because it is the foundation to be better computer scientists in the future

This class was more work than any class I have ever taken, but it was also the best class I have ever taken at UVA. I have taken a number of classes in the CS department and Floryan is the best professor I have had, really great job.

Difficult class

I really loved this class. It is probably my favorite thing I've taken at UVa so far. I've learned so much while taking the class that I wouldn't change anything relating to the material covered. I felt that it was definitely challenging, but not in a negative way.

The grading policy is a little anal and a few labs are somewhat too long, but overall the course is fine the way it is. I would like to see less handout code and more example code instead of tutorials. Like for lab11, don't give us the code to read in the edges, it's unnecessary.

There needs to be more guidance for students who are not as well-versed in CS as those who have taken AP CS or worked for companies where they had to code.

Great class and I learned alot. Some units seemed less important than others (assembly and IBCM) but overall I learned alot and would definetely encourage others to take it

this one's a doozy, but worth it.

I hope Floryan have more office hours for us so we don't have to wait in the line.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

This was definitely the most rewarding class I have ever taken. It was incredibly challenging but I felt like I was given everything that I needed to succeed. Floryan was funny, interesting, a good communicator, and well organized. Everyday I came into class wanting to learn and pay attention which is something I can't say about any of my Systems Engineering classes this semester. There were definitely times in the semester that I just wanted to be done with the class but I never wanted to stop learning (except maybe in the Assembly section). Great job and keep being the kind of teacher that we were promised to have when coming to UVA. You revived my faith in the faculty at this school.

This was a great course. Should have it been four credits? Yes. Was it still worthwhile regardless? Yes.

This is a very hard class, but I still learned a lot in it.

Before I rant about how horrible this class is, I would just like to acknowledge that Floryan was one of the best professors I've had at UVA, and I found his lectures to be very good. I understand that he did not develop the course content (the general material covered and the labs) for the class, and thus I can't really hold him responsible for what I am about to say. Professor Floryan did an excellent job with the tools he was equipped with - I just wish he was equipped with better tools (aka less absurd labs). His tests were difficult but overall I believed they were fair. The problem with this class lies in the lab work, which was made by Professor Bloomfield.   The labs in this class are fucking ridiculous. Excuse my language, but I don't use that word lightly. I'm not going to waste my time explaining how much time they took because it's well known that this class's workload is unbelievably bad. I'd just like to share how this class impacted my semester and my life. Thanks to the countless hours I'd have to spend each week on the labs, I probably spent about 75% of this semester in my room working. I'd say at least 50% of my work came from this class. And the other 5 classes I took weren't easy either. I'm fairly confident I would've had a better time sitting in a prison cell for 3 months than taking this class, because that's basically what it felt like. My room was my cell, and I could only leave when I finished my 2150 lab. Except as soon as I finished one part of a lab, the next one opened up. So I really never had any freedom.   I lost sleep because of this class, but you've probably already heard that a million times. I didn't just lose sleep though. Prior to this semester, I'd been going to the gym 5+ times a week for over a year. I had to quit going to the gym because I no longer had time. Moreover, I didn't have time to make myself somewhat healthy food or go out to eat, so I often ended up eating crappy microwaveable food just to save time. This class completely ruined my physical health. Having to do homework virtually around the clock for 3 months meant that I had no social life (again, no I wasn't doing CS 2150 HW all day every day for 3 months, but I took 16 credits this semester, and so when I wasn't doing 2150 hw, I was doing hw for another class). I lost touch with almost all of my friends because of how busy I was doing work, mostly from this class. This lead to emotional and mental health issues. I have developed depression thanks to this class. This was a direct result of the detrimental effects 2150 had on my physical and mental health. My depression lead to suicidal thoughts. I couldn't even tell you how many times this class had me wanting to kill myself just to put me out of my misery. That's absolutely fucked up. And I know I'm not the only one. I've heard of other students resorting to alcoholism to cope with this class. Now, I'd like to clarify: I've always been a very healthy person before this class. I certainly never had encountered depression before this semester. This was something completely new to me. I never actually did anything harmful to myself - I simply became apathetic to everything and everyone. But the fact this class even had me entertaining the thought of suicide is just beyond screwed up. The last three months were the most miserable three months of my life by a very large margin, and that's all thanks to CS 2150.   It seemed like some of the labs were made by a sadist who just wanted to see students suffer. Almost every lab had components that were just completely unnecessary and a waste of time. For instance, bash shell scripting came up once and then we never saw it again. And what was the point of doxygen comments? There were just so many bullshit parts to the labs that easily could be scrapped so that we didn't have to spend 20+ hours a week on this class. Alright, I think I've made my point. Or perhaps I just wasted another 20 minutes of my life. I just hope people start taking these reviews seriously, because this class is so bad it should be illegal. And yet after hundreds and hundreds of people have already pointed this out, nothing has been done to address the glaring issues. It's just fucking unbelievable.

-

Many other students may be saying the same comments, but I wanted to add to the collection of voices saying that this was a very informative class. While the course load was ofcourse very straining at times, I found myself understanding the material at a deeper level because of the stress. I strongly agree with the introductions made at the beginning of the semester where it was said that the time spent would be difficult, but the students will come out of it feeling like they got something out of it.

Overall, I would say the 2150 experience was a worthwhile one. The journey was VERY rocky at some points, but the benefits outweigh the struggles along the way! The positives: - Truly gained a better understanding of how different data structures work and their pros/cons, how computers actually run programs, all the under-the-hood details of how computers interpret code, etc. - Professor Floryan does a great job lecturing. He is very knowledgeable and you can tell he enjoys teaching. He teaches at a fast pace, but always makes sure everyone seems to be on the same page. His dry sense of humor adds to the entertainment value as well - Get a lot of coding experience. All the labs are a lot of work, but all the practice gave me a lot more confidence in my coding ability which is priceless. - The TAs are all very helpful and good at explaining topics. They genuinely try to help people gain a better understanding and try their best to help you get your code working if you are stuck. The negatives: -The relentless tide of prelabs, inlabs, and postlabs week after week can get very stressful and overwhelming especially on top of assignments from other classes. Some labs are more time consuming than others, but there was never a time where I could knock out an assignment in a single sitting. -The TAs are all lovely, but I often found myself frustrated at office hours because sometimes it took HOURS to get help because so many people go. More TAs or more office hours slots would be greatly appreciated. - For all of the work expected in the class, I canât figure out why it is only three credits. In chemistry lab, I literally had to write a report about an experiment measuring WATER. If this gets me a lab credit I donât see why CS lab canât be its own credit. - Suggestion: please drop the lowest lab grade!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I didn't go to lecture so I can't comment on that (sorry... it's a long story involving health issues), but I actually really enjoyed this class. It frustrated me at times because C++ is my language of choice and I felt as if C++ was kind of begrudgingly taught by an institution that prefers Java (I'm the opposite. I hate Java.), but in the end, I thought the labs were an excellent way to get a better grasp of the material that was covered. I also tip my hat to the fact that the course avoided expensive textbooks and effectively used its own flavor of Open Educational Resources. As a suggestion, I think that lab attendance should not be required. If it is to be required, then something needs to change in regards to how one goes about submitting an extension request. It seemed pretty common to see students walk into lab, sign on, submit an extension, and leave. This seems to negate the purpose of a lab where attendance is required in an effort to prevent students from using IDEs, working together, or whatever. I think one way this could be changed is by requiring all students who submit extension requests to first submit what they have competed thus far. This way, in order to be granted an extension, one would have to show that they put in some requisite effort. However, what is to prevent students from simply scp'ing their competed labs, walking in, submitting, and then leaving? Again, I think the easiest thing is to simply remove the required lab attendance. Perhaps instead, the TAs could hold recitations during those hours, or the lab times could be used as general help sessions where TAs could help students struggling to implement solutions to the lab.
	I really enjoyed this class even though it was super tough. There is a lot of course material here that gets crammed in to one semester and for that reason the final seems super daunting.
	This was a great course, though I think the order of the labs needs to be restructured (ie: Lab 10 should occur before Thanksgiving break. Maybe switch the course order a bit such that Lab 10 material is discussed before assembly, and an assembly lab is due over Thanksgiving break instead). Reports required a lot of information, and it was difficult to write about four or five different topics while still staying within the page limits.
	-Some of the descriptions of lab reports were a bit unclear as to how detailed the reports should be. I was pretty much stabbing in the dark when I submitted the first one, and then I only felt comfortable writing others when I got my grade back for the first one. -I got annoyed at how restrictive the grading guidelines were occasionally, but I know they are the way they are for a reason.
	mark floryan is a great teacher, and just a great person overall. super approachable, funny, etc
	Floryan is THE MAN! He is an incredible lecturer & keeps everything fun and lively in class - even with added jokes here & there! Honestly, I didn't need this class to fulfill my degree requirements, but he kept me going (even through the days when I wanted to throw my laptop at the ground because of segmentation faults & 40+ other errors). I think the course itself is interesting, and I definitely had a lot of "aha" moments throughout the semester, but I still found it hard to grasp some of the information. I think it's LOADED with material that could be broken up across two separate classes. Also, I think 1110/1112 & 2110 need to give more experience to get students prepared for 2150. I felt like I got thrown into the deep end, and the entire semester I was pretty much drowning. I love that the tests are conceptual/theoretical and not code based - since I find that I understand the material but there's definitely a disconnect between me understanding the material & then having to execute code in the labs. Please please please consider making this course into 2 courses or assigning more credit hours. Even lessening some of the lab work would be helpful.
	floryan is a funny guy.
	I thoroughly enjoyed lectures, this was one of few classes were I legitimately found lectures interesting every day.
	There is a lot of work, this class should be 4 credits if it follows a similar curriculum for the future semesters. Otherwise, perhaps taking out the mandatory lab or the Thanksgiving Lab assignment may make the class seem nicer.
	Great course in general where you learn a lot. I just wish the curriculum was a bit more spread out, as in the first 3 programming courses (1110 series, 2110, 2150) could be organized a bit better. There are several extraneous topics (particularly in 2110 and 2150, I do not have experience with 111X at UVA) that could be cut out of each of these two courses, such that 2110 students could feel like they gain something more from the course, and 2150 students aren't overwhelmed by the course.
	Floryan is a homie. Top tier professor right there.
	Course material was very disorganized, giving the impression of having not been looked at or modified significantly for multiple years. Lab assignments were especially bad, bordering on illegible, often doubling the amount of time spent per assignment. As far as I could tell, lab documents were initially written in plain-text as a single stream-of-consciousness and afterwards were only ever tweaked slightly, without any attempt at the serious revision necessary. Meanwhile, students were expected to produce clean, organized, and well revised work, giving the impression of a double-standard.
	This class was awesome! It was bitter sweet but I liked it.
	It's not okay to have an assignment due in the middle of Thanksgiving break.
	Good course perfect amount of challenge to difficulty in the class.
	This course was very helpful in learning better coding practices and concepts at a more challenging level. I would say that there is way too much work for just one class. I know that all the material is important, but homework assignments could possibly be easier by providing more psuedocode or guidance to decrease the amount of time needed to do the labs.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	As a non CS major, this was by far my favorite class this semester.The only part I had trouble motivating myself with were the non c++ parts of certain labs (bash scripting, makefiles, c code) These were always so much harder to figure out because of limited knowledge and less resources online. Other than that, this was an amazing, challenging class, thanks for everything you taught us!
	this course was very helpful in learning the material and becoming better at CS in general because it taught so many topics and often forces students to work through all the problems.
	Definitely a lot of material to learn, but its worthwhile to take the course, I learned a lot about various data structures. Specifically, was able to learn about higher-complexity things like graphs and Huffman that were very interesting and how I could see were applicable in the field.
	Good course, but it is a ton of work. The labs are mostly very helpful except for some of the reports. The assembly reports were a little much.
	Mark Floryan is an amazing professor who is very open to his students and can explain concepts very well. He is very fair when it comes to grading. I think some concepts should be improved (stated in our lab 12) but otherwise, it is a very useful class.
	Thank you for a great semester of teaching! We should change the way the slides are presented.
	I really enjoyed this course and I felt that I learned a great deal. Professor Floryan was an excellent teacher and his lectures were easy to understand and very interesting!
	love Floryan
	I would strongly recommend making this class worth more than 3 credits. The amount of I work I put into the labs for this class definitely is not reflected with how much credit I received.
	11/30 Thu To Do Schedule Completed â¢ SSD HW 0800 - Reveille â¢ CS 3103 OH â¢ Set up at house â¢ FUN 2 â¢ Go to Barracks for cheque .Change the late policy for labs - 25% is a pretty hefty penalty even if the submission is 5 minutes late. I propose 15% for the first 12 hours and then an additional 10% for the next 12 hours. The penalty will still be 25% for a 13-hour late submission but may encourage people to submit late homework more quickly .Standardize the submission timings - making them all midnight for the day their due would be helpful . Perhaps combine the inlab and postlab into a larger Lab assignment. It will be due the same time as the postlab . Take out IBCM lab and have 3 x86 assembly labs instead of 2. I feel all the skills learned in the IBCM lab could have been done using x86 .Perhaps cover some different kinds of "sorts" in more detail. .Annotated code in slides detailing important features of the code- could use arrows and textboxes.
	In lab should be longer
	Floryan was awesome and the class as a whole was interesting and engaging. The only gripe I have is that the class was a lot of work for only 3 credits
	I think students needed more context for what was expected for the labs on assembly (8 & 9) in terms of how to access the assembly code and how to break down what they were seeing. Those postlabs were also terrible. Overall though a fascinating and really cool course where I learned a lot but also worked my butt off
	This class was the most time-consuming class I've ever taken, but it was extremely useful.
	It was a grind, but at the same time a blast to learn under your guidance. Thank you!
	Course was very rigorous, both in terms of workload and difficulty. Would suggest this course be less "bloated" with more core concepts in the future, or split into two classes with same or more course content, or have the course credit raised to 4.
	Thank you Floryan! You explained everything really well. One thing that may be useful is to switch to powerpoint because it allows students to take supplemental notes associated directly with a slide instead of trying to jot everything down on paper.
	wish there are more professor office hours
	This class takes so much time compared to all of my other classes, and I 'm not in CS major. Even though I'm so frustrated and tired, I felt that it fun to do this too. Thank you for a great experience.
	Prof. Floryan does a great job of teaching, but this class has such a gargantuan amount of material that it's very hard to actually do well and retain everything for the tests/homework.
	This definitely earns its reputation as being one of the most difficult CS courses.
	My favorite course out of all CS classes and general classes I have taken. Very well organized and taught in an engaging way. Excellent lectures. Even though the labs and the exams were tough, I did learn a lot from those, especially the labs. Lab section was okay I guess; I always signed in and left so can't really say much about that. I wish the labs were worth more since we spend a lot of hours on them.
	Floryan was very straightforward with all his students and in lecture. He clearly knows the material and explains concepts concisely.
	Excellent course

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The amount of work in this class is absurd and evil. If it really is necessary then at least give more than 3 measly credits. However, there are a lot of times where labs require you to do repetitive or irrelevant busy work that does not help you learn anything. For example, hash lab was unnecessarily complicated by the word puzzle solver, it should have just been making a working hash table. Another big problem is that in office hours TAs regularly spend upwards of 20 or 30 minutes with one student. TAs are great but this is clearly an abuse of office hours when things get busy. Office hours need a 10 minute limit per student because even someone who is lost but prepares their questions well shouldn't need more than 10 minutes to get back on track. Piazza is helpful but most questions require someone to look at your code. The inefficient office hours were the biggest impediment to my learning in the class because I often couldn't move on with my code without getting help, but help was not always gauranteed. Finally, the lab research reports we started doing towards the end of the class were useless and not helpful. It would have been so much more helpful to get this information straight from Floryan because I don't know if I understood everything correctly trying to google it on my own. Overall, Floryan > Bloomfield but the class is still sadistic and unfair.
	This course is definitely one of the best courses I have taken in college thus far because of how much I learned. It would be useful for us to work through algorithms in class with some kind of worksheetbecause when working out concepts like Djikstra's algorithm, it is difficult to copy it in our notebooks but the process is not detailed in the slides either. Floryan's office hours are also brutal because it is impossible to get in and talk to him with the line outside his office. Also, we did not like having Huffman Encoding over Thanksgiving Break. Those two days during break and the first day of break were horrible because of it.
	Thanks
	No comment
	Why is In-Lab extension only in in-lab computer a thing. Also Floryan is a great lecturer, but he needs new material for his jokes.
	Very helpful course. Floryan's attitude occasionally made him seem unhappy about teaching, but overall he was a good professor.
	I believe there should be more TAs still. The course is extremely difficult and the tests are too tricky and usually too surprising in terms of subject material. I believe the lectures should also be recorded again, that helped me a lot last semester.
	I genuinely enjoyed the entire course, love, and understand computer science much more. Some materials in the slides can be made clearer and the compiler-generated assembly is not within the scope of what we learned. But other than that every lab was fun.
	This class is much harder than it needs to be. The deadlines are extremely tight and at odd times. This class has been the sole source of my all nighters this semsester.There needs to be some easy points to make people feel better about themselves
	This course was difficult and required a lot of work, but I think I learned a great deal. The only thing that bothers me about the course is that we had a lab over Thanksgiving break. I wanted to enjoy time seeing friends and family that I hadn't seen in a few months, but I had to worry about a lab assignment. In the future, I think it would be nice to not have a lab over Thanksgiving or make it optional.
	This class is great. I don't think it's too hard but I can imagine people having that complaint. The work itself wasn't unreasonable difficult, there was just a lot of it, more than a three credit class warrants. Maybe one way to fix this would be to count the lab as a technically separate course (like a physics lab for example) so that it counted as its own credit. I'm not sure how the grading would work in that case though.
	Floryan is the best lecturer I've had in the CS department so far. He presented all of the material logically and made it enjoyable. The course is a lot of work, but it needs to be in order to truly make the students learn its material. It would be nice if it counted as more credits because many people are told to "lighten up" their credit load for the class
	My comments would clearly tie my anonymous evaluation to my onymous lab 12 submission.
	The course was very stressful at times, but Professor Floryan was an incredible teacher from whom I learned a lot.
	Floryan is a great professor. I learned a lot from the course, but I think the material is way too dense and the schedule is too packed.
	Awesome class! More TAs, less IBCM, and you have the best course at UVa.
	Definitely a lot of work, but a worthwhile and informative course.
	This course was beneath my level of experience. I didn't really learn much that I didn't already know.
	The main comment that I have for this course is that the workload was ludicrous for a three-credit class. Especially as a student with extreme interest, but limited experience in programming, this class was very much a struggle and consumed most nights of my week and far and above the number of hours that should be reasonably expected for a class.
	Class is lit, thought it was great. Only real issue for me is that there are so many tutorials that are covered in labs (e.g. bash) that isn't even mentioned in lecture. I think it would be great if there was at least SOME reinforcement in lecture

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Had a good time, thanks for everything!

Although this was a very time-consuming course, I think it was worth taking. This was one of my favorite classes that I've taken at UVA so far, and I learned a lot. Thanks for a great semester!

2150 was honestly my favorite class Iâve taken so far. I have probably learned more in this one class than all of my other CS classes combined. Floryan made lecture so enjoyable, and I actually looked forward to it. I genuinely enjoyed the labs, especially lab 6, and they helped me grasp important concepts. I could really see the value in the course material, and how I might use it in my career. Iâm almost tempted to fail the final on purpose so I can take 2150 again. This class just confirmed my decision to major in CS.

This has been my favorite CS class by far! Floryan, you are doing an amazing job, keep it up! The workload can get overwhelming at times, but the content is interesting and motivating. One recommendation: consider assigning different point values to the labs. It is a little unfair that the Hash Lab is worth the same as the first few labs where all we had to do was submit a question in a text file. Overall, amazing class, amazing professor!

Floryan is a cool guy and a great teacher. He is very likable and personable, and he knows a lot about the subject matter. This showed when a question was asked which went beyond the exact subject matter and florin was able and willing to think about it and answer it. The problem that this class faces is not that it is overly difficult. The difficulty was appropriate for the goals of the class. The problem lies in CS2110 and 1110, which fail completely to prepare students for a real programming course. 2150 shouldn't be the place where students actually learn to code, but unfortunately for many, it is. One knock I have against this course is the assembly labs. The "special" thing about the course compared to a comparable data structures course at a different university is that we have to learn assembly. I can see the value of this, but the 2 assembly labs were spent attempting to make sense of compiler generated code which failed to follow any standard. Give us good code to analyze, where you know that the topics you want us to write about are present. Let the analysis of messy code be a shorter postlab exercise in the second lab to show that wow, real programmers have to deal with and be able to comprehend this messiness. Also, the expectations for the reports for those two labs were incredibly unclear, and everyone spent hours and hours on them to get to everything we had to, even though they were specifically "not supposed to take hours and hours" Floryan is great. Prereqs stink. Assembly labs need to be fixed. Hope to take a class with Floryan again!

This class honestly sucks, it's the absolute worst. The material is super boring and is hard to remember, the only good thing was that Floryan is the teacher and he was pretty much my only motivation to go to class lol

Honestly a fantastic class. However, it took up about 5x as much time as any of my other classes. This should really be more than 3 credits.

Dear Professor Floryan, I greatly enjoyed your sense of humor and your determination to teach even when clearly no one understood and wouldn't speak up. Thank you. Sadly, I was one of those students who didn't learn much because much of the material was a theoretical level that I didn't know how to apply. This applied to most labs. Where I would end up crying myself to sleep because I couldn't get help on the labs and the TAs were not helpful. Perhaps I should have spent more time in Office Hours, but to be honest, I couldn't spend the hours because it was just too frustrating. I understand that this is a weeder course, but perhaps you could spend more time with example problems or practically applying the theory then talking at us or trying to give us a realistic perspective on where we are going with this information. Yes, it is a big class, but maybe rather than doing office hours, simply have more classes at a smaller number.   Finally, I greatly didn't appreciate that you assumed that what you told one class would somehow spread through the classes. It always seemed that I was somehow out of the loop.

As a Systems major, I dreaded having to take this course but I knew that I had to in order to complete the pre-requisite for all other CS electives. However, about halfway through the semester I realized this was my favorite class in my current schedule. I have always believed that the programming classes at UVA are extremely fair with their grading policies, upfront with their expectations, and organized in their lectures and notes. I had heard such horrible things about this class before I took it that I really really made sure to prioritize it, and I think that has translated to my grades in the labs and tests (even though not stellar, still above average). The only downside of this is that it forced all of my other classes to be pushed to the bottom of my priority list and I found myself dedicating all of my time to complete the labs. I know this is a personal mistake, but I think that it is the result of the CONSTANT flow of work to be done in this class. Floryan was a great professor and all of the TAs were awesome (and I got to know them very well by attending office hours literally every single Monday). Overall, I really enjoyed this class and feel like I have accomplished a great deal by making it out alive!

Floyran pls

the course needs to be worth more credits

Professor Floryan was great. This was an intense programming course and I feel like I intensely developed my skills writing code in this class. This was a rewarding class.

Overall, this course is useful because I learned a lot via this course. I really think it is worthwhile. But sometimes I think we need to have more specific instructions so that during lab we can understand what is going on.

Floyran is awesome, not much to complain except for the mandatory in lab attendance.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I wish the lectures were recorded so that I could go back and relisten to things I didn't quite get the first time. Professor Floryan says a lot of helpful things in class that isn't captured on the slides, so either recordings or more comprehensive slides would have helped me learn better. I also think the regrade policy is a little intense. We shouldn't be punished for submitting a regrade and then finding out more points were taken off. Overall course was interesting, but I'm not sure how I would use this information in the future.

CS 4730-001 **Computer Game Design** - Spring 2017

ENGR (18271)

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

Respondents: 27 / Enrollment: 67

~ QUESTIONS AND DETAILS ~   ~ ANSWER MATRICES ~

1. The course addressed technically rigorous subject matter consistent with the course objectives.
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Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.74	0.53	21 (77.78%)	5 (18.52%)	1 (3.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2177	4.32	0.84	1063 (48.83%)	840 (38.59%)	164 (7.53%)	66 (3.03%)	26 (1.19%)	18 (0.83%)

2. 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
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.74	0.59	22 (81.48%)	3 (11.11%)	2 (7.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2274	4.27	1.00	1158 (50.92%)	691 (30.39%)	166 (7.30%)	114 (5.01%)	61 (2.68%)	84 (3.69%)

3. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.44	0.64	14 (51.85%)	11 (40.74%)	2 (7.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2177	4.27	0.88	1007 (46.26%)	911 (41.85%)	140 (6.43%)	74 (3.40%)	44 (2.02%)	1 (0.05%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.63	0.56	18 (66.67%)	8 (29.63%)	1 (3.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2177	4.18	0.92	847 (38.91%)	740 (33.99%)	227 (10.43%)	78 (3.58%)	36 (1.65%)	249 (11.44%)

5. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.06	1.24	8 (29.63%)	4 (14.81%)	2 (7.41%)	1 (3.70%)	1 (3.70%)	11 (40.74%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2169	3.80	1.11	371 (17.10%)	346 (15.95%)	269 (12.40%)	87 (4.01%)	49 (2.26%)	1047 (48.27%)

6. The course material was well organized and developed.
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Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
26	4.54	0.81	18 (69.23%)	5 (19.23%)	2 (7.69%)	1 (3.85%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2259	4.12	1.02	958 (42.41%)	785 (34.75%)	243 (10.76%)	140 (6.20%)	60 (2.66%)	73 (3.23%)

7. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.78	0.42	21 (77.78%)	6 (22.22%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2271	4.58	0.73	1528 (67.28%)	570 (25.10%)	103 (4.54%)	31 (1.37%)	22 (0.97%)	17 (0.75%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.56	0.58	16 (59.26%)	10 (37.04%)	1 (3.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2269	4.40	0.85	1270 (55.97%)	692 (30.50%)	166 (7.32%)	62 (2.73%)	32 (1.41%)	47 (2.07%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
26	4.27	0.92	12 (46.15%)	11 (42.31%)	2 (7.69%)	0 (0.00%)	1 (3.85%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2174	4.07	0.98	811 (37.30%)	857 (39.42%)	261 (12.01%)	129 (5.93%)	47 (2.16%)	69 (3.17%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.41	0.84	16 (59.26%)	7 (25.93%)	3 (11.11%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2268	4.32	0.87	1138 (50.18%)	787 (34.70%)	183 (8.07%)	74 (3.26%)	33 (1.46%)	53 (2.34%)

11. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.74	0.45	20 (74.07%)	7 (25.93%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2261	4.43	0.81	1279 (56.57%)	733 (32.42%)	126 (5.57%)	54 (2.39%)	28 (1.24%)	41 (1.81%)

12. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.67	0.62	20 (74.07%)	5 (18.52%)	2 (7.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2262	4.30	0.91	1124 (49.69%)	741 (32.76%)	192 (8.49%)	65 (2.87%)	48 (2.12%)	92 (4.07%)

13. 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-4730-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
27	0 (0.00%)	5 (18.52%)	10 (37.04%)	11 (40.74%)	1 (3.70%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2180	98 (4.50%)	773 (35.46%)	879 (40.32%)	304 (13.94%)	126 (5.78%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
25	4.56	0.71	16 (64.00%)	8 (32.00%)	0 (0.00%)	1 (4.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2168	4.20	0.95	988 (45.57%)	820 (37.82%)	205 (9.46%)	106 (4.89%)	49 (2.26%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
27	4.59	0.69	18 (66.67%)	8 (29.63%)	0 (0.00%)	1 (3.70%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2172	4.20	1.01	1056 (48.62%)	738 (33.98%)	198 (9.12%)	117 (5.39%)	63 (2.90%)

16. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
27	4.67	0.55	19 (70.37%)	7 (25.93%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2262	4.34	0.83	1137 (50.27%)	870 (38.46%)	160 (7.07%)	68 (3.01%)	27 (1.19%)

17. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
27	4.59	0.89	20 (74.07%)	5 (18.52%)	1 (3.70%)	0 (0.00%)	1 (3.70%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2266	4.43	0.81	1318 (58.16%)	691 (30.49%)	188 (8.30%)	46 (2.03%)	23 (1.02%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
27	4.70	0.54	20 (74.07%)	6 (22.22%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2273	4.32	0.95	1258 (55.35%)	690 (30.36%)	182 (8.01%)	85 (3.74%)	58 (2.55%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
19. Please make any overall comments or observations about this course: ~ Question Type: Short Answer ~ *contributed by Office of the Provost*	

Results for CS-4730-001	
Total	Individual Answers
21	*See below for Individual Results*

Not getting enough help from lab and I feel like lab instruction needs more details

Great course, but lab grading was a bit of a disaster. I also think that the experience system isn't designed or balanced very well for the assignments in the class, and may be a bit too convoluted with the three different types, as well as the uneven weights based on the lowest category. For the vast majority of the semester we only had power experience, and suddenly in the last few weeks when written assignments and test grades started to pile up did the two other categories of experience come into play. It might make sense to go back to a single (one-category) experience and tweak that instead of making it more complicated. This system was supposed to eliminate the problem where everyone is failing the course until the last few weeks, but it really didn't do anything to solve that in practice. One of the most glaring problems was that the engine labs are all power experience, while the design ones are all wisdom. Since the class is chronologically split between those two, it makes the experience categories feel useless. I filled up my power to (close to) max, yet had hardly anything in the other two categories, not because I was "better" at the power assignments, but because that's the main source of work we had. A better solution to the problem may be to use experience points as a basis, but not make the current grade the final outcome. I think it makes more sense to have a moving average sort of thing, where students' performance is weighed against how much possible experience there is available at any given point in time, or even an anonymous ranking system so that students can see where they are relative to other classmates. That way, students have an idea of how they're doing throughout the semester, instead of jumping from a D to an A in one week with really no idea how you're doing in the class prior. As it stands, any sort of meaningful progression through the levels/grades are compressed to the very end, while the vast majority of the semester we're left to wonder how we stand in the class. Also now realizing I should've definitely done the extra credit where we suggest improvements.

BEST CLASS EVER

Professor Floryan has a lot of charisma and is a great professor, but he just doesn't follow through sometimes. Also, it would've been nice to have our grades returned sooner. I still don't know where I stand in this class.

Great course, keep it on the roster! Definitely a fun but informative fourth year elective course to have. The game expo was great.

I really enjoyed this class. I liked the labs and I really liked working on the final project. The lectures could use some improvements. A lot of the students were very excited by the general idea of talking about video games so very frequently, Professor Floryan would discuss a theme or element of video games and 10 hands would shoot up so people could talk about a game they love that does that. As someone who doesn't play a lot of games, this got pretty annoying very quickly. It also ate up a lot of the time in lectures we could have used to learn more instead of just hearing about people's experiences in their favorite games. I know this isn't Professor Floryan's fault but maybe he could do a better job of only calling on a few hands in the future when people are just citing games. This would make the lectures flow more efficiently and more subject matter to be reached.

Overall good. Floryan was sometimes difficult to reach outside of class (due to him also teach 2150 at the same time). Grading was confusing, tough to see what you were actually going to get in the class. The page that the grading was hosted on has been broken for the entire semester which was kind of annoying, and it did not seem like anyone wanted to fix it... Breaking the final exam into parts help with seeing the grading and also makes the end of the semester less chaotic not having to study for a big final exam and working on the final project.

Excellent lecturer, very charismatic and very effective at teaching info from the slides. I have only two qualms with this class: the amount of hours needed to succeed in this class is deceptively large, especially if your team cannot code fast enough for the deadlines. My other qualm is the sheer number of writing assignments, which don't really take a lot of time but the turnaround rate for grading these is abysmally long, and several of these assignments are just copies of previous assignments

hands down my favorite course at UVA. GO SPACE FIGHTS

So fun! Thank you Floryan!

The TAs were fun, knowledgeable, and helpful. Some of the best TAs I've ever had!

This class was great, and Floryan is an awesome professor. The only negative thing I noticed was that sometimes the in-class questions or Random Encounters assumed a certain level of gaming experience or knowledge about different games that was unrelated to technical skills gained in the prerequisite courses and that not everyone in the class may have had.

Fun class, but I felt that we could spend more time on the game design and a little less on the engine - I felt very pressed for time with the time gap between the prototype, alpha, beta, and final build.

This class is worth it for the labs and semester project alone. I had a lot of fun with those, and I feel like I accomplished a lot by basically writing my own game engine. The only thing I disliked was that there slightly too much busy work (Critical Eyes and Written Words). I think cutting out one of each would still give students enough practice analyzing games and applying frameworks like MDA, Formal Elements, etc.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Good course overall, but I would have preferred it to focus more on the art of game design rather than software engineering (which was needed to build a game engine) -- the coding lessons were a rehash of things I already knew. Also, I would have appreciated Prof Floryan reigning in the discussions; class time was not allocated proportionally to different topics because sometimes students would go off on small points during class (which is fine, as long as we move on in a reasonable amount of time). Maybe some sort of teammate review for the game would be nice. In our github repo I had 10,000 lines of code added while the second closest was at 1,500. It's not that I wanted to do that much work on the engine either my teammates were just fairly incompetent at both java and meeting deadlines. We'd divide tasks for different parts of the engine and eventually the game at it seemed that they either weren't motivated enough to do their part or they could not figure it out in time. Perhaps that was just my group though I'm not sure. Floryan is a great professor and very knowledgeable. The class was done well and I learned a great deal. However, he does not check his email. I don't know what is it about CS PROFESSORS and EMAIL. They just never check it and it is really annoying because sometimes the only way to contact them is through email. Also the piazza was a wasteland. No one would answer any questions. I liked the class. I just wish it wasn't primarily in Javascript and Java and instead focused more on current game engines. LOVED THIS CLASS! Will be using my engine for my own projects this summer. Fix gamercard, have more consistent due dates for labs and fix regrading The XP system was a cool way to handle grades, but it would have been nice to have another way to visualize course progress. Until the very end of the class completing all assignments and getting full credit on them led to a B-. It was sometimes difficult to see how things were going since the grade was almost always an F. Maybe another view could be added to gamercard to provide a better indication of progress thus far in the course. The view could be as simple as adding a grey bar behind the green one in gamercard to indicate the possible XP at that point in the course. The grading was a bit wonky/frustrating at times, the difficulty of certain labs seemed out of line with others sometimes, and it felt pretty bad having only one week to do the prototype build, but other than that, the course was great!

