

CS 2150-101 Program & Data Representation - Spring 2016

ENGR (17472)

INSTRUCTORS: Bloomfield, Aaron S. (asb2t)

Respondents: 22 / Enrollment: 43

Summary: CS 2150-101 Program & Data Representation - Spring 2016 (17472)	
Overall Course Rating CS-2150-101 Mean 3.89 CS-2150-101 Std Dev 1.26 CS-2150-101 Response Count 109	Overall Instructor Rating INSTRUCTOR: Bloomfield, Aaron S. Mean 4.28 Std Dev 0.86 Response Count 153
Difference from Category Mean, Expressed in Category Standard Deviations 	Difference from Category Mean, Expressed in Category Standard Deviations
SEAS, 2000-level courses Mean 4.05 SEAS, 2000-level courses Std Dev 1.00 SEAS, 2000-level courses Response Count 16344	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 ~																																																						
<p>1. The course addressed technically rigorous subject matter consistent with the course objectives.</p> <p style="text-align: center;">Question Type: Likert</p> <p style="text-align: center;"><i>contributed by Dean of the School of Engineering and Applied Science</i></p>	<table border="1"> <thead> <tr> <th colspan="9">Results for CS-2150-101</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>4.64</td> <td>0.49</td> <td>14 (63.64%)</td> <td>8 (36.36%)</td> <td>0 (0.00%)</td> <td>0 (0.00%)</td> <td>0 (0.00%)</td> <td>0 (0.00%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="9">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>3272</td> <td>4.38</td> <td>0.72</td> <td>1590 (48.59%)</td> <td>1389 (42.45%)</td> <td>213 (6.51%)</td> <td>38 (1.16%)</td> <td>23 (0.70%)</td> <td>19 (0.58%)</td> </tr> </tbody> </table>	Results for CS-2150-101									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	22	4.64	0.49	14 (63.64%)	8 (36.36%)	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)	3272	4.38	0.72	1590 (48.59%)	1389 (42.45%)	213 (6.51%)	38 (1.16%)	23 (0.70%)	19 (0.58%)
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<p>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.</p> <p style="text-align: center;">Question Type: Likert</p> <p style="text-align: center;"><i>contributed by Dean of the School of Engineering and Applied Science</i></p>	<table border="1"> <thead> <tr> <th colspan="9">Results for CS-2150-101, Bloomfield, Aaron S.</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>3.89</td> <td>1.08</td> <td>7 (31.82%)</td> <td>4 (18.18%)</td> <td>5 (22.73%)</td> <td>2 (9.09%)</td> <td>0 (0.00%)</td> <td>4 (18.18%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="9">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>3312</td> <td>4.06</td> <td>1.01</td> <td>1289 (38.92%)</td> <td>1237 (37.35%)</td> <td>411 (12.41%)</td> <td>213 (6.43%)</td> <td>83 (2.51%)</td> <td>79 (2.39%)</td> </tr> </tbody> </table>	Results for CS-2150-101, Bloomfield, Aaron S.									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	22	3.89	1.08	7 (31.82%)	4 (18.18%)	5 (22.73%)	2 (9.09%)	0 (0.00%)	4 (18.18%)	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)	3312	4.06	1.01	1289 (38.92%)	1237 (37.35%)	411 (12.41%)	213 (6.43%)	83 (2.51%)	79 (2.39%)
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<p>3. There was a reasonable level of effort expected for the credit hours received.</p> <p style="text-align: center;">Question Type: Likert</p> <p style="text-align: center;"><i>contributed by Dean of the School of Engineering and Applied Science</i></p>	<table border="1"> <thead> <tr> <th colspan="9">Results for CS-2150-101</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>2.86</td> <td>1.56</td> <td>4 (18.18%)</td> <td>4 (18.18%)</td> <td>5 (22.73%)</td> <td>1 (4.55%)</td> <td>7 (31.82%)</td> <td>1 (4.55%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="9">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> <th>Not Applicable (NA)</th> </tr> </thead> <tbody> <tr> <td>3267</td> <td>4.09</td> <td>1.00</td> <td>1294 (39.61%)</td> <td>1392 (42.61%)</td> <td>265 (8.11%)</td> <td>204 (6.24%)</td> <td>104 (3.18%)</td> <td>8 (0.24%)</td> </tr> </tbody> </table>	Results for CS-2150-101									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	22	2.86	1.56	4 (18.18%)	4 (18.18%)	5 (22.73%)	1 (4.55%)	7 (31.82%)	1 (4.55%)	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-2150-101								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	4.52	0.60	12 (54.55%)	8 (36.36%)	1 (4.55%)	0 (0.00%)	0 (0.00%)	1 (4.55%)

