

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 <i>INSTRUCTOR:</i> 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 ~									
<div>1. What is your major (and whether you are declared or not)?</div> <div>Question Type: Multiple Choice</div> <div>contributed by Floryan, Mark (mrf8t)</div>	Results for CS-2150-002, Floryan, Mark										
	Total	BS CS (declare d) (NA)	BA CS (declare d) (NA)	BS CpE (declare d) (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%)	
<div>2. How many credits should the course be worth? Please add your comments here.</div> <div>Question Type: Short Answer</div> <div>contributed by Floryan, Mark (mrf8t)</div>	Results for SEAS, 2000-level courses										
	Total	BS CS (declare d) (NA)	BA CS (declare d) (NA)	BS CpE (declare d) (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%)	
	Results for CS-2150-002, Floryan, Mark										
	Total	Individual Answers									
	80	See below for Individual Results									
	<p>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.</p> <p>4. I spent over 10 hours each week on labs.</p> <p>4. The amount of work was definitely comparable to, and in some cases greater than, many of my other four credit classes.</p> <p>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.</p> <p>The course should be worth four credits to account for the lab portion of the class.</p> <p>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.</p> <p>4, the lab work makes up a significant portion of my workload this semester.</p> <p>3 or 4 credits</p> <p>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.</p>										

~ 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 case 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

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 throuhout 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.

~ 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 knowledgeable 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.

~ 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 responses 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%)

~ 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 definitely 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 knowledgeable.

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 than 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

~ 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 frustrated 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.