

# CS 2150-1 Program & Data Representation - Fall 2009

ENGR (16353)

INSTRUCTORS: Bloomfield, Aaron S. (asb2t)

Respondents: 31 / Enrollment: 37

Summary: CS 2150-1 Program & Data Representation - Fall 2009 (16353)	
<b>Overall Course Rating</b> CS-2150-1 Mean 3.92 CS-2150-1 Std Dev 1.12 CS-2150-1 Response Count 155	<b>Overall Instructor Rating</b> INSTRUCTOR: Bloomfield, Aaron S. Mean 4.44 Std Dev 0.75 Response Count 217
Difference from Category Mean, Expressed in Category Standard Deviations 	Difference from Category Mean, Expressed in Category Standard Deviations 
SEAS, 2000-level courses Mean 4.01 SEAS, 2000-level courses Std Dev 0.91 SEAS, 2000-level courses Response Count 11659	SEAS, 2000-level courses Mean 4.22 SEAS, 2000-level courses Std Dev 0.86 SEAS, 2000-level courses Response Count 17207

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																																																						
<b>1. The subject matter was challenging.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<table border="1"> <thead> <tr> <th colspan="9">Results for CS-2150-1</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>31</td> <td>4.35</td> <td>0.75</td> <td>15 (48.39%)</td> <td>13 (41.94%)</td> <td>2 (6.45%)</td> <td>1 (3.23%)</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>2338</td> <td>4.08</td> <td>0.78</td> <td>694 (29.68%)</td> <td>1223 (52.31%)</td> <td>323 (13.82%)</td> <td>84 (3.59%)</td> <td>9 (0.38%)</td> <td>5 (0.21%)</td> </tr> </tbody> </table>	Results for CS-2150-1									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	31	4.35	0.75	15 (48.39%)	13 (41.94%)	2 (6.45%)	1 (3.23%)	0 (0.00%)	0 (0.00%)	Results for SEAS, 2000-level courses									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	2338	4.08	0.78	694 (29.68%)	1223 (52.31%)	323 (13.82%)	84 (3.59%)	9 (0.38%)	5 (0.21%)
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<b>3. There was a reasonable level of effort expected for the credit hours received.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<table border="1"> <thead> <tr> <th colspan="9">Results for CS-2150-1</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>31</td> <td>3.61</td> <td>1.38</td> <td>11 (35.48%)</td> <td>8 (25.81%)</td> <td>4 (12.90%)</td> <td>5 (16.13%)</td> <td>3 (9.68%)</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>2330</td> <td>4.03</td> <td>0.96</td> <td>746 (32.02%)</td> <td>1190 (51.07%)</td> <td>174 (7.47%)</td> <td>144 (6.18%)</td> <td>71 (3.05%)</td> <td>5 (0.21%)</td> </tr> </tbody> </table>	Results for CS-2150-1									Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)	31	3.61	1.38	11 (35.48%)	8 (25.81%)	4 (12.90%)	5 (16.13%)	3 (9.68%)	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)	2330	4.03	0.96	746 (32.02%)	1190 (51.07%)	174 (7.47%)	144 (6.18%)	71 (3.05%)	5 (0.21%)
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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-2150-1								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.10	1.01	11 (35.48%)	16 (51.61%)	2 (6.45%)	0 (0.00%)	2 (6.45%)	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)	Not Applicable (NA)
2329	4.16	0.82	829 (35.59%)	1076 (46.20%)	253 (10.86%)	83 (3.56%)	16 (0.69%)	72 (3.09%)

**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-2150-1								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	3.06	1.09	3 (9.68%)	7 (22.58%)	13 (41.94%)	5 (16.13%)	3 (9.68%)	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)
2334	3.56	1.10	379 (16.24%)	811 (34.75%)	461 (19.75%)	210 (9.00%)	122 (5.23%)	351 (15.04%)

**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-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.58	0.56	19 (61.29%)	11 (35.48%)	1 (3.23%)	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)
2448	4.14	0.87	914 (37.34%)	1120 (45.75%)	271 (11.07%)	106 (4.33%)	31 (1.27%)	6 (0.25%)

**7. The instructor was knowledgeable about the subject matter.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.77	0.43	24 (77.42%)	7 (22.58%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2457	4.59	0.64	1606 (65.36%)	723 (29.43%)	89 (3.62%)	22 (0.90%)	8 (0.33%)	9 (0.37%)

**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-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.81	0.40	25 (80.65%)	6 (19.35%)	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)
2461	4.41	0.75	1303 (52.95%)	922 (37.46%)	156 (6.34%)	50 (2.03%)	13 (0.53%)	17 (0.69%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