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-2150-101								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	3.33	1.03	1 (4.55%)	1 (4.55%)	3 (13.64%)	1 (4.55%)	0 (0.00%)	16 (72.73%)

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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	4.48	0.60	11 (50.00%)	9 (40.91%)	1 (4.55%)	0 (0.00%)	0 (0.00%)	1 (4.55%)

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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	4.75	0.44	15 (68.18%)	5 (22.73%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (9.09%)

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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
21	4.61	0.50	11 (52.38%)	7 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (14.29%)

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-2150-101								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
21	3.67	1.24	5 (23.81%)	10 (47.62%)	2 (9.52%)	2 (9.52%)	2 (9.52%)	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)
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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	3.73	1.20	7 (31.82%)	7 (31.82%)	4 (18.18%)	3 (13.64%)	1 (4.55%)	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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	4.33	0.77	9 (40.91%)	6 (27.27%)	3 (13.64%)	0 (0.00%)	0 (0.00%)	4 (18.18%)

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)
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-2150-101, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
22	4.24	0.70	8 (36.36%)	10 (45.45%)	3 (13.64%)	0 (0.00%)	0 (0.00%)	1 (4.55%)

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-2150-101					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
22	0 (0.00%)	2 (9.09%)	2 (9.09%)	7 (31.82%)	11 (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%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																
<p>14. I learned a great deal in this course.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-101																
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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%)										
<p>15. Overall, this was a worthwhile course.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-101																
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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%)										
<p>16. The course's goals and requirements were defined and adhered to by the instructor.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-101, Bloomfield, Aaron S.																
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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-2150-101	
Total	Individual Answers
14	See below for Individual Results

I said my piece over in the first evaluation, but I will copy paste it here. Maybe it will then have a better chance of actually being read. Please, PLEASE read the following. I was told these course evaluations matter, and it's the only thing I can do, so I am desperately hoping this will not just be ignored. This class is utterly ridiculous. There is no reason a single one class' work and homework should take up more of my time than EVERY OTHER ONE COMBINED. This is not an isolated case for me, as many other people expressed the same. I was often up until 3 AM finishing the insanely difficult pre labs/labs/post labs he has everyone do, which can be worked on for over 10 hours and STILL not be done. And he has students do THREE of these per week. I have not met ONE student who thinks this was remotely fair or reasonable. It has a reputation to the other CS TEACHERS as being dreaded and horrible, which hopefully says something. The professor himself (Bloomfield) does not seem to have office hours, or if he does, I never saw him at them. Instead, the TAs (who agree with every complaint I have listed here, when I've asked) help- they are the only helpful part of the course, and saviors on the labs, but since everyone is confused and at office hours, it will take over an hour before you can actually get help. Considering the number of failure points one can get stuck on in the coding? You NEED help more than once. Oh, and the constant late nights/MORNINGS spent working on these? They threw off my sleep schedule badly enough that I missed OTHER classes from accidentally sleeping in. I cannot operate on three-four hours of sleep, which Prof. Bloomfield does not seem to care about, as I'm CERTAIN he's gotten these comments before. On that note, Bloomfield (not Floryan, he's nice) is a supreme asshole. I am not one who usually swears, so please understand I say this not in rage, but as WARNING. The tests are graded with insane harshness, not even giving credit for partially right answers or work shown. He somehow steps UP the "honor code" even further, failing people for the tiniest of things, including things that are blatantly NOT cheating. I tried to get help on my code from the TAs early in the semester, and got an email stating I instantly failed the course, because I had posted (incomplete, completely non functional) code online. This despite the fact that it was a website EXPLICITLY designed to get help from the teacher's TAs, and was a resource he TOLD us to utilize. It is impossible to receive help on code, if the person you are asking to help you cannot see it. I managed to go high enough up that it was reversed, after the situation was explained, but apparently, he has failed people for similar minor infractions before. Well, one, that's horrible, since this is a core course where you CANNOT MOVE ON in the CS major without it, and two, maybe if I could FIND his stupid syllabus, which is not exactly easily accessible, I would know what I can and can't do. He has it posted on some website called github, but he never explains how to use that website, and clicking on links will give you the CODE for those pages, which is impossible to read. I STILL have yet to find out how you get to the slides/syllabus (they aren't posted separately, mind!) without flat out saving the link, after asking someone else for it. That is a major problem, as you might imagine. Professor Bloomfield is also keen on taunting his students as if it's remotely funny, "celebrating" how we all "survived" his labs, which is definitely NOT funny when everyone legitimately feels that way, and is in fact a huge concern. He then asks how many people hate him now, and asks them to raise their hands, as if anyone is stupid enough to shoot themselves in the foot like that. He also says we should go online to vent our rage at him via the "support requests" option on collab, which is supposedly anonymous, not that we'd ever really know. Only, he has previously started the class by making fun of the people who wrote them. "I get all these drunk emails from people drowning their sorrows and angry at me over the labs, they're hilarious!" This is completely unacceptable behavior from any teacher, let alone one who is already this terrible to his students. Not to mention if you've driven people to DRINK, you should REALIZE SOMETHING'S WRONG. The other professor, Floryan, seems pretty nice from what I've seen. But he isn't the one who makes the test questions, or the labs, and he isn't someone everyone has the option to take (like me). He needs a bigger say in how the course is run, at the very least. This is the WORST class I have ever taken, and I've taken some pretty dang awful classes. Please, PLEASE do something about this guy. He made the entire semester terrible for everyone in the class, and is likely to do it again next semester, since this has evidently been going on for quite some time. I am BEGGING you to not ignore this, or forget about it. Please.