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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)?
~
Question Type: Multiple Choice
~
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
~
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.

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~ 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

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~ 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
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	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

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~ 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	Individual Answers
	99	*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.

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~ 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.
~
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)
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.
~
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	4.33	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.
~
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	3.35	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.
~
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	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%)

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~ 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.
~
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.
~
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.
~
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.
~
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:
~
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.
~
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.
~
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
~
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++ :)

The information in this document is private and confidential. Please handle accordingly.

~ 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.

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~ 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

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~ 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.

CS 1501-002 **Spec Topics Computer Science** - Spring 2017

ENGR (22054)

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

Respondents: 9 / Enrollment: 26

Summary: CS 1501-002 Spec Topics Computer Science - Spring 2017 (22054)

Overall Course Rating

CS-1501-002 Mean 4.00
CS-1501-002 Std Dev 0.98
CS-1501-002 Response Count 45

SEAS, 1000-level courses Mean 3.86
SEAS, 1000-level courses Std Dev 1.02
SEAS, 1000-level courses Response Count 8112

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.19
  Std Dev 0.65
  Response Count 63

SEAS, 1000-level courses Mean 4.02
SEAS, 1000-level courses Std Dev 0.94
SEAS, 1000-level courses Response Count 16340

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.11	0.78	3 (33.33%)	4 (44.44%)	2 (22.22%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1621	4.10	0.80	492 (30.35%)	882 (54.41%)	155 (9.56%)	59 (3.64%)	18 (1.11%)	15 (0.93%)

2. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.50	0.58	2 (22.22%)	2 (22.22%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (55.56%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	3.75	1.13	591 (25.31%)	884 (37.86%)	361 (15.46%)	195 (8.35%)	126 (5.40%)	178 (7.62%)

3. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.00	1.00	3 (33.33%)	4 (44.44%)	1 (11.11%)	1 (11.11%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1624	4.05	0.89	493 (30.36%)	873 (53.76%)	138 (8.50%)	80 (4.93%)	38 (2.34%)	2 (0.12%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.00	1.41	1 (11.11%)	0 (0.00%)	1 (11.11%)	0 (0.00%)	0 (0.00%)	7 (77.78%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1624	3.84	1.09	481 (29.62%)	660 (40.64%)	224 (13.79%)	146 (8.99%)	71 (4.37%)	42 (2.59%)

5. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.00	1.41	1 (11.11%)	0 (0.00%)	1 (11.11%)	0 (0.00%)	0 (0.00%)	7 (77.78%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1622	3.35	1.13	167 (10.30%)	275 (16.95%)	331 (20.41%)	126 (7.77%)	72 (4.44%)	651 (40.14%)

6. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	3.80	1.10	1 (11.11%)	3 (33.33%)	0 (0.00%)	1 (11.11%)	0 (0.00%)	4 (44.44%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2334	3.95	0.91	606 (25.96%)	1058 (45.33%)	333 (14.27%)	133 (5.70%)	38 (1.63%)	166 (7.11%)

7. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.00	0.82	1 (11.11%)	2 (22.22%)	1 (11.11%)	0 (0.00%)	0 (0.00%)	5 (55.56%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2338	4.33	0.73	981 (41.96%)	973 (41.62%)	172 (7.36%)	32 (1.37%)	12 (0.51%)	168 (7.19%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.25	0.50	1 (11.11%)	3 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (55.56%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	4.29	0.73	908 (38.89%)	1037 (44.41%)	179 (7.67%)	35 (1.50%)	11 (0.47%)	165 (7.07%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	3.88	1.25	3 (33.33%)	3 (33.33%)	0 (0.00%)	2 (22.22%)	0 (0.00%)	1 (11.11%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1621	3.66	1.09	242 (14.93%)	352 (21.71%)	246 (15.18%)	104 (6.42%)	42 (2.59%)	635 (39.17%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.33	0.52	2 (22.22%)	4 (44.44%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (33.33%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	3.79	1.03	517 (22.14%)	905 (38.76%)	364 (15.59%)	183 (7.84%)	72 (3.08%)	294 (12.59%)

11. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.25	0.50	1 (11.11%)	3 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (55.56%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2339	4.14	0.84	766 (32.75%)	1053 (45.02%)	216 (9.23%)	86 (3.68%)	24 (1.03%)	194 (8.29%)

12. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
9	4.25	0.50	1 (11.11%)	3 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (55.56%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2324	3.89	1.00	633 (27.24%)	893 (38.43%)	370 (15.92%)	170 (7.31%)	52 (2.24%)	206 (8.86%)

13. 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-1501-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
9	8 (88.89%)	1 (11.11%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1621	176 (10.86%)	765 (47.19%)	520 (32.08%)	122 (7.53%)	38 (2.34%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
9	3.22	1.39	2 (22.22%)	2 (22.22%)	2 (22.22%)	2 (22.22%)	1 (11.11%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1620	3.87	1.06	492 (30.37%)	688 (42.47%)	242 (14.94%)	135 (8.33%)	63 (3.89%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
9	3.44	1.13	2 (22.22%)	2 (22.22%)	3 (33.33%)	2 (22.22%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1619	3.71	1.20	497 (30.70%)	560 (34.59%)	274 (16.92%)	177 (10.93%)	111 (6.86%)

16. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
9	3.33	1.12	1 (11.11%)	3 (33.33%)	4 (44.44%)	0 (0.00%)	1 (11.11%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2327	4.04	0.85	678 (29.14%)	1222 (52.51%)	323 (13.88%)	54 (2.32%)	50 (2.15%)

17. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
9	3.78	0.97	3 (33.33%)	1 (11.11%)	5 (55.56%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2325	3.83	0.96	612 (26.32%)	943 (40.56%)	589 (25.33%)	122 (5.25%)	59 (2.54%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
9	3.89	0.93	3 (33.33%)	2 (22.22%)	4 (44.44%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2334	3.87	0.97	647 (27.72%)	1002 (42.93%)	494 (21.17%)	128 (5.48%)	63 (2.70%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-1501-002	
Total	Individual Answers
5	*See below for Individual Results*

Useful class

it was too hard to learn enough in the short time span of class especially since everyone had such differing skill levels

You guys rock! You should be very proud of this accomplishment because I am proud of you :) Congrats on finishing teaching your first class!

Not sure whether I passed or not, grades were not distributed. However, great overall course

The TAs who ran this course were all very approachable and helpful during class. They all answered our questions well and with detail. Overall, this was a worthwhile course and very practical for students searching for jobs or internships that use technical interviews in their hiring process.

CS 1501-001 **Spec Topics Computer Science** - Spring 2017

ENGR (21913)

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

Respondents: 13 / Enrollment: 27

Summary: CS 1501-001 Spec Topics Computer Science - Spring 2017 (21913)

Overall Course Rating

CS-1501-001 Mean 4.62
CS-1501-001 Std Dev 0.74
CS-1501-001 Response Count 64

SEAS, 1000-level courses Mean 3.86
SEAS, 1000-level courses Std Dev 1.02
SEAS, 1000-level courses Response Count 8112

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.83
  Std Dev 0.38
  Response Count 91

SEAS, 1000-level courses Mean 4.02
SEAS, 1000-level courses Std Dev 0.94
SEAS, 1000-level courses Response Count 16340

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.92	0.28	12 (92.31%)	1 (7.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1621	4.10	0.80	492 (30.35%)	882 (54.41%)	155 (9.56%)	59 (3.64%)	18 (1.11%)	15 (0.93%)

2. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.80	0.42	8 (61.54%)	2 (15.38%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (23.08%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	3.75	1.13	591 (25.31%)	884 (37.86%)	361 (15.46%)	195 (8.35%)	126 (5.40%)	178 (7.62%)

3. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
12	4.42	1.16	8 (66.67%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1624	4.05	0.89	493 (30.36%)	873 (53.76%)	138 (8.50%)	80 (4.93%)	38 (2.34%)	2 (0.12%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.33	0.78	6 (46.15%)	4 (30.77%)	2 (15.38%)	0 (0.00%)	0 (0.00%)	1 (7.69%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1624	3.84	1.09	481 (29.62%)	660 (40.64%)	224 (13.79%)	146 (8.99%)	71 (4.37%)	42 (2.59%)

5. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.83	0.41	5 (38.46%)	1 (7.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	7 (53.85%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1622	3.35	1.13	167 (10.30%)	275 (16.95%)	331 (20.41%)	126 (7.77%)	72 (4.44%)	651 (40.14%)

6. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.82	0.40	9 (69.23%)	2 (15.38%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (15.38%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2334	3.95	0.91	606 (25.96%)	1058 (45.33%)	333 (14.27%)	133 (5.70%)	38 (1.63%)	166 (7.11%)

7. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.90	0.32	9 (69.23%)	1 (7.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (23.08%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2338	4.33	0.73	981 (41.96%)	973 (41.62%)	172 (7.36%)	32 (1.37%)	12 (0.51%)	168 (7.19%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.73	0.47	8 (61.54%)	3 (23.08%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (15.38%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	4.29	0.73	908 (38.89%)	1037 (44.41%)	179 (7.67%)	35 (1.50%)	11 (0.47%)	165 (7.07%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.70	0.48	7 (53.85%)	3 (23.08%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (23.08%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1621	3.66	1.09	242 (14.93%)	352 (21.71%)	246 (15.18%)	104 (6.42%)	42 (2.59%)	635 (39.17%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.91	0.30	10 (76.92%)	1 (7.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (15.38%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2335	3.79	1.03	517 (22.14%)	905 (38.76%)	364 (15.59%)	183 (7.84%)	72 (3.08%)	294 (12.59%)

11. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.91	0.30	10 (76.92%)	1 (7.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (15.38%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2339	4.14	0.84	766 (32.75%)	1053 (45.02%)	216 (9.23%)	86 (3.68%)	24 (1.03%)	194 (8.29%)

12. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
13	4.73	0.47	8 (61.54%)	3 (23.08%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (15.38%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2324	3.89	1.00	633 (27.24%)	893 (38.43%)	370 (15.92%)	170 (7.31%)	52 (2.24%)	206 (8.86%)

13. 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-1501-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
13	7 (53.85%)	6 (46.15%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1621	176 (10.86%)	765 (47.19%)	520 (32.08%)	122 (7.53%)	38 (2.34%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
13	4.85	0.38	11 (84.62%)	2 (15.38%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1620	3.87	1.06	492 (30.37%)	688 (42.47%)	242 (14.94%)	135 (8.33%)	63 (3.89%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
12	4.92	0.29	11 (91.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1619	3.71	1.20	497 (30.70%)	560 (34.59%)	274 (16.92%)	177 (10.93%)	111 (6.86%)

16. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
13	4.77	0.44	10 (76.92%)	3 (23.08%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2327	4.04	0.85	678 (29.14%)	1222 (52.51%)	323 (13.88%)	54 (2.32%)	50 (2.15%)

17. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
13	4.62	0.65	9 (69.23%)	3 (23.08%)	1 (7.69%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2325	3.83	0.96	612 (26.32%)	943 (40.56%)	589 (25.33%)	122 (5.25%)	59 (2.54%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
13	4.77	0.44	10 (76.92%)	3 (23.08%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2334	3.87	0.97	647 (27.72%)	1002 (42.93%)	494 (21.17%)	128 (5.48%)	63 (2.70%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
19. Please make any overall comments or observations about this course: ~ Question Type: Short Answer ~ *contributed by Office of the Provost*	

Results for CS-1501-001	
Total	Individual Answers
9	*See below for Individual Results*

I never even saw Mark Floryan once, however the student instructor, Andrew, was absolutely amazing.

1) The student instructor for this course was a fantastic lecturer and extremely enthusiastic. 2) There really needs to be an official Intro to Deep Learning course (could be graduate-level). This class was great, but it is not offered every semester.

Very informative class, with (relatively) little effort compared to other classes.

Andrew was excellent and simplifying difficult concepts and being honest about what topics were confusing for him to learn at first.

this course was dope

Replace all the "Mark Floryan"s above with "Andrew Draganov". I thought this course was really well taught. Andrew was able to take some pretty complicated concepts and break them down into digestible bites with intuitive comparisons and minimal technical jargon. I also really appreciated how open he made the class. He would keep everyone engaged by calling on us to help answer questions during lecture, but if someone had no idea how to answer he didn't shame them or make them feel bad. On the contrary he built on people's responses to show that they were on the right track. He was also really open to any and all questions. I feel like this was an integral part of what made this course awesome. Everything and anything was open to question and he was willing to try his best to answer.

Excellent course. Andrew Draganov was extremely knowledgeable and passionate about the content.

Mark Floryan = Andrew Draganov

Great course!

CS 4102-001 **Algorithms** - Fall 2016

ENGR (17521)

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

Respondents: 69 / Enrollment: 121

Summary: CS 4102-001 Algorithms - Fall 2016 (17521)

Overall Course Rating

CS-4102-001 Mean 4.04
CS-4102-001 Std Dev 1.15
CS-4102-001 Response Count 345

SEAS, 4000-level courses Mean 4.15
SEAS, 4000-level courses Std Dev 0.91
SEAS, 4000-level courses Response Count 10631

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.44
  Std Dev 0.78
  Response Count 481

  SEAS, 4000-level courses Mean 4.30
  SEAS, 4000-level courses Std Dev 0.84
  SEAS, 4000-level courses Response Count 15765

~ QUESTIONS AND DETAILS ~ | ~ ANSWER MATRICES ~

1. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.83	0.51	60 (86.96%)	7 (10.14%)	1 (1.45%)	1 (1.45%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2125	4.36	0.75	1012 (47.62%)	903 (42.49%)	129 (6.07%)	38 (1.79%)	17 (0.80%)	26 (1.22%)

2. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.21	0.90	30 (43.48%)	24 (34.78%)	9 (13.04%)	2 (2.90%)	1 (1.45%)	3 (4.35%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2252	4.22	0.93	1004 (44.58%)	788 (34.99%)	228 (10.12%)	103 (4.57%)	35 (1.55%)	94 (4.17%)

3. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.43	1.40	22 (31.88%)	15 (21.74%)	10 (14.49%)	15 (21.74%)	7 (10.14%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2124	4.26	0.84	922 (43.41%)	956 (45.01%)	136 (6.40%)	63 (2.97%)	35 (1.65%)	12 (0.56%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.42	0.79	38 (55.07%)	25 (36.23%)	4 (5.80%)	1 (1.45%)	1 (1.45%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2129	4.18	0.90	831 (39.03%)	789 (37.06%)	222 (10.43%)	85 (3.99%)	28 (1.32%)	174 (8.17%)

5. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.25	1.12	7 (10.14%)	9 (13.04%)	20 (28.99%)	4 (5.80%)	4 (5.80%)	25 (36.23%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2125	3.68	1.08	258 (12.14%)	356 (16.75%)	287 (13.51%)	74 (3.48%)	52 (2.45%)	1098 (51.67%)

6. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.49	0.68	39 (56.52%)	27 (39.13%)	1 (1.45%)	2 (2.90%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2250	4.08	0.93	790 (35.11%)	957 (42.53%)	267 (11.87%)	121 (5.38%)	37 (1.64%)	78 (3.47%)

7. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.86	0.35	59 (85.51%)	10 (14.49%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2257	4.59	0.64	1481 (65.62%)	647 (28.67%)	93 (4.12%)	13 (0.58%)	10 (0.44%)	13 (0.58%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
68	4.53	0.70	42 (61.76%)	22 (32.35%)	2 (2.94%)	2 (2.94%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2256	4.38	0.76	1124 (49.82%)	872 (38.65%)	155 (6.87%)	48 (2.13%)	12 (0.53%)	45 (1.99%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	3.97	1.00	21 (30.43%)	34 (49.28%)	8 (11.59%)	3 (4.35%)	3 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2128	4.04	0.93	704 (33.08%)	922 (43.33%)	288 (13.53%)	111 (5.22%)	38 (1.79%)	65 (3.05%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
68	3.93	0.95	20 (29.41%)	30 (44.12%)	12 (17.65%)	5 (7.35%)	1 (1.47%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2254	4.16	0.89	876 (38.86%)	966 (42.86%)	215 (9.54%)	94 (4.17%)	38 (1.69%)	65 (2.88%)

11. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.74	0.59	55 (79.71%)	11 (15.94%)	2 (2.90%)	1 (1.45%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2250	4.38	0.78	1134 (50.40%)	868 (38.58%)	142 (6.31%)	38 (1.69%)	25 (1.11%)	43 (1.91%)

12. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.33	0.77	32 (46.38%)	26 (37.68%)	6 (8.70%)	2 (2.90%)	0 (0.00%)	3 (4.35%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2246	4.28	0.81	962 (42.83%)	931 (41.45%)	183 (8.15%)	55 (2.45%)	24 (1.07%)	91 (4.05%)

13. 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-4102-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
69	0 (0.00%)	1 (1.45%)	14 (20.29%)	29 (42.03%)	25 (36.23%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2131	85 (3.99%)	746 (35.01%)	904 (42.42%)	263 (12.34%)	133 (6.24%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
67	4.55	0.58	40 (59.70%)	24 (35.82%)	3 (4.48%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2121	4.14	0.90	839 (39.56%)	895 (42.20%)	262 (12.35%)	92 (4.34%)	33 (1.56%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
68	4.44	0.76	39 (57.35%)	22 (32.35%)	5 (7.35%)	2 (2.94%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2124	4.18	0.95	940 (44.26%)	818 (38.51%)	223 (10.50%)	90 (4.24%)	53 (2.50%)

16. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
68	4.63	0.64	47 (69.12%)	19 (27.94%)	0 (0.00%)	2 (2.94%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2244	4.32	0.74	1001 (44.61%)	1021 (45.50%)	168 (7.49%)	38 (1.69%)	16 (0.71%)

17. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.62	0.69	49 (71.01%)	16 (23.19%)	2 (2.90%)	2 (2.90%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2251	4.32	0.85	1141 (50.69%)	794 (35.27%)	224 (9.95%)	70 (3.11%)	22 (0.98%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.61	0.69	47 (68.12%)	19 (27.54%)	2 (2.90%)	0 (0.00%)	1 (1.45%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2261	4.29	0.87	1097 (48.52%)	857 (37.90%)	205 (9.07%)	66 (2.92%)	36 (1.59%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4102-001	
Total	Individual Answers
48	*See below for Individual Results*

Very hard class with very hard homeworks! Definitely the class I spent longest on this semester. Had trouble making it to his office hours.

Grading for programming assignments was frustrating sometimes. Especially for Assignment 3. In general, I just don't like how your grade depends only on test cases. You can come so close to getting something right and still get the same grade as someone who didn't turn it in.

Although challenging, Algorithms was an incredibly helpful and interesting course. The material learned in this course really carried me through my interview process this fall, and I give some credit to Floryan and the course for helping me get my software engineering job. Thank you!

Floryan was awesome! He worked through difficult theoretical concepts and was very reasonable with grading and deadline policies!

wasted time in class answering random specific questions people had. rest of the class would become disengaged when this happened. unreasonable amount of time expected for weekly assignments. also I still don't understand why I needed to learn how to prove things. proofs are useless, really.

Written homework should be shorter

Challenging but super fun and engaging.

Floryan rocks; algo is hard; algo is required; likely nothing will change.

Very difficult, but rewarding, course. The homework assignments could sometimes be over the top, and the only some of the TAs were actually helpful and knew how to do them. The thursday office hours felt more like mandatory class time if you wanted to pass the written assignments.The tests and grading curves felt fine, the homework was just a bit much.

Floryan deserves a raise. He is the bomb.com!

I thought Floryan was a great instructor, I just don't really understand why this is a required course for CS majors. The class seems to be filled with insanely hard problem sets and exams that focus on solving what amounts to either brain teaser problems or proofs. I honestly fail to see how this is going to provide any benefit to me after I'm done with the course. Again, Floryan did a great job teaching and I learned a lot, I just don't see that information as useful. Another complaint: not receiving homework assignments back before we were tested on the material. I understand there are only so many TAs that can be hired and that they have other work to do, but if homework assignments are so hard that they can't even be graded by the time we are being tested on the material, either we should not be expected to know said material or (PICK THIS OPTION) homework assignments should be easier. It is completely unfair to expect students to perform well on exams if they aren't receiving feedback for their mistakes on homework assignments. Maybe if we had feedback, test averages wouldn't be in the 50s and require a huge curve. This class seems to have the problem of other core CS classes as well: where the course is designed to have an average in the 50s or 60s (see CS 3330) then get curved to a B or B+ at the end. I don't understand why this seems to be the teaching philosophy in the Computer Science department unless it is explicitly designed to discourage students from pursuing the major (which I guess is one strategy to use when your department is starved for resources...but an unfortunate one nevertheless). Again, my issue is with the design of the course and the philosophy in the department as a whole, not with Floryan. I thought he was an effective instructor who clearly cared about his students but seemed to be put in an impossible situation (come on, having him teach 2150 at the SAME TIME just seems cruel). Get more resources, or revise your courses so students can reasonably take them. I checked out on the homework assignments partway through the semester because they felt impossibly hard and I knew grade averages would be extremely low. Having many students bullshit a hard assignment doesn't benefit anyone.

This course, at least as taught by Prof. Floryan, should be a 4-credit course. There is a tremendous amount of work expected from this class, and rightfully should be for an Algorithms course. Please try to have more TAs for office hours. Oftentimes, office hours would be completely full, making it difficult for an individual or group with specific questions to speak with the TAs.

There are a lot of great things about this course but in order to make it better, I'm only going to talk about the bad stuff. -You did great explaining things that were on the board but when you explained things that came up in class, you'd breeze through it verbally and as a visual learner (like most) it was super difficult to grasp and understand. -The homeworks were ridiculous. There was a lot of time that went into these 10 point assignments and grading was harsh and unforgiving. - There was so much inconsistency among the TA's about what approach or how to solve a problem. It seemed you never had a concrete answer key so they were making stuff up as they went along -homeowrks were never given baack in a timely manner -It was not a rare thing for you to brush off certain parts of the material as trivial but then it showed up on exams and yes, I get that it's fair game but it felt like you were deliberately trying to trick us by not emphasizing those topics. I don't understand why it always felt like you hated us. I acknowledge that some students were rather sassy and disrespectful but the majority of us were not. You're lack of enthusiasm gave us a lack of enthusiasm making the whole relationship awkward. I like all the things were covered in this course, i just don't feel like I'm leaving have fully grasped all the concepts.

how do you sat?

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

The most important CS class you will take. I enjoyed having both programming and written assignments. It was, however, frustrating putting a lot of effort into a programming assignment and having it not print the correct answer and getting no credit for it.

While Professor Floryan has been a great professor over this semester and I highly enjoyed his class, I have some complaints about the structure of this Algorithms class. For one, my biggest complaint is Professor Floryanâs, at times, overly joking attitude. While this is fun and enjoyable most of the times, this is definitely not what students need every class. Professor Floryan had a tendency to make everything seem like a joke, which is good most of the time, but not really when we are discussing a test where the average for the class is 60 or when we are learning material for a homework that is draining the life of an entire week. There were many times where it felt very frustrating to see Floryan being so light-hearted about our grades. While grades are not everything, they are definitely of utmost importance for me, a student. I know that Professor Floryan wants us to care more about learning rather than the grade we get for the class, but most of us students have plans for our jobs/grad school that require a good GPA. Overall, while I enjoy Professor Floryanâs attitude a lot and it makes class fun, it would be better at the right times. Another issue is with how the professor office hours are structured. There have been many office hours where we spent over an hour talking about a homework problem and struggling over it without making much progress. I understand the implication of allowing us to learn, but some problems are extremely difficult with almost half the class being in office hours. Not all students can afford to stay at office hours from 3:30pm â 5:45pm, where one problem explanation can take literally over half the time due to the problemâs difficulty. I really do understand the learning experience, but there were some specific problems where I felt more guidance would have been more useful for us (think: divorce, skiing problem). Also, I hope there will be a way to fix office hour organizations. Both TA and professor office hours get very hectic without any idea who came in at what time. Many times, some student questions seem to be getting neglected. I think using something like CS 2150 queue or making a sign up list would be helpful. Finally, I just want to say that Algorithms definitely was one of the hardest classes I took at UVA, but also one where I learned the most. I highly recommend Professor Floryan as a professor as he always cares for us students. This isnât really a comment to Professor Floryan, but I really hope future students will learn to be less sassy/full of attitude as I think Professor Floryan deserves more respect than that. Professor Floryan is definitely the reason I didnât go absolutely insane through the semester.

Floryan is a phenomenal professor and UVA is lucky to have him. Algorithms is a very difficult course, but Floryan does a great job. He's young and relates well to students, as well as a funny guy whose humor keeps things from being terrible. Good work, Mark.

While I agree this is a worthwhile course, I think that Floryan has made the course far more difficult than it needed to be. I think that while the tests were somewhat fair, there were huge deductions for small errors, causing averages of 60 and 67... which seems ridiculous. The homeworks took me at least 15 hours a week, and Floryan held office hours for 2 hours on Thursdays, which turned into a review session among students in which he didn't even participate. Spending over 15 hours a week on homework (on average) and still getting poor grades also is incredibly discouraging as a student. I think that this course was unnecessarily difficult and that there could have been easy improvements throughout. If there is a curve at the end (which we still don't know if there will be) I think it would have been better to distribute it among each of the tests rather than curve the final grades up, it ruins everyone's motivation to go into the final hoping for a C

Professor Floryan is a great, very approachable teacher but his homeworks were a bit much sometimes. I felt like I could have learned the same material with fewer questions per homework. I realize that sounds like I just don't want to do homework but the level of work required is almost as if he expects us to have no other classes. He also got almost too comfortable with the students in class as class went on, class discussion often went on irrelevant tangents that wasted time. This was often not his fault entirely as a few select people in class really loved to interrupt him to make jokes or comments that were really unnecessary. Also Floryan needs to respond to these people a little more harshly than he does sometimes. One girl told him to stand in the corner and not speak while she caught up on the notes and he didn't do anything. I mean I was also shocked at the blatant disrespect but then there was no sort of retaliation from Floryan. Things like that happened a lot and I think people lost some of the respect they had for him.

Written homeworks FAR too hard, requiring attendance of office hours, where answers were literally given out. This is the number one problem with this class. They don't teach concepts at ALL and instead promote regurgitating answers from TA's and copying of other students. Incredibly disappointing. Tests varied greatly, but were generally fair, if a bit limited on time. Policy was poor, with homework assignment deadlines extended the night before they were due. Extremely unreasonable. Grading was inconsistent, and TA's often provided factually incorrect answers or marked correct answers as incorrect. Programming assignments weren't very helpful in regards to learning, but were easy. Course content was not as good as I would have liked, with large amounts of time devoted to examples that were irrelevant, and little time spent learning concepts or how to actually approach and solve problems. Less focus should be placed on theory, and more time spent on learning industry-applicable knowledge and how to apply the material. This helps a lot with technical interview questions, and thus jobs for alums, so please don't ignore it.

Sometimes, the homework assignments would be extremely challenging and excessively long. I did not like that. I did like the balance of coding homeworks and written homeworks. I think Floryan was an excellent professor and did the best he could (with a kind of annoying class low key high key). Will I remember everything? Most definitely not. But, I think this has changed the way I approach problems, and hopefully that's enough :).

Hardest Class I've ever taken but I feel like I learned more than I have in any other CS class.

Professor Floryan is one of the best professors I have had here at UVA! He is both intelligent and approachable; he makes one of the hardest CS classes fun and engaging, despite the tremendous workload. Professor Floryan was always willing to reach out to students and made sure that we felt comfortable in the class. He often joked around with us and always talked to us as equals more so than professor/students. Algorithms is definitely a difficult course, but he made it worthwhile and not that draining to go to!

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

The homeworks were effective, but they literally took my 30+ hours to complete a week. Absolutely love Floryan as a person, and a professor, but there are definitely ways to make the class a little more manageable while still getting the same level of understanding from students

i love Prof Floryan. I really do. He's a great professor. But seriously, ALGO IS SO HARD!!!! WHY IS THIS CLASS SO MUCH WORK!!! I DIDN'T SLEEP FOR LIKE 3 DAYS FOR THIS COURSE MULTIPLE TIMES THROUGHOUT THE SEMESTER. Your TAs are amazing. I love them all. Especially Qian and Joe. Why was Andrew Norton given piazza access? Why is he everywhere? I think if Cam hadn't quit that would have been great because one more TA would have drastically decreased the barrage of students at every OH. I love how Prof Floryan lectures and he's super nice to people asking questions. But seriously, the homeworks are killer. I would say a decent amount of them, if each question was going to be that hard, didn't need to be as long as they were. If you want each question to have that level of rigor then you have to make the homeworks shorter. This was just not fair. It felt like a punishment because some of the questions were so similar I wasn't learning anything new from them. Also your exams. SO HARD! I definitely think they need to be made shorter. I don't think I actually finished a single one. With that all said though, I did learn. I learned a lot. I knew I would because of Prof Floryan. I hate you sometimes, you've made me cry multiple times, but I always leave your classes having learned a ton. So thanks for that. But seriously, shorten the homeworks. Oh also, I i will say, thank you so much Prof Floryan for giving an extension on that one homework after the election. I can't tell you how grateful I am for that. It was a tough time for a lot of us and it really felt like you cared about us. Thank you so much for that. I really appreciate it. <3

This is a challenging course, but it's also very rewarding because you learn valuable information. Professor Floryan presented the material well and was extremely helpful, which made this course quite enjoyable despite the workload.

hard class, give a nice curve please

This is the second semester I've had Professor Floryan, the first being for CS 2150. I can't recommend him enough. He's approachable, extremely knowledgable, and his classes have been my favorite 2 I've taken at UVA. Flo's the man

Mark is a great professor, and he is VERY well liked by all of his students. The problem with being friends with all of the students is often times students would talk back or crack jokes in class, or often talk and mess around in class while hes lecturing and I found this to be quite distracting

Professor Floryan does a really good job of explaining complex material in a way that I can understand. There were some students in the class who I know are not easy to deal with, but Floryan handled their questions with ease. I also love that we had programming assignments for some of the homeworks; I think it's important to know how to actually code an algorithm in addition to explaining it. My complaints about this course stem mostly from the written homework assignments. Throughout the semester, I spent more time on those homework assignments than I did for any Organic Chemistry test, yet I feel as if I'm doing significantly worse in Algorithms. I think the difficulty of the written homework assignments actually hinders learning. I require so much help from the TA's to finish them that I don't feel like I'm truly learning how to solve problems. I feel no sense of accomplishment upon finishing them - only intense relief.

This was my favorite class this semester. Professor Floryan is fair, approachable, knowledgeable, and a very effective lecturer. He is always willing to help students and is fair about taking off points and giving them back. The material was super interesting, and he did a great job at presenting it all. I always love taking classes with him and hope I get to take more in the future.

Well, I'll begin by saying that Floryan is awesome. He's the only professor I've had who makes me laugh out loud several times every lecture. Plus he's nice and compassionate and definitely cares about the students. I have mixed feelings about the homework. I think they tended to throw us in the deep end. An example of problem I liked was the three part recurrence relation derivation problem-- it's a kinda confusing topic and was a straightforward way of walking us through the process. But most of the problems weren't really like that and were all transfer without helping me really grasp the idea/algorithm approach before having to apply it to some sort of challenging word problem. So my feeling is that the homework problems should ramp up in difficulty, with the difficult bridge-type problems showing up at the end. I don't want to say the earlier problems should be "hand-holdy," but they should be more straightforward and should aim to consolidate our understanding more. Ideally, we could then advance to the difficult problems without having to spend as much time in crowded office hours.

Mark Floryan is one of my favorite professors in the CS department and at UVA in general. The course was very challenging but I think he did a great job with it. It would be nice if the TA would release the grades faster; if I made an error on a previous homework I want to know that before submitting the next. Professor Floryan dedicated a lot of time on Thursdays to helping with the homeworks in office hours and his TAs were helpful as well. Andrew D was a really awesome TA.

Give Floryan a raise.

Very challenging, but very interesting. Having homework due Friday at midnight wasn't my favorite. A lot of times we wouldn't see all of what we needed to until Tuesday for the homework that was due Friday, which made it hard to use the weekends to work on it. Professor Floryan was excited about the subject and did a good job explaining difficult material. He definitely wanted the students to succeed and made an effort to answer questions thoroughly and make sure people were following what he was explaining.

Professor Floryan is a great professor and very helpful to his students. This should obviously be a 4 credit course though. I don't understand why the CS department only gives 3 credits for 2150 and 4102 when those classes require significantly more hours than any other 3 credit class I have ever taken.