**9. The instructor (not Teaching Assistants) was accessible for individual assistance.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.26	0.76	12 (38.71%)	10 (32.26%)	5 (16.13%)	0 (0.00%)	0 (0.00%)	4 (12.90%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2465	4.18	0.82	935 (37.93%)	972 (39.43%)	342 (13.87%)	60 (2.43%)	15 (0.61%)	141 (5.72%)

**10. The grading policy was fair.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	3.77	1.06	8 (25.81%)	13 (41.94%)	6 (19.35%)	3 (9.68%)	1 (3.23%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2459	3.99	0.92	748 (30.42%)	1153 (46.89%)	336 (13.66%)	157 (6.38%)	40 (1.63%)	25 (1.02%)

**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-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.55	0.62	19 (61.29%)	10 (32.26%)	2 (6.45%)	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)
2458	4.31	0.76	1090 (44.34%)	1080 (43.94%)	190 (7.73%)	58 (2.36%)	13 (0.53%)	27 (1.10%)

**12. As a teacher, this instructor was better than most others in this School.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2150-1, Bloomfield, Aaron S.								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
31	4.30	0.70	13 (41.94%)	13 (41.94%)	4 (12.90%)	0 (0.00%)	0 (0.00%)	1 (3.23%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2459	3.91	1.03	818 (33.27%)	858 (34.89%)	510 (20.74%)	164 (6.67%)	65 (2.64%)	44 (1.79%)

**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-2150-1					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
31	1 (3.23%)	2 (6.45%)	10 (32.26%)	3 (9.68%)	15 (48.39%)

Results for SEAS, 2000-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2337	154 (6.59%)	858 (36.71%)	914 (39.11%)	291 (12.45%)	120 (5.13%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																
<p><b>14. I learned a great deal in this course.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-1																
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	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)									
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2322	4.14	0.83	837 (36.05%)	1114 (47.98%)	259 (11.15%)	92 (3.96%)	20 (0.86%)										
<p><b>15. Overall, this was a worthwhile course.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-1																
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2330	4.11	0.91	880 (37.77%)	1036 (44.46%)	251 (10.77%)	126 (5.41%)	37 (1.59%)										
<p><b>16. The course's goals and requirements were defined and adhered to by the instructor.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-1, Bloomfield, Aaron S.																
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	<table border="1"> <thead> <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> </tr> </thead> <tbody> <tr> <td>2452</td> <td>4.23</td> <td>0.70</td> <td>882 (35.97%)</td> <td>1303 (53.14%)</td> <td>218 (8.89%)</td> <td>43 (1.75%)</td> <td>6 (0.24%)</td> </tr> </tbody> </table>	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2452	4.23	0.70	882 (35.97%)	1303 (53.14%)	218 (8.89%)	43 (1.75%)	6 (0.24%)
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<p><b>17. The instructor was approachable and made himself/herself available to students outside the classroom.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2150-1, 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-2150-1

Total	Individual Answers
19	See below for Individual Results

I like stretching in class!

Course was tough, but worthwhile

If one is to jump on tables, one must learn balance. Relaxen und watchen das blinkenlichten.

I don't think my actual feelings about the class are well-represented in my answers to these questions. I respect Aaron Bloomfield very much, but the workload for this class was heavier than any class I've ever taken. It should definitely be a 4 credit class. I also did not appreciate having to do a lab over Thanksgiving break. Another thing is that Bloomfield made it very easy to not go to lecture by recording them and posting them on Collab. However, he still took attendance. I, for one, found out that I learn MUCH more effectively by listening to the lectures at home, and therefore did not find going to lecture very helpful. In fact, it doubled the amount of time I spent listening to lectures, because even if I showed up I would still end up listening to the lectures online.

