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.

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

Results for CS-2150-003

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.

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

Results for CS-2150-003, 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.

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

Results for CS-2150-003

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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003

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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003

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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003

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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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.

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Question Type: Likert

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contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-003, 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:

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Question Type: Multiple Choice

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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.

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Question Type: Likert
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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.

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Question Type: Likert
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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.

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Question Type: Likert
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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.

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Question Type: Likert
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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.

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Question Type: Likert
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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:

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Question Type: Short Answer

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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 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 absoultely 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.