Very good office hours, always willing to help

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Great class overall. Professor Floryan is a terrific lecturer. Floryan is a wonderful professor- knowledgeable, funny, approachable. I do think this class was a lot of work and I think the stress of completing the homework assignment was very high for this course. I felt bad for people who couldn't make it to office hours because that was the only way I personally could complete the assignments. Also, some TAs weren't as helpful because they didn't prepare before office hours and during the professor's office hours, sometimes we would spend a long time and the guidance was a bit unclear. I felt confused in this class, but at the same time I understand it was to help us learn. But the stress was really high for this class. Make sure the TAs actually know the answers to the questions. Overall, a pretty good class. Some of the written homeworks were a little bit lengthier than I thought they needed to be, but otherwise a cool class I really enjoyed the concepts I learned in this course. The material was very challenging but Floryan does a great job making it more understandable. I would read parts of the Cormen book and be sort of confused but Floryan's explanations would clarify a lot. I did not like your homeworks, well the written ones. I thought some were ridiculously long and took forever to type up in LaTeX. If there a lot of challenging problems, please make the homeworks shorter. I would rather have 1-2 easier to medium problems and 1-2 really HARD algorithms than to write up 7 algorithms or proofs. The exams were really harsh and vastly different. Why would you have 10 T-F questions where they are all false?? I understand the whole concept of "if you really understand it, you'll get it right" but like most people, I second guessed myself. The first exam was really hard in that I couldn't really come up with these algorithms on the spot but they were ridiculously simple after hearing the solutions... I thought the programming assignments were really great, and I appreciated how you challenged us with a single hard problem to implement, including some from the ICPC world finals (i.e. Problem L from last years). Otherwise, I think the material was presented very well but certain improvements can be made to how the class is conducted. I didn't like how some people were very sassy to you and kind of spoke disrespectfully to you. It seems like you were very nice, didn't call people out on it, and played it off jokingly but I think that's why those individuals continued to sass you and be disrespectful. It's important to have some conversations offline, especially when some of the same students interrupt your lectures. Also, I know you like for us to have this epiphany moment during certain points of the lecture. Sometimes it takes a little bit longer for everything to click so it may not be immediate but I agree our class should have been a bit more engaged. Overall, i appreciated this course and I learned a great deal that will be helpful in my career. Professor Floryan was a great teacher who was incredibly approachable and really cared about his students understanding. 10/10. While Prof. Floryan was very knowledgable in the course material, his organization of the class left much to be desired. Often fielding difficult questions for the first time in homework assignments, and as result, OH was a necessity for a majority of the class. While this is not unheard of, the credit hours awarded becomes inadequate, and slowly being fed the answers to an impossibly hard question led to very little learning being done by the student. Furthermore, the disorganization was evident in the first two exams. The first exam seemed to not take time into consideration, as most of the class struggled to finish, while the second exam clearly seemed to make up for that error, and was much more feasible. Overall, Prof. Floryan is a strong and approachable teacher, but it's unfair that the shortcomings of experimental hw and exams should be the students' burden. Class discussions and extraneous questions derailed the class a bit which made it hard to pay attention. Overall though, this was a challenging but rewarding course. Very informative course. Floryan is a great teacher, albeit a little difficult, but the curve makes up for that. Dear Professor Floryan, I have never had a class bring me to my knees as much as Algo did.For the other notorious classes in CS like CS 2150 and CS 3330, I knew that if I worked hard enough and devote enough time to it, I could do well.But for Algo, I constantly felt like I was being thrown a curveball and getting hit by it in the stomach. I know that this course material is very hard. You do a very good job teaching it and I feel like I'm learning a lot from this class. It's honestly my favorite course this semester. I enjoyed the challenge of solving the homework problems. However, I found the tests to be unnecessarily stressful. I'm not good at coming up with algorithms quickly and under time pressure so even though I can come up with solutions to the homework, I find that I do subpar on the tests in spite of spending over 10 hours studying. Perhaps a take-home test like how Dr. Shelat had it would help alleviate this stress. I like to keep a growth mindset- that if I work hard enough at anything, I can grow and get better at it. But this class had me questioning if I was smart enough to be in this major for a majority of the semester. I love this class and I love how you elucidate this very abstract and dense material because it's challenging and fun to think about. I am also very grateful for you being so understanding of our mental health after the election since many of my friends back home are at risk. However, I felt that this class was unnecessarily stressful because of the timed tests. I felt that they were not a good measure of how well I learned the material, but instead a measure of how well I can take a test. I think a take-home exam would help alleviate most of this stress and be a better measure of my abilities. I'm sure many of my peers would agree too. I enjoyed this class very much otherwise.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Let me start off by saying Floryan is a great professor, at least in a class and office hours sense. He is always willing to help and shows the material in a fun and entertaining way. However, the written homework assignments for this class are truly obscene. Maybe I am just incompetent at this class, but those assignments are the bane of my existence. They demand far too much work for the lessons that they teach. Most of the time, they are so difficult and time-demanding that my only chance at survival is solely based on the TAs. I have to go to enough office hours that eventually I get the answer from the TA, other students, or Floryan himself and this is a shame. I want to learn the material in a way that truly teaches me the material. However, this class demands time while giving nothing in return. I am so brain dead by the end of the week that I can hardly recall what we even went over on the homework. Many people complain about the exams, which they are horrible, but if the homework more closely resembled the exams, it would be alright. The homework and the exams seem to come from two different people. The homework is insanely proof heavy, while the exams require a mental flexibility that is not taught in this course. If the flexibility of the tool kit was shown in homework, then it would be completely fair to put on the exam. Instead, you're left mostly stranded and guessing at what to do. This is similar to a lot of CS courses where the material is much harder than it needs to be for the lessons learned. Overall, it was really just the written homework that makes me despise most of this course. Everything else was great, but doing a fruitless endeavor that takes all of my time casts a dark shadow over the rest of the course.

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

ENGR (16803)

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

Respondents: 95 / Enrollment: 134

Overall Course Rating	**Overall Instructor Rating**
	INSTRUCTOR: Floryan, Mark
CS-2150-001 Mean 4.05	Mean 4.48
CS-2150-001 Std Dev 1.17	Std Dev 0.73
CS-2150-001 Response Count 475	Response Count 665
SEAS, 2000-level courses Mean 4.04	SEAS, 2000-level courses Mean 4.26
SEAS, 2000-level courses Std Dev 1.01	SEAS, 2000-level courses Std Dev 0.88
SEAS, 2000-level courses Response Count 16316	SEAS, 2000-level courses Response Count 23269

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

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.
~
Question Type: Short Answer
~
contributed by Floryan, Mark (mrf8t)

Results for CS-2150-001, Floryan, Mark	
Total	Individual Answers
78	*See below for Individual Results*

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.

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.

I think there need to be more TAs during the weeks with the more difficult labs, as the queue gets very long.

overall TAs were very good

Generally helpful in lab.

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.

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

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.

Teaching assistants were knowledgeable and did their best to make sure everyone in the room got their questions answered.

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.

TA's are very knowledgeable and helpful.

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.

Pro - helpful when accessible   Con - slow turnaround time

They were good!

The teaching assistants were very knowledgeable overall.

The information in this document is private and confidential. Please handle accordingly.

~ 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 wos 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.

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~ 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 knowledgable, 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 knowledgable.

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 thornton, 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
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	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, spiting 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 (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)
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 (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)
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 gtfo 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. FLoyran 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 trival. 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 Ill 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

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~ 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 is 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 insteadof 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 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 as 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.

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~ 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 fell 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. |

CS 4730-001 **Computer Game Design** - Spring 2016

ENGR (18287)

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

Respondents: 15 / Enrollment: 52

Summary: CS 4730-001 Computer Game Design - Spring 2016 (18287)

Overall Course Rating

CS-4730-001 Mean 4.24
CS-4730-001 Std Dev 0.88
CS-4730-001 Response Count 75

SEAS, 4000-level courses Mean 4.16
SEAS, 4000-level courses Std Dev 0.92
SEAS, 4000-level courses Response Count 9801

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.40
Std Dev 0.84
Response Count 105

SEAS, 4000-level courses Mean 4.34
SEAS, 4000-level courses Std Dev 0.83
SEAS, 4000-level courses Response Count 14353

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.33	0.90	8 (53.33%)	5 (33.33%)	1 (6.67%)	1 (6.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1961	4.39	0.73	968 (49.36%)	811 (41.36%)	124 (6.32%)	26 (1.33%)	14 (0.71%)	18 (0.92%)

2. 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
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.47	0.83	9 (60.00%)	5 (33.33%)	0 (0.00%)	1 (6.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2056	4.25	0.91	922 (44.84%)	734 (35.70%)	179 (8.71%)	85 (4.13%)	31 (1.51%)	105 (5.11%)

3. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.27	0.80	6 (40.00%)	8 (53.33%)	0 (0.00%)	1 (6.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1962	4.23	0.88	854 (43.53%)	862 (43.93%)	124 (6.32%)	83 (4.23%)	36 (1.83%)	3 (0.15%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.40	0.91	9 (60.00%)	4 (26.67%)	1 (6.67%)	1 (6.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1958	4.18	0.92	744 (38.00%)	678 (34.63%)	195 (9.96%)	74 (3.78%)	31 (1.58%)	236 (12.05%)

5. The textbook increased my understanding of the material.
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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-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	3.58	1.08	3 (20.00%)	3 (20.00%)	4 (26.67%)	2 (13.33%)	0 (0.00%)	3 (20.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1960	3.87	1.02	325 (16.58%)	386 (19.69%)	232 (11.84%)	72 (3.67%)	30 (1.53%)	915 (46.68%)

6. The course material was well organized and developed.
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Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.20	1.01	7 (46.67%)	6 (40.00%)	0 (0.00%)	2 (13.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2047	4.13	0.92	776 (37.91%)	831 (40.60%)	217 (10.60%)	94 (4.59%)	37 (1.81%)	92 (4.49%)

7. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.73	0.46	11 (73.33%)	4 (26.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2053	4.61	0.64	1364 (66.44%)	576 (28.06%)	65 (3.17%)	11 (0.54%)	12 (0.58%)	25 (1.22%)

8. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.40	0.91	9 (60.00%)	4 (26.67%)	1 (6.67%)	1 (6.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2048	4.41	0.78	1071 (52.29%)	735 (35.89%)	117 (5.71%)	42 (2.05%)	19 (0.93%)	64 (3.12%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. I received adequate preparation from the prior courses in the curriculum to be successful in this course.
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Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.47	0.52	7 (46.67%)	8 (53.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1960	4.01	0.99	657 (33.52%)	829 (42.30%)	229 (11.68%)	130 (6.63%)	51 (2.60%)	64 (3.27%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	3.87	1.06	5 (33.33%)	5 (33.33%)	3 (20.00%)	2 (13.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2051	4.26	0.85	889 (43.34%)	852 (41.54%)	169 (8.24%)	60 (2.93%)	29 (1.41%)	52 (2.54%)

11. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.73	0.46	11 (73.33%)	4 (26.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2047	4.43	0.76	1094 (53.44%)	731 (35.71%)	107 (5.23%)	37 (1.81%)	19 (0.93%)	59 (2.88%)

12. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.40	0.74	8 (53.33%)	5 (33.33%)	2 (13.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2051	4.28	0.84	890 (43.39%)	795 (38.76%)	169 (8.24%)	52 (2.54%)	26 (1.27%)	119 (5.80%)

13. 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-4730-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
15	0 (0.00%)	6 (40.00%)	6 (40.00%)	3 (20.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1964	79 (4.02%)	637 (32.43%)	822 (41.85%)	287 (14.61%)	139 (7.08%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	4.13	1.06	7 (46.67%)	5 (33.33%)	1 (6.67%)	2 (13.33%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1957	4.26	0.87	897 (45.84%)	798 (40.78%)	163 (8.33%)	67 (3.42%)	32 (1.64%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	3.93	0.88	4 (26.67%)	7 (46.67%)	3 (20.00%)	1 (6.67%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1957	4.25	0.96	956 (48.85%)	708 (36.18%)	163 (8.33%)	77 (3.93%)	53 (2.71%)

16. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
14	4.50	0.65	8 (57.14%)	5 (35.71%)	1 (7.14%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2052	4.36	0.76	992 (48.34%)	877 (42.74%)	121 (5.90%)	44 (2.14%)	18 (0.88%)

17. 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-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	4.67	0.49	10 (66.67%)	5 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2053	4.39	0.80	1112 (54.16%)	716 (34.88%)	161 (7.84%)	45 (2.19%)	19 (0.93%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4730-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	4.40	0.83	8 (53.33%)	6 (40.00%)	0 (0.00%)	1 (6.67%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2059	4.36	0.84	1079 (52.40%)	748 (36.33%)	150 (7.29%)	50 (2.43%)	32 (1.55%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-4730-001	
Total	Individual Answers
7	*See below for Individual Results*

I have identified that the greatest area for improvement in this class is that of choice. Currently, there is really no meaningful choices to make in the âgameâ. The current breadth of choices are essentially either going to class or not (to risk getting poisoned), not turning in a lab (and then making it up with VP), and doing some option side quests - that only gain VP, which go back to the earlier points. Therefore, everyoneâs experience in this class is essentially the same (6 labs, a project, and lecture). I see the current class as not a âgameâ, but really just a class that uses âtotal pointsâ as a grading metric rather than âpercentage weightsâ. At the beginning of the year, the class was propositioned to be one where âyou try to get as much XP as you can, and once you have earned it you cannot lose itâ in an effort to reframe our mindset on âgradesâ. However, when the total XP attainable is 1 million and the grading scale follows similarly to regular classes (900k for an A-, 800k for a B-, etc) itâs easy to convert the XP we are not gaining to a percentage of our grade we have lost. For example, if I get a 50k / 80k on a lab, I know I just lost 3% of my grade - I donât think that really is the spirit of the intent of this class. My other criticism with the class is that there really is no âexpressionâ. If we were to think of this class as a Java project, there would be a generic âPlayerâ class but no subclasses for specialization. For example, perhaps one could specialize in game analysis, or game programming, and gain bonuses because of that. In my solution below this example will become more clear. The reason why I think expression is important is that it really makes the âgameâ unique and noteworthy. Itâs nice to have choices   If the class really wants to lose the focus on grading and instead promote learning, the best way to do that involves offering far more XP than is necessary to get an A, and then allowing âplayersâ to choose which assignments they do or donât do. The reasoning is that students will always acknowledge the points they are not earning unless they realize that there is an over-abundance of possible points. By offering far more XP than is necessary, the class inherently increases the choices afforded to students, as there must be more assignments or more optional parts to assignments.

Still under construction. The course did not take itself sufficiently seriously (possibly a holdover from previous instruction), but may well change a lot for future semesters.

I was not all that interested in the course subject before taking the class, but Professor Floryan made it interesting and approachable. There were clearly many people in the class who play a lot of video games, and as someone who does not fall into that category I still felt like there was a place for me in the class. Some of the course structure was a bit rough around the edges. For example, XP grading seems like it was just a way of masking traditional grading, and unlike when Professor Sherriff taught the class there were no optional ways of earning additional XP. The written word and critical eye assignments got boring and repetitive, and the quizzes (but hopefully not the final exam!) seemed to emphasis trivia over anything else. Despite these issues, I thought this was a pretty good class and I enjoyed taking it.

Professor Floryan is super knowledgable about games! I liked building the engine, though a little more time to make the game would have been nice? But I am walking away from this class with a game engine...so...? Good class. More work than I expected but no busywork. I liked being able to resubmit (given I earned VP). I'd recommend it to others.

This was an incredible class. My only issue with the class is the late policy on assignments. I finished a lab one day late and received a zero for it. I never received enough VP to resubmit my lab.

Generally, the course is great. I just do not like that a written word and a critical eye are due every week for the last three weeks of class. It could be much earlier and evenly spread out so that they could be more meaningful.

Professor Floryan is a great lecturer and is super knowledgeable about game design. He introduced the concepts in a fun, through-provoking way and left the floor open for many great discussions. I support the "gamified" course structure and felt that it was conducive to my understanding of the material.

The information in this document is private and confidential. Please handle accordingly.

CS 2190-001 **Computer Science Seminar I** - Spring 2016

ENGR (17475)

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

Respondents: 65 / Enrollment: 127

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	3.93	1.08	19 (29.23%)	26 (40.00%)	9 (13.85%)	1 (1.54%)	4 (6.15%)	6 (9.23%)

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)
3272	4.38	0.72	1590 (48.59%)	1389 (42.45%)	213 (6.51%)	38 (1.16%)	23 (0.70%)	19 (0.58%)

2. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.23	0.93	25 (38.46%)	19 (29.23%)	6 (9.23%)	2 (3.08%)	1 (1.54%)	12 (18.46%)

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)
3312	4.06	1.01	1289 (38.92%)	1237 (37.35%)	411 (12.41%)	213 (6.43%)	83 (2.51%)	79 (2.39%)

3. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.42	0.71	34 (52.31%)	24 (36.92%)	5 (7.69%)	1 (1.54%)	0 (0.00%)	1 (1.54%)

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	4.09	1.00	1294 (39.61%)	1392 (42.61%)	265 (8.11%)	204 (6.24%)	104 (3.18%)	8 (0.24%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	3.79	1.02	13 (20.00%)	22 (33.85%)	12 (18.46%)	3 (4.62%)	2 (3.08%)	13 (20.00%)

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)
3265	4.17	0.91	1286 (39.39%)	1278 (39.14%)	318 (9.74%)	136 (4.17%)	54 (1.65%)	193 (5.91%)

5. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.22	0.67	3 (4.62%)	5 (7.69%)	1 (1.54%)	0 (0.00%)	0 (0.00%)	56 (86.15%)

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)
3268	3.55	1.15	487 (14.90%)	718 (21.97%)	548 (16.77%)	245 (7.50%)	138 (4.22%)	1132 (34.64%)

6. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.23	0.71	22 (33.85%)	25 (38.46%)	9 (13.85%)	0 (0.00%)	0 (0.00%)	9 (13.85%)

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)
3310	4.03	1.01	1205 (36.40%)	1358 (41.03%)	379 (11.45%)	231 (6.98%)	89 (2.69%)	48 (1.45%)

7. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.33	0.69	22 (33.85%)	20 (30.77%)	6 (9.23%)	0 (0.00%)	0 (0.00%)	17 (26.15%)

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)
3310	4.55	0.68	2032 (61.39%)	1025 (30.97%)	133 (4.02%)	30 (0.91%)	21 (0.63%)	69 (2.08%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.22	0.80	24 (36.92%)	28 (43.08%)	5 (7.69%)	3 (4.62%)	0 (0.00%)	5 (7.69%)

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)
3305	4.35	0.83	1673 (50.62%)	1190 (36.01%)	257 (7.78%)	84 (2.54%)	41 (1.24%)	60 (1.82%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
64	4.52	0.60	23 (35.94%)	15 (23.44%)	2 (3.12%)	0 (0.00%)	0 (0.00%)	24 (37.50%)

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)
3272	3.85	1.05	854 (26.10%)	1198 (36.61%)	490 (14.98%)	235 (7.18%)	104 (3.18%)	391 (11.95%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.56	0.62	38 (58.46%)	22 (33.85%)	1 (1.54%)	1 (1.54%)	0 (0.00%)	3 (4.62%)

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)
3311	4.12	0.90	1224 (36.97%)	1466 (44.28%)	377 (11.39%)	158 (4.77%)	49 (1.48%)	37 (1.12%)

11. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
65	4.53	0.60	31 (47.69%)	23 (35.38%)	0 (0.00%)	1 (1.54%)	0 (0.00%)	10 (15.38%)

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)
3303	4.36	0.78	1597 (48.35%)	1328 (40.21%)	199 (6.02%)	75 (2.27%)	29 (0.88%)	75 (2.27%)

12. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
63	4.49	0.61	28 (44.44%)	20 (31.75%)	3 (4.76%)	0 (0.00%)	0 (0.00%)	12 (19.05%)

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)
3299	4.23	0.87	1417 (42.95%)	1290 (39.10%)	334 (10.12%)	119 (3.61%)	40 (1.21%)	99 (3.00%)

13. 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-2190-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
64	60 (93.75%)	3 (4.69%)	0 (0.00%)	1 (1.56%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3272	237 (7.24%)	1150 (35.15%)	1191 (36.40%)	413 (12.62%)	281 (8.59%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
65	3.83	0.99	17 (26.15%)	27 (41.54%)	17 (26.15%)	1 (1.54%)	3 (4.62%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3261	4.19	0.89	1379 (42.29%)	1349 (41.37%)	352 (10.79%)	134 (4.11%)	47 (1.44%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
63	3.83	1.16	22 (34.92%)	20 (31.75%)	12 (19.05%)	6 (9.52%)	3 (4.76%)

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	0.97	1341 (41.17%)	1271 (39.02%)	403 (12.37%)	169 (5.19%)	73 (2.24%)

16. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
65	4.35	0.72	31 (47.69%)	27 (41.54%)	6 (9.23%)	1 (1.54%)	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)
3300	4.29	0.78	1444 (43.76%)	1504 (45.58%)	248 (7.52%)	73 (2.21%)	31 (0.94%)

17. 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-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
64	4.16	0.78	23 (35.94%)	30 (46.88%)	9 (14.06%)	2 (3.12%)	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)
3303	4.28	0.81	1512 (45.78%)	1345 (40.72%)	336 (10.17%)	84 (2.54%)	26 (0.79%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2190-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
65	4.29	0.79	29 (44.62%)	28 (43.08%)	7 (10.77%)	0 (0.00%)	1 (1.54%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3317	4.18	0.96	1481 (44.65%)	1257 (37.90%)	348 (10.49%)	148 (4.46%)	83 (2.50%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
19. Please make any overall comments or observations about this course: ~ Question Type: Short Answer ~ *contributed by Office of the Provost*	**Results for CS-2190-001** Total / Individual Answers 32 / *See below for Individual Results*

It was good to see professors from UVA talk about their research. Shouldn't be a required course, as it doesn't really 'prep you for grad school' as the CS department seems to think.

Finally! A one-credit class that does what it is supposed to do! What is a one-credit class supposed to do? Well, it's NOT supposed to be a three-credit class in disguise! Kind of like what the physics and chemistry labs are! Those things suck! This class rules! Oh, and you know the last lecture? The one with the guy who taught us tricks for the technical interview? Yeah, if every lecture that guy came in and helped us with interviews, I probably would have cared ten times more than I did for some of the other lectures that happened. I REALLY liked that guy. He was so helpful.

Cool seminar with zero effort required. Lots of interesting talks.

Floryan himself didn't do much for the class besides organize who was going to come. I have a hard time calling this a "seminar" since all we did was listen to other professors/professionals lecture. Some of them were more interesting than others and I'm still not really sure the whole point of this course but it was an easy 1 credit.

Floryan is pretty fantastic. It was nice hearing from a handful of the CS professors, too, on what they do. Gave me a better appreciation of the program as a whole.

I was hoping to learn more about CS electives in this course which Floryan said we would

I cannot give too much feedback because the course was centered around listening to other people speak, but I enjoyed the course!

The class was very easy. My interest/enjoyment varied from class to class depending on the guest speaker.

Great class!

Great instructor. Questionable class.

I wouldn't have taken it if it wasn't required, but there were some interesting presentations from guest speakers.

Many speakers are boring and don't teach much. Good class in theory.

Attendance makes up 60% of the course grade.

Cool class. Enjoyed seeing all of the different facets and applications of computer science in the real world. Helped me decide which kinds of electives I wanted to take.

Mandatory seminar, but definitely worth taking at times. Floryan is a great guy.

I have one complaint about the instructor, and that was that he was very inaccessible outside of class. He mentioned early on that the grade in the class was heavily dependent on attendance. In one of the early weeks I got very sick and had to miss a class, I found out about it the day of the weekly lecture. I tried emailing and going to his office before I went home for the day (I realized I was too sick to concentrate during my first class) and was unable to find him in his office. He also never responded to my email asking about the absence, so I was unsure about the status of my absence a few weeks later when I had a medical appointment scheduled near class time. I was unsure whether another absence would put me down to a B due to circumstances outside my control and the instructor was not in his office at any point during the week when I went to find him, nor did he respond to my emails asking about whether either this absence or my previous absence were excused. This is really my only complaint about the instructor but it is kind of a big one. I understand that this is a one credit course and that it doesn't matter that much but it still be nice to have an instructor who is willing and able to answer grade related questions in a timely manner, or at all. Another problem was that very few students got anything out of this class. When looking around each week, many people would be sleeping, which means that the goal of this class, to teach students about the CS department, whether they like it or not, was not being accomplished. A one credit class that doesn't achieve anything is extremely unnecessary.   A suggestion for the future would be to release a list of lectures in upcoming weeks, and require students to sign up to come for a certain number of them. This would ensure students were interested and engaged each week rather than just sitting sleeping in Olsson.

I thought CS seminar was definitely an interesting course and worthwhile. It has definitely given me more insight about what I want to do after undergrad.

Good course. I wish there was a collected list of the lecturers and topics they covered available somewhere. Over the course of this semester, I've simply forgotten who's done what lectures.

The lectures from this course were so interesting! It makes me want to get involved with some of the research opportunities at the universities.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I love Professor Floryan. He's such a great guy. Great Professor, super approachable, really made me enjoy CS. And, honestly, he made this seminar course as enjoyable as he could and I think it was effective. I didn't hate or dread going and found real value in the course.
	The CS seminar is definitely a good concept, and for the most part I enjoyed hearing professors' presentations about their CS careers and research. My only complaint is really minor - each week we took attendance on a sheet of paper that was passed around, and that was a little bit distracting. In future years, it would be nice if there was a way to electronically take attendance at the beginning of class.
	Presenters were either hit or miss. The quality of the presenter aligned closely with how engaging the presentation was. Since the course has no clear topic or purpose, having good presenters is 100% necessary for the class to be successful. I don't apologize for not paying as much attention to lecturers that mumbled, spoke to fast, spoke unclearly, and didn't try to connect with the audience in some way.
	Floryan is a great professor but for future CS curriculum I would not recommend this course be included. It consisted of some interesting talks but these talks are not vital. They should be optional. Also, this semester, this class really hurt my schedule as it blocked me from taking classes that actually matter.
	The class was very informative.
	Fun class, Floryan is awesome
	I learned a lot of important information about the field of computer science in this course and am grateful to Professor Floryan for organizing such a wide variety in guest speakers and subjects.
	There were I think 13 sessions we met. 4 were useful. The other 9 were a complete waste of time. The useful ones were about helping us get jobs, which is what we are interested in. The others were on random projects where the speaker could not be understood. This seminar needs much improvement or needs to be rid of.
	While I didn't think this was a worthwhile seminar, I think that Professor Floryan did a good job finding a wide spread of guest speakers to talk about what they are doing with computer science.
	I really enjoyed the last seminar and thought it was very useful and applicable to my situation.
	The usefulness of this course varied widely on the speaker that came that day. Some lecturers were fascinating, enthusiastic and informative, but others were dry and hard to understand. I want to emphasize that floryan is an excellent professor and always makes class interesting. He did his best with a poorly designed class. The class should either be more carefully laid out to cover specific topics (i was hoping it would be more about being successful in cs), or changed to meet less regularly.
	I saw a lot of growth in Professor Floryan. By the end of the semester...he had started to bring *his own* paper for attendance. More seriously, I liked that there wasn't much pressure for this class because it gave me the opportunity to just sit and listen and absorb the lectures instead of get distracted by taking notes. I liked the idea of having this be a required class a lot, it provided a lot of insight about what else CS'ers do besides code and how real applications of the degree look like in the world. The only lecture I did not like at all was the comp arch one...which is less about the subject and perhaps more about the presenter.
	I enjoyed this seminar. Some of the people who spoke were awesome!

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CS 2150-002 **Program & Data Representation** - Spring 2016

ENGR (20176)

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

Respondents: 72 / Enrollment: 104

Summary: CS 2150-002 Program & Data Representation - Spring 2016 (20176)

Overall Course Rating

CS-2150-002 Mean 4.11
CS-2150-002 Std Dev 1.18
CS-2150-002 Response Count 360

SEAS, 2000-level courses Mean 4.05
SEAS, 2000-level courses Std Dev 1.00
SEAS, 2000-level courses Response Count 16344

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.39
Std Dev 0.74
Response Count 502

SEAS, 2000-level courses Mean 4.24
SEAS, 2000-level courses Std Dev 0.89
SEAS, 2000-level courses Response Count 23150

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.82	0.42	60 (83.33%)	11 (15.28%)	1 (1.39%)	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)
3272	4.38	0.72	1590 (48.59%)	1389 (42.45%)	213 (6.51%)	38 (1.16%)	23 (0.70%)	19 (0.58%)

2. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.20	0.91	33 (45.83%)	22 (30.56%)	11 (15.28%)	4 (5.56%)	0 (0.00%)	2 (2.78%)

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)
3312	4.06	1.01	1289 (38.92%)	1237 (37.35%)	411 (12.41%)	213 (6.43%)	83 (2.51%)	79 (2.39%)

3. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	3.31	1.49	22 (30.56%)	15 (20.83%)	10 (13.89%)	13 (18.06%)	12 (16.67%)	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	4.09	1.00	1294 (39.61%)	1392 (42.61%)	265 (8.11%)	204 (6.24%)	104 (3.18%)	8 (0.24%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.68	0.53	50 (69.44%)	19 (26.39%)	2 (2.78%)	0 (0.00%)	0 (0.00%)	1 (1.39%)

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)
3265	4.17	0.91	1286 (39.39%)	1278 (39.14%)	318 (9.74%)	136 (4.17%)	54 (1.65%)	193 (5.91%)

5. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	3.37	1.21	7 (9.72%)	3 (4.17%)	12 (16.67%)	3 (4.17%)	2 (2.78%)	45 (62.50%)

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)
3268	3.55	1.15	487 (14.90%)	718 (21.97%)	548 (16.77%)	245 (7.50%)	138 (4.22%)	1132 (34.64%)

6. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.38	0.72	35 (48.61%)	31 (43.06%)	4 (5.56%)	2 (2.78%)	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)
3310	4.03	1.01	1205 (36.40%)	1358 (41.03%)	379 (11.45%)	231 (6.98%)	89 (2.69%)	48 (1.45%)

7. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	4.46	0.75	40 (56.34%)	27 (38.03%)	2 (2.82%)	1 (1.41%)	1 (1.41%)	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)
3310	4.55	0.68	2032 (61.39%)	1025 (30.97%)	133 (4.02%)	30 (0.91%)	21 (0.63%)	69 (2.08%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
71	4.44	0.75	39 (54.93%)	27 (38.03%)	2 (2.82%)	3 (4.23%)	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)
3305	4.35	0.83	1673 (50.62%)	1190 (36.01%)	257 (7.78%)	84 (2.54%)	41 (1.24%)	60 (1.82%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	3.94	1.10	25 (34.72%)	30 (41.67%)	9 (12.50%)	4 (5.56%)	4 (5.56%)	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)
3272	3.85	1.05	854 (26.10%)	1198 (36.61%)	490 (14.98%)	235 (7.18%)	104 (3.18%)	391 (11.95%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.19	0.72	25 (34.72%)	38 (52.78%)	7 (9.72%)	2 (2.78%)	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)
3311	4.12	0.90	1224 (36.97%)	1466 (44.28%)	377 (11.39%)	158 (4.77%)	49 (1.48%)	37 (1.12%)

11. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.44	0.69	38 (52.78%)	30 (41.67%)	2 (2.78%)	2 (2.78%)	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)
3303	4.36	0.78	1597 (48.35%)	1328 (40.21%)	199 (6.02%)	75 (2.27%)	29 (0.88%)	75 (2.27%)

12. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
72	4.58	0.50	42 (58.33%)	30 (41.67%)	0 (0.00%)	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)
3299	4.23	0.87	1417 (42.95%)	1290 (39.10%)	334 (10.12%)	119 (3.61%)	40 (1.21%)	99 (3.00%)

13. 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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
72	2 (2.78%)	1 (1.39%)	11 (15.28%)	22 (30.56%)	36 (50.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3272	237 (7.24%)	1150 (35.15%)	1191 (36.40%)	413 (12.62%)	281 (8.59%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
72	4.74	0.47	54 (75.00%)	17 (23.61%)	1 (1.39%)	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)
3261	4.19	0.89	1379 (42.29%)	1349 (41.37%)	352 (10.79%)	134 (4.11%)	47 (1.44%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
72	4.64	0.54	48 (66.67%)	22 (30.56%)	2 (2.78%)	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	0.97	1341 (41.17%)	1271 (39.02%)	403 (12.37%)	169 (5.19%)	73 (2.24%)

16. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
71	4.61	0.52	44 (61.97%)	26 (36.62%)	1 (1.41%)	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)
3300	4.29	0.78	1444 (43.76%)	1504 (45.58%)	248 (7.52%)	73 (2.21%)	31 (0.94%)

17. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
72	4.53	0.75	45 (62.50%)	23 (31.94%)	2 (2.78%)	1 (1.39%)	1 (1.39%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3303	4.28	0.81	1512 (45.78%)	1345 (40.72%)	336 (10.17%)	84 (2.54%)	26 (0.79%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
72	4.46	0.73	42 (58.33%)	22 (30.56%)	7 (9.72%)	1 (1.39%)	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)
3317	4.18	0.96	1481 (44.65%)	1257 (37.90%)	348 (10.49%)	148 (4.46%)	83 (2.50%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-002	
Total	Individual Answers
49	*See below for Individual Results*

Great class. Piazza came in really clutch, the instructors and TAs did a great job of answering quickly! Learned a butt ton of stuff this semester and it made me really want to take more CS classes. It was good, but I hope the department doesn't feel pressured to make it easier for the students in the future. I think part of the learning experience is that it is hard and it forces us to think differently or smarter in order to solve the problems we face. This was the most worthwhile class I've taken so far for sure and I'm glad I took it even though I don't need it for my major. Good job everyone!

I personally enjoyed this class and I think Mark Floyan was a perfect fit for teaching it.

Floryan made 2150 bearable, glad to be taking 4102 with him.

Professor Floryan definitely knew a good deal about the subject matter but he didn't care about the students and made that apparent (or if that isn't true, that is how he came across to many of my classmates and I). It was basically that Professor Bloomfield was in charge and Professor Floryan didn't really care if he missed/glazed over some material (which, by the way, I attended every lecture and paid attention). In addition, there was just a large amount of work required for the course. It would be more manageable if there was a way to incentivize people to stay in lab and worked on the assignment there for 2 hours each week (which, if there's going to be a 1.75 hour lab in addition to three lectures a week, I feel like we should get some credit for going the entire time). Most people would come and clock in and then just leave again. The TAs are present and it's kind of a waste for them to be there and for no one to ask for help, so I just feel like there were some wasted resources that could ease the workload overall should they be utilized. Honestly, I feel like I would have been struggling a lot more if I hadn't had some of the experience I did. Luckily, I had a software engineering internship last summer so I was exposed to a lot of the material in this course while working full time, so I feel really bad for the kids who didn't have that strong of a background. The course was still difficult for me, even after looking at code, playing with data structures, and converting numbers between hex and binary for ~20 hours a week for 10 weeks. There must be a way to better prepare students for all the material instead of just throwing them in and hoping they can handle it.

I spent more time on this class than on all my other classes combined. I didn't like how some topics like shell scripting and doxygen were expected in assignments but never touched in class. Especially at the beginning of the year, we were not given enough instruction in lab and the instructions are incredibly dense for the amount they teach. It's very easy to miss an instruction and just not do part, like I almost didn't notice the section of the hash lab telling us to find the running time despite reading it multiple times.