In a nutshell, this was the probably the most worthwhile class I've ever taken in college while being the most agony-inducing one. I don't think I've ever felt so schizoid over a class before. On the one hand, I learned so much from this class. My programming skills prior were pretty atrocious, but the numerous assignments really whipped me into shape. It felt great when I got to the point of starting with nothing on an assignment and then several hours later having a working prelab assignment. The labs that taught me the most were Labs 3, 5, 7, 9, 10, and 11. Spending hours and hours struggling with the assignments taught me a lot. I also really appreciate the added teaching resources you provide, namely the recorded lectures. Watching the lectures again really helped for test/exam preparation and getting in the right mindset for the prelabs. If all my other professors did that, I would probably do a lot better in my other classes. On the other hand, this class made me feel absolutely miserable at times. I did get help from the TA's when I needed it, but I definitely got hurt in my other 4 classes because I spent a disproportionate amount of time working on this class. There were days when I spent 9 hours straight on a single lab element and couldn't get it working. Effort doesn't seem to count for much in this class because all you see is the end product, the code; if the code doesn't work, you're out of luck. It would be nice if you occasionally offered some more extra credit every 2 or 3 labs to keep people motivated; it also would be nice to acknowledge to the class at a few points in the semester that though things are difficult, they'll be worth it in the end. One of the things about CS unlike other engineering disciplines that strikes me is the disparity in people's abilities. Some kinds, like myself, don't have major CS hobbies outside of class. In contrast, there are other kids who seem like they code Linux kernels in their spare time. Also, there's not much of a "safety net" for people who don't get their code working. Unless you ask someone after the assignments are turned in, there's no way to find out what the solutions are. I understand that you probably don't already do this because you use the same labs every semester and you don't want people to distribute solutions. Nonetheless, some kind of revelation as to what acceptable solutions look like would be appreciated. There were points in the semester where you pushed a bit too hard, but I learned a tremendous amount. I've thought a lot about this class philosophically: if the assignments are not really difficult, people won't take the time to struggle and learn; if the assignments are too difficult, some people get demotivated. Anyways, thanks for being an engaging lecturer and compassionate instructor. This was the best class I've taken in college.

Good stuff. The subject matter isn't terribly flashy, but the labs made the best with what we had to work with. Working in emacs makes me want to stab my eyes out. Sometimes when demonstrations of algorithms were given (even for things I hadn't seen before) the pace was a tad slow.

stuff

Work Load was unfair. Was forced to drop a class to be able to do the work requirements for this class. Learned a lot, but ultimately the instructor has no understanding of what a reasonable or even challenging workload this. This borders on both suicidal and masochistic

This class was definitely a challenge, professor Bloomfield made the class entertaining, at times. Many of the labs were extremely difficult and the lack of TAs/office hours made it difficult to fully complete some assignments. Exams were definitely a challenge, but a fair challenge (for the most part).

His firey passion for heaps had me on the edge of my seat.

Aaron Bloomfield is one of the best professors at this school. I don't know what it is about the CS department, but all the teachers I've had so far have been very good, teach what they need to/ say what they will, and keep in class discussions relevant to the actual subject material. Some lectures even end up dry (they all can't be winners right), but he did his best to keep them entertaining. Also, posting the lectures online is one of the best things a teacher can do. Some of the labs can get overwhelming, but if you actually listen to the related lectures there's some very good info in there that helps. The postlab reports, on the other hand, can be some of the most obnoxious things, no offense. It's not that I have a problem writing, but the length requirements need to be scaled back. There's only so much I can make up on a given subject when there's not much information available. --->ALSO, TWO POINTS OFF FOR FORGETTING TO CITE SOURCES IS RIDICULOUS. <--- Other than that, I had a great year, the class was very fun, and I'm out. Thank you much like.  
t(this part of the comments redacted, as it was about the TAs)

\*Also, it might be helpful to require students to actually have an install of Linux, or more access to the lab (there's normally a class in here whenever I try to check my program ahead of time). I've gotten points off on both the x86 labs now even though I receive the correct answer in Cygwin, but something goes wrong in Linux. And you never posted my roflicopter/steamroller/Imaoplanes anon feedback. Please do it at the review session if you read these beforehand. It's not rude, even maybe funnier than you think. I can't computer the answer.

I wish there would be more opportunities for partial credit on homeworks. They are generally only graded on correctness, so even if you spend 20 hours on a homework but cannot get it right just because there is a small coding mistake, you can still get a 0 for the homework.

This class is hard and takes ridiculous amounts of time every week. Like I took algorithms,DLD, and a 5000 level math class with CS2150 this semester, and I am pretty sure I spend more time on this class then all those classes combined.Crazy! I did learn a lot though.

The course was a lot of work which forced me to learn, but the professor made a good time of it.

Prof. Bloomfield is the best professor I have had in college yet. He is well-organized and really connects with his students. He doesn't lecture from the slides but rather TEACHES us. It was a nice change.

Bloomfield is a BAMF.

The programs were overly hard. I felt part of the problem was lab descriptions that weren't clearly stated/ contradictory. Also, the tests had a lot of extra material we were required to know that wasn't taught in the class. It's not that I think we don't need to know the material, but that it's something where if you don't know you need to know it, you can't guess at it during the test. which hurts you.

Too much work. Maybe programming and stuff is not as bad, but the report format guidelines are pretty subjective, and the grading guidelines for half the labs are as of yet unknown, and we should be allowed to wait to submit our course evaluations until we get our grades and regrades back (i.e. the question "the grading policy was fair"). Also, getting to know expected answers for tests would be nice, since we are given the questions, but we are left to speculate which level of detail would be sufficient. Just a few observations.

AWESOME CLASS!!