The lab sections were useful, but could have been more balanced. Some required so little work that coming to lab seemed like a waste of time, while others were so much work that staying in lab definitely was a waste of time because you had no hope of finishing. Great TAs though (they should however brush up on their bash scripting and review the labs before they come)

1. I think that the course eval for the lab should be different from the one for the lecture. 2. Chris and Martin are the shit. Seriously those guys are awesome and they made lab so much fun even if the did sass me half the time when I asked questions. Once they realized I actually didn't understand something they were very informative and made sure I got it before going to someone else.

Didn't have Bloomfield as a teacher; very difficult, but rewarding, labs.

good

The TAs in my lab were condescending and would tell me to just reread the lab instructions when I had questions. I once had my hand raised for 5 minutes while the TAs talked to the kids in the back about Star Wars.

Majority of the TA's I met and got help from were amazing and sincerely helpful and effective, regardless of their levels of sass (which btw were high). Shout outs to Andrew, Chris, JAY, "Xamara", Michelle, ginger-haired boy, and I feel like there's more but I'm having difficulty remembering. Not that everyone else was mad, these people just left a great impression with me.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

CS2150 lab was somewhat useless. Besides offering easy access to TAs, all the lab allowed me was a time where I was kinda required to work on CS during the week. (I say kinda because of the nice automatic extension policy--good job there). Working on the lab computers was fine (they should really upgrade those machines to KDE 5 Plasma because it is so much nicer than KDE 4), but it just seemed like more of a hassle than anything else. I assume that the lab time may be more useful to other students who do not run Linux as a daily driver, but I would really just prefer to work on my laptop with my nice tiling window manager and pimped out VIM. Lab should either be phased out or replaced with assignments that require some sort of group interaction to justify the change of workflow. Otherwise it just seems to be a hassle for everyone involved. 6/10

ayy lmao

This class should have been more credits. The TAs were amazing though, thank you for being awesome.

Great course! I definitely struggled through some of the lab and pushed me a little, but looking back, has been one of the most rewarding course I have taken at UVa so far and I've learned a lot.

TA ran Lab section, many problems not applicable to Bloomfield. CS 2150 should be at least a 4 credit class. Whether it is increasing the lecture to 4 credits or give the lab section 1 credit. It would represent the difficulty level and efforts required for this class much more accurately. Overall, the course was very challenging but rewarding at the same time.

The world does not revolve around CS 2150 no matter how much Bloomfield would like it too.

I really enjoyed 2150. It was challenging but I learned a lot.