Overall, a very rigorous and difficult class. That being said, I think that rigor let me learn a ton of useful and very interesting material that will really help me be successful down the road. The professor was both an excellent teacher and a great, approachable, and friendly person all around. I really liked the hands on aspect of actually coding/designing/building many of the data structures we learned about, and I thought that the low level material was actually fun, interesting, and useful. I just wish the number of write ups could have been minimized, as I think they detracted from the hands on aspect, even if they were necessary to a degree for more in depth and student driven understanding of the material.

Fun class!

Floryan did an exceptional job with this course, I hope future students can recognize that and try to enroll into his class too instead of swarming Bloomfield's class.

Prof Floryan did a great job this semester. He was an enjoyable lecturer and was very available outside of class. 2150 was a very fun course and is definitely my favorite of the CS courses so far, but I still have some small problems with the course as listed below. I enjoyed 2150 as a whole, but I think that the professors should decrease the amount that they emphasize the overall difficulty of the course. I assume there is some amount of fun involved with claiming to have ultra difficult assignments, but this course and previous courses provide more than enough background to properly solve the assignments. The slides really try to make hash lab and the Huffman coding labs seem like immense challenges whereas I found the majority of the difficulty of those labs to be deciphering the somewhat convoluted instructions. (The fact that the required hash map does not actually function like a hash map by default may cause part of this confusion -- instead of storing (key, value) pairs the key is the value and thus the relationship between key and value may be lost on students unfamiliar with maps. Lack of instruction related to actually using hash maps in previous courses may also play into this. I think that clarification of the assignment instructions would help a large amount with perceived difficulty. Additionally, I think that the intro CS curriculum as a whole should include some content on problem solving methodologies so that students feel like they are prepared to solve problems effectively. The second half of this course is already somewhat writing heavy and I think that simply requiring students to submit a short list of how they are planning to solve the assignment may help students actually think about what they are doing. 9/10

Floryan was a good teacher and he made it less boring. I think the class should be 4 credits and the time should be slightly more flexible so I don't have to literally drop every other homework assignment/anything going on in my life to be able to get the lab done each week. For example, maybe Post-Labs should be due Friday at midnight or Saturday.

An excellent teacher for this class. Doesn't sugar coat things, but helps you through them.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Floryan is bae <3

Floryan is bae <3

This course should be 4 credits. Right now it is 3 credits, but the amount of work and effort that goes into it is crazy. I spend almost my entire week on homework/ labs for this class.

This should probably be a 4-credit course, but Professor Floryan did a great job.

I think that this should be a 4 credit course

The course work load was way more than a 3 credit course's work load should have been. I spent 13+ hours on each pre-lab and in-lab assignment, not including the post-lab.

Support requests are one of the worst ways to get in contact with a teacher or TA. I would highly advise looking into a new system or way of answering questions.

There is a large amount of homework in this class, but I think that it would be tough to fully understand all the material otherwise.

I feel as if there was too much homework ever week for a class only worth 3 credits.

More program and data representation (memory level stuff, registers, ect.), less run times and data structures (Trees, hashes, PROVING RUNTIMES). It seems like the latter subjects are taught over and over again within the CS curriculum. Also, fix the submission server problems. All of my .pdfs were exported through libreoffice, half of them the graders couldn't open.

This class was the hardest class I have taken at the University. It's not that the material was difficult its that the work load was almost unbearable. The TA's were not as helpful as I would have liked. I would start the projects on my own and get as far as I could. Then I would ask the TA's during lab or office hours. After a while of trying to find the bug, they would leave me on my own without much suggestion. They're mentality seemed to be "If I can't figure it out in 5 seconds then I'm not gonna try." Professor Floryan was a good teacher, laid back and clear. He answered all questions very well and knew the material very well.

This course should be 4 credits

This class was amazing in that I learned such a great deal in such a short amount of time. That said, I really think that this class could and should be worth more credits. On top of 3 hour long lectures, we have the lab and three significant assignments per week. Professor Floryan (and Professor Bloomfield from the lecture videos) were great professors and I rarely had questions on the subject matter. I just had some trouble implementing things (so many seg faults)

This class is good but requires much too much effort for 3 credits and the tests are not designed well. Definitely deserves to be considered the "gateway" to CS.

This was a difficult but worthwhile course. I learned a great deal, although I felt that Professor Bloomfield was more knowledgeable and effective than Professor Floryan.

This course is absolutely ridiculous. How is someone supposed to learn an entirely new programming language in a week and write a multi class program for linked list? While the information is important, spending 30+ hours in a week on homework is a little excessive, and I don't even know if it was worthwhile because we didn't get grades back until the last week. 2110 should cover more so 2150 is more manageable

The class is wicked hard but doesn't hurt your GPA so it overall is just a huge learning experience. Also, Floryan is my favorite professor ever because he is cares a lot, knows and loves the content, and relates to his students very well.

This is the best course I have taken at UVA. The material is fantastic and I loved the challenge that some of the labs provided. Bloomfield has done a fantastic job developing 2150 into what it is today. Floryan did a great job teaching my section and responded extremely well to in-class questions and always seemed to be in a great mood.   ONE SUGGESTION: THIS CLASS NEEDS TO BE 4 CREDITS. Why is it not? We have 3 lecture hours and a 1 3/4 lab hour. We all know that 3 + 1 3/4 = 3 right? Oh wait, it doesn't, and on top of that, this class is a boatload of work. Helpful, mind-opening, sometimes even enjoyable work, but a boatload nonetheless.

Very difficult but worthwhile.

This was one of my favorite classes so far, but I'm sure you get that a lot considering this is the first CS course where things get serious. The variety of languages learned in this class (even if they are at a basic level) was surprising and very much welcomed. I agree with pretty much the whole structure of the class, including the lack of group work (there are plenty of other opportunities in the CS department for group work). Great job!

:)

I think that CS 2150 should be more than 3 credits. The amount of time I spent on this one class was ridiculous and took so much time away. Not only was there lecture three times a week and an hour and 45 minute lab, I spent more than 10 hours every week working on pre,in, and post labs. This strongly affected me as my other courses took a back seat in me trying to keep up with assignments for this class. I feel that this course kind of "throws you to the wolves" meaning that we learn a certain concept and it is up to us to figure out from that concept how to write a piece of code. This was probably the hardest class I have ever taken and the difficulty of this class caused me a lot of stress throughout this semester. I feel more should be done to help those who may not be great at coding and to provide some other forms of help.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I don't see why compilation failures have to result in a 0% for the assignment. We're told that we can comment out large amounts of code until it compiles. So it seems we comment out almost the entire program and get more credit, which seems silly. I get that by this stage we should be able to write code that compiles, but on some of the labs compilation was difficult (e.g., the x86 labs if you were using a Mac). Automatically given a score of 0 seems harsh. Overall, this was a great class and I learned a lot.
	Great class. Just fix the wording in the labs, especially the post-lab sections. There is some ambiguity and slight contradictions in the instructions.
	Professor Floryan was excellent. I'm sorry not to be taking any classes with him next semester. The lectures were engaging, and the professor was as well. I don't have any big suggestions for the course. Wow, how interesting.
	Floryan is good guy and this course was well-done. However, it is absolutely absurd how much work this class has. The work was not overly difficult, the sheer amount of work is just too much for a 3 credit class. That being said, I do feel all of the topics covered in the class were absolutely necessary. I would consider either making CS 2150 4 credits or moving a significant portion of the material into CS 2110. If CS 2110 were harder, there would also not be as many CS majors at UVa and CS minors could actually get into some classes. There is no reason a linked list or stack could not have been implemented in a Java class.
	I went to Bloomfield's lectures almost all semester, but this is truly a well-structured, fair class that pays off if you put in hard work. Great core CS class, really enjoyed it and learned a lot. I hope Bloomfield reads this, because if he does, then props to him for making such a solid CS course.
	The class was well organized and taught me a lot about computer. The professor was awesome!
	Really enjoyed this class and I think Floryan has been my best professor at UVa. Keep up the great work!
	TAs Michelle Wang - very very friendly and knowledgeable Skinny Ginger Boy - quiet but very helpful Xhama and co. - most amazing TAs ever. I had so many weird errors and they always figured it out even if the remedy was quite unconventional Andrew N - perfect copy of Andrew Coffee and very helpful :D Alec - very well intentioned but sorta not helpful. Sam H - a lot of misguided help in the beginning of the semester (Xhama and co would help me fix the things he helped me implement. He was always close, I'd ask for an orange and he'd give me a lime. clooooose) Andrew D - yucky breath don't tell him directly just offer him mints Stefanie - very helpful :D I really liked her none of the TAs were condescending like the ones in 2110 and 2102 so that's nice :)
	n/a
	Should be a 4 credit class!
	The material was effectively presented so that any student who attended lecture and read the course materials could understand the concepts, especially with the preparation given by previous courses in the curriculum. I would have appreciated if there was better communication between CS 2110 and CS 2150 so we wouldn't repeat concepts. I learned about Trees, Hash Tables, big Oh, and the Traveling Salesman Problem in Software Development Methods, as did my classmates. We would have benefited more from learning something new. As for the programming assignments, I often felt that we were being thrown into the sharks as there was little to no programming instruction in lecture -- all programming concepts were learned by talking to the TAs and attending office hours. I would have learned zero programming this semester if it wasn't for TA office hours. There were some especially helpful TAs who I always hoped would handle my queue entries because I knew my lab would be done within an hour if they did - Ryan and Leila were very helpful. There were other TAs that would solve a preliminary problem for a few moments then throw you back into the sharks. In terms of learning, it was not beneficial to me to run my code through the debugger because it seg faulted, stare at the line with the seg fault, change things over and over hoping the seg fault would be resolved, then receive points off my lab because the seg fault would not go away - but that was what happened when the queue reached 60 people the night that pre-lab 6 was due. I learned nothing from that experience and many people did not get the help they needed. The queue reached 40 people the night pre-lab 10 was due. The difficulty of the lab and the availability of help should be taken into account when enforcing deadlines, as nothing is learned from a passed deadline where after hours of revisiting EVERY SINGLE METHOD with EVERY TA patient enough to sit down with you the seg fault still wasn't resolved. The instructions were sometimes dense so it was difficult to know exactly what should be done. I often submitted code I believed was working perfectly until I checked the details of my grade and the grader mentioned things I didn't even know were necessary. I also believed the grading for labs should have been contingent on more than output -- students should receive credit if the data structure is working properly and the methods were implemented, especially when multiple TAs can't find the bug in the students code. Exam grading felt arbitrary. After receiving my test back I could confirm my answers to questions with a Google search and still receive points off. Questions were also sometimes phrased ambiguously -- the hashing question on Midterm 2, for example, was subjective. How do you define a hash function as "fast" without timing the algorithm and considering all possibilities? The question about memory holes, also, was not mentioned in lecture.
	This course was so much work but definitely worth it. Should get more credits than 3 for this course, however...
	Floryan was a really nice and available professor, but sometimes it seemed like he was just reading us the slides. This may just be because he's teaching a course that Bloomfield wrote, but it always felt like we could just read the slides and skip lecture. Also, for future reference- the lab reports are not effective. Especially the x86 ones... people literally just ask the TAs for the answers then write a lab report around that. Otherwise, I learned a ton, and would say I absolutely benefitted from this course. Thanks, guys!

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think this class should be at least 4 credits. It was a great class but it was a lot of work. I learned a lot and I think it was totally worth it. This course is way too much work to only be worth 3 credit hours. It is also a HUGE step up from 2110 or 2102. I think 2110 needs to be a little more difficult to prepare students a little bit more for the rigor of 2150, and 2150 should be a 4 credit hour course. This was difficult course, but I learned a ton.

CS 4710-001 **Artificial Intelligence** - Fall 2015

ENGR (20207)

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

Respondents: 23 / Enrollment: 54

Summary: CS 4710-001 Artificial Intelligence - Fall 2015 (20207)

Overall Course Rating

CS-4710-001 Mean 4.22
CS-4710-001 Std Dev 0.99
CS-4710-001 Response Count 115

SEAS, 4000-level courses Mean 4.13
SEAS, 4000-level courses Std Dev 0.92
SEAS, 4000-level courses Response Count 9170

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.35
Std Dev 0.86
Response Count 161

SEAS, 4000-level courses Mean 4.23
SEAS, 4000-level courses Std Dev 0.91
SEAS, 4000-level courses Response Count 14042

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.43	0.59	11 (47.83%)	11 (47.83%)	1 (4.35%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1831	4.32	0.76	831 (45.39%)	786 (42.93%)	134 (7.32%)	38 (2.08%)	13 (0.71%)	29 (1.58%)

2. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.13	1.06	10 (43.48%)	9 (39.13%)	2 (8.70%)	1 (4.35%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2014	4.18	0.97	882 (43.79%)	696 (34.56%)	206 (10.23%)	95 (4.72%)	46 (2.28%)	89 (4.42%)

3. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.84	13 (56.52%)	7 (30.43%)	2 (8.70%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1838	4.26	0.83	798 (43.42%)	810 (44.07%)	128 (6.96%)	73 (3.97%)	18 (0.98%)	11 (0.60%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	3.91	1.35	11 (47.83%)	5 (21.74%)	3 (13.04%)	2 (8.70%)	2 (8.70%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1838	4.10	0.94	644 (35.04%)	676 (36.78%)	213 (11.59%)	90 (4.90%)	27 (1.47%)	188 (10.23%)

5. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	3.33	1.37	2 (8.70%)	0 (0.00%)	2 (8.70%)	2 (8.70%)	0 (0.00%)	17 (73.91%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1836	3.68	1.11	251 (13.67%)	308 (16.78%)	240 (13.07%)	86 (4.68%)	44 (2.40%)	907 (49.40%)

6. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.30	0.93	11 (47.83%)	10 (43.48%)	1 (4.35%)	0 (0.00%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2001	4.01	1.01	696 (34.78%)	800 (39.98%)	244 (12.19%)	138 (6.90%)	52 (2.60%)	71 (3.55%)

7. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.65	0.49	15 (65.22%)	8 (34.78%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2010	4.53	0.68	1217 (60.55%)	654 (32.54%)	89 (4.43%)	29 (1.44%)	6 (0.30%)	15 (0.75%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.30	0.82	11 (47.83%)	9 (39.13%)	2 (8.70%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2007	4.31	0.82	956 (47.63%)	756 (37.67%)	175 (8.72%)	53 (2.64%)	20 (1.00%)	47 (2.34%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.78	12 (52.17%)	9 (39.13%)	1 (4.35%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1827	4.05	0.92	611 (33.44%)	778 (42.58%)	256 (14.01%)	91 (4.98%)	30 (1.64%)	61 (3.34%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.78	12 (52.17%)	9 (39.13%)	1 (4.35%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2003	4.07	0.98	762 (38.04%)	762 (38.04%)	248 (12.38%)	130 (6.49%)	38 (1.90%)	63 (3.15%)

11. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.94	13 (56.52%)	8 (34.78%)	1 (4.35%)	0 (0.00%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2004	4.30	0.88	973 (48.55%)	735 (36.68%)	156 (7.78%)	73 (3.64%)	29 (1.45%)	38 (1.90%)

12. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.27	0.94	10 (43.48%)	10 (43.48%)	1 (4.35%)	0 (0.00%)	1 (4.35%)	1 (4.35%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2003	4.19	0.89	804 (40.14%)	805 (40.19%)	214 (10.68%)	64 (3.20%)	34 (1.70%)	82 (4.09%)

13. 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-4710-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
23	0 (0.00%)	8 (34.78%)	11 (47.83%)	4 (17.39%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1839	113 (6.14%)	650 (35.35%)	766 (41.65%)	238 (12.94%)	72 (3.92%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.30	0.88	12 (52.17%)	7 (30.43%)	3 (13.04%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1832	4.14	0.90	727 (39.68%)	781 (42.63%)	216 (11.79%)	77 (4.20%)	31 (1.69%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.30	0.82	11 (47.83%)	9 (39.13%)	2 (8.70%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1835	4.14	0.96	768 (41.85%)	728 (39.67%)	201 (10.95%)	97 (5.29%)	41 (2.23%)

16. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.35	0.88	11 (47.83%)	11 (47.83%)	0 (0.00%)	0 (0.00%)	1 (4.35%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2005	4.29	0.76	856 (42.69%)	944 (47.08%)	148 (7.38%)	41 (2.04%)	16 (0.80%)

17. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.43	0.66	12 (52.17%)	9 (39.13%)	2 (8.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2004	4.36	0.82	1050 (52.40%)	718 (35.83%)	168 (8.38%)	47 (2.35%)	21 (1.05%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.48	0.79	14 (60.87%)	7 (30.43%)	1 (4.35%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2013	4.21	0.93	929 (46.15%)	745 (37.01%)	221 (10.98%)	78 (3.87%)	40 (1.99%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4710-001

Total	Individual Answers
10	*See below for Individual Results*

Didn't like the experimental style of the homework particularly, especially ones with little to know prior in-class discussion of appropriate methods / algorithms.

I really enjoyed this course!

Professor Floryan is a great teacher. There was a fair amount of work for an elective, but the homework assignments were definitely helpful.

Professor Floryan is fantastic - very approachable, funny, knowledgable, and he cares that students feel comfortable with the material (as indicated by his prompting for questions when students appear to be extremely quiet). The course was really interesting and fun too!   However, I do feel that there were a few things that could be improved. 1) Having a syllabus/schedule that outlined how the course would progress (beyond just the wiki post) would have been helpful, but I do understand that syllabi do not fit into every professor's lesson plans/teaching style. 2) The course description could be a bit more explicit about the mathematical background recommended for the course. An example addendum could be, "Knowledge of Partial Integrals, Linear Algebra (matrix multiplication), and statistics are highly recommended." After all, it is possible to take CS 2150 having not taken Calculus, Linear Algebra, or Statistics.

I feel like we covered a lot of topics but somehow I didn't learn much. I felt like we often got to equations and just glossed over them /left understanding at the intuitive level. Also, I think the somewhat free form homeworks were interesting but made it too easy to opt out of implementing any of the interesting algorithms. I would have liked them to have been a way for me to get hands on interaction w/ the algs but mostly I just made up some random intuition based approach to the problems and then spend most of the time trying to bs a report about how it was interesting or a good idea even though lowkey it was pretty obviously terrible. I understand that's on me for not doing something harder but I've got other things to do. If some guidance was given about doing more complicated things I think it would have benefitted everyone.

No complaints except the time slot. Why can't I seem to get there by 9am every time? Third year is getting to me man.

It would be nice if the slide sets weren't pdfs of images because they took a really long time to load and were very very long and so it was hard to navigate to what I needed to look at.

Professor Floryan is always wonderful and this class was no exception. The course material was challenging but interesting and Floryan made it fair and approachable.

Great course!

This course was disappointing. Lots of material was covered but in little depth. The programming assignments were good except for HW4, but I don't feel like I got much practice implementing many algorithms. I think this course would be better if it had alternating coding and written homeworks (e.g. practice with formulas and dummy examples and high level thinking) every week like OS this semester to offer more practice and feedback. Many classes we finished early, so I think more depth could be added to the lectures.

CS 3205-001 **HCI in Software Development** - Fall 2015

ENGR (17994)

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

Respondents: 51 / Enrollment: 131

Summary: CS 3205-001 HCI in Software Development - Fall 2015 (17994)

Overall Course Rating

CS-3205-001 Mean 4.21
CS-3205-001 Std Dev 0.82
CS-3205-001 Response Count 254

SEAS, 3000-level courses Mean 3.99
SEAS, 3000-level courses Std Dev 1.01
SEAS, 3000-level courses Response Count 10576

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.48
  Std Dev 0.74
  Response Count 356

  SEAS, 3000-level courses Mean 4.03
  SEAS, 3000-level courses Std Dev 1.01
  SEAS, 3000-level courses Response Count 16074

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

1. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.32	0.68	21 (41.18%)	25 (49.02%)	3 (5.88%)	1 (1.96%)	0 (0.00%)	1 (1.96%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2119	4.32	0.76	940 (44.36%)	951 (44.88%)	142 (6.70%)	40 (1.89%)	19 (0.90%)	27 (1.27%)

2. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.53	0.61	30 (58.82%)	18 (35.29%)	3 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2304	3.78	1.14	684 (29.69%)	822 (35.68%)	402 (17.45%)	214 (9.29%)	118 (5.12%)	64 (2.78%)

3. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.39	0.67	25 (49.02%)	21 (41.18%)	5 (9.80%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2121	3.99	1.07	754 (35.55%)	912 (43.00%)	185 (8.72%)	153 (7.21%)	95 (4.48%)	22 (1.04%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.14	0.87	18 (35.29%)	26 (50.98%)	4 (7.84%)	2 (3.92%)	1 (1.96%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2115	4.11	0.95	775 (36.64%)	820 (38.77%)	220 (10.40%)	99 (4.68%)	44 (2.08%)	157 (7.42%)

5. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	3.83	1.06	11 (22.00%)	14 (28.00%)	5 (10.00%)	6 (12.00%)	0 (0.00%)	14 (28.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2113	3.56	1.16	370 (17.51%)	569 (26.93%)	370 (17.51%)	200 (9.47%)	106 (5.02%)	498 (23.57%)

6. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.41	0.67	25 (49.02%)	23 (45.10%)	2 (3.92%)	1 (1.96%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2291	3.89	1.06	706 (30.82%)	947 (41.34%)	324 (14.14%)	188 (8.21%)	83 (3.62%)	43 (1.88%)

7. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.73	0.45	37 (72.55%)	14 (27.45%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2305	4.46	0.74	1293 (56.10%)	782 (33.93%)	133 (5.77%)	30 (1.30%)	20 (0.87%)	47 (2.04%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.58	0.64	32 (64.00%)	16 (32.00%)	1 (2.00%)	1 (2.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2296	4.23	0.89	1003 (43.68%)	933 (40.64%)	194 (8.45%)	76 (3.31%)	43 (1.87%)	47 (2.05%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.29	0.79	21 (41.18%)	17 (33.33%)	6 (11.76%)	1 (1.96%)	0 (0.00%)	6 (11.76%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2108	3.90	0.96	545 (25.85%)	893 (42.36%)	357 (16.94%)	113 (5.36%)	54 (2.56%)	146 (6.93%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	3.90	1.12	18 (35.29%)	19 (37.25%)	7 (13.73%)	5 (9.80%)	2 (3.92%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2299	3.84	1.04	636 (27.66%)	967 (42.06%)	389 (16.92%)	164 (7.13%)	90 (3.91%)	53 (2.31%)

11. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.67	0.62	37 (72.55%)	12 (23.53%)	1 (1.96%)	1 (1.96%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2292	4.10	0.96	856 (37.35%)	978 (42.67%)	232 (10.12%)	113 (4.93%)	58 (2.53%)	55 (2.40%)

12. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
51	4.57	0.64	32 (62.75%)	17 (33.33%)	1 (1.96%)	1 (1.96%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2287	3.90	1.04	680 (29.73%)	898 (39.27%)	349 (15.26%)	160 (7.00%)	79 (3.45%)	121 (5.29%)

13. 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-3205-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
51	2 (3.92%)	36 (70.59%)	10 (19.61%)	1 (1.96%)	2 (3.92%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2124	128 (6.03%)	472 (22.22%)	810 (38.14%)	401 (18.88%)	313 (14.74%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
51	4.22	0.86	21 (41.18%)	23 (45.10%)	5 (9.80%)	1 (1.96%)	1 (1.96%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2103	4.04	0.98	757 (36.00%)	891 (42.37%)	287 (13.65%)	110 (5.23%)	58 (2.76%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
51	4.20	0.87	21 (41.18%)	22 (43.14%)	6 (11.76%)	1 (1.96%)	1 (1.96%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2110	3.92	1.08	730 (34.60%)	822 (38.96%)	320 (15.17%)	145 (6.87%)	93 (4.41%)

16. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
50	4.38	0.92	29 (58.00%)	15 (30.00%)	3 (6.00%)	2 (4.00%)	1 (2.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2287	4.15	0.84	828 (36.20%)	1118 (48.89%)	236 (10.32%)	68 (2.97%)	37 (1.62%)

17. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
51	4.51	0.61	29 (56.86%)	19 (37.25%)	3 (5.88%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2301	4.07	0.96	884 (38.42%)	912 (39.63%)	341 (14.82%)	111 (4.82%)	53 (2.30%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
51	4.65	0.59	35 (68.63%)	15 (29.41%)	0 (0.00%)	1 (1.96%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2309	3.97	1.07	831 (35.99%)	928 (40.19%)	293 (12.69%)	155 (6.71%)	102 (4.42%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
19. Please make any overall comments or observations about this course: ~ Question Type: Short Answer ~ *contributed by Office of the Provost*	**Results for CS-3205-001**

Total	Individual Answers
27	*See below for Individual Results*

Floryan is an excellent lecturer and always is available outside of class for questions. I find his lectures to have a light-hearted nature that makes them more engaging.

Good class, and good professor. He explains things well so that you fundamentally understand. A few execution issues really took away from the class. The undergrad TA's were not knowledgable AT ALL about the subject matters, they would make up things just to make you leave, and were completely clueless during the programming assignment. The project for the class was handled poorly, we never received guidance on individual projects, it would have been helpful if the Professor gave us feedback on things we should do, look out for, and try out instead of just being 100% student effort , feedback would be been useful so that we constantly were tying things back to HCI.   Exams questions were a bit random, they don't really test if you know the material because random little details are the center focus like the block of wood for role prototyping or little details in Norman's book. The norman book was so overwhelming to read when the class never really connected back to it -- it was just too much material not to spend class time discussing those principles (which were good) but it needed class discussion. I enjoyed the book but wish there was HW to accompany those reading so that we really learned the concepts instead of just skimming over it .

I personally took HCI because I think it is a topic that is very interesting (HCI is the overlap of my two majors which is awesome!). I found this class to be very well taught and overall like I learned a lot. I got to put names to concepts that I knew but did not realize were legitimate concepts. The only complaints I would have is that sometimes it seems like Professor Floryan is swayed by the class a lot. It was frustrating when I would finish an assignment a few days before it was due, just to have him extend it for some of the people who had requested an extension because they hadn't started. Or when we moved the exam because people had the 2150 exam. It just seemed ridiculous how easily he changed his mind. It was probably really cool for those people but made me a bit jaded. I also found that the majority of TAs did not understand the programming assignment (which is understandable because they didn't have to do it, but they could have reviewed it before their office hours) and other material. Special shout out to Kelsey and Nick for being great TAs and being able to explain the concepts really well. Overall, I enjoyed this class and learned a lot but I think it could be slightly altered to be even better.

Programming HW was poorly designed; liked the course content and presentation; pacing of homeworks could be less on-and-off

I enjoyed HCI and do feel that I have learned a great deal - whenever I see any appliance not designed quite properly I think about it from an HCI perspective. My only complaint is that the discussion was sometimes difficult to participate in. I believe in previous years the course taught with fewer students - maybe multiple, smaller sections of the course would be possible for future semesters?

Extremely interesting material and Prof. Floryan is clearly really excited about this topic. The class was well structured and I enjoyed coming to lecture to really understand the concepts better. Prof. Floryan did a great job with the class and I think it could get better in the future. However, he tried to port the structure he used for the 50 person class to a 100+ person class, which just didn't work. Participation should not be a component of a 100+ person class, either take attendance or add some discussion sections. There were not enough opportunities for everyone to talk throughout the semester. Coding assignment needs a lot of work if it is continued in future semesters. While I found it easy, it seemed like it was written by TAs and really wasn't very straightforward. It this is continued in the future, Prof. Floryan needs to teach both the class on this topic and create the homework himself.

The disparity between his grading policies and his in-class demeanor is confusing. Adjusting to this rather tough policy is not difficult because it is tough, it is difficult because he never displays coarseness or a propensity for rigor in his presentations or personality.

I absolutely enjoyed the class due to a combination of the curriculum and the awesome teacher teaching it. the curriculum was interesting and Floryan has been by far the most understanding teacher I've had in balancing out our deadlines with regards to our needs. In spite of being accommodating, Floryan was still always prepared and finished the necessary material. It takes a lot for me to want to learn the material for myself but Floryan's class was one that brought me to that point. Based upon the necessary course load, I probably would have spent less effort but because of Professor Floryan, I came to be entertained and in return actual pursued learning the material. One of most balanced classes Iâve taken in terms of application, quality, and interesting material!

Great course!

Exams would have been a bit more manageable if a word-bank was offered for some of the questions. There was a lot of material to study for on each exam, and remembering every minute detail was difficult.

Maybe with such a large lecture, every so often you could have break out sessions of smaller groups for discussion.

Professor Floyan is always great, but the class itself was very easy and I often felt that lecture was drawn out and there was not enough material to justify class twice a week. Not complaining, though.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class was so much fun and so engaging, I learned a great deal and I loved how this class connected humans with computers because in reality computers are useful only when people can use this. I think this class is really important for people to take. Prof Floryan was very reasonable and a great lecturer. The coding assignment was very stressful and tricky though... The coding assignment was very confusing and was hard to pick up so quickly. The TAs graded the homework assignments too harshly Floryan is a good lecturer for the most part. He is incredibly disorganized, however, and his assignments' instructions and grading policies were inconsistent and unclear. Also, the TAs were never available, often impatient and unenthused, and clearly not interested in actually helping. I'm actually doing fairly well, so it's not just a C student complaining about his awful grades here. But Floryan does not know how to run a class or make his expectations clear. Professor Floryan has become probably my favorite professor I've had at UVA. This was a very enjoyable class for the most part. I would've liked to see a little more structure on the readings though, perhaps having a certain goal to read every 2 weeks or so, and then review it in class for a few minutes, because I would end up putting off the readings until the day of the tests, and I ended up not getting through the sections for the second test and the final. Professor Floryan is one of the best CS professors I have had at UVA. Not only is he a great teacher, but he makes class exciting and promotes an environment for learning. This class would have been an A+ if not for one major flaw, the programming assignment. I felt slightly unprepared for the assignment because he did not teach the information required for the assignment, a TA did. Additionally, the assignment as a whole was a complete disaster to the point where he had to teach it again and extend the deadline after many students griped. If that one piece is fixed/deleted in the future, the class as a whole would be amazing. N/A One of the most fun and interesting classes I've taken in the CS department. Professor Floryan was an excellent professor and clearly cares a lot about the subject. I would gladly take the course again if I could. Very relatable and flexible professor. He often times moved around deadlines for our convenience, which was much appreciated. Overall, he's a great professor who understands the subject matter. Having said that, the course could have used slightly more rigor. The nature of the subject means that everyone will have different viewpoints and insights. However, we should have spent more time on precisely pinning the vocabulary used in the course and the technical details of constructing a scientifically valid experimental design. I really like Floryan. He made the class really interesting and I wanted to come to class everyday. The subject matter is kind of dull, but I think he did a great job making it interesting. This class was great. The material was interesting and applicable to all engineering fields, not just computer science. The material was well organized and the homework assignments aligned perfectly with the material taught. Also, I love my boy Marky Mark for keeping the class fresh and interesting. A great, well developed course! Professor Floryan is one of the few professors that is on top of his game for every lecture. The grading policy was extremely unfair. Some of the questions on the test that could have had many broad answers were counted wrong if we did not include something word for word from the slides Test were very subjective and did not test your general knowledge of the subjects at all. For the homework write-ups, I don't think the graders should take off for things like vague keywords and formatting. I felt the programming assignment was handled kind of poorly and should've been tested more before given out. We also should've been given just a bit more direction before jumping into it. Otherwise, the class was handled very well and I learned a lot.

CS 1501-001 **Spec Topics Computer Science** - Fall 2015

ENGR (20932)

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

Respondents: 16 / Enrollment: 33

Summary: CS 1501-001 Spec Topics Computer Science - Fall 2015 (20932)

Overall Course Rating

CS-1501-001 Mean 4.53
CS-1501-001 Std Dev 0.67
CS-1501-001 Response Count 80

SEAS, 1000-level courses Mean 3.91
SEAS, 1000-level courses Std Dev 1.02
SEAS, 1000-level courses Response Count 10669

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.74
  Std Dev 0.47
  Response Count 111

  SEAS, 1000-level courses Mean 4.05
  SEAS, 1000-level courses Std Dev 1.04
  SEAS, 1000-level courses Response Count 18192

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2133	4.09	0.86	724 (33.94%)	1022 (47.91%)	255 (11.95%)	93 (4.36%)	28 (1.31%)	11 (0.52%)

2. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.77	0.44	10 (62.50%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (18.75%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2606	3.92	1.17	915 (35.11%)	789 (30.28%)	317 (12.16%)	183 (7.02%)	142 (5.45%)	260 (9.98%)

3. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.38	0.72	8 (50.00%)	6 (37.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2136	4.07	0.92	735 (34.41%)	1026 (48.03%)	204 (9.55%)	117 (5.48%)	47 (2.20%)	7 (0.33%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.50	0.52	7 (43.75%)	7 (43.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (12.50%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2132	3.93	1.04	671 (31.47%)	856 (40.15%)	300 (14.07%)	151 (7.08%)	74 (3.47%)	80 (3.75%)

5. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	5.00	0.00	5 (31.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	11 (68.75%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2135	3.40	1.15	252 (11.80%)	417 (19.53%)	425 (19.91%)	153 (7.17%)	111 (5.20%)	777 (36.39%)

6. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
15	4.62	0.51	8 (53.33%)	5 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (13.33%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2596	3.91	1.05	772 (29.74%)	1102 (42.45%)	341 (13.14%)	169 (6.51%)	108 (4.16%)	104 (4.01%)

7. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.83	0.39	10 (62.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (25.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2600	4.31	0.87	1215 (46.73%)	864 (33.23%)	224 (8.62%)	62 (2.38%)	41 (1.58%)	194 (7.46%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	9 (56.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (25.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2596	4.21	0.94	1044 (40.22%)	904 (34.82%)	221 (8.51%)	84 (3.24%)	59 (2.27%)	284 (10.94%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.31	0.95	7 (43.75%)	4 (25.00%)	1 (6.25%)	1 (6.25%)	0 (0.00%)	3 (18.75%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2133	3.82	1.04	351 (16.46%)	419 (19.64%)	289 (13.55%)	77 (3.61%)	41 (1.92%)	956 (44.82%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.62	0.65	9 (56.25%)	3 (18.75%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	3 (18.75%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2604	3.80	1.14	754 (28.96%)	907 (34.83%)	397 (15.25%)	221 (8.49%)	136 (5.22%)	189 (7.26%)

11. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	9 (56.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (25.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2592	4.16	0.96	1001 (38.62%)	910 (35.11%)	250 (9.65%)	81 (3.12%)	70 (2.70%)	280 (10.80%)

12. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.83	0.39	10 (62.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (25.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2598	4.08	0.99	965 (37.14%)	876 (33.72%)	371 (14.28%)	106 (4.08%)	66 (2.54%)	214 (8.24%)

13. 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-1501-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
16	13 (81.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2143	213 (9.94%)	1190 (55.53%)	533 (24.87%)	160 (7.47%)	47 (2.19%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.50	0.73	10 (62.50%)	4 (25.00%)	2 (12.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2134	3.89	1.11	742 (34.77%)	786 (36.83%)	331 (15.51%)	177 (8.29%)	98 (4.59%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.62	0.72	12 (75.00%)	2 (12.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2135	3.79	1.23	759 (35.55%)	687 (32.18%)	336 (15.74%)	185 (8.67%)	168 (7.87%)

16. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.50	0.63	9 (56.25%)	6 (37.50%)	1 (6.25%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2595	4.09	0.93	942 (36.30%)	1177 (45.36%)	315 (12.14%)	84 (3.24%)	77 (2.97%)

17. 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-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	4.13	0.99	8 (53.33%)	1 (6.67%)	6 (40.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2603	3.96	1.04	954 (36.65%)	910 (34.96%)	512 (19.67%)	135 (5.19%)	92 (3.53%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.38	0.72	8 (50.00%)	6 (37.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2604	3.95	1.08	961 (36.90%)	927 (35.60%)	447 (17.17%)	160 (6.14%)	109 (4.19%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-1501-001	
Total	Individual Answers
9	*See below for Individual Results*

I assumed the questions above were about the students who actually taught this class. Class is very useful and engaging.

I learned a lot about interviewing techniques and how to crack the technical interview.

Two fourth years taught us, Floryan just supervised them

I enjoyed this course as a first year, however I feel like I may want to sit for it again later after I have taken more classes. There were some things which I think I would have been able to better with more experience, however the class was good at introducing and covering a broad range.

Helped me a lot, good class.

Super helpful. Fun brainteasers. Would recommend.

I thoroughly enjoyed how this class ran parallel with CS 2150, because for every new data structure that we learned in that class, we got to learn about a practical application in this class that would be asked in an interview. Thanks to this class, I am confident that as soon as I get an interview for an internship or job, I should be able to knock it out of the park.

Loved the TAs! They knew what they were teaching

TA's were really good. We touched on all the important subjects and I'm not gonna lie, I think this class helped me focus more on interview prep and on getting an internship.

CS 4710-001 **Artificial Intelligence** - Spring 2015

ENGR (18069)

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

Respondents: 57 / Enrollment: 131

Summary: CS 4710-001 Artificial Intelligence - Spring 2015 (18069)

Overall Course Rating

CS-4710-001 Mean 3.94
CS-4710-001 Std Dev 1.00
CS-4710-001 Response Count 285

SEAS, 4000-level courses Mean 4.19
SEAS, 4000-level courses Std Dev 0.94
SEAS, 4000-level courses Response Count 9648

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.06
  Std Dev 0.90
  Response Count 397

  SEAS, 4000-level courses Mean 4.37
  SEAS, 4000-level courses Std Dev 0.84
  SEAS, 4000-level courses Response Count 14316

~ QUESTIONS AND DETAILS ~ *~ ANSWER MATRICES ~*

1. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.23	0.87	25 (43.86%)	24 (42.11%)	4 (7.02%)	4 (7.02%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1928	4.42	0.76	1032 (53.53%)	721 (37.40%)	106 (5.50%)	31 (1.61%)	21 (1.09%)	17 (0.88%)

2. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	3.79	0.90	12 (21.05%)	26 (45.61%)	15 (26.32%)	3 (5.26%)	1 (1.75%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2049	4.28	0.92	998 (48.71%)	680 (33.19%)	174 (8.49%)	76 (3.71%)	38 (1.85%)	83 (4.05%)

3. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.11	0.92	21 (36.84%)	26 (45.61%)	6 (10.53%)	3 (5.26%)	1 (1.75%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1931	4.27	0.91	933 (48.32%)	744 (38.53%)	134 (6.94%)	74 (3.83%)	43 (2.23%)	3 (0.16%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.00	0.96	19 (33.33%)	25 (43.86%)	8 (14.04%)	4 (7.02%)	1 (1.75%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1933	4.18	0.95	781 (40.40%)	641 (33.16%)	206 (10.66%)	74 (3.83%)	38 (1.97%)	193 (9.98%)

5. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	2.97	1.03	2 (3.51%)	7 (12.28%)	14 (24.56%)	6 (10.53%)	3 (5.26%)	25 (43.86%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1927	3.84	1.08	380 (19.72%)	373 (19.36%)	257 (13.34%)	94 (4.88%)	39 (2.02%)	784 (40.69%)

6. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
55	3.53	1.25	13 (23.64%)	20 (36.36%)	10 (18.18%)	7 (12.73%)	5 (9.09%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2040	4.21	0.92	888 (43.53%)	767 (37.60%)	199 (9.75%)	74 (3.63%)	40 (1.96%)	72 (3.53%)

7. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.37	0.72	28 (49.12%)	23 (40.35%)	5 (8.77%)	1 (1.75%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2048	4.61	0.66	1365 (66.65%)	544 (26.56%)	70 (3.42%)	22 (1.07%)	11 (0.54%)	36 (1.76%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.12	0.76	18 (31.58%)	30 (52.63%)	7 (12.28%)	2 (3.51%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.44	0.78	1131 (55.31%)	670 (32.76%)	119 (5.82%)	42 (2.05%)	20 (0.98%)	63 (3.08%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	3.98	0.91	14 (24.56%)	32 (56.14%)	5 (8.77%)	2 (3.51%)	2 (3.51%)	2 (3.51%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1929	4.10	0.97	748 (38.78%)	740 (38.36%)	232 (12.03%)	105 (5.44%)	42 (2.18%)	62 (3.21%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	3.96	0.82	14 (24.56%)	30 (52.63%)	11 (19.30%)	1 (1.75%)	1 (1.75%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.26	0.90	946 (46.26%)	754 (36.87%)	186 (9.10%)	58 (2.84%)	43 (2.10%)	58 (2.84%)

11. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.39	0.73	28 (49.12%)	25 (43.86%)	2 (3.51%)	2 (3.51%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2044	4.42	0.79	1108 (54.21%)	699 (34.20%)	113 (5.53%)	44 (2.15%)	23 (1.13%)	57 (2.79%)

12. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.26	0.74	24 (42.11%)	25 (43.86%)	7 (12.28%)	1 (1.75%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.34	0.83	984 (48.12%)	748 (36.58%)	139 (6.80%)	44 (2.15%)	30 (1.47%)	100 (4.89%)

13. 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-4710-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
57	1 (1.75%)	24 (42.11%)	19 (33.33%)	12 (21.05%)	1 (1.75%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1934	88 (4.55%)	645 (33.35%)	759 (39.25%)	269 (13.91%)	173 (8.95%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
56	3.86	1.05	15 (26.79%)	27 (48.21%)	8 (14.29%)	3 (5.36%)	3 (5.36%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.30	0.90	981 (50.96%)	683 (35.48%)	166 (8.62%)	52 (2.70%)	43 (2.23%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	3.82	1.04	17 (29.82%)	21 (36.84%)	12 (21.05%)	6 (10.53%)	1 (1.75%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.32	0.93	1037 (53.87%)	641 (33.30%)	131 (6.81%)	66 (3.43%)	50 (2.60%)

16. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
56	4.16	0.87	21 (37.50%)	27 (48.21%)	5 (8.93%)	2 (3.57%)	1 (1.79%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2042	4.41	0.76	1071 (52.45%)	807 (39.52%)	109 (5.34%)	32 (1.57%)	23 (1.13%)

17. 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-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	4.54	0.63	34 (59.65%)	21 (36.84%)	1 (1.75%)	1 (1.75%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2043	4.43	0.79	1167 (57.12%)	668 (32.70%)	156 (7.64%)	26 (1.27%)	26 (1.27%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4710-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	4.18	0.97	24 (42.11%)	25 (43.86%)	4 (7.02%)	2 (3.51%)	2 (3.51%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2053	4.37	0.85	1112 (54.16%)	715 (34.83%)	147 (7.16%)	41 (2.00%)	38 (1.85%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4710-001	
Total	Individual Answers
38	*See below for Individual Results*

Floryan is a really nice guy.

This course is very badly structured. There were four short "take-home" exams and there were no classes on those days. That added up to two weeks without classes. I feel the instructor simply does not prepare enough material for the course. There are not enough materials and the homework is very badly designed. Not rigorous or formal in any sense.

This course was all about checking boxes. Almost everyone involved put in the minimal amount of effort for it to count for credit as well as it having been taught.

I regret taking this class; I learned virtually nothing and the professor was disorganized and unprofessional. This was the first time Floryan taught this course, so I understand some of the disorganization, but it became frustrating to constantly have the specification for programming assignments change and to find contradictions (and typos) in the write-ups. He relied on the TAs to write, edit, and test the programming assignments; I'm not sure what he actually did for the class besides rip content and images from lectures at other universities for his slides. The content was boring; each lecture was either useless high-level philosophical discussion of 'intelligence' or extremely technical analysis of one or two functions or algorithms. I don't think I have an idea of what AI is yet. Floryan tried his hardest to appear cool to the 120 students, which I found unprofessional and distracting. There were daily references to drinking and party culture (many implying that heavy drinking and hangovers lead to better grades) as well as unnecessary cursing. Overall, boring, useless course. And no, I'm not being dramatic.

Why have a cumulative final that isn't take home or open notes but have all other tests this way? I thought that was rather stupid, and not at all helpful for preparing us for what was to come on the final. The communication between the TAs and instructor needs to be better, as assignments required SEVERAL clarifications both in class and on Piazza before it was clearly understood what was expected.

Since this was Professor Floryan's first semester teaching the course, it makes sense that there were a few bumps along the way. I saw two major problems in the layout of the course. The first was that the take-home "tests" were open-note. I don't know of a single person who studied in advance for these, and it led to frantic studying during finals week since none of us had memorized the things that needed to be memorized for the closed-notes final. The second major problem I noticed was that a lot of the homeworks and exam questions were very open-ended. Yet, the rubrics used to grade them were very strict. These two elements did not match up well, in my opinion. Overall, though, I thought the class was a good intro to AI, and I definitely learned a great deal. Prof. Floryan was, as always, a great lecturer.

The homework specifications probably need to be made more clear. There were a lot of questions about what exactly we should be doing that had to be cleared up in class or on Piazza.

Now that I've completed the course and this suggestion can in no way apply to me, I think it would be cool/helpful if there were also written homework assignments.

Please put some work into your slides to make them easier to follow and more interesting. Looking at the slides without you there to explain them is not very helpful :(Also, the homeworks could use some more structure. I liked the take home exams, but am dreading this final.... Thanks for a great semester! Love you Flo <3

The various topics seemed a bit disjointed. If there were some way to tie everything together, it may help improve the flow of the class, and the connections may make things easier to remember and understand.

I really didn't learn much from the lectures or the textbook. I had to just learn it on my own, through practice. I think this class is rewarding, but way too tough. I spent like 15 hours on each assignment...

A smaller class size would have made this course more effective.

I LOVED this class. Sure, there were some bumpy things with assignment organization, etc, but that's just "first time" stuff. I'm sure any organizational issues will go away by next semester now that Floryan has been through it once. I thought it could have been made a bit more difficult/work-intensive. I would have loved to do some implementation of a POMDP, especially if it could be a "second attempt" at the robot assignment. (i.e. "Before, you didn't have the tools to approach this the 'right' way. Now, we'll use a POMDP to get a really good path through the maze.") Anyway--keep being awesome. You are one of the top two professors here, IMO (and it's pretty much a tie at that point). :) I really like your lecture style and you're really approachable during office hours, after class, etc.

Can we drop an exam, pretty please? :) Jokes aside (not really, that wasn't a joke) Professor Floryan made AI fun and interesting. Huge thing for me to say, since AI was one of the classes I'd swore I'd never take, until I got peer pressured into taking it my final semester at UVA since everybody and their mother were taking it as well. I learned a lot and was exposed to great material. Floryan was so approachable outside of classes and was really there for his students. Will definitely recommend this class to others.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Group projects suck, I ended up doing almost all of the work for homeworks 1 through 3 even though I partnered with someone (tried 2 different partners across the 3 assignments). I appreciated that you used real stats in the slides. I'M SO ORIGINAL HEHEHE. In all seriousness, the class was well taught. Material was interesting. Wish we did more examples in class, when you go over algorithms you kind of breeze through them. Very helpful outside of class. Thanks! Great Teacher and a completely awesome course. It was difficult but I would take it again in a heartbeat. Floryan was great, but the material seemed somewhat random at times (like I was unsure why we were learning it or how things fit together). Also, the slides were difficult to read and use for review as if they were thrown together. Some of the homeworks were not well defined. I realize that was intentional in terms of the solution (and I appreciated that), but the input/output was not always clear which caused a lot of unnecessary trouble. Overall, a good course. Floryan was especially good at responding to in class questions. A- I am biased due to already having prior experience with AI, Machine Learning, and some Computer Vision. The course would be better if some topics were covered in more depth and would prefer more assignments over exams/final since we learned more with assignments. Good course overall, but some of the material felt unorganized Homework assignments need refinement/clarification Acceptable considering the course curriculum was overhauled by Prof. Floryan Homework guidelines were ill defined This course was far from conventional, and while the intent was good, in practice there were some problems. Specifically, the homeworks. The idea was good, to leave the assignments a little open ended, and then challenge the students to compare different approaches and see what worked best. The trouble comes with the nature of the assignments. Whereas a traditional homework assignment for an upper level CS course might take on average 10 hours (more or less depending on the individual) you could easily spend 30 or 40 hours on an assignment for this class and still not be satisfied with your results. While certainly indicative of real world applications, the fact that there isn't really a "best" answer made it hard to feel as though you were done with the assignment. It always felt as though there was more to do, because there was always more that could be done. As a result, it was hard to tell if you were meeting the expectations of the course, and many students tended to work up to and beyond deadlines. This isn't purely a result of procrastination, it mostly was because it always felt like what you were submitting wasn't enough. To preserve the nature of the assignments, that is comparing alternate approaches, perhaps they could be broken up into smaller, more guided tasks. For example, given some starter code, implement a specific classifier algorithm, then the next week the assignment to implement a different one. Students would get to more fully experience the value of different approaches (as most students that I knew seemed to just slightly "improve" their same basic approach and use that for comparison) while taking the stress off if you can't get one specific implementation working, as there were so many. This was a problem because often in the current format of the class, you could pick an approach, struggle with it and waste valuable time, only to have to completely restart with a different tactic or submit a very poorly performing version. On a different note, the exams were quite nice. They suffer from the same issue, an exam that we were told should take an hour could easily take 3 or 4 if you're a perfectionist. This wasn't as big of a deal though, as minimal studying was required, so compared to the normal level of effort for an exam they were fairly easy. Lecture was fine, though at times the math made it harder to understand what was going on. Take, for example, the neural networks slides. The concepts weren't that hard to grasp, but the awful notation made it very difficult to figure out what was going on. This was true of some other lectures as well, so perhaps more worked examples would be beneficial. Overall though the lectures were really, really great. This was a pretty great class, and I think with a few changes it could become one of the best electives the department offers. Some of the homework assignments were a little bit vaguely defined. HW1 and HW4 were more clear, which was nice This course only offered a very basic level understanding of a broad range of AI topics. I would have preferred this course to be more math-heavy and more applicable to problems that real implementers of AI would have to deal with. Floryan prepared a really interesting course schedule. The material definitely seemed to build upon each other as we progressed to more complex examples of artificial intelligence. With such a large class I recognize it is difficult to teach the material in other ways than a traditional lecture. I appreciated the few online demos and chalk diagrams used to demonstrate algorithms. I would have enjoyed the class more if Floryan had been able to vary the mode of teaching in ways similar to these examples Calculus and Statistics should be prerequisites for this course if the curriculum is going to focus on such rigorous formulas and calculations. This class felt more like a crash course in AI than an introduction. I did not feel well prepared to understand and implement the formulas we learned about. Thankfully, Professor Floryan is very helpful and understanding of students' different struggles and he recognized the difficulties students were having--I hope that he adjusts the curriculum accordingly in coming semesters to accommodate the less calc/stats-savvy students in the class. Course could have been better organized, seemed like it was very backloaded. Probably will be better in future semesters as the kinks get smoothed out. The material in this course can get dense and lose everyone very, very quickly. Fortunately Prof. Floryan was able to minimize this with the way that he presented some of the topics. I would like to see more class engagement during some of the harder topics though.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I understand the course is a survey of AI, but it felt much too shallow in some places.

I understand the course is a survey of AI, but it felt much too shallow in some places.

Overall I was disappointed with the course. There were a total of 4 homework and 4 written exams. Each of them was out of 10 points with no indication as to how much the homework was weighted compared to the tests. At the time of the final exam 5/8 of these had been graded, giving very little indication to what I needed to study. The grading was alarmingly harsh for this kind of course. A single error in an exam or homework could knock off 3-7 points (out of 10). There was no rubric provided for any of the assignments or exam. Much of the grading was subjective. Some exams asked opinion based questions "how might you approach..." or "suggest a possible solution..." but only a narrow range of opinions were given points. Keep in mind, each point on these exams is an entire letter grade. Getting 3-5 subjective points off results in a C (or a F) on the exam. On some assignments I did way more work than I should and got almost nothing back. Some components of the assignments were unfairly represented. For example, in the negotiator homework we were told that our results compared to our peers would have little to no affect on our grade and that "it was just a fun experiment." It ended up being 15% of the grade. About 20%-30% of the material covered in lecture was actually practiced. My favorite lecture was one on machine learning where we discussed a predictive model for a tutoring application. We looked at one of the driving factors for modeling mastery being the number of times a student had completed a practice problem correctly. In this class we "learned" about 20 different topics. We had 4 practice problems total. Imagine if this class was trying to teach us the mechanics of statistical analy--oh wait. On a constructive note, I think if this class is taught again that there should be 8-10 much smaller homework assignments that allow students to actually engage with the material. If the exams are going to ask very specific mechanical details about the mathematics behind different proofs of algorithms then I would appreciate at least learning how to do those proofs and then practicing them first. All that being said, I did learn a lot in the class. I appreciate the interest in the field of study, I just wish the course was executed more fairly.

I liked the take home exams. But that made the final so much harder to prepare for. In general Floryan test are to hard. That seems like a constant for every class I have taken with him. A lot of the time it comes down to memorizing every single slide, in order to do well. There are less questions on the higher level concepts, most are about specific details.

Great class. Really got me into machine learning.

Professor Floryan is the man. Seriously, he connects with students better than anyone I've had as a professor during my time at UVA. You can tell he is really interested in the field of AI and because of that, he teaches with enthusiasm and in a way that causes students to become interested in AI as well. Almost every CS course requires a lot of work, so I took this knowing that it would be no different. Sure, there were times that I was swamped but Professor Floryan was pretty reasonable with the amount of time given to complete assignments and exams. I'm sure the whole class would back me up on that as well. The only ways that I think the class could be made better has to do with the complexity of the course material. There were examples done in class, but more examples that are worked out step by step would be beneficial (at least it would have been for me). We were given formulas for a lot of things, and kind of told where to apply them, but doing out problems with real example data would have helped me in more beneficial ways.

The class was definitely a little disorganized, both in terms of the lecture and the homework assignments. It's partly because this is Floryan's first semester teaching it, but I feel like he also could've put a little more effort into preparing the assignments earlier, and there were always more questions than he anticipated about each assignment. That being said, the assignments themselves were pretty fun and I really appreciate the take-home exam structure because it's a much more lowkey way to ensure we know the material. Floryan could probably stand to be a little less chill to the class as a whole - this is one of the only classes I've ever seen where students will complain about being let out on time instead of early.... a side effect of whiny people expecting Floryan to accommodate them. But that being said, I still really appreciated it and enjoyed the class material.

This is my 4th year at UVa. I loved this class. I learned quite a bit. Professor Floryan is quite possibly the best computer science professor at UVa. Having had the opportunity to meet him when he first came here and was new to the scene and seeing him become a part of our UVa community has been a privilege. He's moved around in teaching a variety of classes the last couple semesters and I've been lucky enough to be in a fair number of those. Also, Prof. Floryan made a great mentor for research as he actually knows what he is doing and gives great guidance. Overall, super thankful for having had him as a part of my 4 years here, even if it was just at the tail end. Keep on keeping on FloFlo.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class was fantastic! I got everything I wanted from an intro to AI course. Especially the assignments; they were very satisfying to look back. Thank you for shining light on AI today. I personally think it is very primitive and we have not developed anything we can call intelligence, just efficiency with memory. Memory is a part of intelligence... but there is so much more. Those lectures on What is Intelligence was badass. Loved hearing from different students and it was a great introduction to the course. To add to the course, make going to lecture worth it. I know you like leaving early or showing that "no one wants to be here" but I did. I am sure other students do too. I loved hearing your lectures (partly why I wanted to be in AI when I heard you were teaching). They are high level and easy to comprehend. You abstract needless information well and give us pointers to more detail if we want. I really wish that videos, visuals, animations, or something was supplemented when explaining the many algorithms in this course. It is nice to see real examples. Many students did not pay attention. Making class more interesting would help. When explaining the algorithms, they seem concise enough, but adding supplements (videos, animations, etc.) or even jokes will help a lot. Remember that cat cheating? Yeah. That was hilarious. Memes are great! Show more of your personality like in the first couple of lectures. I loved your exam style. I hate exams. Treating these exams as nice open assignments was pleasing. This mimics real work assignments too. The phrasing of the questions helped me reconcile the information I learned. This process of "compiling" the information helped internalize my learning in smaller chunks. Internalized learning/conceptual learning, I think, is better than rote memorization or fact looking up. These exams, listening to class lectures, and slides that helped "point" information greatly helped during the final exam, even though there were small mistakes it was good enough that it allowed me to learn and think highly about Artificial Intelligence. Side Note: Decision Boundary was explained in class... but I don't think they made it to the slides? at least the version I got didn't have it... it messed with my memory, but the answer key made me remember (so I still learned, yay!) Thanks for an awesome class! Floryan's a great instructor, but holy cow that final exam was so much harder than the midterms. Either more rigorous midterms to better prepare us or an easier final and this class would be a fantastic elective.

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CS 4102-001 **Algorithms** - Spring 2015

ENGR (17375)

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

Respondents: 43 / Enrollment: 86

Summary: CS 4102-001 Algorithms - Spring 2015 (17375)

Overall Course Rating

CS-4102-001 Mean 4.32
CS-4102-001 Std Dev 0.88
CS-4102-001 Response Count 215

SEAS, 4000-level courses Mean 4.19
SEAS, 4000-level courses Std Dev 0.94
SEAS, 4000-level courses Response Count 9648

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.58
Std Dev 0.61
Response Count 298

SEAS, 4000-level courses Mean 4.37
SEAS, 4000-level courses Std Dev 0.84
SEAS, 4000-level courses Response Count 14316

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.74	0.54	34 (79.07%)	7 (16.28%)	2 (4.65%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1928	4.42	0.76	1032 (53.53%)	721 (37.40%)	106 (5.50%)	31 (1.61%)	21 (1.09%)	17 (0.88%)

2. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.49	0.63	24 (55.81%)	16 (37.21%)	3 (6.98%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2049	4.28	0.92	998 (48.71%)	680 (33.19%)	174 (8.49%)	76 (3.71%)	38 (1.85%)	83 (4.05%)

3. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.42	0.85	26 (60.47%)	11 (25.58%)	4 (9.30%)	2 (4.65%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1931	4.27	0.91	933 (48.32%)	744 (38.53%)	134 (6.94%)	74 (3.83%)	43 (2.23%)	3 (0.16%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.56	0.73	29 (67.44%)	10 (23.26%)	3 (6.98%)	1 (2.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1933	4.18	0.95	781 (40.40%)	641 (33.16%)	206 (10.66%)	74 (3.83%)	38 (1.97%)	193 (9.98%)

5. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	3.63	0.99	11 (25.58%)	8 (18.60%)	18 (41.86%)	4 (9.30%)	0 (0.00%)	2 (4.65%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1927	3.84	1.08	380 (19.72%)	373 (19.36%)	257 (13.34%)	94 (4.88%)	39 (2.02%)	784 (40.69%)

6. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.60	0.63	28 (66.67%)	11 (26.19%)	3 (7.14%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2040	4.21	0.92	888 (43.53%)	767 (37.60%)	199 (9.75%)	74 (3.63%)	40 (1.96%)	72 (3.53%)

7. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.79	0.47	35 (81.40%)	7 (16.28%)	1 (2.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2048	4.61	0.66	1365 (66.65%)	544 (26.56%)	70 (3.42%)	22 (1.07%)	11 (0.54%)	36 (1.76%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.67	0.52	30 (69.77%)	12 (27.91%)	1 (2.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.44	0.78	1131 (55.31%)	670 (32.76%)	119 (5.82%)	42 (2.05%)	20 (0.98%)	63 (3.08%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.21	0.84	18 (41.86%)	17 (39.53%)	5 (11.63%)	2 (4.65%)	0 (0.00%)	1 (2.33%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1929	4.10	0.97	748 (38.78%)	740 (38.36%)	232 (12.03%)	105 (5.44%)	42 (2.18%)	62 (3.21%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.29	0.75	19 (45.24%)	15 (35.71%)	7 (16.67%)	0 (0.00%)	0 (0.00%)	1 (2.38%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.26	0.90	946 (46.26%)	754 (36.87%)	186 (9.10%)	58 (2.84%)	43 (2.10%)	58 (2.84%)

11. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
43	4.63	0.58	29 (67.44%)	12 (27.91%)	2 (4.65%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2044	4.42	0.79	1108 (54.21%)	699 (34.20%)	113 (5.53%)	44 (2.15%)	23 (1.13%)	57 (2.79%)

12. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
42	4.57	0.59	26 (61.90%)	14 (33.33%)	2 (4.76%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.34	0.83	984 (48.12%)	748 (36.58%)	139 (6.80%)	44 (2.15%)	30 (1.47%)	100 (4.89%)

13. 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-4102-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
43	0 (0.00%)	7 (16.28%)	16 (37.21%)	15 (34.88%)	5 (11.63%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1934	88 (4.55%)	645 (33.35%)	759 (39.25%)	269 (13.91%)	173 (8.95%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
43	4.67	0.61	32 (74.42%)	8 (18.60%)	3 (6.98%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.30	0.90	981 (50.96%)	683 (35.48%)	166 (8.62%)	52 (2.70%)	43 (2.23%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
43	4.65	0.57	30 (69.77%)	11 (25.58%)	2 (4.65%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.32	0.93	1037 (53.87%)	641 (33.30%)	131 (6.81%)	66 (3.43%)	50 (2.60%)

16. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
43	4.65	0.53	29 (67.44%)	13 (30.23%)	1 (2.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2042	4.41	0.76	1071 (52.45%)	807 (39.52%)	109 (5.34%)	32 (1.57%)	23 (1.13%)

17. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
43	4.67	0.52	30 (69.77%)	12 (27.91%)	1 (2.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2043	4.43	0.79	1167 (57.12%)	668 (32.70%)	156 (7.64%)	26 (1.27%)	26 (1.27%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
43	4.79	0.47	35 (81.40%)	7 (16.28%)	1 (2.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2053	4.37	0.85	1112 (54.16%)	715 (34.83%)	147 (7.16%)	41 (2.00%)	38 (1.85%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Individual Answers
23	*See below for Individual Results*

Professor Floryan presents difficult material in a straightforward manner

Definitely the most challenging and most rewarding courses I have ever taken at UVa. I probably spent the most hours studying for this class than any other class I have taken. Professor Floryan is chill though, which makes the class a lot more bearable.

Professor Floryan was one of the best professors I've had at UVA. He really cares about his students and was particularly helpful in office hours. Sadly, he thought that our class was too quiet but we all loved him! I hope to take another class with him in the future.

One of the best classes that I have taken so far in my academic career. The professor was one of the best professors that I have had so far. Explains material very well, is a very approachable and funny person, and is in general a great professor. The material itself can be difficult, but I can definitely say that I learned A LOT of stuff this semester that I can tell will be helpful in the future.

Great professor. I hope that Professor Floryan becomes a permanent addition to UVA's CS Dept.

There was a fairly good mix of theory and application in this course.

Prof. Floryan is fantastic and refreshing. He is very enthusiastic about the subject matter as well as teaching in general. I believe he cares very much about wanting to push the students to learn and to grow intellectually, and that alone sets Prof. Floryan as an outstanding Professor. I am glad that I had the opportunity to interact and to learn from him.

Floryan is a wonderful teacher.

I found it a bit annoying that some of Horton slides said you do not need to learn this. I feel like the material need to be the same for both classes

This class was one of the most educational courses I've taken so far. Floryan was awesome.

Floryan is far and away the best CS professor I have had at UVA. Very approachable guy and a great teacher. As far as the course itself goes, it was very difficult and required an annoying amount of work but I certainly did learn a lot. As someone who dropped the course last semester, I cannot stress enough to future students how important finding a good, consistent study/HW group is.

Very challenging but great class

Algorithms was a good course, and it was difficult as expected. The homework grading scheme this semester was a bad idea, and basing the curve off of it is a worse one. I learned a lot, though, and Floryan was a great teacher.

Professor Floryan's lectures are very clear and easy to understand! He is great at explaining the concepts. Professor Floryan is also a dedicated teacher who takes extra time after class and during office hours to help his students!

My only complaint with the class is that with the tests (atleast the first two) it would have been nice to have them either easier/shorter or have more time for them because I felt I knew the material pretty well but with only 50 minutes I didn't have enough time to adequately think out and respond well to the questions. If I had even 20 more minutes my score would have been alot higher on the exams I believe, so it was just a bit disheartening to know that even though I learned everything, my programming skills were being evaluated in such a time crunch.

Nice course.

Overall a very good course with a fair amount of work. Some of the written assignments were unnecessarily difficult or involved. I also didn't really get too much out of the programming assignments. Professor Floryan was a great teacher and was very easy to talk to.

This course was everything I'd hoped for. The programming assignments were a little easy though.

This is an incredibly difficult class, but the instructors and TAs do their best to make sure that all students are given the most help possible.

Great Teacher, Great Course.

This was a great course. It will be one of only 6 total CS courses I will take, and it greatly increased my CS knowledge and expanded my tool kit. Prof. Floryan was a great professor. This course definitely takes a lot of work, but it is very worthwhile

Great, effective professor - a nice guy too. Can't think of anything else to change about this course, although one of the assignments (programming 5) was virtually impossible.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I had a great semester! I really enjoyed the course. Professor Floryan was consistently funny and effective as a teacher, and I thoroughly enjoyed his class.

CS 2501-001 **Spec Topic: Computer Science** - Spring 2015

ENGR (20493)

INSTRUCTORS: **Floryan, Mark (mrf8t)** - Sherriff, Mark (mss2x)

Respondents: 17 / Enrollment: 28

Summary: CS 2501-001 Spec Topic: Computer Science - Spring 2015 (20493)

Overall Course Rating

CS-2501-001 Mean 3.75
CS-2501-001 Std Dev 1.17
CS-2501-001 Response Count 85

SEAS, 2000-level courses Mean 4.02
SEAS, 2000-level courses Std Dev 1.01
SEAS, 2000-level courses Response Count 14909

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.49
  Std Dev 0.66
  Response Count 118

SEAS, 2000-level courses Mean 4.21
SEAS, 2000-level courses Std Dev 0.93
SEAS, 2000-level courses Response Count 21524

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	3.65	1.11	3 (17.65%)	9 (52.94%)	2 (11.76%)	2 (11.76%)	1 (5.88%)	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)
2981	4.34	0.76	1417 (47.53%)	1267 (42.50%)	201 (6.74%)	60 (2.01%)	25 (0.84%)	11 (0.37%)

2. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.47	0.51	8 (47.06%)	9 (52.94%)	0 (0.00%)	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)
3088	3.97	1.09	1149 (37.21%)	1147 (37.14%)	380 (12.31%)	231 (7.48%)	130 (4.21%)	51 (1.65%)

3. 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-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.24	0.97	7 (41.18%)	9 (52.94%)	0 (0.00%)	0 (0.00%)	1 (5.88%)	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)
2983	4.06	1.03	1146 (38.42%)	1277 (42.81%)	248 (8.31%)	197 (6.60%)	109 (3.65%)	6 (0.20%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	3.88	0.93	4 (23.53%)	9 (52.94%)	2 (11.76%)	2 (11.76%)	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)
2981	4.17	0.92	1163 (39.01%)	1115 (37.40%)	272 (9.12%)	140 (4.70%)	46 (1.54%)	245 (8.22%)

5. 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-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	2.85	1.41	1 (5.88%)	5 (29.41%)	1 (5.88%)	3 (17.65%)	3 (17.65%)	4 (23.53%)

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)
2986	3.45	1.19	425 (14.23%)	670 (22.44%)	508 (17.01%)	273 (9.14%)	167 (5.59%)	943 (31.58%)

6. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	3.75	1.00	3 (18.75%)	9 (56.25%)	1 (6.25%)	3 (18.75%)	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)
3062	4.03	1.03	1129 (36.87%)	1244 (40.63%)	368 (12.02%)	177 (5.78%)	110 (3.59%)	34 (1.11%)

7. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.76	0.44	13 (76.47%)	4 (23.53%)	0 (0.00%)	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)
3077	4.54	0.71	1927 (62.63%)	920 (29.90%)	135 (4.39%)	38 (1.23%)	22 (0.71%)	35 (1.14%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.53	0.51	9 (52.94%)	8 (47.06%)	0 (0.00%)	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)
3077	4.39	0.79	1605 (52.16%)	1122 (36.46%)	214 (6.95%)	63 (2.05%)	30 (0.97%)	43 (1.40%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.00	1.13	5 (29.41%)	4 (23.53%)	1 (5.88%)	2 (11.76%)	0 (0.00%)	5 (29.41%)

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)
2978	3.88	0.97	721 (24.21%)	1192 (40.03%)	484 (16.25%)	175 (5.88%)	66 (2.22%)	340 (11.42%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.53	0.62	10 (58.82%)	6 (35.29%)	1 (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)
3079	4.12	0.91	1149 (37.32%)	1354 (43.98%)	352 (11.43%)	132 (4.29%)	60 (1.95%)	32 (1.04%)

11. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.71	0.47	12 (70.59%)	5 (29.41%)	0 (0.00%)	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)
3072	4.29	0.85	1421 (46.26%)	1223 (39.81%)	242 (7.88%)	89 (2.90%)	46 (1.50%)	51 (1.66%)

12. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
17	4.65	0.49	11 (64.71%)	6 (35.29%)	0 (0.00%)	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)
3069	4.16	0.91	1240 (40.40%)	1227 (39.98%)	365 (11.89%)	105 (3.42%)	62 (2.02%)	70 (2.28%)

13. 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-2501-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
17	1 (5.88%)	10 (58.82%)	6 (35.29%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2988	203 (6.79%)	996 (33.33%)	1158 (38.76%)	365 (12.22%)	266 (8.90%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	3.88	0.96	4 (25.00%)	8 (50.00%)	2 (12.50%)	2 (12.50%)	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)
2964	4.17	0.92	1262 (42.58%)	1180 (39.81%)	333 (11.23%)	139 (4.69%)	50 (1.69%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
17	4.29	0.85	8 (47.06%)	7 (41.18%)	1 (5.88%)	1 (5.88%)	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)
2980	4.12	0.98	1250 (41.95%)	1141 (38.29%)	354 (11.88%)	158 (5.30%)	77 (2.58%)

16. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	3.81	1.05	4 (25.00%)	7 (43.75%)	4 (25.00%)	0 (0.00%)	1 (6.25%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3066	4.27	0.78	1316 (42.92%)	1402 (45.73%)	238 (7.76%)	86 (2.80%)	24 (0.78%)

17. 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-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.38	0.62	7 (43.75%)	8 (50.00%)	1 (6.25%)	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)
3072	4.25	0.84	1373 (44.69%)	1252 (40.76%)	322 (10.48%)	91 (2.96%)	34 (1.11%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2501-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.31	0.79	8 (50.00%)	5 (31.25%)	3 (18.75%)	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)
3085	4.15	1.01	1383 (44.83%)	1137 (36.86%)	303 (9.82%)	164 (5.32%)	98 (3.18%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2501-001

Total	Individual Answers
11	*See below for Individual Results*

Great course, I really hope you offer it in future years because it's a great way for non-CS majors to get a chance to learn about games and game design. I was really jealous that my CS major friends got a chance to take this course last year, so I was thrilled that this opportunity came around for the rest of us. I had a lot of fun in the class and really enjoyed the perspectives both Sherriff and Floryan brought. In the future, I definitely think it's best to have CS 1110 or some sort of coding experience as a pre-req so you can focus on game design ideas without worrying about people being completely lost on the coding assignments

Wish we would have learned more coding but it was a worth while course. I deff hope more non cs students get the same opportunity I had coming into Rice Hall to learn!!

The course was good overall but the gap in programming knowledge between people who had taken CS1110 and people who haven't made the class difficult for some. People who had programming experience were left doing all the work on projects and people who didn't felt lost and unable to understand the coding process

I enjoyed this class a lot, even if it didn't turn out to be exactly what I expected. Since I am not a gamer, I was a little intimidated at first, but gaming was not necessary to succeed in and enjoy this course. I liked the balance of coding and design theory that we had going by the end.

For a class based upon coding, very little coding is taught to the students.

The amount of work for this class was way too high for people who didn't have experience in programming. Very little time was spent in class teaching programming methods, so the programming assignments were frustrating to complete. For those of us who did have experience, the class was not terrible, but it put even more work on us so that our teams were able to have a finished product at the end of the course. I do not know what you were thinking when assigning both pac man and the final game to be due around the same time. This was absurd and poorly thought out. If you do this class again, I recommend having an entrance exam so that you can stratify the enrollment (have different classes for different experience levels)

Good class, but wish there had been more emphasis on learning programming. Towards the end of the semester the workload increased too much, so it should've been spread out more across the semester. The class also should've been geared a bit more towards programming beginners.

Sherriff has addressed this sufficiently in class, but to explain my ratings...basically, it was a mistake to let in people with no experience. I have 0 experience and I think coding guidance during lecture was wholly inadequate. Especially toward the latter end of the semester when we got Pacman and a final project dumped on us (concurrently may I add, which was foolish), all we had really covered was using random numbers and whatever we managed to do for our first small game. Some people for that game only managed to create a buggy "game" where inputs moved a box around. I know the very basics of a platformer, but otherwise have no idea how to do a final project or even where to start. Luckily we had some knowledgeable people in our group who had a huge amount of previous coding experience. Also, for Pacman, I was with a partner who had no experience like me, so I struggled to get through that and she could offer me no help. No fault to her. I stayed 2 hours in office hours this past week and the TA could not even tell me how to code the ghost so it would not get stuck in a corner. We just gave up. I will probably get a B on that assignment. That sucks.

I enjoyed the perspective that this class provided on game design and gaming, but that is about it. I know that this class was an experiment-- you kept saying, "we'd do things differently from day 1" if given a second chance, but I feel that modifications could have been made throughout the semester to support students and they weren't. As someone with no coding experience, I was under the impression that we would learn basic code as a class and would have enough experience by the end to build simple games. We did learn some code at the beginning, but coding stopped completely after our midterm. Now, we are being asked to create an entire game with virtually no knowledge of Python. Luckily one of my teammates has coding experience, or we would be completely lost. And I don't mean "lost" as in our final product wouldn't be good-- I mean "lost" as in we would not be able to produce anything whatsoever. I would say that that indicates that this class has failed most of its students.

Nice, fun, informative class so a good example of education. It seemed to have some trouble deciding whether it wants to be a game design class or programming class, both of which would be good.

Overall, I really enjoyed the course and learned a lot from Professors Sheriff and Floryan. However, I signed up for the course to further learn how to program, and I wish there was a larger emphasis on programming. Other than that, great course!!

CS 1501-002 **Spec Topics Computer Science** - Spring 2015

ENGR (21601)

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

Respondents: 19 / Enrollment: 40

Summary: CS 1501-002 Spec Topics Computer Science - Spring 2015 (21601)

Overall Course Rating

CS-1501-002 Mean 4.22
CS-1501-002 Std Dev 0.68
CS-1501-002 Response Count 95

SEAS, 1000-level courses Mean 3.81
SEAS, 1000-level courses Std Dev 1.13
SEAS, 1000-level courses Response Count 6536

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.34
Std Dev 0.54
Response Count 133

SEAS, 1000-level courses Mean 4.13
SEAS, 1000-level courses Std Dev 0.99
SEAS, 1000-level courses Response Count 9240

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.32	0.48	6 (31.58%)	13 (68.42%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1305	4.06	0.93	446 (34.18%)	611 (46.82%)	155 (11.88%)	54 (4.14%)	36 (2.76%)	3 (0.23%)

2. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.35	0.61	7 (36.84%)	9 (47.37%)	1 (5.26%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1325	3.93	1.14	480 (36.23%)	434 (32.75%)	171 (12.91%)	100 (7.55%)	64 (4.83%)	76 (5.74%)

3. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.39	0.50	7 (36.84%)	11 (57.89%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (5.26%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1310	3.94	1.07	433 (33.05%)	582 (44.43%)	127 (9.69%)	102 (7.79%)	59 (4.50%)	7 (0.53%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.21	0.85	8 (42.11%)	8 (42.11%)	2 (10.53%)	1 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1306	3.95	1.14	478 (36.60%)	450 (34.46%)	160 (12.25%)	88 (6.74%)	70 (5.36%)	60 (4.59%)

5. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	3.80	0.45	0 (0.00%)	4 (21.05%)	1 (5.26%)	0 (0.00%)	0 (0.00%)	14 (73.68%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1308	3.19	1.21	132 (10.09%)	185 (14.14%)	257 (19.65%)	124 (9.48%)	87 (6.65%)	523 (39.98%)

6. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.18	0.64	5 (26.32%)	10 (52.63%)	2 (10.53%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1320	3.99	0.99	413 (31.29%)	580 (43.94%)	161 (12.20%)	61 (4.62%)	46 (3.48%)	59 (4.47%)

7. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.47	0.51	8 (42.11%)	9 (47.37%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1319	4.47	0.75	723 (54.81%)	425 (32.22%)	71 (5.38%)	13 (0.99%)	14 (1.06%)	73 (5.53%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.41	0.51	7 (36.84%)	10 (52.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1320	4.39	0.78	653 (49.47%)	474 (35.91%)	75 (5.68%)	25 (1.89%)	14 (1.06%)	79 (5.98%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.06	0.85	5 (26.32%)	8 (42.11%)	2 (10.53%)	1 (5.26%)	0 (0.00%)	3 (15.79%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1307	3.60	1.19	199 (15.23%)	238 (18.21%)	179 (13.70%)	79 (6.04%)	53 (4.06%)	559 (42.77%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.33	0.49	6 (31.58%)	12 (63.16%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (5.26%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1317	3.77	1.15	375 (28.47%)	483 (36.67%)	198 (15.03%)	128 (9.72%)	72 (5.47%)	61 (4.63%)

11. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.41	0.51	7 (36.84%)	10 (52.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1321	4.17	0.90	494 (37.40%)	535 (40.50%)	126 (9.54%)	46 (3.48%)	24 (1.82%)	96 (7.27%)

12. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
19	4.24	0.56	5 (26.32%)	11 (57.89%)	1 (5.26%)	0 (0.00%)	0 (0.00%)	2 (10.53%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1318	4.19	0.97	570 (43.25%)	456 (34.60%)	124 (9.41%)	57 (4.32%)	32 (2.43%)	79 (5.99%)

13. 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-1501-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
19	10 (52.63%)	9 (47.37%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1311	168 (12.81%)	507 (38.67%)	422 (32.19%)	149 (11.37%)	65 (4.96%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
19	4.26	0.45	5 (26.32%)	14 (73.68%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1305	3.95	1.11	500 (38.31%)	472 (36.17%)	163 (12.49%)	114 (8.74%)	56 (4.29%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
19	4.32	0.58	7 (36.84%)	11 (57.89%)	1 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1308	3.81	1.29	509 (38.91%)	394 (30.12%)	172 (13.15%)	113 (8.64%)	120 (9.17%)

16. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
19	4.21	0.54	5 (26.32%)	13 (68.42%)	1 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1317	4.11	0.93	491 (37.28%)	605 (45.94%)	138 (10.48%)	46 (3.49%)	37 (2.81%)

17. 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-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
19	4.00	0.58	3 (15.79%)	13 (68.42%)	3 (15.79%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1324	3.82	1.03	382 (28.85%)	495 (37.39%)	314 (23.72%)	91 (6.87%)	42 (3.17%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-1501-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
19	4.26	0.56	6 (31.58%)	12 (63.16%)	1 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 1000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1327	3.96	1.08	483 (36.40%)	507 (38.21%)	203 (15.30%)	68 (5.12%)	66 (4.97%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-1501-002	
Total	Individual Answers
7	*See below for Individual Results*

The TA's taught this course, so everything I answered that referred to Mark Floryan is actually my opinion referring to Stephanie Colen and James Ashe. They did a really good job with it, and I think it was definitely worth taking.

The course was definitely effective in preparing students for computer science technical interviews. The class definitely adhered to CS2150's schedule and reviewed those class topics through the different activities. In the second half of the class, the class really focused on technical interviews and how to work through technical questions that might actually be asked during such interview. Finally, the course really prepared students for interviews of all sorts by requiring students to prepare resumes and conduct mock interviews. This course genuinely prepared me for doing interviews in the CS fields.

This course gave awesome insight into what we should expect in a technical interview!

Definitely a worthwhile course!

All comments about the instructor refer to the student teachers.

Steph is the mean TA.

Solid class, Jay and Steph did a great job.

CS 4102-001 **Algorithms** - Fall 2014

ENGR (18440)

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

Respondents: 46 / Enrollment: 116

Summary: CS 4102-001 Algorithms - Fall 2014 (18440)

Overall Course Rating

CS-4102-001 Mean 4.19
CS-4102-001 Std Dev 0.98
CS-4102-001 Response Count 230

SEAS, 4000-level courses Mean 4.14
SEAS, 4000-level courses Std Dev 0.91
SEAS, 4000-level courses Response Count 9438

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.40
  Std Dev 0.75
  Response Count 322

SEAS, 4000-level courses Mean 4.29
SEAS, 4000-level courses Std Dev 0.87
SEAS, 4000-level courses Response Count 14693

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

1. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.67	0.47	31 (67.39%)	15 (32.61%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1887	4.33	0.77	869 (46.05%)	829 (43.93%)	113 (5.99%)	38 (2.01%)	19 (1.01%)	19 (1.01%)

2. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.15	0.89	19 (41.30%)	18 (39.13%)	6 (13.04%)	3 (6.52%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2105	4.22	0.94	954 (45.32%)	744 (35.34%)	205 (9.74%)	90 (4.28%)	41 (1.95%)	71 (3.37%)

3. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.11	1.08	22 (47.83%)	13 (28.26%)	6 (13.04%)	4 (8.70%)	1 (2.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1889	4.28	0.82	841 (44.52%)	837 (44.31%)	119 (6.30%)	62 (3.28%)	24 (1.27%)	6 (0.32%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.61	0.58	30 (65.22%)	14 (30.43%)	2 (4.35%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1886	4.13	0.93	680 (36.06%)	706 (37.43%)	202 (10.71%)	77 (4.08%)	35 (1.86%)	186 (9.86%)

5. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	3.42	1.08	7 (15.22%)	12 (26.09%)	14 (30.43%)	5 (10.87%)	2 (4.35%)	6 (13.04%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1892	3.66	1.10	249 (13.16%)	311 (16.44%)	269 (14.22%)	78 (4.12%)	48 (2.54%)	937 (49.52%)

6. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.37	0.68	21 (45.65%)	22 (47.83%)	2 (4.35%)	1 (2.17%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2092	4.08	0.98	787 (37.62%)	840 (40.15%)	241 (11.52%)	106 (5.07%)	56 (2.68%)	62 (2.96%)

7. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.72	0.46	33 (71.74%)	13 (28.26%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2098	4.58	0.67	1350 (64.35%)	617 (29.41%)	69 (3.29%)	17 (0.81%)	16 (0.76%)	29 (1.38%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.61	0.49	28 (60.87%)	18 (39.13%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2104	4.36	0.82	1061 (50.43%)	774 (36.79%)	143 (6.80%)	44 (2.09%)	30 (1.43%)	52 (2.47%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.02	1.02	19 (41.30%)	14 (30.43%)	8 (17.39%)	5 (10.87%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1884	4.07	0.92	677 (35.93%)	776 (41.19%)	261 (13.85%)	99 (5.25%)	27 (1.43%)	44 (2.34%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.00	1.00	16 (34.78%)	18 (39.13%)	7 (15.22%)	3 (6.52%)	1 (2.17%)	1 (2.17%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2098	4.16	0.90	840 (40.04%)	797 (37.99%)	276 (13.16%)	76 (3.62%)	29 (1.38%)	80 (3.81%)

11. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.65	0.53	31 (67.39%)	14 (30.43%)	1 (2.17%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2097	4.39	0.77	1067 (50.88%)	801 (38.20%)	138 (6.58%)	36 (1.72%)	20 (0.95%)	35 (1.67%)

12. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
46	4.30	0.79	20 (43.48%)	22 (47.83%)	3 (6.52%)	0 (0.00%)	1 (2.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2099	4.22	0.87	869 (41.40%)	832 (39.64%)	204 (9.72%)	60 (2.86%)	32 (1.52%)	102 (4.86%)

13. 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-4102-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
46	0 (0.00%)	5 (10.87%)	17 (36.96%)	20 (43.48%)	4 (8.70%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1892	77 (4.07%)	616 (32.56%)	855 (45.19%)	247 (13.05%)	97 (5.13%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
46	4.67	0.47	31 (67.39%)	15 (32.61%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1880	4.19	0.93	830 (44.15%)	738 (39.26%)	201 (10.69%)	66 (3.51%)	45 (2.39%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
44	4.57	0.70	29 (65.91%)	12 (27.27%)	2 (4.55%)	1 (2.27%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1885	4.23	0.94	883 (46.84%)	712 (37.77%)	174 (9.23%)	66 (3.50%)	50 (2.65%)

16. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
45	4.62	0.53	29 (64.44%)	15 (33.33%)	1 (2.22%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2086	4.28	0.82	937 (44.92%)	909 (43.58%)	155 (7.43%)	57 (2.73%)	28 (1.34%)

17. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
46	4.67	0.52	32 (69.57%)	13 (28.26%)	1 (2.17%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2095	4.33	0.84	1077 (51.41%)	746 (35.61%)	192 (9.16%)	56 (2.67%)	24 (1.15%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
46	4.52	0.66	27 (58.70%)	17 (36.96%)	1 (2.17%)	1 (2.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2100	4.28	0.92	1041 (49.57%)	770 (36.67%)	170 (8.10%)	71 (3.38%)	48 (2.29%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4102-001	
Total	Individual Answers
32	*See below for Individual Results*

This was very difficult material for me, and I thought CS3102 didn't prepare me well for this course (not CS4102's fault though). However, Professor Floryan was extremely helpful in office hours and his lecturing style definitely helped me understand the material well enough

This course was very helpful. It introduced a lot of problems that I would not have otherwise explored. I feel like the subject matter has made me a better programmer.

We got let out of class early pretty often, which was nice. But, I think one thing we could have used the in-class time for was maybe solving practice algorithms problems for each unit in class. Maybe work with our classmates / individual, but then come back together as a class to discuss. It would've helped us learn more about how to solve algorithms problems. Office hours were super great and helpful for learning how to do the homework problem!

Great course, Floryan was extremely helpful and accommodating.

Extremely great professor. One of my more favorite classes of the semester

This was a very useful course.

I know there is really no helping this, but it is just kind of upsetting that I know I would have gotten a better grade in this course if I took it last semester. My friends who took it last semester did not even try after the first test, allowing themselves to spend less time on homework and accept failing grades, knowing that their only option was to get a good grade on the final, which they did. This is unfortunate mainly because I feel like I have put a lot of work into this course, and will receive a lower grade than those last semester who slacked off all semester and got lucky with how easy the final was. I hope that you take this into account when making the curve, hopefully you will make our grade distribution similar to the distribution last semester. I know this doesnt mean much, but it just makes me feel sad and I'm just using this comment space to vent.   Enjoy the holidays!

Homeworks were definitely hard, especially the written ones. It would be helpful if the TAs had more guidance to give us when we're stuck.

I enjoyed the class, Floyan is one of the best professors I've had at UVA, or maybe I just find the course material more interesting, either way I had a good experience with the class. wish software development wasn't the same time as AI next semester :(

Floryan is the man!

Nothing really bad to say honestly. Floryan is a very good teacher, a lot better than the majority of teachers who have been here longer than him. Being very nice, a funny guy, and really approachable made him a likable guy. The grading was pretty reasonable. Also, he was by far the best teacher I've had in terms of helping students outside of class - he put up with all of us in office hours for as long as it took, and was very helpful at them. I usually like to give some constructive criticism to teachers. I don't know if it's that I'm burnt from finals and don't want to think deeply, or if there just isn't anything bad to say, but I can't think of anything bad to say.

I know you were restricted with how many TAs you're allowed to have, but given the difficulty of this subject, I would have liked more office hours so I could get the help I needed with the assignments. Also, it would be nice to hold exam review sessions with TAs or the Professor after hours instead of trying to cram it in to the 75 min lecture meetings before the exam. I did not care much for the written homeworks (even though I know they're crucial for the class). I did prefer the programming homeworks and actually enjoyed doing them.

This class was difficult but well worth it.

One of the only CS courses whose material I feel I could not have taught myself on my own in a few weeks. Very worthwhile, would like to see more like this.

The TAs were not great. I had to get several regrades.

Floryan was a good lecturer and his office hours were awesome. Written homeworks were tough and honestly, I don't know if the average student would have been able to finish them without going to office hours (I know I would be totally lost without them). This is especially true for some of the questions like visible lines and tiling. But I have to admit they were super helpful...maybe give more guidance to the questions in class next time though. Programming homeworks were fine.

great class. great professor

This is a brutal course, but Floryan finds a way to make it tolerable. CS3102 should be a definite prerequisite to this class because CS2102 is not enough preparation.

Homeworks were extremely difficult, but overall this was a worthwhile course.

Good topic, very good professor, hard class. No complaints from me except if my GPA sinks low enough not to get a good job in the future. I'll let you guys know.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

Mark Floryan is a gift to all students. Give him a raise, make him department head, don't let him leave. Hands down best and most understanding professor ever. Incredibly smart, helpful, and actually cares for his students.

Your examples suck at teaching the algoritms, your 10 pt homeworks encourage TAs to under-grade them even though they are half the course grade and the textbook is an incomprehensible pile of shit

Hard course, but good professor.

N/A

Professor Flory an was an experience. He was genuinely passionate about the subject he was teaching and hE was always trying to connect with the students in the classroom instead of just talking on and on by himself. He is one of the smartest and coolest professort I have ever seen (also demonstrated by his quick wits that always entertained the class) and also the professor I'd hang out with outside of class - which is rare. However, it would'be been better if the lecture slides were more clearly written (they had many errors and typos), and if Professor Floryan slowed down a lot when explaining dense concepts like 3SAT problems. Sometimes it felt like he tuned his lecture speed to the brightest top 10% of the class who gets everything he says automatically while the rest of the class needs explicit pointing out of how each logical step leads to the next step and reiteration (sometimes I felt so lost that I didn't know where to begin asking questions). Also, it would be very helpful if Professor Floryan explicitly wrote out what each variable he decided to use in his proof means, while he's doing proofs on the white board. He made himself very approachable outside of the class and was very helpful - never giving away the answer but giVing helpful guides for us to arrive to the answers ourselves. This course was one of the most intellectually challenging yet very rerewarding courses that I have ever taken, that I am taking away a lot from. Thanks PProfessor Floryan!

One of, if not the, best teachers I've had at UVa. Extremely approachable which exponentially helped my understanding when I realized I needed help. (One of the first courses that I went to office hours in and I can see it made a big difference)

There was lots of memorization. I think it would have been better if other skills were emphasized. But at least that helps prepare us for interviews and that sort of thing.

I really feel like this was my first true college level course. Extremely tough material, homeworks took a lot of time and thinking. Prof. Floryan does an excellent job of explaining everything. I wish that lectures could be available to re-watch online for studying purposes.

For the most part, Professor Floryan did a very good job teaching the material with well-prepared slides and good explanations. The pace of the course looking back seems a little slow at the beginning, but that's likely due to a growth of understanding and a necessary tune-up time towards learning algorithms. Piazza is a great tool and helped for a lot of the questions/holes in powerpoints. My biggest criticism of the course, though, is the design of the homeworks. First, although spaced well, the time-sink of any written homework is obscene--they were just too hard without any guidance. Most people relied upon office hours or latched upon a particular person, and I don't think that's a good way to learn--should the assignments be dependent on if you can make it to a particular timeslot to get hints/hear the answers? It's no wonder some people resorted to cheating--the alternative is to allot disproportionate number of hours to the course trying to develop a solution which may or may not be right. Desperation is not something which teaches well, and I think it is very, very easy for students to feel this way. Something like a hints release for baseline credit could alleviate the homework issue, if they were to be kept at the same difficulty, but I believe there are still too many people who coasted through this course hopeless.

I'm a 2nd year and found this to be pretty tough. I think I would've been better off waiting to take this until later when I was more mature of a student. Maybe make Theory of Comp or Comp Arch a pre-requisite also. Learned a lot though and overall an interesting and practical course

It would have benefited me a lot if we had another written homework on NP/NPC. Since we didn't have this, it was very good that it was on the final, because that is the only reason I learned it. I actually enjoyed these topics very much and would have like to work with them more. I would have liked to receive my course grade before completing this evaluation so I could comment on how fair the grading policy is/was and if I got the grade I think I deserve. This is unfortunate. This class was very much proof-based. The first topic we discussed in class was Greedy Algorithms. While these are easy algorithms to understand and create, the proofs are not logically easy to understand. They are often self-referential and because of that, seem completely arbitrary--like we're trying to formalize something we all know is inherently true (especially since you often proved by way of contradiction). When studying for the final, the proofs still seemed like this, but slightly less so. This section would be better taught with direct proofs or instead taught at a later time in the class. Because of the self-referential, B.S.-y nature of the proofs, it made me discredit Prof. Floryan as a teacher at first, and made me tune out of all his proofs for the first month or two. I often found the lectures very hard to pay attention to. You presented material well, but it was monotonous to have you teach from slides for extended periods (though the slides were very good and a good review tool). Similarly, some proofs on the board took waaayyy too much time (perhaps because questions/clarifications were occasionally raised). A good rule of thumb would be this: if a proof is taking over 30 minutes, then you need to make it shorter or interrupt it somehow. Although I've never had him as a teacher, I've heard Prof. Weimer likes to ask random questions every XX minutes that are totally off topic. I think this may be a good idea. The homeworks were amazing though. This is the main way I learned material, and it was extremely fun to solve these problems on my own and in office hours. Programming was a little easy (but it seems mainly for me, others seemed to have a lot of difficulty). I hate Latex. But I figured out enough of it for my homeworks to look half-decent.

~ *QUESTIONS AND DETAILS* ~	~ *ANSWER MATRICES* ~
	Hard class, but learned a ton. I wasn't a huge fan of the lecture set up (PPT slides). It was nice having those to refer to on Collab, but difficult to pay attention to. Easy to get lost. Maybe do something that involves more active participation on the student's part. I found it most helpful when I stopped trying to write down slide info and listed to Floryan instead, who is a G. Homeworks were brutal, but that's expected. A lot of my homeworks had points taken off, but no feedback was given on Collab. That's frustrating. Some had feedback, but others didn't.

CS 3205-002 **HCI in Software Development** - Fall 2014

ENGR (20631)

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

Respondents: 31 / Enrollment: 73

Summary: CS 3205-002 HCI in Software Development - Fall 2014 (20631)

Overall Course Rating

CS-3205-002 Mean 4.20
CS-3205-002 Std Dev 0.81
CS-3205-002 Response Count 153

SEAS, 3000-level courses Mean 4.09
SEAS, 3000-level courses Std Dev 0.96
SEAS, 3000-level courses Response Count 10192

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.63
Std Dev 0.63
Response Count 214

SEAS, 3000-level courses Mean 4.20
SEAS, 3000-level courses Std Dev 0.92
SEAS, 3000-level courses Response Count 16510

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.23	0.88	13 (41.94%)	14 (45.16%)	3 (9.68%)	0 (0.00%)	1 (3.23%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2037	4.41	0.72	1031 (50.61%)	845 (41.48%)	97 (4.76%)	27 (1.33%)	16 (0.79%)	21 (1.03%)

2. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
30	4.63	0.49	19 (63.33%)	11 (36.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2365	3.96	1.05	824 (34.84%)	874 (36.96%)	335 (14.16%)	191 (8.08%)	69 (2.92%)	72 (3.04%)

3. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.42	0.67	16 (51.61%)	12 (38.71%)	3 (9.68%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2043	4.14	0.95	828 (40.53%)	864 (42.29%)	185 (9.06%)	106 (5.19%)	49 (2.40%)	11 (0.54%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.13	0.76	11 (35.48%)	13 (41.94%)	7 (22.58%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2039	4.23	0.88	861 (42.23%)	794 (38.94%)	174 (8.53%)	79 (3.87%)	29 (1.42%)	102 (5.00%)

5. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	3.75	0.84	4 (12.90%)	16 (51.61%)	5 (16.13%)	3 (9.68%)	0 (0.00%)	3 (9.68%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2038	3.62	1.13	392 (19.23%)	592 (29.05%)	363 (17.81%)	183 (8.98%)	91 (4.47%)	417 (20.46%)

6. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.61	0.56	20 (64.52%)	10 (32.26%)	1 (3.23%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.08	0.98	883 (37.45%)	981 (41.60%)	239 (10.14%)	145 (6.15%)	58 (2.46%)	52 (2.21%)

7. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.71	0.59	24 (77.42%)	5 (16.13%)	2 (6.45%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2356	4.57	0.66	1460 (61.97%)	721 (30.60%)	76 (3.23%)	28 (1.19%)	10 (0.42%)	61 (2.59%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
30	4.70	0.53	22 (73.33%)	7 (23.33%)	1 (3.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2352	4.30	0.89	1144 (48.64%)	853 (36.27%)	184 (7.82%)	66 (2.81%)	47 (2.00%)	58 (2.47%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
29	4.48	0.71	15 (51.72%)	7 (24.14%)	3 (10.34%)	0 (0.00%)	0 (0.00%)	4 (13.79%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2035	3.97	0.94	609 (29.93%)	842 (41.38%)	315 (15.48%)	132 (6.49%)	29 (1.43%)	108 (5.31%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.19	1.01	16 (51.61%)	8 (25.81%)	4 (12.90%)	3 (9.68%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2364	4.12	0.92	884 (37.39%)	990 (41.88%)	276 (11.68%)	103 (4.36%)	44 (1.86%)	67 (2.83%)

11. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.77	0.43	24 (77.42%)	7 (22.58%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2357	4.29	0.83	1076 (45.65%)	929 (39.41%)	187 (7.93%)	68 (2.89%)	27 (1.15%)	70 (2.97%)

12. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
30	4.77	0.43	23 (76.67%)	7 (23.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.08	0.95	844 (35.79%)	958 (40.63%)	285 (12.09%)	121 (5.13%)	48 (2.04%)	102 (4.33%)

13. 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-3205-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
31	0 (0.00%)	13 (41.94%)	17 (54.84%)	1 (3.23%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2044	111 (5.43%)	552 (27.01%)	825 (40.36%)	354 (17.32%)	202 (9.88%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
31	4.29	0.82	15 (48.39%)	11 (35.48%)	4 (12.90%)	1 (3.23%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2036	4.18	0.89	847 (41.60%)	853 (41.90%)	220 (10.81%)	90 (4.42%)	26 (1.28%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
31	4.42	0.72	17 (54.84%)	10 (32.26%)	4 (12.90%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2041	4.11	1.00	864 (42.33%)	766 (37.53%)	243 (11.91%)	113 (5.54%)	55 (2.69%)

16. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
31	4.71	0.46	22 (70.97%)	9 (29.03%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2360	4.29	0.76	1015 (43.01%)	1104 (46.78%)	172 (7.29%)	47 (1.99%)	22 (0.93%)

17. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
31	4.71	0.46	22 (70.97%)	9 (29.03%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2358	4.28	0.83	1105 (46.86%)	900 (38.17%)	271 (11.49%)	62 (2.63%)	20 (0.85%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
31	4.81	0.40	25 (80.65%)	6 (19.35%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2370	4.17	0.97	1063 (44.85%)	874 (36.88%)	257 (10.84%)	118 (4.98%)	58 (2.45%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3205-002	
Total	Individual Answers
17	*See below for Individual Results*

Floryan's a great guy and a good lecturer but a lot of the subject matter I felt I could have learned on my own (wasn't super complicated/didn't really need someone to explain it to me). Still, the class was a nice laid-back elective especially compared to some of the other class in the department. The semester project was pretty cool and not super demanding since it was split up so I'm glad I had the opportunity to do that.

One of the most interesting and fun classes I've ever taken. Really interesting, funny and engaging professor

Great professor, extremely enthusiastic about the course.

I generally disliked this class, but it was very effective in changing my state of mind. I now think of how things are designed on a regular basis, how to make them better, etc. and I doubt that will change much.

Great class for learning HCI. Excellently organized teaching method.

Floryan was an excellent professor; he was knowledgeable, informative, and funny, bringing in really cool professional stories to the class. However, the class itself, despite dealing with the really important topic of HCI, just...didn't quite live up to my expectations. The homeworks were all massive write-ups - and I suppose that that's just the nature of the beast with a class like this - but I still thought that incorporating something besides just pure writing would be nice. The grading was also a bit uneven, but this was always rectified with re-grades. All in all, this was still a pretty worthwhile course, I just didn't enjoy it as much as I thought I would.

Best young professor I've ever had

Tests did not test what i learned or knew. They tested what I was able to memorize. This lead to people who were genuinely interested in the conceptual idea behind the subject perform poorly compared to people who had no interest but memorized everything do well.

I think that this class was great - but I think that the project moved a bit slow. It would have been great to have been able to test our design assumptions before the last assignment. Perhaps in the future the class could take on a more iterative format? Further, it would have been ideal if office hours were not mixed with office hours for algorithms students. As the more technical class, it makes sense that they get priority, but it would have been nice to have HCI-specific time to chat. Thank you for a really enjoyable learning experience though, Floryan! I gained a lot of really practical knowledge about tech development in this class.

I appreciate Professor Floryan's efforts to teach a rather subjective topic. The concepts we discussed are pertinent to many jobs, and are more important than ever as devices get more complex and prolific. That being said, the grading was also somewhat subjective, making it frustrating at times when you know what you're talking about but cannot articulate it in a manner that the professor is looking for. Decent class overall.

Professor Floryan is awesome! He really cares about his students, and does a great job striking the balance between maintaining a casual, friendly relationship with the class, but also maintaining the respect of his students. The assignments were fun and useful, and I have already drawn on material I learned in this class in job interviews! I look forward to incorporating the final project into my portfolio to have on hand to show potential employers. Overall, this was a great class!

This was a very enjoyable course. It was very refreshing and nicely contrasted with the other CS courses.

Professor Floryan made the class very interesting and the discussions we had were engaging. I definitely appreciate the user side of things after taking this class. I would definitely recommend it to my friends as a useful CS elective course.

The course was really good. Timing of lecture material didn't always line up with homework assignments though, e.g., we didn't finish with the evaluation slides until days before the last homework was due, which was a very substantial assignment. Getting through that sooner would be helpful.

Great class, great professor, fair grading. If you lose Mark Floryan, you're losing a great resource. Worth the effort to keep him around.

need more emphasis on the technical part instead of just writing papers and evaluating prototypes.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The lecture material was very interesting, and the exams were fair. The goal of the project was good, but in practice it was a disaster. Getting stuck with a terrible group ensured that not only would I be doing far more work than I should have, but also that the homework assignments were not helpful in learning the concepts discussed in lecture. There were evaluations, which should help correct for useless teammates from a grading perspective, but that doesn't rectify the fact that my teammates put such little thought and effort into the course that the homeworks were essentially a waste of time. If I could take this class again, preferably with a group that was more involved, I feel I might have gotten more out of it. But as it stands, the structure of the course is such that the choice of project in the first week essentially entirely dictates how the semester will be.

CS 3205-001 **HCI in Software Development** - Fall 2014

ENGR (20595)

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

Respondents: 38 / Enrollment: 73

Summary: CS 3205-001 HCI in Software Development - Fall 2014 (20595)

Overall Course Rating

CS-3205-001 Mean 4.23
CS-3205-001 Std Dev 0.88
CS-3205-001 Response Count 187

SEAS, 3000-level courses Mean 4.09
SEAS, 3000-level courses Std Dev 0.96
SEAS, 3000-level courses Response Count 10192

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
 Mean 4.54
 Std Dev 0.65
 Response Count 264

SEAS, 3000-level courses Mean 4.20
SEAS, 3000-level courses Std Dev 0.92
SEAS, 3000-level courses Response Count 16510

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.30	0.91	20 (54.05%)	10 (27.03%)	5 (13.51%)	2 (5.41%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2037	4.41	0.72	1031 (50.61%)	845 (41.48%)	97 (4.76%)	27 (1.33%)	16 (0.79%)	21 (1.03%)

2. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.53	0.60	22 (57.89%)	14 (36.84%)	2 (5.26%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2365	3.96	1.05	824 (34.84%)	874 (36.96%)	335 (14.16%)	191 (8.08%)	69 (2.92%)	72 (3.04%)

3. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.47	0.65	21 (55.26%)	14 (36.84%)	3 (7.89%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2043	4.14	0.95	828 (40.53%)	864 (42.29%)	185 (9.06%)	106 (5.19%)	49 (2.40%)	11 (0.54%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.37	0.71	18 (47.37%)	17 (44.74%)	2 (5.26%)	1 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2039	4.23	0.88	861 (42.23%)	794 (38.94%)	174 (8.53%)	79 (3.87%)	29 (1.42%)	102 (5.00%)

5. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
36	3.57	1.07	8 (22.22%)	9 (25.00%)	15 (41.67%)	1 (2.78%)	2 (5.56%)	1 (2.78%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2038	3.62	1.13	392 (19.23%)	592 (29.05%)	363 (17.81%)	183 (8.98%)	91 (4.47%)	417 (20.46%)

6. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.49	0.65	21 (56.76%)	13 (35.14%)	3 (8.11%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.08	0.98	883 (37.45%)	981 (41.60%)	239 (10.14%)	145 (6.15%)	58 (2.46%)	52 (2.21%)

7. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.76	0.49	30 (78.95%)	7 (18.42%)	1 (2.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2356	4.57	0.66	1460 (61.97%)	721 (30.60%)	76 (3.23%)	28 (1.19%)	10 (0.42%)	61 (2.59%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.61	0.64	26 (68.42%)	9 (23.68%)	3 (7.89%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2352	4.30	0.89	1144 (48.64%)	853 (36.27%)	184 (7.82%)	66 (2.81%)	47 (2.00%)	58 (2.47%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.39	0.77	20 (52.63%)	10 (26.32%)	6 (15.79%)	0 (0.00%)	0 (0.00%)	2 (5.26%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2035	3.97	0.94	609 (29.93%)	842 (41.38%)	315 (15.48%)	132 (6.49%)	29 (1.43%)	108 (5.31%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.13	0.81	14 (36.84%)	16 (42.11%)	7 (18.42%)	1 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2364	4.12	0.92	884 (37.39%)	990 (41.88%)	276 (11.68%)	103 (4.36%)	44 (1.86%)	67 (2.83%)

11. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.68	0.57	28 (73.68%)	8 (21.05%)	2 (5.26%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2357	4.29	0.83	1076 (45.65%)	929 (39.41%)	187 (7.93%)	68 (2.89%)	27 (1.15%)	70 (2.97%)

12. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.59	0.60	24 (64.86%)	11 (29.73%)	2 (5.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.08	0.95	844 (35.79%)	958 (40.63%)	285 (12.09%)	121 (5.13%)	48 (2.04%)	102 (4.33%)

13. 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-3205-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
38	3 (7.89%)	23 (60.53%)	11 (28.95%)	1 (2.63%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2044	111 (5.43%)	552 (27.01%)	825 (40.36%)	354 (17.32%)	202 (9.88%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.29	0.87	18 (47.37%)	16 (42.11%)	1 (2.63%)	3 (7.89%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2036	4.18	0.89	847 (41.60%)	853 (41.90%)	220 (10.81%)	90 (4.42%)	26 (1.28%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.37	0.91	22 (57.89%)	11 (28.95%)	2 (5.26%)	3 (7.89%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2041	4.11	1.00	864 (42.33%)	766 (37.53%)	243 (11.91%)	113 (5.54%)	55 (2.69%)

16. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.68	0.53	27 (71.05%)	10 (26.32%)	1 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2360	4.29	0.76	1015 (43.01%)	1104 (46.78%)	172 (7.29%)	47 (1.99%)	22 (0.93%)

17. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.53	0.73	24 (63.16%)	11 (28.95%)	2 (5.26%)	1 (2.63%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2358	4.28	0.83	1105 (46.86%)	900 (38.17%)	271 (11.49%)	62 (2.63%)	20 (0.85%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.63	0.59	26 (68.42%)	10 (26.32%)	2 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2370	4.17	0.97	1063 (44.85%)	874 (36.88%)	257 (10.84%)	118 (4.98%)	58 (2.45%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3205-001	
Total	Individual Answers
21	*See below for Individual Results*

Floryan does a great job with this course

It does suck a little when OH are basically abandoned to people in algorithms, which is understandable since algo is hard. I appreciate how you were able to respond to my emails regarding the class. Also, I just explained to my friend tonight why she wasn't stupid when she used a stove, it was the design of the stove.

Floryan's the bomb! Fun class, loved the videos, engaging material. Class projects were fun - new toys/gadgets to play with this semester, which I thought was pretty neat. Liked the in-class presentations, cool to see what other people were doing, learned a lot from them. Really liked not having a final.

Mark Floryan is an absolutely amazing professor and lecturer. The course was very structured and he let us know well in advance what was to be accomplished. He gave us adequate preparation and assignments lined up remarkably well with lecture.

By far, Prof. Floryan is my favorite CS professor at UVA.

I didn't seem to be great at answering the test questions. I would have appreciated some practice answering those sorts of questions with feedback so that I knew what what the TAs were looking for.

Prof. Floryan is the MAN, definitely the best teacher I've had at UVA. Always engaging, interesting, and responsive to students. Give this guy a raise!

I learned a lot in this course! Loved the in class videos, they really helped break up the lecture. Floryan was excited about the material and excited to teach which made all the difference in the world. And even when our first exam grades didn't go so well he was really understanding and did all the regrades quickly. Overall, a great course!

love this class! i learnt so much that i can't help apply the theories into daily life that my friends are started to get annoyed lol

N/A

Professor Floryan is awesome. It is obvious that he cares and knows a great deal about the subject, even beyond what is strictly presented as course material. My only complaint about the class is regarding the TAs: It seemed that there was some disparity between Prof Floryan's expectations on assignments and exams and the expectations of the TAs, which was reflected in seemingly arbitrary grading. Prof Floryan corrected for TA mistakes in exam grading (by regrading them) but this was a cause for frustration for all parties. Even with the regrades, the grading seemed unnecessarily harsh, especially considering the content is mostly non-technical and is less rigorous relative to other CS courses. (I know that there must be some level of rigor, but taking points off just to avoid giving 100% doesn't seem quite fair.)

Thanks for a great semester!

I actually really enjoyed reading Norman's book. I'm glad it was required and threatened to be (and actually was) put on the exams because otherwise I wouldn't have read it.

This course provides an interesting look at design, which is often overlooked in other classes.

It was a pretty interesting course; however, I would've preferred if the expectations for the written assignments were more clearly stated.

Good class all around. Professor Floryan was very approachable and expected understanding of material, not absurd feats of memorization. Homework definitely reinforced all the design principles and approaches we learned in class, plus it was good practice writing and working in a group. Few boring lectures, a readable text, comfortable amounts of in-class discussion, interesting examples of design. I both learned and had fun; I recommend it wholeheartedly.

You are consistently a wonderful professor! I'll never forget you! :D

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I regret taking this class because of the following issues: 1. Group discussions. The same 6-10 people answered every question. I rarely felt that any of them made a point that actually contributed to my understanding. Often we would spend half an hour talking about the same thing and students would repeat the same point over and over, saying the same thing in slightly different ways. The professor needs to take better control over these discussions and end them earlier. 2. Group presentations. Some presentations would last 30 minutes and others would be cut short to 5 minutes. The 5 minute presentations were consistently more interesting to me. Again, the professor needs to take control and limit the time of presentations to give everyone a fair chance. 3. Tests/Grading. The tests required very little comprehension yet the averages were still in the 70's. I believe that most people knew the answers, but the graders felt they needed to take off points somewhere so they took off for qualified yet not word for word answers. Basically, if you want to give out give away tests that don't challenge me, fine. But if you do that and then grade the easy test such that it has the average of a hard test, that bugs me because you aren't getting an accurate distribution of competency -- grades come down to who remembers exact definitions rather than who understands the concepts best. In contrast to my complaints, I believe Professor Floryan is a great young professor. He is relatable and clear in his explanations. I just felt that he was stuck with a class that by the nature of its material leads to this sort of atmosphere. Professor Floryan was an approachable and fair teacher and he taught this class in a way that was engaging and worthwhile. HCI videos = highlight of the day Awesome and fun course!

CS 4102-002 **Algorithms** - Spring 2014

ENGR (21175)

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

Respondents: 38 / Enrollment: 81

Summary: CS 4102-002 Algorithms - Spring 2014 (21175)

Overall Course Rating

CS-4102-002 Mean 4.20
CS-4102-002 Std Dev 0.91
CS-4102-002 Response Count 190

SEAS, 4000-level courses Mean 4.19
SEAS, 4000-level courses Std Dev 0.89
SEAS, 4000-level courses Response Count 9293

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.53
  Std Dev 0.56
  Response Count 264

  SEAS, 4000-level courses Mean 4.38
  SEAS, 4000-level courses Std Dev 0.80
  SEAS, 4000-level courses Response Count 13773

~ QUESTIONS AND DETAILS ~   ~ ANSWER MATRICES ~

1. 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-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.62	0.59	25 (65.79%)	10 (26.32%)	2 (5.26%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.40	0.72	934 (50.22%)	769 (41.34%)	89 (4.78%)	33 (1.77%)	12 (0.65%)	23 (1.24%)

2. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.42	0.55	16 (43.24%)	19 (51.35%)	1 (2.70%)	0 (0.00%)	0 (0.00%)	1 (2.70%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1974	4.29	0.86	924 (46.81%)	731 (37.03%)	161 (8.16%)	63 (3.19%)	26 (1.32%)	69 (3.50%)

3. 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-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.43	0.65	19 (50.00%)	15 (39.47%)	3 (7.89%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.30	0.84	875 (47.04%)	779 (41.88%)	111 (5.97%)	63 (3.39%)	26 (1.40%)	6 (0.32%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.54	0.56	21 (55.26%)	15 (39.47%)	1 (2.63%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.20	0.89	724 (38.92%)	680 (36.56%)	191 (10.27%)	56 (3.01%)	30 (1.61%)	179 (9.62%)

5. 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-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	3.29	1.06	7 (18.42%)	4 (10.53%)	15 (39.47%)	8 (21.05%)	0 (0.00%)	4 (10.53%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1854	3.80	1.07	346 (18.66%)	387 (20.87%)	258 (13.92%)	109 (5.88%)	34 (1.83%)	720 (38.83%)

6. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.57	0.55	22 (57.89%)	14 (36.84%)	1 (2.63%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1959	4.22	0.88	823 (42.01%)	803 (40.99%)	165 (8.42%)	75 (3.83%)	31 (1.58%)	62 (3.16%)

7. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.62	0.49	23 (60.53%)	14 (36.84%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1966	4.65	0.58	1344 (68.36%)	536 (27.26%)	44 (2.24%)	10 (0.51%)	6 (0.31%)	26 (1.32%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.57	0.55	22 (57.89%)	14 (36.84%)	1 (2.63%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1967	4.48	0.72	1111 (56.48%)	654 (33.25%)	105 (5.34%)	22 (1.12%)	13 (0.66%)	62 (3.15%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.03	0.96	12 (31.58%)	18 (47.37%)	4 (10.53%)	2 (5.26%)	1 (2.63%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1859	4.12	0.89	681 (36.63%)	803 (43.20%)	222 (11.94%)	85 (4.57%)	26 (1.40%)	42 (2.26%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.42	0.65	18 (48.65%)	15 (40.54%)	3 (8.11%)	0 (0.00%)	0 (0.00%)	1 (2.70%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1969	4.24	0.87	879 (44.64%)	744 (37.79%)	208 (10.56%)	72 (3.66%)	22 (1.12%)	44 (2.23%)

11. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.65	0.48	24 (63.16%)	13 (34.21%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1973	4.48	0.70	1092 (55.35%)	715 (36.24%)	86 (4.36%)	20 (1.01%)	14 (0.71%)	46 (2.33%)

12. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
38	4.49	0.61	20 (52.63%)	15 (39.47%)	2 (5.26%)	0 (0.00%)	0 (0.00%)	1 (2.63%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1965	4.28	0.82	851 (43.31%)	779 (39.64%)	169 (8.60%)	54 (2.75%)	18 (0.92%)	94 (4.78%)

13. 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-4102-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
38	1 (2.63%)	4 (10.53%)	19 (50.00%)	9 (23.68%)	5 (13.16%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1862	61 (3.28%)	569 (30.56%)	776 (41.68%)	281 (15.09%)	175 (9.40%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.53	0.60	22 (57.89%)	14 (36.84%)	2 (5.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1849	4.29	0.85	888 (48.03%)	727 (39.32%)	146 (7.90%)	66 (3.57%)	22 (1.19%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.49	0.56	19 (51.35%)	17 (45.95%)	1 (2.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1855	4.30	0.90	935 (50.40%)	684 (36.87%)	139 (7.49%)	58 (3.13%)	39 (2.10%)

16. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.53	0.56	21 (55.26%)	16 (42.11%)	1 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1963	4.36	0.77	959 (48.85%)	828 (42.18%)	114 (5.81%)	44 (2.24%)	18 (0.92%)

17. 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-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.79	0.47	31 (81.58%)	6 (15.79%)	1 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1964	4.45	0.78	1137 (57.89%)	643 (32.74%)	131 (6.67%)	33 (1.68%)	20 (1.02%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
38	4.68	0.62	28 (73.68%)	9 (23.68%)	0 (0.00%)	1 (2.63%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1969	4.41	0.79	1081 (54.90%)	700 (35.55%)	130 (6.60%)	36 (1.83%)	22 (1.12%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4102-002	
Total	Individual Answers
23	*See below for Individual Results*

The lecture could be made better by using microphone and writing on the screen instead of the white board, so that students sitting in the back of the auditorium can hear and see more clearly.

Professor is a little lazy. End up class early very often.

The semester that I took this course, the grader has been... off, especially when it comes to grading proof questions. I also think that we should do more thorough walk-through of the algorithm in class. We should have plenty of time in class to do this especially since we are often let out early even though we had 3 snow days.

Floryan is great--really helpful and approachable. A few times throughout the course he would allude to CS2150, which he taught the previous semester, and assume the class knew things taught in his version of the class. For students who took 2150 several semesters ago with a different professor, it was a slight disadvantage for students who didn't have that material fresh in memory, or didn't learn the same material in the same way as he taught his class. Other than that, Floryan is an excellent lecturer and clearly knowledgeable and enthusiastic about teaching.

This course was extremely challenging, but I cannot see any other way to teach or shape the course. The material is difficult to grasp, and implementing the concepts learned in class to programs was hard to accomplish as well. However, Professor Floryan truly does want to see his students succeed, and communicates and cooperates with them well to see what more he can provide in order for his students to make progress.

Homework takes too much time regarding the number of credit hours of the course.

Professor Floryan is an incredible teacher. I can't imagine a better organized algorithms class. He was very approachable and made the material, which is fairly complex, simple and fun to learn. He tried to relate to use regularly, which really helped class morale. I would consider him one of my favorite professors at UVa.

I was dreading this course since first year, but Professor Floryan actually made the class enjoyable and manageable. Thanks for being super cool, Floryan!

This class is fun and interesting, though I wish we went into more technical detail about proofs. Prof. Floryan is an effective, enthusiastic, approachable, and friendly teacher. What I may complain about is quality of the graders: I always get points off from my assignments for no good reasons. Sometimes when my answers were obviously right, the graders just marked them as wrong and offered no explanation. I always had to argue with Prof. Floryan and eventually got my points back.

I think the biggest improvement that could be made to this course would be to present each algorithm in a very similar way. Just like we are required to list inputs/outputs, runtime, assumptions, description... I think if you were to do that would make learning the algorithms easier to do. Also, the proofs back in the Greedy section were hard to follow along with - it seemed like an odd combination of informal/formal which confused me. Besides these two improvements though, this class was great!

Floyran is a great teacher, though sometimes he cuts lecture short, although we can probably fit more material in. Would take a class with him again. Covers material well and is well prepared for class.

The homeworks were difficult and time consuming

This class was HARD. The transition for discrete to the types of proofs needed in this class was rough. The graders seemed a bit evil. When using the text book it was often necessary to reread a previous section in order to follow the current section, because you would forget what all the variables are, or what was lemma 33.14 was (not real made that up). This class was hard. Floryan did a good job with it though.

Prof. Floryan was great at answering questions and responding to feedback. He made very difficult algorithms easy to comprehend and was always responsive and available when needed.

Great, difficult, and rewarding class. You are an awesome and entertaining teacher. Subject material was presented clearly and questions were always answered. Never was bored in class, and the subject matter was always presented in an interesting way. One complaint is that the grading policy is a little harsh for written homeworks. Since the homework is 45% of our overall grade, getting a point off out of 10 can cause significant dents in overall grade. Maybe make homeworks out of 100? But awesome class. One of the few classes I am happy by the fact that I learned a lot even though I didn't get the grade I want.

The slides were easy to follow and understand. I never read the book, only the slides. The Dutch Knockout meant there was added pressure to get a good grade on the final.

Tough class, but Prof. Floryan is very understanding and does his best to help you get through it. Definitely saw a lot of improvement as the semester progressed. Thanks Prof. Floryan!

Fantastic class, learned a lot.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class had some very difficult topics. Professor Floryan was understanding of that and did his best to help students get a grasp on the material. I spent a lot of time in office hours for the homework assignments and I found it helpful to discuss the problems with other students with guidance from professor Floryan. Having more time for this kind of guided discussion would have been beneficial, especially on the more difficult written assignments. At the start of the semester, we did a lot of written proofs on the board. It was helpful to go through the proofs step by step instead of having it presented on a slide. Floryan is the best instructor I have had in the Cs department The course covers a lot of important material, and I think Professor Floryan did a pretty good job of makign it udnerstandable. Although the Cormen textbook is the Bible of Algorithms, I think it is a little dense, and was therefore not the most helpful as the textbook to a course where I was seeing these algorithms for the first time. That said, once Professor Floryan introduced the material in class, I was able to get through the textbook in my review for the exam, albeit extremely slowly. I think Professor Floryan made the class a fun and enjoyable experience. Professor Floryan is a cool guy. I'm not surprised he won ACM Professor of the Year. He was very approachable and reasonable about giving points back.

CS 4102-001 **Algorithms** - Spring 2014

ENGR (17532)

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

Respondents: 53 / Enrollment: 125

Summary: CS 4102-001 Algorithms - Spring 2014 (17532)

Overall Course Rating

CS-4102-001 Mean 4.18
CS-4102-001 Std Dev 0.94
CS-4102-001 Response Count 264

SEAS, 4000-level courses Mean 4.19
SEAS, 4000-level courses Std Dev 0.89
SEAS, 4000-level courses Response Count 9293

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.43
  Std Dev 0.72
  Response Count 370

  SEAS, 4000-level courses Mean 4.38
  SEAS, 4000-level courses Std Dev 0.80
  SEAS, 4000-level courses Response Count 13773

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.72	0.45	38 (71.70%)	15 (28.30%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.40	0.72	934 (50.22%)	769 (41.34%)	89 (4.78%)	33 (1.77%)	12 (0.65%)	23 (1.24%)

2. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.18	0.87	21 (39.62%)	21 (39.62%)	6 (11.32%)	3 (5.66%)	0 (0.00%)	2 (3.77%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1974	4.29	0.86	924 (46.81%)	731 (37.03%)	161 (8.16%)	63 (3.19%)	26 (1.32%)	69 (3.50%)

3. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.23	0.85	23 (43.40%)	22 (41.51%)	5 (9.43%)	3 (5.66%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.30	0.84	875 (47.04%)	779 (41.88%)	111 (5.97%)	63 (3.39%)	26 (1.40%)	6 (0.32%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.58	0.63	34 (64.15%)	17 (32.08%)	1 (1.89%)	1 (1.89%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1860	4.20	0.89	724 (38.92%)	680 (36.56%)	191 (10.27%)	56 (3.01%)	30 (1.61%)	179 (9.62%)

5. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
52	3.22	1.06	5 (9.62%)	15 (28.85%)	20 (38.46%)	6 (11.54%)	4 (7.69%)	2 (3.85%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1854	3.80	1.07	346 (18.66%)	387 (20.87%)	258 (13.92%)	109 (5.88%)	34 (1.83%)	720 (38.83%)

6. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.45	0.67	28 (52.83%)	22 (41.51%)	2 (3.77%)	1 (1.89%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1959	4.22	0.88	823 (42.01%)	803 (40.99%)	165 (8.42%)	75 (3.83%)	31 (1.58%)	62 (3.16%)

7. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.72	0.45	38 (71.70%)	15 (28.30%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1966	4.65	0.58	1344 (68.36%)	536 (27.26%)	44 (2.24%)	10 (0.51%)	6 (0.31%)	26 (1.32%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.64	0.52	35 (66.04%)	17 (32.08%)	1 (1.89%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1967	4.48	0.72	1111 (56.48%)	654 (33.25%)	105 (5.34%)	22 (1.12%)	13 (0.66%)	62 (3.15%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.09	0.86	17 (32.08%)	28 (52.83%)	5 (9.43%)	2 (3.77%)	1 (1.89%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1859	4.12	0.89	681 (36.63%)	803 (43.20%)	222 (11.94%)	85 (4.57%)	26 (1.40%)	42 (2.26%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.04	0.98	20 (37.74%)	20 (37.74%)	9 (16.98%)	3 (5.66%)	1 (1.89%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1969	4.24	0.87	879 (44.64%)	744 (37.79%)	208 (10.56%)	72 (3.66%)	22 (1.12%)	44 (2.23%)

11. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.58	0.53	32 (60.38%)	20 (37.74%)	1 (1.89%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1973	4.48	0.70	1092 (55.35%)	715 (36.24%)	86 (4.36%)	20 (1.01%)	14 (0.71%)	46 (2.33%)

12. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
52	4.41	0.61	24 (46.15%)	24 (46.15%)	3 (5.77%)	0 (0.00%)	0 (0.00%)	1 (1.92%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1965	4.28	0.82	851 (43.31%)	779 (39.64%)	169 (8.60%)	54 (2.75%)	18 (0.92%)	94 (4.78%)

13. 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-4102-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
53	1 (1.89%)	7 (13.21%)	23 (43.40%)	16 (30.19%)	6 (11.32%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1862	61 (3.28%)	569 (30.56%)	776 (41.68%)	281 (15.09%)	175 (9.40%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.49	0.61	29 (54.72%)	21 (39.62%)	3 (5.66%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1849	4.29	0.85	888 (48.03%)	727 (39.32%)	146 (7.90%)	66 (3.57%)	22 (1.19%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.40	0.72	27 (50.94%)	21 (39.62%)	4 (7.55%)	1 (1.89%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1855	4.30	0.90	935 (50.40%)	684 (36.87%)	139 (7.49%)	58 (3.13%)	39 (2.10%)

16. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.57	0.50	30 (56.60%)	23 (43.40%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1963	4.36	0.77	959 (48.85%)	828 (42.18%)	114 (5.81%)	44 (2.24%)	18 (0.92%)

17. 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-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.68	0.51	37 (69.81%)	15 (28.30%)	1 (1.89%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1964	4.45	0.78	1137 (57.89%)	643 (32.74%)	131 (6.67%)	33 (1.68%)	20 (1.02%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-4102-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.57	0.67	34 (64.15%)	16 (30.19%)	2 (3.77%)	1 (1.89%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1969	4.41	0.79	1081 (54.90%)	700 (35.55%)	130 (6.60%)	36 (1.83%)	22 (1.12%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-4102-001	
Total	Individual Answers
34	*See below for Individual Results*

Professor Floryan was awesome! He knew the material really well and made himself available in office hours and after class to help students understand the material well. I appreciated the mix of programming and written assignments. We didn't just learn theoretical concepts, but we also learned how to apply what we were learning. Shorter tests or just a different format for the tests would be great though. As someone who needs to stare at a new problem for a little while in order for it to click, exams were really stressful. I did very well on the homework assignments because I could take my time to think through the problems.

Love you Floryan!! So cute and smart! Thank you for being such a great instructor and helping me through this course.

Loved professor Floryan. Thought the programming assignments were graded too harshly and unnecessarily, but that is more of a TA problem

Very difficult course

While some of the proofs during the lectures were well explained, some of the informal proofs toward the end were not or even closely convincing. I believe that if there are to be proofs on the powerpoint slides, one should make them complete and convincing or not put them there at all. Grading was a mess in this course. The degree of variability in the different TAs especially on proofs for homework and even on the exam was atrocious. A more standardized rubric for grading should be used.

I liked the subject material of the course since it was both useful and interesting. Prof. Floryan does a good job with his lectures using a combination of slides and writing on the whiteboard. His lectures are easy to follow and he answers questions well. I think the tests are on the difficult side and the written homeworks are very time consuming.

Great class. Difficult material, but Professor Floryan organized the material well and he was very clear about his expectations. I really appreciated the latter fact. Disorganized professors make their courses needlessly difficult, but Floryan always started class by updating us on syllabus changes, due dates, etc. It made life easier. There's one reason I'm especially glad that he's a good professor: I'm terrible at algorithms, so I'll probably have to take the class again. Not blaming anybody but myself though.

FLORYAN IS THE MAN. I almost never leave comments.. but this one was necessary.

The only advice I would give is to repeat the questions asked during class immediately after they're asked.

The material is less than exciting, but Floryan is an excellent professor!

Mark Floryan for President.

Floryan was one of my favorite and funniest professors I had at UVA. I feel like he understands the student's perspective more than other professors, probably because he was previously a student here. Overall, I thought this was a very useful course, but the one thing I would recommend would be to do away with the requirement that the written hws be done in LaTex. With all the formula formatting features available in Word, doing the hws in LaTex seemed outdated, was slightly annoying, and didn't add much value to the course and/or assignment. Otherwise, I enjoyed the semester. Thanks Floryan!

This class was tough, but Professor Floryan is a great.

Great class, difficult but fair, hopefully it gets graded fairly.

This class was very hard. The averages were so low for some reason. It was still a good class though.

The course would have been significantly better with 1. Recording/screencasting of lectures like my other CS classes 2. using the pen on the podium to draw on the screen like my instructor did for discrete math. This makes the material both easier to understand and more easily accessible. For instance, in CS 2150 the video lectures were so useful since you could always watch them whenever you had trouble. Good class but more curving is needed for the grades. The TAs had mixed results in terms of grading correctly and on time. Floryan is a good professor.

More time should have been devoted to explaining the transition from algorithm to code. Although algorithms were clearly stated in class for homework assignments, it was often difficult to directly implement them in a given language. By providing a few stepping stones to aid students along the way (especially for very tricky algorithms), this course would be easier to follow. In addition, more challenging subjects that were covered later in the semester should be allocated more time for clear discussion in order to prevent any confusion from arising.

Professor Floryan is Awesome

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Professor Floryan is one of the best professors I've ever had. Very knowledgeable, cares a lot about his students, and makes himself very available. I learned a great deal in this course and I'm happy to have taken it. Useful and helpful. Algorithms was a very worthwhile course, and I learned a lot. Professor Floryan is very approachable, and the way he encouraged group discussion during his office hours made it easier to think through the problems with other students and come up with a solution, rather than having a one-on-one question and answer setting, which can be intimidating. The lectures were well-organized, but were occasionally a bit abstract and hard to understand. This could be improved upon if Prof. Floryan went through the examples and explanations more thoroughly--I would prefer sitting through a full 50 minutes of class and going through an example very thoroughly so that I could pinpoint what areas I did not understand rather than ending class early. I also think Professor Floryan could afford to be a bit more authoritative, especially when fielding questions from students about what would be on the exams and trolling on Piazza. Overall, Prof. Floryan was a knowledgeable instructor who was very good at guiding discussion in the right direction and providing clear explanations to questions. This made algorithms a challenging but enjoyable course, and I learned a lot! the graduate tas weren't as reasonable and approachable as the instructor. Verbal explanation in class was not helpful. Slides are not well-organized and confusing at best. A disappointing course. Probably my favorite UVA professor. All around excellent professor/person. Highly approachable and engaging. Grading on homeworks and tests was often fraught with error. I didn't have many qualms with the course itself, though the grading policy was extremely unfair in terms of the homework. The homework was graded solely based on printing out correct answers. Despite making an honest attempt at the homework and implementing the algorithm - which sometimes took up to 13 hours a week - if there was something slightly off about it and the wrong answers came out, that would just mean a 0/10. That's 13 hours down the drain, and yes, in the real world, you don't get paid for code that doesn't work, but I came to college to learn, not to get punished for my first real attempt at something I just learned. If anything, a pity 0.5/10 well-at-least-you-tried is fair. Though I never procrastinated on the homework, it was still far more complicated than what I had expected for the course, and coupled with the grading policy and how much it's worth of our grade, it just wasn't my cup of tea. Prof. Floryan was a great guy to approach though. He's funny and got a great sense of humour. Nice sense of fashion, too. It's just that the homework.... and the TAs. When I went to office hours to ask for help, very few TAs actually helped. The most slap-in-the-face moments were when I'd spent all weekend trying to figure something out, and when I realized I needed a push in the right direction and I asked the TAs, I was offered "well, have you tried something different"???? Not only were most of the TAs awfully late most of the time, but they did not seem interested in their job at all, which made the course all the more harder as Floryan was much too busy most of the time in his office. Don't cancel class so often, especially when we already lose time for snow days. I did think that the in class activities were sorta dumb, sorry. The class was very interesting but also very hard. Keeping up with the weekly assignments was a huge struggle but they were very helpful in learning the course material. I thought the programming assignments could have been replaced with more written assignments since I think it would have been more helpful to understand the proofs better. Other than that, Professor Floryan was great and taught the material very well. Fantastic course Mark Floryan is a great teacher. He was very understanding of important conflicts I had, which aided my learning experience. I look forward to taking future classes he teaches. Prof. Floryan is the greatest!!!!!!!!!! Mark Floryan can explain a complex algorithm in an easy-understanding way. This helps me a lot when I reviewed what I learnt from the class. Homework also helps me a lot to use the algorithm solving problems. I really enjoyed the class. Professor Floryan did a really good job in his lectures; he made them quite fun and engaging. Definitely a worthwhile class.

The information in this document is private and confidential. Please handle accordingly.

CS 3205-001 **HCI in Software Development** - Spring 2014

ENGR (21174)

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

Respondents: 40 / Enrollment: 81

Summary: CS 3205-001 HCI in Software Development - Spring 2014 (21174)

Overall Course Rating

CS-3205-001 Mean 4.23
CS-3205-001 Std Dev 0.74
CS-3205-001 Response Count 200

SEAS, 3000-level courses Mean 4.03
SEAS, 3000-level courses Std Dev 1.01
SEAS, 3000-level courses Response Count 9559

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
Mean 4.55
Std Dev 0.58
Response Count 280

SEAS, 3000-level courses Mean 4.14
SEAS, 3000-level courses Std Dev 0.98
SEAS, 3000-level courses Response Count 15906

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.25	0.71	16 (40.00%)	18 (45.00%)	6 (15.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1911	4.33	0.77	896 (46.89%)	830 (43.43%)	121 (6.33%)	42 (2.20%)	18 (0.94%)	4 (0.21%)

2. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.55	0.68	25 (62.50%)	13 (32.50%)	1 (2.50%)	1 (2.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2281	3.89	1.12	763 (33.45%)	799 (35.03%)	309 (13.55%)	188 (8.24%)	104 (4.56%)	118 (5.17%)

3. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.42	0.55	18 (45.00%)	21 (52.50%)	1 (2.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1915	4.11	0.96	735 (38.38%)	853 (44.54%)	166 (8.67%)	107 (5.59%)	49 (2.56%)	5 (0.26%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.42	0.55	18 (45.00%)	21 (52.50%)	1 (2.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1909	4.14	0.97	747 (39.13%)	730 (38.24%)	175 (9.17%)	85 (4.45%)	49 (2.57%)	123 (6.44%)

5. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	3.38	0.90	4 (10.00%)	5 (12.50%)	14 (35.00%)	3 (7.50%)	0 (0.00%)	14 (35.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1911	3.51	1.24	363 (19.00%)	518 (27.11%)	319 (16.69%)	187 (9.79%)	142 (7.43%)	382 (19.99%)

6. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.48	0.55	20 (50.00%)	19 (47.50%)	1 (2.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2268	3.99	1.05	796 (35.10%)	909 (40.08%)	253 (11.16%)	153 (6.75%)	84 (3.70%)	73 (3.22%)

7. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.72	0.45	29 (72.50%)	11 (27.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2269	4.52	0.75	1383 (60.95%)	669 (29.48%)	96 (4.23%)	24 (1.06%)	29 (1.28%)	68 (3.00%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.65	0.48	26 (65.00%)	14 (35.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2272	4.28	0.91	1071 (47.14%)	808 (35.56%)	165 (7.26%)	79 (3.48%)	46 (2.02%)	103 (4.53%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.37	0.63	17 (42.50%)	18 (45.00%)	3 (7.50%)	0 (0.00%)	0 (0.00%)	2 (5.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1913	3.97	0.94	554 (28.96%)	879 (45.95%)	275 (14.38%)	104 (5.44%)	45 (2.35%)	56 (2.93%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.20	0.72	15 (37.50%)	18 (45.00%)	7 (17.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2282	4.06	0.94	789 (34.57%)	952 (41.72%)	295 (12.93%)	110 (4.82%)	48 (2.10%)	88 (3.86%)

11. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.58	0.50	23 (57.50%)	17 (42.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2272	4.23	0.89	977 (43.00%)	878 (38.64%)	191 (8.41%)	89 (3.92%)	35 (1.54%)	102 (4.49%)

12. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
40	4.65	0.48	26 (65.00%)	14 (35.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2262	3.99	1.00	737 (32.58%)	878 (38.82%)	309 (13.66%)	125 (5.53%)	65 (2.87%)	148 (6.54%)

13. 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-3205-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
40	1 (2.50%)	26 (65.00%)	12 (30.00%)	1 (2.50%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1917	70 (3.65%)	516 (26.92%)	757 (39.49%)	305 (15.91%)	269 (14.03%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
40	4.25	0.54	12 (30.00%)	26 (65.00%)	2 (5.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1904	4.01	1.03	695 (36.50%)	794 (41.70%)	224 (11.76%)	122 (6.41%)	69 (3.62%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
40	4.35	0.58	16 (40.00%)	22 (55.00%)	2 (5.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1913	3.98	1.09	721 (37.69%)	730 (38.16%)	247 (12.91%)	126 (6.59%)	89 (4.65%)

16. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
40	4.55	0.55	23 (57.50%)	16 (40.00%)	1 (2.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2265	4.21	0.82	896 (39.56%)	1074 (47.42%)	205 (9.05%)	56 (2.47%)	34 (1.50%)

17. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
40	4.60	0.55	25 (62.50%)	14 (35.00%)	1 (2.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2273	4.20	0.91	999 (43.95%)	887 (39.02%)	259 (11.39%)	89 (3.92%)	39 (1.72%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
40	4.60	0.55	25 (62.50%)	14 (35.00%)	1 (2.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2283	4.07	1.03	938 (41.09%)	857 (37.54%)	282 (12.35%)	124 (5.43%)	82 (3.59%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3205-001	
Total	Individual Answers
21	*See below for Individual Results*

While the material of this course was very interesting to learn and the project was helpful to learn how to apply the several concepts learned, some questions on the midterm may have been too specific. Meaning, it felt like a lot of the exams were dependent on memorization instead of learning how to apply the concepts to real world problems. While I greatly enjoyed the project and working with my team, there were times I felt the grading was done too harshly and sometimes an entire point (out of 10) was taken off due to just formatting or that one very small point was not included in the paper. In conclusion, the class itself is very fun and the professor is very flexible and a great lecturer, but the grading was sometimes unfairly done.

This course taught me a lot about humans' interaction with computers, and I would recommend it to anyone in CS who was interested in technological design.

Professor Floryan is clearly very passionate about this subject, and that resonated in his lectures. This made the class a lot more enjoyable. As for the material, although it seems to some like a waste of time, I found it incredibly interesting and valuable.

Solid course

Great professor who makes HCI fun and not boring. He makes HCI relevant by showing us cool, fun, and recent examples of various HCI concepts/theories.

Literally the best CS class I've taken here. Professor Floryan is an enthusiastic and engaging lecturer.

The course was easy and it covered the material on the syllabus, but I didn't personally connect with it that well. It seemed like the class wasn't taken very seriously by anybody really. I just didn't enjoy the subject matter much, although Professor Floryan did a good job teaching it.

Professor Floryan was a great lecturer and connected well with all the students

Class started late and ended early. Always. And yet, he always got everything covered. Not bad.

Didn't purchase the textbook.

Floryan is awesome! and I love HCI <3

I really enjoyed Floryan's teaching style. He made it easy to learn.

I think of technology I see now in HCI terms

I enjoyed the examples shown in class. Some lectures seemed to get off-topic occasionally, though discussions about subject matter were interesting. The organization of some material could be better (all the principles/rules can be easy to mix up). The design of the slides was inconsistent (the red/blue ones do not look that great).

Definitely did not expect this course to be writing intensive. Fifteen page assignments every other week came at a surprise. The grading felt random, but the topics taught in this course was very worth while.

Loved the class. Loved the project. All around: 5 stars

This course should be required in the BA-CS curriculum at least. This course is what landed me my current job.

For the group project, I wish we had an opportunity before the end to give feedback on our teammates. This would allow us to resolve issues earlier.

What can I say? Professor Floryan didn't win the ACM Professor of the Year award out of luck (well, let's run a hypothesis test). He is enthusiastic, engaging, and shares interesting personal war stories and history tidbits that really make students see the implications of HCI in design and development. The project assignments are interesting. While at first we weren't sure what exactly was expected as a final deliverable (which made it seem particularly daunting), Professor Floryan always made himself available outside of regular office hours to discuss expectations, resolve team issues, and give further insights into whatever topic was being discussed.

Love Professor Floryan. He's always so upbeat and happy and tries to get us excited to learn.

The graders were very nit-picky and often didn't explain good reasons for taking off points, but it was too hard to challenge every time. Showing videos in class was a good wake-up call and covered interesting, current material.

CS 3205-002 **HCI in Software Development** - Fall 2013

ENGR (21276)

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

Respondents: 16 / Enrollment: 37

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.44	0.73	9 (56.25%)	5 (31.25%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2353	4.34	0.79	1134 (48.19%)	962 (40.88%)	159 (6.76%)	54 (2.29%)	25 (1.06%)	19 (0.81%)

2. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.88	0.34	14 (87.50%)	2 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2876	3.86	1.14	976 (33.94%)	982 (34.14%)	427 (14.85%)	261 (9.08%)	137 (4.76%)	93 (3.23%)

3. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.38	0.62	7 (43.75%)	8 (50.00%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.04	1.04	906 (38.42%)	975 (41.35%)	211 (8.95%)	168 (7.12%)	85 (3.60%)	13 (0.55%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.38	0.62	7 (43.75%)	8 (50.00%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2355	4.15	0.99	978 (41.53%)	820 (34.82%)	230 (9.77%)	128 (5.44%)	55 (2.34%)	144 (6.11%)

5. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	2.78	1.09	1 (6.25%)	0 (0.00%)	5 (31.25%)	2 (12.50%)	1 (6.25%)	7 (43.75%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2360	3.61	1.17	471 (19.96%)	635 (26.91%)	416 (17.63%)	203 (8.60%)	121 (5.13%)	514 (21.78%)

6. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.62	0.50	10 (62.50%)	6 (37.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2864	3.95	1.09	1018 (35.54%)	1099 (38.37%)	368 (12.85%)	203 (7.09%)	131 (4.57%)	45 (1.57%)

7. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.81	0.40	13 (81.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2869	4.44	0.83	1650 (57.51%)	887 (30.92%)	173 (6.03%)	47 (1.64%)	52 (1.81%)	60 (2.09%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.81	0.40	13 (81.25%)	3 (18.75%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2864	4.23	0.93	1329 (46.40%)	1026 (35.82%)	284 (9.92%)	106 (3.70%)	62 (2.16%)	57 (1.99%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.47	0.64	8 (50.00%)	6 (37.50%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	1 (6.25%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2352	3.95	0.95	675 (28.70%)	986 (41.92%)	385 (16.37%)	129 (5.48%)	51 (2.17%)	126 (5.36%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.50	0.63	9 (56.25%)	6 (37.50%)	1 (6.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2874	3.97	1.06	982 (34.17%)	1165 (40.54%)	343 (11.93%)	185 (6.44%)	117 (4.07%)	82 (2.85%)

11. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2863	4.12	1.03	1213 (42.37%)	1038 (36.26%)	298 (10.41%)	143 (4.99%)	102 (3.56%)	69 (2.41%)

12. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
16	4.75	0.45	12 (75.00%)	4 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2866	3.96	1.05	986 (34.40%)	1074 (37.47%)	407 (14.20%)	202 (7.05%)	96 (3.35%)	101 (3.52%)

13. 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-3205-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
16	0 (0.00%)	11 (68.75%)	4 (25.00%)	1 (6.25%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2353	126 (5.35%)	637 (27.07%)	877 (37.27%)	391 (16.62%)	322 (13.68%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.31	0.70	7 (43.75%)	7 (43.75%)	2 (12.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2351	4.06	0.99	900 (38.28%)	952 (40.49%)	300 (12.76%)	137 (5.83%)	62 (2.64%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.38	0.62	7 (43.75%)	8 (50.00%)	1 (6.25%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2354	3.98	1.09	879 (37.34%)	918 (39.00%)	290 (12.32%)	159 (6.75%)	108 (4.59%)

16. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.69	0.48	11 (68.75%)	5 (31.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2862	4.18	0.89	1164 (40.67%)	1282 (44.79%)	252 (8.81%)	103 (3.60%)	61 (2.13%)

17. 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-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
16	4.69	0.48	11 (68.75%)	5 (31.25%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2863	4.14	0.95	1197 (41.81%)	1116 (38.98%)	363 (12.68%)	122 (4.26%)	65 (2.27%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
15	4.93	0.26	14 (93.33%)	1 (6.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2882	3.97	1.13	1149 (39.87%)	986 (34.21%)	406 (14.09%)	186 (6.45%)	155 (5.38%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-3205-002

Total	Individual Answers
11	*See below for Individual Results*

Professor Sherriff has some competition for being the most engaging, exciting, and fun professor! Professor Floryan is at least one of the top 2 professors I have come across!

You are a great teacher, however I am not sure what I learned this semester. Many of the concepts were not new. Homework assignments weren't helpful for the purposes of learning, nor was the final project. Many times, homework assignments would be done by one person in a group, there should be a better way to enforce group participation. This class was probably too easy, especially with no final and a mini presentation at the end.

Floryan is a great teacher. He knows how to keep us engaged through all 75 minutes. The project was enjoyable too.

Floryan's good.

N/a

This was my favorite class all semester :)

Professor Floryan is a great professor who seems to really want to help his students learn. Lectures were funny and interesting, and I learned more than I thought I would learn. I guess "learn" isn't really the right word, because for me at least, design is just intuitive. However, it emphasized points that I failed to account for in the past and didn't realize the importance of. Additionally, it emphasized usability testing, and the main project was a great way to expose us to it. One thing I didn't like that much about the class was the way the grading worked. I wouldn't say it was unfair, it just seemed vague and grades seemed to be "safe," kind of hovering around the same grade. There weren't great rubrics with specific details, which was a little disappointing. Overall, this course was one of my favorite courses at UVA so far.

Lectures were good, project by the end seemed a little pointless, maybe if less was focused on the write ups and analytics and more on the quality of design it would help, by the end it felt like I was writing about and analyzing a system which was broken and poorly thought out from the beginning. Perhaps if project was dropped and split up into smaller activities, say where you try to come up to solutions to problems, or are given requirements and told to sketch/design interface ideas for them etc, instead of sticking to one project for the whole thing

Professor Floryan is a great professor and knows a lot about HCI. Class was interesting and engaging.

This was one of the best classes I have taken at the university. Professor Floryan is an exemplary instructor.

Great instructor. Always finds ways to keep class interesting and entertaining, even through some course material that would not generally lend itself to be so.

CS 3205-001 **HCI in Software Development** - Fall 2013

ENGR (20208)

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

Respondents: 37 / Enrollment: 70

Summary: CS 3205-001 HCI in Software Development - Fall 2013 (20208)

Overall Course Rating

CS-3205-001 Mean 4.17
CS-3205-001 Std Dev 0.85
CS-3205-001 Response Count 185

SEAS, 3000-level courses Mean 4.04
SEAS, 3000-level courses Std Dev 1.02
SEAS, 3000-level courses Response Count 11778

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.69
  Std Dev 0.52
  Response Count 258

SEAS, 3000-level courses Mean 4.08
SEAS, 3000-level courses Std Dev 1.04
SEAS, 3000-level courses Response Count 19930

~ QUESTIONS AND DETAILS ~   ~ ANSWER MATRICES ~

1. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.22	0.68	12 (32.43%)	21 (56.76%)	2 (5.41%)	1 (2.70%)	0 (0.00%)	1 (2.70%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2353	4.34	0.79	1134 (48.19%)	962 (40.88%)	159 (6.76%)	54 (2.29%)	25 (1.06%)	19 (0.81%)

2. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.76	0.43	28 (75.68%)	9 (24.32%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2876	3.86	1.14	976 (33.94%)	982 (34.14%)	427 (14.85%)	261 (9.08%)	137 (4.76%)	93 (3.23%)

3. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.41	0.60	17 (45.95%)	18 (48.65%)	2 (5.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2358	4.04	1.04	906 (38.42%)	975 (41.35%)	211 (8.95%)	168 (7.12%)	85 (3.60%)	13 (0.55%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.35	0.72	17 (45.95%)	17 (45.95%)	2 (5.41%)	1 (2.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2355	4.15	0.99	978 (41.53%)	820 (34.82%)	230 (9.77%)	128 (5.44%)	55 (2.34%)	144 (6.11%)

5. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	3.16	0.96	3 (8.11%)	1 (2.70%)	11 (29.73%)	4 (10.81%)	0 (0.00%)	18 (48.65%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2360	3.61	1.17	471 (19.96%)	635 (26.91%)	416 (17.63%)	203 (8.60%)	121 (5.13%)	514 (21.78%)

6. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.57	0.60	23 (62.16%)	12 (32.43%)	2 (5.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2864	3.95	1.09	1018 (35.54%)	1099 (38.37%)	368 (12.85%)	203 (7.09%)	131 (4.57%)	45 (1.57%)

7. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.76	0.49	29 (78.38%)	7 (18.92%)	1 (2.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2869	4.44	0.83	1650 (57.51%)	887 (30.92%)	173 (6.03%)	47 (1.64%)	52 (1.81%)	60 (2.09%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
36	4.83	0.38	30 (83.33%)	6 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2864	4.23	0.93	1329 (46.40%)	1026 (35.82%)	284 (9.92%)	106 (3.70%)	62 (2.16%)	57 (1.99%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.24	0.94	16 (43.24%)	11 (29.73%)	5 (13.51%)	0 (0.00%)	1 (2.70%)	4 (10.81%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2352	3.95	0.95	675 (28.70%)	986 (41.92%)	385 (16.37%)	129 (5.48%)	51 (2.17%)	126 (5.36%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.49	0.69	22 (59.46%)	11 (29.73%)	4 (10.81%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2874	3.97	1.06	982 (34.17%)	1165 (40.54%)	343 (11.93%)	185 (6.44%)	117 (4.07%)	82 (2.85%)

11. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.76	0.43	28 (75.68%)	9 (24.32%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2863	4.12	1.03	1213 (42.37%)	1038 (36.26%)	298 (10.41%)	143 (4.99%)	102 (3.56%)	69 (2.41%)

12. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
37	4.70	0.46	26 (70.27%)	11 (29.73%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2866	3.96	1.05	986 (34.40%)	1074 (37.47%)	407 (14.20%)	202 (7.05%)	96 (3.35%)	101 (3.52%)

13. 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-3205-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
37	3 (8.11%)	23 (62.16%)	9 (24.32%)	1 (2.70%)	1 (2.70%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2353	126 (5.35%)	637 (27.07%)	877 (37.27%)	391 (16.62%)	322 (13.68%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.30	0.85	17 (45.95%)	16 (43.24%)	3 (8.11%)	0 (0.00%)	1 (2.70%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2351	4.06	0.99	900 (38.28%)	952 (40.49%)	300 (12.76%)	137 (5.83%)	62 (2.64%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.46	0.80	21 (56.76%)	14 (37.84%)	1 (2.70%)	0 (0.00%)	1 (2.70%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2354	3.98	1.09	879 (37.34%)	918 (39.00%)	290 (12.32%)	159 (6.75%)	108 (4.59%)

16. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.65	0.54	25 (67.57%)	11 (29.73%)	1 (2.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2862	4.18	0.89	1164 (40.67%)	1282 (44.79%)	252 (8.81%)	103 (3.60%)	61 (2.13%)

17. 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-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.68	0.58	27 (72.97%)	8 (21.62%)	2 (5.41%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2863	4.14	0.95	1197 (41.81%)	1116 (38.98%)	363 (12.68%)	122 (4.26%)	65 (2.27%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3205-001, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
37	4.76	0.49	29 (78.38%)	7 (18.92%)	1 (2.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2882	3.97	1.13	1149 (39.87%)	986 (34.21%)	406 (14.09%)	186 (6.45%)	155 (5.38%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3205-001	
Total	Individual Answers
22	*See below for Individual Results*

Floryan was a great professor, very charismatic and likes to involve students. Good class!

good

This class is the best. I actually enjoyed going to it even though it was an evening class that was so tempting to skip. Professor Floryan presented the information in an understandable way, and he made the class more enjoyable.

Professor Floryan has quickly become my favorite professor in the Computer Science department. He is one of the most fair and understanding professors that I have ever worked with. He really cares about how engaged his students are in the course, and how much they care about the material presented. When I needed his help with anything, he was quick to drop what he was doing and help. Regardless of how I felt about the course material, he presented it greatly with good video examples. When students were bored, he acknowledged that and tried to do something to wake everyone up. Keep being great professor. Your students appreciate it.

Great teacher. Terrible course material. I could have read a book that was 100 pages long with everything I learned in this course. Mark Floryan is fantastic and really connected technology with the content of this course and did a good job of presenting all of the information. I just felt like it was a waste of my time and money. I think that the field of HCI has merit, but shouldn't be given the weight of an entire class that students can pay for to attend. All of the concepts could almost directly be translated to common sense. I feel like I learned most of the concepts in elementary school. Mark Floryan was a great professor though and I would take a class with him in another subject that I enjoy more!

Prof Floryan is clearly very knowledgeable about the subject matter, and lectures were informative. The purpose of semester long project was to pin down the concepts in our own work, but the guidelines could be a little more well defined - we made a lot of errors that could have been avoided. (it probably will get better because this was the first year he was teaching).

Professor Floryan was engaging and made removed all ambiguity about design choices for software interfaces.

One of the best CS teachers I have had yet. Floryan is very knowledgeable and can relate to students extremely easily. He makes class fun.

Fun class!

The semester was great, grading was prompt and expectations were clearly conveyed - no ambiguities, which is awesome!

The material was not "technically rigorous", as there was almost no actual technology needed to accomplish the work. Prof. Floryan is one of my favorite teachers I have had at UVA. He is entertaining and engaging to the point that it never felt like a chore to pay attention, and he is knowledgeable enough on the subject that I always felt like paying attention was worthwhile, because I learned a great deal about design principles and their applications in technology.

Mark is a fantastic teacher! I absolutely loved his lectures , he made learning very fun! One of my favorite professors here at UVa

Professor Floryan was one of my best professors this semester. He's so nice and a good lecturer and super enthusiastic during class which was awesome

Professor Floryan was a great instructor. He used current, real world examples to support the material taught in class. The course structure was well defined and students knew what was expected. Grading and tests were fair. Overall a worthwhile course.

great class and the professor taught it to us in a way that is very practical and i feel that it is a hands on class .... great professor . will take any other course taught by him

Professor Floryan is always a delight to listen to, he's funny, engaging, and relevant. I appreciate his lectures and he is a fair instructor.

I wish the group project could have been managed a little better, but that's difficult to do. I got really tired of having to do the editing, because everyone was "okay" with what we had already even though the quality wasn't on par with my expectations. However, the class was enjoyable and a nice break from my other stressful courses.

You're a good instructor, Mr. Floryan -- have more confidence in your teaching!

Loved it!

the course was fun because it took away some of the pressure of coding that usually exists in a computer science course. I think the lessons learned in this course are applicable to real life, as interface will always be a major part of development, but the pacing felt sometimes slow

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Professor Floryan was great! He was very nice, funny and entertaining and did a great job teaching us the material. Thanks so much Professor Floryan, I hope you stay and keep teaching this class! I really enjoyed this class. It was told to me before taking HCI that it is an easy course, but I do not think that's a bad thing. I think it's easy because students use UI and UX everyday so the course material is easily understandable. It doesn't mean there aren't correct terms and structures for the information for students to learn though. I really enjoyed the guest speaker. Not only was her information relevant to what we were learning at the time, but she made her lecture interactive and her work had to do with something very close to us (SIS and other school stuff). I would consider doing more guest lecturers. Maybe if you could get someone who came up with a new product or interface just to talk briefly about why they designed it the way they did. Last suggestion is to do more prototyping. I think creating is the best way to learn. If we could have had one more assignment to make corrections to prototypes as opposed to just say what we may do I think that would be good. I did like that we did some prototyping in class. I think there should be more of that too.

CS 2150-002 **Program & Data Representation** - Fall 2013

ENGR (18743)

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

Respondents: 53 / Enrollment: 90

Summary: CS 2150-002 Program & Data Representation - Fall 2013 (18743)

Overall Course Rating

CS-2150-002 Mean 4.21
CS-2150-002 Std Dev 1.03
CS-2150-002 Response Count 265

SEAS, 2000-level courses Mean 4.09
SEAS, 2000-level courses Std Dev 0.96
SEAS, 2000-level courses Response Count 14500

Overall Instructor Rating

INSTRUCTOR: Floryan, Mark
  Mean 4.42
  Std Dev 0.69
  Response Count 370

SEAS, 2000-level courses Mean 4.25
SEAS, 2000-level courses Std Dev 0.89
SEAS, 2000-level courses Response Count 22800

~ QUESTIONS AND DETAILS ~   *~ ANSWER MATRICES ~*

1. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.75	0.43	40 (75.47%)	13 (24.53%)	0 (0.00%)	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)
2902	4.41	0.67	1432 (49.35%)	1271 (43.80%)	145 (5.00%)	35 (1.21%)	7 (0.24%)	12 (0.41%)

2. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
52	4.35	0.71	25 (48.08%)	20 (38.46%)	7 (13.46%)	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)
3264	4.06	1.04	1244 (38.11%)	1161 (35.57%)	357 (10.94%)	196 (6.00%)	104 (3.19%)	202 (6.19%)

3. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	3.79	1.34	20 (37.74%)	18 (33.96%)	5 (9.43%)	4 (7.55%)	6 (11.32%)	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)
2904	4.20	0.90	1229 (42.32%)	1263 (43.49%)	213 (7.33%)	136 (4.68%)	55 (1.89%)	8 (0.28%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.62	0.57	34 (64.15%)	16 (30.19%)	2 (3.77%)	0 (0.00%)	0 (0.00%)	1 (1.89%)

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)
2900	4.24	0.86	1237 (42.66%)	1170 (40.34%)	269 (9.28%)	92 (3.17%)	40 (1.38%)	92 (3.17%)

5. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	3.19	0.98	3 (5.66%)	3 (5.66%)	10 (18.87%)	5 (9.43%)	0 (0.00%)	32 (60.38%)

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)
2897	3.54	1.14	551 (19.02%)	833 (28.75%)	626 (21.61%)	308 (10.63%)	149 (5.14%)	430 (14.84%)

6. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.49	0.58	28 (52.83%)	23 (43.40%)	2 (3.77%)	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)
3259	4.15	0.93	1271 (39.00%)	1236 (37.93%)	365 (11.20%)	140 (4.30%)	58 (1.78%)	189 (5.80%)

7. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.55	0.57	31 (58.49%)	20 (37.74%)	2 (3.77%)	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)
3255	4.54	0.75	2017 (61.97%)	829 (25.47%)	155 (4.76%)	50 (1.54%)	31 (0.95%)	173 (5.31%)

8. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.51	0.58	29 (54.72%)	22 (41.51%)	2 (3.77%)	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)
3254	4.39	0.81	1668 (51.26%)	1061 (32.61%)	237 (7.28%)	66 (2.03%)	33 (1.01%)	189 (5.81%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. 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-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.08	1.01	19 (35.85%)	25 (47.17%)	3 (5.66%)	3 (5.66%)	2 (3.77%)	1 (1.89%)

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)
2897	3.95	0.97	787 (27.17%)	1095 (37.80%)	443 (15.29%)	141 (4.87%)	66 (2.28%)	365 (12.60%)

10. The grading policy was fair.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	3.94	1.01	17 (32.08%)	23 (43.40%)	7 (13.21%)	5 (9.43%)	1 (1.89%)	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)
3261	4.10	0.89	1122 (34.41%)	1352 (41.46%)	424 (13.00%)	123 (3.77%)	48 (1.47%)	192 (5.89%)

11. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.55	0.54	30 (56.60%)	22 (41.51%)	1 (1.89%)	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)
3255	4.29	0.85	1481 (45.50%)	1159 (35.61%)	284 (8.73%)	90 (2.76%)	40 (1.23%)	201 (6.18%)

12. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
53	4.57	0.54	31 (58.49%)	21 (39.62%)	1 (1.89%)	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)
3252	4.18	0.86	1264 (38.87%)	1263 (38.84%)	389 (11.96%)	109 (3.35%)	31 (0.95%)	196 (6.03%)

13. 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-2150-002

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
53	0 (0.00%)	4 (7.55%)	14 (26.42%)	8 (15.09%)	27 (50.94%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2907	163 (5.61%)	898 (30.89%)	1236 (42.52%)	420 (14.45%)	190 (6.54%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.72	0.57	40 (75.47%)	12 (22.64%)	0 (0.00%)	1 (1.89%)	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)
2897	4.24	0.86	1291 (44.56%)	1171 (40.42%)	307 (10.60%)	87 (3.00%)	41 (1.42%)

15. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.57	0.57	32 (60.38%)	19 (35.85%)	2 (3.77%)	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)
2899	4.19	0.94	1306 (45.05%)	1084 (37.39%)	324 (11.18%)	126 (4.35%)	59 (2.04%)

16. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
52	4.62	0.53	33 (63.46%)	18 (34.62%)	1 (1.92%)	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)
3241	4.24	0.85	1408 (43.44%)	1373 (42.36%)	350 (10.80%)	47 (1.45%)	63 (1.94%)

17. 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-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.68	0.61	40 (75.47%)	9 (16.98%)	4 (7.55%)	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)
3247	4.20	0.92	1482 (45.64%)	1159 (35.69%)	456 (14.04%)	86 (2.65%)	64 (1.97%)

18. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2150-002, Floryan, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
53	4.68	0.51	37 (69.81%)	15 (28.30%)	1 (1.89%)	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)
3260	4.16	0.99	1488 (45.64%)	1110 (34.05%)	437 (13.40%)	134 (4.11%)	91 (2.79%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2150-002	
Total	Individual Answers
39	*See below for Individual Results*

Yes, I learned a great deal, but yes, I spent many hours working for this course. If I spent the same amount of time for every course, I literally would not sleep.

Floryan is an awesome professor!

Overall, the course was useful. The labs for the most part were helpful with learning the material, but the essays were annoying and very time consuming. The tests for the most part are alright, but some questions were a bit too nit-picky and doesn't assess major concepts. Not sure if intentional, but answer keys for the sample exams would be a good addition. The grading for assignments is fair, but the grading for the tests was sometimes iffy and needed a lot of corrections.

This class should be worth more credits, compared to other 3 and 4 credit courses I have taken through the College (not the e-school, though..) I also think the exams, while it is necessary to test knowledge of subject matter, became nit-picky and "did you remember this random fact mentioned in one slide and not expanded upon" rather than true understanding. I would have liked the addition of a longer term (~3 weeks?) final project to supplement the grade in this class.

Learned a lot, great professor. However, the workload for this course is simply over-the-top ridiculous for the number of credits offered. It should certainly be 4 credits, if not more.

There is so much work in this class, but it really is worth it. In the beginning of the class, we were shown course evaluations from previous years saying that there is an insane amount of work, yet you really learn a lot. I feel the same way.

Although this class is time-consuming, I learned a lot from it. It is worth to taking.

Although this course required a great deal of time and effort in order to be successful, it was very useful and helped me to learn much more about computer science in a broad range of areas.

Floryan seems like a cool dude and I'm looking forward to taking another of his classes next semester. However, I think Bloomfield was the one making the powerpoints, so when Floryan lectured I didn't get the same sense of continuity or flow that I did when listening to Bloomfield. Also, one of the things I didn't like was the disconnect between the "homework" (lab) material and what was on the tests. That might have been unavoidable, though, since I can't think of a better way to teach both concepts and applications. However, I'm pretty sure there were things on the tests that Floryan didn't talk about and weren't on the powerpoints, so people who had him were at a bit of a disadvantage. The lecture recordings were online, but I didn't want to sit through all the material I already knew just to look for tidbits that might or might not have been on the tests. Since there were no solutions for practice tests, and the powerpoints weren't comprehensive, I thought it was too difficult to find the material that was on the tests to study it. Despite these flaws, the course was very worthwhile and I'm glad I took it.

Loved everything about the course except the way the tests were graded. They were graded as if the graders assumed we had access to their rubric, which we, of course, didn't. Without access to that document, we can't answer the questions precisely the way they want. Even if we display great knowledge of the material, if our answers don't match with the grading guideline, they are butchered. This is a bad way to grade exams. Try to grade from the perspective of a student who has just read this question, not from the perspective of a grader who is staring at a grading guideline.

In general, I think the grading (for tests at least) was very picky; it seemed that they were looking for very specific answers even if what was put was still correct.

I feel like I should have gotten more points on the exams, and Professor Floryan seemed to agree with me, but the question referred to whether Professor Floryan graded fairly, so I said "Agree." Otherwise it would have been "Neutral," since I understand the consistency argument, and hope that the curve at the end will make up for the exam grading.

He pretty chill.

DISREGARD my responses to Professor Floryan as I took this class with Professor Bloomfield for the whole semester although I was not registered with him. This course is simply awesome and I learnt A LOT from this course. BEST course at UVA so far!

Going into this course, I had heard that it would indeed be difficult, and I was not disappointed. I spent countless hours working on the lab assignments and preparing for exams, and though I may retain all the information from the course, this course was more than worthwhile.

too much work, but good

The lectures were consistent and informative.

Maybe should be 4 credits.

This class should be 4 credits!

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class was fantastic, I learned a great deal. The lectures were informative and engaging, the homework/labs were helpful in learning the material, and the tests were fair.

Floryan was pretty cool and overall a good teacher. I wish I had had more experience with CS before taking this class

Professor Floryan was very helpful and explained information well. I think everyone would agree that this class should be more than 3 credits though, considering how much time we put into labs.

Extremely well constructed class. It was a very time consuming class but by far the most rewarding class I have taken at UVa. I do argue strongly for it to be a 4 credit class, the material covered in the course is very essential to any computing major and the extra credit would do justice to the course and it's importance. It's not a busy work class at all, every lab is important and is assigned for a reason although it did not seem like it at the time but hindsight is 20/20. Overall, difficult but so worth it.

This is an incredible course. I definitely learned a great deal in it and was forced to code a lot and learned a lot through that. This course could be annoying at times that it would take hours and hours to finish the assignments, but I knew it was going to be this difficult going into the semester, so I didn't mind the workload. Overall this was definitely a good course

Good class, I enjoyed it. The labs tend to be very time consuming which more often then not was not a major issue. However, when I had a busy week the three part labs became a bit much. I think it would have been nice if the labs were posted on Wednesday, so on the weeks when I had a say a Monday test, I did not have to try to rush through a lab so that I would have time to study for that test. Getting the reports on Friday and having them due on Tuesday made it harder to balance my scheduled. Also, we never reused code!!!!! Everything was a one and done. It would have been nice to build upon something we already done before.   also larger scale coding project are much nicer then tests :D i always say if i code something i completely understand it afterwards.

Professor Floryan is an efficient, approachable and intelligent teacher. Definitely looking forward to taking more classes with him.

Great Course, very worthwhile. I wish I had been introduced to C++ in a prior course though, because I was already behind when the class started.

N/A

this should be a 4 credit course - other classes were completely on the back-burner to make time for the labs

I felt nickled and dimed on all of my tests. This class is WAY too much work. Should be a 5 credit class not 3. I should not haveto spend 10 hours or more a week doing work for one class.

Good teacher but extremely hard class. For students coming in with varying levels of programming background it was a lot more difficult. Unfortunately being a good lecturer does not rectify insufficient back knowledge.

Professor Floryan made the material for this class more applicable for me. I have gone to Bloomfield's sessions and walked away baffled about the amount of information being thrown at me, but Floryan manages to present it in an easy way.

I really enjoyed this course, as I learned a great amount through every lab each week. However, I thought sometimes the amount of work necessary was excessive on some labs, and took up much more time than a typical 3 credit course.   In addition, the grading policy with harsh and illogical with regard to some test questions.   Overall though, I learned a ton in this course and am glad I took it.

Probably the hardest but most worthwhile class I've taken

Floryan is great! I'm taking two classes with him next year!

Grading on some exam questions was odd - instructors couldn't agree on the right answer and students were penalized for what should have been correct answers. Instead of regrading, this was addressed with a blanket curve.

Professor Floryan explains the material in an easily understandable manner.

Great class, and Professor Floryan is an excellent instructor!

I love Floryan. Can't wait to take Algorithms with him next semester! He makes it worthwhile to attend class. |

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